Article

The Relevance of ELF for Japanese Higher Education: As Seen through Practitioner Observations

James D'Angelo

Abstract: The article presents findings on a series of 17 classroom observations conducted in the Chukyo University Department of World Englishes between October 2013 and July 2015, as part of a larger qualitative study which triangulates this classroom observation data with open-ended graduate and teacher surveys. The article begins with some basic background information on English as a Lingua Franca (ELF) and other pluralistic paradigms of English (WE and EIL) and then analyzes the classroom observation data based on key themes identified in the two earlier datasets. The analysis indicates that while the teachers are dedicated and doing a fine job from a mainstream ELT / SLA perspective, they and the students could benefit from additional in-service training and incorporating certain ELF-informed practices in their classrooms.

Keywords: ELF, world Englishes, teacher attitudes, CLT, CLIL, Eikaiwa

1. Introduction

Chukyo University founded the Department of World Englishes (DWE) in April 2002, and has succeeded in some aspects to integrate a world Englishes (WE) oriented approach in certain parts of its curriculum, including a required class on WE Theory, a required seminar and 3-week study tour to Singapore for all freshmen, and elective classes such as Language Variation — which also try to raise awareness of pluricentric views of English. At the same time, the author spent many years studying WE and related paradigms such as EIL and ELF, and taking active participation in the research communities devoted to these fields. Nevertheless, inadequate effort has been made to work with faculty and part-time teachers to implement WE / ELF-informed approaches and coursework more broadly and consistently throughout the curriculum. The author's doctoral work was an effort to redress this shortcoming to prepare our students in Japan to recognize the reality of the language as it is used around the world today.

This paper presents a key part of this doctoral work on pedagogical and curricular implications of pluralistic / variationist approaches to English. The overall study is comprised of

three pieces of qualitative data: surveys returned by 44 former students of the DWE who graduated over an eight year span, surveys answered by 21 current teachers within the DWE, and 17 classroom observations of those teachers. This paper presents results of the classroom observations, at a fairly general level, due to length limitations of a journal article.

1.1 Theoretical Stance

The term 'world Englishes' was first mentioned in 1985 (Kachru 1985) but the basic concept was worked out earlier (Kachru 1982) alongside development of the theory of EIL (Smith 1978, 1981). Kachru's early work established the legitimacy of Indian English and the process of nativization or indigenization of English, especially in former colonial settings such as Nigeria, India, Singapore or the Philippines — his 'Outer Circle' contexts. In these contexts we see English being used as an official link language — in domains such as government, education, judiciary, media, and entertainment, in highly multilingual societies. Here English does not act as a 'killer' language, and it exists alongside other local languages.

While WE has made a great contribution by helping scholars move away from a Native Speakerist view of English, this contribution is mainly regarding internal use of English in the Outer Circle, and documenting linguistic features of these 'New Englishes'. From an international point of view, the main work in WE has been on 'intelligibility'. This work has helped to show, for example, that in many ways a native variety such as American English can be quite unintelligible to speakers from around the world, while Japanese English, was found to be among the most intelligible. (Smith and Rafiqzad 1979) Smith's early work on EIL showed promise of helping us understand the complexity of international English use, but by his joining with Kachru, EIL was eclipsed by WE, which had its own journal and academic society. In many ways, Expanding Circle scholars in contexts such as Japan (Hino 2012) felt unsatisfied with the WE model, and this gave rise to work in ELF starting in the late 1990s. (Meierkord 1998, Seidlhofer 2001) Whereas there has been some dissension among scholars working in the 'competing' fields of WE, EIL and ELF, it is the approach of the author that all three paradigms are essentially in agreement on the urgent need for new approaches to English pedagogy, which are based on the reality that non-native speakers far outnumber native speakers in the world today, and that this calls for a reprioritizing of ELT practices worldwide.

2. Rationale & Methodology

As a follow up to the graduate (D'Angelo 2017 forthcoming), and teacher survey instru-

ments within the large experimental data, a series of 17 classroom observations within the DWE were conducted.[1] While mainly of skills-based classes, one was an observation of a Japanese part-time colleague who teaches an elective on Early Child English Education, in English. Another was an observation of the Outline of World Englishes Class, subsequently taken over by the author upon the retirement of the teacher.

Doing classroom observations is not a formalized system with the DWE, so there is no standard rubric which was employed. The observations were considered based on the author's experience at the 2013 Asia TEFL conference, in direct response to David Hayes plenary (Hayes 2013) where he called for an ongoing dialogue with teachers — since no curriculum reform can be implemented without their support. The request to observe teachers was done by individual e-mail, with the explanation being that in general, the researcher, as one of the program directors, wished to get more acquainted with actual classroom practices. The researcher took notes during the observations and immediately afterwards on a small notepad, but attempted to do this in an unobtrusive manner.

For the purposes of the thesis, the observations were treated as vignettes, as in the method of Norton (1997). Not all of the observations will be discussed here, but rather, the focus will be on any observations which help to clarify or exemplify issues brought out in the teacher (or graduate) surveys, as well as to shed light on pertinent issues related to possible WE / EIL / ELF-informed teaching implications. This inquiry was guided by research questions 2 and 3 of my larger study, which ask:

RQ2: How can such a broadened concept of WE (incorporating ELF) be implemented in the curriculum and classroom practices of the Japanese University? And,
RQ3: Based on the English needs of Japanese students, can such practices be more effective than prior / current practices in developing educated, or effective, ELF users of English in the Japan context?

It is important to keep in mind that these are isolated observations of only one 90-minute class by each teacher, and cannot be said to be representative of that teacher's entire 15-week semester.[2] The observations are a useful 'snapshot' or 'vignette' of that teacher's work, so are not generalizable. Still, they do make a valuable step towards interacting more with the teaching staff about perceptions of the WE curriculum, and do provide insights.

3. Classroom Observation Vignettes — Discussion and Findings

3.1 Categorization

The DWE teacher observation vignettes are highly informative. (See D'Angelo 2015 for

for all 17 observation write-ups), and are sequenced in order by class type, due to the general 4-skills orientation of the English curriculum. Observations #1 through #4 are for Oral Communication classes, observations #5 through #7 are Reading classes, observations #8 and #9 are Presentation classes, observation #10 is a 2nd year seminar class, observations #11 through #13 are Writing classes, observations #14 and #15 are Computer Skills classes, observation #16 is an elective in Early Child Education, and observation #17 is for the required Outline of WE class. In this paper they are analyzed according to the following main themes which emerged from the larger study's graduate and teacher survey data, and which are used here as section headings to thematically sequence the analysis of the observations. The goal of this analysis is not to evaluate the pedagogic practices of the individual participating teachers, but to better answer the broader research questions. The main themes identified from the two surveys were:

- General perceptions of 'shy' students who work well in groups
- The CLT Approach (Widdowson 2014)
- 4-skills teaching
- The CLIL Approach
- Need for Business and technical vocabulary - An Honors Program?
- The concept of World-mindedness
- The WE / EIL / ELF Paradigms
- The concept of Educated English versus an English Conversation Ideology (Kachru 2003: 7)

These themes have different foci, but also overlap and are interconnected to a considerable extent, as will become apparent in the following sections.

3.2 General perceptions of 'shy' students and group work

The teacher survey clearly identifies that the majority of teachers perceive the DWE students, and Japanese students at large, to be shy and hesitant to speak up in front of others, but to work well in pairs and small groups. As a result, it is very common practice to put students into "4 tops": two double-length desks put face-to-face, with one pair of students on either side. From experience in Japan, all teachers learn quite soon that students will rarely speak up if organized in a conventional classroom arrangement of desks in a grid of rows and columns, or even in a horseshoe or rectangle-shaped arrangement of desks as in a seminar class of 16 students (King 2013). When seated in pairs or groups, the teacher is able to float from group to group and sit in for some time, while other groups are busy in their own conversations. All students are able to at times code-switch for clarification, which provides

helpful scaffolding.

Many of the teachers in these observations utilize group and pair work as a form of scaffolding: for students to build up a basic way of expressing themselves on a topic. When a teacher subsequently comes back to the front of the room, and calls on a student at the smaller tables to offer an answer, the students are more prepared to do this than if a question was put forward at the beginning of class, in a more conventional seating arrangement. Students were also observed to often consult a neighbor (usually in Japanese) before answering, which any experienced teacher in Japan is very familiar with. Among all the observations, there were no NS-taught 4-skills class which attempted a large seminar-type horseshoe or circular seating arrangement with the whole class, indicating that the majority of teachers have come to feel that is less productive, and offers less speaking time for each student. In the graduates' surveys, some students expressed that their English might not improve by talking with classmates, but others expressed the opposite opinion. In general, the skills teachers have worked out that small groups are the best form of classroom logistics in Japan. In the class on Early Child Education (observation #16) the teacher did put out questions to the whole class, and eventually someone would answer, but this requires patience by the teacher in waiting for a response.

Ironically—considering the almost ubiquitous use of group work by 4-skills teachers in the DWE--in the graduates' survey responses, it was surprising to read G42's[3] response, that while in the USA on one-year exchange, she "didn't know what to do when the professors asked students to do group work". According to G42, "I didn't know why we hadn't learned that in the DWE." What G42 was referring to were actual group research projects, requiring out-of-class meetings, where a group of 3 or 4 students had to produce a medium-length research paper together, or make a study group to prepare for an end of term exam together. In a follow up question, G42 wrote:

> The class I had group work was 'Advertising'. We needed to pick one vegetable and make an advertisement to promote it. We had 4 or 5 students in one group. We made roles to research…we researched something like nutrition or targets we promote the vegetable. And we created an actual advertisement (we used carrots, targets were children, the tag-line was "Almost Circular"). Then, we had presentation in front of the class. We get together occasionally outside of class and discussed this project. At the end, we had to evaluate other students' contribution of the group. I guess working with new students who I don't even know names, meet and get go on the project completely outside of the class…and evaluating each other were completely new for me at that time.

This type of class is available to students in certain elective EMI classes in the DWE, such as International Business Theory, but it is not common practice. To offer academically-based content classes, in which such group work is required, could help DWE students be better prepared for what they will encounter on study abroad, or working for a multinational company. As with other academically-oriented initiatives, an 'Honors' cohort would be best-suited to this form of study. This highlights the issue of 'everyday' versus 'academic' or specialized study, as expressed by Mahboob (2010). CLT can help lower affective filters (Ausubel 1964) through group work on everyday topics, but a WE-informed approach would go beyond that, one of the key findings of the larger study.

3.3 The Communicative Language Teaching Approach

The CLT approach is the most common approach among 4-skills teachers in Japan. As seen from the teacher surveys, teachers — especially NSs and NNSs from outside Japan who do not share an L1 with the students — perceive their primary role to be to help students overcome their affective filters, and to create the maximum speaking time for them. In observations #3, #6 and #7, the students were talking for almost the entire class. The role frequently expressed on the teacher survey, of being a facilitator of student-centered classes, is common in Japan. In this case, 'student-centered' does not usually mean that the students decide what to do in class or what projects to work on, but that once tasks are given to the students, they then are able to move forward and carry them out with minimal guidance. In many of the observations, the tasks to be performed were quite rigid, changed quickly from one to the next, and did not permit much student decision-making about the content or way of proceeding.

NS teachers are seen to be often concerned with accuracy over content, which diverges from what our graduates say about accuracy being less important than effective communication in their workplaces, and the WE-informed concept of the goal being to develop an 'educated' variety of English (Strevens 1992:40; Kachru 1982: 51; Kachru 2005: 55) rather than NS-like proficiency (which is not necessarily 'educated'). This demonstrates an opportunity to work with teachers to try to reprioritize goals in line with WE / EIL / ELF, if it can be demonstrated to them that being able to talk about various topics in greater depth and with a wider vocabulary, can have more value than accurate or 'Native-like' use of certain forms. As Widdowson argues, in ELF, NNS speech (even when educated) will have many "non-conformities", and students will continue to resist our corrections (D'Angelo 2014: 71). Having a WE / EIL / ELF-informed view would foster students who develop a broader fluency and ability to talk on a range of educated topics important in a globalized world, rather than be overly concerned with accuracy. As Widdowson explains, ENL is the abstracted encoded forms which provide the norms of correctness, but if we use this as the

model, learners are required to speak formal / structured English that most NSs don't use in actual speech (Widdowson 2013).

The Oral Communication classes which were observed were somewhat more aligned to the English Conversation Ideology or Eikaiwa model (Kachru 2003: 7), and could have offered more opportunity for employing conversation strategies, such as negotiation of meaning — something program directors could work with teachers on increasing. This type of work could help develop a WE-informed CLT for the DWE, rather than an NS-based CLT. As Widdowson has described, CLT was designed to be more functionally appropriate (than earlier methods) by teaching practical speech acts (greeting, inviting, refusing, complimenting) but it is still "enforcing the way Native Speakers perform those speech acts." (D'Angelo 2014: 71). Since DWE teachers employ CLT also in Reading, Presentation, and Writing classes, the opportunities for combining CLT with WE-aware concepts are many.

3.4 Four Skills Teaching

Since the DWE English curriculum is primarily set-up as skills-based, parts of the teachers' survey also revolved around teachers' beliefs on teaching the 4-skills. The classroom observations show most teachers quite closely following the basic syllabi and class components as set up by the program directors. The observations do, however, also show teachers' creative interpretation of a skills approach, and blending it with CLIL to some extent. One limit of a 4-skills approach, in line with the critique of mainstream SLA by Firth and Wagner (1997), is that language may be viewed by some teachers as discrete units — such as with the error codes in observation #2 or decontextualized vocabulary list study in observation #5 — which need to be cognitively mastered, and the social functions of language are not adequately addressed. This may be more likely to occur in Reading and Writing classes than Oral Communication classes, where a CLT approach is usually more socially-oriented. It is convenient to divide classes according to particular skills, but for the higher level students in a more EMI or CLIL-oriented type of honors program discussed above, having the focus more on content areas which integrate the 4-skills would make sense. Even for mid-proficiency students, something similar to the CBEC (Content-based English Curriculum) mentioned by one teacher, could work if the level of materials was appropriate and accessible, as with the second year seminar class in Observation #10, which is a mixed-proficiency group (similar to all "zemi" classes, even in the third and fourth years). Moving in this direction would fit more with the 'educated ELF' needs expressed by our graduates.

3.5 The Content and Language Integrated Learning Approach

A CLIL approach was discussed by many of the teachers in their survey responses, and most are quite positive about it, or are even already using it. In addition, in response to ques-

tions which asked about what things could be improved in the DWE, or what type of electives should be added to the curriculum, or final comments given by the graduates, there were quite a few responses from various graduates which expressed a need to study something beyond English skills. This perception also is seen in a letter written to the author by a student currently on one-year exchange in Finland, who expressed that his first year seminar class in English was too similar to the regular Reading and Oral Communication strands. A CLIL approach could be seen in observation #10 (see D'Angelo 2015): the 2nd year seminar where students were planning a lunch of locally grown foods as part of their study on Japan's low food self-sufficiency rate. Also, in observation #16 of Early Childhood English Education, the PowerPoint slides for that class were simple and straightforward, and gave students a chance to slowly absorb terms such as "The Audiolingual Method" or "Cognitive Code Learning." The reading class in observation #7 also used a skills class with required components, to introduce literature-oriented themes and concepts with a CLIL focus, demonstrating the possibility of merging CLIL with a 4-skills curriculum, as well as observation #9 where students discussed Muhammad Yunus and micro finance.

These classes show the potential to move more towards a CLIL approach, where different disciplines in the humanities are taught, preparing students to think more about their areas of interest beyond English, while at the same time helping those who will go for longer overseas study programs to acclimate to content-based English as a Medium of Instruction (EMI) coursework. The decision to move more toward a CLIL approach would require a significant change to the curriculum, but this also could be done gradually within the current curriculum by building more teacher coordination and collaboration into the system.

3.6 Need for Business and Technical Vocabulary

The main current locus within the DWE for vocabulary teaching is in the reading program. Since 'graded readers' are a main focus for the first two years, and for some teachers into the third year — wherein students read material where any unknown words should be guessed by the context — the learning of new vocabulary is done in a decontextualized direct way. This is done, as seen in observation #5, by using the textbook Learning English Vocabulary (Barker 2009). The book goes through the first 2000 frequency words from the British National Corpus. Students also study vocabulary in the TOEIC and TOEFL classes within the DWE, but this is again decontextualized. Many of the graduate surveys expressed a strong need to learn business and technical vocabulary for their field of work, and those who had been on one-year exchange also expressed vocabulary difficulties in the reading they had to do overseas. For the students who may qualify for this one year overseas program, the Honors Program (see also Armstrong 2012) suggested above could give them a chance to study academic vocabulary in a contextualized way. For business vocabulary,

adding coursework in business English and basic management could help, but a challenge would be that this also would have to be levelled into honors and normal classes. Technical vocabulary would be more of a challenge to study, since DWE students go into a wide range of fields, where necessary terminology can vary greatly. This could be addressed to some extent by using 2nd or 3rd year Presentation classes to allow students to give presentations in which they role-play working in a certain industry (with a list of industries provided by the graduates' data), for example, recommending a new product to be developed by their company. This was done to a small extent in observation # 8 in which students presented about the founding of McDonald's and 'Hi-Chew' candy which was found on store shelves in Korea, but could be done in a much more thorough way. By describing the product, how it would be produced, its uses, etc., the students would develop familiarity with some technical vocabulary, and would learn about other industries from their classmates' presentations. There are not presently teachers working on this type of class, but if the value of this type of learning was explained to the teachers, it would be possible to find a teacher to develop this type of syllabus. Reading classes could also include graded readers relating to various job types, which are increasingly available from publishers. Again, these type of reforms would prepare our students for the reality of using ELF in business settings.

3.7 The Concept of World Mindedness

The graduates' responses, when discussing their attitudes before and during their DWE days, frequently contained information indicating their sense of curiosity about the world, wanting to meet and exchange ideas with people from various countries, and to use English in their work. Certain of the classroom observations do touch on this issue as well, but it is not a common theme. One example would be the ELLLO listening website, which is used in all three years of Oral Communication classes allows students to choose which segment they want to listen to from over 1,200 very clear recordings. One can search by topic, country, level and media. There is a wide range of people who are recorded from 60 different countries, and one can find recordings with almost any combination of Inner, Outer and Expanding Circle speakers, showing value from a WE as well as EIL/ELF perspective. Beyond this, the observations also show several other aspects which triangulate with this desire of the students. When discussing reading classes, almost every teacher mentioned that the students should be allowed to choose their own books, and they must closely align with the students' interests. This could be augmented by using the sizable DWE book budget to increase the number of non-fiction graded reading titles in the library which relate to various countries and international topics, which are offered by publishers such as National Geographic.

Observation #2 (Appendix 1), which was a final exam of 2nd Oral Communication class,

involved student pairs having to hold a 5-minute conversation based on drawing at random from a set of topics chosen by the teacher. One of the topics was 'The required 2nd year overseas trips and classes' which allowed students to discuss their experiences and impressions of Boston, Hawaii or Australia. The teachers are aware of the students going on these trips during vacation time, and the topic would have come up at the beginning of each semester. Overseas topics also came up in observation of a 2nd year Presentation class, in which one student presented about the founding of McDonald's, and another about a popular Japanese candy found in a Korean convenience store. The topic of Japanese couples holding their weddings in Hawaii, Tahiti or the Gold Coast of Australia came up in Observation #9, a third year Presentation class.

While many of the class observations touch on world-mindedness in an unsystematic way, the 2nd year seminar on the United Nations is perhaps the most "world-minded" and affords students the opportunity to deal with international concerns on a weekly basis for the entire year. Each seminar, taught by an NS or NNS from outside Japan with one exception, is structured around the country of the teacher. They include the Philippines, the U.K, the U.S.A., and Canada. The one seminar taught by a Japanese teacher focuses on the intercultural communication difficulties between Americans and Japanese, using the classic graded text Polite Fictions (Sakamoto and Naotsuka, 1982). This approach offers an accessible introduction to intercultural communication, but the book is based on an out-of-date concept (written in 1982) that the most important interlocutors for Japanese users of English to be culturally sensitive to are Inner Circle Americans. There is an opportunity to work with this teacher to consider a text which involves interlocutors from more varied contexts.

Based on the graduates' great sense of world-mindedness, the classroom observations indicate that introducing a more content-based / CLIL curriculum would offer the opportunity to integrate the concept of World Mindedness more systematically into the curriculum, and that also, the program directors could work within the current curriculum and teaching staff to prioritise teaching students more about the world, and its cultures, ways of thinking, and people.

3.8 World Englishes-related Paradigms

The WE / ELF paradigm is mostly closely connected to Observation #17, for the actual Outline of WE class. Graduates expressed a basic knowledge of WE concepts thanks to this class, which came out in the graduates' survey responses. As noted there, the graduates mainly perceive WE from a socio-cultural standpoint, and the existence of many varieties of English is recognized by them as a sign of the broader ethno-cultural diversity of the world. They perceive the existence of many varieties of English as a reason for tolerance of

variation in pronunciation and lexicon, and regarding grammar, express that WE means that they don't have to be overly concerned with accuracy and are this confident to use their own Japanese English to achieve their business and personal goals.

In this sense, the fact of being Expanding Circle users of English, with some background in WE, including the required semester long class in the DWE and 3-week study tour in Singapore, leads students to take an EIL or ELF-like view of their English. Being unaware of the EIL and ELF paradigms,[4] they tend to still put international use of English under the WE rubric — since this is their main academic exposure.

The classroom observations, other than #17, do not deal with WE / EIL / ELF paradigm issues, except for where they look into cross-cultural communication, or cross-cultural studies, such as in Observation #7 where folk tales from different cultures are studied, or perhaps in the ELLLO listening segments for Oral Communication classes. It demonstrates a huge potential, and indeed a major responsibility as well, considering the name of the department, to look for opportunities to introduce a more WE-informed approach to the curriculum. Of course it is not just the name of the department which justifies this. The obvious benefits which could be drawn from introducing such an approach are apparent in the responses of the graduates' survey, and from current research work in ELF. The final theme of the classroom observation data is connected to the issue of WE / EIL / ELF, and regards the concept of Educated Japanese English versus a more NS-based English Conversation ideology.

3.9 Educated English versus an English Conversation Ideology

The concept of an educated variety of Indian, Singapore or other Outer Circle Englishes is recognized by Kachru and his predecessors such as Strevens (Strevens 1992: 40; Kachru 1982: 51; Kachru 2005: 55). This acrolectal form of the locally indigenized variety will be the outcome in every Outer Circle country, with some variation of course, depending on what stage in Schneider's five-phase model the country has reached. (Schneider 2007) Kirkpatrick (2007: 102-103) outlines four varieties of Nigerian English earlier identified by Bamgbose. Among the four varieties, variety four, which is modeled on standard British English, is still favored by the elite, but it is the more localized educated variety, variety 3 — Standard Nigerian English — which is considered socially acceptable. While we cannot say a Standard Japanese English exists today, a kind of Japanese English is what Japanese users will speak, and write as well. Yano (2001: 127) expresses that,

> There will not be a distinctively local model of English, established and recognizable as Japanese English…yet it is inevitable that Japanese linguistic and socio-cultural characteristics will seep into the English of Japanese speakers. (Still)…It will be a

kind of formal and normative English.

This comment by Yano shows the way to a compromise in which it does no harm to have a form of pedagogy that is normative as found in the written form, but at the same time recognizes the reality that, as Widdowson referred to earlier, NNSs will continue to show "non-conformities" in their English (D'Angelo 2014: 71). While several of the observations did show concern with grammatical accuracy, the majority of the teachers' responses to the survey indicate they have a moderate policy regarding error correction, and correct selectively.

The larger issue here would be to help DWE teachers to understand that such an Educated Japanese English involves an ability to handle discourse on a number of topics and genres in an educated way, and that the goal would be to shift priorities towards this type of goal (rather than the months spent on improving grammatical accuracy of one recorded conversation, as in observation #2), over and above overcoming students reticence and making them comfortable conversing in English on everyday topics. Classroom observations of the Oral Communication classes, which mainly dealt with everyday topics, two of the three Reading class observations, the Creative Writing class observation, and the Journalism Class observation fall far short of dealing with content in an educated way. They fail to make the connection to real content based learning, and are more closely linked to the English conversation model criticized by Lummis (1976), and Kachru (2003).

The reticence of Japanese students is a real and fundamental first thing to overcome, but as they start to develop more confidence, the focus should then shift to being able to express themselves on more complex subject matter, even if in terms of 'form', there are ELF-like imperfections (Widdowson 2014). The classroom observations indicate that in general this is not being done. The Oral Communication classes and the 4-skills orientation in the DWE lends itself too closely to the English Conversation ideology, tending to aim too low. Kachru, in his talk delivered at the "Special Workshop on World Englishes in the Classroom" held at Chukyo in 2003, identified this ideology as a critical problem in Japan, based in a Native Speakerist outlook. To educate the teachers to the danger of this, and work with them to adjust priorities — especially for higher proficiency students — should be a top priority.

4. Conclusion for Observation Vignettes

The observations were extremely valuable to conduct, and provide an excellent triangulation of data along with the graduates' and teachers' surveys. While just a limited snapshot, they help to identify the extent to which WE-related concepts may or not be integrated into the larger DWE curriculum, and flesh out the data from the teacher surveys, that when

combined, helps to account in many cases for the type of satisfaction or dissatisfaction expressed by the graduates. The observations demonstrate particular aspects where the teachers are effective (within a WE viewpoint), and at other times, they show where an opportunity exists to more strongly integrate a WE / ELF perspective toward the goal of developing 'educated Japanese English' for use in academic and professional settings.

One clear outcome of the observations of skills class teachers is that they are heavily committed to CLT and 'active learning'. They view themselves firstly as 'language teachers', rather than academics teaching a content discipline. Japan is a challenging context for language teachers, and these practitioners have devised methods which keep students engaged, help reduce their affective filters, and make for more outgoing students who improve their TOEIC and TOEFL scores by roughly 100 points per year.

The teachers are skillful at classroom logistics and devising a wide repertoire of techniques for bringing Japanese students 'out of their shells' and to be productive in language learning tasks. The teachers also collaborate with one another, especially when teaching students of the same year and class time. It is nevertheless clear that they are for the most part informed by what Canagarajah (2000: 5, 12) would call "West-based TESOL" and mainstream SLA concepts promoted by the "center-based ELT establishment" (Canagarajah 2000: 143). In fact, in many cases, they seem to make every class into an oral communication class. The reading classes would be the best place to situate a new curriculum, especially for honors-level students, which incorporates a range of actual academic disciplines such as sociology, psychology, gender studies, or international relations at an introductory level, and works to build DWE students reading ability to the point where the step to the next level, whether in a year abroad or in the business world, is viable.

NS teachers do seem to always prioritize speaking — feeling that is what is most needed among Japanese students — while the data from graduates seems to indicate that the written form is equally if not more important on the job. However, the teachers openness to dialogue and collaboration (as exhibited on their survey, and their willingness to open their classes to observation), and commitment to the students and their profession, indicate that if evidence of the usefulness of supplementing their teaching with WE / EIL / ELF ideas were made clear to them on an ongoing interactive basis, they would not be resistant to trying out such methods informed by a pluralistic view of Englishes. The key is for the full-time program directors to begin the ongoing process of engaging with the teachers, to co-construct new forms of teaching that can supplement the many things these teachers are already doing so well on behalf of the DWE. This requires a very large ongoing effort by the program directors, but would be worth the effort, both to the benefit of the students as more effective 'global jinzai', and as a concrete contribution to the general field of ELF-informed teaching.

Notes

1. Teachers at the DWE in general are always receptive to observation, although at times may mention a certain week is better than another week, based on what they have planned.
2. Classes at Chukyo for all departments meet once a week for 90 minutes, over 15 weeks plus one week for exams.
3. In all 44 graduates of the DWE responded to the questionnaire, and we given "G" numbers
4. Although these have been included in the Outline of WE since 2015

References

Armstrong, C. 2012. Personal Communication. Oct. 24, 2012.

Ausubel, D. 1964. Adult vs. children in second language Learning: Psychological considerations. Modern Language Journal 48: 420-424.

Barker, D. 2009. Learning English vocabulary. Nagoya: Back to Basics.

Canagarajah, A. S. 2000. Resisting linguistic imperialism in English teaching. Hong Kong: Oxford University Press.

D'Angelo, J. 2012. WEs-informed EIL Curriculum at Chukyo: Towards a Functional, Educated, Multilingual Outcome. In A. Matsuda (ed.): Principles and Practices of Teaching EIL. Bristol: Multilingual Matters.

D'Angelo, J. 2014. Review: The 11th Asia TEFL International Conference. Asian Englishes 16 (1): 70-73.

D'Angelo, J. 2015. A Broader Concept of World Englishes for Educational Contexts: Applying the "WEs Enterprise" to Japanese Higher Education Curriculum. Doctoral Thesis: North-West University Library, Vaal Triangle, South Africa. Also, Chukyo University Library.

D'Angelo, J. 2018 forthcoming. Expanding ELF-informed EMI in Japanese Higher Education: A study based on actual graduates' needs. In K. Murata (ed.): ELF in EMI Settings in Higher Education. London: Routledge.

Firth, A. and Wagner, J. 1997. On discourse, communication and (some) fundamental concepts in SLA Research. Modern Language Journal 81: 285-300

Hayes, D. 2013. Teaching, learning and context: What we can learn from studying the lives and careers of English language teachers. Plenary Address, Asia TEFL Conference, Ateneo de Manila University, 26 Oct. 2013.

Hino, N. 2012a. Endonormative models of EIL for the expanding circle. In A. Matsuda (Ed.) Principles and Practices of Teaching EIL. Bristol: Multilingual Matters

Kachru, B.B. 1982, 1992. (ed.), The Other Tongue. 2nd ed. Urbana: U. of Illinois.

Kachru, B.B. 1983. The Indianization of English. Delhi: Oxford University Press.

Kachru, B.B. 1985. Standards, codification and sociolinguistic realism: the English language in the Outer Circle. In: Quirk, R. & Widdowson, H. (eds.), English in the World. Cambridge: CUP.

Kachru, B.B. 2003. World Englishes in the Classroom: The Japanese Context. In D'Angelo and

French, (Eds.): Proceedings: First Conference on World Englishes in the Classroom.

King, J. 2013. Silence in the Second Language Classroom. Basingstoke: MacMillan.

Kirkpatrick, A. 2007. World Englishes: Implications for international communication and English language teaching. Cambridge: CUP.

Lummis, D. 1976. English conversation as ideology. In: Kurosawa, Y. (ed.) Essays in Language. Tokyo: Kirihara Shoten.

Mahboob, A. 2010. World Englishes and Higher Education. Kritika Kultura 25, 5-33.

Meierkord, C. 1998. Lingua Franca English: Characteristics of successful non-native to non-native speaker discourse. Erfurt electronic Studies in English 1998.

Norton, B. 1997. Language, identity, and the ownership of English. TESOL Quarterly 31 (3): 409-429.

Schneider, E. 2007. Postcolonial English: Varieties around the World. Cambridge: CUP.

Seidlhofer, B. 2001. Closing the conceptual gap: The case for description of English as a lingua franca. International Journal of Applied Linguistics, 11 (2), 133-158.

Smith, L. and Rafiqzad, K. 1979. English for Cross-cultural Communication: The Question of Intelligibility. TESOL Quarterly, 13 (3): 49-58.

Smith, L. (Ed.) 1983. Readings in English as an International Language, Oxford: Pergamon.

Strevens, P. 1992. English as an International Language: Directions in the 1990s. In: B. Kachru (ed.): The Other Tongue. Urbana Champaign: Illinois University Press.

Widdowson, H.G. 2014. ELF and the pragmatics of language variation. Journal of English as a Lingua Franca (4) 2: 359-372.

Yano, Y. (2001) "World Englishes in 2000 and beyond." World Englishes, 20 (2): 119-132.

Appendix 1. Sample of Teacher Observation Vignette

Classroom observation #2 (November 2013). T12 was observed teaching 2nd year Oral Communication class to a high proficiency group. After a short conversational warm-up on what students had done that weekend (a fairly standard ELT topic), the main activity was for students to review the transcripts of their paired conversations, which the teacher had just returned. The feedback included a 'dot' after any line which contained a grammatical, lexical, or pragmatic / discourse error. The teacher was very welcoming and invited the author to sit among the students, and move from one pair to another. The desks were organized in a large rectangle (each desk seats 2), with a total of 16 students. As the students worked, T12 and the researcher also had an opportunity to speak in the background. He explained that this was the second round of correcting the transcripts. When the researcher inquired as to when the original 5-minute recordings were done, T12 replied "mid-May." Since the school year begins in early April, with a 6-week break after the end of July, this meant that the students had been working on this project, repairing and refining one conversation, as an activity in their Oral Communication class for a good part of two semesters. T12 explained that they also use a textbook, Let's Talk 3, for about 30 to 45 minutes each week.

T12 explained that outside of class the students recorded a non-scripted conversation on some mutually agreed topic (food, friends, weekend activities, part-time jobs, movies, etc.) in mid-May, and then worked in class to write a transcript of that conversation. After several weeks of working on the transcript, the students would pass it in to T12, who then went through the transcripts noting lines of the conversation which had some problem. One major reason T12 devised this activity is that a key stakeholder, the program Director for Oral Communication, had chosen as a supplemental required text, Barker's A-Z of Common Errors made by Japanese Learners. T12 had designed the conversation-taping exercise as a way to work on those errors. He also informed me that the two other teachers who teach 2nd year Oral Communication had also adopted this exercise and followed the same techniques. Thus all 6 groups of 2nd year freshmen were involved with this task, working to improve the accuracy of a five-minute conversation. While many of the teachers mentioned in the survey responses that accuracy is not as important to them as fluency, this project being done by many 2nd year DWE students was quite accuracy based.