

## ***Teaching Global English with NNS-NNS Online Communication***

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The rise of English as a global language implies a paradigm shift for English language teaching. English teachers in non-English-speaking (NNS) countries used to connect electronically with teachers in native-speaking (NS) countries so that their students could mimic or learn from their NS peers. The unequal power relationship between the two classes might have detrimental effects on EFL learners' confidence and identity. When communication breakdowns or miscommunications occurred, native speakers were not expected to make any adjustments; rather, EFL learners had to learn NS norms. On the other hand, in the global English paradigm, though online communication between NNSs may bring equal footings, this format also encounters adversity such as students' desire for NS norms and the suspicion that the exclusion of NS disadvantages NNS in the current linguistic landscape dominated by NS norms. This study reports a NNS-NNS online communication project in which fifty-plus university students from Taiwan and Japan collaborated online to enhance their English learning. Students' perceptions on the roles of English and NS norms as well as their confidence in English are explored from their messages in the discussion forum, questionnaires, and weekly reflections. The advantages and disadvantages of teaching English with NNS-NNS online communications are also discussed.

**Key words:** Global English, intercultural communication, online communication, English as a Lingua Franca (ELF), native-speaker norms

## INTRODUCTION

Intensified globalization since the 1990s brings fundamental changes to human societies as global media and internet connect people around the world and construct various senses of global awareness. The world is gradually coming to realize the great impact of this social change, and so is the field of English language teaching (ELT). The spread of English sped up with the pace of globalization. Graddol (2006) observes that “the current enthusiasm for English in the world is closely tied to the complex processes of globalization” (p. 13). The increase in quantity (more and more people around the world learning English) stimulates a fundamental change in the quality (nature) of ELT. In the traditional ELT paradigm, people in non-English-speaking countries learn English as a foreign language (EFL). The standards and norms come from English native speakers. EFL learners try to learn the standard English used by Americans or Britons, while in the process they absorb the cultures of these Anglo-American countries. As the number of nonnative English speakers increases rapidly, along with the shift of the center of world economy from ‘the Triad’ (the U.S., Europe, and Japan) to emerging economies such as the Asian Tigers (Singapore, Hong Kong, Taiwan, and South Korea) and the BRIC (Brazil, Russia, India, China), the use of English for nonnative English learners is no longer solely to communicate with native speakers, but rather with other nonnative speakers. American and British English may still be in great demand, but more and more EFL learners are becoming aware of the need to be able to use English as an intercultural lingua franca to communicate with other nonnative speakers.

In the traditional ELT paradigm, it is best that students learn English from native speakers, who provide the correct forms and ways of using English. Native speakers provide models for EFL learners to imitate. As a result, when internet allows students to connect with students in other parts of the world, those who intend to learn English through real communications choose to have online communication with native-speaking students. In such cases, EFL learners try to learn (what they assume to be) standard American or

British English from their native-speaking peers. They learn about American or British cultures and idioms. But the unintended consequence is that students often neglect other parts of the world and equate the world to the Anglo-American societies.

In the traditional ELT paradigm, English is regarded as a language belonging to the U.S. or the U.K.; it is an Anglo-American language. The ELT industry was promoted by (Anglo-American) native speakers to make English a global language (see Phillipson, 1992). Henry Widdowson (1994) had already indicated long time ago that the ownership of English was no longer solely in the hand of native speakers. But in the ELT industry the assumption that English belongs to native speakers remains prevalent among NNS teachers (Young & Walsh, 2010) and students (Matsuda, 2003). The majority of ELT materials are still based on Anglo-American contexts and cultures (see for example, Lee, 2009; Matsuda, 2002).

Nerriere and Hon (2009) use the term 'Globish' to refer to the simplified and appropriated English usages by global users and to distinguish Globish from Standard English. Echoing Widdowson (1994), they argue that traditional owners of English (native speakers) have to yield some ownership to new owners, and the English language used in the current globalized world is constantly changing due to the diversification of the backgrounds of its users. People in the expanding circle may no longer be passively 'norm-dependent', but rather they create new ways to appropriate the usages of English, as Yano (2009) observes that "the foreign language speaker's norm-dependent nature are gradually changing" (p. 248). These bilingual or multilingual speakers have a different relationship with the English language compared with the monolingual English native speakers. For English as an international and intercultural language, the culture that it carries includes not only those of the inner-circle countries, but all cultures on earth. People use English to express their local cultures and understand other cultures in the world.

In what Pakir (2009) calls the 'emerging paradigm' (p. 225) of global English and English as a Lingua Franca (ELF), it is best that students learn English not only from native speakers, but more importantly, from other

nonnative speakers. English as a contact language connecting NNS evolves from American and British English into 'Globish' or world Englishes (different varieties). The main purpose of learning English is to communicate with people around the world, the majority of which are NNS. The importance of intelligibility and intercultural comprehension outweighs that of grammatical correctness and standard forms. Being able to understand others and make oneself understood in English becomes the priority. Thus to teach global English means an emphasis on intercultural understanding and intelligibility (Seidlhofer, 2004). EFL learners in NS-NNS communications inevitably encounter the issue of correct forms (grammar, spelling, idiom, etc.) as NNS looks up to their norm-providing NS partners, who, accustomed to the standard forms of English, often feel awkward dealing with 'deficit English'. The responsibility to ensure successful communication usually falls on the NNS to make up the linguistic gap. In contrast, in NNS-NNS communications, with both sides on equal footings, it seems more likely for students to develop intelligibility and intercultural comprehension as they shift their attention away from language forms.

This study reports a pioneering project that connects English-learning students in Taiwan and Japan, highlighting their conceptions of English in terms of traditional ELT paradigm and the emerging global English paradigm. English has increasingly become the lingua franca in businesses across Asia, and the roles of English in Asia have started to receive more researchers' attention (see Murata & Jenkins, 2009). As Asian economies continue to integrate, English as an Asian lingua franca will create pressure for English teachers in Asia to help students learn how to use English to communicate with other Asians, not only with native speakers as in the traditional ELT paradigm. This study represents an exploratory attempt to probe the issues related to teaching global English using online communication in an Asian context. In what follows a brief review on intercultural online communication in ELT is presented. Then the procedure of the project and the results of the collected data precede a discussion on incorporating NNS-NNS online communication in ELT.

## ONLINE COMMUNICATION IN ELT

Most studies concerning online communication in ELT focus on cultural and language learning (for example, Cifuentes & Shih, 2001; Liaw, 2006). Most of these cross-culture online communications involve English learners in non-English-speaking countries and English-speaking students in America (NNS learning English from NS). In Cifuentes and Shih (2001), forty pairs of Taiwanese and American pre-service teachers communicated via emails to enhance intercultural understanding. In Chen (2001), the participants were freshmen in Taiwan and America, while in Shelley (1996), the communication occurred between elementary students in France and America. The project by Kinginger, Gourves-Hayward and Simpson (1999) involves middle school students in France and America. There are many more such NS-NNS intercultural online communication projects. It is not common to see NNS-NNS projects except Al-Jarf's (2006) English writing exchange experience between students in Saudi Arabia, Ukraine, and Russia. Most teachers and students still believe that it is best to learn English from native speakers (Mastuda, 2003; Timmis, 2002). The idea of learning global English via NNS-NNS communication seems somewhat radical in the present.

An interview study by one of the authors (Ke, 2010) suggests that students' confidence in English did not improve after their short visit or stay in inner-circle countries. Their English may have improved, but at the expense of their confidence and self-identity. Some students developed an inferior feelings compared with native speakers mostly because of their English proficiency level. Some were not aware of the fact that English proficiency levels do not indicate their knowledge or overall levels. But since powerful knowledge is conveyed in English, English proficiency level indirectly becomes one of the indicators for a person's overall level. You have to know English to have access to knowledge. On the other hand, those students who volunteered in non-English-speaking countries developed a totally different mentality. They found out that they were able to communicate with other NNS, and their confidence in English increased

because of the experience in which both sides use a second language to communicate. This equal linguistic power relation may benefit students' overall development as well.

## **PROCEDURES**

We started a small-scale try-out in 2009, connecting 10 students each from Taiwan and Japan through an online discussion forum. Based on the comments from these participants, we further revised our exchange project, aiming at having students reading the same articles on a global issue and discussing the issue in small groups consisting of two Taiwanese and two Japanese virtually in another online forum. A questionnaire concerning students' conceptions of English (see Appendix) was distributed at the beginning of the 2010 spring semester before the exchange started. The exchange lasted nine weeks; in the first two weeks students learned how to use the forum and introduced themselves to their partners. In the next four weeks students read two articles on the issue of global youth unemployment and shared within their groups their answers to the assigned questions. Then students discussed how to deal with the issue freely in the following two weeks before concluding the exchange project. Students' reflections on the experience and their ideas about NNS-NNS online communication were collected in written forms as a course assignment. All the messages in the forum were also collected and analyzed for word count, frequency, and communicability (miscommunication identification).

## **Participants**

The 56 students from Taiwan majored in foreign languages in a private university in northern Taiwan and most were freshmen. Their English proficiency levels ranged around intermediate (B1&B2 in Common European Framework of Reference for language learning). The course that incorporated

the exchange activity was a required course on English reading. For the Japanese side, two English writing classes in the commerce department in a private university in Tokyo matched up with the Taiwanese course. Most of the 55 Japanese students were sophomore. Their English levels were also around intermediate, although there were some deviations from the average level.

## **FINDINGS**

### **Survey Findings**

The survey results are presented in the Appendix. Generally speaking, students agreed that English helps them learn about different world cultures (Q1) and most wished to speak a native-like accent (Q3). (The average for the two questions scored above 4-agree.) The majority still believed that it is better to learn English from NS teachers (Q7), and correct grammar is important in communication (Q8). There were some differences between students from the two cultures. Taiwanese students were more confident in their own language as they were more likely to expect visiting foreigners to learn local language than the Japanese students (Q2). Moreover, Taiwanese students valued different accents more than Japanese ones (Q4). Japanese students regarded learning American and British cultures more important, while they accepted their local accents at a higher degree than their Taiwanese counterparts, who were more likely to feel like a world citizen when they spoke in English. Overall, traditional ELT paradigm still applied to most students, who showed preference to NS accent and NS teachers. However, some new concepts in global English paradigm gradually found resonance in some students.

The backgrounds of the participating students also showed some significant differences. Taiwanese students liked English more, probably due to their major in foreign languages compared with their commerce-majoring

Japanese partners. Both groups regarded their reading levels as the highest, with speaking levels as the lowest. But the Taiwanese regarded their listening as better than their writing, while the Japanese did just the opposite. The Japanese students seemed particularly diffident in their listening and speaking levels compared with the Taiwanese students, started to learn English at later stage of schooling, but had more abroad experience.

Correlational analyses ( $N=94$ ) show that the more a student likes English, the more likely they agree with Q1 (English helps me learn about different world cultures) ( $r=0.397$   $p=0.0001$ ), Q3 (I want to have a native-like accent.) ( $r=0.357$   $p=0.0001$ ), Q9 (Everyone in the world should learn English.) ( $r=0.417$ ,  $p=0.0001$ ), and Q10 (When I speak English, I feel that I am a world citizen.) ( $r=0.485$ ,  $p=0.0001$ ). The correlations remain significant at  $p=0.05$  level in both Taiwanese ( $N=56$ ) and Japanese students ( $N=38$ ). These four questions also correlate with one another. Students who like English tend to have higher proficiency levels (significant at  $p=0.001$  level). The results suggest that for those students who like English and have a higher proficiency level, English is for everyone to learn about world cultures and to become a world citizen while the language itself remains based on NS norms. They like English because they can learn about other cultures in the world and feel like world citizens. They want everyone in the world to learn English so that they can communicate with everyone in the world. They want to speak like a native speaker, who is projected as the model and is able to communicate with people around the world. Students are not aware of the NS-norms issue; rather, they only see that NS enjoyed the benefits of being fluent in English at a global level. On the other hand, for students with lower levels and a less positive attitude toward English, their low levels prevent them from learning world cultures through English, and their painful experiences in learning English might lead them to disagree to the statement that 'everyone should learn English' and the connection between speaking English and feeling like a world citizen.

## **Forum Participations and Reflections**

The participants in the exchange activity were expected to post a message each week to maintain the interactions, but due to absence and difficulties in expressing themselves in English, the average number of messages posted was only around half the expected number at 4.6. The students were divided into 29 groups, among which only 14 groups reached the expected interaction level (weekly messages from both side). In other groups, one side posted many messages while the other side much fewer. Many students regarded the task to use English discussing the global youth unemployment issue too difficult. They read others' messages, not only their group members', but also messages in other groups. Nonetheless, many could not use English to express what they wanted to convey and often some extra research on the issue was required to be able to comment on the issue.

On communication issues, most groups showed few signs of miscommunication. What caused communication problems were professional nouns, difficult words, contextual information, different grammar (how sentences are structured), and wrong verbs. Often the students had to guess. Only a few students asked directly to clarify. There were many typing or spelling errors, most of which did not cause communication problems except when the errors occurred in keywords like subject or verb.

### *Positive Impacts*

There were two main positive impacts of this NNS-NNS online communication: confidence booster and learning from each other. The students built confidence in their English and in themselves because (1) the activity made them less nervous about using English with foreigners because most had had no such experience, (2) it is less stressful in NNS-NNS communication as both sides were EFL learners, prone to making mistakes, and (3) this particular situation naturally led to more emphasis on communicability over form; students realized that they can communicate

using English despite ‘deficient forms’ (incorrect grammars, word usages, or even wrong spellings). The students learned not only their partners’ cultures, but also their own cultures, and more importantly, they became more motivated in learning English and self-aware of their problems in using English after seeing how other EFL learners used English. These findings are similar to another NNS-NNS email project between Danish and Japanese students (Fedderholdt, 2001) even though discussion forums were used instead in this project.

When asked about if they were worried about their English level for such intercultural communication, most Taiwanese were not worried. For those who did worry, their worry was gone after a few weeks, as more writing made them get used to it. Among the 56 Taiwanese students, 24 indicated that they were not worried, 16 worried, with 16 showing no indication. The students described how their confidence grew:

I wasn’t afraid communicating with other non-English-speakers. It’s concerned about confidence and personality. (A Taiwanese student)

Throughout this activity I knew that my English was understood by other foreigners. So I have confidence with my English. (A Taiwanese student)

The Japanese were more worried about whether they could be understood in English. 27 Japanese students said that they were worried, while 20 said not worried. Those who were worried did not have confidence in their English. But the experience helped them know that they can be understood in English. For those who did try to express themselves in English, some realized how difficult it is to use a second language to discuss a global issue, and this motivates them to upgrade their English level:

Of course I was worried whether I could get through to them in English. This is because I have never experienced such a communication. But I think my group member could understand me and did not find problems. According to having been studying English for a long time, it may be natural. I learned that I don’t have to hesitate when I communicate with others in English. (A Japanese student)

I should be more used to writing in English in order to lessen the worry. (A Japanese student)

For students, it was less stressful to communicate with other EFL learners using English. They were not so nervous using English because both sides were on equal footings in terms of the relationship to English. Some revealed that they might be more nervous if their partners were NS because they would have a different attitude:

I was not felt a pressure because group members were non-English-speaking foreigners. (A Japanese student)

I am worried about that my poor English will affect our communications. But actually their English are not very good, too. We could often discuss questions by simple English. (A Japanese student)

Honestly, facing the Japanese, I was less nervous and not worried about the English communicating problems, maybe both of us are Asian, and I had known some Japanese friend, they all are easily to understand and very kind. (A Taiwanese student)

If I really have a native-speaking exchange partner. I will become extremely anxious when I write the letters to my partner. It is not easy to write a fine letter to native-speaking students. (A Taiwanese student)

Another important reason that students gained confidence in their English is that in NNS-NNS communication, communicability rather than form is the focus. Being able to get the messages across is the mission, while using standard forms, a priority in formal instruction, is not important. Students learned that they could communicate using simple English with broken grammar, applying what they had learned in formal instructions in real world.

I used very simple words as much as possible. (A Taiwanese student)

I found that they not care about grammar so much... Maybe complex sentences and difficult words are not so important, and we need to focus more on fluently express our thinking. (A Japanese student)

I don't need to worry about my grammar and my expression style. They also use the second language as English; therefore it is more frank to talk

in English. (A Taiwanese student)

Some mistakes in grammar are not so serious. If there is a mistake, I could understand what they wanted to say because I could see that they tried to tell me their opinions sincerely. (A Japanese student)

Students learned to avoid confusing words or complicated expressions because they knew how difficult it would be to decode the message as EFL learners themselves. “Their meanings were not exactly what the words look like,” one student reflected on the experience. They learned not only how to express themselves using simple English (Globish), but also how to decode others’ Globish by guessing from cues in the discourse. The NNS-NNS exchange helped them better prepare for future interactions with other NNSs.

Since the participants were older EFL learners (university students), they were able to learn from others’ mistakes. They learned from each other by observing others’ usages of English. Seeing their partners or other participants with a better command of English motivated them to learn English better:

Their English skill is very high. I want to study English more and use it like them. (A Japanese student)

On the other hand, seeing strange usages also prompted them to reflect on their own problems in using English:

Sometimes I couldn’t really understand what my Japanese mates want to express. They used the wrong verbs so the meanings of the sentences were quite weird. I didn’t mean any discrimination. On the contrary, the situation made me reflect myself again. Maybe I had made those mistakes, too. They are like mirrors; I could learn many things from them. (A Taiwanese student)

We may have same problems in English so that we can help each other. (A Taiwanese student)

In addition to motivation and English learning, as in other intercultural

activities, the students learned about cultures of their partner and their own. Teaching global English inevitably involves learning local cultures and other cultures through English. Some students realized that introducing their own culture(s) was harder than understanding other cultures since they had taken many cultural norms for granted.

#### *NS Standards and Resistance*

In consistent with the result from the survey, most students revealed beliefs or ideas in line with the traditional ELT paradigm that positions NS as the model. Most students believed that to have good communication using English, whether with NS or NNS, the most important thing was standard and accuracy, which only the NS could provide. Authenticity, idioms, and NS cultures are also regarded as priorities in learning English.

I believe that English learners should be taught by native-English-speaker. The reason why I thought people should be taught by native-English-speaker is that if English learners tried to improve their English skills by exchange their opinions with non-English-speaking foreigner, they would repeat same expression over and over and could not find their own grammatical mistakes. (A Japanese student)

It is better just one of them make mistakes instead of two. (A Taiwanese student)

If we want to learn a language, there must be some interaction with that country's people. The culture would probably help you understand the language better. (A Japanese student)

In the traditional ELT paradigm, a language belongs to a country, which possesses a particular culture. English is a foreign language belonging to the Anglo-Americans. The results from the questionnaire (see Appendix) and students' reflection confirm that most students perceive English in accordance with the traditional ELT paradigm.

Only five Taiwanese and three Japanese students did not agree to the benefits of online communication with NS as part of English education.

Some were aware of the unfair advantages for the NS, while others felt the unequal relationship not feasible (one student even claimed that they would have to pay the NS because they'd be teaching English instead of doing intercultural communication). The disadvantages of exchange with NS include the pressure to perform and overemphasis on grammar and form, lack of confidence to face NS using English, and narrow worldviews only focusing on NS cultures.

Some people would feel a big pressure to talk with native-speaking students so that they may afraid of talking with them. (A Taiwanese student)

If we exchange e-mails with only native-speaking student, we cannot learn various thoughts for world situations. So I think it is important to exchange e-mails with non native-speaking students. Moreover there are many things only non native-speakers understand difficulty in English. So we can share various difficulties and discuss them. (A Japanese student)

I think the best way to enhance the English ability is to practice as much as you can. It is not about the nations. (A Taiwanese student)

Another student's reflection reveals how EFL learners related English proficiency level to identity:

I will afraid that they can't understand what I want to express, and I don't want to let them think Taiwan's students' English is not good. (A Taiwanese student)

For English learners in expanding-circle countries, English level becomes a symbol of their overall level, sometimes part of their value as a human being. If a person is good at English, the person would usually be regarded highly in other aspects. At a collective level, students are sensitive about this symbolic meaning when using English with NSs, who play the judging role. In NNS-NNS communication, as the emphasis shifts to intelligibility, students are less likely to worry about this issue, though those who see language as rules and standards may still focus on comparing English levels

(who is closer to NS norms). If teachers focus on accuracy (closeness to NS norms) and use proficiency levels as a yardstick to judge students, then students would probably imitate and judge their peers in a similar way.

## **DISCUSSION**

The findings support some conjectures regarding students' conceptions of English and are in congruence with the survey by Timmis (2002). While the students enjoyed having the opportunity to communicate with foreigners (either NS or NNS), when it comes to learning English, their preference for NS did not fade after the NNS-NNS experience. For those students who believed that grammar and form are important in communication (many did because of the education they received in previous stages), their preference for NS even increased after witnessing many grammatical and language errors from their NNS partners, though most students recognized the very fact that they could communicate without following correct grammars.

Communications with NS and NNS bring different benefits and problems. For NS-NNS exchange, from the NNS perspective, NS provides real usages of English which they can follow. But they may be too stressful to use English freely and may hold a biased attitude towards their counterparts (inferior feelings due to lower English proficiency levels). Even though the national languages (Chinese and Japanese) of the students are strong languages or regional languages boasting a large number of speakers, and as seen from the survey, many students regarded it necessary that NS learn the local language, in NS-NNS communication they still wonder what they can give their NS partners in return for the favor that the NS give by showing them correct English usages. Many students admitted the increased motivation having exchange with NS because of their preference for their cultural products and a desire to learn more about their cultures.

As for NNS-NNS communications, the process and the reflections point to many positive signs that students appreciated the opportunity and did learn a

lot from the experience. For those who communicated with a foreigner directly for the first time in their life, they gained confidence in themselves and in their English. For others the experience taught them to avoid difficult words and idioms for communicability. They had to try to use simple words, phrases, and sentences to have successful communication. Adaption and an open attitude were also developed in the process as they encountered different ways to use English in expressing various opinions. They learned to understand the meanings despite incorrect forms, which means that they had to apply high-level cognitive and pragmatic skills to decode what their NNS partners wrote. In addition, they became more aware of their own mistakes (We may make similar mistakes!), and this meta-cognition may be critical for self-improvement.

The fact that these Taiwanese and Japanese university students learned how to use English to communicate in this NNS-NNS online communication project illuminates an important issue in terms of NS norms in ELT in expanding-circle contexts. To be able to use English to communicate, some common NS norms students learn at the beginning stages have to serve as the linguistic foundation in communication. When students learn to 'use' English to communicate, it appears that the NS norms may be ignored and intelligibility becomes more important. The implication is that at secondary or tertiary levels after students have studied English for more than six years, the teaching goals should gradually shift to communicability, or the ability to use English as a lingua franca to communicate with both native and non-native English speakers. Learning English is different from 'learning to use' English to communicate, in particular in ELF contexts. English teachers at secondary or tertiary levels should help students apply what they learn into real world. Most students are still learning how to use English, so NNS-NNS interactions offer them real situations in which they can practice using English while boosting their confidence. This arrangement (NS norms as foundation, NNS agency later) provides a practical way to deal with the controversial NS norms issue for NNS learners (see the debate between Kuo, 2006 & Alptekin, 2007).

## CONCLUSION

NNS-NNS communication in ELT is just beginning to be accepted by English teachers and gradually students. The traditional ELT paradigm has been dominating the world for so many years that many assumptions and concepts about English teaching and learning remain deeply rooted. Ideally NNS students have many opportunities to communicate with both NS and NNS, learning different things from each. But when only limited resources are available, NNS-NNS communication may be a good choice, particularly for those EFL learners with low self-confidence, provided that they have achieved a competent proficiency level to use English in basic communications. After students have learned English (mostly based on NS norms) for some time to achieve an intermediate level, they can *learn to use* English with their NNS counterparts and learn to break free of NS norms to appropriate English usages for their own purposes and in their own styles.

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## APPENDIX

### Questionnaire on attitudes towards English and the results

This questionnaire asks about how you feel about English, and is not related to the course evaluation. The data will be kept confidential.

Year of Study: Major: Foreign languages (Taiwan) Business (Japan)

Gender: Females 46/56—82% (Taiwan) 13/38—34% (Japan)

Statement/ Strongly Agree (5), Agree (4) Okay (3), Disagree (2), Strongly Disagree (1)	Taiwanese (n=56)		Japanese (n=38)		$\rho$ value
	Mean	Std.	Mean	Std.	
1. English helps me learn about different world cultures.	4.57	0.57	4.47	0.76	
2. English native speakers should learn my language when they come to my country.	<b>4.20</b>	0.75	<b>3.74</b>	0.83	*0.008
3. I want to have a native-like accent.	4.39	0.76	4.29	0.90	
4. It is not important to be able to understand different English accents such as Indian, Korean, or Middle Eastern English.	<b>2.45</b>	1.03	<b>2.95</b>	1.18	*0.03
5. To learn English well, one must know a lot about American or British cultures.	<b>3.27</b>	0.73	<b>3.76</b>	0.85	*0.005
6. Having a local accent is fine with me.	<b>2.82</b>	0.99	<b>3.39</b>	0.97	*0.007
7. It's best to have native-speaking English teachers	3.36	0.94	3.61	0.95	
8. Correct grammar is important for me to	3.59	0.93	3.68	1.02	

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communicate with foreigners in English.					
9. Everyone in the world should learn English.	3.20	0.80	3.18	1.09	
10. When I speak English, I feel that I am a world citizen.	<b>3.55</b>	0.73	<b>3.00</b>	1.09	*0.008
11. I like English	<b>4.02</b>	0.88	<b>3.63</b>	0.91	*0.045
12. My English proficiency level is roughly (very good-5, very poor-1)					
In Reading	3.29	0.73	3.29	0.73	
In Listening	<b>3.18</b>	0.92	<b>2.53</b>	1.01	*0.002
In Writing	2.93	0.78	2.84	0.68	
In Speaking	<b>2.77</b>	0.85	<b>2.26</b>	1.06	*0.017
13. First started English learning at the age of	Third grade		Sixth, seventh		

\* A statistically significantly difference in an independent t-test

14. Abroad experience of one week or longer (Write down the destination, purpose, and duration)

Destination	When was the trip	Purpose	How long	Who went with you?
Example: Taiwan	10 <sup>th</sup> grade	Tour	Two weeks	Family / Friend

Japanese students had more abroad experiences than Taiwanese students.