Article

A discussion of English use
in Japanese society and EFL textbooks

IGARASHI, Yuko

1. Introduction

In English language education, English as a foreign language (EFL) textbooks play important roles. Firstly, the textbooks for learners can become the source of useful information as they represent target language speakers and their cultures. Secondly, instructors often use them to teach English, since the textbooks are available in numerous regions of the world. Because EFL textbooks possess these roles, they are subject to study; research of them has been done from various perspectives. For example, Shin, Eslami, and Chen (2011) researched internationally distributed EFL textbooks for post-secondary students to see whether multicultural perspectives are reflected in their design and contents. Gray (2010) examined changes in the contents and language use of popular EFL textbooks published by major British publishers from the 1970s to present. Yamada (2010, 2015) studied the contents of Japanese middle school EFL textbooks to determine which countries are influential to Japan.

   In 2020, I conducted a study of the English use in four EFL textbooks. 'English use' in this study means how English is presented in the textbooks; this study focused on what variety of English is used and who the interlocutors are in the textbooks. By doing so, I will determine how effective these textbooks are for developing Japanese university students' ability for successful communication with English speakers who are visiting or living in Japan. As an English instructor, I found that tailor-made versions of textbooks work better in my classroom and believe they should be designed for the students to be able to successfully interact with the predominant English speakers in the community they live in, and should also reflect the student's desire. Today, many Japanese university students desire interaction with English speakers from different linguistic/cultural backgrounds; their wish for this partly originates from the education policy by Ministry of Education, Culture, Sports, Science and Technology (MEXT) (2012), stating that its goal of English education is to nurture the learners' ability to interact with various people in English effectively in international settings.

   MEXT and English as an international language (EIL) have the same goal of '[preparing] the learners to use English to become part of the globalized world, which is linguistically

and culturally diverse' (Matsuda, 2012, p.169). Therefore, the EIL concept is useful in determining whether the textbooks sufficiently develop the learners' ability to interact with diverse English speakers.

The textbooks will be evaluated from the perspective of EIL. To do so, this paper adopts the following Matsuda's (2012) criteria developed for evaluating teaching materials: (1) the choice of the target variety, (2) adequate exposure to numerous English varieties and awareness of the English diversity, (3) the presentation of learners' variety, (4) the choice of target cultures, and (5) the appropriateness for local contexts. Of these criteria, this paper excludes the (4) criterion because my study simply examined the use of English varieties and conversation types (i.e., who the interlocutors are) in the textbooks; the focus of its investigation was spoken English. Generally speaking, major international publishers distinguish the textbooks into either American or British English. This distinction is attributed to a tendency that their audio CDs normally demonstrate apparent characteristics of either English types. Hence, checking spoken English makes it possible to identify what English varieties are used in the textbooks. I also examined the conversation types in their audio CDs to determine whether the interlocutors in learners' real-life situations are reflected in them.

This paper is composed of four major sections. The first section will provide some definitions of EIL and other related concepts. There are several study areas such as EIL, World Englishes and English as a lingua franca researching issues involved with the English diversity, and this section will illustrate similarities and differences of the areas. The second section will introduce the data from the Japanese government which helps us understand whom the Japanese use English to interact with in the Japanese society. Given the data, we can see the actual use of English in society that should be presented in EFL textbooks; the data illustrates what varieties and what conversation types learners need to learn from the perspective of the Japanese society. The third section will introduce the study data about what English varieties are used and who the interlocutors are in the EFL textbooks. From this data, we can see (1) what the target variety is in the textbooks, (2) whether the textbooks provide adequate exposure to numerous English varieties and raise enough awareness of the English diversity, and (3) whether they present Japanese English. At the end, this paper will argue whether the examined textbooks are designed to develop Japanese university students' ability to have successful communication with various English speakers visiting or residing in Japan. In other words, whether the textbooks match the local needs of English variety and conversation types will be evaluated through Matsuda's criteria, and the necessary aspects to include in EFL textbooks will be discussed.

2. EIL and other related concepts

EIL was initially proposed by Larry E. Smith in the 1970s. In his view, EIL is constructed by the following core principles: '(1) English belongs to those who use it, (2) EIL is a function not a form of language, (3) EIL is not a variety of English, (4) Mother-tongue English users need as much training in using EIL as non-mother tongue users, and (5) Language and culture are inextricably tied together, but English is not inextricably tied to any one culture'

(D'Angelo, 2013, p.4). EIL is developed on the basis of World Englishes (WE) (D'Angelo, 2012), which focuses on defining linguistic characteristics of many English varieties and the speaker's linguistic/cultural background (McKay, 2018). In WE, English varieties are often categorized into the following three concentric circles proposed by Kachru (1985): The inner circle variety meaning English spoken as a 'native' language, the outer circle variety referring to the one spoken as a second language, and the expanding circle variety 'learnt as a "foreign" language with no official status' (Galloway, 2013, p.787). Basically, each variety in Kachru's circles is given equal weight (McKay, 2018).

EIL is similar to WE since it is also interested in *content* (e.g., what language and cultural backgrounds speakers have, and at what level of English they are), but it is different in that EIL is concerned with *interaction / process* in intercultural communication by speakers from different backgrounds (e.g., what language is used in communication, and how it is used) (McKay, 2018). In intercultural communication in English, EIL is employed by speakers, regardless of whether they are native (L1) and non-native (L2), and their English typically shows differences deriving from their linguistic/cultural backgrounds. Thus, in their communication, EIL speakers often 'negotiate differences in forms and use of language in order to make themselves mutually intelligible and to achieve their communicative goals successfully' (Matsuda, 2018, p. 26). Similar to EIL, there is English as a lingua franca (ELF) which is also interested in *interaction* between various English speakers, but different in the way to see content; ELF does not particularly pay attention to linguistic/cultural backgrounds of the speakers (McKay, 2018).

Recently, Global Englishes (GE) has been used as an umbrella term for presenting all of the study fields examining issues related to the English diversity such as WE, EIL, and ELF (Galloway & Numajiri, 2020). In the teaching of GE, the boundaries between languages are not clear and no single variety of English is set as an acquisition target while learners are encouraged to develop strategies to be ready for multilingual communication (Galloway & Numajiri, 2020). Since GE is not highly concerned with the language boundaries, EIL is more appropriate for this paper which illustrates the use of English varieties in the EFL textbooks; the distinction between English varieties by Kachru's circles is crucial to show the use of the varieties in the textbooks.

McKay (2018) provides some principles of EIL from the educational perspective, two of which are selected below:

1. Given the varieties of English spoken today and the diversity of L2 learning contexts, all pedagogical decisions regarding standards and curriculum should be made in reference to local language needs and local social and educational factors.
2. Attention to the development of strategic intercultural competence should exist in all EIL classrooms. (p. 11)

In addition to McKay's principles, EIL is understood to embody the concepts that (1) English learners' acquisition target should not be restricted to the inner circle varieties, (2) they need to develop their ability to cope with the diversity of English, and (3) they need to have the understanding and respect for their own culture as well as others. These concepts are,

in fact, supported by many English language teachers and researchers such as Canagarajah (2007), D'Angelo (2012), Galloway (2013), Kirkpatrick (2007), and Kubota (2018) to make learners ready for functioning as appropriate English speakers in intercultural settings.

3. The use of English in Japan

Japan is a country where English is used neither in people's daily life nor in government offices. When Japanese people speak English, it is used as a common language to interact with people from different linguistic/cultural backgrounds. Then, from what region do the Japanese tend to communicate with people in English? To illustrate this, Kachru's three concentric circles are used here. Although his classification of English varieties by the three circles is criticized as having some flaws including the failure to reflect today's sociolinguistic use in English varieties (Galloway & Rose, 2014), it is useful to show the use of specific English varieties relevant to Japanese people. In the following sections, the use of English will be examined from the two aspects: (1) foreigners whom the Japanese may interact with in English in society, and (2) the use of English in workplaces.

3.1. Foreigners whom the Japanese interact with in English in Japan

Although many Japanese people do not possess English fluency, they have opportunities to interact with people from foreign countries in Japan. For them, the time to use English is normally limited to talk with foreign visitors and foreign residents.

3.1.1 Foreign visitors

When the Japanese interact with foreign visitors, English is probably the common language between them, regardless of their English levels, since it is a popular foreign language to learn at school worldwide; many of them possess some English-speaking ability. If visitors have some Japanese knowledge, they use Japanese in offices, shops, and restaurants. But this possibility would be low. There is a data set of visitors to Japan from the different countries provided by the Japan National Tourism Organization (JNTO). Figure 1 illustrates the top ten countries of visitors to Japan between 2015 and 2019.
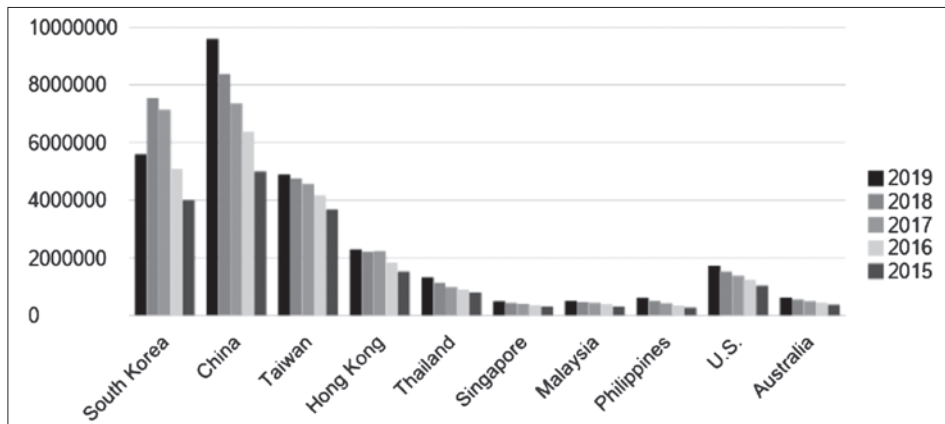
Figure 1 The number of foreign visitors to Japan by country from 2015 to 2019 (adapted by JNTO (2020))

As shown in Figure 1, people from China visit Japan the most among foreign visitors, those from South Korea the second, and from Taiwan the third. All of these countries belong to the expanding circle where people speak English as their L2, and they occupy the dominant position in foreign visitors to Japan. In the figure, visitors from the outer circle (Hong Kong, Singapore, Malaysia, and the Philippines) are also illustrated; countries in this circle have many L2 English speakers although they also have L1 English speakers. Obviously, as demonstrated in Figure 1, Japan receives a large number of visitors from the outer/expanding circles who are mostty L2 English speakers, although many people from the US and Australia (the inner circle) also visit Japan. This indicates that the Japanese usually communicate more with people from the outer/expanding circles than the inner circle in their society, most of whom are L2 English speakers.

3.1.2 Foreign residents
Japan has a very small number of foreign residents although it has been slightly increasing since 1990. They only occupy 1.4% of Japan's total population, as of 2015 (Statistics Bureau of Japan, n.d.): Among such residents, the country of origin of the largest group is China (29.2%), followed by South/North Korea (21.5%), the Philippines (9.8%), Brazil (7.2%), Vietnam (5.0%), the US (2.4%), and others (24.9%). Japan has various types of foreign residents, some of whom possess Japanese fluency because they are born in Japan and go through the Japanese education system; children who are born in Japan from non-Japanese parents are categorized as foreign residents. Others come to the country to live with their Japanese partner and/or family members, to work in companies and institutions, or to study, many of whom neither have Japanese fluency nor use English. In their daily life, they speak other languages such as Chinese and Portuguese.

The percentage of foreign residents in Japan is very low; however, Japan is nevertheless considered a multilingual society by its government who has published the *Comprehensive Measures for Acceptance and Coexistence of Foreign Nationals* for the purpose of realizing 'a society where Japanese nationals and foreign nationals are able to live safely and

comfortably together through the proper acceptance of foreign nationals and to realize a society of harmonious coexistence' (Ministerial Conference on Acceptance and Coexistence for Foreign Nationals (MCACFN), 2018, p.1). Because foreign residents are from many different countries, the *Comprehensive Measures* address the necessity of providing social services such as medical care and welfare services multilingually. These *Measures* also introduce some problems that foreign residents currently face including their children's education, information dissemination at the time of a disaster, and securing housing. To support their living in Japan, the *Measures* mention the necessity for the foreign residents to develop their Japanese language abilities. Put differently, the government recognizes the importance of providing Japanese language education to them. This recognition provides evidence that although multilingual situations exist in the Japanese society, English is not understood as a lingua franca between the Japanese and foreign residents by the government; these *Measures* do not mention encouraging people to use English in society nor provide support for their English education. Rather, it sees Japanese as a common language between them. The government's view is understandable and natural since many Japanese do not possess a high level of English competence.

3.2. The use of English in workplaces in Japan

Among foreign residents, a number of foreign workers are recognized in Japan. According to the data from the Ministry of Health, Labor and Welfare (2020), the ratio of foreign workers is also high for those from China, Vietnam, the Philippines, and Brazil. The largest group of foreign workers by country of origin is China (25.2%), followed by Vietnam (24.2%), the Philippines (10.8%), Brazil (8.2%), Nepal (5.5%), South Korea (4.2%), and others (21.9%), as of 2019. This data shows that Japanese people are likely to interact with foreign workers from the outer/expanding circles more than those from the inner circle in their workplace in Japan.

Foreign workers are generally required to understand Japanese in a workplace where their Japanese colleagues do not possess a sufficient foreign language ability. Also, many foreign workers do not speak English as their mother tongue since they are largely from the expanding circle. In fact, the Japanese government expects the workers to use Japanese in workplaces to communicate with their Japanese colleagues so that it promotes their Japanese acquisition (see MCACFN, 2020). This condition is typically seen in factories where most of the *Nikkei* (descendants of Japanese emigrants abroad) migrant workers are employed. Japan has many *Nikkei* Brazilian workers who are allowed to work in Japan to address the lack of an unskilled labor that Japan cannot provide within its own territory. Since the 1990s, they are preferred to other foreign workers due to the Japanese government's assumption that *Nikkei* people possess some knowledge of the Japanese language and culture and are therefore more likely to assimilate better into society. Because they speak Portuguese as their mother tongue, not English, Japanese employees in some factories are offered Portuguese lessons to enhance their interaction with *Nikkei* Brazilians (see Kubota & McKay, 2009). There is a fact that, in many workplaces where foreign workers engage, English is not used as a common language between the workers and their Japanese colleagues. Rather, Japanese works as a lingua franca.

There are some workplaces where English is used between foreign workers and their Japanese colleagues. However, such places are very limited, and the number of the Japanese who can speak English proficiently is relatively small. This condition led some researchers such as Kubota (2011) and Yamagami and Tollefson (2011) to see the Japanese with English competence as the elite: They are from middle- and upper-middle class families which can afford better education for their children (Yamagami & Tollefson, 2011). Some of these people engage in foreign-affiliated multinational companies. According to the Ministry of Economy, Trade, and Industry (METI) (2019), Japan has 3,266 such companies in 2017, many of which probably use English for communication. This can be supported by the finding from Peltokorpi and Vaara (2014) who researched corporate language policy in 285 multinational companies, and found that English is used as a common language there.

The Japanese government also provides data showing that a language used in offices in Japan from foreign-affiliated multinational companies' subsidiaries is generally English. Every year, METI asks the subsidiaries what factors prevent them from hiring Japanese employees. The following figure shows their answers in 2017 and 2018: the data in 2017 was collected from 2,588 of the subsidiaries, and that in 2018 was from 2,582 of them (METI, 2019).
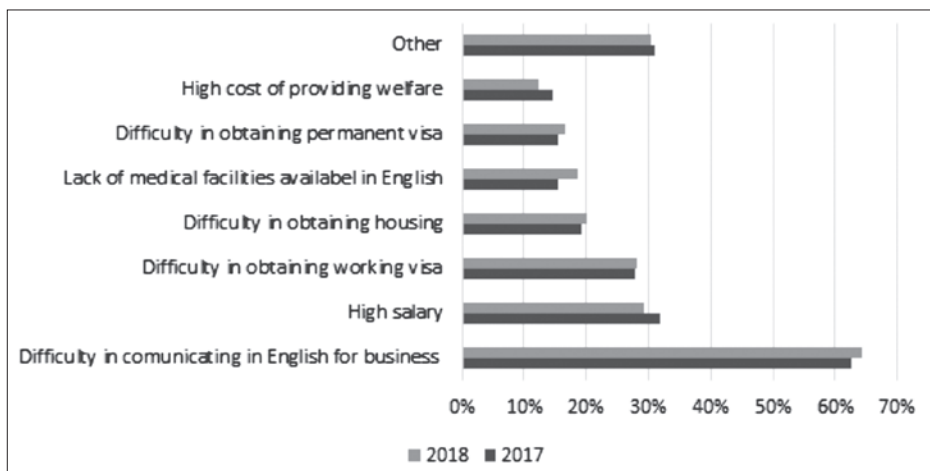

Figure 2 Obstacles that prevent foreign-affiliated subsidiaries from employing Japanese (adapted by METI (2019))

The biggest obstacle that the subsidiaries face is the Japanese people's incompetence of English, as illustrated in Figure 2. From the foreign companies' perspective, English proficiency is a necessary qualification for their workers, and the number of Japanese who possess this qualification is not sufficient enough. In general, English is the language used in communication in those offices where employees are usually multinational.

In workplaces, the Japanese who belong to the elite group probably interact with not only people from the inner circle but also the outer/expanding circles. As a matter of fact, not only the elite but also Japanese people in general are likely to interact in English with people from all three circles, but especially the outer/expanding circles due to many visitors and

residents from those circles. This suggests that it is better for Japanese university students to familiarize themselves with English varieties in not only the inner circle but also the outer/expanding circles in order to prepare for communication with L2 English speakers as well as L1 English speakers when learning English at school.

4. The study

I conducted a study to examine what English varieties and what conversation types are used in EFL textbooks; these are student books containing audio CDs from levels beginner to pre-intermediate. In this study, the following four EFL textbooks by Oxford University Press were examined: *Passport 1* (2nd edition), *Passport 2* (2nd edition), *Identity*, and *J-Talk*. I chose these textbooks because they are specifically designed for Japanese EFL learners, as indicated in the publisher's catalogue: The main characters in dialogues are Japanese, and their views and experiences living abroad or traveling are introduced in these textbooks. Since the textbooks target Japanese students, they may reflect the English use in Japan.

To illustrate the use of English in the textbooks, I raised the following research questions:

(1) Which circle's variety is used most in each textbook's CD?
(2) How often does a conversation between non-native speakers (NNS) of English occur?

The first question is to examine which circle's variety is valued in the EFL textbooks; the data will be illustrated according to Kachru's circles. Given the data, we can find what variety the textbooks designate as the learners' acquisition target. The data also helps us see whether the examined textbooks reflect the findings of English variety use in Japan that has not only the inner circle but also the outer/expanding circle varieties.

The second question of examining NNS-NNS conversation was raised to see whether the conversation types in the textbooks match those used in the Japanese society. An EFL textbook should include NNS-NNS conversation in addition to NS (native speakers)-NS conversation and NS-NNS conversation; this inclusion of NNS-NNS conversation can enhance the students' awareness that English is also used by speakers from the outer/expanding circles.

It is important to know the occurrence frequency of variety in each circle and conversation types because the most used variety/conversation type will suggest their strong influence on learners from the aural aspect. When listening frequently to the variety/conversation type, they can not only develop familiarity with it but also see it as their target, as pointed out by Galloway (2013) and Matsuda (2002); the way to present English varieties/conversation types in textbooks can affect how learners perceive them. In the next sections, this study's results are illustrated.

4.1. Question 1
The use of English variety by Kachru's circle in each textbook is examined by listening to a CD that includes three types of recording: (1) instruction, (2) conversation, and (3)

description/view presented by a speaker. In this study, first, the occurrence of English variety used in all of the three types of recording was counted by each circle, and then the occurrence percentage was calculated; the percentages are described in Table 1. Note that English variety in the outer/expanding circles in this context means that speakers use Standard English (SE), but retain the pronunciation coming from their mother tongue; some words are pronounced by the articulation/prosody of the speaker's mother tongue. In general, EFL textbooks are written in SE, the variety produced by 'full of careful pronunciation, conventional grammar and standard vocabulary' (Crystal, 2003, p.185). According to Widdowson (1994), SE is a written variety for institutional use so that it is seen as a model for pedagogical purposes. Due to the nature of SE, grammar is basically similar in EFL textbooks to American English and British English. In contrast, some differences are identifiable in the use of pronunciation and vocabulary.

Table1．The occurrence percentage of English varieties by circle

	Circle Name	**%**
Passport 1	inner	52.2
	outer	0
	expanding	47.8
Passport 2	inner	58.3
	outer	0
	expanding	41.7
Identity	inner	42.2
	outer	12.5
	expanding	45.3
J‑Talk	inner	55.4
	outer	5.2
	expanding	39.4

As shown in Table 1, English varieties from all circles are recognized in the examined CDs except for the CD of *Passport 1* and *Passport 2* which do not include the outer circle varieties. Of all the English varieties except *Identity*, the inner circle varieties are used most, and the outer circle varieties appear least in the CDs. In *Identity*, the use of inner circle varieties is almost as equal as expanding circle; both circles' varieties are largely used in the textbook. Among expanding circle varieties, the textbooks use Japanese accented English most. The frequent use of Japanese English confirms that the textbooks are designed for Japanese EFL learners.

　This study's results show that there is a strong tendency to use inner circle varieties in all textbooks except *Identity*, suggesting that the inner circle varieties are highly valued in the examined textbooks. Although the expanding circle varieties including English spoken by the Japanese are recognized in the CDs, we can see that the target variety in the examined textbooks is the inner circle ones.

4.2. Question 2

The second question examines the frequency of conversation between interlocutors. In order to see how often a conversation between NNS-NNS occurs and which conversation type appears most, the conversation in a CD of the four textbooks is categorized into the three types: (1) NS-NNS, (2) NS-NS, and (3) NNS-NNS. The following table shows the results.

Table 2．The occurrence percentage of conversation types

	Conversation Type	*%*
Passport 1	NS–NNS	73
	NS–NS	17
	NNS–NNS	10
Passport 2	NS–NNS	65.4
	NS–NS	17.3
	NNS–NNS	17.3
Identity	NS–NNS	100
	NS–NS	0
	NNS–NNS	0
J–Talk	NS–NNS	86.4
	NS–NS	13.6
	NNS–NNS	0

Table 2 illustrates that the conversation between NS-NNS occurs most, and that between NNS-NNS appears least. This clearly demonstrates that the examined textbooks use L1 English speakers (NS) as the main interlocutors of conversation with L2 English speakers (NNS) and that they do not focus on the NNS-NNS conversation.

5. Discussion

My examination of the four selected textbooks produced the following observations: (1) most use the inner circle varieties more than outer/expanding circle ones, (2) the outer circle varieties are rarely used, and (3) NS-NNS conversation is used more than the NNS-NNS one. Also, the government data about the actual English use in Japan revealed that the Japanese are likely to interact with people from all of the three circles, and more likely to communicate with people from the outer/expanding circles than the inner circle, suggesting that the Japanese have more chances to have NNS-NNS conversation. There is a mismatch in the use of English varieties and conversation types between the Japanese society and the textbooks.

These observations are restated through Matsuda's (2012) criteria, which are developed for evaluating teaching materials from the EIL perspective. First, the textbooks' target variety is the inner circle varieties, although they frequently use Japanese English. Second, the textbooks provide a sufficient amount of exposure to the inner circle varieties but not to the outer/expanding circle varieties other than Japanese English to learners. Judging from

these, we can conclude that the textbooks are unlikely to raise the learners' awareness towards the outer/expanding circle varieties and L2 English speakers sufficiently. The needs for the students to develop the ability to cope with the outer/expanding circle varieties and L2 English speakers are not well reflected in the textbooks, so that the textbooks do not satisfactorily meet the students' needs in Japan.

Learning English from the textbooks and any textbooks with these characteristics brings a risk to Japanese students in that they may develop an unfavorable attitude towards the outer/expanding varieties and L2 English speakers; they are largely concerned with the inner circle varieties but indifferent to the outer/expanding ones, by recognizing that the inner circle varieties spoken by L1 English speakers are their acquisition target. In fact, this has been happening to Japanese EFL learners; they tend to choose American/British English as their acquisition target, as pointed out by many including Galloway (2013), Hino (2012), Kubota (2018), and Matsuda (2003). Moreover, they are likely to perceive that (1) English is mostly spoken by people from the inner circle, as found by Galloway and Rose (2014), and (2) their interlocutors are simply those from the inner circle.

Crystal (2003) demonstrates that L2 English speakers outnumber L1 English speakers today, and Seidlhofer (2003) asserts that L2 English speakers 'will be the main agents in the ways English is used, maintained and changed,' and 'will shape the ideologies and beliefs associated with it' (p.7). This is the reality of the English use on a global scale and therefore should be reflected in the use of English in EFL textbooks. Learners need to learn linguistic features of the significant majority of L2 English speakers in the outer/expanding circles to be ready for interaction with them. Currently, however, these varieties and speakers are given little attention in the textbooks; thus, the learners will not recognize and appreciate the L2 English varieties and speakers. When they fail to value these, they ultimately will face difficulty in establishing successful intercultural communication with the speakers.

Then, what improvement is necessary for an EFL textbook targeting Japanese university students? Galloway and Rose (2017) as well as Matsuda (2012) contend that EFL learners should appreciate the English diversity, therefore the textbooks should increase the students' appreciation of plurilingualism, rather than setting a single variety as their acquisition target. This can be achieved by designing the textbooks so that as the students progress through the chapters of the book they will recognize that English is spoken by people in all three circles.

Also, a textbook must meet local needs in the choice of English varieties. In classrooms, it is impossible to learn numerous English varieties due to the scarcity of resources in teaching materials and the limited time of learning at school. Rather than blindly introducing any English varieties, a textbook should choose those used in the Japanese society. Matsuda (2018) contends that the goal of teaching EIL is to align language education practices within the real English use in society, so that teachers can better serve learners. This also applies to an EFL textbook. By using a textbook which reflects the actual use of English varieties in society, learners can familiarize themselves with their necessary varieties; by increasing their understanding of specific linguistic features of these varieties, they are better able to communicate with speakers of these varieties when exposed to them in real life.

Not only the choice of English varieties but also the proportion of presenting the varieties

from each circle and the occurrence of the three conversation types in an EFL textbook must be consciously determined for learners to develop a sense of neutrality towards English varieties and speakers. More precisely, the textbook for Japanese university students should contain more outer/expanding circle varieties than now and more NNS-NNS conversation than now. This is because Japan has many visitors and residents from the outer/expanding circles, and this social condition should match with the English varieties and conversation types in the textbook. If the textbook dominantly presents the inner circle varieties, or American/British English, as it currently does, there is no neutrality; Japanese university students will develop a perception that American/British English is preferred. Furthermore, they are likely to perceive that their interlocutors are simply L1 English speakers.

Also, an EFL textbook should reflect cultures which correspond to the English varieties used in the textbooks; in case of Japan, an EFL textbook should include cultural contents more from the outer/expanding circles. This is essential because cultural representations in language textbooks and learning of a particular target language are practically inseparable; language textbooks should be designed by taking account these two aspects: language learning and cultural/social learning (Risager, 2018). When cultural information is presented in an EFL textbook, it generally accompanies people's interaction in a society; accordingly, learners can understand how people behave in the target society, and this learning process helps them nurture respect towards the cultures and ultimately develop their intercultural competence. In EIL, the acquisition of intercultural competence is highly valued. Moreover, to nurture a sense of neutrality towards various cultures is greatly encouraged; any particular culture is not prioritized, but each culture is treated as equally valuable (McKay, 2018). An EFL textbook should promote the learners' appreciation of pluralism in culture and language while at the same time learning various aspects of their own culture for successful intercultural communication (McKay, 2002; Shin, Eslami, & Chen, 2011).

It is essential for an EFL textbook to contain the English varieties with the corresponding culture and conversation types similar to the real-life situations the learners will find in their country. Since each country varies in the use of those, this use needs to be examined for the production of an EFL textbook for each country. Thus, it is advisable for publishers to consider producing textbooks for local consumers whose needs are reflected, as pointed out by many including D'Angelo (2012), Gray (2010), and Hino (2018). When an EFL textbook for Japanese university students reflects their needs, the students' awareness and appreciation towards pluralism in language and culture increases as long as they have adequate exposure to the necessary English varieties. As well, they will shift their perception away from the inner circle varieties to the outer/expanding ones.

6. Conclusion

The EFL textbooks examined in this study are helpful to learners as they introduce several English varieties from different circles. However, this paper demonstrates that they do not satisfy Japanese university students' need for communication with English speakers from the outer/expanding circles. They are not well-designed to develop the students' ability to have successful communication with these English speakers. If the students are to

successfully communicate with English speakers from every circle, an EFL textbook should be designed with the local conditions in mind.

It is also advisable to apply the EIL perspective for EFL textbooks targeting Japanese university students because the introduction of varieties of English and their corresponding culture positively affects learners' recognition of English diversity and will help change any negative attitudes towards the outer/expanding circle varieties to positive ones, as demonstrated in research by Bayyurt and Altinmakas (2012) and by Galloway (2013). Therefore, some change in the textbooks from the EIL perspective is necessary to improve the learners' perception towards the outer/expanding circles.

My study of the textbooks has a limitation; the textbooks were not examined from a cultural aspect even though this paper recognizes the importance of culture in an EFL textbook. As addressed by Risager (2018) and Smith (as cited in D'Angelo, 2013), culture is firmly tied with language. My data of the English use provides evidence that the textbooks are not designed from the EIL perspective; however, there may even be more evidence should another study be done that examines the textbooks from a cultural perspective.

Many Japanese university students' goal of learning English is to acquire the ability for establishing successful intercultural communication with various English speakers. To help achieve their goal, an EFL textbook needs to be produced from the EIL perspective and must incorporate the students' needs in the English use.

References

Bayyurt, Y., & Altinmakas, D. (2012). A world Englishes course at a foundation university in Turkey. In A. Matsuda (Ed.), *Teaching English as an international language: Principles and practices* (pp.169-182). Clevedon: Multilingual Matters.

Canagarajah, S. (2007). Lingua franca English, multilingual communities, and language acquisition. *The Modern Language Journal*, 91(Focus Issue), 923-939.

Crystal, D. (2003). *English as a global language* (2nd ed.). Cambridge: Cambridge University Press.

D'Angelo, J. (2012). WE-informed EIL curriculum at Chukyo: Towards a functional, educated, multilingual outcome. In A. Matsuda (Ed.), *Principles and practices of teaching English as an international language* (pp.121-139). Bristol: Multilingual Matters.

D'Angelo, J. (2013). Special session review: Larry E. Smith, Using English as an international language in Hawaii. JAFAE Newsletter, 38, 4-5. Retrieved from http://www.jafae.org/file/010-news_letter/newsletter38.pdf

Galloway, N. (2013). Global Englishes and English language teaching (ELT) – Bridging the gap between theory and practice in a Japanese context. *System*, 41, 786-803

Galloway, N., & Rose, H. (2014). Using listening journals to raise awareness of Global Englishes in ELT. *ELT Journal*, 68(4), 386-396.

Galloway, N., & Rose, H. (2017). Incorporating Global Englishes into the ELT classroom. *ELT Journal*, 72(1), 3-14.

Galloway, N., & Numajiri, T. (2020). Global Englishes language teaching: Bottom-up curriculum implementation. *TESOL Quarterly*, 54(1), 118-145.

Gray, J. (2010). *The construction of English: Culture, consumerism and promotion in the ELT global course book*. New York: Palgrave Macmillan.

Hino, N. (2012). Endonormative models of EIL for the expanding circle. In A. Matsuda (Ed.),

Principles and practices of teaching English as an international language (pp.28-43). Bristol: Multilingual Matters.

Hino, N. (2018). *EIL education for the expanding circle: A Japanese model*. London and New York: Routledge.

Japan National Tourism Organization. (2020). Honichi gaikyakusu (2003nen kara) [Foreign visitors from 2003]. Retrieved from

https://www.jnto.go.jp/jpn/statistics/since2003_visitor_arrivals.pdf

Kachru, B. (1985). Standards, codification, and sociolinguistic realm: The English language in the outer circle. In R. Quirk & H. Widdowson (Eds.), *English in the world* (pp.11-30). Cambridge, England: Cambridge University Press.

Kirkpatrick, A. (2007). Setting attainable and appropriate English language targets in multilingual settings: A case for Hong Kong. I*nternational Journal of Applied Linguistics*, 17(3), 376-391.

Kubota, R. (2011). Immigration, diversity and language education in Japan: Toward a glocal approach to teaching English. In P. Seargeant (Ed.), English in Japan in the era of globalization (pp. 101-122). Palgrave Macmillan.

Kubota, R. (2018). *Eigo kyoiku genso* [Illusion of English education]Tokyo: Chikuma Shobo.

Kubota, R., & McKay, S. (2009). Globalization and language learning in rural Japan: The role of English in the local linguistic ecology. *TESOL Quarterly*, 43(4), 593-619

Matsuda, A. (2002). Representation of users and uses of English in beginning Japanese EFL textbooks. *JALT Journal*, 24(2), 182-200.

Matsuda, A. (2003). The ownership of English in Japanese secondary schools. *World Englishes*, 22(3). 483-496.

Matsuda, A. (2012). Teaching materials in EIL. In L. Alsagoff, S.L. McKay, G. Hu, & W.A. Renandya (Eds.), *Principles and practices for teaching English as an international language* (pp.168-185). New York and London: Routledge.

Matsuda, A. (2018). Is teaching English as an international language all about being politically correct? *RELC Journal*, 49(1), 24-35.

McKay, S.L. (2002). *Teaching English as an international language: Rethinking goals and approaches*. Oxford, UK: Oxford University Press.

McKay, S.L. (2012). Teaching materials for English as an international language. In A. Matsuda (Ed.), *Principles and practices of teaching English as an international language* (pp.70-83). Bristol, Buffalo, Toronto: Multilingual Matters.

McKay, S.L. (2018). English as an international language: What it is and what it means for pedagogy. *RELC Journal*, 49(1), 9-23.

Ministerial Conference on Acceptance and Coexistence of Foreign Nationals (MCACFN). (2018). Comprehensive measures for acceptance and coexistence of foreign nationals (Provisional translation). Retrieved from http://www.moj.go.jp/content/001301382.pdf

Ministerial Conference on Acceptance and Coexistence of Foreign Nationals (MCACFN) [Gaikokujinzai no ukeire/kyosei ni kansuru kankei kakuryo kaigi]. (2020). Gaikokujin no ukeire/kyosei no mameno sogoteki taiosaku (Reiwa 2nendo kaitei) [Comprehensive measures for acceptance and coexistence of foreign nationals (Revised in 2020)]. Retrieved from http://www.moj.go.jp/content/001323661.pdf

Ministry of Economy, Trade and Industry (METI). (2019). Dai 52kai gaishikei kigyou doko chosa (2018nen chosa) no gaikyo [A summary of the 52nd survey about the trend of foreign-affiliated companies conducted in 2018]. Retrieved from

https://www.meti.go.jp/statistics/tyo/gaisikei/result/result_52/pdf/2018gaikyo-k.pdf

Ministry of Education, Culture, Sports, Science and Technology (MEXT). (2012). *Shiryo 2: Gurobaru jinzai no ikusei ni tsuite* [Document 2: On nurturing students as people who are capable of communicating others successfully in international settings]. Retrieved from https://www.mext.go.jp/b_menu/shingi/chukyo/chukyo3/047/siryo/__icsFiles/afield-file/2012/02/14/1316067_01.pdf

Ministry of Health, Labor and Welfare. (2020). Gaikokujin koyo jokyo no todokede jokyo ichiran (Rewa gannen 10 gatu matsu genzai) [A list of the employment of foreign workers on the notification basis (As of October 2018)]. Retrieved from https://www.mhlw.go.jp/content/11655000/000590311.pdf

Peltokorpi, V., & Vaara, E. (2014). Knowledge transfer in multinational corporations: Productive and counterproductive effects of language-sensitive requirement. *Journal of International Business Studies*, 45, 600-622.

Risager, K. (2018). *Representations of the world in language textbooks*. Bristol, UK: Multilingual Matters.

Seidlhofer, B. (2003). A concept of international English and related issues: From 'real English' to 'realistic English'? Strasbourg: Council of Europe, Language Policy Division.

Shin, J., Eslami, S.R., & Chen, W. (2011). Presentation of local and international culture in current international English-language teaching textbooks. *Language, Culture and Curriculum*, 24(3), 253-268. DOI: 10.1080/07908318.2011.614694

Statistics Bureau of Japan. (n.d.). Dai 13 sho: Gaikokujin jinko [Chapter 13: The population of foreign residents]. Retrieved from https://www.stat.go.jp/data/kokusei/2015/pdf/waga13.pdf

Widdowson, H. (1994). The ownership of English. *TESOL Quarterly*, 30, 379-389.

Yamada, M. (2010). English as a multicultural language: Implications from a study of Japan's junior high schools' English language textbooks. *Journal of Multilingual and Multicultural Development*, 31(5), 491-506. DOI: 10.1080/01434632.2010.502967

Yamada, M. (2015). *The role of English teaching in modern Japan: Diversity and multiculturalism through English language education in a globalized er*a. London and New York: Routledge.

Yamagami, M., & Tollefson, J. W. (2011). Elite discourses of globalization in Japan: The role of English. In P. Seargeant (Ed.), *English in Japan in the era of globalization* (pp.15-37). Palgrave Macmillan.

(IGARASHI, Yuko, Professor, College of International Relations, Ritsumeikan University)

日本の社会並びに大学生用英語教科書での
英語使用状況に関する研究

　日本の官公庁が発表している外国人居住者や旅行者に関するデータによると、日本人は、国内で英語圏（inner circle）のみならず非英語圏 (outer/expanding circles) の英語話者と交流する機会があることが示されているが、特に非英語圏の出身者と交流する機会が多いことが表されている。この非英語圏の英語話者は、英語圏の話者とは異なる言語学的特徴を持った英語を話すことが知られている。

　日本の大学生の多くは、外国人とうまくコミュニケーションを図れるようになることを目標に英語を学習しているが、この目標は「English as an international language（EIL）」が重要視していることでもある（参照：McKay, 2018; Matsuda, 2018）。よって、EIL の教育に対する考え方を英語教育に組み込むことで、日本人大学生の上記目標を達成に導くための教育が効果的に実施できると考える。EIL では、多様な英語話者とうまくコミュニケーションを図るために必要な能力の育成には、様々な英語の特徴や文化の学習が必要で、特に学習者自身の居住国の状況に合った英語変種や文化の学習が重要であるとしている（McKay, 2018; Matsuda, 2018）。従って日本の英語教育では、英語圏のみならず非英語圏の英語話者に対応できる能力を育成することが必要となっていると言える。

　筆者は 2020 年に、多様な英語に対応できる能力を育成するという観点から日本の英語教育の現状を明らかにするために、大学生用英語教科書の英語使用状況に焦点を当て、これが上記能力を育成できるように構成されているのかどうかを調べた。具体的には、日本の大学生用英語教科書 4 冊の英語変種（inner circle, outer circle, expanding circle 別）の使用状況と会話従事者（英語母語話者なのか、非英語母語話者なのか等）の出現状況を調査したが、その結果、inner circle の英語並びに英語母語話者対非英語母語話者の会話が多く用いられているという状況が明らかになった。これは、調査対象の教科書には非英語圏の英語話者とも交流する機会が多い日本の状況が反映されておらず、そのため多様な英語話者とうまくコミュニケーションを図れるように日本人大学生を育てるという視点から教科書が構成されていないことを示している。このような教科書を使用して行われる英語教育では、学習者が非英語圏の英語話者とうまく交流していくために必要な言語学的能力を習得することは難しいと考えられる。本稿は、日本人大学生の「外国人とうまくコミュニケーションを図れるようになる」という目標の達成を手助けするためには、大学生用英語教科書での英語使用状況の改善が必要であるとして、この改善のための内容を EIL の観点から示す。

（五十嵐　優子，立命館大学国際関係学部教授）