

Do We Need EIL Perspectives in the Teacher Education Curriculum?:

Reactions of Pre-service Teachers in Japan

英語教員養成課程における「国際語としての英語」の 必要性の検討 —受講生の反応をもとに—

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Abstract

Today, there are more non-native speakers of English than native speakers. Scholars argue that conventional English language teaching (ELT) that places native-speaker English as 'correct' English no longer equips current learners of English with appropriate knowledge and skills required today. This paper presents a case study of a graduate-level teacher education course for teaching English to speakers of other languages (TESOL) in a private university in Japan. English as an international language (EIL) perspectives were incorporated as catalysts to critically examine ELT and teacher education in the Japanese context. Through the reactions of pre-service teachers enrolled in the course, this paper examines whether EIL perspectives should be introduced into the teacher education curriculum in Japan. Furthermore, explanations on the implementation of lessons are provided to contribute in reducing the gap between theory and practice.

Beginning with the background information on how the current programme and course was set up, detailed information is provided on how the units of lessons with EIL perspectives were created. It then examines the themes that emerged in class discussions indicating a need for the incorporation of EIL components in the current teacher education in Japan. The paper ends with limitations, challenges facing the implementation of EIL components in English language classrooms in Japan, followed by a suggestion.

1. Introduction

The development of English as an international language (EIL) has shifted the ownership of English, meaning that the changing sociolinguistic landscape of English has created a world where there are more non-native English speakers than native speakers. Given this situation, EIL scholars have challenged the idea and reality of classrooms and education wherein native English norms are placed at the centre of English language teaching (ELT). Considering Kachru's (1985) categorisation, it has been argued that English speakers today do not necessarily use English in the Inner Circle environment, but perhaps more so in the Outer and Expanding Circle environments. Therefore, teaching English with an assumption that future interlocutors are native speakers of English no longer equips learners with appropriate knowledge and skills of English (cf. Galloway, 2017; Jenkins, 2015; Kirkpatrick, 2007; Rose, 2017). In short, conventional ELT needs to move away from an emphasis on native English norms and expose learners more to the diversity of English, English communication of non-native English speakers, and communication strategies to achieve mutual intelligibility and understanding in communication among multilingual speakers of English.

In reality, there is a divide between theory and practice. Following the calls and recommendations for change for a considerable time, ideas to incorporate EIL-oriented content into classroom practice and teacher training programmes have started to emerge (cf. Alsagoff et al., 2012; Matsuda, 2017). In the case of teacher education, according to Matsuda (2017), many teacher education programmes for English teachers still maintain the Inner Circle English varieties or native speakerism as the legitimate instructional model. However, slow but certain changes are taking place and the incorporation of EIL perspectives are becoming observable in the preparation of English language teachers. The amount of time devoted to its inclusion varies: from an independent course to independent units within a course. For instance, Galloway (2017) gives a detailed explanation about a course dedicated to teaching EIL in a graduate-level TESOL programme. Beginning with a rationale for offering the course and its objectives, she explains the focus of each weekly class and highlights unique aspects of the course. Rose (2017) shares another example where he devoted independent units offering EIL perspectives to his prospective teachers within a graduate-level course on English teaching methods.

Reports of these efforts integrating EIL perspectives in ELT practice contribute to enhance the scarce state of EIL research at the practical level. These reports inform us about how EIL perspectives can be incorporated in the classroom. Furthermore, these reports notify us about difficulties that prospective teachers may face as they attempt to

incorporate EIL perspectives in practice. However, it is not clear from these studies to what extent the native speaker model pervades in ELT. Furthermore, pre-service teachers' experiences and perceptions about EIL perspectives before they were taught in these courses are missing. Understanding these help instructors judge the necessity of the introduction of EIL components. Did pre-service teachers already know about EIL concepts and perspectives from different courses or from their real-life experiences? Do they consider EIL components necessary in teacher education? We live in a globalised world. Pre-service teachers do not need to be instructed in class to become aware that English functions as an international language to communicate with people with different sociolinguistic backgrounds. Therefore, this paper aimed to investigate experiences and perceptions of pre-service teachers about EIL perspectives and examine whether they need to be incorporated into the teacher education curriculum in Japan.

This paper also describes an effort to incorporate EIL perspectives in a graduate course in a teaching English to speakers of other languages (TESOL) programme in Japan. Unlike the teacher training courses that include EIL components for the purpose of disseminating them in ELT, this course took a slightly different approach; The pre-service teachers examined whether the introduction of EIL components was required in the Japanese context. EIL perspectives were introduced as catalysts to make students critically examine the state of ELT and English teacher education in Japan. The author took notes in the process of teaching the course and reflexively examined how she developed, taught, and experienced a pre-service teacher education course that incorporated EIL perspectives. By providing explanations on how the implementation was carried out, this paper contributes in reducing the gap between theory and practice. Addressing an endeavour such as this may hopefully pave the way for those who are aware of EIL arguments but remain uncertain as to how to join the debate through practice.

This paper first describes the trend of globalisation initiatives in Japanese universities, followed by an overview of the programme. It then provides a detailed description of the course and lesson units wherein EIL perspectives were incorporated. With respect to the examination of a need to incorporate EIL components in the current teacher education, the paper discusses the themes that emerged in class. After providing an overall evaluation of the course, it ends by pointing out the limitations and challenges of the course, and provides a suggestion for those considering incorporating EIL components into their lessons.

Before moving to the next section about the setting of this study, the differentiation of terms is explained. While researchers of World Englishes (WE), English as a lingua franca (ELF), and EIL are interested in the development of English varieties and their influence on users' identities, WE researchers are primarily concerned with 'nation-bound varieties of

English in different parts of the world' (Sung 2015, p. 42) and how they differ from each other. EIL or ELF researchers, on the other hand, are interested in how speakers of different Englishes adopt 'far more fluid and flexible kinds of English use that transcend geographical boundaries' (Jenkins, 2015, p.42). This paper uses the term EIL since the terms ELF and EIL are used interchangeably in existing studies, only used in different frequency (Jenkins, 2015).

2. The Setting

2.1. Globalisation Initiatives of Japanese Higher Education and an Overview of the Programme

Japanese universities are currently experiencing pressure from the government and industries to nurture *gurobaru jinzai* or 'global human resources', which can actively participate in international businesses and are equipped with particular attitudes and linguistic skills. Measures to globalise higher education include increasing the number of foreign faculty members and international students on campuses, sending Japanese students overseas, and introducing English as the medium of instruction (EMI). The Ministry of Education, Culture, Sports, Science and Technology (MEXT) promotes EMI as follows:

Amid ongoing globalisation, in order to develop an educational environment where Japanese people can acquire the necessary English skills and also international students can feel at ease to study in Japan, it is very important for Japanese universities to conduct lessons in English for a certain extent, or to develop courses where students can obtain academic degrees by taking lessons conducted entirely in English. (MEXT, 2012, p. 17)

Additionally, the government launched the Top Global University Project in 2014, a government-initiated project that 'aims to enhance the international compatibility and competitiveness of higher education in Japan. . . . Selected universities are expected to press forward with comprehensive internationalisation and university reform' (MEXT, 2014, p. 1).

Being part of a selected university participating in the government's Top Global University Project to help Japanese universities become more globalised, the Graduate School of Intercultural Communication developed a graduate-level TESOL programme, which began in April 2016. The uniqueness of this programme is that it not only focuses on TESOL, but also on 'elements from the Japanese education system and an

understanding of the challenges Japanese learners of English face' (Ohmori, 2016, p. 71). This programme offers students, especially international students, the opportunity to learn about the teaching of English as the second language (L2) and education in the Japanese context (see Ohmori, 2016, for more details on the programme development).

Another unique aspect of this programme is that students can obtain a degree by taking all the necessary courses in English. Thus, the programme offers valuable opportunities to non-Japanese speaking students to study in Japan, in addition to serving as a potential platform that facilitates glocal interactions among diverse students. This facilitates transcultural experience for both international and domestic students (see Ohmori, 2017, for more details on the impact of intercultural experience on students), and English functions as an international language.

2.2. Description of the Course and Course Participants

EIL perspectives were incorporated in a course titled 'Teaching English Speaking/Listening to Japanese Students', which was taught by the author of this paper. The course took place during the Fall semester (September 2017–January 2018) and extended over the period of 14 weeks, with 90-minutes-long classes held once a week. The medium of instruction was English.

The course aimed to cover fundamental theories and approaches required for ELT with an emphasis on developing the abilities of prospective teachers to teach English listening and speaking skills. The course also covered key themes and topics relevant to instructing listening and speaking skills among Japanese learners of English.

The objectives of the course were the following:

1. Identify and integrate a variety of concepts and approaches to teach L2 English listening and speaking skills
2. Plan, prepare, and implement L2 English listening and speaking instructions in language-focused (as well as content-based) classes
3. Understand the learning contexts and features specific to the Japanese learners of English
4. Prepare, write, and demonstrate lesson plans based on the course materials, discussions, and one's own observations and experiences
5. Observe, evaluate, and analyse classroom lessons in relation to the theories and approaches covered during the term
6. Participate actively in class discussions

As part of the course requirement, pre-service teachers were assigned weekly readings and were required to submit four reflective journals, attend two class observations, and

conduct two micro-teaching lessons with their lesson plans duly prepared and written. Reflective journals were opportunities for the pre-service teachers to write about their emerging understanding and inquiry of the course content in a stream-of-consciousness style. For class observation, pre-service teachers were required to attend two university English classes taught by different instructors, preferably by those from different countries. Students were encouraged to formulate a hypothesis prior to attending the class observation, imagining how Japanese university English classes may take place, how the instructors would proceed with their lessons, and/or how instructors' teaching approaches may differ due to differences in their culture of origin and training. Finally, the pre-service teachers were required to implement two micro-teaching lessons as opportunities to apply their acquired knowledge to practical teaching. The second micro-teaching lesson was videotaped. At the end of the term, the pre-service teachers replied to a class survey.

The respective graduate programme is small. Two Japanese graduate students were enrolled in the respective course. The current pre-service teachers had completed their teacher training during their undergraduate studies and had basic knowledge of theories related to the teaching of foreign languages. This allowed the instructor to condense the time allocated for learning concepts and approaches concerning the teaching of L2 English, and instead spend more time on discussions and critical analysis of current issues related to ELT.

There were no international students enrolled in the course. It is true that instructional materials need to be adjusted and modified differently if there are students enrolled with less prior knowledge about TESOL and the Japanese education context. On the other hand, generally, the more diverse participants' backgrounds are, the better it is to have richer, glocal class discussions.

Two current Japanese female pre-service teachers, Mika and Isuzu (pseudonyms), and the instructor were born in Japan. There were no international students enrolled in the course, but all three contributed to class with their own international experiences. Mika spent a year studying in a university in Germany on an exchange programme during her undergraduate studies. She also participated in an internship to teach the Japanese language in Mongolia and brushed up her English proficiency at a language school in Malta, both of which were for a period of 2 weeks. In the case of Isuzu, she lived with her family in Los Angeles for 2 years when she was in primary school. She returned to Los Angeles for a year on an exchange programme during her undergraduate studies. Currently, she is engaged in an internship at a multinational firm situated in Japan where she uses English. The course instructor, or the author, also has an international background. She has lived and received education from primary to graduate school in the United States, United Kingdom, and Japan, with no traditional English language education

received in Japan. This inevitably influences the way she presents her course on ELT and views EIL.

2.3. Description of the Units Incorporating EIL Perspectives

EIL perspectives were incorporated in a total of six lesson units, each unit lasting for 90 minutes. The instructor continuously modified the instructional materials as the instruction proceeded. The instructions related to EIL included lectures and discussions based on assigned readings, listening of CDs, watching of short YouTube videos, and the second micro-teaching lesson conducted by pre-service teachers. The class adopted a critical pedagogy approach (cf. Freire, 1996) to make the course dialogic and inquiry oriented, rather than being led by the instructor conducting one-way lectures. Students were encouraged to think critically and remain interactive.

2.3.1. *Creating Lessons*

Table 1 lists the main topics that were addressed each week. In the first half of the course, namely from Week 1 to Week 6, multiple approaches and methods were covered. Pre-service teachers learned related concepts and specific ways of instructing listening and speaking skills to L2 English learners. They further learned issues to keep in mind while teaching these skills. For their first micro-teaching lesson assigned for Week 7, the pre-service teachers had to demonstrate their teaching ability to instruct English listening

Table 1 *Course Schedule (14 Classes)*

Week	Topic
1.	Introduction, approaches, and methods 1 (Grammar Translation, Direct Method)
2.	Approaches and methods 2 (Audiolingualism, CLT)
3.	Approaches and methods 3 (CBI & CLIL)
4.	Listening instruction 1
5.	Listening instruction 2
6.	Speaking instruction
7.	First lesson demonstration and critique
8.	Policies and aims of studying English speaking and listening in Japanese compulsory education (primary and secondary schools)
9.	Sociolinguistic landscape of English, Practice of English varieties in Japanese high school
10.	Examples of EIL-oriented activities
11.	English education and the Western influence on non-English speaking cultures
12.	Exposure to English varieties, Japanese pre-service teachers' response to English varieties
13.	Second lesson demonstration and critique (includes EIL)
14.	Second lesson demonstration and critique (includes EIL), Course Review

and/or speaking skills by incorporating different approaches to their choice of a targeted student level.

In the second half of the course, the focus was on the Japanese context of English language education, with emphasis placed on listening and speaking abilities. In Week 8, the class covered the official policies and aims of studying English in Japanese schools. Further, to make the pre-service teachers assess English language education and pre-service teacher education in Japan more deeply and critically, the instructor introduced and utilised the concept of EIL. The following are the explanations of the lesson practice from Week 9 to Week 14 where EIL-related activities were introduced.

Week 9

This session aimed to gain an understanding of (1) the speakers of English worldwide and (2) how a class incorporating EIL perspectives or pedagogy might be like. First, the Inner, Outer, and Expanding Circle countries were introduced (Graddol, 1997) to ascertain that there are different categories of English speakers around the world. The class then engaged in the discussion of an assigned reading (Lee, 2012). The reading was about a case study on incorporating English varieties in a Japanese high school English class with a Korean instructor being the main teacher. The high school students were taught English by an instructor from the Expanding Circle. In the reading, Lee (2012) stated that her 'students developed more confidence and positive attitudes toward speaking their own English', and her high school students 'did not hesitate to speak out.... using various expressions, including the Japanese variety of English' (p. 163). She reported these as positive outcomes of her course. The pre-service teachers in this study critically pondered whether the outcomes were the result of introducing varieties of English, or was it simply because Lee's high school students were given opportunities to speak more freely. Another point of discussion was that, although Lee (2012) considered the introduction of more than one model of English in the class as positive, she expressed her mixed feelings: 'I also wondered if my language usage is appropriate for the class, especially because my English is neither a native variety of English (the default variety in English classes) nor a Japanese variety of English that students were speaking' (pp. 163–164). Based on this, the pre-service teachers discussed what a class incorporating EIL perspectives would look like.

Week 10

The aim of this session was to gain an understanding of more specific ways of incorporating EIL perspectives into ELT. Using Matsuda and Duran (2012) as a reference, the pre-service teachers explored different ideas of EIL activities and thought about how they could incorporate some of these ideas into their future listening and speaking

classes. After solving the problems by herself on how to introduce World Englishes, Isuzu readily announced that she would use one of the handouts that intended to raise learners' 'awareness of English in the world' (Matsuda & Duran, 2012, p. 202). The class then watched a YouTube video of UN Secretary-General Ban Ki-moon (United Nations, 2009), who spoke in English about global warming. In the video, he is appealing to the public about how crucial it is for the world to come to an agreement for a new and effective accord on climate change. Ban Ki-moon is a native of South Korea and speaks a Korean variety of English. The class then engaged in a discussion on how this video could be used in ELT in relation to the EIL concept, develop English learners' listening and speaking skills, and make learners aware of the issue of climate change.

Week 11

Using a research paper as a starting point, this session aimed to make students critically examine the Western influence on non-English-speaking cultures via English language lessons. Language education is not just about learning a new language form; rather, language teaching and learning involve cultural attitudes, perspectives, and behaviours of the place where that target language is historically spoken. Thus, a sociocultural concern here is that 'exposure to a new language that inherently implies exposure to elements of a different lifestyle may alter or, by some accounts, *threaten* learner's own worldview through creating alterative (inter)cultural involvements and social interactions' (italics original; Mirhosseini et al., 2017, p. 757). The authors further claimed that, because the sociocultural influence takes place subtly, learners are often unconscious about its process.

Prior to this session, the pre-service teachers were assigned to read the research paper and come to class ready to share and discuss the sections in the reading that interested them. In our class discussion, the pre-service teachers were also asked to reflect on the class observations they participated in, and whether they found any cultural or Western influence in the teaching and approach of instructors from different countries of origin.

Week 12

The objectives of this class were (1) to consider a need to introduce the concept of EIL when English is *de facto* used to communicate with people of different backgrounds, and (2) to examine how the concept of EIL can be embodied in ELT and teacher education in Japan. First, the pre-service teachers were asked why the concept of EIL needs to be stressed as argued by EIL scholars. After the sharing of pre-service teachers' interpretations, the class listened to specific examples of English varieties collected in a CD-ROM (Kirkpatrick, 2007). In a situation where there are vast varieties of English around

the globe, the class was left uncertain as to what should be included in EIL pedagogy and how the EIL pedagogy should be implemented. Searching for clues, the class then listened to David Crystal's thoughts on World Englishes on YouTube (Macmillan Education ELT, 2009, 2010). Finally, the class had a discussion on an assigned reading, in which Suzuki (2011) reports her group of pre-service teachers' reactions towards the introduction of English varieties in ELT in Japan.

Weeks 13 and 14

For the final 2 weeks, each pre-service teacher was allotted time during separate weeks to conduct their second micro-teaching lesson. Since the pre-service teachers expressed their willingness to include EIL perspectives into their micro-teaching lesson, the aim of the second micro-teaching lesson was to prepare a 15-minute (or longer) speaking and/or listening lesson plan for any level of students of their own choice, as well as to include an EIL perspective in their lesson. Following each of the micro-teaching lessons, the pre-service teachers engaged in discussions clarifying the intentions of the lesson and activities, made critiques, and searched ways to maximise the lesson effects. The pre-service teachers' micro-teaching lessons were videotaped and made available to them, so that they could look back at their practice. At the end of Week 14, pre-service teachers were asked to answer the following question in their final reflective journal: 'Will you attempt to introduce EIL aspects into your class lessons when you become a teacher? Why, or why not?'

Isuzu's Micro-teaching Lesson (Week 13)

Isuzu chose 1st year junior high school students, aged around 12 years, for her imagined student target. She recalled a Chinese character appearing in a textbook when she was a junior high school student, and decided to use that chapter in the textbook and the audio material that came with it. The objectives of Isuzu's lessons were (1) to cover the English grammar past tense and (2) to listen to a Chinese girl speaking English. Isuzu's lesson was set up to be held in the middle of a term. She started her lesson by playing the audio material, which has a Chinese girl speaking English, and then moved on with the lesson to cover English grammar.

After inquiring Isuzu for her intentions of how she implemented her micro-teaching, the class discussed questions such as 'Does simply getting students listen to English spoken by a Chinese speaker equals to teaching varieties of English, without specific explanations?' and 'Did the audio-material include a Chinese variety of English after all, or did the Chinese girl speak like a native English speaker?'

Mika's Micro-teaching Lesson (Week 14)

Mika's choice of target group was 1st year senior high school students, aged around 15 years. Mika explained that the aim of the lesson was 'to improve high school students' motivation to study, learn, and speak English' (Mika's explanation from a videotaped micro-teaching lesson). Mika set up her lesson to be conducted during the very first session of a 1st year senior high school English class. This decision was a result of her keen awareness of a tight curriculum schedule which Japanese high school teachers experience. She felt that there was no time to spare for contents that were not connected to university entrance examinations during other class periods.

Unlike Isuzu, Mika prepared her original activities and worksheets for her micro-teaching lesson. Utilising video clips from YouTube, Mika exposed her imagined students to a variety of Englishes and made them aware of the various Englishes spoken worldwide.

3. Results and Discussion

The interest of the current study is to investigate whether EIL perspectives should be introduced into the teacher education curriculum in Japan through the experiences and perceptions of pre-service teachers. The pre-service teachers' reactions were collected in a course that adopted a critical pedagogy approach wherein students were given dialogic and inquiry-oriented instructions. With respect to the incorporation of EIL perspectives in the current course, the intention was not to persuade the pre-service teachers to support the concept of EIL. Rather, they were to think deeply and critically, including thinking about the necessity to introduce EIL in the Japanese context of ELT and teacher education.

Two themes that emerged from class discussions revealed that the introduction of EIL perspectives is required in the teacher education curriculum in Japan. The themes were 1) the limited presence of EIL components in the Japanese teacher education curriculum, and 2) the dominance of native-English norms that pervade ELT in Japan and worldwide, particularly in the areas of pronunciation and grammar. Finally, an overall evaluation of the current course is presented to indicate that the students benefited from the introduction of EIL perspectives.

3.1. Limited Presence of EIL Components

The pre-service teachers were asked about their familiarity with concepts related to EIL. Because both of them completed their teacher education during their undergraduate studies, they replied that they had heard of the term. Mika recalled learning that people

from different places use and speak various types of English. However, both reported that they do not know much about EIL concepts nor how EIL is used worldwide because very little time was spent to learn about the topic.

This situation coincides with what has been pointed out in a report published by Tokyo Gakugei University in 2017. The report proposes ways to enhance English proficiency and teaching skills of Japanese teachers of English. In considering what should be included in future teacher education programmes for English language teachers, one of them was to acquire ‘an understanding of how English is used as an international language globally’ (translated by the author) (Tokyo Gakugei University, 2017, p. 114). Unfortunately, the report does not suggest how this could be implemented. In short, an understanding about the state of EIL and ideas on how to transfer such an understanding to practice are being called for.

3.2. Native-English Norm Prevalence

The instructor held no experience in receiving traditional ELT in Japan and was informed by the pre-service teachers as to how little EIL perspectives exist in ELT in Japan, if at all. For instance, Mika interpreted that Japanese teachers and students strongly believe the English of native speakers is the norm in ELT. She further explained that it is the English of native speakers for which the high school students are tested in university entrance examinations, making high school students more sensitive to what the so-called correct English is.

In the Course of Study, which is the guideline provided by MEXT stating what needs be covered in each curriculum for every grade, the overall objective of English education is for learners to form or develop communication abilities in English (MEXT, 2017a, 2017b, 2018). However, speaking has not been part of the university entrance examination up to 2020. In a country like Japan, where English is a high-stakes subject, what is tested in university entrance examinations sets the framework for what needs to be taught in lessons before that. Consequently, this leaves very little room for varieties of English to be included in the school curriculum before tertiary education.

3.2.1. Native-English Pronunciation

During the term, pronunciation was mentioned repeatedly from the pre-service teachers to signal how speakers of English are negatively evaluated if they do not speak native English. For instance, during her teaching practicum experience in the final year of undergraduate studies, Mika observed an English class of a Japanese female high school teacher, Ms. Sato (pseudonym), who never spoke English in her class. She instead used audio materials for listening and other pronunciation activities. Mika later learned from a

different teacher that a couple of students in class had mocked Ms. Sato's English pronunciation in the past, and thus she stopped speaking English in class. In the graduate class, we discussed how this was a result of not just the students who teased Ms. Sato but also Ms. Sato's belief that her English pronunciation was inappropriate and unacceptable because it was not native, which left Ms. Sato feeling ashamed. We wondered whether the same would have happened had Ms. Sato and her students known the reality of English's diversity.

A similar case is observable outside of Japan. After Mika's second micro-teaching lesson, she shared another example to show how easily people tend to make judgments on an English speaker's pronunciation, despite the fact that speakers fully function and convey their message with their variety of English. Mika shared a short video from YouTube, titled 'Why has English developed as a world language?' (FutureLearn, 2014). The speaker in the video is a staff and postdoctoral member of the Centre for Global Englishes in the University of Southampton, United Kingdom. Only from the name of the speaker can we guess that she is a native of Japan, and thus speaks a Japanese variety of English. The comments are listed below the video clip. While there are positive comments about the content of the video, one can also find people making both positive and negative comments about the speaker's English pronunciation, which does not have anything to do with the content of the video. The class understood very well from this short video as to how deep-seated native-English norms were.

The last example to be shared is that of the Chinese speaker who Isuzu shared in her second micro-teaching lesson. In other words, a variety of English was not detectable from the audio material Isuzu played to the instructor. It would be impossible to detect a variety without a Chinese name being written in the textbook or without knowing the context of the narrative. Interestingly, however, the two graduate students insisted that a Chinese variety of English did exist, although to a slight extent. We listened to the audio material repeatedly, and the graduate students explained how the Chinese speaker had slightly different accents from native English speakers.

Japanese students have long been tested on pronunciation of native English speakers on university entrance examinations, such as to distinguish particular vowel sound or the place of stress (Aspinall, 2013; Shirahata, 1992). Because they have been trained to examine English pronunciation and stress analytically, how meticulous the pre-service teachers were about pronunciation and accents could be the result of such training.

3.2.2. *Grammar Versus Intelligibility*

Discussing how native-English norms are persistent in Japanese ELT, the instructor shared a conversation that she had with a professor who participated in a project inviting

high school English teachers to observe university English language classes. When observing university English language classes, a high school teacher noticed that the class instructor did not correct the grammar of university students when they made mistakes while speaking. This high school teacher later went on to express frustration stressing that the grammatical mistakes should be corrected as much as possible. The professor who was told this felt a gap between the concept and reality. In other words, high school teachers would agree that English is meant for communication, and grammar does not have to be perfect, especially when content is intelligible; it is, however, deeply embedded in their belief that 'correct English grammar' should be taught and prioritised, perhaps over intelligibility (Sakui, 2004). The awareness of the prevalence of native-English norms in Japanese ELT was raised by the class participants through dialogic and inquiry-oriented class discussions.

3.3. Survey Result

This section reports general end-of-the-term survey results of the course to illustrate how the students perceived the introduction of EIL perspectives. The students were asked to give feedback in the areas of teaching skills, content, and awareness. They were asked to rate the following statements: 'I was able to improve my teaching skills through this course', 'I was able to acquire new knowledge from this course', and 'I am more aware of the influence of culture on the learning and teaching of the English language'. With 4 being the maximum score, indicating 'strongly agree', and 1 being the minimum, the course received highly positive feedback in these areas: 3.5, 4, and 4 respectively (One student gave a score of 3 in the area of teaching skill, giving a reason that she feels there is still room for her to improve her teaching skill).

For an open-ended question, 'What activities, reading materials, and/or assignments, etc., were meaningful to you?', students gave the following responses:

- 'Introducing [the] Diversity of English into ELT' (originally written in English)
- 'It was difficult to realistically consider the adoption of world Englishes in a teaching speaking/listening class, . . . but it was fun!' (translated by the author)

Both numerical and descriptive results indicate that the course offered students new content and helped them further develop their skills. In addition, the incorporation of EIL perspectives in the course was not a review to them but the content that stimulated them.

4. Limitations, Challenges, and a Suggestion

Students' experiences and reactions to the introduction of EIL components indicated

that they should be introduced into the teacher education curriculum in Japan. However, it should be emphasized that the results cannot be generalised because of the small sample size. Furthermore, it would have been ideal if there were international students enrolled in the class. Although the instructor's experience of living overseas and not having traditional English language education experience in Japan adds a different perspective to the course, the presence of more participants with different backgrounds would have certainly contributed towards discussions comprising diverse perspectives and experiences on the topics of English varieties and EIL perspectives. Offering such opportunities are possible in a programme like this one.

There are different challenges making conventional ELT difficult to alter. For example, it has been pointed out that there have not been enough specific suggestions to help teachers attempt the implementation of EIL pedagogy (Galloway, 2017; Lee, 2012; Rose, 2017). A different challenge in addition to this in the Japanese context is the tight curriculum schedule English language teachers face. As mentioned earlier, English is a high-stakes subject for Japanese students to be successful in their educational career, which later determines their success in an actual career. As a result, school teachers prioritise teaching that is closely connected to examinations, hardly leaving any time for EIL-oriented content to be incorporated in regular class time, because the students will not be tested on EIL-oriented content in university entrance examinations. Unless the EIL component becomes relevant to these examinations in Japan, Japanese learners have less chance of being exposed to English varieties before their tertiary education. However, by the time students enter university, the native-English norms would have been deeply embedded within the learners. These challenges need to be overcome so that the introduction of EIL components in teacher education will be effective.

Finally, a suggestion is made about the incorporation of an EIL component into a teacher education course. Multiple scholars have reported that both prospective teachers and students are confused when they are simply taught that varieties of English exist in the world (e.g. Rose, 2017; Rose & Galloway, 2017; Suzuki, 2011). While many pre-service teachers understand the theory, the knowledge often leaves them uncertain as to which English should be taught and learnt; furthermore, they do not know how to practically move away from conventional ELT. For instance, Rose (2017) reports that his students, many of them with teaching experience, were left perplexed when given lectures on the theory and concept of EIL with little practical suggestions. According to Rose (2017), this changed to prompting ideas from learners when the course was taught with a more seminar approach, giving students more time to examine actual case studies. Thus, it is advisable to include as many practical activities and specific suggestions as possible so that prospective teachers could imagine as to what they can do with EIL perspectives in their classrooms. In

the graduate class studied in this paper, although pre-service teachers were not recommended from the instructor to include EIL components in their second micro-teaching lesson, they themselves volunteered to give it a try because they were able to come up with ideas to utilise EIL concepts as a result of learning specific practical suggestions in class.

5. Conclusion

This course covered concepts and theories related to the instruction of L2 English with an emphasis on speaking and listening skills. It further aimed to make students think critically about the situation regarding ELT and teacher education of English language teachers in Japan.

The pre-service teachers enrolled in this term had completed their teacher training during their undergraduate studies, indicating that they had basic knowledge of the theories and concepts of teaching L2 English. This put the course instructor, or the author, to device the course continuously so that the content would not simply end as a review of theories, but as something stimulating and challenging with new knowledge and that initiates active discussions.

By adopting a critical pedagogy approach, several themes emerged with respect to EIL. In short, the pre-service teachers' responses and survey results pointed out that EIL perspectives need to be incorporated into the teacher education curriculum in Japan. Although many challenges need to be overcome for language teachers to successfully incorporate EIL components into their classrooms, one suggestion to people responsible for drafting teacher education courses is to try including practical activities and perhaps micro-teaching as much as possible so that the prospective teachers can obtain a clearer image of how EIL perspectives could be utilised in their future lessons. In this respect, it is hoped that this paper adds more ideas to the few practical suggestions available for teacher education at present.

It remains to be seen how EIL perspectives would be incorporated into English language education in the school curriculum (from primary to tertiary) in Japan. This requires efforts not only from teachers but also from textbook publishers, language policymakers, and test-makers of university entrance examinations.

Finally, it was not possible to discuss the impact that the incorporation of EIL perspectives had on the current pre-service teachers' actual teaching practice in this paper. The author plans to examine its impact on their practice by drawing data from pre-service teachers' reflective journals and carrying out a detailed investigation of their second micro-teaching lesson in another paper.

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