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中京大学

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日本「アジア英語」学会 第42回全国大会プログラム

日時： 2018年6月30日(土) 10:00~17:30 (9:30受付開始)
場所： 中京大学 名古屋キャンパス センタービル (0号館) 7階 0704教室
〒466-8666 名古屋市昭和区八事本町 101-2 名古屋市地下鉄鶴舞線/名城線「八事」駅 5番出口すぐ
参加費： 会員 1,000円 当日会員 1,500円

総合司会：渡辺有泰 (法政大学)

10:00-10:10 会場校挨拶：安村仁志 (中京大学 学長)
会長挨拶：竹下裕子 (東洋英和女学院大学)

基調講演

10:10-11:40 “Transnationalizing Local and Global Culture in the English Language Classroom”
Eka Marhaenny DUKUT (Soegijapranata Catholic University, Indonesia)

11:40-12:00 会員総会

12:00-13:15 昼食休憩

研究発表 (13:15-15:40)

司会：Leah GILNER (愛知大学)

※発表 20分+質疑応答 5分

- 13:15-13:40 1. 企業における社内英語公用語政策および英語使用の現状とその影響
氏家佐江子 (国士舘大学)
- 13:45-14:10 2. What We Call Each Other? With *san*, without *san*, or nickname?
濱田陽 (秋田大学)、石塚光里、豊島菜々子、佐藤彩佳
- 14:15-14:40 3. “There Are a Lot of Cute Girls”: Gendered Constructions of Filipina Tutors in Japan's Skype *Eikaiwa*
田嶋美砂子 (茨城大学)
- 14:45-15:10 4. Learners' Beliefs and Learning Strategies for Second and Foreign Languages at Shanghai Japanese High School
関谷弘毅 (広島女学院大学)
- 15:15-15:40 5. The Essential Quality of English in Malaysia: An Analysis of Lee Kok Liang's “The Mutes in the Sun”
二村洋輔 (Universiti Sains Malaysia)

シンポジウム (15:50-17:20)

“Contrasting Views of Language Proficiency: Common Measures and Relevance to ELF/EIL”

司会：相川真佐夫 (京都外国語大学)

“Exploring an ELF-informed CEFR for 4th Year Writing”

James D'ANGELO (中京大学)

“CEFR for ELF Values in Japan? Reception in Japan and Changes in the CEFR 2018 Companion Volume”

Alexander IMIG (中京大学)

“A Case Study in IELTS Preparation: A Precursor to ELF Recognition”

田中富士美 (金沢星稜大学)

17:20-17:30 閉会の辞：榎木菌鉄也 (中京大学)

17:50-19:20 懇親会会場：センタービル (0号館) 2階「イタリアントマト」

参加費：4,000円

問い合わせ先：日本「アジア英語」学会事務局

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KEYNOTE LECTURE

Transnationalizing Local and Global Culture in the English Language Classroom

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1. An Overview of the English Curricula in Indonesia

Since Indonesia gained its independence in 1945, the ELT method used has been the grammar-translation method. This method was inspired by the Dutch education system, whereby grammar and translation became the focus of the English language classroom. Two kinds of English variety were popular during that period, i.e. the British versus the American English. At the beginning, most Indonesians preferred to use the British English because of the understanding that the Queen's language connoted a high class position for the speakers. As its counterpart, the American English speaker were looked down because of the straight forward character of the language, henceforth, it was considered applicable only to low class people who could not be creative enough in using vocabularies that were considered polite for communication.

The condition about the British English prominence over American English, however, has shifted in 1953 when the Ford Foundation provided a grant for English teachers to set up a two-year English training institute known as B1 course (Lie, 2007, p.4). The institute only accepted 50 new students every year with highly selective criteria. In the institute, the importance of the Audio Lingual approach that implemented the Oral Approach were used for the 1968 and 1975 Indonesian English curriculum. In this curriculum, not only teaching grammar was important, but the listening, speaking, reading and writing skills were necessarily learnt and trained for students. Because the clever students were given scholarships to study for their M.A. and Ph.D. in American universities, more and more Indonesians consequently

used the American English variety, thus elevating it to become the more popular English variety for communication.

With the shift “from empiricism to nativism in the late 1950s and the sociological trends in the 1960s” ELT in Indonesia focused more on Widdowson’s (1978) teaching on the importance of language use rather than language usage (Lie, 2007, pp. 4-5). As a result, the English language curriculum changed from an Audio Lingual to a Communicative Approach in 1984 (see the table below).

Year	Name of Curriculum	Approach
1945	unknown	Grammar translation
1968	Oral approach	Audio lingual
1975	Oral approach	Audio lingual
1984	Communicative approach	Communicative
1994	Meaning-based curriculum	Communicative
2004	Competency-based curriculum	Communicative
2013	Curriculum 2013	Communicative

Although still using the Communicative Approach, the name of the curriculum since 1994, however, is changed into a Meaning-Based Curriculum (MBC), and Competency-Based Curriculum (CBC) in 2004, which focused on the needs of the schools to produce students who were equipped with the competence necessary for communicative English. Almost 10 years later, the 2013 curriculum is devised as the most recent curriculum. Curriculum 2013 is produced to encourage Indonesian citizens to have a more religious tolerance and mental health, due to the finding that the young generation citizens are lacking skills and cognitive abilities necessary for showing tolerance and empathy towards others (Gunawan, 2007). The curriculum also aims at “improving mindset, strengthening governance curriculum, deepening and expanding material, reinforcing learning, and adjusting learning load in order to ensure conformity between what is desirable with what is produced” (Susanti, 2018). This curriculum is essential to keep up with the advancement of science, technology, art and culture to reach out to not only the local, regional, and national learners but also to the more global, international English language learners.

2. Indonesian EFL learning environment

The change of names in the curriculum, as described above, is due to the government's way of finding out how to deal with Indonesian classes whose number of students are large and having diverse levels in "motivation, intellectual capability, cultural backgrounds, and access to education resources" (Lie, 2007, p.6). A description of the diversity is in the comparison of Jakarta city with a remote area in the mountains of Java island, such as that in Wonosobo area, which is also located in the island of Java, the most populated island in Indonesia. In Jakarta, students are fully clothed in clean ironed uniforms with complete classroom facilities, such as chairs, tables, whiteboards, library, computer and science laboratories, football fields, basketball courts, etc. By comparison, the Wonosobo student may only have an open area underneath the trees with no walls nor roof for the classroom. Some remote Wonosobo schools will most likely be far from having a computer laboratory, let alone a good library with decent books to read.

English language in Indonesia is taught as an EFL (English as a Foreign Language). This gives the implication that teachers of EFL may not be professionally equipped with native English like pronunciation and ways of effective teaching because only a selected few of English teachers have had the chance for overseas study. Consequently, some English teaching materials relied on English textbooks and audio video recordings with English environment settings from Western countries. These were conditioned due to the lack of time to produce ELT materials with Indonesian settings. With the government regulation that English language is one out of the three compulsory subjects besides Mathematics and Indonesian language for the Primary and Secondary level education, teachers are continually challenged to develop their own teaching-learning materials, methods, media and assessment. In national-plus schools, this autonomy includes the use of international curricula, which may support many more Indonesians to continue their studies abroad in addition to becoming a ready global citizen by having 21st century skills in education. The skills in this case includes the capacity to analyze, solve problems, communicate idea and information, in order to make a well-established plan, organization and collaboration with others (Wrahatnolo & Munoto, 2018).

3. Supporting the EFL classroom with a local global digital media application

In support of EFL students who should have 21st century skills characteristics such as being critical thinkers, creative and innovative; I have decided to create a smartphone application that trains students for a TOEFL (Test of English as a Foreign Language)-like game. The smartphone game application is actually a development of the TOEFL-like game previously made for the personal computer (see Dukat, 2018 for a more detailed discussion on the PC software). The decision of developing the PC game into a smartphone based program that can be downloaded from the Play Store program is based on the thinking that local Indonesian made TOEFL-like games could be transnationalized or transformed across other countries for global users. This is just the same as how the American TOEFL test materials that was initially set up to test immigrants coming in the country is being made global by popularizing it in almost any EFL classroom.

Making use of the Integrated-Based TOEFL (IBT) as the background to play with a product called, *TOEFL Like App Tommy and Pokina*, therefore, I have asked colleagues from the Game Technology department to help me devise an interconnected game exercise which challenges EFL students as players to comprehend and reflect back to the information and exercises done from the previous sections, in order to do the next sections of the game. The TOEFL-like game, designed for a 45 to 60 minute English classroom interaction, is set out for Primary and Secondary school students. The younger an EFL student is in playing a TOEFL-like game, the better equipped that student is for the global world of education.

In playing the game, after downloading the smartphone game application, an EFL student would be asked to firstly watch a Digital Animation that becomes a TOEFL-like exercise for the listening section. In this section, my team and have built in some local Indonesian cultural knowledge, thus giving an innovation to the usually American academic discussion found in a real TOEFL. In creating the local knowledge, we are careful to insert the aim of the Curriculum 2013, which wanted more students to be more tolerant and have better empathy towards others by showing for example, that Javanese people also loves the idea of cooking a vegetable dish named *capjay*, which is made from *pakchoy* vegetables mixed with carrots, tomatoes, and spring onions. If it were not for the Chinese that introduced the

pakchoy vegetable and *capjay* dish, the Indonesian menu may not be as varied as today. This part of the story in the animation is proof of how we can insert the teaching for toleration through an English language game.

The game *Tommy and Pokina* is created not only for high school and college students to give better empathy to other ethnics, and polish ones English skills by playing the game, but also to make players aware that consuming vegetables is important for someone's growth. Therefore, the game is also making the players think critically about the nutrients and vitamins informed through the Digital Animation. Thus, the younger the players are, the more beneficial the information will be. Following the digital animation, there are multiple choice questions for the Listening section that needs to be answered in 5 minutes. This is then followed by a Reading section that gives further details on the benefits of the vegetables used for the main character of the digital animation.

Just like the IBT, the Reading section consist of a scrolling up and down reading passage that is followed by multiple choice questions that test on the comprehension and grammar ability in a 10-minute period. After the questions have been answered, players are then asked to use 20 minutes to write a 1000 words essay that proves how well the players have been in understanding what they have watched, heard and read about the vegetable characters. At the end, the players are asked to do 10-minute recording session for the game's Speaking section. This last section would receive a high score if the player can show how he/ she has integrated all of the information learnt from doing the previous sections.

Through a questionnaire given to Indonesian students who tested out the game, it is found that as much as 44.44%, finds that the game is easy to do. The same percentage of 44.44% of the players also say that the time allocation in playing the four sections of the game is too much. This information is a good finding because the game testers were sophomore students. Thus, there is hope, that the time allocation is appropriate for the targeted players from secondary schools. As much as 33.33% enjoy learning English by playing the TOEFL-like game rather than through conventional English books. The same percentage amount, 33.33% of the students also find that the attraction of the game relies on the use of colors, sound and visual characterization of the Listening section. It therefore, means that the use of Digital

Animation in the game is useful. The *TOEFL Like App Tommy & Pokina* is also reported by 66.66% of the players to be an appropriate English language media that help them understand English grammar without putting aside the time to play with others. The same amount of percentage, i.e. 66.66% of the players also reports the game as being easy to download from the smartphone's Play Store. These players also like the idea that some local content is put in the TOEFL-like exercise, thus making the players more in tune with the game. With these conditions therefore, the TOEFL-like game is considered a useful game for EFL students in Indonesia. By having the game in Play Store, therefore, the game can be played by anyone all over the world whose smartphone is compatible for the game. Because of this, the game needs to be tested in another Asian country whose inhabitants are known to use various kinds of media technology in schools, such as Japan. The result of this future test will be reported in another academic article.

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研究発表

Paper Presentations

企業における社内英語公用語化と英語使用 の現状とその影響

氏家 (小澤) 佐江子

SBF コンサルティング・早稲田大学・国士舘大学

1. はじめに

21世紀で特筆すべき現象は政治経済文化の様々な分野での急速なグローバル化である。その中で最大の問題は言語障壁と言える。英語を共通語として用いることは言語障壁の最も簡単な解決方法とみなされており、英語使用が広がっている。その結果、ビジネスの世界でも英語を社内公用語ないしは共通語にする非英語圏の企業が増えている(Rogerson-Revell, 2007)。日本でも楽天、ユニクロ、日産、ブリヂストン、ホンダも社内で英語を公用語ないしは共通語として使用している。日本企業以外にも、オランダの Philips、フランスのルノー、フィンランドの Nokia、ドイツの SAP などの非英語圏の多国籍企業の多くが英語を公用語としている。また、国を超えた買収や合併が増えているが、統合後は非英語圏でも英語が公用語とされるケースが多い。例えば、製薬会社のヘキスト（ドイツ）とローヌ・ブーラン（フランス）が 1998 年に合併し新会社アベンティスとなった。新会社がドイツ語とフランス語のどちらを公用語にするかと注目されたが、英語が公用語に採用された。その後合併した欧州の企業の多くが英語を公用語として使用している。(e.g. Louhiala-Salminen et al., 2005)

日本は、英語使用において、英語を外国語として使用する Expanding Circle (Kachru, 1992)に属し、日常の一般的なコミュニケーションに英語が使用されている環境ではない。しかし、英語は第一外国語として、広範に学習されており、英語教育産業は、教科書、参考書等の出版分野や英会話学校や英語専門の塾、英語能力のテスト・サービス等、市場の需要も大きく一大産業になっている。グローバル戦略の一環として、企業の「英語人材」の必要性の高まりは多くのメディアで取り上げられている。

2. ビジネス共通言語としての英語

英語は国際的に最も重要なビジネス言語となっている。日本企業でも英語使用は広がっており、英語能力の重要性は高まっている。国際ビジネスコミュニケーション協会の調査(2013年)によると調査に回答した日本の上場企業 305 社の 75%が業務で英語をしているという。さらに、調査に回答した上場企業のうち、15.8%が英語能力を示す TOEIC スコアを異動、昇進、昇格の要件にしているか、現在はまだ要件にしていなが、将来要件にする可能性があるかと答えた。要件となるスコアも前回の 2011 年の調査と比較して、すべての役職で上昇している。同じ調査でも、新入社員の採用においても、英語能力を重視する企業が増えている。同じ調査でも、調査回答企業の約 7 割が入社希望者が「資格・特技」として提出した TOEIC スコアを「参考にしている」ないしは「参考にすることがある」と答えている。

3. 企業の社内英語公用語化

企業の社内英語公用語化というと、インターネット・サービス大手の楽天が英語社内公用語化政策を発表して注目されたのが記憶に新しい。同社は、2010年6月に社内英語公用語化政策を発表し、2012年7月に実施が開始された。さらに同社ではさらに2010年6月に人事制度を改定し、12月の定期昇格人事から、TOEICスコアを社員の評価に組み込むことを決定した。楽天が発表した英語公用語化政策に対しては、賛否両論あり、日本国内では、日本企業が英語を主要ビジネス言語として使用することに批判的な意見も多く、少数の英語に習熟した人達 Language Nodes (Feely & Harzing, 2003) がいれば十分であるという考え方も根強い。

4. 先行研究

国際ビジネスの分野で言語の問題や、英語公用語化ないしは英語共通語化を含む企業や経営における言語政策に関する研究は多くない。その原因としては、企業における言語政策や言語教育と企業組織の研究の分野的隔たりが大きく、学際的な研究が容易ではないことが考えられる。(Harzing & Feely, 2008) 非英語圏の企業の多くが社内で英語公用語にしており、ビジネスにおいて英語を共通語として使用することが一般的となっており、参考になる研究論文も発表されている。(Louhiala-Salminen, Charles, & Kankaanranta 2005, Ehrenreich 2009, Rogerson-Revell 2007, Vesa Peltokorpi and Eero Vaara 2014)

英語を共通語にすることによって、多国籍企業のコミュニケーション問題を完全に解決できるわけではない。文化的かつ言語的バックグラウンドの異なる従業員間でのコミュニケーションの困難が多くのビジネス上の問題を引き起こしていることも報告されている (Louhiala-Salminen, Charles, & Kankaanranta, 2005)。英語共通語政策を導入したフランスのハイテク企業を調査し、英語非ネイティブ従業員が、英語能力のレベルにかかわらず、社内における自分の地位や立場が低くなったと感じているという調査結果もある (Neeley 2013)。ある日本企業の米国拠点を調査した研究では、英語公用語化を実施した後、英語ネイティブの従業員は企業内で自分達の価値が上がったと感じ、その企業に対する「帰属感、昇進への期待」などが大きく改善したと回答している。その一方で、それが自らの努力や業績の結果ではない (unearned status gain) ことから彼らの間に居心地の悪さも生じているので、企業はそのような状況に配慮した人的管理を行うべきであるとしている (Neeley & Dumas 2015)。

グローバル企業で共通言語を使うことにより、多文化・多言語の従業員のコミュニケーションが改善し、一体感が生まれたという報告がある一方で、ドイツの自動車メーカーを対象に多国籍チームを対象とした研究では、言葉がうまく通じないことが構成員間の信頼形成にネガティブな影響があることを検証し、信頼形成について言語の面からの調査研究の必要性を強調している (Tenzer et al. 2014)。Sliwa, M., & Johansson, M. (2014) は、国際ビジネスの現場で非ネイティブ話者の言語能力が、従業員評価プロセスに影響し、彼らの組織内の立場や力関係が変化するかについて調査した。その結果、多言語環境での英語共通語化政策が、必ずしも組織をまとめる効果があるとは限らないとしている。また、様々な種類の英語 (World Englishes) のアクセントやボキャブラリーの存在を認識し、その使用を許容

すべきであるとしている。

5. リサーチ・クエスチョン

本研究は、主要な先行研究をもとに、日本国内の企業の英語公用語化および英語使用の現状についての聞き取り調査を行い、英語公用語化・共通語化の影響や問題点を洗い出し、今後の調査・研究の分析・検証の対象領域を明確化することを目的とする。したがって、現時点での目的は日本における社内英語公用語化の実態について知ることと、企業内での英語使用の状況の全体像を把握することとした。

1. 日本企業における社内英語公用語化政策の実態とその目的と効果はどのようなものか？
2. 日本国内の企業において英語がどのように使用されているか？

6. 研究手法

第一段階では、英語公用語化を導入した IT 企業について調査した。事前に同社について二次資料を集め背景や全体像を把握した。さらに同社の人事政策担当役員のセミナーに参加し、英語公用語化に到った経緯および現状について理解に務めた。その上で、同社の人事担当者に同社の方針や実施方法について聞き取るとともに、従業員及び元従業員から、彼らが英語公用語化政策に対してどのように感じ、対処してきたのか、インタビュー調査をした。

第二段階では、企業内で英語を日常的に使用している日本人バイリンガル・プロフェッショナルにインタビューし、英語公用語化政策についての考えや、各企業における英語使用の状況、および国際ビジネスの現場で英語使用が今後どのように変化していくと考えているのかについて調査した。

7. 調査結果と今後の課題

- 英語オンリー・ポリシーを発表した企業も実態は日本語英語併用かつ英語比率低下

第一の調査対象の英語公用語化を実施した日本企業では、社内英語公用語化を内外に発表したことにより、会社の一般的なイメージが、日本語しか通じない日本人だけの閉ざされた企業環境から、開放的で国際的なイメージに変化し、海外から優秀な人材を採用しやすくなったとのことであった。（この企業の場合、収益のほとんどが日本国内で生み出され、海外進出を目指して買収した子会社も業績不振で売却整理しているので、実際にはそれほど国際的企業とは言えない。）さらに、同社によると、英語を使うことでグローバルな情報を以前より効率的に共有することが容易になったという。同社は社内英語公用語化を実施した目的の一つとして、外国人従業員に対する人種・民族的優越的ないし差別的な態度などを緩和することをあげており、社内英語公用語にし、日本語の壁を取払ったことで、外国籍の社員が能力を発揮しやすい環境が生まれ、非日本人従業員の割合が増加した。社内英語公用語化を実施した翌年には通年で、新卒社員のうち 62%（本社全体では 29%）が外国籍になったという。さらに、同社社員に対するインタビュー調査を通して、ハイテク業界は技術革新が急速で、日本語で得られる情報が限られていることから、国際市場での競争に取り残

されるのを避けるためには、英語使用は必須であるとの認識が社内で周知とされていることがわかった。その一方で、同社では、社内英語公用語化方針を発表した後、新方針を嫌って社員の20%が退社したという。英語でコミュニケーションし、業務を遂行するのは、大多数が日本語母語の話者の職場環境では、困難であり、当該企業でも、詳しく話を聞くと、当初は英語のみを使うことを目指したが、現状では日本語英語併用のバイリンガル環境で、英語使用の度合いは低い。

- **様々な業種で英語が使われている**

第二の英語バイリンガルのプロフェッショナルに対する調査では、業種が、コンサルティング、金融・投資、製薬、法律事務所、化粧品、製造企業等、多岐に渡った。今後も調査を継続する予定であるが、業種や対象市場、職種によって、英語使用の度合いに濃淡はあるものの、様々な現場で英語が使用されており、現時点では調査協力者全員が、今後ますます英語使用の必要性は高まり、広範に使用されていくだろうと感じていた。

今回インタビュー対象となったプロフェッショナルは、企業内で Language Nodes として、国際的な業務に就いている人たちが多かった。しかし、保守的な印象のある大企業でも英語を使用する機会は増えており、これまで英語を使う必要のなかった部署でも、英語が必要になっている。たとえば、以前は英語が必要とされていたのは、主に海外と交渉のある営業分野とかだけであったものが、近年は海外製造が増加し、製造部門でも英語を使う必要が高まっている。

- **どんな人にも英語が必要になる局面が出てくる**

さらに、日本国内だけに留まっても、社内の階層を昇進していくにつれて、英語の必要度が高まっている。すなわち、日本国内を主な対象市場とする企業でも、非日本人の社外役員を採用し、役員会では英語が公用語という企業もあり、役員メンバーのなかには、日本国内ビジネスで業績を上げて、全く英語を使わないで社内キャリアの階段を順調に昇ってきたような人も、英語を話さなければならなくなっているとのことである。

社内の業務の変化や部署の異動、転勤や昇進によって、これまで英語を必要としなかった人たちもある日突然英語を使わなければならなくなるとするのが日本企業の現状であるようだ。

- **少子高齢化とグローバル化でますます英語が必要**

少子高齢化による国内消費市場の縮小による収益減少と、労働市場の縮小による人材不足という問題が将来的にはさらに悪化が予想されることから、日本企業は、海外市場への拡大と、海外からの人材確保という二つの面で、グローバル化を進める必要がある。今回の調査では、回答者の多くが、英語公用語化政策に関しては、現時点で全社的に実施するのは困難だが、将来的には日本企業も社内英語公用語を実施する必要にせまられることになるかもしれないと考えていた。

- **知識集積度の高い産業では中小企業でも英語は必須**

大企業では、海外経験があり英語コミュニケーション能力の高い従業員が Language Nodes として機能しているケースが多く、一般社員の英語使用度合いはまだまだ低くなっている。その一方で、知識集積度の高い産業（ベンチャーキャピタル、不動産投資ファンド、マネジメント・コンサルティング、法律サービス）においては英語使用度合いが非常に高く

なっている。回答者の一人が勤務するのは、日本人で構成される小規模な企業だが、投資対象がほとんど海外で、主要投資家も米国でMBAを取得した中国人で、文書、電話、Eメール、テレコンファレンス等でのコミュニケーションは英語を使っているという。世界的に高い知名度を誇るマネジメントコンサルティングファームでは、日本人とは異なった視点のインプットが有益なことから、日本国内の案件でも外国人を交えて行うこともあり、その場合は英語でのコミュニケーションが重要になるとのことであった。また、日系の法律事務所に勤務する弁護士へのインタビューでは、近年日本企業による海外企業の買収・合併が増加していることから、顧客が日本企業であっても、顧客の相手企業の担当者や弁護士との交渉はすべて英語になることが多く、英語の使用頻度は非常に高いとのことであった。

- 米系企業では日本企業とは別の問題がある

さらに、米系企業の日本拠点の調査では、非英語圏企業の場合とは少し違った回答が得られた。米系企業では米語ネイティブの発音を重視する傾向があり、調査に回答してくれた米系企業プロフェッショナルは、仕事には問題はないが、米語をネイティブのように話せないことに不安を感じていた。とくに仕事におけるコミュニケーション能力には自信があるが、仕事以外の場でのカジュアルな会話についていけないことがあるのが問題で、企業内な重要な人的情報ネットワークから排除されているかもしれないのが不安だと答えた。さらに別の米系企業に勤める回答者によると、日本拠点のトップには米語ネイティブないしは米語ネイティブに近い英語話者の人材が採用されることが多く、彼らは日本人従業員の日からは、必ずしも、ビジネス能力が高いとは評価できず、不満を感じているケースもあるとのこと、英語能力に関する自己評価が低い人の場合、努力して達成した営業成績も、英語能力のせいで正当に評価されていないように感じていて昇進・昇格において不利であると感じる傾向があった。英語圏企業の日本拠点についての状況については、先行研究にあるように、英語公用語化によって、非ネイティブ・スピーカーが社内の立場が弱くなったと感じる *sense of loss of status and competitive advantage* (Neeley, 2013), および 非ネイティブ話者の言語能力の従業員評価プロセスへの影響について研究結果 (Sliwa & Johansson, 2014) と同様の現象が見られた。英語圏企業については、非英語圏企業とは別の視点で調査が必要である。

- 社内の言語政策の必要性

今回調査した英語公用語化実施企業は、英語に関してはそれなりの方針を整備していたが、社内の全体的な言語政策や方針については明確な戦略を持っていなかった。海外子会社を含めて英語公用語化を宣言した時点で、多国籍多文化＝多言語の従業員が増加が予想され、現実に増加している。英語使用だけに注意を向けるのではなく、言語の障壁や文化的背景から起因する問題に対処できるように、言語や文化に関する企業方針を明確化する必要がある。アジアの国々から、欧米系ではなく、日本企業に就職してくる若者の中には、日本社会や文化、日本的経営に興味関心を持っている人も多いと想像できる。そういう人たちに對する社内のサポートの現状についても調査が必要で、どのようなサポートを提供すれば、多国籍多文化多言語の従業員にとって、働きやすい職場環境になるのか分析検証することが必要だ。

- 今回の調査をもとにさらに詳しい調査・研究を進める

今回調査で日本の企業内での英語使用の問題点がいくつか明らかになった。これらのデータを精査して、詳しい背景や状況を先行研究と比較検証しながら、さらなる研究を進めていく。

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What we call each other? With san, without san, or nickname?

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1. Background

It is well known that we call each other by our first name among friends in English. When people use English with friends in Japan, we see them bring Japanese culture in, adding “san” or “senpai.” In Autonomous Language Learning Rooms (ALL Rooms), where those who try to acquire English come to practice in our university, we see younger people calling older people by their first name adding “san,” including both Japanese and exchange students. In terms of communication, this phenomenon may trigger a potential problem. First of all, anxiety has been long researched and it negatively affects communication (e.g., affective filter, Krashen, 1982). By clearly showing the age difference even when using English, English users may need to put extra consideration into the communication. Second, the clear age distinction may lead to unnecessary hierarchy, which is inherited from Japanese culture, and may affect the communication negatively. In fact, we actually had seen these issues in ALL Rooms, which was the starting point of the study. Under these circumstances, ALL Rooms team examined the Japanese students’ perceptions toward the usage of San (Hamada, Chiba, Sato, & Ishizuka, 2017). In this paper, we will briefly summarize the first study, and then report the second study that attempted to examine the perception of foreign students. Finally, we will explain our new project and its result.

2. The ALL ROOMS

Akita University has created and run a self-access center since 2010, called ALL ROOMS (Hamada, 2013). Annually we see approximately 1500 visits ALL Rooms, which is equipped with a English lounge and three individual rooms. ALL Rooms hire 10 student staff members (3 exchange students and 7 Japanese students), with high English proficiency. The Japanese student staff members are required to achieve at least 730 of the TOEIC before proceeding to the third year, and at least 860 before graduation. They help other students who come to ALL Rooms to study for the TOEFL and TOEIC, and to practice English conversation. ALL Rooms have a strict “English Only” policy and no other languages are allowed.

3. The first study

The summary of the first study is as follows (Hamada, et al., 2017). The purpose of the first study was to explore Japanese English learners' attitudes towards "san". A total of 8 participants that consisted of two types of ALL Rooms users. Four younger students (19 years old students) and four older students (21, 22, and 22 years old students) were chosen for an interview survey. Each interview took 5-10 minutes. We used an IC recorder to record the interview. We asked each group 2 sets of different questions and categorized the answers. For younger students, the questions were as follows: (1)What do you think of calling older Japanese people without "san" in ALL Rooms and Why do you think so? (2)What do you think of calling older Japanese people without "san" in a foreign country? For older students, the questions are as follows : (1) What do you think if a younger Japanese calls you without "san" in ALL Rooms and Why do you think so? (2)What do you think if a younger Japanese calls you without "san" in a foreign country? Briefly, the result shows that the younger students think it is necessary to call older students with "san" because it is in Japan. In the older students' case, they do not mind being called without "san" but it depends on their relationship (i.e., how close they are). Based on these results, to create more learner friendly atmosphere, we suggest we use English nicknames among Japanese students.

4. The second study

4-1. The purpose of the study

The RQ of the second study was whether the same results of the first study apply to the case among Japanese students and non-Japanese students.

4-2. Methods

Eight foreign students participated in the study. Half of them were younger students and the other half were older students. Their nationalities were Israel, Malaysia, the Philippines, and China, who were all from Asia. A semi-structured interview was conducted, and the same 4 questions as in study 1 were used in the interview. In the interview, we asked the 4 questions to each participant individually. Each interview took 4-10 minutes. The interview was recorded and transcribed by two researchers. Then the two researchers analyzed the data to categorize them based on by similarities and differences.

4-3. Results and discussion

We found that the foreign students did not feel "san" or "senpai" necessary, which was opposite to the Japanese students' view. When they communicate with

others in English in ALL Rooms, the foreign students tend to apply the culture that is rooted in their first language, regardless of their nationalities. On the other hand, Japanese students apply the Japanese culture to the way they communicate with people in ALL Rooms. In short, the differences that arise from their first language are reflected in the way they use English in ALL Rooms. In addition to the differences, we found a unique tendency in Malaysian interviewees. Similarly to Japanese students, they were positive about adding "san" or "senpai" because they want to show their respect for older people. This hints that Japanese and some other Asian people may share the same idea to some extent. In general, the culture of the English user influences their attitudes when they speak English, but it is also true that in some language, they share a similar custom as Japanese.

5. The third study

5-1. Purpose of the study

Based on the results of the previous two studies, we conducted the third study, setting its RQ as whether using nicknames comforts both younger and older students.

5-2. Methods

We have started using nicknames since this April and conducted an interview in the end of the month to examine the initial reaction of the students. A total of 12 participants, who consisted of three types of users (five freshmen, four third year students, and three third year staff members), were chosen for the interview survey. All of them were Japanese students. We conducted a semi-structured interview.

In the interview, two of the researchers asked several questions individually. The questions included the participants' nickname, their opinions on the advantage and disadvantage of calling people by their nickname, and their opinions on the advantage and the disadvantage of being called by their nickname. Each interview took 5-10 minutes. These were recorded and the data were first summarized by two researchers individually, then discussed by all the researchers. The brief results are revealed as follows.

5-3. Results and discussion

We found that those who had already been used to using "san" were hesitant to use a nickname while those who were new had no problem. First, freshmen were positive about using a nickname. We assume that it is because freshmen do not know that most students had used "san" in ALL Rooms before, and they easily accepted the principle. Some participants even mentioned that it is strange to call

older students with “san” or “senpai”. Second, there were various opinions in the case of third year students. Most of them do not mind being called by their nickname but feel uncomfortable when they use a nickname to call older students. One of the reasons is that they had called older students’ names with “san” or “senpai” for a long time in ALL Rooms, and they had already been used to it. In addition, we assumed that some of them are affected by Japanese culture. It means they cannot help adding “san” or “senpai” to show their respect. Third, the third year staff members were positive about using a nickname unlike the third year students. They feel that the distance between the staff members and the regular students becomes closer when they use the nicknames. However, they are also concerned that some people may not favor using a nickname. In conclusion, whether they have already been used to calling older students with “san” or not was a key factor, and Japanese culture has a huge influence on students.

6. Conclusion

There are a few issues that may limit the interpretation of this study. First, in both studies 1 and 2, a question still remains whether the participants represented ALL Rooms entirely. Second, the finding of the third study is still preliminary, only examining the initial reaction of the users, so further study is necessary. Despite these limitations, this study explored the unique feature in the All English environment in Japan, with a special focus on the use of “san.” This study is not conclusive but rather a starting point. We will keep researching for the sake of creating the better environment for all the students.

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“There Are a Lot of Cute Girls”: Gendered Constructions of Filipina Tutors in Japan’s Skype *Eikaiwa*

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1. Introduction

It is well-known in the international fields of applied linguistics, TESOL, and sociolinguistics that franchised *eikaiwa* schools, where numerous ‘native speakers’ are hired and learners physically gather, are ubiquitous in Japan (e.g., Appleby, 2014; Bailey, 2007; Piller & Takahashi, 2006). While those schools are still in fashion, one-on-one lessons via Skype (hereafter Skype *eikaiwa*) have recently emerged in this educational industry. What is phenomenal about Skype *eikaiwa* is that many providers have established offices in the Philippines and the majority of the tutors are local university students or graduates. This new style of English language teaching (ELT) and English language learning (ELL) has been soaring in popularity over the last decade, with currently more than 150 providers in Japan (*Diamond Weekly*, January 11, 2014).

Focusing on Skype *eikaiwa*, this paper reconsiders gender concerns within the *eikaiwa* industry in Japan. Drawing on five Japanese male learners’ narrative accounts concerning Philippines-based Skype *eikaiwa*, the paper first investigates how Filipina tutors are discursively constructed as intimate and romanticized entities in these learners’ narrative accounts. Thereafter, making use of data obtained through individual interviews with five Filipina Skype *eikaiwa* tutors, the paper shows that they frequently come across male learners displaying flirtatious attitudes toward them.

This trend may appear to be along the same lines as discursive constructions of Western male *eikaiwa* teachers as embodied recipients of Japanese women’s *akogare* (longing/desire) (e.g., Piller & Takahashi, 2006) in that both teachers are consumed as highly gendered and sexualized commodities. Acknowledging this likeness, the paper seeks to grasp major differences between previous studies on gender concerns in franchised *eikaiwa* schools and what is currently going on within the Philippines-based Skype *eikaiwa* sector. By so doing, this paper aims to provide better understandings of “gender as a significant dynamic in the personal and professional politics of English as a global language” (Appleby, 2014, p. 1).

2. Features of Skype *Eikaiwa*

What underpins the flourishing Skype *eikaiwa* business is the development of technology. In particular, online communication tools exemplified by Skype have greatly helped learners take lessons wherever Internet access is available (Terhune, 2016). In addition to this technological aspect, the following characteristics specific to online lessons enhance the development of Skype *eikaiwa* (Tajima, 2018):

- Almost all providers offer lessons from early in the morning to late at night; some of them are open 24 hours.
- The length of a lesson is shorter than class duration in a franchised school; normally, one session only lasts for 15 to 30 minutes.
- Booking or cancelling a lesson is undemanding; in many providers, learners can reserve/call off a session 5-30 minutes before it starts.

While these features make it easy for learners, especially busy people with full-time work, to continue ELL at their own pace, low tuition also plays a crucial role in boosting the growth of Skype *eikaiwa*: every Philippines-based provider offers lessons for surprisingly low instruction fees. RareJob, for example, provides a 25-minute lesson for only 209 yen (approx. US\$1.90) (RareJob, 2017). This is almost one-twentieth the price of an online lesson by a franchised *eikaiwa* school (Tajima, 2018). This easy financial access to Philippines-based Skype *eikaiwa* has benefited those who are hesitant to attend franchised *eikaiwa* schools to (re)start their ELL.

Thus, the Philippines-based Skype *eikaiwa* business owes its prosperity to the nature of the lessons: 'convenience,' 'flexibility,' and 'affordability.' In the nexus of these distinct features, what is actually going on in the Philippines-based Skype *eikaiwa* sector? How do the providers emphasize the legitimacy of Filipino tutors? How do Skype *eikaiwa* learners react to these claims of legitimacy? What language ideologies constitute or are constituted by people's engagements with Skype *eikaiwa* lessons? Is there any difference from the language ideologies marked by past studies on franchised *eikaiwa* schools?

3. Data

The data used in this paper derive from a larger research project that examines people's engagements with English and ideological constitutions of the language in Japan. Among the various types of data collected across multiple research sites

for the larger project, this paper concentrates on narrative accounts produced by five Japanese male learners and five Filipina tutors (see Tables 1 and 2 for the participants).

	Name	Age	Work (Nature of Work)
1	Daisuke	30s	employee (unknown)
2	Eita	unknown	employee (IT)
3	Kamo	unknown	unknown
4	Kazutaka	30s	self-employed worker (affiliate marketing)
5	Osamu	40s	employee (IT)

Table 1: Summary of the Five Japanese Male Learners

	Name	Age	Length of Employment (Employment Status)
1	Amanda	20s	five years and six months (full-time)
2	Jenny	30s	11 months (part-time)
3	Laura	30s	six years and 11 months (part-time)
4	May	30s	five years and two months (part-time)
5	Rose	20s	six years and seven months (part-time)

Table 2: Summary of the Five Filipina Tutors

The narrative accounts of the first four male learners (Daisuke, Eita, Kamo, and Kazutaka) are written texts from their blog entries, where they write about their ELL experiences. The accounts by the last learner (Osamu) are excerpts from a two-hour individual interview with him. Regarding the interviews with the female tutors, I first contacted TrueTrade (pseudonym) and asked the provider to allow me to approach its tutors. TrueTrade granted me two months of free access to the online platform that was open only to its registrants. On the platform, I booked lessons and utilized some of them for interviewing the tutors. According to the information from the individual interviews, all five female tutors, in their 20s and 30s, were university graduates.

4. Gendered Constructions of Filipina Tutors

This section begins with three accounts generated by Daisuke and Kazutaka.

Excerpt 1 (Daisuke)

最近のオンライン英会話のフィリピン人講師はすごく可愛いので驚きます。アイドル並みに可愛くて、モデル並みにスタイルが良く、そしてフィリピンでも有名大学を卒業している

高学歴な先生が多いです。[...]たとえ先生を好きになったとしても、それ[は]恥ずかしがることではなく、むしろそれをモチベーションにして、英会話を学ぶことによって、ますます上達できるのだと私は考えています。

It's surprising that recent Filipina online *eikaiwa* tutors are remarkably cute. A lot of tutors are as cute as a pop idol and as well-proportioned as a model, and graduated from prestigious universities in the Philippines. [...] Even if you've come to like a particular tutor, it's not embarrassing; rather, by making it your motivation to learn *eikaiwa*, you could more and more improve [your English], I guess.

Excerpt 2 (Kazutaka)

明るく可愛く元気なKim先生です。彼女のレッスンは受講者を元気にしてくれ、モチベーションが高まります。

[This is] Ms. Kim, [a] cheerful, cute, and vigorous [tutor]. Her lessons lift learners' spirits and motivate them.

Excerpt 3 (Kazutaka)

写真よりも実物の方が断然可愛い元気で優しい先生です。爽やかな気持ちでレッスンを受けたい方におすすめです。

[She is] a tutor who is by far cuter than her photo, vigorous, and kind. I recommend her to those who want to take lessons in a refreshing mood.

The accounts above share two common characteristics. First, both bloggers frequently employ expressions that objectify Filipina tutors' external appearances and personalities rather than describing their teaching ability. Second, they consider it as the very motive for ELL that their tutors' external appearances or personalities are attractive. These highly gendered constructions of Filipina tutors are also observed in the other male learners' narrative accounts.

5. Filipina Tutors' Voices

The five female research participants in the Philippines likewise report male learners' preferences concerning tutors. For example, to my question, "Have you ever encountered male learners who look forward to talking with a cute and young female tutor?" all the Filipina tutors answered in the affirmative. Laura responded, "Oh, yeah, yes, many times." In a similar manner, regarding my other question, "Have your students ever told you something like 'You are cute'?" Amanda answered, "Yeah, a lot of my students say that, you know." May also remarked, "Honestly, I've already encountered students like that. [...] Uh, actually, they told me directly, er, that, yes, they, they do appreciate if the teacher, er, would be a beautiful female."

It should be added quickly that this paper has no intention to generalize the trend above; the paper is not arguing that every Japanese male learner selects a female over male tutor or flatters the woman during the lesson. However, the tutors' responses as well as the accounts produced by Daisuke and Kazutaka demonstrate that for a certain number of male learners, talking with a female tutor they have selected according to their preferences could be a pleasant occasion that not only gratifies their passing desires but also motivates their ELL.

6. Discussion and Conclusion

The relationship of the Japanese men to Filipina tutors reminds us of that of Japanese women to Western male teachers in franchised *eikaiwa* schools. This is because both learners tend to regard their teachers in romanticized and sexualized ways. Yet, a question arises here about this similarity between past studies and what is currently going on within the Skype *eikaiwa* sector. In the case of Japanese women eager to learn English from Western male teachers, the discourse of *akogare* is often employed. However, to what extent is this discourse helpful in describing Japanese male learners' constructions of Filipina tutors as approachable entities? Although the male learners frequently adopt gendered words or phrases to depict Filipina tutors, the men never utilize the term *akogare*. It is true that the learners have a desire to learn English from Filipina tutors, but this desire is not the admiration sort of *akogare* Japanese female learners possess toward the West and Western men. Rather, as the expressions utilized by the men demonstrate, their romantic feelings toward Filipina tutors stem from the Japanese men's sense of masculinity and Filipinas' femininity. It can be argued that the popularity of Philippines-based Skype *eikaiwa* might have thrived partially due to this sort of Japanese men's desire to display their masculinity and touch Filipinas' femininity. While what happens in franchised *eikaiwa* schools is mainly underpinned by Japanese women's *akogare*, this discourse does not fit Skype *eikaiwa*. In this educational sector, what matters is Japanese male learners' sense of masculinity as well as Filipina tutors' femininity that is also constructed through the learners' discursive practices. Japanese men's constructions of Filipina tutors as girls/women who let the men perform their masculinity contribute to promoting the commodification of Skype *eikaiwa* (Tajima, 2018).

Given the growing popularity of Skype *eikaiwa*, now is the time for researchers and ELT practitioners to be aware of the trend reported in this paper and investigate the differences between the Philippines-based Skype *eikaiwa* sector and franchised *eikaiwa* schools. Those investigations would advance research projects on language ideologies, language education and gender, and the

commodification and consumption of language and language education in the era of globalization. I hope that this paper will serve as a constructive and helpful footstep for those future critical inquiries in language studies.

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Learners' Beliefs and Learning Strategies for Second and Foreign Languages at Shanghai Japanese High School

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1. Shanghai Japanese High School

In April 2011, for the first time outside Japan, a high school division of a Japanese school opened in Shanghai, China. Since then, more Japanese high schools have been expected to be established in other parts of the world. Suggesting a direction for English language education in these schools has become necessary. However, there has been little relevant research concerning high school students in these Japanese schools. Therefore, grasping the characteristics of those students and their surrounding environments is an urgent task to suggest effective educational approaches for their English learning.

2. The Effects of Setting on Learners' Beliefs

Many researchers have studied the effects of affective factors, such as learners' beliefs, on their second/ foreign language learning (Horwitz, 1999; Yang, 1999; Izumi, Shiwaku, & Okuda, 2011). These studies have indicated that if learners are exposed to their target language in a second-language learning setting, (a) they tend to be more confident and motivated to use the language for communicative purposes and (b) tend to believe less in analytic learning (Sekitani, in press). Based on these findings, this author compared the beliefs of Japanese high school students regarding English learning in China with those of regular high school students in Japan. The results showed that the students at the prefectural high school in Japan held stronger learners' beliefs about the "Importance of Grammar" than those at Shanghai Japanese High School, implying a transfer effect from the experience of using Chinese for daily life necessities to learning English as a foreign language. For further research, this author suggested that to detect any possible transfer of the effects of affective factors on learning a second language to learning EFL, the same participants should be used for learning both the languages, a second language (e.g., the Chinese language for students at Shanghai Japanese High School) as well as EFL (English as a foreign language).

3. Purpose of the Study

The two purposes of this study were to: (1) compare Shanghai Japanese High School students' beliefs regarding second languages with those regarding foreign languages as well as compare the students' learning strategies regarding these languages and (2) identify the factors that determined the learning strategies used in foreign language learning.

4. Method

A sample of 105 students at Shanghai Japanese High School responded to two questionnaires. The first one concerned beliefs about and learning strategies for learning Chinese as their second language, and the second one concerned the beliefs about and learning strategies for learning English as their foreign language. The three beliefs comprised communicative contemporary view, traditional view, and language aptitude and difficulty. The five learning strategies comprised memory-related and cognitive, compensatory, metacognitive, affective, and social strategies.

5. Results

Paired *t* tests tested the differences in beliefs of the students regarding Chinese and English languages and the differences in their beliefs regarding learning strategies for these languages. It was revealed that all three beliefs were stronger regarding English learning than Chinese learning, and all five strategies were more frequently used with respect to the former than the latter (see Figure). A multiple regression analysis was performed to identify the factors related to the use of the learning strategies in learning English. The results showed that the communicative contemporary view and the traditional view for Chinese language learning, and the communicative contemporary view for English language learning were strong predictors of learners' use of learning strategies for English learning (see Table).

6. Conclusion

First, conscious learning of a foreign language in a classroom had a stronger reinforcing effect on learners' beliefs and their use of learning strategies than did the second language learning in everyday settings. Second, beliefs formed through the experience of using a second language for everyday needs could have transfer effects on the use of learning strategies to learn foreign languages in a formal setting.

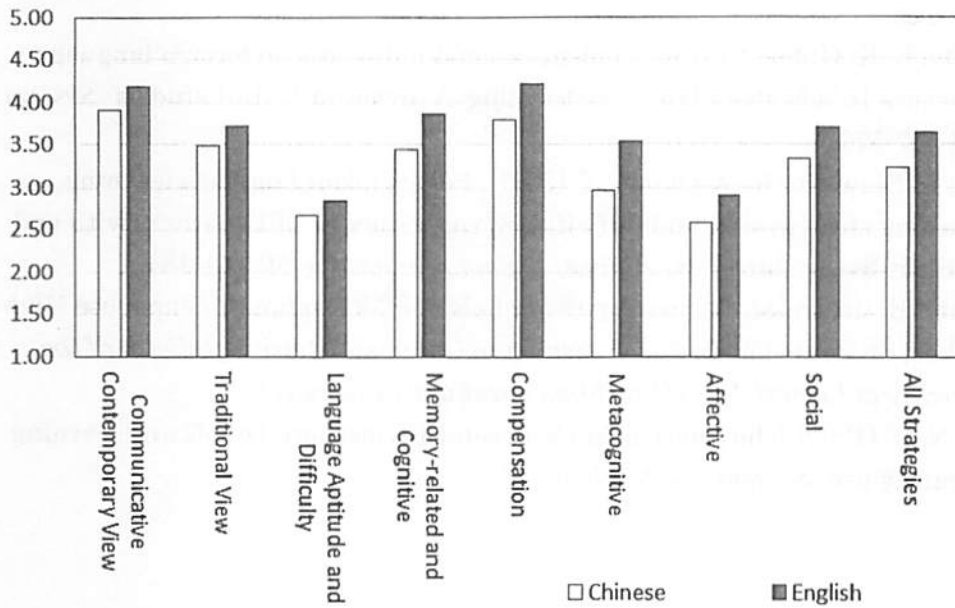


Figure. Mean Differences in Learners' Beliefs regarding Chinese and English and Mean Differences in their Beliefs regarding Learning these Languages

Table

Multiple Regression Analysis Predicting All Strategies for Learning English

Source	Type III Sum of Squares	df	Mean Square	F	p
Corrected Model	20.337 ^a	7	2.905	13.455	.000
Intercept	0.412	1	0.412	1.910	.170
Months of Stay in China	0.234	1	0.234	1.084	.300
Communicative Contemporary View for Chinese Learning	0.878	1	0.878	4.065	.047 *
Traditional View for Chinese Learning	1.158	1	1.158	5.365	.023 *
Language Aptitude and Difficulty for Chinese Learning	0.345	1	0.345	1.599	.209
Communicative Contemporary View for English Learning	2.970	1	2.970	13.753	.000 ***
Traditional View for English Learning	0.055	1	0.055	0.255	.615
Language Aptitude and Difficulty for English Learning	0.029	1	0.029	0.133	.716
Error	20.729	96	0.216		
Total	1419.097	104			
Corrected Total	41.065	103			

a. R Squared = .495 (Corrected R Squared = .458)

* $p < .05$. *** $p < .001$

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The Essential Quality of English in Malaysia:

An Analysis of Lee Kok Liang's "The Mutes in the Sun"

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1. Introduction

After the independence, Malaysia has enforced language policies that favoured their national language, Bahasa Melayu, or Malay language. English has also been deemed an important language, and thus, there have been policies that attempted to improve the deteriorated standard of English among Malaysians by reviving the 'English-medium schools'. However, even in those movements, the status of Malay language has, up until today, never been compromised. Therefore, the status of English has been ambivalent in the country.

Under such a circumstance, naturally, English evolved in a unique way. Scholars have attempted to grasp the characteristics of the local variety of English in the past three decades. Thanks to the contributions of those scholars, the various linguistic features of 'Malaysian English' has been well documented overtime. What is most important, however, would be the fact that the local variety is now well recognized by quite a number of people; academics or non-academics.

The English in Malaysia certainly gained wide currency in the world, but actually, how well do we know it? What are the discrete features of it? Is it marked by the number of borrowed words from Malay? Or the phonological features? Is the case study of Schneider (2007) still valid even more than 10 years after the publication of the work? What is the essential quality of English in Malaysia?

The primary aim of the present paper is to identify "the essential quality of English in Malaysia", by which I mean, the foundation upon which English in Malaysia is established. In other words, it is an important feature that makes English in Malaysia "English in Malaysia". The feature here does not simply mean one of the linguistic features of the language that have been already well documented by numerous other scholars. It is rather an abstract quality of the language that distinguishes it from other similar ones. It is a condition with which the English in Malaysia have developed into current form.

2. Method

In order to achieve the aim stated above, the present study analysed a

selected scene from Lee Kok Liang's "The Mutes in the Sun" (1964) by conducting a close reading of the text. The close reading focused specifically on the usage of English by the character and the function of the language there.

The present study chose to analyse Lee's "The Mutes", for (1) he is considered to be one of the most influential writers in the history of Malaysian Literature in English (Maniam, 2003, p. 1), who has contributed in various ways to promote the writing in English in the country¹, and (2) among his works, the central theme and the motifs of "The Mutes" are the most relevant for the aim of this study.

Some might be dubious about using a fictional literary work to identify such a thing as the essential quality of a language. One might say you could better do it by examining language policies or exploring the discourses in media. Such arguments are well justifiable. However, fictional texts are not merely creations of artist that are free from everyday situations. It contains a load of cultural elements that are unique to the specific society in which the text is written. That is exactly why, when Mohammad A. Quayum arrived at Kuala Lumpur as a newly appointed lecturer, he looked for local literature to know the country entirely new to him (Quayum, 2007, p. viii).

The fictional literary work was selected in this study in hope of finding what cannot be found by exploring other kinds of texts.

3. Results

In result of the analysis, the present study identified the "foreignness" as the essential quality of the English in Malaysia.

In the analysed scene, the protagonist's cursing his opponent in English brought about surprisingly dramatic effect which even frightened the protagonist. There, one can clearly see the language worked in such a way due to the distance of the language from the local culture. If the same action had been done in a local language, the same effect would not have taken place. Therefore, it can be said that the essential quality of English in Malaysia is the "foreignness".

This argument is further elaborated in the following section.

4. Discussion

One day when the sky stretched overhead like a sheath of white bluish silk and the air stopped eddying around the corners of buildings, he saw her unexpectedly.

She was cycling, slowly, with her head bent slightly downwards as though the heat had pressed upon her thin neck.

There was no one about. The street, with its silent buildings,

reflected the dazzling brilliant intensity of the noonday sun and in parts glittered like aluminium sheets, sharp and metallic. The child in him, as he was then, was unable to bear the silence, and wishing to break the stillness of this void, fixed his gaze upon the object which was approaching him on the bicycle.

Her figure looked grotesque on the machine. A tenseness pulled at the muscles of his back. He walked on slowly. A heavy sense of boredom oppressed him. He crinkled his eyes. And the object on the machine grew larger and larger, floating against a backdrop of stiff trees and burnished houses.

Suddenly a growing cry struggled in his breast, and as the object swept past him, it broke out, shattering the calm of the afternoon. He shouted 'Proosteetude! Proosteetude!'

She moved like a frenzied insect which had been hit with a stone. She turned round sharply. The thick cord of bone at her neck jerked into sight. Her face had become white and contorted. The mouth was drawn and the upper lip pressed down so hard that the nostrils sagged into two dark caverns. He was frightened by the change.

In a second, her legs whipped the pedals and the machine shot up the street, leaving a line of thin tyre marks on the hot surface of the road. He recovered his composure and waked jauntily to his companion's house. He did not however mention having seen Gaik Lang on the road as he knew that she and his companion had been going on together, on the sly(Lee, 1974, pp. 63-64).

In the scene quoted above, the protagonist, who is referred to only as "he", accidentally comes across his opponent Gaik Lang, who is in a relationship with his best friend, on the street when she was going somewhere on a bicycle.

It appears, at first sight, to be just an ordinary scene in a daily life in which the immature male protagonist shouted out an indecent remark to a young girl for some childish reasons, resulting in the mentioned girl quickly leaving the place angrily. However, if closely inspected, one might notice some curious things about the scene.

First of all, the protagonist's choice of the language for cursing the girl is peculiar. Why did the protagonist have to choose the swear word from the English vocabulary? Judging from the setting of the story², the protagonist should at least have had some command of the local Hokkien dialect, and thus, he could have done the intended action—to tease or humiliate the person—better by using it, for the language is praised for its extensive collection of swear words. Nevertheless,

the protagonist chose to swear in English rather than in the local Hokkien dialect.

Second, the effect of the swear word appears to be too dramatic. It is understandable that the obscene remark evoked an inexpressible anger and disgust, but the following reaction of her and the subsequent monstrous transfiguration of her face is almost horrifying. It is as if the language unintentionally opened the Pandora's box. Even the protagonist, who shouted the word himself, was frightened at the consequence of his action.

What we understand from the peculiar scene above is the "foreignness" of English in Malaysia. The protagonist's choice of English for swearing the girl makes much more sense if one understands his intention of shouting the indecent word was rather merely to chase away the approaching girl than to curse or swear her. If he had sworn in the local Hokkien dialect, the girl might have started talking back to him with even more filthy words, and that would be developed into a conversation, or a quarrel. As the language belongs to their shared cultural background, it could have opened a space where they were to exchange words. That way, she might have stayed at the scene. That, however, was the last thing he wanted, for he is, as elaborated in other parts of the story, an extreme introvert who indulges himself rather in "seeing" things than in interacting with others; "being seen" by someone³. Therefore, the protagonist shouted the obscene word in a language which possesses "foreignness" and power in order to drive the approaching Gaik Lang, the Other, away from his cognitive sphere so that he can be free from the pressure of "being seen" by the Other.

The reaction of Gaik Lang, too, becomes understandable considering this nature of the language. The foreignness of the language evoked far more greater shame, anger, disgust than the ones that could have been evoked by a language she was more familiar with, and that she could not counter the verbal offence. The demonic transfiguration of her facial features clearly shows how intense these evoked emotions were. The phrase "She moved like a frenzied insect which had been hit with a stone" (64) best captures the nature of the language thrown to the young girl. It was a language that was foreign, but still understandable due to her cultural background, and that, semantically, she perceived the meaning of what was said to her, but the texture of the language was hard, ruthless and thus, when she was "hit" by the stone-like language, the hysteric bewilderment came out. The foreignness of the language prevented her from starting a conversation with the person who threw the indecent remark to her, because the intentional usage of the language that belongs to a different system made the girl sense that his intention was not to start a conversation, but to give offense. Understanding the intention of the remark, she, showing the hatred as she could, left the scene promptly.

5. Conclusion

The present paper discussed the essential quality of English in Malaysia through an analysis of Lee Kok Liang's "The Mutes in the Sun", and identified it as the "foreignness" of the language.

Though the case study conducted by Schneider (2007) is certainly agreeable even more than 10 years after the original publication of the work, I am doubtful about his judgement of the status of the language in Malaysia.

In his case study of Malaysia, Schneider said, "Certainly, at this time it would be futile to claim that Malaysia has moved or is moving beyond phrase 3 of the Dynamic Model, but traces of even later phrase are discernible" (Schneider, 2007, p. 152). This uncertainty that Schneider had 11 years ago is undoubtedly still valid even now. What I am doubtful about, however, is the Schneider's conviction that the uncertainty he had would be resolved. The prepositional phrase "at this time" certainly confirms that he was sure that one day the uncertainty would be resolved.

I insist otherwise, because the essential quality of English in Malaysia, as I discussed earlier, is the "foreignness". No matter how much evolved Malaysian English would be, the English language there would stay foreign as the constitution of the country guarantees so. Unless the constitution is somehow amended—which is very much unlikely to happen in near future—there is a permanent reminder that, though an important language, English is a second language in the country.

My point here is not to devalue the position of the language in the country. It indeed is the opposite. The essential quality of English in Malaysia is the "foreignness" of the language, and it is the strength rather than the weakness. It is exactly that ambivalent quality of the language that makes English in Malaysia unique. Though Singapore and Malaysia historically shares their roots up to some point, the evolution of English in both countries are, despite the lexical resemblance, quite different. Some might consider Singapore, sometimes comparing it with Malaysia, as one of the successful countries so far as the language policies are concerned.

However, if Singapore's attitude toward the English language has been successful, has that of Malaysia been unsuccessful? This question is problematic in that it is asked based upon the premise that there is such thing as a universal ultimate goal in a nation-state's language planning and policy. Each nation-state, especially the ones formerly colonised by Western countries, has unique history of the country and the language policy.

After the recent General Election 14, Malaysia is currently witnessing a historical change of the system of the country. The media is busy with reporting the dramatic reformation of the country on a daily basis. Its language policy would not be an exception, since the new Prime Minister of Malaysia is the one who implemented

the pro-English language policy about 15 years ago. He might overturn the current pro-Malay language policy and start a new one that resembles the previous one. No matter how things will develop in future, Malaysia will certainly add another interesting case to be investigated for scholars of language in general.

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Notes

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- ¹ For example, he not only had been an Editorial Consultant for *Tenggara*, a local literary magazine, but also had been a judge of *New Strait Times* Short Story Competition (Merican, 2004, pp. 70-71).
- ² Actually, the narrator does not much provide information as to where the story is set. What the readers can understand from the narrative is that the place is somewhere in Southeast Asia. However, if you are familiar with the geography of Penang, Malaysia, you might guess that the location in which the story is taking place is a place nearby Georgetown, Penang, Malaysia.
- ³ There is an anecdote about the protagonist. He was said to be a child who "preferred watching red ants crawl with head wagging jerks up the speckled bark of a guava tree. As he poured water over the line, the ants paused in a stupid way before forming themselves into a hydra-headed battalion in pursuit of the lost advance guards. He could watch ants for hours" (Lee, 1974, pp. 46-47). So, people thought he was a "peculiar" child (Lee, 1974, p. 46). This description reminds one of Sartre's jealousy-driven man who is looking at the "*situation*" through the keyhole all alone in a hallway, who is entirely free from the Self-Other relationship (Sartre, 1969, p. 259). Like the Sartre's voyeur, he is the one who prefers seeing the situation alone.

シンポジウム

Symposium

Exploring an ELF-informed CEFR for 4th Year Writing

James F. D'Angelo
Chukyo University

Introduction

In recent years, there has been a move towards increased accountability at Japanese universities in general, and the CEFR—Common European Framework of Reference—has had growing influence in this context from policy makers, administrators, and researchers. This paper will explore one pilot attempt to apply the CEFR descriptors to inform a graduation thesis class at Chukyo.

The paper will provide some background on the Chukyo College of World Englishes, then move on to discuss contextual and policy influences in Japan and the Ministry of Education. I will also consider the compatibility and possible contradictions in the CEFR, vis-à-vis an English as an International language (EIL) or English as a Lingua Franca (ELF) perspective on how we define English proficiency. Finally, we will look at specifics of trying to incorporate CEFR into an actual research writing class.

1. Chukyo – Background and Writing Program

Chukyo University was founded in 1954, and the College of World Englishes (CWE) in 2002, in part from the influence of JAF AE founder Nobuyuki Honna. The University is competitive, but not considered in the top tier of Japanese universities. As part of the World Englishes (WE) curriculum, all students are required to take an introduction to WE class, and a full-semester class on Singapore followed by a 3-week study tour there. Several other WE-informed components include a class on Asian Englishes and Business, and Linguistic Auditing. There are also a range of English as a Medium of Instruction classes (EMI), offered by the different majors within the CWE, where Japanese students are mixed with international exchange students. While the general skills curriculum (23 total '*koma*') is not permeated with WE thinking, the College makes an effort to hire teachers from Outer and Expanding Circle contexts, as much as possible.

Within the skills component, the writing program has consisted of eight full semesters of writing. In the first two years, students follow templates for certain genres of essay, such as 'compare and contrast', 'narrative', etc. The third year students choose from among Academic Writing, Journalism, and Creative Writing. Finally, in the 4th year all students must complete their graduation thesis in English or Japanese.

2. Context, Policy and Pluralistic Paradigms

As all of us in JAF AE are aware, Japan has long had a native-speaker propensity for its English teaching, where there is great concern for grammatical accuracy, over attention to actual language use. Japan is also known for placing heavy emphasis on testing, from university entrance exams, and standardized tests such as the TOEIC and TOEFL. While a certain core group of scholars have made effort to spread a more pluralistic view of English in Japan, this effort has met with limited success, since the scholars are spread over different universities in different parts of Japan, and may have limited ability in their home institutions to institute major changes in curriculum. Nevertheless, ongoing work by JAF AE, and the increasing impact of the journal *Asian Englishes* (also founded by N. Honna in 1998) have kept the spark of pluricentric approaches to English on the radar screen of scholars working in Japan.

In recent years, work in ELF and EIL shows promise of having more impact in Japan than world Englishes. An ELF special interest group (SIG) was established within JACET several years ago by Kumiko Murata of Waseda University and Nobuyuki Hino of Osaka University, and there is also an ELF Center at Tamagawa University, founded by Masaki Oda. In addition Nobuyuki Hino teaches a range of EIL-informed classes at Osaka University. Especially with regard to ELF however, Waseda University has a large graduate program which serves as a hub for ELF in Japan, and young scholars coming out of this program show promise of spreading interest and research into ELF across Japan.

At this current important juncture, where ELF seems to be making significant inroads into Japanese education (see Kusaka 2018), one must also consider other trends and paradigms which are gaining support and popularity in Japan. There are clear signs of promotion of the CEFR in Japan, in terms of *kaken* projects that are working on CEFR-Japan, and other indications that CEFR is having an influence in the overall Japanese education system. We will turn to this now.

3. A trend towards CEFR in Japan

In recent years, there have been a number of JSPS supported *kaken* projects begun in Japan, including those which our other panelist, Professor Imig, has been a part of. These projects have developed the CEFR-Japan descriptors and introduced new levels of CEFR at the lower proficiency range, for use in Japanese secondary school. And more broadly, the influence of the CEFR can be seen in our own university administration work, where many universities now have to spell out their Admission Policy (AP), Curriculum Policy (CP) and Diploma Policy (DP), and link these to 'curriculum maps'. On our syllabi, in a very CEFR-like way, we are required now not to say what students will 'learn' or 'be taught' in their classes, but what they 'can do' or 'will be able to do' after completing the classes.

One positive point of the CEFR, is it does not explicitly refer to the 'type' or 'variety' of English which students will use, but to what they can do with the language in a variety of situations. And in the most recent version of the CEFR, all reference to Native Speakers is being removed. While some scholars are averse to CEFR as being native-oriented and too much focused on the instrument itself, it is my feeling that the CEFR can be used as a relatively neutral tool to help students do more with English, set clear concrete goals, and self-evaluate their own progress with language.

Since CEFR is clearly gaining traction in Japan, it is only logical for those of us in JAFABE concerned with a view of English that appreciates diversity, to investigate if the two paradigms of ELF and CEFR may work together in a synergistic way. From my perspective, ELF and CEFR can work in tandem to help students develop 'educated Japanese English' skills which are not dependent on externally imposed native norms, but which nevertheless are part of a larger global movement to equip students to perform effectively on a global stage. CEFR and ELF can work together to prepare students who can interact effectively with others from many different nations, while still maintaining their Japanese identity and unique Japanese outlook on English and culture.

4. Pilot Implementation

While it may seem that Oral Communication or Presentation classes might be an excellent place to pilot a CEFR-based experiment, it has been my collaboration with a German colleague, Professor Alexander Imig of Chukyo's International Liberal Arts (ILS) Department, which has been the main thrust of my interest in the CEFR—and this revolves around our writing program. Professor Imig taught the year-long graduation thesis class several years ago for an American colleague of mine who was on sabbatical (it actually took some work to convince the faculty that his English was sufficient!), and this gave us an opportunity to begin to exchange ideas on the CEFR. We co-presented at the ELF10 Conference in June 2017 on this topic, and have continued to work together.

Since in the ILS Professor Imig teaches only German, and the students do not progress to the level where they could write a thesis in German, we decided to pilot a study in my own thesis class from April 2018. As our colleagues here know, it is a significant challenge to teach 4th year students, who are deeply involved in the job-hunting process. Their attendance is inconsistent due to the many job seminars and interviews, especially in this Spring semester. Nevertheless, by using Chukyo's online education portal (*Manabo*), and holding students accountable for completing certain deliverables each week, whether they are physically on campus for the class or not, we have already had good success in getting the students interested in the possibilities which a CEFR-informed approach can offer, and seen a marked improvement in attendance as well, as compared with prior years.

We have put up clear assignments and tasks each week, and students are required to upload their work to the *Manabo* system prior to the next week's class. In this paper I will report on the type of task the students have worked on, including a written response to a graph on gun control, development of a working topic, searching for a table online relevant to their topic and writing an analysis of this, design of research questions, and creating a preliminary outline.

In this paper I will give a summary of these activities, an indication of our further plans for the rest of the year (through the completion of the thesis), and explicate the relevance to the concept of using English as a Lingua Franca. ELF and CEFR may seem like 'strange bedfellows', but it is inevitable that some form of testing and formal evaluation standards will always be part of gaining entry into certain institutions and levels of society, and this paper argues that more can be achieved by working with mainstream trends, than simply resisting them without offering concrete alternatives.

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CEFR for ELF-values in Japan?

Reception in Japan and changes in the CEFR 2018 Companion volume

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1. Overview of the presentation

The CEFR is one of the most influential concepts in the field of language learning worldwide (Byram & Parmenter 2012). For understanding its reception in Japan, there has to be a consideration of four important background-topics:

- The situation in Europe
- The international situation of English
- The situation of languages in Japan (including “kokugo”)
- The reception of the CEFR in Japan

After informing about the background, the possible use of the CEFR in EIL and in ELF context (in Japan) is highlighted.

2. The situation in Europe

The CEFR is a product of the highly complex language situation of Europe, especially in the respect of promoting multilingualism. Not only is Europe multilingual, which in itself is a complex situation, but even more important in this context is the mission of the Council of Europe (“CoE”, {in Japanese 欧州評議会} not to be confused with the European Council of the European Union) to promote multilingualism and multicultural solutions, which led to the creation of the CEFR (Common European Framework of References for Languages) by Language Policy Unit of the CoE.

3. The international situation of English

As definition of the concepts: EIL, WE & ELF. Whereas English as International Language (EIL) is analyzing the functional differentiation of the Global Society and defining English as “hypercentral language” (de Swan 2001, meaning the most central language), ELF (English as Lingua franca) is more a sociolinguistic model of the increasingly chaotic (“superdiverse”) situation of Lingua francas in general, and especially English as the most used Lingua franca (Blommaert 2010). World Englishes (WE, still groundbreaking: Kachru 1992) is probably the most

useful paradigm in the educational realm, which I would distinguish from the more rule-oriented scientific realm.

4. The situation of languages in Japan (including “kokugo”)

Japan is investing heavily in languages, not only since the Meiji-era (e.g. the role of Chinese in Japan). Since the Meiji era the institutionalization of a standard variety of Japanese as a national language (“kokugo”) and the development of English in Japan are following somewhat dialectical trajectories. The defense against English was one important motivation for developing a kokugo language ideology (Heinrich 2012). But since the Meiji era English has been the most important foreign language (Hino 2012).

5. The reception of the CEFR in Japan

A brief table shows the reception of the CEFR in (Europe, Japan and worldwide):

- **2001:** Publication of the CEFR in English and French (by the CoE), first translation (2001) into German
- **2003:** the CEFR was translated into Japanese
- **2004:** first JSPS (Japanese Society for the Promotion of Science) Project about the CEFR
- **2012:** Release of a Japanese Version of the CEFR (for English), called CEFR-J
- **2013:** first CEFR-based textbook for Japanese as a foreign language (“Marugoto”)
- **2016:** the CEFR is available in 40 languages

As the table shows the CEFR was translated into Japanese only a short time after its original publication. Japan was indeed one of the first countries in the world that translated the CEFR and the first country outside Europe (CoE member-states) to translate the CEFR into its national language. Since then, the CEFR and key elements of it were examined thoroughly. While the beginning of the CEFR reception was more about language policy in Europe, the CEFR is used at a progressive rate in the fields of Japanese as Foreign Language (especially in Europe) and most notably in the field of English education in Japan. (Schmidt et al 2017 shows the most recent situation). In Europe the development of the CEFR and the subsequent implementation at different strands led to a massive increase of EIL-related interaction (especially in the field of language testing, for implementation issues of the CEFR, see: Figueras 2009). The situation in Japan is twofold: The CEFR, with the development of the CEFR-J (Tono & Negishi 2012) has on one hand strong domestic implications, but is on the other hand also linked

to world-wide trends in the field of language policy. Establishing a new standard for English education in Japan is a very sensitive matter given the high importance of university entrance Exams for the careers of hundred thousands of young people. Because of the high political importance of that matter, there is no official blueprint published for the development of university entrance exams in Japan. But for several reasons the CEFR would provide ideal basic concepts for a new standard, especially with the integration of scaled productive skills in a highly differentiated way. In Europe and worldwide the CEFR is used as a foundation for various language examinations. While validity issues are beyond the scope of this paper, it is rather the intention to show how and in what respects the CEFR can be a groundwork of open language use, because a closer look to the (extended) document reveals a broad coverage of negotiation of meaning and therefore as a document open to different layers of language use.

6. The CEFR for EIL or ELF use (in Japan)

Especially the 2018 released Companion volume to the CEFR is accounting for a broader EIL or ELF coverage, because of the integration of new scales for mediation. This paper argues that the contextualization of the CEFR in Japan and the recent changes of the CEFR-document show an increasing proximity to ELF-related concepts. Especially the expanding of the term “mediation”, as a fourth mode (or “skill”) of communication (beside Reception, Production and Interaction) is showing the process of convergence of the CEFR and ELF. “Mediation” is defined as processing language in interaction. While “interaction” is taking place, with the means of language, with language in itself as a transparent tool and not directly present as a topic, “mediation” means that language (or languages) itself is the topic of the interaction or text-production. In the 2001 released (first) version of the CEFR, mediation was only mentioned a few times in the text, mainly in relation to translation. In the 2018 version of the CEFR different forms of intra- and inter-lingual mediation are not only covered, but also scaled in different levels of proficiency. (CEFR Cv 2018:32 for a definition, see also North & Piccardo 2016:13 for different types of mediation). The paper will show how the new version of the CEFR is open to ELF and EIL and aims for discussion of the usefulness of the CEFR for EIL and ELF in Japan.

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A Case Study in IELTS Preparation: A Precursor to ELF Recognition

IELTS 対策での英語力強化と留学における ELF 認識の萌芽

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はじめに

学生の卒業後の地元定着率が極めて高い地方大学から育っていく英語能力の高い学生が英語使用者として求められることは、その地域で必要とされる英語使用のための英語力と言語認識である。金沢は屈指の観光地であり、世界中から観光客が来訪する。この様相を受けとめ職業として観光業界を希望する学生が多くいるが、学生が接する英語使用場面は ELF となる。また、企業の国際部門を希望する学生は、企業が ASEAN 進出を伸ばしているため Asian Englishes の使用場面に多く接することになる。半年間の留学を全学生に課すカリキュラム下で、留学準備のための国際基準の英語能力測定試験対策、実際の留学期間、そして帰国後では英語への意識の持ち方に変化が生じ、world Englishes および ELF の認識を学生自身の経験から内に根付いていく様子が見受けられ、「英語学習の二面性」(柴田、2014) にいわれる言語学習と言語運用の二面性を持ちながらも、多文化理解につなげる学生の英語運用能力と運用機会に寄与している。

1. 学生が卒業後に求められるもの

地方の大学の教育にも求められることは、政府の「グローバル人材とは」(文部科学省 2012) に提起されている内容においても勿論その例外ではない。

世界的な競争と共生が進む現代社会において、日本人としてのアイデンティティを持ちながら、広い視野に立って培われる教養と専門性、異なる言語、文化、価値を乗り越えて関係を構築するためのコミュニケーション能力と協調性、新しい価値を創造する能力、次世代までも視野に入れた社会貢献の意識などを持った人間。(グローバル人材の育成について、文部科学省 2012)

「日本人として」に加えて「地域の人間として」地域の将来のため、地域創生のための人材として、が求められる。地元企業からは欧米から環日本海、アジアの広い地域への進出が多く、特に近年は ASEAN へと向いている。そのため、アジア諸国への知見が求められる。

2. IELTS のカリキュラムでの役割

大学 1 年次後期からの早期派遣留学システムへの IELTS を導入し判定基準とする。CEFR における Independent User とされるレベルの B1、B2 にあたる IELTS 4.5~6.0 を確実に

するために1年次前期から後期半期に相当する期間の3クォーターの英語の授業は IELTS 対策の集中講義の形をなし、レベルによって4～6か月、4技能をそれぞれに特化したクラスで受講し学修した学生は4.5～6.0の取得によって留学形態を選んで、留学先を決定する。この間の英語学習はIELTSに特化されるため、英語の種類についてはリスニングにおいて inner circle 以外の英語を聞く機会がある程度であるが、1年次の科目で比較文化系科目を履修するため異文化理解は促進される。加えて集中的包括的な英語学習において、英語力は相当に伸びる。

3. ELF の認識が留学先で生まれる要素

留学先の選択肢としてハンガリー、チェコ、台湾、マレーシアの大学が含まれており、英語圏以外の English Medium Instruction をとっている大学での留学を選ぶ学生がいる。これらの地域では現地の母語への興味も持ちあわせて、科目として履修してくる学生がいる。また、北米、オセアニアに派遣される学生も含めて、それぞれの国で世界各所から集まってくる留学生と寝食を共にする生活を送ることにより、多文化理解、多文化共生を滞在期間の間経験することになる。留学先での日常での英語使用は ELF の場面が多くあり world Englishes を特に口語の面から体感することになる。

上記2, 3の順で大学1年次から2年次夏までに経験した後の英語への理解は多文化理解と強く結びつき、ELF、world Englishes への認識も備わって専門科目における学修につながっていく。

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