

International Intelligibility in the Context of Japan: Theoretical Insights and Instructional Implementations

愛知大学人文社会学研究所プロジェクト

「国際英語」教育に関する研究会 フォーラム

Forum of The Institute for Research in Humanities and Social Sciences, Aichi University (IRHSA)

Date : **October 16, 2021**
13:00~15:45

Venue : ZOOM

Registration required

To register please contact
irhsa@ml.aichi-u.ac.jp by October 14
stating your name and affiliation.
You will receive the Zoom link.



日本における国際的な“intelligibility”
(わかりやすさ) とは：理論的考察と実践報告

※英語による発表

☒ 事前申込

日時：2021年**10月16日(土)**
13:00 ~ 15:45

会場：**ZOOM**

申し込み先 irhsa@ml.aichi-u.ac.jp

締め切り：**10月14日(木)**

Forum hosts

Laura L. Kusaka: Aichi University
Leah Gilner: Aichi University
Anthony Young: Aichi University
Daniel Devolin: Aichi University
Peter Lyons: Aichi University

Timetable

13:00~13:05	Opening Remarks
-Invited Speakers-	
	Nobuyuki Hino, Osaka University
13:05~13:35	“Going beyond paradigms and chronology in teaching English for global communication”
	Tomoyuki Kawashima, Gunma University
13:35~14:05	“Instructional strategies for improving intelligibility of varieties of English accents”
	George O'Neal, Niigata University
14:05~14:35	“Intelligible accommodation in ELF interactions”
14:35~14:45	Break
-IRHSA Reports-	
14:45~15:00	Peter Lyons, Aichi University “Analysis of discourse markers in a reading class – Why do we fill in the gaps?”
15:00~15:15	Daniel Devolin, Aichi University “Inculcating international intelligibility principles”
15:15~15:45	Q&A
Closing Remarks	

主催 愛知大学人文社会学研究所 <http://taweb.aichi-u.ac.jp/irhsa/>

共催 JALT 全国語学教育学会豊橋支部 <http://jalt.org/>

連絡先 愛知大学人文社会学研究所事務局

TEL : 0532-47-4167 FAX : 0532-47-4224 E-Mail : irhsa@ml.aichi-u.ac.jp



“International Intelligibility in the Context of Japan: Theoretical Insights and Instructional Implementations”

“Going beyond paradigms and chronology in teaching English for global communication”

Many of us trying to teach English for global communication seem to be somewhat disoriented now, with the existence of multiple theoretical paradigms. In fact, in addition to traditional WE (World Englishes) (Kachru, 1985) and EIL (English as an International Language) (Smith, 1981), a more recent framework known as ELF (English as a Lingua Franca) (Jenkins, 2000; Seidlhofer, 2011) is already divided into three historical phases with differing emphases (Jenkins, 2015). As a way of gaining productive results from such a complex situation, in this talk I will discuss the significance of being integrative and eclectic with regard to different paradigms, along with the importance of transcending newness and oldness in applying theories into pedagogical practice (Hino, 2018, 2020). In teaching English in Japan, for example, the conventional WE paradigm can be modified by incorporating the international elements of EIL. Also, the earliest phase of ELF studies, which tends to be disregarded today, could actually remain highly useful in the model-oriented culture of Japan. I argue that an open attitude on the part of teachers is a key to helping our students learn English for intercultural communication in an optimal manner.

Nobuyuki Hino (Ph.D.) is Professor, Graduate School of Language and Culture, Osaka University. He currently serves on the editorial/advisory board of the journal *World Englishes* (Wiley) as well as of the book series *Intercultural Communication and Language Education* (Springer) and *Routledge Advances in Teaching English as an International Language* (Routledge). His single-authored books include *EIL Education for the Expanding Circle: A Japanese Model* (Routledge, 2018).

“Instructional strategies for improving intelligibility of varieties of English accents”

Compared to the amount of research undertaken by WE and ELF researchers, its influence on classroom practice is minimal. Though several recent works (e.g., Matsuda, 2017; Rose and Galloway, 2019) discuss that the inclusion of WE and ELF perspectives into English language teaching, research for pedagogy in the Japanese context is limited. One area that awaits further exploration is listening comprehension of varieties of English accents for Japanese learners. The research outcomes will assist teachers in deciding how to incorporate English speech varieties into their classroom instruction. To accumulate data on the intelligibility of non-native speech for Japanese learners, the presenter conducted a study with 261 high school and college students. Five pairs of non-native speakers reproduced fifty listening test questions of the National Center Test for University Admissions, and the test was given using both the original recordings by native speakers and the reproduced recordings. The presenter discusses teaching methods for enhancing listening comprehension of non-native English accents based on the results of his project.

Tomoyuki Kawashima is an Associate Professor at Gunma University. Prior to his present job, he taught English to high school students in Japan for 25 years. He received his Ph.D. from Macquarie University in Sydney, Australia. His research interests include pedagogical applications of World Englishes in English language teaching, affective factors in speaking English, and the development of speaking and writing skills.

“Intelligible accommodation in ELF interactions”

The presentation uses qualitative and quantitative methods to examine the maintenance and development of mutually intelligible pronunciation among students at a Japanese university. In the qualitative portion of this presentation, sequential analysis is used to both ascertain the segmental repairs that were utilized to maintain mutual intelligibility and identify which segments the students oriented to as unintelligible and intelligible. These unintelligible and intelligible pronunciations can then be compared to determine which segmental adjustments changed an unintelligible pronunciation into an intelligible one. In the quantitative portion of this presentation, the segmental repairs and segmental adjustments are quantified in order to assess which repairs and adjustments are most frequent. This presentation will argue that reactive segmental repair is the most frequent organization of segmental repair and that modification is the most frequent segmental adjustment. Furthermore, this presentation will argue that teaching students to “segmental repair” is a key component in an effective pronunciation course. To that end, this presentation will end with the results of an experiment that demonstrates that segmental repair is a highly effective way for students to increase the intelligibility of their own pronunciation.

George O’Neal is an associate professor at Niigata University. His research focuses on applying conversation analytic insights to contact linguistics. He has published in *Asian Englishes*, *the Journal of Pragmatics*, *the Journal of English as a Lingua Franca*, *the Journal of Second Language Pronunciation*, and *the Chinese Journal of Applied Linguistics*. He also rides a Harley because why not?

“Analysis of discourse markers in a reading class – Why do we fill in the gaps?”

This short report will reflect on a study completed with a second-year university reading class. The report will include the results of a discourse analysis performed by students focusing on lexical density and the use of discourse markers in transcribed non-prescribed short narratives by a variety of English speakers. The report will also show qualitative data collected from students considering their own L1-usage of discourse markers.

Peter Lyons is an assistant professor at Aichi University. His current research interests include ELF-aware teaching practice, motivation in language learning, and multilingual behaviour.

“Inculcating international intelligibility principles”

This short report will overview how intelligibility related themes and topics, woven in and throughout courses in a multi-year language curriculum *can* foster and develop internationally intelligible communicators. Applying intelligibility lenses to communication, users (learners) can identify individual communicative strengths and weaknesses, and uphold or challenge both the perceived convention’s and the individual’s thresholds of (intelligibility) tolerance. As International Intelligibility Principles emerge, the consequences for educators and learners, the strategies to overcome communicative misalignments, and the skillsets to establish Realms of Intelligibility in another’s L1, shine a light on individual and institutionalized communication blind spots.

Daniel Devolin is an assistant professor at Aichi University.

- Sponsored by The Institute for Research in Humanities and Social Sciences, Aichi University
- Co-sponsored by JALT Toyohashi