The Global Model of English and the Teaching of International English

Aaron Hahn

Abstract

This paper seeks to help address the native-speaker bias that is unreasonably rampant in TESOL education through two lines of research. First, it examines the history of the modelling of English language varietal modeling, with particular attention to Kachru's Three Circles Model (1985, 1996) that, while considered to be sociolinguistically outdated, is still the dominant model used in the TESOL field. After considering the positive aspects of this and other models, it presents the Global English Model (Haswell, 2013; Haswell & Hahn, 2016) as an alternative that centralizes the value of an international orientation to English use and learning. However, since the model is a conceptual guide, it is also necessary to develop practical tools and activities that teachers can use to implement a *lingua franca* English curriculum. As a step in this direction, this paper also presents the results of a pilot study of student preferences on activities using a wide variety of Englishes. The pilot study gave preliminary support to the idea that students are interested in and willing to engage in internationally focused English learning activities, especially when those activities involve actual communication.

Historically, "proper" English was linked to the English varieties produced in the countries whose empires were originally responsible for spreading it to most of the world (the U. K. and U. S.) along with a few other "select" so-called "Inner Circle" countries (usually, Canada, Australia, and New Zealand). The idea that the English produced by these speakers is better, more accurate, and should be emulated by other English learners worldwide is often called "native-speakerism" (Holliday, 2013). As Holliday notes, there is "little linguistic support for a native – non-native speaker distinction," but this division both continues to be present in research and plays a major role in the "day-to-day lives of teachers and language students" (p. 17). Native-speakerism fails to recognize that L2 users either are currently or will soon represent the majority of the English language users worldwide (Graddol, 2003). As a result, a large portion of English language usage occurs strictly between L2 speakers (Sung, 2014). Given the reality that modern English use is transnational and transcultural, it is critical that perceptions be shifted away from privileging the increasingly small number of so-called "native speakers." Such a shift, if it can be made, is certain to require a sustained and likely multigenerational process. While changes in attitude will in many ways be dependent on sociopolitical circumstances beyond the control of language teachers and researchers, there is work that we can do both academically and pedagogically to help move this process forward and thus decrease the systemic inequality that is a consequence of native-speakerism.

The present paper reports on two aspects of an ongoing research project that is exploring the intersection of sociolinguistic modelling and pedagogical practice. First, it discusses the history of English language modeling, and how deficiencies in prior models led to the creation of the Global Model of English. Then, the Global Model is explained in detail, including an analysis of the benefits that it can offer to all stakeholders in English language learning. Second, it reports on the results of a pilot study of student attitudes towards potential global English-focused classes that has implications for teachers who want to shift their English classes towards having an international communication orientation.

Modeling Global English Usage

There are countless varieties of English in use

worldwide. We commonly think primarily of those varieties which are widely recognized and linked to national boundaries (e. g., British English, Indian English, Korean English), but there are also varieties linked to sociocultural groups such as African American Vernacular English, transnational varieties linked to formal organizations like ASEAN English (Kirkpatrick, 2011), and those linked to informal cultural communities like "raplish" (Pennycook, 2003). In each of these cases, English functions differently and has different rules because of the purposes it is used for and the social, cultural, political, and linguistic backgrounds of the users. Furthermore, these varieties have different amounts of social capital, though that capital is not fixed but dependent on the circumstances of use and the preferences of the interlocutors. Finally, both the varieties and the relationships between them are dynamic, as the system undergoes change for linguistics and sociocultural reasons.

In order to make it easier to understand how English is used and how these varieties are related, sociolinguists have developed a wide variety of models of the English language, most of which are rendered visually to demonstrate what the creators see are the key aspects of the relationships between varieties of English as well as how they should be categorized and measured. A selection of some of the more prominent models is presented below. While none of these models account for all the complexity discussed in the previous paragraph, each has key features that either have an ongoing impact in TESOL and/or were influential in the development of the Global Model of English, which is discussed in section 2.

The earliest proto-model is often considered to be Jones's early twentieth century "cone-shaped concept of a speech community" (Kachru, 1985, p. 24), though more expansive and influential models did not arise until the 1980s. The first widely used model of English varieties is Peter Streven's "Map-and-branch" model (Strevens, 1992). This model is shown in Figure 1. It was based upon the idea that all varieties of English are descended from a prototypical English which split into two branches: the American Englishes, and the British Englishes. Each subsequent variety was seen as a descendant of one of these branches, depicted in the model in the same way that a family tree links ancestors and descendants. The varieties themselves were placed onto a map, and the relationship between varieties was strictly historical. In addition, regional varieties were clearly derivative forms, and there was no explanation for how, why, or to what degree these varieties differed from their supposed predecessors or from one another. Finally, this model clearly defined each location as have one and only one variety—there was neither transnational blending nor intra-variety variation.
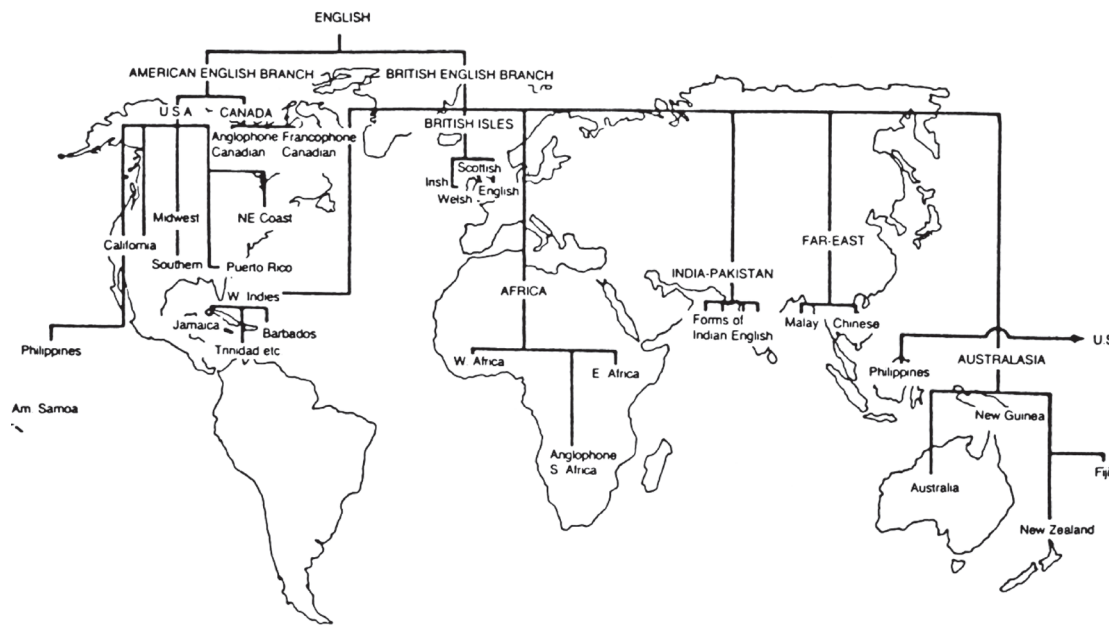

Figure 1. Strevens' map-and-branch model (from Strevens, 1992). Used with permission from University of Illinois Press.

The most famous and widely used model of English language varieties (especially among TESOL practitioners) is almost certainly Kachru's (1985) "Three Circles" model. In its original form, this model arrayed the users of English into three "circles" called the Inner Circle, Outer Circle, and Expanding Circle. The first was comprised of the UK and its earliest English-speaking colonies that used English as their primary language—the USA, Canada, Australia, and New Zealand. In the original article Kachru described these as "the traditional bases of English—the regions where it is the primary language." (p. 12). As in Strevens' model, the other varieties of English were conceived of as deriving from this first circle. The Outer Circle contained other former colonies where English was used but was not the sole language, such as India, Nigeria, and Singapore. In many of these countries, English had some level of official status. The Expanding Circle referred to any other place where English was used as a secondary or foreign language. Kachru noted that the boundary between the Outer and Expanding circles was not clear and some countries such as South Africa and Jamaica did not fit neatly into either one. In addition to the terms Inner/Outer/Expanding, Kachru also labeled these circles in terms of the extent to which these varieties were endonormative or exonormative—that is, whether these varieties were widely recognized as models for the language behaviors of others. The Inner circle varieties were labelled as "Norm-providing" (endonormative), the Outer circle varieties were labelled as "Norm-developing" (both endonormative and exonormative), and the Expanding Circle varieties were labelled as "Norm-dependent" (exonormative). Note, however, that these additional labels are often omitted when the Three Circles Model is used.

To call the Three Circles model the most famous is probably to understand its importance, especially in TESOL. Park and Wee (2009) argued that it is overused, and that Kachru never intended it to be a rigid, unchanging definition of all English language use worldwide. In fact, Kachru has made suggestions for alterations to the model, as in Kachru (1996), where he sub-divided the "norm-providing" varieties into two types in order to account for pluricentricity: "L1 norm-providing" varieties such as the USA, the UK, and Australia, and "L2 norm-providing" varieties such as Singapore, Nigeria, Kenya, and India. This complicated the "norm-developing" outer circle, in effect dividing it between those varieties that are acting as regional models and those which are primarily exonormative. While Kachru did not combine these two concepts into a single diagram, Figure 2 represents my conceptualization of the Three Circles model to account for the 1996 shift.
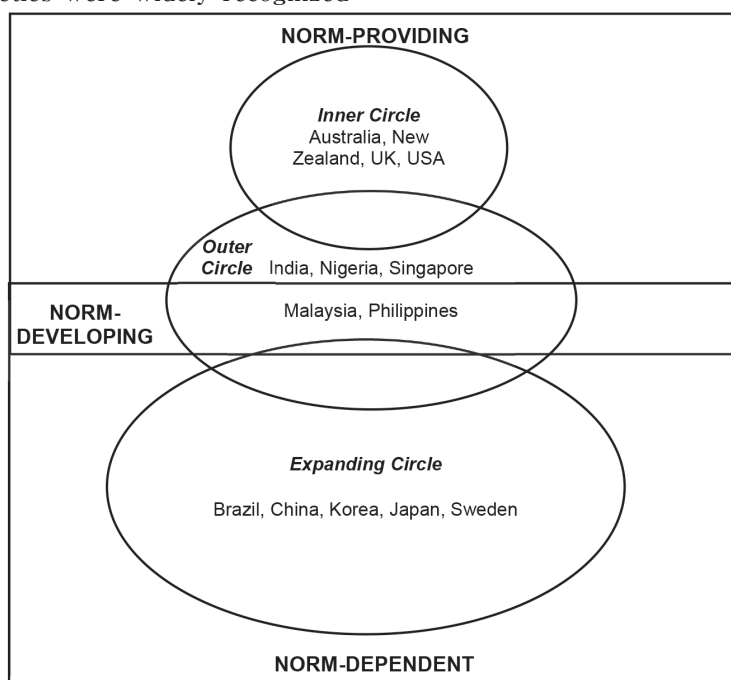

Figure 2. Kachru's Three Circles Model (adapted from Kachru, 1996). Note that this combines information from both Kachru's text and figures, attempting to show how some countries occupy a middle ground between circles.

If the original model is used without reference to the principles underlying it, it appears like the three circles are set in stone, and that each language variety will exist in the same circle regardless of how the use of English changes over time, even though Kachru explicitly demonstrated that it was intended to be dynamic. An additional error often made when using an oversimplified version of the model is to treat all users within a particular Circle or variety as being equal. However, Kachru noted that this is not true— for example, Kachru said that even though the Inner Circle varieties are in general "norm-providing," such a status is not actually conferred on all users within each variety, since it often only the speech of elite, high status speakers that is used to represent "normal." One final problem occurs in that the circles are often treated monolithically—as if every variety within them were approximately the same. However, Kachru (1985) noted that this is not true: for instance, Kachru said that even though Australia and New Zealand varieties are ostensibly norm-providing, they do not have the same status worldwide as the UK or US varieties. Thus, we can say that while Kachru originally intended the model to be a simple but flexible tool (note that the original publication didn't even contain the now-famous diagram), it has instead often been taken as a complete and static model of English language use. However, one final criticism worth noting is that even given this flexibility and dynamic nature, the terminology Kachru chose is inherently privileging of Inner Circle varieties and users (Modiano, 1999a).

McArthur (1987) provided a new model for world Englishes which is often called the "wheel model." In this model, reprinted in Figure 3, the regional varieties of English are arrayed in a wheel around a central "World Standard English." McArthur saw the WSE as a strictly written form of the language, and held that spoken languages had not converged and would be unlikely to ever converge into a single form. This belief was based on the history of Latin, though with the implication that the various Englishes have more (though far from complete) mutual intelligibility than the spoken (also called "popular" or "vulgar") versions of Latin had. It is unclear if McArthur believed that a WSE actually existed at the time, or if it was something yet to arise but that would likely appear in the future. Either way, McArthur gave no features for this theoretical WSE other than that it would be written, not spoken.
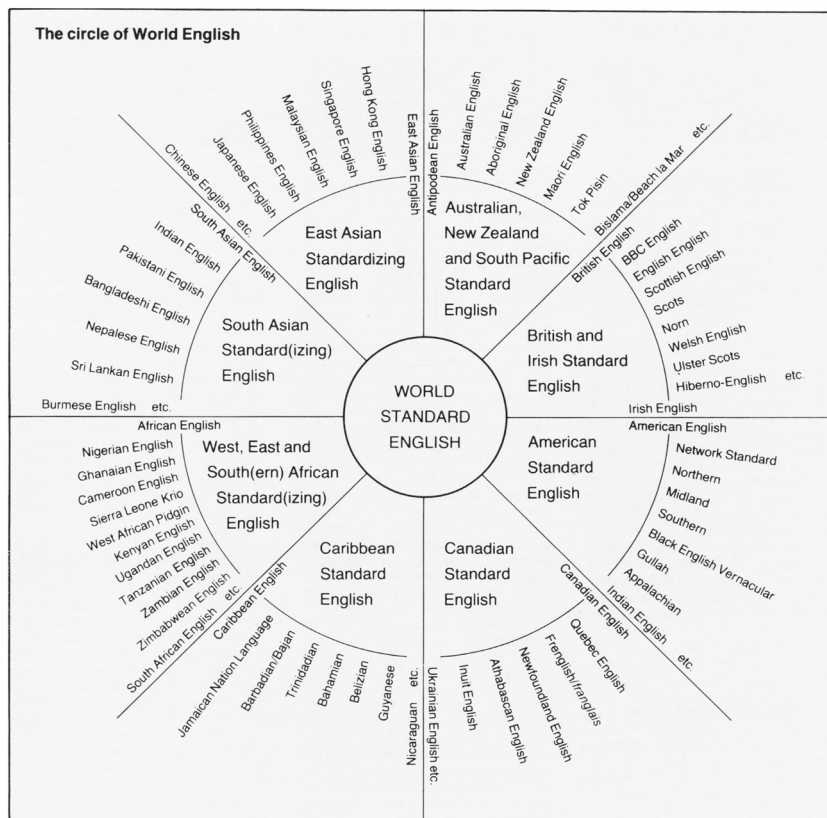

Figure 3. Wheel model.（McArthur, 1987）.
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As for the varieties around the outside, they were organized geographically, rather than historically as in Kachru's Three Circles model. Between the WSE in the center and the national varieties at the edge, there were regional varieties, which McArthur noted may or may not actually exist (or ever develop). While the diagram looks rigid, McArthur stated that the "demarcation lines are all discontinuous" (p. 11), meaning that there were no clear boundaries between them, and they might be merged or split farther apart (and that different researchers might disagree about how to organize them). Furthermore, this diagram was meant to be open on the outside, in that pidgins and creoles like Spanglish and Japanglish might be said to reside between the English varieties at the circumference of this diagram and the undepicted representations of other languages outside of this diagram.

As with Kachru, McArthur suggested that "refinements" to the model were likely necessary. However, all of McArthur's specific suggestions kept the fundamental shape of the model intact. This approach fundamentally tied English language variety to geography, and failed to consider non-national/regional variants. Furthermore, this model did not account for variation between individual users of the same variety.

In 1999, Modiano proposed two models of English grounded in an international context, with the first focused on users (1999a) and the second focused on the varieties of English, especially English as an International Language (1999b). These are reprinted in Figures 4 and 5, respectively. The first model, which is likely the first to include individual users, was designed to capture two main ideas. First, Modiano intentionally placed international English proficiency at the center rather than the historically prestigious varieties like British or American English. In this model, users of strictly national varieties were placed in an external zone, while those who had proficiency in international English were pulled into the center. Thus, this model showed visually how it is possible for a user to be highly proficient at a regional variety like British English and yet not be a proficient user of international English. As such, Modiano said that "the proficient non-native speakers of EIL, rather than the native speakers who are not proficient in EIL, are better equipped to define and develop English as a tool in cross-cultural communication" (p. 25). Second, since this model was focused on users, there was no concern with trying to place the different varieties of English in relationship to one another. Rather, the intent was to show how learners move "centripetally" towards the center of the model, from not knowing a language, through some sort of native or foreign language proficiency, towards international English proficiency. Not all users reach this center level, and may remain at the learner level, or may always use a more limited national variety that lacks international comprehensibility.
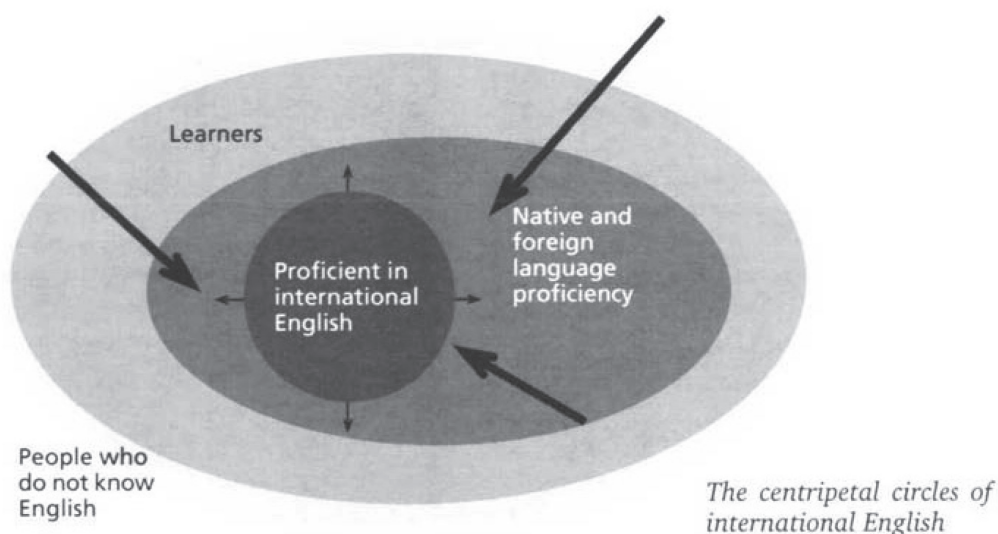

Figure 4. Modiano's (1999a) "centripetal circles" model of international English use.
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In the second model, shown in Figure 5, Modiano was trying to define what might constitute EIL. This model arose from the desire to work against those who wanted to define one specific national variant of English as the standard (primarily, at the time, speakers of certain forms of UK English). Modiano argued that the UK English variants contain a number of grammatical forms and lexis that are not understandable to a majority of English speakers worldwide (with Modiano having claimed that, at that time, 70% of so-called native speakers used American English). Instead, in Modiano's model, this proposed EIL or Standard English would be defined descriptively and would contain only grammatical, lexical, and phonological features that would be widely comprehensible. In the diagram Modiano labeled these shared features as "The Common Core," and considered the process of defining these core features to be a "democratic basis for a definition of standard English" (p. 60).
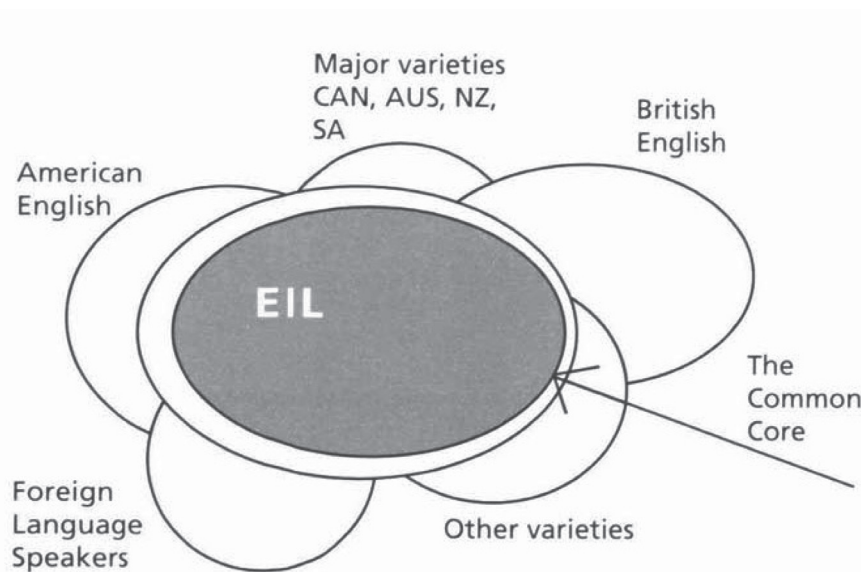

Figure 5. Modiano's（1999b）model of EIL.
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Yano's cylindrical model (2001), shown in Figure 6, was an attempt to update the Three Circle model to account for what Yano saw as significant changes occurring in English usage patterns. In addition, like Modiano's centripetal model, it allowed for the depiction of individual users. Unlike that model, however, the movement did not represent a growth towards an ideal over a long period of time. Rather, it represented the ability of a user to modify their speech over time to fit emergent communicative conditions. The model was composed of a collection of cylinders, with the base of each representing a variety of English. The further a user moved down the cylinder, the more their usage was "local" and idiosyncratic to an individual variety, as in cases of what Yano called "domestic communication" (p. 124). These lower levels were referred to by the term "basilect" borrowed from the study of creoles. At the top of the cylinder were varieties of English called "acrolects" that are mutually intelligible to larger groups of people, including both EFL varieties (those used mainly or only for external communication) and transnational varieties (EGL, or English as a Global Language). While the boundaries between the basilects were drawn with solid lines to represent rigidity (since basilects are not mutually comprehensible), the boundaries of the acrolects were dotted to indicate that they were permeable. Purely EFL varieties such Japanese English (since Yano held that English is essentially never used when Japanese speak to one another, and that this would not change in the future) had no basilect, because such varieties had no strictly domestic components. Furthermore, the boundary between acrolect and basilect was itself subject to change over time, and thus is also dotted. Thus, a user who had access to one or more of the acrolects could use those when it was necessary to communicate with users of other varieties, but could move down to basilectical forms when communicating only domestically. This sense of movement occurring in real time was a significant step forward in modelling.
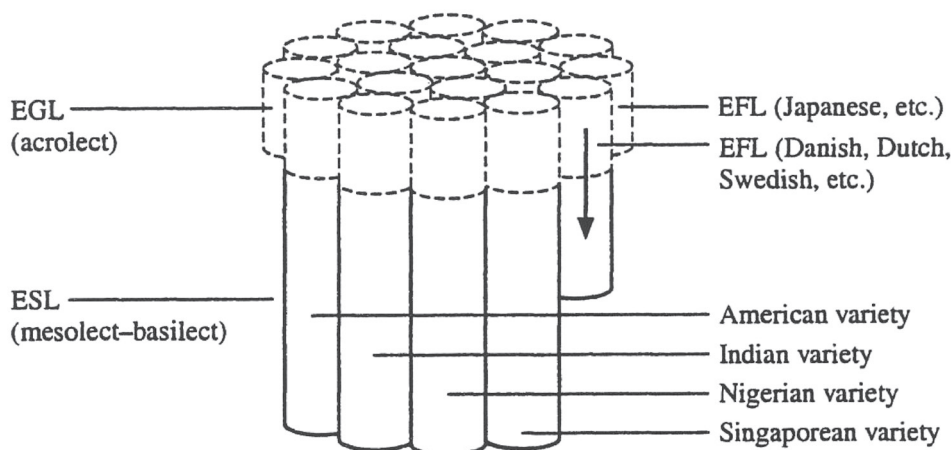
Figure 6. Yano's cylindrical model（from Yano, 2001）. Used with permission from John Wiley and Sons.

The final three models I wish to turn to are not visual models like those I've discussed so far, but rather conceptual models depicting some aspect of language use or variety. The first two, Schneider's （2007）"Dynamic" model and Mair's （2013）"World System of Englishes" are both concerned with varieties, The former focused on how varieties evolve over time, while the latter focused on how varieties relate to one another. The "Dynamic" model proposed that new varieties develop through five stages called "foundation," "exonormative stabilization," "nativization," "endormative stabilization", and "differentiation"（p. 30）. As a variety advances through the stages, not only does the variety change linguistically, but the way that users relate to themselves, the language, and the colonizers who brought the language in the first place also change. Schneider's model was only concerned with national varieties. Mair （2013）, on the other hand, adapted de Swaan's （2002）"World Language System" to create a system for linking both standard （national） and non-standard （local or domain-specific） Englishes. The model had four levels: "hyper-central variety," "super-central varieties," "central varieties," and "peripheral varieties." While the "hyper-central variety" contained only standard American English, the other levels contained both standard and non-standard varieties. For example, the "super-central varieties" included UK, Australian, Indian, and a few other standard varieties, but also included the non-standard "AAVE, Jamaican Creole, popular London, and a very small number of others" and domain-specific ELF varieties like "ELF science English"（p. 12）. Each level could influence the levels below it, such that, for example, a user of a peripheral variety would likely

need to acquire some access to central or super-central varieties in order to successfully speak outside of their local community. In addition, varieties could exert some influence on other varieties at the same level; so, for example, Jamaican Creole could influence British English through both the Jamaican diaspora and the influence of Jamaican cultural products like reggae. Upward influences were possible but rare. This is the first model discussed to seriously treat non-national varieties （other than the theoretical World Standard English/English as an International Language varieties in McArthur and Modiano）.

The third model comes from Park and Wee （2009）, and was described by the authors as offering a "market-theoretic perspective." In their paper, Park and Wee sought to revive the Three Circles model, which, by 2009, had been widely criticized for its oversimplification of complex phenomena, its failure to recognize sub- or trans-national varieties, and its "justifying and reproducing the hegemony of Inner Circle speakers and their Englishes" （p. 392）. However, Park and Wee significantly deconstructed and reformulated the model so that it served not as a "descriptive framework for varieties of English worldwide, but as a representation of dominant ideologies that constrain speakers' performativity in English in local contexts" （p. 390）. They did this via Bourdieu's idea of linguistic markets and social capital —that is, the idea that different languages （or varieties） are associated with value by both individual users and "marketplaces" linked to domains such as education, employment, and government. Some types of linguistic production are valued higher than others because they can lead to better employment, and/or success

on standardized exams, and/or higher interpersonal prestige. Taking this as the base, Park and Wee proposed the Three Circles model can be seen as a representation of the values that are usually allocated to different English varieties, with Inner Circle varieties usually having the most social capital. However, they noted that the value is not always higher. For instance, use of what is normally a high-status, foreign, Inner Circle variety may make the speaker appear to be giving allegiance to that variety and thus lack allegiance to a local community and its variety—a betrayal of identity. This model, like the Cylinder model, helps explain why a user might deliberately modulate their speech to meet local conditions and the goals of any given communicative event. Having said that, the model is very abstract, and doesn't provide any specifics—that is, it doesn't attempt to explain the relationship between specific variants and specific linguistic events or contexts.

The Global Model of English

The Global Model of English, first created by Haswell（2013）and later revised and expanded in Haswell and Hahn（2016）, sought to take the best parts of the models described above, address what were felt to be inadequacies in them, and better represent the reality of contemporary English usage. Over the course of model development, we established a number of requirements that we felt that any fully representative model needed to meet. First, it needed to not privilege so-called native or inner-circle users; instead, it needed to centralize users who were best able to communicate in a wide variety of contexts with interlocutors of varying ability and coming from diverse speech communities. Second, the model needed to be able to simultaneously represent both individual users and varieties, and it had to include both standard and non-standard varieties. Third, it had to be dynamic, in that it had to show how both users and varieties change over time. In addition to these requirements, we wanted the model to be accessible not just to sociolinguists, but also to teachers, educational administrators, and government policy makers. Part of the goal was for the model to help disrupt native-speakerism and help show what students and teachers should ideally be learning/teaching in order to develop international English skills, and an overly complex model would not be of use to education

professionals. The Global Model, shown in Figure 7, arrays both users and varieties onto a globe, with the surface roughly equivalent to the actual distribution of countries in the world. First, I will describe the model with reference to the varieties of English. This globe is divided into three zones. The Outer Surface corresponds to the features of local, idiosyncratic English varieties. Most varieties penetrate below the surface, into the Outer Core, though those varieties or aspects of varieties which have the least connections to other varieties remain on the surface. Those features which are nearly unique—ideolects which are used by only very small numbers of users and which may even be intentionally obfuscated to outside users—could even be said to exist "above" the surface, on the peaks of mountains jutting forth from the surface of linguistic features shared with other local users. Large regional and national varieties, however, expand into the Outer Core, with a depth linked both to the commonality that variety has with other regional varieties as well as how much social capital that variety holds to users of other varieties. Thus, the volume（three-dimensional size） of a variety isn't linked to the historical significance of the variety, or to its number of users, but rather to its current transnational desirability and similarity to other varieties. Varieties constantly change in size and shape in accordance with both their own features （if a variety moves too far from other varieties, it is likely to lose social capital as it becomes less useful for international communication） as well as in accordance to non-linguistic, sociopolitical forces. Note that varieties can be overlapping when they share features.
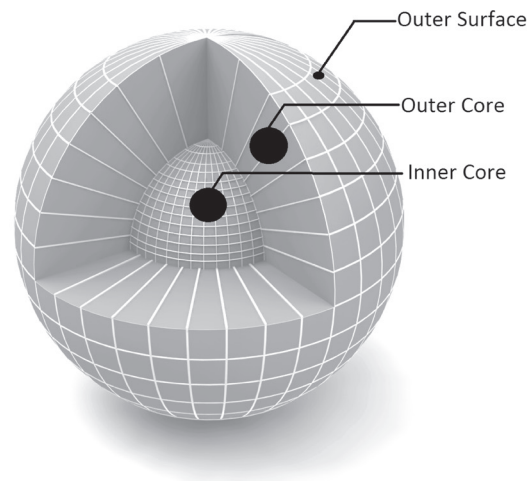
Figure 7. The Global Model of English.

As we move downward through the Outer Core towards the center of the model, national varieties merge into transnational and supranational varieties— that is, varieties linked to communities of practice such as the theoretical "International Business English" as well as those linked to large geographic regions like ASEAN English. The further towards the center that we move, the more universal that language features become, and the closer we are to the sort of English as an International Language idea that Modiano proposed above. However, language varieties extend only as far as the boundary of the Inner Core because the Inner Core represents strategy, orientation, focus, and motivation. That is, it represents what Canagarajah （2007） calls a Lingua Franca English stance. Speaking of LFE users, Cangajarah said, "They activate a mutually recognized set of attitudes, forms, and conventions that ensure successful communication in LFE when they find themselves interacting with each other" （p. 925）. Having access to the Inner Core （that is, having an LFE orientation and at least some LFE proficiency） means that a user has the ability to communicate across varietal boundaries, even in cases where their interlocutor does not have transvarietal or EIL skills.

Users are also represented by dynamic, three-dimensional maps on the model. These maps represent the linguistic resources that the user has potential access to. A user of English who only ever communicates in a local dialect and who is unable to modulate their speech at all to meet the needs of their interlocutor would exist solely on the surface. This includes both highly isolated users with very limited English knowledge （perhaps those with access only to English pidgins or creoles） as well as users with neurological features that make them unable to use language in a fluent, neurotypical manner. As with varieties, however, most users have a map that extends into at least the upper level of the Outer Core, since most neurotypical users come to be able to use at least some features that are more widely recognized. On the other hand, user maps can expand quite widely— wider even than varieties, since some users will be fully fluent in multiple varieties. Unlike varieties, user maps can extend into the Inner Core, if and when those users acquire an LFE orientation. Users who have done so essentially gain much easier access to most of the Globe, since the Inner Core （and the LFE strategies it represents） acts as a gateway to distant varieties even in cases where the user is not personally familiar with those varieties.

Note that these user "maps" should be understood as representing potentialities rather than knowledge. That is, while a user may have theoretical access to parts of many varieties, whether or not they can and will do so in any communicative situation is dependent on the circumstances, their motivation, the motivation and orientation of their interlocutors, and the topic being discussed. This is represented in the model through the metaphor of viscosity. For example, in a normal conversation, whether or not the conversation is/can be successful will be dependent on whether the interlocutors occupy an overlapping space on the model. Two speakers from the same speech community will be almost completely overlapping, and thus communication will be likely to succeed （assuming

both actors want it to). However, if the two users are from two different speech communities, success will depend on one or both of them moving to a portion of their map that overlaps with the other. Certain portions of a user's map may be more or less difficult to move to—as a simple example, some accents may be more challenging for a user to interpret, and so while a user may in theory have the potential to understand an accent that differs from their own, it may require extra effort. Thus, we can imagine that portions of these maps are potentially accessible but viscous, and thus accessing them is only possible if the user is willing to expend the energy to do so (and whether they are willing to do so will likely be dependent on how important the conversation and/or interlocutor are, as well as the exigent circumstances of the conversation). If we extend this idea to the Inner Core, we can imagine it as having an inherently lower viscosity —once one acquires Inner Core access, it becomes much easier to communicate with users of many/all varieties. Conversely, it is possible for individual users to "intentionally" maintain highly viscous maps—that is, a user who is adamantly tied to a single variety may actively resist conversations where their interlocutor speaks with what they perceive of as "improper English." These are almost always going to be users who reside primarily on the surface, with the most extreme being those who adamantly reject varieties other than their own; these users might be said to have maps with rigid walls, and they will only be able to communicate with other users capable of moving wholly within their preferred variety.

In the model, a new user of English begins by occupying a small space somewhere on the globe corresponding to the first variety or varieties that they learn. For many so-called "native speakers," this will likely be a place on the surface of the model. In addition, learners of the language who start by learning a fully EFL variety (such as most English language learners in Japan) also start on the surface of the model. However, someone who begins learning English in a multilingual or multivarietal environment may begin somewhere in the Outer Core. This includes both those who are learning the language in places where English is a secondary language that plays an important part in daily or public life, and those who would normally be called "native speakers" but who grow up in a particularly muti-lingual/multi-dialectal place, as can occur in heavily populated urban environments that have a wide mix of peoples and languages interacting on a regular basis.

Learning in the model is represented by a users' map expanding as the user acquires phonological, lexical, grammatical, and pragmatic skills that give the user access to a wider range of communicative competencies. Improvement in strictly local linguistic elements (such as localized slang) means strictly two-dimensional growth across the surface of the model, while the acquisition of more general elements also includes vertical growth into the center of the model. Since three-dimensional growth towards the center brings the user into contact with more varieties and users than spreading across the surface, we can see how the model privileges users capable of transnational and transcultural communication. This model of language growth also helps demonstrate the problems with language learning curricula which are targeted at a single national variety. Most commonly this is EFL learning that holds U. S. or U. K English to be the ideal model for second language learners. First, it means asking users to move from one part of the globe's surface to another part. The problem is that there is, by definition, no longer path between two points on the surface of a sphere than across the surface—it is always more efficient, to move through the middle of the sphere. Furthermore, as a user moves through the Outer Core, they are gaining access to language features that are more widely comprehensible and desirable. At the same time, the model also shows why an English language learning approach which focuses on a single national variety can still produce users who have international competencies, since the most internationally desirable local varieties are the ones which themselves already expand into the Outer Core. At present, the so-called "hyper-central" U. S. variety occupies a large portion of the model space, since any given U. S. feature is more likely to have international social capital. However, if in moving towards the U. S. variety a user (or the educational system that is helping the user make that move) is simultaneously rejecting other varieties of English, that user will remain trapped on or near the surface, unable/unwilling to engage with users of other varieties.

Transforming the Model into Transformative Pedagogy

In an ideal world, the original model creator （Haswell） and myself would like to see the Global Model of English placed at the center of English language education policy. While we believe that the Global Model would be beneficial for educators worldwide, from so-called "native speaker" countries like the U. S and the U. K, to countries where English is one of several official or semi-official languages like India, to countries where English is taught as a foreign language, we are both English teachers in Japan, and thus have focused our work on how it could be used here. English language education in Japan is focused on North American Englishes （Matsuda, 2002; Yamanaka, 2006）, and Japanese students and teachers generally place a higher value on U. S. and U. K. variants （Chiba, Matsuura, & Yamamoto, 1995; Kubota, 1998; Matsuda 2003）. We believe, and use the Global Model to represent and construct, the idea that language learning in Japan needs to be untethered from its valorization of so-called "native speaker English."

Note that we do not see ourselves as striking out alone in this regard—the goal of having an internationally focused English program is shared by many other teachers and researchers, albeit not often by administrators and government policy creators. We take much of our inspiration from Matsuda and Freidrich （2011）, who laid out what they called a "blueprint" for an English as an international language curriculum, by which they mean not the theoretical WSE/EIL variety described by McArthur （1987） and Modiano （1999b）, but rather a functional approach to using English, closer to the LFE principle described above in connection to Canagarajah （2007）. In their proposal, Matsuda and Freidrich recommend that students be exposed to English teaching materials drawn from many English varieties, with the caveat that it may be appropriate to pick one main instructional variety if, after careful needs analysis, there is reason to believe that students are likely to interact primarily with users of a single variety. Students also need to be directly taught communicative strategies that allow them to "negotiate meaning and overcome communication difficulties" （p. 339）. In addition, cultural issues need to be discussed more regularly and in greater depth. Finally, students should be made aware of （in a manner appropriate to their linguistic and critical thinking level） issues related to linguistic politics and policies, such that they can understand how language use, including the promotion or denigration of different varieties of English, has real consequences for people.

There have been attempts to implement curricula with some of the aspects of what Matsuda and Freidrich proposed in Japan, with the most famous probably being the Department of World Englishes at Chukyo University in Tokyo （D'Angelo, 2016; Galloway, 2013; Sakai & D'Angelo, 2005）. The department explicitly taught students characteristics of several English varieties—especially Asian English varieties— with the intent of raising awareness among students of linguistic plurality and breaking the hold of Western hegemonic varieties. However, perhaps because this approach was not grounded in the first principle laid out by Matsuda and Freidrich （2011） of understanding students future needs, the program has so far not achieved significant success in altering students' perceptions of English over the long-term.

In addition to the direct approach of Chukyo University not being especially effective （so far）, it is strictly a "whole curriculum" approach—that is, it is made to replace a full English curriculum, not to fit into one that already exists. Thus, it doesn't tell those of us who want to move towards an EIL or LFE approach but only have control over what goes on in our own classes and have restrictions on what or how we teach because of administratively determined curricula. While we don't reject the great possibilities that could come from being able to shape an entire curriculum based in the Global Model and an LFE approach, most instructors will not have that luxury, and thus we wanted to focus on what could be done from the bottom up by individual instructors rather than waiting for a top-down opportunity ／directive from a school administration （or, for primary and secondary school teachers, from school boards or the Ministry of Education）.

Pilot study. The first issue That we believe needs to be investigated is students' attitude—not their attitude towards English varieties （as this has already been well established）, but rather their attitudes towards English language activities that use different English varieties. For example, part of the problem with the Chukyo University project may have been that, while they did survey students before and after the classes to measure their attitudes towards Global

Englishes, they didn't ask the students how they would like to be taught and/or what kinds of Global English learning they were interested in. As such, we conducted a pilot study at Fukuoka University and another university in Kyushu that asked students their opinions about several different English language learning activities. The present paper only addresses the results from Fukuoka University; for comparison, see Haswell and Hahn (2018).

Pilot study methodology. The survey was conducted among first year and second year students from a variety of majors during one of their compulsory English courses. While I was the teacher for all of the students, the survey was conducted in the first two weeks of the course, so it is believed that students would not have had time to gather a significant impression of my own views about these topics. In addition, the survey was optional, and a number of students declined to have their responses included in the survey results. Those responses, along with the responses of students who did not correctly or fully complete the survey, were removed from the data set, leaving 153 complete responses.

The survey was originally written in English, but was translated into Japanese by a professional translator to enable students to more easily provide responses. The original English version can be found in Appendix A, with the translated version that was given to students appearing in Appendix B. The main part of the survey presented students with 16 activities that could potentially be used in English courses divided into three categories: Vocabulary, Communication, and Video. The activities were designed to include a range of topics and formats, as well as to include a range of English varieties and communication contexts. These activities are listed in Table 1. The students were told to imagine that a university professor had to teach a class called "Global English Communication." The students were asked to rate each activity on two four-point Likert scales, with the first ranging from "Very unhelpful" to "Very helpful" (「全く役に立たない」to「とても役に立つ」) and the second ranging from "Very uninteresting" to "Very interesting" (「全く面白くない」to「とても面白い」). In addition, the survey asked for demographic information as well as information about the student's motivation for studying English (though that latter information was for a separate project and is not discussed in the present paper).

Table 1
Activities on the Survey

Abbreviation	Activity
(V) J	Watching videos of Japanese people speaking in English
(V) USVid	Watching an English lecture by a famous American speaker
(V) Ind	Watching videos of Indian people speaking together using English
(V) Am+Brit	Watching videos of Americans and British people speaking together in English
(V) AsianVid	Watching videos of people from several different Asian countries speaking together in English
(V) Kor	Watching a lecture in English by a famous Korean speaker
(V) US+J	Watching videos of people from the US speaking with people from Japan in English
(W) Bus	Learning English vocabulary used in business meetings
(W) SciConf	Learning English vocabulary used in scientific conferences
(W) IntOnline	Learning English vocabulary used in international emails, websites, and other online communication
(W) TOEIC	Learning English vocabulary used on the TOEIC test
(W) BritAmVoc	Learning the difference between common British and American vocabulary
(C) AsianChat	Having a video chat with someone learning English in another Asian country
(C) WritEur	Having an online written discussion in English with someone from Europe (not the UK)
(C) USChat	Having a video chat with someone from the US in English
(C) Wiki	Working on an international online English project such as Wikipedia

(V) = Video activity, (W) = Word (vocabulary) activity, (C) = Communication activity

Pilot study results. Table 2 ranks the activities based on the average response to the "helpfulness" question, while Table 3 ranks the activities based on the average response to the "interestingness" question. However, it is important to note that while this is the strict numerical ordering, it doesn't necessarily indicate the actual relative preference of each adjacent pair of activities. This is because, except for one adjacent pair of activities in each ranking, there was no statistically significant difference between pairs of activities. In most cases, activities separated by 3-4 ranks do have statistically significantly differences between the responses. For example, the "TOEIC vocabulary" activity was rated statistically significantly more helpful than the "Business English vocabulary" activity, but not than the two intervening activities. Thus, while the overall pattern of responses probably resembles the rankings given here, there may be small differences in the actual underlying preference of the students. This lack of difference is likely due to the relatively small sample size and the use of a narrow range of possible answers.

Table 2

Activities Ranked by Average Helpfulness Rating

Activity	Average Rating
(W) TOEIC	3. 53
(W) IntOnline	3. 45
(C) USChat	3. 41
(W) Business	3. 36
(C) WritEur	3. 22
(C) Asianchat	3. 20
(V) US+J	3. 16
(V) USVid	3. 12
(W) BritAmVoc	3. 09
(V) Am+Brit	3. 01
(C) Wiki	2. 89
(V) AsianVid	2. 84
(V) J	2. 78
(W) SciConf	2. 73
(V) Ind	2. 53
(V) Korean	2. 41

Table 3

Activities Ranked by Average Interestingness Rating

Activity	Average Rating
(C) USChat	3. 32
(C) Asianchat	3. 20
(C) WritEur	3. 14
(W) IntOnline	3. 13
(V) USVid	3. 00
(V) US+J	2. 97
(W) BritAmVoc	2. 95
(W) Business	2. 80
(V) AsianVid	2. 73
(C) Wiki	2. 73
(V) Am+Brit	2. 71
(W) TOEIC	2. 69
(V) J	2. 63
(V) Korean	2. 39
(W) SciConf	2. 31
(V) Ind	2. 30

Even though the exact relationships between each of the activities could not be determined from the data, there are still useful things that can be said about the broad patterns in the rankings. First, almost all the activities were overall "approved" —that is, they received more 3 and 4 rankings than 1 and 2. The only activities which were "rejected" were, for helpfulness, the Indian English and Korean English video activities, and, for interestingness, the Korean English video and the science conference and TOEIC vocabulary activities. This means that 12 of the activities were rated by a majority of the respondents to be both helpful and interesting, and only one (the Korean English video) was rejected on both counts.

Second, three of the four communicative activities received the three highest rankings on the interestingness scale, and these same three were in the top 40% of the helpfulness scale. Note that these highly preferred communication activities involve three different English varieties (US, Asian, and non-U. K. European) and include both spoken and written communication. This suggests that students desire to engage in authentic communication in English, regardless of whether that is with so-called native or non-native speakers.

Third, the two rankings are considerably different. The most extreme difference is for the TOEIC

vocabulary activity, which is ranked first in terms of usefulness, and ninth in terms of interestingness. This suggests two things—first, that students believe themselves able to distinguish between activities which they think will help them learn English and those which they personally want to engage in. Second, specifically in the case of TOEIC, it seems that students place a high instrumental value on vocabulary for test preparation, so much so that they believe it necessary to do so even though they find it uninteresting (remember that TOEIC vocabulary study was rejected, having more negative than positive responses in interestingness).

Lastly, it should be noted that there weren't any statistically significant correlations between the activity rankings and the demographic data (age, year in school, gender, or major). This is likely due to the small sample size, though, so this issue should not be abandoned if the survey is repeated with additional students.

Discussion of pilot study results. The pilot study provided a very introductory step towards understanding what students (as opposed to teachers or curriculum designers) might value in a globally-focused English class. The most important point is this: the majority of students did not reject 12 out of 16 activities. This means that, with the possible exceptions of specific Asian Englishes, students are willing to engage with English language material that isn't drawn only from U. S. /U. K. sources. Perhaps students are more globally-minded than textbook publishers and MEXT decision makers. But what this means for Fukuoka University (and the results were similar for the combined schools) teachers who want to try LFE-oriented activities is that they can feel comfortable that students seem at least willing to try these activities, rather than having pre-decided that they aren't acceptable.

Second, the results on the "interestingness" scale seem to suggest that giving students a chance to connect with other international speakers of English will be more positively received than using unidirectional activities like videos. Unfortunately for teachers, communicative activities are obviously much more challenging to design and implement than simply finding a video of an English speaker and playing it for the class. It may require the use of specialized

classrooms (CALL-enabled, for instance), as well as finding some type of service that can safely put students into contact with international English users. While we didn't ask about it on the survey, it may also be possible to have students engage with international English speakers currently living in Japan.

The lack of clarity in the results points to the need for additional, more refined investigation. It is possible that the lack of an unambiguous ranking could be mitigated by either acquiring more data points or by expanding the rating scale to include finer divisions between measurements; for example, as shown in Haswell and Hahn (2018), there was a little more clarity to the rankings when the results from two universities (with approximately 80% more surveys) were combined. However, this wouldn't fully answer many of the questions we have. For example, it isn't clear why students were highly interested in communicating with other Asians in English, but actively rejected watching videos of Koreans or Indians speaking English. While this could partially be explained by the former being a communication activity and the latter two being unidirectional video activities, that doesn't explain why the generic Asian video activity ranks significantly higher than that of two specific Asian English varieties. Similarly, it isn't clear why TOEIC vocabulary ranks so highly in helpfulness— is it because the students sincerely believe that they need to perform well on the TOEIC in the future, or is this expressing a more general idea that studying for testing is more "helpful" (note that we intentionally did not define helpful in the survey)? To what degree was that answer influenced by the survey being done in a compulsory English course, which might have oriented students towards a more "academic" image of English?

In order to answer these and other questions, it will almost certainly be necessary to move towards a more qualitative approach in future investigations of student preferences. This could be done via one-on-one interviews, though the researchers believe that focus group interviews, where students can discuss the activities as well as their general feelings towards globalized English language learning in-depth with their peers will be more likely to provide a fuller picture of student opinions. Furthermore, as we or other teachers attempt to implement these or other LFE activities, it will be important to collect classroom-based data. Student opinions about hypothetical activities, while important, won't always correlate exactly with

effectiveness. An examination of what actually occurs in classes when these activities are used will help measure both short-term effectiveness in student motivation and English/communication skill growth as well as long-term shifts in attitudes towards English language varieties and the value of an LFE orientation.

Conclusion

Varieties of English, in many ways, collectively act as a worldwide *lingua franca*. However, the English language is still viewed by many as mainly "owned" by those from the countries where it originated and spread from, via policies of political, military, and economic imperialism. This obeisance to the legacy of colonialism is unacceptable given that L2 speakers of English are or soon will be the majority of English language users while those from Kachru's original "Inner Circle" countries are becoming an increasingly small minority. Native-speakerism harms both teachers and learners, though arguably the latter more than the former. The difficulty in working to overturn native-speakerism is that it is a diffuse system of beliefs perpetuated because of a wide range of factors including government policy, educational publishing practices, school curricula, individual teacher and student pedagogical choices, business influences, popular media, etc. Thus, we in no way suffer from the illusion that either the present project or the Global Model by itself can "solve" this problem. Nonetheless, we also believe that simply waiting for major changes in high level policies and/or public opinion is an abrogation of our responsibilities. Rather, we as teachers need to reorient our classes, even in small ways, to help contribute to shifting attitudes, so that over the long term (perhaps decades or generations) the overvaluing of "native speaker" traits can be replaced with an attitude towards English language use that valorizes those who are the best able to use English across a wide variety of domains and situations through an LFE orientation.

This project seeks to move towards an LFE-centric language learning environment in two ways. First the Global Model of English is offered as a way of representing worldwide English language use in a way that privileges users who are able to modulate their usage patterns to meet the needs of their interlocutors, to negotiate meaning, and to engage in repair work when communication goes astray. This model is designed to be easy to use, so that it is accessible not only to sociolinguists, but also to language policy advisors, school administrators, and teachers. While the model by itself doesn't tell a teacher what to do in class tomorrow, keeping it in mind while making pedagogical and curricular decisions may have lasting influence.

In addition, the project has started to move beyond linguistic modeling towards investigating practical steps that can be taken to incorporate an LFE approach in English language classes in Japan, especially at the university level (note that while we think such an approach should ideally be implemented from the very beginnings of English language education at the primary school level, as university teachers this is outside of our field of expertise). By surveying students, we found preliminary results suggesting that students are willing to engage in internationally-focused activities. In particular, students seemed to place extra value on activities that would allow them to actually communicate from people from other countries. Thus, teachers should feel comfortable experimenting with carefully chosen activities not focused on Inner Circle English.

As discussed above, this project is still in progress. Our plan is to continue moving forward in two main directions. First, we need to better understand student perspectives by engaging in more qualitative, open-ended data collection and validation. We believe that a move towards internationalizing English curricula needs to be built along with students—that there is a natural compatibility between autonomy-building/student-centered approaches to language education and the development of an LFE orientation. Second, we want to start developing a set of materials that can be used by both ourselves and other teachers who want to start teaching a globalized focused class but don't know how to do so. With these steps, we hope to be able to advance the research field while simultaneously developing practical tools for teachers who want to join in moving towards an LFE-centered curriculum.

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Appendix A

English Questionnaire

This questionnaire is for a research project by Aaron Hahn (Fukuoka University) and Christopher Haswell (Kyushu University). They are interested in your opinions about different kinds of English class activities.
This survey is optional—you do not have to complete it.
This survey is anonymous—no personal details will be collected.
If you have any questions about this research project, please ask your teacher at any time.

<u>Consider the following situation</u>: A university professor has been asked to create a new class focused on Global English Communication. The professor is considering several different activities for this class. For each of the activities, rate 1) how helpful you think they would be for learning English 2) how interesting you think they would be.

		① = very unhelpful ② = unhelpful ③ = helpful ④ = very helpful	① = very uninteresting ② = uninteresting ③ = interesting ④ = very interesting
Video	Watching videos of Japanese people speaking in English	① ② ③ ④	① ② ③ ④
	Watching an English lecture by a famous American speaker	① ② ③ ④	① ② ③ ④
	Watching videos of Indian people speaking together using English	① ② ③ ④	① ② ③ ④
	Watching videos of Americans and British people speaking together in English	① ② ③ ④	① ② ③ ④
	Watching videos of people from several different Asian countries speaking together in English	① ② ③ ④	① ② ③ ④
	Watching a lecture in English by a famous Korean speaker	① ② ③ ④	① ② ③ ④
	Watching videos of people from the US speaking with people from Japan in English	① ② ③ ④	① ② ③ ④
Vocabulary	Learning English vocabulary used in business meetings	① ② ③ ④	① ② ③ ④
	Learning English vocabulary used in scientific conferences	① ② ③ ④	① ② ③ ④
	Learning English vocabulary used in international emails, websites, and other online communication	① ② ③ ④	① ② ③ ④
	Learning English vocabulary used on the TOEIC test	① ② ③ ④	① ② ③ ④
	Learning the difference between common British and American vocabulary	① ② ③ ④	① ② ③ ④
Communication	Having a video chat with someone learning English in another Asian country	① ② ③ ④	① ② ③ ④
	Having an online written discussion in English with someone from Europe (not the UK)	① ② ③ ④	① ② ③ ④
	Having a video chat with someone from the US in English	① ② ③ ④	① ② ③ ④
	Working on an international online English project such as Wikipedia	① ② ③ ④	① ② ③ ④

What other activities do you think might be interesting and helpful for a class on Global English Communication? List as many activities as you want. Please write <u>in Japanese</u>.

<u>General Information</u>
Please write all answers on this page in Japanese.

1. What are the **three most important things** you need to be good at to speak English well?

2. For each of the following sentences, choose one answer:

1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree	
I am learning English because it is a university requirement.	① ② ③ ④
I am learning English so that I can speak to Americans after I graduate.	① ② ③ ④
I am learning English so that I can speak to people from other Asian countries after I graduate:	① ② ③ ④
I am learning English so that I can understand English entertainment (music/videos/books/etc.).	① ② ③ ④
Please list any other reasons you have for studying English:	
I wish that I could have more control over my English classes.	① ② ③ ④
I think my English teachers know better than I do about the best way to learn English.	① ② ③ ④
English should not be a compulsory subject at the university level.	① ② ③ ④

1. What year are you in university (circle one)?　　1　　2　　3　　4　　5 (or higher)

2. How old are you?　　　　　　　_____

3. What is your gender (circle one)?　　　　Male　　　Female　　　Other

4. What is your school department?　　　　_____

5. Have you ever taken any of the following tests? For each test, circle "Yes" or "No". If you circle "Yes", please put your most recent score/level, or check the box "Don't remember" if you took the test but don't remember what your score/level was.

TOEIC:	NO	YES	score: _____	Don't remember:	☐
TOEFL:	NO	YES	score: _____	Don't remember:	☐
IELTS:	NO	YES	score: _____	Don't remember:	☐
Eiken:	NO	YES	Highest level passed: _____	Don't remember:	☐

Please put an X in this box if you agree that Aaron Hahn and Christopher Haswell can use the information you gave for future research and publications.　　☐

Appendix B

Japanese Questionnaire

一般情報
このページの答えはすべて、日本語で書いてください。

1. 英語を上手く話せるようになるために必要であるとあなたが考えている、**最も重要な 3 つのこと**は何ですか？

2. 以下の文のそれぞれについて、当てはまる番号の〇の中を黒く塗りつぶしてください。

1 = 全くそう思わない 2 = そう思わない 3 = そう思う 4 = 強くそう思う	
私が英語を学んでいるのは、大学の必須科目だからだ。	① ② ③ ④
私が英語を学んでいるのは、卒業後にアメリカ人と話せるようになりたいからだ。	① ② ③ ④
私が英語を学んでいるのは、卒業後にアジアの他の国の人々と話せるようになりたいからだ。	① ② ③ ④
私が英語を学んでいるのは、英語での娯楽（音楽／ビデオ／本など）を理解できるようになりたいからだ。	① ② ③ ④
あなたが英語を学んでいる他の理由があれば、以下に記入してください。	
私は、自分が受けている英語の授業の内容や形式などを、もっと自分が考えているようにしたいと思う。	① ② ③ ④
私の英語の先生たちは、英語を学ぶ最善の方法を私よりもよく知っていると思う。	① ② ③ ④
英語は、大学の必須科目にするべきではない。	① ② ③ ④

1. あなたは大学の何年生ですか？（丸で囲んでください）　　1　　2　　3　　4　　5以上

2. あなたの年齢を記入してください。　　　　＿＿＿＿＿

3. あなたの性別を丸で囲んでください。　　　　男性　　　　女性　　　　その他

4. あなたの学部を記入してください。　　　　＿＿＿＿＿＿＿＿

5. 以下のテストを受けたことがありますか？それぞれ、「はい」か「いいえ」を丸で囲んでください。「はい」の場合は、最も近い時期のスコア／級を記入してください。スコア／級を思い出せない場合は、右の四角にチェックマークを付けてください。

TOEIC：	いいえ	はい	スコア：＿＿＿＿	憶えていない ☐
TOEFL：	いいえ	はい	スコア：＿＿＿＿	憶えていない ☐
IELTS：	いいえ	はい	スコア：＿＿＿＿	憶えていない ☐
英検：	いいえ	はい	合格している最高の級：＿＿＿＿	憶えていない ☐

あなたが提供してくださった上記の情報を、Aaron Hahn（アーロン・ハーン）と Christopher Haswell（クリストファー・ハズウェル）が将来の研究と出版物に使用することに同意される場合は、右の四角内に×を記入してください。　☐

このアンケートは、Aaron Hahn（アーロン・ハーン、福岡大学）と Christopher Haswell（クリストファー・ハズウェル、九州大学）の研究プロジェクトのためのものです。私たち 2 人は、英語の授業で行われるさまざまな活動についての、皆さんの意見を知りたいと思っています。
このアンケートは、強制ではありません。回答するかしないかは、自由に決めてください。
このアンケートは、無記名で行われます。個人情報は収集されません。
この研究プロジェクトについて何か質問があれば、このアンケートを配布した先生にいつでも尋ねてください。

<u>次の状況を考えてみてください</u>：ある大学の教授が、グローバル・イングリッシュ・コミュニケーションに重点を置く、新しい英語の授業を計画することになりました。この教授は、この授業のための活動をいくつか考えています。この活動のそれぞれについて、1) 英語を学ぶのにどのくらい役に立つか 2) どのくらい面白いものになるか　について、あなたの考えを教えてください。（当てはまる番号の〇の中を黒く塗りつぶしてください。）

		①=全く役に立たない ②=役に立たない ③=役に立つ ④=とても役に立つ	①=全く面白くない ②=面白くない ③=面白い ④=とても面白い
ビデオ	日本の人々が英語で話しているビデオを見る	① ② ③ ④	① ② ③ ④
	有名なアメリカ人が英語で行う講義を見る	① ② ③ ④	① ② ③ ④
	インドの人々が英語を使って話し合っているビデオを見る	① ② ③ ④	① ② ③ ④
	アメリカとイギリスの人々が英語で話し合っているビデオを見る	① ② ③ ④	① ② ③ ④
	アジアのさまざまな国の人々が英語で話し合っているビデオを見る	① ② ③ ④	① ② ③ ④
	有名な韓国人が英語で行う講義を見る	① ② ③ ④	① ② ③ ④
	アメリカと日本の人々が英語で話し合っているビデオを見る	① ② ③ ④	① ② ③ ④
語彙	ビジネスミーティングで使用される英語の語彙を学ぶ	① ② ③ ④	① ② ③ ④
	科学に関する学会で使用される英語の語彙を学ぶ	① ② ③ ④	① ② ③ ④
	E メールや Web サイトその他のネットによる国際的なコミュニケーションで使用される英語の語彙を学ぶ	① ② ③ ④	① ② ③ ④
	TOEIC テストで使用される英語の語彙を学ぶ	① ② ③ ④	① ② ③ ④
	一般的なイギリス英語とアメリカ英語の語彙の違いを学ぶ	① ② ③ ④	① ② ③ ④
コミュニケーション	アジアの他の国で英語を学んでいる人と、ビデオチャットをする	① ② ③ ④	① ② ③ ④
	ヨーロッパの国（イギリス以外）の人と、ネットで文字による英語でのディスカッションをする	① ② ③ ④	① ② ③ ④
	アメリカ人と、英語でビデオチャットをする	① ② ③ ④	① ② ③ ④
	ウィキペディアのような、国際的なネット上の英語でのプロジェクトに取り組む	① ② ③ ④	① ② ③ ④

グローバル・イングリッシュ・コミュニケーションの授業で、面白くて役に立つ活動には、他にどんなものがあると思いますか？その活動を、いくつでも記入してください。これは、<u>日本語で</u>書いてください。