

2022/01/10

YYYY/MM/DD

To Dean of Graduate School of International
Culture and Communication Studies,

Examination Committee

Chief Examiner IINO, Masakazu 印 Signature

(Affiliation・Title: FIRE/Professor)

Sub-Examiner MURATA, Kumiko 印 Signature

(Affiliation・Title: Faculty of Education and Integrated Arts & Sciences/Professor Emeritus)

Sub-Examiner SADOSHIMA, Saori 印 Signature

(Affiliation・Title: FIRE/Professor)

Sub-Examiner 印 Signature

(Affiliation・Title:)

The Examination Committee members report the results of the dissertation examination and the oral defense below.

1. Degree: Doctor of Philosophy (in International Culture and Communication Studies)

2. Curriculum Doctorate (*Katei Hakase*) ・ Dissertation Doctorate (*Ronbun Hakase*)

*Please delete either one.

3. Examination period

Dissertation examination: From 2022/11/11 To 2022/12/16
YYYY/MM/DD YYYY/MM/DD

Oral defense: 2022/12/16
YYYY/MM/DD

4. The results of the dissertation examination and the oral defense

*Please write down Pass or Fail in both categories.

Dissertation examination: **Pass**

Oral defense: **Pass**

5. Summary of the Dissertation

As per attached sheet

6. Table of Contents

As per attached sheet

7. The results of the dissertation examination and the oral defense

(About 3,000 characters in Japanese or 1,000 words in English)

(1) Evaluation and summary of the dissertation examination

(Including Summary of the Dissertation)

The examiners unanimously agreed that Simon Perry's written work fully satisfies the requirement for a doctoral dissertation in the field of international culture and communication. The contributions of his study are described below.

This is a research project that seeks to get an insight into NNEST's (Non-Native English-Speaking Teachers) perceptions of pedagogic change within ELT (English Language Teaching), with a focus on ELF (English as a lingua franca) and translanguaging being used more in curriculums in the field. The project also focuses on NNESTs embracing hybrid language policies, which can be defined as embracing multiple linguistic concepts that serve the same communicative objective. Something hybrid is of mixed character and composed of different elements, which reflects the use of ELF and translanguaging in a fluid multilingual manner. What's more, the thesis states that the enhancement of NNEST portfolios to attract credit as 'investors of the self' is an aspect of human capital that can be adopted by NNESTs to increase their self-esteem and encourage potential investors to view them as relevant players in a global landscape that appreciates linguistic diversity and pluralism as well as transnational experience. The research sheds light on novel and innovative methods that can be embraced to ensure the equity of NNESTs in the field of ELT, which can be influenced by the recognition of and adoption of hybrid language concepts. As such, the stated research

questions for this thesis were:

- How can plurilingual/ hybrid pedagogies enhance the professional legitimacy of NNESTs?
- Through self-appreciation how can NNESTs gain enfranchisement in the field of ELT?
- How do NNESTs consider the evolution of language teaching, and their involvement within it?
- Are ELT institutions open to change regarding the status of NNESTs?

There was an analysis of research done covering the topic of NNESTs, which included an overview of their perceived proficiencies and deficiencies, and how research has shown that students do not necessarily perceive NNESTs to be lesser teachers. There was also a review of research that has been conducted regarding the socio-cultural dimension of NNESTs within the ELT industry and discrimination that has been prevalent in this dimension, including the employment issue and how this continues to be balanced against NNESTs. Within the dichotomy of NNESTs and Native English-speaking teachers (NESTs), there is an imbalance that favors NESTs due to their status as native speakers. In the section on human capital, there was a focus on Michel Foucault and his ideas of the self-entrepreneur and homo oeconomicus being the ideal concepts in which to position individuals in a world climate of neoliberalism and financialization. This was supplemented by a review of Michel Feher and his ideas of asset appreciation and self-appreciation. There was a review on ELF and translanguaging as hybrid language concepts that can be exploited by NNESTs in a manner that would enhance their portfolios. The history of research into ELF and translanguaging was analyzed as well as how they are conceptualized. They were reviewed primarily from a pedagogic standpoint and how they will evolve in the future was considered. The final section of the literature review explores the concept of neoliberalism and its influence on the ELT industry.

Regarding methodology, narrative interviews were employed to gain data that would give insights into NNEST perspectives on the issues discussed in this research. The experiences and opinions of the 10 NNEST participants were used as data. Each participant was interviewed three times with the length of each interviewing ranging from between 40 minutes to 1 hour. There was also website 2.0 analysis, which included social media, vlogs, and blogs. The 35 participants used from the website 2.0 sources were NNESTs working globally, and it offered more insights into the issues discussed in this research. The sites of analysis included 12 YouTube vloggers, 16 bloggers on their personal blogs, 2 Facebook users, and 2 Twitter users. An analysis of ELT institutional websites in Japan and the Philippines was also conducted to discover inconsistencies between recruitment policies and institutional discourse regarding the teaching of English. The sampling consisted of 2 ALT hiring

institutions, 7 private ELT companies for adults and children, and 7 private ELT companies in the Philippines with the highest student numbers and revenue.

The findings demonstrate that NNEST's awareness of hybrid language concepts and how these can aid their quest for equity in ELT is low. However, there was recognition that these concepts were being utilized and practiced in their social and professional lives daily even if they were unaware of the terminology. The participants were exclusively aligned with traditional notions of human capital, but it was a common thread throughout the discussions that this hadn't been successful in achieving equity for NNESTs in the field of ELT internationally. They were keen to explore novel methods of improving their professional portfolios and sensed that the 'multilingual turn' would be beneficial for them. There was agreement that the incorporation of hybrid language concepts, such as ELF and translanguaging, into ELT pedagogy would, due to their linguistic trajectories and experience in multilingual spaces, aid both the participants and their students, thus enhancing their self-esteem and status within their chosen field. Regarding ELT institutional website analysis, it could be seen that the increase in NNEST recruitment outside of their countries of origin is likely due to financial motivations rather than a shift in pedagogic ideologies towards more hybrid concepts such as the incorporation of ELF and translanguaging. The discourse on the websites still points to NS standards and integrative motivation towards western English-speaking countries. This discourse was also prevalent on the Filipino ELT institutional websites, where the teacher workforce is overwhelmingly comprised of NNESTs, signaling that attitudes are not changing and there is little recognition of the inherent skills that NNESTs possess in the 21st century global landscape. It was also revealed that a potential form of discrimination based on the locating of NNESTs within Japan is being practiced, which was termed as ruralist discrimination in the thesis. This was demonstrated through a small quantitative study of teacher postings in rural and urban locations with the JET organization, but the candidate stated that more empirical research needs to be conducted into this area.

(2) Summary of the oral defense (including Comments and Questions)

The oral defense took place on Friday, December 16, 2022, from 2pm to 3:15pm, in Building 11, Room 805. The candidate gave a 30-minute presentation using PowerPoint, followed by comments and questions raised by the three examiners and eight fellow graduate students.

Sub-examiner 1 commented and suggested there was not enough mention of scholars' works on pragmatics, the conclusion of review of neoliberalism needed to be better linked to

the theme of the research, and the review of critical discourse analysis (CDA) in the methodology section could be more detailed. Sub-examiner 2 commented that a couple of the 'grand tour' questions stated in the methodology section seemed a little loaded. Chief examiner commented on the researcher's paradox of being a NEST.

The three examiners concluded unanimously that the candidate fulfilled the requirements of the oral defense.