

Running Head: Comparison of JWE and JEFL Speakers

**Adding to the Debate:
A Comparison of Communicative Competence between
Japanese World English and Japanese EFL Speakers**

(Annotated Bibliography)

David Penner (8826695)
October 08, 2008
For: Dr. Vahedy
LING 5P85

Introduction

In order to help obviate the controversy surrounding the benefit of teaching world Englishes (B. Kachru, Y. Kachru), as opposed to standardized English (Widdowson, Pennycook), I will compare the Communicative Competence (Canale and Swain) of Japanese students schooled in world Englishes with Japanese students schooled in standardized English. Which group is better able to complete two phone conversations, one with a native English speaker and one with an English speaker from a country in the EFL expanding outer circle (see B. B. Kachru), where predetermined objectives and directives must be communicated and understood? My primary sources, mostly involving experiments with WE, provide me with direction regarding how I should conduct my own experiment.

PRIMARY SOURCES

**Bolton, K. (2005). Symposium on world Englishes today (Part II)
Where WE stands: Approaches, issues, and debate in world Englishes.
World Englishes, 24(1), 69–83.**

Bolton details the state of WE research and its growing acceptance since Paul Quirk's attempts to describe varieties of English in the 1960s and Kachru's articles in the late 80s highlighting "sociolinguistic realities" and "bilingual creativity" (p. 70). He shows how Kachru's "metasociolinguistic conceptualization" (p. 73) has entered "sociolinguistics, applied linguistics, lexicography, popular culture, and critical linguistics" (p. 69). The article then details WE's main proponents (e.g. B. Kachru, Y. Kachru and C. Nelson) and opponents (e.g. Widdowson, Pennycook). I will use this

article to direct my research, highlight recent WE English experiments, and respond to WE's proponents or opponents depending on my research results.

Graddol, D. (2001). English in the future. In A. Burns and C. Coffin (Eds.), *Analysing English in a global context: A reader* (pp. 26-37).

Graddol disregards the possibility of a single, "supranational" world standard (p. 26), as ESL, centrifugally, facilitates international communication, and centripetally, serves as the basis for forming cultural identities. Graddol considers the possibility of destandardisation and cites an article by Smith (1992) who studied an international panel of L1 and L2 English speakers and found that the British and American speakers were not the easiest to understand. This article makes me realize that as standard English may lose its dominance, English teachers must accept the likelihood of the language becoming "polycentric" (p. 28), with numerous standards. I will use this article to demonstrate why experiments like mine are becoming more and more beneficial.

Nadasdi, T., Mougeon, R., & Rehner, K. (2005). Learning to speak everyday (Canadian) French. *Canadian Modern Language Review*, 61(4), 543-563.

This article compares the sociolinguistic competence of grade 9 and grade 12 French immersion students with Canadian francophones. To gather data, the researchers conduct face-to-face, semi-directed, taped speech-generating interviews with 41 French immersion students living in Toronto between grades 9 and 12. They compare this with a corpus of 192 Montreal francophones from both genders and a wide range of age groups. Results show that the French immersion students hardly ever use the vernacular and they overuse hyper-formal language, and the researchers provide suggestions to remedy this. I will use this article to demonstrate the usefulness of communicative competence comparisons and to gain ideas about my own research methodology.

French, G. (2005). The cline of errors in the writing of Japanese university students. *World Englishes*, 24(3), 371–382.

French considers what Japanese English (JE) looks like by analyzing the types of errors that are rejected and accepted by writing teachers at Chukyo University's College of World Englishes. By looking at the two rough drafts and one final draft of 75 student papers, French notes that among four teachers, the improper use of third person “-s”, articles, and plurals are commonly marked as errors, while sentence combining, fragments, omission and obscuring of subjects, and omission of expected superlatives are generally admissible, so are therefore particular to JE. I will use this article to demonstrate the differences between JE and standard English.

Takagaki, T. & Tanabe, N. (2007). High school freshmen's responses to home economics conducted in a non-native variety of English: A three-year survey on content-based instruction in Japan. *The Asian EFL Journal*, 9(2), 7-18.

Takagaki and Tanabe state that students should avoid developing “a sense of primacy about native-varieties of English” (p. 16). They studied Japan's first attempt to bring a non-native standard of English into a public high school by tabulating students' responses to a questionnaire. Students say they enjoyed the WE content-based instruction (CBI) and they were happy to learn about Philippine culture (p. 12). Survey results indicate that teachers should speak slowly, and students should prepare for WE CBI by practicing listening strategies and by learning the unique linguistic adaptations of their non-native English teachers. I will use this article to give a rationale for testing with the Communicative Competence model and to show how WE can be applied in classrooms.

D'Angelo, J. F. (2005). Educated Japanese English: expanding oral/aural core vocabulary. *World Englishes*, 24(3), 329–349.

Amidst calls for clarity, D'Angelo attempts to define “what an educated variety of Japanese English... would be” (p. 330), so with Jenkin's 2000 suggestion for an internationalised pronunciation of English in mind, D'Angelo conducts an aural experiment at Chukyo University's College of World English in order to understand which phonological features cause comprehension problems. He embeds a list of words into 5-word chunks and students listen for them. By recording indistinguishable words, Japanese English moderators can learn which words should adopt more stress. In this way, Japanese English becomes more “educated.” I will use this study to highlight the advantages of WE compared to standard English for non-native speakers.

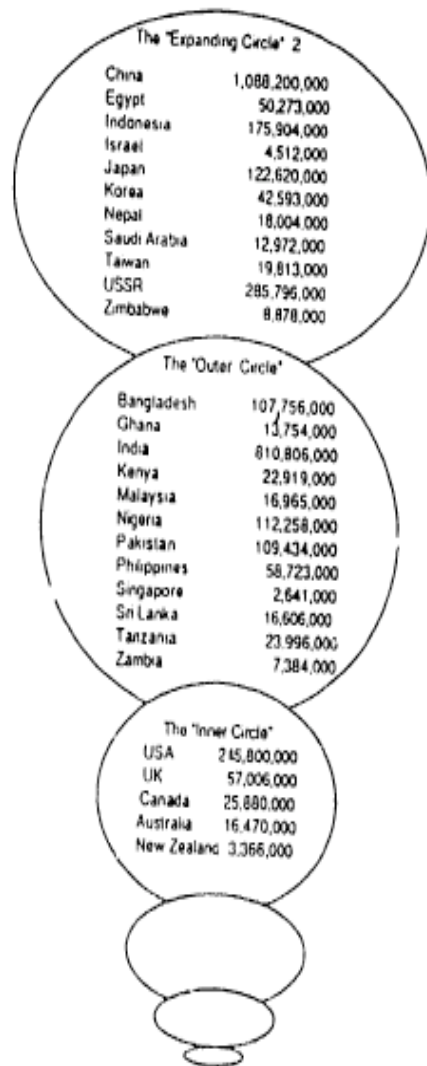
Secondary Sources

Kachru, B. B. (1991). World Englishes and applied linguistics. In Mackhan L. Tickoo (Ed.), *Language & standards: Issues, attitudes, case studies. Anthology series 26 (178-205)*. Singapore: SEAMEO Regional Language Centre.

With his diagram of English inner, outer, and expanding concentric circles, Kachru explains that, rather than judge world Englishes by their departure from standardized colonial-imperialist forms, we should embrace them as products of local culture. Normative, “target oriented” concepts (p. 186), such as fossilization, interlanguage and error analysis, appropriate autonomy and do nothing to celebrate people's first languages or their ability to communicate. With a responsibility to accept people's “culturally-determined interactional patterns” (p. 198), “[we], as applied

linguists, cannot justifiably be just ‘social sideliners’” (p. 200). I will use this article to understand and explain Kachru’s pluricentric view and promotion of world Englishes.

Braj Kachru’s Model of the Concentric Native English, ESL, and EFL Circles (p. 179):



Kachru, Y. (2005). Teaching and learning of world Englishes. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (pp. 137-153). Mahwah, NJ: Lawrence Erlbaum Associates.

Kachru anticipates a “paradigm shift” (p. 167) by showing the growth of “form, function, literary creativity, and acculturation” (p. 156) of various countries’ Englishes. As Outer Circle English users speak mostly with other Outer Circle members in their own nativised “‘acrolectal’ forms” (p. 157), they are challenging the exocentric, attitudinal bias toward imperialistic forms of English. Opposing the idea of interlanguage, Kachru quotes Jussawalla & Desenbrock (1992): people’s English “does not include a future European identity for which the present is but an apprenticeship” (p. 159). Noncompliance to “external norms” does not signal “acquisitional deficiency” (p. 159), and “Bilingualism... does not duplicate L1... it complements it” (p. 160). I will use this article to show WE’s gaining popularity.

Widdowson, H. G. (1998). EIL: Squaring the circles. A reply. *World Englishes*, 17(3), 397-401.

Widdowson states that language does not exert hegemonic control and linguiscism, since people can negate these claims just by using English. The spread of English is the result of imperialism, not the cause, nor the result of some “intrinsic superiority” within the language itself (p. 398). People can access economic and political power when they know “the gatekeeping language” (p. 397). Registers like in the military or in accounting are created by specialists who dictate *lingua francas* – “native English speakers have no say in their development” (p. 399). In fact to retain the name “world Englishes” perpetuates the dominance of English as a world language. I will use this article to show some linguists belief in the irrelevance of WE.

Pennycook, A. (2003). Global Englishes, rip slyme, and performativity. *Journal of Sociolinguistics*, 7(4), 513-533.

Pennycook claims that WE maintains a “limiting conceptualization of globalization” (p. 517). By using a group of Japanese rappers as an example, Pennycook explains how people use English to identify themselves as belonging to certain groups - English does not identify them. Kachru’s concentric circles model unduly privileges “ENL over ESL over EFL” (p. 519) since native speakers are at its core. The model is also exclusionary since speakers from a certain country can only belong to one circle, and even the “indiginized” versions of Englishes still “remain codified class dialects of a small elite” (p. 520). I will use this article to show how some linguists believe in the inadequacy of WE and WE models.

Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1(1), 1-47.

Canale and Swain describe the four parts to their Communicative Competence model: grammatical competence, which measures the L2 learner’s ability to use and understand words and rules, sociolinguistic competence, which focuses on pragmatics, discourse competence, which looks at cohesion and coherence, and strategic competence, which focuses on knowing how to negotiate understanding and meaning. I chose to study this seminal work, because I want to get a firm grounding in the theory so that, in my experiment, I can adequately measure the students’ ability to give and receive information during phone conversations.