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For the symposium “Changing nature of Japanese language teaching and learning in a multilingual world” (December 2018, Hong Kong)

Title (Keynote Speech):

Liberating language users from native speaker norms

言語使用者を母語話者の規範から解放する言語教育

Abstract:

It has traditionally been taken for granted that native speaker norms should be observed even by those who use the language for international communication. However, confining the language users within the linguistic and cultural framework of native speakers is actually unproductive. The imposition of native speaker norms does not necessarily contribute to the enhancement of intelligibility in international communication, while it also poses undue restrictions on the potential of self-expression. In this talk, the speaker will discuss principles and practices for teaching a language from such a post-native-speakerist position, partly based on his experiences in Japan since the 1980s in teaching EIL (English as an International Language), or English as a de-Anglo-Americanized means of international communication. Although scholars of WE (World Englishes) and ELF (English as a Lingua Franca) tend to assume that the global spread of the language is a prerequisite for deliverance from native speaker norms, this perspective should in principle be applicable to any language when used for international communication.

Profile:

Nobuyuki Hino is Professor, Graduate School of Language and Culture, Osaka University, Japan. He holds a Ph.D. in Language and Culture from Osaka University. Being a former director of the International Association for World Englishes and a former president of the Japanese Association for Asian Englishes, he currently serves on the editorial/advisory board of the journal *World Englishes* (Wiley) as well as of the book series *Intercultural Communication and Language Education* (Springer) and *Routledge Advances in Teaching English as an International Language* (Routledge). His latest single-authored book is *EIL education for the Expanding Circle: A Japanese model* (Routledge, 2018).