

For citation:
 D'Angelo, James F. (2013) Plurilingualism viewed from the Wes Enterprise: including Pedagogical Implications. In: Reinelt, R. (ed.) (2013) 2nd JALT OLE SIG Conference 2013 Compendium compiled for OLE by Rudolf Reinelt Research Laboratory, Ehime University, Matsuyama, Japan, p. 22 – 27.



Plurilingualism viewed from the WEs Enterprise : including Pedagogical Implications



James F. D'Angelo Chukyo University
 2nd JALT OLE SIG Conference, October 12, 2013
 LL&T Beyond the first Foreign Language



Outline

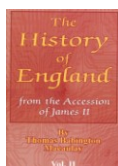
- Background on WEs and Related Paradigms
- Relevance for Japan
- Examples from my own classes
- New DWE Curriculum in brief
- Conclusions

WEs Origins: Macauley's "Minute"

"We must at present do our best to form a class of persons, **Indian in blood and color, but English in taste, opinions, morals, and intellect.**"

(Was only 2% of Indian elites! Whereas for USA in Philippines: 41%)

– Thomas Babington **Macauley**
 British House of Commons,
 February 2, 1835



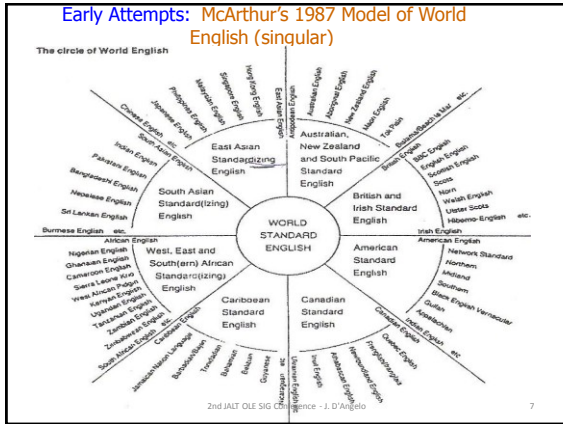
The Global Sociolinguistic Reality

- Users of English around the world,
- **NNSs** outnumber **NSs** significantly:

Traditional Inner Circle: 400 million
 Traditional Outer Circle: 600 million
 Traditional Expanding Circle: 600 million

(Graddol 2000, 2006; Crystal 2002)

*Necessitates adopting a realistic, Critical ELT



THE INDIANIZATION OF ENGLISH THROUGH THE ENGLISH LANGUAGE IN INDIA

BRAJ B. KACHRU

Linguists/Sociolinguists who study language variation, change

Three Concentric Circles of Englishes

- The Expanding Circle** e.g., China, Indonesia, Korea, South America, India, Pakistan, Bangladesh, Kenya, South Africa, Zambia, Zimbabwe, etc.
- The Outer Circle** e.g., Bangladesh, Kenya, Pakistan, South Africa, Zambia, Zimbabwe, India, Malaysia, Philippines, Sri Lanka, Singapore, Nigeria, Tanzania, etc.
- The Inner Circle** USA, UK, Canada, Australia, New Zealand

DELHI: OXFORD UNIVERSITY PRESS, 1983

2nd JALT OLE SIG Conference - J. D'Angelo 8

- Plurality is the key: Diversity of WEs
- Larry Smith's frequent point: There is no 'international English'
 - Kachru's "heresy" to Mufwene: World Englishes is not dependent on English becoming a 'Global' language. (but it is a "global phenomenon")
Let's try to avoid saying "Global English"
- 2nd JALT OLE SIG Conference - J. D'Angelo 9

A well-Established Discipline!

2nd JALT OLE SIG Conference - J. D'Angelo

ESOL – EIAL – EIIL – EIL Smith '83

"A Thai doesn't need to sound like an American to use English with a Filipino at ASEAN. Japanese don't need to appreciate British lifestyle in business dealings with Malaysians. The political leaders of France and Germany use English in political discussions but don't take on the political attitudes of Americans. There is no attempt for the user to be like a native speaker of English"

Culture and Language closely connected, but for English, it is the L1's Culture!

East/West Center, U. of Hawaii Manoa: **so many nationalities**

2nd JALT OLE SIG Conference - J. D'Angelo 11

Speakers of any variety maintain:

International Intelligibility + (Other Lang. National (& individual) Identity Culture)

P. Nihalani

'Each time I hear Singaporeans speak Singlish overseas, it feels like home.' 8/7/03
— Singer Tanya Chua (left)

2nd JALT OLE SIG Conference - J. D'Angelo 12

Success of Outer Circle English varieties

- English was established in Colonial Era: have English MOI, core of good proficient speakers.
- After Independence English was NEUTRAL, equidistant from all groups.
- It is NEEDED as link language because of so many racial/ethnic/linguistic groups in that country.
i.e. India, Nigeria, Singapore, Philippines

2nd JALT OLE SIG Conference - J. D'Angelo

13

World Englishes – many accomplishments

S.N. Sridhar



- Sociolinguistic Reality: variation exists
- Documented New Indigenized Varieties
- NSs outnumbered, can't control/own 'Standard'
- Value of **L1: asset** (vs. interference)

2nd JALT OLE SIG Conference - J. D'Angelo

14

WEs accomplishments, cont.

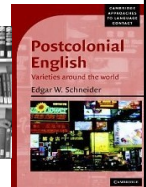
- Culture not Inner Circle, but local context/color:
- 'Kachru Ethos': Inclusivity/Fellowship
- Educated local English 'acrolect' as target:
Alexander teaches my seminar class
- Functional vs. CLT / Eikaiwa

2nd JALT OLE SIG Conference - J. D'Angelo

15

Revising WEs: E. Schneider's Dynamic Model

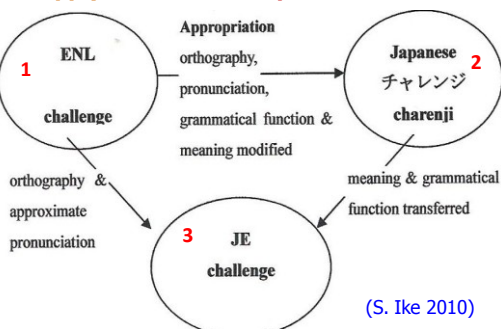
1. Foundation
2. Exo-normative stabilization
3. Nativization
4. Endo-normative stabiliz.
5. Differentiation



2nd JALT OLE SIG Conference - J. D'Angelo

16

Can Apply Schneider to Japan: word formation



2nd JALT OLE SIG Conference - J. D'Angelo

17

Revising WEs: Mufwene's 'Feature Pool', borderless...



2nd JALT OLE SIG Conference - J. D'Angelo

18

Weakness of WEs

- Sharifian – How to position Aborigine English?
- Too focused on Elite Educated English? Refutes Linguistic Imperialism (Phillipson, Pennycook)
- Mahboob – One country x= One variety
- WEs: mainly studies features below clause level
- Static (Michieka: E.C.s within the O.C., EFL/ESL)
- WEs: Inadequate to describe **international use**

2nd JALT OLE SIG Conference - J. D'Angelo

19

for WEs: **INTER**-national = **Intelligibility Studies**

- **One-way Studies:**
 - Stage 1: NSs as judge
 - Stage 2: more fair/balanced
- **Two-way Studies:** not extensive
- Creates need for **ELF**, int'l. corpus, **new EIL**
- Not English imperialism, but still 'primacy'?

2nd JALT OLE SIG Conference - J. D'Angelo

20

New variation models for Expanding Circle: **ELF**

WEs scholars **anti-ELF**: a **monolithic** variety:
"Lingua Franca English", L. Frankensteinia?

K. Bolton: Late '90s scholars **imported** WEs to Europe and it **didn't fit**; it **morphed** into ELF. ELF is useful, gives data about individual bilingualism...

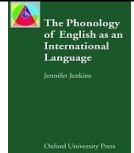


2nd JALT OLE SIG Conference - J. D'Angelo

21

First appearance of ELF

- Firth 1996, Meierkord 1998
- Jenkins – but **inside** book: used 'ELF/Lingua Franca Core' **LFE** developing in 20 years?
- Firth – Jenkins, Siedlhofer **'incredibly productive'**



WEs: a 'dead paradigm'?



2nd JALT OLE SIG Conference - J. D'Angelo

22

ELF: built the 'VOICE' Corpus



B. Siedlhofer



A. Breiteneder



WEs, ELF share pluricentricism. ELF data **can add substance to the field**, offer fresh perspectives.

May encourage us to question the denomination 'Englishes' as countable, **bounded entities**.

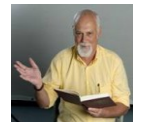
Linguistic 'Repertoire' concept

2nd JALT OLE SIG Conference - J. D'Angelo

23

Shared* features – Kirkpatrick joins ELF + (EIL)

- non-marking third person singular '-s';
- flexible use of articles/prepositions;
- treat uncountable nouns as plural;



yet ELF does not equal "Simplified English"

Widdowson – They use what they **notice**, what has communicative valence. Can expand later.

Convergence amid **Divergence**: both forces

2nd JALT OLE SIG Conference - J. D'Angelo

24

"new-EIL": NSs need as much as NNSs

Meta-Cultural Competence: core element of EIL proficiency

Cultural Conceptualizations

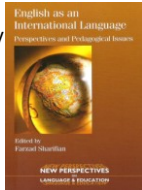
- 'Conceptual variation awareness'
- 'Cultural Explication/Clarification'



Matsuda: EIL is a function, not a variety



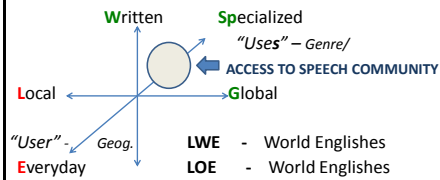
Relevant to OLE Sig



2nd JALT OLE SIG Conference - J. D'Angelo

25

But 'norms' not a dirty word?: Mahboob



- "User" -
- Everyday
- Oral
- LWE - World Englishes
- LOE - World Englishes
- LWSp - ?
- LOSp - ?
- GWE - "Standard Language" (Not Native)
- GOE - ELF (English as a *Lingua Franca*)
- GWSp - Genre Study, ESP (for specific purposes)
- GOSp - Genre, ESP (law, business, engineering)

At the Extreme End

- Professor Ryuko Kubota

Is English necessary, so many have no access to it? Need other skills.... Brazilian at **Denny's**



Japanese need Chinese, Portuguese, Korean, Swahili?At least so many know English

2nd JALT OLE SIG Conference - J. D'Angelo

27

WE/ELF/EIL Pedagogical Implications for Japan

- Show Students reality of global English use.
- **Ss** can explain Japanese culture/beliefs, issues
- **Ss** can Accommodate, Negotiate meaning, meta-culture
- Respect local Learning Styles
- Reality of intelligible Syllable-timed, J. Phonology
- Get Ss out into real EIL world, Mufwene: not classroom

2nd JALT OLE SIG Conference - J. D'Angelo

28

Pedagogical Implications, cont.

- Accept some L1 use. Allow Ss "not to notice"
- **Creativity** over error: in **Speaking & Writing**
- Look for: Positive Influence of **L1** Japanese. **Know** Japanese
- Prepare **Ss** for **Functional**, real interaction (speech acts)
- Work on Register: Speech: TPO, Writing: **Text-type/Genre**
- Develop '**specialized**' content: Politics, Economics...

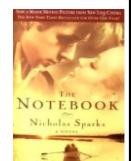
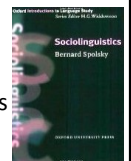


2nd JALT OLE SIG Conference - J. D'Angelo

29

Effort at Specialized, Content English in My Classes

- DWE heavy on 4-skills, esp. 1st 2 years **but try to add**
- International Business Theory – w/Finns
- Sugiyama: WEs and Sociolinguistics →
- 3rd yr Reading: Notebook, An Education
- 4th year – Graduation Thesis....have had no specialty until now!



2nd JALT OLE SIG Conference - J. D'Angelo

30

Chukyo College of WEs: Reorganization

Now 2 departments (since 2002), both **too general**:

- Dept. of WEs; British & American Cultural Studies

From April 2014, 1 dept., 3 more **specialized majors**:

- A: English Area Cultural Studies major
 - focused on literature and culture
- B: International Studies major
 - focused on Sociology, cross-cultural, int'l relations
- C: World Englishes Career major
 - required/elective Linguistics + Translation
 - elective Business concentration, less skills focus

2nd JALT OLE SIG Conference - J. D'Angelo

31

Chukyo Kokusai Kyoyo Gakubu

- Admirable effort, offers English plus a specialty in one of 5 other languages!

2nd JALT OLE SIG Conference - J. D'Angelo

32

Fundamental Conclusions

- WEs and Pluralistic approaches useful in Japan
- Yet, most of their implications have been considered from an oral, or skills-based oriented
- Japan's monolingual NS propensity counter-productive but entrenched (ECC 'All English', 'English Only')
- Regarding English-medium, content-based education: a 2-tiered approach is best in Japan, depending on aptitude/proficiency and motivation

2nd JALT OLE SIG Conference - J. D'Angelo

33

Fundamental Conclusions, Cont.

- Code-Mixing, Code Switching is reality, Bi/Plurilingualism is the 'new normal'
- Studying **Other Languages** will help Japanese appreciate Sharifian's Cultural Conceptualizations
- This kind of cross-specialty exchange is important!
- I'm hear to learn from you, hope you gained something small from my talk!

Thank You!

2nd JALT OLE SIG Conference - J. D'Angelo

34

Selected References:

- Chambers, J.K. (2004) Dynamic typology and vernacular universals. In Kortman, B. (ed.) *Dialectology meets Typology*. Berlin/New York: Mouton de Gruyter, 127-145.
- Coetzee Van-Roooy, S. (2006) Integrative Motivation: Untenable for world Englishes learners? *World Englishes* 25: 437-450.
- D'Angelo, J. (2010a) Japanese English? Refocusing the Discussion. Paper delivered as part of panel on 'The Possibility of Japanese English', 26th JAFEE, Kobe, July 3, 2010.
- Firth, A. (1996) The Discursive accomplishment of normality: on lingua franca English and conversation analysis. *Journal of Pragmatics*, 26(2), 239-259.
- Graddol, D. (2000) *The Future of English?* London: The British Council.
- Honna, N. (2008) *English as a multicultural language in Asian contexts: issues and ideas*. Tokyo: Kuroshio.
- Kachru, B. (1991) Liberation Linguistics and the Quirk Concern. *Language and Standards* #26: SEAMEO/RELC. Pp. 206-233.
- Kachru, Y. & L. Smith (2009) "The Karmic cycle of world Englishes: some futuristic constructs." *WEs* 28(1) pp. 1-14.
- Lakoff, G. & Johnson, M. (2003) *Metaphors we live by*. Chicago: University of Chicago Press.
- Meierkord, C. (1998) *Lingua franca English: characteristics of successful non-Native—non-Native speaker discourse*. *Erfurt Electronic Studies in English* 1998.
- Seldinofor, B. (2009) "Common Ground and Different Realities: world Englishes and English as a Lingua Franca." *World Englishes*, 28(2), 236-245.
- Sharifian, F. ed. (2009) *English as an International Language: Perspectives and Pedagogical Issues*. Bristol: Multilingual Matters.
- Smith, L. (1983) English as an international language: no room for linguistic chauvinism. in *Readings in English as an International Language*. L. Smith ed. Oxford: Pergamon.
- Sridhar, S.N. & Kamal Sridhar (1992) Bridging the Paradigm Gap: Second Language Acquisition Theory and Indigenized Varieties of English. In Kachru, B. ed. *The Other Tongue: English Across Cultures*, 2nd ed., Urbana: U. of Illinois.

2nd JALT OLE SIG Conference - J. D'Angelo

35