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KEY CONCEPTS:

TRANSCRIPT:

Shachter: Welcome to Episode Two of the last in citations podcast, I'm joined by Chris HASWELL, the Associate Professor of languages and cultures at Kyushu University. Chris, how are you?

Haswell: I'm doing very well. Yourself?

Shachter: Is it okay to call you Chris? Or should I call you Christopher p? HASWELL. Sorry, Christopher HASWELL.

Haswell: GARETH, CHRISTOPHER G, is what I go through what I use when I'm publishing, but Chris is fine. Chris is fine.

Shachter: Okay. So Kyushu University for people don't know, it's the the fifth ranked University in Japan. So congratulations on that.

Haswell: Thank you very much, I did my best. It's, it's, of course, mostly down to the investments and that we get into the university for our research into things like chemistry is and engineering, that has really helped boost the rankings. But yeah, we're all pretty chuffed about it.

Shachter: The reason why I'm interested in the rankings is I was doing a bit of research on test anxiety. And I think there were some statistic maybe 10 years ago that I think 65% of the CEOs in Japan have graduated from the

top 10 schools in Japan. So people are a bit obsessed about where you graduate from here.

Haswell: Yeah, more than just a bit. I think it's like 75% of the politicians as well come from either Tokyo University or Kyoto University.

Shachter: And there's that that phenomenon of Ronin, where people don't go to university right away. And they take two years to study for the entrance exam of the i didn't i didn't get that before I before I came to Japan, that's not really common in America, where you take two years off, and then enter late Is that something that people do in England as well?

Haswell: Depends if you want to go to one of the ways you want to go to either Oxford or Cambridge, then if you mess up your entrance exams, the first thing because they're just generally entrance exams on a point system where I don't know what it is now, this is what it was, like 20 years ago when I was doing it.

Shachter: And if you didn't get enough points, then you might sit out a year do the exams again and try it again.

Haswell: But yeah, we don't really have that culture of needing to go to a namebrand university so much. In England.

Shachter: Yeah, yeah. My wife's my wife's sister's son. He got into a pretty good school in Tokyo. And then he decided, no, I don't want to go there. So he took a year off to study for the entrance exam of another school. And I just thought that was ridiculous.

Haswell: Maybe Maybe he likes his parents more than me. But I wanted to get out of I wanted to get out of the house as soon as possible. I was happy with my, my choice. I think what it matters so much the name of the university, I can see people investing that extra year when they're young. But I mean, it's odd for a university professor to say but I, I think oftentimes, especially for people who don't have a clear vision of where they want to go what they want to do, then maybe deferring entering university until you've had

a little bit of work experience might be in many people's best interests, not just in Japan, but elsewhere as well.

Shachter: All right, well, let's let's jump into the article. thank thank thanks for joining the show. I actually mentioned you on the first episode, we talked a little bit about linguistic imperialism, which I want to get into a bit later. But let's let's jump into the article. So the article, the articles name is "a global model of English, how new modeling can improve the appreciation of English usage in the Asia Pacific region". Alright, so first, first question, you you mentioned in your background, that the studies have gone from purely linguistic to the social linguistics into the field of Applied Linguistics. Maybe this is a dumb question, but what's the difference between socio linguistics and Applied Linguistics?

Haswell: The way that I would define it is that socio linguistics is the intersection of society, culture and language, but it's not necessarily applied, it's not necessarily put into practical usage. So a lot of the work in the field is kind of putting out these concepts and ideas. And one of the things that I wanted to do with creating this model was to make it more practical. And so the Applied Linguistics side might it might be how you could put it into a methodology or you could put it into a curriculum, and then study how that affects the attitudes of the students or the teachers and the and the linguistic outcomes.

Shachter: So of those of those three, so pure linguistics, socio linguistics and applied them glowsticks, which, which of those three are you more interested in?

Haswell: Socio linguistics. Much of my most of my career in Japan, up until the last four or five years has mainly been on the practical in classroom curriculum side. But my research has usually been in the socio linguistic side, the ideas, the concepts side of it. So, I wanted to try and bring those two together, where a lot of the work that was being done in the field of socio linguistics could be given a practical application in the language classroom.

Shachter: All right, so this, this, this article is written in 2013, where were you in your career at this time? Had you finished your PhD?

Haswell: No, actually, this was a, this. This document comes from a section of my background, my my lit review chapter that my professor specifically told me to take out. Oh, yes, and, and I quote, no one's interested in that.

Shachter: Oh.

Haswell: So she was much more interested in the linguistic side historical, linguistic side of English, and felt that this was a little bit too, you know, wishy washy, it wasn't really connecting with the main focus of my paper, which was on the the attitudes of Asian students of English towards the use of English in Asia. And so she felt that this was a little bit, it was sidetracking me too much. In 2013, I wasn't in on I just arrived in Krakow, I'd spent seven years working at ritsumeikan, Asia Pacific University down in Noida, and that's ranked 20th in the country, right? Again, another, another university that has benefited from my experience, and now that they've really rocketed up the rankings, in the last 10 years since I left, actually. And, yeah, that's a lot to do with the weighting of the of the rankings. Because, as you may or may not know, as your listeners may or may not know, it's an incredibly unusual School, where 50% of the students come from outside of the country, and 85% of the faculty got their final degree from a non Japanese University. So that's a real outlier, but it's helped them build this global brand. And so while I was working there, I got the idea for my PhD, I, my contract expired, and I had to move to Fukuoka. I was working at cocoa University when I was writing this paper. And it really was just me trying to, you know, find some practical application for this. For all this work that I done, that now had to be cut out of my final thesis. So it was in parallel, as I was doing my data analysis and writing my thesis, I was writing this paper as well.

Shachter: Well, let's talk about that dynamic between your advisor slash supervisor, your dissertation, and then post PhD work. So as you're going through this, did you have a strong opinion that she was wrong? Or were you? Did you lack confidence in knowing what other people like? What What's your

opinion, because I'm going through this process, the beginning stages of it, where I have to sort of accept, you know, you're in your you're not really in a power position, and you're in an ignorance position. And these these I am. And so I, I'm going to the field of psychology, which I'm quite ignorant about, I have certain opinions about things, and then maybe I disagree, and then maybe I'll file it away. And later on, I'll look back and say, Okay, I could do something with that. At the time. How did you feel about it? Did you strongly disagree with her at the time,

Haswell: I really wasn't, as you say, in a position to strongly disagree with her, I was very interested in it. And I knew that it was something that I was going to want to come back to. So I cut it out, cut the chapter out, but I just kept when I couldn't make any progress in my other, my thesis, I just kept going back and noodling with it until it kind of formed this paper. And yeah, I think we've had this discussion off the air where I just said to you, there's there's going to be rabbit holes, there's gonna be things that you can do a deep dive on, and you get really excited about, keep that, put it in a document somewhere, label it well. And then keep dipping back into it when the you need something to spur your inspiration either during your thesis writing or afterwards. Because kind of, that's what I've done post thesis there is and having that is really quite important because when you're in the middle of a PhD, you really don't know what is or isn't important. That's where the advisor comes in. So I eventually accepted her opinion. But when you finish your PhD, it's like it's like losing a friend because you you've you've been working with this thesis this document on a daily basis for you know, many many months at this point years. In fact, in some cases me my PhD took eight years to complete because I never took any time off work to do it. I studied on the weekends and the off hours and and you're really going to want to have that thing to go back to that will give you the inspiration to keep moving forward because

(10:00)   sometimes, I've had conversations with friends of mine in the in the neurosciences groups, when there and there is significant research into post thesis depression, and feeling that you don't have a guiding principle to to go to so having that to go back to, and kind of keep the kind of energy, the momentum will be important. After you finished it.

Shachter: I'm really surprised to hear this story because I remember you telling me that your advisor had told you something wasn't important. And then you turn it into a paper and that paper is the most one of the most cited ones. Honestly, I assume this this was this was the result of your PhD studies, because I my impression of dissertations is you have to come up with your own model. Am I wrong on that? And why was this? I'm interested what her opinion was at the time, because you're creating a new model. Isn't that what a PhD is supposed to do?

Haswell: Well, interestingly, if my PhD had been on this topic, then this model would have been probably more widely publicized. And around about the same time there were people publishing clearly graduate level work on this, on in this area, there's a model by trying to by pung, that came out in 2013, exactly the same time where they were going back to the Daniel Jones model, from the 1930s, that kachru included in his three circles paper in 1985. Revisiting it, in a master's thesis on trying to, you know, refit it, to retrofit it to the modern era. So clearly, this was something that was going on the actual creation of the new model that exists in the paper and have gone on to develop with my research partner, Aaron Hahn. That model only exists because of the feedback that I got from the journal. Like I hadn't created the model when my professor told me to take the section out. So it was mostly descriptive it kind of the work that was included in the in the chapter basically stopped roundabout, where it says post 2000 models, market forces, and then the native, I focused on page 129. It kind of kind of petered out there. And it was in a kind of development stage. And she's like, this is, you know, descriptive, and, you know, it's, it's, it's fine, but it doesn't really fit with the, the theme of your paper. So, so take it out. And I was like, No, I think I think it should say that no one's interested in this, take it out. And then that was the last time we ever spoke about it.

Shachter: When I no more Christmas cards after that.

Haswell: I know I needed to, to, you know, you know, listen at her knee for the next three and a half years after that, but no, it was it really was one of those things that Well, there's no point fighting for it. Because she's right, it doesn't really fit. I think it's interesting, but who am I to say so?

Shachter: All right, well, um, before we get into the paper, what so what what was your dissertation focus on that if it wasn't about this, this model,

Haswell: It was on the, my thesis was on the attitudes of Asian learners of English and users of English towards the use of English in Asian so as, as I said, I was working at ritsumeikan Asia Pacific at the time, and I took the opinions of the Japanese, Asian and Chinese students studying at the University, a highly internationalized University and compared them with regular Japanese University. So I compare that with scoobo University, which is also fairly well ranked university I think that's slightly if it's not top 10. Its top 15. Tokyo case i Tokyo economic University. For my comparisons in Japan, I compare the Korean students that return on to the Korean students at Yonsei and kangwon universities in Korea. And then I compared the Chinese students at ACU with the students at the Beijing University in China. And I looked at how the experiences on an entirely internationalized campus changed the attitudes of those three populations of students towards the use of English, both in the classroom on the campus and perhaps in their future careers.

Shachter: What were the findings of that? Did they vary between nationalities?

Haswell: They did the the the findings were that the students had AP you all three populations when compared to their compatriots were the students at AP you were much more positive about using English they kind of saw it for what it was on campus, which was a tool of a mutually foreign language which was a tool of Communication. They weren't as worried about it or stressed by it. But the main finding that I went on and published in another couple of papers, and a book chapter as well, was on the kind of stresses that you wouldn't expect students to experience. For example, whereas the students in Korea and China and at the regular universities in Japan had no face to face experience of, you know, this person is Korean, this person is Japanese, but they don't this person, the Korean person doesn't speak Japanese, the Japanese person don't speak Korean, but most speak English. And so they try to have communication using this mutually foreign language. And the performance varieties that occur cause them stress

in trying to understand what the other person is saying. And what I actually did is I followed up with focus groups at the university, but only single nationality group. So the Korean students together Chinese students, the Japanese students here, and even though they knew they were being recorded, they were anonymous. And they came up with quite interesting ways to characterize the performance varieties that they were experiencing on a day to day basis with their friends, roommates, classmates, and also their professors who are also you know, from outside Japan, and they were able to come up with what I term named varieties, and they would say, the Japanese students would say that Korean English is bad and the Chinese students would criticize the Japanese English and like the, and they would say that they had problems with Indian and Philippine Vietnamese, you know, Bangladeshi English. And they'd experienced it on in their classrooms on campus in their life. Whereas the students in China and Korean and other places in Japan, they knew it as a concept, like Asian English as performance, right, have it as a concept, but they've never experienced it. And so, the, the recommendation, the main recommendation of my thesis was that universities should do more to address this, of course, they're not going to be able to, you know, to have not have students communicate, but they need to address how to mitigate negative opinions, pejorative opinions and turn it into a positive rather than a negative, that kind of cements the attitude that British or American English is superior because they can understand it better, because the people they're going to work with in the future in English, are not going to be British, or American or Australian, they're going to be from the Philippines, or from Vietnam or from China. So there's a reality that needs to be addressed in highly internationalized universities. Interestingly enough, that led into the study that I've been doing for the last three years on international teaching assistance. Because in my experience at APU, I used to be the TA coordinator for the English Program. And I saw how teachers from all over the world became that bridge in the class, they became models of highly proficient users of English as a second language in front of the Japanese students. And so I was I've been investigating that

for the last three years, to see whether it actually does, you know, fill this fill this role, and what what we could do more to mitigate these problems,

Shachter: what what made you interested in sociolinguistics, and you choose it as your PhD focus.

Haswell: When I was doing my master's degree, the, a lot of it was, I made two realizations during that time. And that I, I really enjoyed global englishes and World englishes. And that kind of falls into the socio linguistic side of it. And I really didn't like systemic functional grammar. And the kind of -

Shachter: Who does?

Haswell: - that, but I need your colleagues toes, but do they really like it? Or they just chose it for a PhD? I always wonder about that. The people that go that route? Do they really like it, or they just are good at it, and they decided to do it? Maybe that's I think I'm gonna say, Well, I think a little bit from column A, column B, they, if you're good at it, if you can actually, in real time, break down single utterances and kind of mathematize the the functions of grammar if you can actually see it, like this scene in a beautiful mind where there's that flash, and you're just like, oh, that's the predicate and that's it. You know, that's the that's the residual and that's it, you know, then then yeah, I think you'd you would be drawn towards it. It is quite a stale, sorry, people who are listening who had entered functional grammars, but it is quite stale, I find. And it does kind of take some of the, the romance out of the language when you know, someone can break it down into these kind of, as I say like mathematical patterns. And so it didn't draw didn't draw me in.

Shachter: Do you believe this is a quick side note, but do you believe in that theory that there's an under underlying, almost genetic DNA grammar in all humans? I forget the guy who thought of that it's a famous, famous dude.

Haswell: You're talking about the the kind of language processing system that he came up with?

Shachter: Yeah, yeah. Do you believe? Yeah. universal grammar? Do you believe in that?

Haswell: Well, I don't know enough about other languages to say that, that it it doesn't I can't disprove it. I mean, whenever you start to learn another language, you start to see the system within it. And, you know, kind of trying to translate and work out. You know, where's the verb? Where's the person? And the and the adjective? And how does that work? And can you? How can you change it? But so I can't say that that isn't, I'll just say that. The more you get into functional grammar, and the more you can have that hand raise of like, Yeah, but what about and then they have to come up with a new coding or a new system to explain the the outlier, because language is so flexible, valuable. You can have so much fun with it. I mean, that's one of the things that I raise all the time when I'm writing about, you know, my work with a global model is that English doesn't have an academy or a school that tells you what is or isn't English. Some wonderful TED Talks by a lexicographer called Erin McKean, who goes into the fun of being of vexilologists, and putting together dictionaries, and dictionaries being descriptive, but not being prescriptive. So they don't tell you what a word can and can't be. and functional grammar seems to tell you what grammar can and can't be. And then when it can remember the guy was like the, the idea that that's something that is can't not be so when you come up with an example of something that isn't in the functional grammar, they have to go back to the book and, you know, find the thing that answers the question or or come up with a new code for it. So I just think it's a it's an unromantic way of looking at something that is so alive as the English language.

Shachter: Alright, so so sociolinguistics. Let's jump into the paper. There's a few things that that that jumped out to me first. Maybe people know this, maybe people don't I'm sure people in linguistics now I'm not sure. I'm not sure who's listening in this podcast. But there are more there are more people that speak English as a second language much more than speaking speak English as a first language. And one of the interesting things about the paper was he talked about native English speakers and non native English speakers, and how there's a sensitivity towards category

categorization. I actually found this in a paper that I wrote when I was I was I was commenting that native Japanese speakers might be more empathetic towards silence in the classroom than native English speakers. And the the journal editor told me that I can't say that essentially, that you you can't, you can't categorize people as native or non native when, where I thought this is kind of a reverse thing, where I'm not talking about native English speakers. As you know, a standard I'm talking about native Japanese speakers are more sensitive to cultural issues. So this was this, this faced me directly, even though I'm not really researching the same things that you're researching.

Haswell: I mean, since this paper, since I wrote this paper, I mean, you can, you can track how sensitive people have gotten to the, to the concept of the dichotomy to this, this idea that there is such a thing as a, as a native English or a non native English speaker. And it does track along with other trends in in our current society, that will not get into here, but the wireless won't push. Um, but again, that it's there entirely right people that say that there isn't such a thing as the the quote that I put in here, this idea of a dichotomy, the idea that what it tends to do when you agree that there are these two categories, what also then tends to happen is you put greater weight on the opinions of what is correct or incorrect on the person who's been speaking at all their lives. Whereas as we know, there are people in the world many people in the world that use English as their only language, daily language, who are incomprehensible to either of us simply by the choices that they make in Lexus and grammar and pronunciation. And, but they would be classed in the in the group of native speakers, whereas there are people higher proficient users of the language who use it at a level that you wouldn't know that they hadn't spoken it from birth.

But they know the the the issues that they have to work through to get to that level of proficiency. So they probably understand it more would be better teachers, there'll be better researchers and analysts of the language than any native speaker word. So the the problem that you have to deal with is, as I did in the paper is to is to say, Okay, I understand that there's all of this other discussion going on. But for purposes convenience, because I can't get into it into in a 6000 word, paper, I'll just use these

labels here. But I'm recognizing that there is this, that there is this discussion,

Shachter: I'm surprised to hear that, you that this kind of discussion would occur with a language like Japanese, which is so tied in with a single geographical region, a single geographical unit of Japan, I'm thinking

Haswell: about it. Now, maybe they had an issue that I wasn't considering those people that are in the center of your core, which we're going to talk about the model in a second that I was just considering native English speakers,

Shachter: native native Japanese speakers, and I wasn't I wasn't taking into account other other other teachers how their view on it, but but really, I was just thinking that, okay, native English speakers and everybody else are going

Haswell: to be less sensitive, possibly, to a native Japanese person, not yet not even a native Japanese speaker, just a native Japanese person who understands Japanese culture. So maybe they issue well, maybe maybe that you, you're

Shachter: conflating, um, because that's, that's a cultural thing, I don't think it's a

Haswell: I don't think it's necessarily connected to the language unless you're dealing with just just specifically the idea of pausing before speaking,

Shachter: rather than just

but I mean, native English speaking cultures, for example, in the UK,

Haswell: would probably be more

Shachter:

receptive to the idea of silence before speaking then, say for example, General

Haswell:

American users of English who like to keep the volume up and keep them

Shachter: keep the the back and forth going and more than

Haswell: perhaps British speakers, it's their their generalizations, but they're, I think that's more of a cultural thing than it may be it is a linguistic thing. All

Shachter:	right. So, that that kind of leads into the other interesting thing, you talked about a few different models before he got into your model. And one of them one of the one of the topics you discussed was this global model, which which which is more linked to economics right about how where
Haswell:	people invest their money on education, which style of English is possibly more preferable towards their future is that is that what you're going for there is very much anything about pokken we 2009 sorry, not the market
Shachter:	goal sorry, not the global model, the market base model, yeah, spoke

Haswell:	this is it is economic, but it ties into the forms of capital.

Shachter:	I know from Pierre Bordeaux, the the kind of the the economic, the social, and the cultural capital, and that language falls into a social capital.

Haswell:	
	And economic capital, you can buy and sell things, you could be a millionaire one day, and because of a stock market crash, you could be you
Shachter:	know, have nothing, someone could be queasy money. So you go from zero to a million dollars, they, that kind of capital is very fluid.

Haswell:	
	And, you know, it can be it can change forms, but it is it's, it's a fluid form
Shachter:	of capital, social capital takes a long time to build up. So language is something I can't get, I can't become proficient in Japanese and then pass that on to you. In the same way that I can't be, absent a massive head
Haswell:	trauma, I can't go from being fluent in English to completely

Shachter:	useless in the language in a very short space of time, all of these changes in capital time and social capital take time to build up and possibly lose. And what the market forces model suggests by making it like the stock
Haswell:	exchange, where would people like to invest their social capital, their time, their energy? And yes, sometimes and, I mean,

Shachter:	having discussions in my family at the moment about whether to send kids to cram schools or whether to go to, you know, certain different middle schools and high schools
Haswell:	
	because of what that will lead to in terms of their their abilities further down the line.
Shachter:	
	So that's what that model is. So it's, it's, it uses the image of the economic model of the economic capital to explain how
Haswell:	
	people invest their time and energy, and sometimes money into gaining
Shachter:	social capital in the form of a readily usable and
	comprehensible proficient form of English. Well, this, this ties in a bit to
Haswell:	your model where, you know, 20 years ago, maybe no Japanese people had a bit more money they were sending, you know, their children to America and England. Now, it's much more expensive to do so especially
Shachter:	to England and people. Now, there's the Philippines. And these are sort of acceptable places where you can learn English, and it's not sort of looked down upon as before, right? Yeah, it's interesting, because I was in the
Haswell:	Philippines for
Shachter:	
	work on a project for listening
Haswell:	
	with a another colleague of mine. And we'd kind of observed that this was where the Philippines was going as a kind of educational tourist
Shachter:	destination.
Haswell:	building these resorts and building the infrastructure, we were in Cebu, which is a touristy type place, like one end of the island is all, you know, sectioned off barbed wire. And then it's just a marvelous, beautiful resort.

Shachter:

Haswell: But then you get into town, and the only places that are safe to kind of walk around or consider safe to walk around would be this one shopping center, and the Medical University, and then this hub of hotels downtown. And the suggestion is don't go around to these different areas. And I think

Shachter: that the Philippines kind of put in those that okay, what is our, you know, what is our social capital that we can kind of, you know, make economic capital out of it. And it was the history of using English, thanks to the

Haswell: inverted commas thanks to the US.

Shachter: And, and other

invasions that has kind of given them this, this complex,

Haswell: but now highly valuable. linguistic history. I yeah, so yeah, I've heard a lot of Japanese people going to say, boo, you know, even Australia, New Zealand is sort of extremely expensive, you know, comparatively, and so there's this, there's this really close, I don't hear a lot of Japanese people

Shachter: going to Singapore, or Taiwan, even though Singapore and Taiwan seems to have higher levels of, of English ability and their citizens, but seems like Sabres the place to go. Well, it's, it's the invest. It's the flip side, it's

Haswell: not where the Japanese want to go. It's whether Singapore and Taiwan have built these facilities. I mean, the Philippines have invested heavily in

Shachter:

you know, building these two, three week English camps that I think really appeals, it's got a it's got a good price, it got a good price point. It's got the,

Haswell: the cultural side of it, it looks like a, you know, it looks like a holiday at the same time.

Shachter: And so yeah, I think it that is more appealing. All right, well, let's, let's jump into the model. Why don't you explain the model? And I guess my question is that you can answer after explaining is the Philippines the core

Haswell: of the model.

Shachter: Interesting, okay. So, as explained in the paper, the, the global model has three stages to it. So you, you would picture the world, picture the globe, on the surface of the globe, all of the locations on the globe, just as you

Haswell: would see on a map. And so, you're able to say, well, there's you know, there's, you know, it's British English in the UK, and there's American English over here. And but and then even within the US, you've got

Shachter: Southern, you've got northern, you got Appalachian, you've got California. And so you're able to see the location, you're able to kind of like, identify the locations of the varieties. And if the people in those locations, never

Haswell: change how they produce the language don't improve their proficiency in various ways, but they just use it everyday as, as they would have done before then they remain on the surface as users of the variety in that

Shachter: location, if they begin to

improve their ability to negotiate their performance by changing the Lexus by changing their grammar by changing their stress patterns and

Haswell: pronunciation and enunciation based on the person who they're speaking to. So just imagining a tourist coming to California or coming to London, if that tourists ask them a question, and they understand the question, they

Shachter: give an answer without considering the the other person's ability to receive that.

Haswell:

You know, just by even small things by slowing down their rate of speech,

Shachter: then, if they don't change it, it's going to be more difficult for this tourist who's using English as a foreign language to understand the response first time.

Haswell:

The second time if the person says excuse me can repeat yourself and they

Shachter: don't change their performance.

Haswell: They just give exactly the same,

Shachter: you know, incomprehensible answer, then they remain on the surface, the person they're speaking to has moved into the outer core. Because they're using English as a foreign language, and they're trying to achieve a

Haswell: linguistic goal, to ask a question get directions,

Shachter: you know, make a comment. Now, can I let me let me interrupt you real quick. So now in your when I, when I saw you speak, which I mentioned in the first podcast, this is how you, you apply the socio linguistics studies

Haswell: to apply linguistics in your teaching, where you make a concerted effort where students not not necessarily fail, but that they go through a trial and error phase, which, which is something that helps them go from the

Shachter: surface level to the to the inner core, by actually negotiating and try and not just giving up, essentially, exactly that giving students the

Haswell: because let's just let's just let's take Japan as a as an example, I know your listeners would be from different location, let's take Japan as an example. And oftentimes, the way that English is taught in Japan

Shachter:

would using the global model, it would try to move them from Japan,

Haswell: around the surface, never leaving the surface, and try to push them towards being users of British or American English. So what this does with your

Shachter: language teaching, is it makes you it you want to make the students set the goal for the interaction. So that's the most important thing, and then use their intention to reach that goal as the energy for the class activity or that

Haswell: or the thing that you're trying to set up with them. So

Shachter: what we talked about in the in the presentation was negotiation skills. So not trying to make, you know, create perfect grammars.

Haswell:

Shachter: I mean, of course, for the first time for the first question, the first part of the interaction, go with what you think is, is the best, but if it doesn't work, then be ready to change.

Haswell:

Shachter: The the Lexus that you use the grammatical construction, maybe shorten the sentence, request through nonverbal cues, like gesturing to see if the person understood, summarizing what you're saying, again, changing the word stress, sentence stress that you use in your, in your speech, to make

Haswell: yourself as comprehensible as possible to the interlocutor in that communication. So, you have you have the surface, you have the outer core, and then you have the inner core, these are these are people that are

Shachter: more highly attuned to cultural issues, and linguistic issues, everything. So these will be the people who

Haswell: understand that they may not be the most proficient person in the conversation.

Shachter:

They may not be depending on the location of the interaction, they may not be culturally, the the best person

Haswell:

Shachter: they may not be the most attuned person, but it's the recognition of that that makes them work harder than the other person in the conversation. Since we published this article in 2013, myself and Aaron, have looked at

Haswell: interaction patterns. And we've looked at a mutually or unilaterally negotiated speech where one of the parties is doing all of the work, or both people are working to achieve a goal that they those things are different.

Shachter: And also, that's where culture comes in that one group of people might be more willing to, you know, get involved in negotiation practice than others. Well, let's just talk about that then. Because there's two

Haswell: impediments for Japanese students. One is perfectionism, the fear of making mistakes, because maybe it's going to be hard for them to go from like that. First. It Like you said, Okay, go with what you know. And then if

Shachter: it doesn't work, move on to something else. That's hard for them. The other hard thing is the the sort of interactional styles where, you know, I think I talked about it on the first podcast complimentary versus symmetrical,

Haswell: where Western, you know, Western style is more symmetrical. And then Japanese style is more complimentary, where there's one person of higher status than the other. So they're there, those two things must must really

Shachter: hurt them from getting to the center of your model.

Haswell: It's interesting because

Shachter: I there's two stories that I always tell when I'm trying to explain what this means in real life. One of them is when I went to a cinema in ishigaki Jima, which is way down south past Okinawa, near Taiwan, with a friend of mine who was in it was an ELT down there for a year. And one rainy

Haswell: day we were like, well, we can't do anything outside. Let's go watch a movie. And I don't even remember the movie went to go and see. It was longer adult. And so it was it was Wallisch, starring Johnny Depp.

Shachter:

Alright, I'll not get sidetracked.

Haswell:

Shachter: And so I didn't speak any Japanese but my friend had been studying it. And we were with people who'd been there for a long time. And so they said, whatever the movie was, and they said the keeper Yamagata. She

Haswell: kept it on microsite, and the person behind the that, so they want for tickets and that the person behind the desk this young gentleman just said, the zoom is an Eagle Academy. And they're like, like, I don't understand it.

Shachter: He's like, I don't understand English. And they're like, No, no, what, we're speaking Japanese to you.

Haswell:

But he looked up saw foreigners, and just immediate just when everything that's coming out of their mouth is going to be incomprehensible to me. So

Shachter: I'm just going to wait until they finish speaking, then I'm going to tell them, I don't understand. And his manager had to tap him on the shoulder, move them out the way and sell us the four tickets. The the flip side of

Haswell: that, I happened when I was with my then girlfriend now my wife in England, where we were like, I were really, really tired. It's end of Saturday, we've got to get on this train. But we want some sandwiches. So

Shachter: we went into a supermarket. And she went up to a person stacking shelves and said, Excuse me, could you tell me where the sandwiches are? Perfectly then? perfectly fine. What? You know, Japanese are taught to do

Haswell: you know, could you tell me that's like the polite form?

Shachter: And the person just looked at me when I don't understand.

And she stopped and looked at me. And all I said to him was sandwiches made?

Haswell:

And and he said, Oh yeah, I'll 13.

Shachter:

And because he'd looked,

Haswell:

yeah, he but he looked up and he saw this, you know, this Japanese lady

Shachter: standing in front of them, and immediately he'd shut down as well. So that's why I always try and talk about the goal. And the intention was like you want to get some sandwiches, and you're not going to get shut down

Haswell: by the fact that the person isn't initially listening to you. And oftentimes, when the person says they don't understand you, it's not your fault. Hmm. So just by either repeating it, that's the first negotiation strategy, repeat, try

Shachter: and try and engage, then change something, simplify, get your focus, if she just repeated if she just said, sandwiches, we got that.

Haswell:

Shachter: But so have you found out your in your applied linguistics, you know, application to the classroom procedures? Are you fine This is working with your students? Or do you find it's still a huge challenge, to get them to understand this, this this concept to get past the perfectionism?

Haswell:

Shachter: Um, well, because I only have the students for was the same thing with most places, I don't get to see them progress from first to second to third to fourth, and, you know, down down the line, like that's not how the course is where you see them for 15 weeks in one semester. So it's more about

Haswell: trying to change their, the way that they approach the use of the language, not as as exemplified by the model as some artifacts from a distant land that they must achieve. And they must make that journey across the

Shachter: surface of the of the globe to you know, achieve the British or American English that they that they that they want to produce. And just change the idea that language is a tool, and it can be adapted to fit the context. And it's important to make sure you know what you're doing. And by showing that the you know, often something that sounds like wrong, English can be the

Haswell: most efficient.

Shachter: not wrong English. But no, no, it isn't what they expect the language the effective use of language to be

Haswell:

Shachter: that they can be more efficient use of the language. Once you get that, and this is the the pushback that I get from times. But what about testing? What about proficiency, you'll get there. But you'll get there faster. If you are interested in learning that the different ways of achieving a goal, you'll

Haswell: you'll start to see how the bits and pieces fit together faster if you have that idea of achieving a goal and you have the intention of getting there. Well, that's one thing that's that's hurting Japanese speakers is there is no sort of

Shachter: standardized speaking test. And I would hope that if they do if the government does decide to do something that standardized, that you will be involved in this because I think that's an important skill to learn not just

Haswell: a perfectionism, I don't even know how they would go about designing it.

Shachter:	So if they do end up, you know, making a test that like you talked about the goal and the intention. That's a lot of there's this disconnect between what people are tested on in high school and junior high school and you know, their entrance exams. There's really no speaking component to the college entrance English exam. So there's sort of a lack of motivation,
Haswell:	right?

Shachter:	Yeah, and I've had a conversation with a friend of mine who's a much much deeper understanding of language, too.

Haswell:	
Shachter:	Then me. And he said, Well look, ETS and the British Council. So like TOEIC, TOEFL Isles, they're not interested in changing the under underpinnings of their tests, because they are used for students to move from one place in the world to another, so to move to the UK, or America, and that's what they're designed for, and they're very good at those standardized tests are very good for that purpose. So you're not going to
Haswell:	get it in the, you're not going to get the changes that you want in their tests, because that's their business model. That's what they're there to do that they're testing the surface in your model.
Shachter:	

Haswell:	But that's, but that's fit for purpose, like you can't write besides the test for not testing the thing that they're not designed to do. And don't use especially TOEFL if someone wants to study at a university abroad, you
Shachter:	know, that's, you know, going across the surface in your model. Yeah, exactly. Um, so the test would have to be something different. It would have to be a, I've talked about it with, with various people and trying to
Haswell:	design a speaking test where there are artificial constraints.

Shachter:	There used to be, I don't know, if it's still run this way, or exactly this way anymore. There used to be peer to peer interview tests and the Cambridge exams,

Haswell:	

Shachter:	where the, where there would be an observer watching two people trying to achieve a goal, trying to just get through, you know, introduce yourself, ask them about their background, then ask them these questions and provide follow up questions. And that's the kind of test that I think would work for speaking, where you give them a set of challenges, you introduce
Haswell:	artificial constraints. So route a doesn't work, the thing that you've, you know, practice in your language classes doesn't work first time, how you going to achieve the goal.
Shachter:	
	And so we're looking at different ways of doing that. Now, like that's where the research is heading.
Haswell:	
	All right, a couple a couple quick questions with the fact that there are more l two speakers and l one English speakers. And this in this model
Shachter:	you're talking about in 100 years, is the English language going to change, for example, is the th sound going to be gone? There's some people that think it's just going to go away
Haswell:	
	elements of English are going to essentially change.
Shachter:	Yes, I mean, it is changing all the time, like zones of contact between different places, like the the ideological background to a lot of brushcutters work was the return of the Diaspora to the native English speaking
Haswell:	countries. So
Shachter:	
	through colonialism, English went out into the world to places like Indian and to Singapore and the Philippines, as we discuss Africa, the Caribbean.
Haswell:	
	And then, when the economic conditions were right, it returned a few
Shachter:	hundred years later, having been localized in these in these areas. And so when you read works by
Haswell:	

Shachter:	Randolph Quirk, saying things like, Well, you know, production of correct English is on a Cline, of social,
Haswell:	on, on a client of social status, the more money people make, the better English they use, like, this is what's coming out in the 1970s. And then the and then
Shachter:	
Haswell:	brush cutter 976 comes out with the paper, the White Man's Burden, the idea that Oh dear, this, you know, all these native English speaking countries are being burdened by the fact that this language that they put out into the world is now coming back, and it's causing them you know,
Shachter:	communication difficulties.
Haswell:	
Shachter:	And
Haswell:	this is kind of the ideological basis, you know, the beginnings of the modeling of English, because it could no longer be said that it was only controlled and owned by you know, an identifiable geographical locations
Shachter:	100 years from now, this truth is going to be universally accepted. And so, the th sound as you say, just as one example, it will exist, but it will exist in certain varieties of British English and American English.
Haswell:	
Shachter:	But when you start to communicate interculturally using English as the, as the, as the medium, then, you know, the, the people who can add it and drop it, understanding, you know, the, the,
Haswell:	
Shachter:	the abilities of the person they're talking to, they will be the more capable people. So that's the kind of changes that the model is trying to highlight that in real time. If people can understand the person. It could be, they know that person talking

Haswell:

To will understand certain performance, you know, points of English, they'll it'll be more comprehensible, then they're able to pick things up and
Shachter: drop things use certain Lexus and not use it use certain grammatical

Haswell: constructions and phraseology or not use it.

Shachter: Those are going to be the most highly valued and proficient users of the
Haswell: language.

Shachter: All right, um, all right, well, that's cool. I want to jump into a couple couple quick things. And then we can wrap it up. Again, if people want to read the paper, it's called a global model of English, how new modeling
Haswell: can improve the appreciation of English usage in the Asia Pacific region. Just some just some advice for young researchers or young academics.
Shachter: what's what's your strategy about writing, preparing? Do you have a sort of routine that you that you apply? for writing papers? Yeah, as it is, I talked with
Haswell:

how do we mean the last the last episode? And she said, it's kind of like me, she does most of her writing in the offseason, where some some
Shachter: people say, No, no, you got to do it every single day, no matter what time, what time of the year, what's your what's your process for, you know,
Haswell: working on projects, developing projects, finishing projects, that sort of thing? Well, practically,

Shachter:

you'll know, as a, as a family, man,

Haswell:

Shachter:	the idea of being able to keep to a strict writing schedule every day is not necessarily practical. But I would say that
Haswell:	always having an open document that you can, when you've just got five or 10, free noodling minutes that you can just go in and write some ideas down, write some things down,
Shachter:	
Haswell:	
Shachter:	or having a, you know, pen and paper and just just ideas of things. And just always having like a, an active document, it might not have a structure, you might not know where things are going to be in the paper at this particular time. I mean, I, as an example, I go back to, I had a big presentation that I had to do, I had to travel to Walker, and I was going
Haswell:	from four grand, so I had to get like the the 7am plane. So I knew I was going to have to get up at five.
Shachter:	
Haswell:	And as is always the case, you end up you know, waking up and checking the clock at one o'clock or two. And at one point I was thought, I'm going to get up and I got up and it was like two o'clock in the morning. And I I just started, you know, quick, Google Scholar searching all these different kinds of papers and going on a bit of a deep dive. And every time I founded a thing, I'll just write in a different document right in this document and it
Shachter:	
Haswell:	
Shachter:	in a different quotes and different people and different citations and things like that. And by 5am, when I was, you know, ready to, you know, get up and get for the plane, I had, you know, 1000 or so words, mostly borrowed from other places, but I had this kind of structure. So when you get that time, just have a document ready to go, that you're just ready to noodle on for, you know, 1520 minutes. And you never know that over time that that turns into,
Haswell:	
Shachter:	

Haswell:	you know, a paper. The The truth is that the global model when this when this paper came back from Asia Pacific world, and they said the thing that you're missing from this paper, because it's mostly descriptive, is the model, you say, these are the these are the things that properly calibrate the
Shachter:	model needs to be show us the model. And I was I'm not gonna get this
Haswell:	published now because I don't have it. And I I just kept writing and I, you know, at the end of class, I'd kind of draw things on the chalkboard, like, oh, it would look like this would look like this. And then and then one
Shachter:	night, it literally was this thing was that, okay? I know exactly what it is, I've still got that pin, I've got the piece of paper side, I've got a parapet, and I drew it. And I wrote these lines on it. And this was what an interaction
Haswell:	would look like. And this is what these were the people that would be here. And these are people that are here, and then boom, went to bed, slept,
Shachter:	got up the next day and wrote that section of the paper. And if you're not,
Haswell:	you know, if you're not enabling yourself to keep your work with this kind of plasticity that you can still, you know, work with it until you see the form that it should be, it's always going to be difficult to restart it. So
Shachter:	write as often as possible. But the things that you write, they don't have to be relevant. They don't have to be, you know, exactly on point or perfectly, you know, in my case, perfectly grammatical. But it just needs to be an
Haswell:	ongoing place where you're putting down the things that your mind is telling you and
Shachter:	get the grant application writing figure into this because I've applied for grants the past two years, and I think you gave me advice. And I've heard this other places too. You just got to sort of make it into your routine, like in your yearly schedule. This is when the grants applications come. But I
Haswell:	know there's the grant application in Japan is in October. I'm actually already starting to think about it because I need to do my research, you
Shachter:	know, next year for something else. So how does that fit into you?
Haswell:	How the grant writing does that? Is that sort of an open document as well. Okay, I want to do this and Okay, I'll need this amount of money, or is that something that you just do a few weeks before the grants are due?

Shachter: No, no, you're right. It's what you said before. It's the it's the format.

Haswell:

Shachter: Because grant writing, I don't know what it's like in other countries, but in Japan, the grant needs to be there's so many different sections to it. Some of them are very formal. And some of the very, you know what, it's all formal, but it formulaic. So when it comes to, you know, protection of subjects, research, subjects, rights, and things like that.

Haswell:

Shachter: But also, it needs to be an ongoing thing, because the items that you want to put on your grant application, it's impossible to put together in a few weeks or a month, the concept, the methodology, the expected results, and know the materials that you need to get you there. So

Haswell:

there's so many different kinds of software options, some different hardware options.

Shachter:

Once you know what the the the media that are out there to help you achieve your research aims, it can also help you to

Haswell:

devise a methodology that maximizes the the input, the data collection that you're going to get from these these various avenues. So it very much has

Shachter: to be an ongoing process. I mean,

Haswell: not to, you know, instantly date this episode. But about a week from now, we'll know if my grant application has been accepted for the next three years. If it if it isn't, then the next day, or that afternoon, I'll go back to the

Shachter: application document. And I'll start looking at areas where

Haswell: I can see that it could be improved. And then thankfully, over recent years in Japan, you get feedback on the on the weak and the strong points of your of your application that comes you know about a month later. So

Shachter: that's going to factor in as well. So if I get it great, good. But if I don't, the

Haswell: work starts, again, immediately to reform that document, because that is

Shachter:	the research I want to do, you don't just throw that out and think now I'm going to devise a completely new thing, unless you've got a new passion. I mean, of course, we're always open to that. But if that's the thing you really wanted to do, you're going to have to wait at least another year to get it. But at least you're you know, based on the experience, and based on
Haswell:	the feedback, you can make it better. So I think it also has to be an ongoing process, because
Shachter:	
Haswell:	it's not going to be one thing that torpedoes an application, it's going to be it's usually
Shachter:	a cascade of things. So you haven't identified the right area, which has affected your methodology, which has affected your selection of materials, which has affected your budget request, like all of these things that they're
Haswell:	manifold. So
Shachter:	it's also an ongoing process. Yeah.
Haswell:	How do you balance in your own language learning? pursuits? Are you are you at a point where you you're content with your Japanese ability? Or is it something you have to work on? I work on it as it relates to the
Shachter:	practicalities of it. Since getting the tenure job here, I've been added to a lot more committees. And you know, all of the paperwork, the emails, the interactions, the the meetings themselves, they're all in Japanese. So I have
Haswell:	to focus on the practicalities of it. So a lot of it is
Shachter:	is lexical trying to work out
Haswell:	
Shachter:	exactly what people are talking about. So I can understand the the grammar and what but when individual words get dropped in, I'll be

Haswell: cranky, I need to find out what exactly what that means. And then the next meeting goes a lot more a lot more smoothly. So

Shachter: I kind of learn for

Haswell: practical reasons, not for any kind of focus study anymore. All right. And last question, maybe most important advice on how to stalk the British national rugby team. For people out there.

Shachter: You're referring to

Haswell: the, for those of you that are interested in rugby, or nefarious activities, you can stop listening now.

Shachter: But last year 2019 was the World Cup in Japan. It was one of the greatest experiences of my life. It was wonderful to share with my in my family and get the kids involved in it. And one of the ways that we did it early is

Haswell: my wife's not the biggest rugby fan. And by not the biggest, I mean, not at all, but she's lived with me for the last 20 years. So she knows that it's essentially my life.

Shachter: So she said, Hey, do you know where the English rugby team?

Haswell: No, do you know where the Japanese rugby team went? for their pre 2015 World Cup training camp? I said no, I don't know. She said that. They went to me as the sheriff

Shachter:

Haswell: Come down to me as hockey now my wife's from his hockey. So this is why she knew it. And she's like, and think about it, the coach of the England team is because Liam thing was the coach of the Japanese team.

Shachter: So he's definitely gonna talk to me as accurately. I was like, Yeah, okay. Okay, well, when's the first English game? And so we looked at that. So okay, let's track back two weeks from there, they'll definitely be at the

Haswell: Sheraton at that time. Let's go down. And, and, and we'll book into the

Shachter:	hotel. We did this like back in March, and we weren't going until September. So we booked it. And so we got this decent rate. And we we bought a full replica rugby ball, and we're assigning pen. And we went down there, and we walk in as literally something out of a dream. I'm
Haswell:	wearing my my hometown kit, which is rather than in England, and we walk into the Sheraton, and it's not even time to check in yet, we're gonna have to, like drop our bags and go some do somewhere else. And I walk in
Shachter:	and I'm like, Oh, my God. That's, that's Billy vunipola. That's, that's, you know, the starting number is one of his and he's a big unit. He's like the size of a imagine like a refrigerator had legs. So he's, he kind of ambles
Haswell:	into the lobby. And I'm like, I'm like, I'm literally shaking. My wife's like, Why are you shaking like that?
Shachter:	And
Haswell:	so I gave the ball and the pen to my youngest, who tucked it under his arm, and ran up to him and said,
Shachter:	and signed, please. And then I kind of I kind of followed like, oh, oh, you scam? Sorry to interrupt you That must have been a polar. And he looks at me. And he goes, can I take a picture of your shirt? Huh? I was like, Oh, my God. Yes, of course you can. Of course you can. Now, if there's no
Haswell:	way of saying no to something, it's, you know, six foot three, and 140 kgs. But I wouldn't have said no. Anyway, turns out his cousin plays for rotheram Oh, oh, he knew the the things he takes a picture of the shirt.
Shachter:	And he any, any emails that we take a picture next to him, I literally tried
Haswell:	to put my hand around him and couldn't. And I'm not a small unit myself. But he's a he's a big, he's a big piece of kit.
Shachter:	And so we spent the next
Haswell:	day and a half kind of wandering around, and kind of just seeing how am I get but then it just doesn't feel and, and getting strange compliments from from the starting players and the fans. So we've got this ball. I think we got
Shachter:	11 people to sign it. And then on the last morning, we're like, okay, we're done. We're packed up, we're gonna get in the car, we're gonna head back

Haswell:	to my wife's hometown. And, and we walk into the cafe, and I've just put all the cases in the in the car, and then I'll meet you in the cafe. So go to the cafe. And literally, sitting two seats down from us is Eddie Jones, the England coach all by himself. And if she can't ask him, but I can't so of
Shachter:	course, you can't. It's you know, he's just a guy who's like, Sally Jones. And so my wife's not doing it. So she goes up, and, and,
Haswell:	and she introduces herself and Eddie's Eddie's mother is Japanese and his wife's Japanese. And so he and, and so, and she goes, Oh, can I have to take a picture with you? And he's like, Oh, yeah, sure. I might. And, and
Shachter:	so. So my kids rush in. And I'm taking this on an iPhone and I took about seven different photos, one of one of which came out. And after I shook his hand, said Good luck. And again, I had to have a sit down after that,
Haswell:	because it was quite an emotional experience. But of the seven photos I took only one of them was clear, because all of the others, my hand is shaking so much. Yeah. But so yeah, I got the ball to sign. And as we're
Shachter:	walking out the
Haswell:	cafe, Joe Thornton, a singer, who's another great player walks in, I was gonna want to get the signatures. I don't know. We've got it. We're done. We're done. Fine. We're good. And, yeah.
Shachter:	So
Haswell:	
	living in Japan, and having a wife from the
Shachter:	the favorite place in Japan of the England rugby coach really worked out. I mean, I don't know if you know this, but after the two of the games were canceled because of the typhoon. And one of them was the England game
Haswell:	against France, and immediately took them all the way back down to music for a week of relaxing, so yeah, he definitely likes it down there.
Shachter:	But yeah, that's what you got to do if you want to operation important. Plan ahead. Yeah, yeah. Yeah, exactly. And I guess, kids as well who run in and do that, do the hard work for you. And you're, you're you're
Haswell:	thinking about starting a podcast, right?

Shachter:	Yeah, you sound like you're better at this than I am. You should probably probably. When's that gonna happen?
Haswell:	When when the concept is fully rounded, I don't know what center the concept concept. This is the whole center. What you think
Shachter:	I'm thinking big, it's a big project.
	Yeah, but um, I've always had
Haswell:	a good take on
Shachter:	other people's research projects. So I'm always the person that people come to, and this I'm gonna do this.
Haswell:	This is the is the outcome I want to get to, and how do I get there? And so if there was a if there's a way I could do a podcast, that's basically the The concept was kind of like the the research whisperer, then we would talk
Shachter:	about it. And then we would think of, you know, put in different
Haswell:	
	think of different methodologies and ways and share ideas and kind of make it like a research project Counseling Center Podcast,
Shachter:	
Haswell:	where we look at ways of hybridizing past methodologies to to achieve a research goal.
Shachter:	So as soon as I get that up and running, you'll, you'll be my first guest. Well, oh, that I'd be a perfect guest. I'm a mess. I need a lot of I need a lot of advice.
Haswell:	
	Perfect. Just know, it's supposed to be a mutual thing. But I have my problems and you have yours. And
Shachter:	
	we we work our way towards, you know,

Haswell:

Shachter: possible solutions. Cool. All right. Well, well, thanks for thanks again for coming on the podcast. Again. The article is a global model of English, how new modeling can improve the appreciation of English usage in the Asia Pacific region, is it okay if I put your your email on the show description if people want to email you about anything? That's perfectly

Haswell: fine. I'm always happy to connect with other people in the field.

Shachter: And maybe in a future episode, we can talk about linguistic imperialism could even say

Haswell: my favorite word, mystic imperialism. I want to talk about that. All right, like saying that? Yeah, you work on the pronunciation of it, and then we'll talk about it next time. All right, maybe in a couple months. I can get it. Get it done. Sounds good. Sounds good. All right. Well, thanks for the

Shachter: time. And

Haswell:

I guess we'll have to meet over beer sometime. When? Oh, absolutely. There's some stuff off air stuff I want to talk to you about. Yes, absolutely.

Shachter: Absolutely. Looking forward to

Haswell:

Shachter:

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