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Implications of English as a Lingua Franca for English Teaching in Taiwan:

Changing Attitudes toward Errors, Accents, and Communication Strategies

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Implications of English as a Lingua Franca for English Teaching in Taiwan:

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by

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Implications of English as a Lingua Franca for English Teaching in Taiwan:

Changing Attitudes toward Errors, Accents, and Communication Strategies

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This report first reviews issues emerging from English usage as a *lingua franca*, including distinctions among errors and variations in L2 English, attitudes toward L2-accented English, and communication strategies among non-native English speakers. Informed by the English learning as a second language literature, this report provides some suggestions for English teachers in Taiwan to help their students improve interactions with English speakers around the world. These suggestions involve promoting students' respect for errors and accents in different varieties of English, which is expected to help students improve their own learning habits in order to lower their concerns about their "Taiwanese English." The suggestions also encourage teachers to integrate issues regarding communication among non-native English speakers into English classes since these issues are often not the focus of traditional English classes in Taiwan.

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Chapter 1 Introduction

English education has always been a focus in Taiwan. In Lin's (2012) survey of people who have the most contact with English such as students, school faculty, social elites, and government officials involved in the process of educational policy making, the participants all agreed on the growing use and importance of English in Taiwan, with the majority claiming that English is the primary medium to obtain better social status and a better job. Taiwan's education reform has also put great effort into improving the nation's English proficiency. For example, the latest Curriculum Guideline, 97 Curriculum Guideline (Taiwan's Ministry of Education, 2008), requires students to start learning English in the third grade in elementary school. This is two years earlier than what was required by the previous Curriculum Guideline. In 2013, the city of Tainan even proposed a ten-year plan to promote English as the second official language in the city as is the case in Singapore.

From individuals to the government, Taiwan has put a great amount of effort into improving the nation's English proficiency. However, these efforts might not be truly helpful in preparing the Taiwanese population for today's "English world". As an English learner in Taiwan, my past learning experiences have made me treat English similarly to math, which has a set of unbreakable rules I have to excel at. After I came to the U.S. and had more experience interacting with native and non-native English speakers, I realized that my old learning habits and perspectives have caused me to struggle when using

English in the real world.

My struggles have prompted me to reflect on my long-held belief about how English should be treated and learned: Why do I think following rules is so important? If some errors are comprehensible to others, can they be accepted and even adopted for English learning and instruction? Why do I feel so concerned about my accent when I speak English? Is it because I feel people will look down on my English ability because of my accented English? Why do I always want to find Americans to practice? Do I ignore the fact that there might be more chances for me to interact with other non-native English speakers than with native speakers? If so, what should I do to prepare myself and my students for these interactions?

I hope that by answering these questions, I can determine some possible ways to help Taiwanese people build better attitudes toward English and better learning strategies to help them adjust to today's English world. Ultimately, I aim to provide some suggestions for English teachers in Taiwan so that changes in English classes will happen.

Therefore, in this report, I will first discuss the spread of English in today's world. Next I will review the literature that investigates three issues emerging from the dispersion of English: errors and variations in L2 English, perspectives on L2 accents in English, and strategies for communication for non-native speakers of English. Lastly, I will provide suggestions for English teachers in Taiwan.

Chapter 2 Today's English world

2.1 The Spread of English

English has spread around the world in recent decades. To understand the spread of English, it is helpful to look at Kachru's (as cited in Bolton, 2009) three-circle model of English development and function: the *Inner Circle*, the *Outer Circle*, and the *Expanding Circle*. Countries in the *Inner Circle* are those where English originated and which see English as their native language, such as the United Kingdom, the United States, Australia, New Zealand, etc. These countries are seen as "norm-providing" (p. 249), where their varieties of English are normally seen as standard and are adopted as instructional paradigms by countries outside this circle. The *Outer Circle* refers to countries where English has become indispensable in communication among different ethnic or language groups in daily lives or in governmental issues because of their historical, mostly colonial, background. These countries include Singapore, the Philippines, India, etc., where English is one of their official languages. They are seen as "norm-developing" (p. 249) because the prevalent use of their distinct varieties has evolved into a commonly accepted norm. The *Expanding Circle* is farthest from the center, where English is primarily used for international purposes and studied as a foreign language. With English not so commonly used, these countries are referred to as "norm-dependent" (p.249) in that they rely on the norms provided by the *Inner Circle*. Examples are Taiwan, China, Japan, Korea, and many other European and Middle

Eastern countries.

2.2 Increasing number of varieties of English

Used in 52 countries as an official language, English is a language that “achieves a genuinely global status” (Crystal, 2003, p. 3). Within some non-native-English-speaking countries, English has evolved into different varieties that integrate characteristics of local languages and cultures. Nowadays, these varieties are not viewed as just interlanguage of English, which is a set of linguistic features in transition to native speakers’ English (Selinker, 1972); rather, they are varieties that embody different cultural values and ideologies. More research is being devoted to documenting these varieties and offering suggestions for future English education to take into account these varietal features (e.g. Kachru & Nelson, 2006; Kachru & Smith, 2008; Matsuda & Friedrich, 2011).

2.3 Growing opportunities of using English as a Lingua Franca (ELF)

Due to the advancement of technology and transportation, English speakers, whether in the *Inner Circle*, the *Outer Circle*, or the *Expanding Circle*, have more opportunities to interact with each other than ever before. In fact, English is used more often among non-native speakers of English than in communication involving native speakers (Crystal, 2003). When English is used as the means of communication among non-native speakers, it is often referred to as English as a Lingua Franca (ELF), which can be understood as “a number of Englishes that are realized in different contexts and

whose users then try to negotiate meaning in their particular contexts of use” (Friedrich, 2012). There are more studies devoted to investigating how ELF users achieve mutual understanding with different strategies. (e.g. Jenkins, 2011; Kaur, 2010; Mauranen, 2006)

Chapter 3 Issues emerging from the current English use in the world

Kachru's (as cited in Bolton, 2009) three-circle model shows us that the diffusion of English has resulted in three kinds of English: norm-providing, norm-developing, and norm-dependent. This evolution has produced a growing number of different varieties of English besides the native versions. Due to technology development, those varieties have more opportunities to come into contact with one another, even more frequently than in situations involving the native varieties. Under such circumstances, research attempts to make adjustments on the learning and teaching of English as a second or foreign language. In the following section, I will review the literature examining three emerging issues: (1) errors and variations in L2 English, (2) perspectives on accents in English, and (3) strategies for communication among non-native speakers of English.

3.1 Errors and variations in L2 English

Because of people's growing acceptance and recognition of different varieties of English in the *Outer* or the *Expanding Circle*, referring to these varieties as non-standard becomes inappropriate. Consequently, errors that used to be seen as "deviations" (Bartsch, 1987) from a certain standard such as British or American English are more likely to be considered variations today. This change of perspective results not just from the emergence of growing varieties of English but also from reexaminations of how errors are defined and treated in SLA (Second Language Acquisition) theories. For example, Kachru and Nelson (2006) argued that SLA theories were not fully applicable to the

discussion on varieties of English today for several reasons. First, the construction of SLA theories often neglected learners of English in the *Outer* or the *Expanding Circle*. Second, English has gone through the process of “nativization” (Kachru, 1983) to become varieties that possess local cultural values and linguistic characteristics. Therefore, not all deviations should be viewed as interlanguage or products of fossilization (Davies, 1989)

Under such circumstances, what is the line between errors and variations for varieties of English? There is a growing number of studies on L2 English discussing the distinction between errors and variations (e.g. Gupta, 1994; Hamid, Zhu & Baldauf, 2014; Okunrinmeta 2011), marking of errors or variations from different perspectives (e.g. French, 2005; Hamid & Baldauf, 2013) and the need for a system of codification of variations (e.g. Bamgbose, 1998; Guzman & Rosario, 2009; Hino, 2012).

3.1.1 Distinction between errors and variations

Studies discussing distinctions between errors and variations have been interested in how people identify errors in L2 English as variations, including the reasons for their perspective change and the criteria they have adopted to accept errors. Taking English in Singapore as an example, many distinctive phonological or lexical features are observable and are commonly used formally and informally. Gupta (1994) has analyzed the English use of children there and found that the deviational features came out as errors first, but as time went by, these features stabilized and were viewed instead as

legitimate. That is, a fair amount of time is necessary for a society to recognize deviations as variations and integrate them into its convention. In other words, when an “erroneous” L2 English use has been acceptable among people in a specific context for a long time, it is likely to be accepted as a varietal feature or even seen as correct.

The next question is: how do people determine the acceptability of such a varietal feature? Many studies have documented variations in L2 English and identified the criteria people use to distinguish between errors and variations. For example, Okunrinmeta (2011) noted that there were permissible local variations in Nigeria’s multilingual setting, where the way in which English is used has been influenced by over 250 Nigerian languages. He surveyed 100 educated Izo-English bilinguals to distinguish between *unacceptable deviations* (errors) and *creative variations* (variants) of 40 items that exemplify syntactic influences of Nigerian languages, specifically the Izo language, on English. Based on the criteria of the appropriateness, grammaticality, intelligibility, and frequency of use, he concludes that there are four reasons that make them acceptable variants:

1. They are not ungrammatical because they do not violate any serious syntactic rule in English, but merely reflect a departure from the preferences which some native-English speakers, especially British English speakers, have for some structures in English
2. Some of them are similar to some American English variations which are

accepted as standard usage both within and outside the American setting.

3. They are intelligible.

4. They occur in the English of the majority of educated Izon speakers. (p. 226)

The above study described the criteria used by a group of people with the same language background. Another study conducted by Hamid, Zhu and Baldauf (2014) tried to specify the criteria adopted by a group of TESOL (Teaching English to Speakers of Other Languages) teachers who are from various language backgrounds. The seventeen TESOL teachers were asked to judge the acceptability of seven features of L2 English by classifying them as errors or varietal features and then discussing how they made their decisions. Although their judgments were not consistent, they agreed that two factors were decisive: grammaticality and context. In terms of grammaticality, similar to the educated Izon-English bilinguals, the TESOL teachers viewed obvious grammatical violations such as changing a non-count noun to a plural as unacceptable, even though they were intelligible. Exceptions were innovative lexical expressions that reflected language change along with time. As for context, the teachers claimed that informal situations such as oral communication, non-exam oriented instruction, or proficiency-focused pedagogy could allow for more flexibility.

3.1.2 Marking of errors or variations varies from different perspectives

It seems possible to compile a set of acceptable variations for different English-using contexts as long as the criteria are accepted by most of the English users

within those contexts. However, the compilation task will be harder than imagined because the marking of errors or variations changes from different perspectives. One reason is that people with different cultural backgrounds or language experience may have different standards. For instance, French (2005) found that the four teachers of English in his study—one American, one British, and two Japanese—didn't use the same standards on labeling errors of their Japanese students' written English. French used the records of three highly acceptable and three highly unacceptable morphological or syntactic errors documented by Mineo and Akira (as cited in French, 2005, p. 372). The three acceptable ones were errors related to (1) articles (2) plural nouns (3) omission of third-person “-s”, and three unacceptable ones were (4) sentence combination such as isolating clauses beginning with conjunctions (5) omission of subjects that are similar to the structure of Japanese (6) lack of unity of subjects across sentences. The results showed that the American teacher, who had the lowest proficiency in Japanese, marked the majority of errors of the six types as unacceptable and had an especially low degree of acceptance of error (4) compared with other three teachers. The other three teachers, who all were immersed into Japanese culture and fluent in Japanese, accepted most of the type (4), (5), and (6) errors.

Another reason for the changing results in error identification is from what angles people are asked to judge. Hamid and Baldauf (2013) found that the percentage of perceived errors dropped when the participants were asked to categorize the errors rather

than simply telling right from wrong. In the study, he investigated how 25 Bangladesh teachers, who all had at least an MA in English-related professions and teaching experience, judged the acceptability of features of local English, represented by 16 local English constructions of a locally published volume targeted for international readership. In the first task, they were asked to identify the erroneous forms, and in the next task, they had to categorize them into standard English, globally intelligible Bangladesh English, locally intelligible Bangladesh English, or errors. The results were different in the two tasks. For example, 84% of the teachers rated item 3 as an error in the first task, while only 44% of the teachers still held the same view in the second task.

3.1.3 The need for codification of variations—Current situations and concerns

From the above studies looking into how different perspectives influence the evaluation result, we can see that justification and categorization of errors and variations can be subjective and difficult. Although the work is onerous, codification of varietal features in L2 English is still urged by many WE (World Englishes) researchers such as Bamgbose (1998). The cooperative effort of several researchers has led to the emergence of several corpus databases that document distinctive English use in different contexts. Research building such corpora often records English use in the context of English as a lingua franca (ELF). In these contexts, English is the most efficient way of communication for this group of people who do not share the same first language. One corpus is VOICE (Vienna-Oxford International Corpus of English), which is the

“sizeable, computer-readable corpus of English as it is spoken by this non-native speaking majority of users in different contexts” (<https://www.univie.ac.at/voice/>). At its beginning stage, the VOICE corpus focuses mainly on European ELF speakers, with 1,250 speakers coming from 50 first language backgrounds. Other examples are the ELFA project, which includes the ELFA (English as a Lingua Franca in Academic Settings) corpus, the WrELFA (Written ELF in Academic Setting) corpus, and the SELF (Studying in English as a Lingua Franca) project, which are the collaborative work from a group of researchers in Finland with the hope of enriching empirical research of how English is used internationally (<http://www.helsinki.fi/englanti/elfa/elfacorporus#corpus>).

It is expected that English educators around the world utilize the corpora to facilitate pedagogy of a more practical use of English. Hino (2012), although focusing solely on English use in the Japanese community, has attempted to create a pedagogical model for learners of that community, which he calls the Model of Japanese English (MJE). The model includes common phonologic, grammatical, lexical, discourse, and sociolinguistic features in Japanese English. Although the model has not yet been applied to students, he hopes that this concept will be widely accepted not only in Japan but also in other English learning communities, especially those in the *Expanding Circle*, to free them from depending on the norms provided by the *Inner Circle*. The development of corpora of ELF and pedagogical models such as Hino’s MJE shows the efforts of educators of English to value variations that occur because of the evolution of English.

However, some scholars have questioned the necessity of codification of varieties of English. For example, Guzman and Rosario (2009) noted that the codification of the Philippine variety of English or other Asian varieties would go through the process of standardization, which is what the codification of different varieties try to avoid. Such controversy was described by Hamid and Baldauf (2013) as a “double-edged sword” that is beneficial but harmful at the same time.

3.2 Perspectives on L2 accents of English

The emergence of growing varieties of English necessitates not only re-evaluation of errors in L2 English but also specific reexamination of pronunciation issues. In today’s English-speaking world, English is used more often among non-native speakers of English than in communication involving native speakers (Crystal, 2003). Learners of English are more likely to be involved in ELF (English as a Lingua Franca) scenarios, where English is the communication means for interlocutors who don’t share the same first language. Therefore, encountering accented English will become more common. Non-native speakers of English are perceived to have accents because their English pronunciation carries distinct segmental and suprasegmental features due to the influence of their first languages. For example, in terms of segmental features, Jenkins (2000) found that many ELF speakers substitute /θ/(voiceless dental) with /t /or/ d/ and /ð/(voiced dental) with /s/ or /z/. As for suprasegmental ones, learners whose first languages are syllable-timing tend to apply that rule when speaking English, such as

speakers of English in ASEAN member countries (Kirkpatrick, 2008).

Given the growing opportunities for learners of English to encounter accented English, it is important for them to show more respect and tolerance for accents. However, research that investigated learners' pronunciation learning goals and their perspectives on accents of L2 English has shown that many learners prefer native English accents and devalue non-native ones. (e.g. Buckingham, 2014; Hu & Lindemann, 2009; Rivers, 2011; Scales, Wennerstrom, Richard & Wu, 2006; Timmis, 2002; Tokumoto & Shibata, 2011). Several studies have found that these preferences could result from a number of stereotypes (e.g. Buckingham, 2014; Rivers, 2011; Yook & Lindemann, 2013). If learners of English are aware of how they are influenced by these stereotypes and adjust their attitudes, they will show more respect to the distinctiveness displayed by different accents. Besides, studies have identified some factors related to positive evaluation of L2-accented English (e.g. Kraut & Wulff, 2013; Timmis, 2002; Tokumoto & Shibata, 2011; Winke, Gass, & Myford, 2011). These factors should also be taken into consideration when teaching English pronunciation.

3.2.1 English learners' pronunciation goals and perspectives on accents of L2 English

In many studies, learners of English regard native varieties of English, such as American or British English, as paradigms, and set these paradigms as their pronunciation learning goals. (e.g. Buckingham, 2014; Hu & Lindemann, 2009; Scales,

Wennerstrom, Richard & Wu, 2006; Timmis, 2002). Some of the learners had practical reasons for learning native English accents. For example, among the English learners who preferred to sound like native speakers in the survey conducted by Timmis (2002), those who had frequent contact with native English speakers said that their goal was to integrate into the communities where native English speakers were the majority. These learners perceived that native-like pronunciation would be practical in helping them achieve more efficient communication. A similar result was found in the survey conducted by Scales, Wennerstrom, Richard and Wu (2006). Among the learners who wanted to achieve native-like accents, 16% reported that they were going to live in the United States in the future, and thought that having an American accent would be helpful in having better interactions with people there.

In addition to practical reasons for setting native English accents as pronunciation learning goals, other reasons vary to a great extent. There are other reasons that are closely associated with learners' perspectives on accents of L2 English. Studies found that some learners of English devalue L2 English accents, especially those from their own L1-accented English. That is notably the case among Japanese learners, who often regard their accents as a marker of low English proficiency. Tokumoto and Shibata (2011) compared the perceptions of university students in Japan, Korea, and Malaysia on their own L1-accented English and found that Japanese students regarded their own pronunciation as having the strongest foreign accents and their English as least

intelligible and acceptable to other native or non-native English speakers. Rivers (2011) found a similar result. He had 48 Japanese university students rate 10 accented English speeches and identify the nationalities of the speakers. The results showed that students rated speakers who they identified as Japanese accented-English speakers lower in criteria such as fluency and clarity compared to speakers of other varieties of English.

Another study conducted by Hu and Lindemann (2009) found that their participants associated accents of L2 English with poor personal characteristics. They asked 38 Chinese learners of English to comment on the pronunciation of Cantonese English. Some provided objective descriptions such as flat intonation and incomplete or deleted sounds, but some commented that Cantonese English sounded “stupid”. “Stupid” seems to be a criticism that extends to describing the person who speaks accented English.

3.2.2 Influence of stereotypes on evaluation of accents

The above studies show us that learners of English sometimes discriminate against certain accents. Some of their reasons involve learners’ beliefs and personal characteristics. Other studies that delved into reasons for the learners’ positive or negative perspectives on certain accents found that the learners didn’t always make judgments based on practical factors such as how the accents influenced the efficiency of communication. The learners’ judgments often came from their stereotypes about accents of English.

One stereotype could be learners' assumption of what "standard" English should be. Yook and Lindemann (2013) evaluated 60 Korean university students on their perceptions of five accents of English—British English, African-American English, American English, Australian English, and Korean English. Specifically, they wanted to know whether their participants perceived accents differently if the speakers' nationalities were known beforehand. The participants were separated into two groups: one was informed of the speakers' nationalities before the listening task, and the other wasn't. Both groups had the same listening task, where the participants had to decide which speaker was speaking standard English. The results showed that the participants in the two groups had different judgments. The majority of the group that didn't know the speakers' nationalities before the listening task identified the speaker of British English as speaking standard English. However, the majority of the group that knew the nationalities beforehand claimed that the speaker of American English was speaking standard English. The study suggests that such discrepancies between the two groups could result from the participants' established viewpoint that American English was the standard.

Another stereotype is that some learners of English believe certain accents of English give speech better quality and function for communication. This was shown in Rivers's (2011) study. In the study, he asked 48 Japanese university students to rate 10 samples of accented English speech. One sample was from a Japanese speaker of English,

seven were non-native English speakers from other Asian countries, and two were from an American English and a British English speaker respectively. Participants were asked to identify where the speaker of each sample originated and rate the samples on nine evaluative criteria such as fluency, care, clarity, etc. and. The results showed that the perceived native English speakers (American and British English speakers) received higher scores in the nine criteria than the actual native English speakers, while the situation was opposite for the perceived Japanese English speaker. Students were unable to identify the nationalities of the English speakers, making their evaluation of the speakers' accents in terms of quality and functionality biased.

The third stereotype with respect to pronunciation is that some people believe English teachers with native accents teach English better. In Yook and Lindemann's (2013) study mentioned above, not only did the group informed of the speakers' nationalities regard American English as standard, they also indicated that they would prefer to have the speaker of American English as their English teacher. Similar evidence was found in the study of Buckingham (2014). His participants preferred the speaker who they thought spoke British English as their teachers. In Rivers' (2011) study, although the participants were not explicitly asked to choose teachers, they claimed that the speakers they identified as native speakers of American and British English had a better teaching voice, which implied the participants' preferences for choosing speakers with native accents as their English teachers.

3.2.3 Factors related to positive evaluations of L2-accented English

From the above studies one can observe how powerful stereotypes can be in influencing perspectives on accents of L2 English. To communicate effectively and appropriately with non-native speakers of English, it is necessary to show more respect and understanding for their accents. Research has found some factors related to people's positive evaluations of L2-accented English, which have implications for building more positive attitudes toward accented English. In the following, two factors will be reviewed: listeners' familiarity with foreign languages and the ubiquity of the accented English.

Listeners' familiarity with foreign languages means how much the listeners are familiar with the native languages of the speakers of L2-accented English. Studies found that the more familiarity, the more positive evaluation L2-accented English receives. This factor was supported by a study conducted by Winke, Gass, and Myford (2011). They asked 107 native English speakers to evaluate 432 English speech samples from the TOEFL iBT Speaking test produced by native speakers of Chinese, Korean, and Spanish. The result showed that raters' L2 knowledge and experience influenced how they evaluated the speech samples. That is, if the first language of the test taker was the second language the rater is learning, the rater would treat the test taker more leniently. Another study showed that familiarity with foreign accents in general is also related to rating L2-accented English more positively. Kraut and Wulff (2013) first surveyed 78 native English speakers' familiarity with foreign-accented speech (FAS), including how

often the participants interact with non-native English speakers and are exposed to FAS. Kraut and Wulff (2013) first surveyed 78 native English speakers' familiarity with FAS, Afterwards, they asked them to evaluate speech samples of 24 speakers from various L1 backgrounds. The results showed that raters with higher familiarity with FAS rated the speech samples more positively than those having lower familiarity with FAS.

Ubiquity of accented English means how commonly such accented-English serves as a communication means among people in the context where it is used. Studies have found that non-native speakers of English in the *Outer Circle* are more satisfied with their accented English compared to those in the *Expanding Circle*. For example, Timmis (2002) found that the majority of learners from Africa, Pakistan, and India opted for retaining the accents of their countries when they spoke English. Although the study didn't delve into reasons for their satisfaction with their accented English, the three countries shared the fact that they were all in the *Outer Circle*, where English is indispensable in communication among different ethnic or language groups. A similar result was found in Tokumoto and Shibata's (2011) study. Malaysian learners of English reported the highest acceptance of their accented-English and held the most confidence in having comprehensible conversations with other English speakers compared with other participants of Japanese and Korean learners of English. The researchers concluded that Malaysians valued their English accents because it was functional and common for their communication in their multilingual background.

3.3 Strategies for communication among non-native speakers of English

Following the discussion on building more lenient attitudes toward English errors produced by learners and respecting and developing awareness of varieties of foreign accents, the focus now shifts to how these non-native English speakers achieve mutual understanding.

Nowadays, people from different cultures have more opportunities to interact with each other, and English has become one of the most chosen communication means for people who don't share the same first languages. Research looking at such English use often term English as a lingua franca (ELF). That is, English users have different purposes for using English for the specific contexts they are in, where they apply different strategies to build mutual understanding among interlocutors.

For ELF communication scenarios, not only are factors involved in general intercultural interaction influential, linguistic factors are also decisive for the effectiveness of the communication result, which involve interlocutors' disparate levels of English proficiency and variations in their varieties of English. Research has documented ELF communication through samples, mostly verbal, and analyzed the data in terms of how the speakers and the recipients utilized different strategies to reach mutual comprehension, (e.g. Bjořkman, 2011; Jenkins, 2011; Kirkpatric, 2008), how they cooperated to avoid misunderstanding, (e.g. Mauranen, 2006) and how they fixed these misunderstandings (e.g. Kaur, 2010; Kaur, 2011).

In the following section, I will list strategies found in the literature of how ELF interlocutors co-construct meaningful and efficient interaction based on the different purposes they serve.

3.3.1 Making a clear statement

Purposes of ELF interaction vary to a great extent, such as asking for information about a place, complaining about the service, conversing with classmates for a group project, cooperating in an international organization, etc. What these interactions have in common is that the speakers need to make a clear statement and get their conversational partners to focus on what they are expressing. Listed below are several strategies speakers apply to emphasize their points or to clarify what has been misunderstood by their listeners:

S1 Repetition

Many data show that repetition is frequently used by speakers to emphasize their points. For example, in Kaur's (2012) speech samples, when the 22 university students with 13 different first languages in an international master's program in Malaysia were discussing their essays or presentations, the speakers were found to use "key word repetition," (p. 602) which was when they repeated the key items they identified as crucial for the listeners' understanding to strengthen their messages. Another strategy, "combined repetition" (p. 604), was also used, where the speakers repeated the previous utterance and added a reformulation of that utterance to make a clearer expression.

When using the two kinds of repetition, the speakers must decide what the key information is and what the listeners might have difficulties understanding. In other words, repetition isn't just an easy skill of repeating random words or phrases, but an intricate process that requires the speakers' interpretation skills.

S2 Avoidance of culturally specific idioms

Besides using emphasis to help the listeners understand their statements more efficiently, the speakers also avoid saying something that might confuse the listeners, making them unable to focus on the primary information. One strategy found in Kirkpatrick's (2008) data was avoiding culturally specific idioms. He found that when member countries of ASEAN (the Association of Southeast Asian Nations) were using English as their working language, the educated speakers avoided culturally specific idioms because they knew it was very likely to cause misunderstanding.

3.3.2 Correcting what has been said or understood wrongly

Communication doesn't always go smoothly. That is, even the speakers have used strategies to convey their opinions more clearly, slips of the tongue or misunderstandings still happen. The following strategies show how the speakers correct their mistakes in speaking and clarify the listeners' misunderstanding.

S3 Repair

Analyzing the corpus of ELF spoken discourse, Mauranen (2006) found that when the speakers perceived that they had made a mistake, they would "self-repair" (p. 138)

their speech by correcting the mistake on their own. When such mistake was perceived by the listeners, the speakers often needed the listeners' help to do the correction. The researcher termed this kind of cooperation "interactive repair," (p. 137) that the listeners provided an alternative or the right expression they thought the speakers were trying to say to help construct the conversation. Kaur (2012) observed that following the two types of repair often came the speakers' repetition of the corrected utterances, which she termed "repaired repetition" (p. 606), to ensure the accuracy of the expressed information.

S4 Paraphrase

Even when the speakers' messages are conveyed correctly, they are likely to be misunderstood by the listeners. One strategy for the speakers to clarify such a misunderstanding is paraphrase. Paraphrase is often confused with repetition, but they are different in that paraphrase "differs qualitatively from that of re-saying segments of prior talk using the exact same words" (Kaur, 2010, p. 198). In Kaur's (2010) data, when a misunderstanding occurred, the speakers paraphrased by simplifying the form of the utterances and adding more details to them. For example, One participant was asking another whether they will be asked any questions after their presentation by asking, "...Any question...with your presentation?"(p. 200). Since the recipient didn't understand the question, the speaker paraphrased it and asked, "Our friend will ask you or something?" (p. 200). In the revised question, the participant made himself clear by

making the question more straightforward and specific.

3.3.3 Signaling the occurrence of mistakes or non-understanding

The aforementioned strategies show how ELF speakers try to make sure their messages are expressed correctly, but conducting a successful communication is not just the speakers' job, so in the following we will see strategies the listeners have used to signal mistakes or to express their non-understanding of the speakers' messages.

S5 Question

In Kaur's (2010) study, she noted that the listeners asked questions when they thought the speakers made a mistake or when they didn't understand the speakers' messages. When the listeners detected a mistake, they often asked questions to confirm whether they had understood the speakers incorrectly first and then provided what they thought the speakers were actually referring to. As for occasions when the listeners thought they misunderstood the speakers, they would ask a question with only a wh-question word or a question asking for a specific piece of information. Between the two types of questions, the researcher found that mentioning specific information was more effective than just expressing doubts without any detail.

3.3.4 Maintaining fluency of the communication

For any communication, having messages exchanged accurately is the primary goal. However, in ELF scenarios, people are using a language they are not intuitively familiar with, so accuracy may not be easily achieved due to the variety of interlocutors' language

proficiency, use, and knowledge. For example, a speaker mentions the term “ADHD”, and the listener has never heard of it, but the speaker is not able to explain it in English. If that happens during ELF conversation, the flow will be disrupted. Therefore, ELF interlocutors often avoid the flow being disrupted by applying strategies to maintain fluency of communication so that they can keep each other focused on the discussion of the topics without getting disturbed by linguistic factors. The following shows some strategies they have used.

S6 Adoption of the speakers’ ungrammatical English use

Cogo (as cited in Jenkins, 2011) has observed one of his participants repeating another’s ungrammatical speech phrase, where the article was omitted, to maintain the fluency of the communication. When such ungrammatical English used frequently occurs within a specific group of ELF interlocutors, it is likely to turn into a shared feature of their English. Kirkpatrick (2008) has identified such phonological and syntactic features of English used by people from member countries of ASEAN (the Association of Southeast Asian Nations). Phonological features mean that these interlocutors had a tendency to use syllable-timing and stress pronouns. Syntactic ones mean that they often dropped the third-persons “s” or past tense markers. For the syntactic features, he found that the interlocutors did so not because of their lack of related knowledge, but simply due to their choices. He described such phenomenon as “the performance variety of expert users of English” (p. 31) since the changes that should have been made were

perceived by these proficient users of English redundant or unnecessary. In other words, they assumed that their listeners were able to understand the messages without those changes.

S7 Backchannelling

Another strategy used to ensure fluency of the communication flow is a term called “backchannelling”. According to Fries (1952), backchannelling is a one-direction signal the listeners present to the speakers to show that they are paying attention so that the communication will be facilitated. The concept of backchannel is termed by Firth (1996) as “Let it pass strategy”. The signals can be verbal such as “Yeah” or “I know” or non-verbal like smiling or nodding heads. The use of this strategy was found in Kirkpatrick’s (2008) data, and he indicated that when the listeners applied this strategy, it was not clear whether they understood the speakers’ messages or not. Their purpose for backchannelling could be to encourage the speakers to continue. In Meierkord’s (2013) data of recorded English conversation among speakers of 17 first languages, verbal and non-verbal backchannel signals were used frequently not only to maintain fluency but “to assure each other of a benevolent attitude” because of their “uncertainty regarding the cultural norms and standards”

Chapter 4 Taiwan's situation

After examining current English use and possible adjustments regarding learning and teaching English as a second or foreign language, we will now focus on the situation in Taiwan. Based on my personal experience and the literature I have read, I realize that English education in Taiwan urgently needs adjustments on the three issues previously discussed. In the following, I list three attitudes commonly observed in Taiwanese learners of English regarding those three issues.

4.1 Errors that violate standard English, American English specifically, are not accepted

Most Taiwanese people regard native varieties of English, especially American English, as standard. For example, I recently saw my interpreter friend sharing on Facebook that the phrase “cost down”, which we have heard so frequently in Taiwan for people to refer to “cost reduction”, came from Japanese English, and that people should stop using that because it is “incorrect”. This belief that people should follow the native standard is also shared by many English teachers in Taiwan. Lai (2008) interviewed Taiwanese university teachers and found that some of them believed in the necessity of making their students imitate American English or British English as closely as possible.

This phenomenon could result from the washback effect of national exams such as the College Entrance Exam, in which some questions require students to memorize certain grammatical rules or collocations. The following questions are two examples:

In recent years, the postal service has suffered tens of billions of dollars in losses __
19__ the increasing popularity of the Internet and e-commerce.

19. (A) at (B) with (C) under (D) between (The College Entrance Examination
Center, 2012)

Many Americans replace their toothbrushes only once or twice a year. The ADA,
however, recommends __12__ a new toothbrush every three to four months.

12. (A) use (B) to use (C) using (D) used (The College Entrance Examination
Center, 2013)

These problems test students' knowledge of the use of the words *with* and *recommend*.

Using them correctly is undoubtedly important, but using them incorrectly does not mean
the learner is bad at English. However, students often evaluate their achievements based
on how well they answer these types of questions.

Such a habit of learning English as if learning a set of inviolable rules is not helpful
for applying the language in the real world. In order to have a better attitude toward
learning English nowadays, Taiwanese learners of English need to know that varietal
features of English are becoming increasingly recognized and accepted, so that what used
to be seen as errors can be treated as variations instead. This means that learners should
reflect on reasons for their insistence on producing flawless, "standard" English and
rethink how errors in Taiwanese English should be treated.

4.2 Accents of English are bad and should be eradicated

In terms of Taiwanese people's attitudes toward accents of English, most of them

admire native accents, especially American and British accents, which they regard as beautiful, fluent, and intelligent. If you are taking the Taipei Metro some day and hear someone speaking English in American or British accent, you will notice most people on the bus stop looking at their phones and start listening to the speaker, with their faces showing admiration. Learners also prefer to aim for native accents as their pronunciation learning goals. In Cheng's (2009) study where 134 sixth-grade students in Taiwan were asked to choose their preferred English teacher simply by listening to two speech samples from an American English speaker and a Taiwanese English speaker, respectively, 64% of the students chose the American one, with accent being the second-ranked reason. Her in-depth interview further confirmed the belief that American English is their pronunciation paradigm.

Unlike their admiration for native accents, Taiwanese people tend to devalue accents of L2 English, especially their own. In Chien's (2014) survey of 317 Taiwanese people, including students and employed adults, the speech sample of Taiwanese English was rated lowest regarding the speaker's confidence, intelligence, education level, and authoritativeness compared to the speeches of the seven other varieties of English. In response to this observation, it is crucial that Taiwanese learners of English understand that perspectives on accents can be very subjective. They should seek to develop respectful attitudes toward different varieties of English accents, which will facilitate their communication with other English speakers.

4.3 Learning English is mainly for communicating with native speakers of English

Taiwan's English education in formal schooling rarely emphasizes intercultural communication skills. Such courses are mostly available in private English institutes where native English teachers account for the majority of the faculty. Therefore, learners often equate communication in English to communication with native speakers of English. Besides this, other than textbooks used in junior or senior high school that are produced by local publishers under the Curriculum Guideline issued by Taiwan's Ministry of Education, most English learning materials are produced by large publishers from native English speaking countries. Liao (2005) pointed out that these imported materials were mostly designed to help learners adapt to native English speaking countries when learners one day travel or live there. As a consequence, Taiwanese people are likely to develop the attitude that English should be primarily learned to communicate with native speakers. However, Taiwan is closely affiliated with other Asian countries, with which English is the most common means of communication. Therefore, Taiwanese learners of English should be aware of the fact that they might have many opportunities to interact with non-native English speakers, and acquiring communicative strategies for such interactions should be part of their learning.

Chapter 5 Suggestions for English teachers in Taiwan

Based on the literature review on the three issues and based on the situation in Taiwan, I will now provide several pedagogical suggestions for English teachers in Taiwan regarding three main areas: (1) treatment of errors in Taiwanese students' English, (2) building respectful attitudes for students toward L2 accented-English, and (3) emphasis on communication with other non-native English speakers. In the following I will briefly summarize the literature review and elaborate on my pedagogical suggestions:

5.1 Suggestions for treatment of errors in Taiwanese students' English

The research reviewed above shows that it is difficult to build a universal criterion to distinguish true errors from language variations because several variables are involved. For example, variables like the rater's first language and cultural background or the context where English is used are influential in people's treatment of a learner's errors. Although several corpora documenting variations like VOICE and ELFA have been built, they are still not well developed enough to replace the native varieties of English to be instruction. Besides, there are concerns about attempts to build another standard variety, which could lead to the prioritizing of some varieties of English over others.

Based on this situation and the specific situation in Taiwan, I now propose four pedagogical suggestions for English teachers in Taiwan.

5.1.1 Adopt the most common set of English rules that are applicable in the target students' contexts

Because varieties of English other than native ones are not yet well established or recognized, Matsuda and Friedrich (2011) observed that people still inclined to use native varieties of English as paradigms. Under such circumstances, they suggested that teachers make adjustments according to their courses' goals and students' needs.

In Taiwan's case, students who are going through or have gone through formal schooling will be most familiar with American English, so teachers can adopt this variety and make adjustments to their teaching based on how much learners should attempt to stick to the English rules for their specific purpose for learning English. For example, if students are studying English for the College Entrance Exam, teachers can familiarize them with the rules to the extent that students will be able to process exam questions more efficiently. If the students are college students who want to improve their class performance in college courses, teachers can instruct students to apply their knowledge about the rules of American English to the different tasks required by different courses. Students should be made aware that rules are just a tool to help them complete language tasks but not the actual target they have to achieve.

5.1.2 Focus more on meaning and comprehensibility in instruction and feedback

Although I suggest that Taiwanese teachers adopt the most common set of rules

considering practicability and availability, that approach is one of the most important factors causing the current predicament of English education in Taiwan. One of the biggest problems in Taiwan's English learning situation is that learners are too concerned about whether they are producing "correct" English. The habit of sticking to a set of strict rules is not practical for use in the real English-speaking world. As people across the world are becoming more open-minded to varietal features, Taiwanese English learners should not insist on following the rules so strictly.

Therefore, my suggestion for teachers of English in Taiwan is to shift the focus of their instruction and feedback to clarity of meaning and factors that improve comprehensibility. For example, when teaching reading, teachers should avoid translating word by word and constantly teaching sentence structures. Instead, teachers can show synonymous sentences with different structures and instruct students to try constructing their own. As for corrections of students' written or oral English, teachers should emphasize how accurately the meanings are expressed and how comprehensibility can possibly be improved.

5.1.3 Build students' respect for different varieties of English

Another problem is that Taiwanese learners of English tend to overly admire American English. Their lack of respect for other varieties of English causes them to devalue their own English as well. To develop respect for different varieties of English, students in Taiwan should first build awareness about them. According to Matsuda and

Friedrich's (2012) suggestion, teachers can provide their students with three things: more exposure to different varieties of English through teaching materials, more opportunities for interaction with their users, and more lessons on meta-knowledge about varieties of English.

To expose Taiwanese students to more varieties, teachers can use materials that involve Japanese, Korean, and other Asian Englishes that students may encounter very often. Through these materials, teachers can point out or have students identify the morphological, syntactical, phonological, or pragmatic features in these varieties of English.

As for interaction with English users from other countries, teachers can encourage students to find these English speakers on the Internet, or teachers can arrange a Skype meeting with the help of the school administration to contact schools in these countries. Forming a sister school relationship with schools in other Asian countries is common for schools in Taiwan, so it is feasible for teachers to provide students with such opportunities for interaction with English learners in neighboring Asian countries as compared to other countries.

After interacting with these English users, teachers can lead the students to reflect on their experiences, negative or positive, to build their meta-knowledge about varieties of English. Students can complete a reflection exercise by asking themselves questions like: In terms of the English they use, how is it different from the one students are

familiar with? Do those differences result in a negative impression about their English? Does the negative impression come from interruptions due to differences during the interaction or from their “biased” attitude toward what English should be like? Upon reflecting on these issues, teachers should expose students to related studies that show the diversity of how people use English today and the resulting perspective change on various issues such as language ownership, English hegemony, etc. Through these activities, teachers can help students develop better attitudes with more respect for different varieties of English.

5.1.4 Discuss with students about their insistence on producing flawless

“standard” English

The last suggestion is that teachers can encourage students to reflect on their attitudes about producing flawless, “standard” English. Teachers should discuss the meaning of “standard” and “flawless” in terms of English learning with their students. Regarding the standards of English, with a better understanding of the value and function of different varieties of English, students should be made aware that “standard” is a blurry concept and is not practical for language use in the real world. Along with that, they should be taught to avoid the influences from the media or society that regard certain varieties of English as standard or prioritize certain varieties over others. As for “flawless” English, students should be made to realize how they have been influenced by the washback effect. They should know that such attitudes are only applicable for exams, not

for real-life communication. Once their learning goals are not dominated by testing, they should be able to adjust their learning habits and attitudes regarding the context where they are planning to use English.

5.2 Suggestions for building respectful attitudes for students toward L2 accented English

The research above shows that most learners favor accents of native varieties of English. Some have practical needs for a good accent such as integration into a community where native English speakers are the majority. Others hold stereotypes that native accents are standard that native-accented speech has a higher quality, and that speakers of these accents teach English better. With native accents being favored by so many learners of English, research has still identified factors related to positive evaluation of L2 accented English. One factor is the listener's familiarity with foreign languages or accented English, and the other is the ubiquity of the accented English in the context where it is used. These two factors help build people's positive attitudes toward accented English.

Based on these results and specifically related to the situation in Taiwan, I now provide six pedagogical suggestions for Taiwanese learners of English to build better attitudes toward accents.

5.2.1 Identify students' perspectives on accents of different varieties of English

In order to bolster students' attitudes toward accents of different varieties of

English, Lindemann (2005) has urged that it is important to know how and why certain varieties are evaluated negatively. Because the aforementioned studies show that how an accent is perceived varies for different reasons, English teachers in Taiwan should conduct a survey identifying how their students evaluate different accents. The survey should include two parts. The first part will inquire about their pronunciation learning goals and their understanding of accents, and the second part will include evaluating speech samples of different accents. In the second part, just as in the study of Yook and Lindemann (2013), the class will be separated into two groups. One group evaluates the speech samples without any information about the speakers, while the other group is informed of the nationalities of the speakers before doing the evaluation. With the results of the survey, teachers can guide the students to reflect on the discrepancy, if there is any, between the two groups. If the two groups have similar results, teachers can show them studies that provide evidence of such discrepancy. Afterwards, teachers should lead the students to connect such discrepancy to their self-reported pronunciation learning goals and their understanding of accents for further discussion on reasons for their beliefs about accents of different varieties of English.

5.2.2 Discuss with students what is considered “standard” English pronunciation

After identifying students’ attitudes toward accents, teachers can initiate discussion on the three stereotypes that are influential in forming admiration for native accents of

English as mentioned in the literature review. The first stereotype is that many learners of English consider accents of native varieties of English to be standard. English teachers in Taiwan can start by asking students what they think standard English pronunciation should be. Taiwanese students would probably say American English or British English, and this is probably due to their small amount of exposure to spoken English of other varieties. Their exposure to spoken English mostly comes from the media, such as Hollywood movies and Western music. In Chang's (2014) study, one of the Taiwanese university students stated that because of the limited sources of exposure, he always believed that the standard accent should be that of the speakers of English from mainstream media. To eliminate this stereotype, it is important for Taiwanese students to know how much they are influenced by the media. Teachers can also provide them with information about current use of English or have them do research on it to build a better understanding of how many accents exist in today's world. Additionally, teachers can discuss with students the necessity of defining a standard for English pronunciation and the potential problems of setting such a standard, like overlooking the importance of other varieties of English.

5.2.3 Prevent students from judging English speakers' speech quality and communicative efficacy in English from accents

The second stereotype is that some people think that native-like pronunciation is better in terms of speech quality and more useful for communication. It is likely that

Taiwanese people hold this same view. To prevent Taiwanese students from judging English speakers' speech quality and communicative efficacy from their accents, teachers can show students examples of comprehensible accented English. One example can be YouTube videos where people speak in 20 or 30 different English accents in a row. Through this type of video, students will realize that the quality of speech can be the same with different accents. Another example can be speeches from different celebrities speaking accented English. Oftentimes these speakers are outstanding and intelligent. When students hear these speakers giving great speeches in accented English, they should realize that accents are not the key factor in the quality of communication or the marker of low English proficiency. (e.g. <http://goo.gl/zXzVtE>)

5.2.4 Advocate for the benefit of learning from English teachers who have multilingual backgrounds

The third stereotype is that some people think English teachers who have native accents actually teach better. This view is widely shared among Taiwanese people, and it will be difficult to change in the near future. However, such a change is urgently needed. Because of this shared attitude, Taiwanese teachers of English often feel that their English is never good enough and that they are not qualified to teach communication. In addition to promoting the status of Taiwanese teachers of English, it will also help Taiwanese people treat other non-native English speakers with more respect. According to Rivers (2011), Japanese learners of English have been relying too much on native

varieties of English, making them treat speakers of other varieties, especially those in Asia, inferiorly.

If Taiwanese teachers of English are to help their students change this attitude, they may feel awkward addressing the issue in class because it will involve a comparison between themselves and native English teachers. Therefore, I suggest that they advocate for the benefit of learning from English teachers who have multilingual backgrounds. There are several benefits that students can get from multilingual teachers of English. For example, teachers of multilingual backgrounds have experienced learning difficulties students are facing now, especially teachers who have the same L1 as the students, so they will empathize with students' mistakes in writing or speaking and can use their own experiences to help students overcome these difficulties. In addition, multilingual teachers have experienced how first languages can affect second languages in terms of pronunciation, and they have struggled in making their accented L2 comprehensible to others, so they are able to help learners build practical and achievable pronunciation goals.

5.2.5 Build students' familiarity with L2-accented English

Other than the three stereotypes causing biased attitudes toward accents, the studies reviewed above show two factors that correlate with positive evaluations of L2-accented English. One of them is listeners' knowledge about the first languages of non-native speakers of English. In Taiwan, people have abundant access to Korean and Japanese

because of their pop culture, but not so much for other languages. Therefore, when applying this finding to the English classroom in Taiwan, teachers can provide students with more information about languages other than Korean and Japanese. For example, teachers can use YouTube videos such as commercials to show students or have them discuss characteristics of those languages. Afterwards, teachers can compare the speeches in these videos with the English speeches of speakers of these languages.

5.2.6 Increase students' successful experiences of speaking Taiwanese English

The other factor that makes people evaluate L2-accented English better is how well it functions in its speakers' communities. Since Taiwan is in the *Expanding Circle*, where English is not so commonly and frequently used, English can hardly achieve the status as that in countries in the *Outer Circle* in the near future. Consequently, it is hard for teachers to increase students' opportunities to speak English outside the classroom. Given this condition, I suggest that teachers increase students' successful experiences of speaking their accented English to achieve some communicative purposes so that students will feel less concerned about their accents. To achieve this goal, teachers can design activities where students have to introduce their native cultures to foreigners, which is also said to be helpful in improving English learners' evaluation of their accented English (Tokumoto & Shibata, 2011). For example, students can make videos to introduce delicious or bizarre Taiwanese food and post them on international blogs to invite people around the world to vote. No matter what the activities are about, they

should encourage students to speak English without worrying about their accents and to successfully achieve different communicative purposes.

5.3 Suggestions for emphasis on communication with other non-native English speakers

In the literature review, I categorize different strategies that non-native English speakers use to achieve mutual understanding based on different functions they serve for the speakers or the listeners. For the speakers, in order to make a clear statement and have the listeners focus on what they are expressing, they use repetition or avoid culturally specific idioms. If they are to correct their mistakes in speaking or clarify the listeners' misunderstanding, they repair or paraphrase their statements. As for the listeners, to facilitate the interlocution, they signal the speakers' mistakes or express their non-understanding of the speakers' messages by asking questions. Sometimes, to maintain fluency of the communication, the listeners adopt the speakers' ungrammatical English use or backchannel to avoid getting disturbed by linguistic factors.

With those strategies and based on the fact that Taiwanese learners of English tend to easily take for granted that communication in English mostly involves native speakers and put little emphasis on issues regarding communication specifically among non-native English speakers, I provide three pedagogical suggestions for English teachers in Taiwan to improve their students' ability to communicate with other non-native English speakers.

5.3.1 Discuss with students the issues regarding communication among non-native English speakers

Communication among non-native English speakers definitely involves exchanges among different cultures. According to the Deardorff's (as cited in Deardorff, 2006) Pyramid Model of Intercultural Competence, having an appropriate attitude is the prerequisite and the basis for intercultural interaction. During the interaction, people must process the information obtained during the interaction by deftly applying their culturally specific knowledge and their cognitive and affective skills such as interpreting and empathizing. Consequently, they will be able to adapt their behavior to interact more appropriately and efficiently with the interlocutors and finally achieve their communication goals.

My suggestion for English teachers in Taiwan is to apply this model to teach communication among non-native speakers and to discuss problems possibly emerging from any stage of the communication and their solutions.

5.3.2 Integrate teaching of strategies for communication with non-native English speakers into class

As I mentioned previously, strategy instruction for English communication is rarely seen in most traditional Taiwanese English classrooms, so my second suggestion is to integrate teaching of strategies for communication with non-native English speakers into class. Based on strategies found in studies reviewed in this report, I have compiled

two tables (Table 1 & 2) that visually represent their functions:

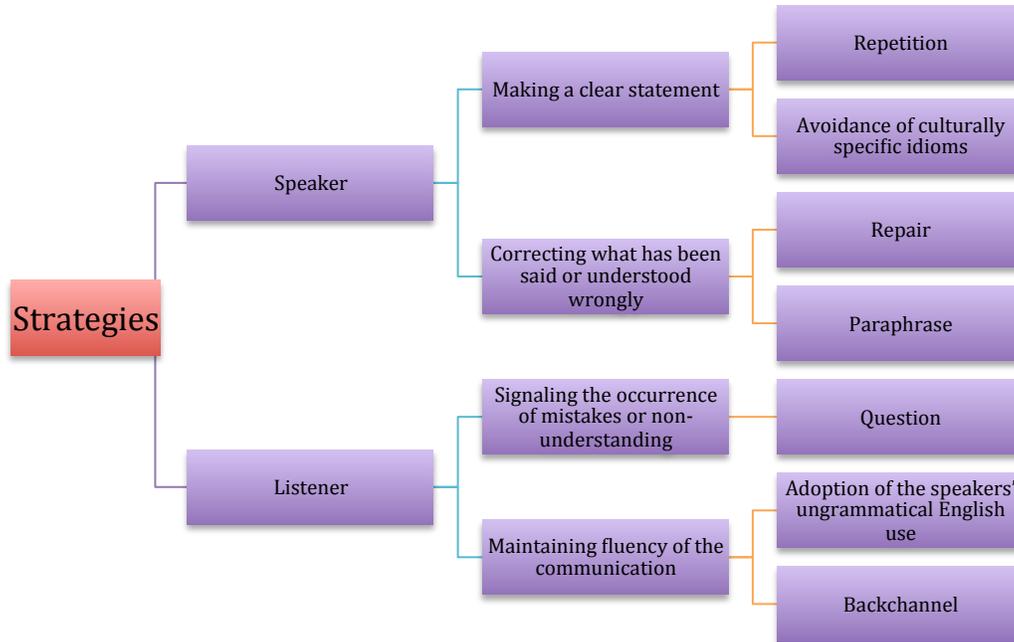


Table 1 Strategies used among non-native English speakers categorized by their users

Purpose 1	Making a clear statement
Strategy	<p>1. Repetition: The speakers repeat key information with or without additional details.</p> <p>2. Avoidance of culturally specific idioms: The speakers avoid using expressions that are exclusively comprehensible among people in their cultures.</p>
Purpose 2	Correcting what has been said or understood wrongly
Strategy	<p>3. Repair: The speakers correct their mistakes with or without the listeners' help.</p> <p>4. Paraphrase: The speakers simplify the form of their utterances to make them easier to understand.</p>
Purpose 3	Signaling the occurrence of mistakes or non-understanding
Strategy	5. Question: The listeners express their doubts with or without pointing out what they don't understand
Purpose 4	Maintaining fluency of the communication
Strategy	<p>6. Adoption of the speakers' ungrammatical English use: The listeners</p> <p>7. Backchannel</p>

Table 2 Strategies used among non-native English speakers categorized by their purposes

These strategies were documented from different communication scenarios, so they are not necessarily applicable to interaction with any group of non-native English speakers. Therefore, teaching of strategies for communication with non-native English speakers should first start with an evaluation of those strategies and identifying which ones are useful for which situations. Then students will practice effective strategies that satisfy the needs for different situations. Lastly, teachers should provide them with opportunities for real application and have them reflect on the experience.

5.3.3 Help students evaluate these strategies

Teachers can start with encouraging students to think of scenarios where they have to use English as a means of communication and the cultures they will encounter in those scenarios. Because Taiwan has close relationships with neighboring Asian countries, the scenarios are likely to involve those countries and their cultures. For example, Korean pop culture is extremely prevalent in Taiwan, which creates many opportunities for interaction between Taiwanese and Korean people.

Teachers can first have students think of strategies they can use for English communication in those scenarios, and then show them strategies found in research. Students can compare those strategies and evaluate them regarding their relevancy, practicability, necessity, etc. in order to make a final list of strategies they are most likely to use.

5.3.4 Provide students with opportunities to practice those strategies

Based on the results of the evaluations, teachers can design in-class activities where students can practice the strategies they regard as useful for different communication scenarios. Afterwards, teachers can provide students with opportunities to apply those strategies in real communication. Teachers can look for those opportunities on the Internet or ask the school administration to help contact schools in other countries. The communication scenarios can be designed or unrehearsed. Designed scenarios mean that teachers have informed the communication counterparts of the purpose of this interaction, while in unrehearsed scenarios, students will possibly use a few or none of the strategies. Students will feel more rewarded in the designed activities, but the unrehearsed ones allow them to experience what they are most likely to encounter in the future. Teachers should provide them both if available.

5.3.5 Reflect on the communication experience with the students

Finally, teachers should lead students to reflect on their communication experience in both designed and unrehearsed communication scenarios on various topics. For example, are these strategies as helpful as they had expected? In what ways are they helpful? Do these strategies help establish a good rapport or facilitate the discussion? Do students encounter any problems when applying the strategies? What problems are unsolvable with these strategies? The topics should encourage students to think about the role of English in today's world and how they can utilize the language to form a better

relationship with other non-native English speakers. Teachers should extend the discussion to situations with any kind of intercultural communication where English is the shared language.

Chapter 6 Conclusion

With respect to the widespread use of English, more varieties of English that embody local languages and cultures continue to emerge and gain recognition. As a consequence, errors in L2 English are now regarded more as variations and are treated more leniently by English speakers across the world. Because of the development of technology and transportation, these varieties have more opportunities to come into contact. To achieve mutual understanding, speakers of different varieties of English apply various strategies that complement their disparate levels of English proficiency and variations in their English. Regarding these characteristics of today's English-speaking world, I provide several suggestions for English teachers in Taiwan to bring changes to English education in Taiwan. Of course, such changes can only come over time.

In Taiwan, not every English learner is prepared for today's English-speaking world because of some biased attitudes toward English. One of the most biased understandings is that errors that violate standard English, American English specifically, are not acceptable. This attitude affects learners in many ways. For example, they may hesitate to speak or write English because they are afraid of being judged by others. To help Taiwanese students build better attitudes toward errors in their English output, I suggest that teachers adopt the most common set of rules in their students' contexts and focus on meaning and comprehensibility in instruction and feedback. In addition, teachers can bolster students' respect for different varieties of English by exposing them

to different varieties, providing them with more opportunities to interact with their speakers, and giving lessons on meta-knowledge about the varieties. Then teachers can encourage to students reflect on their own beliefs about what a standard English should be and adjust their attitudes and learning habits to decrease their concerns about making mistakes in their English output.

Another biased attitude is that Taiwanese learners of English often regard American accents as their pronunciation learning goals and paradigms, and feel that their Taiwanese accents should be eradicated. Learners thus deprecate their own English proficiency because of their accents and even look down on other speakers of L2-accented English. To eliminate learners' prejudiced attitudes toward accents, I suggest that the teachers first identify their students' perspectives on accents of different varieties of English and make the students aware of the influence of several stereotypes on their understanding about accents. To eliminate those stereotypes, the teachers can discuss with their students about what is "standard" English pronunciation. Also, the teachers should prevent their students from judging English speakers' speech quality and communicative efficacy from their accents and advocate the benefits of interacting or learning from English speakers with multilingual backgrounds. To enable their students to appreciate the value and the distinctiveness of accents, the teachers can make their students familiar with L2-accented English, and provide them with opportunities to successfully complete some tasks with their accented English.

The third biased attitude is that many Taiwanese learners of English think that learning English is mainly for communicating with native speakers of English. However, they likely will have more opportunities to interact with English users from other Asian countries than with Americans, so they ought to adjust their learning attitudes and habits according to their real needs for learning English. I suggest that English teachers in Taiwan discuss the issues regarding communication among non-native English speakers with students. Also, the teachers can integrate teaching of strategies for communication with non-native English speakers into class. The teachers can show their students the strategies that have been used in other ELF (English as a *lingua franca*) scenarios. Based on these strategies, the teachers can work with their students to tailor a list of strategies that are applicable in the students' contexts. Afterwards, the teachers can provide their students with opportunities to practice those strategies and reflect on these experiences.

I hope that these suggestions will make changes in English education in Taiwan over time and help Taiwanese learners of English recognize the importance of learning English, which is not for getting good grades in tests but for connecting themselves to the world. I also hope that learners build more confidence and motivation in learning English with a clearer blueprint and a more practical goal in mind. I believe that these efforts will eventually make a difference in English education in Taiwan.

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