

**THE RHETORIC AND REALITY OF THE ENGLISH LANGUAGE AND
INTERNATIONALISATION: STAKEHOLDER PERSPECTIVES ON VARIETIES OF
ENGLISH AND INTELLIGIBILITY WITHIN HIGHER EDUCATION IN COUNTRIES
CATEGORISED AS NATIVE SPEAKING**

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ABSTRACT

This work investigates practical realities of international socio-cultural inclusivity from a linguistic point of view in a context of International Higher Education. It speculates that linguistic inclusivity in International Higher Education appears to be merely rhetoric when it comes to the adaptation to and accommodation of Non-Native varieties of the English language on the basis of intelligibility. The need to consider this rhetoric as against what obtains in reality was strengthened by a conflicting tension observable in the literature and by certain Higher Education practices in countries categorised as Native Speaking (NS). The tension has to do with the conflict in global English discourse between the Standard English (SE) camp and the World English (WE) one. While scholars of the former advocate for sustaining the Native Speaking (NS) varieties as the 'standard' in the international use of the English language, scholars of the latter state that Non-Native (NNS) varieties could also be standardised in their own rights. International Higher Education appears to be favouring the SE side of the divide over WE, as can be seen for example on the dependence on NS-based testing systems through IELTS and TOEFL or their equivalents for recruitment and selection of both international students and international staff. This work starts from the premise that true 'internationalisation', socio-cultural inclusivity and integration is meant to be void of any superiority views or practices that favour one socio-cultural group over another, even linguistically. With this in mind, the project set out to investigate perceptions on linguistic inclusivity in International Higher Education, albeit with recognisable limitations on generalisability of the results of the findings, because this study is considered as the beginning of a more wide-reaching research gap area.

In order to achieve the stated purpose above, data was gathered from students-as-stakeholders and managers-as-stakeholders on their orientation towards international NNS scholars and academics who possess country-specific varieties of English which are clearly different from those of the NS. A two-sided innovative approach aimed at testing for intelligibility, as well as gathering perception on and seeking orientations of NNS/WE speakers was employed. It involved the use of an IELTS listening test, where the recorded speakers were NNS/WE users, and a post-test perceptions questionnaire, administered to the student participants. There was also the use of focus group discussions aimed at spurring more in-depth and insightful orientations towards NNS varieties from the students. The orientation of the management participants, which had more to do with how NNS/WE varieties of English influence their recruitment and selection decisions, were collated through interviews.

The findings showed that although both stakeholder groups identify with the need for, and importance of socio-cultural integration, their linguistic orientations towards NNS/WE varieties of English, were negative and influenced by subjective judgements that favour the upholding of SE or NS based standards and competences over WE or NNS ones. The findings also particularly showed that even when NNS/WE speakers are intelligible, the varieties of English they possess is not considered worthy of acceptance for academic, scholarly or teaching roles in the supposedly 'international' or 'internationalising' Higher Education environments.

It was therefore concluded that there appears to be contradictions in the equal opportunities and diversity claims within the two International Higher Education institutions surveyed when it comes to linguistic communicative realities involving the use of the English language as a lingua franca. This is because, while the rhetoric projects the propagation of inclusivity and integration, the reality with major stakeholders appears to still be in sharp contrast with the overall meaning of international accommodation, adaptation and acceptance, particularly as it concerns linguistic differences that are peculiar to Non-Native users of the English Language.

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ABBREVIATIONS AND ACRONYMS

EFL – English as a Foreign Language

ELF – English as a Lingua Franca

HE – Higher Education

HEA – Higher Education Academy

LF – Lingua Franca

NS – Native Speaker

NNS – Non-Native Speaker

SE – Standard English

WE – World English(es)

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DEDICATION

In honour, this work is dedicated to my parents, Mr and Mrs F, Young.

PREFACE

I first became interested in the adaptation and accommodation issues of non-native varieties (NNS) of the English language as an international student studying in a British University. I observed various reactions; some of which were unaccommodating, disapproving or condescending of non-native varieties and accents of the English language. The negative reactions were basically displayed towards NNS students and staff. These reactions were however not so for the native English speakers (NS) or people who were considered to have near-native accents. Moreover, practices within internationalising HE institutions appeared to encourage this divide by certain English language competence determiners which are native-speaking oriented, such as the IELTS, TOEFL and equivalents test.

I became much more interested in moving these conflicting observations to more practical findings when I started working as a teacher within internationalising HE institutions in the United Kingdom. With a non-native accent myself; I became conscious of how my variety was being perceived.

Over time I considered the overall integration agenda which the internationalisation of HE is meant to foster particularly linguistically as appearing contrary to what obtains in practice and decided to take a critical look at this situation from a more practical research stance particularly as it concerns the perspective of major HE stakeholders, and a selection of existing NNS varieties.

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AUTHOR'S DECLARATION

This thesis is the author's own work. Data gathered for the initial pilot studies included in this work has been used in an International Migration Studies Conference presentation by the researcher. This conference was sponsored by the World Universities Network (WUN) in the USA where participating research students were required to give a presentation on data gathered for any relevant piece or stage in their research work.

CHAPTER ONE

INTRODUCTION

1.1 RESEARCH AREA AND DISCIPLINARY FIELD

This research is intended as an addition to knowledge in two broad fields. On the one hand, it aims to fill a gap in knowledge in the area of International Higher Education, represented by journals such as the Journal of Studies in International Education. On the other, it also belongs to the broad disciplinary field of Applied Linguistics, having to do with practical applications in language studies, and in particular to the sub-field(s) of English as a Lingua Franca, English as an International Language and World Englishes.

Considerable research has been conducted in these two broad fields but little has been achieved in bringing them together. A clear gap has been identified at one of the points where the two areas converge; where English is used as a lingua franca, in a Higher Education context within countries thought of as Native English Speaking (NS) countries. Some background information leading into the introduction of the gap follows subsequently.

1.1.1 INTERNATIONALISATION IN HIGHER EDUCATION

It is a well-established fact that governments, organisations and Higher Education institutions, amongst other establishments, have aligned, or are in the process of aligning, with internationalisation in one way or the other. There is hardly any major

establishment in the world where 'globalisation' and 'internationalisation' is not part of the blueprint. These days, globalisation and internationalisation trends are not only concentrating on macro-economic and political spheres but receiving significant attention at organisational and institutional levels within and across nations.

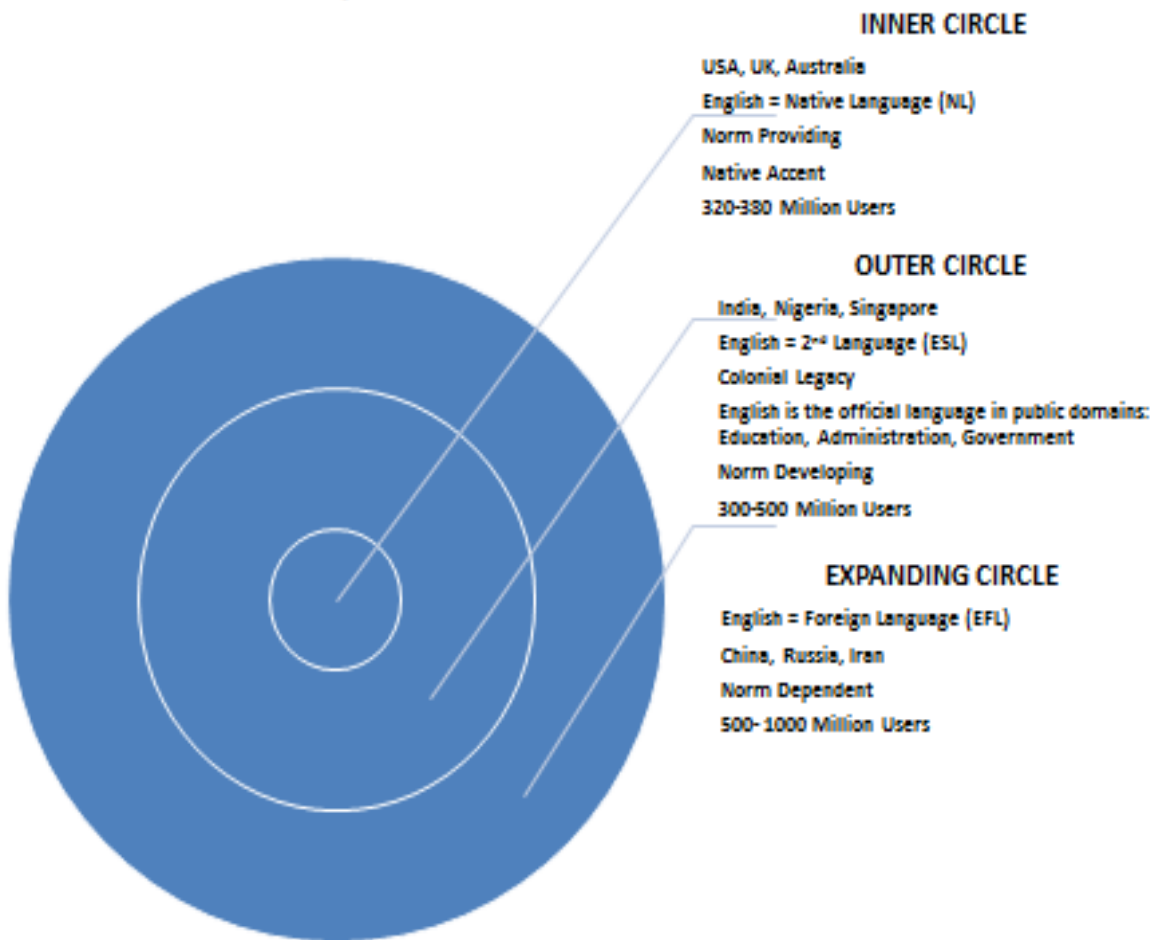
The Higher Education sector, particularly in the Western world, has been evolving with claims and strides towards internationalisation in recent times (Knight 1999; Altbach and Knight, 2007; Altbach, Reisberg and Rumbley, 2009). The Internationalisation discourse appears to be emerging with top priority within Higher Education generally, but in particular, and for the focus of this work, in countries thought of as Native Speaking (NS) including the UK, USA, Canada, Australia and other designated countries. From top to bottom, emphasis is being placed on cultural inclusiveness with equal opportunity and diversity policies and practices documented within these institutions. Aside a portrayal of these on policy documents, brochures, billboards and on display screens within and outside these institutions, there is hardly any HE or University website in Native Speaking countries without an international strand or pages aimed at reflecting their involvement with internationalisation. These HE institutions have at least a written policy or document to reflect this. Some Higher Education institutions appear to be making notable advances in this direction and have formed various means by which they pride themselves on their internationalisation accolades. De Wit (2011:242) observes that 'the international dimension and the position of higher education in the global arena are given greater emphasis in international, national and institutional documents and mission statements than ever before.'

Top on the list of the internationalisation agenda, aside the internationalisation of the curriculum (HEA, 2014), is the fostering of multiculturalism and inclusivity (Knight, 2008). And one of the ways this is being embedded, maintained or sustained is in the recruitment of international staff and students for work and study respectively.

1.1.2 VARIETIES OF ENGLISH IN A GLOBAL CONTEXT

The English language is no doubt the world's most spoken lingua franca and the fact that it is spoken in different nations, regions and localities of the world makes for the characteristic features that distinguish one variety from the other. Importantly for this work, these differences make for groupings and categorisations that are linked to certain or particular varieties. Amongst the categorisations, given in the literature, of all English users, Kachru's (1985) categorisation stands out particularly for the purpose of this research. Kachru categorised world English users into three concentric circles; Inner, Outer and Expanding. Although Kachru's groupings have been contested in the literature, justifications on its choice for this work will be dealt with in the literature review. The adapted, popularly-circulated illustration below is given here as a guide to the categorisations. Numbers of speakers reflected in the circles may vary, particularly in recent times with the current, unprecedented spread in numbers or users of the English language around the world.

Adapted Kachru's Three-Circle Model



Figures Adapted from Crystal, D. (1999)

Lingua franca in itself is necessary when a group of people require a common language of communication and understanding. An important consideration, however, lies in the fact that this common language, or LF, which appears to exist with global acceptance and use in international contexts today, can be said to come with a distinctive twist from a more critical outlook, particularly in relation to the idea of 'common'. This twist is observable in the fact that although the English language is generally regarded as LF in global and international contexts, the categorisations as

seen in Kachru (1985), for example, establish uniqueness in the differences or varieties that come with the global use of the English language. These varieties can be categorically said to place English as a Lingua Franca (ELF) under a twofold threshold in which they have a great deal in 'common' but are also uniquely 'distinct' (Kachru, 1985, Canagarajah, 2006, Jenkins 2014). It is important to state however that this distinctive twist of ELF in the context of global English language use has propelled debates that apparently accord superiority status to some English language varieties over others. The issues around the superiority of Standard English (SE) over World Englishes (WE) or Non-Native Englishes (Canagarajah, 2005) will be introduced in more detail subsequently in this chapter and then extensively discussed in the review of literature in the next chapter.

Varieties of English in an ELF context can be described as transient, particularly in the wake of global trends and internationalisation. Jenkins (2014) describes the impact of internationalisation as creating challenges in several areas which include that in relation to social interaction. She (2014:6) makes reference to 'grassroot interconnectedness' and 'homogenizing from above' with the former indicating basic or everyday use of the English language for multi-cultural communication purposes and the latter indicating stakeholder perspectives of how the English language should be used according to SE superiority expectations and a reliance on native norms. Higher Education institutions in NS countries do not appear to be exempt in this conflict as will be observed in more detail subsequently.

1.1.3. ELF IN HIGHER EDUCATION CONTEXTS IN NATIVE-SPEAKING COUNTRIES

The language of academia within Higher Education in NS nations is the English language and therefore basically considered as the lingua franca. It is however impossible for all users of the English language within HE to be users of the NS variety. The result of international recruitment of students and staff in HE institutions in NS countries means the attraction of different varieties of the English language. The implication of this is that increasing numbers of students, both home and international are being faced with multiple variations of the English language in communication amongst themselves and, with rising concerns, in teacher/student interactions.

Some international students, particularly from the Expanding Circle regions or countries where the users are categorised as foreign users (EFL), appear to have had little or no exposure to interactions with varieties of English other than their own, and Inner Circle (or NS) varieties. These groups of students generally learn the English language as 'norm dependent' on the NS 'norm providers', which could pose a problem if there is nothing put in place to practically ensure acclimatisation to other NNS varieties, because the propagation of socio-cultural or multi-cultural integration within the internationalising HE institutions, particularly from the linguistic point of view, will be limited to rhetoric. The big question however lies in an attempt to find out how major stakeholders within HE (which include managers, teachers and students) from the three concentric circles with different linguistic backgrounds orient towards having linguistic variations of the English language as the sole lingua franca

particularly when the variations are distinctively different from theirs or the one(s) they have been or are being taught, trained and tested by.

1.2 RESEARCH FOCUS AND ESTABLISHING THE GAP

The literature around the global use of English was for a long time characterised by two opposing camps: those advocating a standard form of the language and those in favour of establishing several standard forms. To an extent, the debate arising from the two sides is still current. With arguments in favour of one over the other (Canagarajah, 2005) SE (Standard English) and WE (World English) debates predate ELF and continue to rage while ELF rides above or alongside. In the literature and studies related to ELF and varieties of English in use, this conflict is still prevalent amongst English language scholars and invariably amongst users within internationalising organisations and institutions.

Within these internationalising institutions, one of the ways of achieving socio-cultural integration and multi-cultural inclusivity is through effective communication and this communication comes through the use of a lingua franca. The English language is apparently meant to be used within and in multicultural settings to bridge the divide between people with different languages. But unfortunately, this chosen lingua franca is plagued with debates centred on SE and WE preferences. While SE is used to suggest superiority and originality, WE are considered inferior by some and by some others as means to propagate accommodation and adaptation based on intelligibility (Nelson, 2011; Canagarajah, 2005).

It is important to note here that 'WE' includes and can be used interchangeably with NNS and Kachru's Outer Circle in particular for this research. This is because the English users under these (NNS and Outer Circle) categories also fall under WE (World English) users. This WE categorisation is particularly so, when used as opposed to the SE (Standard English users; which also refer to NS users). One of the major considerations that inform this study is based on the SE versus WE conflict/tension as already mentioned and observable even in the literature. This is as indicated in Canagarajah (2005), McArthur (2001) and Nelson (2011) amongst others. For a more specific focus in this work, as will be seen much later in subsequent chapters, 'WE' is used to represent the Outer circle or ESL (English as a Second Language) users which are also known as NNS. NNS will be used to represent the Expanding Circle or EFL (English for Foreign Learners) as well. The NNS users therefore encompass both the Outer and Expanding Circles of English language users. The NS users on the other hand basically belong to the Inner Circle category.

Scholars such as Nelson (2011) and Canagarajah (2005) have proposed accommodation and adaptation to varieties of English on the basis of intelligibility as a way of resolving the superiority and inferiority conflict. As much as this appears to be a viable suggestion, since intelligible speech or speaking would suggest effective flow of communication or mean a message encoded is successfully decoded, the resilience in the on-going SE/WE tension appears to be overriding any sensibility that the adaptation and accommodation to intelligibility idea is meant to foster.

For this work, Higher Education in Inner Circle or NS nations is considered to be an institutional sector where this tension or conflict of superiority versus inferiority exists and where it can be considered as attached to the institutional make-up amid and despite the internationalisation rhetoric. The speculation suggests that this is because the HE sector still appears to be upholding the SE-based pre-requisites for recruitment and selection of both students and staff of non-NS backgrounds. This speculation has largely influenced the decision to carry out a practical inquisition to examine the reality behind the rhetoric, which presupposes that multi-culturalism and inclusivity characterises HE institutions in NS nations from a linguistic point of view.

1.3 RESEARCH PURPOSE

This research aims, therefore, to take on a practical investigative stance into how major stakeholders within HE orient towards the SE and WE divide. This is in order to compare the reverberating internationalisation of HE claims with what obtains in reality. In order to achieve this, stakeholder orientations will be examined in a triangular way involving management, students and teachers. Since the HE context of this study will involve institutions within countries categorised as Native English speaking (NS) or Inner Circle countries, this work aims to gain insight into how NS managers orient towards WE varieties in their recruitment and selection decisions of teachers with non-NS, or WE, varieties particularly in consideration of the equal opportunities and diversity policies they have in place. This work also aims to gain insight into how NNS students (Expanding Circle, norm-dependent students for a more specific focus) orient towards WE or non-NS-speaking teachers. The norm-

dependent or Expanding Circle group (Kachru, 1985) has been chosen for reasons which have to do with their dependence on NS for learning and mastery of the English language, coupled with their choice destination for HE studies in Inner Circle/NS countries. Their dependence on NS may mean they are susceptible to join the SE superiority side of the argument in spite of the advertised multi-culturally inclusive study environments.

Overall, the purpose of specifically making Inner Circle/NS nations the hub for these investigations within HE is that, speculatively, SE is associated with Native Speakers and as such there may be expectations that people match up to, or meet up with NS speaking patterns, standards or competences. Students may have this expectation of their teachers. The managers who should be at the centre of propagating the inclusivity and socio-cultural integration idea may have their preferences too and be on the SE side of the debate. If this speculation is true, then the internationalisation propaganda will be rhetoric only, when it comes to communication using the English language as a lingua franca. Practical inquisitions are of the essence.

1.4 RESEARCH LIMITATIONS

It is important to state from the very beginning of this work that this work is to be seen as a starting point in an important research area which could span many more years of investigation and further research before there can be total or complete generalisable conclusions. This is because the internationalisation rhetoric in relation to linguistic inclusivity (in countries thought of as NS) can only be considered with a

study involving as many NNS varieties as possible particularly when there is a need to determine practical realities in the face of the SE and WE conflict, divide or tension.

This work envisages the possibility of carrying out an investigation involving only two varieties from the many WE varieties in the consideration of the SE and WE tension. With this as the case, the data to be collected will be treated, interpreted and discussed within the confines and limitations of a 'starting point' research of this sort.

It is important, therefore, to also state that the overarching research questions below are meant to represent the overall generalisable intentions of the identified research gap. The sub-research questions are specific to this this starting or pioneering point research and are thus meant to cover the beginning of answers by selecting a manageable focus.

Further discussions on the overall limitations of this research can be seen in the conclusion chapter

1.5 RESEARCH QUESTIONS

The research questions are as follows:

OVERARCHING RESEARCH QUESTIONS

- Is socio-cultural integration aimed at international inclusivity merely rhetoric or reality when it comes to the acceptance and accommodation of WE varieties within internationalising HE institutions? What is the situational position of having academic staff with WE varieties of the English language within HE institutions in internationalising NS countries, from the perspective of major stakeholders?

SUB-RESEARCH QUESTIONS

1. What are the perspectives of EFL or Expanding Circle students on being taught by (nationally selected) WE teachers with peculiar varieties of English that are country-specific and particularly distinct from those of the NS (Inner Circle)?
2. What are the perspectives of NS management on employing WE/NNS teachers with country-specific varieties of the English language within HE in NS countries?

1.6 RESEARCH STRUCTURE

This chapter has introduced the research area and disciplinary fields, which are Applied Linguistics and International Higher Education, as well as the gap in research between these two broad fields. It has established the research context which is Higher Education and Internationalisation. It has also given overall background information specifically in relation to the areas of the main focus of this work dealing with ELF in global English discourse and in the area of the Internationalisation of HE particularly in countries thought of as Native English Speaking. It has also established that there are some limitations which need to be considered from the beginning of this work. Chapter two presents relevant literature in relation to the internationalisation of Higher Education and Global English discourse involving ELF and varieties of English and the place of intelligibility. It also discusses justifications of the choice of Kachru's model of the Global English language use groupings. It also elaborates on the research gap that leads to the introduction of the speculation and consequent framing of the research questions this project sets out to answer. Chapter three focuses on the presentation of pilot studies. Chapter four discusses the chosen methodological approaches for the main study and establishes why this work chooses a pragmatic approach. Chapter five presents the results from data collected both quantitatively and qualitatively. Chapter six focuses on discussion of the results as well as the triangulation of the results from the multiple methodological approaches employed. Chapter seven concludes this work with an overall summary, discussion of limitations, inferences and implications, recommendations and suggestions for further studies.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

This review of literature will start with discussions on current global internationalisation trends, with particular reference to discussions within Higher Education. Amongst the multi-faceted aspects of the overall global and international integration process, a focus on communication with an emphasis on the use of the English language as a lingua franca will follow. Debates around the global use of this lingua franca will be critically considered as well as debates around the place of intelligibility in its use, which is a function of the many varieties. In consideration of the many varieties of English, discussions involving the classifications and categorisations of English language users worldwide will form a major part of this review in order to set the stage for groupings that have informed and will give more specific focus to this work. To achieve this, a discussion on the justification of the Kachruvian circles as a viable classification of world English users will follow. This is because without employing a classification of world English users (Inner, Outer and Expanding circles in this instance) there will be no basis by which the issues of differences in national or regional varieties as well as the debates surrounding the monolithic (SE) versus linguistic liberalistic (WE) views can be critically considered. The classifications will further inform the data collection and discussions from results in subsequent chapters. Finally in this chapter, there will be a summary leading to the introduction of the research gap and research questions.

2.2.1 OVERVIEW OF INTERNATIONALISATION IN HIGHER EDUCATION

Van der Wende (1997:19) defines internationalisation in Higher Education as 'any systematic, sustained efforts aimed at making Higher Education responsive to the requirements and challenges related to the globalisation of societies, economy and labour markets'. What can be deduced from this is indicative of developing Higher Education in line with international standards that are responsive to its global environment. For some scholars, the term 'internationalisation' is said to have emerged as a consequence of globalisation. Knight (1999) states that internationalisation has to do with a response to the impact of globalisation but with respect for individual countries. Ralyk (2008:3-4), observes that it is important to know 'how internationalisation relates to globalization and the potential effects of decisions relating to how internationalization occurs within our educational institutions and our educational programmes.' De Wit (2011) makes reference to 'the changing landscape of international higher education as a consequence of the globalisation of our societies and economies...'. Although a link between the two terms is being presented by some scholars, as shown above, they do not necessarily portray distinctive definitions of each. This can further be observed from various other authors in the internationalisation of HE discourse. In Altbach and Knight (2007:290), globalisation is defined as 'the economic, political and societal forces pushing 21st century Higher Education toward greater international involvement.' Similarly, Altbach, Reisberg and Rumbley (2009:7) state that 'internationalisation is defined as the variety of policies and programs that universities and governments implement to respond to globalization.' Again, with a combined effort of multiple authors, a link between the two terms and how they function

within Higher Education can be observed. Also from Knight's (2008:1) perspective, 'internationalisation is changing the world of Higher Education' but 'globalisation is changing the world of internationalisation'. These standpoints appear to reiterate the idea that internationalisation is a function of globalization and what can be inferred or deduced from all of these is that there will be no trends in the internationalisation of education without the emergence of globalisation. Another way of describing or drawing implications on the relationship between the two terms could be seen from a precursory and sequential stance because while globalisation can be considered an overture as a result of its initial and inceptive emergence in the 21st century, trends and processes towards internationalisation can be described as an upshot or probably as concomitant since the activities associated with internationalisation particularly within HE are borne out of the emergence of globalisation.

It is important to note however that while some authors state that there are differences between the two terms, some others tend to see an interchangeable use between them. According to Scott (2006: 14), both internationalisation and globalisation are complex and hardly completely distinguishable because 'internationalisation and globalisation although suggestive cannot be regarded as categorical. They overlap, and are intertwined, in all kinds of ways'. De Wit (2010:8) from a similar standpoint states that in recent times, globalisation is 'more commonly used as a term related to or even synonym of internationalisation'. Teichler (2004) also observes the interchangeable use of both terms stating that one is substituted for the other in public discussions on Higher Education. ' In trying to differentiate, Altbach and Knight (2007:291), state

that 'globalization may be unalterable but internationalisation involves many choices. This appears to suggest that globalisation has come to stay, particularly in this 21st century and based on current political and economic trends between nations, but internationalisation covers a broader range of aspects and issues identifiable with HE for example. Some of these aspects from a range of literature will be considered in subsequent discussions. From Frans van Vught et al's (2002:17) opinion, 'In terms of both practice and perceptions, internationalization is closer to the well-established tradition of international cooperation and mobility and to the core values of quality and excellence, whereas globalization refers more to competition, pushing the concept of Higher Education as a tradable commodity and challenging the concept of Higher Education as a public good'. This description appears to differentiate both terms but because the two terms may be used interchangeably, there could be an argument for correctness in how they have been used or what they have been used to represent. There are however some motivations for the internationalisation of HE that will be considered subsequently.

2.2.2 MOTIVATIONS FOR THE INTERNATIONALISATION OF HIGHER EDUCATION

The overall motivations for pursuing internationalisation are varied. They range from integration of markets in goods, services and capital to other facets such as labor mobility and cultural homogenization (Garrett, 2004). The motivations within Higher Education are also varied. Carroll and Ryan (2005) make reference to the development of an international research reputation and collaborations. Otter

(2007), Jones and Brown (2007), as well as Sheil and McKenzie (2008) take a stance in relation to the development of a global perspective by both staff and students. Walker (2009) is of the opinion that internationalisation of HE involves the movement of information, ideas and people across international borders and the operation of reputable institutions outside their national boundaries. Apart from the increasing growth in the cross-border movement of students and the development of trans-national education, Friedman (2005) and Guest (2011) include the addition of programmes and international research collaborations that have been taking place across borders as a major part of the internationalisation agenda. Some scholars have identified some rather personalised institutional reasons as motivations for being international, ranging from being a desirable condition (Gaebel et al 2008), implying an aspiration for a position which situates them within the domains of developing a global reputation as educational providers to being centres of excellence in research, as can be seen in Tapper and Filippakou (2009). For some others, it is about developing their recruits as global citizens, as can be seen in Garcel-Avila (2005) and Leask (2011). Koutsantoni (2006a) groups the motivations of internationalisation of Higher Education into mobility, commercialisation, globalisation and multiculturalism, but Warwick (2014), gives a more extensive view particularly in relation to mobility when he states that six overall components can be drawn from the different perspectives that internationalisation in HE is being addressed from. They include student and staff mobility, institutional mobility, programme mobility, international research reputation, internationalised learning experience and international perspective or a reference to being a global citizen. Green (2012) also made an attempt to create a list which she of course identifies as not all-inclusive but

working simultaneously. It includes preparing students for global citizenship, which could be interpreted in different ways, preparing students for the global workforce, enhancing the quality of teaching and research, strengthening institutional capacity, enhancing prestige and visibility, generating revenue contributing to local or regional economic development, contributing to knowledge production on global issues, solving global problems and increasing international understanding and the promotion of peace. As has been mentioned earlier, these are varied and carry differences in meaning, making the matter rather complex because each of these many sided and identifiable terms and descriptions would have to be defined in their own rights. All of the foregoing can be said to have been summarised by De- Wit (2010:6), who stated that there is 'the growing importance of internationalisation in Higher Education on the one hand and the diversity in rationales, approaches and strategies of institutions and programmes on the other hand'. In line with the preceding also, Warwick (2012: 2) states that internationalisation in Higher Education 'is shaped, communicated and understood in very different ways by stakeholders in different universities...'

Having established the fact that it appears difficult to specifically define or categorically state in simple terms what internationalisation in Higher Education involves, a number of scholarly attempts within a more focused aspect in relation to cultural inclusivity, which is pivotal to this work, will be examined subsequently. Cultural inclusivity is pivotal because amongst other things language (which forms a major dimension in this work) is largely enshrined and particularly embedded as a major component of the cultural make up people of various nationalities, regions and localities (Honey, 1997; Crystal, 2000).

2.2.3 CULTURAL PERSPECTIVES IN THE INTERNATIONALISATION OF HIGHER EDUCATION

Within the scholarly literature on the internationalisation of Higher Education, there is some writing describing the internationalisation of HE in relation to an opportunity for cultural integration and inclusivity, but whether this is rhetoric in practical situations or in reality is what this research focuses on, particularly from a linguistic point of view. Knight (1993:21) states that internationalisation in Higher Education has to do with 'the process of integrating an international/intercultural dimension into the teaching, research and service functions of the institution'. In line with Knight's (1993) description, Qiang (2003:249) indicates that internationalisation in Higher Education involves 'integration or infusion that contributes to the sustainability of the international dimension.' From a similar culturally inclusive perspective, Scott (1992) identifies amongst other things that a major imperative for global education is for the purpose of increasing cultural diversity. According to Knight (1997: 11) 'cultural and ethnic diversity within and between countries is considered as a strong rationale for the internationalisation of a nation's education system.' She identifies the 'need for improved intercultural understanding and communication' and further states that 'the preparation of graduates who have a strong knowledge and skills base in intercultural relations and communications is considered by many academics as one of the strongest rationales for internationalising the teaching/learning experience of students in undergraduate and graduate programmes' (Knight, 1997: 11). According to the QAA (2012), one major overarching principle of the internationalisation of Higher Education is the creation of an inclusive environment. In relation to this, it has been pointed out that 'institutions should seek to provide an inclusive environment

where the needs of international students are considered and met alongside those of other students in an integrated and embedded way.’ Jiang (2005) also emphasises the idea that internationalisation is creating increasingly multicultural academic communities.

According to Warwick (2012), the whole cultural heterogeneity idea may only be linked to ‘the aspirations of universities who see internationalisation as a desirable condition’, a condition devoid of the domination of one culture over another. What these may imply particularly when the idea of ‘desirable condition’ in Warwick’s definition is put into consideration is that universities and other Higher Education institutions recruit internationally with the aim of encouraging intercultural communication and inclusive practices to perhaps lay claims to the fostering of a globally integrated academic community or, put in another way, as a way of aligning with or identifying with the prevalent internationalisation status quo. This could be because, according to Qiang (2003), Higher Education has become a major part of the globalisation process. Knight (2008:19), in a much later and more widely used definition, states that internationalisation in HE is ‘a process of integrating an international and cultural dimension to the teaching, research and service functions of the institution.’ The idea of ‘cultural dimension’ could include amongst other things how language is used and more importantly, how culture or national identities influence language use, particularly languages generally accepted as a lingua franca on a global scale. De Wit (2002) identifies four broad categories which are considered as rationales for internationalisation of which two are the cultural and social ones. They include political rationales, economic rationales, social and cultural rationales and academic rationales. In a much later

article, the cultural rationales, according to De Wit (2010: 9), are said to be characterised by 'the role that universities and their research and teaching can play in creating an intercultural understanding and an intercultural competence for the students and for the faculty and in their research. And the social rationale has to do with the fact that the individual, the student, and the academic, by being in an international environment, become less provincial'. The reference to 'intercultural understanding' and 'intercultural competence' appears complex and open to interpretations. Both phrases could mean understanding certain aspects of people's cultures that could be encountered by association within HE for example. The reference to the social rationale and becoming 'less provincial' appears to indicate the creation of a more accommodating environment where national, regional and local characteristics give way to a welcoming of other cultural values.

It is important to state that the reference to cultural inclusivity as seen above focuses on both students and staff as major stakeholders within HE. One very important aspect of internationalisation in the HE context in relation to cultural inclusivity that is worthy of note has been severally considered as 'approaches to internationalisation' from a management-as-a-stakeholder perspective. This is because the approaches as considered in De Wit (1995), Knight (1997) and Aigner et al. (1992) and replicated in more recent publications (Qiang, 2003; De Wit, 2010) are said to be standpoints for the implementation of internationalisation within HE employed by people in leadership and management positions. There are four major approaches which can be generally summarised as attempts at cultural inclusivity. They are the activity approach, competency approach, ethos approach and process approach. The

activity approach mainly focuses on management input on curriculum development, student and staff exchange programmes amongst others. The competency approach shows a difference with a focus on the development of skills, knowledge, attitudes and values in staff and students rather than in activities. It has to do with the development of intercultural skills for success in national and international engagements in global work environments. In Knight (1997:11), there is a reference to the 'need for improved intercultural understanding and communication' and 'the preparation of graduates who have a strong knowledge and skills base in intercultural relations and communications...'. The ethos approach emphasises the creation of an atmosphere or climate with values for intercultural perspectives or initiatives through the establishment of policies or principles or organisational goals. Qiang (2003:275-276) in support of this approach, states that 'internationalisation must be entrenched in the culture, policy, planning and organizational process of the institution so that it can both be successful and sustainable.' The process approach appears to emphasise a combination or an infusion of the intercultural dimension with activities, policies and procedures into teaching, research and other services within the HE environment. While the first three approaches are distinctive in meaning, the fourth one appears to incorporate the first three into the learning, teaching and other functions within HE. It can be said that the process approach reinforces the other three in light of the idea of cultural inclusivity.

It is important to note that, alongside the need for cultural inclusivity at the student and management levels mentioned above are some observable trends in academic staff recruitment and profile, which also have multicultural connotations. Faulkner (2001: 475) observes that the HE learning and teaching environment is inflexible, a

situation reflective of Fleras and Elliot's (1992) comments in relation to the internationalisation of staff from multicultural backgrounds. They state that for the internationalisation of the curriculum to take place, the internationalisation of academics or scholars is of the essence. More recently, Holbeche (2012:9) observed that 'there is a growing focus on making 'home' institutions more culturally diverse and welcoming to international staff and students...' and also appears to emphasise the need for 'a more diverse staff profile, as well as for equality of opportunity' but however points out that the problem at this employment of international staff level is a function of government restrictions on immigration. She states that 'with current limits on the numbers of foreign students and staff entering Britain, some of the 'traditional' sources of talent and income are shrinking, making it more difficult for many institutions to recruit high flying international research talent.' The above observations appear to indicate both an international rhetoric in the necessity of international staff recruitment and impracticalities in the actual sense of it. Overall, it can be said that existing literature in the internationalisation of HE discourse appears to portray a cultural dimension.

This cultural dimension however has a rather unaddressed aspect when it comes to the rhetoric of inclusivity in International Higher Education. The rhetoric of inclusivity in International Higher Education has a wealth of literature in certain areas, in particular the area of internationalisation of the curriculum, as can be seen in Carroll and Ryan (2005), Hockings (2010), Burke and Crozier (2012), Jones and Killick (2013), Gibson (2015), Mountford-Zimdars (2015) amongst others. There is also reference literature in relation to enhancing the international student experience, as seen in Brunner (2006), Burnapp (2007), Crozier and Davies (2008), Killick, (2012,

2015), amongst others. A closer look at cultural inclusivity in the literature however shows that there is hardly any specific or tangible reference to linguistic inclusivity, in the light of the research gap area already identified in the introduction chapter and which will be expanded upon subsequently in this chapter. The research gap area is being considered in light of the existing literature deficiency in the linguistic aspect both in International Higher Education and in the field of Applied Linguistics. The specific linguistic inclusivity issue which informed the research gap can be found in the observable conflicting SE/WE tension as identified both in the literature and in practical language testing for competence systems employed for the recruitment and selection of both international staff and students.

Before a further critical consideration of the SE/WE tension and the further unfolding of current SE language practices that appear to strengthen the SE/WE conflict (which comes up much later in this chapter), it is important to also consider changes that appear to impact upon the overall internationalisation of HE idea particularly in relation to current trends.

2.2.4 CHANGES IN HIGHER EDUCATION TOWARDS COMMODIFICATION

Aside the declarations of a culturally integrated dimension to the internationalisation of Higher Education, Knight & De Wit (1995), Blumenthal et al (1996) and Knight (1997) indicate that the whole internationalisation agendas within and across nations have economic and political connotations. Knight (1997:9) observes that 'Higher Education is often considered as a form of diplomatic investment for future political and economic relations' but also states

that changes from this toward commodification of Higher Education is now the order of the day when she states that 'historically, international education was seen as a beneficial tool for foreign policy especially with respect to national security and peace amongst nations' but that 'while this is still a consideration today, it does not have the importance it once did.' This may be as a result of the fact that Qiang (2003:249) identifies in relation to 'the recruitment of foreign students' which has 'become a significant factor for institutional income and of national economic interest.' De Vita and Case (2003:384) observe that even the courses are 'commodified' because the students appear to be purchasing them under the "student as a customer" paradigm. What these authors observe as a further explanation to this is that the marketisation of HE in relation to attempts at attracting international students from the competitive pool across nations to invest huge sums of money in their institutions, appears to be creating situations where students can now claim customer rights as if they were party to a business venture. In Franz's (1998:63) observation of this situation, he states that he frequently hears how 'students are our customers' and the necessity to treat them as such. These authors appear to be indicating this customer idea as a negative side to this commercialisation of HE. Bailey (2000: 353) appears to concur with this interpretation with the idea that 'student desires drive programmes' and academics become acquiescent to their "customers", leading of course to rather inapt expectations, suggesting that students could be directly or indirectly given the power to make inappropriate demands within the customer driven idea. As 'cash cows', undue privileges, particularly in relation to driving or influencing study programmes or academic activities, could actually be given to these 'customers'. Jiang (2008) and Walker (2009) also indicate how much the marketisation of HE

has taken over the scene in the last few years. Teichler (2004) also makes reference to a growing emphasis on marketisation and competition as a consequence of internationalising agendas within HE. According to Altbach and Knight (2007:292), 'many countries recruit international students to earn profits by charging high fees- including Australia, Canada, the United Kingdom and the United States.' There appears to be an obvious reference to developed countries of the West and Native-English-Speaking countries probably because they are major choice locations for international students who want to study, or who are already studying abroad.

According to De Vita and Case (2003:383) 'the marketization discourse has claimed the internationalisation agenda as its own, redefining it narrowly in commercially expedient terms'. Qiang (2003:248) describes the current situation as 'the cross-border matching of supply and demand'. The use of the terms 'supply and demand' appears to again commodify HE as a business venture and not necessarily with an academically enterprising focus. Knight (1997:10) clearly depicts what the situation is becoming or probably has become when she states the following:

'At the institutional level, the economic motive or market orientation is becoming more prevalent as well... If one is to ensure that improving the quality of Higher Education is the primary goal of internationalisation, not the development of international export markets, it is essential to find the balance between income-generating motives and academic benefits.'

An appeal towards international fee paying students is increasingly seen as a survival strategy for HE systems in the native English speaking hot-spots for international students including the UK, according to Scott (2002) and De Vita and Case (2003). According to De Vita and Case (2003:385), UK universities, like many American and Australian universities before them, 'have become more aggressive in competing for overseas fee-paying students through marketing activities which stress the international and cosmopolitan flavour of their courses as their selling point'. This situation is also observed by Fallon and Brown (1999). This appears to imply that this marketisation of HE in one country has apparent ripple effects on other nations who are unwilling to lose out on this seemingly profitable venture. Altbach and Knight (2007:291), in describing the scale of this profit venture, describe it as a 'big business for universities and other providers'.

According to Case and Selvester (2002) and Exworthy and Halford (1999), another reason for the profit-oriented approach to the internationalisation of HE is decreased government funding, and it has been the catalyst of an increased dependence on the recruitment of international students as enterprising alternatives. Altbach and Knight (2007:292) state that 'many universities are located in countries where governments cut public funding and encouraged international ventures- Australia and the United Kingdom for example.' De Vita and Case (2003:383) also indicate that the internationalisation agenda 'has come to dominate recruitment as financially hard pressed institutions seek to attract increasing numbers of overseas students to shore up holes left by reduced government funding in recent years in the UK.' According to De Wit (2010:9) economic rationales are more dominant than political, social and

cultural and academic ones. He also lists 'competitiveness' and 'financial investments' as major catalysts of the internationalisation rhetoric within HE.

2.2.5 GAPS IN INTERNATIONALISING HIGHER EDUCATION

A number of other problems with the internationalisation of HE can be identified which could be attributed to the shift in focus towards competitive marketing and the commodification of international Higher Education. One such problem, according to De Vita and Case (2003:384), is that HE institutions are 'failing to make the most of the opportunity to engage in a radical assessment of higher educational purposes, priorities and processes that student diversity and multicultural interaction provide.' They also state that 'internationalisation of Higher Education affords an opportunity to engage in critical reflection on practices across the sector and to pursue a programme of widespread reform based on outcomes of practitioner dialogue and debate' (De Vita and Case, 2003:383).

De Vita and Case (2003:383) also state that 'simply flavouring curricula with 'international' or 'global' elements fails to address more fundamental issues of the educational process posed by multicultural recruitment and teaching.' What this appears to imply is that internationalisation of HE goes beyond the attempts being made at the internationalisation of the curriculum and other aforementioned aspects. Although the fundamental issues are not explicitly stated, there is room for scholars to discover what they are or could be and address them accordingly. It is in light of taking up the responsibility to fill gaps and to address problems within the internationalisation of HE that this research is to be seen: it proposes creating and taking up an opportunity to engage in critical reflection on practices in relation to

linguistic inclusivity and communicative integration within internationalising HE institutions. According to Qiang (2003:248), 'Higher Education can no longer be viewed in a strictly national context...' the internationalisation of HE calls for a broader definition 'which embraces the entire functioning of Higher Education and not merely a dimension or aspect of it, or the actions of some individuals who are part of it.' According to De Vita and Case (2003:383), diversity in student population 'brings with it new and demanding challenges, as extant pedagogical models strain to deal with attitudes, needs and expectations that, have heretofore, never been encountered.' The situation however does not imply a hindrance to engaging in opportunities for critical reflection on practices across the sector and the need to pursue reform-based programmes or initiatives that will push the internationalisation trends in HE forward.

From all of the above, it can be clearly seen that the internationalisation concept within HE is complex, broad and emerging, as well as open to a range of researchable areas. In identifying gaps in the literature examined so far, one striking and important aspect is noticeably absent: very little has been done in relation to practices in linguistic inclusivity and integration. There is hardly any mention in the literature of language use and the place of communicative integration, and more importantly through a common language amongst people with different languages and cultural backgrounds. Language as a means of communication is a major interactional tool within any organisation or institution and also of course within the much acclaimed international or internationalising HE environments or settings as Jenkins (2014) has rightly observed.

Communication is a viable tool for all forms of spoken interaction and as such emphasis on the centrality of communication in the internationalisation of HE is of the essence and a review of literature in this regard will follow subsequently.

2.3.1 COMMUNICATION WITHIN INTERNATIONALISING ENVIRONMENTS

Globalisation, multiculturalism and internationalisation have led to the inevitability of communication with people from multiple backgrounds. The opening of borders to people from different national backgrounds is an indication of the fact that international/intercultural communication takes place in one form or another. While there are various forms of communication including written and spoken forms, this work focuses mainly on the spoken forms. There are many languages spoken around the world and it is only normal to have a chosen lingua franca in situations where there are too many languages spoken. In our global environment, particularly in internationalising HE institutions, the language of academe is English. Discussions around the use of English as a lingua franca can be considered under the global use of English as an international language and its impact considered within internationalising HE institutions.

2.3.2 ENGLISH AS AN INTERNATIONAL LANGUAGE OF COMMUNICATION AND THE STANDARD ENGLISH VERSUS WORLD ENGLISHES STANDPOINTS

The English language is in no doubt the lingua franca used in most international settings and for international interactions. According to Mauranen in Mauranen and Ranta (2009), 'English is the lingua franca of an enormous variety of social and cultural contexts...' Jindapitak (2013: 119) similarly states that the use of the English

language 'has shifted from being a language that was traditionally used in particular native-speaking nations to serving as a wider communicative medium for innumerable organizations and individuals around the world.' Again, it can obviously be seen as the language of communication within internationalising environments in Jenkins (2007) and in a number of other works that will be considered subsequently.

It is a well-established fact that there are more non-native speakers or users of English than native speakers as seen in Kirkpatrick (2007). According to Crystal's (2003) distribution of English language users in the world, the native speakers constitute about 20%, while the others are non-native speakers. On the whole, the non-native speakers make up about 80% of English language users in the world. Native speakers are therefore in the minority for English language users, as seen in Brumfit (2001). Kirkpatrick (2007) states that the English language learners in China alone exceed the populations of the Inner-Circle countries. This situation involving large numbers of people using the language apart from the native speakers is the reason why English has been characterised as a lingua franca in various settings around the world.

The status of English as a world lingua franca and the parallel status of different varieties of English around the world is the subject of much debate. According to Canagarajah (2013), debates about the assessment of international English have a focus on determining which norms to follow and how proficiency in the English language is defined. Canagarajah (2013) states that two ideological positions have been involved in this debate. The first is in relation to World Englishes (WE) perspectives and the other to Standard English (SE). While the Standard English

proponents argue for norms based on the British or American standardised varieties (Davies, 2002), the WE proponents are of the opinion that institutionalised varieties with embedded local norms should be upheld as internationally proficient (Lowenberg, 2002).

It has been mentioned earlier that the internationalisation of Higher Education is seen as one of the ways a country responds to the impact of globalisation, yet at the same time respects the individuality of the nation' (Knight 2003) . There can be an argument based on this from both the SE and WE standpoints. For SE, there could be an argument for upholding the NS varieties of English as a way of respecting the national language norms of the native speakers of the language. On the other hand, from a WE standpoint, there could also be an argument for respecting the individual country-specific, geographical, regional or localised varieties within the international environments. Graddol et al (2007) reviewed the English language in a global context particularly in relation to changes from its origin to current dynamics in a world context. These changes have stirred debates revolving around sustaining the native speaker norms, and the standardisation or nativisation of other varieties of the English language.

In considering the relevant literature on perceptions of world-wide English use and users, it can be said that there are basically three schools of thought in the global English debate.

- i) Proponents under the first school of thought advocate the need for a SE that should be native-speaker based, as has been mentioned above. Quirk

(1985, 1990) is seen as a major proponent of upholding a standard for English because he has been a reference point over the years in this regard. In a sense, he can be considered a straw man with reference to propositions and his arguments of maintaining standard in English language use. Although Quirk's work is now thirty years old, the fact that his ideas still resonate is clear in works such as Jenkins (2009: 67-68) for example, discussing the on-going debate in World Englishes: Jenkins observes Quirk's standpoint and its meaning that 'Non-native Englishes are inadequately learned versions of 'correct' native English forms'. Jenkins maintains that Quirk's ideas are superiority based and condescending of other varieties of English and that his idea of correctness suggests that other NNS varieties are incorrect. Others works in which Quirk's SE idea resonates can also be found in Seidlhofer (2003) for example where Quirk is being referred to as an archetypical proponent in Standard English and as such, a champion in such discourse. Quirk as a reference point to the idea of promoting Standard English can also be seen in works such as (Fernández, 2005; Hamel, 2005; Mollin, 2006; Cunningham, 2009; Lin, 2013; Jindapitak, 2013; Harding, 2013) amongst many others.

Over time, this upholding of SE, championed by Quirk, has faced more counter arguments. Popular amongst the counter arguments in literature is also a reverberating reference to Kachru (1985, 1992) who opposes Quirk's idea as 'deficit linguistics'. Kachru's idea is also reflected in works such as (Modiano, 2001; Seidlhofer 2003; Canagarajah, 2005)

While the SE/WE controversy still resonates in the literature, this work seeks to investigate the existing or current concrete practices of this Standard English/World English discourse in real international and internationalising settings, rather than rely on resonating theoretical extrapolations.

A major issue however lies in controversies of who constitutes the Native Speaker group or what can be considered the Native Speaker Standard English particularly in our internationalising world today. Within Native English speaking countries there are distinct variations within variations. Trudgill (1999) observes that in England, there are geographical variations in spoken Standard English. This suggests that aside Received Pronunciation, which is not regionally or geographically constrained, other variations are also considered standard. It cannot be said for sure, for example, that the English of all media and education in Britain is RP. So, the standard that Quirk refers to cannot even be categorised as a single variety. Crystal, in an interview with Bhanot (2012) on international English discourse (documented in the Language Issues of NATECLA-National Association for Teaching English and Other Community Languages to Adults) however, observed as a counter argument to Quirk's Standard view that there are second and foreign language users of the English language whose English language ability is as good if not better than the native speakers in all ramifications and functionalities of the English language use. Further counter discussions will be addressed under the third school of thought.

One of the major reasons why the proponents of the first school of thought advocate the maintenance of a standard (most likely a native speaker variety) could be because of the seeming threats of the gradual fragmentation of a language used across many national and international boundaries. However, according to Holton (1998), the political map of the world is facing disintegration on issues that have hitherto been upheld on the basis of national sovereignty as a result of the emergence of globalisation. This suggests that as national sovereignty disintegrates, global integration is fostered. One area where this global integration could affect national sovereignty is in relation to language fragmentation as maintaining national standards may be impossible when the users of the language are of different national backgrounds. Lightfoot (2006) makes reference to how new languages emerge from existing languages through the introduction of divergent forms from particular languages.

Trask (2000: 46) states that the idea of language fragmentation or breakup has to do with a 'process in which continuing change among the regional dialects of a language results in such substantial regional differences that we can no longer speak of dialects and are forced instead to speak of separate languages'. Quirk's (1990) expression of his concerns about maintaining a native speaker standard as the correct and acceptable standard of English language may pass for fears about the English language splitting into variations other than that of the native speaker 'SE'.

Crystal (2000:1) observes that 'a language dies when nobody speaks it anymore'. The question of whether this can be said of Latin which split into mutually incomprehensible and comprehensible languages (Hall, 1974) has been counter argued with observations that the split was a progression into current multiple forms of the language that are still comprehensible within regions and amongst certain people. With this as the case, it would appear wrong to lay definite claims that the Latin language became extinct. What can be said of the English language in relation to this is that there is a possibility that emerging varieties could lead to the fragmentation of English but not necessarily the demise of the language or of intelligibility. This idea of fragmentation appears to be what the centralising NS camp is up against in the fight for maintaining a standard. This is probably what Mauranen (2009) means by opining that the global uses of the English language have been seen as a threat to Standard English. The fight however does not seem to deter the opposing camp (or the third school of thought) whose adherents appear to maintain that nativised 'Non-Native (NNS)' varieties are standard in their own rights and imminent, and therefore cannot be categorised as inferior or subject to SE/NS standards (even as a measure of intelligibility).

ii) Proponents of the second school of thought appear to be taking a somewhat neutral standpoint. Jenkins (2000, 2005) and McArthur (2001), propose an international language or language use or lingua franca with a common core in the international community, although Jenkins (2014) appears to have moved out of this proposition in recent times. The idea of having an international English which is neither native speaker standard based or nativised in accordance with national or regional non-native varieties is introduced by proponents of this second school of

thought. Ideas from the second school of thought involving advocating the adoption of certain linguistic patterns for effective ELF interactions is however receiving a number of counter suggestions from, for example, Leyland (2011:26) who argues against adopting standard patterns in ELF interaction due to 'inherent diversity'. Leyland's idea of 'inherent diversity' could suggest the existence of certain fundamental and natural varied distinctiveness in speech and language use patterns that Jenkins' (2000) and Seidlhofer's (2004) propositions did not take into consideration. Some of these inherent features, like prosodic patterns, accents and semantic and pragmatic variations amongst others are what creates the uniqueness in differences. With these variations, the feasibility of choosing a centrally controlled standard appears implausible and far-fetched. McArthur's (1987) model and categorisation of world English users, although detailed, has 'World Standard English' at the centre or core of the model, which appears to be suggesting that in all of the groupings, a common core may be necessary. But Canagarajah (2006) points out that there is no universal or world English language and argues that functionality and pragmatics are more relevant to international communication using the English language than a world standard English at the centre of McArthur's categorisation.

iii) Proponents of the third school of thought, such as Kirkpatrick (2007), Seidlhofer (2006) and Crystal (2000) are of the opinion that upholding NS varieties or the 'SE' particularly as measures of competences in the use of the English language is unfounded in global English discourse. At the same time, they do not appear to endorse the ideas of the second school of thought, involving a world or generalised standard irrespective of national or geographical varieties.

Scholars under the third school of thought are of the opinion that world English discourse can move forward by a recognition that the English language is used differently across national and geographical boundaries and thereby work towards looking at the way international communication actually works in the uniqueness of the distinctiveness that varieties across the globe carry (Canagarajah 2013). Kachru (1985, 1992) devalues Quirk's opinion that the Native Speakers should be seen as the reference point of correctness and standard in English language use especially from a global perspective. Kachru favours the development of NNS varieties and the consequent nativisation and standardisation of these varieties in their own right.

Scholars such as Nelson (2011) and Canagarajah (2005) are of the opinion that pragmatic considerations be upheld, as meaning and understanding, or intelligibility, are paramount and not necessarily connected to a standard that is particularly NS based. Nelson (2011) for example suggests that intelligibility across different variations in the use of the English language can be possible when interlocutors adopt accommodation and adaptation strategies or efforts. Before a discussion on the place of intelligibility and accommodation in the global English discourse, it will be worthwhile to critically consider the Standard English (SE) debate in more detail particularly because it forms the hub of the contentions around the international use of the language.

2.3.3 THE STANDARD ENGLISH DEBATE

In all of the current issues and debates revolving around standards of the English language, the prominent question is: what should be categorised as Standard English? This is particularly important in the light of the first school of thought, introduced above.

Carter (1997: 8) is of the opinion that Standard English is 'correct English and must be uniformly enforced in all contexts of use...' This standpoint can be largely linked to the ideological SE standpoint mentioned above with an emphasis on Native speaker correctness. His affirmations are strong and one can only wonder why his definition appears to place a tenacious hold on uniformity in all contexts of use. Even amongst native speakers of English, achieving uniformity in all contexts of use can currently be said to be an illusion. With the existence of multiple variations of the English language today, even amongst NS users, enforcing a uniform standard in all contexts of the English language use may be an impossible task, particularly in the area of spoken English, where aspects such as the use of accents naturally conforms to, or is influenced by regional or local speech patterns. Swann et. al. (2004:295) similarly defines Standard English as a 'relatively uniform variety of a language which does not show regional variation'. Again, the possibility of having this relatively uniform variety which is void of regional variation appears implausible, particularly as the English language spreads uncontrollably as a lingua franca and world language.

Crowley (1999) also appears to advocate for maintaining a standard, stating that infiltrations are causing falling standards in Standard English. While Carter and

Swann et al, among others, view Standard English from the point of view of maintaining sameness, Crowley seem to be interested in 'standard' as a quality marker. The infiltrations he makes reference to could range from possibilities from slang to local and informal coinages within NS varieties or could possibly be linked to the differences identifiable in indigenised or nativised varieties of the English in non-native speaking regions or nations. From Kachru's (1985, 1992) nativisation of varieties of English idea, no variety is classified as superior to the other, so infiltrations that are indigenised, for example, could be wrongly said to indicate a falling standard. As has been mentioned earlier, there are more non-natives users of English than the native speakers in the world so it appears wrong for quality to be judged by a standard of fewer users of the language in the world.

Holborow (1999) considers the use of Standard English as an important part of climbing up the social ladder and gaining some high level of prominence. Also Honey (1997: 53) is of the opinion that Standard English is a variety that portrays highest prestige, status and power and the 'property of the privileged'. Honey (1997: 37) claims that Standard English 'reinforces cultural, economic and social privileges' This may have been true at the time these assertions were made, when English speaking world powers were said rule the world and certain privileges appeared to be accorded on the basis of how queenly one's English was. These days, the prestigious, powerful and privileged are definitely no longer only those with the 'assumed Standard English'. This situation may no longer hold sway particularly with current globalising trends involving socio-cultural, political and economic amalgamations taking place alongside existing and emerging variations of the English language and its use in international interactions. But it may still be naïve to

think that in international encounters, all varieties of English will hold the status of equality: certainly not with the on-going battle, or differences in opinion, from the Standard English proponents who hold on to observing clear distinctions between what is Standard English and what is not. On the side of the idea of upholding Standard English or adhering to NS competences, Chevillet (1992) appears to agree with the Standard English proponents. This is apparent in the question he posed as follows: 'Would it be reasonable for an EFL teacher to recommend to his students to acquire a Nigerian or an Indian accent? Certainly not...' The devaluation of WE/NNS varieties can be clearly seen with this example. The fact that certain national variations are even mentioned appears to show possible bias or contempt against certain varieties. In multicultural and internationalising environments, this stance will definitely be posing great problems with international recruitment, for example, with recruitment teams who are in charge of the interviewing processes of non-native English speaking applicants. If the interviewing teams or members of the teams still hold on to Quirk's or SE propositions, considerable issues against the non-native applicants may arise explicitly or implicitly in situations where the standard NS opinions are subtly or even secretly inherent. The scholars on the side of the renowned Quirk apparently foster the inequality divide with propositions of maintaining standards.

Looking at the issue of prestige, privilege and climbing up the social ladder through Standard English from another perspective, there may be people assuming, or being accorded, prestigious positions, or holding particular statuses in society and within organisations and institutions, partly or entirely based on their Native Speaker competence or status because of the importance that appears to still be attached to

using SE, as described by the proponents. If this situation or scenarios are actually extant, there would certainly be the existence of a status-quo in international settings and environments based on the SE standards. This will be against current claims around respecting equal opportunities and diversity that the whole internationalisation and multicultural agenda is meant to foster.

Kerswill and Culpepper's (2009: 224) view or observation of Standard English as the 'gold standard' by which other variations of English should be measured against can be said to have been considered or concluded upon on the basis of ownership or the norm-generating standpoint from which the native speaker variation is viewed. As much as it is considered a view, it does not make the stance generally acceptable. The much talked-about NS standards can even be also sub-categorised into the RP (Received Pronunciation) in the UK, GA (General American) in the US and other distinct regional and local variations particularly within NS nations.

Basthomi (2005), alongside other authors like Kalplan (2000) and Mauranen (2003), has claimed that although non-native speakers of the English language make up a higher percentage of English users in the world, they are not likely to have a predominant control over its use or be able to determine its use. Reasons such as the struggle for power, prestige (Honey, 1997), and a variety to be taught particularly in native speaker schools (Trudgill 2002) appears to be generally leading to the fight being put up by proponents upholding the native speaker norms or standard of the language.

On the other side of the debate that appears to favour WE varieties and counter the superiority views held by the SE proponents, Bex and Watts (1999: 14) state that holding on to standard variations of the English language leads to the 'devaluation of other dialects'. Also, there are a number of advocates for the nativisation and consequent global acceptance of WE varieties of English such as Nelson (2011), McArthur (2001) and Canagarajah (2005). Their position may be considered from two angles. First, as appearing inconsiderate and secondly, as being made on the basis of a range of logical or emergent considerations. This is because by initial concerns, these authors appear to forget to give consideration to the fact that language generally comes with a strong affinity held by natives who would naturally be resistant to infiltrations and any forceful ownership or claims by people who do not share their ties. This can be considered as a result of the fact that language acquisition comes with certain socio-cultural implications. Honey (1997) describes language as a cultural artefact suggesting that it possesses certain historical or traditional attributes that could form even the social make-up of the people over time. Crystal (2000) observes that language is an integral part of people's identity and national history and indicates that it comes with the strong pressure to foster national identity.

It is only natural for natives of a language and learners who believe in the natives as custodians of the language to hold tenaciously to originality in use as a measurement for standard, but unfortunately the emergence of dialects and varieties cannot be controlled. As a language spreads across nations, regions, and local communities unrestricted, there are no certain chances of maintaining original forms.

The English language is spoken in different geographical areas differently; more often than not, it is influenced by the national and local language patterns of the English language users and the resultant effect is multiple variations of one language. Local or national language patterns in relation to phonology, morphology, syntax, intonation and accent tend to be transferred into the use of the English language. According to Rajadurai (2007), changes in varied forms are inevitable with the spread of the English language globally. As much as the initial affinity idea may hold seemingly plausible considerations in support of the need for a tenacious holding on to SE, the emergence of the unprecedented spread of the English language appears to counteract the need for any kinship-inspired affinity.

In light of the above, Schneider (2007:14; 2003) indicates that the implication of the existence of so many other varieties of English other than those of the Native Speakers is that 'norms and standards should no longer be determined by Inner Circle/ENL contexts'. The pluricentricity idea reflected in Foley (1988) will therefore be necessary in encouraging variations of the English language use within international communities. 'Pluricentricity' suggests language with several standard versions or national varieties which contains some of its own codified norms. Nelson (2011) however suggests that with the present inevitability of the spread and use of the English language with distinct variations around the world, 'intelligibility' should be given utmost consideration alongside 'accommodation' and 'adaptation' to the many existing and emerging varieties of the English language in international interactions. He appears to offer this as a solution to the existing conflict which particularly portrays the sustenance and superiority of SE-based, or NS varieties over WE or NNS ones. The place of intelligibility and responses to it in international

environments can therefore be said to be paramount on the basis of the inevitable spread and seeming denationalisation or deterritorialisation of the English language today. Accommodating or adapting to existing and emerging varieties appears plausible particularly as it seems impossible or impracticable for all users of the English language around the world to conform to a single national or regional variety. Scales et al (2006:716) observe the fact that 'it is an unrealistic target for most speakers to possess the NS variety.' A review on intelligibility in relation to language use within internationalising environments in general and HE in particular will therefore be of the essence and follows subsequently.

2.4 INTELLIGIBILITY IN WORLD ENGLISHES

The term 'intelligibility' appears to have various interpretations today but not with as many distinctively stated definitions. Scholars appear to be rather evasive in defining the concept and would rather quickly delve into aspects of intelligibility which form the focus of their academic piece or research work. Perhaps they expect their reading audience to be conversant with the overall meaning of intelligibility. Within the framework of considerations, criticisms and analysis of the different representations and interpretations of intelligibility, it may be worthwhile to consider the term from a most fundamental, primary and simplistic source. According to the Oxford Dictionary and Thesaurus (2001:471); one of the world's most trusted sources for meanings, intelligibility has to do with the function of being 'able to be understood' Furthermore, the concept of being intelligible is also associated with being legible (ibid) suggesting understanding of what is being communicated in written rather than in spoken forms. As has been mentioned earlier, the focus of this research is on spoken forms so this interpretation may not be tenable. One other

interpretation has to do with being logical (ibid) which invariably presupposes the need for some level of intellectual capability, for some rational and reasonable processing of what is being spoken or written. The idea of being 'lucid' (ibid) is also indicated as one of the interpretations of intelligible speech which could suggest possessing some level of articulatory or expressive ability as a condition for intelligible communication. Clear and comprehensible speech is also identified. All of these interpretations appear to place the responsibility on the part of the speaker as though the expectations of intelligibility rest solely on his/her ability to come across as clear enough to be comprehended by the listener.

Most of the definitions represented or referred to in studies around intelligibility date back to the 1980's and 1990's. During this period, it can be said that studies on intelligibility in English began to gain initial momentum, and a number of interpretations began to arise. Some of the common and major reference point definitions are from, for example, Nelson (1982: 59) who stated that 'being intelligible means being understood by an interlocutor at a given time in a given situation'. Although this definition was given about three decades ago, the reference to 'an interlocutor' could be taken to mean either a speaker or a listener because an interlocutor is a person who takes part in a conversation. An interlocutor is a participant (either a speaker or a listener) in a communication process as an encoder or a decoder of a message. The idea of being understood by an interlocutor from this definition can be taken to mean that the onus for intelligibility is being placed on either the speaker or on the listener. Another way of looking at this definition could be from the point of view that achieving comprehensibility on what is being spoken should be two-sided involving both the speaker's intelligible input and the listener's

ability to decipher what is being spoken. According to Munro and Derwing (1999:289), 'intelligibility may be broadly defined as the extent to which a speaker's message is actually understood by a listener'. This definition appears to put the responsibility of intelligibility on the speaker as it seems to suggest that the comprehensibility of what is being spoken to the listener is dependent on the intelligibility of the speaker. This however does not necessarily mean that only the speaker has the responsibility of ensuring effective intelligible communication. The use of the word 'extent' in this definition could mean that there are levels, degrees or limitations in measure to how comprehensible a speaker or a speaker's message may be to the listener. There may be an entire grasp of what is intended by the speaker or an incomplete interpretation or decoding of what is being said. The 'extent' being referred to here may vary in how completely or incompletely a message is grasped by the listener. This may be the reason why Munro and Derwing (1999:289), in this definition, also use the word 'broadly' to indicate the spectrum of 'extent' to which a speaker's message can be understood by the listener. They may have used the terms 'broad' and 'extent' for lack of certainty on how to define intelligibility. What can also be inferred from this definition is that a number of factors can be responsible for this 'extent', 'broad' view, or put in another way: 'where a line can be drawn' between what makes for complete or incomplete grasp of a message. The 'extent' could be influenced by accent, choice of vocabulary, semantics or pragmatics amongst others.

Smith and Nelson (1985) introduced a three part description of intelligibility classified under three concepts. The first is categorised as 'intelligibility' which indicates the ability of a listener to recognize individual words or utterances. The second,

'comprehensibility' which they describe as a listener's ability to understand the meaning of the words or utterance based on context and the third, 'interpretability' suggesting the ability of the listener to understand the speaker's intentions behind words or utterances.

The above descriptions could be interpreted as having a focus on the listener. A speaker's input forms an important part of the process because the speaker has a function to play as the initiator of a discourse/conversation; as the encoder of a message. Smith and Nelson's (1985) tripartite idea, therefore appears to have a rather one sided emphasis particularly because of the use of the word 'ability' when referring to the listener. The speaker should be able to produce intelligible and recognisable words or utterances communicated in a way that meaning is comprehensible in context and interpretability achieved with an understanding of purpose and intent of what is being encoded.

Tan and Castelli (2013: 180) define intelligibility as 'the ability to recognise the intended message of the speaker'. Although not literally stated, the idea of 'the ability to recognise' in this definition can be interpreted to mean that the listener's has a responsibility to possess the required ability to understand what is being communicated by the speaker. It appears to take away the focus or responsibility of intelligible speech from the speaker. This definition, although recent, does not appear to contribute anything new to the already existing definitions or interpretations of intelligibility.

The third part of the tripartite definition (interpretability) appears less pronounced in research relating to intelligibility. This may be because it is not considered with as much importance as 'intelligibility' and 'comprehensibility'. This may also be because of the meaning attached to it which appears to indicate that it may not be easy to adjudge intentions in a speaker's words and utterances. Interpretability may raise issues with inference, which may be circumstantial or even subjective, particularly because a speaker's intention may not be easy to measure.

Furthermore, while Smith (1988) identified the concept of intelligibility as the ability to recognise words, Nelson (1985:63) defined intelligibility as 'the apprehension of the message in the sense intended by the speaker'. It can be said that there is an issue with Smith's (1988) definition, in a sense, because it may sometimes be difficult for a listener to know for sure the sense intended by the speaker even if each word is recognisable by the listener. Word recognition does not necessarily mean sense of meaning recognition, just as meaning recognition does not mean understanding in context. An understanding of each word spoken by an interlocutor does not necessarily directly translate to semantic interpretation of the overall idea being communicated. For example words used in idiomatic expressions may be individually recognisable, identifiable or comprehended without an understanding of the overall meaning intended by the expression.

The above definitions and descriptions of intelligibility show disparities particularly on where/who the onus for intelligible interaction is placed. While some of the definitions appear to place it on the speaker, the others appear to place it on the listener. Bamgbose (1998) considers the fact that intelligibility was thought to be a one-way

process whereby one party was meant to determine what was intelligible or not intelligible, instead of a two-way focus. Nelson (1995:274), however, defined intelligibility as 'intelligible production and felicitous interpretation of English'. This appears to have a two sided interpretation. The first, described as 'intelligible production' can be said to emanate from a speaker's perspective and having to do with encoding of a message clearly enough for an intended audience and the other, 'felicitous interpretation' from a listener's perspective, suggesting an appropriate, suited or correct apprehension intended by the speaker. Again, although the speaker/listener, or two-sided, construct on the issue of intelligibility is not literally spelt out, it can be implied from this suggested interpretation. This appears as another somewhat evasive attempt at explicitly defining intelligibility. More recently, Nelson (2011) considers intelligibility as 'how useful someone's English is when talking or writing to someone else'. In this more recent definition, the aspect of legibility is identified, showing another dimension to the broad spectrum from which issues around intelligibility are being considered. The idea of the usefulness of someone's English in conversation with someone else suggests a two-way process because on one end, there is a speaker ('someone's English') that is useful on the other end to a listener (the 'someone else').

It is important however to state that since language is embedded in culture (Honey, 1997), cultural influences may be the determiners of where the onus of intelligibility should be placed. While some intelligibility authors have implicitly or explicitly prescribed that it should be placed on the speaker, some others have indicated that it should be placed on the listener, and yet some others appear to be of the opinion that the onus should be on both the listener and speaker as interlocutors. Cultural

influences may be at work here because in Chinese culture for example, the onus is placed on the listener, according to Gao and Ting-Toomey (1998). They emphasise that among Chinese people, listening-centered and implicit communication are cultural expectations. The implicit expectations (Hanxu) imply that the listener is meant to decipher what the speaker says even if it is not verbally or non-verbally explicit. Listening-centered communication (Tinghua) portrays an aspect of Chinese culture which encourages listening over speaking. This is particularly encouraged in situations where seniority, experience, age, knowledge and expertise of the speaker are put into consideration. These aspects of Chinese culture that have an impact on communication (and invariably on achieving intelligibility) are also reflected in Chen (2001), Clissold (2004), Fang (1999, 2006) and McGregor (2005).

On the whole, intelligibility can be said to have multiple interpretations. Derwing and Munro (2005), and Jenkins (2000), acknowledge that there is no unified definition of intelligibility. Nelson (2011) also admits, in his more recent work on intelligibility, to a rather broad conceptualisation of intelligibility. He states that intelligibility is generally used to address and describe broad and complex criteria: suggesting a wide spectrum of interpretations of intelligibility. The different interpretations that can be deduced from the concept of intelligibility are probably the reasons why Derwing and Munro (2005) and Jenkins (2000) are justified in indicating a lack of unanimous or exclusive definition of intelligibility. Similarly Nelson (2011) appears justifiable in his indication of a broad spectrum from which the issue of intelligibility can be addressed.

Taking all of the above into consideration, it will appear justifiable to conclude that defining intelligibility cannot be constrained by restricted views of the concept. There may be no generalised definitions but definitely a need for specific interpretations that align with chosen aspects of study or research areas. Diverse interpretations may be plausible for research purposes but care would have to be taken so that deviations in meaning are not taken for interpretations. For this work intelligibility is being viewed from the angle of the listener (HE stakeholders) perspective, in an attempt to examine in practical terms, how international linguistic inclusivity is being fostered particularly in relation to the idea of accommodation and adaptation. The concept of intelligibility therefore will be defined in this work as listener perceptions of what constitutes clear and understandable speech in international interactions which involve the use of varieties of English as a lingua franca. In other words, it focuses on what the listener in an international environment perceives as clear enough or understandable enough for effective interaction.

It is important however to emphasise the connection between English in an international context and intelligibility. It has been pointed out that, amongst other things, intelligibility depends on the interlocutors. Although the interlocutors are not clearly categorised, their intelligibility could be collectively assessed by the influences of their national, cultural or regional backgrounds on speech patterns which distinguish groups of people and their specific dialects or varieties of the English language. Also, there is a tendency for idiolects which carry distinct, individually-based variations, to be observed by interlocutors from certain national, regional or cultural backgrounds. Carrying out NNS-based intelligibility studies is important, but it is also important to note that within this framework, individual

differences based on level of education and exposure amongst other things may be worth taking into consideration, because intelligibility levels may vary on the basis of certain individual differences, which makes speakers distinct in speech from people of the same or similar national or cultural NNS background. The focus of this work however is not idiolectal but dialectal.

It has been mentioned earlier that Standard English provides 'connotations of perfection' (Bex and Watts, 1999) and could be viewed from the perspective of correct English (Carter, 1997), which is also associated with NS forms of the English language. But possessing an NS variety does not translate to being intelligible. Smith and Nelson (1985), on the issue of measuring what is intelligible or unintelligible, found that native speakers were not considered to be responsible for judging what should be considered intelligible or not. They go on to state that the fact that they are called native speakers does not make them intelligible to non-native listeners suggesting again that not all native speaker varieties are intelligible to non-native speakers.

There are however some factors that can be considered as influences on intelligibility in international communication involving the use of the English language as a lingua franca. They include amongst others listener and speaker factors as well as issues of stereotyping.

2.4.1 LISTENER AND SPEAKER FACTORS

Intelligibility studies on varieties of English appear to centre on how speech production is perceived. The results of a survey conducted by Deterding (2005), on

the link between pronunciation and intelligibility and comprehensibility shows that the inhibitions interlocutors may encounter in communicating with many varieties of the English language may amount to frustrations which can be psychological in their own right. If a listener, for example in an international or multicultural setting, who has certain expectations based on a 'Standard' (which could be an NS variety), expresses frustrations for an inability to understand other varieties, it can be argued that the listener's frustrations are based on an unwillingness to make the effort to integrate linguistically, or just on the basis of lack of exposure to and familiarity with the expected non-standard pronunciation. On the other hand frustrations cannot be ignored if the speaker has only been exposed to a particular NS variety as a language learner from an EFL or Expanding Circle region for example.

On the issue of pronunciation and accents, Eisenstein and Berkowitz (1981) observed that non-native learners of the English language tend to understand better when native speakers speak than when those with other non-native accents do. Although this research was done over three decades ago, the observation does not necessarily suggest that non-native varieties are less intelligible to non-native learners of the language. It may just be because they are norm dependent on the NS variety. These English language learners may have been EFL learners who may have been strongly dependent on the variety spoken by their native speaker teachers. These categories of English language learners or users may be easily discomfited when faced with other non-native varieties or accents and speech patterns. Familiarity with only a particular variety may lead to problems with intelligibility and comprehensibility on their part. Generally, an individual is influenced by a language variety he or she is exposed to. Acclimatisation to a certain variety of

the English language does not make the others less intelligible. An incorporation of other varieties in the learning process of these language learners may be a way of counteracting such effects because the learner will be given an opportunity to experience the speech patterns of other varieties.

Jenkins (2000) is of the opinion that phonological barriers can to a large extent impede successful communication. She is of the opinion that pronunciation issues could be a major factor in relation to the issue of intelligibility and comprehensibility.

A number of intelligibility studies and observations by authors such as Rajadurai (2001) and Derwing (2003) amongst others focus on pronunciation and how it may impair the ability to understand a speaker, but according to Munro and Derwing (1995), pronunciation does not necessarily cause misunderstanding of words and utterances. They emphasise the meaning of intelligibility as being understandable even if accented. As a part of the listening and speaking factors that influence intelligibility, relevant literature on accents and intelligibility will be considered subsequently.

2.4.2 ACCENTS AND INTELLIGIBILITY

Scales et al (2006:716) make reference to Levis' (2005) idea in relation intelligibility. They state that 'two contradictory principles have traditionally informed pronunciation teaching: the nativeness principle, whereby learners model a standard dialect from the United Kingdom or North America, and the intelligibility principle, whereby learners seek to be understood despite speech being (heavily) accented'. This can be linked to the SE versus WE debate which has been a core aspect of the review of literature so far. In relation to pronunciation and accents, Jenkins (2007:10)

emphasises how the 'Received Pronunciation (RP) and General American (GA), continue to command special status around the English speaking world including international/lingua franca communication contexts where sociolinguistic common sense indicates that they are inappropriate and irrelevant'. What this may indicate is that the standards associated with RP and GA are irrelevant when it comes to discussions around intelligibility, particularly because according to Trudgill (2002:172), RP in the UK, for example, is only a minority accent and 'if RP is so very much a minority accent, why do we spend so much effort teaching it to non-native speakers...' Jenkins (2007:11) indicates that it is still being presented as a model even in EFL contexts. This may account for the reason why results from an empirical study she carried out where 360 NNS teachers from 12 Expanding Circle countries were asked to rank accents by how intelligible they thought they were showed that British and American accents were ranked top best. Others such as Australian and Canadian followed but with fewer respondents ranking them as best; they followed only because the British and American accents came first. She states that '... it seems that RP has a place that it does not merit in the psyche of English speakers, both native and non-native, regardless of whether they have an RP accent themselves, or even wish to have one'. Jenkins (2007) also observes that there is an issue beyond the appropriate use of RP which has to do with intelligibility. She states that although RP and GA are two of the most widely taught accents, empirical findings show that they are less intelligible to NNSs than other NNS accents as can also be seen in Smith (1992).

One of the practical ways that intelligibility could be measured in relation to phonology and accents is through listening comprehension. Major et al (2002) states

that influences upon listening comprehension for English language learners is in accents and varieties of English. Studies such as those of Brennan and Brennan (1981), Nesdale and Rooney (1996), Cargile (1997) and Rubin and Smith (1990) show stereotypes against NNS English users based on the accents they possessed. According to Major et al (2002:174), 'listening comprehension is a complex construct, comprising a range of processes and inferred by various responses from the listener. The factors of familiarity and degree of exposure, attitude and stereotyping all appear to contribute to listening comprehension.' Flowerdew (1994) makes reference to a number of studies in relation to the effect of unfamiliar accents that could impinge upon the intelligibility and comprehensibility of what is being spoken by a speaker. The studies include amongst others, those of Eisetein and Berkowitz (1981), Ekong (1982) and Bilbow (1989). Tauroza and Luk (1997) who are of the opinion that when there is familiarity with accents, comprehension is achieved. More recently, Ockey and French (2014) observe in their study that familiarity with accents influences comprehension.

According to Munro (2003:3), 'an objection to accents on the grounds that they are unintelligible may sometimes have more to do with an unwillingness to accommodate differences in one's interlocutors than with a genuine concern about comprehension'. This depicts situations where listeners are unwilling to make the effort to understand what the speaker is trying to communicate. This unaccommodating approach is what Nelson (2011) appears to be pointing out as a major cause of unintelligible communication or a lack of comprehensibility on the part of the listener. Further relevant literature dealing with this situation or what can be

described as stereotypical influences on intelligibility will be considered subsequently.

2.4.3 STEREOTYPES/SOCIO-CULTURAL INFLUENCES ON INTELLIGIBILITY

One particular influence on the way intelligibility is perceived is largely linked to stereotypes. Holmes (1992) states that underlying issues with attitudes affects how intelligibility is perceived. He states that people are prone towards understanding easily the dialects of people they like and also feel positive about being second language learners (L2) under them. This could be an inhibition to successful global interaction in using the English language as a lingua franca; particularly with the many varieties that come with it. Apart from the possible hindrances in international interactions, there could also be pedagogical implications. These might consist of bringing about a situation whereby learners would have preferences of L1 teachers, a situation that the students-as-customers paradigm within internationalising HE institutions can facilitate, particularly with current observations indicating that student demands now tend to drive HE commodified and marketised programmes.

It is a noticeable trend, that despite the on-going debates on standardising and accepting other emerging English varieties, many people still look up to the 'Inner Circle' as having more competent English users or teachers, as can be seen in Scheuer (2005), even when studies such as that of Kachru (1985) and Nelson (2011) indicate that there are also proficient English speakers outside the Inner Circle. Macedo (2001) states that some students may already have pre-determined attitudes about certain accents which they have formed on the basis of other social factors. These factors are varied and could be based on individual or collective

experiences that largely influence personalities and attitudes or probably no experiences at all but rather, a mind-set that presupposes a better Inner Circle quality of English over other NNS varieties.

Moyer (2013) states that everyone has an accent including native speakers. She argues further that striving for, or attempts at emulating, native speaker or native-speaker like proficiency amounts to privileging one accent over the other. What can be implied is that when this privileging of one over the other occurs, bias is inevitable and the idea of giving place intelligibility in international communication far-fetched. Gluszek and Dovidio (2010) observe that people who possess non-native accents are susceptible to social devaluation and discrimination. Intelligibility is said not to mean native speaker competence but rather clarity and the ability to be understood by the joint effort of interlocutors, if the attitudes of accommodation and adaptation are present. This is meant to occur irrespective of national, local, cultural or regional backgrounds or irrespective of the existence of distinctive characteristics in speech. Stereotypes in themselves would already stand as inhibition to comprehensibility. Lippi-Green (1997) and Rubin, (1992) observe that a listener without a good listening attitude will, in spite of the variety in use, most likely find the speaker incomprehensible.

On the issue of influence of level of exposure to a target language as a factor that affects comprehension, Dalton-Puffer et al (1997) observed mixed attitudes from students who already had an exposure to non-native accents stating that participants based their positive or negative responses on their personal experiences encountered in the environments of the NNS language users. More recently, a study

by Carey et al (2010), shows that the familiarity of examiners who have had prolonged exposure to certain varieties of English, particularly in relation to pronunciation, influenced their ratings of the candidates. The examiners were said to give higher or more positive ratings to candidates with pronunciation patterns that they were familiar with and lower ratings in situations where they had little or no exposure to the candidate's phonological make up. The candidate's oral proficiency is therefore subject to ratings based on familiarity with accents.

The accommodation and adaptation idea that Nelson (2011) proposes as the way out for successful international interactions with the many varieties of the English language in use involves making a conscious effort to gain understanding of what is being communicated. This appears to be a beneficial approach but what would constitute 'conscious effort' may also be difficult to define. The idea of conscious effort is relative because it is unclear where the line can be drawn on what is or is not conscious effort, or how conscious effort can be measured. Also, there is the question of whether these adaptation strategies may work well in certain contexts and in internationalising environments. The studies of Brennan and Brennan (1981) and Nesdale and Rooney (1996) show that stereotypes were placed on NNS accents, on the basis that they represented the varieties of low status and social ranking. In Nesdale and Rooney's (1996) study, Australian children awarded lower status rankings to Italian and Vietnamese accented English but not to native Australian variety. If this situation of low ratings for NNS varieties still exists, particularly within Higher Education in NS nations, international communicative integration could be said to be only at the stage of the rhetoric, a situation in which there is an assumption that effective communication or linguistic inclusivity

characterises the international education environments when it does not in actual practice. More recently, Kang (2008) and Kang and Rubin (2009) indicated the same. Others, including Garrett et al. (2003), Giles and Billing (2004), Kim (2007), McKenzie (2008), Kobayashi (2008), Zhang (2009), Cheng (2009), Garrett (2010) and Wong, (2011) observed that attitudes play a major role in how varieties of English were upheld; with higher evaluations and more positive inclinations accorded to native speakers than the non-native speakers.

In order to practically consider this situation within HE, organised groupings of world English language users will have to be employed. As has been mentioned in the introduction chapter, Kachru's (1985) categorisation involving three concentric circles has been chosen. Justifications of the Kachruvian model choice for this work will therefore follow subsequently.

2.5 MODELS OF WORLD ENGLISH AND KACHRUVIAN BASIS FOR THIS STUDY

A number of standpoints have been taken by different scholars in an attempt to categorise English users around the world. The most common classification has three categories: ENL (English as a Native Language), ESL (English as a Second Language) and EFL (English as a Foreign Language) and is still used for pedagogical purposes and academic research, as seen in Kirkpatrick (2007). Kachru (1985) however described the spread of the English language in terms of three concentric circles: the Inner Circle, the Outer Circle and the Expanding Circle. Although this model is over three decades old, it is still being widely used or referred

to in global English studies. Jenkins (2003a) described Kachru's model as the most influential in world English use categorisation. According to Groves (2009: 56) it has taken the place of the traditional ENL, ESL and EFL as a result of its emphasis on shift of ownership to everyone who uses English instead of the dichotomy between native and non-native speakers. She states that 'in replacing the original English as a native language (ENL), English as a second language (ESL) and English as a foreign language (EFL) terminology with the concepts in his model, Kachru (1985) emphasizes that English belongs to all who use it'. More recently still, Schmitz (2014:4) states that 'the Kachruvian model has served as an important heuristic for understanding the pluricentricity of English as a global language'

The three circles represent 'the type of spread, the patterns of acquisition and the functional domains in which English is used across cultures and languages' (Kachru, 1985:12). The Inner Circle comprises countries like the USA, the UK, Canada, Australia and New Zealand where English is the mother tongue of the natives. They are also considered as 'norm providing' countries. The Outer Circle consists of countries that have been former colonies and use English as an official or second language. Countries like India and Nigeria fall into this category. They are considered 'norm-developing' or 'norm generating'. The term 'World Englishes' or WE, is being used in this work to refer to varieties identified with Outer Circle countries. The Expanding Circle countries are countries where the English language is considered as a foreign language. The countries in the Expanding Circle include China, Japan, Greece and Poland . They are 'norm dependent' English language users. They depend on native speaker norms. Classifying English speakers into Inner, Outer and Expanding Circles appears more of a reasonable representation of

the traditional NS/ENL, ESL and EFL categorisation respectively (Kirkpatrick 2007). According to Kachru (1985:336), 'The current sociolinguistic profile of English may be viewed in terms of three concentric circles... The Inner Circle refers to the traditional cultural and linguistic bases of English. The Outer Circle represents the institutionalised non-native varieties (ESL) in the regions that have passed through extended periods of colonisation... The Expanding Circle includes the regions where the performance varieties of the language are used essentially in EFL contexts.'

Models can be said to be heuristic as Schmitz (2014) points out. The idea of heuristic could be taken to mean that models can be seen as being based on sets of formulations which could be used as guides to aid in the simplifying of complex situations or phenomena. Kachru's model may be considered as one of such heuristic models because it features categorisations of English users around the world by the reasonable groupings that have been and can be used for empirical or investigative purposes. It is important to state however that whether this model is categorised as heuristic or not, its value in global English discourse over the years has stood the test of time.

Kachru's model has been criticised on a number of grounds but its usefulness, in spite of criticisms, cannot be over-emphasised and as such has been chosen as the reference model of English user-classifications for this work. Some of the criticisms and counter justifications which support the relevance of the use of this model and its choice as a reference point (in world English categorisations that this work employs) even after three decades follow subsequently.

It is a model that is said to be limited on the basis of a concentration on geography and history (Bergs and Brinton, 2012; Jenkins, 2003a) rather than on the speakers' use of English, but up till now, a speaker's variety or use of English can be traceable to certain geographical regions. The variety of English that people use can still be linked to or identified by certain linguistic characteristics common to those of a particular jurisdiction either locally, regionally, nationally or otherwise. Geographical classifications in themselves have historical underpinnings whether they are profoundly recognised or not. The location and history of a people forms their socio-cultural make-up and, culture and language use are greatly intertwined. There may be arguments that the categorisations may need revising over time to include or reflect changes such as emerging linguistic diversities between countries of a particular circle but that does not translate to the discarding of the model.

Another criticism of the Kachruvian circles is in relation to bilingualism and multilingualism (Schmitz, 2014) and (Jenkins, 2003a); a situation involving people learning several languages simultaneously. Kachru's categorisation may not make the bilinguals or multilinguals fit into any of the circles but an awareness of their plurilingual identities could simply just create an exclusion or inclusion criterion as the case may be when the model is to be used. Trying to include a bilingual or multilingual categorisation to the model may create unnecessary complexities because of the broad mix that may be involved in trying to sub-categorise the language intersperse of different individuals.

Kachru's model has also been criticised as a model that poses difficulty in defining speakers in terms of their proficiency in English as can be seen in Jenkins (2003a)

and Modiano (1999). This appears true because individuals in the Expanding Circle may be highly competent in the use of the English language on the basis of early exposure to the language, for example, irrespective of their geographical categorisation. As brilliant as this observation appears, it does not translate to a generalisation nor does it create an express need to discard the model. This criticism or observation may be linked only to selected cases and exemptions could be made for individuals who fall into the category defined by 'proficiency' where research or data gathering needs arises.

From the above, it can be seen that Kachru's model might not hold the status of perfection in the categorisation of world English users, but it does provide clearly distinct geographical and historical categorisations that are still functioning today, irrespective of bilingualism, multilingualism, and proficiency levels that may not be geographically or historically based.

Furthermore, Kachru's model is said not to account for the linguistic diversity within and between countries of a particular circle (Tripathi, 1998; Bruthiaux, 2003; Jenkins 2003a). Although the observation of having varieties within varieties may not be a major part of this work, it is worthy of note that diversities exist within diversities but country-specific distinctiveness in speech cannot be overruled. The difference between an American and British speaker is distinctively country-specific even if there are variations within variations in these countries. Although, there could be cases where one variety is mistaken for another, probably because of some degree of similarities. Some Northern Irish speakers are taken for Americans; some East Coast Americans are taken for British. Within Nigeria and India as 'Outer Circle'

countries, for example, there are also differences or variations within variations (Banjo, 1995). Sub-categorisations may be necessary when there is a need to sub-specify linguistic differences within same countries or circles, but generally Kachru's model still stands out as a foundational model on or from which other sub-specifications may be derived. The country-specific focus of this research for both the Inner and Outer Circle users is the dialectal ('the educated accent') and not idiolectal speech patterns because this research is not meant to reflect individual but generalisable country-specific speech patterns of scholars and professionals within academia. These specific speech patterns can therefore be sub-specified as educated variations or varieties.

Another criticism according to Canagarajah (2006) is that 'the Circles are leaking' because of human migration, and trends in technology that connect people irrespective of physical national boundaries. Although migration involves infiltrations that lead to more multi-cultural societies, particularly in today's globalising environment, nations and regions of the world do not necessarily change their identities to suit migration trends. Their identities include amongst other things, the way they use language and their peculiar varieties that could be dialectal. There may be arguments that migration could lead to changes in speech forms but not all adults or international or skilled migrant adults may be keen to change their speech patterns to conform to the host country forms, particularly when they are proud of their identity and the way they use the English language, for example in Native speaking English countries. They may adapt and accommodate to migrant differences in language variations as recommended by Nelson (2011), but it cannot be concluded or categorically stated that people's language identities are

transformed or changed to suit host country differences or the differences of migrants from other nations. This could probably be because not all international workers or skilled migrants are willing to succumb to imposed SE standards or competences for example in NS nations. Human migration therefore does not necessarily suggest that people are moved from their original circles automatically. The fact that people migrate to work from the Outer to the Inner Circle for example is no indication that they now belong to the Inner Circle category.

Also, technological trends that appear to connect people of various linguistic backgrounds cannot be said to weaken the relevance of the use of Kachru's Circles because technology does not completely take over human and physical interactions, nor does it change variations in the use of the English language when technological means are employed. Call-Centre workers, for example, may be communicating through technology with people outside their national or regional boundaries but this does not suggest that their linguistic characteristics are not as distinct as they would be in face-to-face interactions. These call-Centre workers are sometimes trained to sound like the host countries natives they are offering services to, or more recently, to modify or develop a neutralised accent that is internationally acceptable (Taylor and Bain, 2005). But in actual on-the-job performances or interactions, clients appear to still be faced with country-specific distinctiveness. With Call-Centre workers, clarity or intelligibility may be achieved to a certain degree but there appears to be a lack of empirical workplace evidence that categorically shows that the accent neutralisation training for the workers for example wipes away their native distinctive variation or characteristics in speech. Instead, although without much empirical proof at the moment, many customers of Call Centre providers are still

currently known to complain about the English language use of the Call Centre workers particularly in relation to speech production and patterns. According to Poster (2007), D'Cruz and Noronha (2008), Indians who are popularly Western agents in out-sourced Call-Centres regularly face racial abuse and consequent customer aggression which according to Sonntag (2009) and Deery et al (2013) is often targeted at their language skills. This observation suggests that the attempts at neutralising their NNS accents are basically futile since accents in adults may be difficult to change. If the Western customers are still castigating or negatively reacting to their NNS language variations, technology in relation to telecoms cannot be said to be making any difference particularly because accents appear to be innately embedded in individuals or groups of people who are from the same or similar backgrounds. Varieties of English in world English categorisation are still therefore recognisable by geographical or country specific distinctiveness even with technological advances that are meant to connect people particularly through telecoms.

On the whole it can be concluded that the identified limitations and criticisms cannot be said to deter or reduce the importance and overall usefulness of Kachru's model. Kachru's (1985) model, amid all the criticisms that have been discussed, stands out as the chosen model for this research because even with the classifications in three circles, it does not categorise any variety as superior over another. Although there is a reference to 'Inner Circle' or Native Speakers, Kachru (1985:357) simply indicates that the spread of the English language has led to indigenised varieties when he states that '...English now has multicultural identities'. This unique situation of multicultural identities is what international socio-cultural integration is meant to

foster in relations across national boundaries. One of the ways this is meant to be achieved is through effective intelligible communication, irrespective of the country-specific English language varieties that people may possess. The question of whether this is the case within internationalising institutions or whether some superiority standard is being upheld in the face of the resounding internationalisation propaganda is the question this research intends to answer.

2.6 CHAPTER SUMMARY

The review of literature for this work started with discussions based on the context of this work with a focus on internationalisation of Higher Education. Across the broad spectrum from which internationalisation in HE can be viewed, there was an attempt to draw out observations in relation to inclusivity and cultural integration which are central to the overall internationalisation idea. Three major stakeholders, students, management and staff, were directly linked to internationalisation and the cultural inclusivity agenda within HE. Trends around the recruitment of students and staff from the international community were observed as well as the place managers and leaders occupy; particularly in relation to the approaches to internationalisation. Motivations for the internationalisation of HE as well as a shift towards commodification and marketisation were also discussed. From the discussions, the need to consider gaps that require some research in the internationalisation of HE can be identifiable.

A specific focus amongst the possibilities of gaps in research was identified as that in relation to an indispensable tool in all spoken forms of interaction. Research in

language and communication in HE, particularly in relation to the use of the English language as a Lingua Franca, was identified as lacking, more so when it has to do with varieties that are regionally, locally or nationally distinctive and functioning in a single international HE environment. This was noted as being particularly important for consideration as a result of the on-going SE and WE debates. The need to focus on an investigation in relation to this is heightened by the inevitability of WE as the means of communication of the majority in the international community. The introduction of intelligibility as being a major player for consideration in the on-going controversies around WE and SE has also been discussed with particular reference to the introduction of coping strategies in the form of adaptation and accommodation. But since these coping strategies are only a recommendation from the literature, they do not erode the place that certain factors occupy in influencing intelligibility: factors in relation to accents, phonology and stereotypes that were also discussed. The variations that appear to be causing the tension in the SE and WE debate have also been categorised with discussions centred on the Kachruvian concentric circles.

2.7 RESEARCH GAP

Jenkins (2014) has shown that Standard English is the implicit or explicit choice within Higher Education as the medium of communication. This work posits that this is not a reasonable position to be in because it is logically impossible for all HE staff and students to be users of SE. And if the language of academe, which is the English language, is considered specifically in relation to scholarly and academic requirements, there are no Native Speakers of Academic SE. Also, intelligibility is much more complex than the ability to exchange perfectly formed phrases in SE. So

it can be said that within HE institutions in NS countries there is the rhetoric of inclusivity against a background of implicit or explicit acceptance of Standard English.

There is much in the literature about the internationalisation of HE within internationalising institutions, but in the existing rhetoric lies a contradiction around the issue of a standard leading to ways in which the English language competence of non-native varieties are tested for employment and study purposes. One of these ways is the use of the IELTS and TOFEL listening test system. This situation creates a conflict between a focus on intelligibility as a measure for promoting international communicative integration and a focus on upholding a standard (NS) variety. So far, there has been no practical intervention aimed at determining where major stakeholders within internationalising HE institutions stand in relation to this. It is important to note that there is a clear or triangular link between the three major stakeholders, as has been shown in the introduction to his work. The interactions between these stakeholders using English as a lingua franca is however facing a challenge, a tension or a conflicting divide with the SE/WE debate. The managers are in charge of international recruitment (of both staff and students) while the international staff (both professional and academic) have to deal directly with the students. All of these are definitely through spoken interactions using English language as a lingua franca but with the SE/WE issues, it is uncertain how effective these interactions are in real and practical interaction situations.

One of the ways of driving this research forward will be to engage in gathering relevant data through a practical intervention that will answer the question of how

major stakeholders within internationalising HE institutions orient towards the divide between upholding SE/NS standards and accommodating the 'intelligibility' of WE/NNS varieties.

This work will (with all due consideration of its limitations) begin the process of attempting to answer the question of whether it is the listeners (EFL students and academic managers for a selected specific focus in this research) who should be considered the obstruction in the expected effective two-way communication within internationally-integrated, educational communicative environments.

Assumptions about communicative inclusivity and integration in the face of varying distinct varieties of the English language use within internationalising HE environments will give way to more practical affirmations at the end of this research process.

2.8 OVERARCHING RESEARCH QUESTIONS

- Is socio-cultural integration aimed at international inclusivity merely rhetoric or reality when it comes to the acceptance and accommodation of WE varieties within internationalising HE institutions? What is the situational position of having academic staff with WE varieties of the English language within HE institutions in internationalising NS countries, from the perspective of major stakeholders?

2.9 SUB-RESEARCH QUESTIONS

1. What are the perspectives of EFL or Expanding Circle students on being taught by (nationally selected) WE teachers with peculiar varieties of English that are country-specific and particularly distinct from those of the NS (Inner Circle)?
2. What are the perspectives of NS management on employing WE/NNS teachers with country-specific varieties of the English language within HE in NS countries?

These research questions are based on the speculation of the existence of both explicit and implicit measuring standards of NNS varieties of the English language. Explicit through testing (and teaching as well as training on how to use the English language) systems. Implicit, in possible covert management decisions and student perceptions.

CHAPTER THREE

PILOT STUDIES

3.1 INTRODUCTION

The major aim of this work is a practical inquisition set against the backdrop of the existing rhetoric that prescribes accommodation and adaptation to varieties of the English language in international interactions (within HE in this instance). The project takes as a starting point the rhetoric indicating that the internationalisation of HE is being fostered by policies and practices which are expected to cover, amongst other things, the area of communicative linguistic inclusivity, especially in the face of the on-going SE and WE divide and contentions. Against this rhetoric the project aims to ascertain what obtains in reality. In order to choose and present viable methodological components for this research, observing some piloting processes were necessary.

Given that the research questions include, crucially, an enquiry into stakeholder perspectives, various stakeholders needed to be contacted and brought into the research. In order to establish a feasible, effective data-collecting and robust procedure, pilot processes were necessary as first steps for a more elaborate and specifically focused study. Further details on the rationale behind the pilot studies can be seen under the subsequent headings.

Two pilot studies for the students-as-stakeholders category were carried out in the process of this work. The first was considered as an initial study covering the overall

research idea while the second focused on testing a newly devised data collection instrument aimed at measuring perceptions on the intelligibility of selected categories of World English users in internationalising HE environments. It is important to state here that although the general research idea and inquiry area have been identified, the specific research questions for this work had not been finalised at the stages of the pilot studies, due to the broad spectrum of World English users involved in this research gap area. The purpose therefore of the pilot studies was to gain insight into a range of perceptions that could influence a more specific focus from the broad range of World English users in relation to the linguistic inclusivity gap observable in the internationalisation of HE studies.

3.2 PILOT STUDY 1: INITIAL STUDY

The initial study was carried out through a selection of student respondents in the library of one HE institution in the UK. It was simply based on their availability and willingness to respond to the questionnaire. The students were politely approached by the researcher and told what the survey was about. Respondents were both undergraduate and post graduate students from national backgrounds that fall under Kachru's three concentric circles categories. At this stage, it was thought that there was no need for a restrictive study with the selection of student participants since students of HE institutions in general appear to be increasingly faced with international scholars or teachers from various national and regional backgrounds. The focus at this stage was basically eliciting responses about accommodation to the intelligibility of WE/NNS teachers within internationalising HE institutions, as a way of responding to socio-cultural inclusivity from a linguistic point of view.

There were 15 questions in total and 11 respondents from England, China, Iraq, Nigeria and one who self-identified as multi-racial. There were 9 undergraduates spread across 1st-3rd year students and two post-graduate students.

The students were administered questionnaires (see appendix 1) which included both closed and open ended questions. Open-ended questions were included in order not to be too restrictive in gathering perceptions: perceptions that could inform a need for further enquiries.

Questions 1-5 were intended to elicit responses on the perception of varieties of English versus 'Standard' English (WE vs SE), particularly because, as has been made evident in the literature review, there appear to be various benchmarks in internationalising and multicultural environments on what constitutes 'Standard'. These benchmarks influence what is being categorised as intelligible or unintelligible English language communication. Responses showed a number of disparities on this issue, which was taken to be an indication that there is a need for an in-depth consideration of people's perceptions and what informs them on a wider scale, and that a vital aspect of international inclusivity in communication, involving the use of many varieties of the English as a lingua franca, cannot be simply assumed or ignored.

In question 3 for example, students were asked in what ways the English of their non-native (NNS) teacher differs from that of native-speaking (NS) teachers. Extracts from the responses are shown below.

China 2: *Accent*

China 3: *'Because of the accent, sometimes you can't really understand what the lecturer is talking about'*

England 1: *Sometimes the missing of complex adjectives/conjoining words can change the meaning of a in depth explanation, ...'*

England 2: *The way the teacher connects their words are different to English people and some sentence do not make sense'*

England 3: *'Sometimes more difficult words can be connected to other words that perhaps would not usually make sense. Pauses and full stops can be put in the wrong place.'*

England 4: *'Certain phrases are described differently to how a native speaker would describe them. To some students this present a problem.'*

Nigerian 1: *'Pronunciation of words' 'structuring sentences (sometimes)'*

Iraq: *Actually the native-speaker teacher has more experience in phonetics and accent than the non-native teacher because he grew up in the environment that is purely English in culture & land language.'*

From the above, it can be seen that a number of responses, ranging from the use of accents to complex adjectives, conjoining words, words in connected speech, pauses, full stops, phrases, pronunciation of words and structuring of sentences

were identified, particularly in relation to possible causes of unintelligible communication. These were considered too wide-ranging for a focused research. It was important to note, however, that if the above number of issues could be identified in a pilot study, there might possibly be more from a study on a wider scale. Results collected from a possible main study might lead to the necessity of drawing a list of possible causes of unintelligible communication and assessing how they can be yardsticks for measuring intelligibility. As a first step however, there was a need to find out about perceptions of practical intelligibility issues within HE, in internationalising HE institutions, in teacher-student interactions.

Question 4 was meant to gain insight into whether students agreed with the idea of not according superiority status to any variety of English, whether it be SE or WE based. The question was:

'There is an argument that there is no Standard variety of English because of the many varieties from different national backgrounds. Do you agree with this opinion?

The responses were almost on a 50/50 scale, with more disagreeing with the idea of 'no Standard variety'. The fact that more respondents from this study believed there is a Standard variety of the English language may be an indication that there are or would be certain expectations on what Standard English is and what it is not, within HE environments. Some of the respondents may, however, not have understood the question. If it was phrased as *'Non-native English varieties are also Standard Varieties of English. Do you agree?'* the responses may have been different and more negative considering responses to the preceding and subsequent questions. A follow-up question could be in relation to what respondents may consider as

Standard English or Sub-Standard English. This observation and need for a re-phrasing and re-ordering of questions was therefore noted to be reflected in the main study.

A further question in this initial pilot study was:

‘If you answered ‘No’ to the above question, which countries would you categorise as Standard English users? List them’

Responses showed lists in favour of SE over WE as can be seen in the table below.

Ch 1	Ch 2	Ch 3	Engld 1	Engld 2	Engld 3	Engld 4	Nig 1	Nig 2	Iraq	Multi-Racial
-	-	-	America England	South Africa America New Zealand	South Africa Australia New Zealand	-	England N.Ireland Wales USA Australia S. Africa	-	USA Canada Ireland Australia New Zealand	UK America Any other country which English is their first language

It is not clear why China 1, 2 and 3 and Nigeria 2 left their spaces blank in the questionnaire but there appears to be a notion that the UK, USA, Australia, Canada and the other listed designated countries represented in the table possess the status of, or are the custodians of SE, in line with the central speculation of this work. A wider-scale study was therefore necessary to consider this point of view. If on the wider-scale study, the same is upheld of SE, then, WE/NNS varieties may be marginalised in one way or another as being sub-standard or inferior to NS varieties

and would perhaps be detrimental to the whole internationalisation of HE idea, particularly when it comes to linguistic communicative inclusivity.

Questions 6-15 in this initial study were a step further, with more direct questions, which were meant to elicit responses from the practical experiences of HE students with WE/NNS international scholars or teachers on mutual intelligibility in the use of the English language. The issue of how intelligible certain nationals are, or could be, was embedded in this group of questions but on a more open-ended basis so as not to influence or suggest possible answers. Responses in this category were wide-ranging but worthy of note, implying a need for a more meticulous study, probably one carried out practically with specific focuses on different or chosen country-specific varieties (which this work later employs in the main study).

Question 7 in this initial study was: *'Do you get upset by the accent of non-native teachers? The options to choose from were: 'Yes', 'No', and 'Some of them'*

Strikingly, as can be seen from the table below, there were more 'No' responses to the above question, which appeared somewhat contrary to the views on 'sub-standard' English the students had already expressed concerning WE/NNS varieties of teachers. They probably were trying to be polite since the idea of getting upset by the way someone speaks appears rude. This suggested the possibility of having implicit aspects in responses to this research area but the importance of the research gap in this area of applied linguistics in an HE context, as has been identified earlier in this work, meant that implicit attitudes or views should not deter

the need to consider and address the research problem on a wider scale. Attitudes or responses that appear implicit, or rather covert, will be reported and the corresponding implications to the overall study, identified in the main study.

Participants	Yes	No	Some of them
China 1		√	
China 2			√
China 3			√
England 1		√	
England 2		√	
England 3		√	
England 4		√	
Nigeria 1		√	
Nigeria 2		√	
Iraq	√		
Multi-Racial		√	

In question 8, the students were asked: *'If you answered 'Yes' or 'Some of them' to the above question, can you mention or list the national background or backgrounds of teachers that may have accents that you do not like?'*

Although the Iraqi participant does not mention any specific nationality, as can be seen below, the response of two of the Chinese participants may not only just indicate a dislike of the accents of the nationalities identified but that there may be stereotypes or some bias towards those varieties or the teachers themselves. This can particularly be seen from the responses of 'Chinese 3' in the use of 'He' ('He is from South Africa'). The influence of stereotypes and bias in perceptions of intelligibility could therefore be considered as an essential part of this work which is a reflection of some of the scholarly observations and findings reported in the review of literature.

Participants	Disliked Accents
China 1	-
China 2	China
China 3	He is from South Africa
England 1	-
England 2	-
England 3	-
England 4	-
Nigeria 1	-
Nigeria 2	-
Iraq	Some teachers from overseas do not have a good accent of English language so they cannot speak fluently
Multi-Racial	-

Questions 10 and 11 were meant to elicit responses aimed at determining whether SE superiority is being upheld within internationalising HE institutions. Cultural inclusivity, which should involve communicative or linguistic inclusivity, encompasses varieties in accents and speech patterns which are not meant to be marginalised but accommodated and adapted to, if internationalisation is meant to be fostered. In trying to gain insight into the practicality of this, the responses below to both questions 10 and 11 show that WE varieties could be mostly considered inferior and should be worked on for improvement. In the responses to question 11, a range of country-specific varieties are even mentioned, which could also be stereotypically influenced. A need for a more elaborate study in relation to these responses was therefore considered of the essence.

Question 10: Do you think some non-native teachers need to work on improving their accents?

Participants	Yes	No
China 1		√
China 2	√	
China 3	√	
England 1		√
England 2	√	
England 3	√	
England 4		√
Nigeria 1	√	
Nigeria 2	√	
Iraq	√	
Multi-Racial		√

Question 11: Teachers from which national backgrounds do you think should work on improving their accents?

Participants	Responses
China 1	South Africa or China
China 2	China South Africa Hungary
China 3	South Africa
England 1	-
England 2	Asian
England 3	'Not necessarily people from any particular background. It just depends on how thick that persons accent is and how long they have been speaking English'
England 4	.N/A to my lecturers so can't say'
Nigeria 1	Germany France Greece
Nigeria 2	China
Iraq	'Actually I cannot mention the national backgrounds because I will not able to break the confidentialities'
Multi-Racial	'I don't think they do'

Also, responses to Question 15 below: *'Do you think all teachers should possess a native speaker standard?'* showed some preference for SE. Also, there were some seemingly neutral or in-between responses, which could be interpreted on the probable basis of participants' attempts at being cautious. Given that this was only a small scale initial study, it became clear that a further, larger study would be of the essence to ascertain whether the SE preference overrides the WE need especially as it concerns a truly international HE environment.

Participants	Responses
China 1	'No'
China 2	'No, although some of them are non-English speaker, but some of them possess high standard of English.'
China 3	'Yes. Cos they teaching in the UK so we should pose them in the same standard as well.'
England 1	'To an extent, although it's not always a need for the 'standard' one just pronunciation of some words.'
England 2	'Yes'
England 3	'I believe that they should be able to efficiently communicate in English and ensure that they can be understood by their students.'
England 4	'A minimum degree of standard is a must. I'm yet to come across any lecturers I would personally put below this standard.'
Nigeria 1	'Yes'
Nigeria 2	'Not too important. However, if one can understand the seminar their accent should not be a problem.'
Iraq	-
Multi-Racial	'Yes'

Overall, it is important to state here that although it was an initial pilot study, respondents showed much interest in internationalisation and teacher/student linguistic communicative experience, by engaging the researcher in conversations on the overall topic. Interest in this research area appeared to imply a need for a more in-depth study and spur continuity in elaborating on this research. Also, the relevance of some of the questions to the overall research purpose is observable for transference to a wider-scale study.

3.3 PILOT STUDY 2

This pilot study was carried out to test the feasibility of having to carry out a larger scale study (Polit et al., 2001) and also to pre-test the research instruments (Baker 1994), designed after the initial pilot study for the students-as-stakeholders part of this project. This was in order to determine if they were appropriate, likely to achieve the research purpose and not complicated, either for the participants or the researcher, particularly when it comes to interpreting and analysing data in relation to the research focus.

The initial study was carried out with some closed and open-ended questions to gain insight into students' perceptions on the English language varieties of their WE/NNS academics and teachers, with the intent of making inferences based on the integration and inclusivity idea that internationalising HE is meant to foster. The results of the initial study showed, among other things, the difficulty in measuring what constitutes intelligible communication, particularly as a result of the SE/WE conflict whereby SE, presumably, is given the superiority or 'intelligible' status over WE. At this initial stage, the perceptions that were elicited from the student participants were too generalised and broad in terms of the categorisation of World English users who function as academics or teachers and students within HE in NS nations. The student population or participants in relation to their national backgrounds was also broad. It was made up of both home and international students from each of the three of Kachru's circles. Student responses also showed

more negative perceptions of teachers with varieties from a wide range of countries and regional backgrounds.

It was therefore necessary to streamline the focus and determine an appropriate measuring yardstick by which the intelligibility of WE/NNS speakers or teachers in this instance can be adjudged, particularly when juxtaposed with perceptions. This was necessary because if intelligibility is achieved via the measuring yardstick, negative perceptions could probably be linked to mind-sets on SE superiority which could be stereotypical, and not necessarily because of variance in accents or country-specific speech peculiarities of WE/NNS users. The need for a measuring yardstick led to an innovative initiative of using IELTS listening tests replicated by having the texts spoken by WE/NNS speakers, as a way of measuring or testing for how intelligible NNS speakers/teachers come across to students. The listening test was also devised as a catalyst to spur perceptions, particularly in comparison to students' SE/NS expectations of such tests and of NS competences of teachers. The essence therefore of the pilot study was to pre-test this procedure alongside a perceptions questionnaire.

There was a need to choose specific varieties of WE/NNS teachers and specific student groups from the wide categories of World English users for a more focused work. Two Outer-Circle countries (India and Nigeria) were selected for the IELTS replicated listening test recording (on the basis of their popularity in international communities in the skilled migrants category, as can be seen in Docquier and Rapoport, 2007, Docquier and Marfouk, 2006 and Clemens and Pettersson, 2007).

EFL Expanding Circle students were selected as proposed participants for the test and post-test perceptions questionnaire. These EFL students are mainly taught and tested following Inner Circle models, but are expected to adapt to different varieties, which include varieties both from their Expanding Circle and the Outer Circle categories in some learning and teaching situations. One of the main reasons for choosing this EFL/Expanding Circle student category is that the students would naturally orient towards NS/Inner Circle varieties and probably understand varieties within their Expanding Circle, particularly if the speakers come from their specific countries or regions and whose speech patterns may be similar to theirs, but their orientation towards the Outer Circle varieties cannot be categorically determined or gauged by probabilities without any practical inquiry. From the wide range of Outer Circle varieties only two were selected for the IELTS replicated listening test, as mentioned above, because of their popularity and also because within the confines and time limits for carrying out this research, considering or using more than two varieties would have been over-ambitious.

This mini-study was therefore carried out to pre-test the specifically-designed replicated listening test instrument, using Outer Circle speakers in the recordings, as a way of determining levels of intelligibility by student performances and additionally by comparing with a corresponding perceptions questionnaire. As has been mentioned earlier, this data-gathering approach was formulated after considering the complexities involved in measuring intelligibility, particularly that of WE/NNS academics within internationalising HE institutions. From the literature on intelligibility, measuring yardsticks are largely undefined or sparse or, where available, restrictive to certain kinds of studies, with most focusing on sound

recognition or phonological disparities that may impair or impede effective communication (Best et al., 2001, Flege et al., 1999, Pallier et al., 2001, Meador et al., 2000, Bradlow and Pisoni, 1999). There is none specifically designed to give insight into the intelligibility of WE/NNS scholars from the wide-ranging varieties of English language in use around the world, particularly in relation to prolonged speech/speaking situations, hence the devised replicated IELTS listening tests of longer speaking durations.

This procedure was also developed because the determining factor in the intelligibility of WE/NNS scholars, particularly for recruitment and selection purposes, (on the part of managers-as-stakeholders within HE) appears to be either undefined, unknown or also based on IELTS and its equivalent testing measures. Also, and even more interestingly, management recruitment and selection appears to be based on students' expectations rather than on the actual intelligibility considerations of WE/NNS academics, observable in current trends where students are treated as customers, or even as cash cows (the international cohorts), as has been seen in the literature review.

This pilot study was carried out with a cohort of Expanding Circle students on a pre-session intensive English programme in the UK. The students were from China, Jordan and Thailand and clustered in groups of 10- 15 students. From a group of 12 students only 8 students were present on the day the test and perception questionnaire was administered.

There were two sections in the test, A and B, for the Indian and Nigeria varieties respectively. The test was carried out as though it was the normal NS recorded IELTS or prescribed pre- sessional English-NS-based test for English language study programmes. Below is a tabular summary of the student performance on the test and some interpretations/analysis of the students' responses in perception that followed. The subsequent mini-discussions and interpretations were used to determine the feasibility and usefulness of a larger scale study (Polit et al., 2001).

PILOT STUDY COHORT: STUDENTS' LISTENING TEST SCORES IN PERCENTAGES

The pilot test was scored on a 100%-maximum basis because as at the time of the pilot, it appeared as the easiest scoring pattern. A pass was set at 50% and above for this pilot study while a fail was set at below 50%. From the table below it can be seen that seven out of the eight students failed the test while only one student passed.

Student Participants/Nationalities	Scores in percentages
Chinese 1	35
Chinese 2	33
Chinese 3	27
Chinese 4	23
Chinese 5	30
Chinese 6	17
Jordanian 1	30
Thai 1	50

It was difficult to make definite interpretations on performance in the listening test because there appeared to be an obvious need for a larger sample size in order to make inferences. Since the test was also fundamentally a catalyst to spur perception responses, this pilot study focused mainly on discussions based on the students' perceptions of WE varieties.

There were 14 questions on the post-listening test questionnaire in total (see appendix 2), aimed at eliciting perception-based responses. Some of the relevant responses in relation to the major focus on intelligibility and the SE/WE debates follow subsequently.

In order to check for how intelligible the WE/NNS speakers used for the replicated test were to the students, the Likert type question, phrased as '*The speakers in section A and B were both clear and easy to understand*', was put forward as the third question. All the respondents, including the student who passed, chose the 'Disagree' option. The simple interpretation to this in relation to this research is that the speakers were both unintelligible. Responses to subsequent questions were meant to determine whether it may be as a result of the SE based mentality that students may have.

To the question of '*The English of both speakers in the test is not Standard English*', all participants choose the 'Agree' option. Although this was a mini-study, it appears to go with the interpretation that within HE there may still be the upholding of

'Standard' English in a more superior status position over others in an international environment. Results from a larger scale study would therefore be necessary before more definite inferences can be made.

To further ascertain whether the SE superiority status is prevalent within HE, there was another Likert type question: *'The Listening Test by Native Speakers of English is the best'*. Six respondents, including the only student who passed, appear to hold a view that the SE variety supersedes others. Again the 'superiority' of the 'NS' standard stands out. It is not clear why two students chose the disagree option. Again there appeared to be a need for a study with more participants in order to make better inferences.

To the question of *'The native speaker of English is easier to understand than both speakers of the test'*, all respondents ticked the 'Agree' option. Again the 'standard' preference is indicated by all respondents. It is difficult to tell by this small scale study that the 'Agree' option was chosen because the WE speakers used for the replicated listening test were unintelligible. Again, a larger scale study was needed for stronger inferences to be made.

Moving on to eliciting responses that could be biased or stereotypically based in relation to perceptions on intelligibility, the student participants were asked if they disliked the accent of speakers A and B. Six of the eight students claimed to dislike speaker A and B's accents. Stereotypical factors could be responsible for this. It was

also concluded that a larger scale study would be needed before certain inferences can be made.

In consideration of the fact that the premise on which this research is based, is on what actually obtains in practice, questions in relation to practical teacher-student interactions were included in this study.

The questions were:

- *'I will understand the speaker in section A if he/she is one of my teachers on my major course of study'*
- *'I will understand the speaker in section B if he/she is one of my teachers on my major course of study'*

This result shows a fewer number of participants (3 and 2 respectively) agreeing on the intelligibility of speakers A and B, with the majority indicating that both speakers are unintelligible. By implication the participants who disagreed would not readily accept, or accommodate to the teacher varieties on their main course of study. Again a larger scale study was definitely necessary.

Finally, in order to ascertain if the internationalisation rhetoric was in fact and indeed just rhetoric, the question below was put forward:

'I think it is a good idea to listen to, and learn to understand other non-native English accents for easy international communication with people from different countries around the world'

It was quite interesting to see that the majority of respondents (6 out of 8), in spite of their dislike for the varieties of the speakers, and also other responses that do not appear to favour the varieties of the WE speakers, responded positively to this. Possible interpretations of this include the possibility that the testing system and training of English language learners from Expanding Circle countries with only the NS standard varieties is the cause of their seeming rejection or dislike for other varieties. Also, it could be said that the internationalising institutions are the ones fostering disintegration in international communication by a reliance on SE-based testing systems and as such, involved in fostering a SE/WE conflict. Again, it was clear that a larger-scale study was essential.

On the whole, one of the main aims of this pilot study was to pre-test the research instruments for further use in the main study. Even though the participants were not many in number, the feasibility of employing the research instruments were ascertained and considered worthy for a more elaborate study.

CHAPTER FOUR

METHODOLOGY

4.1 INTRODUCTION

This chapter presents methodological components for a more focused and specific research on a wider scale. The pilot studies focused mainly on perceptions from students-as-stakeholders in relation to WE varieties of the English language as regards NNS scholars, academics and teachers but, clearly, a great deal more was necessary to establish the methodological approaches and data gathering procedures for the main study in order to specifically answer both the overarching and sub-research questions. The overarching research questions are: i) 'Is socio-cultural integration aimed at international inclusivity merely rhetoric or reality when it comes to the acceptance and accommodation of WE varieties within internationalising HE institutions? ii) What is the situational position (reality) of having academic staff with WE varieties of the English language within HE institutions in internationalising NS countries from the perspective of major stakeholders?' The sub-research questions are:

1. What are the perspectives of EFL or Expanding Circle students on being taught by (nationally selected) WE teachers with peculiar varieties of English that are country-specific and particularly distinct from those of the NS (Inner Circle)?

2. What are the perspectives of NS management on employing WE/NNS teachers with country-specific varieties of the English language within HE in NS countries?

In order to answer these questions, data was collected from students and management stakeholders in HE institutions in two 'Native-Speaking' countries, the UK and the USA. The students were all from Expanding Circle countries. Data was also gathered from Inner Circle academic managers (in UK and USA) responsible for the recruitment, selection and retention of academic teaching members of staff from WE/NNS countries. For the purposes of addressing the research questions, they were required to respond implicitly and explicitly to the idea of having academic teaching staff members from countries categorised as WE or NNS users. Data gathering was underpinned by the research speculation that, as far as the use of English is concerned, there are discrepancies between the discourse of inclusivity and the practical realities of lingua franca communication. This is because the aim of this research is to consider practice against the backdrop of existing rhetoric in the area of inclusivity in communication with the use of the English language as a lingua franca in internationalising HE institutions. It is intended as a move beyond a reliance on assumptions that, in practice, HE environments are characterised by international cultural inclusivity in terms of accommodating to varieties of the English language.

In a more clearly defined consideration in relation to the focus of this study, the assumption is that socio-cultural integration through effective communication, irrespective of distinct varieties of English, is expected, while the SE/NS speaking

standard is still basically employed through NS standardised tests as a prerequisite for study within international HE study environments in NS nations. Methodological procedures were therefore devised as a way of investigating this situation by carrying out, and specifically focusing primarily on collecting data from EFL Expanding Circle students, who appear to partly be at the centre of this unresolved conflict as stakeholders in their own right. There was also the need to collect data from Inner Circle NS managers-as-stakeholders on their perspectives of linguistic inclusivity in practice on the basis of how language variations of WE/NNS international teachers influence their recruitment and selection decisions.

As has been mentioned earlier in this work, the reason for the selection of Expanding Circle students is for a more specific and streamlined focus in the international categorisation of World English users as described by Kachru's (1985) model. Also, in the existing SE/WE conflict, there may be a tendency that the Expanding Circle or EFL students, who are described as 'norm-dependent', would orient towards NS based or SE standards from an international pool of teachers or scholars. This may in-turn indicate a strengthening of the conflict from an international linguistic inclusive perspective. Also, the reason for selecting Inner Circle managers is to gain insight into how they orient towards the SE/WE tension as regards the recruitment and selection of WE scholars in the midst of their seeming vibrant promotion of the internationalisation of HE. The need to consider whether these Inner Circle managers are avid supporters indeed of internationalisation when it comes to WE/NNS linguistic inclusivity in practice is of the essence.

4.1.1 METHODOLOGICAL OUTLINE

This chapter will first give an overview on the methods employed for data collection from two stakeholder groups: students and academic managers. Secondly, it will follow a structure that starts with identifying the research approach and philosophical standpoint chosen for this work. Thirdly, there will be a focus on the sampling techniques used for the selection of participants. Fourthly, discussions on the rationale for choosing the data collection tools which include IELTS replicated listening test, Likert type questionnaire, interviews and focus group discussions over other possibilities that were excluded will follow. Fifthly, the rationale behind the IELTS listening test design, Likert scale questionnaire design and questions for the focus group and interviews for the main study will be discussed. Thereafter there will be discussions on validity, reliability and generalisability by triangulation in mixed-methods research. Also, the ethical considerations for this work will be addressed. Finally, analytical approaches and tools to apply to the replicated listening test data, Likert scale questionnaire data, focus group and interview data will be discussed.

4.2 OVERVIEW

In order to answer the research questions, data was collected from students-as-stakeholders through the use of a replicated IELTS listening test, Likert scale questionnaire and focus group discussions. Interviews were used to collect data from managers-as-stakeholders. All of these data were collected from within HE in two NS countries (UK and USA), first in the UK and then repeated in the US, for a more international outlook and to strengthen the reliability of the findings. Further details on rationale for choosing the data collection methods identified above will be given as the chapter progresses subsequently.

4.2.1 PHILOSOPHICAL APPROACHES

This work is based on a pragmatic approach with a pluralist perspective, which has to do with gaining richer and more reliable research results by the use of, or combination of different research methods or paradigms (Mingers, 2001). Pragmatic based research is said to be practically driven because it follows its own design, which is specifically fit for purpose: it involves doing what works and is appropriate and real to the situations being investigated (Tashakkori and Teddlie, 2003a, 2003c). One way of achieving this, therefore, is to choose methods which relate to the focus of the research and which can be used to answer the research questions under consideration instead of following rigid patterns that characterise quantitative or qualitative prescriptions in their own rights. According to Teddlie and Tashakkori (2003), one way this is achieved is by mixing methods for data collection and analysis: applying both quantitative and qualitative measures, for example. In line with the idea of adopting a pragmatic approach to research, Saunders et al (2007) and Tashakkori and Teddlie, (2003c) state that multiple methods are essential as long as they aid in answering the research questions and make for better evaluation of research findings and viable inferences.

This research focuses on interpreting reality rather than relying on rhetoric in relation to the internationalisation of HE in NS nations and, as such, has identified a practical problem and designed relevant and specific research questions, to be answered by adopting data gathering and analysing methods which are reflective of the kind of data that is necessary to collect. It has been necessary to collect and analyse numeric data alongside textual data, because the research design, focus and

questions required methodological exemplars that were fit for purpose. Numeric data is generally linked to quantitative methods while textual data is generally linked to qualitative methods. Quantitative methods are generally philosophical views expressed by positivists while qualitative methods are associated with the interpretivist philosophical stance. While the positivists build on the science of numbers and experiments, the interpretivists are of the opinion that not all truths can be scientifically quantifiable particularly when they involve social interactions (Saunders et al 2007). This research is positioned on the pragmatic/pluralist stance because as much as the positivist and interpretivists perspectives have advantages in their own rights, combining them means employing the strengths of two philosophical stand points.

In order to answer the research questions therefore, mixed methods is considered most viable, involving both quantitative and qualitative aspects, because not all the data needed from both stakeholder groups could be restricted specifically to either quantitative or qualitative paradigms. As will be seen under the next heading, the sample sizes needed and readily available for each of the stakeholder groups for example influenced the choices of methodological paradigms employed. Also, the kind of data that needed to be collected influenced the choices. In situations where richer and deeper responses were needed, qualitative tools had to be employed, while in situations where a greater number of participants or responses were important, quantitative tools were employed. In this study, as will be elaborated on subsequently in the chapter progression, a relatively large number of participants was necessary to take part in the IELTS replicated listening test as well as to give responses to the complementary Likert scale close-ended questions. But when

richer and deeper insights were required from the students, only a fewer number of participants were required. For the managers, availability and access to participants influenced the qualitative choice of interviews with fewer participants. Also, considering the fact that rich and in-depth insight is associated with interviews, it became the viable choice for the management participants.

4.2.2 SAMPLING

In order to better understand the purpose of the sampling techniques used, it is important to reiterate the premise on which this research is based, which is that there is a conflicting unresolved balance between what internationalising NS institutions appear to be portraying in theory and what obtains in practice. This is as a result of the fact that socio-cultural integration through effective communication, irrespective of distinct varieties of English, is expected, while the NS speaking standard is employed through SE standardised tests, for example as a pre-requisite for work and study within NS international study environments. An investigation into the implication of this situation was therefore necessary leading to the need for sampling of the target populations.

Saunders et al (2007) emphasize the need to sample in a research process. They state that sampling provides valid alternatives to collecting data from an entire population. As one of their main points of discussion, they observe that it would be impracticable to conduct a survey for an entire population.

The target population of the students-as-stakeholders part of this research consists of EFL/Expanding Circle, pre-sessional English language students intending to

pursue degree programmes within HE in NS nations. According to the 2015 updated international students statistics of the UKCISA of (2012/2013 and 2013/2014), there are over 80 thousand Chinese students studying in the UK. It is also indicated that the Chinese students make up the largest population of international students as they are top of the list of non-EU sending countries. Although there are students from other EFL nations, they make up a smaller percentage of EFL students in the UK and presumably in HE institutions in other NS nations. It would be impossible to conduct a survey with each of them. Although not all of them may start with the pre-session English language pathway (exact statistics on the overall number of pre-session English language students nation-wide in the UK and other NS nations are unavailable) it is an accepted fact that most HE institutions in NS countries run these programmes for, among others, students from the EFL regions and have some of these students participating in pre-session English language programmes.

The statistics given above are just for the UK alone but according to Jarvis and Stakounis (2010), the US and Australia and Canada also record large numbers of students enrolling on these pre-session programmes with a significant proportion from Asia. Conducting a survey with each of these students would be totally impracticable, hence the need to use sample sizes within each of the chosen international locations (UK and USA).

4.2.3 QUANTITATIVE SAMPLING

Quantitatively-based numeric data was collected from one hundred international "Expanding Circle" students. Fifty student participants in each of the HE institutions in the two chosen NS countries (UK and USA) were recruited.

The number of students that made up the overall sample size were in varying numbers of student cohorts. The numbers were in the range of 10-15 students in each group. It is difficult to find specific scholarly literature identifying the right size of a pre- sessional English class, but according to the UCIEP (2011) an appropriate class size range can be between 5 and 25 students. Most of the HE institutions that run these programmes promise small class sizes that favour one-to-one tutorial opportunities within the programmes, as described in the advertisements accessible through their brochures, websites or other marketing media; so varying numbers in student groups were expected. The sampling of the students therefore had to be in groups. Both undergraduate and post-graduate cohorts in each international location were employed as part of the target population for this research and the selection was based on their English language competence levels as described by the IELTS/TOEFL band scale descriptors and not on their degree entry levels.

The essence of collecting data from within HE institutions in two different NS/Inner Circle countries was to enhance the representativeness of the target population in relation to the research focus.

4.2.4 QUANTITATIVE SAMPLING TECHNIQUE

The sampling technique adopted for the students-as-stakeholders part of this project is characterised by the features of purposive sampling, a sub category of non-probability sampling. This is because the subjects were identified by the researcher's selective choice. Compiling an exhaustive list of the elements that make up the target population appeared rather impossible or impractical and as such target groups from the larger population were created by the researcher's discretion. (Saunders et al, 2007). In this research, the target population is international students from Expanding Circle/EFL countries studying on pre-sessional English programmes to improve their English language competences for further studies within HE institutions in NS nations. Collecting data from the number of students who make up this population (UK, USA and possibly other designated NS nations) is impossible, but sampling from sub-populations represented as cohorts of pre-sessional English language students within selected HE institutions made for the sampling that was used for this part of the research work.

4.2.5 QUALITATIVE SAMPLING

Qualitative sampling, on the other hand, is said to be generally based on saturation (Mason, 2010). Although it may be difficult to define where saturation ends in the collection of qualitative data, Charmaz (2006) suggests that the ultimate determiner of sample size is project design or research aim. Since the selection criteria are not always distinctively stated, the availability of the intended pool could also inform the sample size. For the student focus group discussions, there were three sets of discussion groups in each of the international locations (UK and USA), implying six

focus groups in total, to ensure that saturation is achieved. The number of participants in the focus group discussions ranged from 4 to 12. The differences in number of participants varied based on student availability and indications of interest. The 4 to 12 participants range was considered appropriate in line with recommendations for the acceptable number of focus group participants in research, as seen in Saunders et al (2007). The focus group participants were made up of the same pool of students who had participated in the IELTS replicated listening test process.

On the other hand, it was difficult to recruit academic management participants for the interviews, so a sample size of five for each NS international location (UK and USA) was targeted and achieved. Ten interviews were taken as sufficient, given the general difficulty of getting a pool of managers to give perceptions on a rather sensitive issue, requiring both explicit and implicit details involving how the English language competences/varieties of WE speakers/teachers influence their recruitment and selection decisions. Also by the tenth interview a pattern of similarities in participant responses was observable. It can therefore be argued, particularly based on the limitations in gaining access to the pool of management interviewees, that a level of saturation which could be used to answer the management-based research question was already achieved by the tenth interview, as results show in the next chapter.

4.3 QUANTITATIVE DATA COLLECTION TOOLS

As has been mentioned earlier, a replicated listening performance test and a Likert type questionnaire were used to collect numeric data in the students-as-stakeholders

group in order to answer the relevant student-based sub-research question. It is important to reiterate that the tests were meant to be used as a means of achieving measurement. It has been established even from the literature that measuring intelligibility could be a difficult task. For this particular research, devising a measuring yardstick for the data collection procedure in relation to the research gap and answering the research question was a challenging one, hence the need for the initial and second pilot studies. The pilot process led, amongst other things, to the need to change the 3 points options on the follow-up perception questionnaire to a 5 point Likert scale type to create an opportunity for a wider spread of options since the major focus was on perceptions. Also, the need to rephrase and regroup certain questions stood out as a benefit of carrying out the pilot studies. The pilot process for this work largely reflects what Oppenheim (1992:47) states about using questionnaires, that 'questionnaires do not emerge fully-fledged, they have to be created or adapted, fashioned and developed into maturity... piloting can help not only with the wording of questions but also with...ordering of question sequences...'. Also, as has been mentioned earlier, the pilot studies gave indications that a study on a wider scale was necessary and important for achieving the overall purpose of this research.

4.3.1 JUSTIFICATION OF THE USE OF TESTS AS INSTRUMENTS FOR DATA COLLECTION

Mertler and Charles (2008) make reference to the use of testing and measurements. They indicate a difference between the two terms in research while also observing that the two terms are often mistakenly used interchangeably. The use of tests is said to be 'the process of obtaining data by having participants respond to written or

oral examinations' (Mertler and Charles, 2008:138). They also state that 'researchers like to use tests because the numerical data they offer seem more precise than verbal data'. Although qualitative researchers may disagree with this point on the grounds of absence of having rich data, the use of numerical data has been chosen for this part of the research because of the relatively large sample size and pragmatic basis of this research which would rather combine paradigms or select approaches that are fit for purpose. Statistical and numerical data are suitable with a relatively large sample size (Saunders et. al, 2007). This part of the research intended to obtain written and not oral examination data; written because it is patterned after the IELTS and equivalents listening test procedure. This procedure does not require students to speak but to put down in writing answers to questions based on the listening procedure. Since it was basically a replication test, writing down answers on the part of the students was of the essence.

Mertler and Charles (2008) make reference to different types of tests as data collection tools in educational research, one of which can be linked to this work. The importance of each of these tests is determined by how well they fit into a research design and how much they can be used as a means of answering the research questions. Mertler and Charles (2008) make reference to criterion-referenced tests and standardised, or norm-referenced tests introduced by Glaser, (1963). Although the tests are meaningful and still largely used in educational research, their overall characteristics do not entirely fit into the design and purpose of every research project. A criterion-referenced test reports students' performance according to correct responses on each item. It is used to judge the quality of educational programmes and is based on objectives or goals set for both the teacher and class

within educational settings. As much as each correct answer will have an overall impact on the scores of the participants of this research, the aim of the replicated test design is not intended for, or based on a targeted teacher/student objective to test the quality of a programme within an institution but an empirical inquisition aimed at testing to spur or gain an overall perception or insight for the supposition that there is the existence of socio-cultural communicative integration within HE institutions of NS nations.

A norm-referenced or standardised test, on the other hand, reports individual students' performances in comparison to other students' performances in a group. Standardised tests are said to be norms-based because they follow set standards and therefore are capable of being used in the comparison of individuals, groups and schools or school systems. As a result, they are said to be highly reflective of validity and reliability. In a standardised test, the test conditions are standardised in type, timing, testing materials and instructions. It is believed that standardised tests have a 95% or better record of reliability and validity, which implies that results can hold true for 95% or more of the population for which it is intended.

The testing system for this research is basically a replication of a standardised English language testing system. Although it may not be considered as the original IELTS test, the test conditions, type, timing, testing materials and instructions are similar and can be used in the comparison of individuals and other group performances. For this research, the replicated standardised test can be taken as a replicated 'norm' that can be repeated with other groups to achieve the same purpose or in this case used to answer specific research questions. The replicated

standardised test was therefore to be used in the comparison of individual and group performances. In this case however, all participants had the same band score from the original standardised test. The requirement for participation in the NNS replicated listening test was a 5.5 IELTS or its equivalent listening band score for all participants.

The same replicated listening test was carried out in two international locations involving cohorts that represent the Expanding Circle EFL population within HE institutions in NS nations. As a result of the repetitive value of this test process with similar groups (pre-sessional English language students of EFL/Expanding Circle backgrounds), validity and reliability could be guaranteed because generalisations or inferences (although with considerations of the limitations already identified in this relative pioneering starting point research) could be made as a result of its applicability to more than one research setting (Saunders et al 2007).

4.3.2 JUSTIFICATION OF MEASUREMENTS IN RELATION TO THE USE OF TESTS

According to Mertler and Charles (2008:140), measurement has to do with obtaining 'information by comparing participants' performance or status against an established scale'. This can be said to imply that measurement occurs after a test process, because the performance that is being referred to here, can only be compared against a measuring scale after the test has been taken and scores achieved. Mertler and Charles (2008:140), however, observe that there could be research situations where 'ready-made measuring scales do not exist' and researchers have to prepare their own scale.

When the pilot study 2 was carried out, a percentage based measuring scale was devised for a 50% and above pass mark but discarded and not used in the main study because there is a 'ready-made measuring scale' for the original NS based IELTS test that could also be employed for the NNS replicated one. The IELTS nine-band scale for representing scores was therefore chosen for the main study, for the purpose of maintaining similarity with the original and also for easy comparisons of the scores of both the original and replicated listening test results.

The main study therefore employs the IELTS nine-band scale as a measurement basis for the intelligibility levels of the WE/NNS Outer Circle varieties to the EFL Expanding Circle students. The nine-band scale for the listening component of the test is meant to test how much comprehension students can achieve from the NS speaker. This research intends to measure how much comprehension could be achieved by the students from the selected WE/NNS Outer Circle speakers since they (the students) will probably have to encounter NNS speakers/teachers on progression to their degree programmes within NS internationalising HE institutions. As has been discussed in the literature review, comprehension or comprehensibility can be achieved when the speaker comes across as intelligible to the listener.

4.3.3 USE OF QUESTIONNAIRES

Opie (2004) states that questionnaires are the most widely and commonly used procedure for obtaining research data for reasons such as low- cost, ease of administration to participants even in distant locations, use of standardised questions, assurance of anonymity to participants, and the opportunity of writing

questions to suit specific situations or aimed at answering research questions. There is however the opinion amongst some scholars that a questionnaire does not answer the 'why', causal or perception question because, according to Bell (1999), it has a focus on fact-finding. As much as these observations on the use of questionnaires can be said to be true, responses in relation to perceptions can also be observed using a Likert scale questionnaire type according to Maltby and Whittle (2000).

Questionnaires are basically of two types according to Colosi (2006). They involve the use of open-ended questions whereby restrictions are not placed on the answers that can be given. Close-ended questions, on the other hand, involve prescribed options given as answers for the respondents to choose from. There are a number of multiple choice options and range that can be employed when closed questions are used. They range from yes/no options to a more varied scale of answers such as in the use of Likert scale (Mertler and Charles, 2008).

This study used a Likert type scale questionnaire as a follow-up instrument to collect data on student perceptions on the IELTS replicated listening test research instrument. It was used as a complementary mechanism, aimed at achieving the collection of more reliable data. Although Likert-type questions use a fixed-choice response format in the measurement of attitudes and opinions (Bowling 1997, Burns & Grove 1997), this research argues that the fixed choice responses still give room for in-between answers rather than affirmative yes/no answers or answers on two ends of a spectrum. The Likert scale provides a variation in choice of answers. Although qualitative scholars will argue that rich data may not be collected as it can

be by using interviews and focus group discussions for example, gaining knowledge on perceptions through the use of Likert type questionnaires from a relatively large sample size as a follow-up measure of a major testing instrument can be justifiable. This research collected data from a hundred student participants. It appeared impossible within the research confines and timing to obtain qualitative data from all participants through qualitative tools such as interviews and focus group discussions. Another reason why this questionnaire set was chosen is because not all the EFL Expanding Circle students may have had the time or patience to go through a listening test procedure and then be involved in qualitative discussions afterwards. Also, it was thought that not all the EFL students would be confident in their English language speaking skills to get involved in conversations aimed at gaining rich data, since they are basically pre-sessional English language students trying to gain mastery of the language. They, however, proved this wrong by engaging in conversations with the researcher after the listening tests and follow-up Likert type/closed ended questionnaires for perceptions. Some of the student participants even scribbled opinions on the questionnaire that perhaps appeared too restrictive by the Likert type options.

The Likert scale format was from the 'strongly agree' to 'strongly disagree' five point scale (see appendix 7), aimed at eliciting perceptions from participants. There were ten questions with the same measuring five point Likert scale. The rationale behind the first two questions had to do with eliciting responses aimed at establishing measurements on the intelligibility of the Outer Circle varieties used for the replicated listening test to the EFL Expanding Circle students. Questions three to five had a focus on checking for perceptions on whether the idea of having NS varieties of

English as the 'standard' is strongly upheld as being superior. Questions six and seven had a focus on gaining insight into whether the EFL students have pre-conceived stereotypes or bias about the WE/NNS varieties of the speakers of the listening test, that could have negative influences on how their intelligibility or the intelligibility of WE speakers in general is perceived. Questions eight to ten focused on eliciting responses that may or may not work towards re-enacting the intent of the internationalisation drive within HE of NS nations particularly in relation to communicative inclusivity and integration.

Another justification for the use of a Likert scale is given by Colosi (2006). According to her, the data gathered using a Likert scale can be easy to code using the five points in numbers (5-1), for example to represent each option on the scale. Assigning codes appeared interesting because average and or mean scores could easily be calculated.

4.4 QUALITATIVE DATA COLLECTION TOOLS

Qualitative data tools were also employed in this research work to collect data from both the students-as-stakeholders and academic managers-as-stakeholders, with focus group discussions and interviews respectively. Although there were quantitative methods employed for data collection from the students-as-stakeholder group, the pragmatic approach this work hinges on made for the need to also do a qualitative procedure, because answering the research questions effectively necessitated this mix in methods. Further justifications for this can be seen

subsequently under this heading and specifically under the sub-heading numbered and titled '4.4.1 Justification of the Use of Interviews and Focus Group Discussions'

Tashakkori and Teddlie (2010) state that qualitative data collection suggests the use of rich and in-depth data collection methods. Data for qualitative research can be collected via various tools that include case studies, observations, narratives, interviews and focus group discussions amongst others, although according to authors such as Creswell (1998, 2009), Locke, Silverman, & Spirduso (2010), and Marshall & Rossman (2006), the most common sources of data collection when employing qualitative research methods are interviews, observations, and review of documents. Like every other data collection tool, even with the use of quantitative methods, the various tools have their pros and cons and are definitely chosen in accordance with the focus of a research and the questions the research intends to answer. A subsequent consideration of a selection of tools and the reason for choosing interviews for academic managers and focus group discussions as a follow-up strategy of engaging the collection of more data with student participants will follow. The reasons for selecting and de-selecting certain qualitative tools will be discussed subsequently.

Case studies are said to be in-depth investigations that could be of a single person, group, event or community and data could be gathered from a variety of sources and by using different methods such as observations and interviews. Although they are said to provide detailed or rich qualitative data (Morris and Woods,1991) in comparison to a larger scientific quantitative investigation of a similar subject or issue, case studies are criticised for being too descriptive and not generalisable

(Robson 2002), and also for taking too long to accomplish (Yin 2009). This research identified an issue within HE in relation to international communicative integration, linked to an existing SE practice that appears to go unnoticed by the conflicting role it plays with WE integration, particularly in relation to the varieties of English involved. Observing the situation over a period of time as a 'case' to be studied would not be useful since there is already a hypothesis or a speculation: an identified conflict in relation to the SE and WE debate. A practical inquiry is therefore of the essence rather than a long case study. Although interviews have been identified above as being used in combination with other methods for case study research, the fact that a case study is carried out over a long period of time excludes it as a viable tool for this research.

Another qualitative tool used in data collection is narratives which, as the name implies, has to do with storytelling. According to Clandinin and Connelly (2000), it is a method of sharing, and communicating knowledge to others. Some of the common features according to Griffin (1993, 2007) are that they involve life story research or oral history and also make use of semi-structured interviews rather than questionnaires, while the researcher basically acts as an attentive listener, speaking sparsely. This research, although with an intention to use interviews, is not structured or tailored for limited speaking on the part of the interviewer, but rather focuses on spurring as much conversation for as much information as possible from participants. As much as the interviews were focused on gaining the perception of participating academic managers, it was not intended for a laid back involvement of the researcher or of a listener to a story been told by the participants. Also, the selection of focus group discussions as another follow-up data collection tool for the

students was meant to elicit as much information as possible which will aid in answering the research questions by spurring conversations in the right direction and not by listening to individual or group stories (even if sharing short experiences were to be allowed as a way to giving more insights into perceptions).

4.4.1 JUSTIFICATION OF THE USE OF INTERVIEWS AND FOCUS GROUP DISCUSSIONS

Interviews are of various kinds ranging from face to face, telephone and an increasing use of computer mediated communication such as e-mail and chat boxes (Opdenakker 2006). Interviews could also be structured or semi-structured (Saunders et. al. 2007). This project employed face-to-face and semi-structured interviews. Face-to-face because of the benefits of having a first-hand influence on social cues such as voice, intonation, body language that may inform certain inputs of the researcher to probe further where necessary, as seen in Opdenakker (2006). Also, it was semi-structured because although there had to be a level of uniformity in the ordering of questions prepared in advance in order to maintain a focus and elicit responses that will be directly linked to answering the research questions, semi-structured interviews allow for flexibility which encourages following up on relevant discussions that are not guided only by the questions prepared in advance (Saunders et al, 2007). The questioning patterns were therefore, not expected to be the same because it was envisaged that some responses may spur conversations in directions that may not follow the prepared order of questions. Guiding the respondents in such a way as not to veer off the focus, even if conversations did not follow the ordered questions, was of the essence during the interviews. The interview method was

chosen because, unlike in a case study, for example, responses from participants were to be collected on the spot without any need for prolonged observations. This was also because of the overall 'rich and in-depth' data that interviews offer, void of the restrictions that closed-ended questions in questionnaires and quantitative designs provide (Saunders et al, 2007). The idea of rich and in-depth data suggests that there is an opportunity for the participants to be more elaborate and detailed in providing opinions and perceptions when interviews are employed (particularly as opposed to what 'restrictive' numeric data based on closed-ended questions can provide). All interviews were audio recorded for the production of transcripts and in order to ensure that no detail was left out and to act as an easy reference point for ensuring the clarity of opinions when and where needed after the interviews because in situations where interviews are not recorded, researchers can only rely on notes taken. Note-taking in research conversations may not be as efficient, particularly in situations where verbatim quotes are needed for example. Amongst all the benefits of audio-recording interviews, particularly alongside note taking, Saunders et al (2007) state that it prevents any data from being lost.

Collecting data through focus groups involves organised discussions with participant groups for the purpose of gaining insight into their views (Gibbs 1997). Gibbs also describes the purpose of using focus group discussions in research in a way that fits well into why it was chosen as a viable method for follow-up data collection from students. She states that 'the main purpose of focus group research is to draw upon respondents' attitudes, feelings, beliefs, experiences and reactions in a way which would not be feasible using other methods, for example observation, one-to-one interviewing, or questionnaire surveys.' For this research, collection of data from

students-as-stakeholders was initially meant to follow absolute quantitative data collection procedures through the use of quantitative tools. This was because of the need for a large student sample for the replicated IELTS listening test and for responses to the Likert type questionnaire. But because it is difficult to restrict perceptions or confine them to ordered options and responses (as was also identified by some student participants), the only other way was to engage in a qualitative procedure to give opportunities for free flow of information on the research focus. Since it was impossible, because of the relatively large sample, to get each student participant to comment freely on their perceptions, focus group discussions were chosen (involving samples of student participants). It is important to state here again that this data collection method was engaged because according to the research methodology literature, it is a viable tool for gaining rich and in-depth data which quantitative related tools cannot provide (Saunders et al, 2007). What this implies is that numeric figures may not be as effective particularly in providing elaborate or more detailed data when opinions and perceptions are being sought after. As has been mentioned in relation to interviews, focus group discussions also involve face-to-face interactions particularly in situations where the researcher acts as the moderator or interviewer. This interaction also provides the benefits of having a first-hand influence on social cues such as voice, intonation and body language that may inform certain inputs of the researcher to probe further where necessary. (Opdenakker, 2006). Again, for the same reasons as indicated in the interviews, these discussions were audio recorded.

4.5 DESIGN OF NUMERIC DATA COLLECTION TOOLS

The students-as-stakeholders part of this work partly required the use of numeric data and as such had a quantitative angle, because the replicated IELTS listening test scores had to be compared with the students' scores on their original NS based ones. Also, there was a need to quantify the Likert-type perceptions responses numerically by the use of descriptive statistics, because of the relatively large sample size of a hundred students. Information on the specific designs of both data collection tools follow subsequently. There is however a need to discuss certain limitations in the use of the replicated IELTS test.

4.5.1 SOME LIMITATIONS IN THE USE OF THE IELTS REPLICATED TEST

It is important to state here that there are some areas of possible limitations in the use of the replicated IELTS listening test which are worth considering.

First, one possible limitation that is worth considering has to do with the differences between the original NS-based IELTS and TOEFL listening tests. There are differences in the duration of the tests, context, question types and accents. The TOEFL test is of 60 minutes in duration while the IELTS listening test lasts for 30 minutes. Also, the TOEFL test basically has an academic context while the IELTS test has both academic and social contexts. Furthermore the TOEFL test is multiple choice based while the IELTS test consist of different question types including multiple choice, sentence completion, True, False or Not Given. Also while the TOEFL test has always been standard American English, the IELTS tests are recorded by using a range of different accents from English speaking Inner Circle countries including the UK, the USA, Canada and Australia.

The limitation of using the IELTS replicated test recording for this work is therefore in the fact that not all student participants in the US had taken the IELTS test. Some of them had only taken the TOEFL while some others had taken both the IELTS and TOEFL (this information was confirmed from the pre-session course providers/managers). This may have impacted on their performances. For those who had never taken the IELTS listening test, the question types may have affected their overall performance since they had only been exposed to the TOEFL testing system.

Secondly, the time lapse between the students having taken the original tests and taking the replicated test may have been varied. This may have impacted on their performances. This was not considered before the replicated test was administered. The IELTS and TOEFL tests are known to be valid for a maximum of a two year period from the date of the exam. Some of the participants may have taken it just a couple of weeks before they arrived at the universities for their pre-session courses and were asked to engage in the replicated test, while others may have taken theirs months before, or even at any time within the two year period. This may have impacted on the differences in performances because some of the students may have had more opportunities to improve on their language use within a longer space of time or time frame than the others. The 5.5 basis for participation in the replicated listening test may not, therefore be a true reflection of some of their actual competence levels. These are however just probable limitations and they were not initially considered before or during the data collection processes. It is important however to state that the student participants were relatively very new to both NS

countries (UK and USA) because they had only spent a couple of weeks on their pre-sessional courses before the replicated test was administered. They had also had little or no exposure to other varieties of the English language other than theirs or the NS varieties they had been trained and tested by. This information was independently gathered in informal conversations with the participants outside the data collection period.

Furthermore, it may be said or argued that the WE speakers used for the two Outer Circle recordings are not trained to deliver IELTS listening tests. If there is any evidence that there is a special training for people who record the original NS based IELTS listening test or their equivalents, the information is not yet widespread. The tests are generally known to be recorded by native speakers from NS countries. It may be possible that the people who do the NS-based recordings are specially trained for it but common knowledge of this appears not readily available. It was mentioned in the review of literature that what is important to this research is to employ the 'Educated Accent' which is basically dialectal and not idiolectal. The WE speakers used for the replicated listening tests were people with country-specific dialectal varieties/accents, educated above the undergraduate level of studies.

Having considered the limitations above, the justification for using the IELTS replicated recording was fundamentally based on the expected English competence levels which are also considered to have TOEFL equivalents by the universities who admit these students on such equivalent basis. There was a need to select a particular competence level as the criterion for participating in the data collection

process and at the time of doing so, the IELTS 5.5 level was chosen because it falls in-between the modest user and competent user level (on the IELTS band score descriptor) and forms the level on which some pre-sessional programmes are run, with the intent of raising the student level to 6 or 6.5. Most universities require international students to be at a 6 or 6.5 level before the commencement of their degree courses of study.

On the whole, the limitations cannot reasonably be said to constitute a flaw in this innovative IELTS replication approach, particularly because this work simply represents a starting point and a pioneering focus within the research gap area. Further work will benefit from the considerations of the aforementioned limitations and the impact they might have on the overall student performances before the replicated tests are administered.

4.5.2 REPLICATED IELTS LISTENING TEST AND LIKERT SCALE DESIGNS

The listening test was based on verbatim extracts from previous IELTS tests and made up of two sections, A and B, each representing two different recordings for the single listening test. The answer sheet was adapted to align with the marks awarded. As has been mentioned earlier in this work, the country-specific focus of this research, particularly for the Outer Circle users in this instance, is the dialectal ('the educated accent') and not idiolectal speech patterns, because this research is not meant to reflect individual but rather generalisable country-specific speech patterns of scholars and professionals within academia. These specific speech patterns can

therefore be sub- specified as educated variations or varieties. These educated varieties were employed for the replicated listening test recordings.

Section A, represented the Indian variety and section B represented the Nigerian variety. The rationale behind using two different IELTS extract recordings was to avoid situations where repetitive testing or listening may be in favour of one of the WE/Outer Circle variety over the other because students may be able to decipher what was communicated by the number of times the same ideas are communicated. It is a common practice in English language listening tests with pre-sessional programmes in HE institutions that a single listening test recording is replayed at least once to enable students get two listening chances for a single listening assessment. Using the same test recording for two sessions would definitely be too repetitive and might have created opportunities for better performances in the part B (involving the second NNS variety) of the listening test. To achieve a fair testing process, two different recordings were used. The duration of these recordings was seven minutes each. Relatively shorter recordings of this sort were most appropriate because first of all, the overall timing of the test bears semblance with the IELTS test and also because there were only fifteen question for each of the sections. Overly long recordings may therefore have been confusing or over-burdening on the students who had volunteered their time to be part of the data gathering process. Each of the different recordings (A and B) was played twice, meaning a total of about twenty eight minutes of listening. The students were also given about ten minutes following the listening proper; five to pre-check questions, the other five to append any answers not written during the listening process. In total the procedure took about 40 minutes for each participating cohort. The listening test questions in

appendix six show how the marks are distributed to arrive at a total of 40 marks for the whole test. The 40 marks overall is similar to that of the original IELTS test.

It is also important however to state here that as a part of the process of administering the WE replicated test, care was taken not to reveal the identity or nationalities of the two Outer Circle variety speakers used in the recordings, in order not to provide any room for bias or stereotyping ahead of the testing process.

The Likert type questionnaire on the other hand, was designed to consist of ten questions unlike the initial and second pilot studies that had fifteen and fourteen questions respectively. It was decided that too many questions may deter the students from participating fully and with as much interest or the necessary concentration required in this second complementary part of the data collection process because they would have already given about 40 minutes of their time, participating in the listening test procedure. Fewer questions were of the essence but care was taken to ensure that all the necessary parts needed for answering the research questions were not left out (see appendix 7).

4.6 VALIDITY RELIABILITY AND GENERALISABILTY BY TRIANGULATION IN MIXED METHODS RESEARCH

Validity implies the extent to which a researcher can appropriately measure or evaluate an objective reality or what the overall research intends to measure, while reliability implies the extent to which a measurement procedure can be replicated to achieve sameness or similarities in results (Cohen & Crabtree 2008). Gill and

Johnson (2002) also state that the structure of the methodology should facilitate replication. Generalisability focuses on the application of the research findings outside the research or the research study context (Cohen and Crabtree 2008). Generalisations form a major component of the positivist paradigm (Remeenyi et al.,1998). In light of this, Saunders et. al. (2007) emphasise quantifiable observations through statistical analysis. This work adopts a numerically-based statistical measurement procedure for a major part of the students' responses. The qualitative aspect, which falls under the interpretivist philosophy (Saunders et al., 2007), makes use of focus group discussions and management interviews which are also considered as valid and reliable in their own rights, particularly when they are triangulated with other research methods and data collection and analysis procedures. This research has engaged mixed methods which is in line with the pluralist perspective; with an end aim of triangulating results to answer the overall and sub-research question. Again, it is important to state that the limitations identified in this work will be playing a major part in how the idea of generalisability in the research will be viewed.

Greene et. al.'s (1989) first three of five quality criteria meant for mixed methods design was chosen to be applied to this study. They comprise 'triangulation', 'complementarity' and 'development'. The other two, which have to do with 'initiation' and 'expansion', were not considered relevant in relation to the scope and confines of this research.

According to Greene et al. (1989), 'triangulation' has to do with corroboration of multiple combinations and comparisons in data gathering approaches that provides more validity and reliability for results. Guion et. al. (2002) state that results could be convergent and or divergent. Convergence in results will consolidate the validity or credibility of the results. Guion et. al. (2002), as well as other proponents of the triangulation strategy, find that the more convergent the results, the more valid, true or certain the research findings are considered. But contrary to an interpretation that divergent results, on the other hand, may indicate weakness in validity and the generalisability of results, Patton (2002) found that in situations of divergent or inconsistent results, the validity of the work is not weakened but that there could be a need to uncover deeper meanings or interpretations from the data gathered. This can be said to be true in relation to situations where the research design is logical, appropriate and based on answering valid research questions through the practical observation of a research gap. In this research, the design can be said to be logical because it fulcrums on a supposition that can be testable with viable research tools (listening test and questionnaire), as well as qualitatively through interviews and focus group discussions, which can in turn be used to answer the valid research questions already identified earlier in this work.

'Complementarity', as the second quality criterion in mixed methods design, according to Greene et. al. (1989), involves a process of clarifying the results of one method through the use of another. This work involved a test procedure whereby Outer Circle NNS recordings were replicated as equivalents for IELTS listening tests. Students' performance on the test was meant to be used to measure levels of

intelligibility of the NNS varieties employed. Student perception or feedback on the intelligibility of the NNS varieties through a question set in a Likert type questionnaire was used as a complementary clarifying approach to gain insight into student's perceptions of the intelligibility of WE/NNS recordings and how they might have influenced their performance in the test either positively or negatively.

'Development', still according to Greene et. al. (1989), involves the use of the result of one method to inform another. In this research, the results of the listening tests and complementary questionnaires can be used to inform the results from the data collected qualitatively through focus group discussions and from management interviews involving perceptions on the varieties of English of WE/NNS teachers. Results could in turn be used to inform employment decisions that the managers make on behalf of the students and also inform international communicative inclusivity and integration issues that may lie both with management and students alike in the SE and WE controversies within internationalising environments. Discussions centred on this will be considered in the discussion chapter.

4.7 ETHICAL CONSIDERATIONS FOR PARTICIPANTS

Blumberg et. al. (2005:92) state that ethics has to do with 'moral principles, norms or standards of behaviour that guide moral choices about our behaviour and our relationships with others'. Saunders et al (2007) state that research ethics involves morally defensive behaviour, a type of behaviour which Robson (2002) described as needed in a particular social situation. It has to do with considerations that a research project is morally just and entails behaviour that will not foster any trauma, particularly with the participants, or cause damage to the discipline under which the

research is being conducted (Punch 1994). This study has followed all necessary ethical considerations. On the part of the researcher, this study can be said to be morally just because it fulfils all obligations to ensure participants' right to informed consent on a number of grounds. An informed consent form was designed for participants' consent. The purpose of the study and procedures to be followed were clearly stated on the forms. There was also a statement of confidentiality, written to ensure participants that their participation would be held in confidentiality. The survey was not meant to ask for any information that would identify who the responses belonged to. It was also clearly stated that in the event of any publication or presentation resulting from the research, no personally identifiable information would be shared, because participants' names are in no way linked to their responses. The anonymity of the participants was emphasised through the statement of confidentiality. Confidentiality in this research means that it is impossible to provide certain information about the specific institutions within which the research takes place or the participants, who particularly included academic managers. The managers are from a range of academic disciplines/faculties and not restricted to the ELT context. They are responsible for recruiting academic staff for both undergraduate and post-graduate teaching and academic positions. These managers provided information that should not be able to be linked to them in anyway. Providing information on how varieties of language influence their recruitment and selection decisions was a rather sensitive one. The rather sensitive nature of this investigation was probably the reason why it was difficult to recruit more management participants. The rhetoric of inclusivity, as it pertains to the specific intuitions, has been generically identified alongside the common practice of internationalising HE institutions which pride themselves in being international in

outlook and in being custodians of equal opportunity and diversity policies and practices.

The two universities can only be described as 'business facing' and 'traditional research intensive' for the UK and US institutions respectively. Identifying specific institutions or departments or subject areas from which participants were recruited for the data gathering of this work was not considered appropriate because revealing these may also mean revealing personal identities and defeating the overall purpose of anonymity for participants that this work promises. Anonymity in this work means there shall be no links even to the institutions or departments within the institutions that the participants were recruited from.

The right to ask the researcher questions was also emphasised in the consent forms (see appendices 3 and 4 for students and managers respectively).

4.8 DATA ANALYSIS

'Mixed method research uses quantitative and qualitative data collection techniques and analysis procedures either at the same time (parallel) or one after the other (sequential) but does not combine them...quantitative data are analysed quantitatively and qualitative data are analysed qualitatively' (Saunders et al 2007: 145-146). The data collected for this research is therefore meant to be analysed sequentially, first quantitatively and then qualitatively.

4.8.1 OVERVIEW OF DATA ANALYSIS FOR BOTH STAKEHOLDERS CATEGORIES

The first part of the data analysis focuses on the students-as-stakeholders category and employs the use of both numeric descriptive statistics and text analysis (for the qualitative responses from the focus group discussions). Numeric statistics were employed because a relatively large student sample size was required for participation in the IELTS replicated listening test. Also, because every student participant had to answer some follow-up questions to express perceptions about the test in relation to the WE/NNS varieties of the English language used, through a closed-ended Likert style questionnaire. The extra in-depth qualitative need for students' perceptions on the test through focus group discussion was strengthened because students were scribbling opinions on the questionnaires and engaging in discussions with the researcher to show they had more to say than the opportunity they were given through the closed-ended Likert type questionnaire (hence the need for textual analysis).

The second part of the data analysis involving the managers-as-stakeholders category focuses on textual analysis as a result of the use of interviews. Interviews are basically qualitative and as such textual analysis is required. The qualitative measure was employed because, as has been mentioned earlier, it was difficult to get a large sample from the pool of NS academic management staff that would have fostered a quantitative data approach. Gaining perceptions through rich and in-depth data approach was also a viable option. A chance to gain opinions and perceptions through the use of interviews about an issue appeared therefore more practicable

also because of the lack of restrictions that are largely applicable to quantitative, multiple choice and close-ended style questions.

4.9 QUANTITATIVE DATA ANALYSIS PROCEDURES AND RELEVANCE TO THIS STUDY

There are a number of quantitatively-based data analysis procedures that can be analysed manually or through the help of some software but, according to Saunders et. al. (2007:407) some of these ‘generate elegantly presented rubbish.’ As much as various analytical procedures abound, care was taken to ensure that whatever method employed produced end results that answer the research questions as the pragmatic approach and pluralist perspective this work adopts indicate.

Statistical analysis is either descriptive or inferential, involving parametric or non-parametric procedures and quantitative data that can be grouped according to type and function to aid analysis (Opie 2004). The table below summarises this. It is important to state that the best chosen statistical analysis for the quantitative part of this study is basically descriptive as a consideration of relevant and irrelevant statistical paradigms will show subsequently.

QUANTITATIVE DATA ANALYSIS TABLE

TYPE OF DATA	FUNCTION
1. Nominal	Puts data into categories
2. Ordinal	Order of numbers is meaningful but no arithmetical significance
3. Interval/Ratio	Data interpreted according to regular interval with meaningful multiplication

There are a range of parametric and non-parametric measures of analysing quantitative data, depending on whether the data is categorised as nominal, ordinal, interval or ratio types (Opie, 2004). Some examples of models used include the chi-square, spearman rank order, kruskal walis test, ANOVA and t-tests amongst others. Chi Square is a non- parametric test for nominal data that has to do with testing for significant difference between observed frequencies and expected frequencies for any data collected. It could involve the calculation of the null hypothesis which is tested using inferential statistics to determine the probability that the hypothesis should either be rejected or not rejected. Using Chi Square is irrelevant to this research considering the fact that it involves testing for significant differences between observed and expected frequencies which this work or data collection does not focus on. There were no expected frequencies in the design of this work and in relation to answering the research questions. Although Chi square is said to use nominal data, it is not fit for purpose for this research.

Spearman's rank order is also a non-parametric test which is used to find out 'if there is any significant relationship between two sets of ordinal scale data' (Opie, 2004:221). It measures the strength of association between two ranked variables. Using this procedure requires two kinds of calculation. The first is in relation to correlation based on data that does not have tied ranks while the second has to do with data with tied ranks.

The above does not appear to have a bearing with answering the research questions for this work. Applying it will make no sense in this regard because although ordinal data will be involved in representing test scores/bands, and also the data from the Likert type questionnaire, there is no intention to find association between any specific two ranked variables. Also applying any of the formulas of this statistical procedure to the data set for this work will amount to presenting the 'elegant rubbish' described by Saunders et. al. (2007).

Kruskal Wallis Test is another non-parametric test used to find out 'if three or more independent groups belong to a single population. It is based on median results and the null hypothesis is that they are not from different populations' (Opie, 2004:210). It is used for samples that are independent, and with possible different sample sizes. Although assumed to be based on ranks and measured on the ordinal scale it presents itself as another procedure that does not fit in with the kind of descriptive statistics that will give answers to the research questions for this work. Again, all these were thought to be an unnecessary procedure to follow even if computed by any software. No three independent groups belonging to a single population is involved in this study. Although the data collected for this research were from different international locations/countries, they were not meant to be analysed or treated differently but as a single international population of Expanding Circle EFL students on pre-session English programmes within HE.

Also, there is the Kendall's tau non-parametric measure that can be measured on an ordinal scale. It has to do with testing for a one to one correspondence between

variables. The Kendall rank correlation coefficient, commonly referred to as Kendall's tau (τ) coefficient, is used to measure the association between two measured quantities. A tau test is said to be based on a tau coefficient. It specifically measures rank correlation like the similarity of the orderings of the data when ranked by each of the quantities (Cohen and Holliday, 1996). It can be argued that the correspondence between test scores and the numerically summated perceptions from the Likert type closed-ended questions as dependent variables can be calculated using this measure but for this work it is absolutely impossible because the analysis of the perceptions will be grouped into three major aspects (as will be considered subsequently) in order to answer the research questions. Observing correspondences with tests scores either as overall scores or scores according to the two sections A and B will be impossible or too complex to attempt. Opie (2004) states that although the calculation can be very intricate particularly with large number of values, and can also be prone to human error, statistical packages such as SPSS can be very helpful, but even with the existence of a software package the preceding explanation in relation to this research makes it impossible.

Apart from the non-parametric procedures identified above, there are a number of parametric ones such as ANOVA, which has to do with Analysis of Variance to show differences between the mean of two samples particularly to indicate statistical significance. ANOVA is said to be used to compare the amount of variation between groups with the amount of variation within groups. According to Black (1999), ANOVA tests depend on the design of the experiment used. T-test, for example which is generic for a range of statistical test for sample sizes greater than 30, can be applied to ANOVA but not without the possibility of complications (Opie, 2004).

These descriptions also appear irrelevant to the focus or answering of the research questions for this study. Although mean values will be useful in comparing the students original IELTS listening test scores with the scores of the replicated ones observing statistical significance between them is not the major focus of this study but a comparison with perceptions. Using ANOVA for the comparisons with the perceptions appears impracticable.

Having considered the impracticalities of applying a range of prescribed statistical analytical tools the quantitative analytical part of this work would rather be statistically descriptive in relation to being able to answer the research questions as has already been mentioned. This is particularly because the numeric statistics needed is just for a part of the project and therefore not a holistic representation of what the research intends to answer.

Overall it can therefore be said that, the numeric statistical results from data for this work would rather be clearly and simply represented to assist in answering the research questions than computed through parametric and non-parametric formulas to produce complex and probably superfluous results.

For the essential descriptive statistical analysis considered necessary for this work, the use of SPSS for easier computation of the measures of central tendency including the mean, mode and standard deviations was therefore employed. The use of SPSS and Excel to show clear distribution of data through charts and tables were also employed.

4.10 PROCEDURE FOR THE REPLICATED LISTENING TEST ANALYSIS

In order to achieve an easier numeric analysis, the 100 Expanding Circle EFL students studying in two international locations (UK and US) from countries including China, Thailand, South Korea, Vietnam, Brazil, Jordan, Turkey, Iraq, Saudi Arabia, Oman and UAE have been labelled as numbers 1-100.

The listening test answer sheet was split into two, representing the sections A (Indian) and B (Nigerian) of the entire test. This was because the overall scores for the test as a whole (comprising A and B) were not considered as important as the scores for the two separate sections. This is because the spoken varieties are distinctively and country-specifically different in aspects of phonology, including accents, pronunciation and prosodic patterns and as such may lead to differences in performances on both sections as students may find intelligibility and comprehensibility levels in varying degrees with the differences in overall phonological components of speakers A and B. Applying overall scores was therefore considered not to be the best option.

It is important to state however that although the implications for each of the chosen national varieties can be compared, the research questions do not focus on comparing which of the varieties used for the replicated recordings comes across as more intelligible than the other to the students, but basically selected two of the many and wide-ranging WE/NNS varieties from the Outer Circle category on the basis of their noticeable presence in the international community as skilled or international migrant workers in NS countries. Other WE/NNS varieties could have been included but selections had to be made to avoid being over-ambitious. Although the focus of this work was on the SE/WE tension when it comes to

intelligibility, accommodation and adaptation issues in the international community, and specifically within HE in NS nations in particular, this study could only afford a selection of two WE varieties as representative cases.

20 marks were awarded for each section and multiplied by two to align with the 40 marks overall of IELTS listening test raw scores. The 20 marks awarded for each section were initially meant to be added to get an overall score of 40 for the two sections but because the overall score is not necessary as a result of the fact that the varieties used for the voice recordings were very different, the 20 marks for each section was just multiplied by 2. Each section was then treated differently (as though they were two separate tests).

After awarding marks out of 40 for each participant in each section, A and B, the raw scores were converted into IELTS band scores as shown in the IELTS band score conversion table below.

Table 1: IELTS Band Score Conversion Table

Band Score	9	8.5	8	7.5	7	6.5	6	5.5	5	4.5	4	3.5	3	2.5
Raw Score / 40	39-40	37-38	35-36	32-34	30-31	26-29	23-25	18-22	16-17	13-15	10-12	8-10	6-7	4-5

BAND SCORE DESCRIPTOR

The band score descriptor table (See appendix 5b) is meant to indicate students' competence levels. The 5.5 band (requirement for participation in this study) suggests that the competence level of student participants in the test is in-between

'modest' and 'competent' users level (which accounts for the reason why they are enrolled on pre-sessional courses in a process of attaining results/competence levels equivalent to band scale 6 or above, required for the commencement of most HE degree programmes).

The SPSS software was used for easier computation of the measures of central tendency. The mean for each section were calculated to determine average scores, so as to make comparisons with the 5.5 original scores of the students in their SE based IELTS test. The differences are meant to be used to draw inferences on how intelligible the WE/NNS Outer Circle speakers were to the EFL Expanding Circle students by their mean performances. A further statistical analytical process, involving the use of standard deviation, was employed in order to determine the implication of the band scores that lie either tightly or loosely around the mean. This was intended to determine whether the variance (of the standard deviation) is small or large. Simply put, it was used to find out how much the values of the dataset differ from the mean. The results of all these procedures are clearly represented in the next chapter.

4.11 PROCEDURE FOR THE ANALYSIS OF RESPONSES TO THE LIKERT SCALE QUESTIONNAIRE

The responses were split into three sections. The first two sections are based on the same questions for section A and B and have four questions each (question 1, 3, 6, 8 and 2, 4, 7, 9 respectively (See post listening test questionnaire labelled as appendix 7). The split is only because the two sections of the preceding test have

been isolated and are being treated differently on the basis of their distinctive differences, as has already been mentioned. The questions are the same, only differentiated by indicating the sections (A and B) to show dealings with distinctively different varieties.

Each of the four questions for each section (A and B) was aimed at eliciting specific responses in perceptions in line with the overall focus and purpose of this work. The first question has a focus on the intelligibility of the WE varieties, the second on the SE superiority debate, the third on accents and stereotypes in intelligibility (including the issue of stereotypes and bias with NNS accents) and the fourth on a more practical stance in teacher/student situations. (See post listening test questionnaire labelled as appendix 7 for questions- question 1, 3, 6, 8 for section A and 2, 4, 7, 9 for section B).

The third section has to do with eliciting responses on two overall questions (inclusive of both sections A and B) which were meant to consider opinions on the SE/WE conflicting divide. The two questions were targeted at comparing rhetoric with reality, based on the speculation of this work. (These questions were originally question 5 and 10 (See also, post listening test questionnaire labelled as appendix 7).

The numbers of responses from the 100 student participants to each of the question are represented in tables and charts in the next chapter. The responses on the five point Likert scale have been given numerical values, 5-1 (from Strongly Agree to Strongly Disagree) and 1-5 for questions in reverse order.

Data for each question was computed as ordinal data. In tabular forms, responses were tallied to determine number of responses for each of the five points on the Likert scale for each question. Then, in order to see how the answers or chosen Likert option on the 5 point scale for a specific question were distributed across all respondents, bar charts were plotted showing the number of responses at each point in the scale. This was meant to provide more clarity to the tables.

4.12 QUALITATIVE DATA ANALYSIS PROCEDURES

Qualitative data analysis should follow a systematic, sequential, verifiable and continuous procedure (Krueger and Casey 2000). The analysis of the focus group discussions were carried out by grouping and coding major themes, attaching labels to, or categorising recurring themes, observing findings so they can be linked to literature or theories identified in the review and lead to the drawing out of implications (Saunders et al, 2007).

For this research using qualitative software was not necessary, as most of the work from transcription to categorising had already been manually carried out. The popular NVIVO software package for deeper levels of analysis based on the volume of data was not required, even though it is described as an innovative comprehensive qualitative data analysis software package (Hilal and Alabri, 2013). Using software for qualitative data analysis has its disadvantages because, apart from the extra time needed for familiarisation and data coding (St John and Johnson, 2000; Woods and Roberts, 2000), the computer does not really do the analysis in the

way that it can operate on quantitative data, it simply allows the researcher to see sets of data which have already been previously coded manually.

It is important to also state that the reporting, interpretation and analysis of qualitative data does not always follow set and stringent rules, but is open to systematic procedures that are appropriate and relevant for specific research works (Saunders, 2007).

The analysis of the interviews and focus group discussions was therefore carried out systematically in four main stages which are interconnected. The interview/focus group data which were audio recorded were first of all transcribed manually (See appendices 10 and 11 for the collections of transcripts for the focus group discussions and interviews respectively).

The first stage in this analysis procedure involved reading through each transcript several times to gain more familiarity with the content from the responses. The second stage involved identifying words, phrases, perceptions and issues that recur in order to establish major themes. Highlighted colours were used to identify these on a separate word document. The third stage involved selection of themes that are relevant to the research questions and organising them through the use of word processor software. In this stage, themes were arranged into sections with a brief explanation for each theme in order to define what should be included. Chunks of texts were placed under each theme and sub themes were also identified from within those themes. Taking note of page numbers and paragraphs where the quotes in

relation to the themes can be found or made reference to when necessary was also a part of this process, so that when quotes were and are needed, they can also be easily located on the word documents, copied and pasted. Verbatim quotes and extracts were used to support the identification of major themes.

The fourth stage involved initial writing of interpretations to show connections and links to the main areas of the research focus already identified in the introduction and literature review.

4.13 CHAPTER SUMMARY

This chapter first gave an overview on the methods employed for data collection from two stakeholder groups, students and academic managers. It then followed a structure that started with identifying the research approach and philosophical standpoint chosen for this work. It discussed the sampling techniques used for the selection of participants, discussed the rationale for choosing the data collection tools which included listening test, questionnaires, focus group discussion and interviews over other possibilities that were excluded. It included a section discussing the limitations of using the IELTS replicated test. It also specifically discussed the rationale behind the IELTS replicated listening test design, questionnaire design and questions for the focus group discussions and interviews. Necessary information on validity, reliability and generalisability by triangulation in mixed-methods research was also introduced with the limitations of the research in mind. Ethical considerations for this work were also addressed. Finally, analytical

approaches and procedures that were applied to the IELTS replicated listening test data, Likert type questionnaire responses, focus group and interview data were addressed.

CHAPTER FIVE

RESULTS

5.1 INTRODUCTION

This chapter presents the results of data collected from both students-as-stakeholders and managers-as-stakeholders within HE in two NS nations (UK and USA). It will start by presenting quantitative results from data collected from the students-as-stakeholders through IELTS replicated listening tests. It will then present results based on data collected by the use of the Likert type post-listening test questionnaire. The presentation of the results from the qualitative data will then follow, comprising the follow-up focus group discussions with the students and the management interviews. Finally, there will be a chapter summary.

5.2 QUANTITATIVE RESULTS

First, the results below in a tabular form show students' performance on the WE/NNS varieties based IELTS replicated listening tests alongside their performances on their original IELTS test. This table also particularly reflects performances by band scores for the two sections A and B for the Indian and Nigerian varieties respectively. Secondly, using descriptive statistics, the frequencies calculated using SPSS will be presented for each WE/NNS replicated variety in frequency tables. The statistical frequencies will also be represented by accompanying charts for a clearer picture of the frequency distribution of the listening test performances. Brief interpretations on the frequency tables and charts aimed at describing the results will also be included.

Thirdly, numeric summaries of the Likert scaled responses on student perceptions of the WE/NNS replicated test and WE/NNS varieties of the English language will follow. These will also be presented alongside interpretations and descriptions of the numeric values in text formats.

First, in the presentation of results, is the table showing band scores for the replicated 'NNS' test (Section A and B) in comparison with students' original '5. 5' scores in 'NS' based test (attached as appendix 5a). The 100 student participants (from both international locations, UK and US) are represented by the numbers 1 to 100, as has been mentioned in the previous chapter.

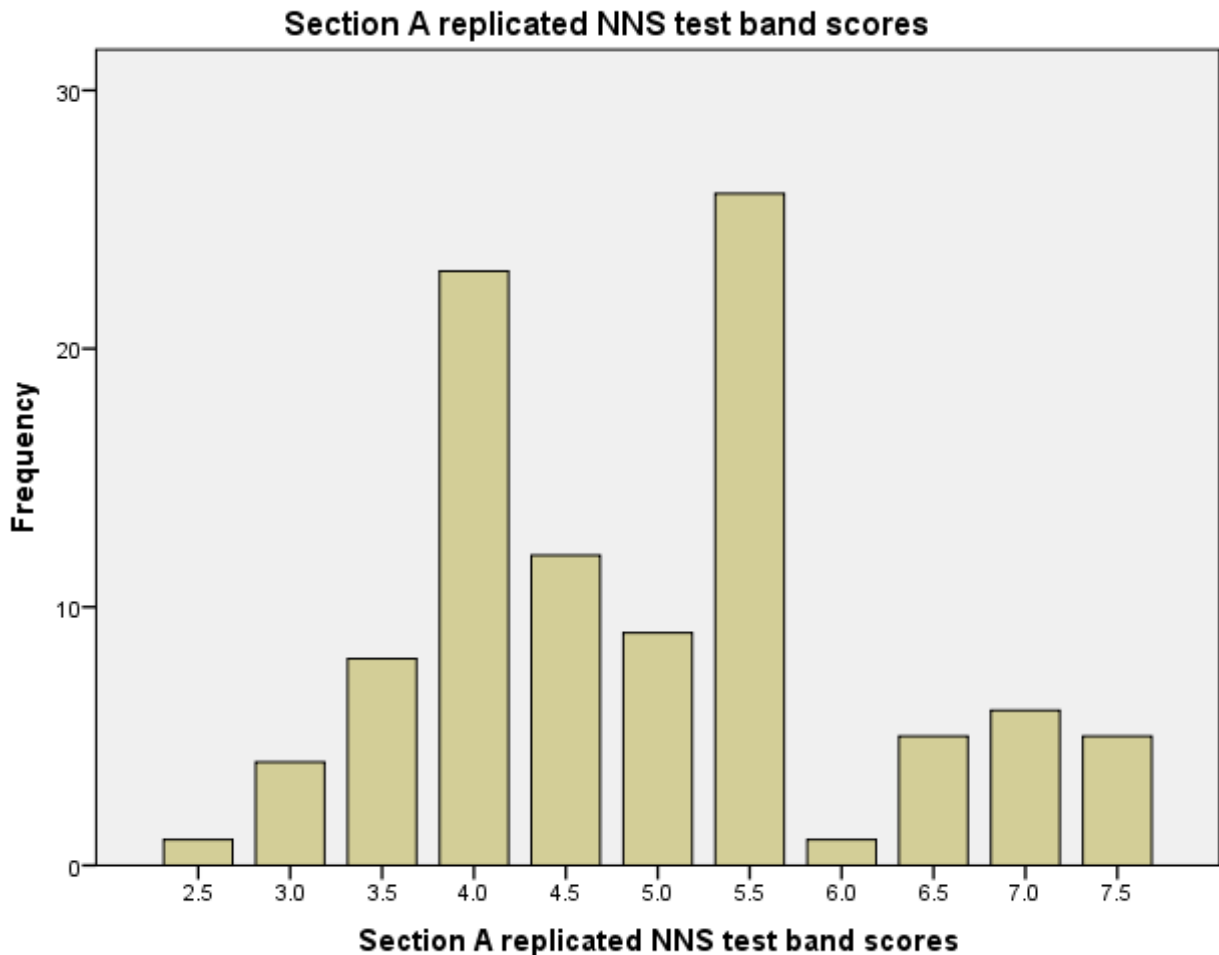
5.2.1 SPSS FREQUENCY DISTRIBUTION RESULTS OF STUDENTS' NS/SE BASED IELTS TEST IN COMPARISON WITH THE WE/NNS IN SECTION A (INDIAN)

Table 2: Table of Frequencies A

		Statistics	
		Original SE based IELTS band scores	Section A (Indian) Replicated NNS test band scores
N	Valid	100	100
	Missing	0	0
Mean		5.500	4.945
Median		5.500	5.000
Mode		5.5	5.5
Std. Deviation		.0000	1.1890
Variance		.000	1.414
Range		.0	5.0
Minimum		5.5	2.5
Maximum		5.5	7.5
Sum		550.0	494.5

5.2.2 BAR CHART REPRESENTATION OF REPLICATED TEST BAND SCORES

SECTION A (INDIAN)



The results for the comparison of performances between the SE based test and the WE (Indian) one show very similar or identical measures of central tendency (See frequency table above). The mean score for the NS/SE based test is 5.500 while that of the WE/NNS test is 4.945. The median score for the NS based test is 5.500 while that of the NNS is 5.000. The mode scores are both 5.5. The similarities are worthy of note for the discussions that follow in the next chapter.

It is important to state that because all the values of the data set for the original SE based test are the same (with 5.5 band scores), the standard deviation is zero (see frequency table labelled above). This is because each value is equal to the mean but on the other hand all values of the data set for Section A of the test are not the same and therefore each of the values cannot be said to be equal to the mean.

In this case where the mode results are identical and the mean scores of the SE original and WE replicated tests are not considerably far apart in difference, the results appear to indicate that intelligibility levels are about the same overall in both tests. The results show that if the mean and mode scores are considered, it can be assumed that the speaker of Section A is as intelligible, or almost as intelligible to the EFL students as the NS/SE speakers they encountered on their original IELTS tests. The standard deviation however shows variance in scores from the mean indicating other intelligibility levels amongst the participants. From the bar chart, it can be seen that some students scored above 5.5 while some others below 5.5. This shows that intelligibility levels are higher or lower to certain degrees from what the mean shows. Although the standard deviation can be described as high because there is a wide spread of variance from the mean (from 2.5 to 5.0 and 6.0- 7.5 band scores), the variance shown for students who scored above 5.5 up to 7.5, may suggest that the English variety of the Indian speaker of Section A was more intelligible at different levels (as can be seen on the band scale and represented in the bar chart) than the NS one used in their original IELTS test (and that they are being taught by). On the other hand, for the students who scored below 5.5- 2.5, the English variety of the Indian speaker may have been less intelligible at different

levels. This is also represented in the band scale range and as shown on the bar chart.

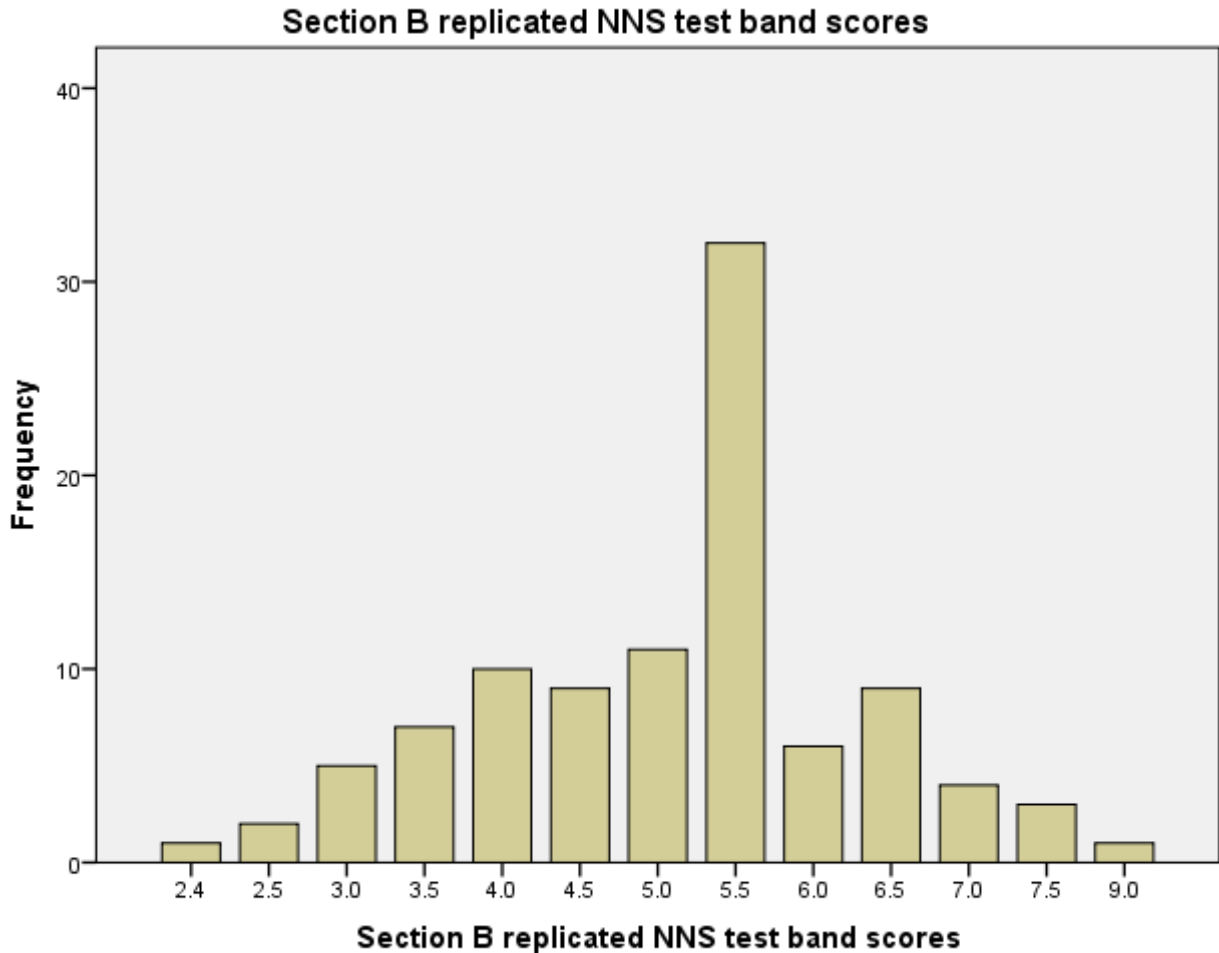
5.2.3 SPSS FREQUENCY DISTRIBUTION RESULTS OF STUDENTS' NS/SE BASED IELTS TEST IN COMPARISON WITH THE WE/NNS IN SECTION B (NIGERIAN)

Table 3: Table of Frequencies B

		Statistics	
		Original SE based IELTS band scores	Section B (Nigerian) Replicated NNS test band scores
N	Valid	100	100
	Missing	0	0
Mean		5.500	5.124
Median		5.500	5.500
Mode		5.5	5.5
Std. Deviation		.0000	1.2339
Variance		.000	1.522
Range		.0	6.6
Minimum		5.5	2.4
Maximum		5.5	9.0
Sum		550.0	512.4

5.2.4 BAR CHART REPRESENTATION OF REPLICATED TEST BAND SCORES

SECTION B (NIGERIAN)



The results for the comparison of performances between the SE based test and the WE (Nigerian) one in Section B of the replicated test show more similarities and some identical measures of central tendency (See frequency table above). The mean score for the SE based test is 5.500 while that of the NNS test is 5.124. The median score for the SE and WE based tests are both 5.500. The mode of both tests is also the same (5.5). Again, while the similarities and sameness are worthy of note, the mean and mode frequencies stand out for the purpose of this work.

As was mentioned for Section A, all the values of the data set of the original IELTS band scores for student participants are the same (with 5.5 band scores), so the standard deviation is zero (see table above). This is because each value is equal to the mean. On the other hand, all values of the data set for Section B of the test are not the same and therefore each of the values cannot be said to be equal to the mean.

In this case again, where the mode scores are identical and the mean scores of the SE original and WE replicated tests are not considerably far apart in difference (with that of Section B much closer to the mean of the SE one than that of Section A), the results appear to indicate that intelligibility levels are about same for all students overall in both their SE based test and the NNS test. The results show that if the mode and mean scores are considered, it can be assumed that the speaker of Section B is also as intelligible, or almost as intelligible to the EFL students as the NS/SE speakers they encountered on their original IELTS tests. Again, although the standard deviation can also be described as high because there is a wide spread of variance from the mean (from 2.4 to 5.0 and 6.0- 9.0 band scores) the variance in scores from the mean suggest that for students who scored above 5.5 up to 9.0, the English variety of the Nigerian speaker of Section B was more intelligible at different levels (also obvious from the band scale distribution on the bar chart) than the NS/SE one encountered in their original IELTS test. On the other hand, for the students who scored below 5.5 to 2.4, the English variety of the Nigerian speaker

may have been less intelligible at different levels also represented in the band scale and as shown on the bar chart.

The replicated IELTS listening test was however further used as a catalyst to spur responses in order to answer the research questions on whether WE varieties of the English language are being accommodated (on the basis of intelligibility) as stated in the literature or whether the SE is still being upheld as the 'correct' variety within internationalising HE environments.

5.3 STUDENTS' PERCEPTION RESULTS FROM LIKERT SCALE QUESTIONNAIRE DATA

The statistical analysis for the Likert scale responses relies on a viable argument: Whittaker and Williamson (2011) and Kostoulas (2013) state that ordinal data which has to do with ranking over a set of data points or which have to do with the numerical scores that exist on an ordinal scale do not produce mean values. This is because mean is meant to be the sum of responses divided by the number of respondents. Calculating the mean values, according to Kostoulas (2013), will imply that the psychological distance between 'strong agreement' and 'agreement' is the same as that between 'agreement' and 'no opinion' because all the responses (representing different perceptions) will have to be summed up. He observes that calculating the mean 'would constitute a gross distortion of psychological attitudes' that should be addressed differently and not summed up.

The number of responses falling under any of the ranks of the five point scale for each question was therefore basically tallied and presented in tables and also represented in charts for clearer pictures of the distribution. This comes without unnecessary complexities and meaningless calculation of mean scores and other irrelevant statistical calculations, as has already been indicated in the methodology chapter. The responses on the five point Likert scale have been given numeric values, 5-1 (from Strongly Agree to Strongly Disagree) and 1-5 for questions in reverse order.

The three tables below represent summaries of the ordinal data for the three sections the Likert scale analysis has been split into. They show how many responses there were for each point on the Likert scale, for each Likert item/question. All the 100 participants for the replicated IELTS listening test were also the respondents for the Likert type post-listening test questionnaire.

5.3.1 SECTION ONE

Each of the four questions for Section A (associated with the Indian variety) in the post-listening test Likert type questionnaire, were aimed at eliciting specific responses in line with the overall focus and purpose of this work. The first question is on the intelligibility of the WE varieties, the second on the SE superiority debate, the third on accents and stereotypes in intelligibility (including the issue of stereotypes and bias with NNS accents) and the fourth on a more practical stance in

teacher/student situations. (See appendix 7 for questions 1, 3, 6, 8 for section A but as numbers 1- 4 in the table below).

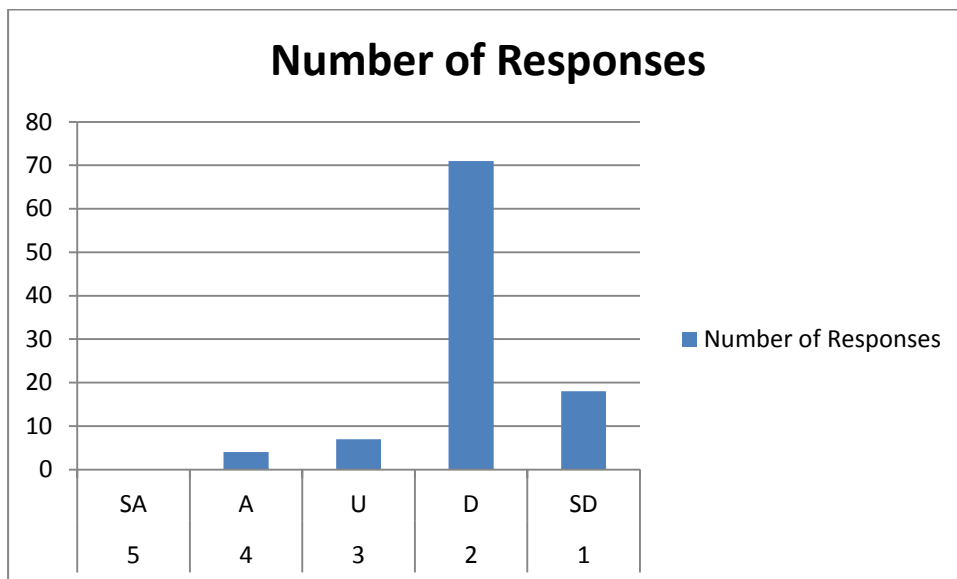
5.3.2 TABULAR SUMMARY OF TALLIED RESPONSES (SECTION A)

(Table 4)

QUESTIONS (SECTION A)	SA	A	U	D	SD
	5	4	3	2	1
1. The speaker of section A was clear and easy to understand.	0	4	7	71	18
2. The English of speaker A in the test is not Standard English. (Reverse order scoring represented in chart)	69	22	9	0	0
3. I disliked the accent of the first speaker in section A of the test. (Reverse order scoring represented in chart)	16	47	28	7	2
4. I will understand the speaker in section A if he/she is one of my teachers on my major course of study.	5	8	30	48	9

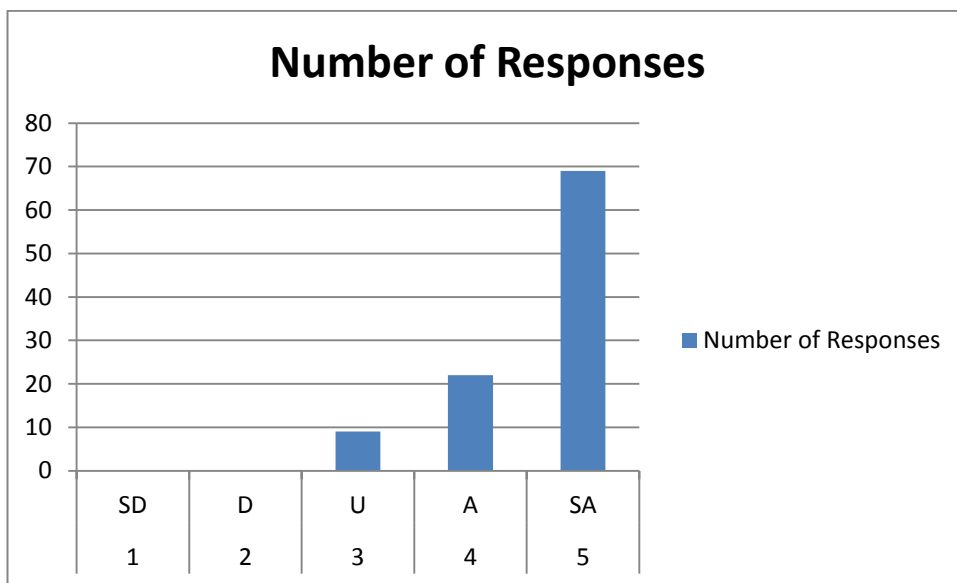
5.3.3 CHART REPRESENTATIONS

1. The speaker of section A was clear and easy to understand.



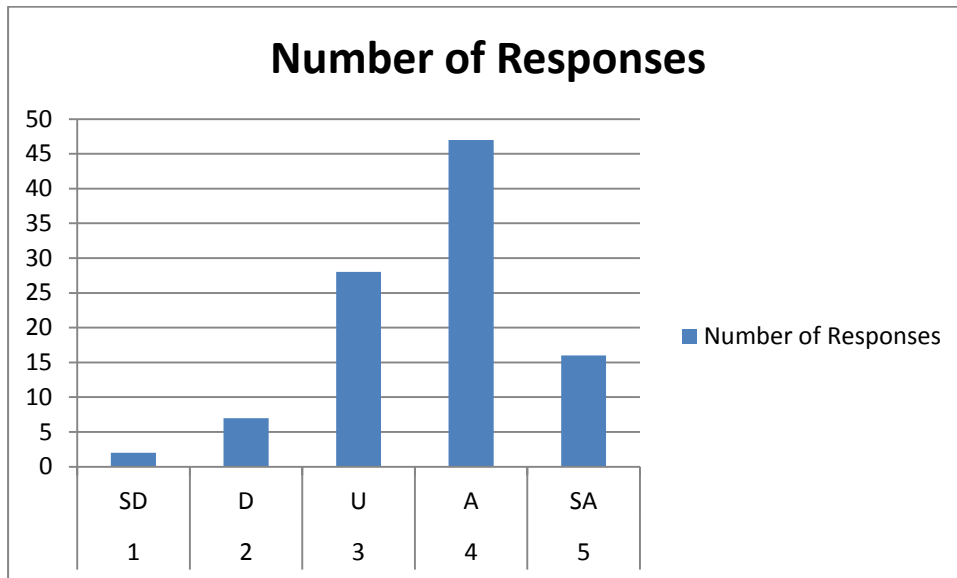
The table and chart above in response to question 1 of Section A, which was meant to gain perceptions on the intelligibility of the WE Indian variety to students, show that the majority of the students disagree that the variety be classified as intelligible (71). Only 4 of the 100 participants agree to the intelligibility of the variety. It is also important to note that there is a heightened degree of disagreement amongst 18 of the participants who appear to show strong disagreement.

2. The English of speaker A in the test is not Standard English. (Reverse order scoring)



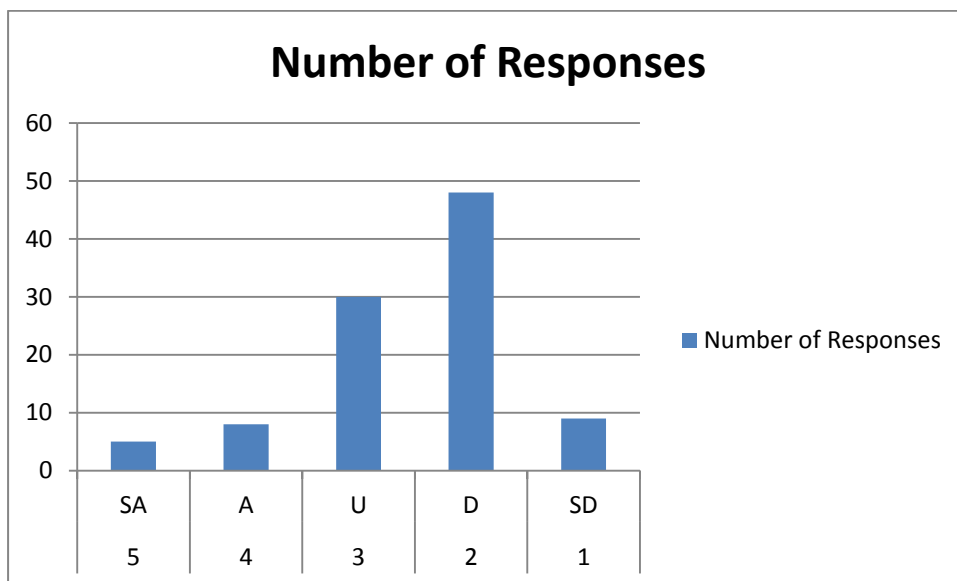
Responses to this question, which was meant to elicit responses on the SE conflict, show that more of the participants fall into the category of those who believe in upholding SE over WE. While 69 of the 100 student respondents show strong agreement, 22 show agreement. On the whole 91 of the participants show one level of agreement or the other.

3. I disliked the accent of the first speaker in section A of the test. (Reverse order scoring)



Responses to this question, which was intended to elicit responses on the place of accents and phonological variations in intelligibility, show that more of the students show dislike for the Indian variety on different levels. While 47 students show dislike, 16 of them show strong dislike. In the dislike categories, there is a total of 63 of the 100 student respondents. 28 of the students ticked responses to show they had no opinion to share which could have certain implications that will be discussed in the next chapter.

4. I will understand the speaker in section A if he/she is one of my teachers on my major course of study.



Responses to this question, which was intended for more practical and real situational responses, show that over 50% of the student respondents are not or will not be willing to have teachers possessing the Indian variety as their teachers, with 48 showing disagreement and 9 showing strong disagreement. It is striking to see that 30 of the students show an undecided opinion. Again possible interpretations will be given for this in the next chapter. Only a total of 13 students out of 100 show agreement with having a teacher with an Indian variety.

5.3.4 SECTION TWO

Each of the four questions for Section B (associated with the Nigerian variety) in the post-listening test Likert type questionnaire, were also aimed at eliciting specific responses in line with the overall focus and purpose of this work. The first question is also on the intelligibility of the WE varieties, the second also on the SE superiority debate, the third also on accents and stereotypes in intelligibility (including the issue

of stereotypes and bias with NNS accents) and the fourth also on a more practical stance in teacher/student situations. (See also appendix 7 for questions 2, 4, 7, 9 for section B but as numbers 1- 4 in the table below).

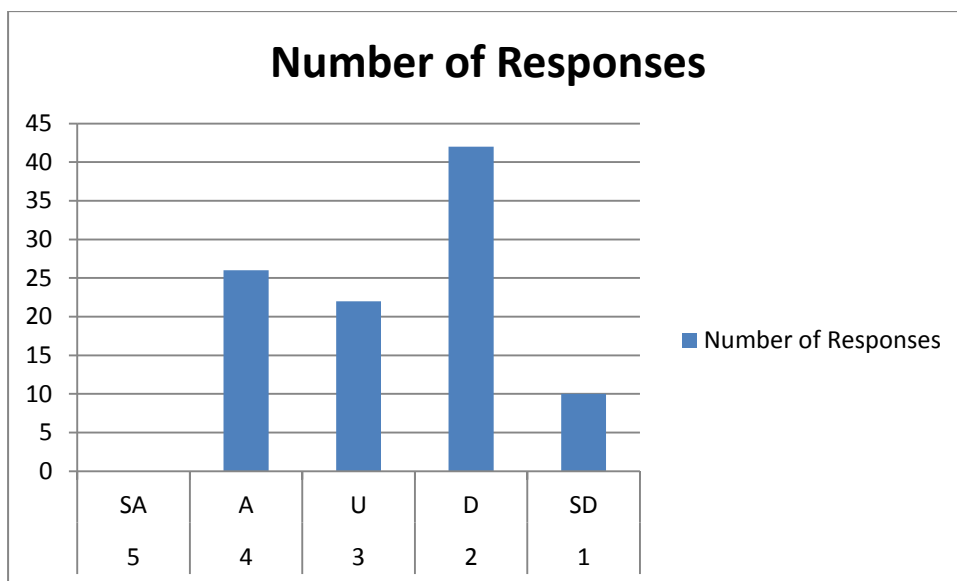
5.3.5 TABULAR SUMMARY OF TALLIED RESPONSES (SECTION B)

(Table 5)

QUESTIONS (SECTION B)	SA	A	U	D	SD
	5	4	3	2	1
1. The speaker of section B was clear and easy to understand.	0	26	22	42	10
2. The English of speaker B in the test is not Standard English. (Reverse order scoring represented in chart)	31	51	14	4	0
3. I disliked the accent of the second speaker in section B of the test. (Reverse order scoring represented in chart)	27	45	18	9	1
4. I will understand the speaker in section B if he/she is one of my teachers on my major course of study.	3	10	20	59	8

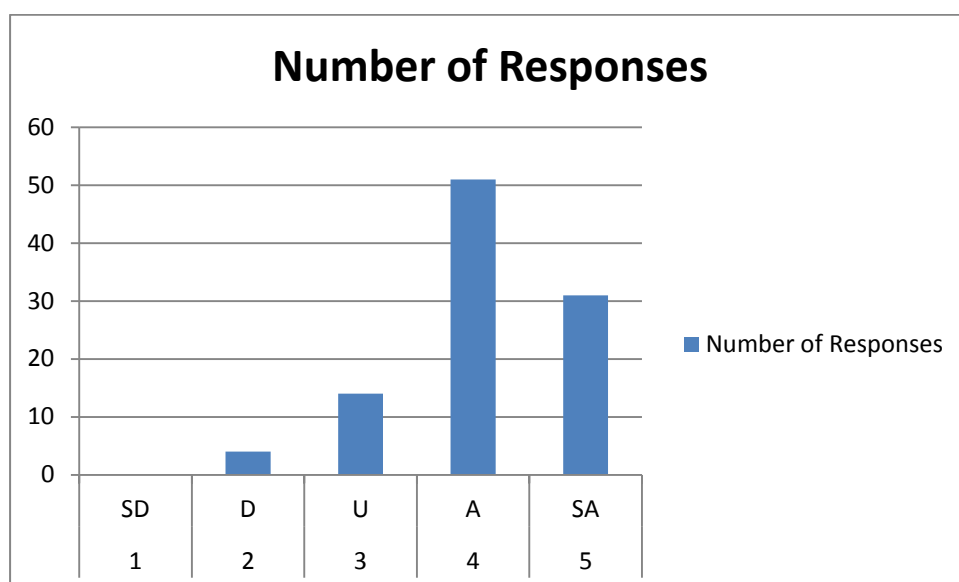
5.3.6 CHART REPRESENTATIONS

1. The speaker of section B was clear and easy to understand.



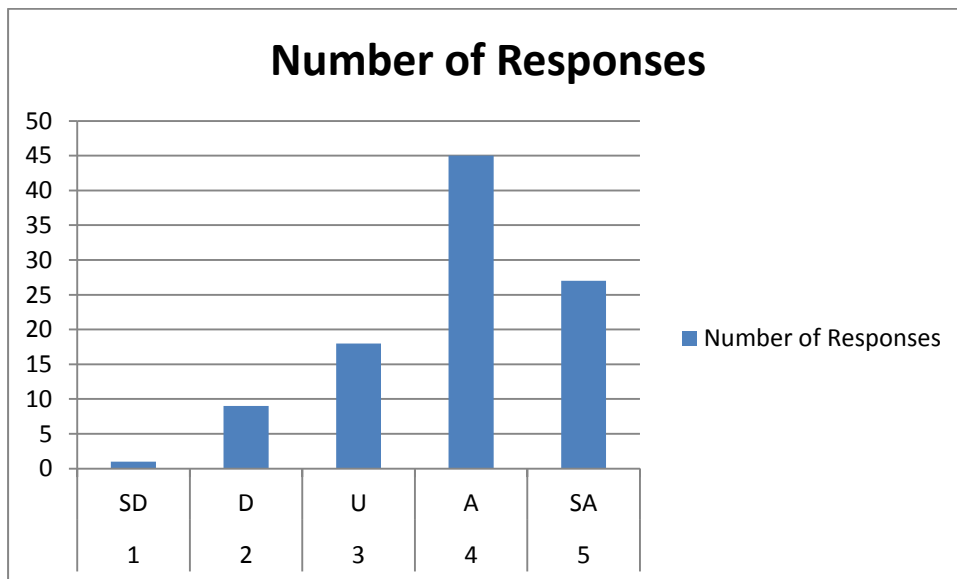
Responses to this question for the Nigerian variety, which was meant to gain perceptions on how intelligible it was to students, show over 50 % indicating disagreement levels. While 42 show disagreement, 10 show strong disagreement. 26, however, show agreement with the intelligibility of the variety and 22 were undecided in opinion.

2. The English of speaker B in the test is not Standard English. **(Reverse order scoring)**



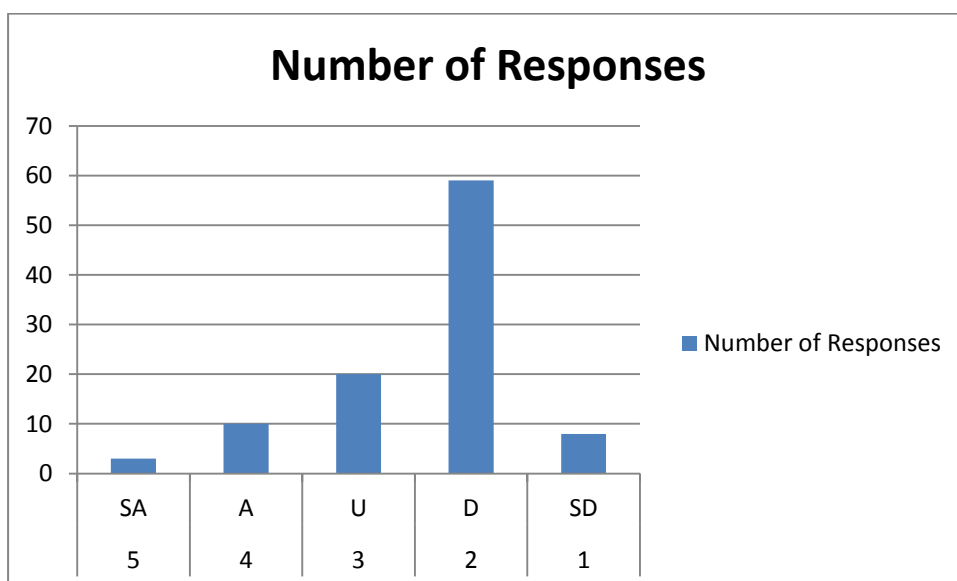
Responses show that 82 out of the 100 participants are of the opinion that the Nigerian variety is not Standard English suggesting they possess an opinion of what Standard English is or should be in favour of NS varieties. There were 51 agreements and 31 strong agreements indicating that the variety is not standard. 14 of them were however undecided.

3. I disliked the accent of the second speaker in section B of the test. (Reverse order scoring)



The responses show that 72 of the 100 participants show a dislike for the Nigerian accent with 27 of the 72 on the stronger dislike continuum. Only 10 respondents appear not to show dislike for the accent while 18 were undecided.

4. I will understand the speaker in section B if he/she is one of my teachers on my major course of study.



Responses to this question, which was also intended for more practical and real situational responses, show that over 60% of the student respondents are not, or will not be, willing to have teachers possessing the Nigerian variety as their teachers, with 59 showing disagreement and 8 showing strong disagreement. 20 of the students show an undecided opinion. Only a total of 13 students out of 100 show agreement with having a teacher with a Nigerian variety. Again possible interpretations will be given for these in the next chapter.

5.3.7 SECTION 3

The third section has to do with eliciting responses on two overall questions (inclusive of both sections A and B) that were meant to consider opinions on the SE versus WE conflicting divide. The two questions were targeted directly at comparing rhetoric with reality based on the overall hypothesis of this work. (See also appendix 7 for questions 5 and 10 on the post listening test questionnaire but as numbers 1& 2 in the table below).

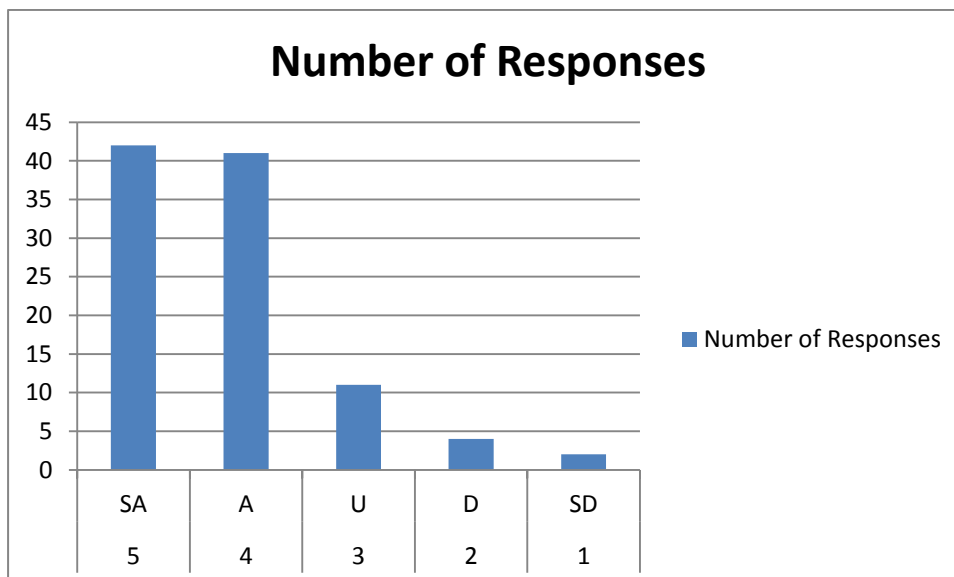
5.3.8 TABULAR SUMMARY OF TALLIED RESPONSES (OVERALL QUESTIONS)

(Table 6)

OVERALL QUESTIONS	SA	A	U	D	SD
	5	4	3	1	1
1. Listening Tests by Native Speakers of English (UK, USA, CANADA and AUSTRALIA) is the best.	42	41	11	4	2
2. It is a good idea to listen to, and learn to understand other non-native English accents for easy international communication with people from different countries around the world.	38	32	14	12	4

5.3.9 CHART REPRESENTATIONS

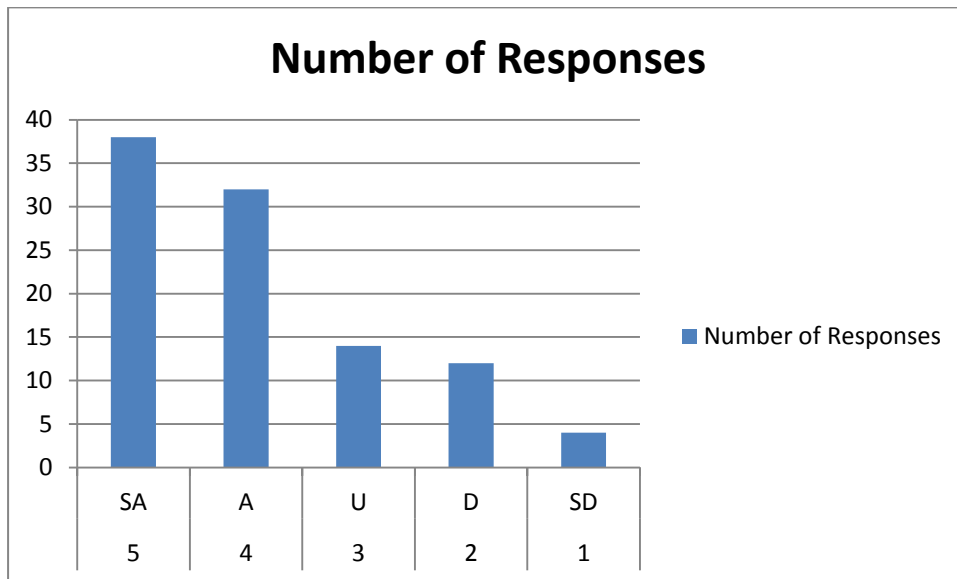
1. Listening Tests by Native Speakers of English (UK, USA, CANADA and AUSTRALIA) is the best.



Responses show that 83% of the student respondents believe that the SE/NS varieties are best for a listening test with 42 showing strong agreement and 41

showing agreement. 11 student respondents were undecided and only 6 out of the 100 participants were of the opinion that SE is not the best for listening tests.

2. **It is a good idea to listen to, and learn to understand other non-native English accents for easy international communication with people from different countries around the world.**



Responses show that a higher percentage (70%) of the respondents are of the opinion that getting accustomed or acclimatised to other varieties of the English language is a good idea while only 16% are against the idea. 14% of the respondents appeared undecided.

The next chapter presents comprehensive discussions on the implication of all the percentages of responses on the Likert continuum for each question in the three sections.

5.3.10 SUMMARY OF QUANTITATIVE RESULTS

The presentation of the quantitative results started by making reference to the table showing students' performance on the WE-varieties-based IELTS replicated listening tests alongside their performances on their original IELTS test (attached as appendix 5a). This table was particularly used to reflect performances by band scores for the two sections A and B for the Indian and Nigerian varieties respectively. Secondly, using descriptive statistics, the frequencies calculated using SPSS were presented for each WE/NNS replicated variety in frequency tables. The statistical frequencies were also represented by accompanying charts for clearer pictures of the frequency distribution of the listening test performances. Brief interpretations on the frequency tables and charts aimed at describing the results were also included.

Thirdly, numeric summaries of the Likert scaled responses on student perceptions of the WE/NNS replicated test and WE/NNS varieties of the English language followed. These were also presented alongside interpretations and descriptions of the numeric values in text formats.

5.4 QUALITATIVE RESULTS

This section starts with reporting the results of the students-as-stakeholders focus group discussions. It will be presented according to the selection of recurring themes. This will be followed by the reporting of results from data gathered from the managers-as-stakeholders interviews according to recurring themes and sub-themes.

5.4.1 STUDENTS' FOCUS GROUP DISCUSSION RESULTS (UK AND USA)

In order to gain a richer and more insightful perception into EFL Expanding Circle students' views on WE/NNS varieties of the English language in use by teachers and academic scholars within HE in NS nations, this work goes beyond the use of a quantitative, numeric or statistical approach, which has been considered too restrictive for the opinions students intend to express. Three separate focus group discussions were conducted within the UK HE and replicated in the US to achieve more validity and reliability in carrying out an internationally-focused research. Six focus group discussions were therefore conducted in total, three within the UK and three within the US. There were ten structured questions in total, which were similar with the post listening test questionnaire used for the quantitative measures but rephrased in a semi-structured way to spur conversations where and when necessary (See appendix 8).

A selection of recurring themes in relation to the overall focus of this research has been selected and will be subsequently reported with corresponding participants' responses as the results. The major themes from both the UK and USA cohorts centre on, 'Accent and Phonological Considerations', 'Superiority Stance' and 'Inclusivity Stance'.

It is important to state however that although a selection of recurring themes and corresponding responses will be presented subsequently, each question or group of questions provided relevant responses in relation to the overall research purpose

(See appendix 8 and 10 for the list of focus group discussion questions and the collection of six focus group discussions transcripts respectively).

Questions one and two elicited responses in relation to how the intelligibility of the specifically selected Outer Circle varieties of WE/NNS speakers are perceived by the Expanding Circle EFL students.

Questions three and four elicited responses on what the student participants perceive as 'standard' or how 'good English' should be measured from an international perspective and can be used to access the rhetoric and reality situation of international linguistic inclusivity.

Question five elicited responses on students' perception on the existing, SE superiority side of the World English debates.

Question six and seven gathered perceptions which have to do with identifying the existence of or non-existence of stereotypes and bias for WE/NNS varieties.

Questions eight and nine elicited students' perceptions on having WE/NNS varieties in teacher/students situations including for lectures and seminar sessions.

Question ten elicited responses to show where Expanding Circle EFL students stand in the overall international integration and inclusivity drive that characterises the existing internationalisation and globalisation trends.

5.4.2 THEME 1: ACCENTS AND PHONOLOGICAL CONSIDERATIONS

Accents and pronunciation stand out as issues raised against the intelligibility of the WE speakers used for the replicated IELTS listening tests. From the extracts below, phonological variations, other than those of native speakers, appear to be an issue with the Expanding Circle EFL students on how intelligibility is perceived. There are even references to prosodic speech or accent patterns as can be seen in the extracts (appendix 10) such as ('and his tongue always **lolololololo** like this'- line 16, focus group 1, UK,) and ('...the girl is using monotone...'- line 203, focus group 2, UK). On the whole, the issues raised by the participants appear to be indicators that the students are either of the opinion that the varieties of the speakers' are absolutely unintelligible or not as intelligible as they would have expected for a listening test.

The related questions and some extracts are shown below. More details can be obtained from transcripts attached as appendix 10.

:

Question 1: Do you think the speaker of section A was clear and easy to understand?

Question 2: Do you think the speaker of section B was clear and easy to understand?

SELECTION OF EXTRACT RESPONSES TO QUESTION 1

Focus Group 1, UK:

Korean 1 - *'I disagree because he has no accent and some words he pronounce wrong.'*

Turkish 2 - *'The pronunciation is really different than with British people'*

Chinese 4 - *'and his tongue always lolololololo like this'*

(All participants laugh as if to concur with Chinese 4)

Focus Group 2, UK:

Chinese 1 - *'I don't agree, it's quite a bit quick so hard to listen'*

Korean 2 - *'and his pronunciation is not clearly, it's not clear to understand.'*

Focus Group 3, UK:

All Participants Chorused - 'No'

Chinese 2 - *'I don't agree because section A, the accent is not clear'*

Chinese 3 - *'I can understand a little'*

Focus Group 1, US:

Qatari 2- *'I put em disagree because he pronounce some words I cannot understand'*

Brazilian 2- *'I strongly disagree because I didn't get almost the, I didn't get any information about the lecture so I feel lost in the lecture'*

Saudi 2- *'I agree with Brazil 2 because I couldn't get a specific information so I got lost'*

Qatari 2- *'I am agree with Saudi 2... it was difficult to understand'.*

Focus Group 2, US:

UAE 1 - *'No I don't think so, you need to know English well so you can understand it. Other people who don't know English very well won't be able to understand what he is saying, you need to focus and have all your mind with him so it wasn't easy to understand.'*

UAE 3 - *'...I understand a little bit from it.'*

UAE 2 - *'...he has his own way to talk'*

Saudi 1 - *'I think that the native language for this person affects his accent so he speaks English, some letters he can't pronounce them well...'*

Focus Group 3, US:

Thai 1 - *'It was very difficult for me to understand. The pronounce was really bad'*

Chinese 1 - *'I couldn't understand almost everything'*

Saudi 1 - *'It was not easy because the accent'*

Kuwait 1- *'I couldn't follow what he said and the pronunciation is not good'*

SELECTION OF EXTRACT RESPONSES TO QUESTION 2

Focus Group 1, UK:

Korean 1 - *I think it's easy to understand a little bit because the, she have accent but spelling and pronounce, totally wrong.*

Turkish 2 - *'I think it's like the same section A' ('The pronunciation is really different than with British people')*

Focus Group 2, UK:

Iranian 3 - *'I am strongly disagree. I couldn't understand very well because er, she speak part by part like this. I thought she is Chinese but the friends told me no she is not Chinese maybe another country... she speaks same as Chinese. African I told'*

Chinese 1 – *'...the girl is using the monotone just and like the volume is like reading something'*

Focus Group 3, UK:

All Participants Chorused - 'No'

Chinese 2 - *'I don't agree, the accent is not clear'*

Chinese 3 - *'I cannot really understand'*

Focus Group 1, US:

Qatari 2- *'I think also I can understand what she said but it's still like boring when you talk to someone in this accent'*

Brazilian 1- *'I agree and because it's boring like it's tanana, nananana, it's difficult... it's really boring'*

Focus Group 2, US:

UAE 1 - *'I think she wasn't that clear and it's hard to understand her because she was talking, er, let's go back to accent er I mean, accent always matters and it's not easy to understand if you are non-native speaker'*

UAE 2 - *'Agree with UAE 1.'*

Focus Group 3, US:

Thai 1 - *'I cannot understand anything she talk about'*

Kuwaiti 1 - *'Some words, I can understand but not everything'*

It is important to also report that in relation to the accents and phonological considerations theme, corresponding perceptions were also given in response to questions six and seven which focused on eliciting perceptions on stereotypes and bias. Below are some extracts.

Question 6: Would you say you disliked the accent of the first speaker in section A of the test?

Focus Group 1, UK:
All Participants Chorused - 'Yes'

Chinese 3 - *'We can't understand'*

Turkish 2 - *'We couldn't understand it. Because of accent...'*

Korean 1 - *'He talks in long sentence and no accent and no commas or fullstops'*

Focus Group 2, UK:
Korean 2 - *'The accent is quite boring, it's not interesting, we had to up and down when we speak English and he didn't'*

Chinese 1 - *'Agree, because...speaker in section 1... is an international foreigner...'*

Focus Group 1, US:
Saudi 1- *'Yes, because strange for me'*

Saudi 1- *'I dislike because I can't understand a lot of words even if I can take some of them, I don't like the accent, I didn't like it'*

Qatari 2- *'I disliked because there are a lot of word I can't understand'*

Focus Group 2, US:
UAE 3- *'I dislike the accent of 'A' speaker'*

Moderator - Why?

UAE 3 - *'Because it is sometime difficult to understand what he say'*

Focus Group 3, US:

Saudi 1 - 'I strongly dislike because when I listen to him I don't understand so I dislike his accent'

Kuwaiti 1 - 'I strongly disliked too because when I listening for him I feel nervous because I didn't understand a lot of words'

Thai 1 - 'I think I don't like...it's hard to understand and I think his accent, some words, I don't understand...'

Chinese 1 - 'I agree with Thailand because I dislike it'

Saudi 2 - 'I strongly agree because almost, I can't understand what he said...'

Question 7: Would you say you disliked the accent of the first speaker in section B of the test?

Focus Group 1, UK:

All Participants Chorused - 'Yes'

Turkish 2 - 'Strongly agree. It was horrible for me. The pronounce was horrible yeah...'

Chinese 4 - 'It's hard to understand'

Focus Group 2, UK:

Chinese 1 - 'Agree, because is not native speaker...'

Korean 2 - 'The accent is not good'

Iranian 3 - 'Undecided'

Focus Group 3, UK:

Chinese 3 - 'I think so'

Turkish 2 - 'I disliked it'

Korean 1 - '... I don't like the pronunciation'

Focus Group 1, US:

Qatari 1 - 'I disliked strongly because I could not understand almost anything'

Saudi 1 - 'Yeah for me, I disliked the speaker accent because I didn't catch some words, and I don't understand it'

Focus Group 2, US:

Kuwaiti 2 - *'I dislike the second accent because it affect on the pronounce the word and the way how to pronounce it and let the people understand it, that's why I don't like it.'*

Kuwaiti 1 - *'I disliked the speaker two because it was hard to understand. I won't discussion with someone I can't clearly understand. I need to understand him so I can have a discussion with him and talk with him. If I can't understand him, there won't be any communication with us so I dislike it.'*

Focus Group 3, US:

Thai 1 - *'I disagree, I cannot understand.'*

Chinese 2 - *'I don't like the accent. It makes me very confusing. I don't understand what she talk about so I don't like it.'*

5.4.3 THEME 2: SUPERIORITY STANCE

A recurring theme that centres on what constitutes 'Standard' in World English language use from the perception of the Expanding Circle EFL students can also be identified from the focus group data. Questions three and four were based on answering the question of what constitutes 'Standard' or how 'Good English' is being measured from an international EFL student perspective, while question five had a more direct focus on gaining insight into the students' perceptions on what has been identified as the SE superiority standpoint in the literature review. Generally, this relates to the literature on the three schools of thought dealing with centralisation and decentralisation of standards in English language use. Adherents of the first school of thought believe that a central native speaker standard should be the norm while those of the second school advocate for the selection of a common core and those of the third school of thought uphold the view of the adaptability to other varieties. The question of where these students fall, by their expectations of varieties teachers should possess within HE in NS nations, informed these questions. Below are some extracts showing that the students favourably hold on to SE superiority

views. A comprehensive version can be seen in transcripts 1-6 under responses to question 3, 4 and 5 (Appendix 10).

Before a consideration of some of the extracts, it is important to also state here that some non-verbal cues displayed by the participants contributed to the interpretation that the students hold on to SE superiority views. It was mentioned earlier in chapter four that focus group face-to-face interactions come with the benefits of having a first-hand influence on social cues such as voice, intonation and body language which may inform certain inputs of the researcher (Opdenakker, 2006). Apart from the extracts below, there were some social non-verbal cues such as facial expressions and nods in favour or disfavour of opinions raised in the discussions that indicated to the researcher that the participants were mostly on the side of supporting the upholding of SE.

Question 3: Do you agree that the English of speaker A in the test is not Standard English?

Focus Group 1, UK:

All Participants chorused - 'Yes'

Focus Group 2, UK:

Iranian 3 - 'It wasn't I think because we have some pronunciation in the dictionaries, when we look in the dictionaries, we have some pronunciations so it wasn't match with that. No it wasn't standard.'

Focus Group 3, UK:

Chinese 2 - 'Agree because I think he was not a English speaking country and I think his accent is not, it's difficult to hear'

Focus Group 1, US:

Iraqi 1- 'Yes of course'

Focus Group 2, US:

Chorused response - 'Yeah'

Focus Group 3, US:
Chorused response- 'Yes'

Question 4: Do you agree that the English of speaker B in the test is not Standard English?

Focus Group 1, UK:
Turkish 2 - 'She is not a native speaker because of accent. You can't understand.'

Question is repeated by Moderator and:

All Participants chorused - 'Yes'

Focus Group 2, UK:
Iranian 3 - 'Definitely not'
All Participants - 'It's not standard'.

Focus Group 1, US:
Korean 2- 'I choose disagree because... the Standard English they are like USA, England or Australia or ...'

Focus Group 2, US:
Chorused response - 'Yeah'

Kuwaiti 2 - 'We couldn't understand some words so that makes it not standard'

Focus Group 3, US:
Chorused simultaneously - 'It's not Standard English'

Question 5: To what extent do you agree that the English Listening Tests by Native Speakers of English (UK, USA, CANADA and AUSTRALIA) is the best?

Focus Group 1, UK:
Turkish 2 - 'I strongly agree'

Korean 1 - 'I agree'

Chinese 3 - 'Agree'

Focus Group 2, UK:
All participants chorused - 'Yes'

Iranian 3 - 'Of course'

Moderator: 'What makes it the best?'

Korean 2 - *'Because you know when, at the first time we study English, so we study it is from UK, UK's English or US English so we use to hear this many time so the sound we often hear them when they speak so it is like the best, like I don't know how to say but you know many people around the world try to speak like native speaker of English so it is...they speak very clearly so it's easy to understand than others.'*

Chinese 1 - *'These four country of people only use English and no any other language and so they will be the good native speaker.'*

Chinese 4 - *'I think this country is the best because they er, they speak traditional language, it's like original so I think it's the best'.*

Focus Group 3, UK:

Jordanian 1 - *'Yeah, obviously.'*

All Participants Chorused - 'Yes'

Focus Group 1, US:

Iraqi 1- *'I think strongly agree because from my experience, in the lecture when the teacher was native speaker, I can understand better than teacher from different country cos it's very hard for me to understand some words so the native speaker for me is better'*

Focus Group 2, US:

Chorused response- *'Yes we agree'*

Kuwaiti 1- *'... if you can't understand from these four native language you won't be able to understand other pronunciation or accents. I think it is supposed to be based on these four because...'*

Focus Group 3, US:

Thai 1 - *'Of course it's the best'*

Chinese 1 - *'It's the best'*

Chinese 2 - *'I agree with China 1, it is the best'*

5.4.4 THEME 3: INCLUSIVITY STANCE

Questions eight, nine and ten were meant to identify any contradictions between theory (what is said) and what actually obtains in practice. Below are selections of some extract responses to questions 8 and 9 from participants from both NS countries:

Question 8: Do you think you will understand the speaker in section A if he/she is one of your teachers on your major course of study?

Chinese 3 – *'strongly disagree'*

Chinese 5 - *'I think I will change university, I will change my major or university.'*

UAE 1 - *'I would definitely change the teacher because it's just annoying me...'*

UAE 1- *'...I wouldn't understand him at the first. I will suffer maybe at the first...'*

Saudi 1 - *'I will say that I will understand but I prefer the Native Speaker'*

Omani 1 - *'I don't think that I will like to sit in his session. I will like try to find another session that has like US accent...If I have chance to like change with another teacher, I will change'*

UAE 3 - *'I think as UAE 1 said, in the first I will suffer with this accent, because I cannot understand...'*

Saudi 3 - *'... if I can change it, I will change because it's so difficult to understand section A.'*

Saudi 2 - *'... I think if it's my teacher in my major, I can't understand him, I will not pass the course.'*

Thai 1 - *'I think I cannot understand if she is not native speaker so why I come here? because I want to study with a teacher native speaker'*

Question 9: Do you think you will understand the speaker in section B if he/she is one of your teachers on your major course of study?

Iraqi 2- *'I strongly disagree because I come here to study... I want to focus on my major, I want to understand, not to take another accent or something.'*

Iraqi 1 - *'It's big problem, I think I will go out to some tutoring maybe to help me understand'*

Qatari 2 - *'Absolutely ...it will be hard to live with that'*

Qatari 1 - *'I will kill myself'*

UAE 3 - *'... the professor or the doctor in my major, I think her or his accent will be better than this, this accent'*

Chinese 1 - *'drop'*

Saudi 1 - *'...that means I have complete course to learn their accents so maybe one or two months...'*

Thai 1 - *'Maybe I will take some course first for prepare and adapt her accent. Maybe five months. If it's not good then I come back home'*

Although there were resistances to the idea represented in question 10, some of the participants in all six groups gave positive responses towards fostering a linguistic inclusive internationalisation agenda even when they had been so negative about the possibility of internationalising in teacher/student interactions and teaching situations and about the intelligibility of WE/NNS varieties of English. The question was:

Question 10: Do you think it is a good idea to listen to, and learn to understand other non-native English accents for easy international communication with people from different countries around the world?

The extracts below are some examples from the six focus group discussions. (See appendix 10).

Korean 2 - *'Strongly agree, because er you know...you not work only with native speaker or native English speaker so if in my university I have a chance to listen and learn to understand other English from other countries... I think it's good.'*

Iranian 3 - *'Because sometimes we communicate with people from other countries so that's very good to listen to this conversation for example from different, different accents.'*

Qatari 1 - *'I think it's a good idea to listen to the non-native English speakers but not to learn to speak because if you want to learn, you have to learn the best of the English so you have to learn from the native speaker but you don't have to learn the non-native English'*

UAE 1 - *'I think it's good to learn every countries accent because you don't know who you're going to meet...'*

Omani 1 - *'I strongly agree with this question because if you as he said, if you want to go to another place and you're not gonna find all the people that speak the same as you're used to. You can find people from another country who speak another accent, so it's good to meet and talk around people from other.'*

Kuwaiti 1 - *'I agree with that, you need to understand other accents because not everyone speaks the native'*

UAE 3 - ' Strongly agree with that. We should know about the other accent, not only, I don't think you need to learn their accent, but you should know'

5.5 ACADEMIC MANAGEMENT INTERVIEW RESULTS (UK AND USA)

Only a selection of themes and sub-themes will be reported subsequently in order to reduce data. The results of the interviews have been grouped into three main recurring themes with a number of sub-themes. The 10 Native English Speaking academic management respondents from the two international locations (UK and USA) are identified thus for their responses in this work in order to maintain and show anonymity: Participant 1 (UK), Participant 2 (UK), Participant 3 (UK), Participant 4 (UK), Participant 5 (UK), Participant 6 (US), Participant 7 (US), Participant 8 (US), Participant 9 (US), Participant 10 (US).

(Transcripts are attached as appendix 11).

5.5.1 BACKGROUND RESULTS FOR MANAGEMENT INTERVIEWS

It is important first of all, in the reporting of the interview results, to state that background questions ranging from questions with intent to establish the presence of WE teachers within internationalising HE institutions, to their migration trajectory and scholarship formed a major part of the semi-structured management interviews. The questions around these areas were contextual to the overall research purpose because they were aimed at confirming the presence of the pool of WE teachers from various international and migration backgrounds within internationalising HE institutions in NS countries today. Responses showed the presence of a wide range

of WE teachers from different countries including Nigeria and India (the Outer Circle countries) whose replicated recordings were used for the students' listening test for the quantitative part of this work. Some extracts below show the presence of this range of WE teachers within HE in NS nations from the confirmatory responses of the management respondents:

Participant 1 (UK): *'India, Pakistan, and Nigeria...'*

Participant 2 (UK): *'Sort of Pakistan, Indian, various countries from Africa we have around here, quite a wide selection- Iranian we've got as well.'*

Participant 3 (UK): *'... from Nigeria from China... I also had a colleague from Mauritius at some time and from Sri-Lanka,... someone else from Russia ...possibly more.'*

Participant 4 (UK): *'... Isreal, ... France Germany, Austria, Spain, Mexico, Italy, Chinese Teaching Fellow, we've had a Korean Teaching Fellow for a while...'*

Participant 5 (UK) *'....Romanian, Italian, Germany...'*

Participant 6 (US): *'From France ... Cyprus, Germany, India, Taiwan and China.'*

Participant 7 (US): *'For faculty we have from India from China from turkey, from Taiwan'*

Participant 8 (US): *' ... we've had from France from India, Africa,...*

Participant 9 (US): *Turkey, India, ,... I know there's been others but I can't think of where they are now.'*

Participant 10 (US): *'... India, those mostly come to mind. A few of them are from Latin America and Spanish speaking Europe...'*

The presence of WE academics in general as well as those from Outer Circle nationalities is evident from almost all the responses from the UK and US academic management respondents. The number of Outer Circle countries represented corroborates what is in the literature (Docquire and Rapaport 2007) about

migrants/international staff from these WE countries in skilled workers position in NS nations and also justifies the choice of the Indian and Nigerian speakers, amongst the many WE varieties of English, in the listening test replication.

Also the migration trajectory identified by the NS academic managers in relation to the routes by which the WE teachers gain access into teaching roles within their institutions shows their position as skilled international migrants or workers who have lived and studied in other countries other than NS countries, establishing their different socio-cultural backgrounds, including, of course, the English language variations that they bring into the internationalising HE institutions in NS nations. Below are some extracts from the respondents to show a range of trajectories. While some are said to be directly employed from their countries as can be seen from Participant 9 (US), *'Some were applying from outside the country so didn't have any sort of visa at that point...'* Participant 2 (UK) stated that *'I think some came in variously sort of highly skilled...cos they are engineers...'* Some others gain access through marriage, post study work and other immigration categories. According to US participant 7, they get permanent residency at some point (*'they get permanent status and green card eventually'*). Some other extracts showing various trajectories include: Participant 2 (UK) *'...as dependants as well...they've been here for more than five years...before the visa regulations changed...'* Participant 6 (US): *'we have some sometimes had post docs from other countries'...* Participant 3 (UK) *'...Two of them were actually previous students who then had embarked on other studies...'*

Having established their migration trajectories, it was essential to gain background information on their scholarship in order to gain insight into the academic qualifications they possess that would enable them to function as skilled academic migrants or international workers within HE. The rationale behind this question was to subsequently see how their English language varieties may or may not be an influence on the choices that academic managers make during their recruitment, selection and retention decisions, because if the WE/NNS are academically skilled by qualification and erudition for the job, international inclusivity, irrespective of linguistic variation, should be upheld, according to the 'socio-cultural and multi-cultural' integration idea.

On the aspect of level of scholarship and qualifications, Post Graduate degrees in the form of Masters and PhD degrees recur as requirements for the teaching staff although more of the management interviewees from the US international location appear to place more emphasis on PhD's. Some UK participants were of the opinion that it is not only people with post graduate degrees who can be employed or qualified to teach within HE. Participant 1 and 2 (UK), stated that an undergraduate degree is acceptable in some situations but with some substantial experience. According to Participant 1, (UK), *'from a teaching point of view we always look for an undergraduate degree as a minimum and then it depends on the subject specialism and on the level of expectation for the subject. Usually, we'd expect someone to have a qualification a level higher than what they are delivering and if it was an English based skills, based teaching we are looking to employ, we will ask for a teaching English as a foreign language or equivalent type qualification...*

Usually we expect a degree but we do employ people who are overly extensively experienced studying for a degree or in placement years.’ And Participant 2 (UK) appear to reinstate this by saying *‘some just got their bachelors but got a lot of experience working in the relevant industries they are teaching within’* but states that there must be *‘at least the masters’* requirement. Participant 3 (UK) stated *‘the minimum was a Masters...’* Participant 4 stated that *‘it would depend. They need some kind of certificate in teaching in Higher Education, teaching ability and probably a Masters degree or higher.’* Only Participant 5 in the UK category appeared to provide information on a higher standard minimum requirement than the others stating that *‘we would normally for a lecturer post... expect people to have a PhD or be very close to completing their PhD with a reference to say they are going to finish successful...’*

The US participants on the other hand, mostly see PhD as the requirement for teaching at university level apart from Participant 6 (US) who stated that Graduate Level students are about the minimum that should engage in HE teaching but with an addition of teaching experience (*‘they need to have taught a class where they were listed as the instructor of records so they had to do most of the planning for the class... The thing we are mainly looking for is that they’ve taught successfully up to the point where they’ve come here and that they led a class where they were pretty much the person in charge’*). Participant 7 (US) stated that *‘to be a faculty member you have to have a PhD or almost completed with or have completed their PhD by the time they start’*.

Participant 8 (US) stated that *'the qualifications are pretty high... we don't hire junior people, we hire mid junior level so they have to have a PhD, they have to have a good publication record, they have to have an established vocation record, they have to have established teaching record so there's nothing green about somebody who is coming into interview and so that's equally applicable to native speakers or international applicants so somebody who ends up getting an interview, is already established in this global infrastructure you are talking about. They've already been at conferences presenting in English, they're writing papers in English...'* This participant went on to state that if they do not meet the above requirement they would not even have the access or invite invitation for an interview. (*'...they won't be in the door here'*). Participants 9 (US) also emphasises the PhD qualification (*'PhD usually with some experience. Sometimes it' a fresh PhD but people who usually have, they are highly competitive so they have to be considered... they have PhD's, extensive research, multiple publications'*). Participant 10 (US) however gives a reason why international or migrant teaching staff should possess a PhD in relation to cost and visa entitlement. (*'To at least have a PhD in order to be competitive enough to warrant the extra cost and expense associated with the work visa type of situation'*).

While there is a slight variation in responses on the level of qualification needed by teachers for employment within HE, ranging from an undergraduate degree to a PhD degree, the overall results show a minimum level of an undergraduate academic attainment backed by years of experience for recruitment and selection purposes.

5.5.2 RESULTS SHOWING MAJOR THEMES AND SUB-THEMES

Turning from results establishing necessary background information on the existence of WE/NNS teachers including those from Outer Circle countries within HE in NS nations and showing some contextual perceptions on the requirements of scholarship for these WE migrant and international scholars, this work moves on to report on major themes and sub-themes that have emerged from the data in relation to the research questions and major focus of this work. One of the major aims of this work is to determine whether socio-cultural integration aimed at international inclusivity is merely rhetoric or reality when it comes to how WE/NNS varieties of English is perceived by its influence on recruitment and selection decisions made by NS academic managers. The specific sub-research question to be answered is: 'What are the perspectives of NS management on employing WE teachers with country-specific varieties of the English language within HE in NS countries?'. As has been mentioned earlier, amid the SE and WE debates the practical question is about the intelligibility construct, which is meant to overrule the on-going controversies on SE and WE competences by creating a platform for accommodation and adaptation, particularly in use within international environments. Results below and subsequent discussions in the next chapter will be employed to indicate the reality or situational position of this supposition.

From the management responses two major themes and a number of sub-themes can be identified. The two major themes are 'Selection Strategies' and 'Implementation Agenda'.

The 'Selection Strategies' theme was derived from a range of responses showing how WE/NNS variations influence the recruitment decisions made by NS academic managers. The sub-themes include 'Prolonged Conversations', 'Accent Consideration' and 'Intelligibility Measurement Views'.

The 'implementation agenda' theme was derived from responses showing how much awareness there is or is being created by management to foster communicative linguistic inclusivity and integration in the internationalisation of HE agenda.

5.5.3 THEME 1: SELECTION STRATEGIES

The interview question was: 'When it comes to employing NNS/WE teachers how would you describe what is 'good enough' English speaking competence for the benefit of your students (home and international (Question 11)? This question centred also on how good enough English language competence can be quantified, measured or determined. This question was to a large extent based on the fact that people complain about unintelligible speech or English language varieties from NNS regions (Deterding, 2005; Munroe, 2003) without any definite yardstick for measuring what is intelligible enough particularly for communication within internationalising environments. Results can be identified under the sub-themes below.

5.5.4 PROLONGED CONVERSATIONS: It is evident from the extract responses below (as can be seen under question 11 in interview transcripts 1-10, appendix 11) that most participants were of the opinion that one of the aspects that influence the

recruitment decisions of WE/NNS academics is how they perceive their communicative competence during the interviewing process or by engaging in conversations, chats, and presentations amongst others.

Participant 1 (UK): *'It's difficult and you have to get to know someone's ability, you have to hold a **prolonged conversation** or session with them to get a real idea...'*

Participant 2 (UK): *'... just by having a chat with them, a **conversation**, you can make sort of a quick judgement on that... I think the best way to sort of work at someone's language is to sort of just have a conversation with them and ask them questions you know...'*

Participant 3 (UK): *'...**communication** is the important bit for me so that they can use the language...'*

Participant 1 (US): *'...from my **conversations** I think this is what we all do'*

Participant 2 (US): *I think the way we measure is primarily the seminar when we interview...it's purely based on their interview and the **interaction**...'*

Participant 3 (US): *'...as they come into the door and have an interview for a faculty position, it's a two-day interview **and they talked**, they give **an hour talk**, they **answer questions**, they **meet one on one with twenty people**, they **go up to multiple dinners** so if there was a problem understanding them, it would come up there'*

Participant 4 (US): *'...everybody gives a research presentation and so a lot of the judgement on language comes from that research presentation'*

5.5.5 ACCENTS CONSIDERATION: The presence or absence of accented speech other than those of the NS are also mentioned across the board as influences on English language use considerations and therefore as a part of the selection strategy (theme) by which recruitment choices are made of WE/NNS teachers. The interview question again was: 'When it comes to employing NNS/WE teachers how would you

describe what is 'good enough' English speaking competence for the benefit of your students (home and international)? Some extracts to show the influence of accents on recruitment and selection decisions can be seen below. A more comprehensive result in relation to accents consideration can be seen in appendix 11.

Participant 1 (UK): *'...yes, you'd look when you are talking to people to minimise any extremities of accents or pronunciations...'*

Participant 4 (UK): *'...in particular if they have a very heavy foreign accent, that will be difficult...'*

Interviewer: *You also said something about heavy foreign accent. Can you throw more light on it. What do you mean by heavy foreign accent? How would you describe it?*

Interviewee: *'Well I think somebody whose pronunciation of English is so influenced by the pronunciation of their native language that it is difficult for people to understand'*

'And again, intuitively, I would know the difference between a light foreign accent and a heavy foreign accent.'

Participant 5 (UK): *'...in terms of good enough English...I can certainly remember interviews where the candidate has done presentations to staff and the feedback has been oh, that person has got a **strong accent**, so that I suppose means that it takes time for your ear to adjust to the way they are speaking in order to understand them...'*

Participant 4 (US): *'What creates the problem is simply accent...'*

5.5.6 INTELLIGIBILITY MEASUREMENT VIEWS: The measuring yardstick for intelligibility and what is considered ‘good enough English’ competence for functioning within HE institutions is also being categorised as part of the selection strategy of management, although it is viewed and expressed from different angles. Across the range of the ten participants from the two countries, there is vagueness and inability to give quantifiable and straight forward or unified answers although similarities appear to abound. Responses to what constitutes good enough/intelligible English for international interactions form a major part of this research because it has been identified in the literature as a possible construct to bridge the gap between the SE and WE debates. It has been clearly noted that the focus in international communication should be on intelligible interaction and not on the superiority of one variety over the other. The following extracts show how intelligibility is measured by the management interviewees and consequently how this influences their recruitment and selection decisions. More comprehensive responses are attached as appendix 11.

Participant 1 (UK): *‘... speak plain and clear...’*

Participant 3 (UK): *‘...For me people have to be able to communicate clearly and fluently... so that they can feel comfortable and confident themselves in using the language’.*

Participant 4 (UK): *‘...entirely comprehensible to the students and allows them to express the academic content...’*

Participant 5 (UK): *‘...the ability to communicate effectively in English because that is our teaching medium...’*

‘Well you will probably know that there are tests people can do to demonstrate levels of English, IELTS tests and so on... English isn't their first language but it won't be a barrier to any kind of understanding...’

Participant 1 (US): *'...How hard did I have to work as a person who the person presenting their workshop to...'*

Participant 2 (US): *'So I will admit that we don't have any precise measure for doing this... but we don't have objective, quantifiable criteria that we use. It's completely subjective, yeah to be honest with you yeah. It's subjective completely.'*

Participant 4 (US): *'...everybody gives a research presentation and so a lot of the judgement on language comes from that research presentation. If they have trouble communicating then the chances are they won't be given the job.'*

'So you would expect anybody that you are interacting with to be able to communicate with you clearly and at the right level in English. I mean you will be surprised if the university put you in a situation where as a student the person who is teaching you or talking to you is very difficult for you to understand and I think we have a kind of implicit sense of...'

Participant 5 (US): *'Clarity, understandability, clarity of expression...It will be interesting out of your study to have like whether those criteria, how can you quantify them, and develop a scaling for them.'*

5.6 THEME 2: IMPLEMENTATION AGENDA

The **'implementation agenda'** theme was derived from responses showing how much awareness there is or is being created by management to foster communicative integration irrespective of English variations in teacher/student interactions within internationalising HE institutions in NS nations. Results under this sub-heading will be used to answer the overarching research question on the rhetoric or reality of fostering international communicative integration through English as a lingua franca and as the language of academe within HE institutions.

Some extracts include the following with more comprehensive responses attached in the appendixes section (transcripts 1-10, under question 13, appendix 11).

The interview question was: International students (particularly from Expanding Circle countries) coming to study in an NS nation like yours have high expectations of the learning and teaching situation. How well do you prepare them for the international mix in varieties of English they could encounter with teachers?

Results/extracts from data below show that there were very few responses on the affirmative side and more responses on the contrary. The few somewhat, or positively inclined, responses were from the UK management interviewees.

Participant 1 (UK): *'We put profiles of teachers in all of our marketing materials such as our website brochures etcetera and give them... I take part in agents meeting...and I regularly get asked about where we recruit our teachers from and what sort of backgrounds and if they are a diverse group, if they are all the same, then this is passed on to the applicants as well so the information is there and available.'*

Participant 2 (UK): *'...we sort of mention it you're going to be doing this subject...and I say you've got this person as you're your English teacher, you've got this person as your business management, you know they are this nationality or whatever but they are great etcetera...'*

Participant 3 (UK): *'a little bit of a social welcome meeting were the students could meet everyone involved in teaching and looking after the programme so they immediately would meet, see that it is a very international atmosphere.'*

Participant 4 (UK): *'So far no, I don't think that is such as being a problem for us...'*

Participant 5 (UK): *'I will have to be honest and say that the department doesn't have a formal programme preparing people...with increasing internationalisation of staff in Higher Education institute there will probably be a move towards more formalisation of preparing staff and preparing students for what they are and what they will encounter.'*

Participant 6 (US): *'I really don't know if there is such a thing you could check with the graduate school and also, it could be from department to department i'm not aware of anything like that though but they may be.'*

Participant 7 (US): *'To be honest so we do have an orientation but em other than getting, having faculty meet with them we frankly don't prepare them so there're just expression of been thrown into the fire I guess. They just get exposed to them over time so we have never prepared them frankly because I haven't been concerned about, I'm more concerned that they into a class where they don't have the technical background to do the class. I've never been concerned about them taking the class from an international faculty member. I haven't felt the need, we haven't felt the need to do that.'*

Participant 8 (US): *'...we just don't have enough to be focused on that'*

Participant 9 (US): *'...I don't know of such. I know from the college perspective we don't do much and that's partly because I wouldn't know exactly what to do. We have students from everywhere and we have faculty from everywhere and you are not sure what combination you are going to encounter...'*

Participant 10 (US): *'It's hard. You know part of it is on the institution side...we charge students fees but what programmes will help them be more successful? Maybe that's something that should be put to the list...'*

5.7 CHAPTER SUMMARY

Overall, this chapter has presented the results of data collected from both students-as-stakeholders and managers-as-stakeholders within HE in two NS nations (UK and USA). It started by presenting quantitative results from data collected from the students-as-stakeholders through IELTS replicated listening tests and by the use of Likert type post-listening test questionnaire and this was followed by a focus on the presentation of results from the qualitative data, which included focus group discussions with the students, and management interviews.

This chapter presented in the first part, a tabular representation of results showing students' performance on the WE/NNS based IELTS replicated listening tests alongside their performances on their original IELTS test. This table was particularly used to reflect performances by band scores for the two sections A and B representing the Indian and Nigerian varieties respectively. Secondly, it employed the use of descriptive statistics in presenting the frequencies calculated using SPSS for each of the representative cases of WE/NNS replicated variety, first in frequency tables and then by accompanying charts for clearer pictures of the frequency distribution of the listening test performances. It also gave brief interpretations on the frequency tables and charts by textually describing the results.

Thirdly, numeric summaries of the Likert scaled responses on student perceptions of the WE/NNS replicated test and WE/NNS varieties of the English language were presented as tallied responses on tables and also by accompanying charts. These were also presented alongside interpretations and descriptions of the numeric values in text formats.

There was then a move towards the presentation of the results from the qualitative data. This section started with reporting the results of the students-as-stakeholders focus group discussions according to the selection of recurring themes which included 'Accent and Phonological Considerations', 'Superiority Stance' and 'Inclusivity Stance'. This was followed by the reporting of results from data gathered from the managers-as-stakeholders interviews which reflected recurring themes

which included 'Selection Strategies' and 'implementation agenda' and sub-themes under the Selection Strategies category that included 'Prolonged Conversations', 'Accent Consideration' and 'Intelligibility Measurement Views'.

CHAPTER SIX

DISCUSSION

6.1 INTRODUCTION

The aim of this research was to gain insight into the perspectives of major stakeholders within internationalising HE institutions on the existence or otherwise of international inclusivity and integration particularly as it relates to communication, with the use of the English language as a lingua franca. The overarching research questions are (i) *Is socio-cultural integration aimed at international inclusivity merely rhetoric or reality when it comes to the acceptance and accommodation of WE varieties within internationalising HE institutions?* and (ii) *‘What is the situational position (reality) of having academic staff with WE varieties of the English language within internationalising HE institutions in NS countries from the perspective of major stakeholders?’* The major stakeholders, as has been identified, are ‘Expanding Circle’ or ‘EFL’ students and the Academic Managers (Inner Circle/Native Speakers) involved in the recruitment, selection and retention of scholars, academics or teachers from an international or migrant pool. The scholars, academics or teachers are also stakeholders themselves but in this research, they form the hub on which perceptions of intelligibility and international inclusivity and integration are being adjudged.

It can be said that with the on-going rhetoric which appears to characterise HE institutions as practitioners of internationalisation or socio-cultural integration and inclusivity, there should be strong expectations of the existence of thriving

multinational and multiculturally integrated HE institutions in NS countries as Jenkins (2014) has also observed. This observation though viable from a conjectural standpoint, cannot be categorically considered tenable in practice without the substantiation of what obtains in reality. The reason therefore for carrying out this research is based on the fact that there would only be an assumption of multiculturally inclusive HE environments without an inquiry into what obtains in practice or in real situations, particularly as it concerns linguistic communicative inclusivity, adaptation and accommodation in the use of the English language as a single lingua franca with many existing varieties.

Furthermore, as a result of the on-going SE and WE debates, the existence of English language variety preferences and superiority perspectives speculatively appear to be explicitly or implicitly in existence amid the claims put forward by internationalising institutions of being international in outlook, and operating with equal opportunities policies and practices. The extent to which this superiority perspective of SE over WE exists within HE institutions and amongst major stakeholders has become of the essence, also as a way of gaining insight into what occurs in practice against the existence of the purported, increasingly thriving, international HE environments, which are being advertised, marketed and put forward by unsubstantiated rhetoric.

This work focuses on management and student perspectives on the acceptance and accommodation of scholars and teachers with WE/NNS varieties particularly on the basis of linguistic intelligibility. To achieve this and answer the overarching research

questions already introduced above, this work particularly sought to begin the process of answering the following sub-research questions:

1. What are the perspectives of EFL or Expanding Circle students on being taught by (nationally selected) WE teachers with peculiar varieties of English that are country-specific and particularly distinct from those of the NS (Inner Circle)?
2. What are the perspectives of NS management on employing WE/NNS teachers with country-specific varieties of the English language within HE in NS countries?

The narrower focus of this work, in fact, involved two WE speakers for the replicated recordings, two NS/SE-oriented HE institutions, a relatively sizeable EFL student participants pool and a selection of available NS/SE managers.

6.1.1 DISCUSSION OUTLINE

In this chapter, discussions will be systematically presented in two linked sections involving the students-as-stakeholders and managers-as-stakeholders in order to answer the respective sub-research questions and the over-arching research questions that involve both stakeholder groups. It will begin with discussions based on the results from the students-as-stakeholders group. This first part of the discussion will focus on comparisons of what the results of the IELTS replicated listening test show and the results which show student perceptions on the intelligibility of WE/NNS speakers. This will include perceptions on issues around

accents and stereotypes in intelligibility, students' perceptions in the SE/WE conflict, and the accommodation and adaptation rhetoric which form major aspects of this study. The triangulation, complementarity and development function that was introduced in the methodology chapter will be applied in this chapter as a result of the use of the mixed methods pragmatic approach in the collection of data (Greene et al', 1989).

The second aspect of this discussion chapter will involve the managers-as-stakeholders perspectives on WE communicative integration and inclusivity. Discussions will follow under the categories of subjectivism in management perspectives, which includes aspects of prolonged conversations, accents consideration and intelligibility measurement perspectives. It will also include discussions based on the internationalisation implementation agenda from the communicative inclusivity considerations. Answers to the research questions from the discussions will then be given as well as an overall triangulation of the perceptions of both stakeholder groups in order to establish more validity and reliability of the findings. Finally, there will be a chapter summary.

6.2 OVERVIEW OF RESULTS FROM STUDENTS-AS-STAKEHOLDERS

The results show information from data collected through mixed-methods. The first was a replicated IELTS listening test featuring WE speakers as a catalyst for the 'complementarity' methods (use of Likert type questionnaires and focus group discussions which will be triangulated subsequently) for gaining insight into

perceptions on WE varieties for communicative purposes within internationalising HE institutions.

Importantly for this work, and as has been indicated in previous chapters, only two Outer Circle countries, India and Nigeria were selected for the listening test, on the basis of their popularity as provenances for international and skilled migrant workers and because of the need for a specific focus from a wide variety of WE speakers from different nationalities and regions and categorisations of World English users.

Overall, results from the replicated IELTS listening test show that average performances were identical in some instances or very similar to those of the original SE based IELTS test the EFL students had taken. The descriptive statistics employed showed that all student participants scored 5.5 in their original NS/SE based IELTS listening test meaning an automatic mean score of 5.500 was generated from the SPSS input as can be seen in the results chapter. The average performance was however 4.945 for the Indian variety replicated test and 5.124 for the Nigerian one. The mode for both WE based tests was 5.5 showing that most of the student participants had the same band score as they had in their SE based one. (See tables 2 and 3 in results chapter for frequencies).

There was however a range of scores that were spread across the band score ratings showing that a smaller proportion of the participants had performances below or above the 5.5 score. The lowest was 2.5 for the Indian one and 2.4 for the

Nigerian one while the highest was 7.5 for the Indian one and 9.0 for the Nigerian. (See bar charts for Sections A and B in results chapter).

Performance results were therefore more positive than negative with the average scores, mode scores and the above average scores clearly higher than the ones below the average score. Interestingly, for some possible reasons that will be discussed below, perceptions were more negative than positive.

The questions on the perception questionnaire and focus group discussion questions were aimed at eliciting responses from five major standpoints which form the overall focus for this work. The first set of questions was aimed at gaining insight into how the intelligibility of the WE varieties is perceived by the students. The second was aimed at the place of accents and stereotypical student views on the intelligibility of WE varieties. The third was aimed at gaining insight into the status of WE varieties from students' perspectives, in the light of the SE superiority debate. The fourth was aimed at a more practical stance with a focus on eliciting responses from the students based on teacher/student practical situations or interactions. The fifth aimed at eliciting responses based on the accommodation and adaptation rhetoric.

Discussions on perceptions with reference to the listening test scores and overall performances will follow under the aforementioned five major standpoints comprising 'overall perceptions on intelligibility', 'accents and stereotypes in intelligibility', 'the

SE/WE superiority conflict', teacher/student situations' and 'the accommodation and adaptation rhetoric'.

6.3 PERCEPTIONS ON THE INTELLIGIBILITY OF WE/NNS SPEAKERS

Students' perceptions were gathered using two methodological approaches: a Likert type questionnaire for all participants and focus group discussions for a selection of the participants, to elicit richer qualitative responses (void of the restrictions that may have characterised the Likert type closed-ended questions administered to all participants).

In this work, a mixed methods approach was employed with specific reference to Greene et al's. (1989) 'triangulation', 'complementarity' and 'development' functions which will be applied in the course of the discussions. For the students-as-stakeholders, the 'complementarity' and 'triangulation' functions stand out and will be applied in more detail subsequently. While the use of the Likert type questionnaire and focus group discussions can be considered as playing the complementarity role to the replicated IELTS listening test, the triangulation function will be established by comparing the test performance and the results from the Likert type questionnaire as well as focus group discussions for possible areas of convergence or divergence in order to emphasise the quality of validity and reliability of engaging in this work.

From the review of literature, it was difficult to assign a unified and holistic definition to intelligibility (Derwing and Munro, 2005, Jenkins, 2000, Nelson, 2011). The

intelligibility discourse shows that the onus could be placed on either the speaker (Munro and Derwing, 1999, Bowen, 2011) or the listener, or on both parties (Nelson, 2011). In this work however, the idea of intelligibility is taken to be characterised by clarity of speech and ease of understanding from the perspective of the listener in international interactions.

It is important to state that the continuum on which intelligibility levels are adjudged in this work is based on the IELTS nine point band-scale. The various points on the band scale for the listening test represent comprehension levels of what is being spoken. Intelligibility in this work has been defined in relation to the listener's comprehension of what is being spoken. In other words intelligibility is taken to mean how clear and easy it is for listeners to grasp what the speaker says. Instead of having a continuum that is probably on a scale of perhaps '*very intelligible*' to '*not intelligible at all*' the chosen comprehension or intelligibility measuring scale is the nine-band scale. The level of clarity and ease of understanding is seen as being reflected in the position on the band-scale that the students fall into. Since all the participating students scored 5.5 on their original SE based test, the point of comparison of the comprehension level on the replicated WE-based one centres on how similar or different their scores are on the same measuring 9-point scale and what they may imply.

On the whole, perceptions were more negative than positive even though the replicated IELTS listening test result indicated that the WE varieties were just as intelligible as, or in some instances more intelligible than, the SE one the students

had for their original IELTS listening test (by their reflected performances on the band-scale).

6.3.1 COMPARISONS FROM RESULTS

In the literature review, the use of listening comprehension as a measure for intelligibility was identified. The use of IELTS listening tests in general and the replicated one specifically, which has to do with how much comprehension students can achieve from being tested by WE/NNS varieties of the English language, can be likened to the listening comprehension described in the literature (Major et al, 2002) and as such, studies in relation to listening comprehension can be used in consonance for further discussions in this work.

As has been mentioned earlier, while the overall students' performance in the replicated IELTS test is positive in relation to the intelligibility of the Outer Circle WE speakers featured in the recordings, the complementarity function through the use of Likert type questionnaires and focus group discussions to elicit responses on the intelligibility of the WE speakers showed more negative than positive results. The question on perceptions of intelligibility had to do with eliciting responses on how clear and easy it was to understand the WE speakers employed for the replicated listening test, since clarity and ease of understanding are identified as characteristic features of intelligibility.

The numeric quantified results collated through the Likert type questionnaire (Responses to questions 1, appendix 7) showed that the majority (89%) of the student participants were of the opinion that the Indian variety was 'not clear and easy to understand'. The idea of not easy to understand or clear enough does not suggest that the variety was 100% unintelligible. The degrees/measurement on the 5 point Likert scale provided (shows the sum of those that 'disagreed' and 'strongly disagreed'). The restrictive nature of this Likert type continuum is the reason why the focus group was further used to complement the results. These responses are in contradiction to what the performance results show, as has been indicated above and in the results chapter. What this appears to imply is that as much as this Indian variety was intelligible to the students, as can be seen from average scores (in the same or similar measures of central tendency and standard deviation) with band scores as high as 7.5, the majority of the students (89%), which of course would have included those who had the same 5.5 score as they had in their SE based listening test or higher, had negative perceptions towards this variety in terms of intelligibility. The fact that only 4% of the participants showed agreement, with 0% strong agreement, on the intelligibility of the Indian variety, further shows how contradictory the performance results are in comparison with perceptions. While overall performances give positive indications towards the intelligibility of this variety, perceptions give a more negative one. It is not clear why 7% were undecided, but it may be because these students have views they would like to express, that the options on the questionnaire did not provide for, hence the added advantage of a qualitative approach to elicit richer perceptive responses through focus group discussions.

By triangulating students' perceptions through the additional use of focus group discussion, it can be seen that the qualitative responses also showed more negative responses for the intelligibility of the Indian variety (See responses to question 1 in focus group transcripts attached as appendix 10). There were only a few variations indicating positive responses.

The numeric quantified result for the Nigerian variety also (although in unequal proportions in comparison with the Indian one) showed that a higher percentage of the participants (52%) indicated disagreements that the variety was intelligible, with 42% disagreements and 10% strong disagreements. 22% were undecided but 22% were of the opinion that the variety was intelligible. It is unclear why there were 22% 'undecided' responses, but the 22% positive views or agreements is barely above 1/5th of all student participants. Again, as with the Indian variety, the performance results contradict perceptions. While overall performances give positive indications towards the intelligibility of the Nigerian variety with performance results even showing up to the highest possible IELTS score on the band scale (9.0), perceptions show more negative than positive responses in relation to the intelligibility of the variety.

By triangulating students' perceptions through the additional use of focus group discussion, it can be seen that the qualitative responses also showed more negative responses for the intelligibility of the Nigerian variety (See responses to question 2 in focus group transcripts attached as appendix 10). There were also only a few positive responses.

In this qualitative approach however, there were reasons why the negative perceptions were given from the standpoint of the students. From all the six focus group discussions involving EFL student participants in both the UK and US, (in response to questions 1 and 2, appendix 8) the reasons the students gave for their unintelligible perceptions were largely linked to phonological considerations (including accents), as has been identified in the preceding chapter.

It can be said that there is a convergence, when the numeric-based results observations and the qualitative focus group discussion on the intelligibility of the varieties used in the replicated listening test are placed side by side. For each WE variety, the quantitatively-summed results show higher percentages of responses in disfavour of the intelligibility of the varieties and also, those from the focus group discussions are mostly negative and are also in disfavour of the intelligibility of the varieties.

Perceptions on both varieties are however not in consonance with the listening test performance results which show that the varieties were on average intelligible for the participants and even more intelligible than the SE based ones they had taken, in some instances. This observation implies a divergence between performance and perceptions. This inconsonance could come with detrimental implications practically, or in real situations. First, because it appears that the students may simply think in terms of stereotypes or have a bias against the WE varieties. If they have performed

exactly as they have in their SE based test, or even better as is the case for some of the students, there should have been corresponding perceptions on the intelligibility of the WE varieties. Their negative perceptions can therefore be linked to probable bias or stereotypes against the WE varieties. The possible implication of this is that these stereotypes or bias could lead to unwarranted attitudes against academics who possess these varieties. When this is the case, it presents a situation whereby these academics may not even be given the chance to display 'intelligible' speech (in spite of the variety they possess) in the delivery of their roles and responsibilities. Also, the students could probably just be operating in denial of the intelligibility of these varieties, because of SE preferences. More discussions on attitudes and stereotypes and in relation to SE will follow subsequently.

A more specific question, which had to do with eliciting responses from the students on whether they would understand speakers A or B, who possess WE varieties, if they were their teachers on their major courses of study, also brought more negative than positive responses. For speaker A, 57% disagreed that they would understand the variety, and a further 9% showed strong disagreement. Only 13% agreed, of whom 5% showed strong agreement. Interestingly there were 30% undecided responses. The fact that clearly more than 57% of the participants disagreed while only 13% responded in agreement in spite of the fact that their test performance revealed that the variety was on the average just as intelligible as the SE ones heard in the actual IELTS test again showed a contradiction between performance and perceptions (as the average performance and above average performance scores of the replicated test indicate). It is not clear why 30% were undecided but it could have been because they understood the speaker of the test but could not bring

themselves to accept that they would understand a teacher with an Indian variety. It could have just been a bias they were unwilling to express because they hold on to SE preferences. After all, students are generally being taught and trained by SE standards as EFL learners and, as such, probably have expectations of being taught by teachers who possess the SE variety in 'Native Speaking' countries. This observation can be seen in their focus group discussion responses. The students expressed distaste for teachers who have this variety. For example they had many negative things to say about having to be taught by a teacher with this variety (See responses to question 8 in focus group transcripts 1-6, appendix 10). Some examples already indicated in the results section however include the following:

'I think I will change university, I will change my major or university.'

'I would definitely change the teacher because it's just annoying me...'

'...I wouldn't understand him at the first. I will suffer maybe at the first...'

'We are gonna die'

'For sure I will change'

'I will change too because the pronunciation is not very good even though the speaking slow'

'I don't think that I will like to sit in his session. I will like try to find another session that has like US accent...If I have chance to like change with another teacher, I will change'

'... in the first I will suffer with this accent, because I cannot understand...'

'... if I can change it, I will change because it's so difficult to understand section A.'

'... I think if it's my teacher in my major, I can't understand him, I will not pass the course.'

For speaker B there was also a higher percentage of disagreement (67%) of which 8% was for strong disagreements. Only 13% students showed agreement, of which 3% were for strong agreement, while 20% ticked the undecided response. Again, the fact that only 13% agreed that they would understand the Nigerian variety could be taken for an indication that they felt it was not an intelligible or acceptable variety. This again contradicts the listening test performance results, with average performances showing that it was just as intelligible as the SE one students had taken, with even some performances above the average score and up to the highest possible on the band scale (9.0). The fact that 20% of the participants ticked the undecided responses may have also been as a result of an unwillingness to express their bias against WE/NNS variety, or that they understood the variety but just could not accept it as good enough or fit for their expectations as norm dependent EFL learners intending to pursue degree programmes within HE in 'Native Speaking' countries. One of the reasons why they may have chosen to study in 'NS' countries might have been to have direct linguistic experiences with the nativeness of the 'NS' and opportunities to master their norm dependent 'SE' variety within the NS nations themselves, instead of in their EFL countries where the English language will be in use much more sparingly. Again this observation can also be seen in their responses in the focus group discussions (See responses to question 9 in transcripts 1-6 of the focus group discussions, appendix 10). A few examples are given below:

'Strongly disagree'

'I think it will affect my pronunciation'

'I will kill myself'

'It's big problem...'

'I would definitely change the teacher because it's just annoying me like, it's hard to understand and listen carefully to her'

'...that means I have complete course to learn their accents so maybe one or two months...'

'I strongly disagree because I come here to study... I want to focus to my major, don't focus to what the teacher said. I think it's another problem, I want to focus on my major, I want to understand, not to take another accent or something'.

In response to having both the Indian and Nigerian varieties in practical learning and teaching situations it can also be said that there is a convergence from the use of both the numeric and qualitative based results as more negative than positive responses concerning the intelligibility of the varieties have been recorded and can therefore be used to strengthen the validity and reliability of the findings.

The implication of these negativities could have detrimental effects on the overall learning and teaching experiences within internationalising HE institutions, which include, among other things, the practical delivery of lectures or seminar sessions to students of various linguistic backgrounds. This of course goes a long way in determining how communicatively responsive, inclusive or integrated internationalising HE environments are or, more specifically, how well the students are prepared to accept the international mix in varieties of English that comes with the whole multi-cultural and socio-cultural inclusiveness idea that the internationalisation agenda of HE is aimed at fostering. If EFL or Expanding Circle students have negative perceptions of the English language varieties of Outer Circle scholars or teachers, or are unprepared to accommodate to other varieties of English, or are unaffected by how HE institutions themselves highlight the existence

of linguistic differences of their academic staff and the need to accept them, the internationalisation of HE may only be a façade or mere rhetoric, in the face of all the promotional efforts that are being presented. With the limitations of this work already identified, this research would need to be replicated across a larger participant sample for this probability of the existence of a façade to be strengthened.

Although the qualitative responses as regards the intelligibility of both the Indian and Nigerian varieties of English listening test did bring up subjects in relation to pace of speech and prosodic patterns, accents and pronunciations were more overtly referred to. The literature review also had more focus on accents, rather than an all-inclusive phonological descriptive focus which includes aspects other than accent or accented speech. In order to maintain focus, discussions in relation to accents in intelligibility will be dealt with and discussed subsequently.

Importantly, however, the negative perceptions about the intelligibility of WE varieties in relation not only to accents but also to attitudes and stereotypical views, identified in the literature and featured in the data-gathering processes can be identified from the results. According to Major et al (2002: 174), listening comprehension also includes amongst other things 'attitude and stereotyping' which is of course apart from accents. Responses in relation to these will be discussed subsequently under the next sub-heading.

6.4 ACCENTS AND STEREOTYPES IN INTELLIGIBILITY

In global considerations of the use of the English language as a lingua franca, it has been mentioned that everyone has an accent including native speakers and that the idea of native speaker emulation amounts to privileging one accent over others Levis (2006). Besides, Smith (1988) found that being a native speaker does not translate to being intelligible in speech.

Two of the questions that were meant to elicit responses in relation to perceptions on accents and stereotyping from the students-as-stakeholders were more direct ones, with a focus on whether the student participants disliked the accent of speakers A and B. As can be seen in the results chapter for speaker A (Indian), 63% agreed that they disliked the accent with 16% strong agreement and 47% agreement. For speaker B (Nigerian), there was also a higher proportion of agreement (72%) including 27% showing strong agreement. There was only 9% disagreement, including 2% strong disagreement for speaker A, while for speaker B, only 10% of students disagreed, of which 1% showed strong disagreement. Interestingly for speaker A, there were 28% undecided responses while 18% of students showed they were undecided for speaker B.

The fact that a high proportion of responses (63% for speaker A and 72% for speaker B) showed outright dislike, and only 9% for speaker A and 10% for speaker B did not show dislike for the Indian and Nigerian varieties respectively, shows how much lack of acceptance there could be for these varieties in real situations of

interaction and consequently how unprepared students may be to accept these varieties. In relation to what has been addressed in the literature review, it could just be based on attitude, which could be pre-determined towards NNS varieties (Munro, 2003), that ends up giving strength to existing stereotypes. 'Dislike' in itself is a strong negative word/term to use in describing how people feel but yet a high proportion of students still expressed it, with some participants indicating strong agreement in their dislike of both varieties. This in itself goes to show how much distaste there are for certain WE or NNS varieties, if not all. The 28% and 18% of undecided responses for both speaker A and B respectively may only have been a polite way of not using the word 'dislike', but the implication that can be drawn from this is that the students obviously did not find it acceptable, because they could have chosen the agreement option, even if not the option of strong agreement. From another angle of consideration, the undecided responses could really just have been neutral opinions indeed, with no particular reason, but the likelihood that all the participants who indicated a neutral opinion had no reason for doing so cannot be affirmed or asserted. The fact that those who were undecided did not indicate that they liked the accents (A and B) calls for concern, not because they do not have the right to make a choice on what to like or dislike, but because of the possible implications which include amongst other things 'covert dislike' hidden under the pretext of being undecided. There is also a convergence with the results from the focus group discussions, as can be seen from responses to question six and seven (for speaker A and B respectively). The responses show that the students were either direct about their dislike, hesitant, or trying to be polite about their negative views on the accents. (See responses to the above questions in transcripts 1-6, appendix 10). Some examples include:

Speaker A

Direct: 'Strongly agree. It was horrible for me. The pronounce was horrible yeah...'

Hesitant: '...because...speaker in section 1, you can... is an international foreigner...'

Seemingly polite: 'I'm not dislike but it wasn't good at all'.

Speaker B

Direct: 'I disliked it'

Hesitant: 'I can't say I don't like the accent but I can say I didn't understand the accent...'

Seemingly polite: 'If you ask us whether we understand or not, yeah, we, most of us I think couldn't understand but if you ask dislike or like, we cannot decide this, it something we cannot decide about, personally that's what I think'

Overall, similarities can be identified between what is in the literature and what results show for this work in relation to accents and stereotyping in intelligibility. In relation to accents, it was noted that studies such as those of Brennan and Brennan (1981), Nesdale and Rooney (1996), Cargile (1997) and Rubin and Smith (1990) Kang (2008), Kang and Rubin (2009) show the existence of stereotypes against NNS English users based on the accents they possessed. In this research, students' perceptions also show negative stereotypes against the NNS varieties they encountered in the replicated listening test, as has been discussed above. Munro (2003:3) observed that 'an objection to accents on the grounds that they are unintelligible may sometimes have more to do with an unwillingness to accommodate differences in one's interlocutors than with a genuine concern about comprehension'. This objection to the WE varieties is obvious from what the listening test performance results show in comparison to perceptions.

Further considerations on the accents and stereotype issues in intelligibility can be viewed in relation to the place that degrees of familiarity and exposure could play. As was mentioned in the literature, Major et al (2002: 174) made reference to 'the factors of familiarity and degree of exposure' that also 'contribute to listening comprehension'. Studies from the 1980's from authors such as Berkowitz (1981), Ekong (1982) and Billow (1989 in Flowerdew 1994) show that unfamiliar accents could stand in the way of intelligible and comprehensible communication. Tauroza and Luk (1997) appear to emphasise this by expressing in their own way that comprehension is achieved when there is familiarity with accents. Field (2003) observes that the more contact and familiarity there is with a particular variety, the more intelligible it becomes. It was also identified in the literature according to Carey et al (2010) that familiarity with accents plays a major role in how much comprehension is achieved. In an attempt to juxtapose what is in the literature and the results from this work, certain areas of convergence and divergence can be identified.

The group of students that formed the population sample for this work are pre-sessional students from the Expanding Circle who are described according to Kachru's (1985) categorisation as norm dependent, because they depend on native speaker norms and standards. They are also categorised as foreign language (EFL) users. There have been language expectations which appear to exist up till date with EFL students, who are known to depend on native speakers for their English language learning. Internationalising HE institutions appear to sell themselves in the

light of the need to meet up with NS English language competences, particularly because it is by the NS standards or norms that these students are trained both in their countries and in NS countries. This practice gives credence to the rhetoric of linguistic inclusivity which has been introduced in this work. The NS standards and norms are given as a pre-requisite for onward progression into degree programmes. The standards have been enshrined in IELTS and TOEFL tests, or their equivalents, which are mainly native speaker oriented, particularly with the listening test that this work has identified. Naturally, these students become familiar with NS accents and have their ears and minds tuned in that direction, in such a way that even in situations where they may understand other WE/NNS varieties with country-specific accents, they may not consider them as good enough or the right kind of English. This is what the performance in the replicated listening test appears to show in comparison to perceptions. Although Field (2003) observed that the more contact and familiarity there is with a particular variety, the more intelligible it becomes, the results of the IELTS replicated listening test appear to state otherwise, because the groups of student participants employed for this research are taken to have had little or no exposure to varieties other than the NS ones (because they have only just left their EFL countries where native speaker norms are employed and been in the NS countries for a couple of weeks. This information was independently gathered by the researcher from the student participants as stated earlier in the methodology chapter), but their average performances were just as good as, or even better in some instances, than those in response to their SE based listening tests. It can therefore be said that familiarity or acclimatisation with an accent is not necessarily essential or required for intelligibility. The possibility of Levis' (2006) description of intelligibility as being understandable even if accented can be linked to what the

results show, because from the student performances on the replicated WE listening test, the Indian and Nigerian varieties were just as intelligible or even more intelligible in some instances than the SE ones they had taken, even if they were accented by WE country-specific distinctiveness to the students. What could impede intelligibility therefore may just be traced to attitudes and stereotypes to NNS varieties, some of which appear linked to the belief that they are substandard.

On the issue of stereotypes and socio-cultural influences on intelligibility, authors such as Holmes (1992) and Dalton-Puffer et. al. (1997), as seen in the review of literature, state that attitudes affect how intelligibility is perceived, and raise the issue of like or dislike of variations in language use. Holmes (1992) states that people tend to understand easily dialects of people that they like, implying that people would be better language learners under those with the accents they like or feel positive about. Dalton-Puffer et. al. (1997) state that previous personal experiences with people with NNS varieties could lead to mixed attitudes that could be either positive or negative. One of the main areas where responses were solicited from student participants was on the issue of stereotypical attitude, which has to do with the like or dislike of WE varieties and accents. As has been mentioned above, results show a higher proportion of dislike for both varieties and a very low proportion of likes. Also, as seen in the literature, Macedo (2001) finds that some students may already have predetermined attitudes about certain accents which other social factors may have influenced. This could imply having a cultural bias for people of certain backgrounds and nationalities. If the EFL students do not like people from countries or regions from where the speakers of the replicated test were from or people who do not possess an NS accent, it may have definitely informed the negative perception they

had about the varieties of English they possess. This observation can be particularly strengthened because their performances in the replicated listening test contradict their perceptions. If some of the students do not like people who do not possess the NNS varieties or those from the regions where the speakers of the replicated tests are from, it could have influenced their attitudes and perceptions and probably influenced their distaste for the WE varieties. It could also probably be because the students feel they are substandard varieties; which can be largely linked to the norm-providers, versus norm -dependent mind-sets.

Furthermore, Lippi-Green (1997) and Rubin (1992) observed that a listener without a good listening attitude will most likely find the speaker incomprehensible in spite of the variety in use. In this research, perceptions appear to agree with this as students had negative views on the intelligibility of the chosen varieties, but their performance results show that in reality this is not always the case. The negative perceptions of students could be linked to a lack of good and accommodating listening attitude. Attitudes and stereotypes could therefore be said to have negative influences on how the intelligibility of WE/NNS varieties are perceived even when practical testing situations may indicate otherwise. This conclusion cannot however be said to be absolute as this is just a starting point research in a wide research gap area.

6.5 STUDENTS AND THE SE/WE CONFLICT

It has been mentioned in the literature review that globalisation, multiculturalism and internationalisation have introduced the unavoidability of communication with people from a range of backgrounds, and of course, with linguistic variations of a single

lingua franca. These linguistic variations have been the basis of the on-going SE and WE debates (Canagarajah, 2013). With this on-going debate, it was necessary to carry out a practical inquiry into ascertaining which part of the divide has a greater influence over the other in internationalising HE environments, because although the rhetoric emphasises the existence of, or more strivings towards, socio-cultural integration and equal opportunities in general, it is not known in reality or practically which side of the SE/WE debate major stakeholders within internationalising institutions stand.

The student participants were asked a number of questions to gain insight into which side of the SE divide internationalising HE institutions stand, and results, both from the numerically quantified and the qualitative responses appear to indicate that SE is mostly considered as appropriate, or as the supposed status quo, with objections to the need for WE.

One of the major questions aimed at eliciting responses in relation to the SE/WE divide was: 'Listening test by Native Speakers of English (UK, USA, Canada and Australia) is the best'. Results show that 83% of the participants appeared to be on the side of the SE superiority of which 42% showed strong agreement. There were only 6% in disagreement of which 2% showed strong disagreement but there were 11% undecided responses. These results appear to strongly favour the SE varieties over WE ones because 83% agreement in comparison to 6% disagreement is very striking. From these results, it appears that even students as stakeholders within internationalising HE institutions hold strongly to the SE superiority idea. The focus

group discussion results also appear to tally with these perceptions with responses like: 'I strongly agree', 'I agree' and 'Of course' (See transcripts 1-6 attached as appendix 10 and results chapter) and by certain non-verbal cues and gestures in facial expressions and nods for example. The implications of this could be the holding on to stereotypes leading to negative attitudes and perceptions about WE varieties, as has been discussed earlier, leading to further negative influences on how the intelligibility of these varieties is perceived or welcomed within the international study environments. This situation may have detrimental implications on internationalising HE institutions. Looking at the results again, there were only 6% disagreements showing that the NS varieties are not to be considered the best standard and only a few responses from the focus group discussions showing disagreement too. From focus group 2, UK, one of the Chinese participants stated that he prefers his 'Chinglish'. It is not clear if this statement was made to uphold his patriotism towards his country: what is known as 'Chinglish' generally refers to a Chinese way of speaking or using the English language which is generally believed not to be equated in status and prestige to the Standard English prescribed by the native speakers.

Some other questions put forward to the students in order to determine what status the WE varieties are given in the WE/SE debate were:

- 'The English of speaker A in the test is not Standard English'
- 'The English of speaker B in the test is not Standard English'

For Speaker A (Indian), there was 91% agreement, with a high proportion (69%) of strong agreements. Interestingly, there was 0% disagreement and 0% strong

disagreement but 9% undecided responses. For speaker B (Nigerian), there was also a high proportion overall (82%) showing agreement of which 31% showed strong agreements. Only 4% showed disagreement but there was 0% strong disagreement. There were however 14% undecided responses. These results show how much WE varieties are considered sub-standard. While these questions were more specific to the varieties used in the replicated listening test, the previous question was more generic in terms of SE and WE perceptions on who/which groups of people are considered Standard English users. The fact that there was 0% response for the Indian variety and only 4% response for the Nigerian variety showing that the varieties were 'standard' in their own rights appears to go a long way in showing how much the WE varieties were thought of as being inferior, particularly as none of the participants (0%) agreed that the Indian variety was standard and only 4% agreed that the Nigerian one was standard. For the focus group discussions, there were also more responses indicating that both varieties were not Standard English varieties (See responses to question 6 and 7 in transcripts, appendix 10).

The results that emerged as responses to the position of the Expanding Circle EFL students as regards the SE/WE debates are interesting, because it can be said that while the WE varieties are not considered standard, they could be intelligible, and as intelligible as the SE ones, given what the average performances, and even the above average performances, in the IELTS replicated listening test show. This brings up the questions of 'What is more important in international interaction, Standard or intelligibility?', 'Enforcing standards or a drive towards accommodation and adaptation to intelligible speech?' These will be discussed subsequently under the

next sub-heading but before that, there will be some more discussions of results on the SE/WE debate in relation to what is in the literature.

Bashtomi (2007), although seemingly of opinion that there is the existence of SE, states that it is just a variety of the many varieties of English. Bashtomi (2007) appears to be also of the opinion that 'standard' does not suggest a better quality of English over other varieties. In terms of intelligibility, this can be seen from the performance of the students on the replicated listening test in comparison to their performances on the SE based ones. If SE actually meant a better quality of English, the Expanding Circle EFL students as participants in this research would have shown overall or average performances below the 5.5 IELTS score range on the basis of the selected WE varieties being of a lower quality, or, put in another way, of poor intelligibility levels. But the reverse was the case. Again, this finding appears to be leading in the direction that aligns with opting for accommodation and adaptation to WE varieties instead of holding on to NS/SE standards that may not be as intelligible as WE ones. In the literature, Crowley (1999) portrays NS varieties as a quality marker. In related ways, other proponents describe SE variously. Holborrow (1999) describes it as a requirement for advancement on the social ladder, Honey (1997:37), describes it as the 'property of the privileged' while Kerswill and Culpepper (2009: 224) describe it as a 'gold standard'. Furthermore, arguments on the SE side of the debate portray NNS varieties as incorrect (Carter, 1997), inadequately learned versions of the NS varieties (Quirk in Jenkins, 2009) and varieties of low status amongst others. These can all be referred to as theoretically wrong when it comes to practical inquiries on what is intelligible or unintelligible. The results of the replicated listening test, as well as the contradictory perceptions,

appear to go a long way in proving that. Having negative perceptions about the intelligibility of certain varieties does not make them unintelligible. Although many of the negative perceptions appear to be attached to WE/NNS varieties generally, results from this work so far have indicated otherwise. Bex and Watts (1999: 14) state that the SE superiority idea leads to the 'devaluation of other dialects'. If this idea is given any credence, quality should be judged by intelligibility and not by NS standards. Foley's (1998) pluricentricity idea would therefore be said to be of the essence, so as to avoid having a centralised focus on the superiority of SE varieties over other WE ones when in fact, they may be just as intelligible or even more intelligible as the case may be. Foley's (1998) reference to pluricentricity as indicated in the review of literature suggests having a language that is devoid of a singular or centralised standard, but one that favours national varieties with their peculiar codified norms. With pluricentricity in English language use, devaluation of dialects or varieties on the basis of the fact that they are considered NNS will not be justifiable particularly in international environments where a single lingua franca with variations is in use.

This work has also earlier considered the 'affinity' and 'logic' angles in the SE and WE debates and portrayed a viable argument that aligns with the 'logic' angle which sees accommodation and adaptations as the solution to effective international interactions. In the process of critically considering the standpoints of the SE and WE proponents in the literature review, it was noted that the position McArthur (2001), Schneider (2003), Canagarajah (2005) and Nelson (2011) take in favour of the WE varieties, does not appear to give credence to the place of cultural affinity for natives of a particular country or locality. The critical considerations concluded that

cultural affinity naturally comes with resistances to infiltrations, takeovers or claims by people who do not share the same or similar cultural ties. In relation to the place of language in the kinship drive, Honey (1997) defines language as a cultural artefact suggesting its strong influence in the historical, traditional and socio-cultural make-up of a group of people over time. Crystal (2000), in line with this idea, observes that 'the pressure to foster national identity is very strong'. Further critical observations showed that it is only natural for natives to feel they are rightful custodians of the language of their heritage, thereby leading to a drive towards practices and arguments in defence of maintaining control over its originality and standard status. Unfortunately, (as has also been identified in the review of literature chapter) the spread of a language comes with the emergence of dialects and varieties that cannot be controlled because, as a language spreads without restrictions on who is allowed to use the language, there are no certain chances for maintaining its original forms.

The fact that the English language is considered the most spoken lingua franca in the world cannot be overemphasised; but since maintaining its original forms cannot be guaranteed as it spreads, the logic of accommodating and adapting to its varied forms becomes a plausible option for international interactions, but on the basis of intelligibility, as has been shown earlier. 'Intelligibility' because not all users of even the NS varieties can be regarded as guaranteed intelligible interlocutors (Levis, 2006, Smith, 1988). The reality of this logical standpoint was what this research intended to investigate but results show that the adaptation and accommodation idea is still basically only rhetoric within the participating internationalising HE institutions

6.6 ACCOMMODATION AND ADAPTATION RHETORIC

It was mentioned in the literature that the internationalisation of Higher Education portrays how a country responds to globalisation, but at the same time respects the individuality of the nation (Knight 2003). Respecting the individuality of a nation includes, amongst other things, an accommodation to that nation's socio-cultural uniqueness or distinctiveness, and to an expectation of conformity to its socio-cultural make up. This socio-cultural uniqueness of each nation includes, amongst other things, the variety of the English language that it possesses. Respecting varieties would mean not presenting the SE as a superior standard to WE varieties but adapting to and accommodating them, particularly on the basis of being intelligible. In the literature, there is hardly any mention of how communicative inclusivity and integration with the use of the English language as a lingua franca works in practice. Nelson (2011) recommends accommodation and adaptation for effective international communication because it can be seen as a way of dealing with causes of unintelligible communication or a lack of comprehensibility on the part of the listener.

In trying to identify the place of adaptation and accommodation to WE varieties of the English language, questions were put forward to the students-as-stakeholders within internationalising HE institutions in the UK and US. The question was: 'It is a good idea to listen to, and learn to understand other non-native English accents for easy international communication with people from different countries around the world'.

A high proportion of the student participants (70%) showed agreement that it is a good idea, of which 38% was for strong agreements. Only 16% showed disagreement, with 4% strong disagreements. There was however 14% with undecided responses. The focus group results also produced more positive than negative responses (see responses to question 10, transcripts 1-6, appendix 10 and results chapter). Some extracts include:

'Yes'

'Strongly agree'

'Because when you talk to other national people we can understand the other accent as soon as possible because...'

'I think it is good, because we can learn different types of pronunciation so we can understand I mean not just native speaker we can learn from other'

'I think it's good to learn every countries accent because you don't know who you're going to meet...'

These results appear interesting because they provide some answers to, or confirmation of, the rhetoric and reality speculation that has been established. Responses to all previous questions had produced negative perceptions about WE varieties. Higher percentages of the respondents had indicated that the WE varieties were not intelligible and could not be considered as Standard English. Some had expressed their dislike or distaste for the varieties and shown some negative attitudes and stereotypes towards them. It is however interesting to see how a high proportion of these same students appear to concur with the idea of listening to and learning to understand other non-native English accents for easy international communication with people from different countries around the world. The idea of

being positive about the need for international accommodation in the use of the English language as a lingua franca is in sharp contradiction to all other negative perceptions the students had expressed about WE varieties of English. This could lead to the conclusion that saying, or agreeing with something does not translate to practising it, as actions (what obtains reality) is said to speak louder than mere words. As much as these student participants appeared international in outlook from their responses to the question, their perceptions show otherwise (as can particularly be seen from the listening test performance and overall perception contradictions in response to previous questions).

6.7 SUBJECTIVISM IN MANAGEMENT PERSPECTIVES

Turning towards the management angle that this work also focused on, it can be said that, on the whole, managers-as-stakeholders perspectives showed that recruitment, selection and retention approaches as regards scholars and teachers with WE varieties of the English language are highly subjective. This can be attributed to the lack of a definite measuring yardstick for intelligible communication and the SE superiority stance over WE varieties, which some managers appear to uphold. Management perceptions also showed the contradiction in theory and practice in relation to socio-cultural inclusivity and integration in internationalising HE institutions.

In order to answer the second sub-research question on the perspectives of NS management on employing WE teachers with country-specific varieties of the

English language to teach within HE in NS countries, interviews with academic managers from two international locations (UK and the US) were conducted, and the results show perspectives from their selection strategies, which include judgements made by prolonged conversations, accent considerations and intelligibility measurement views. Results also show how the pool of interviewees addresses the implementation agenda of internationalisation and international communicative integration in particular and in relation to practice. More detailed discussions follow subsequently under the designated sub-headings.

6.7.1 PROLONGED CONVERSATIONS

The idea of using prolonged conversations as a measure of intelligibility, although not identified in the literature review, came up as a recurring sub-theme in the selection strategy criteria involving how intelligible the variety of English that WE applicants possess is perceived. Prolonged conversations in the form of chats and presentations are used to determine how intelligible or good enough WE/NNS speakers are to take up teaching roles in internationalising HE institutions. This approach is considered very subjective because judgements made or conclusions drawn by the interviewers/recruiters could be prejudiced by a preference for SE varieties. Also, it could be a risky option, because good performance during interviews does not always equate to good performance on the job. Also, what constitutes unintelligible speech to the recruiters may not be unintelligible for the students and vice-versa. If for example the Indian and Nigerian speakers of the replicated listening test were turned down during interviews on the grounds that their WE varieties were unintelligible, the recruiters would have been making a mistake

because, as the results of the performance test showed, the varieties were just as intelligible as SE ones, or more intelligible for some students, than the SE ones. Subjectivism in international recruitment can therefore be said to possibly have detrimental effects, particularly when decisions for taking up teaching roles are made based on native-speaker like or near native speaker standards or competence. The implication of this for internationalising HE institutions is that they may be turning down candidates who are most suitable for teaching roles on the grounds of the power of subjective judgements. Objectivity in this instance could be practically testing for intelligibility with the students to be taught, as this research has introduced (with WE replicated listening test), in order that more informed judgements can be made.

6.7.2 ACCENTS CONSIDERATION

Another management selection criterion is a recurring sub-theme which has to do with accents consideration. As has been mentioned earlier, accents and stereotypes could have a major influence on how people perceive intelligibility. Management interviewees were no exceptions in identifying with this. Managers made several comments in relation to this, most of which appeared to be in favour of the SE varieties over WE ones, because it appeared that acceptable accents were being measured by SE ones. Some of the responses included the fact that WE applicants have to 'minimise any extremities' in their accents. Another management interviewee stated that 'What creates the problem is simply accent...'. It was mentioned in the literature and earlier in this chapter according Levis (2006) that everyone has an accent (NS or NNS) and that intelligibility means being understood

even if accented. The idea of accents being a problem cannot be validated, particularly in World English discourse, because varieties in accents is a part of what characterises the use of a single lingua franca on a very large international scale. It was mentioned in the literature that there are more NNS using the English language than NS (Crystal 2003, Brumfit 2001, Kirkpatrick 2007). Kachru's (1985) categorisation of World English users into three concentric circles also gives a picture of the number of English varieties that could be existing. It was also stated in the literature that even amongst the Inner Circle or NS users of the English language there are varieties within varieties. Amongst the top four countries (UK, USA, Australia and Canada) that are generally known to constitute NS countries the supposedly SE varieties they possess differ from country to country and even from region to region or from locality to locality. With these varieties come accents. American accents for example are distinctively different from British accents. As has been mentioned in the literature, Trudgill (1999) observed that there are geographical variations in spoken Standard English in England alone. The extracts above that make reference to accents being a problem that could influence recruitment and selection decisions, and the reference to the need for minimising extremities in accents by WE applicants go a long way to showing that the academic recruitment managers could show certain prejudices towards some accents. First of all, there is no measuring yardstick that can be used to measure or draw the line on where 'extremities in accents' begin or end. Also, the possible prejudices could be based on stereotypes they may have for certain varieties or accents. The influence of any stereotypes they may possess may be used in disfavour of their WE applicants, particularly because they already have the power to make subjective

judgements. The following extracts are also worth considering in relation to how WE accents can influence management decisions on recruitment and selection.

Interviewee (Participant 5 UK) *'...in particular if they have a very heavy foreign accent that will be difficult...'*

Interviewer: *You also said something about heavy foreign accent. Can you throw more light on it? What do you mean by heavy foreign accent? How would you describe it?*

Interviewee (Participant 5 UK): *'Well I think somebody whose pronunciation of English is so influenced by the pronunciation of their native language that it is difficult for people to understand'*.

'And again, intuitively, I would know the difference between a light foreign accent and a heavy foreign accent.'

*'...in terms of good enough English...I can certainly remember interviews where the candidate has done presentations to staff and the feedback has been oh, that person has got a **strong accent**, so that I suppose means that it takes time for your ear to adjust to the way they are speaking in order to understand them...'*

From the above some more evidence on possible prejudice against WE varieties or accents can be identified. First of all, the idea of possessing a country-specific accent is what gives uniqueness to variations in English language use and categorisation. It was a selection of these country-specific varieties that was employed for the IELTS replicated listening test. So, making reference to the fact that *'somebody whose pronunciation of English is so influenced by the pronunciation of their native language that it is difficult for people to understand'* appears to indicate that country-specific accents could count against those who possess them

when it comes to making recruitment and selection decisions. Accents can be influenced by native languages but are not necessarily going to impede intelligibility. The fact that people may not understand does not make it the fault of the speaker because he/she possesses a country-specific accent. The onus for intelligible communication is not necessarily one-sided, particularly with the introduction of the accommodation and adaptation idea.

Also, the management interviewee's reference to being able to 'intuitively' distinguish between a light and heavy accent cannot be validated as an efficient way of making recruitment decisions. This is because being intuitive has to do with responding to feelings without conscious reasoning, or has to do with laying claims to understanding or knowing something without any direct evidence or reasoning process. This again may be detrimental to the recruitment and selection processes involving WE applicants. Accents consideration can therefore be considered very subjective for international recruitment of scholars and teachers within HE.

6.7.3 INTELLIGIBILITY MEASUREMENT PERSPECTIVES

The third sub-theme under the selection strategies theme has to do with intelligibility measurement views. From the preceding sub-themes of prolonged conversations and accents considerations, some possible ways by which intelligibility appears to be measured or ascertained have already been identified. Some others from the collection of recurring ideas will be used for further discussions. Some extracts worth considering include: '*... speak plain and clear...*' '*...For me people have to be able to communicate clearly and fluently...*' '*...the ability to communicate effectively in*

English because that is our teaching medium... 'Clarity, understandability, clarity of expression'. The question that was asked to spur these responses had to do with how 'good enough' English language competence for recruitment was perceived by the managers. The responses above appear basically to be a reflection of the possible subjectivity involved in this. The possibility of measuring what is plain, clear, fluent, effective or understandable without some level of subjectivity cannot be overemphasised. One of the interviewees appeared to concede this by the following extract:

'So I will admit that we don't have any precise measure for doing this... but we don't have objective, quantifiable criteria that we use. It's completely subjective, yeah to be honest with you yeah. It's subjective completely.'

It is important to state that management perceptions also showed the existence of the conflicting tension between SE and WE within internationalising HE institutions. There appears to be some support for the SE-upheld English language teaching and testing system while the international integration discourse is on-going simultaneously. The extract below gives an indication of this because it can be said to reiterate what informed the speculation for this work. It also appears to show a dependence on SE standards for determining levels of English language competence or as a measurement standard for intelligibility.

Interviewee (Participant 5, UK): *'Well you will probably know that there are tests people can do to demonstrate levels of English, IELTS tests and so on.'*

If an academic manager or academic managers hold on to the need for the SE based IELTS or equivalents test in determining levels of good English language competences or intelligibility standards, or as a pre-requisite for gaining employment into internationalising HE environments, the WE tests could possibly be considered inferior and treated with unfair levels of subjectivity.

Another important observation from the data collected for this work through management interviews appears to also give an indication in support of maintaining SE standards:

Participant 4 (UK) *'...I mean you will be surprised if the university put you in a situation where as a student the person who is teaching you or talking to you is very difficult for you to understand and I think we have a kind of implicit sense of judgement as to what that level would be'.*

This management interviewee was making reference to NNS accents and varieties of English but this standpoint is worthy of note here because his reference to NNS varieties as being very difficult to understand appear very unfounded and subjective. Laying claims to having an implicit sense of judgement as to what the right level of NNS English would be for it to be intelligible or of a good enough standard for students cannot be considered tenable. Implicit sense of judgement is in itself subjective. This management interviewee's comments however appear to resonate with Chevillet's (1992) view on the SE superiority stance with the question he came up with. It was the question of: 'would it be reasonable for an EFL teacher to recommend to his students to acquire a Nigerian or an Indian accent? Certainly not...'. Chevillet (1992) must have thought his subjective view was reasonable because the expected standard that EFL students should look up to is the SE one.

He could be excused because this was said over two decades ago but in the face of enthusiasm for the internationalisation of HE in the 21st century, current management staff still appear to hold on to the same SE superiority views. The implication of this can be linked to the speculation for this work which postulates that the internationalisation of HE particularly within NS nations appears to still be basically rhetoric when it comes to communicative inclusivity or adaptation and accommodation of WE varieties of the English language.

6.8 IMPLEMENTATION AGENDA

The major question aimed at soliciting responses in relation to how managers orient towards the accommodation and adaptation rhetoric in their responsibility towards their students was:

'International students (particularly from Expanding Circle countries) coming to study in an NS nation like yours have high expectations of the learning and teaching situation. How well do you prepare them for the international mix in varieties of English they could encounter with teachers?'

Responses show that although some generalised orientation and induction programmes do occur, there is little or no effort with regards to the area of linguistic communicative differences and the fostering of their inclusivity (see responses to question 13 on interview transcripts labelled 1-10, appendix 11). Some of the extracts showing this include:

'I will have to be honest and say that the department doesn't have a formal programme preparing people...'

'I really don't know if there is such a thing, you could check with the graduate school and also, it could be from department to department. I'm not aware of anything like that though but they may be.'

'To be honest so we do have an orientation but em other than getting, having faculty meet with them we frankly don't prepare them so there're just expression of been thrown into the fire I guess.'

'I've never been concerned about them taking the class from an international faculty member. I haven't felt the need, we haven't felt the need to do that.'

'We just we don't have enough so we, we just don't have enough to be focused on that'

'...I don't know of such. I know from the college perspective we don't do much and that's partly because I wouldn't know exactly what to do.'

These responses could be seen as pointers to the fact that the implementation of the much acclaimed internationalisation agenda may still be some way away, particularly in relation to communicative inclusivity and integration. What can be said is that the whole internationalisation discourse shows signs of deficiency in practice. Again, these conclusions cannot be considered absolute on the basis that this work is still at the starting point; it requires a much wider and more elaborate study to make utter or outright claims. In relation to what has been mentioned in the literature however, it can be said that there appears to be more focus on the commercialisation and

marketisation of HE to international students rather than a holistic concern for their overall student experiences, particularly in relation to cultural integration and inclusivity. According to the QAA (2012), one major overarching principle of the internationalisation of Higher Education is the creation of an inclusive environment. Authors such as Scott (1992), Knight (1997) and Qiang (2003) amongst others also identified cultural integration and inclusivity as major components of the internationalisation of HE. The word 'holistic' has been used because certain expectations even outside the learning and teaching experiences of students may be met through the provision of extra-curricular activities, good infrastructure and library facilities, for example, but a more integral aspect which has to do with ensuring effective inter-cultural communication where it matters is not being considered or given due attention. With this as the obvious case, it can be said that the marketisation agenda appears to take precedence, a situation that De Vita and Case (2003) and Qiang (2003) have portrayed in the literature. According to De Vita and Case (2003:383) 'the marketization discourse has claimed the internationalisation agenda as its own, redefining it narrowly in commercially expedient terms'. Qiang (2003:248) on her part describes the current situation as 'the cross-border matching of supply and demand'. One implication of the commercialisation of internationalising HE institutions is a somewhat disturbing situation, a situation where students are treated as customers and as though the institutions are business ventures. This situation is probably what Bailey (2000: 353) is making reference to when he states that 'student desires drive programmes', a situation De Vita and Case (2003:384) describe with the 'student as a customer' status quo. If the students' desires or expectations drive the programmes because students are treated as business customers from whom profit is derived, there is every possibility that students could,

for example, make demands on the kind of teachers they want, particularly as it relates to their expectations of having NS teachers. On the other hand, the profit making business idea of these institutions may lead them into making recruitment decisions concerning academic or teaching staff who will please their 'customers'. One such decision, of course, could be the recruitment of NS teachers to meet their 'customer' expectations. With this as a possibility, the overall internationalisation of HE idea, that is said to be backed by equal opportunities and diversity policies, which should of course include the recruitment of academics irrespective of their national background or English language variety, cannot be affirmed or vouched for. Equal opportunities policies are known to be in place within internationalising HE institutions but, when it comes to the practicalities of recruiting staff, managers may well decide to fudge the equal opportunities proposition by dispreferring someone using a WE variety either on the basis of their own subjective judgements and stereotypes or by the profit-oriented soothing of their 'student customer' expectations or preference for NS/SE teachers.

6.9 ANSWERS TO RESEARCH QUESTIONS

Overall, the two data collection methods aimed at eliciting perceptions which were administered to the students-as-stakeholders produced both quantitatively summarised results and qualitative ones with convergence because the responses of the former were all validated by the latter.

In answering the question of how students orient toward WE varieties of teachers, it can be said that they are not accommodating, because they think the varieties are not intelligible even though the performance results in this work have shown

otherwise. It can be said that they are unaccommodating because of the belief in the superiority of SE over WE. It can also be said that they are unaccommodating because of the possibility of certain stereotypes and attitudes towards WE varieties, which could be mostly on the grounds of perceptions of inferiority as against the superiority mind set they have about SE varieties. These orientations can be traceable to management shortcomings in the lack of provision of awareness training or preparation for the international mix in academic staff which students could be encountering, even though they may be studying in 'NS' countries. It may be fair to say that if the students have been trained and tested by a standard, they would expect to be taught by that standard without any awareness or preparation for an international linguistic mix. Without awareness or exposure to these WE varieties, the conflicting divide of training and testing these students by NS standards and expecting them to accommodate to NNS varieties will only be strengthened and the rhetoric maintained.

In answering the question of how academic management staff orient toward WE varieties of the English language in their recruitment selection and retention decisions, it can be said that the issue or power of subjective judgements on what constitutes intelligible or good enough English language competence creates opportunities for WE/NNS marginalisation. It can also be said that there is a lack of awareness on the part of management on the effect of the EFL students' transmission from SE language learning, training and testing to WE tutelage. It can also be said that management does not consider the importance of preparing students for the international mix of teachers they may be encountering in relation to

the varieties of English they possess even though there appears to be an increase in the internationalisation of HE by various means of publicity and propaganda.

In order to answer the overarching research questions, triangulating the perceptions of both the students-as-stakeholders and managers-as-stakeholders will be of the essence. According to Guion et al (2002), triangulation is aimed at determining areas of convergence or divergence in results. This work has also focused on Greene et al's (1989), triangulation function in mixed methods research which has to do with the corroboration of multiple combinations and comparisons in data-gathering approaches that provides more validity and reliability for results. The overarching research questions were 'is socio-cultural integration aimed at international inclusivity merely rhetoric or reality when it comes to the acceptance and accommodation of WE varieties within internationalising HE institutions?' And 'What is the situational position (reality) of having academic staff with WE varieties of the English language within internationalising HE institutions in NS countries from the perspective of major stakeholders?

Overall it could be concluded that, from the perceptions of both stakeholder groups in the two NS-oriented HE institutions which were the setting for the research, socio-cultural integration aimed at international inclusivity is a function of the institutions' rhetoric rather than their practice, when it comes to the acceptance of and accommodation to WE varieties of English. This is because both stakeholder groups appear to be in consonance on intelligibility measurement views, accents stereotypical considerations, similar standpoints on the SE and WE conflict and the

rhetoric of international communicative inclusivity and integration. This is particularly in relation to their orientation towards WE varieties as seen within practical considerations.

Both stakeholder groups were subjective in their intelligibility measurement views and approaches by an overt or covert reliance on the superiority of SE over WE varieties: overt in the sense that they gave outright opinions on how they considered the inferiority of WE accents over SE ones for example and covert in trying to hide their possible bias and stereotypes under the guise of being positive about the overall internationalisation agenda. For the students-as-stakeholders group, results showed more negative than positive opinions about the intelligibility of the WE varieties used in the IELTS replicated listening test, even when their performance, intended as a measure for the intelligibility of the speakers, showed otherwise. Also their perceptions of the accent of WE speakers appeared largely biased by the SE superiority stance, a stance strengthened by their norm dependency on the NS varieties, and the importance attached to them as a training and testing medium and as a pre-requisite for onward progression to degree programmes within internationalising HE institutions in NS nations. This stance can also be blamed on the failure of the academic managers to create the necessary awareness or prepare these students for the international mix they may be encountering with teachers. Results also show how these students appear to be aligning with the overall internationalisation agenda in the rhetoric when their opinions concerning linguistic inclusivity is a far cry from their supposed support for the overall internationalisation agenda.

There are similar levels of convergence in perceptions from the managers-as-stakeholders perspectives on the overall internationalisation of HE agenda and in particular in relation to linguistic inclusivity and integration. Their intelligibility measurement views are subjective on the basis of accents considerations that appear to hinge upon a preference for SE or the use of SE as a measuring yardstick or possible bias and stereotypes against WE varieties. Also, when it comes to the implementation of the overall internationalisation agenda in relation to linguistic inclusivity and the fostering or creation of an awareness of the need for communicative integration, the managers can be said to be found wanting and only re-emphasising the rhetoric of international communicative inclusivity and integration.

6.10 CHAPTER SUMMARY

In this chapter, discussions have been presented in two linked sections involving the students-as-stakeholders and managers-as-stakeholders in order to answer the respective sub-research questions and the over-arching research questions that involve both stakeholder groups. The first part of the discussion focused on comparisons of what the results of the IELTS replicated listening test show, as well as on the results which show student perceptions on the intelligibility of WE/NNS speakers. It included perceptions on issues around accents and stereotypes in intelligibility, students' perceptions in the SE/WE conflict, and the accommodation and adaptation rhetoric which form major aspects of this study. The triangulation and complementarity function that was introduced in the methodology chapter was also

applied as a result of the use of the mixed methods pragmatic approach in the collection of data (Greene et al', 1989).

The second aspect of this discussion chapter involved the managers-as-stakeholders perspectives on WE communicative integration and inclusivity. Discussions followed under the categories of: subjectivism in management perspectives which included aspects of prolonged conversations, accents consideration and intelligibility measurement perspectives. It also included discussions based on the internationalisation implementation agenda. Answers to the research questions from the discussions were given as well as the triangulation of the results with those from the students-as stakeholders category for more validity and reliability of the overall findings.

CHAPTER SEVEN

CONCLUSION

7.1 CHAPTER OUTLINE

This concluding chapter will begin with an overall summary of this work. Secondly, it will identify the limitations, which will inform some aspects of the discussions on inferences, implications and conclusions that can be drawn from the findings. Finally, recommendations for further studies will be considered.

7.2 OVERALL SUMMARY

This work introduced conflicting trends in global English language discourse within the context of International Higher Education. One of the main issues that have been identified in observable SE and WE debates is the argument for quintessential and archetypal dominance of SE, and the counter-argument for respect of variance from WE standpoints. This issue was postulated to be creating some unresolved tension within internationalising HE institutions, particularly in countries categorised as Native Speaking English countries. Although equal opportunities, cultural inclusivity and integration are being publicised within these internationalising HE institutions, this work speculated that this publicity appears to be merely theoretical when it comes to communication through the English language as a lingua franca.

It has been noted that the language of academia within HE is English, which is therefore basically considered as the lingua franca. It has however also been established that it is impossible for all users of the English language within

international settings in general, and HE in particular, to be users of the SE, irrespective of expectations that tend to be based on SE competences.

One piece of evidence of the existing SE/WE tension that led to the development and choice of the research tools used for this work is in relation to the basis of English language pre-requisites for the successful recruitment/acceptance of students and academic staff from WE/NNS backgrounds for study and work purposes respectively in countries categorised as NS. Their English language competence appears to be measured by IELTS or TOEFL training and testing systems or their equivalents. Although there may be some cases where recruits from WE backgrounds are not subjected to these testing systems, on the basis of their long term exposure to and use of the English language or their exposure to English as the language of instructions in schools and the use of English as their official national language, country-specific differences in accents for example appear to still be a factor that influences this SE/WE tension irrespective of whether the recruits make 'correct' (i.e. according to the rules of SE) use of English grammar.

Before this investigation was carried out, a critical consideration of the literature review on the SE and WE arguments on competencies led to observations that accommodation and adaptation to other varieties of English on the basis of intelligibility should suffice, above the SE-superiority arguments, when it comes to using the English language as a lingua franca on a global scale, and particularly within international or internationalising environments.

On the issue of how intelligibility competences are to be measured for use in multi-cultural and multi-linguistic settings, appropriate measuring yardsticks for intelligibility appeared indistinctive, particularly for situations involving continuous and prolonged speech, as against word or sound recognition. Consequently, an innovative WE based replicated IELTS test, recorded by speakers with WE varieties of English (Indian and Nigerian in particular) was devised and administered to EFL students specifically from Expanding Circle countries. This replicated listening test was intended to measure how intelligible the selected WE varieties used for the recording are to students by their performance. It was also intended as a catalyst to spur responses showing perceptions on the intelligibility of the speakers with the chosen country-specific varieties in particular and, therefore perhaps, WE varieties in general. The solicited responses were also meant to consider the rhetoric and reality of the accommodation or adaptation proposition to WE varieties within internationalising environments within the HE context. Also, interviews were conducted with recruiting academic managers to further establish perceptions about how the intelligibility of WE speakers are measured and how the managers orient towards accommodation and acceptance of WE varieties particularly with the existing SE/WE conflict in global English discourse.

Students' performances on the test showed that the Indian and Nigerian varieties were on average just as intelligible as the SE-based ones they had taken, and even more intelligible in some cases, as the variance in scores showed. Their perceptions, on the other hand, were mainly negative towards the WE varieties. They also showed a consideration of SE varieties as superior, especially in relation to their

preference for teachers who are NS. The management academic recruiters, on the other hand, had very subjective views about intelligibility and what should be considered as good enough English language speaking competence for WE users with their perceptions gliding more towards the support of NS standard measures.

In each of the survey processes aimed at collecting data on perceptions, it was interesting to see how both stakeholder groups (students and academic managers) within HE, from two different NS nations, expressed views in support of the need for socio-cultural integration, when at the same time, they appeared to be negatively inclined and subjective towards WE varieties of English. This clearly portrayed the gap that this research identified with, in the sense that amid the existence of the international socio-cultural and international integration rhetoric that currently characterises HE in NS nations, there seems to be an undeniably important aspect which seems to contradict the publicity being portrayed, that is, the tension associated with the SE superiority stance over WE varieties. As much as socio-culturalism is being acclaimed by HE institutions in NS nations, the results from this research investigation with students and academic managers points in the opposite direction, particularly as it concerns linguistic inclusivity in the use of the English language as a lingua franca.

7.3 LIMITATIONS

The impact of the limitations to this overall work will have certain influences on the conclusions drawn and discussions on possible further studies. First, although this work featured relatively novel approaches to research in communication and internationalisation involving the use of the English language as a lingua franca in internationalising environments, setting an underexplored context within HE in NS countries, it could not possibly cover an investigation beyond two NS international nations (UK and USA). In the introduction to this work, the countries mostly considered as NS countries were listed as the UK, USA, Australia and Canada, although other designated countries could be included. These four countries were particularly listed because they are also part of the most popular study destinations for international students, who formed a major stakeholder group for this research.

Also, these listed countries are thought of as NS nations, classified by Kachru as 'Inner Circle', where international and migrant academics are known to work or seek employment generally, including in HE institutions. The initial aim was to collect data from students and academic managers as major stakeholders from at least three of these NS nations for a wider international outlook, but time constraints, travelling from one country to another and one institution to another, and contacting the participants in order to collect as much data as possible, was challenging and, as such, only two institutions in two NS countries (UK and the USA) could be covered, with 100 students participating in the listening test, perceptions procedure and focus group discussions, and 10 managers for the interviews.

The research testing instruments for the student participants were administered only to Expanding Circle EFL international students, not because the NS or home

students or other categories of English using students could not be included in ascertaining how they also orient towards the intelligibility of WE varieties of English, but because the focus would have been too wide. This work was therefore limited by a specific focus on how only EFL Expanding Circle students orient towards WE varieties of academics, particularly because of their SE standard testing and training orientation.

Another limitation consists in the fact that only two specific Outer Circle varieties, amongst the many varieties classified under the WE category, were used for the IELTS replicated test. (Also, the time participants and their representative institutions were willing to spare for the data-collection procedures appeared to place a limit on how many replicated tests could be carried out). As much as an interesting niche had been established for this work, the number of replicated varieties had to be reduced to only two from the second of Kachru's concentric circles (Outer Circle) on the basis of their popularity within internationalising environments as earlier identified in this work. This may appear to be too few in comparison to the wide range in existence, but when the participants' possible and realisable availability were put into consideration, it appeared impossible to organise a test beyond the use of two varieties. Also, within the time frame for this work, it would have been impossible to collect more data, particularly because the instruments were administered in two different international locations.

7.4 CONCLUSIONS INFERENCES AND IMPLICATIONS

Overall, what has been gathered from this research will be used to draw implications subsequently, but it is important to mention that the conclusions drawn in this work, as shown below, are not intended to be generalisable; rather the intention is to set the stage for continuing the same line of research more widely and more elaborately. As has been mentioned earlier, this work is relatively novel and pioneering in an evolving ELF research area, appearing to stand at the beginning of investigations into intelligibility and international communicative integration.

First, this work has shown that the intelligibility of WE teachers can be measured by WE-varieties-based, IELTS replicated listening tests. This approach appears to have worked well, as has been indicated earlier, particularly when it comes to comparing performances with perceptions. The possible implication of this is that there is a viable measure for measuring the intelligibility of WE teachers by and for the benefit of both the students and managers as stakeholders within HE. If it is employed, for teachers with certain country-specific varieties, it may go a long way in determining how intelligible they may be and prevent the subjective judgments that academic managers make by the power they possess over selective recruitment and selection decisions. The implication of this for the benefit of the students is that these kinds of replicated test would aid in the making of informed judgments or recruitment and selection decisions particularly by students' performances in these tests.

Secondly, one striking inference that can be made from this work is that perceptions could be powerful influencers. This is because decisions could be made based on perceptions and opinions and upheld on the basis of further perceptions, as can be seen from the academic management and students' perspectives respectively. These perceptions, if taken into consideration, could be powerful influencers on how the intelligibility of WE varieties of English are being perceived. If the perceptions from the student-as-stakeholders responses, which were more negative than positive, are taken into consideration by academic managers, who themselves appear to have very subjective views about WE varieties, there could be detrimental consequences, in the sense that opinions could override the actual realisation of international communicative inclusivity and integration. The implication of these negative perceptions in orientations from major stakeholders within internationalising HE institutions in NS nations can be said to align with the speculation of this work which postulated that the internationalisation agenda propaganda is basically theoretical, particularly as it concerns linguistic and communicative integration, because the perceptions of major stakeholders do not tally in reality with the overall socio-cultural, multicultural and inclusive propaganda that is on-going.

Thirdly, from the findings of this work, it can be said that the arguments in the literature in favour of SE may have further counter-arguments, because even though the NS/SE variety users are classified as norm providers, or original and rightful custodians of the English language by some SE advocates or proponents, they may not be as intelligible to the norm dependents from the EFL or Expanding Circle countries, or may simply be as probably intelligible as WE ones, as the replicated listening test performance results show. With further work in this area, it could

reasonably be concluded that the status accorded to SE through IELTS, TOEFL or equivalent training and testing standards within and for HE recruitment purposes for academic staff is not particularly important.

Fourthly, from the findings of this work, it can be said that an unfair marginalisation of WE is on-going within internationalising HE institutions. This is as a result of the choice of SE-based training and testing systems, which appears to be an influence on the preference international EFL students have for NS varieties of English and, on the other hand, a measure by which recruitment and selection decisions are made of WE scholars. Equal opportunities and diversity cannot be said to be fostered when there appears to be a relegation of certain varieties of English. What this means in essence, and in line with the findings of this work, is that an atmosphere of subjective perceptions and judgments against WE varieties, as a result of SE preferences or measurement standards, exists within internationalising HE institutions. Again, the implication of this is an unresolved tension in the rhetoric associated with internationalisation of HE, that contradicts reality when it comes to communicative and linguistic inclusivity, integration, accommodation, adaptation and acceptance of WE varieties in the ELF (English as a Lingua Franca) context.

Finally, from the above, it might be concluded that the rhetoric of HE internationalisation appears to be no more than a façade. That is, if the results obtained in this work are generalisable across other HE institutions in NS countries. The findings of this work seem to show that negative perceptions and subjective judgments outweigh any positive inclinations towards WE varieties, particularly with the preference of NS varieties by students and the power of subjective judgments

made over WE varieties during recruitment and selection processes by NS academic managers. On the whole, it might be concluded that communicative inclusivity and integration situations using the English language as a lingua franca within internationalising HE institutions is basically still at the stage of rhetoric, despite the publicity in the propagation of internationalisation, cultural inclusivity, multiculturalism and equal opportunities within these institutions. It is hoped that further strides towards the practical verification of this situation may be stimulated by the gap identified in this work.

7.5 RECOMMENDATIONS/SUGGESTIONS FOR FURTHER STUDIES

First, this work recommends practical WE teacher intelligibility testing procedures with students rather than relying on subjective, recruiting-management judgments. The findings of this work have shown for example that testing or measuring the intelligibility of WE varieties of English can be done by a replicated IELTS listening test. When this is done, the unfair marginalisation of scholars who possess WE varieties will be checked, leading to the actual promotion of equal opportunities and diversity in the real sense of the expressions generally found on internationalising HE recruitment policies and documentations.

This work however suggests a need for further and more elaborate replicated listening tests that would cover more WE varieties of English and include more participants for a wider scale study that could further solidify the validity and reliability of this approach to intelligibility and communicative integration in ELF (English as a Lingua Franca) internationalising HE institutions studies.

This work also recommends that concerted efforts be made at creating awareness on the need for accommodation to non-NS/WE varieties of the English language within internationalising institutions. This recommendation is given because if socio-cultural inclusivity is to be achieved in reality, particularly when it comes to interactional and communicative integration, or acceptance of the multiple varieties of the English language as the lingua franca of academia in NS nations, actions have to be put in place that would go beyond mere claims that these institutions make about being international or multicultural in outlook. The SE superiority idea over WE will have to be demystified on the basis of international inclusivity when it comes to English language varieties and communication. This will have to be done at all stakeholder levels, starting from the top, which would involve management from whence the policies and practices necessary for the fostering of linguistic communicative inclusivity would have to emerge.

This work also recommends that students particularly from the EFL Expanding Circle and norm-dependent regions would need special orientations and preparations on the international mix in varieties of English they may be encountering with scholars, academics or teachers. This could probably be done with some pre-exposure to WE varieties and not just SE ones which they depend on and are trained or tested by.

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APPENDICES

APPENDIX 1

PILOT STUDY

Students' perception of the English language use of non-native lecturers in higher institutions of learning in the UK

Please state your country of origin:

Circle your level of study: 1st Year 2nd Year 3rd Year 4th Year PG Student

Accent in this questionnaire refers to how spoken English (words, statements and vocal expressions) sound differently depending on national backgrounds or country of origin.

1. Do you believe the English your non-native teacher speaks is different from that of a native speaker?

Yes

No

2. If your answer is 'No' does it mean that your non-native teacher speaks like the native speaker or has a native speaker-like standard?

Yes

No

3. If your answer is 'Yes'. In what ways is the English of your non-native teacher different from that of the native-speaker teacher?

4. There is an argument that there is no standard variety of English because of the many varieties from different national backgrounds. Do you agree with this opinion?

Yes

No

5. If you answered 'no' to the above question, which countries would you categorise as Standard English users? List them.

6. Are you increasingly faced with teachers with accents that are difficult to understand?

Yes

No

7. Do you get upset by the accent of non native teachers?

Yes

No

Some of them

8. If you answered 'Yes' or 'Some of them' to the above question, can you mention or list the national background or backgrounds of teachers that may have accents that you do not like?

9. What effect does non-native teacher accents have on you in lecture and seminar sessions?

Positive

Negative

Neither positive or negative

If 'positive', what would you describe as the positive effect?

If 'negative', what would you describe as the negative effect?

10. Do you think some non-native teachers need to work on improving their accents?

Yes

No

11. Teachers from which national backgrounds do you think should work on improving their accents?

12. Choose non-native teachers from particular nationalities (indicate the nationality of each chosen teacher in the underlined spaces provide below labelled a-e) and circle as appropriate how confident you feel they communicate with the English language in the delivery of their lectures/seminar sessions.

- | | | | |
|----------|---------------|-----------|----------------|
| a) ----- | Not confident | Confident | Very confident |
| b) ----- | Not confident | Confident | Very confident |
| c) ----- | Not confident | Confident | Very confident |
| d) ----- | Not confident | Confident | Very confident |
| e) ----- | Not confident | Confident | Very confident |

- Feel free to add others if the spaces provided above are insufficient.

13. Do you sometimes guess or pretend to understand what your non-native teacher says even when you know they may be communicating something different from what your guess is?

Yes

No

14. Do you limit your speaking to or communicating with some non-native English teachers because you feel they may not understand you?

Yes

No

15. Do you think all teachers should possess a native speaker standard?

APPENDIX 2

PILOT STUDY 2

POST LISTENING TEST QUESTIONNAIRE

1. I will definitely pass this test.

Yes No Not sure

2. I think my score on this test will be low.

Yes No Not sure

3. I think my score on this test will be average.

Yes No Not sure

4. I think I will have a higher score in section A of this test because the speaker was easier to understand than the speaker in section B.

Agree Disagree

5. I think I will have a higher score in section B of this test because the speaker was easier to understand than the speaker in section A.

Agree Disagree

6. The speakers in section A and B were both clear and easy to understand.

Agree Disagree

7. The English of both speakers in the test is not Standard English.

Agree Disagree

8. The Listening Test by Native Speakers of English is the best.

Agree

Disagree

9. The native speaker of English is easier to understand than both speakers of the test.

Agree

Disagree

10. I disliked the accent of the first speaker in section A of the test.

Agree

Disagree

11. I disliked the accent of the second speaker in section B of the test.

Agree

Disagree

12. I will understand the speaker in section A if he/she is one of my teachers on my major course of study.

Agree

Disagree

13. I will understand the speaker in section B if he/she is one of my teachers on my major course of study.

Agree

Disagree

14. I think it is a good idea to listen to, and learn to understand other non-native English accents for easy international communication with people from different countries around the world.

Yes

No

APPENDIX 3

Informed Consent Form for Social Science Research The University of York, UK

Title of Project: *EFL Students and Non-Native English Language Speech Patterns of Teachers within internationalising HE institutions.*

Investigator: *Dozie Ugbaja*

Purpose of the Study: *The purpose of this study is to test the intelligibility of Outer Circle varieties of English to EFL students through Listening Tests and to gain insight into students' perception of the intelligibility of these varieties within internationalising HE institutions.*

Procedures to be followed: You will undertake listening tests recorded by non- native speakers of English and answer some multiple choice questions afterwards to show your individual perceptions on the overall initiative.

Statement of Confidentiality: Your participation in this research is confidential. The survey does not ask for any information that would identify who the responses belong to. In the event of any publication or presentation resulting from the research, no personally identifiable information will be shared because your name is in no way linked to your responses.

Right to Ask Questions: Please contact the investigator, with questions or concerns about this study. The investigator is a student of the University of York, and this project is carried out for research purposes.

Voluntary Participation: Your decision to be in this research is voluntary. You can stop at any time. You do not have to answer any questions you do not want to answer.

You must be 16 years of age or older to take part in this research study.

Ethical Approval: This research study has been reviewed and received ethics approval following the procedures of the Department of Education, University of York.

Your voluntary participation in the test and Questionnaire process implies that you have read the information in this form and consent to take part in the research. You also consent that anonymised parts of the study can be shown at researchers' meetings and in publications. Please keep this form for your records or future reference.

Name: _____ Signature: _____

Email: _____ Date: _____

APPENDIX 4

Informed Consent Form for Social Science Research The University of York, UK

Title of Project: *Management Perspectives on the relationship between language competences and job performance of Multilingual Skilled Migrant Academics in teacher/student interactions within NS HE institutions.*

Investigator: *Dozie Ugbaja*

Purpose of the Study: The purpose of this study is to understand the ways in which language proficiency and communication shape the employment and retention of skilled migrant academic professionals from WE/NNS countries within HE institutions in NS nations.

Procedures to be followed: You will be interviewed for about 30-60 minutes in person, by telephone, or by email. If you are willing, we will schedule a follow-up interview. Face to face and telephone interviews will be audio-recorded.

Data Storage and Protection: The recording and written transcript to be kept in an archive accessible to the above researchers, and to be used for research. Recordings will be destroyed within one year of transcription.

Statement of Confidentiality: Your participation in this research is confidential. The survey does not ask for any information that would identify who the responses belong to. In the event of any publication or presentation resulting from the research, no personally identifiable information will be shared because your name is in no way linked to your responses.

Right to Ask Questions: Please contact the investigator, with questions or concerns about this study. The investigator is a student of the University of York, and this project is carried out for research purposes.

Voluntary Participation: Your decision to be in this research is voluntary. You can stop at any time. You do not have to answer any questions you do not want to answer.

You must be 18 years of age or older to take part in this research study.

Ethical Approval: This research study has been reviewed and received ethics approval following the procedures of the Department of Education, University of York.

Your voluntary participation in the interview implies that you have read the information in this form and consent to take part in the research. You also consent that anonymised parts of the recording can be shown at researchers' meetings and in publications. Please keep this form for your records or future reference.

Name: _____

Signature: _____

Email: _____

Date: _____

APPENDIX 5a

Table Showing Band Scores for Replicated 'NNS' Test (Section A And B) in Comparison with Students' Original '5. 5' Scores in 'NS' Based Test

The 100 student participants (from both international locations; UK and US) are represented by the numbers 1 to 100.

TABLE OF LISTENING TESTS RESULTS

Student Participants	Original (SE based IELTS Band Scores)	Section A (Raw Scores out of 40) Indian Speaker	Section A Replicated Test Band Scores	Section B (Raw Scores out of 40) Nigerian Speaker	Section B Replicated Test Band Scores
1	5.5	14	4.5	26	6.5
2	5.5	16	5	24	6
3	5.5	12	4	18	5.5
4	5.5	14	4.5	14	4.5
5	5.5	10	4	22	5.5
6	5.5	12	4	18	5.5
7	5.5	14	4.5	18	5.5
8	5.5	14	4.5	12	4
9	5.5	10	4	6	3
10	5.5	20	5.5	20	5.5
11	5.5	12	4	14	4.5
12	5.5	18	5.5	8	3.5
13	5.5	8	3.5	10	4
14	5.5	6	3	16	5
15	5.5	20	5.5	20	5.5
16	5.5	16	5	20	5.5
17	5.5	10	4	18	5.5
18	5.5	20	5.5	22	5.5
19	5.5	12	4	8	3.5
20	5.5	32	7.5	34	7.5
21	5.5	18	5.5	12	4
22	5.5	30	7	22	5.5
23	5.5	16	5	18	5.5
24	5.5	12	4	10	4

25	5.5	8	3.5	12	4
26	5.5	16	5	8	3.5
27	5.5	14	4.5	8	3.5
28	5.5	10	4	12	4
29	5.5	8	3.5	8	3.5
30	5.5	8	3.5	6	3
31	5.5	6	3	6	3
32	5.5	4	2.5	10	4
33	5.5	20	5.5	16	5
34	5.5	32	7.5	40	9
35	5.5	18	5.5	24	6
36	5.5	32	7.5	28	6.5
37	5.5	22	5.5	4	2.5
38	5.5	12	4	18	5.5
39	5.5	22	5.5	20	5.5
40	5.5	12	4	16	5
41	5.5	20	5.5	28	6.5
42	5.5	12	4	18	5.5
43	5.5	16	5	8	3.5
44	5.5	8	3.5	6	3
45	5.5	10	4	20	5.5
46	5.5	12	4	18	5.5
47	5.5	8	3.5	10	4
48	5.5	22	5.5	14	4.5
49	5.5	28	6.5	22	5.5
50	5.5	10	4	10	4
51	5.5	20	5.5	24	6
52	5.5	30	7	30	7
53	5.5	22	5.5	16	5
54	5.5	20	5.5	14	4.5
55	5.5	22	5.5	24	6
56	5.5	10	4	20	5.5
57	5.5	8	3.5	26	6.5
58	5.5	10	4	18	5.5
59	5.5	26	6.5	26	6.5
60	5.5	18	5.5	28	6.5

61	5.5	10	4	20	5.5
62	5.5	14	4.5	20	5.5
63	5.5	12	4	20	5.5
64	5.5	18	5.5	16	5
65	5.5	26	6.5	16	5
66	5.5	16	5	16	5
67	5.5	30	7	26	6.5
68	5.5	30	7	32	7.5
69	5.5	10	4	16	5
70	5.5	6	3	4	2.5
71	5.5	24	6	20	5.5
72	5.5	32	7.5	30	7
73	5.5	10	4	14	4.5
74	5.5	16	5	16	5
75	5.5	8	3.5	4	2.4
76	5.5	16	5	30	7
77	5.5	30	7	30	7
78	5.5	32	7.5	24	6
79	5.5	14	4.5	6	3
80	5.5	6	3	20	5.5
81	5.5	14	4.5	14	4.5
82	5.5	14	4.5	14	4.5
83	5.5	22	5.5	28	6.5
84	5.5	20	5.5	16	5
85	5.5	14	4.5	14	4.5
86	5.5	12	4	18	5.5
87	5.5	22	5.5	24	6
88	5.5	10	4	8	3.5
89	5.5	18	5.5	22	5.5
90	5.5	18	5.5	12	4
91	5.5	22	5.5	32	7.5
92	5.5	26	6.5	16	5
93	5.5	30	7	22	5.5
94	5.5	20	5.5	20	5.5
95	5.5	14	4.5	22	5.5
96	5.5	18	5.5	18	5.5

97	5.5	28	6.5	22	5.5
98	5.5	14	4.5	28	6.5
99	5.5	16	5	18	5.5
100	5.5	22	5.5	14	4.5

APPENDIX 5b

BAND SCORE DESCRIPTOR TABLE

BAND	DESCRIPTOR
9	Expert user Has fully operational command of the language: appropriate, accurate and fluent with complete understanding.
8	Very good user Has fully operational command of the language with only occasional unsystematic inaccuracies. Misunderstandings occur in unfamiliar situations. Handles complex detailed argumentation as well.
7	Good user Has operational command of the language, though with occasional inaccuracies, inappropriacies and misunderstandings in some situations. Generally handles complex language well and understands detailed reasoning.
6	Competent user Has generally effective command of the language despite some inaccuracies, inappropriacies and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations.
5	Modest user Has partial command of the language, coping with overall meaning in most situations, though is likely to make many mistakes. Should be able to handle basic communication in own field.
4	Limited user Basic competence is limited to familiar situations. Has frequent problems in understanding and expression. Is not able to use complex language.
3	Extremely limited user Conveys and understands only general meaning in very familiar situations. Frequent breakdowns in communication occur.
2	Intermittent user No real communication is possible except for the most basic information using isolated words or short formulae in familiar situations and to meet immediate needs. Has great difficulty in understanding spoken and written English.
1	Non user Essentially has no ability to use the language beyond possibly a few isolated words.
0	Did not attempt the test No assessable information provided.

APPENDIX 6

ANSWERSHEET

Nationality:

Level of Study: Undergraduate Post-Graduate

SECTION A (LIONS)

(Questions 1- 3) 1 mark each

*According to the lecture, the following are either **True** or **False**.*

Choose the correct answer, True or False.

1. Most people think that lions only come from India.

True

False

2. In the past Asiatic lions were living as far west as Greece

True

False

3. Ten thousand years ago there were no lions roaming in parts of the world.

True

False

(Questions 4 - 7) 1 mark each

*Choose the correct letter, **A, B or C**.*

4. When did Asiatic lions develop as separate sub-species?

A. About 10,000 years ago.

B. About 100,000 years ago.

C. About 1,000,000 years ago.

5. Pictures of Asiatic Loins can be seen on ancient coins from

A. Greece.

B. The Middle East.

C. India

6. Asiatic lions disappeared from Europe

A. 2, 500 years ago

B. 2,000 years ago

C. 1,900 years ago

7. Very few African lions have

A. a long mane

B. a coat with varied colours

C. a fold of skin on their Stomach

(Questions 8 – 10) 1 mark each

Complete the sentences below

Write **no more than two words and /or a number** for each answer

8. The Gir sanctuary has an area approximately..... square kilometres

9. One threat to the lions in the sanctuary is.....

10. Some India lions were saved by a.....who was very wealthy.

(Questions 11 – 15) 2 marks each

Fill in the blank spaces with the missing words from this part of the lecture below.

Asiatic lions don't have the Gir Sanctuary to themselves, I should add. They actually share it with about **(11)**..... A significant proportion of the lion's **(12)**..... is made up of the livestock of these farmers- goats, chickens and so on- as much as a third in fact. And they have been known to **(13)**..... humans, especially in time of drought. One final piece of **(14)**.....- in ancient India one of the greatest test of **(15)**..... for a man was to fight a lion.

SECTION B (THE HISTORY OF MOVING PICTURES)

(Questions 16 - 20) 1 mark each

*According to the lecture, the following are either **True** or **False**.*

Choose the correct answer, True or False.

16. The story of moving pictures is believed to have started sometime in 1877.

True

False

17. Some friends were arguing over the feet and hooves of a horse in different parts of the world.

True

False

18. A photographer was not asked to photograph a horse when it galloped.

True

False

19. All the photographs of a horse running showed all feet or hooves off the ground.

True

False

20. Thomas Edison invented and designed moving pictures by himself

True

False

(Questions 21 - 25) Choose the correct letter, A, B or C. 1 mark each

21. The young Scotsman was clever because

- A. He did not work by himself
- B. He studied other systems
- C. He did his design in America

22. One major problem with the first system is that
- A. The camera was heavy in weight
 - B. People could only see very short films.
 - C. The camera was light in weight.
23. The *bioskop* system was developed by
- A. Two German brothers.
 - B. A French and German team working together.
 - C. A French team.
24. Rival systems started to appear in Europe after people had
- A. Been told about the American system
 - B. Seen the American system
 - C. Used the American system
25. A problem which was caused by the tension between two wheels and reels was solved by
- A. The 'Lantham Loop' invention.
 - B. Removing a film reel from the system.
 - C. Making one of the film reels more effective.

(Questions 26 – 30) 2 marks each

Fill in the blank spaces with the missing words from this part of the lecture below.

So now there was a real possibility of having films of more than two or three minutes, and this led to the making of *The* **(26)**.....- the very first movie made. It only lasted **(27)**..... but was an absolute sensation, and there were **(28)**..... of people watching the movie and actually fainting when the character **(29)**..... at the camera. Almost overnight movies became a craze and by **(30)**..... people in America were lining up to see movies in store theatres.

APPENDIX 7

POST LISTENING TEST QUESTIONNAIRE FOR STUDENTS

Please tick a box on the scale of options for each statement to indicate your perceptions

1. The speaker of section A was clear and easy to understand.

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

2. The speaker of section B was clear and easy to understand.

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

3. The English of speaker A in the test is not Standard English.

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

4. The English of speaker B in the test is not Standard English.

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

5. Listening Tests by Native Speakers of English (UK, USA, AUSTRALIA, CANADA) is the best.

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

6. I disliked the accent of the first speaker in section A of the test.

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

7. I disliked the accent of the second speaker in section B of the test.

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

8. I will understand the speaker in section A if he/she is one of my teachers on my major course of study.

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

9. I will understand the speaker in section B if he/she is one of my teachers on my major course of study.

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

10. It is a good idea to listen to, and learn to understand other non-native English accents for easy international communication with people from different countries around the world.

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

APPENDIX 8

FOCUS GROUP DISCUSSION QUESTIONS

1. Do you think the speaker of section A was clear and easy to understand?
2. Do you think the speaker of section B was clear and easy to understand?
3. Do you agree that the English of speaker A in the test is not Standard English?
4. Do you agree that the English of speaker B in the test is not Standard English?
5. To what extent do you agree that the English Listening Tests by Native Speakers of English (UK, USA, CANADA and AUSTRALIA) is the best?
6. Would you say you disliked the accent of the first speaker in section A of the test?
7. Would you say you disliked the accent of the second speaker in section B of the test?
8. Do you think you will understand the speaker in section A if he/she is one of your teachers on your major course of study?
9. Do you think you will understand the speaker in section B if he/she is one of your teachers on your major course of study?
10. Do you think it is a good idea to listen to, and learn to understand other non-native English accents for easy international communication with people from different countries around the world?

APPENDIX 9

Interview questions for NS employers/managers of international or skilled migrant academics.

1. Can you confirm that you have migrant employees from NNS countries such as India, Pakistan, and Nigeria... working as academics in your department/institution?
2. Through what routes do/have these migrant academics gain(ed) employment into your department/institution?
3. What level of qualification/skill and experience is required by these academics in your institution/department/school of study?
4. Why are the skills set or qualifications you have mentioned particular requirements?
5. Are there any reasons for choosing skilled migrant academics as employees from any NNS or Outer Circle country?
6. Is there a language policy (explicit or implicit) that guides the English language use of these NNS employees within your institution?
 - i. If yes, does this policy mean that there is a language test (formal or informal) for migrant or international academics intending to enter your workplace?
 - ii. If there is no test, how would you describe the level of English language competence required by skilled migrant academics in your workplace (particularly those of our Outer Circle countries focus)?
7. If an international student from an Expanding Circle country like China for example expresses an unsatisfactory view about teachers from the NNS countries represented in your department/institution (which can be linked to the variety of the English language they possess) what will you do? How do you handle such complaints if they arise?
8. Have you come across any situation where skills and expertise was placed above the English language competence/variety of a non-native migrant academic in the job offer decision process and found out that there have being little or no issues after all with his/her non-native variety on job performance?

9. Have you come across any situation where a non-native migrant speaker of the English language from any of the Outer Circle countries have been awarded a certain job role on the basis of their performance during an interview but appear not to be delivering an effective service on the grounds of language use and English language competence on the job?

10. Have you come across any situation where a non-native migrant speaker of the English language from other countries have been awarded a certain job role on the basis of their performance during an interview but appear not to be delivering an effective service on the grounds of language use and English language competence on the job?

11. When it comes to employing NNS teachers how would you describe what is 'good enough' English speaking competence for the benefit of your students (home and international)?

12. We understand that international students sometimes have a preference for Native Speaking teachers. Do you sometimes place these students' expectations as a priority in your recruitment decisions? If yes, why?

13. International students (particularly from Expanding Circle countries) coming to study in an NS nation like yours have high expectations of the learning and teaching situation. How well do you prepare them for the international mix in varieties of English they could encounter with teachers?

14. Will you advocate for or support a system that clearly incorporates a pre-exposure to the intelligibility of other varieties/accents of the English language to international students from the Expanding Circle particularly because they appear to be faced with the dilemma of learning one variety of a language and made to adjust to others from non-native teachers within short spaces of time?

1 **APPENDIX 10**

2
3
4 **FOCUS GROUP 1 UK**
5

6 **1. Do you think the speaker of section A was clear and easy to understand?**

7
8 **Korean 1** - 'I disagree because he has no accent and some words he pronounce
9 wrong.'

10
11 **Turkish 2** - 'The pronunciation is really different than with British people'

12
13 **Chinese 3** - 'He is quick and the first words is quick and not clear and the second
14 one pronounce is bad so we can't understand what he means'

15
16 **Chinese 4** - 'and his tongue always lololololo like this'

17
18 (All participants laugh as if to concur with Chinese 4)
19
20

21 **2. Do you think the speaker of section B was clear and easy to understand?**

22 **Korean 1** - I think it's easy to understand a little bit because the, she have accent but
23 spelling and pronounce, totally wrong.
24

25 **Turkish 2** - 'I think it's like the same section A' ('The pronunciation is really different
26 than with British people')

27
28 **Chinese 3** - 'She takes some native pronounce'

29
30 **Chinese 4** - 'Just because she speak slow we can understand a bit'

31
32 **3. Do you agree that the English of speaker A in the test is not Standard**
33 **English?**

34 All Participants chorused - 'Yes'

35
36 Moderator: So what's Standard English?

37
38 **Turkish 2** - 'Native English, pronunciation from USA'

39
40 **Chinese 3** - 'London'

41
42 **Turkish 2** - 'Australia'

43
44 **Korean 1** - 'Native speaker'

47 **4. Do you agree that the English of speaker B in the test is not Standard**
48 **English?**

49 **Turkish 2** - 'She is not a native speaker because of accent. You can't
50 understand.'

51 Question is repeated by Moderator and:

52

53 All Participants chorused - 'Yes'

54

55 **Korean 1** - 'Because we cannot understand'

56

57 Moderator: Do you understand all native speakers of English?

58

59 **Turkish 2** - 'Some native speakers I can understand but sometimes its not, it
60 depends on the people I think'

61

62 **Korean 1** - 'When they talk again we can understand but the second time we still
63 cannot understand'

64

65 **5. To what extent do you agree that the English Listening Tests by Native**
66 **Speakers of English (UK, USA, CANADA and AUSTRALIA) is the best?**

67

68 **Turkish 2** - 'I strongly agree'

69

70 **Korean 1** - 'I agree'

71

72 **Chinese 3** - 'Agree'

73

74 **Chinese 4** - 'No I don't think so. I think people from the same nationality with me is
75 better'

76

77 Moderator: Why?

78

79 **Chinese 4** - 'It's better from me'

80

81 Moderator: 'So you prefer the Chinese English'

82

83 **Chinese 4** - 'Yes, the Chinglish'

84

85

86 **6. Would you say you disliked the accent of the first speaker in section A of**
87 **the test?**

88 All Participants Chorused - 'Yes'

89

90 Moderator: So why do you dislike it?

91

92 **Chinese 3** - 'We can't understand'

93

94 **Turkish 2** - 'We couldn't understand it. Because of accent and he's really quick'.
95
96 **Chinese 4** - 'Quick and then
97
98 **Korean 1** - 'He talks in long sentence and no accent and no commas or fullstops'
99
100 **7. Would you say you disliked the accent of the second speaker in section B of**
101 **the test?**

102 All Participants Chorused - 'Yes'
103
104 **Turkish 2** - 'Strongly agree. It was horrible for me. The pronounce was horrible
105 yeah...'
106
107 **Korean 1** - 'Undecided'
108
109 **Chinese 4** - 'It's hard to understand'
110
111 **Korean 1** - 'Probably I can understand 70% of what she is talking about so
112 undecided'
113
114

115 **8. Do you think you will understand the speaker in section A if he/she is**
116 **one of your teachers on your major course of study?**

117 All Participants chorused - 'No'
118
119 **Chinese 3** - 'Strongly disagree'
120
121 **Chinese 5** - speaking for the first time in the conversation) - 'I think I will change
122 University, I will change my Major or University'.
123
124 **Chinese 4** - 'If he or she can make his course to the PowerPoint, I can get it, but if
125 he told me, I can't understand'
126
127 **Turkish 2** - 'The first day we can't understand, and then we can understand'
128
129 **Korean 1** - 'It will take a long time'
130
131 Moderator: 'How long do you think?'

132 **Korean 1** - 'Three months'
133
134 **Turkish 2** - 'I think two or three months'
135
136 **Chinese 3** - 'Half a year'

136 Moderator: 'But your Masters course is just one year'

137 **Korean 1** - 'We are gonna die'

138

139 **9. Do you think you will understand the speaker in section B if he/she is**
140 **one of your teachers on your major course of study?**

141

142 **Korean 1**- 'I can understand a little bit but she needs more practice'

143

144 Moderator: The teacher needs more practice? (Everyone laughs)

145

146 **Korean 1** - 'Yes, for English'

147

148 **Chinese 3** - 'I think it's enough, because sometimes my pronunciation is bad, I think
149 so, I'm bad, she's bad that's okay'

150

151 (All participants laugh)

152

153 **Chinese 4** - 'I don't need understand everything, yeah, can guess'

154

155

156 **10. Do you think it is a good idea to listen to, and learn to understand other**
157 **non-native English accents for easy international communication with**
158 **people from different countries around the world?**

159

160 **Turkish 2** -'I agree'

161

162 Moderator: 'why?'

163

164 **Turkish 2** - 'Because when you talk to other national people we can understand the
165 other accent as soon as possible because...'

166

167 **Chinese 5** - 'Strongly disagree'.

168

169 Moderator: 'why?'

170

171 **Chinese 5** - 'I think it will affect my pronunciation'

172

173 Moderator: 'How?'

174

175 **Chinese 5** - 'Because if I always talk with em India, perhaps my pronunciation will be
176 like you know hers, yea, I don't want to be like...'

177

178 **Turkish 2** - 'I think it is good, because we can learn different types of pronunciation
179 so we can understand I mean not just native speaker we can learn from other'

180

181

182

183

184

FOCUS GROUP 2 UK

185

186 **1. Do you think the speaker of section A was clear and easy to understand?**

187 **Chinese 1** - 'I don't agree, it's quite a bit quick so hard to listen'

188

189 **Korean 2** - 'and his pronunciation is not clearly, it's not clear to understand. But the
190 second time is better.'

191

192 **Iranian 3** - 'I agree it's little bit clear but not too much. I can understand but it's not
193 too much clear.'

194

195 **2. Do you think the speaker of section B was clear and easy to understand?**

196 **Iranian 3** - 'I am strongly disagree. I couldn't understand very well because er, she
197 speak part by part like this. I thought she is Chinese but the friends told me no she is
198 not Chinese maybe another country... she speaks same as Chinese. African I told'

199

200 **Chinese 1** - 'I think the speaker of section B is more clear to understand because
201 she speak slow so I can easy to guess what is he's talking about.'

202

203 **Chinese 1** - 'I think the speaker in section B is more clear than the section A but the
204 section B the girl is using the monotone just and like the volume is like reading
205 something'

206

207 **3. Do you agree that the English of speaker A in the test is not Standard
208 English?**

209

210 **Chinese 4** - 'I think it's more different than British.'

211

212 **Iranian 3** - 'It wasn't I think because we have some pronunciation in the dictionaries,
213 when we look in the dictionaries, we have some pronunciations so it wasn't match
214 with that. No it wasn't standard.'

215

216 **4. Do you agree that the English of speaker B in the test is not Standard
217 English?**

218

219 **Iranian 3** - 'Definitely not'

220

221 **Chinese 1** - 'I think it is more standard than section 1'

222

223 Moderator: What do you understand by Standard English?

224

225 **Iranian 3** - 'Standard is for the natives, English speak different okay, for example
226 for one word when we were not the accent is different but for this two speaker I think
227 er accent is different and pronounce is different also from natives.'

228

229 **All Participants** - 'It's not standard'.

230
231
232
233

5. To what extent do you agree that the English Listening Tests by Native Speakers of English (UK, USA, CANADA and AUSTRALIA) is the best?

234 All participants chorused - 'Yes'

235

236 **Iranian 3** - 'Of course'

237

238

239 Moderator: 'What makes it the best?'

240

241 **Korean 2** - 'Because you know when, at the first time we study English, so we study
242 it is from UK, UK's English or US English so we use to hear this many time so the
243 sound we often hear them when they speak so it is like the best, like I don't know
244 how to say but you know many people around the world try to speak like native
245 speaker of English so it is...they speak very clearly so it's easy to understand than
246 others.'

247

248 **Chinese 1** - 'These four country of people only use English and no any other
249 language and so they will be the good native speaker.'

250

251 **Chinese 4** - 'I think this country is the best because they er, they speak traditional
252 language, it's like original so I think it's the best'.

253

254

255

256 **6. Would you say you disliked the accent of the first speaker in section A of**
257 **the test?**

258 **Iranian 3** - 'Undecided'

259

260 Moderator: 'why?'

261

262 **Iranian 3** - 'I'm not dislike but it wasn't good at all'.

263

264 **Korean 2** - 'The accent is quite boring, it's not interesting, we had to up and down
265 when we speak English and he didn't'

266

267 **Chinese 1** - 'Agree, because...speaker in section 1, you can... is an international
268 foreigner...'

269

270 **7. Would you say you disliked the accent of the second speaker in section B of**
271 **the test?**

272 **Chinese 1** - 'Agree, because is not native speaker...'

273 **Korean 2** - 'The accent is not good'

274 **Iranian 3** - 'Undecided'

275

276 **8. Do you think you will understand the speaker in section A if he/she is one of**
277 **your teachers on your major course of study?**

278

279 **Korean 2** - 'I have to agree because you know I need to try to listen, try to learn, and
280 try to hear what he talking and because I have no choice, maybe I will use my phone
281 to record it...and listen again and again many times.'

282

283 Moderator: 'What about if you had a choice?'

284

285 **Korean 2** - 'For sure I will change'

286

287 **Chinese 1** - 'Because I always learn English from British or American, in my
288 University in China, em our teachers are British and er we always listen to him and
289 er know the pronounce from...but if you change the pronounce suddenly, I think I
290 don't understand.'

291

292 **9. Do you think you will understand the speaker in section B if he/she is one of**
293 **your teachers on your major course of study?**

294

295 **Korean 2** - 'I will try to understand'

296

297 **Iranian 3** - 'If I don't have any choice, I should try to understand'

298

299 Moderator: 'But if you had a choice?'

300

301 **Iranian 3** - 'Yeah, change'

302

303

304 **10. Do you think it is a good idea to listen to, and learn to understand other**
305 **non-native English accents for easy international communication with people**
306 **from different countries around the world?**

307

308 All participants Chorused - 'Yes'

309 **Iranian 3** - 'Strongly agree'

310

311 **Korean 2** - 'Strongly agree, because er you know...you not work only with native
312 speaker or native English speaker so if in my University I have a chance to listen and
313 learn to understand other English from other countries... I think it's good.'

314

315 **Iranian 3** - 'Because sometimes we communicate with people from other countries
316 so that's very good to listen to this conversation for example from different, different
317 accents.'

318

319

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324

FOCUS GROUP 3 UK

325
326

327 **1. Do you think the speaker of section A was clear and easy to understand?**

328 All Participants Chorused - 'No'

329

330 **Jordanian 1** – 'It's not a native speaker so I think it's normal to make mistakes'

331

332 **Chinese 2** - 'I don't agree because section A, the accent is not clear'

333

334 **Chinese 3** - 'I can understand a little'

335

336 **Iranian 4** - 'I understand it but some words, no'

337

338 **2. Do you think the speaker of section B was clear and easy to understand?**

339

340 All Participants Chorused - 'No'

341

342 **Chinese 2** - 'I don't agree, the accent is not clear'

343

344 **Chinese 3** - 'I cannot really understand'

345

346 **Iranian 4** - 'I understand some words'

347

348 **3. Do you agree that the English of speaker A in the test is not Standard English?**

349

350 (Silence) so Moderator: 'First of all, what is standard English?'

351

352 **Iranian 4** - 'Like fluent'

353

354 **Iranian 4** - 'Like it is good'

355

356 **Jordanian 1** - 'Understandable, like understandable'

357

358 **Chinese 3** - We can know the meaning

359

360 **Chinese 2** - 'Correct word and correct grammar'

361

362 Moderator: So, what answers will we give to the question?(Do you agree that the
363 English of speaker A in the test is not Standard English)?

364 **Chinese 2** - 'Agree because I think he was not a English speaking country and I
365 think his accent is not, it's difficult to hear'

366

367 **4. Do you agree that the English of speaker B in the test is not Standard English?**

368

369

370 **Chinese 3** - 'I think it's difficult for me'

371

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Jordanian 1 - 'It was easier than section A'

5. To what extent do you agree that the English Listening Tests by Native Speakers of English (UK, USA, CANADA and AUSTRALIA) is the best?

Jordanian 1 - 'Yeah, obviously.'

All Participants Chorused - 'Yes'

6. Would you say you disliked the accent of the first speaker in section A of the test?

Jordanian 1 - 'No it's okay'

Chinese 2 - 'It's okay'

Moderator: What makes it okay?

Chinese 2 - I can understand, its okay.

7. Would you say you disliked the accent of the second speaker in section B of the test?

Chinese 3 - 'I think so'

Turkish 2 - 'I disliked it'

Korean 1 - 'I think I like the accent, I don't like the pronunciation'

Turkish 2 - (changes to) 'undecided'

Moderator to Turkish 2: 'why?'

Turkish 2 - 'I can understand, sometimes I can understand section B but sometimes I'm not and I didn't understand'

8. Do you think you will understand the speaker in section A if he/she is one of your teachers on your major course of study?

Jordanian 1 - 'I'll try my best'

416 **Chinese 4** - 'To be honest, like if I had him as a teacher, I wouldn't change, as long
417 as I understand what he is saying, its fine.

418
419 **Chinese 3** - 'I'll try my best'

420 **Chinese 4** - 'It will take a time to get it'.

421 **Chinese 5** - 'I prefer to change the teacher'

422

423 **9. Do you think you will understand the speaker in section B if he/she is one of**
424 **your teachers on your major course of study?**

425

426 **Chinese 5** - 'I will change too because the pronunciation is not very good even
427 though the speaking slow'

428

429 **Chinese 2** – 'will be okay yeah'

430

431 **Chinese 3** - I will change too because the pronunciation is not very good even
432 though the speaking slow'

433

434 **10. Do you think it is a good idea to listen to, and learn to understand other**
435 **non-native English accents for easy international communication with people**
436 **from different countries around the world?**

437

438 **Jordanian 1** - 'Yeah'

439

440 **Chinese 2** - 'Because it's good idea to listen em, the different pronunciation from
441 different countries'.

442

443 **Jordanian 1** - 'Like if you have like a friend from...some other country... like its
444 good.'

445

446 **Jordanian 1** - 'As long as we know the language we can deal with different accents'

447

448

449

450 **FOCUS GROUP 1 US**

451

452 **1. Do you think the speaker of section A was clear and easy to understand?**

453 **Iraqi 1-** 'I think not difficult, I choose undecided so it's not so difficult and easy'

454

455 **Saudi 2-** 'To some extent, so I choose undecided because some words I couldn't
456 understand and some I could'

457

458 **Qatari 2-** 'I put em disagree because he pronounce some words I cannot
459 understand'

460

461 **Brazilian 2-** 'I strongly disagree because I didn't get almost the, I didn't get any
462 information about the lecture so I feel lost in the lecture'

463

464 **Qatari 1-** 'I think it's er clear and I understand almost everything'

465

466 **Saudi 2-** 'I agree with Brazil 2 because I couldn't get a specific information so I got
467 lost'

468

469 **UAE 1-** 'So I ask Qatar 1, did you understand all vocabulary which you heard?

470

471 **Qatari 1-** 'Yeah, almost everything, we talk about the pronunciation, we don't talk
472 about the information in the lecture. When you understand, what he said, that's
473 enough, you don't have to understand what he talk about...'

474

475 **UAE 1-** 'But can you explain what he said?

476

477 **Qatari 1-** 'I think it's different between people. Sometimes Arabic students can
478 understand from international better than the native speakers so I think it's different
479 between people'

480

481 **Qatari 2-** 'I am agree with Saudi 2... it was difficult to understand'.

482

483

484 **2. Do you think the speaker of section B was clear and easy to understand?**

485 **Iraqi 1-** 'Yes... the pronunciation is not perfect but she speaks slowly so I can
486 understand...for me, it's better than lecture 1'

487

488 **Iraqi 2-** 'I agree with Iraq 1 because I think I understand the main idea from this
489 lecture'

490

491 **Korean 1-** 'To be honest I didn't focus that much ...but I think it's different from
492 speaking. I am pretty sure that I will understand what she is saying when we will
493 have a conversation...'

494

495 **Saudi 3-** '...So it depends on the way of saying it. Also, there are other factor that
496 we cannot see it, when you see the person face to face, body language, eye contact
497 and etecera'

498

499

500

501 **Qatari 2-** 'I think also I can understand what she said but it's still like boring when
502 you talk to someone in this accent'

503

504 **Moderator-** 'What do you mean by boring? Does everyone agree with that?

505

506 **Qatari 2-** 'Talks slowly for example...'

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Brazilian 1- 'I agree and because it's boring like it's tanana, nananana, it's difficult. When the people talk fast for me it's easy to understand but nananananan it's difficult because I need to... (hums) and if it's fast, I don't need to understand the meaning of the words, I can only get to understand the context but in this case, it's really boring'

3. Do you agree that the English of speaker A in the test is not Standard English?

Iraqi 1- 'Yes of course'

Saudi 3- 'What do you mean by Standard English?'

Saudi 1- 'I think the normal way to speak'

Qatari 2- 'Maybe just we can understand the person'

Iraqi 1- 'I think Standard English mean that the accent that most people understand because there are specific accent, not everyone can understand it'.

Brazilian 1- 'Origin of language, it's kind of origin...'

Saudi 3- 'Maybe her pronunciation'

Saudi 1- 'Formal'

4. Do you agree that the English of speaker B in the test is not Standard English?

Korean 2- 'I choose disagree because... the Standard English they are like USA, England or Australia or ...'

Iraqi 1- 'I think the speaker have the standard English as the, I mean United Kingdom have a different English and US have different accent so I think the speaker is from India, was it from Africa? Was correct in the grammar but just have a different accent so we can say have the Standard English'

5. To what extent do you agree that the English Listening Tests by Native Speakers of English (UK, USA, CANADA and AUSTRALIA) is the best?

554 **Qatari 2-** 'I disagree with Iraq 1 because I have my country like Qatari people who
555 speak English, I can understand them more than native speaker English'

556

557 **Qatari 1-** 'Disagree with Qatar 2 and agree with Iraq 1 because when someone from
558 your country he can speak the first language, you will understand him when he talk
559 with you in English so it will be easy because you have the same thing in your mind
560 and I strongly agree with Iraq 1.

561

562 **Iraqi 1-** 'The pronunciation will be the same'

563

564 **Qatari 1-** 'That's what I mean'

565

566 **Saudi 2-** ' I think I strongly agree with Iraq 1 and Qatar 1 because simply we are
567 familiar with these accents... I mean American or Australian, Canadian, British'

568

569 **Saudi 1-** ' I can understand from native speaker more than non-native speaker'

570

571

572

573 **6. Would you say you disliked the accent of the first speaker in section A of**
574 **the test?**

575 **Saudi 1-** 'Yes, because strange for me'

576

577 **Saudi 1-** 'I dislike because I can't understand a lot of words even if I can take some
578 of them, I don't like the accent, I didn't like it'

579

580 **Qatari 1-** 'I disagree because I think it is clear and I can understand almost
581 everything'

582

583 **Qatari 2-** 'I disliked because there are a lot of word I can't understand'

584

585 **Korean 1-** 'I don't think we should dislike or like their accent, yeah'

586

587 **Saudi 2-** 'I agree with Korea because it's not about like or dislike but usually if
588 someone dislikes something, if he didn't understand it, he will not like it'

589

590 **Moderator-** Did anyone like the accent?

591

592 **Qatari 1-** 'Just Qatar 1

593

594 **Korean 1 -** 'Korea also liked it'

595

596 **Moderator-** 'So that means every other person disliked it or?

597 Moderator – Most participants had expressions that indicated a dislike but were
598 hesitant to speak.

599

600 **Saudi 3-** 'No I cannot like or dislike the accent because I think there are a lot of
601 factor...especially for one who was speaking to me or giving me a lecture, there are
602 other factor that depends it, not only the accent.'

603
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7. Would you say you disliked the accent of the second speaker in section B of the test?

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609

Qatari 1- 'I disliked strongly because I could not understand almost anything'

610
611
612

Saudi 1- 'Yeah for me, I disliked the speaker accent because I didn't catch some words, and I don't understand it'

613
614
615

Korean 1 - 'Just like I said, I don't think it's the matter of like or dislike but personally, I liked her accent because for me it was really interesting and I was interesting in her accent so I liked her accent'

616
617

Moderator- Did any other person like the accent of the speaker in section B?

618
619
620

Iraqi 1- 'It all depend on I like, I understand or I can't understand, for me I can understand this better than the A'

621
622
623

Saudi 2- 'If you ask us whether we understand or not, yeah, we, most of us I think couldn't understand but if you ask dislike or like,we cannot decide this, it something we cannot decide about, personally that's what I think'

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626

8. Do you think you will understand the speaker in section A if he/she is one of your teachers on your major course of study?

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Saudi 2- 'I disagree (I will not) but because if he was my teacher, I think important to understand him because I gain information from him so I suppose to understand him but I prefer native'

630
631
632

Qatari 2- 'I strongly disagree if he will be my teacher, I will understand him but I think it will be a little bit different when I listen to him face to face'

633
634
635

Saudi 3- We'll get used to it as we get used to American accent and we liked to speak it'

636
637
638

Moderator- 'So how long do you think it will take you to get used to how an international teacher uses the English language?'

639
640
641

Saudi 3- 'I have been taught by Indian teacher and... I didn't take long time to understand it'

642
643
644

Qatari 2- 'It depends on the teacher but I think at least one month'

645
646
647

9. Do you think you will understand the speaker in section B if he/she is one of your teachers on your major course of study?

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651

Korean 1 - '...The reason that we feel uncomfortable of non-native speaker is because we are not used to it...'

652 **Iraqi 2-** 'I strongly disagree because I come here to study... I want to focus to my
653 major, don't focus to what the teacher said. I think it's another problem, I want to
654 focus on my major, I want to understand, not to take another accent or something'.

655

656

657 **Moderator-** 'If some of your teachers are from the same nationality with the same
658 speaking accent as speaker B, what will you do?

659

660 **Qatari 2-** 'Absolutely ...it will be hard to live with that'

661

662 **Qatari 1-** 'I will kill myself'
663 (Every one laughs)

664

665 **Saudi 3-** 'To me it doesn't much matter because I wanna understand any accent in
666 the world because I might be in one day travel to another country and I want to
667 understand any accent and as I mention before, it's matter of explanation'

668

669 **Iraqi-** 'It's big problem, I think I will go out to some tutoring maybe to help me
670 understand'

671

672 **10. Do you think it is a good idea to listen to, and learn to understand other**
673 **non-native English accents for easy international communication with people**
674 **from different countries around the world?**

675

676

677 **Iraqi 1-** 'I disagree because if I make a mistake for example, the native speaker will
678 correct for me but if I learn from non-native speaker, if I make mistake, he may be
679 think that it is correct so I continue make mistake...'

680

681 **Qatari 1-** ' I think it's a good idea to listen to the non-native English speakers but not
682 to learn to speak because if you want to learn, you have to learn the best of the
683 English so you have to learn from the native speaker but you don't have to learn the
684 non-native English'

685

686 **Iraqi 2-** 'I agree with Qatar 1. Actually I have experience about this point because
687 when I learning from someone has different accent or different nationality, actually, I
688 don't understand, he or she taught according to his nationality...'

689

690

691

FOCUS GROUP 2 US

692

693 **1. Do you think the speaker of section A was clear and easy to**
694 **understand?**

695

696 **UAE 1 -** 'No I don't think so, you need to know English well so you can understand it.
697 Other people who don't know English very well won't be able to understand what he
698 is saying, you need to focus and have all your mind with him so it wasn't easy to
699 understand.'

700

701 **Kuwaiti 1** - 'I think the speaker of section A was clear and I could understand him
702 very well, yeah, that's my opinion'

703

704 **UAE 2** - 'I agree, I totally agree, it was em very clear and easy to understand the
705 speaker'

706

707 **UAE 3** - 'I think it was kind of clear, so I understand a little bit from it.

708

709 **Moderator:** What do you mean by kind of clear?

710

711 **UAE 1**- 'I think he means he has strong accent but we could understand him if we
712 listen clearly carefully.'

713

714 **Moderator:** *You just said something, 'strong accent, what is strong accent?*

715

716 **UAE 1** - 'Like he doesn't pronounce some words or some letters'

717

718

719 **UAE 2** - '...he has his own way to talk'

720

721 **Saudi 1** - 'I think that the native language for this person affects his accent so he
722 speaks English, some letters he can't pronounce them well, so that's how he has a
723 strong accent or not'

724

725 **UAE 3** - 'I think also because he speak quickly so and we like write down the answer
726 so I couldn't follow him, because fast how he's speaking... so if I just follow him
727 without the question, I will understand him more than...'

728

729 **Kuwaiti 1** - 'He was clear but not easy to understand'

730

731

732 **2. Do you think the speaker of section B was clear and easy to**
733 **understand?**

734 **UAE 1** - 'I think she wasn't that clear and it's hard to understand her because she
735 was talking, er, lets go back to accent er I mean, accent always matters and it's not
736 easy to understand if you are non-native speaker'

737

738 **UAE 2** - 'Agree with UAE 1.

739 **Iraqi 1** - 'I disagree... because when she was speaking it was not clear in some
740 place...'

741

742 **UAE 3** - 'I think the problem...because she pause a lot. If I talk to her face to face, it
743 will be easy, not easy, it will be okay to understand what she want to say but if it's
744 exam or test it will be difficult because I have to follow something and understand
745 what she said'

746

747 **Kuwaiti 2** - 'Undecided because it was not clear but it's hard'

748

749 **UAE 1** - 'I can't say we didn't understand her. We did understand her but not that
750 clear'

751
752 **Kuwaiti 1** - Some of the points we can understand'

753
754

755 **3. Do you agree that the English of speaker A in the test is not Standard**
756 **English?**

757 **Chorused response** - 'Yeah'

758
759

760 Moderator - 'What is Standard English?'

761
762

762 **UAE 3** - 'It's the normal one'

763
764

764 Moderator - 'What do you mean by normal English?'

765
766

766 **Kuwaiti 1**- 'Like er, his pronunciation for the words'

767
768

768 **UAE 1** - Yeah, there is US accent'

769
770

770 **Kuwaiti 1**- 'But his (Speaker A) pronunciation is not one of them so it's not normal'

771
772

773 **4. Do you agree that the English of speaker B in the test is not Standard**
774 **English?**

775
776

776 **Chorused response** - 'Yeah'

777
778

778 **Kuwaiti 2** - 'We couldn't understand some words so that makes it not standard'

779
780

780 **Kuwaiti 1** - 'As I said, it's not easily understood, it's not standard so if you need to
781 focus or keep your mind with him to understand him, he is not speaking Standard
782 English but if he speaks normal and you can understand him easily, it is Standard
783 English.'

784
785

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787

787 **5. To what extent do you agree that the English Listening Tests by**

788 **Native Speakers of English (UK, USA, CANADA and AUSTRALIA) is the**

789 **best?**

790 **Chorused response**- 'Yes we agree'

791
792

792 Moderator - If for example you want to do your IELTS, TOEFL courses would you
793 like to hear listening tests from people of other countries?

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Chorused response- 'No'

Kuwaiti 1- 'I think it depend on the person who speak because also, in America, US, there is many accents, there is from north and south and some people they didn't understand the north accent or the south accent so it's depend to the person who talk or who speak er not about the accent or native or not native'

UAE 3 - 'I agree with UAE 3, it's not the best sometimes I can understand one of my country's person well more than native speaker because he maybe pronounce the words easily and clearly more than the American who have an accent or UK have a hard accent so not the best way to take from the native UK, USA, Australia and Canada'.

Saudi 1 - 'I think that the tests such as IELTS should be from these native speaker because they've been learning this language in their work so they know how to deliver the idea as best as possible'

Kuwaiti 1- 'I agree with Saudi 1 like if you can't understand from these four native language you won't be able to understand other pronunciation or accents. I think it is supposed to be based on these four because...'

Kuwaiti 1- 'English is used mostly in these four countries so you need to understand what they say so we can look to these four countries. So it's best we listen these'.

6. Would you say you disliked the accent of the first speaker in section A of the test?

UAE 3- 'I dislike the accent of 'A' speaker'

Moderator - Why?

UAE 3 - 'Because it is sometime difficult to understand what he say'

UAE 1 - 'I think I can't say I dislike the accent or his accent because, I am not a native speaker so I don't like people to not like my accent. I cannot say I don't like someone's accent, as long as I can let them understand me so it's fine'

Kuwaiti 2 - 'Undecided'

7. Would you say you disliked the accent of the second speaker in section B of the test?

Kuwaiti 2 - 'I dislike the second accent because it affect on the pronounce the word and the way how to pronounce it and let the people understand it, that's why I don't like it.'

842 **Omani 1** - 'I can't say I don't like the accent but I can say I didn't understand the
843 accent...'

844
845 **Kuwaiti 1** - 'I disliked the speaker two because it was hard to understand. I won't
846 discussion with someone I can't clearly understand. I need to understand him so I
847 can have a discussion with him and talk with him. If I can't understand him, there
848 won't be any communication with us so I dislike it.'

849
850 **Omani 2** - 'It's not about the accent, do you like or do you not like, it's you can
851 understand or you can't understand?'

852
853 **Kuwaiti 1** - 'If I can't understand it then, I won't like it' (Everyone laughs).

854
855
856

857 **8. Do you think you will understand the speaker in section A if he/she is**
858 **one of your teachers on your major course of study?**

859 **UAE 1** - '...I wouldn't understand him at the first. I will suffer maybe at the first...'

860

861 **Saudi 1** - 'I will say that I will understand but I prefer the Native Speaker'

862

863 **Omani 1** - 'I don't think that I will like to sit in his session. I will like try to find another
864 session that has like US accent...If I have chance to like change with another
865 teacher, I will change'

866

867 **UAE 3** - 'I think as UAE 1 said, in the first I will suffer with this accent, because I
868 cannot understand...'

869

870 **Iraqi 1** - 'Depend on the person'

871

872 **Chorused response from a number of participants** - 'Yeah, it depends'

873

874

875

876

877 **9. Do you think you will understand the speaker in section B if he/she is**
878 **one of your teachers on your major course of study?**

879 **Kuwaiti 2** - 'No' 'I disagree with that because I can't understand, even if I take a
880 couple of days I wouldn't understand.'

881

882 Moderator - What about weeks?

883

884 **Kuwaiti 2** - 'If I have weeks, so I spend a lot of time to just understand her and I
885 leave my study so, I need something more clear'

886

887 **UAE 1** - 'I would definitely change the teacher because it's just annoying me like, it's
888 hard to understand and listen carefully to her. May be the first speaker was, it's okay,

889 I can take time to understand him but the second one it's really hard to understand
890 because as we said before, it's really strong accent and it's annoying'

891

892 Moderator - How many of you will prefer to change your teacher?

893

894 ***Non-verbal expressions indicating 'Yes, I will prefer' from participants.***

895

896 Moderator - Okay can we say it out?

897

898 **UAE 2** - 'I will change it'

899

900 **Omani 1** - 'I will change'

901

902 **Iraqi 1** - 'I will change'

903

904 **UAE 3** - 'Actually I don't think there is a promise his or her accent will be like this'

905

906 Moderator - 'You can never know'

907

908 **UAE 3** - '...but it depends on how many times she speak with me because I know my
909 major, I know some words that she talk about and the subject so I will understand I
910 think'

911

912 **Kuwaiti 1** - 'It depends on if you ears was used to his accent or not'

913

914 **UAE 3** - 'I mean that the professor or the doctor in my major, I think her or his accent
915 will be better than this, this accent'

916

917

918 **10. Do you think it is a good idea to listen to, and learn to understand other**
919 **non-native English accents for easy international communication with people**
920 **from different countries around the world?**

921

922

923 **UAE 1** - 'I think it's good to learn every countries accent because you don't know
924 who you're going to meet...'

925

926 **Omani 1** - 'I strongly agree with this question because if you as he said, if you want
927 to go to another place and you're not gonna find all the people that speak the same
928 as you're used to. You can find people from another country who speak another
929 accent, so it's good to meet and talk around people from other.'

930

931 **Kuwaiti 1** - I agree with that, you need to understand other accents because not
932 everyone speaks the native'

933

934 **UAE 3** - 'Strongly agree with that. We should know about the other accent, not only,
935 I don't think you need to learn their accent, but you should know'

936

937 Moderator - Okay, How do you know? What's the difference between 'learn' and
938 'know'?

939
940 **UAE 3** - I think different because learn will maybe will take some courses for this
941 accent but you know...for example if I want to go to India, I should see some er
942 youtube video or something about their accent to know what they say so I will
943 understand them when I go there'

944
945 **Kuwaiti 1** - 'I think you will understand, they speak all English but with different
946 accents so you don't have to study it but you need to get used to it'

947
948 **Kuwaiti 2** - 'I am undecided because as long as I know English, I think it's enough'

949
950 **UAE 2** - I disagree. I think you cannot handle all accents. There is hundreds of
951 accents over the world so if I got to learn each accent, I will not contain all that
952 accent. 'I disagree'

953
954 **UAE 2** - '...I said you waste your time and you will not follow each accent because
955 it's... more than 30 or 40 accents in each state, you cannot handle them'

956
957 **Kuwaiti 1** - You don't have to handle them all, you just need to see what are the
958 most used, the most one that they use...'

959
960 **UAE 3** - '...If you didn't listen to their accent maybe you are gonna be surprised how
961 they speak...'

962
963

FOCUS GROUP 3 US

964
965

1. Do you think the speaker of section A was clear and easy to understand?

966
967
968
969 **Thai 1** - 'It was very difficult for me to understand. The pronounce was really bad'

970
971 **Chinese 1** - 'I couldn't understand almost everything'

972
973 **Saudi 1** - 'It was not easy because the accent'

974
975 **Kuwait 1**- 'I couldn't follow what he said and the pronunciation is not good'

2. Do you think the speaker of section B was clear and easy to understand?

976
977
978
979
980 **Saudi 4** - 'It was easier to understand B than A for me'

981
982 **Thai 1** - 'I cannot understand anything she talk about'

983
984 **Kuwaiti 1** - 'Some words, I can understand but not everything'

985
986

987 **3. Do you agree that the English of speaker A in the test is not Standard**
988 **English?**

989 **Chorused response - 'Yes'**

990

991 **4. Do you agree that the English of speaker B in the test is not Standard**
992 **English?**

993 **Chorused simultaneously - 'It's not Standard English'**

994

995 **5. To what extent do you agree that the English Listening Tests by Native**
996 **Speakers of English (UK, USA, CANADA and AUSTRALIA) is the best?**

997

998 **Saudi 1 - 'I think that is the best thing to listen test by native speaker in my opinion**
999 **and for me'**

1000

1001 **Thai 1 - 'Of course it's the best'**

1002

1003 **Chinese 1 - 'It's the best'**

1004

1005 **Chinese 2 - 'I agree with China 1, it is the best'**

1006

1007

1008 **6. Would you say you disliked the accent of the first speaker in section A of**
1009 **the test?**

1010

1011 **Saudi 1 - 'I strongly dislike because when I listen to him I don't understand so I**
1012 **dislike his accent'**

1013

1014 **Kuwaiti 1- 'I strongly disliked too because when I listening for him I feel nervous**
1015 **because I didn't understand a lot of words'**

1016

1017 **UAE 1 - 'I actually disagree because it doesn't matter the accent, it just I need to**
1018 **understand the meaning or idea and they cannot change their accent. It's hard to**
1019 **change their accent and that's it'**

1020

1021 **Thai 1 - 'I think I don't like...it's hard to understand and I think his accent, some**
1022 **words, I don't understand...'**

1023

1024 **Chinese 1 - 'I agree with Thailand because I dislike it'**

1025

1026 **Saudi 2 - 'I strongly agree because almost, I can't understand what he said. I think**
1027 **section B is better than Section A'**

1028

1029

1030 **7. Would you say you disliked the accent of the second speaker in section B of**
1031 **the test?**

1032 **Kuwaiti 1** - 'I am undecided because in my opinion I think if I listen every day for
1033 African accent or something like that, it was clear though but if I listen every day, I
1034 will, I can understand'

1035
1036 **Saudi 4** - 'I agree with Kuwait 1 because it is easy to understand section B'

1037
1038 **Thai 1** - 'I disagree, I cannot understand.'

1039
1040 **Chinese 2** - 'I don't like the accent. It makes me very confusing. I don't understand
1041 what she talk about so I don't like it.'

1042

1043 **11. Do you think you will understand the speaker in section A if he/she is**
1044 **one of your teachers on your major course of study?**

1045

1046 **Saudi 3** - 'I think I will understand him ... if I can change it, I will change because it's
1047 so difficult to understand section A'

1048

1049 **Saudi 2** - 'I disagree with Saudi 3 because I think if it's my teacher in my major, I
1050 can't understand him, I will not pass the course'

1051

1052 **Chinese 1** - 'I agree Saudi 3 because I think it's about ability to adapt the teacher
1053 who is not native language and we need to learn some things from the teacher'

1054

1055 **Thai 1** - 'I think I cannot understand if she is not native speaker so why I come here
1056 because I want to study with a teacher native speaker'

1057

1058 **Kuwaiti 1** - 'I agree with Saudi 3 because I used to have Indian friends speaking
1059 English, they wasn't clear, at the beginning I didn't understand them but with time...'

1060

1061 **Saudi 6** - 'I agree with Kuwait 1 and Saudi 3 because maybe in the beginning will
1062 first trouble... when I study in the University, study by Arabic but the professors
1063 accent different. In the beginning I can't understand them but after one year I can
1064 understand them.'

1065

1066 Moderator - 'After one year?'

1067

1068 **Saudi 6** - 'Yeah because the University is four years...'

1069

1070 Moderator - For those of you doing Masters Courses for about one year, how long do
1071 you think it will take to understand the Non-native English speaking teacher?

1072

1073 **Saudi 2** - 'I think we don't have time to just understand the teacher because we have
1074 time just to study to pass the class, to complete our study, not just understand what
1075 he said we don't have the time. We not come to understand his accent, we come to
1076 complete our study'

1077 (Group laughs)

1078

1079 Moderator - If some of your teachers were from the country where speaker A is from,
1080 what will you do?

1081
1082 **Chinese 2** - 'Drop'

1083
1084 **Saudi 2** - 'I will come back to my country or change'

1085
1086 **Thai 1** - 'I think I should prepare my English first then I will come back to study'
1087

1088
1089
1090 **12. Do you think you will understand the speaker in section B if he/she is**
1091 **one of your teachers on your major course of study?**

1092
1093
1094 **UAE 1** – '... It depends for the person'

1095
1096 Moderator - If some of your teachers were from the country where speaker B is from,
1097 what will you do?

1098
1099 **Chinese 2** - 'Same, drop'

1100
1101 **Saudi 1** - '...that means I have complete course to learn their accents so maybe one
1102 or two months...'

1103
1104 **Thai 1** - 'Maybe I will take some course first for prepare and adapt her accent.
1105 Maybe five months. If it's not good then I come back home'

1106
1107 **Chinese 1** - 'I think I will ask the teacher to talk more slowlier to let me can think
1108 about what the teacher said. If it didn't change after the teacher said slowlier, I think I
1109 will bring my book into the class and listen to the teacher and find some similar way
1110 in the book'

1111
1112
1113 **13. Do you think it is a good idea to listen to, and learn to understand other**
1114 **non-native English accents for easy international communication with**
1115 **people from different countries around the world?**

1116 **Kuwait 1** - 'I agree, I think after we learn the native accent then we have to have one
1117 class that is international accent. It's gonna be good for us'

1118
1119 **Chinese 1** - 'I think it's good idea to listen to non-native English because if we listen
1120 to non-native speaker, it will help us to improve English I think'

1121
1122 **UAE 1** - 'I think it's my first time to agree with Kuwait 1 because firstly we need to
1123 learn the English language from the native speaker like England or USA or Canada

1124 or Australia, then we can learn the other accents to interact with other people from
1125 other countries'

1126

1127 **Saudi 1** - 'I think if learner has the minimum level of English, I think he can
1128 understand and communicate with international people who has different accent...'

1129

1130 **Thai 1** - 'I think it's good idea to learn non- native speaker, just basic but if you want
1131 to progress and professional in your career, you have to study with the native
1132 speaker, it's better.'

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APPENDIX 11

TRANSCRIPT 1 UK

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4 1. *Can you confirm that you have migrant employees working as academics in*
5 *your department/institution?*

6
7 Yeah, yeah, I can confirm that.

8
9 From countries such as India, Pakistan, and Nigeria...

- 10
11
12 2. *Through what routes do/have these migrant academics gain(ed) employment*
13 *into your department/institution?*

14
15 There is different routes. Em, sometimes they are placement students in their
16 third year of their undergraduate degree, they apply to us directly just by
17 sending me or one of the other managers their cv and we also get
18 recommendations from the university through er, er who's looking for work
19 (...unclear)

20
21 *Interviewer: Okay, em now in em with particular reference to these migrant*
22 *teachers yeah how do you think they gain entrance into like the united*
23 *kingdom to start working like in the British institution*

24
25 Okay actually what my last question...(unclear) Access methods is agencies
26 (...unclear) okay so the main areas that I have experienced is er er married to
27 a er british er dependant or they've applied to come and study in the UK and
28 then er they carried on to post study work they've taken up teaching as part of
29 that and also current students who are allowed to work up twenty hours and
30 use that twenty hours to teach.

- 31
32 3. *What level of qualification/skill and experience is required by these academics*
33 *in your institution/department/school of study?*

34
35 Em, from a teaching point of view em we always look er for an undergraduate
36 degree er as a minimum and then it depends on the subject specialism and
37 on er the level of expectation for the subject. Usually, we'd expect someone to
38 have a qualification a level higher than what they are delivering and if it was
39 an English based em skills based teaching we are looking to employ, we will
40 ask for a teaching English as a foreign language or equivalent type
41 qualification. If they are staff employees we just look for some sort of
42 experience or aptitude in the area of work we want to employ them. Usually
43 we expect a degree but we do employ people who are overly extensively
44 experienced studying for a degree or in placement years.

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4. *Why are the skills set or qualifications you have mentioned particular requirements?*

5. *Are there any reasons for choosing skilled migrant academics as employees from any of these countries?*

When I am recruiting I em, my objective is to fulfil the role the best I can so I am looking for someone with relative skills and experience what again, the level of the qualification is very important and really the migrant part is secondary it doesn't really fit into my sort of assessment. The only time I really have to be careful, is dependent on someone's position whether they can work in the UK or not. If they can work in the UK... I'll choose the best person for the job.

6. *Is there a language policy (explicit or implicit) that guides the English language use of these employees within your institution?*

i. *If yes, does this policy mean that there is a language test (formal or informal) for migrant or international academics intending to enter your workplace?*

ii. *If there is no test, how would you describe the level of English language competence required by skilled migrant academics in your workplace (particularly those of our Outer Circle countries focus)?*

Er, we don't. We don't give any sort of diagnostic test to anyone. The test again that I use is that have they got permission to work in the UK? No I would not... you know theres all our courses are delivered in English and a big part of what we do is listen the English skills of the students so that they can study to a high level in English. I would look for competency in English language both at interview and within their qualifications. So er the interview- how the person communicates in interview will be a decider and whether they've studied one or more of their qualifications in English language whether it be in the UK or abroad will be part of that decision whether they get the job or not.

Interviewer: Okay, It actually leads me well in to the next question. Okay, you said something about- you check for competency. Okay, how would you describe the level of competency required? How do you measure competency?

Em, say in two ways really. First of all if they've studied in English and achieved usually at least an undergraduate level qualification in English, I would expect them to have a competency level that make able to be able to deliver our courses and this

91 will enable me believe that if example they've got an undergraduate business degree
92 I will expect them to be able to deliver a foundation level but also although it is an
93 empirical way of measuring it, talking to someone and presenting them with
94 communicative tasks if you like and perhaps explain things gives a reasonable
95 measure on whether they will be able to stand before a group of people and be able
96 to explain similar things.

97

98 *Interviewer: Okay, so do you for example consider accent because it's not just about*
99 *having the degree, like you said they should be able to stand in front of students and*
100 *explain things. Now there is this thing about accent that people get really worried*
101 *about like people say, oh we hear of course it's not like... sometimes written in paper*
102 *where people express dislike for certain accents. Do you consider that?*

103

104 I think part of my selection process I do consider and I'll probably repeat questions in
105 different ways if I think accents could be a barrier to delivering our course materials
106 and I have never seen it as a major stopper. We survey the students every semester
107 and occasionally we get feedback that accents from different regions of the UK and
108 from different nationalities are found difficult to understand by some students. I did
109 really notice the trend...it is an item that is regularly brought up in surveys.

110

111 Interviewer: okay, em, in our globalising or internationalising environment there is no
112 doubt that we have different varieties of English, different accents. How will you like
113 make a decision based on someone's accent like saying for example 'I think this is
114 good enough accent'. It goes back to how do you measure good enough
115 competence in terms of accent. Cos for example someone could actually write very
116 well in English but have a country-specific accent so where do you draw the line in
117 saying hmm I think this accent is acceptable or this is unacceptable?

118

119 Like I said it is empirical and it's subjective and what I can say is it is down to my
120 experience of having recruited teachers and trainers for the best part of ten eleven
121 years but eh, you make a personal judgement from comparing the feedback that I
122 have received from students in the past and the teachers I have worked with in the
123 past as well as the conversation er been held with the potential teacher and my own
124 expectations and you have to make a decision from bringing all those response
125 together.

126

127

128

129 7. If an international student from an expanding circle country like China for
130 example expresses an unsatisfactory view about teachers from NNS
131 countries represented in your department/institution (which can be linked to
132 the variety of the English language they possess) what will you do? How do
133 you handle such complaints if they arise?

134

135 I will say I have been in that situation and have had to deal with that before.
136 What we would do- we would er first of all talk to the teacher and explain the
137 problem and see if there's a different way that they could expand on or
138 convey the material supported with relevant texts or videos or any other
139 support learning materials, em I consider using an alternative teacher for that
140 group. And another way I have got round it in the past is use member of staff
141 who can translate basically and have a translator sitting and explain. I think
142 it's been a particularly er

143
144 *Interviewer: How do you handle translations in a teaching group? Like for*
145 *example does a teacher say something and then the translator comes in and*
146 *says the same thing?*

147
148 Yeah, what I can think of is when I was working in 'P' University about four
149 years ago I suppose we use to take people through an English on a significant
150 lower level very sort of starter level on English really and we if use to get
151 feedback from students especially early on in the course that they didn't
152 understand the teacher then we'd ask one of the staff- we use to have three
153 Chinese speaking staff down there- we would ask one to sit in from the
154 beginning of the session to help out...Chinese speaker would translate the
155 teaching.

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159 *8. Have you come across any situation where skills and expertise was placed*
160 *above the English language competence/variety of a non-native migrant*
161 *academic in the job offer decision process and found out that there have*
162 *being little or no issues afterall with his/her non-native variety on job*
163 *performance?*

164 No I haven't really. I have always looked at both together.

165
166 *9. Have you come across any situation where a non-native migrant speaker of*
167 *the English language from any of the Outer Circle countries have been*
168 *awarded a certain job role on the basis of their performance during an*
169 *interview but appear not to be delivering an effective service on the grounds*
170 *of language use and English language competence on the job?*

171 No. Not that I will put down to any sort of...I mean I have experienced staff members
172 not performing as you will expect but I have never put it down to non-native
173 speakers.

174

175 10. *Have you come across any situation where a non-native migrant speaker of*
176 *the English language from other countries have been awarded a certain job*
177 *role on the basis of their performance during an interview but appear not to be*
178 *delivering an effective service on the grounds of language use and English*
179 *language competence on the job?*

180

181

182 11. *When it comes to employing NNS teachers how would you describe what is*
183 *'good enough' English speaking competence for the benefit of your students*
184 *(home and international)?*

185

186 *How do you describe good enough or standard English? Is there anything like*
187 *standard?*

188 Em, you just mean spoken English?

189 *Interviewer: yes, spoken.*

190 You'd look when you are talking to people to minimise any extremities of accents
191 or pronunciations or colloquialism, slang and speak plain and clear.

192 *Interviewer and interviewee laughs*

193 *Interviewer: We are actually trying to measure what good English is and how we*
194 *can draw a line of what is good or not good enough for the students.*

195

196 Yeah, it's difficult and you have to get to know someone's ability, you have to
197 hold a prolonged conversation or session with them to get a real idea and I'm not
198 convinced that it is just speakers of other languages that have strong accents...er
199 native English speaking countries that are also difficult to understand but er
200 usually the people that I interview and subsequently employ have been around
201 the education sector and academic environment to a large degree and realised
202 that they have to work hard as well to make themselves to communicate
203 effectively. The comments I make about been plain and clear is just limited to
204 education you find it in all work of business, politics, life, it's how people like to be
205 communicated with.

206

207 12. *We understand that international students sometimes have a preference for*
208 *Native Speaking teachers. Do you sometimes place these students'*
209 *expectations as a priority in your recruitment decisions? If yes, why?*

210 I think er, I mean it's got to be part of it because we promised to deliver their
211 courses in English so the short answer is yes.

212 *Interviewer: English is spoken by loads and loads of people in the world and then*
213 *sometimes these non-native teachers have skills that the native speakers don't*
214 *have for example let's say you have a medical course and then you actually need*
215 *someone to teach medical students on a particular course or module. Would you*
216 *actually still consider the fact that these students actually need to be taught by*
217 *native speaker. Do you place skill sometimes above language?*

218

219 I think they go hand in hand, I think they got have to have the skills and they've got
220 language as well. If someone was...and I saw them as a real valuable option what I'll
221 probably do would be buddy them up with an English speaking teacher and help
222 mentor them so they could raise their levels in English so they'll be in a position to
223 deliver independently.

224

225

226 *13. International students (particularly from expanding circle countries) coming to*
227 *study in an NS nation like yours have high expectations of the learning and*
228 *teaching situation. How well do you prepare them for the international mix in*
229 *varieties of English they could encounter with teachers?*

230

231 We put profiles of teachers in all of our marketing materials such as our website
232 brochures etcetera and give them...backgrounds and experiences. Also when the
233 marketing staff travel abroad, they'll answer questions on how we recruit our
234 teachers and usually what backgrounds they are from. I'll say the feedback I get is
235 mainly on their previous experience of study and expertise moreso than their cultural
236 and linguistic backgrounds but it does come up occasionally. And agents that come
237 and visit us, I take part in agents meeting...and I regularly get asked about where we
238 recruit our teachers from and what sort of backgrounds and if they are a diverse
239 group, if they are all the same, then this is passed on to the applicants as well so the
240 information is there and available.

241

242

243

244 *14. Will you advocate for or support a system that clearly incorporates a pre-*
245 *exposure to the intelligibility of other varieties/accents of the English language*
246 *to international students from the expanding circle particularly because they*
247 *appear to be faced with the dilemma of learning one variety of a language and*
248 *made to adjust to others from non-native teachers within short spaces of*
249 *time?*

250

251 ...I think there is factors affecting that. We do put in preparation to help them for their
252 next stage of study but when they come to this em sort of institution or level of
253 learning...I mean we give the teachers er a fairly prescriptive curriculum to follow but
254 they do have some licence to use their own experiences and pass them on to the
255 students as well which I think is a way of expanding their sort of cultural opportunities

256 that are in there but the real way of giving them an opportunity to expand their
257 different types of adaptation both cultural and language is through the activities that
258 we own and they are encouraged to participate that's why I have pre-empted this
259 with... I mean they also can participate in anything around the university...so they
260 can go to the student union events and another...

261

262 *Interviewer: How well do you think international communication in achieved...in*
263 *relation to how language is used- we all speak English differently*

264

265 I think we can always look to improve it... I think if we could get people to participate
266 in all of our activities and clubs. We market them, we advertise them...every
267 marketing ploy we can use to try and get them to engage in clubs. No matter how
268 hard you try, sometimes you get people who chose not to...

269

270 *Interviewer: How close do you think we are to proper integration when it comes to*
271 *the use different varieties of English? Do you think language has any part to play in*
272 *how quickly or how soon we can actually say we have global international*
273 *integration?*

274

275 ...I think we are closer than we have ever been you know in the history of the world
276 as it is in the moment but I think there's probably a long way we have to go. I think
277 those that work hard at it will achieve it...

278

279

TRANSCRIPT 2 UK

280

281 *Can you confirm that you have migrant employees working as academics in your*
282 *department/institution?*

283

284 Yeah

285

286 *Interviewer: from what countries?*

287

288 Sort of Pakistan, Indian, various countries from Africa we have around here,
289 quite a wide selection- Iranian we've got as well.

290

291

292 *Through what routes do/have these migrant academics gain(ed) employment into*
293 *your department/institution?*

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I think some came in variously sort of highly skilled...cos they are engineers and then some ...as dependants as well again and then some of them have got...they've been here for more than five years...before the visa regulations changed...

300 *What level of qualification/skill and experience is required by these academics in*
301 *your institution/department/school of study?*

302
303
304

Interviewee: In general or?

Interviewer: Yes

305 At least the masters- not where we are of course, the masters but then we do
306 have people that teach on the English that are just on their TESOLs and their
307 PGCEs, and CPAD and things which is fine. Some teachers that have got their
308 PhD's, some just got their bachelors but got a lot of experience working in the
309 relevant industries they are teaching within. It all depends on the sort of cv the
310 person brings in or the interviews that they have but normally we would ask for a
311 masters but then look at their CVs and get them in for a chat as well.

312 *Interviewer: So why would you say masters is like a particular requirement?*

313 Just because you know these days like you seen around in the papers and
314 everything everyone has got Bachelors degree these days. You know, if you are
315 teaching you've got to have been through all the sort stages yourself especially if
316 you are going to be teaching that sort of higher education level. If you are
317 teaching primary school, you don't need a Masters in history kind of thing. But if
318 you are teaching your business management or your economics or your English
319 at sort of higher education level or Uni level it's good to have that extra masters
320 level of study yourself so you understand what the students are going through.

321

322 *Why are the skills set or qualifications you have mentioned particular*
323 *requirements?*

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It depends on CVs that come through to be honest I mean I think it depends...but then again I suppose all of our Indian and Pakistan lecturers teach on the engineering type courses and over in India and Pakistan there's a big influence on technology and advancement and engineering these days and that might be the reason for that sort of influx.

330
331
332

Interviewer: so basically it's just CVs

333 Yea, the CVs that come into the desk. We look at sort of previous
334 qualification, we look at the academic background we then look at their sort of
335 the experience background as well because if they've got experience within
336 the industry that they are working in, they can bring some example to
337 classes...

338
339 *Interviewer: Does it have anything to do with trying to having a more*
340 *multicultural environment?*

341
342 Yea, I think it's good for the students. We bring them into the UK and we are
343 trying to teach them about different cultures. But if you've got a bland you
344 know teaching staff of all H based people that have lived there...

345
346 *Interviewer: So it actually goes beyond CV*

347
348 Yes, well employing the staff... first and foremost is the qualification they've
349 got and their experience but you know there are certain things you look at
350 when you are sort of thinking would we employ them or would we not as well
351 but the cv is what you've got initially and then you get them in the interview
352 and then you can have a chat with them...

353
354 *Are there any reasons for choosing skilled migrant academics as employees from*
355 *any of these countries?*

356
357 *Didn't ask because answer had already been given in question 4*

358
359 *Is there a language policy (explicit or implicit) that guides the English language*
360 *use of these employees within your institution?*

361
362 *i. If yes, does this policy mean that there is a language test (formal*
363 *or informal) for migrant or international academics intending to*
364 *enter your workplace?*

365
366 *ii. If there is no test, how would you describe the level of English*
367 *language competence required by skilled migrant academics in*
368 *your workplace (particularly those of our Outer Circle countries*
369 *focus)?*

370
371
372 We don't have such a language policy as such but obviously... As long as they've
373 got a full comprehension of the language and they are understandable...that's even
374 the same with native teachers. If they are teaching international students they need

375 to adapt the way they speak and slow down a little bit whereas if they are teaching
376 native students, they can run through a course...

377

378 *If an international student from an expanding circle country like China for*
379 *example expresses an unsatisfactory view about teachers from the outer*
380 *circle countries represented in your department/institution (which can be*
381 *linked to the variety of the English language they possess) what will you do?*
382 *How do you handle such complaints if they arise?*

383

384 What we will do, you know if it's one student, we'll probably take it board and
385 call the lecturer in. I had a comment from a student from your class,... could
386 you start possibly thinking about what you said, how you are explaining
387 things, the way you sort of... things like that. If it was sort of a group of
388 students that was coming in then it is more concerning. What we do, that is
389 we get B to do a learning observation, a peer observation and get someone to
390 sit in their class and make sure it was... understandable...

391

392 *Questions 8-10 summarised and asked as one.*

393

394 8. *Have you come across any situation where skills and expertise was placed*
395 *above the English language competence/variety of a non-native migrant*
396 *academic in the job offer decision process and found out that there have*
397 *being little or no issues after all with his/her non-native variety on job*
398 *performance?*

399

400 9. *Have you come across any situation where a non-native migrant speaker of*
401 *the English language from any of the Outer Circle countries have been*
402 *awarded a certain job role on the basis of their performance during an*
403 *interview but appear not to be delivering an effective service on the grounds*
404 *of language use and English language competence on the job?*

405

406

407 10. *Have you come across any situation where a non-native migrant speaker of*
408 *the English language from other countries have been awarded a certain job*
409 *role on the basis of their performance during an interview but appear not to be*
410 *delivering an effective service on the grounds of language use and English*
411 *language competence on the job?*

412

413 Good interview/ bad job performance- Em, we have had one. I can't
414 remember the nationality he's from...motivation... we got another teacher
415 from another international college to cover up from the remaining few weeks.

416

417 Not so good interview/Good performance- I didn't interview the person, we
418 had another lecturer that had a very strong...they actually excelled...It wasn't
419 really the language.

420

421 4. *When it comes to employing NNS teachers how would you describe what is*
422 *'good enough' English speaking competence for the benefit of your students*
423 *(home and international)?*

424

425 We've got the references in place as well so once you've had an interview,
426 then we can then get back to the references and a lot our teachers have
427 taught previously in the elsewhere in the UK but you get a good idea of
428 someone's comprehension of the language just by having a chat with them, a
429 conversation, you can make sort of a quick judgement on that and then
430 especially for the maths areas it's more about the mathematical techniques
431 and the language there so they've obviously got their qualification so they can
432 understand the language around their individual area. You know, half the
433 words they will would probably say to me I won't understand myself
434 because... I think the best way to sort of work at someone's language is to
435 sort of just have a conversation with them and ask them questions you know.
436 Even when I was teaching English in Korea... see if a student understands,
437 you've got to ask them questions, if they can reply and they answer your
438 questions and they give you a coherent answer, you know that they are alright
439 most of the time... even if the language in the CV is written if there's spelling
440 mistakes in areas of the CV you know it's just sort of it's a highlighter for
441 you...

442

443 *Interviewer: Okay, sorry I'm still on this question- there's this thing about good*
444 *English and Standard English. Where do you think we can actually draw the*
445 *line between what is Standard and what is not Standard for non-native*
446 *speakers?*

447

448 Look out for like colloquialism.

449

450 *Interviewer: Does it have anything to do with accents for example- intonation*
451 *the pitch and all of that.*

452

453 It's not about the pitch but clarity. If you're clear or enunciate correctly, no
454 matter the pitch of your voice most people will understand you whether you've
455 got the squeakiest voice in the world or you've got the big baritone...you'll get
456 your point across.

457

458 5. *We understand that international students sometimes have a preference for*
459 *Native Speaking teachers. Do you sometimes place these students'*
460 *expectations as a priority in your recruitment decisions? If yes, why?*

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Em, but wouldn't say we take it like how will this student react to a person... You'll never a 100% satisfaction with students, you'll never will. There's something marketing needs to look at as well so when they are out promoting the courses...you know the UK is quite multinational now, whereas like I said before some 50/60 years ago it wasn't quite as multinational especially the London area... it is multinational and most countries are...so it needs to be advertised in the market so that when students are going in they don't have this fake perception about what they are going to be given at the university...prior information saying you are not going to be getting the queen for your management classes. It will always be an ever changing scenario...

7. *International students (particularly from expanding circle countries) coming to study in an NS nation like yours have high expectations of the learning and teaching situation. How well do you prepare them for the international mix in varieties of English they could encounter with teachers?*

When they come in for enrolment, when I am enrolling them especially we sort of mention it you're going to be doing this subject, this subject. This subject and I say you've got this person as you're your English teacher, you've got this person as your business management, you know they are this nationality or whatever but they are great etcetera and we do say to the international students you know part of moving to another country...and yes they might have this pre-conceived idea of what Britain is and the queen of teaching queen's English but you know in China you probably got people who aren't Chinese teaching in Chinese schools. I know I've got friends in China teaching, I've got friends in Japan teaching and they are westerners...you know you try to bring it back to them and what they've experienced before and say look-have you ever seen a westerner in your schools? And it's the same sort of aspect you bring over here. While we are here, we've got a Chinese teacher, we've got a Nigerian teacher etcetera, etcetera and part of being a student and growing up is adapting not just to your studies but to life in general. You know, you're not always going to have the people you want to work with or you know say people from your nationality, it's about adapting and getting out of your comfort zone so to speak and relishing every experience you're going to get you know because fifty years ago you would have been in a classroom where you would have only had your native nationality teaching you and you would have grown up your whole life in your own country you know the world has become a very small place at the moment and you've got to sort of embrace it or you get left behind I think at the moment.

Interviewer: Okay, so do you have like a session maybe as part of your orientation or induction programme that deal with like educating students on..

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We have like a what we call a cultural differences presentation I know in the ILS module...for first year...they both have some presentations they do quite at the beginning of the semester once enrolment is finished. Thing about cultural differences and what might be acceptable in one culture might be found offending in another culture...

Interviewer: Do you actually specify differences in relation to language use like the differences they could experience with accents and all of that?

Yes, because in the UK I will see it as a Norman accent... you've got your London and Courtney language. They get that sort of experience during enrolment anyway because we are all from around the country so so I have got my sort of slightly farmer accent with my 'er' on the end, we've got A with his Courtney language. I am a slightly London as well. B has got a slight Norman twang. So they get that sort of, within the first day they are here, they get that sort of general

Interviewer interrupts: but that's all British

Yeah... because in any class you always have someone that finds that their teacher is their native, so you always got an Indian student in class with an Indian teacher... because the students are all in the UK living amongst international students, they get the accents anyway so when they come into class they have kind of heard that Indian accent or they might have heard the Chinese accent if they are not Chinese because they are in their friends groups and you know accommodation with other international students and during like enrolment time...every different nationality we've got in the college is sat in one room sort of talking and chatting and getting to know each other and building their friendship groups. We don't really focus on anything on language aspect. We are just culturally aware. It's more about the actual culture itself like the history maybe and sort of differences in what is offensive, what's not offensive and sort of treating everyone

Interviewer interrupts: Not necessarily language based

Not necessarily.

14. Will you advocate for or support a system that clearly incorporates a pre-exposure to the intelligibility of other varieties/accents of the English language to international students from the expanding circle particularly because they appear

548 *to be faced with the dilemma of learning one variety of a language and made to*
549 *adjust to others from non-native teachers within short spaces of time?*

550

551 Yeah, definitely...yeah, I think they will benefit from it... I think they would but
552 whether you could...trying to find something that will work that would engage
553 them before they come to study...I think it's a good idea... Pre-exposure is
554 good in the idea but it's the students to make the most of it and use it... using
555 recordings and listening exams are all Australian, South African and
556 everything...Prior information is more important than information on your
557 doorstep when you arrive.

558

559

TRANSCRIPT 3 UK

560

561 *1. Can you confirm that you have migrant employees working as academics in your*
562 *department/institution?*

563

564 Yes, yes, yes, I had. For 7 years. Obviously from the UK, ... I have...the United
565 States, from Nigeria from China. I have to think em... I also had a colleague from
566 Mauritius at some time and em from Sri- Lanka, was a colleague possibly some
567 more really I would have to look some more. Who else? But the interesting thing, I
568 don't know whether that's important for you. the interesting thing is that em even
569 many British colleagues would have very international outlook in the sense, they
570 were married or liaised with non-British people so yeah.... oh someone else from
571 Russia ...possibly more.

572

573 *2. Through what routes do/have these migrant academics gain(ed) employment into*
574 *your department/institution?*

575 Oh, I wonder if I actually know everything. When I ask them to work in my team, they
576 already had visas or they were allowed to work in the UK ...Two of them were
577 actually previous students who then had embarked on other studies, one I know had
578 finished a Masters in Business, and then did some other studies until I approached
579 her to work for the team and the Chinese lady she was a student, she then continued
580 to do a PhD and I asked her then to join the team. I am not quite sure about the
581 others I think some were here and still here in the UK due to marriage and had
582 permanent residency status actually.

583

584 *3. What level of qualification/skill and experience is required by these academics in*
585 *your institution/department/school of study?*

586 Well, at that time ideally, the minimum was a masters and that's actually what
587 happened. Let me think. You know those two members of staff who were students of
588 mine em, they were really highly qualified. One with a PhD, one with had a Masters
589 when they started working in the team but er there was this other Nigerian lady who

590 at the time might not have had a masters. I really find it difficult to recall er unless
591 she has now two masters that could very well be and yeah, the others also have
592 masters.

593

594 *4. Why are the skills set or qualifications you have mentioned particular*
595 *requirements?*

596 For me personally, not necessarily, no but you know I had to conform with the
597 requirements of the institution and there was clearly the expectation in order to work
598 at the...Business School that a masters qualification should be the minimum. For me
599 there were other criteria as well so I would not just have gone by qualification...so I
600 wanted these colleagues to have experience or also qualification somehow in
601 teaching and teaching and learning or somehow in learning and development and
602 that was actually the case but also I wanted people who had er an international
603 outlook. I mean they all had to speak good English, the question is what is good
604 English I know that

605

606

607 *5. Are there any reasons for choosing skilled migrant academics as employees from*
608 *any of these countries?*

609 Er no, I had limited choice I had, You know there was a certain pool of staff from
610 which I could pick and as it happened some of these colleagues, in there, there were
611 also staff from non-UK countries you know so I must admit I did not think whether
612 they had English as a foreign language, English as a first language you know official
613 language in their respective countries or whether it was there had English as their
614 native language in a non-UK country.

615

616 ...You could ask, I just remember now maybe I should have mentioned we also had
617 a Scottish colleague you know and she has quite a bit of an accent you know and
618 her accent is different form a Nigerian accent or a Chinese accent but it could cause
619 equal difficulties when you communicate...

620

621 I see what you mean but I will not be able to leave that to a particular country. I think
622 what was very important for me before I made a decision, I insisted on actually
623 interviewing the people., speaking to the people, so that I would get a feel, I'm saying
624 I made gut decisions. That's wrong but I wanted to hear them and I wanted to learn
625 about their attitude towards working in an international team of staff with international
626 students, that was really really important to me. That was more important than the
627 actual, than the accent, I have to admit that in one or two occasions, I was, I played
628 teacher also my colleagues when I made them aware of certain sound habits which
629 could make it difficult but that would not stop me from having them in my team. Do
630 you know what I mean?

631

632 *Interviewer: I do, I do*

633

634 For instance Nigerian speakers for whatever reason you know have the habit of
635 instead of putting 'sk' they put the 'ks' like in 'ask', I will just point that out. I would
636 notice that as a strange habit but if then in these interviews I had met someone with
637 a really really strong accent that would get according to my perception and my
638 experience in the way of communicating effectively with the students then I would
639 have thought twice but I haven't had that situation.

640

641 ...I was a programme manager responsible for the development of international
642 student and also bringing up their level of English within a very short time. You know
643 there were certain pressures on the student and on staff to bring the students up
644 within that area so I would not rule it out at this stage but having said that, in another
645 situation like for instance in a research lab, you know I think effective communication
646 is also important but not to the extent that, that person will be responsible for
647 developing other people's English so I think in that setting I will consider it less
648 important than in a situation where I found myself with my team.

649

650 *6. Is there a language policy (explicit or implicit) that guides the English language*
651 *use of these employees within your institution?*

652

653 *i. If yes, does this policy mean that there is a language test (formal*
654 *or informal) for migrant or international academics intending to*
655 *enter your workplace?*

656

657 *ii. If there is no test, how would you describe the level of English*
658 *language competence required by skilled migrant academics in*
659 *your workplace (particularly those of our Outer Circle countries*
660 *focus)?*

661

662 That's an interesting one, well I don't know. em, I know on paper there are
663 requirements if you want to study in the country, if you want to work in the country,
664 you have to prove a level of competency in the language but you have been just
665 talking about accents, you know there are people who have good level of
666 competency in the language except maybe in their pronunciations, you know they
667 might have very strong accents or in relation to pragmatics you know how they
668 phrase certain things and express themselves.

669

670 I'm not aware, I couldn't off the top of my head, I couldn't quote any particular
671 language qualification except maybe IELTS top level you know near native. I think
672 what I have often seen in adverts is near native competence.

673

674 *7. If an international student from an expanding circle country like China for example*
675 *expresses an unsatisfactory view about teachers from NNS countries represented in*

676 *your department/institution (which can be linked to the variety of the English*
677 *language they possess) what will you do? How do you handle such complaints if*
678 *they arise?*

679 I know, I know exactly what you mean and I have... I'll tell you an example. I just had
680 an example just recently were an ex pre-masters student now on a masters working
681 on his dissertation came to see me. I don't have anything to do with him anymore but
682 you know because of the affiliation of the pre- masters he just came to me and said,
683 Chinese student em doing really well, having good English, what I would call good
684 English but abysmal pronunciation. Let's put it that way. Really difficult and you I
685 know I have to put myself in the shoes of a sympathetic listener. He came to me and
686 said. S, I really have problems, I think my supervisor cannot understand me, I often
687 don't understand my supervisor and I fear that I annoy my supervisor you know, he
688 was well aware and he was getting even more nervous about it and what can I do.
689 So now this supervisor, student Chinese, supervisor, Greek. So and my way to solve
690 this was that I said okay you know what we'll do? we arrange a meeting with your
691 supervisor and I see that I can help you identify little ways to negotiate meaning, to
692 talk to each other and you know as it happened both really had very positive attitude
693 and also the supervisor said oh I find it so difficult S, can you help me so that's what
694 we did. You know, I gave the supervisor the tip to encourage that student not to be
695 nervous, you know to arrange meetings in a slightly informal way rather than, you
696 know there was nothing involved with you know doing pronunciation training or
697 anything, it's just putting the student as ease so that he was not so nervous and to
698 make him slow down and the moment he slowed down and felt more comfortable,
699 the supervisor could understand him better and you know it was solved that way
700 and just to let you know, results are out, the student, this particular student he had to
701 repeat the pre-masters, he got the highest mark in his dissertation on his particular
702 MSC and that's brilliant isn't it?

703

704 *Questions 8-10 summarised and asked as one.*

705

706 8. *Have you come across any situation where skills and expertise was placed*
707 *above the English language competence/variety of a non-native migrant*
708 *academic in the job offer decision process and found out that there have*
709 *being little or no issues after all with his/her non-native variety on job*
710 *performance?*

711

712 9. *Have you come across any situation where a non-native migrant speaker of*
713 *the English language from any of the Outer Circle countries have been*
714 *awarded a certain job role on the basis of their performance during an*
715 *interview but appear not to be delivering an effective service on the grounds*
716 *of language use and English language competence on the job?*

717

718 10. *Have you come across any situation where a non-native migrant speaker of*
719 *the English language from other countries have been awarded a certain job*
720 *role on the basis of their performance during an interview but appear not to be*
721 *delivering an effective service on the grounds of language use and English*
722 *language competence on the job?*
723

724

725

726 No, not with an international member of staff but I had issue with so called native
727 speakers funnily enough.

728

729 *Interviewer: Any example?*

730

731 Well it was actually a native speaker lecturer who expected too much, you know who
732 found it very difficult to adjust to the level of the students to pitch her lecturing and
733 her tutoring to the level of the students and then help the students sufficiently to
734 bring them up to the required level. The expectation, the initial expectation from
735 which she wanted to work with international students was pitched too high and it was
736 really difficult to should I say to make her aware of her expectations. Her
737 expectations were clearly too high of what makes mastery, of what is masters
738 level you know, her expectations were probably within PhD range and the students
739 she was due to teach were pre-masters level whose English also needed further
740 development. And this particular member of staff was simply not. I really worked with
741 that staff and it was, I think it was a certain kind of unwillingness.

742

743 ...there was clearly the English he referred to was that they don't speak English the
744 way I do. Everything was measured on his own way of speaking.

745

746

747

748 He's British, yes, yes, older generation, very British male, academic community so
749 very clearly not the type of person I would have liked to have on my team because I
750 think the willingness to negotiate meaning with the international students and help
751 them develop their English, this willingness would have been almost zero.

752

753 *Interviewer: It's more like he had an expectation that good English is his kind of*
754 *English*

755

756 Yes, absolutely.

757

758 *Interviewer: So he will definitely measure good English on the basis of the native*
759 *speaking standard.*

760

761 Absolutely.

762

763 No just good enough, I will say they all spoke good English.

764

765 *Interviewer: Why do you think it was good when it was Non-Native. It was a different*
766 *variety, it wasn't British?*

767

768 Well that doesn't matter, Scottish is not English within, I think we have to come away
769 from this term 'native'. What on earth is Native? Because you have so many accents
770 and regional varieties you know. Australians have English as their native language
771 and yet it is, it has a different accent. The same in other parts of the world you know
772 so this changes so my team all spoke good English. All of them, they had different
773 accents, there were occasions were we had to negotiate meaning. There were
774 occasion where I actually had to go in because two members of staff em got upset
775 because one used a particular phrase that upset the other member but it was not
776 due to accent, it was due to pragmatics, you know how they used a particular phrase
777 and we talked about it. I said well look, you that's a cultural influence so what do you
778 mean and are you aware that you annoy the other member of staff and then this
779 things, and then in the end it was laughed at, laughed about. I think it's all a matter of
780 attitude, breaking down certain stereotypes but that's hard.

781

782

783

784 *11. When it comes to employing NNS teachers how would you describe what is*
785 *'good enough' English speaking competence for the benefit of your students (home*
786 *and international)?*

787

788 ...For me people have to be able to communicate clearly and fluently so
789 communication is the important bit for me so that they can use the language and feel
790 comfortable and confident themselves in using the language and even if... No I'm
791 just thinking of my Chinese colleague, there are still bits and pieces where I could
792 say she her English is different. She uses English as it is not necessarily seen as
793 correct according to grammar books...Communicate effectively and that does not
794 mean there are no occasions where you could have misunderstandings. You have
795 misunderstandings between native speakers you know that is....It's really tricky to go
796 into the detail.

797

798 *Interviewer: So it goes beyond like stereotypes really. It has to do with personality,*
799 *nervousness, and things like that.*

800

801 Yes, and determination actually, wanting to, not giving up, you know continuing and
802 coming for help and it was so interesting that they both came for help to say what
803 can we do you know we are stuck, so that's what I do.

804

805

806 *12. We understand that international students sometimes have a preference for*
807 *Native Speaking teachers. Do you sometimes place these students' expectations as*
808 *a priority in your recruitment decisions? If yes, why?*

809

810 No, no, that's a clear no and I tell you why, because I just believe that it is necessary
811 in this day and age to actually grow up or grow into a global work force where you
812 are able to adapt and adjust to different ways of communicating. Different accents,
813 different cultural habits and learning this important skill of negotiating meaning you
814 know addressing these things and not dwelling on stereotypes but it's true you know
815 Chinese said oh why, they actually said why do you have so many foreigners on the
816 programme teaching us. How can they teach us English? But then again in our
817 particular case I was part of the programme to educate the students in that respect.

818

819 *13. International students (particularly from expanding circle countries) coming to*
820 *study in an NS nation like yours have high expectations of the learning and teaching*
821 *situation. How well do you prepare them for the international mix in varieties of*
822 *English they could encounter with teachers?*

823

824 Well that's actually what happened on the programme that we are talking about, we
825 had, I really just refer to that particular programme, we had initial meetings like a
826 little bit of a social welcome meeting where the students could meet everyone
827 involved in teaching and looking after the programme so they immediately would
828 meet, see that it is a very international atmosphere and you know the social aspect I
829 think played a big role, get to know each other, talk to each other, actually we had
830 about two weeks which were half induction, half already teaching not what they
831 thought will be teaching but we will look at cultural differences. How do you work in a
832 culturally diverse team you know and that was preparation for it so they expected
833 right from the start, they knew there will be not just British people...Native speaker.
834 Again you know the terminology that is so confusing and I think from what my
835 students actually said they appreciated the non-native speakers of English because
836 very often they said the native speakers speak very fast and we can't understand
837 them so from my experience of from as much more than later on, you know even
838 though they wanted initially maybe native speakers to learn the best English, you
839 know once they had gone through this induction programme they realised that that is
840 not really it.

841

842 *Interviewer: Do you think the students readily accept the fact that they will be having*
843 *NNS teachers or it's just awareness really?*

844

845 I can only guess, I didn't ask my students specifically but I would.

846

847 *Interviewer: It's one thing to tell them okay we have international teachers, it's*
848 *another thing for the students to be receptive of the idea of having international*
849 *teachers really.*

850

851 Hmm, as I say, it's a bit of a guessing game but my guess is that the international or
852 the factor did not play so much a role. I think what was more important for them was
853 'was this lecturer sympathetic to their needs and could they understand him or her
854 and that's what I meant. They might as well have come here expecting one thing-
855 native speakers but having had experience with a wide range of speakers, they
856 realise that it was often really difficult to understand native speakers simply because
857 of their speed of speaking, native speakers not necessarily been able to adjust to the
858 needs whereas in question, in a way I think, international staff being or having gone
859 through this process themselves most likely at some point ere more aware of the
860 need of the students. That will be interesting to find out whether that hypothesis of
861 mine is true or not.

862

863 *14. Will you advocate for or support a system that clearly incorporates a pre-*
864 *exposure to the intelligibility of other varieties/accents of the English language to*
865 *international students from the expanding circle particularly because they appear to*
866 *be faced with the dilemma of learning one variety of a language and made to adjust*
867 *to others from non-native teachers within short spaces of time?*

868

869 I see what you mean, I see what you mean, tricky question, in my own case, even
870 though I studied English, I actually had as a particular module 'varieties of English'
871 but you know to expect that for let's say a non-language programme I'm not sure
872 whether, maybe it could be incorporated but that would truly. I think ideally yes and I
873 think it might actually, if globalisation continues, that might be especially through
874 media you know students accessing the internet and internet programmes and
875 different language programmes, you probably get exposed to different varieties,
876 different regional varieties, er etcetera. That could well be.

877

878 Yeah, could be. I think pre-exposure will be good yeah. I mean the other, we're not
879 talking particularly language but again you know you also said language and culture.
880 You cannot almost, you cannot separate them, they belong together. Just going to
881 different countries, having the chance of travelling to other countries and as soon as
882 you do that, you have the need to communicate.

883

884 *Interviewer: But these international students sometimes may never have the*
885 *opportunity. Most times they leave their country for like the first time and then all they*
886 *know about English is the IELTS and TOFEL kind of standard.*

887

888 I'm thinking, it's quite a big question, that's a big question and then to look into that I
889 think yes, I think in a way if you, as you mentioned IELTS unfortunately now IELTS
890 has still IELTS has got such a power.

891
892 It is like Received Pronunciation being a standard at some point and then modified
893 standard. I think IELTS could actually include into the exams something or whatever
894 TEFEL, they could include exposure to different varieties and include the learning
895 into their tests, the learning about this different culture into the test and through that
896 actually increase awareness rather than you know hugging this imperial British
897 standard on English.

898
899 And integration really.

900

901 *Interviewer: And then having expectations of globalisation*

902

903 Yeah, that's you know I never thought about that so really interesting question.
904 That's brilliant, that should happen with IELTS and whatever tests there are.

905

906

907 **TRANSCRIPT 4 UK**

908 *1. Can you confirm that you have migrant employees working as academics in your*
909 *department/institution?*

910 Yeah, so Israel, America, North America, Canada, France Germany, Austria, Spain,
911 Mexico, Italy, Chinese Teaching Fellow, we've had a Korean Teaching Fellow for a
912 while, erm, don't think we have any one from an African country. We have two
913 Japanese Teaching Fellows. Some from the Middle East for teaching Arabic yeah.

914 *2. Through what routes do/have these migrant academics gain(ed) employment into*
915 *your department/institution?*

916 They apply for advertised jobs along with everybody else. Largely from within the
917 UK but in the case of academic employment for from anywhere around the world like
918 a lecturer position erm in the case of language teachers, I mean often from within the
919 EU although some of them have already been in the UK so our Chinese
920 Teaching Fellow is from China but she was in N before she came here.

921 *3. What level of qualification/skill and experience is required by these academics in*
922 *your institution/department/school of study?*

923 Well, it would depend. They need some kind of certificate in teaching in Higher
924 Education, teaching ability and probably a Masters degree or higher.

925 *4. Why are the skills set or qualifications you have mentioned particular*
926 *requirements?*

927 Yes I think erm, I think teaching in the University is an environment where there is a
928 certain academic expectation... and I think it is important for somebody to have some
929 kind of advanced degree in order to understand what an academic system is in need
930 of. It's not an absolute requirement for our language teaching staff. For our lecturer
931 staff, everybody has to have a PhD actually.

932 *5. Are there any reasons for choosing skilled migrant academics as employees from*
933 *any of these countries?*

934 Absolutely, we have degrees in French, German, Spanish and Italian. We teach
935 certain languages, subject to interest of students and the community and we find
936 teachers for those languages so part of it is decision made by the department that
937 we will teach certain languages and then part of it is driven by student demand so it
938 would be somewhat correlated with the demand for non-English language learning
939 around the University so if everybody wanted to learn Swahili, we would find a
940 Swahili teacher and presumably they will come from you know...

941
942 *6. Is there a language policy (explicit or implicit) that guides the English language use*
943 *of these employees within your institution?*

944
945 *i. If yes, does this policy mean that there is a language test (formal or*
946 *informal) for migrant or international academics intending to enter your*
947 *workplace?*

948
949 *ii. If there is no test, how would you describe the level of English*
950 *language competence required by skilled migrant academics in your*
951 *workplace (particularly those of our Outer Circle countries focus)?*

952
953

954 No I mean there is an implicit one which is for all our staff which is they have to have
955 a level of English that is erm entirely comprehensible to the students and allows
956 them to express the academic content so in particular if they have a very heavy
957 foreign accent, that will be difficult but it's implicit in a sense you know, there's no
958 standard that we apply other than just how we perceive them in interview.

959 *7. If an international student from an expanding circle country like China for example*
960 *expresses an unsatisfactory view about teachers from the Outer Circle or other NNS*
961 *countries represented in your department/institution (which can be linked to the*
962 *variety of the English language they possess) what will you do? How do you handle*
963 *such complaints if they arise?*

964 We haven't done anything because it's been an isolate occurrence. If it became
965 serious then obviously, we will have to find a way to maybe find out what the source
966 of the problem really was...

967

968 *Questions 8-10 summarised and asked as one. (Skills/Expertise or*
969 *language?)*

970

971

972 8. *Have you come across any situation where skills and expertise was placed*
973 *above the English language competence/variety of a non-native migrant*
974 *academic in the job offer decision process and found out that there have*
975 *being little or no issues after all with his/her non-native variety on job*
976 *performance?*

977

978 9. *Have you come across any situation where a non-native migrant speaker of*
979 *the English language from any of the Outer Circle countries have been*
980 *awarded a certain job role on the basis of their performance during an*
981 *interview but appear not to be delivering an effective service on the grounds*
982 *of language use and English language competence on the job?*

983

984

985 10. *Have you come across any situation where a non-native migrant speaker of*
986 *the English language from other countries have been awarded a certain job*
987 *role on the basis of their performance during an interview but appear not to be*
988 *delivering an effective service on the grounds of language use and English*
989 *language competence on the job?*

990 I think, going back to an interview situation that will be something that one would
991 weigh in relation to the requirements of the post. I mean if it was somebody that was
992 been brought here because of a very strong research potential, then that will be very
993 strong positive factor and then if we were to hire that person, we have to think what
994 could they effectively teach if their English is difficult to understand. If that person
995 was applying for a Teaching Fellow where they will have to do a lot of teaching, then
996 obviously...difficulties with their English will be very significant. So there is no single
997 criteria...

998 *Interviewer: Any good interview, bad performance cases?*

999 No, no with regard to language. I mean but that's because I have had a very limited
1000 sample. Most of the people that we interview, for most of the jobs that we have, that I

1001 am involved in is with people that have PhD's. They typically got their PhD's in an
1002 English speaking country so the level of their English tends to be fairly high.

1003 We had one situation where one member of staff was not able to able to express
1004 themselves in as much detail as necessary *because they were non-native speakers*.
1005 That person has left the department but that was one of the other difficulties on the
1006 job that the person had...the language was a small but important part...

1007

1008 11. *When it comes to employing NNS teachers how would you describe what is*
1009 *'good enough' English speaking competence for the benefit of your students (home*
1010 *and international)?*

1011 It's relative to the particular position that you are advertising and it would be a subject
1012 of judgement relative to the role. I think, you're a UY student right?

1013

1014 *Interviewer- Yes*

1015 So you would expect anybody that you are interacting with to be able to
1016 communicate with you clearly and at the right level in English. I mean you will be
1017 surprised if the University put you in a situation where as a student the person who is
1018 teaching you or talking to you is very difficult for you to understand and I think we
1019 have a kind of implicit sense of judgement as to what that level would be.

1020 ...You know one could imagine, I would imagine within the University, there are some
1021 very brilliant academics whose English is not entirely native-like and probably that
1022 person won't be that successful as an English teacher but maybe as a theoretical
1023 physicist or something. I understand the idea of trying to understand what we
1024 mean when we say appropriate and as far as I am aware, you know we have no set
1025 of standards that we even refer to.

1026 *Interviewer: You also said something about heavy foreign accent. Can you throw*
1027 *more light on it? What do you mean by heavy foreign accent? How would you*
1028 *describe it?*

1029 Well I think somebody whose pronunciation of English is so influenced by the
1030 pronunciation of their native language that it is difficult for people to
1031 understand...And again, intuitively, I would know the difference between a light
1032 foreign accent and a heavy foreign accent

1033 *Interviewer: That's another kind of categorisation- light and heavy.*

1034 Heavy only makes sense relative to something there is so.

1035 12. *We understand that international students sometimes have a preference for*
1036 *Native Speaking teachers. Do you sometimes place these students' expectations as*
1037 *a priority in your recruitment decisions? If yes, why?*

1038 No

1039 *Interviewer: So what is it based on? Just your decisions?*

1040 Our decision on the academic ability and the ability to perform the job relative to the
1041 description.

1042 13. *International students (particularly from expanding circle countries) coming to*
1043 *study in an NS nation like yours have high expectations of the learning and teaching*
1044 *situation. How well do you prepare them for the international mix in varieties of*
1045 *English they could encounter with teachers?*

1046

1047 So far no. erm, I don't think that is such as being a problem for us. Presumably
1048 competence in English is competence to perceive a variety of different kinds of
1049 English.

1050

1051 14. *Will you advocate for or support a system that clearly incorporates a pre-*
1052 *exposure to the intelligibility of other varieties/accents of the English language to*
1053 *international students from the expanding circle particularly because they appear to*
1054 *be faced with the dilemma of learning one variety of a language and made to adjust*
1055 *to others from non-native teachers within short spaces of time?*

1056

1057 Absolutely. I think absolutely it's important. People who look like me and speak
1058 English like me are probably the minority... I can understand that there's an issue but
1059 I don't think there's any mechanism in place for it at the moment because if their
1060 English is not going to be quite good enough then of course typically...I understand
1061 the issue. We haven't addressed that as an issue in our department and I don't know
1062 how much of a problem it is for our non-native speakers...

1063

1064

1065

1066

TRANSCRIPT 5 UK

1067

1068

1069 *1. Can you confirm that you have migrant employees working as academics in your*
1070 *department/institution?*

1071 Yes....Romanian, Italian, Germany,

1072 *Interviewer: Anyone from Asian or African background?*

1073 No, curiously not.

1074 *2. Through what routes do/have these migrant academics gain(ed) employment into*
1075 *your department/institution?*

1076 Interesting question. erm, just thinking about it... I would not necessarily know the
1077 exact detail about it...

1078 *3. What level of qualification/skill and experience is required by these academics in*
1079 *your institution/department/school of study?*

1080 We would normally for a lecturer post, we would normally expect people to have a
1081 PhD or be very close to completing their PhD with a reference to say they are going
1082 to finish successful...

1083 *4. Why are the skills set or qualifications you have mentioned particular*
1084 *requirements?*

1085 Well, I think erm universities have changed in their expectations of staff. I think there
1086 has always been an expectation that academic staff or senior lecturers engage in...
1087 are they given value for money. I think the pressure to engage in research
1088 has increased. One of the drivers for that is that we have every six or seven years
1089 external assessment of our research and people are expecting it to be
1090 research active and that means that... they have to have publications and they
1091 are expected... the PhD is an indication that someone has engaged in research and
1092 that's what universities are looking for...

1093 5. *Are there any reasons for choosing skilled migrant academics as employees from*
1094 *any of these countries?*

1095 Well, ... I would say it's to do with the area we are recruiting which is in language
1096 education, one of our biggest programme is in MA TESOL-teaching English to
1097 speakers of other languages...It is the people that actually applied. I suspect that the
1098 pool will change and will only grow at the moment because there's such are... lots of
1099 people gaining qualifications, Masters and PhD's that involve studying in English or
1100 studying how people speak English so the pool will increase.

1101

1102 6. *Is there a language policy (explicit or implicit) that guides the English language use*
1103 *of these employees within your institution?*

1104

1105 i. *If yes, does this policy mean that there is a language test (formal or*
1106 *informal) for migrant or international academics intending to enter your*
1107 *workplace?*

1108

1109 ii. *If there is no test, how would you describe the level of English*
1110 *language competence required by skilled migrant academics in your*
1111 *workplace (particularly those of our Outer Circle countries focus)?*

1112

1113 No explicit policy and I think no implicit policy either. One of the things that will
1114 always go on our, when we advertise a job there are two sets of criteria, essential
1115 and desirable criteria and one of our research criteria will be the ability to
1116 communicate effectively in English because that is our teaching medium

1117 7. *If an international student from an expanding circle country like China for example*
1118 *expresses an unsatisfactory view about teachers from the Outer Circle or other NNS*
1119 *countries represented in your department/institution (which can be linked to the*
1120 *variety of the English language they possess) what will you do? How do you handle*
1121 *such complaints if they arise?*

1122 It has not happened to my knowledge. If it happens, standard things that you have to
1123 do- talk to the student, talk to a member of staff concerned, try and establish as
1124 closely as possible what the issue is and then you will have to make some decisions
1125 on action. It will not be an easy situation I would say to do, not you've drawn it to my
1126 attention, I'm glad it's not something I have had to do...

1127 *Questions 8-10 summarised and asked as one. (Skills/Expertise or*
1128 *Language?)*

1129 8. Have you come across any situation where skills and expertise was placed
1130 above the English language competence/variety of a non-native migrant
1131 academic in the job offer decision process and found out that there have
1132 being little or no issues after all with his/her non-native variety on job
1133 performance?
1134

1135 9. Have you come across any situation where a non-native migrant speaker of
1136 the English language from any of the Outer Circle countries have been
1137 awarded a certain job role on the basis of their performance during an
1138 interview but appear not to be delivering an effective service on the grounds
1139 of language use and English language competence on the job?

1140

1141
1142 10. Have you come across any situation where a non-native migrant speaker of
1143 the English language from other countries have been awarded a certain job
1144 role on the basis of their performance during an interview but appear not to be
1145 delivering an effective service on the grounds of language use and English
1146 language competence on the job?
1147

1148

1149 No I think in both you are looking at the threshold level, skill and ability to
1150 communicate.

1151 11. *When it comes to employing NNS teachers how would you describe what is*
1152 *'good enough' English speaking competence for the benefit of your students (home*
1153 *and international)?*

1154 Alright, that's a big question I think. Well you will probably know that there are tests
1155 people can do to demonstrate levels of English; IELTS tests and so on. I think what

1156 we are looking for would be someone who does not make many if written errors in
1157 their written English and speaks English at a level where there are no difficulties in
1158 the messages they are trying to convey so you might know that oh this person,
1159 English isn't their first language but it won't be a barrier to any kind of understanding.
1160 I mean we do not have any tests that we give people...in terms of good enough
1161 English...I can certainly remember where the candidate has done presentations to
1162 staff and the feedback has been oh that person has got a strong accent so that I
1163 suppose means that it takes time for your ear to adjust to the way they are speaking
1164 in order to understand them. I would not think that we had ever not appointed
1165 someone simply on the basis of their accent. I mean it's not an issue that is just to
1166 do with students from...whose first language isn't English, it's an issue that you get
1167 within this country. There are some areas in England where people have very strong
1168 accents. I remember supervising someone on the initial teacher training course,
1169 training to be a science teacher but when he went into school on his teaching
1170 placement, he came from Newcastle and had a very strong language so he pupils
1171 there could not understand him so he certainly had a very strong accent and I just
1172 got used to him but the question what is good enough English?... I suppose what you
1173 wouldn't want particularly if its people teaching other people about how to teach
1174 English, you want their English to be good enough that they did not communicate
1175 errors...in teaching in general...It is about clarity of communication and
1176 understanding messages. As far as I am aware, although I am not an expert there,
1177 there are debates in language education about what matters most. Is it perfect
1178 English or being able to communicate what you want? I think we need people to
1179 have a good standard English and be intelligible as well.

1180

1181 12. *We understand that international students sometimes have a preference for*
1182 *Native Speaking teachers. Do you sometimes place these students' expectations as*
1183 *a priority in your recruitment decisions? If yes, why?*

1184 I will not see what you are asking about as a major issues in the department of
1185 education because if someone is going to choose as an undergraduate 12 modules
1186 or something like that you know they will get a mix of people whose English is not
1187 their first language but I don't think we would selectively, I don't think it will be legal to

1188 reject people in interviews because English wasn't their first language if they met all
1189 the other criteria and they were communicating well and intelligibly...

1190

1191 13. *International students (particularly from expanding circle countries) coming to*
1192 *study in an NS nation like yours have high expectations of the learning and teaching*
1193 *situation. How well do you prepare them for the international mix in varieties of*
1194 *English they could encounter with teachers?*

1195 I will have to be honest and say that the department doesn't have a formal
1196 programme preparing people but I think all the staff who teach in the department is
1197 very lucky, very good, very committed, very quality teachers and I think they all take
1198 the time to explain to students what they are likely to encounter, what to do with
1199 their experience and difficulties...with increasing internationalisation of staff in Higher
1200 Education institute there will probably be a move towards more formalisation of
1201 preparing staff and preparing students for what they are and what they will
1202 encounter.

1203

1204 14. *Will you advocate for or support a system that clearly incorporates a pre-*
1205 *exposure to the intelligibility of other varieties/accents of the English language to*
1206 *international students from the expanding circle particularly because they appear to*
1207 *be faced with the dilemma of learning one variety of a language and made to adjust*
1208 *to others from non-native teachers within short spaces of time?*

1209 I think in principle you will have to say yes but I am then thinking gosh, what will the
1210 practice be like? First of all I think the centre for English language teaching is doing
1211 an excellent job preparing people, they would not just hear one accent, one English
1212 accent of course there's a variety of people there so I think that preparation is very
1213 important whether you might want to include some component of that which
1214 appoints to regional variations and accents within the UK, outside the UK, I think I
1215 would differ to people with expertise with language on that but I can see why you are
1216 raising the accent issue

1217

1218

TRANSCRIPT 1 US

1219

1220 1. *Can you confirm that you have migrant employees working as academics in your*
1221 *department/institution?*

1222

1223 Yes we have had, so I've been here four years. We have had graduate assistants,
1224 from France I mean originally from France em Cyprus, Germany, India, Taiwan and
1225 China. em most of them I have supervised although a couple of the students...

1226

1227 2. *Through what routes do/have these migrant academics gain(ed) employment into*
1228 *your department/institution?*

1229 Right, so these would all be grad students at this university and... they would be...

1230

1231 3. *What level of qualification/skill and experience is required by these academics in*
1232 *your institution/department/school of study?*

1233 They need to have taught a class where they were listed as the instructor of records
1234 so they had to do most of the planning for the class em,... The thing we are mainly
1235 looking for is that they've taught successfully up to the point where they've come
1236 here and that they led a class where they were pretty much the person in charge.

1237

1238 5. *Are there any reasons for choosing skilled migrant academics as employees from*
1239 *any of these countries?*

1240 It depends on who applies a particular year and who seems...some years it turns out
1241 that the strongest people are the international students. One reason that we often
1242 find it valuable em when international graduate assistants rise to the top of the
1243 search is because of lots of the clients we have are international graduate
1244 assistants...They often can sometimes sort of bridge a gap to other international
1245 students who we are working with and helping them work on their teaching. We have
1246 an advertisement and we put that out em on our website...so we try to get it out as
1247 much as we can.

1248

1249 6. *Is there a language policy (explicit or implicit) that guides the English language*
1250 *use of these employees within your institution?*

1251

1252 i. *If yes, does this policy mean that there is a language test (formal or*
1253 *informal) for migrant or international academics intending to enter your*
1254 *workplace?*

1255

1256 ii. *If there is no test, how would you describe the level of English language*
1257 *competence required by skilled migrant academics in your workplace*
1258 *(particularly those of our Outer Circle countries focus)?*
1259

1260 Well...a certain TOEFL score and I don't know what that is... we assume okay
1261 they've got good language, good use of English em certainly enough to be a student.
1262 What we look for when we're interviewing graduate assistants is do they have, they
1263 have to do a lot of workshops so do they have a good presentation style, so we do
1264 ask them to do like a micro teach or some sort of mini presentation for us just
1265 to...and occasionally you might find people who, I think the people whose English
1266 skills aren't as good, we don't end up interviewing them because that comes out in
1267 the written materials that they send us em but the people we do interview sometimes
1268 the best presenters have been speaking English all their life and sometimes the best
1269 presenters are just people who maybe have an accent, maybe a little bit of different
1270 than American standard grammar going on but still have very strong presence, have
1271 good teaching background, can really get the message across so yeah, I think it's
1272 more we're looking for people who can present well and we are not as concerned
1273 with is their English perfect em but do we have a language policy? No.

1274

1275 7. *If an international student from an expanding circle country like China for example*
1276 *expresses an unsatisfactory view about teachers from the Outer Circle or other NNS*
1277 *countries represented in your department/institution (which can be linked to the*
1278 *variety of the English language they possess) what will you do? How do you handle*
1279 *such complaints if they arise?*

1280 Well if they complain, they don't complain directly to us, the only complaints which
1281 we do get to see are on their student ratings and that's only is the faculty member
1282 brings those to us em so in a case like that it's all anonymous em and so I don't
1283 know where the people are from-the students who are complaining. Typically, I
1284 assume that they are American undergrads, the other day I was looking at
1285 somebody's student ratings he brought them to me and he said you know just look
1286 through these and they were fairly negative across the board so we talked about the
1287 ways he could work on his teaching but one thing that struck me which I don't
1288 remember that I have ever seen before was one of the anonymous comments was
1289 I'm an international student and my TOEFL score was such and such and this guy
1290 needs to learn to speak English and I thought it never occurred to me before that...I
1291 had assumed that international students or graduate students would sort of be a little
1292 more empathetic with other international speakers but then they may think well but
1293 there might be cultural stuff going on there you know there might be prejudice, who
1294 knows what em it may be because the faculty member I was talking of, I thought his
1295 English was pretty good em so I wonder what this person is commenting on so
1296 because it was anonymous I have no idea what the person's background or whether
1297 it was a problematic teaching that this person was doing.

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Questions 8-10 summarised and asked as one. (Skills/Expertise or Language?)

8. Have you come across any situation where skills and expertise was placed above the English language competence/variety of a non-native migrant academic in the job offer decision process and found out that there have being little or no issues after all with his/her non-native variety on job performance?

9. Have you come across any situation where a non-native migrant speaker of the English language from any of the Outer Circle countries have been awarded a certain job role on the basis of their performance during an interview but appear not to be delivering an effective service on the grounds of language use and English language competence on the job?

10. Have you come across any situation where a non-native migrant speaker of the English language from other countries have been awarded a certain job role on the basis of their performance during an interview but appear not to be delivering an effective service on the grounds of language use and English language competence on the job?

Interviewer: Where do you place your emphasis in your recruitment process?

More or less skills and expertise because again someone have a really strong teaching record, really good ability to problem solve for themselves or others in terms of when people bring their teaching problems to them and then they don't sound a 100% native-like or whatever you want to say when they speak English and they might be a better fit than someone who's been speaking English all their life has perfectly native-like American English an doesn't have the teaching skills, the ability to problem solve or to brain storm with other people so the person with the skills trumps the person who...

Right, yeah, yeah, we've been pretty lucky here as we have a good process em that I think all of the graduate assistants that we've hired since I've been here have been strong whether they were international or not em sometimes you find em differences okay so just thinking about it. Sometimes people's strengths can also be a weakness because it almost needs to be contained sometimes...

Interviewer: Have you found any issues in relation to language?

1340

1341 ...I have encountered that both with there was one grad student here a few years
1342 ago very smart, very good and she was international very quiet and she always did a
1343 good job and was successful but there was a little bit of lack of energy and I always
1344 thought I wonder if in her native language she is this way also. It is a language that I
1345 have no competence in so I can't know. So maybe she was just this quite, low
1346 energy sort of person in her way but with her I will say really try to put some energy
1347 as you were talking. She was good she was never able to just pop up the volume but
1348 she but that wasn't the biggest thing because she had good insight, she had good
1349 research knowledge as far as helping people especially in some of the one-on one
1350 consultations. I think that very quiet, listening demeanour is very good also.

1351

1352 *11. When it comes to employing NNS teachers how would you describe what is*
1353 *'good enough' English speaking competence for the benefit of your students (home*
1354 *and international)?*

1355 I guess it would be how much I think, this is what I do and I am assuming the other
1356 from my conversations I think this is what we all do. How hard did I have to work as a
1357 person who the person presenting their workshop to...How hard did I have to work to
1358 understand what that person was telling me and again I think that in most cases, we
1359 find that if there are some language variations...they don't usually get in the way of
1360 our understanding but if there are...Okay I think we would listen how do they, do they
1361 seem to get when we ask them questions? How much work do we have to do for
1362 them to understand what we are asking? And how much work do we have to do to
1363 understand what they are telling us? How much negotiation happens? Now a little bit
1364 of negotiation happens in any communication but if em..if we find that okay I am
1365 really sure he never understood what I was asking him in that question even though I
1366 tried three times. Then I might think well, he might not be the best person or she
1367 might not be the best person in this situation because we want to try to get the
1368 information across and have a sort of discussion as clearly as we can when they are
1369 doing workshops.

1370

1371 *Interviewer: Some people are said to have strong accents how would you describe*
1372 *what a strong accent is?*

1373

1374 I think accent is in the ear of the beholder. Em, so in our jobs here, sometimes
1375 faculty brings us their students rating say can you help me look for themes and I
1376 have seen sometimes where students are complaining this faculty member should
1377 learn how to speak English and things like that and I'm talking to the person and I
1378 think I'm not noticing much as far as a difficult accent so sometimes I think that issue
1379 of accent can be a proxy for if the student doesn't like the way the professor is
1380 teaching, the student may not really be used to people who...or maybe there are
1381 attaching the Rubin story where...Occasionally... there are faculty members who I
1382 have worked with who...I would say okay so probably it could be more, I have

1383 worked with faculty members who are very easy to understand both in terms of
1384 pronunciation. in terms of grammar, people who might even have more tendency to
1385 have a difficulty or be hard to understand for me would be some speakers from
1386 China, and some speakers from Korea, occasionally speakers from India em if they
1387 are speaking very quickly em but again there are many speakers from those
1388 backgrounds who are really good but I think the further you get away from Indo-
1389 European background, the more likely the grammar might be a little like 'okay I think
1390 I know what she just meant but you have to sort of...

1391

1392 *Interviewer: Re-emphasises 'good English question' and how it can be measured.*

1393

1394 Em, it's a hard question to answer, em and I think I mean any communication is a, at
1395 least two way thing and I think the instructor has the responsibility to communicate
1396 as clearly as possible to his or her particular audience. The audience still has to do
1397 some work and I think that's where often in this university and other places, we don't
1398 do enough to prepare our students and say look...we say the instructor sometimes
1399 they'll say I've got an accent and I'm a little worried, we say acknowledge but don't
1400 apologise em so I've said to people you know let your students know the first day
1401 you know I may pronounce some words differently than you are used to them and
1402 this can happen so....the stress patterns are sometimes different so I say, you know
1403 just let your students know we would all be able to understand each other quickly,
1404 within a few days it will be easy for us but you've got to hang in there, don't draw an
1405 immediate conclusion oh I can't learn from this person or something like that. So I
1406 suggest to them if you're going to be using unfamiliar terminology or if you're aware
1407 that the way you are pronouncing a word is potentially different from the way your
1408 students are pronouncing a word, maybe write it on the board maybe so that the
1409 students make a connection. Okay when he says...that's what I'll call 'development'
1410 em so I'm not sure how good those strategies are for people because I don't know
1411 how much the students, the undergrads are willing to make that, to meet them half
1412 way.

1413

1414 *Interviewer: But you make the employment decisions, so what level do you get to*
1415 *when you say I think this person's level of English language is good enough or I don't*
1416 *think this is up to standard?*

1417

1418 A little bit of accent, not a problem, em some grammatical variation from what I am
1419 expecting, not a problem, if I notice maybe multiple times that I didn't really know
1420 what the person was saying and I couldn't em, if I ask a question the person couldn't
1421 really repair...and they just do the same thing again so it's maybe not so much, I'm
1422 not always looking for the perfect grammar or pronunciation but if somebody ask a
1423 question, can they paraphrase, can they repair it or find out, I don't....so it's more
1424 again that presenter conversational thing...Did I answer your question?

1425

1426 So your question I think was how do you know what's the dividing line and it's for me
1427 any way fairly subjective. I mean I base it that...and again it's not necessarily you
1428 could have a person who grew up in this country speaking English from day one just
1429 has no, like speaks in a monotone, speaks with no energy, doesn't really seem
1430 interested in what the audience or the students, what their experience is of the
1431 teaching and presentation, that person would be much worse than somebody who
1432 has some accent or even some grammatical variation because people are going to
1433 say I don't want to be around this person whereas the person who has energy and
1434 really care the audience are learning, even if he or she has an accent or some
1435 grammatical variation, they can get through.

1436

1437 *Interviewer: Are you measuring based on a particular standard, based on the*
1438 *American Standard or because there is an American accent, there's a British*
1439 *accent...?*

1440

1441 I guess the more yes em, so definitely through accents they would get a pass that
1442 you will say feel familiar to me would be American, British, em Indian somewhat,
1443 again though sometimes I have to be doing some translations like em some of the
1444 stress patterns or things like that but usually I can make out that em. Australian I
1445 guess, a lot of the Europeans it depends on. It would depend on (a hesitation) I'm
1446 just thinking of some Spanish from Spain speakers that I have encountered in the
1447 past... say 'vowels' and it sounds like 'bowels' and so there was a little bit of.... cos
1448 it's mixing us up we're not understanding what you are saying... sometimes I might
1449 get confused by the pronunciation from the people of the European zone.

1450

1451 *Interviewer: What's your standard?*

1452

1453 But like you said there are many different American in accents...em no, they don't
1454 have to sound American, they don't have to sound British, they don't have to sound
1455 like any of those places that you think of as first circle or whatever.

1456

1457 *Interviewer: Inner Circle*

1458

1459 Em, they don't have to sound. It's more, there's some, I couldn't quantify it but there
1460 is some level of am I basically understanding the words they are saying and the
1461 grammar makes sense to me and I find people who do that well from all over em...
1462 but as you're asking me I can't quantify it.

1463

1464 *Interviewer: That's fine, it's ok.*

1465

1466 *12. We understand that international students sometimes have a preference for*
1467 *Native Speaking teachers. Do you sometimes place these students' expectations as*
1468 *a priority in your recruitment decisions? If yes, why?*

1469 Em, not really in our workshops we just basically, usually we have two graduate
1470 assistants and em usually they team up and sometimes both are American and
1471 sometimes both are international students. It depends on who is working here any
1472 particular year. So we do one on one consultations too. Occasionally if there is
1473 somebody from a cultural background who is coming in for a reason that has to do
1474 with their cultural background like they say you know these American students they
1475 are frustrating me or something like that or my students are complaining they can't
1476 understand me something like that. In that case if we have a graduate assistant that
1477 is working here who is from that same national background or something like that
1478 and say would you be a good fit to talk with this person along with me or somebody
1479 else em cos you've maybe experienced some of the things they're talking about and
1480 you certainly know their education systems they came up through... do you think that
1481 will be a good fit or not, they might say yeah or no and go from there but I don't
1482 usually like...

1483

1484 *13. International students (particularly from expanding circle countries) coming to*
1485 *study in an NS nation like yours have high expectations of the learning and teaching*
1486 *situation. How well do you prepare them for the international mix in varieties of*
1487 *English they could encounter with teachers?*

1488

1489 So in this office we don't do any of that, what we do is work with faculty or graduate
1490 students who come to us and say hey I am working on a particular class can you
1491 help me with this or I want to prepare my teaching portfolio can you help me with this
1492 em as far as the university does it have a policy for doing that in their orientations for
1493 international students, I really don't know if there is such a thing you could check with
1494 the graduate school and also, it could be from department to department I'm not
1495 aware of anything like that though but they may be. It's not something we do here.

1496

1497 *14. Will you advocate for or support a system that clearly incorporates a pre-*
1498 *exposure to the intelligibility of other varieties/accents of the English language to*
1499 *international students from the expanding circle particularly because they appear to*
1500 *be faced with the dilemma of learning one variety of a language and made to adjust*
1501 *to others from non-native teachers within short spaces of time?*

1502

1503 I think that kind of exposure, I don't know how exactly it would be operationalised but
1504 I think that will be good for everybody em international students or learners of
1505 English for foreign language or American students who are going to be going to like
1506 a university like this em just that I think it would be good for everybody. I don't know
1507 how that would be. I could see how it could sort of be put into practice once people
1508 got to their university other than that I don't know how.

1509

1510 That's a good point em...Again I'm not sure about how it would be operationalised
1511 but I guess that's one of the things you're going to propose in your dissertation
1512 so...but yeah I think any time we can bring people in contact with difference.. It can
1513 help us, 'okay I think that is different but I don't need to be afraid of it' I can figure this
1514 out and we can work together, I think that is good. But how you do that I don't know.

1515

1516

1517

TRANSCRIPT 2 US

1518 *1. Can you confirm that you have migrant employees working as academics in*
1519 *your department/institution?*

1520

1521 Yes, we do both on our faculty and our staff and many of our students are from
1522 around the world as well. For faculty we have from India from china from turkey, from
1523 Taiwan... We have one from Romania. For students we have from pretty much any
1524 country you can imagine...so lots of places

1525

1526 *2. Through what routes do/have these migrant academics gain(ed) employment*
1527 *into your department/institution?*

1528

1529 Yeah, so they apply just like anyone else. There are some additional complications
1530 with em, ultimately their visa issues so if they are employed then there is a process
1531 that needs to get through, they get permanent status and green card eventually but
1532 the way that we interview is to quickly, we send out an ad and people respond to the
1533 ad with their resume and then we may have a short phone conversation and we sort
1534 of down select those that we interested. There is a committee and then we may call
1535 the person and maybe some of their references and we invite several to come. They
1536 give a seminar, they meet with the faculty we look at their papers and then ultimately
1537 make a committee and we make a decision.

1538

1539 *3. What level of qualification/skill and experience is required by these*
1540 *academics in your institution/department/school of study?*

1541 So to be honest, we mainly are mainly looking so we're an engineering department
1542 and so first and foremost, we are really looking at technical skills so are they... their
1543 strong methodological background and are they doing work that is interesting and
1544 that we believe can have impact and as a result of having impact that people would
1545 potentially want to find their work so that they can find students. Language does
1546 matter. Again our faculty does need to teach and so we are looking for somebody
1547 that has good presentation skills. I realise that's a very vague answer and I am sure
1548 you will get specific about what that means and that's part of the reason for the
1549 seminars. How does this person do in front of an audience, how do they respond to
1550 questions and so frankly a lot of it is put on how they do during their seminar so em
1551 yes em.

1552

1553 *Interviewer: Do they have to be for example Doctors?*

1554

1555 Oh I'm sorry yeah ok, so to be a faculty member you have to have a PhD or almost
1556 completed with of have completed their PhD by the time they start. They do come

1557 from different backgrounds so most who come from engineering, computer science
1558 or maths or related disciplines are okay we have a little number of people in
1559 operations of research that might not come from an engineering background but they
1560 do have to have a PhD. For staff, it depends on the position that is required.
1561 Some...she has an accounting degree, some business background. If it's someone
1562 that is working in a machine shop then they have to have some technical technician
1563 experience.

1564

1565 *4. Why are the skills set or qualifications you have mentioned particular*
1566 *requirements?*

1567

1568 So there is a couple of reasons. One is we are the colleges...research based
1569 university and so we believe that both conducting research is important even for
1570 undergraduate education em and so the standard it's clear that... masters can be a
1571 good researcher em so i won't argue with you there. We do require, part of it frankly
1572 is also our accreditation em so there's a body called ADAD...and there is a
1573 requirement to teach graduate courses, you need to have a PhD... and so if we hire
1574 somebody without one then that will limit really what they would be able to teach. We
1575 have hired to teach specifically undergraduate if we had a need, we have brought in
1576 somebody that has just had a Masters degree occasionally to teach but typically...
1577 would be.

1578

1579

1580 *5. Are there any reasons for choosing skilled migrant academics as*
1581 *employees from any of these countries?*

1582

1583 So I have to say that we're really looking for good people and so first and foremost
1584 we're looking for scholarship. So I know we are all subjected to biases I honestly
1585 have not looked at whether somebody is, language is important, there's no question,
1586 they need to be able to teach in the classroom, whether they came from Canada or
1587 the UK or they came from China, to me that doesn't matter as long as they are
1588 competent because part of what they need to do is to educate English speaking and
1589 unfortunately you...and so because instruction is in English they need to be
1590 competent in that. Other than that I believe it's the case that it doesn't matter whether
1591 they are inner...

1591

1592 *Answering questions 5/12.* Yeah I think our language will be maths. If you are good
1593 at maths and er (both laugh).

1594

1595 *Interviewer: But then to teach maths, you need English.*

1596

1597 So as long as the competency is... and I will say that not all of our faculty some of
1598 our faculty clearly you've grown up in a country as a native speaker you are, your
1599 colloquialisms, there are certain things that you get better. You can relate perhaps
1600 more directly with somebody from central P than if you grew up in China but em all of
1601 our faculty are good in front of the classroom and that's really our... it's just that part,
1602 yeah

1603

1604 6. *Is there a language policy (explicit or implicit) that guides the English*
1605 *language use of these employees within your institution?*

1606

1607 i. *If yes, does this policy mean that there is a language test (formal*
1608 *or informal) for migrant or international academics intending to*
1609 *enter your workplace?*

1610

1611 ii. *If there is no test, how would you describe the level of English*
1612 *language competence required by skilled migrant academics in*
1613 *your workplace (particularly those of our Outer Circle countries*
1614 *focus)?*

1615

1616 So it's perfectly fine if say if I'm in your office and you're a native Chinese speaker
1617 and I am a native...and we speak, there's no policy about what you have to speak so
1618 often times student/faculty relationship if say they are both from Turkey may speak
1619 Turkish. I think the issue is that in the classroom instruction has to be in English
1620 though student individual interaction could be in any language em but I think most of
1621 us feel like if I have a PhD student and they are...them we do emphasise the
1622 importance of don't just talk to your friends from Korea em you need to really work on
1623 language. We do also have one requirement and that is that if you are a PhD student
1624 we can use a PhD student to teach a class or to TA for a class...has an English
1625 language test that you need to pass to qualify to play that role so that will be...there's
1626 no formal test that is given to them (faculty).

1627

1628 *Interviewer: If there's no test, how would you describe the level of English language*
1629 *competence that is required. Where would you draw the line?*

1630

1631 Yea, it's a good question and I will admit this is not something that I thought about.
1632 We have no policy about what this line is so there is no crisp other than I think we
1633 feel comfortable and I will say that I have been here this is my fifth year we do have
1634 one of the persons we interviewed when language really was an issue and the
1635 feeling was this really isn't somebody that we could put in from of our classroom.
1636 Well technically, he did good work and so because of that he did not in terms of the
1637 evaluation he did not do well...so it's really just, it's not an explicit thing but there is
1638 an underlying implicit and part of it even if it is a native speaker you can have perfect
1639 English and still not be good in front of a class and so there is that issue as well I am
1640 not sure if that's specifically language but there is communications that's perhaps
1641 distinct from language that's important

1642

1643 7. *If an international student from an expanding circle country like China for*
1644 *example expresses an unsatisfactory view about teachers from the Outer*
1645 *Circle or other NNS countries represented in your department/institution*
1646 *(which can be linked to the variety of the English language they possess)*
1647 *what will you do? How do you handle such complaints if they arise?*

1648

1649 Any time that I get information and it's been...since I have been here, it's only
1650 happened once and so my view is... I share information with the faculty member and
1651 I realise sometimes that students bring a perspective that's not correct so it may be

1652 that they don't like the way that I gave an example and I try to meet with the faculty
1653 and convey information and I'll just say look a student came here and this is the
1654 concern that they had and so I will let them know and i think the bigger issue is really
1655 volume, people to speak up enough so unfortunately we have some large classes
1656 that may have a hundred students...but my view is I'll just let the faculty member
1657 know that i had a student that came in and complained and so what I'm really
1658 looking for if there's a repeated pattern which hasn't happened here then it would be
1659 an issue and then we probably need to work on...what I would encourage is for that
1660 faculty member to meet with the centre to see if there are some recommendations
1661 that they may have and they sit in the classroom and observe teaching and then give
1662 feedback so that will be the route that we would go. We've done it for just bad
1663 teaching it hasn't been language but then so...that's what we would do if it got to an
1664 issue where frankly the students couldn't understand the faculty member.

1665

1666 *Questions 8-10 summarised and asked as one. (Skills/Expertise or*
1667 *language?)*

1668

1669 *8. Have you come across any situation where skills and expertise was placed*
1670 *above the English language competence/variety of a non-native migrant*
1671 *academic in the job offer decision process and found out that there have*
1672 *being little or no issues afterall with his/her non-native variety on job*
1673 *performance?*

1674

1675 *9. Have you come across any situation where a non-native migrant speaker*
1676 *of the English language from any of the Outer Circle countries have been*
1677 *awarded a certain job role on the basis of their performance during an*
1678 *interview but appear not to be delivering an effective service on the*
1679 *grounds of language use and English language competence on the job?*

1680

1681

1682 *10. Have you come across any situation where a non-native migrant speaker*
1683 *of the English language from other countries have been awarded a*
1684 *certain job role on the basis of their performance during an interview but*
1685 *appear not to be delivering an effective service on the grounds of*
1686 *language use and English language competence on the job?*

1687

1688

1689 We've never hired anybody because they've got excellent language skills so what we
1690 are hoping is that they have adequate language skills but they have to but we're
1691 really looking for somebody that's quite good in skills and expertise.

1692

1693 *Interviewer: What's adequate, what's good enough English? How do you judge that,*
1694 *how do you measure?*

1695

1696 So I will admit that we don't have any precise measure for doing this. I think em the
1697 way we measure is primarily the seminar when we interview. Again it's a...now we
1698 are talking about recruiting not actually hiring so it's really the seminar and the writing
1699 that we see from that individual so it's purely based on their interview and the
1700 interaction...but we don't have objective, quantifiable criteria that we use. It's
1701 completely subjective, yeah to be honest with you yeah. It's subjective completely.

1702
1703 'I don't know of any cases' (Never had an experience language wise just how a staff
1704 teaches).

1705
1706
1707

1708 *11. When it comes to employing NNS teachers how would you describe what*
1709 *is 'good enough' English speaking competence for the benefit of your*
1710 *students (home and international)?*

1711

1712 For me is are you able to you have an idea that you want to be able to get across
1713 and are you able to get that idea across and em I think em so part of that is
1714 language, part of that is also the ability to communicate and I realise that...em
1715 accents, I don't think any of us care about that. I will say that it has come up you
1716 know we do have student evaluations and there have been some that have said I
1717 have difficulty understanding the professor because of their "accent". But I don't think
1718 any of us... because there's two components what you're implied there are different
1719 accents maybe some are ok accents and some are so if I speak the queen's English
1720 is that ok?

1721
1722 (Both laugh)

1723
1724 *Interviewer: I have not said that.*

1725
1726 I think so I would say, so I'm an old guy right, so academia has changed quite a bit. I
1727 do think that there are much more international faculty. So I was in a state school in
1728 Atlanta before I came here. So when I started it was mainly US and now...primarily
1729 international so there has been certainly a change in terms of the composition of
1730 faculty and similarly with students that are much more international...so I do think
1731 that if I grew up in central P... maybe I'm not being exposed to someone who grew
1732 up in Nigeria and may have a different accent than the accent I have from central P
1733 and so I hear that and I think that oh I'm not going to take the effort to sort of learn
1734 the way that you, I'm just gonna...but frankly I think em maybe this will be flippant
1735 answer, I think it is important for us to be exposed to that so I will never encourage
1736 someone to change their accent because somebody on... said I had difficulty
1737 understanding this person. I think the issue again, sorry if I confound you. I think as
1738 long as the individual is able to get across we the ideas, we are fine with it and
1739 again I understand there are biases and prejudices and we all have those and I hope
1740 this isn't the case. I believe that we would never judge someone because they have
1741 a different kind of accent. I think the issue is are we as a faculty can we listen to a
1742 seminar from them and get the ideas that they are wanting to get across.

1743
1744

1745 12. See responses to question 5.

1746

1747 13. *International students (particularly from expanding circle countries)*
1748 *coming to study in an NS nation like yours have high expectations of the*
1749 *learning and teaching situation. How well do you prepare them for the*
1750 *international mix in varieties of English they could encounter with teachers?*

1751

1752

1753 To be honest so we do have an orientation but em other than getting, having faculty
1754 meet with them we frankly don't prepare them so there're just expression of been
1755 thrown into the fire I guess. They just get exposed to them over time so we have
1756 never prepared them frankly because I haven't been concerned about, I'm more
1757 concerned that they into a class where they don't have the technical background to
1758 do the class. I've never been concerned about them taking the class from an
1759 international faculty member. I haven't felt the need, we haven't felt the need to do
1760 that.

1761

1762 14. *Will you advocate for or support a system that clearly incorporates a pre-*
1763 *exposure to the intelligibility of other varieties/accents of the English language*
1764 *to international students from the expanding circle particularly because they*
1765 *appear to be faced with the dilemma of learning one variety of a language and*
1766 *made to adjust to others from non-native teachers within short spaces of*
1767 *time?*

1768

1769

1770

1771 Yeah, that's a very interesting question because at the end of...we do care about it,
1772 we do. Actually spend a lot of time trying to prepare them em language is a
1773 component of it and we're also more recently trying, you the US 'larges' the rest of the
1774 world in terms of globalisation, in terms of, at the the undergraduate level if I am a
1775 student in the UK...likely I'm going to study abroad at least part of my matriculation
1776 that I'm there but that's not so true here and we're really trying to expand that but at
1777 the graduate level, we've not done that and you know, we, most of my PhD students
1778 that I work with...most of them are international...so typically the verbal skills are fine
1779 but it's the written skills that are a bigger challenge and there are things that are
1780 available at PS to help with the...when that's an issue em but we frankly don't do a
1781 good job at that. We complain it's really hard reading this dissertation and so i guess
1782 the short answer is yes, I think it would be helpful for us to in the long run i think they
1783 will be better prepared all the way around em in terms of...but then to your point now
1784 we have not done this at all. Other than the simple tests that we do but that's not
1785 really preparing...that doesn't help.

1786

1787 *Interviewer: One of the reasons why I am asking this question is that there's this*
1788 *thing about socio-cultural integration going around in internationalising environments*
1789 *like HE institutions for example...*

1790

1791 Yeah, we completely put the burden on them- to your point that's correct. We do
1792 actively look at their skills and expertise and if we see them faltering we have them
1793 take courses to prepare for that but we don't look for these issues that you are taking

1794 about now and there's an expectation because you are at PS and central P that you
1795 adapt to the practices and culture that's here and I think that's a really interesting
1796 issue that you bring up and certainly sort of a blind spot that we have. Yeah.

1797
1798 *Interviewer: One of the questions I ask is do you think it will be like a good idea to*
1799 *have this pre-expose with these students in their countries or when they come over*
1800 *to a native speaking country?*

1801
1802 Yeah, I'm not sure. You're the expert on language you know I'm a dorm engineer so I
1803 don't know what the research shows is a better approach but I can see that I have to
1804 rely on someone like you to tell me em but I can see how that may be em, could
1805 actually be quite helpful. I think it will be hard frankly with resources em to be able
1806 unless we had a focus on ok we are really going to recruit heavily students from this
1807 country and we are going to focus on China for instance and we would go there and
1808 try to but I think when you have a lot of countries, it may be hard to, I think it would
1809 have to be something from a practical component even though...better round about
1810 to do something here, it will be hard to see getting the resources except there was
1811 some international body or group of universities that work together in order to do
1812 that.

1813

1814

1815

1816

1817

1818

TRANSCRIPT 3 US

1819

1820 1. *Can you confirm that you have migrant employees working as academics in*
1821 *your department/institution?*

1822

1823 We have international graduate students. Do we have, we have some sometimes
1824 have post docs from other countries, we have I will say we have faculties that are
1825 from other countries I mean Canada (laughs) that doesn't really count in terms of
1826 your interest. We have some people. One person is from Sri Lanka... We don't have
1827 a lot of international folks...

1828

1829 *Interviewer: So the people you have interviewed have they all been like native*
1830 *speakers?*

1831

1832 No, we typically... in a year we are interviewing for two positions, in a year we will be
1833 interviewing 6-8 potential faculty candidates. Amongst those probably among two or
1834 so are not native speakers.

1835

1836 *Interviewer: From what countries do they come from? What countries do you*
1837 *normally get applicants from?*

1838

1839 Probably China are is common, most common but we've had from France from India,
1840 Africa,.. I'm trying to think who we've had over the years, it's not a high number.

1841

1842 2. *Through what routes do/have these migrant academics gain(ed) employment*
1843 *into your department/institution?*

1844

1845 3. *What level of qualification/skill and experience is required by these academics*
1846 *in your institution/department/school of study?*

1847

1848 For the international would be the same as for the native speakers. The
1849 qualifications are pretty high. This is a well-known department so we are ranked
1850 really high like we were first in the country in the national research council
1851 evaluations about fifteen years ago and we were in the top, they change the quarter
1852 so who knows so we are in the top quarter whatever that means on the last round of
1853 the national research council so we don't have, we don't hire junior people, we hire
1854 mid junior level so they have to have a PhD, they have to have a good publication
1855 record, they have to have an established vocation record, they have to have
1856 established teaching record so there's nothing green about somebody who is coming
1857 into interview and so that's equally applicable to native speakers or international
1858 applicants so somebody who ends up getting an interview, is already established in
1859 this global infrastructure you are talking about. They've already been at conferences
1860 presenting in English, they're writing papers in English...they won't be in the door
1861 here.

1862

1863 4. *Why are the skills set or qualifications you have mentioned particular*
1864 *requirements?*

1865

1866 Well is tenured so we are only interviewing for tenured positions so a PhD is required
1867 for a tenured position... at Penn State a PhD is required for a tenured position unless
1868 you're in a department like fine arts where PhD is not a terminal degree or
1869 librarianship you won't necessarily have to be a PhD so that's not exclusionary it's
1870 just... all the requirements for the job

1871

1872 5. *Are there any reasons for choosing skilled migrant academics as employees*
1873 *from any of these countries?*

1874 Well we put together a job ad, em it's usually about a paragraph long, half a page of
1875 writing and it's talking about the way we want to grow our department so if we want
1876 to have health....that's the kind of thing that is in the job ad and the job ad would
1877 have other requirements on established research programme and excellent teaching
1878 and that sort thing so within that umbrella, it may be specific or it may be
1879 general...but we don't really particularly target an international person, I don't know if

1880 you're coming from England em in the US there is a form of...for guidance to try to
1881 improve the diversity of the American higher education but that doesn't really include
1882 international people, it includes American-Asians or African-American scholars so for
1883 government regulation the diversity is counted in among the American citizens who
1884 have different ethnicities or racial backgrounds so to build their diversity of the
1885 programme, we would be targeting American people who have that racial and ethnic
1886 diversity and not so much targeting international people. Then that doesn't mean i
1887 we're not interested in having international people, but it's not a broader based, in my
1888 understanding of it, a broader based initiative so some international we would look at
1889 them because they bring expertise on teamwork. If we were interested in South
1890 American....then someone from south America might be a great fit em but it won't be
1891 so much that we would first go after south American and try to figure out where they
1892 fit so it's always coming from the study emphasis area.

1893

1894 *6. Is there a language policy (explicit or implicit) that guides the English*
1895 *language use of these employees within your institution?*

1896

1897 *i. If yes, does this policy mean that there is a language test*
1898 *(formal or informal) for migrant or international academics*
1899 *intending to enter your workplace?*

1900

1901 *ii. If there is no test, how would you describe the level of*
1902 *English language competence required by skilled migrant*
1903 *academics in your workplace (particularly those of our*
1904 *Outer Circle countries focus)?*

1905

1906 No. I mean they have to get their articles peer reviewed so the journals would, the
1907 journals wouldn't accept a poorly written paper. They would copy/edit it if it needed
1908 attention and then in the classroom it's important that someone be understandable
1909 but when they are applying for a job, they are giving a talk to us so if we couldn't
1910 understand them as they are giving their talk, then that will be difficult to justify it.

1911

1912 *Interviewer: Yeah, I will come to that later. Do your international workers have to go*
1913 *through like a language test?*

1914

1915 The graduate students do have before they are allowed in the classroom, I don't
1916 think we apply that to the faculty...I don't think we'll employ anybody if haven't talk to
1917 them already a lot so it doesn't so much apply.

1918

1919 *Questions 8-10 summarised and asked as one.*

1920 *8. Have you come across any situation where skills and expertise was placed*
1921 *above the English language competence/variety of a non-native migrant*

1922 *academic in the job offer decision process and found out that there have*
1923 *being little or no issues afterall with his/her non-native variety on job*
1924 *performance?*

1925

1926 9. *Have you come across any situation where a non-native migrant speaker of*
1927 *the English language from any of the Outer Circle countries have been*
1928 *awarded a certain job role on the basis of their performance during an*
1929 *interview but appear not to be delivering an effective service on the grounds*
1930 *of language use and English language competence on the job?*

1931

1932 10. *Have you come across any situation where a non-native migrant speaker of*
1933 *the English language from other countries have been awarded a certain job*
1934 *role on the basis of their performance during an interview but appear not to be*
1935 *delivering an effective service on the grounds of language use and English*
1936 *language competence on the job?*

1937

1938

1939

1940 Well teaching is important in our environment and people teach basically four
1941 courses a year so I don't think we would hire somebody that we didn't feel can speak
1942 in an understandable way in the classroom even if they had impeccable research
1943 skills so I think we would hire them if they couldn't speak. ... They don't have to be
1944 utterly standard. They don't have to sound like fast talking Americans, if they can
1945 clearly express themselves. The language is probably a gateway, no that can't be
1946 right as they write in application, if they wrote an application letter that had articles, if
1947 their letter was not well written, I don't think we would take them in.

1948

1949 If a letter was well written and it got into interview, but then they got here and we
1950 couldn't understand them, I don't think they'll make it because we would say to each
1951 other, they are not going to succeed in the classroom. So it wouldn't be a matter of
1952 well let's bring them in and teach them how to speak properly. I don't we would have
1953 that conversation because we don't hire at a junior level particularly, we hire
1954 someone ready to go (language is placed highly then).

1955

1956 No.

1957

1958 11. *When it comes to employing NNS teachers how would you describe what is*
1959 *'good enough' English speaking competence for the benefit of your students*
1960 *(home and international)?*

1961 (Hesitation)...After you listen to them speak for a while, you catch on so we have a
1962 couple of German faculty and so they say certainly differently but it won't, once

1963 you've listened to them speak for a while and then words come up in context they
1964 are ok. I get to understand what they are saying and then you could catch them....

1965

1966 *Interviewer: How do you judge what is good enough standard for your students to*
1967 *understand?*

1968

1969 We haven't had a problem, we don't have a policy but haven't had that problem
1970 because as they come into the door and have an interview for a faculty position, it's a
1971 two-day interview and they talked, they give an hour talk, they answer questions,
1972 they meet one on one with twenty people, they go up to multiple dinners so if there
1973 was a problem understanding them, it would come up there em I guess we haven't
1974 really had that problem, I mean if it was a problem it would come back to us in
1975 students complaining to the undergraduate officer for the department but we don't
1976 have a policy because we haven't had a problem (laughs)

1977

1978 *Interviewer: Where do you draw the line on what is good enough? Can you quantify?*
1979 *With accents?*

1980

1981 It probably will relate to teaching, that they would have to be understandable in the
1982 classroom but we haven't had that problem. I experience it at conferences because
1983 you know we get to get together and we all speak in English but that's not everyone's
1984 native language and so but that gets repaired to some extent because when you
1985 give a conference talk you've got a powerpoint there you know so the words that you
1986 are not getting are probably on the powerpoint, and you piece it together. It's a
1987 problem when you ask the person presenting and they can't understand your
1988 questions...so they can do their talk but they can't engage in dialogue that would be
1989 a problem, when they can't understand American.....English. If they can't probably
1990 answer a question, they are not going to make it to the interview process...

1991

1992 *12. We understand that international students sometimes have a preference*
1993 *for Native Speaking teachers. Do you sometimes place these students'*
1994 *expectations as a priority in your recruitment decisions? If yes, why?*

1995

1996 ...Geography doesn't really have enough international students in it like we are a big
1997 undergraduate programme and we have some of our international...I don't think we
1998 would ever set a policy that we should have only native, standard native speaking
1999 only because the international students need to be accommodated because we don't
2000 have a critical mass of international students. The thing I see with international
2001 students is they, I want them to talk to the American students... not click in group and
2002 only talk to each other but that's off the topic.

2003

2004 *13. International students (particularly from expanding circle countries) coming to*
2005 *study in an NS nation like yours have high expectations of the learning and teaching*

2006 *situation. How well do you prepare them for the international mix in varieties of*
2007 *English they could encounter with teachers?*
2008

2009 We just we don't have enough so we, we just don't have enough to be focused on
2010 that. I mean, we are in the middle of Central Pennsylvania you know that right, it's
2011 not a big city where there's a big international community so they have international
2012 programmes of course global programmes offers global programmes office which is
2013 very good em but in terms of...

2014
2015 ...The only international... We only take grad students that are from international
2016 countries that have done a masters or an undergrad here in the US so they have
2017 already done one programme in the US then they come into our programmes. We
2018 take some out of countries but we don't believe the TOFEL scores like we call them
2019 up on the phone and talk to them so we are pretty cautious about them being able to
2020 thrive because being grad students in this discipline is a lot of talking and defending
2021 and proposing and teaching and discussing involved so we rarely... people don't
2022 make it through the door who don't have good language skills and so, so they've
2023 done one programme and have been in our programme for maybe three years
2024 before we would let them teach a class so at that point, they've been speaking with
2025 somebody for 6-8 years so...

2026
2027 *14. Will you advocate for or support a system that clearly incorporates a pre-*
2028 *exposure to the intelligibility of other varieties/accents of the English language*
2029 *to international students from the expanding circle particularly because they*
2030 *appear to be faced with the dilemma of learning one variety of a language and*
2031 *made to adjust to others from non-native teachers within short spaces of*
2032 *time?*

2033
2034
2035 I mean I guess, I feel like they run into that as they meet their student colleagues,
2036 peers in the classroom and as they run into their teacher...em but

2037
2038 Yeah, oh gosh I don't know, I mean I feel like it could degenerate into a comedy of
2039 sort it's like hear is what an Indian person sounds like 'detededer detededre- sounds)
2040 you know mimicking the sound or having someone try it in front of them and
2041 speaking that way but it seems like stereotyping or something, it seems like it would
2042 go bad (laughs)... because you're just like kind of teasing 'oh Italians are like this'
2043 and...

2044
2045 *Interviewer: No no no no but some students, I'm not like putting down your opinion*
2046 *but some students actually get to study like the American accent, British accent, the*

2047 *Australian and the Canadian so they are actually like different varieties so would*
2048 *there be anything with like introducing the Indian one really?*

2049

2050 I guess they don't have an opinion about it, it doesn't, and I am, maybe I am not em
2051 sympathetic perhaps, I don't think it's accent, I think it's speed and over use of
2052 colloquialisms and things like that. It's not so much about accents like how an 'A' is
2053 pronounced or... so I think the times I have travelled in...em so you know sensitizing
2054 the faculty or teachers to slow down, not slow but enunciate the differences between
2055 the words so you can tell which is a word rather than washing it all together. That's
2056 kind of different than the accent part of it but I don't know how, that a problem I have
2057 when I'm trying to interpret somebody speaking in other languages is to figure out. i
2058 grew up in Canada so I took French all through high school but I can't go to Paris
2059 and figure out what people are saying because I can't figure out what the distinct
2060 words are so that's sort of my personal reactions. I can, I can read French and I
2061 know a lot of words but in the speaking you just kind of slur everything together that's
2062 a real problem, that's what I see the international students struggling with, it's not
2063 that they don't know the words or that the accent is strange it's that the rapid and all
2064 strung together syllables don't just pass into words and so I feel like talking about
2065 accents is of topic a bit from the problems I see the students have but I don't know
2066 how you teach that, how you teach interpretation of really fast language that all runs
2067 together (laughs).

2068

2069

TRANSCRIPT 4 US

2070 1. *Can you confirm that you have migrant employees working as academics in your*
2071 *department/institution?*

2072 Yes, from Turkey, India, the UK,... I know there's been others but I can't think of
2073 where they are now.

2074 2. *Through what routes do/have these migrant academics gain(ed) employment into*
2075 *your department/institution?*

2076 Some were applying from outside the country so didn't have any sort of visa at that
2077 point. We've had people with a spouse...

2078 3. *What level of qualification/skill and experience is required by these academics in*
2079 *your institution/department/school of study?*

2080 PhD usually with some experience sometimes it' a fresh PhD but people who usually
2081 have, they are highly competitive so they have to be considered...they have PhD's,
2082 extensive research, multiple publications.

2083 4. *Why are the skills set or qualifications you have mentioned particular*
2084 *requirements?*

2085 It's because it's a research focused university...it's a minimum requirement here...it's
2086 a minimum requirement here.

2087 5. *Are there any reasons for choosing skilled migrant academics as employees from*
2088 *any of these countries?*

2089 No, we have no preference for countries at all. We just take the best person we can
2090 find wherever they are from.

2091 6. *Is there a language policy (explicit or implicit) that guides the English language use*
2092 *of these employees within your institution?*

2093

2094 i. *If yes, does this policy mean that there is a language test (formal*
2095 *or informal) for migrant or international academics intending to*
2096 *enter your workplace?*

2097

2098 ii. *If there is no test, how would you describe the level of English*
2099 *language competence required by skilled migrant academics in*
2100 *your workplace (particularly those of our Outer Circle countries*
2101 *focus)?*

2102

2103 Not for faculty. I don't think there's any specific policy. There's no written policy.
2104 There's understanding that people coming in are going to teach in English and we
2105 want good teachers so I've never experienced it. I could imagine that someone will
2106 be hired because their research was so high powered...everybody gives a research
2107 presentation and so a lot of the judgement on language comes from that research
2108 presentation. If they have trouble communicating then the chances are they won't be
2109 given the job.

2110 7. *If an international student from an expanding circle country like China for example*
2111 *expresses an unsatisfactory view about teachers from the Outer Circle or other NNS*
2112 *countries represented in your department/institution (which can be linked to the*
2113 *variety of the English language they possess) what will you do? How do you handle*
2114 *such complaints if they arise?*

2115 That's a huge question but then gets to be very difficult because we have...a fairly
2116 consistent level of complaints from students about international instructors. Lots of
2117 them are graduate students and when you follow through on those complaints it fall
2118 out that a lot of the times the complaints are not from international students. They
2119 are from domestic students about international staff and those international faculty
2120 actually speak English very well. What creates the problem is simply accent that
2121 domestic students aren't used to hearing the language with that accent and they
2122 don't concentrate enough to actually follow...there's very little we can do other than

2123 encourage the student to pay more attention. We tell them that this is an
2124 international university, that international scholars bring a lot to university and that's
2125 part of what they are gonna find here...if you want to be a global international
2126 university, you will want international scholars on campus and everybody wants to
2127 pay a bit more attention...

2128 *Questions 8-10 summarised and asked as one. (Skills/Expertise or*
2129 *Language?)*

2130

2131

2132 *8. Have you come across any situation where skills and expertise was placed*
2133 *above the English language competence/variety of a non-native migrant*
2134 *academic in the job offer decision process and found out that there have*
2135 *being little or no issues afterall with his/her non-native variety on job*
2136 *performance?*

2137

2138 *9. Have you come across any situation where a non-native migrant speaker of*
2139 *the English language from any of the Outer Circle countries have been*
2140 *awarded a certain job role on the basis of their performance during an*
2141 *interview but appear not to be delivering an effective service on the grounds*
2142 *of language use and English language competence on the job?*

2143

2144 *10. Have you come across any situation where a non-native migrant speaker of*
2145 *the English language from other countries have been awarded a certain job*
2146 *role on the basis of their performance during an interview but appear not to be*
2147 *delivering an effective service on the grounds of language use and English*
2148 *language competence on the job?*

2149 ...If the skills and expertise is in research then... more likely to hire them regardless
2150 of language issues. I think today's environment... Research is the number one
2151 criteria which means your research skills but you do have to teach so nobody is
2152 going to hire somebody they think will be a bad teacher...a large part of that teaching
2153 is communication skills, it's the language...I think language will count no matter how
2154 good a teacher you were. If you can communicate in English really well, you can get
2155 hired...

2156 *Interviewer: How will you judge how good or how bad the person's language is?*

2157 We don't have a measure of how well they speak English, it's how well they are able
2158 to communicate which may mean you have to do some work to interpret what they
2159 are saying...as long as the message came across.

2160 I haven't had that experience.

2161 11. *When it comes to employing NNS teachers how would you describe what is*
2162 *'good enough' English speaking competence for the benefit of your students (home*
2163 *and international)?*

2164 It's highly qualitative. The person who is being interviewed will give a research
2165 presentation; it's an hour long seminar. The audience is mainly faculty and graduate
2166 students so there's a presentation and there's a question and answer session and
2167 then they will meet individual faculty for half an hour... all through a couple of days
2168 so everybody gets a perspective on what their communication skills are like...we
2169 wouldn't sit there and have a category that says language skills and checking off or
2170 not. It will be if we couldn't understand them, we would talk about it...I'm not sure
2171 how you will quantify it. We have ways of... When we have international students
2172 coming in, there's a TOEFL score they have to achieve so somebody is quantifying
2173 and measuring it. I am not convinced it's particularly a good measure because we
2174 have students who pass that and still have difficulty communicating in the
2175 classroom...

2176 The fact that you speak English doesn't mean you communicate really well...

2177 12. *We understand that international students sometimes have a preference for*
2178 *Native Speaking teachers. Do you sometimes place these students' expectations as*
2179 *a priority in your recruitment decisions? If yes, why?*

2180
2181

2182

2183 If you go around campus, you are going to find faculty from everywhere. Usually, we
2184 would recruit internationally for every position. Not that we would go international to
2185 recruit but in the places where we would post our adverts, we can be
2186 seen online...which means a lot of international potential ...we do get a lot of
2187 applicants. We tend not to be biased. With the international applicant costs more
2188 money to interview, you've got the whole immigration issue to deal with. We are
2189 trying not to actually let that bias us at all...

2190 13. *International students (particularly from expanding circle countries) coming to*
2191 *study in an NS nation like yours have high expectations of the learning and teaching*
2192 *situation. How well do you prepare them for the international mix in varieties of*
2193 *English they could encounter with teachers?*

2194

2195 ...I don't know of such. I know from the college perspective we don't do much and
2196 that' partly because I wouldn't know exactly what to do. We have students from
2197 everywhere and we have faculty from everywhere and you are not sure what
2198 combination you are going to encounter...

2199

2200 14. *Will you advocate for or support a system that clearly incorporates a pre-*
2201 *exposure to the intelligibility of other varieties/accents of the English language*
2202 *to international students from the expanding circle particularly because they*
2203 *appear to be faced with the dilemma of learning one variety of a language and*
2204 *made to adjust to others from non-native teachers within short spaces of*
2205 *time?*

2206 See how some of that could be useful. I think it goes just beyond language...I don't
2207 know how quite you will do that but I think if there was some exposure beforehand,
2208 somebody knew what was going to happen...coming in and having a summer before
2209 you start and that sort of programme that just eases you gently in, I will think that is a
2210 huge benefit but it's always a huge cost so I would never want to make that enquiring
2211 because they are students who don't need it and there will be students who can't
2212 afford it so but I think it will be a useful option to have that. I think it will help with the
2213 success of international students.

2214

2215

TRANSCRIPT 5 US

2216 1. *Can you confirm that you have migrant employees working as academics in your*
2217 *department/institution? And from which countries?*

2218 Yes, most of them are from China or India, those mostly come to mind. A few of
2219 them are from Latin America and Spanish speaking Europe...

2220 2. *Through what routes do/have these migrant academics gain(ed) employment into*
2221 *your department/institution?*

2222 Often times, that's the hardest thing. Most of the people that I have interacted with
2223 are in the US for educational purposes and would be interested in employment but
2224 the stumbling block is the sponsorship for the visa because of the policies and the
2225 cost associated with that...

2226 3. *What level of qualification/skill and experience is required by these academics in*
2227 *your institution/department/school of study?*

2228 Because you are in an academic setting, it depends on the job...More likely a PhD
2229 but with the understanding that for some of the research associate or research
2230 technician positions the Masters will be sufficient whether they are from Africa or
2231 China...

2232 *Interviewer: I am making reference to teaching/faculty positions.*

2233 To at least have a PhD in order to be competitive enough to warrant the extra cost
2234 and expense associated with the work visa type of situation.

2235 4. *Why are the skills set or qualifications you have mentioned particular*
2236 *requirements?*

2237 *Question answered above.*

2238 5. *Are there any reasons for choosing skilled migrant academics as employees from*
2239 *any of these countries?*

2240 No I don't think so...

2241 6. *Is there a language policy (explicit or implicit) that guides the English language use*
2242 *of these employees within your institution?*

2243

2244 i. *If yes, does this policy mean that there is a language test*
2245 *(formal or informal) for migrant or international academics*
2246 *intending to enter your workplace?*

2247

2248 ii. *If there is no test, how would you describe the level of*
2249 *English language competence required by skilled migrant*
2250 *academics in your workplace (particularly those of our*
2251 *Outer Circle countries focus)?*

2252

2253 No, I've never even heard of anything that will hinder or help that situation. I never
2254 heard it to be an attitude or policy either positive or negative. I don't think there's
2255 a discrimination factor against language competence in the hiring process...

2256 7. *If an international student from an expanding circle country like China for example*
2257 *expresses an unsatisfactory view about teachers from the outer circle countries*
2258 *represented in your department/institution (which can be linked to the variety of the*
2259 *English language they possess) what will you do? How do you handle such*
2260 *complaints if they arise?*

2261 ...You've already had a student who has worked so hard to get here, learnt another
2262 language to the point where he or she can participate in the classroom and in the
2263 academic setting fully and then you've just made that person's job harder by putting
2264 him or her in a classroom where they are not just struggling
2265 to understand standardised English but they are struggling to understand a non-
2266 standard. You have to help that person and you have to do in in a way that I think
2267 the faculty understands the particular challenge. So you have to give each of them
2268 tools and you have to give each of them the opportunity to work together on the
2269 problem.

2270 *Interviewer: can you give an example?*

2271 It's tough...have the international student tune his or her ear to the faculty but
2272 also maybe give the faculty some resources to practice English...

2273 *Questions 8-10 summarised and asked as one. (Skills/Expertise or*
2274 *Language?)*

2275

2276 *8. Have you come across any situation where skills and expertise was placed above*
2277 *the English language competence/variety of a non-native migrant academic in the*
2278 *job offer decision process and found out that there have being little or no issues after*
2279 *all with his/her non-native variety on job performance?*

2280 *9. Have you come across any situation where a non-native migrant speaker of the*
2281 *English language from any of the Outer Circle countries have been awarded a*
2282 *certain job role on the basis of their performance during an interview but appear not*
2283 *to be delivering an effective service on the grounds of language use and English*
2284 *language competence on the job?*

2285 *10. Have you come across any situation where a non-native migrant speaker of the*
2286 *English language from other countries have been awarded a certain job role on the*
2287 *basis of their performance during an interview but appear not to be delivering an*
2288 *effective service on the grounds of language use and English language competence*
2289 *on the job?*

2290 ...What do we value most?... I think the language is secondary...I can't think of
2291 anything particular...

2292 *11. When it comes to employing NNS teachers how would you describe what is*
2293 *'good enough' English speaking competence for the benefit of your students (home*
2294 *and international)?*

2295 Clarity, understandability, clarity of expression. I think it is probably the most serious
2296 one. Accents, grammar, you can deal with most of that but if the candidate is having
2297 a hard time with articulating the intent and the statement, is a probably more difficult
2298 challenge than overcoming accents which you can adjust to, accommodate , the
2299 grammar which you can fill in the blanks...I have never looked for one, seen one or
2300 created one to judge someone's English competence... if there's something I'll sure
2301 like that or maybe you should develop one don't you think? It will be interesting
2302 out of your study to have like whether those criteria, how can you quantify them, and
2303 develop a scaling for them.

2304 *12. We understand that international students sometimes have a preference for*
2305 *Native Speaking teachers. Do you sometimes place these students' expectations as*
2306 *a priority in your recruitment decisions? If yes, why?*

2307 ...You can't even give them preferential treatment because I suspect there will be
2308 American students who say look I am from this country (these are hard issues I
2309 didn't realise) so it's my right instead of that international student's right to have the
2310 Native English speaking teacher. I don't want to go in to a classroom with a Chinese
2311 professor that I can't understand...

2312 *13. International students (particularly from expanding circle countries) coming to*
2313 *study in an NS nation like yours have high expectations of the learning and teaching*
2314 *situation. How well do you prepare them for the international mix in varieties of*
2315 *English they could encounter with teachers?*

2316 It's hard. You know part of it is on the institution side but I recently had a focus group
2317 of international students and one of the things I learned, now this is just a small
2318 group is that they first want to stay together until they feel more comfortable
2319 branching out so it was really an interesting story that I heard that until they feel
2320 comfortable they want to stick together in their comfort one and then they may be
2321 ready for some programming to help them interact more...

2322

2323 *Interviewer: What about in teacher/student interaction?*

2324 No, but that's something, like I said we charge students fees but what programmes
2325 will help them be more successful? Maybe that's something that should be put to the
2326 list. I think the other thing that I have encountered is kind of the other way where...

2327 *14. Will you advocate for or support a system that clearly incorporates a pre-*
2328 *exposure to the intelligibility of other varieties/accents of the English language to*
2329 *international students from the expanding circle particularly because they appear to*
2330 *be faced with the dilemma of learning one variety of a language and made to adjust*
2331 *to others from non-native teachers within short spaces of time?*

2332 That's an interesting question...The reality is so, there's so much variation when you
2333 think about it...but I think it will be overwhelming in some way. I don't know...It could
2334 be part of a pre-orientation process at a university for international students coming
2335 in or it could be something as simple as a panel- Look here's a guy from England,
2336 here's a woman from Texas, and here's somebody from Australia. They are going to
2337 say the same thing to you...

2338

2339