Helping Students Recognize and Appreciate English Language Variations

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Considering Japan's location and existing economic relations, Japanese learners of English, university students and future professionals, are more likely to find themselves using English to communicate with speakers of "non-standard" or "non-native" English. It should prove to the students' advantage to gain exposure to and familiarity with variations of English as used by some of the largest foreign population currently residing in, visiting or doing business in Japan, e.g., Koreans, Chinese, Brazilians, etc. Nevertheless, in EFL settings, students' exposure to the language varieties is often limited to the standard or native varieties spoken by their instructors or included in class materials. This paper will serve to provide background information on English language use and describe a project used in an advanced level oral skills course to raise students' awareness of spoken English variations. Students' responses to the presented speaker models showed marked recognition of venerable qualities irrespective of accents and that the techniques used by the speakers to facilitate communication can be employed by the learners themselves.

INTRODUCTION

As English teachers, we are well aware of the changing role of English in the world today. English has long been touted as the dominant language for international communication. It is the primary language for international business, media, academic conferences and competitions, and is, without doubt, the most widely used and studied language in the world. More than two billion of the world's people are routinely exposed to English (Crystal, 2003). More than 1.5 billion people are learning English at present, and that number is expected to rise to nearly 2 billion by the year 2010 (Graddol, 2007). While in the past, the English language has been viewed chiefly as what is called "standard English" or "native speaker" English - the language generally spoken by a relatively small number of users in a few select countries: England and the USA, and often including Canada, Australia, New Zealand, and Ireland, at present, interaction in English no longer takes place primarily between native speakers of English, or even between native and non-native speakers of English, but rather, the most common interactions take place between non-native speakers, or users of non-standard varieties of English. When English is used this way, for communication between speakers with

different first languages, it is referred to as 'English as a lingua franca,' or ELF (Seidlhofer, 2005). However, in the current global language environment, issues regarding the ownership and teaching of English are heavily debated (Jenkins, 2006; Rajagopalan, 2004). Native speakers are often still regarded as custodians of the English language and its acceptable usage, despite the fact that the majority of exchanges in English take place outside of the presence of native speakers (Seidlhofer, 2005).

English in Japan

Japanese speakers of English are also increasingly interacting with English speakers of non-native varieties. Japanese companies, for example, have been doing more business with companies in Asian countries. To illustrate, in 1980, 24.2% of Japanese exports went to the United States, with 29.6% going to China and East Asia. By 2004, exports to the US had decreased to 22.5% while the share of exports to China and East Asia rose to 60% (JETRO, 2005). The number of business visitors from Asia now greatly exceeds those from North America, with 57% from Asian countries and only 19.9% from North American (JNTO, 2004). As further evidence, Morrow (2004) describes interviews with Japanese businessmen who revealed that they most often used English to interact with other non-native speakers, rather than native speakers.

Even those Japanese not involved in business are more likely to encounter users of non-standard varieties of English in Japan. While the US provides the most foreign nationals living in Japan of any English-speaking country, with 2.5% of the foreign population, a much greater number of Japan's foreign nationals come from countries where English is not commonly used as a native language: Korea (30.8%), China (24.7%), Brazil (14.5%), and the Philippines (10.1%). Further, an overwhelming majority of tourists to Japan come from Asia. In 2004, 71% came from Asia, with only 11.6% from the USA, 2.7% from Canada, 3.2% from the UK and 4.3% from Australia and New Zealand (JNTO, 2004). While the numbers of English speakers among these foreign nationals and visitors is not certain, as Japanese study English far more than other foreign languages, English is likely to be used as a lingua franca for interaction with many foreign nationals who cannot speak Japanese.

This new English language environment has important implications for English language learners and educators. Currently, British or American English are used as target models in the foreign language classroom, as illustrated by textbooks, materials, and the great value placed on employing native-speaking instructors of these varieties. Placing sole emphasis on these varieties, however, assumes that learners need English principally to communicate with native speakers, which ignores the reality of English use in the world today. With English increasingly used as lingua franca, English learners are likely to encounter non-native varieties of English in their interactions. Familiarity with only one standard variety of English may in fact be a disadvantage, with potential for confusion or resistance when confronted with users of non-standard or nonnative speaker varieties of English (Matsuda, 2002). Additionally, focusing solely on these varieties disregards the existence and validity of the many other

varieties of English used in the world. Importantly, as well, concentrating on native varieties and speakers as a target model reinforces the idea that nativeness or native-like pronunciation and ability is what makes for a good speaker. In reality, however there are numerous factors which influence comprehensibility and quality of speech communication, and these factors may vary by local or international setting. While American or British English may be used as language targets, students should be made aware that these varieties are only a few of many individual and or regional variations they will likely encounter in international communication.

A growing number of educators and researchers advocate exposing learners to a variety of accents to aid them in developing awareness as well as appreciation for accent diversity existing in the real world (Crystal 2001, Jenkins, 2006; Kachru, 1998; Matsuda, 2002). To prepare learners for this "world of staggering linguistic diversity," Crystal argues that teachers must expose students to multiple varieties of English, particularly to those they will most likely encounter (2001). While they do not need to be able to use specific varieties of English, language learners will benefit from witnessing that communication can be achieved irrespective of native speaker-like accent or fluency, a nearly impossible goal for which many needlessly strive. Emphasis on language awareness will serve to both raise the learners' reality of language use in the world and to better prepare them for communication within it. As D'souza (1999) points out, non-standard varieties of English are "connected to each other and indeed to all varieties of English and it is this connectedness that gives English its power as a world language. To teach English in any meaningful way in the twenty-first century one has to emphasize the interconnectedness, the variety, the richness" (p. 274).

While the importance of English-language study for international communication has been widely promoted in Japan (Kubota, 1998; Matsuda, 2002; Monbusho Report, 2003; Nunan, 2003), little effort has been made to include non-standard varieties in language curricula. In this case, "international" has come to mean "Western" and "English" has come to mean "American English". To illustrate, the great majority of job advertisements for communicative English teachers state "Native English speaker" as a qualification, and the Japan Exchange and Teaching program primarily recruits young, native speakers for nation-wide jobs in public schools (Official Homepage of the Japan Exchange and Teaching Programme, 2008).

The limited research in this area seems to confirm the dominance of standard varieties of English in EFL teaching in Japan. In an examination of EFL textbooks approved for 7th grade use in Japan, Matsuda (2002) investigated the representation of English in EFL textbooks. She found that the textbooks were dominated by native varieties of English, with American English the most represented variety. The great majority of characters in the textbook were Japanese or native speakers of English, and dialogues were between native speakers and non-native speakers of English. In examining Monbusho-approved textbooks, Kiryu, Shibata, Tagaya and Wada (1999) similarly found that the textbooks referred primarily to the United States and Japan, with only occasional mention of English use outside these two countries. A recent study by Cottle (2009) examined two popular EFL textbooks used in Japanese universities and also found a disproportional number of English users of native-speaking varieties represented.

These studies suggest that Japanese students may have limited exposure to non-native varieties of English and as such, their awareness and understanding of the use of English in the world may be lacking. Honna and Takeshita (1998) discuss the results of a questionnaire study which demonstrated similar limited understanding among their own students:

> [The students] do not seem to have a correct understanding of how international and how common the language actually is among people throughout the world. In their mind, the native speakers are a big group, while the others do not cut a clear figure. English as a language for international communication in Asia would seem to be quite an obscure ideal to Japanese students (p. 4).

More recent findings continue to attest to the limited perceptions about English and its uses. Matsuda (2003), in an interview study of 33 Japanese high school students, found that students had limited awareness of or interest in non-native speaker varieties. The interviewed students expressed their beliefs that English was used predominantly in America and the UK. Further, an interview study with six Japanese university students found that prior to a World Englishes unit of study, all six students mentioned only native-speaking countries when asked where English speakers come from (Drummond & Haddon, 2006).

Other studies suggest that Japanese students may not recognize the value of the inclusion of non-standard varieties of English in their classes. In their 1995 study, Chiba, Matsuura, and Yamamoto, found that Japanese students viewed native-speaker or inner-circle accents more positively than non-standard accents. Such lack of awareness or disinterest has been observed to cause degrees of dispreference severe enough to cause dislike or dismissive attitudes toward the variations and its users as well as barrier to or breakdown in communication (Butler, 2007; Scales et al., 2006). To minimize such negative consequences, English language classes in Japan should prepare students who plan to use English for international communication for interaction with users of non-standard varieties of English (Kachru, 1998; Kowalski, 2006; Kubota, 1998; Matsuda, 2002; Morrow, 2004).

There are several ways to include materials which better reflect the actual use of the English language worldwide. Teachers can choose textbooks which include interactions between non-native speakers and examples of emerging varieties of English. They can also introduce projects such as e-pal exchanges, which require students to communicate with other non-native speakers. When choosing supplementary class materials such as films teachers can consider alternatives to the usual American and British target materials. A film like *Monsoon Wedding* from India shows multiple varieties of English spoken, international newspapers, and radio and video broadcasts in English from around the world (Nault, 2004). Teachers can accompany these materials with reflection and discussion exercises which explore students' views about English use and users, increasing their interest in and acceptance of non-standard varieties (Haddon & Drummond, 2006).

Students could also benefit greatly from having teachers who speak non-standard varieties of English (Morrow, 2004). These teachers could provide tangible examples of English varieties, act as positive language role models, and help make students aware that

English does not belong only to native speakers. In the absence of such language role models, native-speaking teachers should make extra effort to incorporate examples of high quality non-native speakers into classroom activities.

The following sections of the paper will examine a classroom activity which aims to raise students' awareness of spoken English variations and appreciation of its speakers. Through their own and their classmates' selections and analysis of speakers of standard and non-standard variations of English, the learners in the class were provided with an opportunity to observe a greater number and variations of English speaker models than can be provided by their instructor. The exposure, in turn, was aimed at getting students to develop and adapt their own English language speech and mannerisms for successful communication in differing situations.

METHOD

The focus of this paper will be on the native speaker and nonnative speaker models selected and analyzed by students of an advanced level oral communications course at a Japanese university. Over the 2008 spring semester, the students were given the task of searching for speakers of English who they deemed to personify good speaker qualities, analyzing the techniques used by the selected speaker which demonstrated the said qualities, and sharing their findings with their classmates. To prepare for the task, students were given an opportunity to consider and share what they thought to be qualities important for effective communication or "good speaker qualities." After the qualities were identified and elaborated on by the instructor in a class handout, the students were given the following instructions verbally and in writing.

> CHOOSE A MODEL SPEAKER, i.e., a speaker of English who you would like to speak like. The person can be anyone, from your friends to those in the media (e.g., TV series, News, movies, etc.). Either way, you will need to find a video clip of their speech which will be shown in class.
>
> You will choose and bring to class a short video segment (1-2 minutes) that represents the speaker's strengths. If English caption is not available, prepare a transcript of the speech for your classmates. Cite the source, e.g., name of the speaker, program/movie, date, etc.
>
> In class explain your choice, i.e.,
> 1. why do you think the person is a good speaker
> 2. why you'd like to speak English like him / her. Prepare specific examples.
>
> Your evaluation will be based on the quality of your explanation (i.e., your reasons for choosing the speaker) and our class list of *Speaker / Presenter Responsibilities*. (*Advanced English A Syllabus*, 2008)

Typically, these types of assignments ask students to choose native-speaker models (Lazavaton, 2001). However, to better reflect local and international contexts that will be familiar and relevant, for this assignment, students were also asked to choose non-native speaker models.

The five English language learners who partook in the task were all enrolled in the highest level undergraduate English language course offered by their university's Intensive English Program (IEP). The course was offered as an elective which required a minimum TOEFL level of 500 and successful completion of prerequisite IEP classes. In addition, with English being compulsory in secondary schools in Japan, all had completed at least six years of study before starting their requisite English language classes at the university.

The learners were third and fourth year university students who all had concrete plans to use English upon completion of their degrees: for studies or travel abroad, careers in Japan as English teachers, or jobs at companies dealing with an international client and customer base. Based on the elective status of the class as well as the exceptionally high task completion rate, the class was made up of highly motivated and keen students.

At the start of the project, the students were offered various means to help them prepare for their individual search and analysis. To start, the students were asked to discuss and identify for themselves qualities and responsibilities they believed to be important for good speakers or communicators in both their native language and the target language. Based on their substantial experience as listeners, a class list of qualities was created ranked according to popularity, e.g., intelligence, affability, confidence, wit, which were valued by most students.

In addition to providing the students with the vocabulary necessary to support and clarify their model speaker choice, the list also served to show the students the qualities valued most by their interlocutors, i.e., classmates. That is, even if a student does not consider affability an important quality, he or she will need to give it due consideration since demonstration of it will likely be appreciated by a great majority of listeners.

After the valued qualities were identified, students were asked to consider how these qualities can be demonstrated, i.e., what actions need to be taken or avoided by speakers to sound and look intelligent (e.g., "memorize," "don't read note"), affable ("smile"), confident ("speak loudly"), and so on. Students were then shown the pilot episode of an American situation comedy, *The Fresh Prince of Bel-Air*. The episode introduced the six main characters who were all native speakers of English each using observably distinct variation of the language based on their nationality (American and British), age (e.g., primary, secondary, and university students and their middle-aged parents), profession (e.g., professionals with graduate degrees), or simply personality (one of the characters is a self-proclaimed "joker" who "play around" defending his actions to his stern uncle, an authority figure, a highly educated and successful professional).

After the native speaker variations were recognized and discussed, students next viewed a clip from the movie, *My Big Fat Greek Wedding* (2002), showing an interaction between native and nonnative speakers of English. In the scene, a Greek-American woman brings her

American fiancée's parents to meet her parents and family for the first time. The scene shows easily recognizable difference between the two families most notably in their speaking styles. Another important aspect of the scene was its showcasing of the non-native speakers in a more attractive light and as better speaker models. While Toula's Greek parents were warm, gracious, and exuberant in their welcome, Ian's parents in their expression of shock and awkwardness in reaction were far less appealing. According to a student, "Parents of Ian are not good model speakers, because they do not smile, and speak little. On the other hand, parents of Toula spoke warmly, made a big gesture. They showed their feeling of welcome well."

Over the following six-week period, presentations were made each week by two students. The rest of the class was assigned the task of evaluating the viability of speakers presented by their classmates as their own models: "In what ways is or isn't the [presented] speaker a good model speaker for you? Why or why not? Explain in detail." The classmate's comments were shared in class as well as in writing. By the day of the last model speaker presentation, the students in the class had observed and analyzed upwards of 20 variations of English selected by themselves as well as presented by their instructor and their classmates.

The following section will provide a descriptive analysis of the model speaker selections and comments made about these speakers by one class of students. The data will be limited to one class in order to show how students studying in an EFL context can be provided with a large number of variations within a single semester-length course.

RESULTS

The activity was completed over eight-weeks of a 15 week semester. The earlier weeks were spent preparing students for the search and the subsequent two presentations done each following week. Twenty-one speakers of varying English accents and speech acts were presented and analyzed by the students of the class. The speakers presented comprised native speakers (American and British English) and nonnative speakers (Austrian, Belgium, Danish, French, German, Greek, Italian, Japanese, Portuguese, Spanish, and Tibetan), female and male, and a wide range of ages (pre-teen to middle age). Speech acts included arguing, attempting deception, comforting children, and making speeches at formal occasions.

1. Native Speakers of American English:
   - Anna Scott, a woman declaring her affection for a man in the movie *Notting Hill* (1999)
   - Maggie, a woman reading a poem at her sister's wedding in the movie *In Her Shoes* (2005)
   - Troy, a teen arguing with his father in the television series *High School Musical* (2006)
   - Harriet and Rodney being greeted by their son Ian's fiancée's family in the movie *My Big Fat Greek Wedding* (2002)
2. Native Speakers of British English:
   - Jack Sparrow and Will Turner, two British men arguing about a course of action in the movie Pirates of the Caribbean: *The Curse of the Black Pearl* (2003)

- Mark Darcy, a native speaker of British English, declaring his affection for a woman he loves in the movie *Bridget Jones's Diary* (2001)

3-4. Austrian and Tibetan speakers of English: Dalai Lama, at age 14, comforting a friend fretting over his safety in the movie *Seven Years in Tibet* (1997)

5-10. Belgium, Danish, French, German, Italian, and Spanish speakers of English: an international group of roommates living in Spain attempting to distract another roommate's boyfriend from finding out her secret in the movie *L'auberge Espagnole* (2002).

11. Greek speakers of English: Gus and Maria welcoming their daughter's fiancé's parents in the movie *My Big Fat Greek Wedding* (2002)

12. Portuguese speaker of English: Aurelia, a woman, attempting to communicate her affections in the movie *Love Actually* (2003)

13. Japanese speakers of English:
    - Chairman Iwamoto, a Japanese speaker of English, comforting a child in the movie *Memoirs of a Geisha* (2005)
    - Gunman, a Japanese speaker of English, comforting a child after the loss of loved ones in the movie *Sukiyaki Western Django* (2007)

The speakers and their speech acts selected by and / or presented to the students in the class appear to have demonstrated the following factors:

- Effective speech does not require a native English accent ("Maria was a good model speaker. She had an accent, but she was easy to understand"). In some cases, non-native or non-standard speakers may be better communicators than native-speakers ("Words [a native-speaker of British English] used were fancy, but difficult, because he is a writer. However, words [Aurelia, a Portuguese speaker of English] used were simple. We could know her passion enough with her simple words, because she smiled, and made many pauses").
- Communication efforts can be enhanced in many manageable ways ("[The Portuguese speaker of English] is a good model speaker for me. She said very few words, but she smiled and made eye contacts to Jamie. And her words was understandable. So, I can say that she is a good communicator, too. And I think she studied so hard to speak English, so she's a hard worker, too.").
- An atmosphere conducive to communication can be created by paying attention to the interlocutors ("Yes, [Gus and Maria] are good model speaker for me. They spoke just little and easy words, but they showed that they're really welcoming Ian's family. They looked comfortable and relaxed, too. Compared to Ian's family, their attitude was much better. I found that the atmosphere is very important than fluency in conversation.").
- Feelings less conducive to intelligibility should be masked ("[Mark Darcy] is a good model speaker for me, because he stayed calm and made eye contacts to Bridget though he must be very nervous. Also, he looked he had confidence. Opposite to Bridget, he spoke a little words and looked intelligent.")

- Different speech acts require different speaking styles, and the ability to adapt one's speaking styles based on situation and interlocutor is important ("[Elle] was a good model speaker. She spoke really clearly and seriously which was really good and appropriate for the formal stage" / "[Chairman Iwamoto] was so sweet. He sounded very soft when he spoke to the little girl who looked really disappointed.")

In addition to recognizing good speaker qualities in a variety of speaking styles, the students were also able to recognize the actions taken and strategies used to present the positive effects of appearing and sounding intelligent, affable, confident, reassuring, etc. as well as being more easily understandable to their interlocutors. Language learners could observe by the following speakers that pacing and pauses can help them achieve many positive effects like helping them appear calm, particularly in tense situations, intelligent, and / or trustworthy:

- "Dalai Lama ([a Tibetan speaker of English as portrayed by] J. J. Wangchuck) is a good model speaker, I think. He looks very calm and intelligent. They are important qualities when we speak with others."
- "[French, Italian, Danish, German, and Spanish speakers of English] sounded natural even when they tried to hide something and were really nervous. To help Wendy not to let her boyfriend know about Wendy's affair. They use English for communicating with each other. They tried to calm down when they are in trouble."

The students also found that "easy" words are more effective for communication than "fancy" words: "Words Jamie [native speaker of British English] were fancy, but difficult, because he is a writer. However, words Aurelia [Portuguese speaker of English] used were simple. We could know her passion enough with her simple words, because she smiled, and made many pauses."

While the students in the class have been advised of these and other effective communication strategies, in this class and in other language classes, modeling of these strategies has been limited to unrealistic or impossible native speaker models as represented by the language instructors or classroom materials. In contrast, students should be encouraged by seeing many examples of effective language use achieved by non-native and non-standard English users, or fellow language learners. This appeared especially so for a model whose English was closest to that of the learners. One of the most lauded language models was a Japanese speaker of English. In a scene from the movie *Memoirs of a Geisha* (2005), a Japanese man encounters an upset child and attempts to comfort her. In the scene, the character Chairman Imamura, a Japanese speaker of English, demonstrated a multitude of strategies effective for the challenging aspects of communicating with a distraught person who also happens to be a stranger and a young child. The following complementary remarks were made about his speech and mannerisms:

- "He is a good model because he leaned and kept the eye contact with a small girl. Speaking with a child, his way of speaking was soft, and slowly. Ken kept eye contact, smiling, and leaned. Long pause not to frighten her."

- "He was so sweet. He sounded very soft when he spoke to the little girl who looked really disappointed. He smiled a lot. He used eye contact. He spoke slowly to make himself understood. He was a really good model speaker for me."
- "I think he is a good model speaker especially when I talk with children. He asked her a question and had some seconds he took a time for her to answer. And he had some jokes. At the end of this scene, he succeeded in that she became smiling."
- "Watanabe Ken is a good model speaker for me, because his attitude to the child (Sayuri) was excellent. Sometimes I have chance to play with children, so I want to behave like him. He smiled a lot and made long pause to give time to think about the question. And he always keep his eyes lean down, so that the child feel comfortable. These are very important points to be a good model speaker."

As the comments reflect, speakers of nonnative or non-standard variations of English can provide valuable role models for the learners.

CONCLUSION:

Many English language learners in Japan and around the world set for themselves a nearly impossible and unnecessary goal of sounding like a native speaker English, preferably American or British. Such preference for and focus on the native and standard variations, in turn lead to an irrational dispreference and dismissive attitude toward their own non-native or non-standard accents and for others users of similar accents. For instance, in Japanese schools, it is far more common for students to be presented mainly with the pronunciation models of their native-speaker teachers or textbook audio than with models of proficient Japanese speakers of English, even though the latter variation is more common and practical in the students' social context and among their interlocutors. However, studies have found that when learners are given sufficient opportunities to listen to and consider a variety of accents, both native and nonnative, the majority express a shift in preference for comprehensibility over native-like accents (Scales, et al, 2006).

With the predominance of the non-standard varieties of the language and its speakers around the world, such a shift in attitude should prove advantageous for English language learners. For such reasons and others, regular and frequent exposure to a variety of English speaker models, especially to those closer to the learners' own speech demonstrating effective speech and comprehensibility, irrespective of their accents, can prove valuable for language learners. Recognition and appreciation of different speaking styles better prepare learners for the wider diversity of accents they will likely encounter outside their classrooms. In this way, students can both improve awareness of differences in English use across varieties, and learn strategies for coping with the differences.

As effective and likable communicators, proficient users of non-native or non-standard English should prove to be especially valuable models since they provide the observers with enlightening opportunities to observe and learn compensation strategies typically not necessary for or employed by native speakers of English. Such recognition, accommodation,

and valuation of differences in speaking styles and in turn dedication of time and energy in development of effective communication techniques should prove to be indispensable assets for language learners and their interlocutors in communication taking place in the real world.

According to Seidlhofer (2005), focus on general language awareness and communication strategies:

> may have more 'mileage' for learners than striving for mastery of fine nuances of native-speaker language use that are communicatively redundant or even counter-productive in lingua franca settings, and which may anyway not be teachable in advance, but only learnable by subsequent experience of the language (p.340).

It may be advisable, in advanced oral skills classes, to focus less on the near-impossible goal of mastering native-like pronunciation and rather on the imminently practical goals of developing communicative or compensatory strategies, such as guessing from context or using gesture or pause words.

Many questions remain as to how to include non-native varieties of English in the classroom, what to include and the extent to include them. It's important to take into consideration students' needs, wishes, and prior experience with English varieties when introducing non-standard varieties to the students. It has been shown that teachers are moving away from native-speaker norms more readily than students, many of whom have a strong desire to emulate native speech (Timmis, 2002). Students' motivation will be influenced by their own perceptions of how they will use English in the future. For university students in a final stage of English language education in an EFL context and with concrete plans to use English beyond the classrooms, the introduction of the variations they will likely encounter seems an indisputable choice. However, all learners of the language can benefit from increased exposure and familiarity with a multitude of language variations and its speakers which will help them better focus their time and energy on the more practical and manageable goals of becoming effective speakers of their own variation of English.

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要　約

学生が多様な英語に気付き理解するための支援のあり方

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日本の地理的及び現在の経済的関係を考えた時，大学生であれ将来の職業人であれ，日本の英語学習者はいわゆる標準的でない話し手や非英語母語話者と英語で意志疎通することがより一層予想される。それ故，今日の日本での居住者や仕事に従事したり訪問する人口として，最も多くの数を占める韓国人・中国人・ブラジル人などの使用する多様な英語に触れ，慣れることは学生にとって有益であることを示す必要がある。しかしながら，EFLという環境下では，学生の触れる英語は，教師が話す，また教科書に提示された標準的あるいは母語話者によるものに限られている。本論文は，英語使用についての背景情報をまとめ，英語の変種に関する学生の意識を高めることを目指した上級会話コースで用いられた取り組みを報告するものである。提示されたモデル・スピーカーに対する学生による反応は，それぞれの訛りに関係なく，尊敬すべき資質の認知を顕著に示し，意志疎通を促進するためにそれらの話者によって用いられた言語運用手段は学生自身にも活用可能なものであった。