Department of Language and Literacy Education

Learning about Global Englishes: Educational Video Project

Dr. Ryuko Kubota, Dr. Ryan Deschambault, Ryosuke Aoyama, Masayuki Iwase, Takeshi Kajigaya, and Yuya Takeda

Overview

This project will produce a set of educational videos that feature topics on global varieties of English (Global Englishes) with a documentary flavor. The target audience is mainly students who are studying about diversity of English and preparing to become English language teachers in Canada and abroad. The videos will be used with students to develop, assess, and transform their knowledge of and attitudes toward linguistic and human diversity.

Rationale

As an international language, English is used by people from diverse backgrounds. Yet, there is a persistent belief that the best forms of English are standardized varieties spoken by native speakers from North America and England and that these varieties guarantee socioeconomic success. Moreover, these native speakers are often imagined as being White, leading to not only accent but also racial discrimination. This project counteracts these beliefs.

Overall Objectives of the Videos

1. Demonstrate global diversity of English
2. Show how the superiority of standardized English spoken by native speakers is reinforced, questioned, or resisted in different settings
3. Reveal people's views of and attitudes toward different varieties of English
4. Reveal their experiences of using their varieties of English in various settings
5. Explore how language and race intersect

Progress

Covid-19 restrictions imposed a setback in video production. Nonetheless, our team continued to execute both originally planned and revised activities:

Summer 2020 – Summer 2021
- Developed interview protocols through conducting pilot interviews.
- Conducted pilot street interviews.
- Collected a few one-minute audio speech as stimuli for street interviews.
- Developed two sets of short online "Video Challenge," each of which featured a short YouTube clip of comedians mimicking an ethnic accent. Online conference attendees' were invited to respond digitally, and these responses were collected as potential footage.

September 2021 – Spring 2022
- Videorecorded face-to-face and Zoom interviews.
- Developed themes for video storyboard.

Summer 2022 and onward
- Continue videorecording and editing.
- Create accompanying resources for learning.

Themes

We extracted significant themes from the recordings. The following are example themes:

- Feeling positively / negatively about one's own way of using English
- Superiority of English and English speakers
- Importance of one's own native language
- Racism against diverse English users
- Regionally unique expressions in English
- Desire to sound like a native speaker
- Feeling stressed, nervous, and self-conscious
- Importance of expressing oneself, conveying the content, and communicating clearly, rather than focusing on accuracy

Preliminary Trailer

with Sample Footage

https://youtu.be/SksL49Hhq6k

Related Scholarly Activities

We have been invited to contribute a chapter to an Encyclopedia:

Aoyama, R., Kajigaya, T., Takeda, Y., Kubota, R., & Deschambault (in press). On pedagogical applications of World Englishes: Stumbling blocks, stepping stones, and utilities of boundaries in ELT. In R. Tierney, F. Rizvi & K. Ercikan (Eds.), *International Encyclopedia of Education* (4th ed.). Elsevier.

We also presented a related topic at a conference:

Kubota, R., Aoyama, R., Kajigaya, T., & Deschambault, R. (2022, March 19). *Illuminating language* users *in the discourse of linguistic diversity: Toward justice-informed language education* [Presentation]. American Association for Applied Linguistics Conference, Pittsburgh, PA, United States.

Acknowledgement

THE UNIVERSITY OF BRITISH COLUMBIA

THE UNIVERSITY OF BRITISH COLUMBIA
Department of Language & Literacy Education
Faculty of Education