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UNIVERSITY OF SOUTHAMPTON

FACULTY OF HUMANITIES

**An investigation of Japanese university students' attitudes
towards English**

By Nicola Galloway

Thesis for the degree of Doctor of Philosophy

June 2011

UNIVERSITY OF SOUTHAMPTON

ABSTRACT

FACULTY OF HUMANITIES

DOCTOR OF PHILOSOPHY

AN INVESTIGATION OF JAPANESE UNIVERSITY STUDENTS' ATTITUDES
TOWARDS ENGLISH

By Nicola Galloway

As a global language, English has spread to the extent that non-native speakers now outnumber native speakers. In the last few decades, a body of research literature has emerged demonstrating the decreasing global relevance of native English speakers, and calling for a re-evaluation of English Language Teaching (ELT) practices, in order to better prepare students for using English as a global lingua franca. However, students' needs and attitudes towards English and ELT must be fully investigated before curriculum changes can be suggested. Many attitude studies conclude that students favour native varieties of English. However, such research often uses single research methods and very few relate attitude studies to ELT. Further research is required regarding students' attitudes towards English, the factors influencing these attitudes and how they relate to ELT. Moreover, few studies have investigated these proposals in any depth or explored the impact of course instruction in the global uses of English on students' attitudes.

This thesis is an investigation of Japanese university students' attitudes towards English and English teachers in relation to the use of English as a lingua franca (ELF). In order to widen the scope of understanding, this research employed a mixture of quantitative and qualitative measures to obtain data about the participants and their attitudes. Thus, questionnaires, interviews and focus groups were used. Following the introduction, chapter two and three provide a literature review. Chapter four outlines the methodology, and the results are presented in chapters five, six and seven. Chapter eight presents a discussion of the results and the implications of this study for teaching English are discussed in chapter nine. The findings suggest that English is seen as a language belonging to native English speakers and those students want to learn native English. However, the results highlighted that a number of factors influence students' attitudes. The findings also demonstrated that the study of Global Englishes influenced students in a number of ways, including their motivation for learning English, attitudes towards varieties of English and attitudes towards English teachers. It encouraged them to question notions of 'standard English', was helpful for future ELF communication and raised their confidence as English speakers. In sum, the findings of this study provide an empirical basis for a re-evaluation of ELT and suggest that Global Englishes Language Teaching is something that should be further investigated.

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List of accompanying material

A CD Rom is provided that includes the textbooks used for both courses and full interview and focus group transcripts.

DECLARATION OF AUTHORSHIP

I, NICOLA GALLOWAY,

declare that the thesis entitled

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TOWARDS ENGLISH

and the work presented in the thesis are both my own, and have been generated by me as the result of my own original research. I confirm that:

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Signed:

Date:

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Abbreviations

American English (AmEng)

Assistant Language Teacher (ALT)

British English (BrEng)

Canadian English (CanEng)

English as a Foreign Language (EFL)

English as a Lingua Franca (ELF)

English Language Teaching (ELT)

First Language (L1)

Global Englishes (GE)

Global Englishes Language Teaching (GELT)

Kanda University of International Studies (KUIS)

Multilingual English Teachers (METs)

Native English (NE)

Native Speaker (NS)

Native English Speaker (NES)

Non-Native English (NNE)

Non-Native English Speaker (NNES)

Non-Native English Speaking Teacher (Different first language) (NNESTdiffL1)

Open-Q (Open-Q)

Pre-course Questionnaire (Pre-Q)

Post-Course Questionnaire (Post-Q)

Standard English (SE)

Chapter One: Introduction

The main objective of this research is to investigate Japanese university students' attitudes towards English and their English teachers from a fresh perspective, namely in relation to the role of English as a world language. This introductory chapter begins with an examination of the spread of English and attitudes towards the transformation of English into a global lingua franca. Proposals regarding changes in English-teaching approaches in relation to Global Englishes (GE) and the need for research that investigates students' needs and attitudes towards English language learning are then outlined within the context of the study. The thesis structure is then summarised in accordance with the research aims.

1.1 Who speaks English?

English has now spread to become an international language and as a result of globalization, it is spoken by large numbers of people across a wide range of countries. As a global lingua franca, it is a dominant or official language in over 60 of the 185 nation-states recognised by the United Nations (Nettle & Romaine, 2000); in 1995-6, 85% of international organisations used English as one of their working languages (Crystal, 2003), and English radio programmes are listened to by 150 million people in over 120 countries (Crystal, 2008). English dominates the entertainment industry and over 80% of feature films released in cinemas worldwide in 2002 were in English (Crystal, 2003). English is also dominant in many academic disciplines, workplaces, international communications and publications. Notwithstanding the issue of obtaining reliable estimates due to the lack of available data in many countries and proportional biases in countries with large populations such as India, Crystal (2008:1) estimates that there are currently roughly 1 billion English speakers worldwide, and “in short, we have moved in 25 years from a fifth to a quarter to a third of the world’s population being speakers of English” (Crystal, 2008:5). The most substantial increase has been in the number of speakers of English as a second language (ESL), which

has almost doubled from 235,351,300 in 1997 to over 430 million in 2003 (Jenkins, 2009a). Thus, Native English Speakers (NESs) have “lost their majority” (Graddol, 1999:58).

English has developed from the “native language of a relatively small island nation” to “the most widely taught, read, and spoken language that the world has ever known” (Kachru and Nelson, 2001:9). As a global lingua franca, it has undergone a number of linguistic processes, resulting in an enormous spoken diversity and heterogeneity (Gnutzmann, 2005). Speakers from different linguistic and cultural backgrounds utilise English as a Lingua Franca (ELF) and many use varieties influenced by their mother tongue. Due to the multiple profiles of English, speakers are traditionally categorised as speakers of English as a native language (ENL), a second language (ESL), or a foreign language (EFL); the latter is now termed English as a Lingua Franca (ELF). Kachru’s (1999) model of English speakers divides these into the Inner Circle, Outer Circle and Expanding Circle (ENL, ESL and EFL (or EIL/ELF)) and, despite the many criticisms of this model (e.g. Bruthiaux, 2003; Graddol, 1997; Jenkins, 2009a), it has been very influential in raising awareness of the existence of varieties of English. Therefore, these terms are used throughout this thesis.

The 20th century saw a sharp rise in the number of speakers of English in the Expanding Circle due to globalisation and the increasing global presence of America. The language is, therefore, changing and assuming distinct forms in different contexts. It is no longer relevant to associate English purely with native-speaking nations, but with a community of English users who utilise and own the language as global ‘shareholders’. These developments have precipitated a need to understand the new global role of English, its character and related attitudes. It is also time for a critical evaluation of the way English is taught worldwide. The tradition of aiming towards NES targets clearly requires investigation, since current English users require the language skills to participate in global conversations and to be intelligible as users of an international language.

1.2 Attitudes towards the spread of English

With the spread of English, many academics point towards the advantages of a global lingua franca. Tollefson (2000) suggests that a global language not only makes international communication more efficient, but also reduces the probability of political conflict and bridges intercultural communication barriers. As a business language, English aids modernisation through worldwide trade and access to technology (Kanyoro, 1991) and has created a genuinely pan-European space for political debate. Kirkpatrick (2009) also points out that, as the official working language of Association of Southeast Asian Nations (ASEAN), English considerably reduces translation and interpretation bills.

Conversely, many people refer to the ideological, cultural and elitist power of English and the economic advantage it offers to NES countries and it has been labelled a form of “linguistic imperialism” (Phillipson, 1992, 1997, 2000, 2003). English is also said to perpetuate socio-economic divisions in former colonies (Canagarajah, 1999; Phillipson, 2008), and has been criticised for being associated with the spread of Western culture (Kubota, 1998; Pennycook, 1994). Phillipson (2003) also draws attention to the threat English poses to indigenous languages. The ELT industry is a multi-dollar industry and more than 586,000 international students are enrolled in US colleges and universities, contributing roughly \$12 billion to the US economy annually (Braine, 2005b).

This criticism extends to ELT. NES norms, and their associated cultures, continue to dominate. However, it is becoming increasingly clear that such norms are now irrelevant to learners, who are likely to use English as a lingua franca (ELF) with speakers from many parts of the globe. New approaches to ELT require investigation.

1.3 Current study

Students’ ‘desire’ for NESTs (Medgyes, 1994; Llurda and Huguet, 2003; Benke and Medgyes, 2005; Lasagabaster and Sierra, 2005; Pacek, 2005) is often used to justify the continued recruitment of Inner Circle teachers and the use of materials from those countries.

However, this preference of NE may represent simply an uninformed choice, as it is the only option for many students. As Chapter Three illustrates, preference for a native English speaking teacher (NEST) in Benke and Medgyes' (2005) and Lasagabaster and Sierra's (2005) studies was related to student proficiency, and to the country where the students were studying, in Pacek's (2005) study. Nevertheless, many students remain uninformed about alternatives and traditional ELT, with its NES focus, does not meet the needs of students learning the language for ELF usage. However, literature published in the last few decades documents the increasing number of non-native English speakers (NNESs), stresses the increasing irrelevance of NESs and the need for a revaluation of ELT practice. Thus, while current ELT focuses on teaching the language itself, particularly that used in the Inner Circle, research studies are required that investigate alternative approaches, particularly those that include greater emphasis on raising awareness of Global Englishes (GE).

However, curriculum changes should not be made prematurely and it is not only important to analyse English usage, but also students' attitudes towards the language and what influences these attitudes, in order to gain a deeper understanding and to think critically about English education. Nevertheless, as Chapter Three shows, many studies to date use single research tools, and the many factors that influence attitudes are often ignored. Moreover, only a few studies have connected English language research with the classroom context and many of the research tools tell us little about what would be useful to prepare students for future English use. In addition, despite the increasing body of literature stressing the need for curriculum reform, few studies have examined what a new approach would look like and its potential influence on students' attitudes.

Therefore, I contribute herein to existing research by investigating Japanese students' attitudes towards English and their English teachers in relation to the role of English as a world language. My previous research (Galloway, 2008) examined the changing role of NESTs and their self-reflections on English instruction in Japan. A further MSc-related study exploring NESTs' impacts (Galloway, 2009) raised further questions regarding students' attitudes towards English teachers and ELT in Japan. This PhD research

investigates Japanese university students' attitudes in depth. My overall research aim is to investigate attitudes towards English and English teachers, and to what extent Global Englishes instruction influences these perceptions. This generated three research questions as follows:

- 1. What are students' attitudes towards English?*
- 2. How do these attitudes relate to English language teaching?*
- 3. To what extent does Global Englishes instruction influence these perceptions?*

The aim is to provide richer insights into Japanese students' orientations, by exploring the reasons underlying their attitudes. Attitudes of students taking a GE class are compared with those who don't, in order to explore the effect of direct knowledge of GE, building on previous research and on proposals for change in ELT. Therefore, this study also covers curriculum design and materials development for the GE course, samples of which are provided on the accompanying CD Rom. It is important to point out that the term GE, which is explained in detail in Chapter Two, includes varieties of English from the Inner Circle, Outer Circle and Expanding Circle (World Englishes (WE)) and ELF.

Reasons for selecting Japan as the site for data collection are fully discussed in Chapter Two. With seven years experience teaching English in elementary, junior and senior high schools and universities in Japan and a working knowledge of the Japanese language, I have been able to make long-term observations as both a foreigner and an English teacher.

Japan is known for being monolingual, monoethnic and monocultural (Maher and Yashiro, 1995; Noguchi and Fotos, 2001). The total population is about 127, 700, 000, of which 98% are categorised as ethnically Japanese (Suzuki, 2006). English is primarily used to communicate with people outside of Japan, although the language appears everywhere. There are numerous English language schools, radio and TV programmes and English newspapers. In addition, Japan is one of the largest commercial markets for English-language instruction in the world, and the ELT industry was valued at 554,255,000 yen (approximately US\$5,731,000) in 2007 (Yano, 2007). It is also usually the only foreign language option available in compulsory education. It has clearly been elevated to the status

of “marvellous tongue” (Pennycook, 1998), and in 2000 there was even a proposal to make it the official second language (Suzuki, 2006).

Japan is also an interesting country in which to research English language attitudes, due to the increasing opportunities for ELF and the recent proposals that have been suggested for a new approach to ELT. Furthermore, Japan is a member of the Expanding Circle and as Canagarajah (2006) and Berns (2005) note, more research is needed there. A body of literature on Outer Circle Englishes exists and it is hoped that this study will contribute to an understanding of Expanding Circle English, its use and the attitudes of those learning it. There is also already a well-established discourse of GE in Japan and the journals, *Asian Englishes* and the Japanese Association for Asian Englishes, both originated there. It is the intention of this research study to push the GE discourse further and to suggest directions for both future research and ELT.

1.4 Thesis structure

Chapters Two and Three provide a literature review. Chapter Two comprises an overview of the theoretical developments surrounding the spread of English. It begins with a critical review of the rise in importance of the NES in ELT, followed with a critique of the literature that questions the relevance of the NES, leading to a discussion of the growing importance of GE. It supplies a contextual backdrop for the study, to enable a deeper understanding of the research participants’ wider social context. The role of English in Japan, the development of a distinct Japanese variety of English and attitudes towards it are examined.

Chapter Three concentrates on the importance of studying language attitudes. Relevant research is critically examined and it provides the theoretical basis regarding the need for further study.

The subsequent chapters relate to the empirical study. Chapter Four gives a detailed description of the methodological design. Firstly, the objectives and the research questions

are outlined, followed by an account of and rationale for each of the research methods. Next, the research questions are discussed, followed by a description of the methodology. The chapter also discusses the research setting, data collection procedure and the development of the research instruments. A brief discussion of the credibility of the research findings is then undertaken before the ethics and risks of the study are detailed. Finally, the limitations of the study are discussed.

Chapter Five presents the quantitative results and begins with an outline of the respondent characteristics and statistical procedures. The results are then stated in relation to the research questions. The chapter then presents the open-ended data analysis tools, followed with the development of the thematic framework, the open-ended results and ends with a summary of the questionnaire results.

Chapter Six begins with an outline and description of the interview data analysis tools, followed by an explanation of the transcription guidelines and an overview of the development of the thematic framework. The interview results are presented in relation to each main theme, followed by a summary.

Chapter Seven presents the focus group results. The data analysis tools are described, followed with the thematic framework. This follows with the results and the chapter ends with a summary of the results in relation to previous results.

Chapter Eight begins with a comparison of the results over the different data methods. Then, a more holistic summary is offered in relation to previous research and literature.

Chapter Nine provides a summary and conclusion. It begins with a brief synopsis of the literature review and then returns to the objectives of the study and the research questions, giving a summary of the results. The chapter also provides a discussion of the implications of the research in relation to ELT and outlines approaches to Global Englishes Language Teaching (GELT). It concludes with a consideration of the limitations of this study and possible areas for further research.

Chapter Two: English and English language teaching

This chapter provides an analysis of the literature concerning the dominance of the NES in ELT, followed by a discussion on the diminishing importance of the NES in light of the use of ELF. It then proceeds to examine the growing importance of GE and related suggestions for ELT.

2.1 The native English speaker in English language teaching

Traditionally, theories about language learning have typically posited the Native Speaker (NS) as the ‘ultimate goal’ (Van der Geest, 1981; Stern, 1983) and, as with “many hegemonic practices, there has been a tendency to accept it without question” (Phillipson, 1992:15). The NES is used as a yardstick of competence and many language attitude studies have concluded that students prefer Native English (NE). Chomsky’s use of the expression “native speaker” as the “ideal speaker-listener, in a completely homogenous speech community, who knows its language perfectly” (Chomsky, 1965), has resulted in the NS ideal remaining a central part of the ELT profession. Furthermore, even when the focus shifted from the Chomsky-inspired idea of “linguistic competence” to the Hymesian notion of “communicative competence”, despite not being Hyme’s intention the NS served as the yardstick (Rajagopalan, 2004; Rampton, 1995). The attitudinal loading of terms such as “native speaker” have also translated into a preference for NSs (Mahboob, 2004:77) and the NS’s status as “the uncrowned king of linguistics” (Mey, 1981:73) is upheld.

NESs dominate ELT materials, examinations (Cook, 1999; Seidlhofer, 1999) and major ELT periodicals. Thus, as Jenkins (2007:48) states, “NNS English countries emerge as places where NSs of English go to teach, NS countries as places that NNSs go to learn, and where experts and authoritative publications originate”. This prejudice is also evident in hiring practices (Bamgbose, 1998; Cook, 2005), as figure 2.1 shows. In countries such as Japan, where interlocutors are likely to be other NNESSs, obtaining a teaching position for a

NNEST is almost impossible, although for a Native English Speaker (NES), education is merely “preferred”. Thousands of language teaching jobs worldwide advertise for NESs, “addressing a hypothetical preference by L2 learners for NESTs” (Moussu and Llurda, 2008:316). However, as the next chapter will highlight, how far students’ preferences for NESs or NESTs justifies the status quo is questionable.

Figure 2.1: A selection of job advertisements in Japan.

ENGLISH TEACHER.

Full-time. 250,000yen/month..... Native English speaker and university degree (**Education preferred**) required.'

ENGLISH TEACHER. Full-time, 40 working hours/week. Native English speaker required. "**University degree not required** if applicant has visa."

ENGLISH TEACHER. Full-time, 40 working hours/week. Follow an English language curriculum which contains detailed lesson plans for every class. Teaching experience preferred. "Applicants from countries where English is not the native language must have a total of at least **10 years of education** from schools where English is the primary mode of education, including a **Bachelor's degree** from an English speaking country."

(ohayosensei.com, February, 2009).

In addition, as Cook (1999:196) points out, “this acceptance of the native speaker model does not mean these attitudes are right”. Nevertheless, Clark and Paran’s (2007) questionnaire results show that the majority of those responsible for hiring teachers judged the ‘native speaker criterion’ to be either moderately or very important. Moussu’s (2006) study also showed that hiring NESs is often a political and money-driven move. NESs continue to attract students, although as Holliday (2008) argues, it is unlikely how far students’ preferences would be provided for if, for instance, they requested male or white teachers.

Additionally, despite the spread of English and the use of ELF, indigenised, ‘new’ varieties are still viewed as ‘deficient’ or ‘fossilised’ versions. Bamgbose (1998) argues that, while NES English change is often seen as a sign of creativity and innovation, NNEST-led change is labelled as an error. Mufwene (2001:107) adds that the indigenised Englishes of the Outer Circle are treated as the “illegitimate” offspring of English, while NES varieties are regarded as the “legitimate” offspring because of the (mistaken) belief that they have

evolved from old English without “contamination”. However, as English spreads beyond its original boundaries, many countries are making it their own as they adapt it for their uses. This will be discussed more fully in relation to Japan in the latter part of this chapter.

However, as outlined in Chapter One, despite their dominance, the idealistic notion of the NES prevalent in the 1960s has been called into question in recent years. The ‘decline of the NES’, leading to the growing awareness of GE and the need for curriculum reform in ELT, will now be discussed.

2.2 The decline of the native English speaker

The decline in importance of the NES can be seen in many ways. Firstly, the legitimacy of the term has been called into doubt (Braine, 1999; Kramsch, 1997; Medgyes, 1994; Paikeday, 1985), a number of people have questioned the notion that NESs represent the ideal teacher (Mahboob, 2004; Medgyes, 1994; McKay, 1992; Pacek, 2005; Phillipson, 1992; Prodromou, 1992; Rampton, 1990; Tang, 1997; Widdowson, 1994) and there has also been a growing realisation of the cultural problems NESs face when teaching abroad (Pacek, 2005). Furthermore, the growing awareness of GE, firstly WE and more recently ELF, has highlighted the increasing irrelevance of the NES model in ELT.

2.2.1 Legitimacy of the terms ‘Native’ and ‘Non-native’

A substantial body of literature exists on what defines a NS (Davies, 1991, 2003; Nayer, 1997; Park, 2007; Paikeday, 1985 and Rampton, 1990, 1995). Many scholars have attempted to provide a workable and rational distinction between a NES and a NNES. Paikeday (1985) argues that the NS “exists only as a figment of a linguist’s imagination”, preferring the term “proficient user”. Rampton (1990, 1995) proposed that, in addition to language expertise, the concept of a NS includes language affiliation and language inheritance, although “expertise” is the main criterion. Davies (1991, 2003) proposed five defining features of a NS although these are neither necessary nor present in all average

NESs. Furthermore, studies reveal that many self-ascribed NNEs can pass for NESs in certain situations (Inbar-Lourie, 2005) and that self-ascribed NESs can be taken for NNEs by their students (Moussu, 2006).

The terms ‘native’ and ‘non-native’ have been criticised for being evaluative and judgemental, ascribing power to NESs, while presenting the NNEs as “lacking” something (Holliday, 2005). It has also been viewed as “a skewed perspective” (Firth and Wagner, 1997) and this “life-long apprenticeship for the L2 speaker” (Tollefson, 1995) undoubtedly has negative effects on the confidence of NNEs, and hinders Second Language Acquisition (SLA). Cook (1999) refers to Labov’s (1969) classic argument that one group should not be measured against the norm of another. People cannot be expected to conform to the norm of a group to which they do not belong, whether groups are defined by race, class, sex, or any other feature.

Moreover, as Seidlhofer (2003b:183) argues, the terms imply homogeneity, although most NESs don’t speak a “standardized” version and monolingualism is no longer the norm. Furthermore, the division is not clear cut and “the concepts ‘native speaker’ and ‘mother tongue speaker’ make little sense in multilingual societies where it may be difficult to single out someone’s mother tongue” (Kirkpatrick, 2007:9).

Nevertheless, the terms NES and NNE have now become the reality and the former continues to be used as a yardstick of competence in the language. Thus, despite the various problems associated with these terms, they are commonly used and, while the terms are utilised in this thesis, it is important to note the problems with them discussed above, particularly today, when more importance should be placed on multilingual users.

2.2.2 Questionable targets and growing awareness of English as a lingua franca

In addition to the irrelevance of the terms, the issue of expecting near-native proficiency has also been heavily discussed in the last two decades (e.g. Cook, 1999; Firth and Wagner, 1997; Kramsch, 1993; Medgyes, 1992; Modiano, 2001; Smith, 1983; Timmis, 2002; Tollefson, 1995), and it is becoming increasingly clear that new competencies are required

to make English more relevant for ELF usage. The NES model has been criticised in terms of its impossibility (Cook, 2005) and research carried out from the 1970s to the 1990s, involving both NESs and NNESs has demonstrated that NES accents are by no means the most intelligible to NNES ears (Jenkins, 2006a). “In Brussels, native English-speakers are notoriously hard for colleagues to understand: they talk too fast, or use obscure idioms” (The Economist 12.02.09). In fact, NESs are often at a disadvantage when brokering deals in their mother tongue and foreign clients often prefer to work with other NNESs (Newsweek, 5.05.08). Consequently, companies have been set up, such as London’s Canning School, to teach “Offshore English”, which consists of roughly 1,500 of the most common English words and excludes idioms, which are often unintelligible to many speakers of other varieties of English (Canning website, n.d).

Furthermore, in an era where English is increasingly used in international contexts, a re-assessment of student goals is required (Ferguson, 2006; Llurda, 2004), as the NES model fails to equip students for the real-world uses of English, at least for those who do not require English for NES contexts (Grau, 2005). Many believe that English now “belongs to everyone who speaks it, but it is nobody’s mother tongue” (Rajagopalan, 2004:111) and Widdowson (1994:385) states “How English develops in the world today is no business whatever of native speakers in England, the United States, or anywhere else.....They are irrelevant”. However, this claim is not widely accepted and Trudgill (2005:87), for example, notes that, while NESs may not “own” English, it “stems from them” and even “resides in them”, although as Jenkins (2007) notes, this is only true of NE. Perhaps more correctly, Brutt-Griffler (2002:179) notes that Inner Circle varieties are only the “source of a world language, not the world language itself”. As Widdowson (1997:136) notes, language “is not transmitted without being transformed” and English has not spread as a “set of established encoded forms” (ibid:139) like a “franchise language”, but “it spreads, and as it does it gets adapted as the virtual language gets actualized in diverse ways, becomes subject to local constraints and controls” (ibid:140).

Jenkins (2006b) distinguishes between a foreign language and a lingua franca. In the former, the ultimate goal may be near-native competence, a “deficit” perspective prevails and code-

switching/code-mixing is viewed as the result of gaps in knowledge. On the other hand, in the latter, code-switching and code-mixing are seen as natural. “Multicompetent” language users (Cook, 1999:190) should not be penalised for using their L1 and own culture (C1) as a resource to aid communication. From this perspective, concepts such as interlanguage and fossilisation are irrelevant.

2.2.3 English as a lingua franca

Smith (1976) discussed EIL as early as 1976 and Jenkins (2003) notes that, since the mid 1990s, it has become increasingly common to find EFL speakers referred to as speakers of EIL or, more recently, ELF. The large number of terms can cause confusion and researchers must be clear about those that they choose to employ ¹. In this thesis, WE, ELF and GE are the chosen terms. The concept of WE includes varieties of English from the Inner Circle, Outer Circle and Expanding Circle, and ELF involves the use of English between speakers from different L1s. GE includes both concepts and, in the ELT context, involves raising students' awareness of GE amongst other things.

Therefore, in this thesis, the term ELF is used to describe English when it is used in intercultural situations. Phillipson (2008; 2009) claims that labels such as “lingua franca” are misleading, lead to the belief that the language is culturally and ideologically neutral, and substantiate the processes of language hierarchisation. He believes that “English is frequently legitimated in this way by its native speakers” (Phillipson, 2008:260), a point also raised by Holliday (2005:9), who criticises the concept of ELF as “yet another ‘Centre-led’ definition of what English should be”. However, English is, already, the ‘default language’ in a number of fields, and researchers, who are mostly NNEs, do not ‘ignore’ other languages, but seek to empower NNEs. ELF researchers recognise the problems associated with the spread of Inner Circle English, and ELF minimises the aspects of

¹ Various other terms have been used to describe the use of English among people from different language backgrounds, including “World English” (Brutt-Griffler, 2002), “English as a Global Language” (Crystal, 2003; Gnutzmann, 1999), “English as a world language” (Mair, 2003), “International English” (McKay, 2002), “Global English” (Crystal, 1997) and “English as a medium of intercultural communication” (Meierkord, 1996).

linguistic and cultural imperialism, seeing the L1 and C1 of its users as a resource, not a hindrance. ELF is not one single variety of English, but the English used by people of different L1s. Similarly, it does not represent a simplified version of English, but is a description of the way in which English is used between speakers of different languages. It is a very different concept to ESL and EFL, and although it includes NESs, empirical work on describing it does not involve a large proportion of them (Seidlhofer, 2004).

Additionally, it is not a NES that provides a linguistic reference point, but an “expert in ELF use” (House, 2003). Therefore, ownership is removed from NESs, ELF speakers construct their own norms, and unlike Inner Circle English, it is not a “lingua frankensteina”. It does not destroy other languages, but embraces them.

While attempts at the systematic study of the nature of ELF are scarce in comparison to NE, in recent years a lot of research has been conducted. Research has been carried out in phonology (Jenkins, 2000), the use of idioms (Pitzl, 2009; Seidlhofer and Widdowson, 2009), pragmatics and culture (Baker, 2009; Cogo, 2009; Hülmbauer, 2009; House, 2003a; 2003b; Kaur, 2009; Mauranen, 2006; Meierkord, 2002; Pitzl, 2005; Pölzl, 2003; Pölzl and Seidlhofer, 2006) and lexicogrammar (Björkman, 2009, 2010; Breiteneder, 2005; Dewey, 2007; Seidlhofer, 2004). Other ELF research has also shown how ELF speakers exploit ‘virtual language’ (Widdowson, 1997, 2003; Seidlhofer and Widdowson, 2009) and shared ‘non-nativeness’ when they use ELF (Firth, 1996; Hülmbauer, 2009). There is also an increase in corpora (e.g. the English as a lingua franca in Academic settings (ELFA) corpus (Mauranen, 2003), the Studying in English as a Lingua Franca (SELF) project, the Vienna-Oxford International Corpus of English (VOICE) (Seidlhofer, 2004), the Asian Corpus of English (ACE)) and dictionaries (e.g. The Macquarie Dictionary (1997) which includes words from a range of Southeast Asian Englishes). Such work has shown that ELF features are not just “errors” caused by different L1s, but common features of spoken English. These studies are invaluable to raising the profile of ELF and understanding the forms and functions of English in international situations. Jenkins’s (2000) work on phonology, for example, highlights the pronunciation features which impede mutual intelligibility in ELF conversations and those that are essential for intelligibility. This ground-breaking research supports arguments in the literature of the irrelevance of NES norms for those that use

English in international contexts and adds to the very scarce bank of resources available to teachers interested in GE.

Work in this area is clearly growing and more research is needed to investigate the possible transition from ELT to GELT, particularly in contexts where English is being learned to use as a global lingua franca. Research is needed that investigates new ways of raising students' awareness of GE, how speakers from very different L1s and C1s interact to construct meaning, and peoples' attitudes should be explored. While, for many, the NES model may be preferred and even more relevant, the presence of alternatives will ensure that students are making an informed choice. The continued use of the NES model perpetuates stereotypes that NESs 'own' the language and promotes the fallacy that the ultimate goal of English language learners is to achieve native-like competence. In addition, the continued recruitment of NESs as English teachers also reinforces the narrow definition of pedagogical expertise. NES norms also prevail in ELT, due to the lack of other options and unawareness about GE.

The next section continues with an examination of the main proposals for GE that have been put forward in recent years.

2.3 Teaching English: Global Englishes Language Teaching

English is now not only a global language, but is taking on many different forms in the various contexts in which it is used. As a result, students learning the language may now require something very different. Thus, while it has been pointed out that no firm curriculum proposals can be made without further research, many scholars have begun to suggest future directions.

Suggestions for a new approach include a focus on the global nature of English and raising students' confidence as speakers of a global language. A review of the literature and proposals suggest that Global English Language Teaching (GELT) would include a focus on NNE and ELF, including the students' own variety of English, GE related issues, ELF

contexts and communities and awareness raising in relation to GE culture and identity. In this approach then, English is disassociated from its NESs, and, with regards to linguistic benchmarks, emphasis is taken away from the NES and put on the ‘Expert ELF users’. These proposals are examined in turn below.

2.3.1 Increased Exposure

English is now spoken in almost every corner of the globe and we are now faced with who the legitimate speakers of this global language are and whose variety is worthy of description. However, with several ‘owners’ from disparate backgrounds, GELT promotes a more global ownership of the language. Instead of striving to conform to rigid, outdated NES norms, as Cook (1999) pointed out, people should not be expected to conform to the norm of a group to which they do not belong. ELF speakers form part of an ELF community and, thus, it is irrelevant for them to be compared to members of this group. In GELT, NNEs are treated as people in their own right and not as deficient NESs (Cook, 1999). Thus, one approach is to legitimise different varieties of English through exposure to the global uses of the language.

There is a body of literature that supports the notion that students should be exposed to WE, particularly the Outer Circle and Expanding Circle (Y. Kachru, 1992; Matsuda, 2002; Morrison and White, 2005; Morrow, 2004). Suggestions include teaching students how to accommodate differences in accent, lexicogrammar and discoursal strategies to prepare for ELF usage. As Moussu and Llurda (2008:331) note, “exposing ESL and EFL students to multiple accents and cultures can only be beneficial to them” and “exposing all speakers of English to as many varieties of English as possible would do more to ensure intelligibility than trying to impose a single standard on everyone” (D’souza, 1999:273). This includes raised awareness of varieties of the language and that communication is about negotiation of meaning (Erling, 2005). While ELF work is more useful for those students learning English to use in international contexts, as Matsuda (2002) points out, exposure to NNE

can also increase familiarity, listening comprehension, reduce stereotypes that English is only spoken by NESs and increase positive attitudes towards NNE.

However, it is not suggested that teachers introduce every variety. Instead, research is needed that examines students' needs, and, of course, those most salient to them. While this may be Inner Circle English for some, the inclusion of a more global approach to ELT should be investigated.

2.3.2 Local relevance and culture

Culture has been a feature in many of the discussions on ELF (Baker, 2009; House, 2003a; 2003b; Jenkins, 2006b, 2006d; Jenkins, 2007; Kirkpatrick, 2007; McKay, 2002; Meierkord, 2002; Polzl, 2003; Prodromou, 2008; Seidlhofer, 2006) and cultural awareness is a crucial part of successful intercultural communication (Byram, 1997). Nevertheless, textbooks in places like Japan, for example, continue to be filled with Inner Circle culture, and learners are often expected to drop their own cultural (C1) identity.

However, in international contexts, a number of people with different C1s interact in various "communities of practice" (Seidlhofer, 2007, 2009), "with their particular ELF registers constituting shared repertoires for international/intercultural communication" (Seidlhofer, 2009: 238-9). Pennycook's (2007) notion of "transcultural flows" is helpful. He suggests that global languages and cultures offer alternative identities and forms of expression, while at the same time being re-shaped to meet local needs. Thus, for ELF users, culture and language can be viewed as hybrid, fluid and constantly changing, as people shape the language and the culture to meet their own needs in various "communities of practice". Therefore, participants in ELF communication may also be seen to co-construct a "'third space'" (Baker, 2009; Polzl, 2005). In traditional ELT, English is linked to the culture of NESs, but, in ELF communication, people can construct their own cultures and language use is related to context. As pointed out by Baker (2009), Rampton's (1995) notion of "crossings" is helpful. In a UK-based study of communication between different ethnic groups in the UK, he identified "liminal moments" or "crossings", when language

users, who are not part of a community, adopt the language for their own purposes or needs which leads to a code-alteration of the language by a minority of outside users. Meierkord's (2002) analysis of a corpus of recordings of conversations by overseas students in the UK also showed that cultures are constructed in communication.

This hybrid and fluid nature of ELF makes it undesirable to teach one fixed cultural model. Modiano (2005) suggests that students need to learn how to position themselves as members of their own culture, as opposed to prospective members requesting acceptance/admittance of a foreign group of L1 speakers. Canagarajah (2005) also refers to cultures as hybrid, diffuse and de-territorialised, he notes that English learners are not learning to join a single language community, but are "shuttling between communities", between the local and the global, where a variety of norms and a repertoire of codes are to be expected. Local knowledge and practices in English use should be valued and he proposes a move away from NES expertise to a focus on multi-lingual and multi-cultural communicative practices, and on negotiation and communicative strategies; a theme that will be returned to in the next section.

Recent ELT proposals have seen many calls for the need to make ELT more socioculturally sensitive and appropriate (Bhatt, 2001; Holliday, 1994, 2005; Kramsch, 1993; Kubota, 2001; Luk, 2005; McKay, 2000; Modiano, 2001) to reflect local identities and incorporate local as well as worldwide norms (Canagarajah, 2005; McKay, 2002; Phillipson, 2003b). The aim is to promote English as a means to articulate local cultures, as opposed to a means of integrating into a foreign culture.

Norton (2005) adds that language teachers also need to develop an understanding of their students' investments in the language and their changing identities, stressing the importance of incorporating their experiences into the classroom and future opportunities for English use. As the next chapter illustrates, it is surprising that many studies in this field have either neglected to directly involve students or neglected to investigate their actual uses of English, and their perceived future usage. Such information is invaluable to teachers and language planners today to make ELT more relevant for students, and more research is needed in this area to help inform curriculum and materials development.

As with selecting varieties of English, however, selecting cultural references is complex, particularly due to the hybrid nature of ELF cultures. Language cannot be taught in a culturally neutral manner and people always bring different cultural references with them. Byram's (1997) Intercultural Communicative Competence (ICC) is useful. It offers an extension of Hymes's (1972) Communicative Competence, taking account of the specific needs, goals and difficulties of interaction across cultures. Thus, students can learn a language and a culture together and this approach allows students to move from superficial representations of different cultures to critical understandings. Therefore, since GELT aims to teach students how to participate in various 'communities of practice' and how to 'shuttle' between them, this approach is useful, since, in the final stage of ICC, 'critical awareness', students learn how to mediate between cultures and critically compare norms and beliefs, etc. This approach to teaching culture clearly fits well with GELT and students can learn about their own culture, but also how to mediate between different cultures as intercultural speakers (Byram, 1997; 2008a).

In addition, students are introduced to the idea of having a multilingual and multicultural identity. This approach may raise students' awareness that English speakers from a multitude of language and cultural backgrounds use English today and that their own variety of the language can be used as a resource. Overall, it aims to convince them that "they are successful multi-competent speakers, not failed native speakers" (Cook, 1999:204) and increase their confidence.

2.3.3 Introduction to GE related issues

Sifakis and Sougari (2003) also outline the need to raise students' awareness on what they term "EIL-related matters" including the "need" for an international language today, the reasons for the spread of English, the relationship between English and their mother tongue and information on the possible detrimental effects of English on their mother tongue or local dialect. Here, the importance of studying the country's own variety of English is also stressed, in order to understand the role it plays in society, as well as the way it has been

appropriated for the local context. As Tsui and Tollefson (2007) note, English has been adapted to local contexts and has become a crucial component of Asian countries' policies to engage in globalisation and to represent their local cultures to the world. English has become an integral part of the national identity of these countries and, therefore, NES norms are no longer appropriate.

GE related issues include the spread of the English language, attitudes towards it, concepts of 'Standard English' (SE), the evolution of different varieties and the use of English worldwide. An introduction to such issues may influence students' perspectives on the way English is viewed. Different emphases are possible in the discussion of GE. For example, Phillipson (2009:8) argues that "the study of the international role of English needs to engage with US history, the consolidation of the language nationally, and with its promotion worldwide as a constituent of American empire. This necessitates a multidisciplinary approach." On the other hand, Tsui and Tollefson (2007) noted, English has been adapted to local contexts and has become a crucial component of Asian countries' policies to engage in globalisation and to represent their local cultures to the world. According to these authors, English has become an integral part of the national identity of these countries. Overall, through studying the role of English in different countries, GELT raises students' awareness of how as an international language, English has become part of the identity of many 'NNEs', and it may also help them to understand the role English plays in their country and their own lives.

2.3.4 Flexibility

Thus, as stakeholders of an international language, further suggestions have been made to train students to "shuttle between communities" (Canagarajah, 2005:xxv) and learn multiple forms of competence (Phillipson, 2003b). ELF users encounter different varieties of Englishes and cultures, and are likely to need detailed knowledge about the differences in varieties of English as well as accommodation and co-operation skills, as they negotiate and mediate communication. McKay (2002) stresses the need to help learners develop

interaction strategies and Dörnyei and Cizer (2002) have also re-examined the theory of integrative motivation, since many L2 learners may now not wish to integrate into a NS English culture, but into what they refer to as “the world at large”. Thus, research is required that investigates how best to prepare students to adjust, accommodate and adapt their speech in ELF contexts instead of expecting them to follow a rigid set of rules based on the NES model.

This approach is not an attempt to “replace one model with another”, with a “one-size-fits-all model of English” (Saraceni, 2008:22), but as discussed earlier, the NES model clearly needs to be revised. ELT must rid itself of the “comparative fallacy” (Cook, 1999) and NNEs should not be judged against unfair norms. Thus, GELT would focus on raising students’ awareness of the norms and behavior patterns of other ELF speakers and, instead of attaining native-like proficiency, the aim would be mutual intelligibility. This may challenge stereotypes that communication is not achieved by conforming to a “fixed” set of norms of minority users of the language. The NES model that focuses on sameness and uniformity is no longer relevant and students need to learn that nothing is ‘fixed’, but that ELF is fluid and dynamic. The language that is currently taught is not the language currently used worldwide. In this new teaching approach, NESs are not completely ignored, but there is less focus on them and they are not seen as a linguistic reference point, but as one of the many groups of users of an international language.

ELF research is useful in informing GELT, although descriptions, such as corpus data, cannot simply be transferred into teaching materials. As Widdowson (1991: 20) notes, “[l]anguage teaching cannot simply be based on descriptive facts... These are “factors” to be considered, of course, but not facts to be uncritically incorporated into prescriptions”. Nevertheless, awareness can be raised and teachers can use these studies to make their classrooms more accommodating to ELF. The VOICE corpus, for example, includes transcriptions of over a million words from spoken ELF interactions, which is leading to a greater understanding of the lexico-grammar of ELF (Seidlhofer, 2004). The recent addition of audio material also furthers the usefulness of this resource. Similar work has been done with pragmatics and culture (Baker, 2009; Cogo, 2009; Hülmbauer, 2009; House,

2003a; 2003b; Kaur, 2009; Mauranen, 2006; Meierkord, 2002; Pitzl, 2005; Pölzl, 2003; Pölzl and Seidlhofer, 2006) and lexicogrammar (Björkman, 2009, 2010; Breiteneder, 2005; Dewey, 2007; Seidlhofer, 2004). These studies show how ELF users use the language and can be very useful to students, teachers and language planners. There is no suggestion that language patterns should be copied or followed, since ELF is fluid and ever-changing. However, they provide a good starting place to see how English is used worldwide today in different contexts and communities.

In order to equip students with a repertoire of skills and knowledge to draw upon to communicate in ELF contexts, ELF research is useful, once again. Here, Bjorkman's (2010) research, showing how rising intonation aids communication, is helpful. In addition, Kaur's (2010) study of naturally occurring spoken interactions in ELF, between participants of a range of first language and cultural backgrounds, revealed that several interactional practices are used, such as repetition, paraphrase and various confirmation and clarification procedures. Such studies are helpful to understand the common, shared interactional practices employed by ELF speakers to reach mutual understanding. Other research has also shown how ELF speakers exploit 'virtual language' (Widdowson, 1997, 2003; Seidlhofer and Widdowson, 2009) and shared 'non-nativeness' (Firth, 1996; Hülbauer, 2009). In addition to these skills, students' awareness can also be raised of the fact that code switching and code mixing are natural (Jenkins, 2006b).

Thus, the focus is on encouraging students to see themselves as "Multicompetent" language users (Cook, 1999), with opportunities to use, or at least be exposed to, ELF. Students learn that communication is not achieved by conforming to a set of 'fixed' norms belonging to a group of minority users of the language, and are also encouraged to see their L1 and C1 as a resource, as opposed to a hindrance. More emphasis is placed on pragmatic strategies as opposed to the grammar of NESs and linguistic benchmarks set by monolinguals are critically examined.

2.3.5 English teachers

Recent years have also seen calls for the employment of more NNESTs (B. Kachru, 2005; Holliday, 2005; Moussu and Llorca, 2008; McKay, 2003; Phillipson, 2003b). NESTs' qualifications have also come under scrutiny (Browne and Evans, 1994; Butler, 2007; Conell, 2003; Crooks, 2003; Helgeson, 1991; McConnel, 2000) and, with changes in users of English, many are questioning how far 'foreign' expertise and methods are exportable to different cultures (Canagarajah, 1999; Luk, 2005; Miller, 1995; Pacek, 2005; Pennycook, 1994; Phillipson, 1992).

Since the early 1990s, there has been an ever increasing importance attached to NNESTs (Braine, 1999; Cook, 1999; Medgyes, 1994; Thomas, 1999) and their merits have been well documented (Cook, 1999; Medgyes, 1992, 2001; Phillipson, 1992; Tang, 1997; Seidlhofer, 1999). These include qualifications, English learning experience, knowledge of students' L1 and cultural backgrounds, experience as a language learner, knowledge of students' needs, similar attitudes to teacher/student roles in the classroom, etc. However, while such factors help NNESTs pinpoint those linguistic and non-linguistic issues that are difficult for their students and help them facilitate the learning process, it should not be forgotten that many NESTs have experience as language learners and many are proficient in the students' L1 (Galloway, 2009).

Both groups of teachers have benefits and contribute something to the classroom. However, NESTs still continue to be employed in larger numbers in many countries. Phillipson (2009:22) notes, "One wonders how it can be that monolinguals are seen as experts in second language acquisition". This echoes Cook's (1999:196) point that NNESTs who desire to sound like NESs have "accepted the role assigned to them in a society that is dominated by monolinguals and where bilingualism is a problem but monolingualism is not".

A number of suggestions have, therefore, been made for a new approach in ELT. This includes respect for the learners' L1 and C1 and recognises that many students today are learning English to participate in a global, not a NES context. While Cook (1999:196) notes that "abandoning the native speaker totally may be unrealistic because this model is so

entrenched in teachers' and students' minds' and because for some students, the target audience may well be NESs", studies are needed that investigate students' needs and opinions. Whether using English with a NES or as a lingua franca, intelligibility is crucial and students need to learn to be flexible communicators. Research is also required that investigates what varieties of English are salient to them and their attitudes towards them. Nevertheless, people are questioning NES norms, examining how people use ELF worldwide and making suggestions for change. While the field of ELT has not yet made this departure from NES norms, further studies in this area will help these proposals.

The arguments put forward here, therefore, reflect a very different concept to traditional ELT. GELT focuses on diversity and the purpose of learning English is to use the language with a variety of people, as opposed to a minority group. The target would be based on diversity and flexibility and the emphasis on developing skills to interact with people from different language backgrounds. Suggestions for change have also been made in the Inner Circle² and it is important to remember that the burden of international communication does not only lie with NNESS; Inner Circle speakers also have to learn how to adjust their speech and accommodate speakers of other languages.

2.4 Barriers to change

In addition to these proposals, while WE may have been a familiar term for a number of years, ELF is also gaining prominence at worldwide linguistics and ELT conferences, and, in recent years, many plenary speeches have been given at worldwide SLA and ELT conferences. Nevertheless, few practical proposals have been tried and tested and there appears to be a theory/practice divide. As Saraceni (2009:177) notes, "the volume of such academic attention does not seem to have had a tangible impact on actual classroom reality". Indeed, when ELF researchers have been seen to relate their work to ELT, they

² As noted in the DEMOS think tank publication (Jones and Bradwell, 2007), the changes in the uses of English have also created a new agenda for the British government. The publication states that varieties of English should not be seen as "amusing corruptions" and "interlanguages" (p88), but as varieties of English in their own right. Furthermore, the importance of cultural literacy and accommodation skills to communicate with speakers of different varieties of English are also stressed.

have met severe criticism (e.g. criticism from Kuo, 2006; Mukherjee and Rohrbach, 2006; Saraceni, 2008, 2009). However, Jenkins (2007:19) notes that many criticisms of ELF stem from misunderstanding, and that an “invisibility myth” appears to exist. Trudgill (2005), for example, dismisses the claims that NNEs use English more than NESs, and Quirk (1985) argues that speakers in the EC use English for mainly external purposes and, thus, “for the relatively narrow range of purposes for which the non-native needs to use English (even in ESL countries) is arguably well catered for by a single monochrome standard form”. Nevertheless, as Jenkins (2007) notes, he fails to recognise that no such thing exists, except ideologically (for a detailed overview of these misconceptions and responses see Jenkins, 2007; Seidlhofer, 2006). Further misunderstanding is evident in Saraceni (2008:22), who claims that the concept of ELF attempts to “replace one model with another”, with a “one-size-fits-all model of English”, and that ELF research does not involve a representative sample of speakers. This is obviously not the purpose of ELF research and, as Cogo (2008:58) notes in her response, ELF “describes the diversity and appropriacy of use in special local and lingua franca contexts of use”, and research does not exclude any kind of speaker.

GE related research is important here because descriptions of WE and ELF, as well as investigations into ELT approaches, may result in their representations in materials, syllabi and examinations, which, in turn, makes them more accessible for language teachers. In fact, many of the studies in the next chapter reveal that teachers’ often negative attitudes towards GE stem from practical limitations. This is understandable given the lack of resources available, which, as mentioned previously, cannot be properly addressed until extensive conceptual work has been carried out. Moreover, Morrison and White (2005) point out that textbooks continue to bias the NS and even those that claim to include varieties of English often focus on Inner Circle speakers. In their study into the legitimate representation of WE, Morrison and White (2005) found that while the speakers in *Englishes of the World* (Sanshusha, 1999) were all from the countries they represent, the voices on the CD of *Communication Strategies* (Longman, 2003) belonged to professional American actors. Similarly, the Japanese student, ‘Mika’ in *Select Readings* (Oxford

University Press, 2002), was also an American actor. This is discussed further in relation to Japan in the next section (2.5.2, p. 29-31).

On the other hand, in recent years, a number of books have been published to introduce students to the history of English, the sociolinguistic uses of the language and descriptions of different varieties and the issues surrounding them (Brutt-Griffler, 2002; Jenkins, 2003, 2009; Kachru et al, 2006; Kirkpatrick, 2007; Melchers and Shaw, 2003). However, only Kirkpatrick's has an accompanying CD and they are all aimed at advanced English users. In addition, Melchers and Shaw's publication is mostly concerned with the Inner Circle, with a mere ten pages for Expanding Circle Englishes, and Kirkpatrick's (2007) text devotes 30 pages to the Inner Circle, 68 to the Outer Circle and 18 to the Expanding Circle, although it has a further 16 pages for a discussion of ELF. Additionally, while Jenkins (2009a) includes discussion questions and activities, making it more suitable for classroom use, there is a lack of resources for lower level students. Nevertheless, these materials are useful for teacher education and for advanced students.

In addition, a few education departments include GE components (cf. Baumgardner, 2006), such as many UK Masters courses in Applied Linguistics or TESOL at various universities. Nevertheless, there is little evidence of this in ELT classrooms around the world. Chukyo University in Japan has a WE department, although the majority of teachers remain to be NESs, and there is a focus on WE, particularly the Outer Circle, as opposed to ELF. Nevertheless, the very existence of such a department in the Expanding Circle is very promising.

Language testing represents another barrier to these suggestions for change due to popularity of tests such as Test of English for International Communication (TOEIC), Test of English as a Foreign Language (TOEFL), International English Language Testing System (IELTS) and Certificate of Proficiency in English (CPE). However, while test-takers vary drastically in their linguistic and cultural backgrounds, these tests continue to use NES norms, meaning there is a difference between the English used by test-takers and the English studied for tests. "Rating criteria and the practices of raters should be re-considered and re-established, so as to acknowledge the evolution of World Englishes"

(Kim, 2006:37). While research in this area is scarce, ELF descriptive work and research on students' uses of English and their attitudes towards it is very important to provide a basis from which to examine appropriate assessment strategies. Jenkins (2007) provides a critique of various language tests, noting that the accompanying IELTS practice test CDs, which claim to provide a range of "international dialects and accents", use NESs. Moreover, TOEFL, as a test of academic English, also expects students to defer to NES academic norms. Jenkins (2007) suggests that tests could be made more relevant by prioritising accommodation skills and not penalising students for forms that ELF researchers are showing are common and intelligible among ELF speakers.

2.5 Japan

When investigating language attitudes, the strength of the attitude-behaviour relationship is highly dependent upon the wider social context (Erwin, 2001). Therefore, in order to provide a fuller picture of the society in which Japanese university students operate, it is essential to investigate the position of English in Japan, as well as the history of contact with English and the way in which it is taught. It is also important to examine the development of the distinct variety of English that has emerged in Japan and peoples' use of the language, their attitudes towards it and their learning needs.

2.5.1 Historical context

The first contact with the Europeans came with the arrival of the Spanish and Portuguese in the latter part of the sixteenth century. However, due to the isolationist policies of the Tokugawa Government, contact was minimal. In 1608, trade links were established with the Dutch and a small Dutch trading post was created. The Dutch became the dominant European contact and Dutch was the only European language studied (by an elite group of scholars).

However, in 1853, the American mission arrived to gain trading concessions for the USA and Japan was famously ‘opened’. As a result, scholars began to study English and, in 1868, the new Meiji emperor began a process of modernisation. This resulted in an influx of English-speaking foreigners and the widespread study of English in private language academies.

After World War II, America greatly influenced Japanese modernisation and English education was encouraged. US authorities helped to institutionalise a dominant role for English in Japan, with the Japanese constitution being written in English. English language instruction was emphasised and the Japanese language itself increased its adoption of English loan words.

2.5.2 English education

Today, English education is not compulsory, but it is the only foreign option in most schools (Kubota, 2002a; Suzuki, 2006). Over 90% of public elementary schools use English-language activities (Nakamura, 2004; MOE, 2005), it is the only subject tested on all university entrance exams and nearly half of senior high school graduates continue their education in a four-year university or in a two-year college (MOE, 2006c), where they are mostly expected to study English for at least two years, even in unrelated majors. English education was also emphasised as Japan’s economy grew in the 1960s and 1970s, when international communication and understanding became an important issue. In the 1980s, a discourse of *kokusaika* or *internationalisation* emerged, with education reforms following (Kubota, 1998). With an emphasis on communication skills, the goal of English education was stated to foster international understanding.

These new goals placed an importance on Assistant Language Teachers (ALTs), who were invited to Japan to teach English and provide students with an opportunity to meet foreigners, albeit NESs. In the late 1980s, NESs were brought to Japan en masse as part of the Japan Exchange and Teaching Program (JET). The programme now includes more than 5500 participants from 43 countries (Clair, 2006) and is the centrepiece of top-down effort

to create “mass internationalisation” (McConnell, 2000:x). Nevertheless, JET has been criticised for its rather “loose requirements” (Lai, 1999:219) for its candidates, with language teaching qualifications preferable, but not required (Galloway, 2009; Suzuki, 2006), something that was also pointed out in relation to Japan in Figure 2.1 (p.10).

The JET programme has also been criticised for favouring NESTs (Galloway, 2009; Tang, 1999). Of the 4,288 ALTs in 2008 (JET Handbook, 2008), 2,571 were from the USA, 428 from Great Britain, 249 from Australia, 194 from New Zealand, 498 from Canada and 76 from Ireland. The Ministry of Education, Culture, Sports, Science and Technology (MEXT), in their 2003 ‘Action Plan’ to cultivate “Japanese with English abilities” recognises that “English has played a central role as the common international language in linking people who have different mother tongues. For children living in the 21st century, it is essential for them to acquire communication abilities in English as a common international language”. However, in the same document, they note that, “a native speaker of English provides a valuable opportunity for students to learn living English and to familiarise themselves with foreign languages and cultures” (MEXT, 2003). Thus, despite the rhetoric of learning English for international/intercultural communication, students are presented with an ideology that only NESs speak English. Therefore, it would be advisable for researchers to investigate the dominance of the NES in Japan and whether it influences the way in which students perceive English and ELT.

In addition, hierarchies exist within the Inner Circle. As Kubota (2002a) points out, some non-white JET participants experienced racial prejudices, and some non-American participants were asked to reduce their accent by listening to tapes or to use only AmEng while teaching. In my own experience as an ALT for two years, I was also asked to use AmEng textbooks, teach about American culture and use AmEng spelling. Matsuda’s (2002) study of textbooks in use from 1997 to 2001 also reveals an almost exclusive representation of AmEng. In addition, the target audience represented were NESs, suggesting Japanese people only use English with NESs. Takahashi (2008) highlights the increasing ELF related content in Japanese senior high school textbooks. However, while ELF traits, such as the number of English speakers, contexts of use, names of varieties, etc.,

were found in four of the ten MEXT approved textbooks (Crown, Unicorn, VISTA and Polestar), this was not compared with Inner Circle based content, nor was the teachers' approach to teaching this material analysed. Kachru, B. (2005) also points out that this Inner Circle bias is prevalent in universities throughout Japan. His survey of the catalogues/bulletins of 15 universities revealed that the terms "internationalisation" refers to the use of English as a resource for access only to the "American and British literary canons". Second, English is viewed exclusively as a way of accessing American and British culture and a clear hierarchy exists within the Inner Circle in these universities; courses include American and British literature almost exclusively, and none covered what he calls EIL. Thus, Japan is clearly "still anchored in the old native speaker dominated framework...and native speakers are considered the ideal teachers" (Llurda, 2004:319). English is a 'foreign' language spoken by NESs, not NNEs. While curriculum goals aim to foster international understanding, Japanese students seldom encounter NNE in class, apart from the variety spoken by their Japanese teachers. Hence, as Kubota (2002a:22) argues, "learning English, particularly with an emphasis on the inner circle white middle class varieties, does not lead to international understanding. Rather, it is likely to promote a narrow view of world cultures and, furthermore, produce essentialised images of both inner circle countries and Japan". There is, therefore, a serious lack of recognition of the sociolinguistic uses of English in the JapEng education system, and more research is needed.

2.5.3 Japanese English

Despite the dominance of the Inner Circle and Western culture, interestingly, as Japan has sought to modernise and promote English, it has also attempted to do this through a policy of *Wakon yousai*, or 'Japanese spirit with Western learning'. This was a responsive measure intended to preserve Japanese cultural identity and national sovereignty, while adapting to the global challenges that were re-shaping the world at the end of the nineteenth century (Seargeant, 2005). Therefore, while globalisation is usually associated with integrating the world by lowering barriers, Japanese internationalisation aims to

differentiate Japan and Japanese people from the rest of the world as a uniquely distinct entity (Hashimoto, 2000).

This can be seen in relation to The New Course of Study (MEXT, 2008), which states that materials should heighten “students’ awareness of being Japanese citizens living in a global community and cultivating a spirit of international co-operation”. Materials should also aid students to inform foreigners of Japanese culture and perspective. Thus, Japan is seen as different from the world, emphasis is placed on their Japanese identity and English is a tool to display Japanese culture and perspective. In this sense, English cannot be part of their identity, because they are Japanese. Nevertheless, while an approach that encourages learners to express their own C1 and identity through English is favoured over a NES model, this encourages students to see their own identity and English as two different things and defeats the purpose of learning English to use as an international lingua franca. Furthermore, as mentioned previously, ELF cultures are fluid and changing and ELF speakers can be expected to develop a multilingual and multicultural identity.

This strong national identity may also explain why English has taken on such a distinctive form in Japan. There are a large and increasing number of loan-words from English in Japanese. It is estimated that they now comprise about 10% of the Japanese lexicon in current use (MacGregor, 2003). Other features include “decorative English” (Davies, 2005:56), used for visual, ornamental effect on pencil cases, stationery, shop names, clothing, shopping bags, etc., distinct turn-taking strategies (Yamada, 1990) and the high frequency of back-channelling (Morrow, 2004). Furthermore, foreign words are written in katakana, a special script which represents them in terms of Japanese syllables, thus making their pronunciation different from that of NESs, and, of course, speakers of other varieties of English. In Japanese, each consonant is followed by a vowel, consonant clusters are broken up and sounds not found in Japanese (such as /l/) are represented by the nearest Japanese sound, shown in *miruku* (milk), *kuisumasu* (Christmas), *takushi* (taxi) and *aisukurimu* (ice cream) (Davies, 2005). Despite the presence of this alphabet system, Japanese and foreign teachers alike spend countless hours trying to eradicate the dreaded

and shameful ‘katakana’ English (e.g. the insertion of an extra vowel and stress-timed speech) and many speaking bands penalise students for any use of Katakana during the test³.

The push to cultivate a Japanese sense of identity through learning English has not been extended to attitudes towards Japanese English (JapEng). There has been much scholarly discussion and debate on the subject. On the one hand, scholars such as Honna (2003) argue that Japanese learners of English must liberate themselves from “native-speakerism” and establish “Nihon-Eigo”. Likewise, Morrow (2004:95) points out that it is time for Japanese students to stop regarding themselves as speakers of “broken English” and see “JapEng” as a distinct and independent variety of English that a Japanese learner can master more easily. On the other hand, Yano contends that there has never been, and never will be, “a local model of English, established and recognisable as JapEng, reflecting the Japanese culture and language” (Yano, 2001:127).

However, despite this debate, there appears to be a public acknowledgment that JapEng exists, but is something to be condemned and be ashamed of. Shiroza (2008) notes the multitude of popular books targeted for JapEng learners⁴, which emphasise the need to ‘overcome’ Japanese-style English. Many focus on pronunciation and pragmatic ‘errors’; that is, grammatically correct sentences that are simply ‘unnatural’ to NESs. One of the introductions notes, “This book aims to transform your ‘JapEng’ into ‘native-speaker English’ by correcting those grammatically correct but ambiguous phrases and bookish expressions that sometimes sound negative to native speakers of English” (Tada & Vogt, 2004:iii). Japanese students are, therefore, led to believe that English belongs to the NES. These books encourage students to spend countless hours memorising expressions such as, “I got it for free” not “I got it service” (Kobayashi, 1998:46), “My sister works in an office” not “My sister is an office lady” (Kobayashi, 1998:8), or “I go to my office everyday” not “I go to my company everyday” (Kobayashi, 1998:148). Nevertheless, it is questionable

³ Borrowings from English are also often abbreviated in Japan (e.g. *waa puro* (word processor)), undergo semantic change (e.g. *talento* (talent) for ‘TV celebrity’ and *sarari man* (salary man) for a ‘business man’), combine with Japanese (e.g. *haburashi*, from Japanese *ha* (tooth) and English *brush*), often abbreviated (e.g. *biru* (building), *nega* (negative) and *sando* (sandwich)), and take the form of acronyms (e.g. *OL* (office lady)).

⁴ E.g. *Farewell to Japanese English* (Hisama, 1995), *Common Mistakes of JapEng Speakers* (Kobayashi, 1998), *A Native English Speaker Would Say it This Way* (Williamson & Katsuki, 2005) and *How your English sounds to Native Speakers* (Thayne & Koike, 2008).

how far these sentences would actually cause a mis-communication and whether it is, in fact, NESs that should learn to be more accommodating when listening to other Englishes. On the other hand, it is important to note that Japanese learners perhaps should learn that “He is high tension” (Kobayashi, 1998:62) may be difficult for someone to comprehend due to the semantic change and that they should either know that some English speakers would say “He is excitable”, or learn how to communicate their idea to speakers from around the world. Students need the skills to communicate their ideas in contexts where they may not be understood and more research is clearly required.

JapEng is clearly perceived negatively and as something to be corrected or ridiculed. English is the property of the USA and the UK and “they are ashamed if they do not speak English the way NESs do” (Honna, 1995:58). However, it is also important to point out that, as Kachru, B. (2005) notes, Japanese decorative English may sound strange to NESs, but the intended audience is the Japanese public. Such creativity by NNEs is very innovative, and one way in which the Japanese are making English their own.

The NES is highly valued in Japan and JapEng is portrayed negatively. Cargile (2006) also points out the cultural influence of the USA in Japan, including the Western system of racial stratification, and Dougill (2008) notes the fascination with the world of the gaijin (literally ‘outsider’ or ‘alien’), particularly America. Racial prejudice appears to be a significant factor and, while many Japanese gaze up at white Others (many Japanese are said to have a “gaijin (white foreigner) complex”), many also gaze down at non-white Others, in order to maintain their place in the racialised hierarchy (Cargile, 2006:446). Because such social stereotypes serve as a foundation for language attitudes (Cargile & Bradac, 2001), this hierarchy is also likely to influence Japanese attitudes towards varieties of English. This was also discussed in Galloway’s (2008) study, where the NESTs noted the importance of “appearances” in the demand for “native English teachers who fit the particular model..... (who) look the part.” This suggests that stereotypes of English speakers are not only related to ‘nativeness’, but also ‘perceived nativeness’ assessed by the colour of their skin. A number of factors clearly influence attitudes and these require investigation.

JapEng is, therefore, viewed as ‘norm-dependent’. However, with the increasing number of foreign residents, primarily due to Japan’s ageing population and shrinking workforce, there are more opportunities for using ELF in Japan. In addition to immigrant workers from Peru, Brazil, Korea, etc Japan receives numerous foreign visitors every year. While the number is still small, in 2003, there were 1,915,030 registered foreigners in Japan, representing 1.5% of Japan’s population of 127 million (Japan Demography and Statistics, 2003). The greatest number of these come from Asia (74%), with South Americans (mostly Brazilians and Peruvians) making up the second largest group (17%). US citizens, despite being the most numerous western citizens, only make up 2.5% of the total foreign population. Moreover, tourism statistics reveal that most tourists to Japan come from Korea, followed by China, and most Japanese tourists travel to Korea, followed by China (Japan Tourism Marketing Co.).

Morrow’s (2004) interviews with 20 Japanese businessmen in a one-year training program for international business at an American university also revealed that they used English more with NNEs. In addition, when Nissan joined forces with Renault in 1999, English became the firm's working language for its largely Japanese and French workforce (The Guardian Weekly, 2003). Moreover, Rakuten, which operates the largest internet mail in Japan, has decided to make English its official in-house language and eventually have all its internal documents written in the language (Japan Today, 2010), which has created a lot of debates among business leaders in Japan.

2.5.4 Recent proposals

As mentioned previously, many suggestions for changes in ELT and proposals for GE, although mostly for WE, have also been made in Japan (Matsuda, 2003). These include the need to expose students to WE (Matsuda, 2002; Suzuki, 2006), to avoid “confusion or resistance when students are confronted with different types of English users or uses” (Matsuda, 2002b:184). Suzuki (1999) explains that the Japanese attitude towards learning foreign languages has been influenced by an inferiority complex towards foreign cultures

and suggests that students should learn English in order to express themselves and explain Japanese culture to the rest of the world, rather than learning about the cultures of Anglophone nations. He proposes the use of teaching materials that only focus on Japan, and that “international understanding” should be divorced from ELT.

However, there have been few, if any, practical proposals, and no materials have been designed for this purpose. However, there are a number of obstacles facing ELT practitioners and policy makers in Japan. Firstly, the commercial language school industry in Japan is a business, employing who is ‘saleable’. Images of white, blonde, blue-eyed NESs attract students, and thus feature heavily on advertisements. Furthermore, with Japan’s ageing population, universities are in fierce competition, and often use NESs as a major selling point.

Assessment is another major obstacle. JapEng teachers are compelled to teach towards high school and university entrance exams, which are non-communicative, focusing on reading and writing, and, more importantly, focus on NES norms due to the prevailing hegemonic ideology that English competence is synonymous with native proficiency. In order to prepare for these, there is a focus on *yakudoku*, translation reading, as a method of classroom instruction. These exams have been well documented as a barrier to Communicative Language Teaching (CLT), but they are also problematic for GE, since, ideally, students would be assessed on their ability to communicate meaning in an international context, as opposed to demonstrating their knowledge of the English used in the Inner Circle, or, more accurately, America. In addition, while there has been a move towards more communicative tests. Law (1995:217) notes that “the habit of mind among students preparing for examinations is so strong that there is a considerable lag before study habits change”.

Additionally, the majority of firms in Japan use the TOEIC to evaluate their employees' language ability. In fact, 2,200 firms, schools and organisations used the standardised test in 2002 (Daily Yomiuri, 2003) and 64% of 553 companies surveyed in 2009 used English language test(s) and, of them, 99.4% used TOEIC. Furthermore, approximately 500 universities used TOEIC in 2007 (Educational Testing Service, 2009, cited in Kubota,

2011: 3). While the TOEIC newsletter noted that “the role of English as an international language is increasing in importance” (TOEIC Newsletter, March, 2009), the test continues to use the NES as a yardstick. Thus, in addition to researching students’ attitudes towards English, research is also needed in the area of assessment to help inform a change of norms. However, as with pedagogical recommendations, GE assessment criteria cannot be created without research, and researchers must begin with a stakeholder analysis in the classroom.

Japan is also a language conscious nation and a number of studies have focused on NSs’ perceptions of spoken varieties of Japanese (Carroll, 2001). Linguistic uniformity is a result of a series of nationwide language managements during a long-term process of modernisation and democratisation (Coulmas, 2002). Linguistic diversity was seen as a potential threat to social unity and Japan’s move to a standard language was an attempt to override the multiplicity of dialects and unite the nation to foster a national identity. Therefore, with the implementation of compulsory primary education in 1886, the educated Tokyoite’s speech form became ‘*Hyojun-go*’, or ‘*Standard Japanese*’. At this time, other dialects underwent a period of repression and children who were heard to speak dialects at school were often punished and ridiculed as a means of discouraging local usage (Gottlieb, 2005: 10). While school textbooks disseminated the written form of the standard, the most influential organisation in spreading the spoken form was Nippon Hoso Kyokai (NHK, Japan Broadcasting Corporation) through radio and, later television (Gottlieb, 2005: 9). NHK places considerable importance on its role as a modeller of correct language and issues pronunciation dictionaries and other language-related publications

However, despite the popular belief that Japan is monolingual, it is in fact multilingual, including Korean, Chinese, Ainu and Okinawan speakers. Linguistic diversity does exist in Japan, and, the fact that there is a need for a standard acknowledges that it does (Gottlieb, 2005: 9). Nevertheless, there is a strong essentialist view of the national language in Japan, and as Kawai (2007) points out, for an ethnically unified group, the single language is viewed as intrinsic to the ‘nation’ and national identity. Thus, with the integration of ethnic minority groups into the majority culture, language standardisation created the ideology that a nation is formed of one ethnic group, sharing one language. There is, therefore, a

possibility that a monolithic view of linguistic diversity persists in Japan, which may have implications for attitudes towards different varieties of English and at least partly explain why the NES myth is upheld.

2.6 Chapter summary

This chapter has examined the implications of the spread of English. It is clear that an Inner Circle model and its associated culture, can no longer be considered the only appropriate one. A number of suggestions have been made in the field of ELT and there is an increasing awareness of WE and, more recently, ELF. Nevertheless, ELT remains unchanged, very few practical resources are available, and proposals for change have met severe criticism. Nevertheless, description should not automatically lead to prescription (Seidlhofer, 2004; Widdowson, 1991), and, before firm pedagogic recommendations can be made, there is a need for more investigation. Hence, research should focus on students' attitudes towards English in relation to the developments documented so far. By focusing on attitudes towards English in relation to its role as a worldwide lingua franca, it is hoped this present study will help broaden understanding of English in the Expanding Circle and attitudes towards it. The potential gains of introducing GE into the Japanese classroom are tremendous, and, thus, the present study also investigates the impact of a GE awareness raising class. The next chapter extends this discussion of why language attitude studies are important. It also provides an overview of the relevant studies.

Chapter Three: Attitude Studies

The position at the end of the last chapter was that pedagogical proposals for Global Englishes cannot be made hastily and detailed research is required that relates attitude studies to the ELT context, and also investigates the various factors influencing attitudes. This second part of the literature review is devoted to relevant research. It begins with a definition of attitude, followed by why language attitude studies are important and what influences the way in which people perceive languages and accents. This provides a backdrop to the latter part of the chapter, which analyses the main studies in the field. The chapter ends with an outline of the need for a new research direction.

3.1 Attitudes and their importance

Despite attitudes being one of the most distinctive and indispensable concepts in social psychology, there is no single definition to which all researchers subscribe, and many definitions have been proposed (Cargile et al, 1994). Sarnoff (1970:279) describes an attitude as “a disposition to react favourably or unfavourably to a class of objects” and attitudes have also been viewed as composites of cognitive, affective and behavioral components (Edwards, 1982). They are cognitive due to the fact that they entail beliefs about the world, such as believing that English is a useful language to know or may lead to better career prospects. They are affective because they often involve an emotional response, e.g. a love of English literature. In addition, they are behavioural because they are considered to be a major determinant of behaviour, such as enrolling in a private language course or hiring a NES. Attitudes can also be seen as mental constructs acquired through a variety of factors, including experience, which predisposes a person to certain feelings and reactions.

People make a number of inferences from someone’s language features and evaluations of language have become a recognised concern in sociolinguistics. Many studies worldwide

have shown that listeners infer traits about speakers from their choice of language, dialect and paralinguistic features (Giles, 1998). Because such beliefs can bias social interaction, “language attitudes represent important communicative phenomena worth understanding” (Cargile et al, 2006:443). Language cues are used to make assessments of people (McNamara, 2001) and language attitudes also impinge at the macro sociological as well as public policy levels, in terms of whether languages have institutional support or are superseded by more prestigious varieties (Cargile et al, 1994). This can also determine their worldwide spread.

NSs’ and NNSs’ evaluations of specific languages and language varieties have been a traditional concern of applied linguists and sociolinguists. The importance of these evaluations in educational settings has also been researched and discussed (e.g. Cargile et al, 1994). Awareness of learners’ beliefs, for example, can make both the learners and their teachers aware of their needs, which may result in increased autonomy and self awareness (Horwitz, 1987, 1988; Matsumoto, 1996). Friedrich (2000) notes that such information can raise awareness amongst learners that they have to deal with their own stereotypes, prejudices and expectations, as well as the linguistic features of the language. Improved teacher knowledge of students’ attitudes can lead to more effective lesson planning, course implementation (Sakui and Gaies, 1999) and satisfaction (Horwitz, 1988), particularly important today, due to the fact that traditional approaches to ELT are no longer meeting the needs of many students. El-Dash and Busnardo (2001) add that more extensive studies of attitudes to English could contribute greatly to language planning and the elaboration of pedagogical objectives, although they must be in-depth, sustained and, if possible, long-term.

Furthermore, positive attitudes towards the target language group are linked with successful language learning (Dörnyei et al, 2006), although, as mentioned in the previous chapter, for those learning English for lingua franca communication, this group is not necessarily always the NES. Starks and Paltridge (1996) maintain that the choice of teaching model is influenced by students’ attitudes, and it is clearly important today to discover which Englishes are relevant to students and what represents a suitable target. This also involves

researching students' wider social contexts to reach a fuller understanding of students' needs and attitudes, as highlighted in the previous chapter.

3.2 Why do people have certain language attitudes?

A further concern of language attitudes studies is what determines and defines these attitudes (Garrett et al, 2003). Traditional attitude measurement, discussed in detail in the next section, misses this dynamic and constructive process, and researchers must pay close attention to the factors that determine attitude formation. Bradac et al (2001) emphasise the importance of the hearers' cognitive or emotional states and note that hearers are active rather than passive responders to speakers. Attitude sources include cultural factors, functional biases, such as stereotypes, and biology, such as innate responses to pitch and loudness. However, language vitality and prestige, pedagogical factors, race and familiarity, each of which will be discussed in detail in turn, also serve to influence the way people judge accents and, therefore, varieties of English.

3.2.1 Factors influencing attitudes

A number of factors influence the way people evaluate languages and accents including cultural factors, familiarity, vitality and prestige, pedagogical context, race, proficiency, and motivation. These are discussed in turn below.

Cultural and social groups develop norms that imply what is 'right' and 'wrong', which are often based on history, politics and prevailing stereotypes. The importance of cultural factors and interpersonal history with languages has been heavily discussed (Cargile et al, 1994; Derwing, 2003; Jenkins, 2007; Lambert et al, 1962 and Ryan et al, 1982). Some languages, dialects and styles, and their speakers, are valued within a culture as high in vitality, while others are stigmatised as non-standard (Ryan et al, 1982). Therefore, care should be taken when investigating attitudes towards NE, since "students may have been

‘brain-washed’ to an extent that renders objective responses on their part very unlikely” (Jenkins, 2007:175).

In addition to cultural factors that inform a society what is ‘right’ and ‘wrong’, unfamiliarity often results in negative reactions. Dörnyei et al (2006:18) term this the “Contact Hypothesis” and, as Cargile et al (1994) note, familiarity with certain languages (and accents) may exert a large influence over attitude formation. Lippi-Green’s (1997) study, for example, revealed that accent attitudes in the United States are closely related to patterns of immigration; over time, the groups whose English has been most criticised have corresponded to the largest recent immigrant groups. This highlights that familiarity often leads to more positive attitudes. Listening comprehension scores were also positively correlated with the number of courses students had previously taken with teaching assistants in Rubin and Smith’s (1990) study, and, therefore, “North American undergraduate students need to be trained to listen to accented English” (ibid: 350). Dörnyei et al (2006) add that, while in EFL environments learners do not have the opportunity to establish contact-based attitudes towards L2 speakers, indirect contact through exposure to a range of L2 cultural products and artifacts, such as films, videos, books, magazines and music, may influence attitudes. Thus, as pointed out in Chapter One, the dominance of NE increases familiarity with it, and thus may make attitudes more favourable towards it. It is, therefore, advisable to take into account familiarity with varieties of English in any language attitude study.

People also often evaluate language varieties in a hierarchical manner, standard varieties more highly than non-standard ones. For example, Paltridge and Giles (1984) found that judges evaluated Parisian French more highly than Provencal French. Similarly, while English is seen as a prestigious language in places like Korea (Shim, 1994) and Argentina (Friedrich, 2003), even NESs, whose dialect is different from the ‘standard’, face discrimination. Regional NES accents, however, fare far better than NNE varieties (Derwing, 2003). Standard American English may be categorised as having high ‘objective’ vitality, not only in the USA but also world-wide, due to its strong institutional support, its high status, the great economic power of the US and the higher demographic

vitality of AmEng speakers compared to BrEng speakers (Ladegaard and Sachdev, 2006). The previous chapter highlighted this in Japan.

Pedagogical beliefs are also important. Most language learners have beliefs about how languages should be learned often based on previous experiences (Sakui and Gaies, 1999:474), including useful models and materials, and on the skills required by their teachers and where they should be recruited from. However, as this chapter shows, very few studies have related research to ELT and asked students about their teachers in relation to GE.

People also tend to judge particular vocal qualities, e.g. pitch and loudness, favourably or unfavourably, and, thus, language attitudes may also be person specific (Bradac et al, 2001). Cargile et al (1994) note the importance of a speaker's physical features and race has also been found to be an important factor (Golombek and Jordan, 2005; Rubin, 1992). In fact, people may "hear" an accent that may not exist and this led to lower comprehension rates in Rubin's (1992) American university based study; something that may pose problems for NNESTs teaching outside their own countries. In addition, Amin (1997) found that ESL students perceived Canadian and NS identities as being analogous to Whiteness, and Lippi-Green (1997:238-9) has argued that in terms of non-native English in the US, it is "not all foreign accents, but only accent linked to skin that isn't white... which evokes such negative reactions". This has important implications for GE, as some speakers, and teachers, may be evaluated, and comprehended, in relation to their racial or geographical origin. Stereotypes of English speakers must be challenged, since any hint of a deviation from their idea of an 'English speaker' may trigger beliefs about incorrectness and unintelligibility, and hinder communication. Moreover, as the previous chapter highlighted, race is a salient factor in Japan, where a particular image of a NES has emerged.

Levels of expertise are also important (Cargile et al, 1994), and, while this area has rarely been investigated, the available research indicates that ability in a language and attitude towards it are linked (Baker, 1992). The higher the achievement, proficiency and ability in a language, the more favourable is the attitude (Gardner, 1985a). Jenkins (2007) also expresses a concern with previous attitudinal studies on perceptions of NNEST speech,

because of the low language level of some of the participants, although it should be pointed out that it is difficult to measure proficiency using the current prevailing NES norms.

Language attitudes can serve various functions for those who hold them (Bradac et al, 2000), and it is also important to research students' current and future use of the language, as well as their motivation for learning. As mentioned previously, traditional theories of integrativeness are being revised in light of the spread of English. In fact, Dörnyei (2009) has begun looking at this from a self perspective; that is, if our ideal self is associated with the mastery of an L2, meaning, if the person that we would like to become is proficient in the L2, we can be described in Gardner's (1985) terminology as having an integrative disposition. Therefore, attitudes towards members of the L2 community are related to an ideal language self image and, in this sense, students are unlikely to have a vivid and attractive ideal L2 self, if the L2 is spoken by a community that they despise. This clearly relates to previous experiences, although Dörnyei does not discuss this. This theory of motivation also includes students who are classed as being instrumentally motivated (Dörnyei et al, 2006). However, the "L2 Motivational Self System" also stresses the importance of the learning environment and, thus, previous experiences with the learning process (e.g. successful engagement) may also motivate a student to learn, as might the quality and the quantity of previous intercultural contact with members of the L2 community. This "linguistic self confidence" (Dörnyei et al, 2006:15) has important implications for GE since someone with positive experiences communicating with an AustEng speaker, for example, may favour that variety. Similarly, a student who did well in class led by a Japanese English teacher may favour JapEng and Japanese teachers. Such aspects clearly play an important role in the formation of attitudes, and research can provide deeper insights about why people hold certain attitudes and help them respond to them.

3.2.2 Attitude change

It is also important to understand that language attitudes are subject to change, depending on local conditions and changes in the sociopolitical milieu (Giles and Billings, 2004). For

this reason, many researchers in the field have replicated their studies at both short-term and long-term intervals to investigate any changes in attitudes. Bourhis and Sachdev (1984) found that Anglo-Canadian secondary school students had less favourable attitudes towards Italian language usage, when the demographic proportions of Anglos and Italians in their immediate school environment were equal, as opposed to when Anglos were the clear majority. Similar links were found in Tong et al's (1999) and Pennington and Yue's (1994) Hong Kong based studies.

Languages are also shaped by their use (Brumfit, 2001), and it is possible that attitudes towards them change as contact opportunities increase. This may have interesting consequences in Japan, with the increasing number of foreigners. Furthermore, Perloff (2003) maintains that attitude intensity is particularly important because strong attitudes are more likely to affect judgments, guide behaviour and be resistant to change. Hence, it is important in any attitude study to investigate the wider social context as well as possible changes in attitudes over time.

It is clear, therefore, that a number of factors serve to influence attitudes. Following sections provide an overview of the main studies that have been conducted in this field.

3.3 Research methods used in language attitude studies

Language attitude studies date back to the 1930s (Pears, 1931) and, since 1960, there has been an explosion of research. This crosses multiple disciplines and they can be grouped under three broad methods: the analysis of the societal treatment of language varieties; direct measures; and indirect measures (Garrett et al, 2003; Ryan et al, 1982), each of which will be discussed in turn.

3.3.1 Societal treatment

This approach is designed to gain insights into the relative status of language varieties, involving an analysis of the ‘treatment’ given to them and to their speakers through observation and ethnography, analysis of government policies, job advertisements, media output, etc. (Garret et al, 2003). Ryan et al (1982) note the importance of such studies as the first source of information about views on language varieties which are found in the public ways in which they are treated (e.g. official language policies). Nevertheless, such studies are often conducted when access to informants is limited, and as a preliminary analysis. Such an approach, however, can reveal important information on students’ pedagogical beliefs, experiences using the language and familiarity with it and researching the wider social context should be a central part of any research study.

3.3.2 Indirect approach

The indirect approach is generally seen as synonymous with the use of the Matched Guise Technique (MGT). Here, participants are asked to evaluate audio-taped speakers and are told that they are listening to a number of different speakers, although it is one speaker in different ‘guises’. An attitude-rating scale (Garret et al, 2003) is used to evaluate the speakers on things like friendliness, sociability, intelligence, etc. Because other linguistic factors are supposedly controlled (e.g. voice quality interference), evaluations are considered to reflect the listener’s underlying attitudes toward the target language variety or behaviour.

Here, the pioneering work of Lambert (1960) and Lambert et al (1965) has been particularly influential. Despite the popularity of this approach, the MGT method has been criticised for deceiving the respondents (Jenkins, 2007), problems with the ability to keep vocal characteristics constant across experimental conditions (Bradac et al, 2001), the inability to measure other important variables and for being ‘acontextual’, due to the fact that nothing is said to respondents about the situation in which messages are ostensibly

produced (Bradac et al, 2001). This latter point is important, especially when results are used to make pedagogical recommendations.

Modified versions have been developed in response to the various criticisms (Jenkins, 2007), and, in the Verbal Guise Technique (VGT) for example, although respondents still believe that they are rating people rather than language, the speech samples are provided by authentic speakers of each variety, rather than one speaker using different guises. However, when this method is not contextualised or supported with other more qualitative methods, it is difficult to see how rating language varieties based on adjectives such as ‘intelligent’ can really tell us what students think in relation to ELT, that is, their opinions on models, teachers and materials. More in-depth analysis is needed of their orientations through a variety of methods.

3.3.3 Direct approach

The direct approach involves asking direct questions about language evaluation, preference, etc. through questionnaires and/or interviews. This method has been very common in recent years, which will be demonstrated in the next section. One technique is Perceptual Dialectology, a relatively recent approach employed to measure language attitudes directly. A branch of folk linguistics, it is designed to fill in the missing parts of the “language-attitude puzzle” (Kuiper, 2005:29), or, more precisely, analyse the explicit opinions about language that respondents hold about different language varieties without exposure to them. It involves rating languages without having any exposure to them and, thus, examines people’s (more conscious) beliefs and uncovers what lies behind these “reflections and pronouncements” (Preston, 2006:115). Various studies have been conducted (Garrett et al, 2003:45; Inoue, 1999b; Kuiper, 1999, and Reeson, 1999a) and have included drawing speech zones on a blank (or minimally detailed) map, ranking accents according to criteria such as ‘correct’ and ‘pleasant’, and interviewing respondents about the tasks and discussing the varieties, etc. This method is very useful in explaining attitudes, and is particularly useful in the context of GE, where it is necessary to investigate attitudes

towards often unfamiliar varieties of English, where the dominance of the NES model prevails.

There are clearly a number of different approaches available to study language attitudes, and researchers in the field have chosen to use them alone or together, as the next section will demonstrate. Next, the main studies in the field are examined, the methods are critiqued, and suggestions are outlined for future research.

3.4 English language attitude studies

Due to the high vitality of the English language and the role it plays in the world today, it is not surprising that many studies have been conducted on attitudes towards English. For the purposes of discussion here, these have been divided into the following sections, each of which will be discussed in turn:

1. Attitudes towards native English
2. Attitudes towards both native and non-native English
3. Language attitude studies related to the pedagogical context of English language teaching
4. Teachers' attitudes towards the role of Global Englishes
5. Students' attitudes towards the role of Global Englishes
6. The influence of Global Englishes instruction

Up to now, the majority of language attitude studies have focused on NESs' perceptions of languages and language varieties. However, the perceptions of NNESs are clearly important and studies of these are reviewed below.

3.4.1 Attitudes towards native English

Studies of attitudes towards NE accents highlight the high vitality of both Standard American (SA) and Received Pronunciation (RP). Preference for SA was found in Van der Haagen's (1998) study of attitudes in Holland, and Bayard et al's (2001) study in EFL and Anglophone countries, although the latter has problems in terms of methodology, as multiple speakers were used, there were only closed questions on the questionnaire and no follow-up or predictive indication of the students' future goals was given (e.g. plans to go to America).

On the other hand, Ladegaard and Sachdev's (2006) verbal guise study involving 96 Danish EFL learners found that, despite the recognition of the high vitality of American culture, there was a preference for RP on important dimensions, and there was no desire to adopt an American accent. On the contrary, RP remained the favourite model of pronunciation. Ladegaard and Sachdev (2006) note that the influence of teachers' preferences for aiming at British accents in their own English may explain attitudes, although the majority of teachers did not emphasise this in the classroom. The authors conclude that a "high level of 'objective' vitality may not be a sufficient factor in determining the attractiveness of a language to outgroup members, at least not in this EFL context" (ibid:19) and this study is important in highlighting the language-culture discrepancy hypothesis. "Underlying this hypothesis is the notion that it is perfectly feasible to have positive attitudes towards members of another ethnolinguistic group, and to state a preference for certain elements of that community, without wanting to adopt all the elements, including the language, of that culture"(ibid:19). The authors note that students may feel more culturally similar to the British and that geographically the countries are closer.

Taylor (2000) also concluded that there was no support for an alternative to RP as a model in his matched guise study of 83 EFL learners from 21 different countries in Europe, Asia and South America. This was also true for students who had received AmEng medium education (the South American and Asian students). McKenzie's (2008) verbal guise study, which also incorporated techniques from perceptual dialectology, revealed that Japanese

learners, studying in Scotland, were more positive towards Scottish SE speech than Glasgow Vernacular speech and Cargile et al's (2006) study found Japanese students rated African-American Vernacular English less positively in terms of status, but more favourably in terms of social attractiveness than Mid-West US English.

These studies are important and interesting, due to the fact that they did not group Inner Circle English as one single variety, but recognised the presence of regional varieties, something often ignored. They also highlight the tendency to evaluate language varieties in a hierarchical manner, as discussed previously (3.2.1, p. 41). McKenzie's (2008) study was also one of the few that involved NNEs' perceptions of regional varieties, employing perceptual dialectology techniques.

However, VGT and MGT tell us little about attitudes and what students desire in a learning context, or what factors serve to explain these attitudes. A longitudinal study was conducted by Adolphs (2005), who followed a group of 24 international students on a pre-session English language course through their first year at a British university. Interviews conducted at two-monthly intervals suggest that many learners have a simplistic notion of the NES, and familiarity led to more negative attitudes, partly because the variety spoken around them did not match the 'standard' variety, nor their previous model, highlighting the importance of familiarity and pedagogical beliefs. These students also became increasingly aware of the need to understand English in international communication as they communicated with each other, which may have been another reason for their progressively more negative attitudes towards NESs, although this was not investigated in any depth.

3.4.2 Attitudes towards both native and non-native English

The majority of studies conducted in this area reveal a preference for NE accents, although this may be related to the use of the NES model in ELT and the high vitality of NE. A survey in Malaysia showed that over 90 per cent of 439 university students believed that the use of BrEng, AmEng or AustEng is essential for Malaysians to be understood

internationally (Crismore et al, 1996). Similarly, in China (Kirkpatrick and Xu, 2002), over 64 percent of the 171 university students agreed that Chinese people need English in order for them to communicate with NESs and NNEs and, while one third had no preference, many preferred AmEng to BrEng. No reasons, however, are provided. A Japanese student-teacher in Jenkins's (2007:182) study, which made use of an open and closed questionnaire, a map labelling exercise and interviews, also mentioned a preference for standard AmEng because "[Japanese people] are so accustomed to AmEng that any other accents sound 'unfamiliar' or 'not mainstream'".

This was also found to be the case in Matura et al's (1994) and Chiba et al's (1995) studies in Japan. The second verbal guise study was a follow up to the former, involving 169 Japanese university students, who rated nine male speakers (3 Japanese, 2 Americans, 1 British, 1 Sri Lankan, 1 Hong Kongese and 1 Malaysian) based on things like "clear/unclear" and "friendly/unfriendly", etc., which again tell us very little about attitudes in relation to learning English. Nevertheless, unlike other VGTs, the second part of the questionnaire included 21 statements about "foreign languages and language learning", although none of the statements directly related to the ELT context. However, students responded more positively to the NESs and were influenced by familiarity, although familiarity did not improve attitudes towards JapEng. Chiba et al (1995) suggest that the Japanese accent may have negative connotations in Japan. Nevertheless, this was not investigated with more qualitative methods, nor was the influence of GE instruction researched or the wider social context. Chapter Two (2.5.3, p.31-35) pointed out that such negative attitudes towards JapEng exist, and it is not enough to simply present results without sufficient exploration of where they come from. It is also important to point out that the authors concluded that educators in Japan must advocate the existence of GE. This was not, however, explored in depth and no practical proposals were made.

In a study of Japanese students studying in New Zealand, Starks and Paltridge (1994) found that students also rated AmEng and BrEng well above NZEng. The second highest preference (after AmEng) was for learning English with a Japanese accent. This was different to the results of Matsuura et al's (2004) investigation of 50 university EFL

teachers and 660 students, who viewed the term “JapEng” negatively. This study, however, utilised a closed questionnaire. In addition, while Japanese students in Smith and Bisazza’s (1982) study comprehended Japanese-accented English better than US speakers’ English, their Indian students comprehended US speakers’ English better than Indian-accented English. Similarly, in Fayer and Krasinski’s (1987) Puerto Rican study, listeners gave lower ratings to the Spanish English of the Puerto Rican speakers and reported more annoyance and irritation towards them than NES listeners. Beinhoff (2005, cited in Jenkins, 2007:94) also found NNEs stricter towards their own L1 group, although Jenkins (2007:89) points out that, since the students in this study also wanted to sound like NESs and saw their NNE accents as part of their identity, it seems that much more is involved in their attitudes to their own L1 group’s accent, and researchers would find it useful to examine students’ uses of English as well as their goals. This relates to Dörnyei’s (2009) notion of the “ideal self” and students clearly saw mastery of NE as their main goal in Beinhoff’s (2007) study. Nevertheless, this requires further research, including the attitudes of students who are aware of GE.

3.4.3 Language attitude studies related to the pedagogical context of English language teaching

As with the studies discussed above, the Austrian accent in Dalton-Puffer et al’s (1997) Austria based modified matched-guise study once again received the most negative response. The study involved 132 students (two thirds intending to become English teachers) of EFL and the majority favoured RP as a model of pronunciation and familiarity was listed as a reason. Interestingly, personal experience was found to be much more important in choosing General American English over Received Pronunciation (RP) (Dalton-Puffer, et al, 1997). Almost half of the respondents had not experienced English in a NES country and, of those who chose RP as a model, even more students (55 per cent), had not spent more than one month in a NES country. However, of those who preferred an American model, only 34 per cent had not been on an extended stay abroad. This study

provided a context, and the participants were told that the purpose was to select speakers for a published audio-book on child language development.

A study using similar methodology was Rubin's (1992) previously mentioned verbal guise study, involving one video-taped lecture by an Asian lecturer and one by a Caucasian lecturer. The lectures were delivered by the same speaker, but a voice over was used to 'disguise' the speaker. Students perceived the accents differently, but this influenced their comprehension, highlighting the importance of race on attitudes towards language. Thus, it is possible that students had a stereotypical image of what an English speaker 'should' look like and this affected their comprehension. This has serious implications for those who advocate the employment of more NNESTs to teach outside of their home countries.

Similarly, McKay's (1995) study of 15 international students taking ESL courses at the University of Illinois involved listening to recordings of two groups of teaching assistants. NESTs were preferred over NNESTs, with the only African-American speaker ranked in the same category as a NNEST. Desirability for NESTs (ranked on a scale from 1-3) was highest (2.93) for pronunciation, followed by conversation (2.87) and listening comprehension (2.53) and lowest for grammar (1.93). McKay (1995) concludes that, for students, '(white) native' equals 'excellent'. While this may be true, and was discussed in relation to Japan in Chapter Two (2.5.2, p. 29-31), little is said about the English proficiency of the teachers or the students' previous experiences with the language or motivation, which may have affected the results.

Kelch and Santana-Williamson's study (2002) aimed to determine 56 ESL students' identification of NESs and their attitudes towards teachers. Three NESs and three NNESTs of different varieties read the same script and students rated them. NESs and NNESTs were only correctly identified in 45% of the occasions, and perceptions of nativeness strongly influenced attitudes. Additionally, teachers perceived as NESs were seen as more likeable, educated, experienced and overall better teachers, especially for speaking/listening skills. The dominance of the NES in traditional ELT clearly influences attitudes and may be a major reason for positive attitudes towards these speakers. However, students also mentioned the importance of NNESTs as role models, sources of motivation, and language

learners, who understand students' learning difficulties, although this study, as with many others, failed to distinguish between NNESTs with the same nationality as the students and those working in countries other than their own.

Butler's matched guise (2007) study on the effects of Korean elementary teachers' oral proficiencies and pronunciation on 312 grade 6 students' listening comprehension also examined students' attitudes towards teachers with American-accented English and Korean-accented English. The results failed to find any difference in comprehension, although students thought the AmEng guise had better pronunciation, was more confident in using English, would focus more on fluency than on accuracy and would use less Korean in the English class. The students also preferred the American-accented guise as their teacher.

The studies discussed so far in this section clearly link accent preferences to the classroom. Accounts of the wider social context can also provide deeper insights and help inform teachers and language planners.

A further verbal guise study that related the findings to the pedagogical context of ELT is McKenzie's (2008) study of 55 Japanese university students towards six varieties of English speech. Once more, the results suggest a particularly favourable attitude towards standard and non-standard varieties of UK and US English in terms of 'status', although informants expressed greater 'solidarity' with a Japanese speaker of heavily-accented English. However, unlike the previously discussed studies, background factors were taken into account and differences in gender, self-perceived proficiency in English, exposure to English and evaluations of varieties of Japanese all had significant effects on attitudes. Nevertheless, while McKenzie points out that there is a need for those involved in language planning and curriculum development to understand the general complexity of learners' attitudes with respect to curriculum design, teacher recruitment and the specific choice of linguistic model(s), and that "it seems unreasonable to impose a single, or, indeed, a restricted range of pedagogical models for English language classrooms" (McKenzie, 2008:79), how far his results are transferable to the classroom context is questionable, since

MGT and VGT studies reveal just a little about attitudes and not in-depth information about students' orientations.

He and Li's (2009) study in China with 795 students and 189 teachers involved a questionnaire, a matched guise survey and interviews for one-tenth of the sample. Despite the adoption of multiple methods, no information is provided on whether the reader's text was related to ELT, which would have contextualized the information for participants, and rankings based on "friendly, intelligent and sincere", etc. say little about attitudes in relation to ELT. Students were also asked whether they had heard of WE, although, a clear definition of this term was not offered. It is also no surprise that SE received higher ratings on the positive traits. 81.9% wanted to sound like a NES. However, 62.6% advocated incorporating select features of "China English" into the existing teaching model, though only 26.6% believed it could replace the present model. No further information was given on these "select features". In the interviews, 78.6% also expressed a preference for AmEng as the teaching model, although the question was unclear. "Lingua Franca English" was translated into Chinese, but it is unclear how far students were aware of it⁵. This study would have benefited from a fuller investigation of students' uses of English, although despite its pitfalls, it is important, in that it directly relates English language attitudes to both GE and the ELT context, something that is rather scarce.

3.4.4 Teachers' attitudes towards Global Englishes

In recent years, there has been an increase in GE, particularly ELF, related studies. Jenkins's (2007) questionnaire-based study of 326 English teachers (300 were NNS) in twelve countries used perceptual dialectology techniques. Respondents were asked to select, label and rank (on a map) the five English accents they considered to be the best and any other familiar varieties, and to rate ten specified accents for correctness, pleasantness and international acceptability. US and UK accents were ranked first and second "best". However, while the majority did not consider their own accents to be

⁵ Students were asked, "If you can choose the pedagogic model for teaching of college English in China, which one(s) would you choose: 'China English', standard British/AmEng or the Lingua Franca English (zu'ow'ei g'ongt'ongy'u de y'ingy'u)? Why?" However, the fact that students do not know what ELF is may explain why nobody chose it.

“best”, some did nominate their own group and “it is possible that this is the start of a trend” and that many will soon “resist the pressure to ‘aspire’ to NS English accents, and instead will demand recognition for their own accents as a sort of act of resistance (Canagarajah, 1999)” (Jenkins, 2007:161). This is important, due to the fact that teachers have a strong influence on students’ attitudes and linguistic confidence and it may also encourage them to use more English in the classroom, which may result in more positive attitudes towards them as teachers. This, however, has yet to be researched.

This study also highlighted the issue of familiarity. AmEng was more familiar than BrEng, but also less correct and pleasant. On the other hand, Swedish English was rated more unfamiliar than all the NNE accents, except Brazilian and Indian English (IndEng), and yet more correct, acceptable and pleasant than any other NNS accent. Thus, this study also problematised the issue of familiarity; increased familiarity did not lead to greater acceptance, contrary to the claims of other authors. Thus, some respondents clearly had pre-conceived stereotypes of this variety and perhaps had heard that it is “native like” (Jenkins, 2007:166). Furthermore, Brazilian English was rated the most unfamiliar accent, but not the most incorrect, unacceptable or unpleasant, while the opposite was true of JapEng. While attitudes were not followed up with interviews, due to the dispersion of respondents in 12 different countries, they were asked to provide written comments. This highlights that researchers should expand on questionnaire findings through more qualitative techniques to help explain responses, in order to provide teachers with as much information as possible. Pedagogical recommendations cannot be made without detailed information on students’ needs and attitudes and their responses to new approaches.

Greek teachers (421) in Sifakis and Sugari’s (2005) questionnaire-based study revealed a lack of awareness of the international spread of English, and still identified English with NESs and the NES model. Furthermore, more than 70% felt English belongs to NESs or to people with NES competence. Interestingly, primary school teachers, in particular, valued the NES model. While this was not researched, it may relate to a belief that the NES model is required for lower level learners. However, for their own pronunciation teaching practices, they revealed a need to focus more on communication as opposed to rules and

standards when considering NNEs-NNEs communication. Therefore, there was a potential awareness of the irrelevance of NES norms in ELF contexts and the need for intelligibility and communication.

On the other hand, in Decke-Cornhill's (2003) study of the attitudes towards GE of teachers in two different types of German schools, which used two group interviews, the non-selective school teachers were more relaxed than the selective school teachers with the concept of ELF. In addition, overall, teachers still felt compelled to teach their classes "proper English".

In addition, Murray's (2003) related study surveyed 253 Swiss teachers from private and state schools in Switzerland on their attitudes to 'Euro-English' (54.6% NESTs, 41.1% NNEs and 4.3% bilingual). Questionnaire results revealed that NESTs had less attachment to NES norms than NNEs did, and accounts for this in terms of NNEs' investment of time in developing their competence in NE. Similar results were yielded in Decke-Cornhill's (2003) study, where there was a tendency among both NESs and NNEs "to favour communication over error-correction" (ibid: 159) in theory, although there were doubts about including this as a teaching model. However, as discussed in section 2.2.3 (p.14), ELF researchers do not suggest that ELF be used as a teaching model, but that the current NES model be questioned, and also that teachers focus more on diversity and flexibility as opposed to rigid NES norms. Likewise, Sasaki (2004, cited in Yoshikawa, 2005) notes that 80 per cent of 97 Japanese high school English teachers surveyed recognised the necessity of touching on the English varieties in their classes, but only 7.8 per cent of them actually do so, and those who do only touch on Inner Circle differences. Reasons were, once more, stated to be lack of time and knowledge about WE, highlighting the need for resources and teacher education.

Seidlhofer and Widdowson's (2003) study of the attitudes towards ELF of 48 third and fourth year students taking the teacher education option at The University of Vienna, used essay responses to an article by House (2002) that seriously challenges traditional NES-normative notions about ELT. Word frequency lists using Wordsmith Tool's Key Word Programme revealed that the respondents' primary concern was with teaching, and

specifically with cultural aspects and pronunciation. Zacharias's (2005) investigation of 100 tertiary level teachers' (94 NNESTs) beliefs about the use of teaching materials produced locally and in English-speaking countries ("internationally published") also highlights the need for more locally produced materials and GE related materials. Using questionnaires, interviews and classroom observations, there was a preference (86% and 87%) for materials produced in NS countries.

In Jenkins's (2007) interview study of 17 NNESTs, asked about their attitudes towards ELF, several participants claimed to support ELF pronunciation, but aimed at NE themselves, and most referred to NNE as "incorrect". However, only two were entirely against the notion of ELF and many reasons were offered for these attitudes, including pressure from government, schools and parents to teach NE, a lack of ELF pronunciation materials and teachers' traditional attachment to NE. Furthermore, several also thought that teachers need ELF experience to appreciate the irrelevance of the NES model for international communication. This study, therefore, reveals important insights into teachers' attitudes which require further investigation.

Therefore, a theory/practice divide appears to exist. ELF is often accepted in the abstract, but rejected in the classroom. While the main, and often-stated, obstacle appears to be the lack of materials and research available, it is also possible that it is related to teachers' own investments in achieving NES competence, as well as a 'fear' of replacing the status quo with something that appears to be a radical departure from the norm. In addition, it is also possible that research studies on students' needs, uses of and attitudes towards English may influence teachers' attitudes towards changing their classroom approach. Nevertheless, while many of the respondents seem to agree with the principle of ELF, as mentioned earlier, the majority of those involved in the ELT profession do not appear to be ready for the shift in practice advocated by those scholars who made GE related proposals discussed in the previous chapter.

3.4.5 Students' attitudes towards the role of Global Englishes

There is a lack of research investigating *students'* attitudes, surprisingly, given the fact that, as the main receivers of English education, their attitudes are invaluable to teachers and language planners alike.

Timmis's (2002) study utilised questionnaires (180 teachers from 45 countries and 400 students in 14 countries) to explore attitudes towards English as an international language. Both groups revealed an overall preference for NE, although the teachers, particularly the NESs, seemed less attached than the students. 67% of students wanted listeners to think they were NESs, and a further 68%, who predict they would use ELF in the future, also wanted to sound like a NES (Timmis, 2002), leading him to conclude that, "While it is clearly inappropriate to foist native-speaker norms on students who neither want nor need them, it is scarcely more appropriate to offer students a target which manifestly does not meet their aspirations" (ibid: 249). (Of course, as discussed in section 2.3.4 (p.21), ELF has not been put forward as a target by advocates of GELT, since corpus data and ELF research cannot be translated into ELT materials.) Furthermore, while this study highlights the differences between teachers' and students' attitudes, as Timmis (2002) notes himself, the survey results do not show how attitudes are related to ELF awareness. In fact, he notes that the results may be different in ten years time with increased awareness of the issues involved. Students have clearly been influenced by the dominance of NE and the NES in ELT and it is unsurprising that their ultimate goal is to sound like one. Further studies are needed which investigate the effect of the raising of ELF awareness, for example through a Global Englishes course. Due to the prevalence of NES norms, for example, students may be under the impression that NESs are the only target audience, and while this may be true for some, it is clearly not true for students learning English for ELF usage.

Kuo (2006) used data from her own learners at a British university. No information is given on the number of respondents, but not surprisingly, given the fact that they have travelled to the UK to study English, her informants express a preference for NE over NNE, because of the latter's "phonological and grammatical inaccuracy" (Kuo, 2006:218). This, the author argues, supports Timmis's (2002) finding that students still desire to conform to NES

norms. However, Kuo does not fully investigate these attitudes and the factors that might explain them (including, possibly, the perspective she presented as a teacher and an interviewer). Furthermore, mention is made of the students who, worried about their IELTS score, prefer a NES model. Thus, assessment and the success of commercial tests such as IELTS, TOEFL, etc, which are developed in NE countries, represent an obstacle for a more GE related approach to learning English. Furthermore, their continued use also perpetuates existing stereotypes about English speakers and the ownership of the language.

Grau's (2005) Germany based study of 231 first year university students used a questionnaire and a follow-up discussion which focused on varieties to be taught and to be included in teaching materials and pronunciation objectives (including Jenkins's (2002) LFC), and is a welcome attempt to link language attitude studies with both ELT and with GE. Once more, the results reveal a theory/practice divide. There was a general openness towards the position that GE should have in ELT. A considerable number of students favoured introducing learners to a variety of Englishes and the majority agreed on the priority of intelligibility, although BriEng and AmEng were still considered to be a sound basis for learners (Grau, 2005). Nevertheless, in this study, students were only given the choice of "America", "British", "Both" or "Other", suggesting that there are only two models, or that these are the two most common choices. Furthermore, while 65% opted for intelligibility as a pronunciation objective, when specific examples of substitutions were given, the position was almost the reverse. As Jenkins (2007:102) points out, however, "perhaps there would have been fewer objections to the two specific linguistic examples.....had she not referred to them as a 'problem'....and a 'mistake'". These students were also training to be teachers and were taking a course that involved current issues in the field of ELT, and more information is required about the possible influence this had.

The influence of previous experience on attitudes was previously discussed and Dörnyei et al's (2006:15) notion of "linguistic self confidence", the belief that frequent and pleasant contact experience leads to an increased confidence in language usage, is also relevant here, and could have been taken into account. A positive experience speaking with a NNEs may,

for example, lead to more positive attitudes towards that variety and, thus, help to explain perceptions. Furthermore, in Erling's (2005) study, over half of the students preferred NE and 34% expressed interest in a neutral, non-cultural variety (although this is not explained in any depth). However, in the interviews, students appeared to want to be accepted by NESs and not to be perceived as German. The interview comments are descriptive and no detailed coding was conducted, nor was the influence of background factors investigated. No information is given on students' previous experiences with NESs and NNEs, and whether these were positive or negative. Moreover, the questions used, such as, "Whom do you like the best, the Americans or the British?" and "Which model of English do you try to imitate when you speak English?", are also asking very different things, and "What do you like the best, BE or AE?" is as problematic as Grau's (2005) study. Therefore, while Erling (2005) concludes that university level ELT should accommodate students' global needs for the language and teach English as a world possession, it is clear that researchers must also be cautious with their research design.

Matsuda's (2003) study of 33 Japanese high school students also concluded with calls for more sociolinguistic instruction. Utilising questionnaires, in-depth interviews (four teachers of English and ten students) and classroom observations, the results showed that, while students saw English as an international language, they considered the owners to be Inner Circle speakers (Americans and British), wanted a NES model and lacked an awareness of other varieties, unsurprising given the image of English portrayed in Japan, discussed in Chapter Two. Matsuda concluded that it is vital to increase the exposure to, and to raise the awareness of, different varieties of English amongst both students and teachers of English.

There have, therefore, only been a few studies conducted in the field that have investigated students' attitudes towards GE. The main conclusions to be drawn are that, while students continue to favour NESs, more research is required to support proposals for GE. Such research would benefit from a thorough examination of attitude formation, particularly the influence of NES norms in ELT and the possible influence of new approaches to ELT on attitudes towards English. With limited experience with and exposure to NNEs, as well as a lack of awareness of the role of English today and the changing representations of speakers

of the language, students are not making decisions based on the availability of sound information. Studies are required that research students' attitudes after explicit GE awareness-raising to see if their beliefs hold true. Despite the number of calls for a re-evaluation of ELT, however, few researchers have investigated this in depth.

3.4.6 The influence on language attitudes of Global Englishes instruction

Research in this area is scarce, although there is a small number of studies which have investigated the impact of direct GE instruction. Furthermore, two of these studies involved NESs and only one has researched the influence of GE on NNEs' attitudes. There is clearly a lack of research in this area and there is a need for language attitude studies in relation to WE and ELF to be combined with traditional studies that investigate students' attitudes towards teachers.

The first of these is a Korean-based study by Shim (2002) which investigated the attitudes of both teachers (24 enrolled on a TESOL masters degree in Seoul) and students learning about WE through surveys and interviews from 1995 to 2000. The first, in 1995, involved 57 intermediate level students, who listened to tape recordings of five different female NESs and NNEs, reading portions of 'Cinderella'. The majority favoured AmEng as the teaching model, 49% wanted AustEng and no-one wanted to learn Pakistani or Korean English. The study was repeated two years later with 24 TESOL graduate students, reported to be familiar with WE theories and Kachru's model, although no further information is given. 22 preferred AmEng and only two stated that, "ideally", Koreans should be exposed to other varieties, although it is "practically impossible". Shim conducted a third study in 1998, after WE exposure through TV (a programme called 'Crossroads Café'), and of the 27 in the researcher's own class, 23 wanted an internationally accepted model (although this is not explained) as a teaching model; 27 felt there is a need to understand NESs, and all 27 would be willing to participate in an ELT programme that introduced NESs. While there is a clear change in attitudes, Shim fails to discuss the influence that he, as both researcher and teacher, may have had, and gives little account of the content of the course,

students' backgrounds, motivations and goals. The last group of students may simply have had more positive experiences with NNEs, more experience using English as a lingua franca or different goals for their future use of the language.

Derwing and Munro's (2002) study involved NES respondents' attitudes towards the comprehension of foreign-accented Vietnamese English before and after a period of cross-cultural awareness training and explicit linguistic instruction, which lasted for eight weeks. Attitude questionnaires conducted with full-time first year Canadian social work students indicated increased empathy for immigrants. However, the group that received explicit instruction regarding the characteristics of Vietnamese-accented English showed significantly greater improvement in confidence that they could interact with NNEs. This highlights the need for GE programmes to include a wider range of varieties of English in order to better prepare students. It also shows the importance of familiarity and also brings attention to the fact that it is not only NNEs that need to learn how to accommodate different Englishes, accents and cultures.

Kubota's (2001) study investigated the change in attitudes of 17 American high school NESs taking a course in WE, which included 8 lessons focusing on the varieties of English used in America and worldwide; the history of English; the difficulty of acquiring NES proficiency; ways to communicate with WE speakers; and an investigation of the implications of the spread of English. The questionnaire asked about speech samples (six US speakers from Australia, China, India, Ecuador, Nigeria and France, who spoke about education in their home country for one minute), and classroom observations and interviews were also held. However, only some students showed positive reactions and some biased views towards NNEs were reinforced. Kubota concludes that this indicates a need for commencing education about cultural linguistic diversity at earlier stages of life (Kubota, 2001).

These three studies are important and also highlight the importance of re-evaluating the way English instruction is delivered to NESs, as well as NNEs. Few researchers have investigated the influence of a GE course instruction and the studies examined in this section do not investigate the proposals put forward in the previous section 2.3 (p.17-37) in

any depth. Such research is vital if GE research and the associated pedagogic proposals are to be given weight.

3.4.7 Summary

According to the attitudes research surveyed above, NE is highly valued and many in the education context prefer to follow a NES model. Methodologically speaking, however, many of these studies have limitations and very few investigate the possible reasons for attitudes. Furthermore, these results should not be used as evidence for the continued dominance of NE and the NES in ELT. Learners need more choice and “the choice needs to be made in full knowledge of the sociolinguistic facts and without pressure from the dominant NS community” (Jenkins, 2006b:155), although this may be difficult to the prevalence of commercial language tests which continue to use NES norms. In order to fully understand students’ attitudes and needs, longitudinal and mixed methods studies are needed. Such studies should also research the wider social context and also investigate the possible influence awareness-raising of GE may have on students’ attitudes.

3.5 Attitudes towards teachers of English

In addition to the studies discussed so far in this chapter, there is a body of research on the respective capacities of NNESTs and NESTs and attitudes towards them. These studies are particularly important, due to the fact that language institutions often defend employing large numbers of NESTs to satisfy students’ demands (Mahboob et al, 2004), and recent years have also seen a push towards the importance of NNESTs and the need for the employment of a more varied teaching staff. Research in this area is best understood under the following headings:

- Studies that involve attitudes when the NNESTs share the same L1
- NNESTs with a different mother tongue
- Important characteristics for an English teacher

3.5.1 Studies that involve attitudes when teachers share the same first language

Barrat and Kontra's (2000) study in Hungary (116 students and 58 teachers involved) and China (with 100 students and 54 teachers) required students to free-write about their experiences of NESTs. Almost identical factors were pinpointed in favour of and against NESTs, including authenticity as the most valuable characteristic, along with pronunciation, wide vocabulary and cultural information, although the NESTs were not noted to be keen on grammar, and lack linguistic and cultural awareness that NNESTs have.

Similar results were yielded from questionnaires in Benke and Medgyes's (2005) study in Hungary of 422 students, where the advantages of NNESTs were exam preparation, grammar explanations and a familiarity with the students' background, and the advantages of NESTs were seen as speaking skills, cultural information, friendliness and good pronunciation. However, this survey also elicited students' actual preferences, and nationality was compared with level of professionalism, thus linking language attitude research to attitudes towards English teachers. Such research is vital, particularly if researchers want to make strong recommendations for the irrelevance of NESTs and advocate change. The results revealed that NNESTs are seen as helpful for beginners and NESTs for more advanced students, although it should be pointed out that this is assuming NE is the goal. Over 50% thought that ability to teach was more important than nationality, and only 22.3% would be happy to trade a NNEST for a NEST, although students' definition of 'ability to teach' is unclear; and the majority (88.2%) wished they only had NNESTs, which may be related to the fact that they were lower-intermediate level students. Hence, while NESTs are often recruited to satisfy student demand, this study highlights that many students actually prefer teaching ability over nationality.

Preference for a NEST was also related to higher proficiency in Lasagabaster and Sierra's (2005) study, which utilised open (freely in small groups) and closed questionnaires with 76 1st to 4th year students from the University of the Basque country. Again, general background information is provided, but little else. Furthermore, some of the attitudinal

statements are somewhat vague⁶. The open-ended part of the study also simply asked students to list the pros and cons of both types of teachers, and students were not given the chance to expand on their answers in interviews, nor relate them to their attitudes towards English in relation to GE. Nevertheless, the results reveal important insights; there was a clear preference for a NEST in the areas of pronunciation (81.5%), culture and civilisation (71.1%) and speaking (64.5%), although vocabulary only yielded 46% and listening 44.7%. The open-ended results also revealed 46 positive statements for NESTs and 29 for NNESTs (Lasagabaster and Sierra, 2005).

These results coincide with Medgyes's (1994) study, and Catalan NNESTs also preferred NESTs in Llurda and Huguet's (2003) study, when they were asked how many NNESTs and NESTs they would hire if they owned a language school. In addition, Cook's (2005) survey of 12 younger students (aged on average 14) and adults in six countries revealed that 72% of children in England, 33% of children in Belgium, 82% of adults in England and 51% of adults in Taiwan preferred a NEST, although this is not an overwhelming preference, with the exception of England. With regards to NNESTs, who once again are lumped into one group, students again noted that they provide a good model of a language learner, and often have more appropriate training and background, although they have lesser fluency. "Fluency", however, is not defined. Nevertheless, it should be remembered that NESTs and NNESTs are often employed to do very different things, the former being employed to teach oral skills. University students in Miller's (1995) small-scale study in Japan (17 students) also wanted their NEST to understand their culture and communication styles. Miller also calls for approaches to ELT in Japan to accommodate Japanese communication styles in early lessons and assimilation of western styles in later lessons.

⁶ For example, "I would have more positive attitudes towards English speaking countries and their speakers if I had a native teacher" does not clarify what an "English speaking country" is, and students may have different definitions.

3.5.2 Non-native English teachers with a different mother tongue

Thus, the majority of studies have grouped NNESTs together and provide no information on students' attitudes towards NNESTs from different countries, where the often stated benefits of shared L1, etc. are unlikely to hold strong. Despite the calls for ELT to include the recruitment of more NNESTs, as discussed in the previous chapter (section 2.3.4, p. 21), research in this area is scarce. Moussu and Llurda (2008) point out the importance of recognising that NNESTs are not one single group, e.g. their approaches may differ depending on the level they are teaching, their English proficiency and their teaching styles. It is also clear, that researchers should consider the fact that many NNESTs teach in different countries, other than their own. Given the number of studies that have compared attitudes towards NES and NNESTs, it is surprising that very few studies have extended this comparison to the language classroom.

Moussu's (2002, cited in Braine, 2005:18) longitudinal investigation into students' feelings and expectations when first taught by NNESTs involved four NNESTs from Japan, Argentina, Ecuador and Switzerland and 84 students from 21 different countries enrolled in an intensive English programme attached to a US university. It is unclear, however, where these universities were, whether students were enrolled in the same course and what the characteristics were of the NNESTs, for example, proficiency, education, etc. Nonetheless, the questionnaire results revealed that, from the beginning of the semester, 68% said they could learn English just as well from a NNEST as from a NES, 79% expressed admiration and respect for their NNESTs and 84% expected their class to be positive. Time and exposure also strengthened positive opinions, as an increased percentage said they would recommend that a friend take the class after the semester (56% to 76%). These findings are interesting from a GE perspective and suggest that, while students may favour the NES model, their attitudes towards GE in ELT may change after increased exposure to different varieties of English and English teachers. On the other hand, the Korean and Chinese students in this study expressed negative feelings toward their NNESTs more frequently, which highlights the need for more studies in Asia, where there may, perhaps, be more value placed on the NES.

Kirsty Liang's (2002) (cited in Braine, 2005:19) investigation of students' attitudes towards NNESTs at California State University involved the opinions of 20 ESL students towards six ESL teachers (five NNESTs from different language backgrounds and one NES). After listening to audio recordings of NNESTs, students rated and ranked the teachers' accents according to a scale of preference. Results showed that, although the students rated pronunciation/accent as very important, it did not affect their attitudes towards their previous NNESTs in their home countries, towards whom they held positive attitudes. Thus, while it was not discussed in this study, there is a possibility that students have different opinions towards NNESTs of other nationalities than their own, and that other factors, such as a shared L1 and culture, may be important factors when choosing an English teacher. Studies are clearly required that fully investigate what students both need and want in an ELT context. This study also suggests the influence of familiarity on accent and it would be interesting to conduct it again after students had been exposed to more NNEST speech. Furthermore, personal and professional features derived from the teachers' speech, such as "being interesting", "being prepared", "being qualified" and "being professional", played a role in the students' preference for teachers, although it is difficult to determine how far students can judge these aspects of a teacher's professionalism based on taped recordings of speech.

A further America based study is Mahboob (2004), which elicited written responses of 32 students from diverse language backgrounds, with varying proficiency levels, enrolled in an intensive English programme. Opinion essays on NESTs and NNESTs were coded by four readers. Results are similar to previous studies. Both received positive and negative comments related to oral skills, with vocabulary and culture also being viewed positively. Negative comments on NESTs related to grammar, experience as an ESL learner, ability to answer questions and methodology. In the case of NNESTs, experience as an ESL learner earned the most number of positive comments, followed by grammar, affect, oral skills, methodology, hard work, vocabulary, culture, ability to answer questions and literacy skills. NNESTs received negative comments with regard to oral skills and culture, although it is unclear whose "culture" the author is referring to. In fact, little information is given about the nationality of the NNESTs in the study and whether they are working at the US

institution or whether students are commenting on their past experiences with NNESTs in their own countries. This study also fails to provide information on the level of professionalism of both types of teachers and, as with the previous studies, it provides little account of the underlying factors influencing these opinions and what can be done to address them.

In the past, therefore, researchers have investigated students' attitudes towards their English teachers, the majority involving NNESTs with the same L1 as the students. However, studies are required that link such investigations with those that look at students' attitudes towards English in relation to GE. Such research is needed to inform GE curriculum design and materials developers and eradicate the theory/practice divide that appears to exist.

3.5.3 English teachers

In addition to simply comparing the attributes of both types of teachers, several studies have investigated students' opinions of what makes a good language teacher. This is also important in relation to GE, to raise awareness of the qualities students look for in an English teacher and to investigate the importance of nationality and, perhaps, native-like accents. Once more, while students may appear to favour NE and NESs, it must be remembered that the dominance of the NES ideology plays an important role in the formation of such perceptions.

Pacek's (2005) UK based study used informal interviews with students at the University of Birmingham, who studied with a NNEST from an Eastern European country with 20 years experience teaching English, linguistics and ELT methodology, as well as a sound knowledge of the Japanese educational system, through experience of managing a teacher-training programme for 11 years. Two questionnaires were sent out to two groups of students, those taking a vocabulary class (43 and 38) and those taking a teacher-training course for Japanese teachers (68 and 46), one week apart to make them seem unconnected. The results show that, while a NNEST is often the norm in students' own countries (particularly in the Far East), they expect a NEST when studying in an English-speaking

country (Pacek, 2005:245), highlighting the influence of pedagogical beliefs on attitudes, as discussed in the former part of this chapter (3.2.1, p. 41). However, students see sensitivity to their needs and problems as the most important characteristic of a Foreign Language Teacher (FLT), followed by clear explanations and pronunciation. Gender and age do not appear to be important, which is interesting considering many institutions in places like Japan advertise for 'young' NESTs. This study also highlights that teachers' professional qualities were more important than nationality, although this study only involved one NNEST, and there is a possibility that comments may have been teacher specific. Nevertheless, it is an important start and highlights the importance of researching the fuller picture.

In Hong Kong, Cheung (2002, cited in Braine, 2005:20) used questionnaires (420), interviews (10) with students and classroom observations. The opinions of 22 teachers, 60% of whom were NESTs, were also sought. A high proficiency in English, the ability to use English functionally and the awareness of the cultures of English speaking countries were noted as NESTs' strengths. In this study, for NNESTs, empathy as a second language learner, a shared cultural background and grammar focus were noted as strengths. However, Cheung also elicited important teacher qualities, and both groups stated that teachers should be well-informed about the English language, able to make learning relevant and fun, good at motivating students, able to encourage independent learning and thinking, sensitive and responsive to students needs and able to respect students as individuals with their own aspirations. This study is important in raising awareness of students' attitudes towards teachers, although it reveals little about what students actually prefer.

Language planners, curriculum developers and educators alike can also learn a lot from the various studies that have concentrated on the self-perceptions of teachers, due to the influence this has on teaching. However, despite the pioneering work of Medgyes (1992, 1994), it took nearly a decade for more research to emerge on the issues relating to NNESTs and, as a result, research is scarce. Nevertheless, there are a few studies, including those that focus on NNESTs' Self Perceptions (Medgyes (1992) in various countries; Reves and Medgyes (1994) worldwide; Tang (1997) in Hong Kong; Samimy and Brutt-Griffler

(1999) in a US university; Seidlhofer (1996) in Austria; Arva and Medgyes (2000) in Hungary; Inbar (2001) in Israel ; Llurda (2005) in the US and Canada) and those that focus on NESTs' Self Perceptions (Galloway (2009) in Japan). However, there is insufficient space in this thesis to provide a detailed overview of each of these studies.

3.6 Chapter summary

This chapter has provided a detailed discussion on the nature of language attitudes and outlined the main studies that have been conducted thus far. The discussion has highlighted that research into the attitudes of learners towards the target language in the ELT context can provide teachers with an awareness of their learners' beliefs, to help inform curriculum development. It can also increase self-awareness among the learners and foster autonomous learning. Furthermore, raising their awareness to their own stereotypes, prejudices and expectations enables them to think critically about them, as well as the linguistic features of the target language.

This chapter has also shown that attitudes are not straightforward and are influenced by a number of factors, including culture, familiarity, vitality and prestige, pedagogical context, race, proficiency and motivation. Language attitudes are also subject to change, and there is a need for both short-term and long-term studies. It is essential to investigate the broader social conditions due to their influence on attitudes towards language.

Previous studies have shown the high vitality of NE, and that language hierarchies exist. However, these studies provide little information on where these attitudes stem from, and further research is clearly needed. Studies related to the ELT context have shown preferences for NE, although, once more, little information is provided on the various factors that influence attitudes, as well as the broader social context. Thus, the examination of the previous studies has highlighted the inherent problems with both direct and indirect methods. Researchers must be careful not to rely on any single research method which may generate skewed and unreliable results, and a variety of methods should be employed to gain deep insights.

It is also clear that GE resources, such as textbooks, remain scarce, and this appears to be an obstacle for introducing new approaches into the classroom. A belief in NES ownership of the language still persists. Nevertheless, recognition of GE is clearly growing among teachers and, while the paradigm shift has not yet started to filter through into ELT itself, several researchers have begun to research the issue, or at least discuss it, in relation to their results. However, the majority of those involved in the ELT profession do not appear to be ready for the shift in practice advocated by those scholars who made GE related proposals discussed in the previous chapter.

There is a lack of research investigating *students'* attitudes towards GE, and even fewer on the influence of GE instruction, surprising, given the fact that, as the main receivers of English education, their attitudes are invaluable to teachers and language planners alike. Such research is vital if GE research and the associated pedagogic proposals are to be given weight. The current research aims to investigate whether the promotion of a GE perspective in ELT methodology and an increase in GE related materials, supported by detailed research, can influence attitudes towards English.

The next chapter outlines the research design of this study.

Chapter Four: Methodology

The previous chapters provided a specific theoretical basis for the development of GELT and offered a justification for an in-depth study of its feasibility to be conducted. Chapter Three also outlined the importance of relating such research to the ELT context and fully investigating the wide range of factors that influence attitudes. This chapter moves onto the research design of this study. Firstly, the objectives and the research questions are outlined. Then, the overall methodology is discussed. The exploratory and pilot studies are discussed with reference to the research instruments and how they helped inform the main study. It ends with a brief outline of the limitations of this study.

4.1 The aims of the study

Chapter Three highlighted that many English language studies are conducted separately to the ELT context, although many relate their results to language teaching. Furthermore, the attitudes of teachers are often researched separately and the various background factors that serve to explain perceptions are often ignored. The previous chapters also demonstrated the potential theoretical and methodological value of conducting further in-depth research on the attitudes of university students in the Expanding Circle, in relation to ELT. ELF is now a distinctive phenomenon and has major pedagogical implications for the ELT industry. It is important today not only to understand what perceptions students have in relation to the sociolinguistic realities of English, but what influences these perceptions, and how an awareness raising of GE can influence these attitudes. Furthermore, the lack of an extensive body of research is problematic for the many pedagogical proposals that have been put forward in relation to GE. Therefore, this study aims to provide a clearer understanding of students' uses and perceived future uses of English and of their attitudes and responses to GE instruction, in order to support and inform ELT curriculum reform. This research also aims to help inform teachers about students' attitudes and responses, materials developers

and policy makers in Japan and elsewhere, and widen sociolinguistic enquiry in the Expanding Circle.

4.1.1 Research questions

The aim of this research, as outlined previously, is to investigate Japanese university students' attitudes towards English and their English teachers and provide richer insights into their orientations, by exploring the reasons underlying their attitudes, including learning histories, motivation, proficiency, contact with English and perceived future uses of English. The attitudes of Japanese students taking a GE class are compared with those who do not, in order to explore the effect of direct knowledge of the global changes in English. The GE class will be discussed more fully in the next section. The overall research aim generated three research questions, given below, which formed a guide to the study.

1. What are students' attitudes towards English?
2. How do these attitudes relate to English language teaching?
3. To what extent does GE instruction influence these perceptions?

These research questions were designed to direct this research in an attempt to fully investigate students' attitudes towards English, ELT and the influence of GE instruction.

4.1.2 Research setting

The context chosen to undertake the fieldwork was Japan. Japan is located in the Expanding Circle, where research is scarce. The subjects were undergraduate English students at Kanda University of International Studies in Japan, a private university in Chiba. This university was chosen due to my previous position as a Senior Lecturer in the

department, which made it possible to obtain permission to conduct the research and gain easy access to the students. It also provided the opportunity to design and teach two elective classes for third and fourth year students.

Using one site also made it possible to investigate the situation in depth, using multiple methods over a long period of time, unlike previous studies. Moreover, focusing solely on Japan made it possible to research the respondents' wider social context more fully than if several countries were used. Chapter Three highlighted that attitudes are formed in a number of ways, and it is vital that researchers focus on specific contexts, in order to understand the historical and cultural settings of the participants. Thus, while my background has inevitably shaped my interpretation (this will be discussed towards the end of this chapter), every attempt was made to be unobtrusive and fully represent the students' attitudes.

The university itself is a relatively small private university. There are approximately 3000 students in total and six departments (English, Chinese, Spanish, Korean, International Communication and Languages and Cultures). The English department was the one that provided the easiest access. For this reason, the study only includes students majoring in English. The students are known to be highly motivated, most classes are conducted in English and the level of English ability is intermediate. An English Language Institute (ELI) was established in 1987 and includes 55 foreign lecturers and 8 learning advisors. Elective classes, offered in students' 3rd and 4th years, are held twice a week for each 13 week semester.

4.2 Research instruments

Chapter Three highlighted that previous studies have utilised the VGT and MGT, surveys, interviews, classroom observations, personal experiences and narratives, essays and, more recently, perceptual dialectology. However, as mentioned previously, while MGT/VGT elicits useful data, they tell us little about what influences attitudes. Furthermore, as Dörnyei (2007:35) note, "quantitative methods are generally not very sensitive in un-

covering the reasons for particular observations”, and many of these quantitative studies were not followed up with qualitative methods. In addition, when qualitative methods were used, such as interviews, essays, etc., in very few was the data analysed in detail.

Despite being uncommon in the field of language attitude (but not other applied linguistic) research, in order to widen the scope of understanding, a mixture of both quantitative and qualitative measures is employed, in order to obtain rich data. This mixed methods approach employs strategies of enquiry that involve collecting data through a variety of methods, in order to triangulate results to “obtain different but complementary data on the same topic” (Creswell and Plano Clark, 2007) and increase validity through the convergence and corroboration of the findings (Dörnyei, 2007). Therefore, this study aims to bring together the strengths of both forms of research collection and avoid the shortcomings of many of the previous studies in this area.

This sequential mixed methods study had three phases of data collection including a questionnaire, qualitative open-ended interviews and focus groups (FG). Each of these will be discussed in turn. While this study is a survey of attitudes and the various factors that influence those attitudes, it also includes elements of an action-research project, since I took action by running an intervention (the GE course), and studied its results. Definitions of action research (cf. Cohen et al, 2011: 345-6) commonly note that action research lays claim to the professional development of teachers, and involves ‘situated learning’; learning in the workplace and about the workplace. Definitions also commonly note that it involves attempts to improve education, theorizing about one’s own practice and also making critical analyses of the situations where they work, all of which relate to this study. Many action-research projects are collaborative, although in this study, I was the sole researcher. Burnes (2000) notes that action research is situational, diagnosing a problem in a specific context; collaborative, with teams of researchers and practitioners working together; participatory, as team members take part directly in implementing the research; and self-evaluative, modifications are continuously evaluated within the ongoing situation to improve the practice. Thus, while this study is not collaborative, it contains other elements of an action research study. Moreover, the present study also includes elements of an experiment due to

the use of a control/experimental group and a pre/post test (Cohen et al 2011: 312). This study also includes elements of an ethnographic approach, which will also be briefly discussed in 4.2.5 (p.91).

4.2.1 Data collection procedure

The fieldwork took place from October 2007 until July 2009 (Table 4.1, p.79). Two different courses were designed and taught for one semester (13 weeks), two classes of each course over two semesters). Each class was taught twice a week (90 minutes each) and each contained 30 students. The course outlines and textbooks are provided in Appendix 1 (p.320) and on the accompanying CD Rom. The Tourism course focused on the airline, hotel and travel industry in general and was used as the control class. On the other hand, the GE class was designed as the experimental class for the purposes of this study. The available literature and available textbooks, such as those discussed in Chapter Two, were adapted and a textbook was made.

As pointed out in section 2.4 (p.27), there are few resources for GE instruction, and a textbook was produced (Brutt-Griffler, 2002; Jenkins, 2003, 2009; Kachru et al, 2006; Kirkpatrick, 2007; Melchers and Shaw, 2003). As explained in 2.3.1 (p.17), the GE course included exposure to NNE and ELF. Each week students were asked to keep a listening journal, where they listened to different varieties of English or ELF conversations, and were encouraged to mix with the international students on campus and record their conversations for use in the class. The listening journal made it possible for students to choose varieties salient to them as they were free to choose what they listened to, wrote reflective comments, and used these as a basis of discussion in class.

As mentioned previously, the overall aim was to raise students' awareness of the concept of GE and raise their confidence as speakers of an international language. Thus, as explained in 2.3.3 (p.20), in a modular format, students were introduced to the spread of the English language, reasons for the spread, number of speakers and the attitudes towards the spread of English, as outlined in section 1.1 (p.1) and 1.2 (p.3). Topics also covered different

varieties of English, the concept of ELF and ELT. With regards to ELT, students read a number of articles and debated a number of issues with regards to the use of the NES model in ELT, as discussed in section 2.1 (p.9) and also critically examined hiring practices within Japan. Students were also introduced to the problems in defining a NES and the use of the NE model as a yardstick in relation to ELF. This involved a focus on the ‘ownership’ of English, the use of English in different countries, and an introduction to the various strategies employed when English is used as a lingua franca, and a critical examination of whether traditional ELT approaches equip students with the tools necessary for such communication. As outlined in section 2.2.3 (p.17), the concept of ELF was examined and students were free to research a number of topics that interested them, including phonology, pragmatics, culture, lexicogrammar, etc. through the use of available GE textbooks, VOICE corpus and other resources.

Furthermore, as discussed in 2.3.4 (p.24), the GE course also included a focus on local relevance and culture, and students were encouraged to critically examine possible stereotypes within Japan and examine how these are enforced and perpetuated. As Canagarajah (2005) proposed, the point of the course was not to learn English to join a single language community, but to understand that cultures are hybrid and diffuse,. It also aimed to introduce students to a variety of norms and is a move away from NES expertise to a focus on multi-lingual and multi-cultural communicative practices, and on negotiation and communicative strategies. Thus, students were also introduced to the notion of the need for accommodation skills and co-operation skills, as discussed in section 2.3.4 (p.25).

When collecting data, every attempt was made to be as unobtrusive as possible when teaching and students were encouraged to speak openly and honestly.

Table 4.1 shows the data collection schedule. A concurrent procedure, whereby quantitative and qualitative methods are collected at the same time, was not possible, due to students’ busy schedules. Thus, a sequential approach was adopted, involving the administering of questionnaires at the beginning, and questionnaires, interviews and focus groups at the end. An exploratory and pilot study was also conducted first and these will be discussed in detail in the next section.

Table 4.1: Timeline for data collection

Stage	Date			Instrument	Time (minutes)	No. of Students
	Year	Month	Semester Week No.			
Exploratory	2007	October	3	Questionnaire	45	55
Pilot	2008	April	1	Pre- Course Questionnaire (Pre-Q)		52
	2008	July	12	Post- Course Questionnaire (Post-Q)		
	2008	July	12	Interview	45	1
	2008	July	13	FG	60-90	5
Main Study	2008	September	1	Pre-Q (Intake 1)	45	120 (60 GE, 60 Non-GE)
	2009	January	12	Post-Q (Intake 1)		
	2009	April	1	Pre-Q (Intake 2)		
	2009	July	12	Post-Q (Intake)		
	2009	January	13	Interviews	45 - 60	9
	2009	January	14	FG	60 - 90	24
	2009	July	13	Interviews	45 - 60	10
	2009	July	14	FG	60 – 90	24

4.2.2 The questionnaire development

Detailed demographic and background information, essential to better understand the respondents and their responses, was obtained through questionnaires, which are “easy to construct, extremely versatile, and uniquely capable of gathering a large amount of information quickly in a form that is readily processable” (Dörnyei, 2003:1). In addition, questionnaires were also deemed essential to measure any changes in attitudes after GE instruction. This section describes the development of the exploratory, pilot and main questionnaire.

The development of the questionnaire

The questionnaire was designed to be “brief; easy to understand; reasonably quick to complete” (Munn and Drever, 1999:13), therefore avoiding the risk of respondent fatigue (Dörnyei, 2003). Sections were clearly defined, instructions were typed in a different font and questions were clear and unambiguous, and written in both English and Japanese. In the exploratory (Appendix 2, p.323) and pilot (Appendix 3, p.333) questionnaires more open-ended questions (Open-Q) (e.g. experience abroad, other classes, other foreign languages, etc.) were included to find out more about the respondents. The answers were then subsequently analysed, and closed questions were constructed as clear patterns emerged. Several members of the target group were also asked to comment on various questions and versions of the questionnaire.

Exploratory and pilot versions

The questionnaire was designed around the three main research questions. It was divided into sections, with section one covering the background information deemed essential to understand attitudes, including language learning history, experience abroad, proficiency, familiarity with varieties of English, in order to examine to what extent attitudes are formed on pre-conceptions as opposed to exposure, other classes, other known languages and nationalities of current and previous English teachers. For sections two and three, attitudinal statements, such as those utilised by Timmis (2002), were avoided (as discussed in Chapter Three, p.59), due to their ambiguity, and a mixture of open and closed questions were used, since it is “likely that responses to open questions will more accurately reflect what the respondent wants to say” (Nunan, 1992:143). Additionally, techniques from perceptual dialectology were used and students were asked to choose from varieties of English that they may not have had exposure to (in the pre-Q, at least for the GE students). In the questionnaire, students were simply presented with a list of countries.

Nevertheless, in the exploratory and pilot studies, several problems were highlighted. Student feedback revealed that the ambiguity of some of the instructions led many to

become confused. The problematic questions in the exploratory version are highlighted in bold in Appendix 2 (p.323) and several questions were amended⁷. The pilot questionnaire was more structured and easier to complete. More five point Likert scale items were used to gather more data and help measure the intensity of attitudes, as well as to aid statistical analysis. Many students remained “neutral”, and this was later amended to a four point scale in the main questionnaire (Appendix 4, p.353). However, while the pilot elicited more information on students’ attitudes towards varieties of English, it was confusing and the ranking exercise made statistical analysis problematic. Hence, Question 20 was also later revised to elicit responses on each variety, providing more information on students’ attitudes. In addition, the questions in the first two versions were not grouped well⁸ and when analysing the Open-Q pilot results, it was clear that the majority related to the ELT context. Therefore, response boxes were added to questions 17, 18 and 24, in order to elicit more information. The next section outlines the development of the final questionnaire based on the initial two versions.

The final version

The final questionnaire contained five main sections and several changes were made based on the pilot study. Firstly, a four point Likert scale was used, and some terminology and questions were revised⁹. The open-ended section of the pilot questionnaire was invaluable

⁷ Questions 14 and 15, for example, elicited limited information on students’ experiences, and were revised in the pilot. Question 17 included confusing terminology, and ‘Because I want to make friends with native speakers of English’ and ‘Because I want to communicate with people all over the world, including non-native speakers of English’ were changed to ‘Because I want to communicate with native speakers of English’ and ‘Because I want to communicate with non-native speakers of English’. Questions 22 and 23 were merged, 4 was added to elicit proficiency levels, 19 and 20 were added to elicit more information on attitudes to English varieties, and 17 was included to give more space to write freely.

⁸ For example, section 2 led students straight to questions 11 and 12, which referred to English teachers, followed by questions 13, 14, 15 and 16, which referred to current and future English use. Question 17 then asked about motivation, leading to section 3, which began with a question about English teachers again.

⁹ ‘Proficient teacher’ was changed to ‘Competent teacher’ in Questions 20 and 21, to reduce any confusion with English proficiency. Question 23, ‘My ultimate goal is to pronounce English like a native-speaker’, was changed to ‘What is your ultimate goal in learning English? Please explain your answer in the space below’ (Question 26) to elicit more information, and since attaining NES proficiency was covered in Question 18. ‘Imitate’ was changed to ‘sound like’ (Question 20) and students were asked to comment on multiple varieties. In section 4, ‘teaching experience’ and ‘teaching method’ were added to the list of important qualities for teachers, based on the pilot responses, and in Question 25 ‘in class’ was removed from the statement ‘I prefer to use English learning materials (textbooks, audio, etc) in class that involve people from the following countries’ due to the fact that the university has a rather large self-access learning centre. Furthermore, the

in eliciting students' more extended comments. However, in order to keep students more focussed before writing their 'final comments', the main study questionnaire included a further question in section 5 that asked about how much students' English education had prepared them to use English with people from around the world. The intention was to elicit more information from those students taking the GE course.

Administering the questionnaire

The questionnaire was designed to elicit attitudes about English and English teachers, and, as both a NES and the students' teacher, social desirability (or prestige) bias (Dörnyei, 2003; Garrett et al, 2003), where students answer with the desirable/acceptable/expected answer, was a particular concern. For this reason, anonymity was explicitly stated, and in the 30-40 minutes the students were given to complete it, they were left alone. The questionnaires were administered via surveymonkey.com and the post-Qs were also conducted at the end of semester. However, the "halo effect" (Dörnyei, 2003:10), the human tendency to over generalise, was also expected to be a threat to the reliability of the data. Students with a particularly favourable attitude towards NESs, for example, may be disinclined to say anything negative about them, even when it comes to specific details. This was of particular concern, due to the fact that the university where the research was conducted is well known for its number of NESTs. For this reason, several attitude questions were included in the questionnaire to elicit attitudes from various angles. Students were also given the opportunity to answer in Japanese.

4.2.3 Interviews

Qualitative methods were sought to elicit substantive information about participants' attitudes towards English and ELT. They were also chosen to give the students a chance to

pilot highlighted that Questions 12 and 13 did not give students an opportunity to comment on English teachers from other countries and, so, Question 22 was added, which asked about 'Non-native' teachers.

clarify, extend and provide examples, thus providing a clearer explanation of the topic. Focus groups and interviews were chosen as the primary method of qualitative data collection for a number of reasons.

As Flick (2007:101) notes, “From questionnaire data, the (meaning) context of the single answer can hardly ever be reconstructed without explicitly using additional methods, like complementary interviews with a part of the sample”. Hence, the second method of data collection was interviews, which are good at complementing questionnaires (Sakui and Gaies, 1999). Interviews were conducted with individual students in week 13 (Table 4.1, p.79) to elicit their individual points of view and allow them more time to discuss their opinions. As Chapter Three indicated, many previous studies did not give adequate background information on, or explanations for, the students’ opinions and, therefore, the purpose of the interviews was to uncover the meaning of what the interviewees had said.

Interviews were audio-recorded and then transcribed. The subsequent analysis was qualitative, and will be explained in detail in Chapter Six.

The development of the interview guide

After explaining the purpose of the study, addressing terms of confidentiality and explaining the format, the interviewees were invited to talk about their English language learning history, motivation and teachers of English. The interview guide (Appendix 5, p.377) began with the problem-centered interviewing (PCI) approach for the first half of the interview (Scheibelhofer, 2008), which focuses on integrating story telling with topical interviewing and resembles Seidman’s (1998) “Focused Life History” stage of interviews, where respondents are asked to provide as much information as possible about themselves, in relation to the topic of study.

The second part of the interview employed a semi-structured approach to ensure coverage of the main themes and consistency between interviews. Unlike the questionnaire, the interview guide was very flexible. In addition, since the students were already aware of the nature of the study from the questionnaire, this approach was chosen to give students a

chance to direct the interview and talk about what they deemed important in relation to my study and to ask questions.

Care was also taken to create a certain amount of order. The prompts were trialled with a sample of the population and then subsequently revised. In addition, since the interviews were conducted in English, although students were given the option of Japanese, care was taken to use appropriate language and students in the pilot study were asked to comment on anything ambiguous.

The interview guide was partly based on Kvale's (1996) nine question types including: introducing questions; follow-up questions; probing questions; specifying questions; direct questions and indirect questions. However, due to the narrative nature of stage one, in order to move between the two stages, open-ended questions were asked relating to topics that the interviewee had brought up in the first place. Thus, follow up questions were developmental, based upon previous responses, rather than indicating radical shifts in direction.

Pilot version

In the pilot study, several students and experts in the field were asked to comment on the interview guide. Furthermore, an informal interview was conducted with one student. Unlike the questionnaire, no problems were encountered, and, thus, no changes were made. The interview format elicited plentiful data, the bank of prompts was useful and the allocated time of 45 minutes was sufficient. The pilot highlighted students' busy schedules. Therefore, in the final study, emails were sent to all of the questionnaire respondents to check their availability. While it would have been beneficial to have chosen students based on their questionnaire results, this was not feasible. In addition, although the pilot student was given the opportunity to speak in English or Japanese, they appeared reluctant to use Japanese, and the pilot interview was, therefore, conducted in English. This point was, therefore, re-iterated more strongly in the final questionnaire, in order to make students aware that the use of Japanese was acceptable.

Despite my good rapport with the students, the influence of my position as both teacher and researcher cannot be ignored. This will be fully discussed in section 4.4 (p. 94). However, several methods of data collection were utilised, and whilst interviewing, every attempt was made to minimise interruptions and provided supportive nods, agreement, etc., instead of excessive verbalisation, which may have distracted the respondents.

4.2.4 Focus groups

The second method of qualitative data collection was the use of focus groups (FGs). FGs are, in essence, a discussion, where a small group of people, under the guidance of a facilitator or moderator, talk about selected topics. FGs have a number of advantages relevant to this study, which include the opportunity to yield high quality data and the reduction of acquiescence bias.

Ability to yield high quality data

FGs yield high-quality data through group interaction (Albrecht et al, 1993; Dörnyei, 2007; Krueger, 1998; Stewart and Prem, 1990) in a number of ways, including a “loosening effect”, group brainstorming, formulating ideas and consensus and diversity.

Firstly, the presence of peers may minimise the chance of a pull for social desirability. Individual interviews can be stressful and FGs not only give greater anonymity, but may also have a “loosening effect” (Vaughn et al, 1996:19), helping them to disclose their opinions more freely. In addition, the dynamic nature of the group discussion means that participants may talk about different topics, and not encouraging them to talk in depth about each prompt may result in more genuine and substantial comments. Furthermore, the group format not only encourages them to express their opinions, but it also gives them an opportunity to listen, share and formulate their ideas, thus providing the researcher with deeper insights into their attitudes on the selected topics. This group interaction reveals how they brainstorm their ideas together, share experiences, inspire and challenge each other

and react to the emerging issues and points (Dörnyei, 2007). Group interaction also offers valuable data on the extent of consensus and diversity among the participants (Morgan, 1996), and was deemed very important for the nature of this study.

Furthermore, as Krueger (1998) points out, various surveys and interviews assume that individuals really know how they feel and that people form opinions in isolation. However, FGs give participants the chance to listen to others before forming their opinions. For this study, FGs, therefore, provided the opportunity to fully investigate both students' attitudes and the reasons for them. The open exchange of different perceptions may spark new opinions or strengthen present convictions (Vaughn et al, 1996) and as Barbour (2007) points out, focus groups excel at allowing us to study the process of attitude formation and the mechanisms involved in interrogating and modifying views.

Reduce acquiescence bias

FGs also enable the researcher to take a less directive and dominating role (Gass and Seiter, 1999) and reduce the opportunity for acquiescence bias. This was a particular concern in this study, due to both the nature of the research topic and the position of the researcher. However, the moderator is also problematic, due to the dual role of facilitator and data analyst (Franklin and Lowry, 2001), and thus, an external moderator was hired and trained. Since it is important to hire someone from the same population (Fern, 2001; Smithson, 2000), a fourth year Japanese student, majoring in English, was chosen, which will be discussed in detail at a later stage.

The development of the topic guide

While FGs are often used to find preliminary data (Garrett et al, 2003) and generate topics for questionnaires and interviews, in this study the questionnaire was conducted first to gauge students' opinions before developing prompts. The FG topics were carefully pre-determined and sequenced, based on the research questions, and sufficient background

information about the purpose of the study was provided (Appendix 6, p.379). Questions were based on Krueger's (1998) five category framework (opening questions, introductory questions, transition questions, key questions and ending questions), which also follows Morgan's (1997:41) "funnel approach", from free discussion to more structured topics. This enabled the students to become familiar with both the topic and each other, before discussing key topics.

Focus group organisation

Research suggests that a single FG (e.g. Dörnyei, 2007; Morgan, 1996) does not enable the researcher to confirm the initial group's responses. However, several authors, including Krueger (1994), suggest that for a simple research question, the number of FGs necessary may only be three or four. The pilot was conducted with one group of students from both classes (Table 4.1, p.79) to test the usefulness of this method and the prompts. Four FGs were conducted with each group in the main study, in order to achieve adequate breadth and depth of information. Vaughn et al (1996) point out that fewer than 6 members may provide an insufficient number for a stimulating dialogue, and more than 12 are too many for all participants to get a chance to express points of view. Six is the ideal number for focus groups (Krueger, 1998; Rabiee, 2004), and, thus, with six members, each group was small enough for everyone to have the opportunity to share insights, and yet large enough to provide diversity of perceptions and ongoing conversation.

Krueger (1994) believes that rich data can only be generated if individuals in the group are prepared to engage fully in the discussion and, for this reason, advocates the use of a homogenous group. Kitzinger (1994) also advocates the use of pre-existing groups, as acquaintances can relate to each other's comments and may be more able to challenge each other. Therefore, students were selected from their relevant classes. One of the limitations of this approach, however, is that using homogenous groups can encourage set behaviours relating to pre-existing relationships and patterns of leadership in the group (Thomas et al.1995). Furthermore, while "Maximum variations sampling" (Dörnyei,

2007:127), which involves selecting participants with markedly different forms of experience and attitudes to explore the variation within the respondents and underscore any commonalities, would have been useful, this was not possible in the time-frame available. “Extreme or deviant case sampling” (Dörnyei, 2007:127), which involves selecting the most extreme cases, e.g. those students with the most positive and negative attitudes, was avoided, since this may have disrupted the discussions.

As mentioned previously, “the role of the moderator is crucial if group discussion is to be facilitated effectively, leading to good outcomes in terms of data disclosure and validity”, (Fallon and Brown, 2002:199). Thus, moderator guidelines were developed (Appendix 7, p.385), and they were briefed on the topic of the project in three meetings to ensure they both fully understood the topic and their role. They were instructed to take a “passive, nondirective approach” (Frey and Fontana, 1993:27), taking care to only ask enough questions or use enough probes to keep the discussion going, as opposed to a “directive or active approach”.

Students were given an overview and a topic guide and the nominal group technique (NGT) (Albrecht et al, 1993) was adopted, to give them a short time to read and note down their responses since Japanese tend to adopt turn-taking strategies and avoid interrupting and probing each other. Furthermore, while multiple FG sessions were found to be useful in Lindsay and Hurley’s (2006) study, due to time constraints and participant fatigue, extra reading and thinking time was seen as sufficient.

Pilot version and the development of the final version

The prompts were firstly reviewed by a selection of the target audience, experts in the field, and via a pilot study, in order to ensure that they were unambiguous and prompted discussion. The pilot study revealed that students were comfortable in the group and with the topics, enjoyed the discussion, offered extended explanations of their attitudes, and that the topics were well-sequenced.

Students began introducing themselves and talking about their English language learning history (Appendix 6,p.379) before proceeding to talk about English in Japan and their predicted future uses of the language. They were then directed to discuss their views on learning English, and then the use of English using the map. The last prompt directed them to the map again, asking them to discuss NES proficiency and which varieties are important for international communication. The map was included to show the geographical distribution of the perception of language variation and identify any possible hierarchies of Englishes. This method has been utilised in surveys, but inclusion in a FG was deemed important to gain deeper insights. Furthermore, in order to achieve good-quality data, it is useful to include some “exercises” (or activity-oriented questions) that are enjoyable (Colucci, 2007), which can help participants focus on the topic and make the discussion enjoyable.

Geographical knowledge was found to be a problem in Jenkins’s exploratory (2007) and Lindeman’s (2005) studies, where countries were labelled wrongly and, in the former, a key with country names was provided in the main study. However, these two studies used surveys where peer support was unavailable and, in my study, a blank map was provided. Moreover, the questionnaire included lists of countries, and it was hoped that the blank map would give students more opportunity to discuss countries salient to them. Furthermore, while previous map-labelling studies (e.g. Kuiper, 1999) have asked respondents to rate varieties on variables such as ‘correctness’ and ‘pleasantness’, only Jenkins (2007:192) included “acceptability for international communication”. For the purposes of this study, the questions were left open.

The pilot highlighted a number of problems. Discussion was often very halting and students took a long time to read each prompt, resulting in long silences. Students commented that this was due to the length of the prompt and summaries. It may also have been related to Japanese culture, where people tend to take time to think over a subject before engaging in debate. “Group thinking” also has the possibility to hinder the disclosure of internalised opinions (Albrecht et al, 1993; Stewart and Prem, 1990), and this is a particular issue in Japan, where the ‘group’ is valued over the individual. Furthermore, while there were

disagreements, students remained very 'polite', which again may be related to Japanese culture, which values group censorship and harmony. On the other hand though, it may simply be that students have similar views.

In addition, students were given the option of English or Japanese usage in the pilot, although the discussion was viewed by some as a language practice activity and, one commented, "No guys, let's use English", and another, "Yes, we are motivated students" and "OK, let's challenge in English". Furthermore, when talking about communication problems in a cross-cultural relationship, one participant stated, "In Japanese you can say exactly what you want to say, right? But in English, you can't say what you want, right?", although, when another reminded them, "You know you can use Japanese, yeh?....I mean now", a "No" response was very quickly given. On the other hand, when they switched into Japanese towards the end, during the main topics, the conversation was much richer; participants got more excited, spoke at a more rapid pace, used more examples and explained their answers in more depth. Students also spoke more in turns in English as opposed to Japanese. Thus, the main study was conducted in Japanese.

The pilot study also proved useful to examine the role of the moderator. Even after undergoing training, the moderator did not ask students to elaborate and, in one case, pre-occupied with time, rushed the group through the prompts and ended the session when students were beginning to discuss more freely. Thus, as stated in Agar and MacDonald's (1995) study, which used discourse analysis to compare the conversation between interviewers and interviewees in a single FG, the moderator's efforts to guide the group discussion had the ironic consequence of disrupting the interaction. While Morgan (1988) discusses "self-managed" groups, where the moderator plays a minimal role and sits at a distance from the participants, there is no mention of completely "self-managed" FGs in the available literature. Nevertheless, in the pilot study, due to the limited role of the moderator, the groups were more or less 'self-managed', directing their own discussion, taking turns, asking each other to expand on their answers, etc. This may have been due to the highly-structured nature of the prompts, which contained clear instructions aiding students to self-direct their discussion. However, self-managed groups were avoided, since

they may request too much and halt discussion. Hence, for the main study, moderators who had participated in the course before were trained and hired and new training guidelines were developed and translated into Japanese (Appendix 8, p.387).

Thus, the general structure of the prompts remained the same in the main study, but they were much less ‘wordy’ (Appendix 9, p.393)¹⁰.

4.2.5 Ethnographic approach

It is clear that this study uses a mixed methods approach. However, due to the nature of attitude formation in society, the importance of researching the wider social context has also been pointed out. Despite being an experiment, this research also incorporates an ethnographic element by means of field observation through an extended stay in the country.

Ethnography, aims at describing and analysing the practices and beliefs of cultures (‘culture’ meaning any “bounded unit” (Harklau, 2005), e.g. organisations, programmes, language classrooms, etc. (Dörnyei, 2007)), in order to provide a ‘thick description’ of the target culture. Harklau (2005) notes that “ethnographic research.... involves firsthand ‘participant observation’ in a natural setting”. Therefore, while a minimum stay of 6-12 months is usually recommended (Harklau, 2005), with over seven years experience teaching English in Japan at primary, high school and university level, as well as learning the language and the culture, my research project is also ethnographic to a certain extent. Moreover, the stages of data collection resemble the main phases of an ethnographic study, including “getting in”, “collecting the data” and “getting out”. Being both a NES living in

¹⁰ Therefore, instead of, ‘Please discuss the following: Your past and present English teachers. Important qualities for being an English teacher’, the main study prompt read ‘Many students have specific ideas about what qualities are important for an English teacher. If you were the boss of your university, who would you hire as an English teacher?’ to try and prompt more discussion. Prompt 3 was changed from three direct questions to ‘Many people have different attitudes towards English and some people find certain types of English more attractive than others. What do you think about this?’ and ‘Some people also aim to imitate a certain type of English. What do you think about this?’ The pilot also didn’t adequately address attitudes about ELT materials, so in the main study, it stood alone as Discussion Topic 5. In addition, as with the questionnaire, a further question was added, referring to their attitudes about preparation for ELF usage, intended to elicit more comments about the GE course.

Japan and a NEST working in an educational institution, participant observation, semi-structured interviewing and field notes were collected over a number of years, helping greatly to formulate research aims before returning to the UK.

Therefore, unlike previous English language attitude studies, this experience provides a unique opportunity to do more than merely hypothesise about the culture. This experience in Japan enables me to compare and contrast what people say and what people do, thus arriving at a fuller representation of what is happening.

4.3 Credibility of research findings

Reliability

Administering an exploratory and pilot questionnaire made it possible to analyse the results at different points in time and with different students. The use of a pre and a post-Q also enabled analysis of the students' responses at different points in time. Furthermore, the instructions and questions were provided in both English and Japanese.

As Creswell and Plano Clark (2007:221) note, "if qualitative research is to be judged by whether it produces valid knowledge then we should properly ask highly critical questions about any piece of research". In qualitative research, the emphasis is on the reliability of the methods employed, and involves the degree of consistency with which instances are assigned to the same category. Here, reliability is often associated with 'low-inference descriptors' (Seale, 1999:148), which involves including verbatim accounts as opposed to reconstructions based on the researcher's perspective. Thus, every attempt was made to avoid "Anecdotalism" and whole interviews and FGs are included in both text and audio format on CD ROMs. Inter-rater reliability, which involves giving the data to a number of readers and asking them to analyse it according to an agreed set of categories, is another factor to consider. However, hiring external readers was not possible in such a small scale PHD study. Instead, the transcripts were transcribed several times. The six stage analysis

process, which will be discussed in detail in chapter six, also ensured that the coding was done systematically.

Validity

Kvale (2007) notes that validity refers, in ordinary language, to the truth, the correctness and the strength of a statement. In order to ensure that the study is valid, Creswell and Plano Clark (2007) discuss two forms of validation: comparing different kinds of data and taking one's findings back to the subjects.

The first is often called 'Triangulation of methods'. However, this is not merely achieved by simply using multiple methods. Researchers must ensure that each method is employed correctly. Thus, an exploratory and pilot study were conducted firstly to trial the research tools. The questionnaire also went through several versions and the FG and interview prompts were distributed for feedback among experts in the field.

"Respondent Validation" (Gibbs, 2007: 94) or "Pragmatic validation" (Kvale, 2007:126) involves validating research by taking results back to the respondents to see whether they conform to their own 'experience'. While it would have been useful to conduct follow-up interviews after the FGs, this was not possible. All of the interview transcripts were sent back to the students for their feedback, although only two students responded and confirmed that the transcripts were correct.

Validation also involves continually checking, questioning and theoretically interpreting the findings. Therefore, care was taken not to assume that one explanation could explain all the variance in the data and every piece of data was accounted for. While themes emerged in the Open-Q analysis, each qualitative data set was approached separately. As Gibbs (2007:94) notes, researchers also have to be careful to avoid generalising the findings and care has been taken here.

4.4 Risks and limitations

In this study, there were no real risks to both the researcher and participants. Students were not put in any danger throughout the study and consent was obtained (Appendix 10, p.399). They were also given the opportunity to withdraw from the study at any stage, they were informed that this withdrawal would not affect their grade and they were also offered a copy of the results. Anonymity has been protected for the participants and pseudonyms are used throughout this research.

One of the most significant limitations relates to the generalisability of the findings, due to the single setting of the study and the number of participants. Richards (2003) notes that, for qualitative research, concepts of transferability or ‘resonance’ may be more appropriate than conceptions of generalisability. Here, qualitative research aims to connect new contexts by providing enough detail to allow another researcher to “share in the researcher’s understandings and find instantiations of them in their own professional experience” (ibid: 266). Thus, while it may be difficult to generalise my results to a larger population, this study attempts to provide an in-depth analysis of the topics through the use of mixed methods.

A further limitation is the influence of the researcher and the research process. The researcher, as, not only a western NEST, but also the students’ teacher, may have affected the type of data collected. Nevertheless, as mentioned previously, familiarity with the setting and the research context ensured that I was more readily accepted than an unknown researcher may have been. On the other hand, the “insider/outsider” dilemma should not be forgotten (Hornberger, 1994). Furthermore, Harklau (2005) draws attention to the fact that ethnography in applied linguistics remains limited to white Anglophone researchers in English-speaking countries, with English remaining the target language in the vast majority of studies, and my position as a NEST cannot be under-estimated. While there was clearly a relationship of unequal power, the methodological approaches sought to empower the students and hear their voices. A vested interest in English education in Japan also puts me in a position to avoid manipulating results for the sake of academic gain (Holliday, 1996).

Additionally, efforts were made to integrate data collection as unobtrusively as possible. The class and teaching behaviour remained consistent, regardless of whether or not data was being collected, and both classes were taught in a similar way and the research was not mentioned in lessons.

In addition, interviewer control over interviews is important (Richards, 2003), as well as power relationships. However, students were made to feel comfortable, questions were asked based on their narrative and as the transcripts show, the participants talked openly and extensively about their attitudes.

4.5 Chapter summary

This study therefore triangulated multiple data sources to gain a rich, in-depth description of students' attitudes. While the single setting and relatively small number of participants limits the generalisability of the findings, it is hoped that by offering detailed information and analysis, similarities can be drawn with other contexts, particularly across Asia.

Chapter Five: Questionnaire data analysis

This chapter provides a detailed description of the questionnaire results. Firstly, the data analysis tools are discussed. The quantitative results are then presented in relation to the research questions. The open-ended questionnaire data analysis procedure is then outlined, followed by the results. The chapter ends with a summary of the results.

5.1 Data analysis tools

Statistical Tests

The pre-course questionnaire (Pre-Q) results are firstly presented and the post-course questionnaire (Post-Q) results are discussed in relation to any possible influence the GE course had on the attitudes of students who took the course. Using *PASW 18.0*, *frequency tables* were created for a number of items (items 1, 3, 4-6 and 9-11 (Table 11.1), items 7, 8 and 19 (Table 11.2), items 12-16 (Table 11.3), item 17 (Table 11.4), item 18 (Table 11.5), item 24 (Table 11.6), item 25 (Table 11.7) and item 23 (Table 11.8))¹¹. As mentioned previously, in the main study, more Likert scale items were included and the means and standard deviations for each item are displayed. *Descriptive graphs* were also created for items 9, 13, 16-19, 24 and 25 and these are presented throughout the chapter.

In order to investigate the factors influencing attitudes, *independent samples t-tests* were conducted (items 1, 7-16 and 19 (table 11.14-11.17) to test if mean scores for different questions differed significantly. It should be noted that *t-tests* are bi-variate tests and, therefore do not examine how the factors interrelate. Nevertheless, with this sample size, a multivariate test, such as *ordinal logistic regression*, would not be very informative. Therefore, for the purposes of this study, only *t-tests* have been utilised.

¹¹ All tables referred to in this chapter are included in Appendix 11 (p.401-430).

Paired t-tests, used when the dependent variable is measured either on an interval or ratio scale and the same person tested on different questions or at two different points in time, were conducted to test for statistically significant differences between items 17 & 18 and 24 & 25 (tables 11.9 & 11.12). *Cross tabulations* were used to further show the distributions, and *chi-squares* were also conducted (tables 11.10 & 11.13). *Paired t- tests* were also used to investigate any significant differences between the pre- and post- questionnaires for GE and non-GE students for items 12-18, 20-25 and 27 (tables 11.18-11.20).

The main study elicited attitudes towards a number of different varieties of English. The results for each country are presented in turn, but in order to aid analysis, these have also been grouped according to Kachru's (1999) Inner Circle (Ireland, UK, US, Canada, NZ, Australia), Outer Circle (Singapore, India, Malaysia) and Expanding Circle (France, Japan, China, Korea, Spain, Vietnam). These categories are problematic, but as discussed earlier (p.2), they are suitable for the purposes of analysis in this study. South Africa or Jamaica were not placed in any of these categories, due to students' confusion in the pilot study over which group they belong to.

NVivo

All qualitative data analysis was conducted using *NVivo 7*, a software package designed for qualitative data analysis. *NVivo*, with its ability to import and code textual data, review and recode coded data and search for combinations of words in the text or patterns, "is a powerful way to do sophisticated data coding and it supports several ways to build theories, either local or more general" (Ozan, 2004:594). *NVivo* also makes it possible to automatically code questionnaire, interview and FG responses based on question headings, import demographic information and questionnaire responses, to filter out (via the creation of sets) certain people or themes and export results.

The open-ended results were thus, imported into *NVivo* and the data analysis procedure will be further discussed in section 5.4.2 (p.119).

5.2 Results

In this section, the results are presented in relation to each of the research questions. Firstly, the results of the pre-Q are presented. The various factors that influence attitudes are then examined and the results for the whole cohort are presented together. Thirdly, the pre- and post-Q results are compared to examine the influence of GE instruction, and the results of the control and experimental group are shown separately. Firstly, background information on the participants is provided.

5.2.1 Respondents

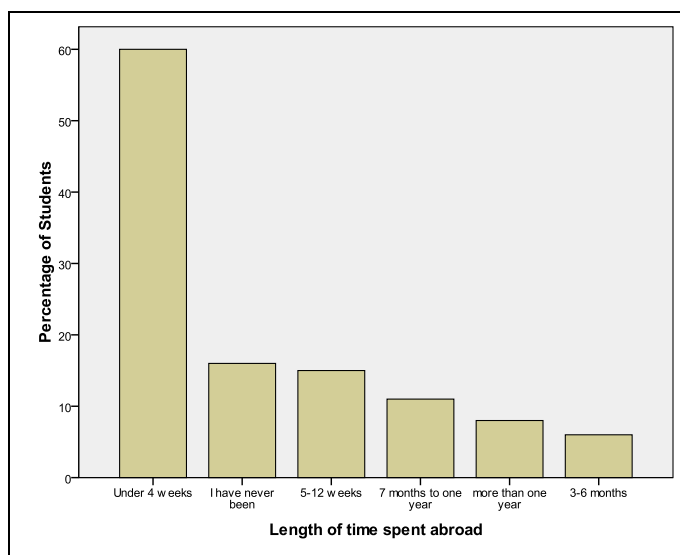
The main study involved 116 students (58 GE (4 removed for not completing the questionnaire) and 58 non-GE (1 removed)) (Table 11.1). Participants had an average TOEIC score of 668, with the highest possible score on the test being 990. However, the minimum score was 385, while the highest was 905, and the relatively high Standard Deviation (SD) in TOEIC score indicates a wide variation among the students in the study (Table 5.1).

Table 5.1: Students' TOEIC scores

	Number of Students	Minimum Score	Maximum Score	Mean Score	SD
TOEIC score	116	385	905	668.17	106.357

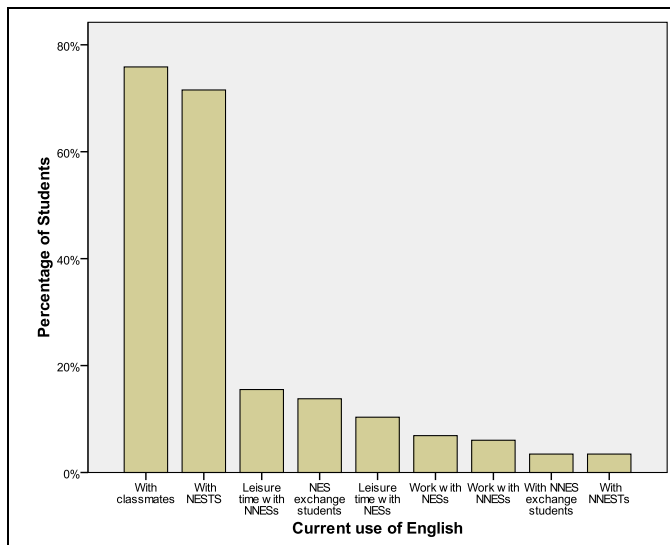
The majority were female (82.8%) and in their 3rd year (78.2%). Nearly 60% started studying English at Junior High School, between the ages of 12 and 15; nearly all study another language and over 85% have been abroad, although for the majority this was for a relatively short time, with only 9.5% having spent over 7 months abroad and 6.9% over one year (Table 11.1 and Figure 5.1).

Figure 5.1: Students' experience abroad.



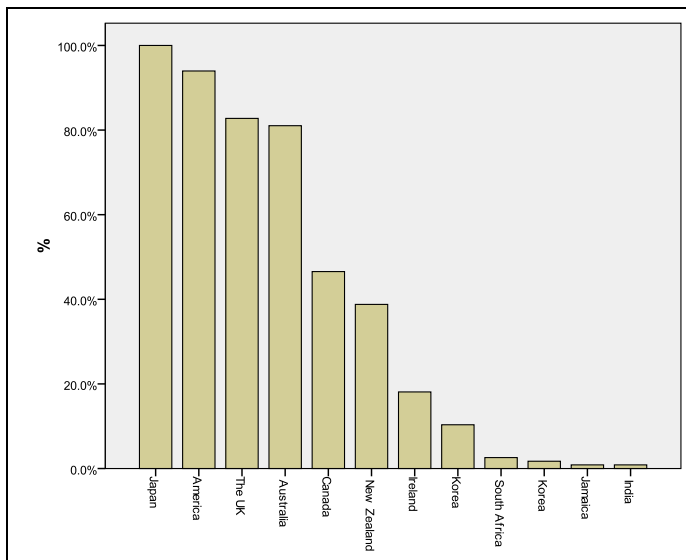
In addition, despite the geographical location of Japan, none of the students have been to a NNEs country. Furthermore, 29% have studied in the US, and this may be explained by the fact that the university offers more programmes to study in America. In addition to using English with their NNEs classmates, students use English mostly with NESs; 71.6 % with NESs compared to 3.4% with NNEs; 13.8% with NES exchange students compared to 3.4% with NNEs exchange students. However, outside of university, they use English just as much with NNEs at work (6.0%) as they do with NESs (6.9%) and more with NNEs in their leisure time (15.5%) than with NESs (10.3%) (Table 11.2 and Figure 5.2).

Figure 5.2: Students' current use of English.



In addition, students are integratively motivated and, unsurprisingly, given the results above, more are learning English to communicate with NESs (73.3%) compared with NNEs (41.4%) (Table 11.3). However, considering their current uses of the language, the number learning English to communicate with NNEs is not particularly low, and they appear to be aware that English is used as a lingua franca and not just with NESs. In relation to their experience using English, 84.5% have spoken English with a NNE and 72.4 % have spoken English with a NES outside of school. As Figure 5.3 (Table 11.2) shows, everyone has been or is being taught by a Japanese English teacher, and there is a dominance of Inner Circle English teachers, particularly American (94%), British (82%) and Australian (81%). Only 10.3 % have experience with an English teacher from Korea, who currently works at the university.

Figure 5.3: Nationalities of present and past English teachers.

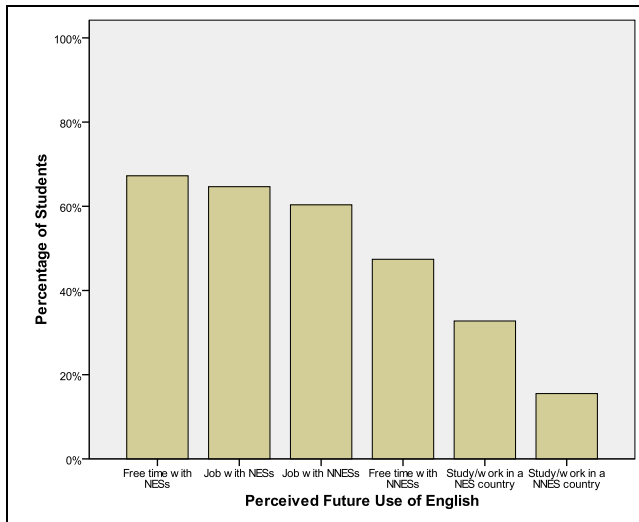


5.2.2 Results in relation to research questions

Research Question One: What are students' attitudes towards English?

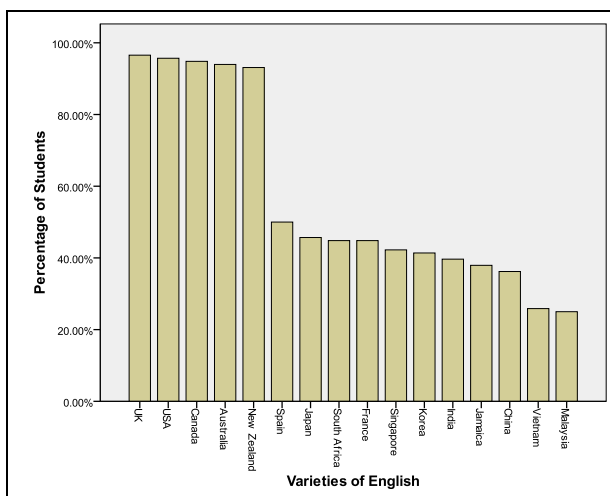
In terms of students' perceived future uses of English, there is a NES bias (Figure 5.4 and Table 11.3). Almost 20% more think they will use English more in their leisure time with NESs, and the number of students who think they will either work or study in a NES country (32.8%) is double the figure for NNES countries (15.5%). However, only 4.4% more think they will use English in their jobs with NESs than NNESs suggesting an awareness of ELF usage.

Figure 5.4: Students' perceived future English use.



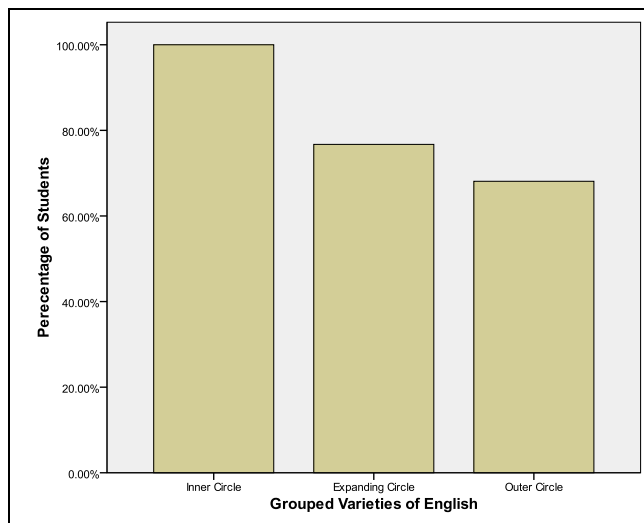
This bias is also evident in relation to the varieties of English they find most attractive (Figure 5.5 and Table 11.4). Figure 5.5, which groups 'Agree' and 'Strongly Agree' together, shows that students clearly prefer NE varieties of English, particularly AmEng (95.7%, 73.3% of which strongly agree), followed by BrEng (96.6%, 69.0% of which strongly agree), and AustEng (94%, 64.7% of which strongly agree).

Figure 5.5: Attractive varieties of English.



However, 50% agreed that SpanEng is attractive and the second most popular NNE variety was JapEng (45.7%). 44.8% also found FrenchEng attractive and it is clear that European Englishes were more highly evaluated than Asian Englishes. Nevertheless, 42.2% also found SingEng attractive and 36.2% ChinEng, showing that NNE was not completely disregarded. When further categorised in figure 5.6, it is clear that, while every student chose NE, 68% chose Outer Circle Englishes and 76.7% chose Expanding Circle Englishes as attractive varieties of English.

Figure 5.6: Attractive varieties of English (Inner Circle, Outer Circle, Expanding Circle).



Similar selections were made in relation to the varieties of English students are interested in imitating (Figure 5.7 and Table 11.5) and students once again, prefer NE, particularly AmEng (89.5%), followed by BrEng (88.8%) and AustEng (81.0%). Nevertheless, students also chose NNE and SpanEng (18.1%) is, once more, the first choice and JapEng (13%) was also the second most popular NNE.

It is clear that students' found these varieties more attractive than they want to imitate them. Nevertheless, European Englishes (EuroEng) are still favoured over Asian Englishes (AsiaEng) and this is clearly something that requires further investigation. Figure 5.8 also

shows that with regards to imitating English, there was a clear preference for Inner Circle varieties (100%) compared with Outer Circle (21.6%) and Expanding Circle (31%) varieties (Figure Nine), suggesting that attitudes towards attractiveness and imitation are different.

Figure 5.7: Variety of English to imitate.

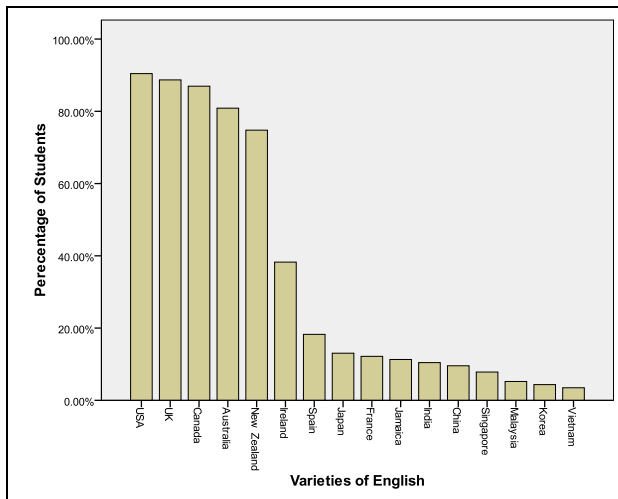
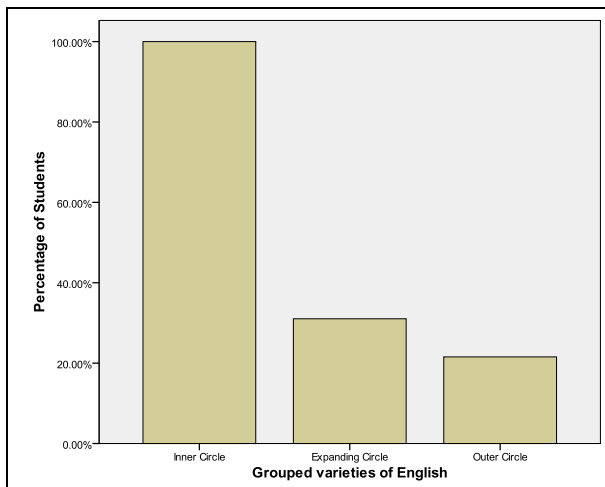


Figure 5.8: Varieties of English to imitate (Inner Circle, Outer Circle, Expanding Circle)



In order to investigate the relationship between attractiveness and varieties to imitate further, *Paired-t tests* (Table 11.9) were conducted. The results indicate that students found rated ‘attractiveness’ significantly higher than ‘imitating’ as a model. *Cross tabulations*

(Table 11.10) were used to examine the relationship more clearly. 105 students who agreed that AmEng is attractive also want to imitate it and 103 students who agreed that BrEng is attractive also wanted to sound like a speaker from the UK. However, while 91 students who agreed that AustEng was attractive and also wanted to imitate it, 18 who found it attractive do not want to imitate it. On the other hand, 42 noted that JapEng is attractive, but don't want to imitate it and only 11 of those who thought it was attractive also wanted to imitate it. Similarly, 41 who agreed that SingEng is attractive, do not want to imitate it, with only 8 thinking it's attractive and wanting to imitate it. Thus, finding a variety of English attractive does not necessarily mean that students want to imitate that variety and when it comes to a model to imitate, there is a clear preference for NE. Students want to sound like Inner Circle English speakers and see NESs as the "owners" of English, more are learning English to communicate with NESs and more want to sound like them.

Nevertheless, figures 5.5 and 5.7 show that NNE was not completely disregarded and many students found both Outer Circle and Expanding Circle Englishes attractive. Closer analysis of these figures shows that students had more positive attitudes towards Expanding Circle than Outer Circle Englishes and with the exception of Jamaica, attitudes towards East and South East Asian varieties of English were more negative than they were to European English, indicating that students have preconceived stereotypes that EuroEng is more attractive or, perhaps, more 'native-like'.

However, despite positive attitudes towards NE, there is an awareness of the international spread of English and many are learning it to use with NNEs as well as NESs. For example, the percentage of students who think they will use English in their jobs with NNEs is only 4.4% lower than NESs and students seem to think they need English to communicate with both NESs and NNEs.

Research Question 2: How do these attitudes relate to ELT?

It is clear from Figure 5.9 (Table 11.6) that attitudes towards English are reflected in their choice of teachers. Once more, that there was a preference for NESTs, particularly from

America (73.1%), the UK (67.3%) and Canada (73.1%) and, therefore, not only do students find these Englishes attractive, but they also want their English teachers to be recruited from these countries. However, 41.4% chose Japanese teachers and other Outer Circle and Expanding Circle varieties were also chosen. As Figure 5.10 shows, 82% are interested in having teachers from the Expanding Circle (82%), the highest preferences, once again, being for European varieties.

Figure 5.9: Students' preferred English teachers.

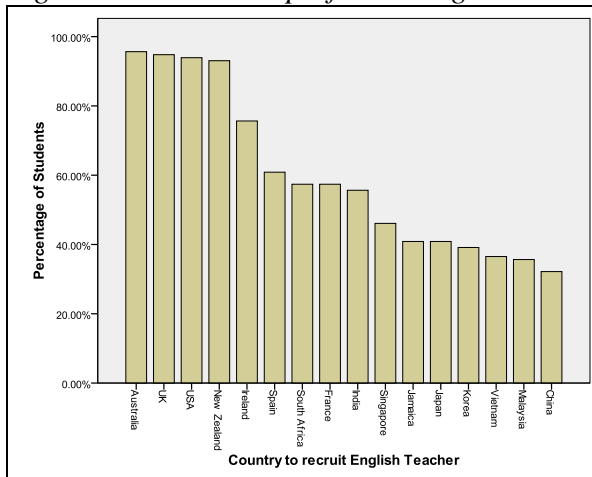
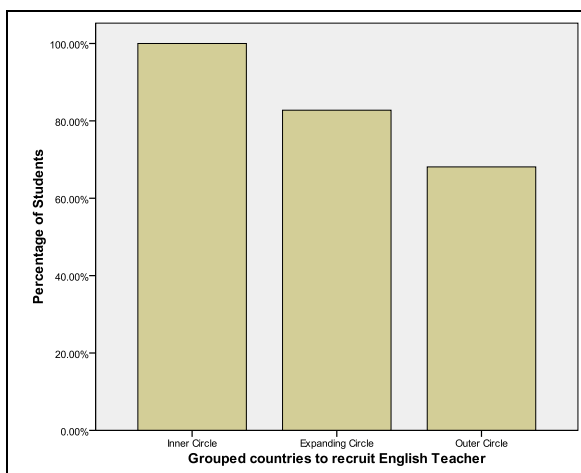


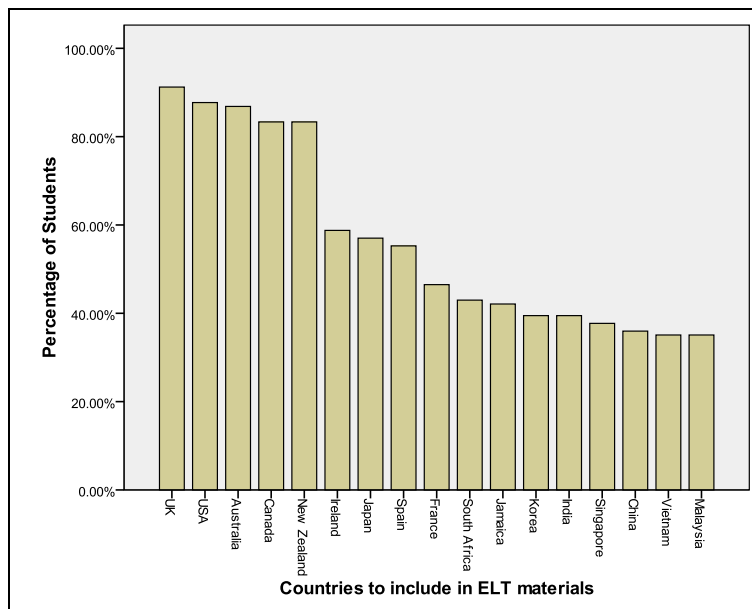
Figure 5.10: Students' preferred English teachers (Inner Circle, Outer Circle, Expanding Circle).



On the other hand, when asked directly about their teachers, students were not overly positive about their Japanese teachers (Table 11.11) and only 57.2 % agreed they are proficient English teachers. On the contrary, 95.7 % agreed and nobody strongly disagreed

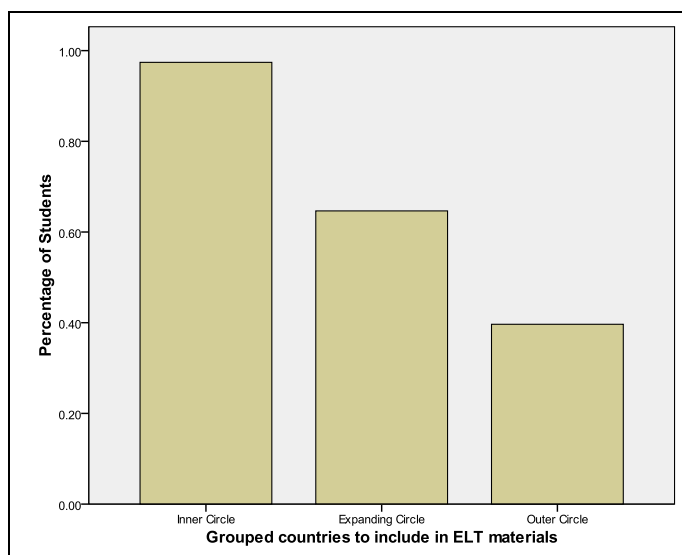
that NESTs are proficient, showing a preference for NESTs. In addition, students see the need to use ELT materials in class that involve both NESs and NNEs, although more prefer materials that involve only NESs, particularly the UK (90.5%), America, (87.9%) and Australia (86.2%) (Figure 5.11 and Table 11.7).

Figure 5.11: Students' preferred ELT materials.



However, attitudes towards Japanese ELT materials were much more positive than towards teachers. 56% want ELT materials from Japan and, when these categories are further grouped (Figure 5.12), 65% want countries from the Expanding Circle included in their ELT materials and 40% from the Outer Circle.

Figure 5.12: Students' preferred ELT materials (Inner Circle, Outer Circle, Expanding Circle).

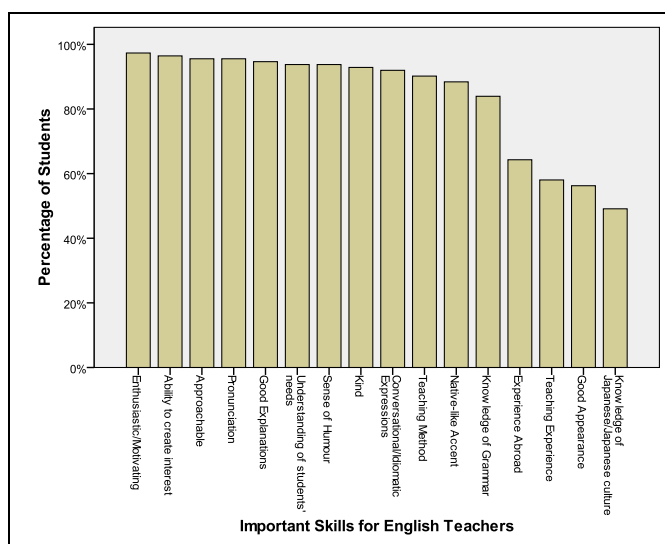


ANOVAs, used when there are more than two categories, were considered to investigate the relationship between attitudes towards the three groups of teachers (NESTs, Japanese Teachers and NNESTs). However, since only one student has had an Indian English teacher and two students had a Korean English teacher, only the attitudes between NESTs and Japanese teachers were investigated, via *paired t-tests* and *chi-squares*. The results (Table 11.12) show that a significantly higher number of students prefer to have English teachers from certain countries than they want ELT materials, indicating an attachment to NES ELT materials or the NE model. On the other hand, a significantly higher number of students prefer to have ELT materials from Canada and Japan more than they prefer teachers from the same countries.

Once more, *cross tabulations* were used to examine this in more detail (Table 11.13). The results indicate that 27 students who don't want Japanese teachers want Japanese ELT materials and only nine who want a Japanese teacher also want Japanese ELT materials. On the other hand, 38 who agreed they want a Japanese teacher also want ELT materials from Japan. Thus, students' attitudes are clearly complex and require further investigation.

With regards to the skills important for an English teacher, Table 11.8 and Figure 5.13 show that students see good pronunciation (93.1%, 61.2% strongly agreeing) and a native-like accent (87.1%, 43.1% strongly agreeing) as some of the most important skills for an English teacher, although it is clear that they feel a number of skills are important.

Figure 5.13: Important skills for an English teacher.



Thus, with regards to ELT, there was a clear preference for NESTs and materials from the Inner Circle, particularly for teachers from America, the UK and Canada, and ELT materials from the Inner Circle. Students, therefore, have clear pedagogical beliefs about how English should be learned, and for the students in this study, the NES model is given high importance.

What factors can explain these attitudes?

In order to look at what factors influence attitudes, a large number of *independent t-tests* (Tables 11.14-11.17) were conducted. The results indicate the main factors influencing

attitudes are familiarity, motivation, pedagogical beliefs and language learning experience. Each of these will be discussed in turn.

The students in this study currently use English mostly with NESs, and 21 times more with NESTs than NNESTs, the latter being mostly Japanese (Table 11.2). However, this is likely to be due to the dominance of teachers from the Inner Circle (Figure 5.3, p. 102), particularly from America, meaning that the students are only exposed to a select few varieties of NE.

In fact, attitudes towards NE and NNE stem from familiarity with certain varieties of English. The results show that students who use English with NESs have favourable attitudes towards NE. For example, those who use English with their NESTs have positive attitudes towards AmEng ($p<0.05$), CanEng ($p<0.10$) and overall Inner Circle English ($p<0.01$) (Table 11.14), towards sounding like an AustEng speaker ($p<0.01$), (Table 11.15), having teachers from America ($p<0.01$) and the Inner Circle ($p<0.01$) (Table 11.16) and ELT materials from America ($p<0.01$), the UK ($p<0.05$), Canada ($p<0.01$) and the Inner Circle ($p<0.10$) (Table 11.17). Similarly, those who have work experience with NESs have more positive attitudes towards AmEng ($p<0.05$) and towards sounding like a BrEng ($p<0.01$) and an Inner Circle English speaker ($p<0.01$) (Table 11.14). Thus, one of the reasons for students' favourable attitudes towards NE is clearly their familiarity with it.

On the other hand, the questionnaire results also showed that students who use English with their NESTs also have positive attitudes towards sounding like an Outer Circle English speaker ($p<0.01$) (Table 11.15), that students who have work experience with NESs have positive attitudes towards Outer Circle ($p<0.05$) and Expanding Circle English ($p<0.10$), JapEng ($p<0.01$) (Table 11.14) and Expanding Circle ELT materials ($p<0.01$) (Table 11.17) as well as towards sounding like an Expanding Circle English speaker ($p<0.01$) (Table 11.15). Therefore, while overall, those familiar with NE have more positive attitudes towards NE than NNE, this is clearly an area that requires further investigation, and will be discussed in relation to the interviews in the following chapter.

With regards to experience with NNEs, more than 10% have experience speaking English outside of school with NNEs than NESs. Students who use English in their leisure time with NNEs have positive attitudes towards SingEng ($p<0.01$) and overall Expanding Circle English ($p<0.01$) (Table 11.14) and those who use English more with their NNEs have positive attitudes towards Expanding Circle ELT materials ($P<0.01$) (Table 11.17). Familiarity is, therefore, clearly an important factor influencing students' attitudes. Nevertheless, more in depth information is required through qualitative methods.

The results also reveal that attitudes are linked to motivation for learning English. In this study, students who are learning English to communicate with NESs have positive attitudes towards Inner Circle English ($P<0.10$) (Table 11.14) and imitating BriEng ($p<0.10$) (Table 11.15), suggesting that their perceived future use of English with NESs leads to positive attitudes towards NE. Nevertheless, these students also have positive attitudes towards imitating Outer Circle English ($p<0.01$) (Table 11.15), once more, suggesting this requires further investigation. On the other hand, students who are not learning English to communicate with NNEs also have positive attitudes towards AmEng ($p<0.05$) (Table 11.14) and Inner Circle ELT materials ($p<0.05$) (Table 11.17). Thus, motivation and perceived future usage are clearly important factors influencing students' attitudes.

Further evidence for the influence of motivation is evident in the fact that students who think they will use English in their free time with NNEs in the future have positive attitudes towards SingEng ($p<0.05$) (Table 11.14), and those who do not think they will work/study in a NES country have positive attitudes towards JapEng ($p<0.10$) indicating that students who both use English with NNEs and think they will in their future have favourable attitudes towards NNE. Therefore, as with familiarity, students' motivation for learning the language and their perceived future use have an important influence on their attitudes towards the language.

The questionnaire also highlighted the influence of pedagogical beliefs and learning experiences. In terms of the variety of English students would like to imitate, English learning history is important. For example, students who related their English language learning to holidays abroad had positive attitudes towards sounding like a BrEng speaker

($p < 0.05$) (Table 11.15). On the other hand, students who did not relate this to studying abroad or having foreign friends wanted to sound like an American speaker ($p < 0.01$) indicating that contact with BrEng may be an important factor, yet contact with AmEng is not necessary, since this is perhaps the default choice, the ‘standard’ variety or the one they are most exposed to (Figure 5.4, p.103). Further results support this conclusion, since students who have never used English with NES exchange students have positive attitudes towards AmEng ($p < 0.05$) (Table 11.14), those who don’t use English in leisure time with NESs want to sound like an American ($p < 0.10$) (Table 11.15) and those with no experience of American NESTs find Inner Circle English attractive ($p < 0.01$) (Table 11.14).

However, the results also show that students with no work experience with NNEs also have more positive attitudes towards AmEng ($P < 0.10$) (Table 11.14) and imitating AmEng (Table 11.15), and students who do not use English in their leisure time with NNEs find BrEng ($p < 0.01$) attractive (Table 11.14) and want UK teachers ($p < 0.05$) (Table 11.16). This suggests that as with familiarity, a lack of experience using English with NNEs or being exposed to NNE leads to positive attitudes towards NE. Thus, students have preconceived stereotypes about certain varieties of English, such as AmEng, and may not require exposure for favourable attitudes.

On the other hand, students with no American teachers also have positive attitudes towards JapEng ($p < 0.05$) and overall Expanding Circle English ($p < 0.05$) (Table 11.14) and sounding like a JapEng ($p < 0.05$) and an Outer Circle English speaker ($p < 0.05$) (Table 11.15), indicating that this would benefit from further investigation. The questionnaire results have also shown that students who don’t use English with their NESTs want to sound like an Expanding Circle English speaker ($p < 0.05$) (Table 11.15). Additionally, students with no experience using English with NNEs have more positive attitudes towards AmEng ($p < 0.05$), CanEng ($P < 0.05$), JapEng ($P < 0.05$) and overall Inner Circle English ($p < 0.01$) (Table 11.14) and towards sounding like an AmEng ($p < 0.10$) and a JapEng speaker ($p < 0.01$) (Table 11.15).

Research Question 3: To what extent does GE instruction influence these perceptions?

As mentioned previously, the study involved two groups of students. One group took the GE course and the other took a course on Tourism. To investigate the influence of the GE class, *independent t-tests* were firstly conducted to investigate any initial difference in the pre-Q between the two groups, although no significant results were found.

In terms of reasons for learning English, *paired samples t-tests* were conducted for both groups (GE and non-GE) to investigate any difference between the pre- and post-Qs. Table 11.18 shows, non-GE students' interest in learning English to communicate with NESs rose significantly ($p < 0.01$) over the course of the semester, although their experience communicating with these speakers in general and at work also increased ($p < 0.01$ and $p < 0.10$ respectively). However, desire to communicate with NNEs ($p < 0.01$) also increased, although once more there was also a marginally significant increase in the number who have work experience with NNEs ($p < 0.05$).

On the other hand, table 11.19 shows that, for GE students, there was a statistically significant increase in the attractiveness of SingEng ($p < 0.05$), AustEng ($p < 0.05$) and Malaysian English (MalayEng) ($p < 0.05$), and a significant increase in the attractiveness of IreEng ($p < 0.10$) and South African English (SouthAfEng) ($p < 0.10$) at the 10% level. There was also an increase in attitudes towards JapEng and a slight decrease in attitudes towards BrEng, AmEng, NZEng and CanEng, although these were not statistically significant. Thus, the GE class resulted in more positive attitudes towards a number of varieties of English, particularly NNE varieties.

There was also a positive increase in attitudes towards imitating SingEng ($p < 0.05$), JapEng ($p < 0.01$), IndEng ($p < 0.05$), ChinEng ($p < 0.05$), JamEng ($p < 0.01$), AustEng ($p < 0.05$), KorEng ($p < 0.01$), VietEng ($p < 0.05$) and MalayEng ($p < 0.01$) for GE students, as well as a marginal difference in attitudes towards imitating French English (FrenEng) ($p < 0.10$). Therefore, the class not only influenced students' attitudes towards the attractiveness of different kinds of English, but also towards imitating them, particularly their own variety.

Similar results were found in relation to ELT. The GE students' attitudes rose significantly towards recruiting teachers from Singapore ($p < 0.01$), Ireland ($p < 0.05$), Japan ($p < 0.01$), Korea ($p < 0.01$) and Canada ($p < 0.01$) and using ELT materials from Singapore ($p < 0.05$), China ($p < 0.05$), Malaysia ($p < 0.05$) and Korea ($p < 0.10$). Therefore, the class raised students' awareness of the benefits of having NNESTs and ELT materials from NNEST countries.

The influence of the GE class is even more apparent by looking at the non-GE students' attitudes in the post-Q. As Table 11.19 shows, the results for non GE students are strikingly different. At the end of the semester, there was only a positive increase in attitudes towards imitating SouthAfEng ($p < 0.05$), recruiting teachers from Canada ($p < 0.01$) and using ELT materials from America ($p < 0.10$).

Paired t tests were also conducted for both groups to investigate any significant change in attitudes towards NESTs, Japanese teachers and towards whether students think their English education has prepared them to use English internationally. As mentioned previously, since few students had a NNEST from a different country, the sample size was not large enough to conduct any statistical investigation. Table 11.20 shows that while there were changes, e.g. GE students' attitudes towards Japanese teachers and the usefulness of their education increased, these results were not significant.

5.3 Summary of quantitative results

The quantitative results clearly provide insights into students' attitudes, how they relate to ELT, the factors influencing them and the influence of GE instruction. The questionnaire also provides valuable information on students' uses of English, learning experiences and motivation for learning the language.

Overall, there is a preference for NE, NESTs and NE ELT materials. NESs are the target audience, the 'owners' of the language and students want to sound like them. Nevertheless, clear hierarchies exist, with AmEng at the top, EuroEng in the middle and AsianEng at the

bottom, suggesting that students have certain pre-conceived stereotypes. Students are aware of NNE and many believe they will use English in ELF contexts in the future. Nevertheless, despite these positive attitudes towards NE, there is a dominance of Inner Circle teachers, particularly from America. The questionnaire has also shown that students' attitudes are influenced by their familiarity with varieties of English, their pedagogical beliefs and language experience, as well as their motivation for learning the language.

The GE course was clearly influential at a statistically significant level in some respects. At the end of the semester, students who took the class were more positive towards NNE and more interested in recruiting teachers and using ELT materials from different parts of the world. However, despite these insights, more information is required. The quantitative results provide an overall picture of who the students are and how they use the language as well as their attitudes, but qualitative methods are needed to provide a deeper understanding. Thus, the next section provides the results from the open-ended section of the questionnaire, the first step in the qualitative data collection. The interview and FG results will be presented in chapters Six and Seven.

5.4 The open-ended questionnaire results

The following section presents the open-ended questionnaire results. Firstly, the development of the thematic framework is explained, followed by the results and a summary.

5.4.1 The open-ended questionnaire thematic framework

This section provides an overview of the development of the thematic framework of data coding. Krueger (1994) notes that qualitative analysis should be systematic, sequential, verifiable and continuous. Thus, analysis involved six stages:

1. Data familiarisation
2. Identifying themes
3. Coding
4. Meaning categorisation and prominent topic thematisation
5. Coding
6. Meaning condensation and meaning interpretation

Each stage is discussed in turn, although it is important to point out that analysis did not take place in a linear form, and each stage is interconnected.

The first stage was familiarisation of the data (Ritchie et al, 2003) to get a sense of the data as a whole before breaking it into parts. The results of the Open-Q were read through several times and notes were made.

The next step was the identification of prominent topics or ideas. After importing the responses into *NVivo*, they were read through once more to identify key segments. Through careful scrutiny of key words, several prominent topics emerged. The data was then analysed again to look for concepts (words or terms connected to the research), themes (summary statements), events (occurrences), and topical markers (names of places, people, etc.) (Rubin and Rubin, 2005). The different responses were then examined to clarify what was meant by these concepts and themes were identified and further notes were made.

This identification of prominent topics was the first-level of coding (Robson, 2002) of the data. Firstly, *free nodes* (codes) were created through a mixture of concept-driven coding and data-driven coding. “Data-driven coding”, sometimes called “line-by-line coding” (Gibbs, 2007:52), is an important part of the coding process, since “it forces you to pay close attention to what the respondent is actually saying and to construct codes that reflect their experience of the world, not yours or that of any theoretical presupposition you might have” (ibid:52). Short descriptions were then produced and every effort was made to ensure that workable definitions held through the data.

After initial coding, the frequency of each prominent topic was documented to gain insights and see topic frequency as well as which ones occurred together. However, Rubin and Rubin (2005:202) note, “qualitative analysis is not about mere counting or providing numeric summaries”. Therefore, the quantification of data was merely an informal method of understanding prominent topics. Nevertheless, these frequencies provided useful insights before beginning the fourth stage of data collection, the thematisation of topics. After initial coding, various patterns emerged making it possible to group together certain topics. This led to a more “categorical, analytic and theoretical level of coding” (Gibbs, 2007:42), using both what the students said as well as themes which emerged in the literature.

The initial codes, i.e. emerged prominent topics, were then categorised under a smaller number of themes (Robson, 2002) into coding hierarchies, as siblings of the same parent *tree nodes*. Basic descriptions were then revised and re-written (Table 12.1, p.431) to provide an overall coding framework, which led to the creation of one thematic framework.

Three main themes and various sub-themes were identified (Figure 5.14).

Figure 5.14: The open-ended questionnaire thematic framework.

1. Attitudes towards English

- *Ownership of English (NE ownership, target audience, correctness, stereotypes)*
- *English as a means of communication (lingua franca awareness)*
- *English as a global language (GE awareness, positive attitudes towards NNEs)*

2. Attitudes towards learning English

- *Ownership of English (attitudes towards NESTs and NNEs, NE models, pedagogical beliefs)*
- *English as a global language (GE awareness, attitudes towards NNEs, alternative models)*
- *English in the classroom (teachers, methods, materials)*

3. Influence of the GE class

After the thematic framework was finalised, final coding commenced and frequencies are displayed in Appendix 13 (Tables 13.1-13.3, p 433-5). The last stage involved meaning condensation and interpretation. In the following section, an attempt is made to analyse the quotes and the relationship between them and the data as a whole. In this chapter, the

results are presented and brief summaries are given. However, in chapter Eight, the results are further discussed in relation to the other methods of data collection, previous literature and relevant studies in the field. In doing this, an attempt is made to work towards a “middle-level theory” (Rubin and Rubin, 2005: 231) in order to build on what can be learned from the data in relation to the literature.

5.4.2 Questionnaire results in relation to the thematic framework

In the following section the Open-Q results from the questionnaire are discussed in relation to each of the three themes.

5.4.2.1 Attitudes towards English

The first theme relates to students’ attitudes towards English. There are three sub-themes including the ownership of English, the use of English as a means of communication, and English as a global language. Each is discussed in turn below.

Ownership of English

The first sub-theme covers beliefs in the ownership of English, attitudes towards correctness and Standard English (SE).

Students had clear attitudes about ownership, and several referred to ‘Native-Speaker ownership’ (Table 13.1, p.433)¹² including comments such as, “I want to use English to communicate with natives and other foreigners fluently as natives” and “I want to communicate with people who can speak English perfectly”, suggesting that the main goal is to speak English with these “perfect” English speakers.

¹² All tables referred to in this section are included in Appendix 13 (p.432-436).

Furthermore, nearly seven times as many experiences with NESs were coded as positive than negative (Table 13.3) and many remarks referred to ELT, which will be discussed in relation to Theme 2. Students noted the opportunity to “touch real English” and NE was labelled as “correct”, “standard”, “real”, “cool”, “beautiful” and “good” and often noted to be “correct”. Communication was also noted to be easier with NESs “Because they were native speaker so even if I cannot express my feeling well, they can understand what I want to say with few simple word”, suggesting that, not only does English belong to NESs, but NESs have higher comprehension abilities.

NESs are also the target audience and for many, their goal is “to communicate smoothly with native speakers” and “with people who can speak English perfectly”. Reasons included the use of the NES as “the model”, because “It has been my goal”, the usefulness of NE for international communication, e.g. “I want to speak English fluently like native English speaker because I want to communicate with people from other countries in English without a hitch” and for career success. NESs are the target interlocutors and NE is the most intelligible variety for international communication, and what they have been aiming towards. In fact, one student doesn’t just want to sound like a NES, but wants to be one, stating, “I want to be a Londoner! (I’m serious...)” suggesting that NESs may not only be the target interlocutors, but someone the students want to become. Moreover, several noted that, since they have learnt NE, they are satisfied that their English education has prepared them to use English as an international language, indicating, once more, that NE is the most intelligible variety for international communication and, thus, the preferred variety.

On the other hand, NNE was described as “imperfect”, “wrong” and “untrustful” and communication with NNEs was noted to be “difficult”, due to accent unfamiliarity. For example, one student commented that “Sometimes, non-native English speakers speak uncertain English. it makes me confuse”. Many of these negative remarks referred to Japanese English teachers (Table 13.3) and the majority related to pronunciation. Comments included the fact that they “do not have correct pronunciation”, have a “strange accent”, a “bad accent”, “and terrible pronunciation”.

Therefore, the Open-Q results indicate that students have positive attitudes towards NE and want to sound like a NES. They also believe that it is the correct and the ‘standard’ variety. However, unlike the quantitative results, little information was elicited on attitudes towards particular varieties of English.

English as a means of communication

The second sub theme present in the data refers to students’ awareness of the function of English as a lingua franca.

The responses also revealed that English is clearly seen as a means of communication and a simple *word frequency query* highlighted that “communicate” was noted in 167 data segments. When discussing their ultimate goal in learning English, while several students noted that English is a means to gain knowledge, useful for business, to learn about culture and gain cross-cultural understanding and to improve their general skills, more noted its use as a worldwide lingua franca, and this was a prominent theme in the data. Comments included, “I can communicate with people who come from any countries in English and enjoy my life more than when I was monolingual. It's my goal!” Moreover, many also noted that they want to use English with both NESs and NNEs, e.g. “My goal is to communicate with people around the world not only native but also non native speakers”.

Thus, despite preferences for NE, students recognise that English is used as a worldwide lingua franca and they also want to communicate with NNEs. Interestingly, when discussing whether or not their English education has prepared them to use English internationally, many referred not to their schooling, but to their ELF experiences, e.g.

“I experienced that English is the global language. Even I talked to Asian friends-Korean friends, for example, common language was English. There are many people who are learning English, so it is easy to communicate with people from all over the world”.

“I made friends with not only native speakers but also Asian like Korean, Chinese Vietnamese... I have friends all over the world thanks to English. That is why I feel very satisfied with my English education”.

Thus, these experiences were positive and indicate that students are satisfied with their education which, in their opinion, has not restricted them from using English internationally. However, these comments also suggest that it is ELF experience, or successful ELF communication, that leads to this satisfaction. On the other hand, despite an awareness of the use of ELF and accounts of successful ELF experiences, many participants still want to sound like a NES, e.g.

“My ultimate goal is to communicate with others in English. Of course, I want to speak English like native speakers with correct pronunciation, grammar and words. But I learn English for communication, so I want to use English as one of important communication tools”.

For this student, NES proficiency may be the goal, but ultimately they are learning English to communicate.

Therefore, many students recognise that English functions as a worldwide lingua franca and many have successful ELF experiences. Nevertheless, they still believe in NES ownership and, while English may be a tool to use in international contexts, it is NE that can facilitate this communication the best.

Global Englishes awareness

The third sub-theme present in the data refers to GE Awareness, which includes references to the global ownership of English, acknowledgement of different Englishes and positive attitudes towards them.

Many references were made towards ‘GE Awareness’ (Table 13.1). Comments included, “There are so many different types of English, culture and people all over the world. English can be a bridge through the whole world”, showing an acknowledgement of the

existence of different Englishes and cultures of English speakers. Nevertheless, only two students referred to ‘GE Awareness’ when talking about their ultimate goal in English, e.g.

“I want to use English in business. For that, I need to learn world Englishes, especially Englishes of Asian countries. So my ultimate goal is to be able to understand various Englishes. On the other hand, I want to master standard English, though”.

“I think ultimate goal in learning English is that to become a person who speak English with many people who came from various countries. If the person who speaks Chinese English or other kinds of English, I want understand and adapt the way of their speaking”.

Thus, while the first student is aware of other varieties and sees the importance in learning about them, as with ELF awareness in the previous section, this does not interfere with a desire to “master” NE. On the other hand, the second student is also aware of the existence of other varieties, but unlike the first, feels a need to adapt to other English speakers in ELF situations. ELF experiences were once again important, and one student noted that her ELF experience raised her awareness of the existence of other varieties of English and her confidence, e.g. “It was definitely positive and exciting experience since I had never known that it was so hard to communicate with them because of unfamiliar strong English accent. I learnt how my English actually works outside of Japan.”

Therefore, despite the positive orientation towards NE, the Open-Q results indicate that several students are aware of GE and ELF experiences are clearly influential.

5.4.2.2 Attitudes towards learning English

The next theme present in the data refers to attitudes towards ELT. There are four sub-themes, including the ownership of English (attitudes towards learning NE, NES models, etc.), GE awareness (awareness of varieties, ELF, etc) and English in the classroom (English teachers’ skills, etc.)

Ownership of English

As mentioned previously, many positive experiences with NESs were referred to as 'Helpful Learning Experiences' (Table 13.3). NESs are a "good opportunity to speak in English" and "improve my speaking", to gain confidence, e.g. "In Canada. It was positive because I had thought I spoke Japanese English, so native speakers didn't understand my English, but they did! So, I had much confidence". Thus, the fact that a NES could understand them was very motivating. Comments also referred to the opportunity to learn English, e.g. "I like to speak with native speakers because I can learn a lot about English", suggesting that these 'expert' English users provide a good model. Several also noted that NESs 'correct' their English, which, in their opinion, advances their English skills, e.g. NESs "gave me some advices if I say wrong pronunciation or way of expressions gently" and so as the 'expert', NESs have the ability to know what is right and what is wrong and, therefore, communicating with these speakers leads to improved English skills.

NESs are clearly the target speakers and successful communication with them increases confidence. Such attitudes are also evident in the documented negative experiences, which referred to speed, e.g. "I sometimes couldn't catch her English because it was very fast and, she tends not to use Japanese" and a lack of confidence, e.g. "I was kind of depressed that I could not understand them enough" and "I could not speak with her well. I did not have confident on my English skill, so I hesitated to speak. (From this experience, I changed my mind and decided to study English more.)".

Therefore, several students also noted that these experiences were "negative" because of their lack of confidence and failed communication. Nevertheless, they motivated them to study English more, e.g. "It was positive because I could notice that my pronunciation of English cannot get through to native speaker".

Thus, for this student, they must strive to be understood. There is a feeling of inferiority and students feel responsible for unsuccessful encounters, blaming it on their own poor English skills. It is also interesting that these negative experiences, which often resulted in a lack of confidence, motivated them to improve their English skills. Students accept this

uneven burden placed upon them and take full responsibility for making sure communication is successful. This is also evident in the fact that nobody complained about the variety of English spoken by NESs, their accent or poor communication skills, although one student did point out that,

“It was positive most of the time but sometimes negative, for some people who aren't really interested in learning other language never cared about non-native speakers during discussions and usually conversation, and that makes me sad sometimes”.

This complaint about a monolingual's impatience with NNEs is the only criticism of NESs and, in the other examples, students take full responsibility for achieving successful communication.

On the other hand, negative comments about NNEs were different and comments referred to accent unfamiliarity, e.g. “That was very difficult. Because they have Asian's accents, and I'm not a native English speaker so it was really hard to listen to them and be listened to them”. Therefore, this encounter was negative because of unfamiliarity and the comment above indicates that students feel that NNEs have inferior listening comprehension skills. In fact, several comments were made about NNEs' poor comprehension skills, e.g. “non-native English speakers did not catch my Japanese English. I also could not catch their Indian English” and, therefore, communication was difficult because they were both NNEs. In fact, in only one instance did a student make a similar comment about NESTs, that the unsuccessful communication is a result of their own poor English skills, suggesting that NESs have higher comprehension skills.

The results also revealed that students also have positive attitudes towards their NESTs, and, one of the few negative comments was, “I could not understand what he want us to do. He did not explain well what we are going to do and so on. (I do not mean that I did not understand his English”, making it clear that it is a complaint about their teaching skills and not their English, which, of course, could not be faulted. ‘NESTs’ and ‘Helps Learning’ were coded together in many data segments (Table 13.3) and comments referred to a desire to learn, “English through real English which is actually spoken in English spoken

countries”. Students also noted that “Their English is perfect”, “At least, they are REAL English speakers” and that NESTs have an ability to spot mistakes, e.g. “They speak REAL English and find students mistakes well”, and “They fixed our English which isn't use in European countries. They called it "Janglish"”.

NESTs are the “real” speakers of English and are able to correct “strange” NNE.

Comments were also made about their superiority over Japanese teachers, e.g. “I could learn accent, how to speak English, I think I could learn things which Japanese teacher couldn't provide us.” and many discussed pronunciation, e.g. “native speaker's English is good to study. For example pronunciations” and their knowledge of NES culture, e.g. “They know their own culture very well” and “We could learn real pronunciation and also we could know their culture”, suggesting that this “culture” is the desired culture and the purpose of learning English.

In contrast, several negative comments were made about NNESTs (Table 13.3) and these referred to pronunciation, e.g. “a Japanese teacher taught me wrong pronunciation when I was in junior high school” and oral proficiency, e.g. “Because they couldn't speak English and they had a bad accent”. Thus, they are not ‘authentic’ enough. Two students also noted that they disliked JapEng, e.g. “some teachers spoke Japanese English with terrible intonations or pronunciations, they spoke English, it was like dead English.” In fact, pronunciation seems to be a main concern and ‘Pronunciation’ and ‘Incorrect’ were often discussed together (Table 13.3).

In addition, when asked if their English education had prepared them to use English as a lingua franca, three students referred to ‘NES Ownership’. For example, one noted that their Junior High school education “was terrible. The reasons why, Japanese teacher (he was in charge of my English class) was not good at English pronunciation and he was too much focus on grammar. I think he should have been given an opportunities to listening native speaker's voice and made the mood that English is fun”, again, suggesting that his pronunciation was ‘wrong’. Another noted that their education has prepared them for worldwide communication because “Correct grammar and pronunciation are useful to

communicate with any people”. Thus, once again, successful international communication involves using NE.

English as a global language

The second sub-theme in relation to ELT refers to English as a global language. As in the first theme, students also made references to an awareness of varieties of English and shared ownership of the language.

NNEs were also coded along with ‘Helps Learning’ (Table 13.3). Comments about NNEs referred to beliefs in NE ownership, although comments about NNEs related more to a general ability to speak and practice English with people regardless of their nationality, raised awareness of other varieties of English, improved communication skills and the motivating influence proficient NNEs can have. This is in stark contrast to experiences with NESs, which often resulted in a lack of confidence, e.g.

“These experiences are good for me because I could get opportunities to speak English. Beside, these were good opportunities to listen different types of Englishes”.

“It was very good experience for me. I spoke to Korean friend. We study English as a second language, so sometimes it was difficult to explain my feeling. However to explain my feeling, we use many words and body languages as a result we can communicate each other. I felt very happy.”

“It was positive because I could understand if I study hard for English, I can speak English fluently like her”.

When explaining their choice of ELT materials, two showed an awareness of GE. One commented, “I can not define who speaks which type of English. However I am sure all types of English can improve my English”, although it is unclear whether this student is referring to NE, NNE or both. Another noted that, “I want to listen to various English, but not Asian since it sound like Japanese English which I often hear”, showing that they are aware of the existence of both NNE, although they prefer English that they don’t often hear, suggesting that geography may be an important factor influencing attitudes.

With regards to NNESTs, Japanese teachers were also coded with ‘Helps Learning’ several times (Table 13.3) and comments related to shared experiences as language learners, e.g. they “have good experience to learn English”, the ability to use their L1, e.g. “The reason is I can understand grammar easily because they use Japanese in their class, but some of their pronunciation is not so good” and grammar “I think my Japanese teachers were good at teaching grammar, but I didn't like their pronunciation (Japanese English)”. Therefore, while a lack of Japanese skills is seen as a positive thing for NESTs, students like the fact that their Japanese teachers speak their mother tongue. In addition, students have mixed feelings towards these teachers. While they dislike their pronunciation, they recognise that there are many benefits and are “satisfied with them”, since they can teach grammar, writing and exam preparation.

5.4.2.3 Influence of the Global Englishes class

The third theme refers to the effect of the GE class. As with the quantitative results, the Open-Q results also indicate the influence of GE instruction. The post-Q comments reveal that more comments referred to an awareness of GE, and the vast majority were made by GE students (Table 13.4). This difference was also apparent in the final comments. Non-GE students wrote very general comments at the end of the questionnaire about the course. However, the GE students wrote deeper reflections, including raised awareness of the existence of other varieties of English, e.g.

“I enjoyed this class very much because I could know that there are a lot of English in the world!!”

“In your class I could notice there were many kinds of English, so I became more interested in other countries”.

Several also noted that it made them think about English and SE, e.g.

“thank you for teaching me "WHAT IS ENGLISH". There are a lot of people who use English in the world and there are a lot of types of English. To use English, we can connect each other. It's very good thing.”

“i really enjoyed your class because i have never thought that world englishes. i wanted to learn English and speak standard English. but what is standard English? People have other cultures and other feature on accent. it was my discovery and I was surprised at world englishes. Thank you very much!!”

“After I learned World English, My ways of thinking of English was changed. Because of it, I took interested in many kind of English, I found we can't define what's the standard English, and I got to be able to be proud of my Japanese English. However, it's still difficult to remove the idea completely that native English speaker should teach English.”

However, the last example shows the GE class also increased their confidence as a Japanese speaker of English, although in terms of ELT, they still desire NESTs, and there is still an attachment to NES norms. In fact, many other students also related their comments about the class to ELT, e.g.

“Through the World Englishes class, I learned various types of English. And I found that I can't communicate with them even though I can listen to native speakers' English.....Now that many people speak English, we have to know and learn various English if we want to communicate with various people.... So I thought that the current situation demands us to study various English”.

“I have now found that I can not communicate with people from all over the world if I just listen to native speakers English. In this sense, my education in University is also not enough.”

“I want to use English in business. For that, I need to learn world Englishes, especially Englishes of Asian countries. So my ultimate goal is to be able to understand various Englishes. On the other hand, I want to master Standard English, though”

Thus, the GE class raised students' awareness of GE, although the last comment indicates that, despite this awareness, they still want to 'master' SE. On the other hand, another noted that communication is more important, e.g.

"I'd like to speak English more fluently, but I don't eager to be like a native speaker, because if we can communicate, I think that's enough. I think more important thing is learning one more language...we need to learn is English as global language, like this class, however, if we want to communicate more people, I think I'd better to learn the other language like Chinese, Korean, and Spanish."

Therefore, GE is important, although learning other languages is also desirable.

However, despite the GE class several students still believe in NES ownership. In fact, references to 'NES Ownership' were still made by GE students in the post-Q and one still labelled NE as "real communication" and their English as "good English". Several GE students also noted that Japanese teachers have "wrong grammar", "katakana English" and "terrible pronunciation". In fact, 13 of these references were complaints about Japanese teachers and one said, "They were okay but their English was totally JapEng." Thus while for some, the class raised awareness of GE, NE is seen as a good 'foundation' or platform for learning GE and the belief that NE is a good model remains. This is something that will be further explored in the interviews in chapter Six and the FGs in chapter Seven.

5.4.3 Summary of open-ended results

Therefore, overall, three main themes emerged from the Open-Q data and the results confirm many of the quantitative results. Communication with NESs is more positive, NE is "real", "correct" and "standard" and NESs are the target audience. On the other hand, NNE is "imperfect" and "wrong", communication with NNEs is "difficult" and JapEng is "strange" and "terrible". NESs are beneficial for learning English and attitudes are related to pedagogical stereotypes, beliefs that communication with NESs improves English skills, despite being difficult, and unfamiliarity with NNE that makes communication difficult.

Several factors play an important role in the formation of these attitudes. As with the quantitative results, motivation, language use and pedagogical beliefs are important. The Open Q results also showed that the use of the NES model as a yardstick is important, many have pre-conceived stereotypes about NE and are unfamiliar with NNE.

Nevertheless, despite these positive attitudes towards NE, many are aware of the use of English as a lingua franca and ELF experience is important. Furthermore, attitudes towards the GE course were positive and more GE related comments were made by GE students, including raised awareness of the existence of NNE, questioning of 'standardness' and ELT. However, the results also highlighted that, many students remain firmly attached to NE and the NES model.

However, while the Open-Q results confirm the previous results and provide further insights, very few students commented on their attitudes towards particular varieties of English, where teachers should be recruited from and what Englishes would be useful in ELT materials. In addition, while these results provide preliminary insights, it is clear that they do not provide a full enough picture.

5.5 Chapter summary

The questionnaire was useful in that it provides a good starting point, although further information is required to provide a deeper understanding. Few students discussed their attitudes towards particular varieties in the Open-Q section, where teachers should be recruited from and what Englishes should be used in ELT materials. Thus, the next chapter presents the interview results which, once again, confirm some of these results, but also provide a much fuller understanding.

Chapter Six: Interview data analysis

The following section provides a detailed analysis of the interview results. Firstly, the transcription guidelines and thematic framework are explained. The interview results are then presented, and a summary is given. This is followed with a more holistic summary at the end of the chapter.

Data analysis tools

The first step in the interview analysis was note-taking. Notes were taken after each interview (20 in total), the recordings were then listened to several times and interviewee profiles (tables 14.1 and 14.2) were constructed.

The second step involved transcription. The transcription guidelines (Figure 6.1) were firstly based on Poland's (2002) and McClellan et al's (2003) conventions. However, it became clear that 'prosody' was important, and the conventions were revised to include some used in Jenkins's (2007) study (e.g. stress, length of pauses, lengthened segments, laughter, etc).

Figure 6.1: Interview transcription conventions (adapted from McCellan et al, 2003; Poland, 2002; Jenkins,2007).

N	Interviewer (Nicola)
[Inaudible segment]	inaudible portion
[]	overlapping speech
CAPS	emphatic stress ('I' and acronyms are underlined)
=KANDA=	names, locations, organizations, teachers' names, etc inside equal signs
(.)	pause of less than a second
(3)	approximate length of pause in seconds
:	length (repeated to show greater length)
@	laughter
...	author's gaps
(5)	Every line is numbered on the left, beginning at one for each extract

The transcriptions were checked for consistency and analysis followed the same six stages as outlined previously (p. 107). However, the interviews were treated as a new data set, different themes were identified and many new codes were created. Firstly, key segments, concepts, themes, events and topical markers were identified. *Free nodes* (codes) were created in *NVivo* through a mixture of concept-driven coding and data-driven coding and short descriptions were written.

Several patterns emerged and, once again, the codes were categorised under a smaller number of themes into hierarchies. Many similar topics to those present previously, were discussed by the interviewees, so several previous codes were utilised. Nevertheless, as Rubin and Rubin (2005:4) note, “Unlike survey research, in which exactly the same questions are asked to each individual, in qualitative interviews each conversation is unique, as researchers match their questions to what each interviewee knows and is willing to share”. The interview data was much richer and, thus, data-driven coding led to the creation of new nodes as new topics emerged (Table 15.1, p. 445).

New descriptions were written and a thematic framework was produced to analyse the data (Figure 6.2, p.135). In the questionnaire analysis, three larger themes were identified (Figure 5.14, p.118) including English, ELT and the Global Englishes (GE) class). These were also key in the interview data, although the interviews provided further insights into the reasons behind attitudes. Therefore, the thematic framework was adjusted, subcategories were renamed and further subcategories were added. Therefore, despite the identification of the three larger themes, new subcategories were added and each main theme is explored in much more depth.

Figure 6.2: The interview thematic framework.

<p>1. Attitudes towards English</p> <p>1.1 Beliefs about native English</p> <p>1.1.1 Familiarity</p> <p>1.1.2 Stereotypes</p> <p>1.1.3 Future Goals</p> <p>1.1.4 Culture</p> <p>1.1.5. Influence of English Teachers</p> <p>1.1.6. Influence of America</p> <p>1.1.7 Attitudes towards Japanese English</p> <p>1.2 English as a means of communication</p> <p>1.3 Beliefs about English as a global language</p> <p>1.3.1 Familiarity</p> <p>1.3.2 Shared Non-Nativeness</p> <p>1.3.3 ELF Experience</p> <p>1.3.4 Identity</p> <p>2. Attitudes towards learning English</p> <p>2.1 Pedagogical beliefs about native English</p> <p>2.1.1 Beliefs about Standard English</p> <p>2.1.2 Introduction of Global Englishes</p> <p>2.1.3 Attitudes towards Japanese English</p> <p>2.1.4 Negative attitudes towards NNESTs and NNE for classroom</p> <p>2.1.5 Negative attitudes towards the dominance of American English</p> <p>2.2 Pedagogical Beliefs about English as a global language</p> <p>2.2.1 Stereotypes</p> <p>2.2.2 Exposure</p> <p>2.2.3 Negative attitudes towards the dominance of America</p> <p>2.2.4 Introduction of Global Englishes</p> <p>2.2.5 ELF experience</p> <p>2.2.6 Shared non-nativeness</p> <p>2.2.7 Japanese Teachers</p> <p>3. Influence of the GE Class</p> <p>3.1 Raised Awareness and Image</p> <p>3.2 Raised confidence</p> <p>3.3 Improved comprehension and Helpful for communication</p> <p>3.4 Introduction of Global Englishes</p> <p>3.5 Favourable attitudes towards NE</p>
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6.1 Attitudes towards English

The interview data will now be analysed in relation to the three main themes in the above framework.

6.1.1 Beliefs about native English

A *word frequency query* highlighted that “native” was documented 225 times in the interviews, compared with “non-native” 134 times. NE was also coded in 106 data segments, compared with NNE in 55 segments (Table 16.1)¹³. Every interviewee made references to ‘NES Ownership’, most referred to NE as ‘Familiar’ and NNE as ‘Unfamiliar’, nearly everyone listed NE as an attractive variety and wanted to sound like a NES (Table 16.1), NE was described as “real”, “correct” “natural” and “beautiful unlike NNE, which was seen as “difficult” and “incorrect”. Moreover, when discussing their perceived future uses of English, five students referred to NESs and only a few discussed NNEs, and ‘NES’ was discussed with ‘Target Audience’ in many data segments (Table 16.2), indicating that NESs are the target interlocutors. However, as Extract 1 shows, this desire to sound like a NES is not straightforward.

Extract 1:

- | | | |
|----|---------------|---|
| 1. | Sauri: | Yes, cos my goal to study English is controlled accent |
| 2. | N: | CONTROLLED accent, what’s that? |
| 3. | Sauri: | I want to speak American accent, British accent, Australian accent and Japanese accent as |
| 4. | | well, like SO many accents, yeah |
| 5. | N: | You wanna speak them (.), you wanna speak them so you can CHANGE? |
| 6. | Sauri: | Yeah, yeah, yeah, or like adjust to people, I just like the people, to speak with |

Sauri’s goal may be a NE accent, but she wants a “CONTROLLED” accent that will help her communicate with a variety of people, indicating a belief that NE will help her do this, yet also suggesting that she does not believe that simply following one model will allow her to do this. However, her addition of “Japanese accent” and her emphasis on “SO” also suggest that this mixture of accents may in fact include more than the varieties she has listed.

Unlike in the Open-Q, interviewees discussed varieties of English in depth. Everyone had favourable attitudes towards NE, although they differed in terms of familiarity, attractiveness and the variety they want to imitate. Overall, AmEng, BrEng, AustEng, NZEng and CanEng were noted to be familiar, although AmEng was discussed much more

¹³ All tables referred to in this chapter are included in Appendix 16 (p.439-442).

frequently. In fact, ‘American’ was referred to 274 times and ‘America’ a further 97 times, compared to ‘British’ (165 times), ‘Australia’ (97) and ‘Korea’ (20). The data also suggest that, for some, Americans are not just their target interlocutors, but that the term ‘foreigner’ is synonymous with ‘American’ for many. This can be seen in the case of Nozomi (Extract 2).

Extract 2:

- | | | |
|----|----------------|---|
| 1. | N: | Where are they from? |
| 2. | Nozomi: | Mm? |
| 3. | N: | Which countries? |
| 4. | Nozomi: | Um, mm: (.). I don’t know but looks like American or East like |
| 5. | N: | OK. Middle East? |
| 6. | Nozomi: | Yeah, yeah and eh, Asian countries, something like Indonesia, like that |

Nozomi clearly has a stereotype that English is only spoken by Americans. Similarly, when asked where the customers from the hotel where she works part-time come from, Yuka responded, “MANY MANY countries I think, I’m not sure, but ..German, OF COURSE AMERICA, (2) India, (.) Chinese, (.) Korea”, adding emphasis to show that she thinks this should be an obvious point. Likewise, Keichiro discussed the foreigners he has encountered in Japan, noting, “The US, yeah I suppose the US, and Korea, I found maybe Korea or China, yeah, just one time”. Furthermore, when Izumi was asked which Englishes she is most familiar with, she responded, “You mean America or British?” indicating a belief that these are the two major varieties. Rei (Extract 3) offered an explanation for this.

Extract 3:

- | | |
|---------------|--|
| 1.Rei: | “Ah Attractive English? Maybe ALMOST people (.) think AMERICAN ENGLISH is that major |
| 1. | English, major English, so mm but recently, recently, maybe I think almost all Japanese people |
| 2. | feel American English is the major language, major English mm” |

This stereotype is present, and she stresses “ALMOST” to further her point. However, she distanced herself from the comment, assuming it is the belief of the general population and not herself, an opinion she does not share. America clearly plays a strong role in Japan and students not only believe that Americans are their target interlocutors, but also that AmEng is the “major English” and that English speakers are predominantly American.

The interviews also revealed that, in relation to beliefs about NE, attitudes are influenced by a number of factors including familiarity, stereotypes, future goals, culture preferences, nationalities of English teachers and attitudes towards JapEng. Each of these will be discussed in turn.

6.1.1.1 Familiarity

The students in this study are unanimously familiar with NE (Table 16.2), particularly AmEng, and unsurprisingly this influences their attitudes. For some, e.g. Saori, exposure through TV and movies makes AmEng more intelligible (Extract 4).

Extract 4:

- | |
|---|
| <p>1.Saori: Ah: (2), mm:: (1), for me American English is most easy, easier for me to understand it, (1) cos so
2. maybe the TV programme or other (.) eh audio things, in Japan it's almost American English so
3. mm American @ teacher's accent was mm maybe easier to understand it.</p> |
|---|

Saori's (Extract 5) desire to speak AmEng is also related to her experience studying there.

Extract 5:

- | |
|---|
| <p>1.N: So, native speakers is quite a big group, what English would you like to imitate?
2.Saori: AH::, now (.) mm::, first I like British English so, ehm, I wanted to imitate them but uh, last Spring
3. okay, last Spring I went to the United States, THEN I lived, I spent time up there for about one
4. month, so now maybe my English is, sounds like American @@ so @ so now maybe I want to
5. imitate American (2) English @@ so yeah</p> |
|---|

Here, her series of laughter suggests a possible embarrassment that she thinks her English sounds American, or perhaps laughing that her attitude has changed and, therefore, is not completely fixed. Nevertheless, her attitudes are clearly linked to familiarity.

6.1.1.2 Stereotypes

Familiarity alone does not explain the continued preference for NE of English students around the world. The interviews revealed that the majority of students were unable to offer clear reasons why they prefer NE. Extract 6 is an example.

Extract 6:

- | | | |
|----|---------------|---|
| 1. | Ayumi: | Ah: yeah (2). Native speaker has (.), maybe (.) it has (.) various knowledge of English so |
| 2. | | it's very important for me, mm: and also (.) native's pronunciation is also very BEAUTIFUL, |
| 3. | | ehm (2), maybe for me. Native. Why? (2) Native vocabulary. I LOVE native vocabulary, |
| 4. | | idioms, collocations, @ so, it's my reason, it's my (.) |
| 5. | N: | You like idioms? |
| 6. | Ayumi: | Yeah, like idioms, so I want to use many idioms, so difficult idioms, ah I don't know, what I |
| 7. | | don't know @@ |

In addition to familiarity, Ayumi's attitudes are linked to her belief that NE is a sign of fluency. This notion is then supplemented by an uncertainty in her own belief, demonstrated when she questioned herself, "Native. Why?" She then paused for two seconds before finally offering that she loves the vocabulary, etc. Once again, her laughter may suggest an awareness that she does not have a clear answer, and she also noted that she, herself, does not know why. Her beliefs are clearly founded on her stereotype that NE is best and the strength of this assumption is reinforced by the fact that, despite being unfamiliar with CanEng, it must be attractive, since it is NE. As she noted, "Canada has (.) eh:, I don't know much about Canada, what, much about Canada, so maybe @@ I think maybe it's very beautiful, so ALL, all kinds of native speech, native language, English, I LOVE @@ yeah:". Thus, for Ayumi, NE is "standard", yet she doesn't once point out any particular features of NE that make it more intelligible or useful. The same view underpins the contribution from Aya (Extract 7).

Extract 7:

- | | | |
|----|-------------|---|
| 1. | Aya: | Mm: (1) I like Australian English very much. |
| 2. | N: | Why?... |
| 3. | Aya: | @@ Why? Oh: I don't know (.) ah. They have a lot of slangs, eh unique slangs (2) and eh, it |
| 4. | | really PRETTY for me. It sounds pretty. |
| 5. | N: | Was it easy to listen to or? |
| 6. | Aya: | Yeah. FOR ME. Yeah, I THINK Australian English is a bit similar to Japanese English |

Aya also struggles to explain why she prefers Australian English (AusEng) and, again, laughs and asks herself “Why?” However, her suggestion that it is similar to JapEng, imply that her attitudes may also be related to intelligibility, a point not mentioned by any other of the interviewees. Saori (Extract 8), on the other hand, admits that this is, in fact, her “stereotype”.

Extract 8:

1.	Saori:	Ah::, AH: (.), I dunno but (.) maybe my, kind of like stereotypes, like learning English from
2.		native speaker is better to improve my, to learn English from the native speaker, like not (.),
3.		I felt like. Also Japanese English teacher is also, they have, they also have the good knowledge
4.		of English and they have the experience of studying abroad or something like that but (2), mm,
5.		yeah, it's my stereotype @@

6.1.1.3 Future goals

Many other students have a strong desire to live in a NES country, which may also explain their positive attitudes towards NE (Table 16.2). Yukika, for example, who prefers Canadian English (CanEng), plans to study in Canada in the future and Atushi, who wants to use English with NESs and go to America, believes that NE will make it easier for him to communicate. It is clear that attitudes are also related to future possibilities and, for these students, it is NE that will make communication easier. It is also possible that their attitudes are related to identity and a desire to be accepted by their target community. It is a NE accent, not a NNE one, that will grant them possible future group membership.

6.1.1.4 Culture

Culture is also a relevant factor for some and a topic discussed in many different respects throughout the interviews (Table 16.2). Nana, for example, is interested in Australia and, thus, prefers AusEng. An example is Nanae (Extract 9).

Extract 9:

- | | | |
|----|---------------|---|
| 1. | Nanae: | Because I think (.), my friend (.), in =KUIS=, says American English is great and ‘I want to be |
| 2. | | American’ and (.) like it’s fascinating |
| 3. | N: | They want to be American? |
| 4. | Nanae: | Yeah, some of my classmates really like America, yeah. |
| 5. | N: | Why do you think they like America so much? |
| 6. | Nanae: | Because they think their culture, especially modern culture like music and fashion, they think |
| 7. | | it’s really cool and (.) ah (1) think America is the best place for everything, (.) I think |

Therefore, not only is there a preference for American culture, but they want to “be American”, implying that attitudes are also linked to acceptance by a target community.

6.1.1.5 Influence of teachers

When discussing NE, several interviewees also referred to their English teachers, particularly NESTs. Izumi and Hiroshi, for example, who both have positive attitudes towards NE, record their conversations with their NESTs and try to imitate their accents, and are clearly influenced by the variety of English spoken by their teachers. Ayumi also referred to her teachers (Extract 10).

Extract 10:

- | | | |
|----|---------------|--|
| 1. | N: | Why are you interested in native English? |
| 2. | Ayumi: | Native English is VERY beautiful for me and I ENVY native speakers, always I envy. I envy |
| 3. | | you and (2) you |
| 4. | N: | [@@] You wanna speak Scottish English? |
| 5. | Ayumi: | @@ Yeah, I love, so very beautiful, and I think that Scottish English is more beautiful than |
| 6. | | US,so (1), and clear I think |

Her emphasis on the words “ENVY” and “VERY” indicate her attempt to make her point forcefully. However, the fact that she mentions Scottish, the nationality of her current NEST, once more suggests that her attitudes are not fixed.

6.1.1.6 Influence of America

The powerful influence of America and of AmEng was discussed by several of the interviewees (Table 16.2). Several students noted links between the governments,

suggesting that local and global forces may also sustain stereotypes that AmEng is superior, as can be seen with Yukika (Extract 11).

Extract 11:

- | | | |
|----|----------------|---|
| 1. | N: | Why do you think so in Japan? Why is American English (2) so popular? |
| 2. | Yukiko: | Yes (1), I think it's (.) ah because America has the most power, the power in the world, (1) so |
| 3. | | (1)I think people tended to consider AMERICA as you know very eh wonderful, amazing |
| 4. | | country so we have to (.) obey, not obey (2), how can I say? Imitate, yeah |

Yukika's lexical choice, including "power", "wonderful" and "amazing", show that this is a salient factor and something that clearly influences the general public. There is a feeling that Japan should "obey" America, which may extend to English, using the word "imitate" herself. The strength of this assumption is reinforced by Saori (Extract 12).

Extract 12:

- | | | |
|----|---------------|---|
| 1. | N: | What kinds of English, English from what countries? |
| 2. | Saori: | Ah:: (1), maybe the MOST POPULAR English in Japan is American English, so mm (.) and |
| 3. | | maybe that is based from the Government thing, the relationships between the countries. Maybe |
| 4. | | Japanese Government wants to have STRONG relationship with the United States, so maybe the |
| 5. | | United States have the BIG influence to Japanese cultures, or (.) everything, like Economics or |
| 6. | | colleges, food, EVERYTHING is from the United States so maybe people think that American |
| 7. | | English is THE ENGLISH, @@ so maybe people think American English is the strong, not |
| 8. | | strongest English no @@, mm people think many of the English speakers speak American |
| 9. | | English so @@ mm (.), yeah. |

Saori's stress on "MOST POPULAR", "STRONG" and "BIG" make her point that America has a strong presence forcefully. Nevertheless, she corrected and laughed at herself, pointing out that she is not referring to AmEng as the "strongest", but the most widely spoken. However, despite the fact that she presents this opinion as that of the general population, her laughter and self correction suggest that this is also her own opinion, or her previous image at least.

Familiarity with AmEng was also related to the ELT context by eight (Table 16.2) students. Many were also aware of the negative influence of this dominance, and the overall picture towards AmEng is one of ambivalence. Three arguments were made: it hinders

comprehension of NNE, hinders comprehension of other varieties of NE, and creates and perpetuates a false stereotype of English. The first example is Yuka (Extract 13).

Extract 13:

- | | | |
|-----|--------------|--|
| 1. | Yuka: | YEAH, first time to listen INDIAN ENGLISH I didn't understand, just once. So (.) I said |
| 2. | | 'SORRY?' |
| 3. | N: | You asked him to repeat? |
| 4. | Yuka: | YEAH |
| 5. | N: | How did it sound to you? Did you like it? |
| 6. | Yuka: | NO! |
| 7. | N: | @@ |
| 8. | Yuka: | Sorry No @@ |
| 9. | N: | No need to say sorry @@ |
| 10. | Yuka: | I was used to like (.) NATIVE English, American, so a little bit uncomfortable, not clear for me |

Yuka was very quick to respond that she did not like the Indian accent, exclaiming “NO!” Nevertheless, the fact that she related this difficultness to her familiarity with NE, suggests that, had she been familiar with more varieties of English, her encounter may have been more successful and, thus her attitude more positive. She furthered this point later in the interview, noting that her first encounter with BrEng was surprising, due to her familiarity with AmEng and, clearly, for Yuka, this did not only hinder her understanding of NNE, but also other varieties of NE. Similarly, Sauri (Extract 14) found BrEng difficult for similar reasons.

Extract 14:

- | | | |
|----|---------------|---|
| 1. | Sauri: | Mmm, I dunno (.), but as somebody said at a presentation, I've learned American English yeah |
| 2. | | and so that is mm:: I used to listen to American English SO many times, so when I listened to |
| 3. | | British accent, it was REALLY difficult to catch. THAT'S WHY other students might feel like |
| 4. | | you know the wall between British accents |

Her stress on “SO” and “REALLY” emphasis her points, and this metaphorical “wall” was also used by Mai to describe her difficulty with BrEng and many other students made similar comments. Rei, who works part-time as an English teacher, also discussed her students' surprise at their South African English teacher because of their exposure to the idea that it belongs to America, relating this to her own surprise at hearing BrEng for similar reasons.

6.1.1.7 Attitudes towards Japanese English

Several interviewees revealed ambivalent attitudes towards their own variety of English, another factor that can help understand their positive orientations towards NE. ‘Own Variety’ and ‘Dislike’ were coded together several times (Table 16.2). Students often volunteered these negative comments unprompted and, when JapEng was described, the accent was problematised and students focused on stigmatised features. In addition, negative comments were also referenced to NE forms, further indicating their stereotype that NE is best. However, negative remarks mostly related to pronunciation. Keichiro called it “fake English” and Yukiko (Extract 15) also displays some dissatisfaction.

Extract 15:

- | | |
|-----|--|
| 1. | Yukiko: Why? (2) Am: (.) Mm: Japanese , (2) Japanese language is considered different from English, |
| 2. | grammatically and pronunciation, (2) so yeah, when I was in London, I went to (.) a café, and |
| 3. | the staff said ‘Oh you’re Japanese’ and she was Japanese also and (1) she said ‘Oh you’re’ |
| 4. | Japanese after, you know, listening to my accent.Yeah |
| 5. | N: And how did that make you feel? |
| 6. | Yukiko: Ah, VERY BAD |
| 7. | N: Really? |
| 8. | Yukiko: That’s because I don’t like Japanese accent |
| 9. | N: Why don’t you like it? |
| 10. | Yukiko: Japanese accent is ah too CLEAR, too clear and too flat |
| 11. | N: Too clear? |
| 12. | Yukiko: Too clear, like Katakana mm: and TOO flat like Japanese language, so I don’t like it |

Therefore, Yukiko does not want to be recognised as a JapEng speaker, and a NE accent is clearly a sign of proficiency. Several students also directly linked their dislike of JapEng with a preference for NE. For example, Mai (Extract 16) also fears that people can’t understand the Japanese accent, preferring to imitate BrEng.

Extract 16:

- | | |
|----|---|
| 1. | Mai: Mm. If we talk @@, if we talk in Japanese accent and (2) it, and we can, can talk with others |
| 2. | it’s OK , but some people can’t understand Japanese accent English so we have to imitate I think |
| 3. | N: What accent would you imitate? |
| 4. | Mai: (2) I (2), before, I prefer American, but now @@ British |

However, her laughter suggests that she is also ridiculing JapEng, something which she finds embarrassing and amusing. It is unclear who these “people” are, but her references to NE, suggest that she fears JapEng is not intelligible to NESs, indicating her belief that NNEs should bear the burden of ensuring successful communication.

As with the questionnaire data, the interviews revealed that attitudes towards familiarity, attractiveness and varieties to imitate are different. Aya (Extract 17), for example, feels that Japanese people have a low image of JapEng, preferring NE.

Extract 17:

- | | |
|-----|--|
| 1. | Aya: Why? (2) Why? (2) Because, a lot of my friends say I don't have good pronunciation or. |
| 2. | something My pronunciation is BAD, so (.) they don't want to speak Japanese English maybe |
| 3. | N: Do they have a type of English they want to speak? |
| 4. | Aya: Yeah, maybe American or British |
| 5. | N: So, Native English |
| 6. | Aya: Yeah, native English. |
| 7. | N: Do you think that's common amongst your friends? |
| 8. | Aya: Yes |
| 9. | N: How about you? |
| 10. | Aya: Ah:: (.) YEAH, If possible, I want to speak BEAUTIFUL English |
| 11. | N: What's beautiful English? |
| 12. | Aya: Beautiful English is native English maybe @@ yeah |
| 13. | N: And you think that's a common view? |
| 14. | Aya: Yeah (3) BUT the purpose is to COMMUNICATE with people, so maybe if I don't speak |
| 15. | beautiful English, (.) it's okay if I can communicate with people. |

She wants a NE accent “If possible”, although her laughter indicates embarrassment, or perhaps awareness of this stereotype. On the other hand, this is a complex topic for her, as she is also aware that communication is the key, not a NE accent. Nevertheless, it is her goal. Saori (Extract 18) also wants to sound like a NES because she dislikes JapEng pronunciation.

Extract 18:

- | | |
|-----|--|
| 1. | Saori: Ah: (1), it's, mm: (.), if I hear that Japanese English, I can't think that it's FLUENT English, |
| 2. | even if their grammar is PERFECT and vocabularies is (.) like using a kind of vocabularies or |
| 3. | something, but @@ I can't think that is fluent English so (2), mm: (2), yeah (.), so: I (2). |
| 4. | WHY, WHY? But mm: (.) it's difficult to answer it (2) but like (4) mm, ah, @@ why? Mm, |
| 5. | maybe it's from my images, like my FLUENT ENGLISH IMAGES is from like AMERICAN |
| 6. | PEOPLE or BRITISH PEOPLE, not from like, Japanese people (.), like, mm yeah, then I feel |
| 7. | like IF my friend has the perfect pronunciation, accent, who have the experience from living |
| 8. | abroad, then I feel 'OH THEY'RE GOOD at English, I need to speak like native speakers', so |
| 9. | maybe ALL OF MY images have come from that, like good for (.)...I wanna have the good |
| 10. | pronunciations or good accent. |

However, Saori clearly finds it difficult to explain why she likes NE, pausing and using lots of fillers before noting that it is simply due to her stereotypes of “FLUENT” speakers. Thus, while NE proficiency is the goal, it is difficult to explain why, possibly not necessary, and negative attitudes towards JapEng are clearly related to stereotypes that NE is ‘correct’ and JapEng is ‘incorrect’.

Summing up, NE is authentic and has a high level of legitimacy, especially AmEng. However, a number of factors clearly influence these positive attitudes towards NE. In addition, preferences are not related to particular features and several students struggle to explain why they regard NE in high esteem. In addition, many students are aware of their own stereotypes.

6.1.2 English as a means of communication

Once again, the interviews revealed students’ awareness of the function of English as a lingua franca (Table 16.1). A *word frequency query* highlighted that “franca” was noted 26 times and “communicate” 88 times and, while, for the majority, their target audience is NESs, 5 students noted potential future ELF usage. Despite a desire to speak with NESs, Atushi for example, is also aware of future ELF usage noting that he will use English with people from “all over the world”. Nana also adds that, in her future, she will use English “with NATIVE and NON-NATIVE speakers, both I think (.), mm: OF COURSE American, and British and Australian but not only them but also like Korean and Italy because it's (2) how can I say (.) a common language, so”. Therefore, Nana will “OF COURSE” use English with Americans as discussed earlier, reinforcing the salience of this

stereotype that Americans will be a definite interlocutor, she is also aware of potential ELF use. Nevertheless, she is also aware that English is a “common language”, referring to other NNEs. Ayumi also wants to make friends from “ANYWHERE, anywhere, OKAY, so India, so (2) I’m interested in various countries, eh (.)” and notes that she will use ELF with them. Despite her “Love” of NE, she also wants to communicate with NNEs. Ayumi then adds that it is NE that will be helpful as a lingua franca because, “NATIVE ENGLISH has (.) useful words (.), has useful words for me, mm: Why? (2) Mm: Why? @@ Mmm: (4) Native English has (2) mm: Why? (.) Very difficult. Mm why?” However, Ayumi questions herself several times, pauses and laughs, indicating that, despite her strong beliefs, she is unable to offer concrete reasons for her attachment to NES norms.

In addition, 13 of the interviewees have had ELF experiences and five of them discuss how these experiences raised their awareness of ELF usage (Table 16.2). Nanae, for example, was impressed at how English was used as a lingua franca between people from 60 different countries on her one-year study abroad in New Zealand, and Saori (Extract 19), who has NES and NNE friends, thinks she will use ELF in the future.

Extract 19:

1.	Saori:	Yeah cos (.) when I, like when I have the friend (.) like, they, like, use the
2.		different languages, like NOT ENGLISH and NOT JAPANESE, the other languages, like I
3.		have a friend, like Germany friends, Vietnamese friends, Tawaiinese friends, Korean friends,
4.		so ALL OF THEM speak different languages so I NEED (.), and then they ALSO learning
5.		English, so we can use English each other then, we communicated in English so (.)

Saori’s emphasis of “NOT ENGLISH” and “ALL OF THEM” indicates that this was perhaps surprising for her, or perhaps something that not many people are aware of. Several students are, then, aware of ELF usage, although this awareness alone does not necessarily result in positive attitudes towards GE and many students, who have long invested in the NES model, continue to hold it in high esteem.

6.1.3 Beliefs about English as a global language

The majority of students referred to ‘GE Awareness’ and 33 references were noted altogether (Table 16.1). Every interview contained references to ‘NNE’ and 55 were documented overall (Table 16.1). A number of varieties were mentioned and several students described features of NNE unprompted. Manami, for example, described features of Korean English (KorEng), and many made positive comments about NNE (Table 16.2), including Yukika about Hong Kong English, Yuka about EuroEng and Miyuki about MalayEng, which she thinks has a lot of useful expressions. Nevertheless, many referred to NE first and NNE when prompted. In addition, students have mixed opinions and many made vague and contradictory comments. Yukika’s attitude, for example, is clearly complex. After being reminded that she noted liking HKEng, she replied, “Eh. No No No, I don’t, I didn’t say I liked Hong Kong’s accent, I mean I like the difference of accents”, and doesn’t want to affiliate herself with that variety. However, she then adds that it was “very easy to listen”, indicating that intelligibility should not be confused with an attachment to NE. Later in the interview, she commented that, “(3) Ah:: (2) I think EUROPEAN PEOPLE can speak WELL I think, (.) the sound is not difficult for me”, referring to her German customers in the hotel where she works part-time. Nevertheless, she added that, “ah: (3) I (.) I want to like copy (.) I like (.) how can I say...not America (.) Native English”. However, she was unable to explain, noting, “Why? (.) eh (3) I like Canada”. Thus, despite being unable to explain her attachment to NE, and despite the fact that NNE is intelligible, it is not a viable option as a model.

Attitudes towards NNE are, therefore, complex and often contradictory, suggesting that it is a difficult topic, or perhaps something they haven’t thought about before. When discussing their attitudes towards GE, students made references to a number of factors including familiarity, shared non-nativeness, ELF experience and identity. Each of these will now be discussed in turn.

6.1.3.1 Familiarity

Students appear to have created an accent hierarchy, with NE (particularly AmEng) at the top and NNE accents lower down. As in the questionnaire, EuroEng appears to be placed above AsianEng (despite its familiarity). In fact, several students commented that AsianEng is familiar, due to the closeness and similarities with Japanese (Table 16.2). A specific example is Aya (Extract 20).

Extract 20:

- | | | |
|----|-------------|---|
| 1. | Aya: | Mm: (3) Actually, I noticed that Asian people speak a similar English, so (.) KOREAN PEOPLE |
| 2. | | speak like Japanese |
| 3. | N: | Oh. It's quite similar you think? |
| 4. | Aya: | Yeah, yeah yeah so (2) mm, when I went to Australia I had a lot of Asian friends, (2) and (2) I |
| 5. | | felt familiar with that English |

Aya finds KorEng easy, due to similarities. Her repetition of “Yeah” three times emphasises her agreement, and it is clear that familiarity is something that enables her to make friends. Mai, notes that, “It’s difficult to (1) listen, catch, especially European people, speaks (.), cos it really different (.), it’s Korean, it’s kind of similar to us” and comments later that she also found her previous Malaysian boyfriend’s English easy, due to the fact that he was also Asian. Sauri, who has Korean and Chinese friends, also notes that she finds using ELF “REALLY EASY and INTERESTING to communicate” and finds KorEng “SO easy” due to similarities in grammar and vocabulary and the ability to code-switch.

Therefore, for Sauri, not only are the varieties similar, but Japanese and Koreans tend to “gather” for this reason, suggesting that she felt comfortable speaking English with these people. Furthermore, she stresses that it was “REALLY EASY” and “INTERESTING”, again clearly finding her ELF experiences positive. In contrast, she feels “ashamed” when she speaks English with NESs (Extract 21) and worries about making mistakes.

Extract 21:

- | | | |
|----|---------------|--|
| 1. | N: | And, how about speaking English with native speakers? How was that for you? |
| 2. | Sauri: | Mmm, sometimes I feel like (.) ashamed (2) because I worry about making MISTAKE (.), yeah |
| 3. | | (.), but (3), mmm, it was really GOOD to talk with them, cause like (.) their way of thinking is |
| 4. | | really different and I can get ACCENT from them yeah |

Thus, not only is AsiaEng more familiar for students, but this familiarity, or feeling of familiarity makes it easier for them to make friends and feel comfortable using English.

6.1.3.2 Shared non-nativeness

The strength of this assumption that communication is easier and perhaps more enjoyable with NNEs was made by several other students and many references were made to ‘Shared Non-nativeness’ (Table 16.1). Nanae (Extract 22), for example, is also more comfortable using English with NNEs.

Extract 22:

- | | | |
|----|---------------|--|
| 1. | Nanae: | Em (1), I think it’s kind of different (.), because (1) mm (.) maybe (.), I like (.), of course I like |
| 2. | | to talk with native but (.), like when I talk with native speaker, like my native friends (1) mm |
| 3. | | (.) I feel a little bit nervous and no confidence, because I might misunderstand what they are |
| 4. | | saying, or like if they talk so fast, maybe I can get really nervous, (.) but when I speak with |
| 5. | | non-native speaker I can be more calmer and relaxed somehow. |

Nanae feels nervous with NESs. However, her use of “somehow” suggests that she doesn’t know why communicating with NNEs is easier and something that surprises her, and it does not alter her goal of wanting to sound like a NES. Similar comments were made by Rei, who also notes that when she speaks English with her NESs, “I care about the Japanese accent. Maybe I should little change or little correct”. On the other hand, communication with NNEs is quite different (Extract 23).

Extract 23:

- | | | |
|----|-------------|---|
| 1. | Rei: | Ah: Non-native speakers!, I, like I didn't care mm: I have a friend, of Thai, so it was to HELP his |
| 2. | | Japanese learning (1), so, but (.) I can't speak Thai @@ so also he can't speak Japanese so well, |
| 3. | | so we used English.. |
| 4. | N: | A lingua franca? |
| 5. | Rei: | Yes so when to speak with him, I didn't care about my accent, Japanese English accent, yeah |

Ayumi also notes that NNEs “speaks more slowly and clearly, ah mm yeah @@ so, but vocabulary is pronounced respectably, yeah clearly (.)”. On the other hand, “native speaker speaks fast, but I think that’s good for us @@ I think”. Thus, communication is easier, due to their speed and clarity, and unlike her comments about why NE is best, she is able to respond quickly. Nevertheless, NESs provide a valuable learning opportunity, although she laughs suggesting that she understands the contradiction. This demonstrates the firm attachment to NES norms, despite being aware of the difficulties it imposes upon them. Therefore, several students feel that they share a sense of community and commonality with their fellow NNEs and feel more comfortable communicating with them. Nevertheless, this, as with other factors discussed thus far, does not interfere with their goal of attaining native-like proficiency.

6.1.3.3 ELF experience

Some of the discussions about GE were also related to ELF experiences (Table 16.2). A specific example is Manami (Extract 24).

Extract 24:

- | | | |
|-----|----------------|---|
| 1. | Manami: | But before going to Australia, I thought Canadian English, American English and British |
| 2. | | English IS English, but there's many other, many kinds of English I REALISE in Australia, |
| 3. | N: | So Australia really opened your eyes? |
| 4. | Manami: | Mm, yeah, yeah, yeah. I stayed in homestay from Malaysia, but they emigrated in |
| 5. | | Australia, so they can speak English very. Very fluently, but they look Asian, and I |
| 6. | | impressed “How, How, How?”, I always ask them, mm mm |
| 7. | N: | Do you think most Japanese students would be surprised by that? |
| 8. | Manami: | Yeah, I think so mm: |
| 9. | N: | Why? |
| 10. | Manami: | (2) Em, I think most Japanese think (.) thinks American and British English IS ENGLISH |
| 11. | | @@,so that's why, mm: |

She is aware that English has many varieties and “has no end”. Her surprise shows that this experience challenged her previous stereotype of English speakers in a positive way and the added emphasis on “REALISE” and repetition of “How” indicates that this raised her awareness and was clearly positive. Once again, she laughs at the stereotype herself, indicating a realisation that she was wrong and misinformed. Likewise, Saori’s (Extract 25) experience in Vietnam raised her awareness that continued exposure can increase intelligibility.

Extract 25:

- | | | |
|----|---------------|--|
| 1. | Saori: | Uh. It was interesting cos then, last summer, I went to Vietnam to join the |
| 2. | | volunteer work so at there and all of us tried to use English and communicate in English so (1), |
| 3. | | first uhm, Vietnamese English was really difficult to understand and also so maybe they feel |
| 4. | | also my English is also @@ difficult to understand because all of them have a different accent |
| 5. | | from their native language like mm (.) of, their grammars and vocabulary is MUCH, MUCH |
| 6. | | BETTER than me, and they speak really fluent English, but their accent is based from their |
| 7. | | native language so (.) mm but (.) it’s, I’m getting used to hearing their accent. |

Haruna’s experience in the Czech Republic was also positive, where she was able to communicate with people using ELF and these examples highlight the importance of ELF experiences. This included raised awareness of GE as well as challenging preconceived stereotypes about the language.

6.1.3.4 Identity

The interview results also revealed that several students have no desire to sound like a NES. Nana, for example, doesn’t care if people recognise her as Japanese, because she is not a NES and feels that she can retain her Japanese identity. Rei (Extract 26) also makes references to identity.

Extract 26:

1. **Rei:** Yeah, I DON'T THINK I want to be like a native speaker of English
2. **N:** [Really?]
3. **Rei:** Like I'm Japanese. so I'm proud of Japanese @ because I like Japanese and Japanese culture, so
4. I don't think to imitate the native speakers is not good because they have identity of Japanese so
5. they don't waste their identity.
6. **N:** Do you think that's common amongst students?
7. **Rei:** Maybe my friends said I want to be like a native speaker, so many mm friends @ said so (.) I
8. think (2) mm (.) we are Japanese @ we should not throw away my country's identity, Japanese
9. identity mm:
10. **N:** So you're happy with your accent?
11. **Rei:** Yeah Maybe my Japanese English accent is one of identity of Japanese so I think it's good mm

Rei is clearly happy with her accent and is proud of being Japanese. For her, a NE accent and a Japanese identity are not compatible and that one must be sacrificed for the other, the latter being more salient to her. It is a “Japanese accent” that marks her identity, something she does not wish to lose. Other students made similar remarks and the results suggest that it is a complex issue. Haruna (Extract 27), for example, has also given up on her goal of using English in her future job because she doesn't think she can ever be as good as a NES (Extract 31).

Extract 27:

1. **N:** What about in the future, do you think you'll use English in the future?
2. **Haruna:** @ Eh before, I thought (.), I thought I wanted to use English at work, but now mm
3. **N:** [You've changed?]
4. **Haruna:** Yeah I've changed, because I know I can't speak English like a native people because I
5. AM JAPANESE and I think that their way of thinking is completely different @, so if I
6. speak English I try to think about, think like a (.) like a native, like eh, in English, so (.) um:,
7. but in Japanese I have, I don't have to think anything to say, to speak, so (.) yeah (.) even I
8. had, I very hard, but yeah there is a something, something in my head to speaking, yeah I
9. mean how! @, yeah, there are some difficulties, even it's a very little uh (.) yeah

Thus, unlike Rei, who doesn't want to lose her identity, Haruna doesn't think a Japanese identity allows her to become a NES. Once more, the two things are incompatible and one must be sacrificed for the other.

Similarly, Sauri was ashamed of her NES accent when she returned to Japan after living abroad and “pretended like, I didn't know English at all @” and tried to emphasise her Japanese accent. She adds that her “way of thinking is a bit different from the other

students (2), you know more like Americanised”, and thus, she feels different and feels “there’s a wall like, between typical Japanese students and me”. Therefore, her embarrassment towards her native-like accent may be related to a desire for group membership. This was also apparent in her later comment about feeling embarrassed in Australia, where her accent was, once again, different. Therefore, with the stereotype that English is spoken by Americans or that AmEng is the most spoken variety, it is possible that positive attitudes towards NE are related to a desire for group membership. Her use of the word “wall” also indicates that, as with Haruna and Rei, Sauri perhaps views this NE accent as a loss of identity.

6.2 Attitudes towards learning English

This theme was also present in the interview data and, once again, is divided into pedagogical beliefs towards NE and GE.

6.2.1 Pedagogical beliefs about native English

Several references were made to ‘NE Ownership’ and ‘Pedagogical Beliefs’ and many referred to experiences with NESs as ‘Helpful Learning Experiences’ (Table 16.2) to practice English listening and speaking skills and to gain confidence. Thus, there is a firm belief that English not only belongs to NESs, but that it is the variety that should be learnt. This assumption is also evident in their negative comments towards NNE and NNEs.

Students mentioned that NE is helpful for learning (Table 16.2) in relation to both teachers and ELT materials. Once again, clear hierarchies emerged, with AmEng at the top. With regards to teachers, accent was a salient factor. As Yukiko mentioned, while she would like teachers from Britain, America, Canada and Australia, “many Japanese who are studying English think (2) ah: (.) New Zealand people have very strong accent, so I think um not many people want to imitate the accent, yeah”, and thus, despite preferences for NE, a hierarchy exists.

Students spoke at length about their pedagogical beliefs about NE and a number of factors influence their attitudes including beliefs about SE; introduction of GE; attitudes towards JapEng; negative attitudes towards NNESTs and NNE for ELT; negative attitudes towards AmEng in relation to NE and negative attitudes towards AmEng in relation to NE. Each of these is now discussed in turn.

6.2.1.1 Beliefs about standard English

NE English is seen as beneficial for learning because it is the “real” English and “standard” was referred to 18 times. An example is Tomomi (Extract 28).

Extract 28:

- | | | |
|-----|----------------|--|
| 1. | N: | So your teachers have been from America, Japan and Australia. What other countries do you |
| 2. | | think would be useful for you to have teachers from? |
| 3. | Tomomi: | Mm: As I said Canadian |
| 4. | N: | [You did say that]. |
| 5. | Tomomi: | Eh: (5) New Zealand mm, like (2) maybe native countries, (2) mm. |
| 6. | N: | Why native countries? |
| 7. | Tomomi: | Mm:: (5) mm, I don't know but I think mm it's better for me to listen (.), to communicate (.), |
| 8. | | to get some skills |
| 9. | N: | So do you think most Japanese people would AGREE with you? |
| 10. | Tomomi: | Mm:, not most but (.) mm like, I think, like some people don't think ENGLISH is |
| 11. | | IMPORTANT for us, so mm like mm (4), but I think, maybe not many people. Many people |
| 12. | | doesn't, don't focus on the non-native speaker's English I think mm |
| 13. | N: | Why do you think that is? |
| 14. | Tomomi: | Because THEIR mother tongue is, ISN'T English, (3) yeah so native speaker can speak |
| 15. | | BETTER, than them mm |

Thus, despite perceived future ELF usage, NESTs are useful. However, the long silences suggest that she was finding it very difficult to resolve the issue in her mind and there is clearly a degree of ambivalence. NESTs are simply the default answer, the obvious choice. NE is not only the most useful variety of English to learn, but is also the legitimate variety. This reference to being a “mother tongue” speaker was also made by Yukika (Extract 29).

Extract 29:

1.	Yukiko:	Hm: (4) UK or America. Yeah, not Asian countries
2.	N:	Can you explain why?
3.	Yukiko:	Why? (4) Mm: yeah. Ah, I know many Asian countries (2) ah (.) have English as official
4.		language, but I THINK it's not their mother tongue. You know, they can speak English, but
5.		not mother tongue, (.) so I prefer mother tongue is English people
6.	...	
7.	Yukiko:	Mm: (4) Because they've USED English since they were born, so English is very connected
8.		with their life I think, yeah you know um:, (.) if, I'll be a very bilingual person, BUT my
9.		mother tongue is Japanese, so mm: (.) English is not connected with my life so much like
10.		Japanese, mm:

As with Tomomi, the pauses suggest she is unsure and she seemed surprised when asked to explain why. Thus, preferring NESTs has nothing to do with superior features or intelligibility, but simply because English is their mother tongue and “connected” to their life, suggesting that exposure and English use are important factors when defining “real” speakers. While being born into an English-speaking environment is seen as important, these students do not acknowledge speakers who are born into countries where English is used as a second language or other speakers. On the other hand, this ‘connection’ to their lives may not be viewed as legitimate, since it is present alongside other languages and it is only the monolingual that is to be respected. Different varieties of English may be attractive, but when it comes to learning English, positive attitudes towards NE hold strong. Further support is offered by Mai, who as previously mentioned, finds NNE easier and feels that AsiaEng is familiar. However, her views towards ELT are quite different; she only refers to NE and spoke negatively of a Spanish NNEST. Nanae’s (Extract 30) pedagogical beliefs are also related to her views towards SE.

Extract 30:

1.	Nanae:	(1) Maybe America (.), yeah. However, I'm not sure what kind of English is used the most in
2.		the world (.), but maybe in the business (.), maybe many Japanese (.)...
3.	...	
4.	Nanae:	Mm: but maybe good to have boss English (.), but I don't want to pronounce it 'R's'
5.	...	
6.	Nanae:	Ah (1), mm: (1) ahm (1), maybe their nationality is not really important I think, so (1) ahm (1)
7.		maybe I have the opportunity to study English, English spoken countries, so (.) I think for
8.		University teacher, Japanese (.), more than three or four of five years living (.) English spoken
9.		countries, because maybe (.) ahm (.) they can get the way of thinking in the English spoken
10.		countries (.), or maybe they can get more natural conversation, language, or vocabulary and
11.		pronunciation (.)so
12.	N:	What countries do you think they should live in?
13.	Nanae:	The teachers (1). Any country in English spoken

Nanae believes Japanese English teachers should also spend time in a NES country, clearly seeing NESs as the ‘owners’ of the language. Nevertheless, Nanae seems unsure when asked about teachers and takes a long time to respond and uses several fillers before suggesting that nationality may not be important. This is interesting given her previous comments that a “boss English is necessary”, and suggests that she is struggling with what she has been used to and exposed to and the concept of ELF. Likewise, Keichiro thinks that AmEng is important because “the influence of the, America, is biggest than the British one, so yeah maybe many people thinks and feels”. However, he then notes, “Yeah uhh, mmm. Maybe I don’t have the exact answer”, highlighting that he finds it difficult to explain why. This supports his earlier comment in the interview where he points out that, “Japanese people think, ah, NATIVE English speaker is American and British, they think so I think (.), yeah so (.), and their, their, so I think mm:, I think British and the States’ English is more (.), more USEFUL than other countries. So, THAT’S standard English they think, they think, so”. Thus, for him, since people “think” “That’s SE”, this is the variety they should learn. His attitudes are clearly related to his stereotypes and we should give people what they “think” is correct. Saori (Extract 31) also indicates that this belief is widespread.

Extract 31:

- | | | |
|----|---------------|---|
| 1. | Saori: | “Ah::, AH: (.), I dunno but (.) maybe my, kind of like stereotypes, like learning English from |
| 2. | | native speaker is better to improve my, to learn English from the native speaker, like not (.), |
| 3. | | yeah, I felt like. Also Japanese English teacher is also, they have, they also have the good |
| 4. | | knowledge of English and they have the experience of studying abroad or something like that |
| 5. | | but (2), mm, yeah, it’s my stereotype @ @ @ @” |

NESTs are important because they are the “standard” speakers. Ayumi makes similar comments, noting that “Japanese people think, ah, NATIVE English speaker is American and British...so I think mm:, I think British and the States’ English is more (.), more USEFUL..., THAT’S standard English they think”. Nozomi similarly not only sees NE as the “standard” variety, but that it should be learnt since it is the most widely spoken. However, several students find it difficult to provide reasons for this and their attitudes are clearly related to their stereotypes about SE.

6.2.1.2 Introduction of Global Englishes

The interviews also highlighted that while many people are aware of the concept of GE, many are unsure when it should be introduced. One example is Izumi (Extract 32).

Extract 32:

- | | | |
|-----|---------------|--|
| 1. | N: | So, you think it's important for Japanese students to listen to different kinds of Englishes and |
| 2. | | learn about English in different countries? |
| 3. | Izumi: | For beginner @, it's not @, I don't think it's good to LEARN |
| 4. | N: | Why not |
| 5. | Izumi: | Because mm, learning English is VERY DIFFICULT for Japanese, because um, language is |
| 6. | | VERY DIFFERENT, if we are living in Europe, it's similar, but Japanese and English is VERY |
| 7. | | DIFFERENT so we can't (.) mm:, we can't hear (2) some types of English (.) for beginner (2), |
| 8. | | when we start English |
| 9. | N: | So what should a beginner learn? |
| 10. | Izumi: | Maybe practice by hearing things American @ |
| 11. | N: | So, do you think American English is important? For Japanese. |
| 12. | Izumi: | It's EASIER to (3) |
| 13. | N: | [What makes it easier?] |
| 14. | Izumi: | Ah, mm (3), I don't know but maybe FIRST English I hear, I HEARD was American English |
| 15. | | maybe @, only that |

Thus, for Izumi, beginners should not learn different varieties and focus on AmEng, since it is “EASIER”. It is clear from the previous section, however, that this ‘easiness’ is related to familiarity. Her laughter also suggests that she does not think this is a wise option, or perhaps something she has simply never considered. Her emphasis on “LEARN” indicates her ambivalence. On the other hand, her laughter after she suggests AmEng also implies that she is aware that this is her stereotype or that her response would not be surprising. For Izumi, then, AmEng should be chosen because it is familiar, indicating that, if she had been exposed to other varieties of English earlier on, her attitudes may be quite different. Similar comments are made by Atsushi (Extract 33).

Extract 33:

- | | | |
|----|-----------------|---|
| 1. | Atsushi: | Mm I think Inner Circle is better to study English for the first time |
| 2. | N: | Why? |
| 3. | Atsushi: | Mm @ Why? Mm, because (3) a lot of, a lot of people think em (2) that English in Inner |
| 4. | | Circle is (2) @ basic? Hm (3) especially Japanese people have stereotype to (.) English (2) @ |
| 5. | | English is American or English is mm (2) yeah, most people think English is American |
| 6. | | English so. |

However, once more, Atsuhiko fails to explain quickly and asks himself “Why?”, pausing and using fillers before noting that they are useful because people think so. However, the inability to answer and laughter when referring to AmEng suggests that he is aware that he is justifying the status quo based on unfounded stereotypes. On the other hand, his laughter may suggest embarrassment at believing this stereotype. Either way, he is aware that he is unable to support his opinion and explain the continued use of the NES model.

6.2.1.3 Attitudes towards Japanese English

Several students made negative comments about JapEng teachers and pronunciation was clearly a salient issue. “Pronunciation” was referred to 67 times in total, and many comments were negative (Table 16.2).

Aya’s views are clearly complex. While she recognises that her previous Japanese teacher was skilled, she was “not sure if he could speak English with some other countries people”, presumably NESs. Nevertheless, she seems embarrassed to criticise them, pausing, using fillers and laughing before stating more directly that they couldn’t speak English. It is interesting however that Aya emphasises that his pronunciation was fine “FOR ME” and “IN MY CASE”, suggesting that she is aware that students have different needs, and she states herself that teachers’ skills “depend on the purpose”. Nana makes similar comments and feels that her Japanese English teacher’s pronunciation, should “at least” be “better than” her. Thus, while Aya doubts their ability to communicate, Nana is more concerned with pronunciation. These examples clearly highlight that students do not view JapEng in a positive light, particularly in the ELT context.

6.2.1.4 Negative attitudes towards non-native English teachers and non-native English

Students’ positive orientations towards NE for ELT are also related to their negative attitudes towards NNESTs (different first language (NNESTdiff L1) (Table 16.2). Comments referred to pronunciation, oral proficiency, reliance on the textbook and

teaching style. This is clear in the case of Mai (Extract 34).

Extract 34:

- | | | |
|----|-------------|---|
| 1. | Mai: | If it's English and they are native speaker, I don't care WHERE they come from. Before, my |
| 2. | | friend said their ALT is from SPAN, SPAIN or, I'm not sure, cos, and so she said French Fry, she |
| 3. | | said 'French Fry' (<i>Spanish accent</i>). I think it's not good |
| 4. | N: | Why is it not good? |
| 5. | Mai: | Cos it's different from (.) ENGLISH I think.(.) If (3) yeah (.), if we study Spanish, we have to hire |
| 6. | | Spanish, not English native speaker, but I think native speaker is best cos, (.) if she is Spanish, |
| 7. | | she's also English learner (3). I think English learner is sometimes good, for our advice, they can |
| 8. | | advise us, but it's just advice. What we need from English learner is not advice but teaching |
| 9. | | pronunciation, I think for me. |

Thus, despite being satisfied with her NNEST, she only mentions NESTs when asked about desirable teachers and any NES country is fine. On the other hand, NNE is “different” and, while they may be good for communication practice, they are inferior to NESs. Therefore, one deviation from the norm, such as in the case of her Spanish teacher, rules out that variety for ELT. There is no consideration that this form may not actually impede communication or perhaps be a perfectly acceptable variant of English.

Additionally, after commenting that Australian, British and American teachers should be employed, because “they are the three biggest English speaking countries”, suggesting that numbers are important, Nana (Extract 35) expresses a negative view of NNESTs.

Extract 35:

- | | | |
|----|--------------|--|
| 1. | Nana: | “But in ENGLISH education NATIVE speakers helps eh (.), not a native (.) eh, IF French |
| 2. | | teacher and Korean teacher have .. NOT the pronunciation or accent that is far away |
| 3. | | from the REAL accent like American or British or a native accent (2) it's not really helpful I |
| 4. | | think (.) Studying or learning English NEEDS (2) the native speakers I think” |

Thus, NNESTs are not desirable because their pronunciation differs from the “REAL” one. As with Mai, NNE is “different” to NE and it is not authentic. This difference is wrong and, therefore, not useful for ELT.

Similarly, as mentioned previously, Hiroshi thinks having only American teachers hinders

communication. Nevertheless, this does not result in a positive orientation towards NNESTs. Despite being impressed with a French person's English skills when travelling, he is unsure about having French English teachers due to the influence of their L1. Nevertheless, as Extract 36 shows, not only is there a fear of L1 transfer, but this would create a false stereotype that NNE is "real" English, something he clearly thinks is not true.

Extract 36:

- | | | |
|----|-----------------|---|
| 1. | Hiroshi: | Yeah, because we Japan's people (2), basically Japan's people can't speak English and if |
| 2. | | their first teacher was a learning teacher of English from a country like, France, Italian, |
| 3. | | Thailand, they THINK that the REAL accent of English is THIS. |
| 4. | N: | What do you think the real accent of English is? |
| 5. | Hiroshi: | Real accent (2), like (4) eh in (3) eh: (2) French the accent is (2) ah: like (inaudible segment) |
| 6. | | But, English (2), it is different from that language so (5) yeah (3) mm: |

Once more, however, Hiroshi struggles to respond quickly when asked to define a "real" English accent, refers to L1 transfer again and notes that American teachers should be hired since they are "popular". On the other hand, Saori's (Extract 37) positive attitudes towards NE are related to the fact that she finds it more intelligible than NNE.

Extract 37:

- | | | |
|----|---------------|---|
| 1. | Saori: | Ah:: Ah: (1) For me I (2), maybe, it was a little difficult to understand what she was SAYING, |
| 2. | | with her accent, mm, AND (.) maybe at that time I wanted to hear the (.) like na (.) native |
| 3. | | English speaker's accent (.), so:, I know she was a really good English teacher, but to learn (.) |
| 4. | | the (.), the accent or the pronunciation, mm: (1), I think (1) it's good but, to improve our (.) |
| 5. | | pronunciation, mm, she also had a problem so |

Once more, accent is a salient factor, and, although Saori was aware that her teacher was good, her Korean accent was not good for pronunciation practice, again deviating from the norm. However, Saori cannot remember what particular "problems" she had and she is also not completely negative and suggests that it was "good", indicating that her attitudes are related to her stereotype that a NEST is best. Nevertheless, when reminded that she also said AusEng was unfamiliar. Saori says her stereotype is that it's better to learn from a NES, and, although she thinks Japanese teachers have "good knowledge of English and they have the experience of studying abroad or something like that but (2), mm, yeah, it's my

stereotype @@@@”. This laughter and use of “stereotype” indicate that she is aware that her opinion is not well founded.

6.2.1.5 Negative attitudes towards the dominance of America

Several students described the dominance of American teachers and AmEng negatively. Several interviewees noted that more teachers are needed in addition to American teachers. This restricts Hiroshi and Mai, for example, from learning about other NE varieties and many students were unaware of non-American varieties before university. For others, it hindered their understanding of NESTs from other countries at university, including Australia (Tomomi), UK (Keichiro, Atushi and Saori) and South Africa (Rei). Many also noted that it creates a false image that English belongs to America. Before Manami’s trip to Australia, for example, she “thought CanEng, AmEng and BrEng IS English, but there’s many other, many kinds of English I REALISE in Australia” and she was surprised that her Malaysian host family could speak English fluently despite their Asian appearance, adding that, “most Japanese think (.) thinks American and British English IS ENGLISH @@@@”. Thus, Manami wants teachers from “more mixed culture(s)” to reduce this image since “most Japanese people think English speaker is, as I said, blonde, white, something like that” and this caused her surprise when she encountered Asian Americans. Manami also adds that, “Especially Asian, Australian Asian, Asian American, because maybe if they are similar to Japanese people, they can speak English, but after that they realise that other people can speak English very well so I wanna be like that, mm”, suggesting they would be good role models for students. Likewise, Aya (Extract 38) also calls for teachers who do not fit the stereotypical image of an English speaker.

Extract 38:

- | | | |
|----|-------------|---|
| 1. | Aya: | Yeah, yeah I think so. (.) And I think, Japanese teacher need to explain WHY they have Asian |
| 2. | | faces because , the first time, I was surprised, cause his appearance is Asian, but he speak English, |
| 3. | | he doesn’t speak like Korean or Japanese. |
| 4. | N: | Why do you think that surprised you? |
| 5. | Aya: | Cos, when I was High School student (.), I thought people who speak English are (.) just like (.), |
| 6. | | have gold (.) blonde hair and blue eyes, eh like that ...so |

Therefore, these students clearly see that employing only American teachers does not have a good influence on students. Other students noted that they also had this impression when they were students and, as with Aya, Rei's current students were surprised with their South African English teacher because "because, like some white people only speak English". This point was also taken up by Yukiko (Extract 39).

Extract 39:

1.	Yukiko:	Mm (3) NO @@
2.	Yukiko:	Not so much (3) em:: Mm (1) in my opinion (.) uh (.), some Japanese people, some Japanese
3.		students are taught only AMERICAN English, so if they, you know, hear very strong
4.		English, accent English, then IT'S NOT ENGLISH, I think, we TEND to think, so (2)
5.		BUT they're not wrong, right,
6.	N:	Mm
7.	Yukiko:	It's THEIR accent, but if we only learn ONE accent, I think some people don't accept that
8.		it's English (.), yeah correct English (.). I think it's NOT good.

However, she ends by noting that although English is not spoken as a mother tongue in Singapore, it is "important to know the difference of accent" and "respect" them and, thus, she is clearly advocating the introduction of GE into ELT. Yukika may prefer NE, but she is aware of the stereotypes it creates and for the need for exposure to other varieties. It is clear from the interviews that, not only do students feel that the dominance of AmEng reduces their comprehension of other NE and NNE, but they also feel that it creates an image that English belongs to Americans and that only Americans speak English.

6.2.2 Pedagogical beliefs about English as a global language

Despite positive attitudes towards NE and NESTs, NNEs were coded along with 'Helps Learning' by many students (Table 16.2) and several noted a desire to learn NNE in the classroom and for NNEs (diff L1), and many positive comments were made about NNEs. Furthermore, many students discussed GE in relation to ELT materials. Many also discussed the dominance of AmEng negatively in relation to GE.

Once again, the interviewees discussed their pedagogical beliefs of GE in relation to a number of factors. These were stereotypes, exposure, negative opinions to the dominance of AmEng, ELF experiences and shared non-nativeness. Each of these is discussed below.

6.2.2.1 Stereotypes

Students' attitudes towards NNE are complex and often contradictory. As mentioned earlier, Saori liked her Korean English teacher but was unsure of her pronunciation and prefers NESTs. However, she related this to her own stereotype and, as Extract 40 shows, when reminded that English is an international language, she gave a lengthy response.

Extract 40:

1. **Saori:** Yeah, translator have to listen a lot of different types of English, so yeah, so
2. maybe in here, many students wants to be a translators, so I think to learn other countries'
3. English is also good for students, like they have to get used to hearing the different types of
4. English, mm, so like mm (.), so maybe ah to (.), for the students (.), maybe to show the
5. International Conference Video or something, to students and

She continues to suggest that “REAL situation (s)” should be brought into the classroom and Latin America, Africa, India or Asian countries would be useful. She also notes that, “EVERY job related to using English, they HAVE TO listen eh different types of English”, adding emphasis to her claim. She clearly feels strongly about the need for GE in the classroom. Saori's attitudes are then, clearly complex.

6.2.2.2 Exposure

Students' experiences with NNE also influence their attitudes. An example is Haruna (Extract 41).

Extract 41:

- | | | |
|----|----------------|--|
| 1. | Haruna: | Maybe @, and Spanish English, yeah I took Spanish class and teacher is (.) not Spanish |
| 2. | | maybe, Mexican, and her English is like mixed with Spanish, so (.) |
| 3. | N: | What did you think? |
| 4. | Haruna: | Em (.) mm:: (.) mm::, yeah I think pronunciation is not important, because I can |
| 5. | | understand what her (.), what she said, yeah even if it's not American or British English, |
| 6. | | yeah (.) so I thought I have to (.), I have to study more and maybe I can. |
| 7. | N: | [You have to study more?] |
| 8. | Haruna: | The English speak, spoken in Singapore and I was interested in this topic, so I wanted to |
| 9. | | learn about Singlish @. |

Thus, Haruna liked her Spanish teacher's English accent and, because it is understandable, she does not think pronunciation is important. Nevertheless, she pauses, uses a variety of fillers and several lengthened segments before stating this, suggesting that she is unsure whether it is acceptable to say such a radical thing, or whether she, herself, is completely sure of her opinion. Nevertheless, when asked about varieties of English in the classroom, she remains firmly attached to NES norms (Extract 42).

Extract 42:

- | | | |
|----|----------------|---|
| 1. | N: | Do you think other varieties should be introduced? |
| 2. | Haruna: | Ah (1), I don't think so |
| 3. | N: | Why not? |
| 4. | Haruna: | Because, originally English came from (.) maybe British and so, and (.), um I think (.), I |
| 5. | | mm, I think I have to study original language, that was first language (.) , mm so (1), mm::, |
| 6. | | FIRST I think the people should learn British or American English but (.) but (.) but after (.) |
| 7. | | they (.) learn about grammar or pronunciation something, I thought they, they should know |
| 8. | | English has a variety. |

Thus, NE is the most important since it is authentic and she is, suggesting that students should begin by learning NE, before being introduced to the differences. However, it is interesting that she remembers the Singlish reading passage in her high school textbook, given the number of reading passages students are expected to read, which indicates that it was a potentially interesting topic for her, and one which she has remembered.

In addition to previous and current exposure, the interviews also revealed that students' perceived future usage of English is also a factor influencing their pedagogical beliefs of GE. An example is Sauri (Extract 43).

Extract 43:

- | | | |
|----|---------------|---|
| 1. | Sauri: | @ I might employ Chinese |
| 2. | N: | Why Chinese? |
| 3. | Sauri: | Cause it's gonna make it , it's developing now and anyway we (.), mm: we have lots and lots |
| 4. | | of companies in China and anyway (.), how can I say make a business with them so we HAVE |
| 5. | | to learn Chinese English to communicate with them for the future. |

Therefore, ChinEng teachers would be useful, because of the increasing power of the country and the opportunities to use English with Chinese speakers.

6.2.2.3 Negative attitudes towards the dominance of America

Once again, several students discussed the negative influence of the dominance of NE and AmEng in relation to GE. Nozomi (Extract 44), for example, is welcome to the prospect of introducing other varieties into the classroom.

Extract 44:

- | | | |
|----|----------------|---|
| 1. | Nozomi: | Mm (1), I think it's good thing (1) because maybe Junior High School and High School |
| 2. | | students think (.) uh (.), uh (2) they maybe (1), they don't think there are so many varieties of |
| 3. | | English pronunciation so (1) mm (.), it's good thing to know that (1), know the things. |
| 4. | N: | So which varieties do you think are important? |
| 5. | Nozomi: | Eh: (1) mm: (2) Is that a, mm (1) countries they are so many (.), so much differences in |
| 6. | | English mm: eh (1) even if it's uh (.) one language, mm (.) there are so many variety of |
| 7. | | pronunciation (.)so it's uh (.) good thing to (.) mm (.) know about world things (1), yeah @ |

Thus, although she is open to the idea, she struggles to explain what varieties would be useful. Nevertheless, this may be due to the fact that “there are so many” varieties of English, which she clearly recognises, indicating that it is impossible to decide which varieties to include. Nozomi is aware that despite being “one language”, English takes on different forms throughout the world and believes that the introduction of GE would raise awareness of this. However, when prompted again to state what countries would be useful places to recruit English teachers, she comments, “What countries @ Of course America and (.) mm (.) UK, and Australia and also (.) mm: (.) Asian countries (.) and mm [*inaudible text*] country is also interesting for students” and, therefore, refers to AmEng and BrEng NESTs first, although the laughter suggests that she is aware that this is her stereotype, and perhaps, something she may change if given alternatives.

Another example is Yukiko. After explaining that the dominance of AmEng hinders comprehension of other varieties, she explains the importance of NE (Extract 45).

Extract 45:

1.	Yukiko:	Mm: (3) That's good I think, mm:, because ah: (3) I think people (2), you know (.), imitate
2.		the accent they usually hear (.), so (.), so (.), four countries I said, you know ah they are
3.		native, so I think I mentioned the countries, but, (4) for example, um: Singapore people (.),
4.		you know I think English is not their mother tongue, (2) mm: Mandarin, yeah so,(2) I
5.		mentioned the countries, BUT (6) um: it's important to know the difference of accent and (3)
6.		to (2) to admit and how can I say? (2) to need to accept and to respect the difference.

It is interesting that she notes that these speakers of non-American English are not “wrong”, but “right”, although she seems to be talking about raising awareness and acceptance, but when it comes to a model, the NES model should be upheld.

Many other similar comments were made by other students and the general conclusion is that students feel that students should be aware of the differences in English, yet the model should be based on NE. Additionally, when students begin learning English, they need NE first.

6.2.2.4 Introduction of Global Englishes

Thus, despite being aware of the importance of GE, many students not only remain firmly attached to the NE model, but also believe that GE should not be introduced to low-level students. For Aya (Extract 46), students should be introduced to AmEng and BrEng first, then AsiaEng and, maybe, EuroEng.

Extract 46:

- | | | |
|-----|-------------|---|
| 1. | Aya: | At first America, and then British (.) and then Australia and then Asian countries and then |
| 2. | | Europe, or something like that |
| 3. | N: | Well, you've got a plan. Why that plan, can you explain it ? |
| 4. | Aya: | Because maybe, for Japanese students, the American culture is most (2) close (.) close culture. |
| 5. | N: | Really? And familiar? |
| 6. | Aya: | Yeah, familiar. So maybe (.) there are (.) a lot of students who think English native speaker has |
| 7. | | same culture, like me, so, I need to explain the differences between America and Britain, |
| 8. | | Australia and British. |
| 9. | N: | You didn't learn that in school? |
| 10. | Aya: | I didn't (.) I just learnt America maybe. I didn't know, I didn't know that's America culture, I |
| 11. | | thought that's ENGLISH culture. |
| 12. | N: | Hm: |
| 13. | Aya: | But, actually, that's American, so I should (.) explain the differences. AND AFTER THAT I |
| 14. | | want to introduce Asian cultures (3) and I think (.) I can say the opposite. When I went to |
| 15. | | Australia, my host family's son said to me 'Can you speak Chinese or something' @, yeah, so he |
| 16. | | thinks Asian countries same, maybe, so |

Aya is clearly very confident about her statement and has no problem explaining herself. This 'closeness' to American culture, is the same as previous comments that America is "popular", etc, and thus, once more, she believes the status quo should be justified since students are familiar with it. Nevertheless, despite seeing raising awareness of the differences in NE varieties as crucial, Aya does want to introduce Asian cultures into the classroom, albeit cultures and not Englishes. However, it is also interesting that she adds at the end that, "Uhm, yeah I think so.(3) AND I THINK it's important, like Australian people don't like American English, so I think it's better to learn American English as well. I don't understand why they don't like American English". NESs and NNEs have equal responsibility for successful communication, which contrasts with the way that other speakers make assumptions about the role of NNEs in communication breakdown. On the other hand, for Atsushi (Extract 47), AmEng is useful at first because students have no choice.

Extract 47:

- | | | |
|----|-----------------|--|
| 1. | N: | So why should we learn AMERICAN English first? |
| 2. | Atsushi: | Mm: (2), the (.) big reason is that we CAN'T choose WHICH English ah we want to study |
| 3. | | first, we have to study American English mm (4) and (4) mm @ it's a difficult question |
| 4. | N: | Yeah, so because that's, you've got no choice |
| 5. | Atsushi: | Yeah. |

However, once more, Atsushi struggles to explain and admits himself that it is a “difficult question”. Izumi also adds that NE is needed first (Extract 48).

Extract 48:

- | | | |
|----|---------------|--|
| 1. | Izumi: | Mm, mm, if we are, if we are Junior High School student or VERY beginner, we don't, we |
| 2. | | need only ONE teacher from ONE country (.), because, if we listen some types of ENGLISH, |
| 3. | | maybe we think this is other language, other language, other language, even if they are |
| 4. | | speaking English but mm: |
| 5. | N: | So what country do you think is important for Junior High School? |
| 6. | Izumi: | @ America |
| 7. | N: | Why America? |
| 8. | Izumi: | Why? Because the first English I heard was from American English |

The stress of “ONE” twice, indicates that her belief that NE is needed first is strong. For her, AmEng is useful simply because it was the first variety she heard, nothing else. Haruna makes similar comments that NE is needed because “originally English came from (.) maybe British”, first students should “study original language” and “after (.) they (.) learn about grammar or pronunciation something, I thought they, they should know English has a variety”. Therefore, NE should be introduced first since it is authentic. She clearly thinks that a standard variety of the language exists and that this will be helpful to learn first before exposure to anything else. Similarly, for Tomomi, after learning NE, students can study KorEng, ChinEng, etc., countries that have strong relations with Japan and Miyuki also thinks students need SE first before they learn GE, because it would be too confusing for them. Thus, despite having different reasons for believing NE is important, many students agree that GE should not be introduced to beginner level students. These attitudes are once again related to their pre-conceived stereotypes about what SE is and how English should be learned.

6.2.2.5 English as a lingua franca experience

Several students noted that their ELF experiences made them aware of the function of English as a lingua franca, and many of them discussed NNE (Table 16.2). Yuka, for example, thinks that American and British accents are important to listen to in class, but also Indian and ChinEng, since she found these difficult when she was in Australia.

Clearly, her ELF experience not only raised her awareness of GE, but also her opinions towards ELT. However at the end of the interview, when asked what varieties are important for students in Japan she referred to AmEng, which she thinks should be learnt first due to the strong connections with the countries. Nevertheless, she noted that it should be learnt first, and, thus, did not completely disregard her earlier statement. It seems, therefore, that while students are aware of GE and recognise the importance in the classroom, being exposed to the NES model for all of their language learning history, it is unsurprising that it is a difficult stereotype to break free from. Moreover, Nozomi (Extract 49), who prefers NE in the classroom, changed her mind when she was reminded that she currently uses ELF in Japan.

Extract 49:

- | | | |
|-----|----------------|---|
| 1. | Nozomi: | I want many countries' teachers (1), mm (1), because (.), if so (1), ah (.) maybe students um |
| 2. | | (1)every cultures mm (.), every country's cultures and mm: (.) mm (1) the opportunity is |
| 3. | | good thing for students (.), so (.) (140) mm (1) I think so many countries teachers need |
| 4. | N: | What countries? |
| 5. | Nozomi: | What countries @ Of course America and (.) mm (.) UK, and Australia and also (.) mm: (.) |
| 6. | | Asian countries (.) and mm [inaudible text] country is also interesting for students |
| 7. | N: | So you'd like English teachers from those countries? |
| 8. | Nozomi: | Mm: yeah. |
| 9. | Nozomi: | @ Ahm , (5) Asian, Chinese ahm (1), mm: (2) actually I'm Asian country's people so (1), in |
| 10. | | the person (1) there are so many Japanese Asian countries people (1), so uh (.) mm (.) not so |
| 11. | | (.), not so important for ME comparing with other mm (.) American, Australian, African or |
| 12. | | something like that |

Nozomi notes that teachers from “many” countries would be useful, although she is very hesitant in her response, and , once more relates this to culture as opposed to English. However, NE countries are mentioned first, although she laughs suggesting she is aware that this is a common stereotype or perhaps the common answer. Furthermore, for Nozomi, geography appears to play an important role and she is more interested in people who are more ‘foreign’ to her. For her, an African would be more useful than a Korean teacher, again suggesting that attitudes towards GE may perhaps be related to culture as opposed to English. It is possible that students see their non-Japanese teachers as an opportunity to learn about different cultures as opposed to learn how to communicate with speakers from different backgrounds. On the other hand, while ELF experiences may make students more aware of the use of ELF and the existence of other varieties, it didn't necessarily lead

to more positive attitudes. Yukika, for example, who has a lot of ELF experiences, has more positive attitudes towards NE. Similarly, despite Mai's ELF experiences, she was also negative about NNE, and, despite Hiroshi's ELF experience, he didn't understand a lot of the questions and was aware of the concepts. Nevertheless, students' experiences using ELF in different contexts clearly play an important role on their attitudes.

6.2.2.6 Shared non-nativeness

As mentioned previously, several students feel nervous when communicating with NESs and more comfortable with NNEs. Similar comments were also elicited in relation to ELT. For example, Mai thinks that NNEs are good for advice and, as noted earlier, Rei is nervous when she talks with her NESTs and has less confidence, unlike with her Japanese peers and other NNEs. Similarly, Ayumi (Extract 50) thinks NNE is important since many have similar understanding and understand her feeling and thinks they speak slower, unlike NESs who speak fast (Extract 51).

Extract 50:

- | | |
|----|--|
| 1. | Ayumi: Other non-native countries have some idea as non- NATIVE COUNTRY so what, what |
| 2. | they learn to, what they learned in English so they, they try to understand non- native |
| 3. | country's people. But how, how to improve their English more so they, they know about |
| 4. | this, more than native country's speaker @" |

Extract 51:

- | | |
|----|---|
| 1. | Ayumi: Non-native speaker speaks more slowly and clearly, ah mm yeah @ so, but vocabulary is |
| 2. | pronounced respectfully, yeah clearly (.) so it differences between native and non-native |
| 3. | speaker I think @ mm:, but native speaker speaks fast, but I think that's good for us @@ |
| 4. | I think. |

6.2.2.7 Japanese teachers

Several students also made positive comments about their Japanese English teachers which can help understand their attitudes towards GE. Toshihisa, for example, thinks people would "respect" "Japanese who can "SPEAK English", emphasising the word "SPEAK"

like this is something uncommon. He reinforces this point later when he is asked if they are a good role model (Extract 52), when he notes that they are not good at speaking English.

Extract 52:

- | | | |
|----|-------------------|--|
| 1. | Toshihisa: | Um: maybe (.) yeah (.) I think (.), mm (1), yeah (.), but actually I feel that many |
| 2. | | Japanese teachers are not good at speaking (.), just a few of them are good at (.), mm I |
| 3. | | think (.), yeah. That's all, yeah." |

Nevertheless, despite the negativity, Toshihisa's comments suggest that students may want to be exposed to more successful users of JapEng, which may have a motivating influence on them.

Therefore, it is clear from the interview analysis, that as with attitudes towards English in general, there are a number of factors that influence the way in which students have pedagogical beliefs.

6.3. Influence of the Global Englishes class

Table 16.2 reveals that the same number of GE and non-GE students referred to 'NES Ownership', 'NES Ultimate Goal', 'NE' and 'NNE', and only one more GE student made positive comments about NNE. Some of these also made comments about awareness of the use of English as a lingua franca. It has also become clear from the interview analysis so far that ELF experiences have an important impact on students' attitudes. Of the ten non-GE students, 9 had ELF experiences. Nana, for example, noted that her ELF experience raised her awareness of the function of English as a lingua franca, Yukika and Saori were aware of different varieties and Saori also showed a lot of awareness of ELF. In addition, Saori also noted that she wants to sound like a NES and thinks NESTs are more beneficial, but changed her mind in the interview and noted that Japanese students will use ELF in the future and need to be exposed to different varieties of English. Thus, despite not taking the GE class, several non-GE students are aware of NNE and some recognise ELF usage.

Nevertheless, despite Hiroshi's ELF experiences, he didn't understand a lot of the questions. Izumi was also unsure of the term 'lingua franca' and didn't seem to understand the concept. In addition, Mai, who also had ELF experiences, had negative attitudes towards NNE.

On the other hand, Table 16.3 shows that every GE student made references to 'GE Awareness', compared to only five who didn't take the course. Furthermore, eight GE students made references to 'ELF Awareness' and 'Pedagogical Beliefs', compared to three non-GE students and, similarly, every GE student noted a change in attitude towards English, compared to three who didn't. Moreover, five GE students also found NNE attractive, compared with two who didn't take the course. Therefore, the initial coding revealed at an earlier stage that there are differences in the interviews of the GE and non-GE students. In addition, many GE students referred directly to the class and, overall, students had very positive attitudes. The class influenced students in five ways: raised awareness of the existence of other varieties; improved comprehension of other varieties of English; helpful for future communication; raised confidence, and encouraged them to question the concept of 'SE'. Each of these will be discussed in turn.

6.3.1 Raised awareness and image

Seven students noted that the class raised their awareness of different varieties of English and five noted that the class made them think about SE and the ownership of the language (Table 16.3). An example is Yuka (Extract 53).

Extract 53:

- | | | |
|-----|--------------|---|
| 1. | Yuka: | Eh (.) It's (3) eh (.) It's been good, good for me because I didn't know |
| 2. | N: | [You can also be negative @] |
| 3. | Yuka: | Singlish or Indian English, so I NEVER thought about THE KIND of English , so it's very |
| 4. | | good for me (4) |
| 5. | N: | Mm: Do you think it would be USEFUL for all students to study World Englishes |
| 6. | Yuka: | Yeah |
| 7. | N: | Why? |
| 8. | Yuka: | Eh (.) because I think my image, my English image is by the native country , Canada, America, |
| 9. | | British But NOW MANY countries, MANY PEOPLE from all over the world USE |
| 10. | | ENGLISH , also they can communicate with them and also native countries' people or not |
| 11. | N: | Did you know this before taking the class? |
| 12. | Yuka: | Eh (.) No (.) Not really (2) Not well |

Thus, Yuka was unaware of NNE before the class and thinks it would be useful for students to study GE to reduce the image that English is only spoken by NESs. The class has raised her awareness of NNE, which she now thinks is important in the classroom and also challenged her previous stereotype that English is spoken by NESs only. Her added emphasis on “NOW” indicates a change in attitude and the added stress on “MANY” and “USE” indicate that this has been an important realisation and she wants to make her point strongly and emphasise that she is now aware of the worldwide use of ELF.

Similarly, the class gave Rei an opportunity to hear different accents, again, being unaware of NNE before. The class was “the first time to hear” NNE, it challenged her previous stereotype that “English was almost, American and British and Canadian” and she now thinks Japanese school students “should understand that English is not American or American and British, for Canada or for Australian”. However, she adds that teacher training is required in Japan because “JAPANESE TEACHERS, should understand that English is not, mm: (1), is not a (.) one-sided language like, it means like, only for Americans or.” Thus, the class did not only raise her awareness, but she also offers unprompted information on the way in which English should be taught and, as a part-time teacher herself, thinks that GE should be introduced into teacher training as well as English classrooms. It is clear that the class has changed Rei's views and she also laughs when discussing her previous stereotype that English belonged to Americans, suggesting embarrassment and a realisation that she was wrong. Nevertheless, as with other students, she seems unsure whether GE is suitable for all students indicating that students have not

quite decided how they feel about GE in the classroom. While they recognise the importance, they are unsure about such a radical departure from the status quo.

Tomomi also added that she is now aware of future ELF use because she learned in the GE class that Japan is becoming more internationalised. She now wants to use English, not only with NESs, but also Chinese and Korean users. The class also made Ayumi (Extract 54) question SE and think about different Englishes.

Extract 54:

- | | | |
|-----|---------------|---|
| 1. | Ayumi: | Ah, of course, first your class, so and eh: standard ENGLISH is NOT limit, HASN'T limit |
| 2. | | so:, all English is (2) big, @@ broad so: (.), I think eh, all of speaker's English is standard |
| 3. | | English @ yeah. Your lesson is influenced me so, very knowledge you give. You give me |
| 4. | | many knowledge I didn't know about @ |
| 5. | N: | I'm glad to hear that. So you enjoyed the class? |
| 6. | Ayumi: | VERY VERY @@ |
| 7. | N: | So, in the class you also heard lots of, well not just here, but you also heard many native |
| 8. | | varieties of English. Are you interested in any of those? |
| 9. | Ayumi: | YEAH very: (2), especially SINGAPORE'S English is, I really SURPRISED, Singlish @ |
| 10. | N: | [What surprised you?] |
| 11. | Ayumi: | Ah SINGLISH @ was funny, Singlish is very difficult to understand. Oh, it is NOT English, |
| 12. | | I thought (.) it was NOT possible, I wasn't, I didn't understand that is, is English, that it is |
| 13. | | English, so Singlish is English @, so, how can I say mm:? Singlish (2) is grammar or |
| 14. | | COMPLETELY different to the (2), compared (.) eh to US or British grammar, so Singlish is |
| 15. | | VERY interesting @@ |
| 16. | N: | So you said you enjoyed the class, and you enjoyed learning about, for example Singlish . Do |
| 17. | | you think that the class will help you to use English internationally? |
| 18. | Ayumi: | Ah yeah:, I think SO @, so I'm (2), I can (1), I can (1) get some knowledge eh, various |
| 19. | | knowledge so my mind, my, my thinking is very big, very big @ So I can, I WANT to learn, |
| 20. | | I want to first of all make native (2) speakers country friends, I want to MAKE but now, now |
| 21. | | I want to (.) other countries' friends, so I want to talk with other countries' friends, non-native |
| 22. | | countries, so @ thanks to @ |
| 23. | N: | So do you think such a course would be useful in High School in Japan? |
| 24. | Ayumi: | Ah YEAH: Now High School doesn't have, High Schools don't have such a class, so it's for |
| 25. | | future's person, future's person mm:, kind of (.) should be, should be taught such a thing so |
| 26. | | for, ehm, to be international country in Japan, like Japan, Japan is global @, so now High |
| 27. | | School students don't, don't know: the non- native, such as YOUR class |

Ayumi's motivation also appears to have changed as a result of the GE class and she now wants NNEs friends as well as NESs. She says herself that her mind is "CHANGING", emphasising this point to make it stronger and now thinks that every variety of English is "standard". Lexically, her use of "big" several times and "broad" also suggest that the class has made her more open-minded and she also thinks that GE would be useful in schools.

Despite Ayumi's strong attachment to NES norms, as discussed earlier, she was very positive about the class and it appears to have influenced her in many ways.

The class also provided Miyuki the opportunity to listen to other varieties of English, and gave her the chance to think about "what is SE?" and, despite being difficult, she "COULD think of what is SE deeply". However, she still finds SE difficult to define and is still attached to NE (Extract 55), although she doesn't need to care about it, since she will use ELF in her future.

Extract 55:

- | | | |
|-----|----------------|--|
| 1. | N: | What is Standard English? |
| 2. | Miyuki: | It's difficult @ (.), it's still difficult, for me Standard English is native speakers English still |
| 3. | | (.), but @, we don't need to care about Standard English I think, because I want to use English |
| 4. | | for my (.) work and I think I will communicate with people from (1) all over the world and eh |
| 5. | | I think Chinese or some (.) people from Asian region will communicate with me more, so I |
| 6. | | thought I should learn about Asian (.) English kind of (.), yeah. So, I think my insight about |
| 7. | | World English became, like split, because of your class yeah. I still want to speak like native |
| 8. | | speakers, but I had a kind of (.) spread (.) eh |
| 9. | N: | [So] |
| 10. | Miyuki: | Speaking my English, because my pronunciation is not good (.), but @ (.) after I took your |
| 11. | | class, I thought it's Japanese identity, so I should be proud of it (.). I CAN'T be proud of it, but |
| 12. | | I thought it's OK |
| 13. | N: | You CAN'T be? |
| 14. | Miyuki: | (.) Eh (.) No |
| 15. | N: | Why not? |
| 16. | Miyuki: | I think Japanese character is like that, we tend to be PERFECT (.) yeah |

Miyuki, thus, appears to be conflicted. She enjoyed the class, it raised her awareness, she is unsure of SE, it raised her confidence as a JapEng speaker and does not think a NE accent is necessary, yet she continues to hold NE in high esteem. Her views are complex and, as she says herself, her view is now "split", it is possible that with further exposure in a similar class, one side of this "split" may disappear and Miyuki's attachment to NE may become weaker, or the reverse.

The class also made Aya (Extract 56) think about her stereotypes of English speakers and, as with Miyuki, made her more confident as a JapEng speaker.

Extract 56:

- | | | |
|----|-------------|---|
| 1. | Aya: | @ Yeah but, before I went to Australia, I didn't know that there are a lot of kind of Englishes , |
| 2. | | like dialect or something, and I noticed about the dialect when I went to Australia and I came |
| 3. | | back here and I found World Englishes and I thought AW: THAT'S REALLY interesting |
| 4. | N: | OK, when you were looking at the course descriptions? |
| 5. | Aya: | Yeah Yeah So I chose this class. |
| 6. | N: | And what did you learn in the class? |
| 7. | Aya: | We don't need to (.) feel, FEEL BAD even if we speak Japanese English |

Her repetition of the word “feel” and added stress suggests that this is how she previously felt and is something quite emotional for her. It was her ELF experience that raised her awareness of GE at first, but the GE class, gave her a chance to study this in more depth, again highlighting the importance of experience using English with other NNEs.

Nevertheless, Aya also seems conflicted. Despite being aware of the fact that a NE accent is not needed, and her comments about the class, she still wants one. She notes that many of her peers want to speak AmEng or BriEng and she also “If possible, I want to speak BEAUTIFUL English”, adding that, “Beautiful English is Native English maybe @ yeah”. However, she changes her mind and notes that the goal may be different if the purpose is communication, noting that, “BUT the purpose is to COMMUNICATE with people, so maybe if I don't speak beautiful English, (.) it's okay if I can communicate with people”. Aya then seems torn between what she has been striving for for years and what she now thinks is an appropriate goal.

6.3.2 Raised confidence

Thus, the class made both Miyuki and Aya feel more confident. Four other students also made similar comments. Nanae (Extract 57), for example, notes a change in opinion and no longer feels a NE accent is important, although it is not clear whether she is referring to her ELF experience or the GE class.

Extract 57:

- | | | |
|----|---------------|--|
| 1. | Nanae: | Maybe my opinions have been changed so far (.), because maybe my Japanese accent is one of |
| 2. | | the future and maybe it has to be changed (.), so and (1) mm (.) also (.) ahm (1), I met so many |
| 3. | | people from all over the world in New Zealand and their English is, not native production |
| 4. | | accent, but it's still alright, so I think it doesn't really matter”. |

In addition, Miyuki is proud of her Japanese identity and noticed that most Japanese aspire to be NESs, particularly those that don't know about WE. Nevertheless, as discussed previously, she would be embarrassed if someone recognised her as Japanese and, thus, her comments are often quite contradictory, showing that students are struggling with their long-term goal and the concept that it is no longer relevant. Similarly, Rei (Extract 58) doesn't want to be a NES, because she is Japanese and that is her identity.

Extract 58:

- | | | |
|-----|-------------|--|
| 1. | Rei: | Yeah, I DON'T THINK I want to be like a native speaker of English |
| 2. | N: | [Really?] |
| 3. | Rei: | Like I'm Japanese. so I'm proud of Japanese @ because I like Japanese and Japanese culture, so |
| 4. | | I don't think to imitate the native speakers is not good because they have identity of Japanese so |
| 5. | | they don't waste their identity. |
| 6. | N: | Do you think that's common amongst students? |
| 7. | Rei: | Maybe my friends said I want to be like a native speaker, so many mm friends @ said so (.) I |
| 8. | | think (2) mm (.) we are Japanese @ we should not throw away my country's identity, Japanese |
| 9. | | identity mm: |
| 10. | N: | So you're happy with your accent? |
| 11. | Rei: | Yeah. Maybe my Japanese English accent is one of identity of Japanese so I think it's good mm |

Clearly, for Rei, the acquisition of a NE accent equates a loss of identity and her identity as a Japanese speaker is far more salient than sounding like someone else.

6.3.3 Improved comprehension and helpful for communication

Ayumi noted that the class has increased her desire to communicate with NNEs. Similarly, five other students mentioned that the class has helped them prepare for future ELF usage. Sauri (Extract 59) also noted that she now realises that, while it may be difficult, she simply needs practice with NNE and also thinks GE should be introduced into the English classroom.

Extract 59:

1. N: What accents do you think are important?
2. **Sauri:** BOTH, American and British and, you know, other accents like Indian as well
3. N: You think Indian's important?
4. **Sauri:** YEAH and Chinese as well
5. N: Why?
6. **Sauri:** Cause, you know, through your class we've learned there are so many Englishes in the world
7. and, yeah, and then when I was in Australia SO many Indians and Chinese in Australia, so we
8. need to speak ENGLISH with them (.). But it was, like, really difficult to catch Indian accents,
9. especially Indian accent, SO I feel like I SHOULD have studied Indian accents more to, like
10. understand them, communicate with them

However, once more, Sauri's comments are also related to her ELF experiences, again, highlighting the importance of communication with other NNESs. Rei, Miyuki and Atsushi all mentioned that the listening journal, where they listened to a different variety of English of their choice each week (Appendix 1, p.320, CDRom), was a helpful activity, and Atsushi noted that it will be helpful for him in the future if he meets someone one from Singapore, since that is one of the varieties he listened to in the class. As figures 6.3 and 6.4 show, students listened to and learned about a variety of Englishes and ELF interactions in their listening journals and prepared notes for use in class discussion.

Figure 6.3: An example of a student's listening journal.

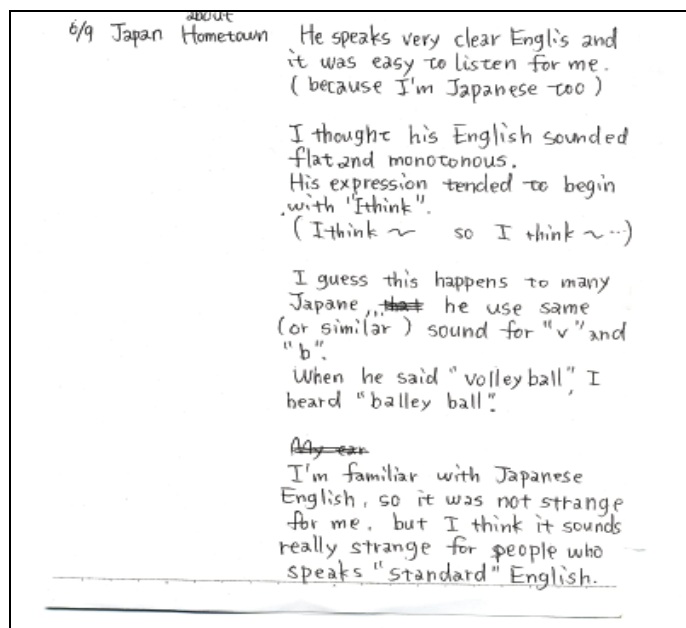
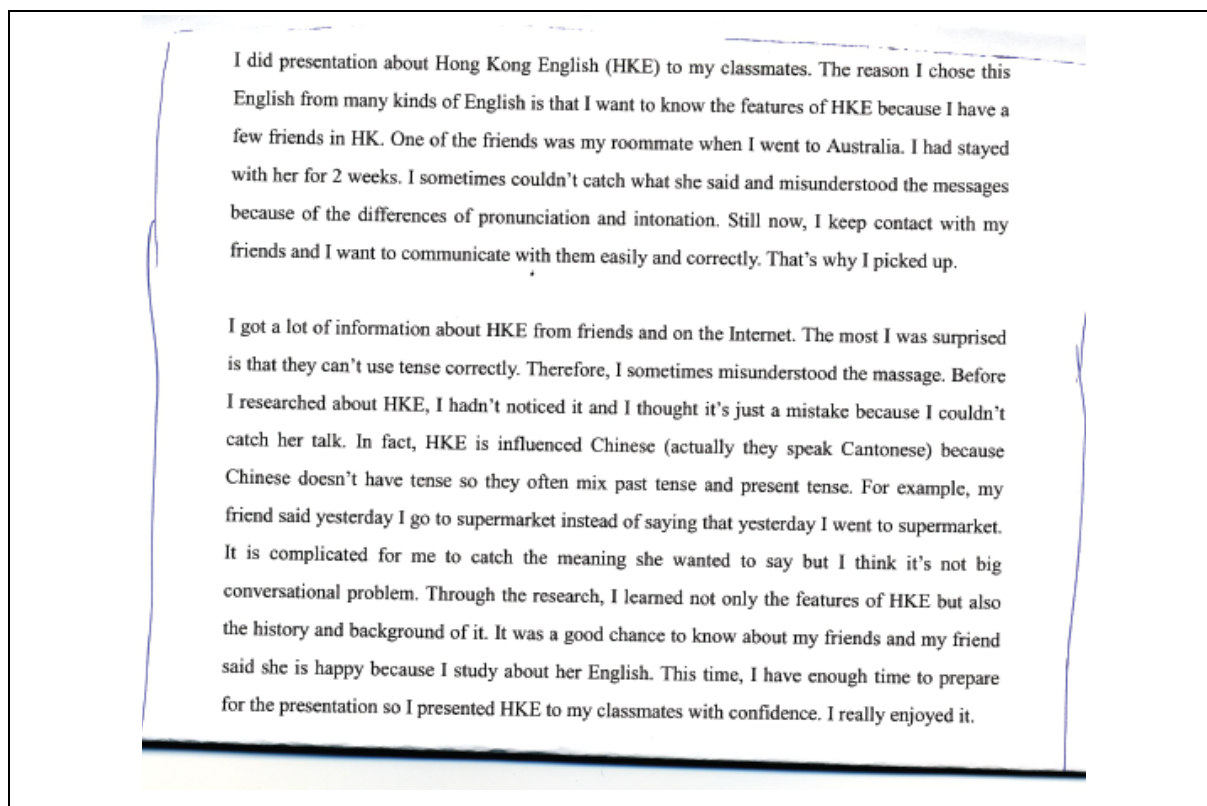


Figure 6.4: An example of a student's presentation reflection.



Similarly, while Miyuki (Extract 60) also found NNE difficult, her comprehension improved and she feels it is helpful to prepare her for future ELF communication.

Extract 60:

- | | | |
|----|----------------|--|
| 1. | Miyuki: | I know, but I want to continue kind of listening journal to each other (.), I will listen to |
| 2. | | various English and, eh (.) like, the first time I listened to like INDIAN, or RUSSIAN , I feel |
| 3. | | 'IS IT ENGLISH?' or something like that (.) @, but after I listen to them for three times or |
| 4. | | more, I used to it so I could CATCH them (.), not perfectly but so (2) and, eh (.) yeah, if I |
| 5. | | listen to them before I use English for my work , I can prepare, as I said in the class and it's |
| 6. | | really GOOD and , after I listen to some English many times, I became to like them (.) |
| 7. | | because they have some very (.) characteristic parts and eh (.),I like them (.), yeah |

Her emphasis of "IS IT ENGLISH" suggests that her previous stereotype was strong, yet her reference to "work" suggests that she is aware of possible future ELF usage and now feels that the listening journal is something she will continue.

6.3.4 Introduction of Global Englishes

As with Ayumi (Extract 54), Rei and Miyuki, several other students discussed the GE class in relation to ELT (Table 16.3) and also discussed how the class made them think about the way in which English should be taught. Yuka, for instance, wants ChinEng teachers and Atsushi wants Chinese and Indian teachers, as he doesn't have a chance to listen to them usually. Thus, these students clearly enjoyed the class and found it useful and feel that other students should also take similar courses to reduce the image that English is owned by NESs.

However, while many students are aware of the need to change ELT, as mentioned previously, four (Table 16.2) of these are unsure when it should be introduced. In the extracts discussed previously, several of the GE students note that, despite being in favour of introducing GE, they are unsure of when to do so and believe that NE is needed first. Miyuki (Extract 61) is unsure whether a similar class would be useful in Japanese schools.

Extract 61:

- | | | |
|-----|----------------|---|
| 1. | N: | You said em, you talked about your text book. Can you remember eh (.) what countries |
| 2. | | featured in your text book? |
| 3. | Miyuki: | American, yeah (.) American (.) American |
| 4. | N: | @ Do you think that's useful for students learning English? |
| 5. | Miyuki: | For Junior High School and High School students I think it's useful because it's first time for |
| 6. | | them to learn English so they had to have ONE English. They CAN'T learn have various |
| 7. | | English when they learn it for the FIRST TIME, I think it's too much and they need some (.) |
| 8. | | standard, especially for GRAMMAR because if (2) they say (.), the teachers say 'I'm not |
| 9. | | Japanese' is OK and some teachers say 'You have to say I am not Japanese', it's very |
| 10. | | confusing for them and they (2), I think they hate English if they're taught in that way for the |
| 11. | | first time |
| 12. | N: | So you said you found the World Englishes class useful, do you think you would find it useful |
| 13. | | in High School? |
| 14. | Miyuki: | I don't know (.) but I think World English is useful for people who have learned English for |
| 15. | | kind of certain years and eh (2) yeah if I was (2) High School student and I learned World |
| 16. | | English I feel 'like ' Oh it's interesting but first I have to learn standard English like American |
| 17. | | or British. It's (.) useful for (2) our insight to know about (.) English (.) world, to know about |
| 18. | | world, what I thought was we need to learn standard English in Junior High School and High |
| 19. | | School, but we SHOULD like, we have to read some text book and contents in text book |
| 20. | | should be about world English, it's interesting I thought, because in my High School and of |
| 21. | | the text book, I had a topic of Singlish |

Once more, it seems that while Miyuki is advocating raised awareness of GE, she is still attached to the idea that a NE model is useful. She clearly thinks that raised awareness is

important, with added stress on “SHOULD”, noting that she enjoyed the reading passage on Singlish, yet once more, NE is required first.

6.3.5 Favourable attitudes towards native English

Similar comments to Miyuki’s (Extract 60) were made by other students, and the interviewees showed that while the GE class clearly influenced students attitudes towards English and English education, many students still have strong preferences for NE. The class raised Keichiro’s awareness of the “evolution” of English, for example, yet he still referred to NNE as “irregular”. As mentioned previously, despite Miyuki’s positive comments about the class, she still does not want to be recognised as a Japanese person when speaking English. Similarly, the class raised Atsushi’s awareness of NNE (Extract), but NNE is difficult and he prefers NE. Nevertheless, in the case of Atsushi, as discussed previously, he would like NNEs (diff L1) and, thus, there is a possibility that, with increased familiarity, his views towards GE might change. On the other hand, the fact that he mentions that he is interested in them from a cultural point of view, “Mm: (2) I think if those kinds of teachers in =KUIS=, I think that’s better to understand as a culture than English. Mm”, suggests that as with other students, there is a possibility that interest in GE has more to do with culture than English and students are not prepared to give up the NE model. This is further supported by Tomomi (Extract 62).

Extract 62:

- | | | |
|-----|-----------------|---|
| 1. | Tomomi: | Mm, but I think AT FIRST Japanese SHOULD learn ENGLISH from native speakers. |
| 2. | | After that they can learn other countries’ English I think |
| 3. | Tomomi: | Like China (.), Korea (.), MAYBE (2) the countries which have (.) strong relation with |
| 4. | | Japan,mm |
| 5. | N: | Why do you think native English is good to learn first? It’s an interesting point. |
| 6. | Tomomi.: | Mm: (5) because my mm: (5) I don’t know what is the standard, but native speakers’ |
| 7. | | English is kind off standard I think mm: |
| 8. | N: | Do you think it would be important to have teachers from those countries too? |
| 9. | Tomomi: | (2) Mm: (4) You mean the other countries? |
| 10. | N: | China, Korea |
| 11. | Tomomi: | [They would teach English in Japan?] |
| 12. | N: | Yeah |
| 13. | Tomomi: | Ah.. But NOW I think Japanese English education is not enough so, at first, they should |
| 14. | | focus on, focus or, how can I say, IMPROVE the system of teaching English |

After noting that the class raised her awareness of varieties and raised her confidence as a speaker of ‘real’ English, and feels that NNE would be useful in the classroom (after NE), Tomomi was surprised when asked if teachers should be recruited from these countries, asking “They would teach English in Japan?”. Nanae was also very positive about the class, and while she realises that she does not need a NE accent, she would still like one and prefers NZ English. The complexity of Nanae’s attitude is further demonstrated by her discussion of her ELF experience at the end of the interview (Extract 63) with a Polish girl.

Extract 63:

1.	N:	Do you think that’s OK, to keep your accent?
2.	Nanae:	Yeah, I think so, because we can communicate with each other (.) so maybe, mm (.) it’s OK
3.		to have their own production.
4.	N:	So what about the World Englishes class this semester, what did you think?
5.	Nanae:	I really interested in. I know some English like Indian or Korean or Chinese or German, mm
6.		(1) so first, before I picked this class, I don’t know what is was, World English, but English is
7.		like some common language thing in the world, but it was completely different as I thought,
8.		so very enjoyed and I have a very good opportunity to find out (.) like (.) eh (.) like for my
9.		new language Singlish, Singlish, Hawain, Korean, other New York English (.), I haven’t
10.		heard London, and the UK language, but I’m very interested in the (.), in native countries.

Since communication was possible despite L1 transfer, Nanae thinks “it’s OK to have their own pronunciation”. Nevertheless, the use of “their” distances herself from the comment and it is clear that, while she recognises that a NE accent may not be necessary for some people, it is something she wants. However, at the end of the interview, she discusses the influence of the class, commenting that intelligibility is more important and that she is unsure why people prefer NE accents. As with other students, Nanae is clearly confused and makes several contradictory comments, suggesting that students are in a transitional stage between an old stereotype and a new possibility that they have not quite come to terms with yet.

The idea that NE is best is clearly still ingrained in the students’ minds. Nevertheless, despite only taking the class for 13 weeks, it is clear that it influenced their attitudes towards GE in a number of ways.

6.4 Chapter summary

The interviews, then, demonstrate a number of things. As in the questionnaire, positive attitudes towards NE were once again elicited and similar adjectives were used to describe NE and NNE. Students' lexical choice demonstrates that they hold NE and NESs in high esteem, particularly AmEng. While many are aware of the use of English as a common language and future potential ELF use, as well as having positive orientations towards NNE and NNEs, overall students firmly believe in NES ownership. These assumptions are also upheld in relation to ELT and students believe that they must learn NE by NESTs.

Thus, despite the fact that NNE is often described as familiar, intelligible and that many students feel that communication with NNEs is easier than with NESs, NE is the sign of fluency, a goal they must reach. Nevertheless, as with the quantitative results, motivation, language use and pedagogical beliefs are important factors influencing students' attitudes. In addition, as Open-Q results also revealed, the use of the NES model as a yardstick, unfamiliarity with NNE and stereotypes are also important. However, the interviews also highlighted that attitudes are clearly linked to identity as well as desire for group membership. Attitudes towards NNE, and particularly JapEng also reveal a degree of ambivalence and students are unsure whether these varieties will enable them to communicate with the target group, the NES. Furthermore, future goals to move to NES countries also encourage positive attitudes towards NE, as does interest in the culture of NES countries.

However, the interviews were particularly useful in eliciting students' stereotypes. It is clear that students are unable to offer firm explanations for their attitudes and the use of several prosodic features such as pauses, lengthened segments and laughter as well as some lexical choices, suggest that students have reservations about the validity of their assumptions, or more correctly, stereotypes. This also suggests that they are aware of their own stereotypes and that it is, perhaps, something to be embarrassed about. In addition to an awareness of their own stereotypes, students are also aware of the negative influence of the dominance of AmEng, namely that it hinders comprehension of other varieties and creates or perhaps perpetuates an already widespread belief that English belongs to

Americans, or that AmEng is the most widely used form of the language. Nevertheless, despite this awareness, the NES ownership belief holds strong.

The GE class clearly influenced the students in many ways. While many non-GE students, particularly those with ELF experiences, discussed GE in the interviews and had positive attitudes towards NNE, overall GE students had more positive attitudes. The class was well received and influenced students in many ways. Despite this change in attitude, many GE students believe that GE should be introduced after students have acquired SE and many remain firmly attached to NES norms. Thus, there is more of an acceptance and tolerance of GE as opposed to a belief that a radical change in ELT is needed. Students may see the value in abandoning NE, but they have invested a lot of time and energy and the stereotype of NE as the ‘authentic’ English is so widespread, that it will be difficult to change immediately. They may be unable to provide clear reasons for defending the status quo, but it is not something that can be disregarded so easily.

The interviews were, then, very useful in eliciting further information on students’ attitudes, as well as the reasons behind them. They demonstrate the complexity of these attitudes and the way in which things like identity are important. The questionnaire provided initial insights, but the interviews enabled the students to talk at length about the topics and a lot of further information was obtained through analysis of their lexical choice and prosodic features. However, one final method of data collection was conducted, in order to obtain further information. The following chapter presents the results of the FG discussions, the final method used to examine how students discuss these topics in a group setting and to examine the strength and flexibility of their beliefs.

Chapter Seven: Focus group data analysis

Chapter Seven presents the focus group results. Firstly, an overview of the focus groups is given, followed with the data analysis procedure and a description of the development of the thematic framework. The results are then presented and a summary is given. The chapter ends with a holistic summary of all of the results.

Data analysis

In addition to the 120 questionnaires and 20 interviews, four focus groups (FG), with six participants in each, were conducted at the end of semester (Table 4.1, p.79). Two FGs consisted of Global Englishes (GE) students (FGs 1 and 3) and two FGs consisted of non-GE students (FGs 2 and 4). Nine of these students were previously interviewed.

The same qualitative analysis procedures were followed as before. Firstly, the FG videos were played immediately after the discussion and notes were made; they were then translated from Japanese to English, and participant profiles were created (Table 17.1, p.451-452). The second step involved transcription, using the transcription conventions (Figure 7.1), although, since the FGs were conducted in Japanese, the prosodic features were not analysed in depth. However, one of the main aims of the FGs was to understand how students participated in a group setting, making it necessary to look at the discussions as a whole. This proved difficult in *NVivo*, so the transcripts were printed out and the Long-Table approach (Krueger, 1994) was adopted, making it possible to spread out the work and see the transcripts in full. The transcripts were then analysed to identify prominent topics and themes. Data-driven coding highlighted that several topics present in the previous results were also present in the FG data, and, therefore, several previous codes were utilised. The same three larger themes (Attitudes towards English, Attitudes towards learning English and The influence of the GE Class) identified in the previous two data sets were, once again, present.

Figure 7.1: The focus group transcription conventions (adapted from McCellan et al, 2003; Poland, 2002; Jenkins, 2007).

[inaudible segment]	inaudible portion
[]	overlapping speech
CAPS	emphatic stress ('I' and acronyms are underlined)
=KANDA=	names, locations, organizations, teachers' names, etc inside equal signs
(.)	pause of less than a second
(3)	approximate length of pause in seconds
:	length (repeated to show greater length)
@	laughter
...	author's gaps
(5)	Every line is numbered on the left, beginning at one for each extract
Additions for Focus Group Data (based on Rapley, 2007)	
<i>-nonverbal behaviour recorded in brackets under the text using arrows to indicate where the movement occurs.</i>	
#	individual nod
##	group nod

However, as Krueger (2004) notes, it is useful to look at frequency, specificity, emotion and extensiveness, and Rabiee (2004) points out the importance of not reporting individual quotes, but analysing the relationship between the quotes and the data as a whole.

Therefore, Wibeck et al's (2007) questioning criteria was applied, which includes looking at why, how and when related issues are brought up, conflicts, contradictions, common experiences, alliances, silencing and dominant views. In addition, analysis involved looking at the words used, the context in which they were used (how participants influenced each other, agreement, disagreement, etc.), internal consistency, the frequency and extensiveness of comments (how many times things were mentioned and by whom), the specificity of comments (personal experiences and examples), the intensity of comments and the big ideas that emerged. Smithson (2000) points out the importance of the public performance aspect and the moderators' constraints and guidance, and, thus, the moderator's role was also taken into consideration. The FGs were the last method of data collection, so the transcripts were also examined to see whether previous things were confirmed or challenged, as well as for new topics present.

The development of the thematic framework

Many common themes were expressed across each FG. In addition, some topics were particularly salient for some FGs and resulted in deep interaction. Several new codes were created and descriptions written (Table 18.1, p. 453) and a new thematic framework was created (figure 7.2).

Figure 7.2: The focus group thematic framework

1. Attitudes towards English <i>1.1 English in Japan</i> <i>1.2 Acquisition of a NE accent</i> <i>1.3 Variety Preference</i> <i>1.4 English Teachers' Nationalities</i> <i>1.5 GE Awareness</i> <i>1.6 NNE</i>
2. Attitudes towards learning English <i>2.1 NES Ownership</i> <i>2.2 Shared Non-Nativeness</i> <i>2.3 Pronunciation</i> <i>2.4 Introduction of GE</i>
3. Influence of the GE Class <i>3.1 Raised Awareness of GE</i> <i>3.2 Question notions of Standard English</i> <i>3.3 English Language Teaching</i>

Some simple counting of prominent topics to estimate frequency was conducted (Tables 19.1-19.3)¹⁴, but quantitative analysis of the data is not attempted. Instead, a qualitative analysis, identifying aspects of significance and areas worth exploring is offered. In the following discussion, the FG extracts are analysed from the four FGs in relation to the thematic framework, to explore the dialogic co-construction of understanding in relation to attitudes towards English, ELT and GE. They are also examined to see how ideologies originate, as well as how certain topics are dealt with in the discussions.

¹⁴ All tables referred to in this chapter are included in Appendix 19 (p.455-457).

7.1 Attitudes towards English

The most dominant emotion expressed in relation to English in the FGs was an orientation towards ‘NES Ownership’ (Table 19.1), supporting previous results. ‘Native’ was mentioned 109 times, compared with ‘Non-native’ 16 times, every student made references to ‘NES Ownership’ across all FGs, many referred to a goal of attaining a ‘NE Accent’ and ‘Variety Preferences’ were shown for NE (Table 19.1). As with the interviews, positive adjectives were used to describe NE including “great”, “authentic”, “real” and “correct”. However, single comments aside, several prominent themes emerged as students discussed their attitudes, including the use of English in Japan, acquisition of a NE accent, variety preferences, English teachers’ nationalities, GE awareness and NNE. Each of these is discussed in turn.

7.1.1 English in Japan

The first prompt (Appendix 9, p.393) directed students to discuss how English is used in Japan, and their “gut reactions” to both the spread and the use of English in Japan. Many responses were unanticipated and several common themes were expressed, both within and across the FGs, several of which were discussed at length, as well as referred back to, showing their salience. Extract 1 (FG1), displays the most dominant initial impression of the spread of English, acceptance.

Extract 1 (FG1):

- | | |
|----|--|
| 1 | Youko: Well, I don’t have any NEGATIVE image for that, well maybe it’s because of my lack of knowledge. |
| 2 | Well, common language? No, universal language. @@ That’s why (1) I don’t have any negative images, |
| 3 | and (1)English has already became a universal language. |
| 4 | So I have only POSITIVE opinion to be an English speaker. And we Japanese have been also said |
| | Japanese |
| 5 | can’t speak English well. Because of this trauma, we have been increasing English conversation schools |
| 6 | and I think have only positive image for these movements (##). And also I feel glad in town. |
| 7 | Something like that. @@ (Youko, Miyuki #). |
| 9 | Takao: Eh: me? Well to me, I don’t really have negatives images (1) toward English because I hate Kanji, so I |
| 10 | kind of prefer English hum: (.) well, (1) what to say, (1) for Kanji, it has the meaning of origin, so it’s |
| 11 | more troublesome. On the other hand, in terms of English...it’s a lot easier...And also in music and |
| 12 | movies, I prefer western works. |

To sum up, at this stage, students are exploring their attitudes together through long monologues, something which is apparent across all FGs in the beginning. It is also possible that students are shy initially, evident in Youko's laughter (1.2) and Takao's initial hesitation and use of fillers (11.9-10). Nevertheless, reluctance to be too direct is evident throughout the FGs, unlike the interviews, as will be discussed throughout this chapter. Extract 1 (FG1), displays that the main orientation is towards acceptance that English has become a "universal language" (1.3) as Youko points out. Alliances are formed and Youko's added stress on "NEGATIVE" (1.1) and Yuko's subsequent stress "ALSO" when she follows with, "I ALSO don't have any negative images" strengthen their positive stance. This orientation is also evident in other FGs, and is clearly important (Table 19.2), particularly for some students. In FG3, for example, English was referred to as "essential" and Ayaka asked, "Is there something bad?" implying that she has no negative opinions. She also added, "mostly English is used as like common language, everyone easy to understand". However, despite these positive orientations, within the FGs, opinions vary and these positive attitudes are not straightforward. Yuko, for instance, was unsure about the introduction of English in elementary schools, which lead the FG to the second prominent topic, concern, which also featured in other FGs (Table 19.2). Extract 2 (FG1)¹⁵ is an example of how students directed the conversations and also shows how the group consensus changed.

Extract 2 (FG1):

1	Youko:	Yes, I also agree with the opinion. Now, I have a sister who is 12 years old, and they have revised...
2		infant education system, (1)... And, (1) to me, since I like English...I think there are both good points
4		and bad points. The good points is, as everybody mentioned before, well, (.) if you start (<i>inaudible</i>
5		<i>segment</i>)early, it is easier to learn, and well ... but if one starts to learn with inadequate Japanese... (1)
6		one might not be able to speak both languages adequately, (1) well, (1) It has been said we can't speak
7		beautiful Japanese, (.) (1) including me, but we newly started to learn English... which means we are
8		breaking Japanese again. And, also in the TV, there was a program saying how many minutes can you
9		keep saying loan words, (@@) ...so I really think Japanese is depending on loan words too much ...So I
10		feel like what is Japanese? So I think we don't need to learn from so early.
11	Noboru:	In my opinion, while English education is becoming more prosperous, we became too generous with
12		English. Well, this is a famous story, in note book there's a wrong English and it's been on the text for
13		long time, and only skilful English earners can point out the mistakes, so, which means even in English
14		class the wrong teachers teach us strange English, so first I think they need to review this problem...
15		but if we try to accept English because it's a universal language...we should organize the system
16		more. Personally, I think it's okay to teach small child not only English but also their subjects.
17		Honestly, it must be easier for us to learn language from kids, because we get used to the sounds,
18		listening skill and pronunciation a lot easier. This must be the advantage for the learners from early age

¹⁵ All extracts with author's gaps (...) (Figure 7.1, p.188) are provided in full on the accompanying CDRom.

19	and they can only acquire these skills. ... Well, but it can be a problem they part from a Japanese
20	culture. ... (Miyuki, Youko #).
21	Miyuki: For me, when I get a child, I will let them go to English conversation school soon, because when a child
22	start to listen to English, they can understand and catch better...So, if possible, I will let my kids to learn
23	from early. And I read a newspaper they started to English compulsory class, (.) from around 5th year
24	or 6 th grade of elementary school, it's really random if they start the English subject for the lower
25	grades.... And also teachers will be forced to speak in English in High School, and I doubt if teachers
26	really can teach by speaking in English...it's better to set up the conversation class and teach them in
27	Japanese...And (1) the English used in Japan is (1)...sometimes it's often said we see strange English
28	on T-shirts print @@ (<i>everybody says 'ah':</i>) and because of that I sometimes feel miserable, (.) and
29	when foreigners see the print and feel strange, I feel sad as a Japanese at that time, (.)and also English is
30	used in a technical field, especially while listening to the economical talk, and I think those English
31	must make it incomprehensible to understand. I want them to stop it. (Yuka and Youko #)
32	Yuko: In medical talk as well.

Here, the dominant opinion moved from acceptance to concern, and, once again, while there was a shared consensus, reasons varied, showing how students negotiated their positions right from the start. In addition, Yuko continued the topic of early English education in Japan (ll.1-8), and her lengthy comment shows this was an important topic for her. However, while Yuko was concerned about the influence on Japanese (ll.8-10), for Noburo it is the use of JapEng that was a cause for concern, and a lengthy comment is given (ll.11-20).

This, then, led them to discuss JapEng at length, a topic that was discussed with a negative undertone in every FG (Table 19.2), and another example of how students changed the direction of the conversation. Noburo's initial use of "too generous" (l.11) implies that it is either used too much, or, perhaps, deviates too much from the 'norm'. However, his example of teachers teaching "strange" English (ll.14) clarifies that his concern is with the difference of JapEng to NE, further supported by his suggestion that early education will improve skills, thus disagreeing with Yuka (Extract 1 (FG1)). For Noburu, then, the spread of English is fine, but JapEng is a cause for concern, which appears to be the source of this negative orientation for the majority of students. On the other hand, he then agreed with Yuka (ll.20), also displaying a concern for the influence of English on Japanese culture, and, therefore, revealing a concern for the spread of NE. There is clearly ambivalence here, despite his positive orientation towards NE throughout the FG. Nevertheless, despite these obvious contradictions, NE is favoured over JapEng. On the other hand, there was awareness of the possible negative effects of NE, also present in other FGs.

JapEng was discussed at length in FG1 and not by a string of utterances, but considerable stretches of talk, showing its prominence. In Extract 2 (FG1), Miyuki agreed with Noburo, sharing the concern about the proficiency of Japanese teachers (ll.25-26). Her belief in NE ownership is strengthened by her concern about the “strange English on T-shirt(s)” (l.27-30). Her own, and group laughter, also suggest that JapEng is something to be ridiculed, as well as something that may give a bad image to foreigners, presumably NESs. On the other hand, as with Noburu, she softened her point and added that the spread of NE may have negative consequences for Japanese (ll.29-31), revealing ambivalence in her attitude and awareness of the negative effects of NE. Yuka then added a further example (l.32), interesting, since she began the conversation noting that she did not have any negative images. In fact, after stating this in response to Yuka’s point about education, she agreed (l.1), noting a concern for education and also loan words. She then agreed with Miyuki (l.32), and it is clear how the FG discussion changed her views, and how opinions were often not formed until they heard the views of others. Such contradictions are also clear in Noburu’s and Miyuki’s responses; they were concerned with JapEng, but were also concerned with the spread of NE in Japan. Further ambivalence is then shown later in the FG, when a desire for JapEng to be accepted was expressed, as discussed later.

Concern for JapEng was also evident in other FGs (Table 19.2), and is clearly important. In FG3, for example, Nanae noted that English is used “TOO much, by force”, and gave the example of shop names. For her, this English is “completely different (.), it’s completely different meaning @@ by force” and feels that “if people use English word in their shop’s name, people had better use English correctly”. This “force”, similar to Noburu’s “too generous”, implies that JapEng should not be used for decorative purposes and her lexical choice, including “correct”, also reflects a belief in NE ownership. Once again, NE is fine, JapEng is not. Her laughter, once more, implies it should be ridiculed. Extract 3 (FG4) also highlights the importance of this topic in the FGs, how it was discussed in considerable stretches of talk, and how several participants felt strongly about the topic, referred back to their previous points and strengthened their stance.

Extract 3 (FG4):

1	Izumi:	Now in the conversation, we discuss that we can see English in advertisement and CM. It's really true
2		that there are Katakana and English words in everywhere. And I don't like that much.
3	Moderator:	[You don't like it?]
4	Izumi:	I don't like it. Maybe I imagine that Japanese people think that English is COOL. For example, there is
5		katakana on everything. I think we should use Japanese more. If there are certain reasons, it is OK. But
6	Moderator:	[Ah:, for example, some things are MEANINGLESS?]
7	Izumi:	Mm:: (.) I feel there are too much foreign languages surrounding us.
8	Moderator:	Are there other opinion?
9	Izumi:	How about everyone?
10	Rika:	I agree with her. In Japanese songs.
11	Everybody:	Ah:::
12	Rika:	In the main part of the songs, suddenly English words come, I think singers are trying to be COOL (4)
13	Moderator:	...
14	Rika:	I think it is better to sing all English or Japanese.
15	Saori:	Also, (2) on the T-shirt (1) @@
16	Haruna:	I think so, too. @@
17	Saori:	If English words on the T-shirt, I think it maybe cool. We buy T-shirts by design, so English words on
18		-shirts might have strange meaning for native speaker. But we buy those T-shirts without thinking
19		the meaning. It can be OK. That is one of fact that shows English is used everywhere.

Here, Izumi felt that more Japanese should be used (ll.1-2), reiterating the point made in Extract 2(FG1) about the negative effect of loan words. However, her concern was with the purpose of JapEng, a point she returned to later in the discussion. This was clearly important to her and she also queried her group members (l.9). Once again, laughter implies that JapEng is humorous (ll.15-16). Rika also expanded on her opinion to clarify her points (l.14) and Saori reiterated Miyuki's point about the image JapEng gives to foreigners (l.15, 17-19), and, when offering further explanation, she explicitly referred to "native speakers" (l.18). However, at no point in any of the FGs did participants acknowledge that this 'decorative English' may be intended for a Japanese audience, and not the NES.

Nevertheless, as in the previous extracts, ambivalence was clear, as Saori softened her point (ll.19) by noting that she is aware that it may be "OK" and can be a symbol that English is used worldwide, suggesting a more accepting stance. The topic was then changed again by the students towards the low proficiency of Japanese English speakers, implying that JapEng is negative and of poorer quality than authentic NE. As Saori noted, despite the fact that "Japan is filled with English", "people are not familiar with English", a point that was returned to several times. Therefore, once again, despite the ambivalence, the general opinion is that while NE is fine, JapEng is worrying.

Thus, the FGs revealed an acceptance for the spread of English, although students are clearly concerned with the use of JapEng in Japan and have negative attitudes towards it.

Nevertheless, there is an awareness of the negative influence of NE and students' attitudes towards this topic are clearly complex.

7.1.2 Acquisition of a native English accent

It is clear that despite being concerned about the influence of the spread of NE, students are firmly attached to NES norms. This was also evident in the discussions about the acquisition of a NE accent and the importance of intelligibility, another topic discussed extensively in every FG and prominent in considerable stretches of talk and giving rise to deep interaction in every FG (Table 19.1). In addition, not only were similar positions put forward, but several students also returned to previous points to strengthen their position and clarify their points. However, despite the positive orientation towards a NE accent, the FGs demonstrated that this is not straightforward and revealed a great deal of ambivalence in attitudes, and it is clearly a complex topic for them, as seen, for example, in Extract 4(FG2).

Extract 4(FG2):

1	Saki:	Some can't help using the accent. (.) I am kind of impressed that the person mastered it.
2	Yurino:	It's really impressive, (.) it's like 'oh:::' @@ (3) (##).
3	Moemi:	Even though I want to speak British English but, (1) I can't, (1) so, (.)when I see people going abroad
4		to get the accent, I think they are really great. (.) I saw the person who speak beautiful British accent
5		in Nicky's class, (.) she is my senior.
6	Yurino:	=Mari=?
7	Saki:	=Mari=?
8	Moderator:	Ah: (.) That= Mari=, (.) she is (1) yeah, really great. (.) I don't understand what she says. @@
9	Yurino:	I became a =Facebook= friend with =Mari= and I can learn English from written English on her page
10		(##).
11	Moemi:	I really want to be like HER, even she is almost same age as us.
12	Moderator:	So she is like an idol for you?
13	Moemi:	Yes (.), she is really cool (1) (#).
14	Yurino:	When I first saw =Mari=, I was like 'WOW, I want to be like her'.
15	Moemi:	YES, me TOO.
16	Moderator:	I see (1). Have you ever felt you don't like it since you think he or she is too influenced?
17	Yurino:	I have never felt like that (1). I just feel (1) they master it from the effort (##). I think there are two
19		types of people who have experienced studying abroad. (.)One who comes back with great
20		communication skill, and the other who get back with nothing. (.) I think the latter is just wasting the
22		time. I even think 'what did this person do abroad'. @@ (inaudible segment)
23	Moemi:	Some just change their behavior to western style. @@ Sometimes I see surprising people (1), right,
24		and I just get surprised...

Here, the dominant view is respect and admiration for people who have “mastered” a NE accent and there was unanimous support for the acquisition of a NE accent. The lexical choice, including “cool” (l.13), “master” (l.1, 17) and “effort” (l.17) also strengthen these

assumptions. While Yurino's lengthened "oh:::" (l.2), followed by laughter, suggests she is joking, her later use of "WOW" confirms that this is, in fact, admiration. Mari, the topic of conversation, is clearly highly respected. Moreover, for Yurino, acquisition of a NE accent is seen as an achievement of studying abroad and, perhaps, the main goal (ll.17-22). This respect for a NE accent also reflects Miyuki's interview comments, where she discussed her respect for her friend's NE accent.

However, despite the group agreement and the fact that this orientation was present in every FG, Extract 5(FG2) reveals ambivalence, and an awareness that Japanese may be placing too much of a burden upon themselves in the achievement of this goal, a topic also raised in other FGs.

Extract 5(FG2):

1	Yurino:	I think it's enough to speak broken English, (1) if it's intelligible.
2	Saki:	I think so too, but personally I want to improve pronunciation (##).
3		But, if it's intelligible for each other, (.) even if it's really broken English (1), I think that's still
4		great. (##).
6	Kasumi:	In terms of Japanese, for example, foreigners speak broken English, and we see it, we won't really care
7		the pronunciation, (.) (##) I will care if they understand well first.
8	Masae:	When Japanese can't speak English with good pronunciation, they would say 'No, No' when foreigners
9		ask 'Can you speak English?', but if foreigners could speak just a little Japanese, they would say 'yes, I
10		can speak English' (<i>Moderator #</i>), (.) so, (1) I think we are all different and (.) I like it better.

Thus, as the conversation continued and students expanded on their views, Yurino introduced the idea that "broken English" may be "enough", if intelligible (l.1), implying more acceptance. Saki agreed but wants to "improve" her pronunciation (l.2), and Yurino's use of "broken" implies that both students are still firmly attached to the NE model, which is used as a yardstick. Therefore, as with the interview results, there is an awareness that a NE accent may not be necessary, but it remains to be their goal. Masae then led the group towards the possibility that Japanese may be being too hard on themselves (ll.8-10), and, thus, in addition to recognising that a NE accent may not be necessary, there is also an awareness that their interlocutors could be more understanding. The salience of this is evident in the fact that it led to an extended discussion of the difficulties students have communicating with NESs, a topic also raised in the interviews. The importance of this is demonstrated with Saki's return to the topic later in the discussion, after a brief diversion, noting that she would be sad if someone said they disliked JapEng and Chisato responded,

noting, “But I would insist ‘this is only English I can speak’. This is my pronunciation”. Therefore, despite mutual admiration for a NE accent, students are aware of the difficulty of this model. Similar comments were also made in FG4 (Extract 6 (FG4)).

Extract 6 (FG4):

1	Rika:	I think people don't need to speak like native speakers, but =KUIS= students want to speak like native,
2		but in Japanese teachers' class, some students speak like Japanese way, “ai habu a ..(I have a....)” I
4		wonder why they don't try to speak like native, even in =KUIS=. I want to speak fluent English, (1) but
5		everyone doesn't need to change. One of my Scottish teachers said “genre”...
7	Moderator:	[Ah::]
8	Rika:	but we couldn't understand that. That teacher repeatedly said “genre” embarrassed, but that was cute, so it is OK that we have different accents.
9	Moderator:	Um:: (6)
10	Saori:	I think that I want to learn American English, but if people can communicate with their own accents,
12		they don't need to change the accents. I think that is almost same as Japanese dialect. Like those accents
13		don't need to be changed. (6) This question is difficult.
14	Izumi:	I think people don't need to change their accents, but Japanese accent. Some of my friends didn't like
15		copying English sound, and they didn't try to copy that. How can I say? I we should try to copy English
16		sound at least, (2) there is nothing we can do if we (1) can't do even though we tried. You know what I
17		mean? (4) Not good speaking English like speaking Japanese, but good that they can't pronounce,
18		although they try to copy English sounds as much as you can. Did you get it?
19	Yu:	I got it.
20	Izumi:	Not speaking, like reading “Katakana.”

Therefore, intelligibility was also an important issue for FG4, and, as with Yurino in FG2 (Extract 5(FG2)), Rika also believes a NE accent may not be necessary. However, as with Yurino, there is also ambivalence. Not only is it something she wants herself, her disapproval with her peers' use of JapEng (ll.1-4) show a clear contradiction in her attitude. Her example of her Scottish teacher (l.5) also suggests that it may be NESs that are able to keep their own accents, not NNEs, and, thus, students' attitudes towards this topic are clearly complex. Similar ambivalence is also evident with Saori, who agreed, but also wants to sound like a NES (ll.10-13). Similarly, Izumi did not abandon her original stance (l.14), but this is related to JapEng. While, in FG2, this led to the topic of the burden of the Japanese English learner, in FG4, the subsequent topic was the difficulties Japanese have acquiring a NE accent. Yu pointed out that, “Europe have same pattern of pronouncing with English, like Italian or other languages. Japanese should pronounce with care, since they have a big different style of pronouncing”.

Therefore, not only are students placing a burden on themselves to make themselves intelligible, they also feel that they have to work harder than other groups of NNEs. This

view, however, was only made by one student in one FG and did not lead to an extended discussion. Nevertheless, the desire to sound like a NES is clearly related to a negative view of JapEng, also evident in FG1 (Extract 7(FG1)).

Extract 7(FG1):

1	Yuka:	I don't really care if somebody really wanna speak like natives, but I a little bit worried if somebody
2		speak with strong Japanese accent with foreigners and they might have misunderstandings.
3	Yuko:	Like old Japanese men, English (.)?
4	Noboru:	I think they can communicate.
5	Yuka:	I don't think they can't completely understand each other, but it will take more time for understandings.
6		Hum: (.) how can I say?
7	Miyuki:	Hum: (.), I learned in translating class, it's better to speak with Japanese English word by word clearly
8		than speaking with poor American English for non-natives. They understand well.
9	Yuka:	Yeah, I often heard (2) accent (1). How do you say something like this? (<i>with hand gesture</i>).
10	Yuko:	Rhyme?
11	Yuka:	Yeah, if we spoke with rhythm and also with strength and weakness, it would be more clear and better.
12	Miyuki:	If we speak with chunk to be more native-like, it just becomes more unintelligible. So we had better
13		to be careful with the problem.

Once again, while the conversation began with an acknowledgement that a NE accent may not be necessary (l.1), Yuka wants one, and is again concerned about the intelligibility of JapEng to “foreigners”. Noburo, though, not afraid to show his disagreement (l.4), made Yuka soften, although not abandon, her stance (ll.5-6), showing the deep interaction that took place surrounding this topic. Miyuki then offered a solution (ll.12-13), and led the conversation to focus on how to achieve this goal, as in FG4. Nevertheless, her use of students “had better.....be careful”, once more implies again that NNESSs have to do all of the hard work to be intelligible, a point continued in the FG.

Extract 7(FG1) also shows that participants responded quickly, had short, frequent exchanges and Yuka, for example, jumped in several times to make her point. Students were clearly co-constructing their arguments and negotiated the topic in depth, and in considerable stretches of talk. For example, Yuko then gave an extended description of her grandfather, a successful user of JapEng with a strong “Japanese (Katakana) English” accent, supporting Noburo’s opinion that mutual understanding is possible. However, despite his successful communication, and her motivating story about a JapEng user, Yuko felt depressed when she heard his English, again showing ambivalence. The story also did not convince the group that a JapEng accent was acceptable, as shown in Extract 8 (FG1).

Extract 8 (FG 1):

1	Miyuki:	Well, (.) that's kind of extreme story though.
2	Takao:	If we spoke English too fluently, listeners might misunderstand...But on the contrary, by speaking with
3		just a single word with Japanese accent, they would work harder to understand. So if we can't speak so
4		much, we should speak clearly word by word.
5	Moderator:	With clear Japanese accent?
6	Takao:	Hum::, yeah, as long as it's intelligible for each other, it's no problem which English we use.
7	Yuka	Like I said before, I saw a sales person at my part- time job. He looked around (.) maybe late 50 years
8		old, and was talking with foreigners and maybe they were talking about business, I didn't mean to
9		eavesdrop their conversation but, (.) the Japanese guy was talking with a thick Japanese accent. Some
10		speak with fluency but other speak with thick Japanese accent like 'dattsu intaresutinguu' (that's
11		interesting) @@ This is really how they speak, it's like cutting Katakana from the textbook.
13	Yuko:	[That's my grandpa's English].
14	Yuka:	But even if they spoke with a Japanese accent, the foreigner was talking while laughing and clapping
15		(<i>clapping gesture</i>), and also it looked no problem for communication for me and they didn't slow down
16		English, so they were communicating well (1). Since I'm Japanese, that's really funny for me. I felt 'oh,
17		he speaks really Katakana English', but the foreigner listening to the English without any problems, so I
18		thought he really understands. I got really surprised.

Extract 8 (FG1) shows how students returned to salient topics after brief diversions, as Takao returned to the point made in Extract 7 (FG1), about how Japanese speakers can achieve intelligibility (ll.2-4), showing a firm belief that the majority of the work must be undertaken by the NNEs. He reinforced his point later with the use of “no problem” (l.6), and, thus, appears to take a more accepting stance on the matter. This is clearly important and Yuka continued the discussion, also giving an example of another successful user of JapEng (ll.7-11), showing how they shared their experiences in the FG. However, this contradicted her previous point (Extract 7 (FG1)) that communication was impossible, and also reveals ambivalence. Here, despite ridiculing the accent, by imitating it and laughing (l.10-11), it did not hinder communication and, while she was clearly trying to point out that a NE accent may not be necessary, she stuck with the group's goal of getting one.

Once again, this led FG1 to a discussion about the burden of the Japanese English learner, as shown in Extract 9 (FG1).

Extract 9 (FG 1):

1	Youko:	Well (1), I think Japanese have been working so hard on improving English education and among
2		non-native countries, we Japanese are not generous with the accent, (1) well do you know what I
3		mean?
4	Miyuki:	Yeah, I think I'm getting the point. You mean we do care about the native-like accent?
5	Youko:	Well, (1) I mean like we insist 'THE only native' teaching English conversation school like we have only
6		native teachers. So from those points, if I spoke like natives, I would look cooler. I feel like this
7		naturally. I think it easy to get these thoughts in this society.
8	Takao:	Yeah, that's possible. I also think if I could speak more fluently, it would sound cooler.
9	Yuko:	Yeah, I think so too....
10	Yuka:	...
11	Yuko:	...
12	Youko:	But American people might not care the accent, since they have a lot of opportunities to hear many kinds
13		of them. This is what I think now (2)
14	Yuka:	Yeah, that's true. Lately the countries which accept many immigrants such as Canada and the US, it
15		becomes more common to hear many accents. It's illegal in Japan in general right? We don't accept those
16		workers, even immigrants, so we don't have those environments....for us since we didn't grew up with the
17		environments, so whenever we see foreigners we utter 'oh, foreigner' (ah gaijin da) from kid. @@ (##)
18		That's the image we have. So I still can't get rid of those images. So, when I see foreigners speaking
19		in English, it looks really cool and I get a longing unconsciously (1). So, yeah like NOVA= advertises
20		'let's speak like natives', so we Japanese have an image and it's impossible remove it. We might change
21		it, but that must be hard.
22	Miyuki:	In terms of Japanese native, I don't care if I see foreigner speaking poor Japanese, it must be the same
23		thing with English natives seeing our poor English. (##). So, we are maybe caring too much, but I
24		wish I could speak (like natives).Everybody: Yeah, I wish, too. (##)

Thus, once again, the conversation changed direction, as students co-constructed their opinions on the topic. Here, Yoko raised the possibility that desire for a NE accent may be related to the dominance of the model (ll.6-8), implying an awareness of alternatives. However, this was ignored and briefly led FG1 back to admiration for a NE accent (ll.9-10), showing their attachment to this, despite awareness and shared concerns. Nevertheless, Yoko, clearly wanting to make her point (l.13-14), returned to this, noting that Japanese may care too much about how their English sounds, although her reference to Americans (l.13) suggests a stereotype about ownership. Nevertheless, her points were taken up by Miyuki, who also revealed a belief that Japanese may be over sensitive about their “poor English” (ll.23-25), although , once more, her use of “poor” (l.24) and “natives” (l.24) suggest that, not only is JapEng compared with the NE yardstick, but NESs are the target interlocutors. Further ambivalence in her attitude is shown with the fact that she reiterated her earlier point about the poor image JapEng creates, and wants a NE accent herself (l.25), something which everyone agreed with. Once again, the group goal is to sound like a NES. On the other hand, the numerous contradictions show that it is a complex issue. Takao's comment also differed to his previous comment (Extract 8 (FG1)), and it is clear that,

although he is aware of the importance of intelligibility, as with the others, his alliance is with NE.

Thus, despite the general orientation towards the acquisition of a NE accent, as evident in all four FGs, attitudes are complex. Students are aware of the difficulties in achieving this goal and that they may be placing too much of a burden upon themselves. Nevertheless, while it is fine for some people to retain their own accent, it is not for those who speak JapEng. On the other hand, several comments suggest that students want their interlocutors to be more sensitive and the deep interaction generated on this topic shows that it is an area worthy of further exploration.

7.1.3 Variety preference

When discussing their attitudes towards English, the FGs all highlighted an orientation towards America (Table 19.1). ‘American’ was referred to 69 times and ‘America’ 12 times, although ‘British’ was also mentioned 12 times. Comments referred to stereotypes about AmEng, and that it has not been ‘influenced’ by other languages, making it the ‘legitimate’, ‘authentic’ variety. While only one student used the word ‘stereotype’ itself, despite the fact that four of the FG participants referred to their stereotypes in the interviews, references to stereotypes about AmEng were present in every FG (Extract 10 (FG 3)).

Extract 10 (FG 3):

1	Ayumi:	It’s a goal to speak Inner Circle. Pronounce is so clear, and idiom they use is very fascinating.
2	Moderator:	How about Ayaka?
3	Ayaka:	That’s OK. I thought only American people speak English when I was child.
4	Ayumi:	I thought
5	Ayaka:	I thought. I was surprised at that there is so many kinds of English, I’m interested in it. But my basement
6		is American English. And I want to master it. It’s kind of stereotype, but I feel just so.
7	Sorisu:	I feel like American English is common use anywhere. In other country, English mixed
8		other language, I’m worrying that they can understand what I say in English or not.

Extract 10 (FG3) reveals how students avoided affiliating themselves with any one variety of English in the FGs and directed the conversation towards familiarity, through shared experiences. Ayumi reiterated her interview comments and is clearly fascinated with NE (l. 1), sharing Ayaka's former stereotype that English belonged to America (l.4). Nevertheless, Ayaka elaborated on her first comment (l.5-6), clearly feeling a need to clarify her point, and again, avoided the question of preference and discussed her stereotypes. However, her change in verb tense from past to present (ll.5-6), suggests that, despite being a former stereotype, she still wants to sound like a NES, and, as with awareness of the difficulties of this, as previously discussed, even awareness that it is a stereotype does not interfere with the goal of achieving NE proficiency. Here, students discussed their shared experiences and Sorisu (l.7) went further noting that AmEng is "common" and "authentic". Moreover, AmEng is not influenced by "other language(s)" making it more intelligible. The salience of this is evident in the fact that such views towards AmEng were also present later in the discussion. In addition, in FG2, Chisato noted that she has "heard there are more American English in business but, on the other hand, more British English in study" and her "senior friend advised me to study American English if I am planning to use it in business". Thus, she believes that "American English is more useful", but adds that "this is what I just heard, so I haven't really thought about it by myself", highlighting that her attitudes towards AmEng are related to stereotypes, and again she directed the statements away from herself. On the other hand, this indirectness may also reflect a shyness to state her attachment too directly.

Similar conversations also took place in FG4, where Yu discussed her previous stereotype that AmEng was standard, something that she lost when she entered university and encountered other varieties. Additionally, when this FG talked about SE, one student wanted the question clarified, asking whether the moderator was referring to BrEng and noted that they feel AmEng is SE. While in the interviews there was extensive discussion on the negative effects of this stereotype, in the FGs, Yuka, Saori and Haruna did not discuss this in the FGs, nor did Yuka refer to her exposure to AmEng in school, which led to a stereotype of ownership and hindered comprehension of other varieties of NE.

In addition, unlike the interviews, where students voiced their opinions directly and often referred to particular varieties of English, in the FGs, students were less direct, and many noted that they have no preference or have never thought about the issue. For example, in the interviews, Nanae discussed her familiarity with NZ English, and Atsushi with BrEng, but this was not expanded in the FGs. Furthermore, while the interviewees provided in depth information about where their attitudes come from, in the FGs, Ayumi did not elaborate on her familiarity with NE through TV and movies, etc, nor did Nanae discuss her familiarity with NZEng, due to her experience studying there. In FG4, for example, comments included, “I don’t have any like or dislike” and “I don’t have any favourite English”. In Extract 11(FG1) five of the six participants made similar comments.

Extract 11(FG1):

1	Yuka:	I have never cared about it, so I don’t know.
2	Yuko:	If you don’t care, which means you prefer American accent.
3	Yuka:	Yeah, maybe that’s true. I think English which I can hear from CD with textbook is
4		English for me. That’s my image from the past.
5	Yuko:	Hum::, now I prefer the English from TOEIC lately.
6	Moderator:	...
7	Miyuki:	Yeah, they have around 4 different accents in the test, oh sorry.
8	Yuko:	Yeah, that’s right, there were some difficult accent which I couldn’t understand in =
9		KEPT=as well. So, I got really surprised.
10	Miyuki:	I like the English which I’m listening to the most. It was American English before. but
11		lately I often listen to BBC news, so I think British accent is attractive now. So I think the
12		English we hear often becomes the favourite accent.
13	Moderator:	Do have any other accents you like?
14	Yuka:	I like Canadian accent, because I don’t think the English doesn’t have strong accent that
15		much. Well I think American accent also has the accent depending which state they are
16		from. Like the president Bush. I don’t really understand his English...Maybe some
17		Canadians, too. But I heard Canadian English doesn’t have that strong accent, so I decided
18		to go to Canada for my first foreign country. It was my first foreign experience in Canada
19		for a month, when I was in =KIFL= in summer break. So I also had difficulties with
20		listening and speaking. So I chose Canada, because it was my first serious English
21		learning, so I didn’t want to learn strong accent.

Therefore, in contrast to the lengthy monologues given in relation to the use of English in Japan, here, the short utterances revealed an orientation towards a lack of preference.

Yuka is clearly unsure of her stance (1.1) and has “never cared”, which prompted Yuko to suggest that this is an indication of a preference for AmEng (1.2), implying that, for her, this is the default choice. However, despite challenging her, Yuka is clearly unsure and her subsequent use of “maybe” (1.3), and her example of being exposed to this variety,

suggests that, while she may be familiar with it, she does not necessarily have a fixed preference, or is perhaps unwilling to admit it. Similarly, Yuko struggled to answer, with her lengthened “Hum::” (l.5) and again avoided the question and related her preferences to those she hears in TOEIC, showing the influence of familiarity on attitudes, and further unwillingness to attach herself to any particular variety. Her use of “now” and “lately” strengthen the fact that her attitudes are also not fixed, an opinion also shared by Miyuki (l. 10-12), whose preferences also change with exposure. On the other hand, when prompted further, Yuka noted that CanEng is more intelligible (l.14), although she did not elaborate on this, nor did it lead other members of the FG to offer further information. Nevertheless, Yuka’s position is clear, and she is confident that she does not want to learn a strong accent (l.21), a similar point made in the interviews. Extract 12 (FG2) is further evidence of this indirectness.

Extract 12(FG2):

1	Moemi:	Well (2), maybe (1) people whose language is English, (1) for example, British has pride for their
2		English, and they may choose the English, (.) but in my case, since I don’t really tell accents, I don’t
3		have specific English I like and so (.), in terms of people who study English, it’s more fun if there are
4		many English.
5	Moderator:	So, if there are a lot of news reporters from many countries, (.) you will recommend it?
6	Moemi:	Because (1), if they speak in English, we can understand (3) (looks at <i>Masae</i>) (<i>Masae and Moemi @</i>)
7	Masae:	I have never thought about it, (1) so I can’t really come up with anything. (2) It’s difficult.

Here, Moemi suggested that opinions are based on personal opinion (ll.1-3), and for students, “many” Englishes may be “fun” (l.3-4), indicating a more accepting stance. In Extract 12 (FG2), though, the topic was almost abandoned, where Masae referred to it as “difficult” and refuses to offer an opinion (l.7). However, this reluctance was demonstrated several times within the group, as evident in Extract 13 (FG2).

Extract 13(FG2):

1	Moemi:	I don’t know which accent is good (##).
2	Yurino:	I think if we were British, (1) we would prefer British English, and if we were American, we would
3		prefer American English (##) .I don’t think their accents become the same.

Thus, Moemi stayed with her original point (l.1) and Yurino added that people have personal preferences (ll.2-3), and it is clear that the two students were co-constructing their position. Extract 14 (FG2) shows how the topic was continued.

Extract 14(FG2):

1	Saki:	This is not really a opposite opinion, (.) but (.), if the country unlike Japan where people don't have
2		enough material for study something like dictionary, (.) and they study and hear the news (.), they may
3		get misunderstanding because they don't know the difference between American and British English, (.)
4		so, if we can unify to only one English we can avoid it
5	Moderator:	Do you want to unify the accent?
6	Saki:	Yes, and words as well
7	Moderator:	(inaudible segment)
8	Moemi:	In Japan (1), it's not= Kansai= dialect news in =Osaka=, right?
9	Moderator:	No, it's not @@
10	Yurino:	When I go back to hometown, there's a local TV called =Menkoi=', and I feel TV has a little bit accent,
11		(.) there are so many dialects. Nowadays I don't go back so often, I laugh sometimes by seeing it, and
12		sometimes I feel my local friend has too strong accent, and they said I am (##) too influenced with the
13		=Tokyo= life @@

Here, Saki seemed reluctant to disagree at first, evident in her hesitation (l.1) and use of pauses. However, she put forward a different argument to Moemi and Yurino (Extract 13), believing that students need a unified English (ll.4), although, despite challenging them and offering a solution, did not explain this further. At this point, Moemi changed her mind (l.8) and agreed with her, showing how the discussion influenced her and that students' views are complex. She contradicted herself, pointing out that the news in Japan is not given in dialects, but in 'standard' Japanese, implying that this should also be the case with English. Yurino's laughter at Japanese dialects (l.13) also suggests that differences to 'standard' Japanese should be ridiculed. She also comments that her friend's accent is "strong", and, since a standard form of Japanese can be used, this must also be the case in English.

This comparison with Japanese dialects was, in fact, made in three of the FGs (Table 19.1), although, in FG3 and FG4, they were just single comments and did not lead to any extended discussion. In FG3, Ayaka described the fact that in "formal situation(s). No one speak dialect, so thinking of this, Japan also have the standard language", which led her to the conclusion that, "I think people should speak standard English in a formal area." Thus, not only is there a belief that "standard English" exists, but, as in Japan, it should be used in formal situations. Once again, however, there is no attempt to define this "standard", nor was the topic discussed in depth. This could, of course, be related to the fact that students simply do not feel the need to explain. On the other hand, in FG4, different reasons were put forward. Saori, for example, used the comparison as a basis for

showing the successfulness of communication through accents, commenting that, “I think that I want to learn American English, but if people can communication with their own accents, they don’t need to change the accents. I think that is almost same as Japanese dialect. Like those accents don’t need to be changed. (6) This question is difficult.”

Therefore, despite struggling with the question, there is an awareness here that communication is the key and that, if speakers are intelligible, then they can keep their accent, as in Japan. Nevertheless, Saori pointed out first that she wants a NE accent.

Therefore, students’ attitudes towards English are complex and they are reluctant to attach themselves to any one variety of English. Nevertheless, the FGs revealed that Am Eng is highly regarded and the most dominant attitudes are related to stereotypes. It is also clear that attitudes are not fixed and are related to familiarity and exposure. On the other hand, comparisons with Japanese dialects suggest that they may be viewed as variants of one standard form, presumably NE.

7.1.4 English teachers’ nationalities

As with the interviews, discussions about varieties of English centred around the varieties spoken by their NESTs. Despite only being discussed in FG2 and FG3, and, thus, not being a dominant topic across all FGs, unlike other topics, it is worthy of investigation. The first example (Extract 15 (FG2)) is taken from FG2.

Extract 15(FG2):

1	Chisato:	Hm., since I have taken many classes from Australian teacher, so I think I prefer British, like English to
2		American English.
3	Moemi:	I also prefer British English, (.) because I also took many classes from British teachers. So it’s easier to
4		listen to it.
5	Kasumi:	I have a opposite opinion because my teacher was always American, so it’s easier for me to listen to
6		American English.
7	Saki:	I also liked British English first, but after entering =Kanda=, I thought both English is good, (.)but I
8		speak with American accent, (.) so I don’t care accent now.
9	Masae:	I also don’t really care accent, but after entering =Kanda=, I listened to Australian English and really
10		remember its accent was really different
11	Yurino:	I also don’t care, (.) and even never thought about which English I speak, (.)maybe (.)American? I have
12		never thought which accent I speak, (.) even once (##)
13	Saki:	Well, (1) British and American pronunciation is different, especially ‘R’ sound, (.)quite
14		different (##)
15	Moderator:	Do you think British and Scottish accent are different?
16	Yurino:	I have never taken a class of British teacher.

Here, English teachers were referred to by all six participants and the general orientation was towards the easiness of familiar accents. Nevertheless, it is also clear again that students “don’t care”, repeated three times. Furthermore, there is also ambivalence in Chisato’s attitude (ll.1-2), evident in the fact that she prefers BrEng, since she has been exposed to Australian NESTs, despite being a different variety. Yurino (ll.11-12) then avoided the question, but noted that she speaks AmEng and Saki (ll.13-14) referred to the differences in BrEng and AmEng. Yurino then responded as if preferences must be related to NESTs. Thus, despite not affiliating themselves with any one variety, only NE is discussed, suggesting an orientation towards NES ownership. Extract 16 (FG 3) shows the importance of this connection.

Extract 16(FG3):

1	Ayaka:	I’ve never touched some particular accent. I have contacted with only American and Canadian. In =Nick’s=
2		class, I experienced various English. I found there are various kind of English in this class. And I want to
3		touch these various English. It’s different that I like this accent and I don’t like this, I wanna meet a person
4		who have a particular accent, I want to (.), to know more.
5	Atsushi:	I want to pronounce British English. Through freshman and sophomore, we have 6 native teachers, and 5
6		of them are from England. So basically, I listen British English in class. I can understand British English
7		easily, and I want to become to speak British English, so I’m supposed to practice it. Some survey says that
8		American English is more popular than British English. What should I DO?
9	Nanae:	I have same experience. When I was a freshman, I’m supposed to listen New Zealand English. In Japan,
10		we can hardly listen that accent. At that time, I had no idea that my English closed to New Zealand...
11		After taking this class, I’ve known my English closed to New Zealand one for the first time. If anything, my
12		English close to British. Last year, I was supposed to listen to BBC news, I can understand some part, but I
13		can’t understand some part at all. And I became to hate news English. One day I happened to meet teacher
14		from New Zealand. I heard there is a TB3, New Zealand news on the internet from him. And I tried to listen,
15		it’s really easy to understand for me rather than BBC or CNN. So I think, it changes even listening
16		skills by environment.
17	Sorisu:	New Zealand English similar British one, and how about word?
18	Nanae:	Words also similar British one. And ‘R’s pronounce look similar. I can’t pronounce American English well.
19	Kenjiro:	For me, teachers I’ve ever been contacted with are American, British, Australian (.). I mean (1), my goal
20		of English is common English. (.) I mean everyone can understand. I mean, (.) character of British English
21		is smooth, so I try to speak smoothly. And American English has a lot of slangs, so I try to use them. That’s
22		my goal of English.

Once again, Ayaka was reluctant to offer her opinion (ll.3-4) and made it clear that she is not stating a preference for one over another. Nevertheless, this was ignored by Atsushi (ll.5-8), who directed the conversation back towards NE, referring to his dilemma of having a British NEST, but being informed that AmEng is more popular. His stress on “DO” (l.8) also indicates that this is a major issue for him. The conversation was then dominated by a discussion of NESTS and Nanae shared her experience of exposure to a

NZ NEST (11.9-16), which hindered her understanding of other NE varieties, a point also made by the interviewees. Kenjiro (1.19-22) also responded as if the question was asking about NESTs, and, as in Extract 15 (FG2), the topic shifted to centre on familiarity. However, Nanae's comments also imply that, once again, not only are students aware of the influence, but that their attitudes are not fixed and Nanae admitted herself that they "change" "by environment" (11.15-16), a point mentioned earlier.

Thus, despite not being a prominent theme in every FG, the FGs revealed that discussions about variety preferences centred on NE, something that is clearly influenced by their exposure to the varieties spoken by their NESTs.

7.1.5 Global Englishes awareness

Despite the dominance of discussions on NE (Table 19.1), in the FG discussions, 'GE Awareness' was referred to in 15 data segments (Table 19.1). However, it was not discussed at length by any students, nor was it a main topic in any of the FGs. In fact, the majority of references about NNE were concerned with JapEng (Table 19.2). Nevertheless, several short references were made in relation to GE in every FG, which provide important insights into students' attitudes.

As mentioned previously (Extract 5 (FG2)), Yurino thinks "broken English" is fine if intelligible, although her lexical choice makes her acceptance of GE questionable. Saki agreed, but wanted to improve her pronunciation. Thus, despite still having a firm attachment to NES norms, there is an element of awareness of the existence of varieties of English, albeit "broken" ones. Similarly, later in the conversation, Chisato showed an awareness of the existence of Singlish (Extract 17 (FG2)).

Extract 17(FG 2):

- | | | |
|---|-------------------|--|
| 1 | Chisato: | I am not really familiar with the accent, but (.) I have heard the word of =Singlish=, (.) and it has strong |
| 2 | | accent, (.) but I don't really know about the pronunciation and accent but I can guess the accent has |
| 3 | | unique accent unlike American or British. |
| 4 | Moderator: | Well (.), for example, do you think the accent is okay for international place? |
| 5 | Chisato: | I think it's difficult to use it since it's only used in= Singapore=, but (.) I think it's okay to use only |
| 6 | | in the country. |

However, her use of “not really familiar” (l:1) and “I can guess” (l:2) shows that she is not confident about describing it in depth, and she is unsure about its suitability for communication. Nevertheless, despite being a single utterance and not being picked up in the FG, NNE was returned to once more, as shown in Extract 18 (FG2).

Extract 18 (FG2):

- | | | |
|----|-----------------|---|
| 1 | Saki: | Ah, (1) I saw Spanish speaking in English (.). The person spoke to me, and at first I didn't even realize |
| 2 | | 'that's English', but gradually I got to realize the person is speaking in English, (1) and also the |
| 3 | | pronunciation was really difficult, (.) but when we managed to understand each other, (.) I was really |
| 4 | | pleased. I have an experience like this (##). |
| 5 | Chisato: | I have also talked with people from (1), maybe =India=? I thought this from their appearance, and first (.) |
| 6 | | I thought the accent is really strong and I wouldn't be able to understand, but (1) I tried to communicate with |
| 7 | | gestures, and when we could understand, I was like 'ah: finally'. I also became glad though (@ @) |
| 8 | Saki: | If I only admit British English, but since we speak Japanese English and somebody might say 'I |
| 9 | | hate Japanese English', I would get really shocked, (.) like being said (.) 'Japanese English sucks' (##) |
| 10 | Chisato: | But I would insist 'this is only English I can speak'. This is my pronunciation (##). |

This extract highlights, then, that, despite being difficult and new, Saki's ELF experience was positive (l.1-4). Chisato also contradicted her previous comment that Singlish is only useful within the country, pointing out that her ELF experience with an Indian speaker was positive (ll.5-7), as she shared her experience with Saki. Saki then returned to her point (ll.8-9), clearly feeling the need to do so, noting that more acceptance is required of different varieties, and that people should be more accepting of JapEng in particular, a point that Chisato also agreed with (l.10). Chisato, though, introduced an alternative point of view, implying that Japanese should be proud of their accent. Therefore, despite not leading to considerable stretches of talk or deep interaction, this short extract reveals an awareness of the existence of different varieties of English and a desire for more acceptance.

Similarly, in FG3 (Extract 19 (FG3)), Kenjiro made an interesting comment that a new kind of English is required.

Extract 19(FG3):

- | | | |
|---|-----------------|--|
| 1 | Kenjiro: | English has a possibility to spread all over the world as a common language, if all world common English |
| 2 | | was established by law. EU is establishing English as a second language by law. There is possibility to |
| 3 | | make English which Japanese and European people can more communicate easily. It depends on |
| 4 | | development of international society. |
| 5 | Sorisu: | In the summit, people use English, right? People interpret one language to another language at some |
| 6 | | conference. Do people communicate in English? [##] |

Kenjiro's repetition of "common language" twice (1l.1) emphasises his point, although despite the fact that Sorisu questions the group (1.5), these points are not expanded on, nor were they taken up by other members of the FG. Nevertheless, in FG4, two students made references to GE (Extract 20 (FG4)).

Extract 20(FG4):

- | | | |
|----|---------------|--|
| 1 | Izumi: | I don't have any like or dislike. I haven't listened Asian people speaking English. I just know American, |
| 3 | | British, Scottish, Australian and Canadian English, so I haven't listened to very difficult style of English. Each |
| 4 | | country's person may have their good or bad at pronunciation. I think there is no obligation that English |
| 5 | | speakers should pronounce clearly if they don't have problem to communicate with others. That there are |
| | | many kinds of English is normal. |
| 6 | Ayano: | I don't have any favourite English. But I like the differences, including Asian English and European English, |
| 8 | | even though those are hard to understand. Many kinds of English are based on their mother language. Maybe |
| 9 | | it is sometimes hard to understand what they are speaking even English, which is recognized as common |
| 10 | | language. Even in Japan, we have many kinds of dialects. I personally like those differences (2). |

Here, Izumi pointed out her unfamiliarity with NNE (1.1), yet again showed an awareness that people have different accents, and that intelligibility is the key (1.4-5). Ayano agreed, noting that she likes the differences (1.6), including NNE, despite being "hard to understand" (1.9) and showed an awareness of GE, again making a comparison with Japanese dialects (1.10), as discussed previously. Thus, while they find it difficult, they like the differences. Once again, the varieties of English are compared with Japanese dialects.

Further evidence is shown in Extract 21 (FG1), where Miyuki made references to GE, when discussing her future uses of English.

Extract 21(FG1):

- | | | |
|---|----------------|--|
| 1 | Miyuki: | Well, how I wanna use it, (2) well, job-hunting has started, and what I was thinking is I definitely would |
| 2 | | like to use English as a part of my job, (1) Hum:: , to use English nowadays, there are many non-native |
| 3 | | speakers as same as native speaker, so I need to be able to catch the various kinds of accent, and also I |
| 4 | | would like to communicate properly during the process. So, while I feel like I should learn non-standard |
| 5 | | English, I would like to speak standard English. Because, it will cause a big problem by different accent |
| 6 | | in a business field, so just in case I would like to use standard English not to cause any |
| 7 | | misunderstandings. |

Here, Miyuki revealed an awareness of the use of ELF, although this was not taken up by other students in the group, nor were there any other similar discussions in relation to future use in other FGs. Therefore, while previous results revealed a strong awareness of the use of English as a lingua franca, this was not a major feature of the FG discussions. Sporadic comments were made throughout that English is a “universal” and “Common” language, but this was not discussed in considerable stretches of speech, nor in deep interactions, as with other topics. In addition, in the interviews, Ayumi discussed potential future ELF usage, and Nanae related her ELF awareness to an ELF experience, but these students did not discuss this in the FGs. In addition, Miyuki did not expand on her interview comments about Malaysian English, nor did Yuka about European English. Similarly, there was discussion of ‘Shared Non-nativeness’, where interviewees discussed how they felt comfortable using English with other NNEs or about their ELF experiences, which raised their awareness of NNE.

In addition to the lack of deep interactions about GE Awareness, when asked about their future uses of English, the general orientation was towards the fact that English is merely a tool, and not part of their identity (Extract 22 (FG1)).

Extract 22(FG1):

- | | | |
|---|----------------|--|
| 1 | Noboru: | In my case, I don't really care if I use English or not for my job. I think English will be necessary, not |
| 2 | | only in business but also in daily life. So for me, it's enough to use English But, if I have opportunity to |
| 3 | | use it in business, I, of course, would like to use it. I am not the person who is desperate for working a |
| 4 | | job with English, because I think we have no trouble with working only by Japanese, so I <i>guess</i> we |
| 5 | | don't really need to focus on using English at work. |
| 6 | Yuko: | Yes, I also think we don't need to persist in using English at work, but we can use it as our interest. |

Once again, there was a reluctance to be too direct. Noburo is not concerned whether he can use English or not (ll.1-5) and feels that too much emphasis is placed on finding a job using English. This conversation was followed with Yuko's agreement (l.6) and she continued to refer to an underlying pressure to utilise her English skills. An alliance was formed and the consensus is that English is not necessary, although different opinions are put forward. Not only is there agreement, but the long monologues suggest that students have a lot to say on the topic, and this is clearly important to them. Nevertheless, their views are complex. Yuko, for example, struggled to articulate her opinion and noted several times that she is unsure, and suggested that English is a tool and not part of her identity, strengthened by her

subsequent comment that she would like to learn “Japanese manners” first before using English again, clearly seeing the two as incompatible, a point also raised in the interviews. Takao then ignored Yuka’s desire to use English, despite her lengthy comment, picked up on Yuka’s points, noting that, “English is just a tool” and also suggests that English is not “important”. For these students, then, English is not part of their identity. Such comments, however, were not made in the other three FGs, where students talked more about whether or not they will use English at work, and students have differing opinions on the role English will play in their life.

7.1.6 Attitudes towards non-native English

In every FG, several negative adjectives were also used to describe NNE, including “hate”, “flat”, “hard” and “sleepy”. While the majority referred to JapEng (Table 19.2), discussed in the next section, and, while NNE was not a prominent topic, it was discussed in FG, 2 and 4 (Table 19.1), as shown in Extract 23 (FG1).

Extract 23(FG1):

1	Yuko:	I had the accent which I really hate. That’s Russian English. That’s really unintelligible.
2	Yuka:	Yeah, I REALLY AGREE with you. I totally don’t understand their English. When I was in New Zealand
3		for a month, there was a Russian woman in the class and I NEVER understood her English AT ALL. I
4		wondered why the teacher can understand it. The teacher is New Zealander and understood smoothly
5		what she said. So I was like ‘oh my god’, I really didn’t understand it, (1) got really surprised.
6	Yuko:	I listened to it from listening journal and couldn’t understand it. The accent made me just sleepy.
7		(Miyuki @), because their accent is flat.
8	Yuka:	I might dislike Indian accent, because they also speak flatly and hard to catch.
19	Yuko:	Maybe it’s just him. (Yuka @).

Yuko and Yuka form an alliance against NNE. Yuko’s hatred for Russian English (l.1) is clearly related to intelligibility and Yuka’s added stress on “REALLY AGREE” (l.2) in her response demonstrates that she is trying to show her agreement enthusiastically. The added stress on “NEVER” and “AT ALL” (l.3) also strengthens her difficulty with this accent and she suggests that NESs have superior comprehension abilities. Yuka then agreed with Yuko’s second point about pronunciation (l.8), suggesting that, as with Russians, the Indian English accent is “flat”. Nevertheless, it is unclear whether this is her true opinion, or whether she simply agreed with Yuko, particularly with her use of

“might”, but their mutual dislike of NNE is clear. In fact, accent appears to be an important factor for students (Table 19.2), highlighted by the fact that the conversation continued to focus on accent. However, Yuko’s point that unintelligibility may be more related to the speaker suggests a possible tolerance, or perhaps awareness of their own stereotypes, although this was not discussed further. Similar negative attitudes were also found in FG4 (Extract 24).

Extract 24(FG4):

1	Rika:	Maybe some people care about that, but I actually don’t care very much. Entering =KUIS=, I could
2		distinguish which countries’ English from people speaking (2), Australia, and Scotland@@
3		=Nicky=) and British. My each teacher has clear accents. Compared with Asian English speakers, I like
4		native English speakers’ sound (1)
5	Haruna:	Through my compulsory school days, I studied American English and I thought that is English. But in
6		=KUIS=, I noticed there are many kinds of English. Maybe people who don’t travel might think that
7		American English is the English, so if they hear other kinds of English, they might hate or dislike.
8		I don’t care any @, but if it’s difficult to understand other kinds of English, I hope easy one (1)
9	Saori:	It’s hard for me to understand Korean English
10	Moderator:	[Um:: (1)]
11	Saori:	and Vietnam English.
12	Moderator:	Ah:: (1)
13	Saori:	If I listen sometimes, I can understand those English, but when I ride on an airplane, Korean pilot’s
14		announcement sounds Korean @ even though it was English. The pilot also announced in English,
15		so I might be confused. Vietnamese English was hard to understand because the speakers might not go
16		out from Vietnam. They just studied in their country. I could understand what they speak, but something
17		are different from English. I don’t mean that I dislike or like, but their English was hard to understand
18		(1)I think Japanese English is also hard to understand for American. This is my opinion.

Once again, accent is clearly important to the students. Rika began by pointing out her preference for NESTs’ accents over NNEs’ (1.3-4), although, once again, there was a reluctance to state her opinion. Furthermore, Asian English speakers are compared with NESs, suggesting the two FGs are homogeneous. However, there is some ambivalence in Haruna’s response. She is aware that the dominance of AmEng may hinder comprehension (11.6-8) of other varieties, a point made often by interviewees, and once again does not “care”, implying an acceptance of different varieties. Nevertheless, her laughter and preference for varieties that are “easy” to listen to suggests she does in fact “care”, but is reluctant to admit it. Saori’s comments are more specific, and she recognises the heterogeneous nature of Asian English. Her attitudes are also related to intelligibility and mother tongue influence and her concern about the intelligibility of JapEng for “Americans” (1.18) reiterates the previous point that they are the target audience, that NNEs should strive to be as understandable as possible for them and that an English

speaker is synonymous with an American. However, once again, there is ambivalence as, despite noting at first that, if she “listens”, she can understand (l.13), she then gave specific examples of miscommunication (ll.14-16). Her negative attitudes towards NNE are then related to her stereotype that English belongs to NESs. Her attitudes are strengthened by the fact that she elaborated on her opinion three times (ll.9, 11, 13-18) and clearly has a lot to say. For her, foreigner is synonymous with American.

Thus, in addition to the fact that GE Awareness was not discussed extensively, there is also a negative orientation towards NNE present in the FGs, particularly with regards to accent and intelligibility. Nevertheless, the extracts indicate that this is related to unfamiliarity as well as stereotypes about NES ownership.

7.2 Attitudes towards learning English

Students discussed their attitudes towards ELT in relation to FG prompts two and five (Appendix 9, p.393). Nevertheless, unlike the interviews, once again, they didn’t talk in depth about their attitudes towards particular varieties of English and talked more generally on language learning strategies. Nevertheless, several prominent themes were present, including NES ownership, shared non-nativeness, pronunciation and the introduction of GE. Each of these is discussed in turn.

7.2.1 Native English speaker ownership

When discussing learning English, the general orientation is towards NES Ownership (Table 19.2) in every FG. Positive comments were made about their NESTs and negative comments about their NNESTs in every FG (Table 19.2), and this topic generated a lot of discussion. In FG3 , for example, Nanae pointed out that Japanese teachers should “study abroad for at least half a year” to learn both English and “the way of thinking of foreign country” to “get latest foreign information if he contacted with foreign teacher”, suggesting that contact with a foreigner, presumably a NES, is necessary . In FG4, Saori began the topic with, “(1) OK,

(1) my teacher was experienced studying abroad and accepted foreign students, so my teacher has good accent and pronunciation. But my teacher just taught us the basic level like grammar and words because it was Junior High School”. Thus, this overseas experience gave them a “good accent”, indicating the importance of accent. This led to a comparison of skills between the two teachers, but this topic of NE Ownership was returned to later (Extract 25 (FG4)), showing its importance.

Extract 25(FG 4):

1	Ayano:	Native teachers speak English naturally since English is their mother language. Japanese teachers
2		are studying English, so they are like focusing on how to teach grammar and so on. But native teachers
3		are not studying hard to be able to speak English, so they want classes more enjoyable and they
4		can do it. (1) Those are the differences what I feel between Japanese teachers and native teachers.
5		Japanese teachers experienced like grammar focused classes, which recognized as boring, not speaking,
6		so they want (1) us (2)
7	Moderator:	[They want] us to know the hardness?
8	Ayano:	Yes @. They want us to know the hardness @@ and do the same style of English classes what they
9		experienced, so the classes are recognized as strict or too earnest.
10	Yu:	Differences (2). I could understand what you said that atmosphere is different and who is the centre of the
11		classes, students or teachers (1). Native teachers, of course, can speak English. Japanese teachers (1)
12		learned English as a second language and teach us. So Japanese teachers can know (1) how we feel when
13		we English. But it is difficult to know for native teachers how we feel, (2) talking about mental, (2)
14		Japanese study teachers can feel sympathy.

Ayano’s lexical choice, “naturally” and “mother tongue” (l.1), imply that English is best learnt from ‘authentic’ speakers and Yu’s comment that, NESTs “of course, can speak English” (ll.11), implies that NNESTs cannot. However, despite agreement that NESTs are preferred, opinions varied as students put forward their different perspectives. Ayano, for example, feels that NNESTs’ experience as language learners leads them to make the classes more difficult (ll.8-9), although Yu sees this as a positive thing (ll.11-14), which enables them to sympathise with learners. Such references to ‘Shared Non-nativeness’ were discussed in other FGs, as discussed in the next section.

7.2.2 Shared non-nativeness

References to ‘Shared Non-nativeness’ were present in every FG (Table 19.1), and, thus, was an important topic in the FGs. In addition to shared experiences as a language learner, several also referred to the beneficial use of their L1 in the classroom, although this was just

a collection of short utterances and not discussed in depth. On the other hand, shared experience as language learners was discussed extensively.

As in the interviews, this is seen as a beneficial trait, although, in the FGs, comments referred to Japanese NNESTs. In FG3, for example, Nanae commented that “Japanese teacher can more understand our worries about English study”, although this was not taken up by other members of the FG, nor referred to again. Nevertheless, this was a recurring theme in other FGs and in FG4, for example, Saori first noted that Japanese NNESTs can share their studying experience and “it’s OK if it’s failure experience”. However, despite being an advantage, her use of “failure” implies the use of the NES as a yardstick. Nevertheless, she returned to this later in the discussion, pointing out that NNESTs are good at teaching “accent in detail” and “how to study”, and, clearly sees the benefits in being taught English from a NNEST. It also shows that, despite a diversion, she remained with her original position. Further ambivalence is shown in Noboru’s comment that, while NNESTs “speak to make everybody understand”, this is not helpful for understanding “real English”. Thus, despite the intelligibility of NNE, only NE is useful for learning. This topic was also discussed in FG1 (Extract 26 (FG1)).

Extract 26(FG1):

1	Takao:	ell, ah: (1), I think (1) when we want to practice conversation, natives are better, but when I’ m
2		learning about grammar from them I don’t understand the lecture. (.) They speak fast and the text is
3		also written in English, so I don’t understand, (1)... I feel I need to learn those grammars from
4		teachers, and it’s better to know grammar. Japanese teachers only teach us short simple sentence. ...
5	Moderator:	Thank you, so= Youko= please.
6	Youko:	Yes, non-natives teach us from their successful experience, so they devise the class to make it more
7		fun. So we had better learn grammar from them. But when I was a 3 rd year of High School student, I
8		met a teacher who graduated from =KUIS=, and the person spoke perfect =Katakana= English
9		(<i>everybody says ah::</i>), and I swore I don’t wanna be like that. The teacher’s English was really awful,
10		he spoke like ‘ <i>ai wazu furomu</i> ’, (<i>everybody says Eh:</i>) I thought he spoke like that on purpose. The
11		shock was really big, so I ask to be taught by natives.
12	Yuka:	In terms of pronunciation, natives are a lot better. =KIFL= uses the textbook from Britain, and I saw
13		the British spelling of ‘colour’. (##)...
14	Miyuki:	I also thought it’s a mistake.
15	Yuka:	So, I really felt so many Englishes exist in the world. But, as I got used to the accent, I started to feel
16		native English is similar. And also if Japanese English teacher is speaking English, there a big
17		difference between them.

Here, Yoko missed Takao’s point and assumed he was talking about the advantage of NNESTs’ learning experience (ll.6-7). However, for him, despite the fact that NESTs

“speak fast” (l.2) and that it is difficult, grammar should be learnt from them (ll.3). Yoko, on the other hand, thinks it is advantageous to learn grammar from NNESTs (l.6-7), although she is unsure about pronunciation (ll.7-11). This led the group to an orientation towards the advantage of NESTs’ pronunciation for ELT. Judging from the total reactions from all groups, the main issues put forward here are related to grammar, pronunciation and shared non-nativeness (Table 19.1). In fact, ‘grammar’ was mentioned 55 times overall and the majority of students want to learn grammar from their NNEST, but pronunciation from their NEST. There is, therefore, an attempt to show that both teachers have advantages, something that was present in all FGs.

7.2.3 Pronunciation

This orientation towards NESTs for pronunciation is also demonstrated by negative comments about Japanese NNESTs’ pronunciation in other FGs (Table 19.2). However, it is interesting that Yoko thinks her teacher used JapEng “on purpose”, suggesting that this may be related to identity, as discussed in the interview data. This topic was continued and pronunciation is clearly something students find important (Extract 27 (FG1)).

Extract 27(FG):

1	Youko:	I like the teachers who listen to our voices well because some dominate the conversation, they
2		don’t try to listen to us. In my case, I still care a little bit about accent. So, I think those who want
3		be a teacher shouldn’t have their own thick accent, something like an Indian accent. And, I want
4		them to speak a standard accent. I emphasize a standard accent for teachers. I think that’s okay if I
5		listen to the English if he or she were just a friend, or a sister. However, as long as they want to
6		teach English as a teacher, they should speak in a standard accent.
7	Yuka:	I’m not talking about the teacher from = KUIS=, but if the person started saying ‘lets speak in
8		English’ and spoke in perfect Japanese KATAKANA accent, I would feel a little bit depressed.
9		So, I also feel the same with you. (##).
10	Yuko:	I started to listen to Scottish English and I felt is that really English? @@ I mean, (.) they have a
11		REALLY strong accent, like my friend =Aya= doesn’t understand. But, =Nicky= tried to teach
12		with a standard accent, and it’s really helpful for us in the class, and =Nicky= really explains to us
13		in a standard accent. So, it’s really important to decide on a standard accent, otherwise, we get
14		confused which English to study. So, STANDARD English should exist.
15	Moderator:	...
16	Yuka:	Canada. I think Canadian English is beautiful. (3) I don’t care too much about Australian and New
17		Zealand accent, but when I was a freshmen, I took a class from an Australian, British and
18		American. Each class had a different teacher, and when I heard the new accent first time, I was
19		really surprised. But, I got used to it soon. So I think that’s no problem.
20	Noboru:	Well, I have trouble with an Australian accent. I quarrelled with a customer from Australia, and
21		couldn’t understand at all, and we argued for about an hour, and I thought ‘I don’t like Australian
22		accents’. @@
23	Miyuki:	You got a trauma for the accent from the experience. @

- | | | |
|----|----------------|---|
| 24 | Noboru: | ... |
| 25 | Miyuki: | Even though some of= KUIS= teachers are from Australia, they use the accent beautifully. |
| 26 | Noboru: | Yeah, as long as they use it weakly, but nobody can understand if they use real own accent. |

Therefore, for Yoko, who clearly dominated, accent is important (ll.3-6, 10-14). She elaborated on her previous point, noting the importance of accent, a “standard accent” (l.4), and made it clear that, for learning English, a “thick” accent is undesirable. However, this reference to NNESTs (diff L1) (ll.3) was only discussed in FG1, and not in any depth. In addition, in Yoko’s case, her comment about NNESTs being useful in a non-learning environment may once again be simply an attempt to soften her opinion or show awareness of GE, although her attachment to NE is clear. Yuka agreed and does not desire her NNEST to speak with a “katakana accent” (l.7-9) and Yuka furthered her point, explaining that, although her current NEST has a “REALLY strong” Scottish accent, her use of a “standard accent” when teaching is “helpful” (ll.11-13). Thus, not only does a “standard” accent exist, but her understanding of this unfamiliar accent must have been due to the fact that her NEST did not use their ‘original’ one in class, which was not the case.

Additionally, when the moderator asked students to define SE, Yuka responded quickly, although, despite formerly stating that SE was helpful, she noted that her comprehension of unfamiliar NE varieties improved, and, these accents were intelligible. However, Miyuki then picked up on Yoko’s point, adding that “Even though” some of their NESTs are Australian, “they use the accent beautifully”, again suggesting that teachers are able to, change their accent when teaching. Noboru furthered this by stating that it is acceptable if they use their accent “weakly” and should avoid using their “real” accent. Yuka’s point was continued through the discussion by Miyuki and Noboru, and this is a further example of how students manage to continue the discussion of topics that are salient to them.

Pronunciation is, therefore, clearly an important factor. However, when making negative comments about NNESTs, it was clear in every FG that students made a point of commenting that they are not criticising them (Extract 28 (FG2)).

Extract 28 (FG2):

1	Yurino:	Yes, yes, (1) it doesn't mean Japanese teachers are poor at teaching English, but I want to learn English
2		from natives. (##).
3	Masae:	I think Japanese teacher teaches only for the examination, but native teacher lets us know the fun of
4		studying English.
5	Moemi	The gap, (1) I hated it (1). I mean native's class is fun but Japanese teacher's class was like (1) SERIOUS.
6		I have that kind of image, for example, (.) writing on the blackboard and they say the answer is the only
7		correct one, (.) but in case of native teacher, if the answer isn't exactly correct, they understand my nuance
8		and (.) we can (1) communicate. (.) I really (1) liked it. (.) Japanese teacher only cares about the answer
9		from the textbook (##), (1) so (1) for me, it was boring (3) (@@).

Yurino, therefore, made it clear that her preference for NESTs is not a criticism of her NNESTs (11.1-2), and Masae agreed (11.3-4), adding that they have different skills, yet NESTs' classes are more enjoyable. Moemi then pointed out that she "hated" this "gap" (1:5), which led the group to talk about negative experiences with NESTs. This was also clear in FG4, where, after a lengthy discussion on the fact that NESTs' classes are student-centered and Japanese Teachers' classes are teacher-centred, Izumi pointed out that Japanese teachers perhaps have different requirements, such as preparing for tests, thus showing an awareness that the differences may be more to do with the demands placed upon them than their nationality. Therefore, the dominant opinion is that both teachers have advantages.

However, despite this awareness of the differences and shared experience as language learners, far more references were made to 'shared non-nativeness' in the interviews, and students also discussed how they felt more comfortable using English with other NNEs. Ayumi, for example noted that she thinks NNEs are also important, since many have similar understanding, yet she did not raise these points in the FG. Nevertheless, the FGs do provide important insights.

7.2.4 Introduction of Global Englishes

In relation to ELT, a few references were made to NNE in the FGs, although the majority of these comments referred to JapEng. In FG1, for example, Miyuki made references to NNESTs (diff L1) and noted that 'non-natives' is usually associated with Japanese teachers, yet in Korea and China there are also NNESTs and, "even if they had strong accent", she would learn English from them "after learning some basics. I would choose learning from university", reflecting her interview comments, where she noted that students need SE first

before they learn GE and that teachers from around the world would be useful in university. This, nevertheless, was not taken up by the rest of the FG members, nor discussed in any depth.

Similarly, in FG4, several of the students suggest in their quotes above that GE should be introduced after students “have acquired basic skills” and “to avoid confusion”. Once more, however, these points were not discussed in the other two FGs. Thus, while the interviewees spoke extensively about the dominance of AmEng in the Japanese education system and their ELF experiences, this was not raised in the FGs. Atsushi and Yuka, for example, did not further their comments that AmEng hinders comprehension of other varieties of NE and Saori did not discuss her views that GE is not appropriate for beginners. However, in FG2 (Extract 29 (FG2)), Yurino pointed out that they feel universities should “hire more black teachers”, which is similar to the point raised in the interviews, that the stereotype of “white and blonde” NESTs needs to be removed.

Extract 29(FG2):

- | | | |
|---|----------------|---|
| 1 | Yurino: | And also, (.) I think in =Kanda=, there are many, many white teachers, (1) this is not a good word to use but |
| 2 | | =Kanda= needs to hire more black teachers. (.) Lately I really think ‘why are there only white teachers?’ |
| 3 | | just only one teacher would be enough, (.) working at the =SALC=. (##). |
| 4 | Kasumi: | And maybe many young teachers. |
| 5 | Yurino: | I want =Kanda= to hire more old teacher (3) (<i>Kasumi</i> #). |

Nevertheless, this was not taken up by other FG members. Thus, while Saori pointed out that mixed race teachers would be preferable to eradicate this stereotype, she did not raise this topic in the FG.

7.3 Influence of the Global Englishes class

The FGs also produced valuable data on the extent of consensus and diversity among the GE and non- GE students, and therefore the influence of GE instruction.

Non-GE focus groups

As mentioned previously, ‘NNE’ or ‘GE Awareness’ were not dominant themes in the FGs, as in the interviews. Furthermore, more non-GE students noted that English is a useful lingua franca, some also made references to GE awareness and discussed NNE (Table 19.3). Extract 5 (FG2), for example, revealed an awareness of the importance of intelligibility over a NE accent in the non-GE FG, although NNE was referred to as “broken”.

Nevertheless, there is also an awareness that Japanese may be placing too much of a burden upon themselves on achieving this goal and there is also a desire for their interlocutors to be more sympathetic. Extract 6 (FG4) also demonstrates that in the non-GE FGs, there is also an awareness that a NE accent may not be necessary, although there is clear dissatisfaction with JapEng. In addition, in Extract 18 (FG2), non-GE students shared their positive ELF experiences and other references were made to AsiaEng and EuroEng (Extract 20 (FG4)). Furthermore, in addition to discussions of ELF experiences and NNE, several non-GE students also referred to the fact that preferences for varieties of English are related to personal choice (Extract 12 and 13 (FG2)). ‘Shared Non-nativeness’ was also a topic raised in the non-GE FGs.

However, these were only single utterances or very short interactions and the topics were not discussed in any depth. In addition, when discussing English in Japan, the conversations were much shorter and, while ‘decorative’ English was discussed, it was not done so in any depth. In addition, when asked about English teachers, non-GE students requested a desire for more racial diversity and younger teachers, as opposed to referring to nationalities (Extract 29 (FG2)). In addition, the FGs show that non-GE students displayed more indirectness when discussing their attitudes towards English and ELT and also referred more to NE and NES ownership (Table 19.3) overall.

GE focus groups

More GE students made references to ‘GE Awareness’, ‘Shared Non-nativeness’, ‘JapEng’ and a ‘Change in attitude’ (Table 19.3). As mentioned previously, only one student acknowledged that more NNEs speak English than NESs and this was a GE student.

However, in addition to the extensiveness of topics, the GE FGs were also characterised by deeper interactions and students questioned each other more, clarified their points and took the conversation in unanticipated directions to further discuss topics salient to them.

Furthermore, these deeper interactions also revealed contradictions and ambivalence revealing that attitudes are complex. English in Japan, for example, was discussed in every FG (Table 19.2), but as Extract 2 (FG1) shows, in the GE FG, there was also a concern for the spread of NE and the associated negative influences. While JapEng was also discussed with negative undertones, students’ ambivalent comments revealed that this is a complex issue for them.

In relation to acquiring a NE accent, while Extract 7 (FG1) shows that, as with the non-GE FGs, there is a concern about the intelligibility of JapEng and clear beliefs about NES Ownership, it was in the GE FGs that students shared lengthy experiences of successful users of JapEng (Extract 8 (FG 1)). There was also an awareness that JapEng and the GE students clearly interacted more. Extract 9 (FG1) also shows that these students are aware of their own stereotypes, and, in fact, the GE FGs revealed more of an awareness of their own stereotypes (Table 19.3). This is also demonstrated in Extract 10 (FG 3), where, despite being attached to NES norms, there is awareness of stereotypes. Extract 22 (FG1) also shows that, when discussing their future uses of English, it was the GE students that discussed identity and the role English plays in their lives.

In the GE FGs, three key themes were present, raised awareness of GE, the notion of SE and ELT. Each of these is discussed in turn below.

7.3.1 Raised awareness of Global Englishes

Extract 18 (FG2) shows that Ayaka referred directly to the GE class when discussing her raised ‘GE Awareness’, and she also reveals a desire to learn more. Atsushi is also clearly conflicted, questioning the group about his dilemma of what variety to learn. In addition, in this short exchange, it is also clear that Nanae is aware that her preferences change with exposure. Nevertheless, this topic was not taken up by other members of the FG immediately and several participants responded with references to ‘NES Ownership’. However, as Extract 30 (FG3), shows, this topic was picked up by Sorisu later in the discussion.

Extract 30 (FG3):

1	Sorisu:	=Nicky= said Japanese English ‘Janglish’? ‘Jinglish?’ is also one kind of English, so you can speak that,
2		but I feel if I speak Inner Circle, (.), that, I’ll have confidence. It makes me confident. Now, I still wanna
3		speak like that. But African, Phillipino, at the same time, I feel that particular English is also great.
4	Ayumi:	It’s my goal to speak Inner Circle English. Pronunciation is so clear, and the idioms they use are very
5		fascinating.
6	Moderator:	How about Ayaka ?
7	Ayaka:	That’s OK. I thought only American people speak English when I was a child.
8	Ayumi:	I thought so.
9	Ayaka:	I thought so, too. I was surprised that there are so many kinds of English, I’m interested in it.
10		But my basement is American English, and I want to master it. It’s a kind of stereotype, but I just feel so.
11	Sorisu:	I feel like American English is commonly used anywhere. In other countries, English is mixed with
12		other languages, I’m worrying that they can understand what I say in English or not.

For Sorisu then, it was awareness of JapEng as a variety of English that was a memorable point from the class (ll.1-3). Nevertheless, despite this awareness, it is clear that she is firmly attached to NE, which gives her confidence (ll.11-12). Nevertheless, she went back to this awareness at the end of her comment, noting that NNE is also “great” (l.3). This implies that she is either softening her opinion, making it clear that she is aware of both sides, or is simply now unsure of her attitude after taking the class. Nevertheless, this did not lead Ayumi to discuss the class, and, once more, she responded with an orientation towards NE (l.4-5), reiterating her interview comments. Ayaka, though, pointed out that her previous stereotype was related to American ownership (l.9-10), implying that this is no longer her belief. However, as with Sorisu, it is clear that her awareness has been raised, but this has not influenced her goal of attaining native-like proficiency. Thus, from this

short exchange, it is clear that the GE class raised students' awareness of the existence of other varieties of the language and their awareness of their own stereotypes. The goal, though, remains to be attaining NES proficiency. Sorisu's attachment to NE was furthered by her additional comment that AmEng is authentic and uninfluenced by other languages, which makes it more intelligible. Hence, despite taking the class, she still believes that it is the English spoken by the monolingual that is more intelligible, and the influence of a speaker's L1 remains to be an issue.

However, this topic was returned to once more in the FG, where Atsushi returns to varieties later in the discussion. While he also prefers NE, he makes a different point (Extract 31 (FG3)).

Extract 31(FG3):

1	Atsushi: Imitation is (.), I want to imitate native English, it sounds great. It depends on the situation, for example in
2	some situations people fit common English, especially in business. When people use English for business
3	and one person speaks British English only to American people, I feel like it's kind of weird. When I went
4	to New Zealand, my English was still American. People in New Zealand corrected my English into New
5	Zealand English. I felt like as if they were saying my English was not English. So, I might be able to use
6	more varieties of English than native speakers can. Depending on the surroundings, it's important to imitate
7	and use various kinds of English in any situations I think.

Thus, despite the fact that this did not lead to a discussion in the FG, Atsushi's comments are interesting. NE "sounds great", but feels that "It depends on situation" (ll.1-3), and he also suggests that ELF speakers may have advantages over NESs (l.5-6).

In FG1, though, raised awareness of GE was not discussed in any depth at all. As mentioned previously, several negative comments were made about Russian English (Extract 23 (FG1)), and Yuko noted her exposure was from her GE class listening journal (l.6), and, despite being a negative comment, the class did encourage her to choose NNE varieties for her journal. However, while in the interviews, Miyuki, Atsushi, Yuka and Ayumi all noted that the class raised their awareness of GE, they didn't elaborate on this in the FG.

7.3.2 Question notions of standard English

Another topic present in the GE FGs only was the fact that the class has made them question the concept of SE, present in both GE FGs (Extract 32 (FG1)).

Extract 32(FG1):

1	Yuko:	=Nicky= always questions us what Standard English is in class. She also implies that there is a different
2		meaning of 'standard' for each person. And, I thought of the question deeply and think there is no standard,
3		(.) so, I mean, everything is standard. While I was taking her class, I felt like that. However, after hearing
4		some opinions in this discussion, I think it may be necessary to decide on 'standard English' for English
5		education. (##) This is because we have mastered English to some extent, but it must be impossible for
6		beginner learners.
7	Yuka:	Yeah, that's right. Now we know there are so many kinds English. This is new information, since we have
8		been learning American English. Since there was one standard English during the process of learning, we
9		can compare American English with different English. Without this process, we couldn't have even
10		compared.

Thus, the class encouraged Yuko to think about the concept of SE (1:1), although the way she introduced her point suggests that it was introduced by her teacher, but she has not yet made up her mind. Nevertheless, she is clearly considering it. Furthermore her use of “while” (1.3) and “felt” (1.3) suggests that this is something she felt during the course and not now, evident in the fact that she feels SE is necessary for ELT. However, it is also clear that the FG discussion has influenced her attitude, and is a similar point made in the interviews, that GE is understandable due to the fact that they have studied SE first. Once more, she also believes that GE is not suitable for beginners (1.4-6), which Yuka agreed with (1.7). Therefore, while GE may not be suitable for beginners, it is clear that they are considering its introduction into Japanese ELT. Extract 33 (FG3) is another example.

Extract 33(FG3):

1	Ayaka:	I hope people use English which I can understand. It's just my desire. Surely I can't tell what is standard. I
2		think things I have contacted are normal. Through =Nicky's= class, I really lost the idea of standard English.
3	Soritsu:	In Japan, people think American English is standard English, right? But in other countries, people might
4		think other English is standard. We don't know that. What accent should I use? English people think their
5		English is standard.
6	Kenjiro:	English has the possibility to spread all over the world as a common language...The EU is establishing
7		English as a second language by law. There is a possibility to make an English which Japanese and European
8		people can communicate more easily with.

Ayaka “lost the idea of SE” through the class (l.2), to which Sorisu agrees, noting that it is difficult to define (ll.3-5). Kenjiro then made an interesting comment that a “common” English, one which people could understand, would be useful for international communication (ll.6-8), clearly believing that this common standard should not be NE. This extract also points out that students are questioning SE. Sorisu, for example, asked several questions here (ll.3-4), acknowledged that attachment to AmEng is due to stereotypes and that people have different opinions about SE. The class clearly encouraged her to think about this topic, evident in the fact that she added a final comment at the end of the discussion, as shown in Extract 34 (FG3).

Extract 34 (FG3):

- | | |
|---|---|
| 1 | Sorisu: After taking this class, my way of thinking has changed. |
| 2 | Ayumi: Yeah, me too. |
| 3 | Sorisu: I didn’t know the kind of English at all... |
| 5 | Ayumi: Yeah, definitely |

Sorisu, then, has a positive attitude towards the class (l.1), and it has encouraged her to think about English. Similarly, Ayumi agreed (l.2), although she didn’t expand on her interview comments that the class made her think deeply about SE. Miyuki also made similar comments in the interviews, but did not discuss this in the FGs.

7.3.3 English language teaching

‘Shared non-nativeness’ in relation to ELT was also discussed more extensively in the GE FGs (Table 19.3), and, despite their attachment to NES norms (e.g. Extract 26 (FG)), there was a discussion about the introduction of GE. However, as Extract 35 (FG1) shows, views are complex.

Extract 35(FG1):

- | | |
|----|---|
| 1 | Yuko: First of all, I didn’t have the concept that there are various kinds of English before entering Junior High |
| 2 | school. And of course I didn’t learn it, only in this class. |
| 3 | Yuka: Yeah, me neither. |
| 4 | Yuko: So, I think English classes should add something like English history learning, and they should teach us |
| 5 | those things since we don’t even have the concept. So, at first we should start from this point. |
| 6 | Yuka: Like we see this from this (<i>everybody looks at the prompts</i>). I didn’t know about THIS. If I had heard |
| 7 | this basic information, I would be different. |
| 8 | Yuko: We would have different ideas about English if we had known about the history of English. |
| 9 | Yuka: It’s natural for us to think American English is standard, since we have been taught with it... I think |
| 10 | school should teach us about it. |

In this exchange between Yuko and Yuka, it is clear that, not only has the class raised their awareness of GE (ll: 1-3), but they also feel that it would be useful in school (ll: 9-10), which they both think would have given them a different image of English. Here the students clearly co-constructed their arguments together, adding to their points to find a solution.

Thus, the FGs highlighted differences between the two sets of FGs. While both sets of students remain attached to NES norms, the GE FGs showed raised awareness of GE and questioned the concept of SE to an extent. In addition, GE was also briefly discussed in relation to ELT and overall deeper interactions were present on a range of topics. While the FG data did not produce as much data on the influence of the class, as with other methods of data collection, they did provide some useful insights. However, in the interviews, raised confidence as ELF speakers and improved comprehension of NNE were also prominent themes, yet these topics were not raised in the FGs. Nevertheless, the GE class clearly had a positive influence on the students.

7.4 Chapter summary

The FGs confirmed many of the previous results, but also provided further insights into students' attitudes. While each FG did not discuss the same topics, many topics were discussed in depth in every FG, and several students came back to previously made points, highlighting their importance.

The FGs revealed that students accept the spread of English, yet are concerned about the intelligibility of JapEng and the image it gives to foreigners, or more correctly, NESs. Students remain firmly attached to NE, yet several students also display concerns about the spread of NE and its influence on Japan. The unanticipated extent of talk generated on this topic shows that it is a salient topic for the FG participants.

Overall, there is a general consensus for a NE accent and clear beliefs in NES ownership. As with the interviews, students hold NE and NESs in high esteem, particularly AmEng. There is also a belief that SE exists and varieties of English are compared with dialects of Japanese. However, FGs participants were hesitant to attach themselves to any one particular variety of English, and, unlike the quantitative results, where clear hierarchies emerged, the FGs revealed that AmEng is at the top and JapEng is at the bottom, but it is unclear what is in the middle. Nevertheless, negative attitudes towards JapEng are clear, and the NES model continues to be used as a yardstick. Attitudes were similar in relation to ELT, and, again, NESTs are preferred for pronunciation. Nevertheless, it is the NEST who can speak a “standard” form of English that is preferred.

On the other hand, there are clear contradictions and attitudes are complex. They are not fixed, are changeable, and are related to familiarity and stereotypes. Attitudes are related to familiarity with their NESTs’ nationalities, and, as shown in the quantitative results, these teachers are predominantly from the Inner Circle. Several students are also aware of their own stereotypes. Additionally, there is an awareness of the burden JapEng speakers are placing on themselves and a desire for more understanding on behalf of their interlocutors, who appear to be NESs. The FGs did reveal an awareness of GE, yet it was not discussed in considerable stretches of speech, nor did it give rise to any deep interaction.

The results also provided insights into the influence of GE instruction. Despite not being discussed in any depth, more GE students made references to raised awareness of GE, the fact that the class made them question the notion of SE, and the introduction of GE into ELT was discussed briefly. However, the FGs confirmed that these students remain firmly attached to NES norms, and, unlike the quantitative results, attitudes did not become more positive towards NNE, in general, or in relation to ELT.

The FGs were, then, very useful as a final method in eliciting further information on students’ attitudes. They demonstrate the topics salient to students, those they agree on, and also show the complexity of their attitudes through the various contradictions, and when they changed their mind. They also provided the opportunity to analysis how the

interviewees participated in a FG setting. The FGs enabled students to talk freely, independent of the researcher, and a lot of additional information was obtained.

The following chapter provides a comparison of the results over the different datasets and a more holistic summary in relation to previous research and literature.

Chapter Eight: Discussion of results

The previous three chapters attempted to answer the research questions designed for this study. The results of the questionnaire data were discussed in Chapter Five, the interview data in Chapter Six and the FGs in Chapter Seven. The first part of this chapter provides a brief summary of these results. It then discusses the results in relation to the three research questions and the previous literature.

The findings show that many of the results from the questionnaire, interviews and FGs were unequivocal and the methods clearly complemented each other. The quantitative results provided a starting point, providing information about the participants and their attitudes, as well as the various factors that influence these attitudes. However, the Open-Q results provided deeper insights and an indication of prominent themes and the language that students use to discuss these issues. Nevertheless, the interviews provided the richest data and students discussed their attitudes openly and freely. Students elaborated on their questionnaire comments and provided further insights into where their attitudes stem from. Moreover, the FGs highlighted topics salient to students and provided further information.

8.1 Results in relation to the research questions

This section discusses the results in relation to the research questions and the relevant literature.

8.1.1 What are students' attitudes towards English?

All methods revealed that English is seen as belonging to NESs. Students not only prefer NE and see it as “real” and “standard”, but they desire to sound like NESs and also believe that they will be their target audience. They also have negative attitudes towards NNE, which is seen as “imperfect” and “wrong”, and have particular issues with JapEng

pronunciation¹⁶. Furthermore, the FGs revealed that students are worried about the spread of English in Japan, and particularly the bad image the use of JapEng may give to foreigners. Despite the attractiveness of NE and the desire to adopt a NE accent, many students noted that the spread of English is not necessarily beneficial¹⁷, including the threat this poses to the Japanese language and culture. Students are, therefore, concerned about the influence English may have on their own language, as in previous studies (e.g. Kubota, 1998; Pennycook, 1994; Phillipson, 2003), and they expressed concern about the introduction of English in elementary schools in Japan, interesting, considering their favourable attitudes towards NE. This concern for the introduction of English in elementary schools is widespread in Japan, however, and there has been a lot of debate about the influence early English instruction will have on Japanese and the proficiency of Japanese English teachers. Recent years have seen the publication of books such as, "Ayaushi! Shogakko Eigo" ("Dangerous! Elementary School English"), and it is clear that such public debate has influenced students' attitudes.

This study highlighted that in relation to attitudes towards NE, it is seen as 'real' and 'standard'. Discussions about NE dominated the interviews and FGs and every student made references to 'NES Ownership', found NE varieties of English attractive and wants to sound like a NES, as in previous studies (e.g. Grau, 2005; He and Li, 2009; Kuo, 2006; Matsuda, 2003; Timmis, 2002). More students are learning English to communicate with NESs (73.3%), compared with NNEs (41.4%), and think they will use English with NESs in the future which was confirmed in the interviews¹⁸. Furthermore, a NE accent is also seen as determining high proficiency, as in Timmis's (2002) and Jenkins's (2005) studies, and, thus, for the students in this study, it is a NE accent, not intelligibility or successful communication, that is a sign of success. A NE accent provides confidence and those who have 'mastered' it are 'admired' and 'respected' by their peers¹⁹.

¹⁶ All results referred to in this chapter are shown in Appendix 11 (p.401-430), 13 (p.432-436), 16 (p.447-450) and 19 (p.455-457). Figures, tables, interview and FG extracts are referred to throughout in the footnotes.

¹⁷ Table 19.2 (p. 456), Extract 2 (FG1) (p.191-2) and Extract 3 (FG4) (p.194).

¹⁸ Figure 5.4 (p.103) and Table 16.2 (p.448).

¹⁹ Extract 4 (FG2) (p.195).

Moreover, although they are aware of regional varieties, after entering university at least, AmEng, BrEng and AustEng were the varieties discussed most frequently. These are the three varieties found to be most attractive and that students were interested in imitating²⁰. However, clear hierarchies exist and AmEng is placed firmly at the top. It was the variety most frequently discussed; a “foreigner” is synonymous with “American”, and SE synonymous with AmEng. AmEng is, therefore, the “legitimate” offspring of English, which has evolved without “contamination” (Mufwene, 2001:107) and, as with previous studies (Bayard et al, 2001; Van der Haagen, 1998), AmEng has a ‘high objective vitality’. AmEng is clearly dominant in Japan and, in fact, in their study of the effects of Japanese national identification on attitudes towards learning English, Sullivan and Scatz (2009:490) used the United States as a basis for their study “because it is the country Japanese most often associate with the English language due largely to the post WWII relationship between the two countries”. However, as in Ladegaard and Sachdev’s (2006) study, despite this high vitality, many students also found BrEng attractive, although it is clear that, despite their interest, students are more familiar with AmEng, and it is clearly the ‘standard’ and ‘preferred’ variety.

Nevertheless, in terms of accents they want to imitate, students did not want to imitate all of those varieties they found attractive²¹ and, in fact, the study revealed that most want to imitate AmEng, but prefer a “weak”, “standard” accent, clearly thinking this exists. Certain varieties of NE, particularly “strong accents”, are difficult and undesirable. Thus, there is a belief that a ‘standard’ English exists and, as Shim (1994) notes, even NESs, whose dialect is different from the ‘standard’, face discrimination. Nevertheless, as Derwing (2003) commented, regional NES accents were more highly evaluated than NNE varieties in this study.

In relation to NNE, attitudes were largely negative. It was labelled as “imperfect”, “wrong” and “untrustful”, and it was NE that dominated all data sets²². Students were also more critical of their own variety of English, which, once more, supports previous studies (e.g.

²⁰ Figure 5.5 (p.103) and 5.6 (p.104).

²¹ Table 11.9 (p.406) and 11.10 (p.407).

²² Extract 23 (FG1) (p.212) and Extract 24(FG4) (p.213).

Beinhoff (2005, cited in Jenkins, 2007:94; Chiba et al, 1995; Dalton-Puffer et al, 1997; Fayer and Krasinski, 1987; Matsuura et al, 2004). They are “ashamed if they do not speak English the way NESs do” (Honna, 1995:58), do not want to be recognised as Japanese when speaking English and, while 45.7% agreed that JapEng is attractive, only 12% want to imitate it²³. These negative attitudes were confirmed in the qualitative data, and most comments about JapEng referred to pronunciation, which is clearly an important factor. Pronunciation was referred to as incorrect and there was a general dissatisfaction with the JapEng accent and fears about its intelligibility²⁴. NESs are the ‘owners’ of English and speakers of a ‘legitimate’ variety. JapEng is “broken English” (Morrow, 2004:95) and innovations are not seen as signs of creativity, but as deviations from the ‘standard’ and something that may upset the NES. Moreover, the FGs highlighted the concern students have with the image of JapEng, although, as Kachru, B. (2005) pointed out, ‘decorative English’ may sound strange to NESs, but they are not the intended audience. Nevertheless, for students in this study, they are an important audience and they must be pleased. Additionally, despite an awareness in the FGs that a NE accent may not be necessary, students remain attached to this goal and, regardless of stories of successful JapEng users of English, it is students who have ‘mastered’ NE that are admired and respected, and JapEng is not a viable option.

Nevertheless, unlike in Matsuda’s (2003) study, students did not show a lack of awareness of other varieties, and many found NNE attractive²⁵. Several references were also made to NNE in the interviews. However, as Honna (1995:58) notes, “Given an Anglophile goal as their guiding light”, students “look down on non-native varieties of English used by Asian and African speakers”, and this study has shown that attitudes are more positive for Expanding Circle English than Asian varieties. These results are similar to Jenkins’s (2007), where respondents were more positive about Swedish English, despite their unfamiliarity with it. Therefore, it is possible, then, that students have preconceived stereotypes about varieties of English, and, perhaps, those that are geographically closer to

²³ Table 11.9 (p.406) and 11.10 (p.407).

²⁴ Extract 7(FG1) (p.198), Extract 8(FG1) (p.199), Extract 15 (p.144), Extract 16 (p.144), Extract 17 (p.145) and Extract 18 (p.146).

²⁵ Figures 5.5 (p.103) and 5.6 (p.104).

NES countries are favoured over Asian varieties, which, being close to Japan, are likely to be ‘inferior’. This has important consequences for Japanese users of English, since they are likely to use ELF with their Asian counterparts. On the other hand, students noted KorEng to be familiar and similar to Japanese, which eases communication. Thus, as in Deterding and Kirkpatrick’s (2006) and Kirkpatrick’s (2007) studies, where ASEAN members were found to have shared features of English use, there is a possibility that East Asian users also share similar features, making communication easier, or, at least, there is a feeling of familiarity. Nevertheless, despite this familiarity, students still found European varieties of English more attractive, and more research is clearly needed in this area.

In all three data sets, many students noted that they are aware of the use of English as a lingua franca, several noted potential future ELF usage and many made references to GE in all data sets²⁶. Future ELF usage was discussed in the questionnaire and interviews and, while students use English more with NESs, the number of students learning English to communicate with NNEs is not particularly low. The percentage of students who think they will use English in their jobs with NNEs is only 4.4.% lower than NESs and, as in Kirkpatrick and Xu’s (2002) study, they are aware they need English to communicate with both NESs and NNEs. Thus, unlike those in Sifakis and Sugari’s (2005) study, students are aware of the use of English as a lingua franca and, as Grau (2005) noted, this highlights the need for GE instruction to equip them for the real-world uses of English.

The results of this study have also shown that students feel more comfortable using English with other NNEs than NESs²⁷. Such communication raises awareness of lingua franca usage and other varieties of English, improves their communication skills and is motivating. On the other hand, they feel nervous with NESs and fear making mistakes. Used as a ‘yardstick’, they cannot relax, due to a feeling that their English is inferior and sub-standard. Furthermore, despite problems with the intelligibility of some NESs, they feel solely responsible for successful communication. Therefore, these students are clearly “emulating

²⁶ Extract 17 (FG2) (p.209), Extract 18 (FG2) (p.209), Extract 19 (FG3) (p.210), Extract 20 (FG4) (p.210) and Extract 21 (FG1) (p.210).

²⁷ Tables 16.1 (p.447) and 19.1 (p.455), Extract 22 (p.150) and Extract 23 (p.151).

the idealized competence of NSs” and also feel “handicapped in their capacity to communicate with the undeveloped language they possess” (Canagarajah, 2007:923).

8.1.2 How do these attitudes relate to English language teaching?

This study has shown that this positive orientation towards NE extends to the ELT context. Students were more positive towards NE and NESs. In the questionnaire, nearly seven times as many experiences with NESs were coded as positive than negative, and many of these referred to ELT²⁸. Moreover, several students noted that NE and NESs are helpful for learning English. The results have also shown that students prefer English teachers from the Inner Circle as in previous studies (e.g. Cook, 2005; Llurda and Huguet, 2003; McKay, 1995; Medgyes, 1994; Moussu, 2002, cited in Braine, 2005), particularly America (73.1%), the UK (67.3%) and Canada (73.1%), and more prefer ELT materials that involve only NESs, and, again, the UK (90.5%), America (87.9%) and Australia (86.2%)²⁹, as in Seidlhofer and Widdowson’s (2003) and Zacharias’s (2005) studies. Furthermore, 38% more students agreed that NESTs are proficient compared to Japanese teachers. Thus, as the ‘legitimate’ speakers of ‘standard’ English, NESs are helpful to learn English skills and, as the ‘standard’ variety of English, NE should be ‘mastered’³⁰. Students noted that NESs use English as a “mother tongue”, unlike their NNEs counterparts, and, as in previous studies, they were praised for their fluency in English (e.g. Benke and Medgyes, 2005; Cheung, 2002, cited in Braine, 2005:20; Lasagabaster and Sierra, 2005), awareness of English speaking cultures (e.g. Cheung, 2002, cited in Braine, 2005:20; Benke and Medgyes, 2005; Lasagabaster and Sierra, 2005) and pronunciation (e.g. Barrat and Kontra, 2000; Benke and Medgyes, 2005; Lasagabaster and Sierra, 2005; McKay, 1995; Pacek, 2005).

Once again, pronunciation was an important topic in relation to ELT in every data set. In both the interviews and FGs, students talked extensively on the subject³¹. Having ‘standard-like’ pronunciation is a sign of fluency and it is ‘native-like’ pronunciation that achieves

²⁸ Table 13.2 (p.433).

²⁹ Figure 5.9-5.12 (p.107-9), Table 13.3 (p.434), 16.2 (p.448) and 19.2 (p.456).

³⁰ Extract 25 (FG4) (p.152).

³¹ Table 16.2 (p.448) and 19.2 (p.456).

international intelligibility. Pronunciation is also an important skill for an English teacher³² and shows that 62.9% of students noted that pronunciation, 87.1% a native-like accent and 90.3% knowledge of conversational/idiomatic expressions to be important skills for an English teacher. Thus, a native-like accent and native-like expressions are thought to be more important than pronunciation itself, suggesting that a NE accent is more important than an intelligible one. Other factors were also noted to be more important, such as being enthusiastic and motivating (97.4%), although, while in Pacek's (2005) study, teachers' professional qualities were more important than nationality, and in Benke and Medgyes's (2005) study, ability to teach was found to be more important than nationality, in this study, the percentage differences were not high and pronunciation and a native-like accent were noted to be more important than teaching experience (56.1%). However, as with Pacek's (2005) study, 93.1% of the students also feel that sensitivity to their needs is an important factor. Nevertheless, students clearly place a high value on a NE accent, which is also evident in the fact that attitudes towards NNESTs were largely negative. Most comments referred to pronunciation and NNESTs' English is "far away from the REAL accent" and Japanese teachers have a "strange accent", a "bad accent" and "terrible pronunciation"³³.

Once again, AmEng was the most frequently discussed variety in relation to ELT³⁴ and several students noted that it is beneficial for learning English, which is similar to the results of He and Li's (2009) study. Students' preference for a "weak" NE accent was also discussed in relation to ELT, and they desire their NESTs to either have a 'standard' accent, or be able to use one when teaching. Nevertheless, while in Adolphs's (2005) study, where familiarity with NE led to more negative attitudes, exposure to unfamiliar or 'strong' regional NE accents (through teachers, experience abroad, etc.) did not influence attitudes towards NE, although it did reinforce stereotypes about the usefulness of a SE accent. SE, however, was not clearly defined and the data suggests that it is more related to familiarity and stereotypes, as will be discussed in detail later.

³² Figure 5.13 (p.110).

³³ Extract 27 (FG1) (p.217)

³⁴ Tables 16.1 (p.447), 16.2 (p.448) and 19.1 (p.455).

Although desire for Japanese teachers is low, 82% are interested in having teachers from the Expanding Circle. 56% prefer materials from Japan and 65% want countries from the Expanding Circle included in their ELT materials and 40% from the Outer Circle³⁵. Thus, despite positive attitudes towards NE, students are clearly more accommodating of other varieties of English in relation to ELT. However, once again, European teachers and ELT materials are preferred over Outer Circle varieties, and clear hierarchies exist.

Many positive comments were also made about NNESTs and Japanese teachers are seen as beneficial for teaching grammar, understanding students' situations as language learners and their use of the students' L1. This study has also revealed that the concept of 'Shared Non-Nativeness' also extends to ELT³⁶. This was a common theme in the interviews and FGs and, although all of the comments related to Japanese teachers, students are clearly more comfortable with other NNESTs and feel part of a 'community' of English 'users' or 'learners'. These results are similar to McKenzie's (2008) study, who found that students were more positive towards standard and non-standard varieties of UK and US English in terms of 'status', but expressed greater 'solidarity' with a Japanese speaker of heavily-accented English.

However, it is interesting that, while many students noted that knowledge of their L1 and C1 is an important trait of Japanese teachers, only 48.3% noted that this is an important quality for an English teacher. As in Miller's (1995) study, several noted that they often find NESTs' classes difficult, due to the fact that they cannot use their L1. Nevertheless, despite being difficult, it is acceptable, since NESTs are supposed to be 'foreign' and 'different' to them, or 'outside' their group. A monolingual NEST fits their stereotype of an English speaker. On the other hand, as with previous studies, for example, students see their NNESTs (Japanese in this study) as beneficial for teaching grammar (e.g. Benke and Medgyes, 2005; Mahboob, 2004), experience as language learners (e.g. Lasagabaster and Sierra, 2005; Mahboob, 2004), their use of the students' L1 and familiarity with their background (e.g. Benke and Medgyes, 2005). On the other hand, as in Lasagabaster and

³⁵ Figure 5.9 (p.107).

³⁶ Extract 26 (FG1) (p.216), Extract 50 (p.171) and Extract 51 (p.171).

Sierra's (2005) and Mahboob's (2004) studies, despite these factors, NNESTs have the disadvantage of lesser fluency. Thus, while they are beneficial for certain things, they are not 'fluent' English speakers, or, more correctly, 'fluent' speakers of NE.

8.1.3 What factors explain these attitudes?

In addition to providing insights into students' attitudes towards English and in relation to ELT, this study has also provided further insights into where students' attitudes come from, and each of these will now be discussed in turn.

Firstly, it is clear from this study that NE is "standard" and NESs are the "standard speakers". SE is referred to throughout and the word 'English' is synonymous with AmEng and BrEng (Matsuda, 2002)³⁷. The use of English as a mother tongue legitimises these speakers and makes them useful for learning English. Therefore, "The professional license these travelling teachers need in order to qualify as ESL instructors is virtually their identity as native speakers. An ESL teaching job is their birthright" (Canagarajah, 1999:82). In addition, in the FGs, several comparisons were made with dialects of Japanese, and it is clear that students not only think SE exists, but that it should be used when possible. As discussed previously (p.31), Japan is a language conscious nation and the Tokyoite's accent has become 'Standard Japanese'. A monolithic view of linguistic diversity persists, and this clearly influences their attitudes towards English, which is seen as any other foreign language with dialects. Varieties of English, including Japanese English are seen as dialects with one "pedigree" (Widdowson, 1997: 141). However, varieties of English should not be compared to regional dialects of English in places like the UK, where there is a shared history.

Thus, while in chapter three, studies related to English were examined, this thesis has highlighted the importance of also looking at participants' attitudes towards their own language, and also towards standard language ideology more generally. Furthermore, this research has also highlighted that several students are concerned about the Japanese

³⁷ Extract 2 (p.137) and Extract 3 (p.137).

language, and, again, further research in this area would be useful. “The perception that people are no longer able to use Japanese correctly is not new: the topic of *kotoba no midare* (disorder in the language) has been a frequently recurring theme in discourse about language since the eighteenth century” (Gottlieb, 2005: 96). In fact, a survey on language attitudes in 2002, administered by the Agency for Cultural Affairs, showed that 80.4% of the 2,200 respondents believed that the language was either “very disordered: or disordered to a certain extent” (Agency for Cultural Affairs, 2003, cited in Gottlieb, 2005: 96). Such ‘fears’ may influence attitudes towards English and learning English and, therefore, require further investigation. In addition, the ‘elite-only’ approach (Gottlieb, 2005: 68) is also relevant here. Suzuki Takao’s book, *Nihonjin wa Naze Eigo ga Dekinai ka (Why Can’t the Japanese Speak English?)*, attracted considerable attention in 1999, suggesting that Japan should concentrate on fostering a small group of advanced-level English speakers and defend its own “linguistic sovereignty”. Thus, further research on this topic would provide further insights into the attitudes of the public in Japan towards both their own language, and also how these attitudes are related to English and ELT.

Despite the awareness of future ELF usage and the existence of NNE, students in this study failed to acknowledge that Outer Circle varieties are firmly established varieties in their own right. These results are similar to those in Jenkins’s (2007) study, where participants were also attached to the idea of SE. In her study, Indian English was rated as poorly as Chinese and JapEng for both acceptability and pleasantness. Similarly, in this study, students had more positive attitudes towards EuroEng than AsiaEng, and more students also wanted to imitate Chinese English than SingEng³⁸. Thus, students are either unaware of the long history of IndEng and SingEng or have pre-conceived stereotypes about SE. However, group membership is clearly an issue, and students, who clearly see the acquisition of SE as a way of integrating into the NESs’ group, appear to believe that it is NE that symbolises group membership.

Nevertheless, despite being attached to the idea of SE, no clear definition was given and several students were, in fact, unable to explain why they prefer NE and why it is useful for

³⁸ Figures 5.5 (p.103) and 5.7 (p.105).

ELT. In both the interviews and FGs, it was clear that their attitudes simply stem from stereotypes³⁹, and, as with “many hegemonic practices, there has been a tendency to accept it without question” (Phillipson, 1992:15). However, their inability to explain their statements may be related to the fact that this “standard”, “weak” accent that students desire does not exist. NESs don’t speak a “standardised” version (Seidlhofer, 2003b:183) and “these positions are incompatible with the complex reality of English worldwide” (Saraceni, 2009:175). In addition, as discussed previously (2.2.1, p.11), it is very difficult to define a NS or a ‘mother tongue speaker’ in multilingual societies (Kirkpatrick, 2007: 9). ‘Standard’ language and language standards are topics which excite an immense amount of controversy and vigorous debate (Jenkins, 2003; Kachru, 2005). Jenkins (2003:30) summarises the main definitions of SE which have been proposed in recent years and notes that there is a fair degree of consensus that accent is not involved, that it is primarily a case of grammar and vocabulary, and that is the variety promoted through the education system, and it is clear from this study that students’ beliefs about SE stem from the way in which English is taught in Japan in combination with ‘Standard language’ ideology developed in relation to Japanese. Furthermore, as Widdowson (2003:41-42) notes, “The very idea of a standard implies stability, but language is of nature unstable”. Thus, despite holding on to this notion of SE, students are unable to define it and their attitudes are clearly related to stereotypes.

Stereotypes are the perceptions or beliefs that people hold about individuals and groups based on opinions and attitudes. They are formed on the basis of various types of information about the target language and culture, including information disseminated from the mass media, advertising and also personal experiences. Thus, stereotypes do not develop suddenly, but develop over a longer period of time. As this study has shown, students’ most frequent interaction with English speakers is with their NESTs, which perpetuates the stereotype that English is only spoken by NESs. Such stereotypes are also disseminated through the use of NE as a yardstick. These stereotypes in Japan are also related to race, due to the portrayal of the ‘white’ NES in Japanese ELT. In fact, in Japan, a

³⁹ Extract 10 (FG3) (p.201) and Extract 8 (p.140).

language school explicitly advertised for teachers with “blond hair, and blue or green eyes” (The Japan Times, 13 Feb, 2007). Such stereotypes are also upheld through the promotion of *gaikoku mura*, foreign country theme parks, in Japan. These theme parks offer Japanese the opportunity to ‘travel’ abroad without leaving Japan and interact with ‘authentic’ culture and speakers, that is, native speakers. However, while being ‘quarantined’ in a stereotypical ‘foreign’ enclave, guests are exposed to an unrepresentative portrayal of the country. Not only is the culture an idealized version, but guests are also exposed to the widespread belief that English is only spoken by NESs, and, in addition, that this is the best way to improve their English communication skills. This also reinforces the stereotype that English is always foreign in Japan and can’t be used easily in daily life. Thus, the ELT industry has contributed to reinforcing existing stereotypical assumptions

However, as Jandt (2001) points out, stereotypes can easily lead to intolerance towards out-group members and impede intercultural communication (Jandt, 2001), and, thus, they must be challenged, or they will be further solidified and hinder communication. Jandt notes that stereotypes can be both positive and negative, and the former can also have negative consequences. For example, a belief that NESs speak ‘better’ English may lead to a lack of confidence in students’ own ability. This study has highlighted that stereotyping is a serious issue in Japan, and requires further investigation.

Secondly, the results of this study are also similar to Jenkins’s (2007) results in terms of the belief that NE is more acceptable for international communication. Several interviewees noted this and, in the questionnaire, students discussed NE when asked if their English education has helped prepare them to use English internationally. These results are also similar to Crismore et al’s (1996) study, where over 90 percent of the students believed BrEng, AmEng or AustEng is essential for Malaysians to be understood internationally. Hence, as Jenkins (2005a:541) notes, in terms of pronunciation, students’ attitudes are affected “by their assessments of their future chances of success” and, since the target audience is the NES, NE is seen as the best model. The FGs highlighted students’ concerns

with intelligibility and the image of NESs, and students clearly want to ‘master’ NE to make themselves understood to the NES.

Nevertheless, in addition to the fact that students will use English more with NESs in their future, this belief that NE aids international communication is also a fallacy. NE is not necessarily the most intelligible (Jenkins, 2009) and, despite students’ beliefs, the NES model fails to equip them for the real-world uses of English, at least for those who do not require English for NES contexts (Grau, 2005). Once again, such stereotypes must be challenged due to the influence they have on students’ attitudes. Gal and Irvine (2000) use the term ‘erasure’ to describe the “process in which ideology, in simplifying the sociolinguistic field, renders some persons or activities (or sociolinguistic phenomena) invisible” (ibid: 38). Thus, in this conceptualization, dominant ideologies, such as standard language ideology, can render certain aspects of sociolinguistic usage, e.g. the use of English in NNE countries, invisible in order to constrain the interpretation of linguistic behaviour to the widely believed stereotype. Things that are different to this stereotype are ‘invisible’ and ignored. This can clearly be seen in Japan, where the dominant ideology related to English has produced a selective interpretation of how the language is used. NNE, and also NNEs, are ideological outliers and are not given prominence.

Thirdly, the majority also believe that NE, particularly AmEng, is the most spoken variety of English. When struggling to explain why NE is preferable, for example, many interviewees and FG participants noted that AmEng is the most spoken variety and NE is the “famous English”. However, as discussed previously (p.1), NESs have “lost their majority” (Graddol, 1999:58) and English is now better associated with a global community of English users. Immigration is also on the increase in places like Japan and there are increasing opportunities for ELF communication. Americans make up only a limited proportion of the foreign population and this study has highlighted that outside of university, the students in this study use English with both NESs and NNEs⁴⁰. Moreover, as Morrow (2004) notes, there may be more opportunities to use English with NNEs in international business for Japanese, and there will also be increasing opportunities to use

⁴⁰ Table 11.2 (p.402).

English with other Japanese speakers, as companies such as Rakuten, an internet shopping site, make English their official in-house language (The Japan Times, 2010). All executive meetings will be held in English and all internal documents will also be written in English. It is unlikely that all of these speakers will speak AmEng and such stereotypes have to be removed immediately in order to make students more aware of the global uses of English today.

In addition, as in Jenkins's (2007) study, this study has also shown that familiarity plays an important factor in attitude formation. In the FGs, for example, while several participants were reluctant to discuss their preferences for particular varieties of English, many related their choices to their familiarity with certain varieties through tests, exposure through TV and the dominance of NESs⁴¹. Additionally, other students noted that they have no experience with NNE, so their attitudes are related to the varieties they are familiar with. The "Contact Hypothesis" (Dörnyei et al, 2006:18) clearly exerts some influence over attitude formation and this can be best understood in relation to students' use of English, nationalities of their teachers and the model used in their education system. Each of these will now be discussed in turn.

Students use English with both NESs and NNEs, but 21 times more with NESTs than NNEs, the latter being mostly Japanese⁴². Moreover, those who use English with NESTs have more favourable attitudes towards NE overall, particularly AmEng ($p < 0.05$), having Inner Circle teachers and Inner Circle ELT materials. Students with work experience with NESs also have positive attitudes towards AmEng ($p < 0.05$) and towards imitating Inner Circle English. On the other hand, those with no experience using English with NNEs have favourable attitudes towards Inner Circle English ($p < 0.01$)⁴³. Dörnyei et al's (2006) notion of "linguistic self confidence" is relevant here. Students clearly use English more with their NESTs and, as explained previously, their attitudes towards their NESTs are very positive. In addition, those with experience using English with NNEs, evident through

⁴¹ Extract 9 (FG1) (p.200) and Extract 11 (FG) (p.203).

⁴² Figure 5.2 (p.101).

⁴³ Table 11.4 (p.403).

their discussions of ELF interactions, also discussed the use of English as a lingua franca and NNE.

While students currently use English more with their NESTs, the majority of these are from the Inner Circle, particularly America (94%) and the UK (82%), and very few have experience with NNESTs (diff L1)⁴⁴. Thus, students are exposed to NE through these teachers and they are also their current interlocutors. When discussing their attitudes towards English in the interviews and FGs, many students referred to their NESTs, noting that such familiarity makes those varieties more familiar and easier. Such exposure to English from their English teachers cannot be underestimated and this study has shown that such exposure influences students' attitudes in many ways.

Several students also discussed their attitudes in relation to their familiarity with NE, due to the use of the NES as a yardstick and the use of that model in their education system. In the questionnaire, for example, many referred to the fact that they want to sound like a NES, because it is the model and because they have invested time in reaching this goal. This was also discussed in the interviews and FGs. As discussed previously, they referred to the dominance of NE in ELT materials and examinations (Cook, 1999; Morrison and White, 2005; Seidlhofer, 1999) and most discussed the exclusive representation of AmEng in textbooks (Matsuda, 2002; Souchi, 2001). This exposure to NE, particularly AmEng, can help to explain students' attitudes. As the most familiar variety, it is attractive and a good model. Furthermore, it is no surprise that SE is synonymous with 'American' English and a 'foreigner' with an 'American'. Exposed to only AmEng in the classroom, students are led to believe that Americans will be their only interlocutors⁴⁵.

Nevertheless, this study has also shown that students are aware of the negative influence this over-representation has on their attitudes towards and use of English. Several interviewees, for example, noted how it makes interaction with NNEs difficult⁴⁶. The majority of comments referred to the dominance of AmEng, and some students seem to

⁴⁴ Figure 5.2 (p.101)

), Extract 15 (FG2) (p.206), Extract 16 (FG3) (p.207) and Extract 10 (p.141).

⁴⁵ Extract 11 (p.142) and Extract 12 (p.142).

⁴⁶ Extract 13 (p.143), Extract 14 (p.143), Extract 38 (p.162) and Extract 39 (p.163).

view it as a “lingua frankensteina” (Phillipson, 2009:10), although it hinders their exposure to and understanding of varieties of English, as opposed to other languages. America is seen as a “wonderful” and “amazing” country and one which Japan has to “obey”. Several students commented that exposure to only AmEng hindered their understanding of other varieties of NE, particularly BrEng. As noted earlier (p.30), many participants feel that students should be exposed to other varieties of English (Matsuda, 2002; Suzuki, 2006) to avoid “confusion or resistance when students are confronted with different types of English users or uses” (Matsuda, 2002b:184). Furthermore, as noted by a Japanese student-teacher in Jenkins’s (2007:182) study, “(Japanese people) are so accustomed to AmEng that any other accents sound ‘unfamiliar’ or ‘not mainstream’”. Many students also noted that the use of the AmEng model creates the image that English belongs to America and several students noted the need for “more mixed culture” teachers to reduce the image that only white, blonde haired American people speak English and that “Asian appearance people can’t speak English”. Students are, therefore, aware of the negative influence of the dominance of AmEng, and this has serious implications for ELT.

85% of the students have been abroad, but, for the majority, this was for a relatively short time. According to the questionnaire results, nobody has experience in a NNE country and, while 84.5% have spoken English with a NNE, this happened in Japan and in NE countries⁴⁷. However, many interviewees discussed experiences in NNE countries, although the majority of ELF experiences were in NE settings. These experiences appear to influence students’ attitudes and those who use English in their leisure time with NNEs have more positive attitudes towards Singapore and overall Expanding Circle English, and those that use English with NNEs have more positive attitudes towards Expanding Circle ELT materials. Similarly, those who use English in their leisure time with NNEs have more positive attitudes towards SingEng ($p < 0.10$) and Expanding Circle English ($p < 0.10$)⁴⁸. Thus, it is clear from this study that familiarity with NNE results in more positive attitudes towards NNE, and, once again, this has serious implications for ELF since it is clear that, with increased exposure, students’ attitudes may become more

⁴⁷ Figure 5.1 (p.100).

⁴⁸ Table 11.14 (p.412).

favourable towards NNE, which is crucial, considering the fact that they are likely to use English with mostly NNEs in the future.

Several students also discussed their ELF experiences in the interviews and Open-Q⁴⁹. There is an awareness of the use of English as a lingua franca and, in the questionnaire, several discussed their ELF experiences when asked if their English education had prepared them to use English internationally. ELF experiences are clearly important; not only did they raise awareness that English is a common language, but they also raised awareness of the existence of other varieties of English and increased students' confidence as English speakers. Once again, this has serious implications for ELT, and it is clear that students benefit from ELF contact opportunities. The students in this study also commented that they found such experiences motivating, to hear successful NNEs, and that they reduced their image that English belongs to America and is only spoken by Americans.

Students' attitudes are also linked to their motivation for learning English. In this study, participants who are learning English to communicate with NESs have favourable attitudes towards Inner Circle English ($p < 0.10$) and imitating UK (0.072) and Outer Circle English ($p < 0.01$). Similarly, those who are not learning English to communicate with NNEs have favourable attitudes towards AmEng ($p < 0.05$) and towards American and Inner Circle ELT materials. Lastly, students who think they will use English in their free time in their future with NNEs had more positive attitudes towards SingEng ($p < 0.05$), and those who do not think they will work/study in a NES country have more positive attitudes towards JapEng ($p < 0.10$)⁵⁰. Thus, perceived future usage of English clearly influences students' attitudes towards English.

Culture and identity are also relevant factors for some students⁵¹. This study has also highlighted that for many students, English is not part of their identity, but a tool. The interviews highlighted that positive attitudes towards American culture influenced students' attitudes. Similar results were found in Sullivan and Schatz's (2009) study of the effects of Japanese national identification and attitude toward America on Japanese university

⁴⁹ Extract 24 (p.151), Extract 25 (p.152) and Extract 49 (p.170).

⁵⁰ Table 11.14 (p.412), 11.15 (p.415), 11.16 (p.418) and 11.17 (p.421).

⁵¹ Extract 9 (p.141), Extract 26 (p.153) and Extract 27 (p.153).

students' attitudes toward learning English. The results showed that patriotism predicted less positive attitudes, whereas nationalism, internationalism and pro-US attitudes resulted in positive attitudes.

Furthermore, in the FGs, for example, several students discussed their concerns with English education in Japanese elementary schools and several also noted it may not be desirable to use English after graduation, since they first have to learn how to work in Japanese. The results suggest that for these students, English use and a Japanese identity are incompatible and one must be sacrificed for the other. Further evidence is the fact that several interviewees noted that they have no desire to sound like a NE since they want to retain their Japanese identity. Thus, as Sullivan and Scatz (2009:494) note, "due to its close association with the West and the US, in particular, some Japanese view English as a threat to their national identity and uniqueness". Therefore, these students seem to believe that "Japanese learners of English must have an established Japanese self in order to exclude the unwelcome element of English language and culture" (Hashimoto, 2000:41).

Such notions of identity may be due to the fact that they have been exposed to the NES model, a model which requires them to 'give up' their own identity in order to try to become as close to a NES as possible. Students are told to drop features of their L1 and C1 and adopt those belonging to NESs. However, such attitudes may also be related to the Japanese policy of *Nihonjinron* or *Wakon yousai* or 'Japanese spirit with Western learning'. Such concepts embody "Japanese cultural nationalism, emphasising the uniqueness of Japanese identity, language, and culture" (Sullivan and Schatz, 2009:488). Additionally, it has "a strongly linguistic dimension as within the overarching framework of *Nihonjinron*, the Japanese language plays a significant role as one of the fundamental manifestations of uniqueness" (Liddicoat, 2007:34) and this may help to explain students' concern with the spread of English and its influence on Japanese. As discussed previously (p.26), this was a responsive measure to preserve Japanese cultural identity and national sovereignty while globalising, and as a result, the education system heavily promotes Japanese nationalism. This study has highlighted the students clearly share these identity concerns and it influences their attitudes towards English. Japanese internationalisation has aimed to

differentiate Japan and Japanese people from the rest of the world as a uniquely distinct entity (Hashimoto, 2000; 2002) and, unlike internationalisation in the west, in Japan, the idea is to resist globalism and enforce the “Japanisation” (Hashimoto, 2000:39) of Japanese students.

The discourse of *Nihonjinron*, with its strong linguistic dimension, also impacts upon language planning and policy. This is evident in The New Course of Study – Foreign Language (MEXT, 2008), which states that materials should heighten “students’ awareness of being Japanese citizens living in a global community and cultivating a spirit of international cooperation”, and ELT materials should be designed to inform foreign people of Japanese culture and perspective. In this sense, “English is presented as a tool that adds to the communicative repertoire of the Japanese, but with no implied effect on their Japaneseness” (Liddicoat, 2007:37). As discussed earlier, Suzuki (1999) also advocates the use of materials that focus on enabling Japanese students to express Japanese culture to the world, as opposed to learning about NESs’ cultures. However, with a focus on Japanese culture, Japanese internationalisation is monodirectional, “it allows Japanese self-expression in the world rather than articulating a mutually informing encounter between cultures” (Liddicoat, 2007:38), and students do not see English as part of their identity and see it as merely a tool to display Japanese culture. In fact, “The cultural dichotomisation found in the rhetoric of *Nihonjinron* and *kokusaika* tends to position English as the language of a foreign culture that is associated with values different from those of Japan” (Sullivan and Schatz, 2009:490). Dougill (1995: 70) suggests that, in Japan, the grammar-translation and memorisation methods reflect the “one-way importation of knowledge and information”, which has characterized Japan’s attempts to internationalise, but retain their own identity. The grammar-translation method, the use of ‘decorative’ English in advertising and popular culture and the commonly heard suggestions that English is too difficult for Japanese people, all show that “the English language itself is the divisive tool of a separatist nationalistic ideology” (Seargeant, 2009: 53). Kobayashi (2011: 9) also notes that ‘cultural nationalism’ is promoted to Japanese pupils within English classrooms, because English teachers, along with other ‘new intellectuals’ (e.g. businessmen, those in tourism, cross-cultural trainers, Japanese-as-a-foreign language teachers), often engage in

Nihonjinron and have become reproducers and transmitters of discourses of cultural difference. Thus, in Japan, language policies construct a discourse of interculturality that focus on the development of a nationalistic adherence to a conceptualisation of Japanese identity that is unique, homogenous and monolithic (Liddicoat, 2007b 20.1). However, as discussed in section 2.5.4 (p.37), this perceived homogeneity is an ideologically constructed view and not an accurate reflection of the nature of Japan, ignoring minority groups and immigrant populations.

However, despite seeing English as a tool, this study has also shown that, when communicating with NNEs, students feel more like they are part of a community and, as mentioned previously, several references were made to shared non-nativeness throughout the data. This is similar to Jenkins's (2007) study, where she found that participants felt that they were part of a community of ELF speakers. Identity is clearly a topic that requires further research. Kobayashi (2011: 7) discusses how corporate Japan is often suspicious of successful learners of English, who 'are not like one of us', causing these people to conceal their English skills or reduce their use of English at work. In addition, Yoshihara et al's (2001) study of Japanese top-brand companies found that Japanese employees with a high command of English tend to minimise the use of English, and Yoshida et al's (2009) study on returnees reports similar issues and companies that claim their "company is very Japanese so it wouldn't be good for a returnee".

This study has also revealed that students have an idea about how English should be learned, and many of their pedagogical beliefs are based on previous experiences (Sakui and Gaies, 1999:474). NESs are seen as beneficial for learning English, and the results highlighted that negative experiences with NESs do not alter students' positive attitudes towards these speakers and students take full responsibility for unsuccessful communication⁵². Furthermore, for those who think that GE should be introduced in the classroom, many are unsure when this should be introduced. Many feel that SE, or for

⁵² Extract 28 (p.155), Extract 29 (p.156), Extract 30 (p.156), Extract 31 (p.157) and Extract 34 (p.160).

many AmEng, should be learned first⁵³. Nevertheless, once more, students seem unsure as to why and are unable to offer clear reasons and related their responses to their stereotypes.

Levels of expertise are also important (Cargile et al, 1994), and, while this area has rarely been investigated, the available research indicates that ability in a language and attitude to that language are linked (Baker, 1992). This study has highlighted that those students who advocate the introduction of GE into the English classroom do not feel it would be beneficial for lower level students, and, thus, proficiency is clearly an important issue for the students in this study⁵⁴. The higher the achievement, proficiency and ability in a language, the more favourable the attitude (Gardner, 1985a), although in this study, it seems that this proficiency and ability is needed before GE can be approached.

8.1.4 To what extent does Global Englishes instruction influence these perceptions?

As mentioned previously, languages are shaped by their use (Brumfit, 2001), and it is possible that attitudes towards them change as contact opportunities increase. One of the aims of the GE course was to expose students to a number of different Englishes and ELF interactions, as well as to increase their awareness of the various GE concepts, including ELF, the spread of English and English users, and to raise students' confidence as ELF speakers. The results indicate that students were positive about the course and, while more non-GE students noted that English is a useful lingua franca, and, while some non-GE students made references to 'GE Awareness' and several discussed 'NNE'⁵⁵, overall, the GE course influenced students' attitudes in many ways.

In the FGs, only single comments were made by non-GE students in different groups and there was no extended discussion and, compared to the GE students, many non-GE students had indifferent attitudes to many of the questions. Moreover, when discussing English in Japan, conversations were shorter and, while 'decorative' English was discussed, it was not done so in any depth. Moreover, non-GE students displayed more indirectness when

⁵³ Extract 32 (p.158) and Extract 33 (p.158).

⁵⁴ Extract 46 (p.168), Extract 47 (p.168) and Extract 48 (p.169).

⁵⁵ Tables 13.4 (p.435), 16.3 (p.450) and 19.3 (p.457).

discussing their attitudes towards English and made more references to NE and ‘NES Ownership’. The interviewees also highlighted the importance of ELF experiences on the attitudes of non-GE students, although, despite such experiences, these students were unfamiliar with terms such as “lingua franca”.

On the other hand, the GE FGs were characterised by deeper interactions. While English in Japan was discussed in every group, the GE students noted a concern for the spread of NE and the associated negative influences⁵⁶. Moreover, it was in the GE focus groups that several accounts were given of successful JapEng users⁵⁷ and students were also aware of their own stereotypes⁵⁸.

Moreover, in the post-Q, the number of GE students learning English to communicate with NNEs ($p < 0.01$) increased significantly, as did attitudes towards the attractiveness of a number of varieties of English, including SingEng ($p < 0.01$) and MalayEng ($p < 0.05$)⁵⁹. There was also a slight decrease in preferences for BrEng, AmEng, NZEng and CanEng. GE students’ attitudes towards imitating several varieties of English in the Outer Circle and the Expanding Circle were also more positive, and, thus, this study has shown that the GE course was clearly influential at a statistically significant level. The interviews also indicated that the course raised their awareness of GE⁶⁰. Therefore, unlike in Kubota’s (2001) study, where some biased views towards NNEs were reinforced, which she notes indicates a need for commencing education about cultural linguistic diversity at earlier stages of life, in this study biased views were not reinforced and the class influenced students positively.

The qualitative results also revealed that more references to ‘GE awareness’ were made by GE students, including references to ‘NNE’, future communication with NNEs, ‘Shared Non-nativeness’, ‘JapEng’ and ‘Change in Attitude’. Students also noted how the class

⁵⁶ Extract 2 (FG1) (p.191-2).

⁵⁷ Extract 8 (FG1) (p.199)

⁵⁸ Extract 10 (FG 3) (p.201).

⁵⁹ Tables 11.18 (p.424) and 11.19 (p.426).

⁶⁰ Extract 53 (p.174), Extract 54 (p.175), Extract 55 (p.176) and Extract 56 (p.177).

raised their awareness of the existence of other varieties of English, improved their comprehension of other varieties of English, was helpful for future ELF communication, encouraged them to question the concept of SE⁶¹. Several students also noted that the course raised their confidence as a speaker of JapEng⁶². In the GE FGs, for example, references were made to the class when discussing ‘GE Awareness’⁶³ and the class clearly raised students’ awareness of the existence of other varieties of the language and their awareness of their own stereotypes. Another topic present in the GE FGs only was the fact that the class has made them question the concept of SE, present in both GE groups.

In relation to ELT, in the post-Q, GE students were more interested in recruiting teachers from Outer Circle and Expanding Circle countries and using ELT materials from those countries⁶⁴. In addition, the qualitative data highlighted that several GE students felt the class made them think about ELT. The questionnaire results revealed that some students feel that studying NNE would help them prepare for future ELF usage, and several interviewees discussed a desire for NNE, as well as Japanese teacher training that involves GE awareness raising.

Furthermore, in the FGs, when asked about English teachers, non-GE students requested a desire for more racial diversity and younger teachers, as opposed to referring to nationalities⁶⁵. In addition, non-GE students displayed more indirectness when discussing their attitudes towards ELT and ‘Shared Non-nativeness’ in relation to ELT was also discussed more extensively in the GE FGs. Thus, while the FG data did not produce as much data on the influence of the class, as with other methods of data collection, they did provide some useful insights into students’ attitudes.

Nevertheless, this study has also shown that students are unsure when to introduce GE study and it remains to be a contentious issue⁶⁶. The general consensus is that students need

⁶¹ Tables 13.1 (p.433), 13.3 (p.434), 16.1 (p.447), 16.2 (p.448), 19.1 (p.455) and 19.2 (p.456).

⁶² Extract 57 (p.177) and Extract 58 (p.178).

⁶³ Extract 30 (FG3) (p.223), Extract 32 (FG1) (p.225), Extract 33 (FG3) (p.225) and Extract 34 (FG3) (p.226).

⁶⁴ Tables 11.18 (p.424) and 11.19 (p.426).

⁶⁵ Extract 29 (FG2) (p.220).

⁶⁶ Table 16.2 (p.448) and Extract 61 (p.181).

to learn “ONE English”, SE, first, to avoid confusion and that GE should be introduced at the university level. Therefore, despite raised awareness of GE and discussions of its usefulness in the English classroom, students remain to have strong affiliations with NE and still aspire to sound like a NES. In fact, in all three data sets, many of the GE students continued to have strong attachments to NE after the course and still desire to sound like a NES. Others feel that they want their teachers to use a “standard accent”, again believing that this exists, and also feel that NE is useful for the classroom. While, after the class, many students shifted more towards seeing English as a changing language with varieties, moving towards Pennycook’s (2001) concept of “Linguistic hybridity”, several did not abandon the idea of NES ownership completely. Students still believe that a ‘standard’ form of English exists and should be taught to students when they start learning English. Thus, as with those in Grau’s (2005) study, there is an abstract/concrete divide. The participants in this study recognise the importance of GE, yet many feel that NE is still a sound basis for learners (Grau, 2005). Therefore, as Lippi-Green (1997) notes, for them, “a homogeneous, standardised, one-size-fits-all language is not only desirable, it is truly a possibility” . This may not exist, but “it certainly does exist as an ideal in the minds of speakers” (Lippi-Green, 1997:44). Students have too much trust and have invested too much in what they are used to and, while the GE class influenced them in many ways, many continue to use NE as a yardstick and judge NNE against NE.

8.2 Chapter summary

This chapter has reviewed the results in relation to previous research. It is clear that the results confirm those from other studies, yet provide further insights. Despite the attachment to NE, both overall, and in relation to ELT, this study has revealed that a number of factors influence students’ attitudes. Additionally, despite a firm attachment to SE, students cannot define this and it relates to stereotypes, which stem from the dominance of NE.

The GE class encouraged some students to think about this concept and is clearly a step in the right direction. This study has shown that, in ELF contexts, GE may be the best approach. Not only would this better prepare students to use English internationally, but it would also give them confidence as recognised users of English and take away the burden of striving to become a NES. In addition, the incorporation of GE into English education in Japan would minimise the chance of students' believing English belongs to NESs, or that all English speakers are American. It would also support the goals of the Japanese government, which aim to promote English education and international understanding. Thus, this study highlights the need for a critical evaluation of the way English is taught globally.

The following concluding chapter focuses on the various implications of this study for ELT and explores approaches to Global Englishes Language Teaching (GELT), as well as the limitations of the research and areas for further research.

Chapter Nine: Conclusion

Firstly, the rationale for the research study is re-stated, followed by the research questions, the methodology used and a brief summary of the results. This chapter then looks at implications for pedagogy and contributions to the field before moving onto to analyse the limitations of this research and areas that require further research.

9.1 Research rationale

This research stemmed from an interest in GE, English education in Japan and students' current ELT needs. As shown in Chapters One and Two, English has now become a worldwide global language; NNEs outnumber NESs and, as a result, English language learning needs have changed. Chapter Two concluded that more research is needed before curriculum changes can be made and Chapter Three analysed the various studies that have been conducted in this field. It was concluded that researchers have often used single research methods and have not taken into account what explains attitudes towards English. Furthermore, very few studies related language attitude studies to ELT, and even fewer have investigated the impact of a GE awareness raising class on students' attitudes. The lack of an extensive body of research is problematic for the many pedagogical proposals that have been put forward in relation to GE and, thus, it was decided that more research was necessary. Together, these three chapters demonstrated the need for a further in-depth research study on the attitudes of students in the Expanding Circle in relation to ELT.

Japan was chosen as a research setting for a number of reasons. Not only did the researcher have extensive teaching experience there, but Japan is a member of the Expanding Circle, where research is scarce, despite the increasing opportunities for using ELF. Recent years have also seen a number of proposals for changes to ELT.

The aims of the study are to provide a clearer understanding of students' uses and perceived future uses of English, their attitudes to the language and how it should be learned and their responses to GE instruction, in order to support and inform ELT curriculum reform.

9.2 Research questions, research methodology and findings

9.2.1 Research questions

The research aims resulted in the formulation of three research questions:

- 1. What are students' attitudes towards English?*
- 2. How do these attitudes relate to English language teaching?*
- 3. To what extent does GE instruction influence these perceptions?*

9.2.2 Research methodology

Despite being uncommon in the field of language attitude research, in order to widen the scope of understanding, this study used mixed methods to produce a rich description of the students' attitudes and what factors influence these attitudes. This sequential mixed methods study had three phases of data collection, using questionnaires, interviews and FGs.

The subjects were third and fourth year university students in Chiba, Japan. Experience as a former teacher made it possible to design and teach two courses for use in the study. The GE course outline is provided in Appendix 1(p.320) and the textbook on a CD Rom. Conducting the research in Japan also provided the opportunity to investigate the situation in depth, using multiple methods over two university semesters, from October 2007 until July 2009.

Data analysis of the quantitative results was conducted using *PASW 18.0*, and data analysis of the qualitative results involved transcribing all of the data and analysing it in *NVivo*. Qualitative data analysis followed six stages: Data familiarization, Identifying themes, Coding, Meaning categorisation and prominent topic thematisation, Coding and Meaning condensation and meaning interpretation.

9.2.3 Research findings

In answer to research question one, the findings suggest that students believe English is a language belonging to NESs, students want to sound like them, they are the target interlocutors, NE is the most attractive and a NE accent is the same as being proficient in English, giving students confidence. There is an awareness of regional varieties of NE, although many dislike strong NE accents and prefer a ‘weak’, ‘standard’ accent. Overall, AmEng is the most familiar variety and is seen as the ‘standard’ and “boss” English. However, there is an awareness of GE, and many discussed potential future ELF usage, feel more comfortable speaking English with NNEs and are aware of NNE. Nevertheless, attitudes were largely negative towards NNE, which is seen as “imperfect” and “wrong”. Students were very critical of JapEng and comments referred mostly to pronunciation and the negative image it gives to foreigners, or ‘Americans’.

In answer to research question 2, the findings were similar. Students had positive attitudes towards NE and NESs, feel NESs are more useful for learning English and want English teachers and ELT materials from the Inner Circle, since NE is more authentic. AmEng was once again the most discussed variety, although students again commented that they dislike NESs with strong NE accents. On the other hand, several students are interested in NNEs, and Japanese teachers are seen as beneficial for teaching grammar, teaching in the students’ L1 and their experience as language learners. Once again, students noted that they are more comfortable with NNEs. However, students’ attitudes towards NNE were largely negative, particularly with regards to ELT. Many negative comments about

NNESTs referred to pronunciation and NNESTs are not seen as beneficial, since their English is “far away from the REAL accent”.

However, in relation to research questions one and two, the findings demonstrated that a number of factors influence students’ attitudes towards English and ELT. These include students’ images of English, including their beliefs about SE, their belief that NE is best for international communication and that NE is the most spoken variety; students’ familiarity with varieties of English, including their current use of English, the nationalities of their NESTs and the use of the NES Model in their education system; students’ experience abroad and their experiences using ELF; their perceived future use of English; their ideas about identity as English users and their pedagogical beliefs about the way the language should be learned.

In answer to research question 3, the findings demonstrated that the GE class clearly influenced students’ attitudes in a number of ways. The number of students learning English to communicate with NNESTs increased after the class and students’ attitudes were also more positive towards the attractiveness of a number of varieties of English and towards imitating them. Those who took the class also made more references to the use of English as a lingua franca, NNE and shared non-nativeness, and these students were also more interested in recruiting teachers and using ELT materials from Outer Circle and Expanding Circle countries, and were also more positive towards Japanese teachers. Additionally, every comment about the class was positive and it was described as raising their awareness of the existence of other varieties of English, encouraging them to question notions of SE, improving their comprehension of other varieties of English, being helpful for future communication and raising their confidence as English speakers. Nevertheless, the concept of SE is so ingrained in the students’ minds that it is difficult to replace it, and many are still firmly attached to NE and the concept of SE.

In sum, the findings of this research provide an empirical basis for a revaluation of ELT, and suggest that GELT is something that should definitely be further investigated.

9.3 Implications of the research and recommendations for English language teaching

Based on the findings of this thesis, this section outlines suggestions for GELT. These are discussed in general at first, followed by some additions for the Japanese context. However, in order to facilitate the inclusion of GELT, a clearer definition is needed.

GELT focuses on the global nature of English, NNE as well as NE, ELF interactions and ELF culture and identity. It is not a complete replacement of traditional ELT, nor does it exclude NE and NESs, but it focuses on changing perceptions of English. The image that English speakers are from the Inner Circle, and, for students in this study, white, blonde-haired, blue-eyed Americans, who speak the most spoken variety of English, which is intelligible in international contexts, must be replaced by a more global image.

In Japan, GELT fits better with the government guidelines that aim to produce international citizens, rather than traditional ELT that focuses on a set of rigid outdated norms. In their 2003 ‘Action Plan to Cultivate’, for example, as discussed earlier, the Japanese government recognises that English is a “common international language”, yet places emphasis on the NES. As Kubota (2002a) notes, at present Japanese ELT, with a focus on NES norms, does not lead to international understanding, but to a “narrow view of world cultures” and produces “essentialised images of both inner circle countries and Japan”. However, this thesis has shown that GELT, which aims to promote international understanding and a broader view of world cultures and English speakers, fits better with the rhetoric of learning English for international/intercultural communication. It is clear from the research findings reported in this thesis that GELT should include a strong focus on the following:

1. Exposure to NNE and ELF, including students’ own variety of English
2. GE awareness raising
3. Alternative ‘models’ or ‘norms’
4. ELF contexts and communities
5. GELT materials for a range of users in a range of contexts

6. GE culture and identity
7. Teacher recruitment
8. Teacher training
9. GE early introduction
10. GE Assessment

Each of these will be discussed in turn.

9.3.1 Exposure to non-native English

GELT promotes a global ownership of English and learners are not expected to strive to imitate NESs. This study has shown that favourable attitudes towards NE come from the dominance of NE ideology. It has also shown that learning ‘SE’ creates the stereotype that all other varieties are inferior and unintelligible and that communication can only be achieved through acquiring NE proficiency. Thus, students should be exposed to different varieties of English (D’souza, 1999; Y. Kachru, 1992; Matsuda, 2002; Morrison and White, 2005; Morrow, 2004; Moussu and Llurda, 2008). As in this study, such exposure will increase positive attitudes towards different varieties and enhance communication (Matsuda, 2002), but will also reduce the image that English is only spoken by NESs, and in Japan, by Americans. Such exposure will increase students’ awareness that they are likely to encounter a variety of Englishes in the future, and will help prepare them for such future use. As D’souza (1999) points out, and as highlighted in this study, intelligibility is related to familiarity, and several GE students noted that exposure through the GE course increased their comprehension of different varieties of English. Furthermore, this study has also highlighted that students are aware themselves of the negative influence of the dominance of AmEng.

However, as mentioned previously (2.3.1, p.17), it is not necessary, to expose students to absolutely every variety of English. Teachers interested in GELT should investigate which varieties of English, as well as which contexts, are relevant to their students, that is, what kind of ELF communities they are likely to participate in.

This study has highlighted that most exposure to English is from English classes and in this study, students found the listening journals a very useful activity, which gave them the opportunity to listen to varieties of English that interested them. As discussed previously, students made positive comments about the listening journals and enabled them to listen to and discuss a variety of Englishes and ELF encounters salient to them.

However, it is also suggested that GELT materials include more audio materials for a wide range of language learners. In the class used in this study, a bank of listening materials was also created for students, in order to provide them with a range of listening materials. These included taped conversations of ELF interactions, as well as single speakers from different L1 backgrounds. It would also be advisable for such materials to include different contexts, such as those described in VOICE and ELFA. These communities should also include 'Expert ELF users', so that students can also be exposed to ELF communication and the various strategies employed to achieve successful communication, which are discussed in more detail in the next section. Not only would such exposure raise students' awareness and comprehension of different varieties of English, but it would also reduce the image that English is only spoken with NESs and that NNE is unintelligible.

In addition to exposing students to NNE and ELF interactions, attention must also be focused on their own variety of English, how it has developed, how it is used and how it functions in ELF communities. As with previous studies, students in this study are highly critical of their own variety and were concerned about the negative image it gives to the 'owners' of the language. As 'broken English' and 'fake English', JapEng was disliked by the majority of students in this study and not seen as beneficial for learning the language. Students' confidence must be raised and they must also be made aware that, as bilinguals, and often multilinguals, they have an advantage over monolinguals. Their L1 and C1 are not a hindrance, but can be used as a resource, and students must be made aware of this.

This study has shown that, after taking the GE class, several students' attitudes became more positive towards JapEng and it is hoped that further instruction would also lead to

more acceptance. As mentioned previously, several students chose JapEng for their listening journals and many also chose to present on their own variety for their presentations. Additionally, since students in this study reported that they use English more with their NESTs than NNESTs, and criticised their NNESTs for their lack of English use, NNESTs are urged to use more English with their students and view themselves as good role models for students. Successful ELF users can provide good role models and have a motivating influence on students, unlike the often monolingual NES.

GELT, then, aims to raise students' awareness that speakers of English are from very disparate backgrounds and less emphasis is placed on NE and the NES. In Japan, for example, book titles such as "Common mistakes of NESs" or 'How your English sounds to Native Speakers' should be replaced with "Using my JapEng abroad" or "Successful ELF Communication", etc. Students must be made aware that, while English is a language learnt in textbooks in a language classroom for many, it is a mode of communication and the local variety, taught by their teachers, is just as good as that taught by their NESTs.

9.3.2 Global Englishes awareness raising

Many students in this study also noted that the GE class raised their awareness of NNE and ELF usage, gave them confidence as ELF users and also made them question notions of SE. GELT, then, should also include materials that focus on GE related issues, such as the spread of the English language, attitudes towards it, concepts of SE, the evolution of different varieties and the use of English worldwide. Therefore, this study supports Sifakis and Sougari's (2003) belief that "EIL-related matters" should be brought to the classroom.

Students in the FGs, for example, were very concerned about the impact early English education in Japan may have on the Japanese language and culture. These students may have benefited, for example, from more knowledge about other countries and how English has spread throughout the world and influenced other languages, as well as how other countries have learned to adapt to the spread of NE (e.g. Canagarajah (1993) in Sri Lanka). Students need to see the difference between the spread of NE, or AmEng, and the spread of

ELF and how they no longer have to feel that they have to abandon their L1, C1 or identity in order to be an English speaker. Therefore, GELT classes should enable students to feel that English can be part of their identity.

9.3.3 Alternative ‘models’

As discussed earlier (2.3.4, p.21), GELT is not a ‘model’ of English, but is an approach that aims to raise students’ awareness of the diversity of English and the norms and behavior patterns of other ELF speakers and, the ultimate aim is mutual intelligibility, not native-like proficiency. In this approach, students are introduced to the notion that ELF is fluid and dynamic. NESs are included, but not as a linguistic reference point.

Instead, the NES should be taken off this pedestal and replaced with the “expert in ELF use” (House, 2003a), whom students should “admire”, “respect” and “envy”. It should be the communication skills of this user that students should be in awe of, not the NES like those in this study. More emphasis should be placed on pragmatic strategies as opposed to the grammar of NESs and linguistic benchmarks should no longer be set by monolinguals, but by multilinguals (Garcia, 2009) and ELF research can show teachers and students how English is used in the world.

Thus, those involved in ELT should make use of these ELF studies and raise students’ awareness of how English is used in international contexts. While ELF descriptions cannot be transferred immediately to the classroom, awareness can be raised. Students can explore the VOICE Corpus, for example, and listen to different ELF interactions in different settings to see how English is being used globally. “Participants “do their own thing”, but still communicate with each other. Not uniformity, but alignment is more important for such communication. Each participant brings his or her own language resources to find a strategic fit with the participants and purpose of a context” (Canagarajah, 2007:927).

Therefore, students should be given opportunities to use ELF as much as possible.

Students need practice with ELF, since this is key to learning how to communicate, and, with practice, they will learn a variety of receptive, as well as productive, resources to use within different contexts. Language learning is an ongoing process and the classroom is

only a platform, and “A language based on negotiation can be developed only through and in practice” (Canagarajah, 2007:927).

Students in this study may think that NE is the most helpful for international communication, but this belief is clearly a fallacy and, instead, they need to be equipped with a repertoire of skills and knowledge to draw upon to communicate in ELF contexts. ELF research helps to understand the common, shared interactional practices employed by ELF speakers to reach mutual understanding, and students should be encouraged to see themselves as “Multicompetent” language users (Cook, 1999). The GELT classroom, therefore, aims to create opportunities for students to either interact with, or at least be exposed to, ELF interactions and teach students how to utilise their valuable L1.

Thus, GELT represents a move away from the “Hierarchical Approach”, with a focus on NS norms, and a move to a more “Levelled Approach”, as in Canagarajah’s (2005:xxv) proposals for change in ELT (Table 9.1). Joining a new speech community may have been the goal of traditional ELT, but in GELT, students should be trained to move between different communities. ELF speakers “are not located in one geographical boundary. They inhabit and practice other languages and cultures in their own immediate localities. Despite this linguistic-cultural heterogeneity and special disconnect, they recognize LFE as a shared resource” (Canagarajah, 2007:925). Regardless of what variety of English they speak and regardless of whether they are a NES or a NNES, the aim should be to achieve mutual intelligibility and mutual understanding in a wide range of contexts and communities, and English classes should help students “shuffle” between these contexts.

Table 9.1: Shifts in pedagogical practice

From:	To:
'Target Language' Text and language as homogenous Joining a community Focus on rules and conventions Correctness Language and discourse as static Language as context-bound Mastery of grammar rules Text and language as transparent and instrumental L1 or C1 as problem	Repertoire Text and language as hybrid Shuttling between communities Focus on strategies Negotiation Language and discourse as changing Language as context-transforming Metalinguistic awareness Text and language as representational L1 or C1 as resource

(Canagarajah, 2005: xxv)

9.3.4 English as a lingua franca contexts and communities

Students in this study clearly feel more comfortable with other NNEs and it would be useful for teachers to focus more on how students will use English, as opposed to aiming towards an outdated NE goal. English is used in a multitude of contexts and more emphasis should be placed on the genre. VOICE, for example, includes complete speech events, as well as information on the participants, topics, setting, domain, etc. The domains include things such as educational, locale, seminar room, at hotel, etc. Thus, students interested in the hotel industry, for example, may find it useful to look at such interactions to see how English is being used, and this is another example of where activities such as listening journals can be useful. Therefore, GELT emphasises the need to introduce a number of variants and contexts of use, to show students how to adapt to this fluid and dynamic style of communication relevant to their own needs.

Teachers in many contexts are attempting to make their learners more autonomous in a number of ways through self-access learning and other methods. However, despite the fact that GELT, with a focus on encouraging teachers and learners to seek relevant ELF contexts, fits very well with autonomous learning, little research to date has focused on this. Despite the creation of a new journal in Japan, *Studies in Self-Access Learning (SiSAL)*,

and the increasing number of research studies focusing on promoting self-access learning, there has been no research to date on how this can be incorporated into GELT.

9.3.5 Global Englishes language teaching materials

For students in this study, ELT materials focused on NE, and mostly AmEng. However, for those teachers interested in GE, there are few GE teaching materials available (Brutt-Griffler, 2002; Jenkins, 2003, 2009a; Kachru et al, 2006; Kirkpatrick, 2007; Melchers and Shaw, 2003), these are for a relatively advanced audience and only Kirkpatrick's has an audio CD.

Thus, in order to introduce GELT into the classroom, teachers require additional resources to make this possible. The recent English course book series, *Global Textbook*, published by Macmillan, for example, has excerpts from David Crystal and audio material, called "Global Voices". Additionally, the website states that, "English nowadays is just as often used for communication between non-native speakers as it is between native speakers, and this is recognised throughout *Global*. The 'Global Voices' sections give students the opportunity to listen to a wide range of native and non-native speakers of English. These are all authentic and unscripted recordings, and expose students to real English as it is being used around the world today" (*Global* website, n.d). However, the course book continues to focus on NES norms and, despite the descriptions of the textbook being a welcome contribution, the textbook itself is not of much use to teachers interested in GELT.

As discussed previously, Japan has become one of the largest commercial markets for English-language instruction in the world, and conversation schools continue to thrive. Bookshops are full of texts on how to learn English, as well as English course books and, thus, Japan is a good starting place to market GELT materials that are more relevant to the uses of English today.

9.3.6 Global Englishes culture and identity

This study has highlighted that many students think English culture ‘is’ NE culture and several students noted that cultural knowledge is an important skill for English teachers, that is the cultural knowledge of NES countries. It is also clear from this study that students see English as a tool and not as part of their identity, despite feeling more comfortable with other NNEs.

As discussed previously (2.5.3, p. 31), in addition to the dominance of the NES model, in the case of Japan, this may also be related to the Japanese policy of *Wakon yousai* or ‘Japanese spirit with Western learning’. The emphasis on the local culture, as opposed to the NES culture, fits well with GELT and, as Norton (2005) notes, language teachers need to develop an understanding of the local context and their students’ investments in the language and their changing identities. The aim of GELT should be to produce multilingual and multicultural users of an international language. Furthermore, this approach also separates their L1 identity with English and may lead to miscommunications with people not familiar with the culture and defeats the purpose of learning English to use as an international lingua franca.

As mentioned previously (2.3.2, p.18), a lot of research has been conducted in this area, and Byram’s (1997) ICC is useful, allowing students to learn a language and a culture together and move from superficial representations of different cultures to critical understandings. Not only will students encounter a number of varieties of English in ELF communication, but the contexts and communities they will encounter will also be diverse. It is essential that GELT focuses on equipping them with the skills necessary to interact in these situations.

9.3.7 Teacher recruitment

This study has also highlighted that students’ attitudes are heavily influenced by the nationality of their English teachers. This not only creates a false image of the language but

also impedes understanding and communication with speakers who sound different from the ‘standard’ they have been exposed to and been led to believe is ‘SE’.

Many calls have been made for the employment of more NNESTs (B. Kachru, 2005; Holliday, 2005; Moussu and Llurda, 2008; McKay, 2003; Phillipson, 2003) and this study has made it clear that, in order to prepare students for the global uses of English today, teachers must be recruited from the Inner Circle, Outer Circle and Expanding Circle, with multilingual, successful ‘expert’ ELF users preferred. While several students in this study noted that experience abroad is useful, ELF experience should be preferred. Students clearly feel more comfortable with other NNESTs and, while many noted that their Japanese teacher does not use a great deal of English in the classroom, it is likely that this may change if focus is removed from the NEST. As Butler (2007) pointed out, many NNESTs in Hong Kong strongly believe that NESTs are ‘superior’ in oral communicative abilities, and the teacher’s authority and confidence may be threatened by such beliefs. Takada (2000) also pointed out that teachers in Japan are faced with parents who ‘doubt’ their ability and prefer NESTs, and the students in this study also clearly prefer NESTs, which may have a damaging effect on NNESTs’ attitudes. Nevertheless, there is a possibility that, with the employment of more NNESTs from around the world, the confidence of NNESTs with the students’ L1 will increase. Perceptions that English teachers must be NESs must be eradicated and students in this study saw strengths in both types of teachers, as in previous studies (Cook, 2000; Mahboob, 2004).

However, as discussed earlier, many NESs do attract business (Clark and Paran, 2007; Moussu, 2006). Maley (2009:194) insists that such a change will be difficult for “very compelling practical and financial reasons”, since “Neither ELT publishers nor examination boards can see any profit” in replacing something that makes money with something that people are unsure of. Nevertheless, as Cook (1999) pointed out, just because people prefer them and request them, does not make these attitudes right and, as Holliday (2008) argues, students’ requests for male or white teachers would not be accommodated. Thus, while it will not change immediately, it should happen. Images of blonde-haired and blue-eyed NESs may attract business in places like Japan, where people are led to believe that their

target interlocutors will be NESs, but these advertisements should be revised and new approaches investigated. Caucasian foreigners feature on the homepages of popular English schools, such as Aeon (<http://www.aeonet.co.jp/>) and ECC (<http://recruiting.ecc.co.jp/>) and the latter even has links on its recruitment page for people to apply directly from America, Canada, the UK, Australia and New Zealand. These advertisements should be replaced with pictures of Indian and Korean English teachers and perhaps supplemented with statistics about how most of Japan's people use ELF and who with. Campaigns must be revised to explain the benefits in being taught by various NNESTs, who may be 'expert ELF users', and awareness also needs to be raised that not all English speakers are white, with blonde hair and blue eyes. It is difficult to define a 'native' speaker and, as discussed earlier (2.2.1, p.11-12), the terms are no longer relevant. Such advertisements may then benefit from the use of terms such as 'expert' or 'global' user of English, as opposed to native and non-native. Whether they are called 'Expert ELF Users', 'Expert Users' or "METs" (Kirkpatrick, 2009), students must be informed that monolinguals from a minority group of English users do not necessarily make the best English teachers. The majority of English-language teachers and speakers are already non-native speakers (Canagarajah, 1999; Mahboob, 2005), and, thus, there is already a large talent pool.

However, it may be difficult to convince such money-making institutions to change their advertising techniques, since they tend towards the saleable, rather than the pedagogically sound and moral. Foreign language schools represent a 670 billion yen industry, of which the language chains account for 25%. (Seargeant, 2009: 95). As Seargeant (2009: 95) notes, "If the image of academic excellence appeals and is believable, it is probably of little concern how orthodox or effective it is". Such institutions occupy a prominent position in society and the image that they portray of how English should be learnt successfully influences the public attitude. Thus, this commercial popularism means that they are "the propagators of stereotype" (ibid: 95), and further research would be useful on the influence of such aggressive advertising campaigns on the attitudes of the public towards English.

9.3.8 Teacher training

As discussed by students in this study, several students also feel that their teachers should also receive GE training. It is apparent that students also feel that their teachers hold the same view about English, which is likely to be due to the fact that they, too, have invested a lot of time and energy following the NES model and, as teachers, using materials that focus on NE and NESs. It is clear that teacher training is necessary, which would involve raising their awareness about the global uses of English, as well as raising their confidence as speakers of a global language. Therefore, while this section has so far focused on GELT for students learning English and GELT materials, GE is also needed in the area of teacher education.

This education would not only involve increasing GE awareness, but it would also focus on making their English classrooms more accommodating to GE. English teachers need to develop tools to make the learning environment more relevant for students. Thus, as Suzuki (2010) points out in her study of student-teacher responses to a multicultural education class, which included a focus on EIL, teachers also need to be prepared for this change and it is crucial, since, “Without teachers’ understanding, it would be difficult to develop students’ capabilities for communication with speakers of different varieties of English.” As in my study, Suzuki’s participants also wanted “a single correct English” and it should be American or BrEng. It is clear that in addition to students’ awareness, more work is also needed in the area of teacher education. As Suzuki (2010:8) notes, this view of English seems to be so entrenched that it is very difficult for it to be transformed by limited instruction.

Such teacher training is particularly vital at the moment in Japan with the introduction of compulsory English education in elementary schools. At present, there is a concern about English teachers’ qualifications and, while 95.8 percent of public elementary schools introduced English activities to pupils in 2006, qualified English instructors represented around 5 percent of the total number of teachers who taught the language at the 21,116 schools (The Japan Times, June 29th, 2010). There is a current push for teacher training in Japan, and this is a critical time to raise GE awareness amongst English teachers. Such

teacher training should include less of a focus on grammar, since Japanese students are likely to use English in contexts where deviation from the NES model is the norm. These teachers must learn how to prepare students for ELF usage, which involves pragmatic strategies. They should be taught about the irrelevance of concepts such as interlanguage and they need to look outside of the classroom to look at English in use, rather than focusing on a single outdated norm. Enabling students to join a new speech community is no longer the goal and teachers have to focus on communicative strategies in actual interactions, “it is not what we know as much as the versatility with which we can do things with language that defines proficiency” (Canagarajah, 2007:936). This is also particularly relevant in Japan at present due to the current push towards content-and-language-integrated learning (CLIL), which as Seidlhofer et al (2006: 23) point out, “has given rise to concerns about the danger of a (partly covert) Anglo-American hegemony exerted through CLIL practices”.

9.3.9 Early introduction of Global Englishes

Despite the fact that students in this study think GE should be introduced at university level after students have grasped SE, it is clear that GELT should be introduced earlier, before these stereotypes have developed. However, as discussed previously, current GELT materials are aimed at advanced audiences and more materials for both younger and lower level learners is required.

In Japan, for example, with the recent introduction of English into elementary schools, there is a prime opportunity to introduce GELT. While the students in this study fear the introduction of NE with its negative influence on their language and culture, their attitudes may be different towards the introduction of GELT. In fact, recent years have also seen a concern for the lack of elementary school teachers able to teach in English and this is also a prime opportunity to recruit ‘Expert ELF users’ from around the world and, thus, expose students to NNE and foster a different perception of English from an early age; “many teachers remain unsure how best to teach the subject at primary level. There also is no

established method for teaching English at primary school level” (The Yomiuri Shimbun, Nov.30th, 2009). Suzuki (2010:9) also makes this point about Japan, noting that “As student teachers’ beliefs seem to be developed during school education, the introduction of the concept of diversity in English into the curriculum would be ideal”.

English education will be compulsory in Japanese elementary schools from April, 2011 for 5th and 6th grades, although many schools have started teaching English already, and some in lower grades. Nevertheless, at present, the only set textbook is the ‘Eigo-Noto (English Notebook)’, a two book series with an accompanying CD. There remains to be a focus on NE, however, the popular website (www.eigonoto.com) is full of phrases such as, “that would not be the most natural response from a native speaker of English”, and one of the lessons in the textbook focuses on teaching students the difference between loan words and English pronunciation.

9.3.10 Global Englishes assessment

A further area that requires attention is assessment. Several students in this study are familiar with NE through examinations and, as discussed in Chapter Two, the majority of language tests focus on NE. Thus, students are being tested on a variety of English that does not reflect the current uses of the language, and language tests, such as TOEIC, TOEFL, IELTS and CPE, must be revised to include ELF interactions and NNE. Furthermore, the CDs that accompany these tests, such as IELTS (Jenkins, 2007), should provide a range of “international dialects and accents, instead of just claiming to do so”.

As with language teachers and planners, language testers should also pay attention to ELF research and attitudes studies, which can not only provide information on how the language is used today, but also how students use it, with whom and also how they feel about it. As Jenkins (2007) suggests, tests should prioritise things such as accommodation skills and should not penalise students for forms that ELF researchers are showing are common and intelligible among ELF speakers. Academic testing, for example, could utilise the ELFA corpus, and those tests such as TOEIC, which are used to assess business English skills,

would benefit from analysing the business conversations which have been transcribed and analysed in VOICE. This way, not only would the test results be a more accurate representation of students' ELF ability, but the potential wash back effect in the classroom would also be beneficial and more in line with the changes outlined above for GELT. Students today need to be evaluated on their negotiating abilities in multilingual ELF situations and, as Canagarajah (2007:936) points out, "As we realise that norms are heterogeneous, variable, changing, and, therefore, interactively established in each context, we have to move away from a reliance on discrete-item tests on formal grammatical competence and develop instruments that are more sensitive to performance and pragmatics". Assessment should "focus on one's strategies of negotiation, situated performance, communicative repertoire and language awareness". Therefore, assessment must be changed and students should be evaluated on their ability to negotiate the complex communicative needs of multilingual and contact situations.

In addition, in places such as Japan, where teachers are compelled to teach towards preparing students for outdated university entrance examinations, further revisions are necessary. These tests must cease to focus on NES norms and should focus on assessing students on their ELF usage. As Ozaki (2010) points out, the US features most heavily in Japanese university entrance examinations, and thus, has a negative washback effect in the classroom. Once more, more focus should be placed on genre, and if, for example, academic English is a skill required, then something like the ELFA corpus could prove useful. In addition, in places like Japan, TOEIC is a major way to evaluate English proficiency and is also used in various universities throughout Japan. It is essential that companies like TOEIC revise these tests to better represent the way English is used today.

9.3.11 Summary of implications

Despite only being conducted in one country, and while more research is needed, both within Japan and in other contexts, this study indicates that a number of changes are needed for ELT and that it is time to revise and refine models for a more global context. The

proposed changes have been summarised in Table 9.2, where traditional ELT is contrasted with GELT. It is clear, then, that GELT focuses on diversity and the function of English as an international lingua franca, not to train people to speak with a few selected people. The ‘owners’ are ELF users and the target interlocutors are other ELF speakers, as well as NESs. Teachers are recruited from around the world and the focus is on multilinguals with ELF experience, not monolinguals with no ELF experience. ‘Norms’ focus on diversity and flexibility and students learn strategies to interact with people from many different backgrounds. Their L1 and C1 are seen as resources and their materials in class focus on GE, as opposed to the English used by NESs.

Table 9.2: A comparison of ELT and GELT

ELT	GELT
Target interlocutor – the NES	Target interlocutor – the NES & the NNES/ The ELF Speaker
Owners – NESs	Owners – ELF Users
Cultural content - NE culture	Cultural content - students’ C1 & ELF cultures
Teachers - NNESTs (same L1) and NESTs	Teachers - NNESTs (same L1), NNESTs (diff L1) and NESTs/ Multilingual ELF users
Norm - NE and concept of SE	Norm - diversity, flexibility, ELF strategies & multiple forms of competence
Model – the NES	Model – the successful ELF User
Materials - NE and NESs	Materials – NE, NNE, ELF and ELF communities & contexts
L1 & C1 – a hindrance and an interference	L1 & C1 – a resource
Belongs to the foreign language paradigm	Belongs to the Global Englishes paradigm

9.4 Limitations of the research

There are a number of limitations of this study, as discussed previously (p.94). These include the generalisation of the findings, the influence of the researcher and research process, and the presentation of results.

Firstly, this study involved a relatively small number of participants and research was only conducted at one Japanese university. This restricts the generalisation of the results to other contexts, and studies in different settings, including different universities and different countries, may yield different results. Nevertheless, as mentioned in Chapter Four, notions of ‘resonance’ (Richards, 2003) and ‘transferability’ (Lincoln and Guba, 1985) are often more relevant than generalisability for qualitative data. This research has provided rich data on the students and their attitudes using detailed participant profiles, mixed methods and also elements of ethnography. It has also provided a rich, detailed description of the research context and other researchers may be able to find similarities. Thus, connections can be made to other contexts through similarities in the research contexts, participants, attitudes and factors influencing attitudes, such as learning experiences, etc. Nevertheless, further studies in different contexts are needed to test the validity of the findings in this study.

A further limitation is the influence of the researcher and the research process. Nevertheless, given the experience teaching in Japan, good rapport with students, the use of an external moderator and consistency maintained when teaching, every effort was made to be as unobtrusive as possible. Students were also given the option to withdraw from the study at any point, anonymity was assured, and they were free to express themselves freely. The interview and FG transcripts also leave little doubt that students were permitted to discuss the issues freely.

It has also been impossible to present every piece of data collected in this study in the thesis. However, the interviews and FGs were transcribed in full and are included on a CD Rom.

9.5 Further research

Areas needed for further investigation have been discussed at various stages of this thesis. It is clear that, in order to test the validity of these findings, more research in this area is needed, particularly in expanding circle contexts. Ideally, this would involve a larger number of participants and FGs could be followed up with further interviews.

It would be useful to conduct a study over a longer period of time to investigate how students use English in the future, and if and how their attitudes change. In this study, students provided information on their perceived future uses of the language and it is clear that, while they expect to use English with NESs and NNESs, the target audience is the NES, and this strengthens the desire to acquire a NE accent, since this is likely to be the most intelligible for this audience. However, after graduation, students are likely to encounter English in a wide range of contexts and it would be worthwhile to investigate their attitudes at this later stage in their life. In addition, as Widdowson (1997: 144) notes, as a virtual language, English “has spread as an international language: through the development of autonomous registers which guarantee specialist communication within global expert communities”, and it would also be worthwhile to investigate what “expert communities” students find themselves in after graduation, and how English classes can better prepare them for ELF usage within these communities. “English as an international language is English for specific purposes” (Widdowson, 1997: 144) and further research is needed to investigate what these “specific purposes” are.

Additionally, the students who took the GE class appeared to have very positive attitudes, but the majority remained unsure when exactly GE should be introduced. It would, therefore, be worthwhile to do a similar study over a longer period of time and in a school environment, to investigate whether or not this is “confusing” and “difficult” for students and what their attitudes are towards English and learning it. Moreover, it would also be worthwhile to investigate how to introduce GELT at the beginner or elementary level, to see whether or not these students develop a different image of English to their peers, who are exposed to the NE model.

Furthermore, this study has highlighted that students’ attitudes towards English are deeply rooted within society and relate to their attitudes towards their own language and also to standard language ideology itself. Thus, further research is needed to explore the connection between these attitudes, as well as the promotion of standard language ideology in Japan and in similar contexts.

While this study provides deep insights into students' attitudes, how they relate to ELT, the factors that influence these attitudes and their responses to GELT, further research is required.

9.6 Chapter and thesis summary

This chapter has summarised the results with the relevant literature and previous studies conducted in this area. This was followed by the various implications this study has for ELT and a number of suggestions for GELT were made. The limitations of this study were then revisited and further areas for research were explored.

This thesis has offered an analysis of students' attitudes towards English and ELT in an Expanding Circle context from a fresh perspective. It looked at their attitudes towards English and learning the language, what factors influence these attitudes and how a course in GE can influence these attitudes. It employed a mixture of both quantitative and qualitative measures to obtain rich data. The findings have suggested that, despite having positive attitudes towards NE, students' attitudes are influenced by a number of factors and these attitudes cannot be used to justify the continuation of using the NES model in ELT. Such an approach fails to equip students with the skills necessary to participate in ELF contexts. The findings clearly support the need for GELT, an approach that places the NES and the NNES on an equal footing, and the successful ELF user as someone to be admired and respected. It also emphasises the value in students' L1 and C1 and enables students to feel at ease using their own variety of English without having to strive towards mimicking the English of another group.

Despite the various limitations of this study, it contributes to existing research and provides further insights into how to approach GELT. It not only draws attention to GELT, but also aims to highlight areas for further research, in similar or different contexts. Similar studies are also required to contribute to pedagogical policies that better prepare students for using English in a globalised world and emancipate the ELF speaker from the norms of a minority of English users.

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Appendix 1: Course materials

Global Englishes course (Full Textbook provided on the CDRom)

Class format

- Student centered—meaning students are the focus of each activity. You, not the teacher will be doing most of the talking, directing your own learning, and sometimes teaching!
- Project-based—meaning students learn English through completion of small tasks and projects.
- Integrated—meaning tasks are not separated into language skill areas. A “listening” task will involve discussions, note taking, teaching, presenting and writing.

Aims and Objectives

The overall aims of this course are to learn about:

- how English has become an international language.
- the history of English, how it has spread throughout the world and how it is used by speakers in different parts of the globe.
- your classmates’ learning histories, motivations for learning the language and future uses of English.
- different attitudes towards the spread of English and how it is taught, including attitudes towards Japanese English and the English education system in Japan.
- different varieties of English and explore different ‘communities’ of English users.
- the various skills used by English speakers in international environments.

Learning Outcomes

On completion of the course, students should be able to:

- Demonstrate extensive knowledge of the various topics covered in the class.
- Have a deeper understanding of the various ways in which English is now used and skills often used by English speakers in international contexts.
- Have a clearer understanding of different varieties of English and be able to describe different varieties.

Skills and Other Attributes

- Participate in discussions and demonstrate critical thinking skills.

- Demonstrate autonomous learning skills through listening journals and other activities.
- Demonstrate good presentation skills.

Assessment

20% Attendance and Participation

20% Individual Presentation

20% Group Presentation

30% Listening journal

10% Vocabulary

Tourism Course (Full Textbook provided on the CDRom)

Aims and Objectives

The overall aims of this course are:

- To learn about the tourism industry.
- To learn about the history of the tourism industry, the airline industry, the hotel industry, the travel agency in general and working in the tourism industry.
- To introduce the skills needed to work in the tourism industry.

Learning Outcomes

On completion of the course, students should be able to:

- Demonstrate extensive knowledge of the various aspects of the tourism industry.
- Have a deeper understanding of the industry.

Skills and Other Attributes

- The course is also designed to improve critical thinking skills by engagement in discussions about selected topics. Students will be encouraged to participate in these discussions actively and will learn a variety of discussion skills.
- The course is also designed to promote learner autonomy.

Assessment

Attendance/Participation 30%

40% Presentations

20% Letter writing (CV and cover letter portfolio)

10 % Vocabulary

Appendix 2: Exploratory questionnaire

ENGLISH ATTITUDES QUESTIONNAIRE

Nicola Galloway

The University of Southampton

I would like to ask you to help me with my doctoral studies at The University of Southampton by answering the following questions concerning your attitudes towards English. It is not a test so there are no 'right' or 'wrong' answers and you don't even have to write your name on it. I am interested in your personal opinion. Please give your answers sincerely as only this will guarantee the success of the investigation. The contents of this form are absolutely confidential. Information identifying the respondent will not be disclosed under any circumstances. The questionnaire has two parts. Please follow the instructions. You may answer in Japanese or English.

Thank you very much for your help.

現在、私、ニコラ・ガロウェイは、英国・サウスハンプトン大学で博士課程を専攻しております。このアンケートは、皆様に下記の質問にご回答頂く事により、皆様の英語に対する関心を知る事が目的で、私の博士課程の研究課題の資料とさせて頂きたいと思えます。

このアンケートはテストではありませんので、正解、不正解は一切ありません。また氏名を記載頂く必要もありません。私は皆様の個人の意見に興味があります。皆様からの真摯なご意見が、この研究の成功を保証する事となりますので、どうかご協力をお願い致します。

またこのアンケートの内容は、完全に機密事項ですので、どのような状況下においても、公開される事はありません。このアンケートは2つのパートに分かれております。下記の説明に従い、ご回答願います。ご回答は、英語でも日本語でも構いません。

ご協力頂き、本当に有難う御座います。

I.

Firstly, please answer these personal questions. They require you to tick a box and some also ask you for more information. Please write in the box provided.

初めに、下記の個人的な質問にお答え下さい。該当の□にチェックをお願い致します。また詳細を伺っている質問では、回答を枠内に記述願います。

1. Male ☐ Female ☐
男 女

2. What grade are you?
現在、あなたは何年生ですか。

Third Year ☐ Forth Year ☐
三年生 四年生

3. Are you taking part in the World Englishes course this semester?
貴方は今学期 World English Course に参加していますか？

YES ☐ NO ☐
はい いいえ

4. What classes have you taken at this university?
この大学で他にどのような講義を受講していますか？

5. At what age did you start learning English?
何歳から英語を勉強し始めましたか？

6. Describe your language learning experience: (Please tick as many as you like)
あなたの語学学習経験を記述して下さい。（複数回答可）

- ☐ Cram School（塾又は予備校）
☐ School（学校）
☐ Holiday abroad（外国での休暇）
☐ Study abroad（海外での勉強）
☐ Foreign friends（外国人の友達）
☐ DVDs/Music（DVD 又は音楽）
☐ English club（英語クラブ）
☐ University（大学）
☐ English Conversation School（英会話学校）

7. What is the longest period of time you have spent in a foreign country?

これまでに、海外で過ごした最も長い期間はどれくらいですか？

- ☐ I have never been (今まで一度もない)
☐ Under 4 weeks (4週間以内)
☐ 5-12 weeks (5～12週間)
☐ 3-6 months (3～6ヶ月間)
☐ 7 months to one year (7～12ヶ月間)
☐ more than one year (1年間以内)

8. Give details about your experience, e.g. where and why?

上記の質問7で経験ありとされた方は、あなたの経験をお聞かせ下さい。(例 場所・目的等)

9. What other language have you learnt or are you learning?

英語以外で学習した事がある、又は現在学習中の語学があれば、教えて下さい。

I have not learnt (私は学習しませんでした) / am not learning (私は現在学習していない) any ☐

Spanish (スペイン語) ☐ French (フランス語) ☐ German (ドイツ語) ☐ Italian (イタリア語) ☐ Chinese (中国語) ☐ Korean (韓国語) ☐ Thai (タイ語) ☐ Vietnamese (ベトナム語) ☐ Other (その他の言語) ☐

10. Where do your present and previous English teachers come from?

(現在又はこれまでの英語教師はどの国の方々でしたか？)

Please tick the appropriate boxes. You can tick as many as you want: (複数回答可)

Japan (日本) ☐ The United Kingdom (イギリス) ☐

America (アメリカ合衆国) ☐ Canada (カナダ) ☐

New Zealand (ニュージーランド) ☐ Australia (オーストラリア) ☐

South Africa (南アフリカ共和国) ☐ Ireland (アイルランド) ☐

Jamaica (ジャマイカ) ☐ Singapore (シンガポール) ☐

India (インド) ☐ Korea (韓国) ☐ Other (その他の国々) ☐

Please specify: (具体的に明記して下さい。)

II.

Secondly, please answer the following questions. Some ask you to tick more than one box. Please tick all of the relevant boxes, and write in the box when directed to do so.

次に、下記の質問にお答え下さい。いくつかの質問では複数回答可であり、関連する全ての□をチェック願います。質問14 & 15の回答が「はい」に該当した場合は、その経験を枠内に記述願います。

11. My Japanese teachers have been/ are proficient English teachers.

Strongly Disagree	Disagree	Not sure/No opinion	Agree	Strongly Agree
全く違う	違う	わからない・	意見なし	その通り全くその通り
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. My native English teachers have been/ are proficient English teachers.

Strongly Disagree	Disagree	Not sure/No opinion	Agree	Strongly Agree
全く違う	違う	わからない・	意見なし	その通り 全くその通り
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. How do you use English the most?

あなたは、どんな状況で英語を一番良く使いますか？

Tick as many as you like (複数回答可)

- ☐ With classmates
(クラスメートと)
- ☐ With native English speaking teachers
(英語を母国語とする教師と)
- ☐ With non-native English speaking teachers
(英語を母国語としない教師と)
- ☐ With native English speaking exchange students
(英語を母国語とする交換留学生と)
- ☐ With non-native English speaking exchange students
(英語を母国語としない交換留学生と)
- ☐ At work with native English speakers
(英語を母国語とする人達と仕事で)
- ☐ At work with non-native English speakers
(英語を母国語としない人達と仕事で)
- ☐ In my leisure time with native English speakers
(英語を母国語とする人達と余暇の時間に)
- ☐ In my leisure time with non-native English speakers
(英語を母国語としない人達と余暇の時間に)

14. Have you ever spoken English with a non-native English speaker?

あなたは今までに、英語を母国語としない人達と英語を話した事がありますか？

YES ☐ NO ☐

はい いいえ

If yes, describe this experience below:

上記で「はい」と答えられた方は、その経験を下記に記述願います。

15. Have you ever spoken English with a native speaker outside of school?

あなたは今までに、英語を母国語とする人達と学校外（大学外 outside of Uni）で英語を話した事がありますか？

YES ☐ NO ☐

はい いいえ

If yes, describe this experience below:

上記で「はい」と答えられた方は、その経験を下記に記述願います。

16. How do you think you will use English in the future?

あなたは将来英語を使う事をどのように考えていますか？

Please tick as many as you like (複数回答可)

- ☐ In my job with native 'English' speakers
(英語を母国語とする人達と仕事で)
- ☐ In my job with non-native 'English' speakers
(英語を母国語としない人達と仕事で)
- ☐ In my free time with native 'English' speakers
(英語を母国語とする人達と自由な時間に)
- ☐ In my free time with non-native 'English' speakers

(英語を母国語としない人達と自由な時間に)

☐ I plan to study/work in a native English speaking country

(私は英語が母国語である国で、働く／勉強する事を考えている。)

☐ I plan to study/work in a non English speaking country

(私は英語が母国語ではない国で、働く／勉強する事を考えている。)

☐ I plan to stay in Japan

(私は日本にとどまる事を考えている。)

17. What are your main reasons for studying English?

(英語を学習する貴方の主たる理由は何ですか?)

Please tick as many as you like (複数回答可)

☐ To increase my career prospects

キャリアの可能性を広げる為。

☐ Because I'm interested in English

私は英語に興味があるから。

☐ Because I like English movies, TV shows, pop music, etc.

私は洋画、テレビ番組、ポップ音楽等が好きだから。

☐ Because I want to make friends with native speakers of English

私は英語を母国語とする友達を作りたいから。

☐ Because I want to communicate with people all over the world, including non-native speakers of English

私は英語を母国語としない人達も含めて、世界中の人達とコミュニケーションを取りたいから。

☐ Because English is a useful language

英語は有用な言語だから。

☐ Because I want to travel abroad

私は外国を旅行したいから。

III

Following are a number of questions. Please tick the most appropriate box and give your reasons in the box provided. Thank you very much for your help.

18. I would be interested in having English teachers from the following countries:

☐ Japan (日本)

☐ The United Kingdom (イギリス)

☐ America (アメリカ合衆国)

☐ Canada (カナダ)

☐ New Zealand (ニュージーランド)

☐ Australia (オーストラリア)

☐ South Africa (南アフリカ共和国)

☐ Ireland (アイルランド)

☐ Jamaica (ジャマイカ)

☐ Singapore (シンガポール)

☐ India (インド)

☐ Korea (韓国)

☐ South Africa (南アフリカ)

- ☐ Spain (スペイン)
- ☐ France (フランス)
- ☐ China (中国)
- ☐ Vietnam (ベトナム)
- ☐ Malaysia (マレーシア)
- ☐ Other (その他の国々)

19. Do you prefer to use materials in class that involve only native speakers of English, only non-native speakers of English, or both?

貴方は講義で使用する教材が、英語を母国語とする人達のみを含んだ、又は英語を母国語としない人達のみを含んだ、又は両方を含んだ物のどれを好みますか？

- ☐ Only native speakers of English
英語を母国語とする人達のみを含んだ物
- ☐ Only non-native speakers of English
英語を母国語としない人達のみを含んだ物
- ☐ Both
両方を含んだ物

Please explain: (その理由を下記に記述願います。)

20. My ultimate goal is to pronounce English like a native-speaker.

私の最終目標は、ネイティブスピーカーの様に英語を発音する事です。

- | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly Disagree | Disagree | Not sure/No opinion | Agree | Strongly Agree |
| 全く違う | 違う | わからない・意見なし | その通り | 全くその通り |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Please explain your answer below: (貴方の答えの理由を下記に記述願います。)

21. Do you prefer your English teachers to be native speakers, non-native speakers, or both?

貴方は英語教師が、英語を母国語とする教師、英語を母国語としない教師、又は両方のうちどれを好みますか？

- ☐ Native speakers of English 英語を母国語とする教師
- ☐ Non-native speakers of English 英語を母国語としない教師
- ☐ Both 両方

Please explain your answer below: (貴方の答えの理由を下記に記述願います。)

22. What skills do you value in your English teachers?

貴方は貴方の英語教師のどんな技量を評価しますか？

- ☐ Knowledge of English grammar (英文法の知識)
- ☐ Good pronunciation (良い発音)
- ☐ Kind (本質) それとも親切心
- ☐ Native-like accent (ネイティブのようなアクセント)
- ☐ Ability to create interest (興味を持たせる能力)
- ☐ Sense of humour (ユーモアのセンス)
- ☐ Pleasant appearance (感じが良い外見)
- ☐ Approachable (親しみやすい性格、愛想が良い)
- ☐ Enthusiastic and motivating (熱心さ) and (人にやる気をおこさせる能力)
- ☐ Experience abroad (海外での熱心な経験)
- ☐ Knowledge of Conversation(会話の知識) /idiomatic expression (慣用語句)
- ☐ Clear explanations (分かりやすく説明する能力)
- ☐ Sensitive to students' needs and problems (学生のニーズと問題を感じ取る能力)
- ☐ Knowledge of Japanese and Japanese culture (日本語と日本文化の知識)
- ☐ Other (その他)

23. Please put a number next to the five most important (1=most important)

下記の選択肢の中から、英語を学習する上で、重要と思う内容に 1～5 で番号を記述願います。(1 は一番重要という事を意味します。)

- ☐ Knowledge of English grammar (英文法の知識)
- ☐ Good pronunciation (良い発音)

- ☐ Kind (本質) それとも親切心
- ☐ Native-like accent (ネイティブのようなアクセント)
- ☐ Ability to create interest (興味を持たせる能力)
- ☐ Sense of humour (ユーモアのセンス)
- ☐ Pleasant appearance (感じが良い外見)
- ☐ Enthusiastic and motivating (熱心さ) and (人にやる気をおこさせる能力)
- ☐ Experience abroad (海外での熱心な経験)
- ☐ Approachable (親しみやすい性格、愛想が良い)
- ☐ Knowledge of Conversation(会話の知識) /idiomatic expression (慣用語句)
- ☐ Clear explanations (分かりやすく説明する能力)
- ☐ Sensitive to students' needs and problems (学生のニーズと問題を感じ取る能力)
- ☐ Knowledge of Japanese and Japanese culture (日本語と日本文化の知識)
- ☐ Other (その他)

Please specify:

Please explain your choices in the space below: (貴方が上記を選択した理由を下記に記述願います。)

Have you answered every question?

Thank you very much for participating in this study. Please do not hesitate to contact me if you would like a copy of the results. My email address is gallowaynicola@gmail.com

Appendix 3: Pilot (Pre and Post) questionnaire

QUESTIONNAIRE about your views on English (Pre-Course)

貴方の英語見識に関するアンケート

Nicola Galloway

The University of Southampton

I would like to ask you to help me with my doctoral studies at The University of Southampton by answering the following questions concerning your attitudes towards English. It is not a test so there are no 'right' or 'wrong' answers and you don't even have to write your name on it. I am interested in your personal opinion. Please give your answers sincerely as only this will guarantee the success of the investigation. The contents of this form are absolutely confidential. You are requested to give your student number in order for me to give you another questionnaire at the end of semester. Your name or number will not appear on anything I write, it is purely for matching purposes. Information identifying the respondent will not be disclosed under any circumstances. The questionnaire has three parts. Please follow the instructions. You may answer in Japanese or English.

Thank you very much for your help.

現在、私、ニコラ・ガロウェイは、英国・サウスハンプトン大学で博士課程を専攻しております。このアンケートは、皆様に下記の質問にご回答頂く事により、皆様の英語に対する関心を知る事が目的で、私の博士課程の研究課題の資料とさせて頂きたいと思います。

このアンケートはテストではありませんので、正解、不正解は一切ありません。また氏名を記載頂く必要もございません。私は皆様の個人の意見に興味があります。皆様からの真摯なご意見が、この研究の成功を保証する事となりますので、どうかご協力をお願い致します。今学期の最後にも別のアンケートを皆様にお答え頂く為に、学生番号を記述願います。皆様の氏名・学生番号は私が書くいかなる研究資料にも掲載される事はなく、単に今回のアンケートと、今学期の最後にお答え頂くアンケートを合致させる事のみが目的です。またこのアンケートの内容は、完全に機密事項ですので、どのような状況下においても、公開される事はございません。このアンケートは3つのパートに分かれております。下記の説明に従い、ご回答願います。ご回答は、英語でも日本語でも構いません。

ご協力頂き、本当に有難うございます。

I.

Firstly, please answer these personal questions. They require you to tick a box and some also ask you for more information. Please write in the box provided.

初めに、下記の個人的な質問にお答え下さい。該当の□にチェックをお願い致します。また詳細を伺っている質問では、回答を枠内に記述願います。

1. Male ☐ Female ☐
男 女

2. Please enter your student number below:

貴方の学生番号を下記に記述願います。

3. What grade are you?

現在、貴方は何年生ですか。

Third Year ☐ Fourth Year ☐

三年生

四年生

4. Please indicate your TOEIC score below:

貴方の TOEIC のスコアを下記に記述願います。

5. Are you taking part in the World Englishes course this semester?

貴方は今学期 World English Course に参加していますか？

YES ☐ NO ☐

はい

いいえ

6. Which of the following classes have you taken/are you taking at this university?

貴方がこの大学で現在履修している、又はこれまでに履修したクラスは、下記のどのクラスですか？

-
- ☐ Teacher Training (教職課程)
 - ☐ South East Asian Studies(東南アジア研究)
 - ☐ Business English TOEIC (ビジネス英語 トーイック)
 - ☐ Language Learning (言語学習)
 - ☐ Global Issues (地球規模問題)
 - ☐ American Culture (アメリカ文化)

- ☐ British Culture (英国文化)
☐ Other (その他)

Please specify: (具体的に明記して下さい。)

7. At what age did you start learning English?

何歳から英語を勉強し始めましたか？

- ☐ 0-3
☐ 4-7
☐ 8-11
☐ 12-15
☐ 16-19

8. Describe your language learning experience: (Please tick as many as you like)

あなたの語学学習経験を記述して下さい。(複数回答可)

- ☐ Cram School (塾又は予備校)
☐ School (学校)
☐ Holiday abroad (外国での休暇)
☐ Study abroad (海外での勉強)
☐ Foreign friends (外国人の友達)
☐ DVDs/Music (DVD 又は音楽)
☐ English club (英語クラブ)
☐ University (大学)
☐ English Conversation School (英会話学校)
☐ Other (その他)

9. What is the longest period of time you have spent in a foreign country?

これまでに、海外で過ごした最も長い期間はどれくらいですか？

- ☐ I have never been (今まで一度もない)
☐ Under 4 weeks (4 週間以内)
☐ 5-12 weeks (5～12 週間)
☐ 3-6 months (3～6 ヶ月間)
☐ 7 months to one year (7～12 ヶ月間)
☐ more than one year (1 年間以内)

Give details about your experience, e.g. where and why? (Please tick as many as you like)

上記の質問 9 で経験ありとされた方は、あなたの経験をお聞かせ下さい。(例 場所・目的等)

- | | |
|--|----------------|
| <input type="checkbox"/> Study Abroad (US) | (アメリカにて勉強) |
| <input type="checkbox"/> Study Abroad (Canada) | (カナダにて勉強) |
| <input type="checkbox"/> Study Abroad (UK) | (イギリスにて勉強) |
| <input type="checkbox"/> Study Abroad (Aus) | (オーストラリアにて勉強) |
| <input type="checkbox"/> Study Abroad (NZ) | (ニュージーランドにて勉強) |
| <input type="checkbox"/> Sightseeing (Europe) | (ヨーロッパへの観光) |
| <input type="checkbox"/> Sightseeing (UK) | (イギリスへの観光) |
| <input type="checkbox"/> Sightseeing (Aus) | (オーストラリアへの観光) |
| <input type="checkbox"/> Sightseeing (NZ) | (ニュージーランドへの観光) |

- | | |
|--|--------------------------------------|
| <input type="checkbox"/> Sightseeing (US) | (アメリカへの観光) |
| <input type="checkbox"/> Sightseeing (Canada) | (カナダへの観光) |
| <input type="checkbox"/> Working Holiday/Volunteer (Asia) | (アジアにてワーキングホリデー／ボランティア) |
| <input type="checkbox"/> Working Holiday/Volunteer (Canada/US) | (カナダ／アメリカにてワーキングホリデー／ボランティア) |
| <input type="checkbox"/> Working Holiday/Volunteer (Aus/NZ) | (オーストラリア／ニュージーランドにてワーキングホリデー／ボランティア) |
| <input type="checkbox"/> Other | (その他) |

Please specify: (具体的に明記して下さい。)

10. What other language have you learnt or are you learning?

英語以外で学習した事がある、又は現在学習中の語学があれば、教えて下さい。

- ☐ I have not learnt (私は学習しませんでした) / am not learning (私は現在学習していない) any
- ☐ Spanish (スペイン語)
- ☐ French (フランス語)
- ☐ German (ドイツ語)
- ☐ Italian (イタリア語)
- ☐ Chinese (中国語)
- ☐ Korean (韓国語)
- ☐ Thai (タイ語)
- ☐ Vietnamese (ベトナム語)
- ☐ Other (その他の言語)

Please specify: (具体的に明記して下さい。)

11. Where do your present and previous English teachers come from?

(現在又はこれまでの英語教師はどの国の方々でしたか?)

Please tick the appropriate boxes. You can tick as many as you want: (複数回答可)

- ☐ Japan (日本)
- ☐ The United Kingdom (イギリス)
- ☐ America (アメリカ合衆国)
- ☐ Canada (カナダ)
- ☐ New Zealand (ニュージーランド)
- ☐ Australia (オーストラリア)
- ☐ South Africa (南アフリカ共和国)
- ☐ Ireland (アイルランド)
- ☐ Jamaica (ジャマイカ)
- ☐ Singapore (シンガポール)
- ☐ India (インド)
- ☐ Korea (韓国)
- ☐ Other (その他の国々)

Please specify: (具体的に明記して下さい。)

II.

Secondly, please answer the following questions. Some ask you to tick more than one box. Please tick all of the relevant boxes, and write in the box when directed to do so.

次に、下記の質問にお答え下さい。いくつかの質問では複数回答可であり、関連する全ての□をチェック願います。質問15 & 16の回答が「はい」に該当した場合は、その経験を枠内に記述願います。

12. My Japanese teachers have been/are proficient English teachers.

Strongly Disagree	Disagree	Agree	Strongly Agree
全く違う	違う	その通り	全くその通り
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please specify: (具体的に明記して下さい。)

13. My native English teachers have been/ are proficient English teachers.

Strongly Disagree	Disagree	Agree	Strongly Agree
全く違う	違う	その通り	全くその通り
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please specify: (具体的に明記して下さい。)

14. How do you use English the most?

あなたは、どんな状況で英語を一番良く使いますか？

Tick as many as you like (複数回答可)

- ☐ With classmates
(クラスメートと)
- ☐ With native English speaking teachers
(英語を母国語とする教師と)
- ☐ With non-native English speaking teachers
(英語を母国語としない教師と)
- ☐ With native English speaking exchange students
(英語を母国語とする交換留学生と)
- ☐ With non-native English speaking exchange students

(英語を母国語としない交換留学生と)

☐ At work with native English speakers

(英語を母国語とする人達と仕事で)

☐ At work with non-native English speakers

(英語を母国語としない人達と仕事で)

☐ In my leisure time with native English speakers

(英語を母国語とする人達と余暇の時間に)

☐ In my leisure time with non-native English speakers

(英語を母国語としない人達と余暇の時間に)

☐ Other

(その他)

Please specify: (具体的に明記して下さい。)

15. Have you ever spoken English with a non-native English speaker outside of university?

あなたは今までに、英語を母国語としない人達と学校外で 英語を話した事がありますか？

YES ☐ NO ☐

はい いいえ

If yes, please describe:

もし上記で「はい」と回答されましたら、下記についてご説明下さい。

a. where this experience was.

どこでその経験をしましたか？

b. whether it was positive or negative (explain why)

その経験は好意的または悲観的でしたか？(理由もご説明下さい。)

16. Have you ever spoken English with a native speaker outside of university?

あなたは今までに、英語を母国語とする人達と学校外で英語を話した事がありますか？

YES ☐ NO ☐

はい いいえ

If yes, please describe:

もし上記で「はい」と回答されましたら、下記についてご説明下さい。

a. where this experience was.

どこでその経験をしましたか？

b. whether it was positive or negative (explain why)

その経験は好意的または悲観的でしたか？(理由もご説明下さい。)

17. How do you think you will use English in the future?

あなたは将来英語を使う事をどのように考えていますか？

Please tick as many as you like (複数回答可)

- ☐ In my job with native 'English' speakers
(英語を母国語とする人達と仕事で)
- ☐ In my job with non-native 'English' speakers
(英語を母国語としない人達と仕事で)
- ☐ In my free time with native 'English' speakers
(英語を母国語とする人達と自由な時間に)
- ☐ In my free time with non-native 'English' speakers
(英語を母国語としない人達と自由な時間に)
- ☐ I plan to study/work in a native English speaking country
(私は英語が母国語である国で、働く／勉強する事を考えている。)
- ☐ I plan to study/work in a non English speaking country
(私は英語が母国語ではない国で、働く／勉強する事を考えている。)

18. What are your main reasons for studying English?

(英語を学習する貴方の主たる理由は何ですか？)

Please tick as many as you like (複数回答可)

- ☐ To increase my career prospects
キャリアの可能性を広げる為。
- ☐ Because I'm interested in English
英語に興味があるから。
- ☐ Because I like English movies, TV shows, pop music, etc.
洋画、テレビ番組、ポップ音楽等が好きだから。
- ☐ Because I want to communicate with native speakers of English
英語を母国語とする人達とコミュニケーションを取りたいから。
- ☐ Because I want to communicate with non-native speakers of English
英語を母国語としない人達とコミュニケーションを取りたいから。
- ☐ Because English is a useful language
英語は有用な言語だから。
- ☐ Because I want to travel abroad
外国を旅行したいから。

III

Following are a number of questions. Please tick the most appropriate box and give your reasons in the box provided. Thank you very much for your help.

次に、下記の質問にお答え下さい。適している□をチェック頂き、その理由を下記枠内に記述願います。

19. Which varieties of English are most attractive to you?

様々な英語の中で、貴方にとって魅力のある英語はどれですか？)

Please put a number next to the five most attractive (1=most attractive)

下記の選択肢の中から、英語を学習する上で、魅力的と思う内容に 1～5 で番号を記述願います。(1 は一番魅力的という事を意味します。)

- ☐ Japan (日本)
- ☐ The United Kingdom (イギリス)
- ☐ America (アメリカ合衆国)
- ☐ Canada (カナダ)
- ☐ New Zealand (ニュージーランド)
- ☐ Australia (オーストラリア)
- ☐ South Africa (南アフリカ共和国)
- ☐ Ireland (アイルランド)
- ☐ Jamaica (ジャマイカ)
- ☐ Singapore (シンガポール)
- ☐ India (インド)
- ☐ Korea (韓国)
- ☐ South Africa (南アフリカ)
- ☐ Spain (スペイン)
- ☐ France (フランス)
- ☐ China (中国)
- ☐ Vietnam (ベトナム)
- ☐ Malaysia (マレーシア)

- ☐ Other (その他の国々)

20. Which variety of English would you like to imitate?

様々な英語の中で、貴方が真似たい英語はどれですか？)

(Choose one from the list)

下記リストの中から、1 つお選び願います。

- ☐ Japan (日本)
- ☐ The United Kingdom (イギリス)
- ☐ America (アメリカ合衆国)
- ☐ Canada (カナダ)
- ☐ New Zealand (ニュージーランド)
- ☐ Australia (オーストラリア)
- ☐ South Africa (南アフリカ共和国)
- ☐ Ireland (アイルランド)
- ☐ Jamaica (ジャマイカ)
- ☐ Singapore (シンガポール)
- ☐ India (インド)
- ☐ Korea (韓国)

- ☐ South Africa (南アフリカ)
- ☐ Spain (スペイン)
- ☐ France (フランス)
- ☐ China (中国)
- ☐ Vietnam (ベトナム)
- ☐ Malaysia (マレーシア)
- ☐ Other (その他の国々)

21. I am interested in having English teachers from the following countries:

私は下記の国々から来る英語教師に興味があります。

(Choose five varieties from the list)

下記リストの中から、5つをお選び願います。

- ☐ Japan (日本)
- ☐ The United Kingdom (イギリス)
- ☐ America (アメリカ合衆国)
- ☐ Canada (カナダ)
- ☐ New Zealand (ニュージーランド)
- ☐ Australia (オーストラリア)
- ☐ South Africa (南アフリカ共和国)
- ☐ Ireland (アイルランド)
- ☐ Jamaica (ジャマイカ)
- ☐ Singapore (シンガポール)
- ☐ India (インド)
- ☐ Korea (韓国)
- ☐ South Africa (南アフリカ)
- ☐ Spain (スペイン)
- ☐ France (フランス)
- ☐ China (中国)
- ☐ Vietnam (ベトナム)
- ☐ Malaysia (マレーシア)
- ☐ Other (その他の国々)

22. Do you prefer to use materials in class that involve only native speakers of English, only non-native speakers of English, or both?

貴方は講義で使用する教材が、英語を母国語とする人達のみを含んだ、又は英語を母国語としない人達のみを含んだ、又は両方を含んだ物のどれを好みますか？

☐ Only native speakers of English

英語を母国語とする人達のみを含んだ物

☐ Only non-native speakers of English

英語を母国語としない人達のみを含んだ物

☐ Both

両方を含んだ物

Please explain: (その理由を下記に記述願います。)

23. My ultimate goal is to pronounce English like a native-speaker.

私の最終目標は、ネイティブスピーカーの様に英語を発音する事です。

Strongly Disagree	Disagree	Agree	Strongly Agree
全く違う	違う	その通り	全くその通り
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please explain your answer below: (貴方の答えの理由を下記に記述願います。)

24. Do you prefer your English teachers to be native speakers, non-native speakers, or both?

貴方は英語教師が、英語を母国語とする教師、英語を母国語としない教師、又は両方のうちどれを好みますか？

- ☐ Native speakers of English
英語を母国語とする教師
- ☐ Non-native speakers of English
英語を母国語としない教師
- ☐ Both
両方

Please explain your answer below: (貴方の答えの理由を下記に記述願います。)

25. Please put a number next to the five most important (1=most important)

下記の選択肢の中から、英語を学習する上で、重要と思う内容に 1〜5 で番号を記述願います。(1 は一番重要という事を意味します。)

- ☐ Knowledge of English grammar (英文法の知識)
- ☐ Good pronunciation (良い発音)
- ☐ Kind (本質) それとも親切心
- ☐ Native-like accent (ネイティブのようなアクセント)
- ☐ Ability to create interest (興味を持たせる能力)
- ☐ Sense of humour (ユーモアのセンス)
- ☐ Pleasant appearance (感じが良い外見)
- ☐ Approachable (親しみやすい性格、愛想が良い)

- ☐ Enthusiastic and motivating (熱心さ) and (人にやる気をおこさせる能力)
- ☐ Experience abroad (海外での熱心な経験)
- ☐ Knowledge of Conversation (会話の知識) /idiomatic expression (慣用語句)
- ☐ Clear explanations (分かりやすく説明する能力)
- ☐ Sensitive to students' needs and problems (学生のニーズと問題を感じ取る能力)
- ☐ Knowledge of Japanese and Japanese culture (日本語と日本文化の知識)
- ☐ Other (その他)

Please specify: (具体的に明記して下さい。)

Please explain your choices in the space below: (貴方が上記を選択した理由を下記に記述願います。)

Have you answered every question?

全ての質問にお答え頂きましたか？

Thank you very much for participating in this study. Please do not hesitate to contact me if you would like a copy of the results. My email address is gallowaynicola@gmail.com

この研究にご協力頂きまして、大変有難うございました。この結果のコピーをご希望の方は、下記アドレスまで、ご連絡頂きます様、お願い致します。

QUESTIONNAIRE about your views on English (Post-Course)

貴方の英語見識に関するアンケート

Nicola Galloway

The University of Southampton

I would like to ask you to help me with my doctoral studies at The University of Southampton by answering the following questions concerning your attitudes towards English. It is not a test so there are no 'right' or 'wrong' answers and you don't even have to write your name on it. I am interested in your personal opinion. Please give your answers sincerely as only this will guarantee the success of the investigation. The contents of this form are absolutely confidential. Your name or number will not appear on anything I write, it is purely for matching purposes. Information identifying the respondent will not be disclosed under any circumstances. The questionnaire has three parts. Please follow the instructions. You may answer in Japanese or English.

Thank you very much for your help.

現在、私、ニコラ・ガロウェイは、英国・サウスハンプトン大学で博士課程を専攻しております。このアンケートは、皆様に下記の質問にご回答頂く事により、皆様の英語に対する関心を知る事が目的で、私の博士課程の研究課題の資料とさせて頂きたいと思います。

このアンケートはテストではありませんので、正解、不正解は一切ありません。また氏名を記載頂く必要もございません。私は皆様の個人の意見に興味があります。皆様からの真摯なご意見が、この研究の成功を保証する事となりますので、どうかご協力をお願い致します。今学期の最後にも別のアンケートを皆様にお答え頂く為に、学生番号を記述願います。皆様の氏名・学生番号は私が書くいかなる研究資料にも掲載される事はなく、単に今回のアンケートと、今学期の最後にお答え頂くアンケートを合致させる事のみが目的です。またこのアンケートの内容は、完全に機密事項ですので、どのような状況下においても、公開される事はございません。このアンケートは3つのパートに分かれております。下記の説明に従い、ご回答願います。ご回答は、英語でも日本語でも構いません。

ご協力頂き、本当に有難うございます。

I.

Firstly, please answer these personal questions. They require you to tick a box and some also ask you for more information. Please write in the box provided.

初めに、下記の個人的な質問にお答え下さい。該当の□にチェックをお願い致します。また詳細を伺っている質問では、回答を枠内に記述願います。

1. Please enter your student number below:

貴方の学生番号を下記に記述願います。

2. Are you taking part in the World Englishes course this semester?

貴方は今学期 World English Course に参加していますか？

YES ☐ NO ☐

はい いいえ

II.

Secondly, please answer the following questions. Some ask you to tick more than one box. Please tick all of the relevant boxes, and write in the box when directed to do so.

次に、下記の質問にお答え下さい。いくつかの質問では複数回答可であり、関連する全ての□をチェック願います。質問15 & 16の回答が「はい」に該当した場合は、その経験を枠内に記述願います。

3. What are your main reasons for studying English?

(英語を学習する貴方の主たる理由は何ですか？)

Please tick as many as you like (複数回答可)

☐ To increase my career prospects

キャリアの可能性を広げる為。

☐ Because I'm interested in English

英語に興味があるから。

☐ Because I like English movies, TV shows, pop music, etc.

洋画、テレビ番組、ポップ音楽等が好きだから。

☐ Because I want to communicate with native speakers of English

英語を母国語とする人達とコミュニケーションを取りたいから。

☐ Because I want to communicate with non-native speakers of English

英語を母国語としない人達とコミュニケーションを取りたいから。

☐ Because English is a useful language

英語は有用な言語だから。

☐ Because I want to travel abroad

外国を旅行したいから。

4. How do you use English the most?

あなたは、どんな状況で英語を一番良く使いますか？

Tick as many as you like (複数回答可)

☐ With classmates

(クラスメートと)

☐ With native English speaking teachers

(英語を母国語とする教師と)

☐ With non-native English speaking teachers

(英語を母国語としない教師と)

☐ With native English speaking exchange students

(英語を母国語とする交換留学生と)

☐ With non-native English speaking exchange students

(英語を母国語としない交換留学生と)

☐ At work with native English speakers

(英語を母国語とする人達と仕事で)

☐ At work with non-native English speakers

(英語を母国語としない人達と仕事で)

☐ In my leisure time with native English speakers

(英語を母国語とする人達と余暇の時間に)

☐ In my leisure time with non-native English speakers

(英語を母国語としない人達と余暇の時間に)

☐ Other

(その他)

Please specify: (具体的に明記して下さい。)

5. How do you think you will use English in the future?

あなたは将来英語を使う事をどのように考えていますか？

Please tick as many as you like (複数回答可)

☐ In my job with native 'English' speakers

(英語を母国語とする人達と仕事で)

☐ In my job with non-native 'English' speakers

(英語を母国語としない人達と仕事で)

☐ In my free time with native 'English' speakers

(英語を母国語とする人達と自由な時間に)

☐ In my free time with non-native 'English' speakers

(英語を母国語としない人達と自由な時間に)

☐ I plan to study/work in a native English speaking country

(私は英語が母国語である国で、働く／勉強する事を考えている。)

☐ I plan to study/work in a non English speaking country

(私は英語が母国語ではない国で、働く／勉強する事を考えている。)

6. Have you ever spoken English with a non-native English speaker outside of university?

あなたは今までに、英語を母国語としない人達と学校外で 英語を話した事がありますか？

YES ☐ NO ☐

はい いいえ

If **yes**, please describe:

もし上記で「はい」と回答されましたら、下記についてご説明下さい。

a.where this experience was.

どこでその経験をしましたか？

b.whether it was positive or negative (explain why)

その経験は好意的または悲観的でしたか？（理由もご説明下さい。）

7. Have you ever spoken English with a native speaker outside of university?

あなたは今までに、英語を母国語とする人達と学校外で英語を話した事がありますか？

YES ☐ NO ☐

はい いいえ

If **yes**, please describe:

もし上記で「はい」と回答されましたら、下記についてご説明下さい。

a.where this experience was.

どこでその経験をしましたか？

b.whether it was positive or negative (explain why)

その経験は好意的または悲観的でしたか？（理由もご説明下さい。）

8. My native English teachers have been/ are proficient English teachers.

Strongly Disagree

Disagree

Agree

Strongly Agree

全く違う

違う

その通り

全くその通り

☐☐☐☐

Please specify: (具体的に明記して下さい。)

9. My Japanese teachers have been/are proficient English teachers.

Strongly Disagree

Disagree

Agree

Strongly Agree

全く違う

違う

その通り

全くその通り

☐☐☐☐

Please specify: (具体的に明記して下さい。)

III

Following are a number of questions. Please tick the most appropriate box and give your reasons in the box provided. Thank you very much for your help.

次に、下記の質問にお答え下さい。適している□をチェック頂き、その理由を下記枠内に記述願います。

10. Which varieties of English are most attractive to you?

様々な英語の中で、貴方にとって魅力のある英語はどれですか？)

Please put a number next to the five most attractive (1=most attractive)

下記の選択肢の中から、英語を学習する上で、魅力的と思う内容に 1～5 で番号を記述願います。(1 は一番魅力的という事を意味します。)

☐ Japan (日本)

☐ The United Kingdom (イギリス)

☐ America (アメリカ合衆国)

☐ Canada (カナダ)

- ☐ New Zealand (ニュージーランド)
- ☐ Australia (オーストラリア)
- ☐ South Africa (南アフリカ共和国)
- ☐ Ireland (アイルランド)
- ☐ Jamaica (ジャマイカ)
- ☐ Singapore (シンガポール)
- ☐ India (インド)
- ☐ Korea (韓国)
- ☐ South Africa (南アフリカ)
- ☐ Spain (スペイン)
- ☐ France (フランス)
- ☐ China (中国)
- ☐ Vietnam (ベトナム)
- ☐ Malaysia (マレーシア)
- ☐ Other (その他の国々)

11. Which variety of English would you like to imitate?

様々な英語の中で、貴方が真似たい英語はどれですか？)

(Choose one from the list)

下記リストの中から、1 つお選び願います。

- ☐ Japan (日本)
- ☐ The United Kingdom (イギリス)
- ☐ America (アメリカ合衆国)
- ☐ Canada (カナダ)
- ☐ New Zealand (ニュージーランド)
- ☐ Australia (オーストラリア)
- ☐ South Africa (南アフリカ共和国)
- ☐ Ireland (アイルランド)
- ☐ Jamaica (ジャマイカ)
- ☐ Singapore (シンガポール)
- ☐ India (インド)
- ☐ Korea (韓国)
- ☐ Spain (スペイン)
- ☐ France (フランス)
- ☐ China (中国)
- ☐ Vietnam (ベトナム)
- ☐ Malaysia (マレーシア)
- ☐ Other (その他の国々)

12. I am interested in having English teachers from the following countries:

私は下記の国々から来る英語教師に興味があります。

(Choose five varieties from the list)

下記リストの中から、5つをお選び願います。

- ☐ Japan (日本)
- ☐ The United Kingdom (イギリス)
- ☐ America (アメリカ合衆国)
- ☐ Canada (カナダ)
- ☐ New Zealand (ニュージーランド)
- ☐ Australia (オーストラリア)
- ☐ South Africa (南アフリカ共和国)
- ☐ Ireland (アイルランド)
- ☐ Jamaica (ジャマイカ)
- ☐ Singapore (シンガポール)
- ☐ India (インド)
- ☐ Korea (韓国)
- ☐ South Africa (南アフリカ)
- ☐ Spain (スペイン)
- ☐ France (フランス)
- ☐ China (中国)
- ☐ Vietnam (ベトナム)
- ☐ Malaysia (マレーシア)
- ☐ Other (その他の国々)

13. Do you prefer to use materials in class that involve only native speakers of English, only non-native speakers of English, or both?

貴方は講義で使用する教材が、英語を母国語とする人達のみを含んだ、又は英語を母国語としない人達のみを含んだ、又は両方を含んだ物のどれを好みますか？

- ☐ Only native speakers of English
英語を母国語とする人達のみを含んだ物
- ☐ Only non-native speakers of English
英語を母国語としない人達のみを含んだ物
- ☐ Both
両方を含んだ物

Please explain: (その理由を下記に記述願います。)

--

14. My ultimate goal is to pronounce English like a native-speaker.

私の最終目標は、ネイティブスピーカーの様に英語を発音する事です。

Strongly Disagree

全く違う

☐

Disagree

違う

☐

Agree

その通り

☐

Strongly Agree

全くその通り

☐

Please explain your answer below: (貴方の答えの理由を下記に記述願います。)

15. Do you prefer your English teachers to be native speakers, non-native speakers, or both?

貴方は英語教師が、英語を母国語とする教師、英語を母国語としない教師、又は両方のうちどれを好みますか？

☐ Native speakers of English

英語を母国語とする教師

☐ Non-native speakers of English

英語を母国語としない教師

☐ Both

両方

Please explain your answer below: (貴方の答えの理由を下記に記述願います。)

16. Please put a **number** next to the **five** most important (1=most important)

下記の選択肢の中から、英語を学習する上で、重要と思う内容に 1～5 で番号を記述願います。(1 は一番重要という事を意味します。)

☐ Knowledge of English grammar (英文法の知識)

☐ Good pronunciation (良い発音)

☐ Kind (本質) それとも親切心

☐ Native-like accent (ネイティブのようなアクセント)

☐ Ability to create interest (興味を持たせる能力)

☐ Sense of humour (ユーモアのセンス)

☐ Pleasant appearance (感じが良い外見)

☐ Approachable (親しみやすい性格、愛想が良い)

☐ Enthusiastic and motivating (熱心さ) and (人にやる気をおこさせる能力)

☐ Experience abroad (海外での熱心な経験)

☐ Knowledge of Conversation (会話の知識) /idiomatic expression (慣用語句)

☐ Clear explanations (分かりやすく説明する能力)

- ☐ Sensitive to students' needs and problems (学生のニーズと問題を感じ取る能力)
☐ Knowledge of Japanese and Japanese culture (日本語と日本文化の知識)
☐ Other (その他)

Please specify: (具体的に明記して下さい。)

Please explain your choices in the space below: (貴方が上記を選択した理由を下記に記述願います。)

17. Use the space below to add any further comments:

Have you answered every question?

全ての質問にお答え頂きましたか？

Thank you very much for participating in this study. Please do not hesitate to contact me if you would like a copy of the results. My email address is gallowaynicola@gmail.com

この研究にご協力頂きまして、大変有難うございました。この結果のコピーをご希望の方は、下記アドレスまで、ご連絡頂きます様、お願い致します。

Appendix 4: Main (Pre and Post) questionnaire

QUESTIONNAIRE about your views on English (Pre-Course)

貴方の英語見識に関するアンケート

Nicola Galloway

The University of Southampton

*I would like to ask you to help me with my doctoral studies at The University of Southampton by answering the following questions concerning your attitudes towards English. It is not a test so there are no 'right' or 'wrong' answers and you don't even have to write your name on it. I am interested in your personal opinion. Please give your answers sincerely as only this will guarantee the success of the investigation. The contents of this form are absolutely confidential. You are requested to give your student number in order for me to give you another questionnaire at the end of semester. Your name or number will not appear on anything I write, it is purely for matching purposes. Information identifying the respondent will not be disclosed under any circumstances. The questionnaire has four parts. Please follow the instructions. **You may answer in Japanese or English.***

Thank you very much for your help.

現在、私、ニコラ・ガロウェイは、英国・サウスハンプトン大学で博士課程を専攻しております。このアンケートは、皆様に下記の質問にご回答頂く事により、皆様の英語に対する関心を知る事が目的で、私の博士課程の研究課題の資料とさせて頂きたいと思います。

このアンケートはテストではありませんので、正解、不正解は一切ありません。また氏名を記載頂く必要もございません。私は皆様の個人の意見に興味があります。皆様からの真摯なご意見が、この研究の成功を保証する事となりますので、どうかご協力をお願い致します。今学期の最後にも別のアンケートを皆様にお答え頂く為に、学生番号を記述願います。皆様の氏名・学生番号は私が書くいかなる研究資料にも掲載される事はなく、単に今回のアンケートと、今学期の最後にお答え頂くアンケートを合致させる事のみが目的です。またこのアンケートの内容は、完全に機密事項ですので、どのような状況下においても、公開される事はございません。このアンケートは4つのパートに分かれております。下記の説明に従い、ご回答願います。ご回答は、**英語でも日本語でも構いません。**

ご協力頂き、本当に有難うございます。

I.

Firstly, please answer these personal questions. They require you to tick a box and some also ask you for more information. Please write in the box provided.

初めに、下記の個人的な質問にお答え下さい。該当する選択肢の□にチェックをお願い致します。また詳細を伺っている質問では、回答を枠内に記述願います。

1. Male ☐ Female ☐
男 女

2. Please enter your student number below:
貴方の学生番号を下記に記述願います。

3. What grade are you?
現在、貴方は何年生ですか。

Third Year ☐ Fourth Year ☐
三年生 四年生

4. Please indicate your TOEIC score below:
貴方の TOEIC のスコアを下記に記述願います。

5. Are you taking part in the World Englishes course this semester?
貴方は今学期 World English Course に参加していますか？

YES ☐ NO ☐
はい いいえ

6. Which of the following classes have you taken/are you taking at this university?
貴方がこの大学で現在履修している、又はこれまでに履修したクラスは、下記のどのクラスですか？

- | | |
|---|----------------|
| <input type="checkbox"/> Teacher Training | (教職課程) |
| <input type="checkbox"/> South East Asian Studies | (東南アジア研究) |
| <input type="checkbox"/> Business English TOEIC | (ビジネス英語 トーイック) |
| <input type="checkbox"/> Language Learning | (言語学習) |
| <input type="checkbox"/> Global Issues | (地球規模問題) |

- | | |
|---|----------|
| <input type="checkbox"/> American Culture | (アメリカ文化) |
| <input type="checkbox"/> British Culture | (英国文化) |
| <input type="checkbox"/> Other | (その他) |

Please specify: (具体的に明記して下さい。)

7. At what age did you start learning English?
何歳から英語を勉強し始めましたか？

- ☐ 0-3
☐ 4-7
☐ 8-11
☐ 12-15
☐ 16-19

8. Describe your language learning experience: (Please tick as many as you like)
あなたの語学学習経験を記述して下さい。(複数回答可)

- ☐ Cram School (塾又は予備校)
☐ School (学校)
☐ Holiday abroad (外国での休暇)
☐ Study abroad (海外での勉強)
☐ Foreign friends (外国人の友達)
☐ DVDs/Music (DVD 又は音楽)
☐ English club (英語クラブ)
☐ University (大学)
☐ English Conversation School (英会話学校)
☐ Other (その他)

9. What is the longest period of time you have spent in a foreign country?
これまでに、海外で過ごした最も長い期間はどれくらいですか？

- ☐ I have never been (今まで一度もない)
☐ Under 4 weeks (4 週間以内)
☐ 5-12 weeks (5～12 週間)
☐ 3-6 months (3～6 ヶ月間)
☐ 7 months to one year (7～12 ヶ月間)
☐ more than one year (1 年間以内)

10. Give details about your experience, e.g. where and why? (Please tick as many as you like)

- 上記の質問 9 で経験ありとされた方は、あなたの経験をお聞かせ下さい。(複数回答可)
- | | |
|--|------------|
| <input type="checkbox"/> Study Abroad (US) | (アメリカにて勉強) |
| <input type="checkbox"/> Study Abroad (Canada) | (カナダにて勉強) |
| <input type="checkbox"/> Study Abroad (UK) | (イギリスにて勉強) |

- | | |
|--|--------------------------------------|
| <input type="checkbox"/> Study Abroad (Aus) | (オーストラリアにて勉強) |
| <input type="checkbox"/> Study Abroad (NZ) | (ニュージーランドにて勉強) |
| <input type="checkbox"/> Sightseeing (Europe) | (ヨーロッパへの観光) |
| <input type="checkbox"/> Sightseeing (UK) | (イギリスへの観光) |
| <input type="checkbox"/> Sightseeing (Aus) | (オーストラリアへの観光) |
| <input type="checkbox"/> Sightseeing (NZ) | (ニュージーランドへの観光) |
| <input type="checkbox"/> Sightseeing (US) | (アメリカへの観光) |
| <input type="checkbox"/> Sightseeing (Canada) | (カナダへの観光) |
| <input type="checkbox"/> Sightseeing (Asia) | (アジアへの観光) |
| <input type="checkbox"/> Working Holiday/Volunteer (Asia) | (アジアにてワーキングホリデイ／ボランティア) |
| <input type="checkbox"/> Working Holiday/Volunteer (Canada/US) | (カナダ／アメリカにてワーキングホリデイ／ボランティア) |
| <input type="checkbox"/> Working Holiday/Volunteer (Aus/NZ) | (オーストラリア／ニュージーランドにてワーキングホリデイ／ボランティア) |
| <input type="checkbox"/> Other | (その他) |

Please specify: (具体的に明記して下さい。)

11. What other language have you learnt or are you learning?

英語以外で学習した事がある、又は現在学習中の語学があれば、教えて下さい。

- ☐ I have not learnt (私は今まで学習した事がない) / am not learning (私は現在学習していない)
- ☐ Spanish (スペイン語)
- ☐ French (フランス語)
- ☐ German (ドイツ語)
- ☐ Italian (イタリア語)
- ☐ Chinese (中国語)
- ☐ Korean (韓国語)
- ☐ Thai (タイ語)
- ☐ Vietnamese (ベトナム語)
- ☐ Russian (ロシア語)
- ☐ Arabic (アラビア語)
- ☐ Portuguese (ポルトガル語)
- ☐ Other (その他の言語)

Please specify: (具体的に明記して下さい。)

Secondly, please answer these questions about your English use. They require you to tick a box and some also ask you for more information. Please write in the box provided.

次に、英語に関する質問にお答え下さい。該当する選択肢の□にチェックをお願い致します。また詳細を伺っている質問では、回答を枠内に記述願います。

12. What are your main reasons for studying English?

(英語を学習する貴方の主たる理由は何ですか?)

Please tick as many as you like (複数回答可)

- ☐ To increase my career prospects
キャリアの可能性を広げる為。
- ☐ Because I'm interested in English
英語に興味があるから。
- ☐ Because I like English movies, TV shows, pop music, etc.
洋画、テレビ番組、ポップ音楽等が好きだから。
- ☐ Because I want to communicate with native speakers of English
英語を母国語とする人達とコミュニケーションを取りたいから。
- ☐ Because I want to communicate with non-native speakers of English
英語を母国語としない人達とコミュニケーションを取りたいから。
- ☐ Because English is a useful language
英語は有用な言語だから。
- ☐ Because I want to travel abroad
外国を旅行したいから。
- ☐ Other
その他

Please specify: (具体的に明記して下さい。)

13. How do you use English the most?

あなたは、どんな状況で英語を一番良く使いますか?

Tick as many as you like (複数回答可)

- ☐ With classmates (クラスメートと)
- ☐ With native English speaking teachers (英語を母国語とする教師と)
- ☐ With non-native English speaking teachers (英語を母国語としない教師と)
- ☐ With native English speaking exchange students (英語を母国語とする交換留学生と)
- ☐ With non-native English speaking exchange students (英語を母国語としない交換留学生と)
- ☐ At work with native English speakers (英語を母国語とする人達と仕事で)
- ☐ At work with non-native English speakers (英語を母国語としない人達と仕事で)
- ☐ In my leisure time with native English speakers (英語を母国語とする人達と余暇の時間に)
- ☐ In my leisure time with non-native English speakers (英語を母国語としない人達と余暇の時間に)

☐ Other (その他)

Please specify: (具体的に明記して下さい。)

14. Have you ever spoken English with a non-native English speaker outside of university?
あなたは今までに、英語を母国語としない人達と学校外で 英語を話した事がありますか？

YES ☐ NO ☐

はい いいえ

If yes, please describe:

もし上記で「はい」と回答されましたら、下記についてご説明下さい。

a.where this experience was. どこでその経験をしましたか？

b.whether it was positive or negative (explain why)

その経験は好意的または悲観的でしたか？ (理由もご説明下さい。)

15. Have you ever spoken English with a native speaker outside of university?

あなたは今までに、英語を母国語とする人達と学校外で英語を話した事がありますか？

YES ☐ NO ☐

はい いいえ

If yes, please describe:

もし上記で「はい」と回答されましたら、下記についてご説明下さい。

a.where this experience was. どこでその経験をしましたか？

b.whether it was positive or negative (explain why) その経験は好意的または悲観的でしたか？ (理由もご説明下さい。)

16. How do you think you will use English in the future?

あなたは将来英語を使う事をどのように考えていますか？

Please tick as many as you like (複数回答可)

☐ In my job with native 'English' speakers

(英語を母国語とする人達と仕事で)

☐ In my job with non-native 'English' speakers

(英語を母国語としない人達と仕事で)

☐ In my free time with native 'English' speakers

(英語を母国語とする人達と自由な時間に)

☐ In my free time with non-native 'English' speakers

(英語を母国語としない人達と自由な時間に)

☐ I plan to study/work in a native English speaking country

(私は英語が母国語である国で、働く／勉強する事を考えている。)

☐ I plan to study/work in a non English speaking country

(私は英語が母国語ではない国で、働く／勉強する事を考えている。)

III.

Thirdly, please answer these questions about your views on English. They require you to tick a box and some also ask you for more information. Please write in the box provided.

次に、貴方の英語見識に関する質問にお答え下さい。該当する選択肢の□にチェックをお願い致します。また詳細を伺っている質問では、回答を枠内に記述願います。

17. Which varieties of English are most attractive to you?

様々な英語の中で、貴方にとって魅力のある英語はどれですか？

The following variety of English is attractive to me:

下記の様々な英語は私にとって魅力がある

	Strongly Disagree	Disagree	Agree	Strongly Agree
	全くそう思わない	そう思わない	そう思う	強くそう思う
Singapore (シンガポール)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ireland (アイルランド)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
France (フランス)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Japan (日本)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
India (インド)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The United Kingdom (イギリス)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
China (中国)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jamaica (ジャマイカ)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
America (アメリカ合衆国)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Zealand (ニュージーランド)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Australia (オーストラリア)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Africa (南アフリカ共和国)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Korea (韓国)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spain (スペイン)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Canada (カナダ)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vietnam (ベトナム)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Malaysia (マレーシア)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (その他の国々)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please explain your answer below: (貴方の答えの理由を下記に記述願います。)

18. I would like to sound like a speaker from the following country:

私は下記の国々の人のように発音したい

	Strongly Disagree	Disagree	Agree	Strongly Agree
	全くそう思わない	そう思わない	そう思う	強くそう思う
Singapore (シンガポール)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ireland (アイルランド)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
France (フランス)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Japan (日本)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
India (インド)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The United Kingdom (イギリス)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
China (中国)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jamaica (ジャマイカ)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
America (アメリカ合衆国)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Zealand (ニュージーランド)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Australia (オーストラリア)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Africa (南アフリカ共和国)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Korea (韓国)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spain (スペイン)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Canada (カナダ)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vietnam (ベトナム)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Malaysia (マレーシア)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (その他の国々)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please explain your answer below: (貴方の答えの理由を下記に記述願います。)

IV.

Fourthly, please answer the following questions about your English teachers. Some ask you to tick more than one box. Please tick all of the relevant boxes, and write in the box when directed to do so.
次に、貴方の英語教師に関する質問にお答え下さい。いくつかの質問は複数回答可であり、該当する全ての□をチェック願います。

19. Where do your present and previous English teachers come from?
(現在又はこれまでの英語教師はどの国の方々でしたか?)

Please tick the appropriate boxes. You can tick as many as you want:
(適当な□をチェック願います。複数回答可です。)

- ☐ Japan (日本)
☐ The United Kingdom (イギリス)

- ☐ America (アメリカ合衆国)
- ☐ Canada (カナダ)
- ☐ New Zealand (ニュージーランド)
- ☐ Australia (オーストラリア)
- ☐ South Africa (南アフリカ共和国)
- ☐ Ireland (アイルランド)
- ☐ Jamaica (ジャマイカ)
- ☐ Singapore (シンガポール)
- ☐ India (インド)
- ☐ Korea (韓国)
- ☐ Other (その他の国々)

Please specify: (具体的に明記して下さい。)

20. My Japanese teachers have been/are competent English teachers.

これまでの／今の、私の日本人の教師は、英語教師として優秀でした／です。

Strongly Disagree Disagree Agree Strongly Agree

全くそう思わない そう思わない そう思う 強くそう思う

☐
☐
☐
☐

Please specify: (具体的に明記して下さい。)

21. My native English teachers have been/ are competent English teachers.

これまでの／今の、私の英語を母国語とする教師は、英語教師として優秀でした／です。

Strongly Disagree Disagree Agree Strongly Agree

全くそう思わない そう思わない そう思う 強くそう思う

☐
☐
☐
☐

Please specify: (具体的に明記して下さい。)

22. My non-native English teachers have been/ are competent English teachers.

これまでの／今の、私の英語を母国語としない英語教師は、英語教師として優秀でした／です。

Strongly Disagree	Disagree	I have never had one	Agree	Strongly Agree
全くそう思わない	そう思わない	今まで経験がない	そう思う	強くそう思う
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please specify: (具体的に明記して下さい。)

23. The following skills are important for an English teacher:

下記のスキルは英語教師にとって重要です。

	Strongly Disagree	Disagree	Agree	Strongly Agree
	全くそう思わない	そう思わない	その思う	強くそう思う
Knowledge of English grammar (英文法の知識)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Good pronunciation (良い発音)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kind (親切、丁寧さ)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Native-like accent (ネイティブのようなアクセント)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to create interest (興味を持たせる能力)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sense of humour (ユーモアのセンス)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pleasant appearance (感じが良い外見)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Approachable (親しみやすい性格、愛想が良い)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enthusiastic and motivating (熱心さ、人にやる気をおこさせる能力)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Experience abroad (海外での経験)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge of Conversation / idiomatic expression (会話／慣用語句の知識)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clear explanations (分かりやすく説明する能力)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sensitive to students' needs and problems (学生のニーズと問題を感じ取る能力)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge of Japanese and Japanese culture (日本語と日本文化の知識)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching Experience (指導経験)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching Methods (指導方法)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (その他)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please specify: (具体的に明記して下さい。)

24. I am interested in having English teachers from the following countries:

私は下記の国々から来る英語教師に興味があります。

	Strongly Disagree	Disagree	Agree	Strongly Agree
	全くそう思わない	そう思わない	そう思う	強くそう思う
Singapore (シンガポール)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ireland (アイルランド)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
France (フランス)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Japan (日本)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
India (インド)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The United Kingdom (イギリス)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
China (中国)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jamaica (ジャマイカ)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
America (アメリカ合衆国)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Zealand (ニュージーランド)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Australia (オーストラリア)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Africa (南アフリカ共和国)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Korea (韓国)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spain (スペイン)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Canada (カナダ)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vietnam (ベトナム)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Malaysia (マレーシア)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (その他の国々)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please explain your answer below: (貴方の答えの理由を下記に記述願います。)

25. I prefer to use English learning materials (textbooks, audio, etc) that involve people from the following countries:

私は下記の国々の人達に関係する英語学習教材（テキスト本、オーディオ等）を使う事を好みます。

	Strongly Disagree	Disagree	Agree	Strongly Agree
	全くそう思わない	そう思わない	そう思う	強くそう思う
Singapore (シンガポール)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ireland (アイルランド)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
France (フランス)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Japan (日本)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
India (インド)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The United Kingdom (イギリス)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
China (中国)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Jamaica (ジャマイカ)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
America (アメリカ合衆国)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Zealand (ニュージーランド)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Australia (オーストラリア)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Africa (南アフリカ共和国)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Korea (韓国)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spain (スペイン)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Canada (カナダ)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vietnam (ベトナム)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Malaysia (マレーシア)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (その他の国々)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please explain your answer below: (貴方の答えの理由を下記に記述願います。)

V.

Lastly, please use the following space to write your comments to the questions below. Feel free to write as much as you want. Your opinions are very valuable to me.

最後に下記質問に関して、貴方のコメントを記述願います。何でも自由に記述頂いて結構です。貴方の意見は、私にとってとても貴重です。

26. What is your ultimate goal in learning English? Please explain your answer in the space below:

英語学習での貴方の最終ゴールは何ですか？下記スペースに貴方の回答をご説明願います。

27. My English education has prepared me to use English with people from around the world.

私が今まで受けた英語教育は、世界中の人達と英語を使って話すことにつながります。

Strongly Disagree	Disagree	Agree	Strongly Agree
全くそう思わない	そう思わない	そう思う	強くそう思う
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please explain your choices in the space below: (貴方が上記を選択した理由を下記に記述願います。)

Have you answered every question?

全ての質問にお答え頂きましたか？

Thank you very much for participating in this study. Please do not hesitate to contact me if you would like a copy of the results. My email address is gallowaynicola@gmail.com

この研究にご協力頂きまして、大変有難うございました。この研究結果のコピーをご希望の方は、下記アドレスまで、ご連絡頂きます様、お願い致します。

QUESTIONNAIRE about your views on English (Post-course)

貴方の英語見識に関するアンケート

Nicola Galloway

The University of Southampton

*I would like to ask you to help me with my doctoral studies at The University of Southampton by answering the following questions concerning your attitudes towards English. It is not a test so there are no 'right' or 'wrong' answers and you don't even have to write your name on it. I am interested in your personal opinion. Please give your answers sincerely as only this will guarantee the success of the investigation. The contents of this form are absolutely confidential. You are requested to give your student number in order for me to give you another questionnaire at the end of semester. Your name or number will not appear on anything I write, it is purely for matching purposes. Information identifying the respondent will not be disclosed under any circumstances. The questionnaire has four parts. Please follow the instructions. **You may answer in Japanese or English.***

Thank you very much for your help.

現在、私、ニコラ・ガロウェイは、英国・サウスハンプトン大学で博士課程を専攻しております。このアンケートは、皆様に下記の質問にご回答頂く事により、皆様の英語に対する関心を知る事が目的で、私の博士課程の研究課題の資料とさせて頂きたいと思えます。

このアンケートはテストではありませんので、正解、不正解は一切ありません。また氏名を記載頂く必要もございません。私は皆様の個人の意見に興味があります。皆様からの真摯なご意見が、この研究の成功を保証する事となりますので、どうかご協力をお願い致します。今学期の最後にも別のアンケートを皆様にお答え頂く為に、学生番号を記述願います。皆様の氏名・学生番号は私が書くいかなる研究資料にも掲載される事はなく、単に今回のアンケートと、今学期の最後にお答え頂くアンケートを合致させる事のみが目的です。またこのアンケートの内容は、完全に機密事項ですので、どのような状況下においても、公開される事はございません。このアンケートは4つのパートに分かれております。下記の説明に従い、ご回答願います。ご回答は、**英語でも日本語でも構いません。**

ご協力頂き、本当に有難うございます。

I.

Firstly, please answer the following question. It requires you to write in the box provided.

初めに、下記の個人的な質問にお答え下さい。該当する選択肢の□にチェックをお願い致します。また詳細を伺っている質問では、回答を枠内に記述願います。

1. Please enter your student number below:

貴方の学生番号を下記に記述願います。

II.

Secondly, please answer these questions about your English use. They require you to tick a box and some also ask you for more information. Please write in the box provided.

次に、英語に関する質問にお答え下さい。該当する選択肢の□にチェックをお願い致します。また詳細を伺っている質問では、回答を枠内に記述願います。

2. How do you use English the most?

あなたは、どんな状況で英語を一番良く使いますか？

Tick as many as you like (複数回答可)

- ☐ With classmates (クラスメートと)
- ☐ With native English speaking teachers (英語を母国語とする教師と)
- ☐ With non-native English speaking teachers (英語を母国語としない教師と)
- ☐ With native English speaking exchange students (英語を母国語とする交換留学生と)
- ☐ With non-native English speaking exchange students (英語を母国語としない交換留学生と)
- ☐ At work with native English speakers (英語を母国語とする人達と仕事で)
- ☐ At work with non-native English speakers (英語を母国語としない人達と仕事で)
- ☐ In my leisure time with native English speakers (英語を母国語とする人達と余暇の時間に)
- ☐ In my leisure time with non-native English speakers (英語を母国語としない人達と余暇の時間に)
- ☐ Other (その他)

Please specify: (具体的に明記して下さい。)

3. How do you think you will use English in the future?

あなたは将来英語を使う事をどのように考えていますか？

Please tick as many as you like (複数回答可)

- ☐ In my job with native 'English' speakers
(英語を母国語とする人達と仕事で)
- ☐ In my job with non-native 'English' speakers
(英語を母国語としない人達と仕事で)
- ☐ In my free time with native 'English' speakers
(英語を母国語とする人達と自由な時間に)
- ☐ In my free time with non-native 'English' speakers
(英語を母国語としない人達と自由な時間に)
- ☐ I plan to study/work in a native English speaking country
(私は英語が母国語である国で、働く／勉強する事を考えている。)
- ☐ I plan to study/work in a non English speaking country
(私は英語が母国語ではない国で、働く／勉強する事を考えている。)

4. What are your main reasons for studying English?

(英語を学習する貴方の主たる理由は何ですか？)

Please tick as many as you like (複数回答可)

- ☐ To increase my career prospects
キャリアの可能性を広げる為。
- ☐ Because I'm interested in English
英語に興味があるから。
- ☐ Because I like English movies, TV shows, pop music, etc.
洋画、テレビ番組、ポップ音楽等が好きだから。
- ☐ Because I want to communicate with native speakers of English
英語を母国語とする人達とコミュニケーションを取りたいから。
- ☐ Because I want to communicate with non-native speakers of English
英語を母国語としない人達とコミュニケーションを取りたいから。
- ☐ Because English is a useful language
英語は有用な言語だから。
- ☐ Because I want to travel abroad
外国を旅行したいから。
- ☐ Other
その他

Please specify: (具体的に明記して下さい。)

5. Have you ever spoken English with a non-native English speaker outside of university?

あなたは今までに、英語を母国語としない人達と学校外で 英語を話した事がありますか？

YES ☐ NO ☐
はい いいえ

If yes, please describe:

もし上記で「はい」と回答されましたら、下記についてご説明下さい。

a.where this experience was.どこでその経験をしましたか？

b.whether it was positive or negative (explain why)

その経験は好意的または悲観的でしたか？（理由もご説明下さい。）

6. Have you ever spoken English with a native speaker outside of university?

あなたは今までに、英語を母国語とする人達と学校外で英語を話した事がありますか？

YES ☐

NO ☐

はい

いいえ

If yes, please describe:

もし上記で「はい」と回答されましたら、下記についてご説明下さい。

a.where this experience was.どこでその経験をしましたか？

b.whether it was positive or negative (explain why)その経験は好意的または悲観的でしたか？（理由もご説明下さい。）

III.

Thirdly, please answer these questions about your views on English. They require you to tick a box and some also ask you for more information. Please write in the box provided.

次に、貴方の英語見識に関する質問にお答え下さい。該当する選択肢の□にチェックをお願い致します。また詳細を伺っている質問では、回答を枠内に記述願います。

7. Which varieties of English are most attractive to you?

様々な英語の中で、貴方にとって魅力のある英語はどれですか？

The following variety of English is attractive to me:

下記の様々な英語は私にとって魅力がある

	Strongly Disagree 全くそう思わない	Disagree う思わない	Agree そう思う	Strongly Agree 強くそう思う
Singapore (シンガポール)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ireland (アイルランド)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
France (フランス)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Japan (日本)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
India (インド)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The United Kingdom (イギリス)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
China (中国)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Jamaica (ジャマイカ)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
America (アメリカ合衆国)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Zealand (ニュージーランド)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Australia (オーストラリア)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Africa (南アフリカ共和国)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Korea (韓国)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spain (スペイン)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Canada (カナダ)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vietnam (ベトナム)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Malaysia (マレーシア)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (その他の国々)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please explain your answer below: (貴方の答えの理由を下記に記述願います。)

8. I would like to sound like a speaker from the following country:

私は下記の国々の人のように発音したい

	Strongly Disagree 全くそう思わない	Disagree そう思わない	Agree そう思う	Strongly Agree 強くそう思う
Singapore (シンガポール)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ireland (アイルランド)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
France (フランス)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Japan (日本)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
India (インド)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The United Kingdom (イギリス)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
China (中国)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jamaica (ジャマイカ)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
America (アメリカ合衆国)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Zealand (ニュージーランド)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Australia (オーストラリア)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Africa (南アフリカ共和国)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Korea (韓国)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spain (スペイン)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Canada (カナダ)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vietnam (ベトナム)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Malaysia (マレーシア)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (その他の国々)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please explain your answer below: (貴方の答えの理由を下記に記述願います。)

IV.

Fourthly, please answer the following questions about your English teachers. Some ask you to tick more than one box. Please tick all of the relevant boxes, and write in the box when directed to do so.
次に、貴方の英語教師に関する質問にお答え下さい。いくつかの質問は複数回答可であり、該当する全ての□をチェック願います。

9. The following skills are important for an English teacher:

下記のスキルは英語教師にとって重要です。

	Strongly Disagree	Disagree	Agree	Strongly Agree
	全くそう思わない	そう思わない	その思う	強くそう思う
Knowledge of English grammar (英文法の知識)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Good pronunciation (良い発音)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kind (親切、丁寧さ)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Native-like accent (ネイティブのようなアクセント)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to create interest (興味を持たせる能力)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sense of humour (ユーモアのセンス)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pleasant appearance (感じが良い外見)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Approachable (親しみやすい性格、愛想が良い)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enthusiastic and motivating (熱心さ、人にやる気をおこさせる能力)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Experience abroad (海外での経験)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge of Conversation / idiomatic expression (会話／慣用語句の知識)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clear explanations (分かりやすく説明する能力)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sensitive to students' needs and problems (学生のニーズと問題を感じ取る能力)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge of Japanese and Japanese culture (日本語と日本文化の知識)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching Experience (指導経験)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching Methods (指導方法)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (その他)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. I am interested in having English teachers from the following countries:

私は下記の国々から来る英語教師に興味があります。

	Strongly Disagree	Disagree	Agree	Strongly Agree
	全くそう思わない	そう思わない	その思う	強くそう思う
Singapore (シンガポール)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ireland (アイルランド)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

France (フランス)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Japan (日本)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
India (インド)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The United Kingdom (イギリス)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
China (中国)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jamaica (ジャマイカ)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
America (アメリカ合衆国)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Zealand (ニュージーランド)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Australia (オーストラリア)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Africa (南アフリカ共和国)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Korea (韓国)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spain (スペイン)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Canada (カナダ)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vietnam (ベトナム)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Malaysia (マレーシア)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (その他の国々)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please explain your answer below: (貴方の答えの理由を下記に記述願います。)

11. I prefer to use English learning materials (textbooks, audio, etc) that involve people from the following countries:

私は下記の国々の人達が関係する英語学習教材（テキスト本、オーディオ等）を使う事を好みます。

	Strongly Disagree 全くそう思わない	Disagree そう思わない	Agree そう思う	Strongly Agree 強くそう思う
Singapore (シンガポール)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ireland (アイルランド)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
France (フランス)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Japan (日本)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
India (インド)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The United Kingdom (イギリス)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
China (中国)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jamaica (ジャマイカ)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
America (アメリカ合衆国)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Zealand (ニュージーランド)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Australia (オーストラリア)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Africa (南アフリカ共和国)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Korea (韓国)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spain (スペイン)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Canada (カナダ)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vietnam (ベトナム)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Malaysia (マレーシア)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (その他の国々)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please explain your answer below: (貴方の答えの理由を下記に記述願います。)

12. My Japanese teachers have been/are competent English teachers.

これまでの／今の、私の日本人の教師は、英語教師として優秀でした／です。

Strongly Disagree	Disagree	Agree	Strongly Agree
全くそう思わない	そう思わない	そう思う	強くそう思う
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please specify: (具体的に明記して下さい。)

13. My native English teachers have been/ are competent English teachers.

これまでの／今の、私の英語を母国語とする教師は、英語教師として優秀でした／です。

Strongly Disagree	Disagree	Agree	Strongly Agree
全くそう思わない	そう思わない	そう思う	強くそう思う
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please specify: (具体的に明記して下さい。)

14. My non-native English teachers have been/ are competent English teachers.

これまでの／今の、私の英語を母国語としない英語教師は、英語教師として優秀でした／です。

Strongly Disagree	Disagree	I have never had one	Agree	Strongly Agree
全くそう思わない	そう思わない	今まで経験がない	そう思う	強くそう思う
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please specify: (具体的に明記して下さい。)

V.

Lastly, please use the following space to write your comments to the questions below. Feel free to write as much as you want. Your opinions are very valuable to me.

最後に下記質問に関して、貴方のコメントを記述願います。何でも自由に記述頂いて結構です。貴方の意見は、私にとってとても貴重です。

15. What is your ultimate goal in learning English? Please explain your answer in the space below:
英語学習での貴方の最終ゴールは何ですか？下記スペースに貴方の回答をご説明願います。

16. My English education has prepared me to use English with people from around the world.

私が今まで受けた英語教育は、世界中の人達と英語を使って話すことにつながります。

Strongly Disagree Disagree Agree Strongly Agree

全くそう思わない そう思わない そう思う 強くそう思う

☐☐☐☐

Please explain your choices in the space below: (貴方が上記を選択した理由を下記に記述願います。)

17. Use the space below to write any final comments.

Have you answered every question?

全ての質問にお答え顶きましたか？

Thank you very much for participating in this study. Please do not hesitate to contact me if you would like a copy of the results. My email address is gallowaynicola@gmail.com

この研究にご協力顶きまして、大変有難うございました。この研究結果のコピーをご希望の方は、下記アドレスまで、ご連絡顶きます様、お願い致します。

Appendix 5: Interview guide

Interview Guide:

"Hi, first of all, thanks very much for coming. As you know I am interested in the English language and approaches to teaching English. I am very interested in how students use English and your attitudes. Your views are VERY important to me, so please feel free to talk openly and honestly. There are no right and wrong answers and I will not share your answers with anyone. You are also free to request a transcript of the interview if you wish.

This interview will last approximately one hour and I will tape it, so I can listen again later."

Stage One: Narrative

"Firstly, could you please begin by telling me about how you started learning English and why you have continued to stud English? I will listen and not interrupt you until you have finished. Please take as much time as you feel necessary and tell me all the details that you want that".

Stage Two: Prompts

- **Based on what you have said**, how do you think you most Japanese students will use English in the future and who with?
- **You mentioned that your** English teachers were mostly..... are there any varieties of Attractive Englishes? - what influences these attitudes?
- Models for imitation?
- Varieties of English for international communication?
- Varieties of English in ELT - teachers, culture, textbooks, etc.
- Language learning experience to date – preparation for using English as an international language? (e.g. Global Englishes class)

Appendix 6: Pilot study focus group prompts

Focus group activity: July 2008

Once again thank you all very much for participating in this focus group. I understand that it is an extremely busy time of year and I am very grateful. This study is part of my doctoral studies at The University of Southampton. It is not a test so there are no 'right' or 'wrong' answers. I am interested in your personal opinion. Please give your answers sincerely as only this will guarantee the success of the investigation. The contents of this discussion are absolutely confidential. Information identifying the respondent will not be disclosed under any circumstances. Please follow the instructions. You may answer in Japanese or English.

Thank you very much for your help.

現在、私、ニコラ・ガロウェイは、英国・サウスハンプトン大学で博士課程を専攻しております。このアンケートは、皆様に下記の質問にご回答頂く事により、皆様の英語に対する関心を知る事が目的で、私の博士課程の研究課題の資料とさせて頂きたいと思います。

このアンケートはテストではありませんので、正解、不正解は一切ありません。また氏名を記載頂く必要もございません。私は皆様の個人の意見に興味があります。皆様からの真摯なご意見が、この研究の成功を保証する事となりますので、どうかご協力をお願い致します。

またこのアンケートの内容は、完全に機密事項ですので、どのような状況下においても、公開される事はありません。このアンケートは2つのパートに分かれております。下記の説明に従い、ご回答願います。ご回答は、英語でも日本語でも構いません。

ご協力頂き、本当に有難う御座います。

First of all I would like you to read the following summary:

まず第一に下記のサマリーを読んで下さい。

English is an international language as it has undeniably become the world's lingua franca. About one third of the world's population speak English and English radio programmes are received by 150 million people in over 120 countries. It is also universal in many academic disciplines, workplaces, international communication and many publications. Despite not being the most widely spoken native language in the world, there are rapidly growing numbers of people speaking English as a second or third language. Furthermore, for every one native speaker, there are now three or four non-native speakers; a ratio that is expected to increase. There are mixed views on the spread of English; some people think that one standard variety of English should be used, while others think that different varieties of English should be recognized; some people think that English should be learnt from native speakers, while others believe in the importance of non-native speakers. I am interested in what you think!

英語は言うまでもなく世界の共通語となったので国際的な言語である。世界の人口の約三分の一が英語を話し英語のラジオ番組は 120 以上の国々の 1 5 0 0 0 万の人々によって受信されている。英語は多くの学問分野、職場、国際コミュニケーション、そして多くの出版物の至る所でもまた普遍的に存在している。世界で最も広く母語として話されていないにもかかわらず、英語を第二言語、あるいは第三言語として話す人々の数は急激に増えている。さらに、ネイティブ・スピーカーの一人当たりにつき今や三人または四人のノンネイティブ・スピーカーが存在するという計算になり、その比は増加すると見られている。英語の普及についての意見は様々である。つまり、ある人々はある一つのスタンダード種類の英語が使われるべきだと考え、一方ある人々は異なった種類の英語も容認されるべきだと考え、またある人々は英語はネイティブ・スピーカーから学ばれるべきだと考え、また一方ある人々はノンネイティブ・スピーカーの重要性を信じている。私はあなたがどう思うかに興味があります！

The present study is a preliminary look at your views on a variety of issues surrounding English and English teachers in today's globalised world. There are no right or wrong answers and your views are very interesting to me.

この現在の研究は今日の国際化した世界においての英語と英語の教師を取り巻く様々な問題に対するあなたの意見を見るための前置きのものである。答えに正解や間違いはありません。私はあなたの意見にとっても興味があるのです。

Rules:

ルール

Before we begin let me share some ground rules. The session will be tape recorded and videoed because I don't want to miss any of your comments. If several of you are talking at the same time, the tape will get garbled and I will miss your comments, so please be aware of this during the discussion. This session will last for approximately ninety minutes. I will give you a series of quotes and issues I would like you to discuss, and while there will be nobody to direct the conversation, I trust that you will move on when appropriate. You may think that some topics are a little vague, but they are deliberately so to ensure that you can express your opinion freely. Please make sure everyone has a chance to offer their opinion.

始める前に、基本的なルールを説明します。私はあなたのコメントを一つたりとも逃がしたくないので、この討論はテープとビデオに録画されます。もしあなた方のうちの何人かが同時に話しをしたら、テープがごちゃごちゃになり、あなたのコメントを逃してしまいます。そのため討論中はそのことに注意して下さい。この討論は約 9 0 分間続きます。私はあなた方に話し合って頂きたい一続きの引用と問題を与えます。そしてその間会話を指示する人は誰もいなくなりますが、私はあなた方が適当な時間になり次第討論を始めることを信じています。あなた方はトピックのいくつかが少し曖昧だと思うかも知れませんが、それらはあなた方が意見を自由に述べられるように意図的にそう作られているのです。すべての人が意見を述べる機会が得られるようにして下さい。

You may speak in English or Japanese.

英語でも日本語で話しても構いません。

Follow these steps:

下記の手順に従って下さい

1. Read the prompt.

1. 議題を読む

2. Note down your opinion (no longer than 1 minute)

2. あなたの意見をメモして下さい（一分以上時間をかけないこと）

3. Take turns to state your opinion (e.g. a mini-speech – please do not talk while others are doing this)

3. 順番にそれぞれの意見を述べて下さい（例：ミニ・スピーチなど。注：他の生徒が話をしている間は喋らないこと）

4. When everybody has stated their opinion, start your discussion.

4 みんなが自分の意見を述べた後、話し合いを始めて下さい

5. When you are finished, move onto the next prompt and do all of this again.

5 話し合いが終わったら、次の議題に移り、同じ手順（1～4）を繰り返す

TOPIC OF DISCUSSION: INTRODUCTIONS ディスカッショントピック：イントロダクション

-PLEASE DON'T EXCEED 10 MINUTES

-10 分を超えないようにして下さい

Please begin by giving your name and ID number to the camera. 名前を学籍番号をカメラに向かって言して下さい。

Begin by describing your English language learning experience (when, where, with who, why, etc). あなたの英語学習経験について話すことから始めて下さい（いつ、どこで、だれが、なぜ、など）

TOPIC OF DISCUSSION 1: ENGLISH IN JAPAN

トピック・ディスカッション：日本における英語

The Japanese are said to be highly enthusiastic about learning English and Japan has become the largest commercial market for English-language instruction in the world. English is also the only foreign language option available in most schools.

日本人は英語を学ぶことにとても熱心だと言われています。そして日本は世界で最大の英語教育の商業市場となりました。英語はまたほとんどの学校で学ぶことの出来る唯一の外国語の選択肢でもあります。

Please discuss the following:

下記の事柄について話し合ってください

How is English used in Japan?

日本で英語はどのように使われていますか？

How do you use English?

あなたはどのように英語を使いますか？

How will you use English in the future?

あなたは英語を将来どのように使いますか？

TOPIC FOR DISCUSSION 2: LEARNING ENGLISH

ディスカッション・トピック 2 : 英語学習

There are a variety of qualities that are important when recruiting an English teacher and research shows that students see native and non-native teachers as having different skills.

英語教師を採用する際に大切な素質はいろいろありますが、生徒はネイティブとノン・ネイティブスピーカーの教師は異なるスキルを持っていると研究は示唆しています。

Please discuss the following:

下記の事柄について話し合ってください

Your past and present English teachers.

あなたの過去と現在の英語教師 Important qualities for being an English teacher.

英語教師にとって大切な素質

TOPIC OF DISCUSSION 3: ENGLISH TODAY

ディスカッション・トピック 3 : 今日の英語

English has become an international language and research suggests that English is now used between more non-native English speakers than native speakers.

英語は国際的な言語になりそして研究は英語はネイティブ・スピーカーとノン・ネイティブスピーカーとの間でより多く使用されていると示唆しています。

Look at the map on the table (there is one for every student).

テーブルの上の地図を見て下さい（それぞれの学生に一枚ずつあります）

Note down your ideas on your map before beginning your discussion:

話し合いを始める前にあなたの考えを地図上に書きとめて下さい

1. Which varieties of English are you familiar with?

1. どの種類の英語があなたにとって馴染みがありますか？

2. Which varieties of English do you find attractive?

2. どの種類の英語が魅力的だと感じますか？

3. Which varieties of English are most useful for English Language Teaching (ELT) purposes – e.g. audio materials, textbooks, models of pronunciation, teachers, etc?

3. どの種類の英語が英語教育（E L T）にとって役に立ちますか？例）視聴教材、教科書、発音のモデル、教師、など

TOPIC OF DISCUSSION 4: Native Speaker Proficiency or Intelligibility

ディスカッション・トピック 4：ネイティブ・スピーカー並の熟練度またはインテリジビリティ（理解されうること）

The issue of expecting near-native proficiency has been heavily discussed in the literature and it has been suggested that students should not be expected to reach native-level, but aim for being intelligible, that is, being understood by as many people as possible.

ネイティブ並みの熟練度を期待する問題は文献で非常に論議され、そして生徒はネイティブ並みのレベルに到達するのを期待するのではなく、理解されうるレベル、つまり、出来るだけたくさんの人々に理解されることを目標にするべきであると示唆している。

Please discuss the following:

下記の事柄について話し合ってください。

Look at the map again and discuss the following: 地図をもう一度見て、下記のことについて話し合ってください。

Is it important for students to sound like a native-speaker or retain their accent if they can be understood? 生徒たちにとってネイティブ・スピーカーのように英語を話すことは大切なことですか？それとも理解されることが出来れば母語のアクセントを保つことが大切ですか？

Which varieties of English are important for international communication/understanding?

どの種類の英語がインターナショナル・コミュニケーションまたは国際理解にとって大切ですか？

Does anybody have any final points they would like to add?最後に何か付け加えたいことがある人はいませんか？

THANKS VERY MUCH FOR PARTICPATING IN THE DISCUSSION! この討論に参加して頂きまして、本当にありがとうございました！

Appendix 7: Pilot study moderator guidelines

Focus Group: Moderator Guidelines

1. Creating a nice atmosphere

The process starts with an introductory phase, in which the moderator welcomes the participants, outlines the purpose of the discussion and sets the parameters of the interview in terms of length and confidentiality.

Having fun helps the flow of discussion and builds a sense of trust among members of the group. Your first job is to create a nonthreatening and non-evaluative environment in which group members feel free to express themselves openly.

Finally it is important to emphasise that the discussion is about personal views and experiences and, therefore, there are no right or wrong answers.

2. Encouraging Discussion

The role of a moderator is not to talk too much or to move too quickly from one topic to another. Your role is to facilitate the discussion, that is, make sure the group answers each question in turn and that everyone is given a chance to speak. You should encourage the group to expand on their views. If, for example, someone states that 'they agree' with a comment, your job is to ask them to explain why. Some useful probes (Krueger, 1994: 110) are:

- Would you explain further?
- Would you give me an example of what you mean?
- Would you say more?
- Tell us more please.
- Is there anything else?
- Please describe what you mean

Focus groups are likely to contain dominant takers, shy participants and ramblers (people that talk too much). You will also have to try and make sure everyone gets a chance to speak and that some students do not dominate the discussion too much.

Here you must pay attention to nonverbal responses such as gestures, smiles, frowns, and so forth, which may indicate that someone has something to say, e.g. a facial expression may indicate that someone is about to speak but gets interrupted.

Students will probably go off on tangents and discuss things connected to the topic (e.g. communication problems in a cross-cultural marriage, etc.). This is fine and it sometimes encourages them to think of new discussion questions. However, try and make sure this doesn't last too long and that you guide them back to the focus of the discussion.

3. Not participating:

You must be careful not to participate in the discussion too much. Be careful not to nod your head in agreement or shake your head in disagreement to a comment. Sort responses such as 'OK', 'Yes', 'Right' are fine, but avoid saying things like 'Excellent', 'That's good', etc.

4. Concluding the discussion

In the concluding phase, the moderator needs to ask if there are any issues or concerns that require further discussion or have not yet been addressed – this will be on your sheet.

However, in the finishing stages, some positive feedback should be given so that nobody leaves the session being dissatisfied.

5. Managing Time

The prompts are listed below. Each one requires you to read a couple of sentences on the topic and then read the discussion questions. The first couple should only require about ten minutes each. The entire discussion will probably last about 90 minutes, but please only stop when students have nothing more to say. Please also take care not to move them on too quickly if they are still discussing something.

Appendix 8: Main study moderator guidelines

フォーカス・グループ：モデレーター（議長）のガイドライン

Overview:

大要：

Focus groups are a discussion in which a small group of people under the guidance of a facilitator or moderator talk about selected topics. Focus groups are very useful because they can yield high-quality data through group interaction in a number of ways including a 'loosening effect', group brainstorming, formulating ideas, and consensus and diversity. Focus groups also enable the researcher to take a less directive and dominating role and reduce the chance of members saying things to please the researcher. This is a particular concern in my study due to the fact that I am both a native English speaker and an English teacher. I am worried that if I facilitate the discussions myself, students will not relax and speak honestly. Research also suggests that moderators should be as similar to the group members as possible.

フォーカス・グループとは小人数の人々のグループがファシリテーター（進行役）またはモデレーター（議長）のガイドライン下で特定の選ばれたトピックについてディスカッションをすることである。フォーカス・グループはグループ内での'loosening effect'、グループ・ブレインストーミング、アイディアの公式化、そして意見の一致と多様性を含む多くの方法での交流を通して高くオリエーのデータを産出出来るのでとても役に立つ。フォーカス・グループはまた研究者の支持的そして支配的な役割を減らし、ディスカッションを行うメンバーが研究者を喜ばせる事を言うような機会をもまた減らすことを研究者に可能にする。この事は私が英語のネイティブ・スピーカーであり、また英語教師であるという事実のために特に私が私の研究において懸念する点である。私はもし私自身がディスカッションをファシリテイト（手助け）したら生徒はリラックスせず正直に話さないのではないかと心配している。研究はモデレーター（議長）がディスカッションを行うグループ・メンバーと出来るだけ似ているべきであるとまた示唆している。

The role of the moderator is basically to guide the conversation. Your job includes:

モデレーター（議長）の役割は基本的に会話をガイドすることである。あなたの仕事は下記の事項を含む：

1. Creating a nice atmosphere

1. 良い雰囲気を作り上げること

The process starts with an introductory phase, in which the moderator welcomes the participants, outlines the purpose of the discussion and sets the parameters of the interview in terms of length and confidentiality.

過程はモデレーター（議長）が参加者を出迎え、ディスカッションの目的の概略を述べ、そしてインタビューの長さやその機密性の点においての範囲を定める導入段階と共に始まる。

Having fun helps the flow of discussion and builds a sense of trust among members of the group. Your first job is to create a nonthreatening and non-evaluative environment in which group members feel free to express themselves openly.

楽しむことがディスカッションの流れとディスカッションに参加しているグループ・メンバーとの信頼感を築くのに役立つ。あなたの最初の仕事は否脅迫的で否評価的な、つまりディスカッションの参加者が自由に公然と自分を表現できる環境を作り上げることである。

Finally it is important to emphasise that the discussion is about personal views and experiences and therefore there are no right or wrong answers.

最後にこのディスカッションは個人的な見解と経験についてのものあり、それ故正しいとか間違っているという答えは無い、ということを強調することが大切である。

2. Encouraging Discussion

2. ディスカッションを助長する

The role of a moderator is not to talk too much or to move too quickly from one topic to another. Your role is to facilitate the discussion, that is, make sure the group answers each question in turn and that everyone is given a chance to speak. You should encourage the group to expand on their views. If, for example, someone states that ‘they agree’ with a comment, your job is to ask them to explain why. Some useful probes (Krueger, 1994: 110) are:

モデレーター（議長）の役割は話し過ぎずまた一つのトピックから次のトピックにあまり速く移りすぎないようにすることである。あなたの役割はディスカッションをファシリテイト（手助け）することである。それはつまり、グループがそれぞれの質問に順に答え全ての生徒が話す機会を設けるのを確かにすることである。あなたはグループが見解を広げるのを助長するべきである。もし、例えば、

誰かが”彼らは賛成である”とコメント付で述べたなら、あなたの仕事は彼らに何故か説明するように尋ねることである。

- Would you explain further?
- さらに説明して頂けますか？
- Would you give me an example of what you mean?
- あなたが意図することの例を挙げて頂けますか？
- Would you say more?
- もっと言って頂けますか？
- Tell us more please.
- もっと教えて下さい。
- Is there anything else?
- 他には何かありませんか？
- Please describe what you mean
- あなたが意図することを表現/説明して下さい。

Focus groups are likely to contain dominant takers, shy participants and ramblers (people that talk too much). You will also have to try and make sure everyone gets a chance to speak and that some students do not dominate the discussion too much.

フォーカス・グループはディスカッションを支配してしまう者、引っ込み思案な者、そしてランブラー（喋りすぎる人たちのこと）を含むと思われる。あなたはまた、ある特定の生徒がディスカッションを支配するのを防ぎ、全ての参加者が発言する機会を得られることを明確にしなければならない。

Here you must pay attention to nonverbal responses such as gestures, smiles, frowns, and so forth, which may indicate that someone has something to say, e.g. a facial expression may indicate that someone is about to speak but gets interrupted.

あなたはまたジェスチャーや笑顔、しかめっ面などの非言語的な返答にも気を配らなければならない。それらは誰かが何か言いたいことがある、ということを示しているかもしれない。例えば、表情は誰かが何かを言おうとしたが妨げられた、ということを示すかもしれない。

Students will probably go off on tangents and discuss things connected to the topic (e.g. communication problems in a cross-cultural marriage, etc.). This is fine and it sometimes encourages them to think of new discussion questions. However, try and make sure this doesn't last too long and that you guide them back to the focus of the discussion.

生徒は話から横道に反れトピックに関連した事（例えば異なる文化間での結婚においてのコミュニケーション問題など）を話すかもしれない。それは時々生徒が新しいディスカッション問題を考えるのを助長するので構わない。だが、その横道に反れた会話があまり長く続かないことを確かにし、そして生徒をディスカッションの焦点に戻るよう導くようにすること。

3. Not participating:

3. 会話に加わらないこと：

You must be careful not to participate in the discussion too much. Be careful not to nod your head in agreement or shake your head in disagreement to a comment. Sort responses such as ‘OK’, ‘Yes’, ‘Right’ are fine, but avoid saying things like ‘Excellent’, ‘That’s good’, etc.

あなたはディスカッションにあまり加わらないように気をつけなければならない。意見に賛同のため頷いたりまたは反対のため首を横に振ったりしないように気をつけること。また、返事を分類すること。つまり、“OK”、“はい”、“そうですね”、などは構わないが“素晴らしい”、“それはいいですね”などと言うのは避けること。

4. Concluding the discussion:

4. ディスカッションを結論付けること：

In the concluding phase, the moderator needs to ask if there are any issues or concerns that require further discussion or have not yet been addressed – this will be on your sheet.

まとめの段階において、モデレーター（議長）は何かさらなるディスカッションが必要な問題や疑念、またはまだ取り扱っていない問題があるかどうかを尋ねる必要がある。－これはあなたの紙にあるはずです。

However, in the finishing stages, some positive feedback should be given so that nobody leaves the session being dissatisfied.

しかしながら、終わりの段階において、誰もが不満足にこの話し合いを終えないように、何か肯定的なフィードバックが与えられる必要がある。

5. Managing Time

5. タイム・マネジメント

The prompts are listed below. Each one requires you to read a couple of sentences on the topic and then read the discussion questions. The first couple should only require about ten minutes each. The entire discussion will probably last about 90 minutes, but please only stop when students have nothing more to say. Please also take care not to move them on too quickly if they are still discussing something.

議論される問題は下記に一覧表にしてある。それぞれあなたにトピックについてのいくつかの文章を読みそしてディスカッション問題を読むことを必要とする。最初の一組はそれぞれ 10 分ほどしか必要としないであろう。全てのディスカッションは 90 分くらい続くだろうが、生徒が何も言うことが無くなったら止めて下さい。さらに、生徒がまだ何かを話していたら次のトピックに早く移り過ぎないように気をつけて下さい。

Schedule:

スケジュール :

1. Tell students to come in and take a seat and relax.

1. 生徒に入室して着席し、そしてリラックスするように伝える。

2. Tell them to write their name on the blank piece of paper and make a name card.

2. 名前を白紙に書き、ネーム・カードを作成するように伝える。

3. Introduce yourself (smile!) and read the following:

3. 自己紹介をする（笑顔で！）そして下記の文章を読み上げる：

“Before we begin let me introduce today’s discussion. My name isI am very familiar with Nicky’s topic and am here to guide your conversation (not participate in it). The session will be tape recorded and videoed because I don’t want to miss any of your comments. If several of you are talking at the same time, the tape will get garbled and I will miss your comments, so please be aware of this during the discussion.

“始める前に今日のディスカッションを紹介させて下さい。私の名前は・・・私はニッキーのトピックにとっても詳しく、そして今日私はあなた方の会話を導くために（会話に参加するためにではなく）来ています。私はあなた方のコメントを一つも聞き漏らしたくないのでこの討論はテープに録音されそしてビデオに録画されます。もしあなた方のうちの何

人かが同時に話しをしたら、テープがごちゃごちゃになり、あなたのコメントを逃してしまいます。そのため討論中はそのことに注意して下さい。

This session will last for approximately 90 minutes. I will give you a series of quotes and issues I would like you to discuss. You may think that some topics are a little vague, but they are deliberately so to ensure that you can express your opinion freely. Please don't be afraid to ask people to explain what they mean or encourage people to talk more. Please discuss in Japanese."

この討論は約90分間続きます。私はあなた方に話し合って頂きたい一続きの引用と問題を与えます。あなた方はトピックのいくつかが少し曖昧だと思うかも知れませんが、それらはあなた方が意見を自由に述べられるように意図的にそう作られているのです。どうか他の生徒にあなたの意図するところは何か説明するようにお願いしたり、また、もっと話すように助長するのを恐れなくて下さい。話し合いは日本語で行って下さい。

4. Give them the research overview and give them a few minutes to read it silently.

4. 生徒に研究の概要を与え、数分それを黙読する時間を与える。

5. Begin with introductions.

5. イントロダクションから開始する。

Appendix 9: Main study focus group prompts

Focus Group Activity

フォーカスグループ・アクティビティ

*Once again thank you all very much for participating in this focus group. I understand that it is an extremely busy time of year and I am very grateful. This study is part of my doctoral studies at The University of Southampton. It is not a test so there are no 'right' or 'wrong' answers. I am interested in your personal opinion. Please give your answers sincerely as only this will guarantee the success of the investigation. The contents of this discussion are absolutely confidential. Information identifying the respondent will not be disclosed under any circumstances. Please follow the instructions. **Please discuss in JAPANESE.***

このフォーカス・グループに参加して頂きまして、誠にありがとうございます。この時期は皆さんにとって一年の中でもとても忙しい時期かと思いますので、このアクティビティに参加して頂いたことに対して再度お礼申し上げます。この研究はサウスハンプトン大学での私の博士号の研究の一部であります。これはテストではありませんので、”正しい”とか”間違っている”答えはありません。私はあなたの個人的な意見に興味があるのです。どうか質問には正直に答えて下さい。私の研究が成功するかどうかはまさにそれにかかっているのです。このディスカッションの内容は完全に極秘となります。参加者の身元を特定するような情報はどのような状況においても公開されません。指示に従って下さい。日本語で話し合ってください。

Thank you very much for your help.

現在、私、ニコラ・ガロウェイは、英国・サウスハンプトン大学で博士課程を専攻しております。このアンケートは、皆様に下記の質問にご回答頂く事により、皆様の英語に対する関心を知る事が目的で、私の博士課程の研究課題の資料とさせて頂きたいと思っております。

このアンケートはテストではありませんので、正解、不正解は一切ありません。また氏名を記載頂く必要もございません。私は皆様の個人の意見に興味があります。皆様からの真摯なご意見が、この研究の成功を保証する事となりますので、どうかご協力をお願い致します。

またこのアンケートの内容は、完全に機密事項ですので、どのような状況下においても、公開される事はございません。このアンケートは2つのパートに分かれております。下記の説明に従い、ご回答願います。ご回答は、英語でも日本語でも構いません。

ご協力頂き、本当に有難う御座います。

First of all, please read the following summary:

まず第一に、下記のサマリーを読んで下さい。

English is an international language as it has undeniably become the world's lingua franca. About one third of the world's population speak English and English radio programmes are received by 150 million people in over 120 countries. It is also universal in many academic disciplines, workplaces, international communication and many publications. Despite not being the most widely spoken native language in the world, there are rapidly growing numbers of people speaking English as a second or third language. Furthermore, for every one native speaker, there are now three or four non-native speakers; a ratio that is expected to increase. There are mixed views on the spread of English; some people think that one standard variety of English should be used, while others think that different varieties of English should be recognized and used; some people think that English should be learnt from native speakers, while others believe in the importance of non-native speakers. I am interested in what you think!

英語は言うまでもなく世界の共通語となったので国際的な言語である。世界の人口の約三分の一が英語を話し英語のラジオ番組は120以上の国々の15000万の人々によって受信されている。英語は多くの学問分野、職場、国際コミュニケーション、そして多くの出版物の至る所でもまた普遍的に存在している。世界で最も広く母語として話されていないにもかかわらず、英語を第二言語、あるいは第三言語として話す人々の数は急激に増えている。さらに、ネイティブ・スピーカーの一人当たりにつき今や三人または四人のノンネイティブ・スピーカーが存在するという計算になり、その比は増加すると見られている。英語の普及についての意見は様々である。つまり、ある人々はある一つのスタンダード種類の英語が使われるべきだと考え、一方ある人々は異なった種類の英語も容認され使用されるべきだと考え、またある人々は英語はネイティブ・スピーカーから学ばれるべきだと考え、また一方ある人々はノンネイティブ・スピーカーの重要性を信じている。私はあなたがどう思うかに興味があります！

The present study is a preliminary look at your views on a variety of issues surrounding English and English teachers in today's globalised world. There are no right or wrong answers and your views are very interesting to me. **Please speak as much as you like on each topic and don't be afraid to be honest and disagree with each other.**

この現在の研究は今日の国際化した世界における英語と英語の教師を取り巻く様々な問題に対するあなたの意見を見るための前置きのものである。答えに正解や間違いはありません。私はあなたの意見にとっても興味があるのです。正直に意見を述べることによって他の生徒の意見に反対したりすることを恐れず、どのトピックにおいてもどうか好きなだけ話して下さい。



TOPIC OF DISCUSSION: INTRODUCTIONS

ディスカッションのトピック：イントロダクション

Please give your name and ID number to the camera.

名前と学籍番号をカメラに向かって言って下さい。

After everyone has done this, go round the group and describe your English language learning experience (when, where, with who, why, etc).

全ての生徒がこれを行った後、グループを巡回しあなたの英語学習経験（いつ、どこで、誰と、何故、など）を説明する。

TOPIC OF DISCUSSION 1: ENGLISH IN JAPAN

トピック・ディスカッション：日本における英語

The Japanese are said to be highly enthusiastic about learning English and Japan has become the largest commercial market for English-language instruction in the world. English is also the only foreign language option available in most schools.

English is used in a number of ways in Japan. What do you think of this?

Many students use English in different ways and have different ideas about how they will use English and who they will use it with in the future. What about you?

日本人は英語を学ぶことにとても熱心だと言われている。そして日本は世界で最大の英語教育の商業市場となった。英語はまたほとんどの学校で学ぶことの出来る唯一の外国語の選択肢でもある。

英語は日本でいろいろな方法で使用されている。それについてどう思いますか。

多くの生徒は英語を異なった方法で使用しそしてどのように自分たちが英語を使うかそして将来誰とそれを使うかについて異なるアイディアを持つ。あなたはどうか。

TOPIC FOR DISCUSSION 2: LEARNING ENGLISH

ディスカッション・トピック 2：英語学習

There are a variety of qualities that are important when recruiting an English teacher and research shows that students see native and non-native teachers as having different skills. Talk about your past and present English teachers.

英語教師を採用する際に大切な素質はいろいろあるが、生徒はネイティブとノン・ネイティブスピーカーの教師は異なるスキルを持っていると研究は示唆している。あなたの過去と現在の英語教師について話して下さい。

Many students have specific ideas about what qualities are important for an English teacher. If you were the boss of your university, who would you hire as an English teacher?

英語教師にとってどのような素質が必要かについて多くの生徒は特定のアイディアを持っている。もしあなたが大学のボスであるとしたら、誰を英語教師として雇いますか。

TOPIC OF DISCUSSION 3: ENGLISH TODAY

ディスカッション・トピック 3：今日の英語

Look at the map on the table (there is one for every student). English has become an international language and research suggests that English is now used between more non-native English speakers than native speakers.

テーブルの上の地図を見て下さい（それぞれの学生に一枚ずつあります）。英語は国際的な言語になりそして研究は英語はネイティブ・スピーカーとノン・ネイティブスピーカーとの間でより多く使用されていると示唆している。

Many people have different attitudes towards English and some people find certain types of English more attractive than others. What do you think about this?

Some people also aim to imitate a certain type of English. What do you think about this?

多くの人は英語に対して異なる態度を持ちそしてある人々はある特定のタイプの英語を他のものよりも魅力的と感じる。このことについてどう思いますか。

ある人々はまたある特定のタイプの英語を真似しようとすることを目指す。このことについてどう思いますか。

TOPIC OF DISCUSSION 4: Native Speaker Proficiency or Intelligibility

ディスカッション・トピック 4：ネイティブ・スピーカー並の熟練度またはインテリジビリティ（理解されうること）

Look at the map again. The issue of expecting near-native proficiency has been heavily discussed in the literature and it has been suggested that students should not be expected to reach native-level, but aim for being intelligible; that is, being understood by as many people as possible.

地図をもう一度見て下さい。ネイティブ並みの熟練度を期待する問題は文献で非常に論議され、そして生徒はネイティブ並みのレベルに到達するのを期待するのではなく、理解されうるレベル、つまり、出来るだけたくさんの人々に理解されることを目標にするべきであると示唆されている。

It is often said that students learning English should aim to sound like a native-speaker, but some people also argue that students should retain their own accent if they can be understood. What do you think about this?

英語を学ぶ生徒はネイティブ・スピーカーのように聞こえるようになることを目標にするべきであるとよく言われているが、ある人々はまたもし生徒が理解されうるなら彼らは彼ら自身のアクセントを保つべきだと主張している。このことについてどう思いますか。

Today some people think certain types of English are important for international communication, what about you?

今日ある人々はある特定のタイプの英語が国際コミュニケーションにとって大切だと考えているが、あなたはどうか。

TOPIC OF DISCUSSION 5:

Look at the map one last time. As a student of English you have been studying English for a long time. There are many theories on the best way to learn English.

最後に地図をもう一度見て下さい。英語の生徒としてあなたは英語を長い間勉強し続けています。英語を学ぶ最良の方法についてはたくさんの説があります。

Some people think certain types of English are useful for English Language Teaching (ELT) purposes – e.g. audio materials, textbooks, models of pronunciation, teachers, cultural content, etc? What do you think about this?

ある人々はある特定のタイプの英語が英語教育（ELI）にとって役に立つと考えている。例）視聴教材、教科書、発音のモデル、教師、文化の内容など。それについてどう思いますか。

Many English courses are designed to help students use English as a lingua franca. What is your experience with this?

多くの英語コースは生徒が英語をリング・フランカ（共通言語）として使用するのを助けるためにデザインされている。それについてあなたの経験はどうか。

Does anybody have any final points they would like to add?

最後にみなさん、何か付け加えたいことはありませんか？

THANKS VERY MUCH FOR PARTICPATING IN THE DISCUSSION!

このディスカッションに参加して頂きまして、本当にありがとうございました！

Appendix 10: Consent form

Research Study Participant Consent Form

調査研究参加同意書

Researcher: Nicola Galloway

研究者：ニコラ ガロウェイ

Institution: The University of Southampton

団体：サウスハンプトン大学

Project: An investigation into students' attitudes towards English.

研究課題：学生の英語に関する意識調査

In order to help me with my doctoral studies at The University of Southampton, I would be very grateful if you could participate in my study. This will involve a questionnaire, followed by another questionnaire at the end of semester. I would also like some of you to participate in a discussion at the end of semester.

私のサウスハンプトン大学での博士課程の研究のために、もし貴方が私の研究に参加して頂けたら、大変有難く存じます。このアンケートは今学期の最後に実施予定のアンケートに関連しております。また今学期の最後に実施予定のディスカッションにあなたの方の中から何人かの参加を希望しております。

I would like to use these results for publication, but can assure you that your responses will be kept absolutely confidential. Information identifying you will not be disclosed under any circumstances. The questionnaire is anonymous and you will not be required to give your name in the focus group.

私はこれらの結果を書籍の出版の為に使用させて頂きたいと考えておりますが、貴方のアンケートでの回答は、完全に機密事項である事をお約束させて頂きます。どのような状況下においても、身元が分かる情報が公開される事はございません。このアンケートは無記名で、貴方は氏名を記載する必要はありません。

I would also like to point out that participation is voluntary and you may withdraw and refuse to participate at any time.

このアンケートに参加頂く事は、皆様のボランティアであり、貴方はいつでも参加を止める、または拒否出来ることを指摘させて頂きます。

If you have any questions about the study and/or your participation, then please don't hesitate to contact me anytime on galloway@kanda.kuis.ac.jp. You may also contact me to require a copy of the results. Additionally, in the event of any concerns or complaints, you may also contact the Research Governance Office at rgoinfo@soton.ac.uk or the Chair of the School of Humanities Ethics Committee, Professor Dana Arnold at dra@soton.ac.uk.

もし貴方が、この研究または、貴方の参加に関して質問がある場合は、いつでも右記アドレスまで、ご連絡頂きます様、お願い致します。またこの結果のコピーをご希望の方も、ご連絡頂きます様、お願い致します。

加えて、このアンケート・研究の趣旨に関して、不安や不満等がある場合は、リサーチ ガバナンス オフィスまたは、人間倫理委員会の Dana Arnold 教授までご連絡頂きます様、お願い致します。

Researcher's signature: _____

研究者署名

Participant's signature: _____

参加者署名

Date: _____

日付

Thank you very much for your help. ご協力頂きまして、大変有難うございました。

Appendix 11: Statistical results

Table 11.1: Frequencies and percentages of demographic variables

Variable	Frequency	Percentage
Condition		
<i>Experimental</i>	58	50
<i>Control</i>	58	50
Sex		
Male	20	17.2
Female	96	82.8
Grade		
3 rd Year	99	85.3
Fourth Year	17	14.7
Other Languages		
No Language Learning Experience	2	1.7
Spanish	50	43.1
French	42	36.2
German	8	6.9
Italian	30	25.9
Korean	25	21.6
Thai	3	2.6
Arabic	10	8.6
Portuguese	9	7.7
Chinese	39	33.6
Experience Abroad		
I have never been	16	13.8
Under 4 weeks	60	51.7
5-12 weeks	15	12.9
3-6 months	6	5.2
7 months to one year	11	9.5
More than one year	8	6.9
Type of Experience Abroad		
Study Abroad (US)	29	25.0
Study Abroad (Canada)	11	9.5
Study Abroad (UK)	8	6.9
Study Abroad (Aus)	20	17.2
Study Abroad (NZ)	8	6.9
Sightseeing (Europe)	9	7.8
Sightseeing (UK)	7	6.0
Sightseeing (Aus)	16	13.8
Sightseeing (US)	26	22.4
Sightseeing (NZ)	3	2.6
Sightseeing (Canada)	7	6.0
Working Holiday/Volunteer (Aus/NZ)	4	3.4
South East Asian Studies	32	27.6
Business/TOEIC	27	23.3
Language Learning	72	62.1
Global Issues	26	22.4
Teacher Training	19	16.4
American Culture	69	59.5
British Culture	36	31.0

Table 11.2: Frequencies and percentages of English learning variables

Variable	Frequency	Percentage
Eng start age		
0-3	2	1.7
4-7	14	12.1
8-11	38	32.8
12-15	59	50.9
English Learning Experience		
Cram School	77	66.4
School	116	100
Holiday Abroad	23	19.8
Study Abroad	46	39.7
Foreign Friends	39	33.6
DVDs/Music	64	55.2
English Club	14	12.1
English Conversation School	51	44.0
English Teachers		
Japan	116	100
The United Kingdom	96	82.8
America	109	94.0
Canada	54	46.6
New Zealand	45	38.8
Australia	94	81.0
South Africa	3	2.6
Ireland	21	18.1
Jamaica	1	0.9
India	1	0.9
Korea	2	1.7
Current English Use		
With native English speaking teachers	83	71.6
With non-native English speaking teachers	16	13.8
With native English speaking exchange students	4	3.4
With non-native English speaking exchange students	4	3.4
At work with native English speakers	8	6.9
At work with non-native English speakers	7	6.0
In my leisure time with native English speakers	12	10.3
In my leisure time with non-native English speakers	18	15.5
With Classmates	88	75.9
Experience of using English		
Experience using English with a native English speaker.	98	84.5
Experience using English with a non-native English speaker.	84	72.4

Table 11.3: Frequencies and percentages of English learning motivation

Variable	Frequency	Percentage
Motivational Aspect		
Pre: Career Prospects	57	49.1
Pre: Interested in English	81	69.8
Pre: Like English Movies, etc	49	42.2
Pre: Communicate with NESs	85	73.3
Pre: Communicate with NNESs	48	41.4
Pre: Useful Language	67	57.8
Pre: To Travel	81	69.8
Perceived Future uses of English		
Pre: Job NESs	75	64.7
Pre: Job NNESs	70	60.3
Pre: Leisure time with NESs	78	67.2
Pre: Leisure time with NNESs	55	47.4
Pre: Work/study NES country	38	32.8
Pre: Work/study NNES country	18	15.5

Table 11.4: Frequencies and percentages for attractive varieties of English

Item	Mean	Standard dev	Strongly disagree%	Disagree%	Agree%	Strongly Agree%	Total
Singapore	2.33	0.811	15.5	42.2	36.2	6.0	100
Ireland	2.64	0.796	6.9	35.3	44.8	12.9	100
France	2.40	0.893	16.4	38.8	33.6	11.2	100
Japan	2.51	0.991	15.5	38.8	25.0	20.7	100
India	2.39	0.842	12.1	48.3	28.4	11.2	100
UK	3.66	0.545	0.0	3.4	27.6	69.0	100
China	2.19	0.844	22.4	41.4	31.0	5.2	100
Jamaica	2.28	0.787	15.5	46.6	32.8	5.2	100
USA	3.67	0.615	1.7	2.6	22.4	73.3	100
New Zealand	3.34	0.632	0.9	6.0	51.7	41.4	100
Australia	3.58	0.635	0.9	5.2	29.3	64.7	100
South Africa	2.44	0.827	11.2	44.0	34.5	10.3	100
Korea	2.34	0.924	19.0	39.7	29.3	12.1	100
Spain	2.52	0.899	12.9	37.1	35.3	14.7	100
Canada	3.50	0.626	0.9	4.3	38.8	56.0	100
Vietnam	2.30	2.013	19.0	54.3	19.0	6.0	100
Malaysia	2.10	0.750	19.0	56.0	20.7	4.3	100
Other	3.34	1.544	12.9	26.7	14.7	4.3	100

Table 11.5: Frequencies and percentages for varieties to imitate

Item	Mean	Standard dev	Strongly disagree%	Disagree%	Agree%	Strongly Agree%	Total
Singapore	1.82	0.584	26.7	65.5	6.9	0.9	100
Ireland	2.27	0.750	14.7	47.4	34.5	3.4	100
France	1.87	0.653	26.7	61.2	10.3	1.7	100
Japan	1.71	0.824	47.4	39.7	7.8	5.2	100
India	1.79	0.740	35.3	54.3	6.0	4.3	100
UK	3.29	0.710	1.7	9.5	46.6	42.2	100
China	1.66	0.645	43.1	47.4	9.5	0.0	100
Jamaica	1.87	0.679	27.6	60.3	9.5	2.6	100
USA	3.54	0.762	3.4	6.0	23.3	67.2	100
New Zealand	2.99	0.797	3.4	21.6	47.4	27.6	100
Australia	3.13	0.797	3.4	15.5	45.7	35.3	100
South Africa	1.97	0.721	25.0	56.0	16.4	2.6	100
Korea	1.65	0.579	40.5	54.3	5.2	0.0	100
Spain	1.88	0.736	31.9	50.0	16.4	1.7	100
Canada	3.32	0.830	5.2	7.8	37.1	50.0	100
Vietnam	1.62	0.586	42.2	53.4	2.6	0.9	100
Malaysia	1.71	0.560	34.5	60.3	5.2	0.0	100
Other	4.08	1.533	11.2	14.7	1.7	72.4	100

Table 11.6: Frequencies and percentages for countries to recruit English teachers

Item	Mean	Standard dev	Strongly disagree%	Disagree%	Agree%	Strongly Agree%	Total
UK	3.6	0.589	0	5.2	29.3	64.7	100
USA	3.57	0.661	1.7	4.3	28.4	65.5	100
Australia	3.56	0.608	0.9	3.4	34.5	61.2	100
New Zealand	3.44	0.676	1.7	5.2	39.7	53.4	100
Other	3.37	1.495	10.3	27.6	16.4	5.2	100
Ireland	2.92	0.759	4.3	19.8	55.2	20.7	100
Canada	2.86	0.985	11.2	22.4	35.3	31.0	100
South Africa	2.60	0.873	11.2	31.9	42.2	14.7	100
France	2.59	0.903	14.7	25.0	26.6	13.8	100
Spain	2.56	0.804	10.3	31.9	48.3	9.5	100
India	2.5	0.955	19.0	25.9	41.4	13.8	100
Jamaica	2.42	0.866	12.1	46.6	28.4	12.9	100
Singapore	2.41	0.824	12.9	41.4	37.1	8.6	100
Japan	2.27	0.870	20.7	37.9	34.5	6.9	100
Korea	2.25	0.940	24.1	37.1	28.4	10.3	100
Vietnam	2.24	0.890	21.6	41.4	28.4	8.6	100
Malaysia	2.23	0.868	20.7	43.1	28.4	7.8	100
China	2.17	0.897	24.1	43.1	24.1	8.6	100

Table 11.7: Frequencies and percentages for countries for ELT materials

Item	Mean	Standard dev	Strongly disagree%	Disagree%	Agree%	Strongly Agree%	Total
Other	4.16	1.38	7.8	11.1	7.8	3.4	69.8
USA	3.36	0.806	4.3	7.8	35.3	52.6	100
UK	3.35	0.725	2.6	6.9	43.1	47.4	100
Australia	3.27	0.808	4.3	9.5	40.5	45.7	100
New Zealand	3.18	0.822	4.3	12.9	42.2	39.7	100
Ireland	2.62	0.849	9.5	32.8	43.1	14.7	100
Japan	2.58	0.917	13.8	29.3	40.5	15.5	100
Spain	2.54	0.848	12.1	32.8	44.0	11.2	100
France	2.47	0.859	11.2	43.1	32.8	12.9	100
Jamaica	2.37	0.851	13.8	44.8	31.0	10.3	100
South Africa	2.37	0.819	12.9	44.8	33.6	8.6	100
Korea	2.36	0.888	15.5	44.8	27.6	12.1	100
India	2.32	0.852	15.5	45.7	29.3	9.5	100
China	2.32	0.868	20.7	43.1	28.4	7.8	100
Singapore	2.31	0.797	12.9	50.0	29.3	7.8	100
Canada	2.25	0.870	6.0	10.3	37.1	46.6	100
Vietnam	2.25	0.824	16.4	49.1	26.7	7.8	100
Malaysia	2.25	0.803	15.5	50.0	27.6	6.9	100

Table 11.8: Frequencies and percentages for important skills for English teachers

Item	Mean	Standard dev	Strongly disagree%	Disagree%	Agree%	Strongly Agree%	Total
Grammar Knowledge	3.14	0.733	1.7	13.8	55.2	29.3	100
Good pronunciation	3.59	0.618	5.2	31.9	61.2	1.7	100
Kind	3.30	0.688	2.6	5.2	51.7	40.5	100
Native-like accent	3.29	0.710	0.9	12.1	44.0	43.1	100
Ability to create interest	3.71	0.605	1.7	2.6	19.0	76.7	100
Sense of humour	3.43	0.677	1.7	5.2	40.5	52.6	100
Pleasant appearance	2.55	0.752	7.8	37.1	46.6	8.7	100
Approachable	3.42	0.592	0	5.2	47.4	47.4	100
Enthusiastic and motivating	3.66	0.592	0.9	1.7	28.4	69.0	100
Experience abroad	2.74	0.782	5.2	31.0	48.3	15.5	100
Knowledge of Conversation / idiomatic expressions	3.28	0.643	0.9	7.8	53.4	37.9	100
Clear explanations	3.66	0.645	1.7	4.3	19.8	74.1	100
Sensitive to students' needs and problems	3.45	0.651	0.9	6.0	40.5	52.6	100
Knowledge of Japand Japculture	2.47	0.691	6.0	45.7	43.1	5.2	100
Teaching Exp	2.56	0.736	6.9	37.1	48.3	7.8	100
Teaching Methods	3.37	0.704	0.9	10.3	39.7	49.1	100

Table 11.9: Paired t- test results for relationship between attractiveness and variety to imitate

Country	Categories	Mean Score	SD
Vietnam	Attractive	2.12	0.789
	Imitate	1.62 ***	0.586
Canada	Attractive	3.50	0.626
	Imitate	3.32 **	0.830
Spain	Attractive	2.52	0.899
	Imitate	1.88 ***	0.736
France	Attractive	2.40	0.893
	Imitate	1.87 ***	0.653
Japan	Attractive	2.51	0.991
	Imitate	1.71 ***	0.824
Singapore	Attractive	2.33	0.811
	Imitate	1.82 ***	0.584
Ireland	Attractive	2.64	0.796
	Imitate	2.27 ***	0.750
India	Attractive	2.39	0.842
	Imitate	1.79 ***	0.740
UK	Attractive	3.66	0.545
	Imitate	3.29 ***	0.710
China	Attractive	2.19	0.844
	Imitate	1.66 ***	0.645
Jamaica	Attractive	2.28	0.787
	Imitate	1.87 ***	0.679
America	Attractive	3.67	0.615
	Imitate	3.54 **	0.762
New Zealand	Attractive	3.34	0.632
	Imitate	2.99 ***	0.797
Australia	Attractive	3.58	0.635
	Imitate	3.13 ***	0.797
South Africa	Attractive	2.44	0.827
	Imitate	1.97 ***	0.721
Korea	Attractive	2.34	0.924
	Imitate	1.65 ***	0.579
Malaysia	Attractive	2.16	0.750
	Imitate	1.71 ***	0.560
IC	Attractive	3.39	0.392
	Imitate	3.09 ***	0.476
OC	Attractive	2.27	0.624
	Imitate	1.77 ***	0.513
EC	Attractive	2.35	0.634
	Imitate	1.73 ***	0.515

*** P<0.01 **P<0.05 *P<0.1

Table 11.10: Chi-square results for relationship between attractiveness and variety to imitate

English to Imitate					
			Disagree	Agree	p-value
Attractive English	Vietnam	Disagree	85	0	0.001***
		Agree	26	4	
	Canada	Disagree	3	3	0.005***
		Agree	12	98	
	Spain	Disagree	58	0	0.000***
		Agree	37	21	
	France	Disagree	61	3	0.007***
		Agree	41	11	
	Japan	Disagree	59	4	0.021**
		Agree	42	11	
	Singapore	Disagree	66	1	0.003***
		Agree	41	8	
	Ireland	Disagree	42	7	0.000***
		Agree	30	37	
	India	Disagree	70	0	0.000***
		Agree	34	12	
	UK	Disagree	4	0	0.000***
		Agree	9	103	
	China	Disagree	70	4	0.047**
		Agree	35	7	
	Jamaica	Disagree	72	0	0.000***
		Agree	30	14	
	America	Disagree	5	0	0.000***
		Agree	6	105	
	Vietnam	Disagree	85	0	0.001***
		Agree	26	4	
	New Zealand	Disagree	6	2	0.001***
		Agree	23	85	
	Australia	Disagree	4	3	0.008***
		Agree	18	91	
	South Africa	Disagree	61	3	0.000***
		Agree	33	19	
	Korea	Disagree	67	1	0.032**
		Agree	43	5	
	IC	Disagree		116	
		Agree	116		
	OC	Disagree	36	1	0.001***
		Agree	55	24	
	EC	Disagree	27	0	0.000***
		Agree	53	36	

*** P<0.01 **P<0.05 *P<0.1

Table 11.11: Students' attitudes towards their English teachers.

Item	Mean	Standard dev	Strongly disagree%	Disagree%	Agree%	Strongly Agree%	Total
<i>My Japanese teachers have been/are proficient English teachers.</i>							
Pre:	2.53	0.638	6.0	36.2	56.0	1.7	100
<i>My native English teachers have been/ are proficient English teachers.</i>							
Pre:	3.43	0.578	0.0	4.3	48.3	47.4	100
<i>My Non-native English teachers have been/ are proficient English teachers.</i>							
Pre:	2.94	0.726	4.6	15.4	61.5	18.5	100
<i>My English education has prepared me to use English with speakers from around the world.</i>							
Pre:	3.22	0.803	5.2	7.8	46.6	40.5	100

Table 11.12: Paired t- test results for the relationship between countries to recruit English teachers and for use in ELT materials.

Country	Categories	Mean	SD
Vietnam	Teacher	2.24	0.890
	ELT	2.25	0.824
Canada	Teacher	2.86	0.985
	ELT	3.24***	0.870
Spain	Teacher	2.59	0.903
	ELT	2.54	0.848
France	Teacher	2.56	0.804
	ELT	2.47	0.859
Japan	Teacher	2.26	0.871
	ELT	2.58 ***	0.917
Singapore	Teacher	2.41	0.824
	ELT	2.31	0.797
Ireland	Teacher	2.92	0.759
	ELT	2.62***	0.849
India	Teacher	2.50	0.955
	ELT	2.32 **	0.852
UK	Teacher	3.60	0.589
	ELT	3.35 ***	0.727
China	Teacher	2.17	0.879
	ELT	2.23	0.868
Jamaica	Teacher	2.42	0.866
	ELT	2.37	0.851
America	Teacher	3.57	0.661
	ELT	3.36 ***	0.806
New Zealand	Teacher	3.46	0.666
	ELT	3.18 ***	0.822
Australia	Teacher	3.56	0.608
	ELT	3.27 ***	0.808
South Africa	Teacher	2.60	0.873
	ELT	2.37 ***	0.819
Korea	Teacher	2.25	0.940
	ELT	2.36	0.888

*** P<0.01 **P<0.05 *P<0.1

Table 11.13: Cross tabulations for relationship between countries to recruit English teachers and for use in ELT materials

ELT Materials					
			Disagree	Agree	p-value
English Teachers	Vietnam	Disagree	56	17	0.001***
		Agree	20	23	
	Canada	Disagree	10	29	0.055*
		Agree	9	68	
	Spain	Disagree	29	17	0.001***
		Agree	23	47	
	France	Disagree	36	13	0.000***
		Agree	27	40	
	Japan	Disagree	41	27	0.000***
		Agree	9	38	
	Singapore	Disagree	53	10	0.000***
		Agree	20	33	
	Ireland	Disagree	24	4	0.000***
		Agree	25	63	
	India	Disagree	52	19	0.000***
		Agree	19	26	
	UK	Disagree	5	66	0.001***
		Agree	6	39	
	China	Disagree	50	21	0.010**
		Agree	24	21	
	Jamaica	Disagree	44	27	0.000***
		Agree	24	21	
	America	Disagree	7	0	0.000***
		Agree	7	102	

	Vietnam	Disagree	56	17	0.001***
		Agree	20	23	
	New Zealand	Disagree	11	59	0.000***
		Agree	9	36	
	Australia	Disagree	10	61	0.002***
		Agree	6	39	
	South Africa	Disagree	38	12	0.001***
		Agree	29	37	
	Korea	Disagree	51	20	0.001***
		Agree	19	26	
	IC	Disagree	3	113	
		Agree	3	113	
	OC	Disagree	35	5	0.000***
		Agree	38	41	
	EC	Disagree	11	9	0.043**
		Agree	30	66	

*** P<0.01 **P<0.05 *P<0.1

Table 11.14: Independent T-test results for the influence of background factors on attitudes towards selected choice of varieties.

Variable	Categories	Average Values						Overall IC English	Overall OC English	Overall EC English
		American English	UK English	Canadian	Japan	Spain	Singapore			
Gender	Male	3.55	3.75	3.20	2.55	2.45	2.35	3.20	2.40	2.25
	Female	3.70	3.64	3.56	2.50	2.53	2.32	3.27	2.34	2.33
Language Learning Experience										
Cram School	Yes	3.73	3.71	3.58**	2.58	2.65	2.43*	3.32*	2.44*	2.40**
	No	3.56	3.54	3.33**	2.36	2.26	2.13*	3.12*	2.19*	2.15**
Holiday Abroad	Yes	3.65	3.78	3.43	2.30	2.57	2.22	3.27	2.23	2.18
	No	3.68	3.62	3.52	2.56	2.51	2.35	3.25	2.38	2.35
Study Abroad	Yes	3.61	3.65	3.52	2.48	2.50	2.28	3.23	2.30	2.27
	No	3.71	3.66	3.49	2.53	2.53	2.36	3.27	2.39	2.34
Foreign Friends	Yes	3.46***	3.67	3.46	2.46	2.41	2.33	3.21	2.35	2.30
	No	3.78 ***	3.65	3.52	2.53	2.57	2.32	3.28	2.35	2.32
DVD/Music	Yes	3.64	3.66	3.52	2.39	2.53	2.34	3.26	2.37	2.29
	No	3.71	3.65	3.48	2.65	2.50	2.31	3.25	2.33	2.34
English Teachers										
UK	Yes	3.66	3.64	3.53	2.51	2.53	2.34	3.27	2.36	2.32
	No	3.75	3.75	3.35	2.50	2.45	2.25	3.17	2.30	2.29
US	Yes	3.66	3.64	3.49	2.46**	2.49	2.32	3.24***	2.34	2.28**
	No	3.86	3.86	3.71	3.29**	3.00	2.43	3.55***	2.57	2.85**
Canada	Yes	3.70	3.70	3.57	2.52	2.52	2.19	3.27	2.21***	2.24
	No	3.65	3.61	3.44	2.50	2.52	2.45	3.24	2.48***	2.38
English learning Motivation										
Career Prospects	Yes	3.70	3.68	3.54	2.51	2.47	2.40	3.32	2.43	2.35
	No	3.64	3.63	3.46	2.51	2.56	2.25	3.19	2.27	2.28
Interested in English	Yes	3.73	3.67	3.52	2.51	2.58	2.32	3.26	2.38	2.33
	No	3.54	3.63	3.46	2.51	2.37	2.34	3.25	2.30	2.28
Communicate with NESs	Yes	3.68	3.66	3.54	2.28	2.45	2.35	3.30*	2.35	2.32
	No	3.65	3.65	3.39	2.58	2.71	2.26	3.14*	2.35	2.29
English movies,	Yes	3.71	3.63	3.55	2.49	2.59	2.31	3.28	2.32	2.29

Variable	Categories	Average Values						Overall IC English	Overall OC English	Overall EC English
		American English	UK English	Canadian	Japan	Spain	Singapore			
TV shows, pop music, etc	No	3.64	3.67	3.46	2.52	2.46	2.34	3.24	2.38	2.33
Communicate with NNEs	Yes	3.52**	3.58	3.50	2.33	2.50	2.35	3.25	2.44	2.34
English is a useful	No	3.78**	3.71	3.50	2.63	2.53	2.31	3.26	2.29	2.30
	Yes	3.75	3.72	3.61**	2.55	2.54	2.34	3.33*	2.42	2.33
	No	3.57	3.57	3.35**	2.45	2.49	2.31	3.15*	2.26	2.29
Travel abroad	Yes	3.65	3.59*	3.57*	2.54	2.58	2.41	3.29	2.40	2.35
	No	3.71	3.80*	3.34*	2.43	2.37	2.14	3.18	2.24	2.23
Experience with NESs	Yes	3.67	3.66	3.53	2.60	2.56	2.35	3.26	2.37	2.35
	No	3.67	3.61	3.33	2.00	2.28	2.22	3.20	2.27	2.11
Experience with NNEs	Yes	3.60**	3.64	3.42**	2.43**	2.44	2.33	3.20***	2.33	2.28
	No	3.88**	3.69	3.72**	2.72**	2.72	2.31	3.41* **	2.42	2.41
NES exchange students	Yes	3.38**	3.63	3.50	2.63	2.69	2.13	3.17	2.12	2.25
	No	3.72**	3.66	3.50	2.49	2.49	2.36	3.27	2.39	2.32
NNE exchange students	Yes	3.25	3.50	3.75	2.0	2.75	2.00	3.07	2.00	1.96
	No	3.69	3.66	3.49	2.53	2.51	2.34	3.26	2.37	2.33
Work NES	Yes	3.50	3.63	3.38	2.50	2.63	2.13	3.10	2.00	2.14
	No	3.69	3.66	3.51	2.51	2.51	2.34	3.27	2.38	2.33
Work NNEs	Yes	3.29*	3.57	3.14	2.14*	2.86	1.86	3.04	2.07	2.08
	No	3.70*	3.66	3.51	2.51*	2.51	2.34	3.27	2.38	2.33
With NESTs	Yes	3.75**	3.63	3.57*	2.51	2.55	2.39	3.31***	2.41	2.34
	No	3.48**	3.73	3.33*	2.52	2.42	2.18	3.11***	2.21	2.25
With NNEs	Yes	3.75*	3.50	3.75	2.25	2.75	2.00	3.35	2.25	2.35
	No	3.67*	3.66	3.49	2.52	2.51	2.34	3.25	2.36	2.31
Leisure time NES	Yes	3.58	3.58	3.50	2.92	2.50	2.67	3.16	2.45	2.51
	No	3.68	3.66	3.50	2.46	2.52	2.29	3.27	2.34	2.29
Leisure time NNEs	Yes	3.50	3.39**	3.39	2.67	2.67	2.67***	3.11	2.55	2.57***
	No	3.70	3.70 *	3.52	2.48	2.49	2.27***	3.28	2.32	2.27***
Job NES	Yes	3.67	3.73*	3.53	2.44	2.55	2.49	2.41	3.31**	2.44*
	No	3.68	3.51*	3.44	2.55	2.44	2.56	2.17	3.16**	2.20*
Job NNEs	Yes	3.61	3.69	3.51	2.37	2.60	2.56	2.47	3.27	2.45*

Variable	Categories	Average Values						Overall IC English	Overall OC English	Overall EC English
		American English	UK English	Canadian	Japan	Spain	Singapore			
	No	3.76	3.61	3.48	2.60	2.37	2.46	2.11	3.23	2.20*
Future English Use										
Free time NES	Yes	3.65	3.63	3.53	2.55	2.51	2.40	3.23	2.40	2.30
	No	3.71	3.71	3.45	2.42	2.53	2.18	3.30	2.26	2.33
Free time NNES	Yes	3.67	3.67	3.44	2.45	2.60	2.49**	3.22	2.44	2.32
	No	3.67	3.64	3.56	2.56	2.44	2.18**	3.29	2.27	2.31
Work/study NES country	Yes	3.68	3.66	3.58	2.26*	2.39	2.47	3.30	2.36	2.28
	No	3.67	3.65	3.46	2.63*	2.58	2.26	3.23	2.35	2.33
Work/Study NNES country	Yes	3.83	3.56	3.50	2.56	2.50	2.61	3.26	2.52	2.46
	No	3.64	3.67	3.50	2.50	2.52	2.28	3.25	2.32	2.29
*** P<0.01 **P<0.05		*P<0.1								

Table 11.15: Independent T-test results for the influence of background factors on variety to imitate

Variable	Categories	Average Values				Overall I OC Englis h	Overall EC English
		American English	UK English	Australia English	Japan English		
Gender	Male	3.40	3.35	2.80**	1.70	2.84*	1.50*
	Female	3.57	3.28	3.20* *	1.71	3.08*	1.75*
Language Learning Experience							
Cram School	Yes	3.58	3.35	3.17	2.58	3.10	1.75
	No	3.46	3.18	3.05	2.36	2.92	1.60
Holiday Abroad	Yes	3.43	3.61**	3.22	2.30	3.16	1.69
	No	3.57	3.22 **	3.11	2.56	3.01	1.71
Study Abroad	Yes	3.33***	3.28	3.15	2.48	3.03	1.72
	No	3.69***	3.30	3.11	2.53	3.04	1.69
Foreign Friends	Yes	3.28***	3.36	3.26	2.46	3.02	1.65
	No	3.68***	3.26	3.06	2.53	3.05	1.73
DVD/Music	Yes	3.45	3.27	3.19	2.39	3.04	1.69
	No	3.65	3.33	3.06	2.65	3.05	1.72
English Teachers							
UK	Yes	3.66	3.64	3.61	2.51	3.27	2.32
	No	3.75	3.75	3.40	2.50	3.17	2.29
US	Yes	3.66	3.64	3.56	2.46**	3.24**	2.28
	No	3.86	3.86	3.86	3.29**	3.55**	2.85
Canada	Yes	3.70	3.70	3.56	2.52	3.27	2.24
	No	3.65	3.61	3.60	2.50	3.24	2.38
English learning Motivation							
Career Prospects	Yes	3.56	3.25	3.07	1.75	3.03	1.77
	No	3.53	3.27	3.15	1.67	3.02	1.73

Variable	Categories	Average Values				Overall I OC Englis h	Overall EC English
		American English	UK English	Australia English	Japan English		
Interested in English	Yes	3.53	3.27	3.15	1.67	3.02	1.73
	No	3.57	3.34	3.09	1.80	3.09	1.65
Communicate with NESs	Yes	3.54	3.36*	3.20	2.48	3.11** *	1.72
	No	3.55	3.10*	2.94	2.58	2.85** *	1.65
English movies, TV shows, pop music, etc	Yes	3.59	3.24	3.31**	1.80	3.10	1.84**
	No	3.51	3.33	3.00* *	1.64	3.00	1.60**
Communicate with NNEs	Yes	3.44	3.31	3.29*	1.60	3.09	1.74
	No	3.62	3.28	3.01*	1.78	3.00	1.68
English is a useful	Yes	3.61	3.31	3.10	1.75	3.06	1.74
	No	3.45	3.27	3.16	1.65	3.01	1.66
Travel abroad	Yes	3.58	3.26	3.23**	1.74	3.08	1.76*
	No	3.46	3.37	2.89**	1.63	2.94	1.57*
Experience with NESs	Yes	3.53	3.32	3.19	1.74	3.07	1.74
	No	3.61	3.17	2.78	1.50	2.88	1.52
Experience with NNEs	Yes	3.46*	3.31	3.08	1.60**	3.00	1.68
	No	3.75*	3.25	3.25	2.00**	3.15	1.76
Current English Use							
NES exchange students	Yes	3.31	3.38	3.31	1.63	3.10	1.71
	No	3.58	3.28	3.10	1.72	3.03	1.70
NNEs exchange students	Yes	3.25	3.50	3.25	2.00	3.05	1.81
	No	3.55	3.29	3.13	1.70	3.04	1.70
Work NES	Yes	3.38	3.50	3.38	1.75	3.02	1.81
	No	3.57	3.28	3.12	1.72	3.04	1.70
Work NNEs	Yes	3.14*	3.57	3.29	1.43	2.97	1.75
	No	3.57*	3.28	3.12	1.72	3.04	1.70
With NESTs	Yes	3.61	3.34	3.30***	2.51	3.14**	1.78**
	No	3.36	3.18	2.70***	2.52	2.78**	1.51**
With NNESTs	Yes	3.75	3.50	3.50	2.00	3.40	2.00
	No	3.54	3.29	3.12	1.70	3.03	1.69

Variable	Categories	Average Values				Overall I OC Englis h	Overall EC English
		American English	UK English	Australia English	Japan English		
Leisure time NES	Yes	3.17*	3.25	3.25	1.67	2.98	1.60
	No	3.59*	3.30	3.12	1.71	3.05	1.72
Leisure time NNES	Yes	3.28	3.00	3.22	1.44	2.92	1.81
	No	3.59	3.35	3.11	1.76	3.06	1.68
Job NES	Yes	3.55	3.43***	3.28***	1.73	3.14**	1.82***
	No	3.54	3.05* **	2.85* **	1.66	2.85**	1.50* **
Job NNES	Yes	3.44*	3.34	3.21	1.79	3.08	1.82***
	No	3.70*	3.22	3.00	1.59	2.97	1.52***
Future English Use							
Free time NES	Yes	3.50	3.28	3.14	1.63	3.04	1.72
	No	3.63	3.32	3.11	1.87	3.05	1.68
Free time NNES	Yes	3.44	3.24	3.11	1.65	2.97	1.75
	No	3.64	3.34	3.15	1.75	3.10	1.67
Work/study NES country	Yes	3.50	3.37	3.26	1.39***	3.12	1.72
	No	3.56	3.26	3.06	1.86***	3.00	1.70
Work/Study NNES country	Yes	3.72	3.22	2.89	1.61	2.94	1.80
	No	3.51	3.31	3.17	1.72	3.06	1.69
*** P<0.01 **P<0.05 *P<0.1							

Table 11.16: Independent T-test results for the influence of background factors on countries to recruit English teachers from

Variable	Categories	Average Values							Overall EC English
		American English	UK English	Australian English	Canadian English	India English	Overall IC English	Overall OC English	
Gender	Male	3.30	3.52	3.35	2.70	2.25	3.10	2.13	2.08
	Female	3.63**	3.61	3.60*	2.89	2.55	3.36**	2.43	2.41**
Language Learning Experience									
Cram School	Yes	3.73	3.61	3.57	2.88	2.58	3.35	2.45	2.41
	No	3.56	3.56	3.53	2.82	2.33	3.27	2.23	2.25
Holiday Abroad	Yes	3.65	3.78	3.82	2.86	2.34	3.46	2.36	2.40
	No	3.68	3.55*	3.49**	2.86	2.53	3.29	2.38	2.34
Study Abroad	Yes	3.61	3.58	3.58	2.67	2.50	3.30	2.37	2.27
	No	3.71	3.60	3.54	2.98*	2.50	3.34	2.38	2.41
Foreign Friends	Yes	3.46	3.66	3.56	2.76	2.53	3.31	2.46	2.35
	No	3.78***	3.56	3.55	2.90	2.48	3.33	2.34	2.36
DVD/Music	Yes	3.64	3.57	3.54	2.76	2.54	3.29	2.45	2.42
	No	3.71	3.62	3.57	2.98	2.44	3.36	2.29	2.27
English Teachers									
UK	Yes	3.75	3.75	3.40	3.35	2.35	3.29	2.41	2.36
	No	3.66	3.64	3.61	3.53	2.40	3.49*	2.23	2.33
US	Yes	3.86	3.86	3.86	3.71	2.71	3.30	2.39	2.36
	No	3.66	3.64	3.56	3.49	2.37	3.69**	2.23	2.32
Canada	Yes	3.65	3.61	3.60	3.44	2.52	3.32	2.35	2.38
	No	3.70	3.70	3.56	3.57	2.24*	3.33	2.40	2.34
English learning Motivation									
Career Prospects	Yes	3.43	3.49	3.45	2.94	2.63	3.28	2.49	2.42
	No	3.71**	3.70	3.66*	2.77	2.37	3.37	2.27	2.29
Interested in English	Yes	3.58	3.53	3.56	2.74	2.50	3.28	2.41	2.38
	No	3.57	3.74*	3.54	3.14**	2.48	3.41	2.31	2.31

Average Values									
Variable	Categories	American English	UK English	Australian English	Canadian English	India English	Overall IIC English	Overall OC English	Overall EC English
Communicate with NESs	Yes	3.60	3.60	3.57	2.83	2.44	3.33	2.36	2.37
	No	3.51	3.58	3.51	2.93	2.64	3.30	2.44	2.32
English movies, TV shows, pop music, etc	Yes	3.61	3.59	3.55	2.77	2.34	3.30	2.32	2.30
	No	3.55	3.60	3.56	2.92	2.61	3.34	2.42	2.39
Communicate with NNEs	Yes	3.52	3.58	3.58	2.79	2.64	3.33	2.36	2.44
	No	3.61	3.61	3.54	2.91	2.39	3.30	2.44	2.29
English is a useful	Yes	3.58	3.59	3.50	2.98	2.55	3.30	2.52	2.43
	No	3.57	3.61	3.63	2.69	2.42	3.34	2.28*	2.25
Travel abroad	Yes	3.59	3.56	3.54	2.85	2.48	3.32	2.42	2.40
	No	3.54	3.68	3.60	2.88	2.54	3.32	2.28	2.25
Experience with NESs	Yes	3.55	3.59	3.55	2.89	2.54	3.33	2.43	2.40
	No	3.72	3.64	3.61	2.66	2.27	3.27	2.09 *	2.11*
Experience with NNEs	Yes	3.50	3.58	3.51	2.75	2.51	3.27	2.39	2.37
	No	3.78**	3.64	3.68	3.15**	2.46	3.46*	2.35	2.32
Current English Use									
NES exchange students	Yes	3.37	3.56	3.56	2.50	2.56	3.23	2.54	2.41
	No	3.61	3.60	3.56	2.92	2.49	3.34	2.35	2.35
NNEs exchange students	Yes	3.25	3.25	3.25	2.75	2.75	3.04	2.66	2.53
	No	3.58	3.61	3.57	2.86	2.49	3.33	2.37	2.35
Work NES	Yes	3.25	3.62	3.37	2.87	1.75	3.14	1.95	2.21
	No	3.58	3.59	3.57	2.86	2.55**	3.33	2.41	2.37
Work NNEs	Yes	3.25	3.71	3.57	2.71	2.14	3.16	2.00	2.22
	No	3.60	3.59	3.55	2.87	2.52	3.33	2.40	2.36
With NESTs	Yes	3.14	3.60	3.61	2.93	2.45	3.38**	2.41	2.71
	No	3.60*	3.57	3.42	2.66	2.60	3.18**	2.30	2.38
With NNEs	Yes	3.50	3.25	3.75	3.25	3.25	3.37	3.00	2.30
	No	3.58	3.61	3.55	2.84	2.47	3.32	2.36*	2.71
Leisure time NES	Yes	3.75	3.54	3.50	2.83	2.00	3.19	2.15	2.03
	No	3.55	3.71	3.56	2.86	2.55*	3.33	2.41	2.39*
Leisure time NNEs	Yes	3.55	3.33	3.50	2.55	2.27	3.15	2.31	2.12
	No	3.58	3.64**	3.57	2.91	2.54	3.35	2.39	2.40
Job NES	Yes	3.50	3.62	3.57	2.94	2.60	3.34	2.48	2.44
	No	3.70	3.56	3.53	2.70	2.31	3.28	2.18 **	2.21*

Average Values									
Variable	Categories	American English	UK English	Australian English	Canadian English	India English	Overall IIC English	Overall OC English	Overall EC English
Job NNES	Yes	3.50	3.57	3.52	2.91	2.54	3.31	2.50	2.41
	No	3.69	3.63	3.60	2.78	2.43	3.34	2.50	2.27
Future English Use									
Free time NES	Yes	3.55	3.71	3.53	2.87	2.48	3.28	2.40	2.37
	No	3.63	3.63	3.60	2.84	2.52	3.40	2.33	2.32
Free time NNES	Yes	3.56	3.56	3.54	2.81	2.43	3.28	2.40	2.40
	No	3.59	3.63	3.57	2.90	2.55	3.36	2.33	2.32
Work/study NES country	Yes	3.50	3.50	3.57	2.73	2.47	3.30	2.44	2.36
	No	3.61	3.64	3.55	2.92	2.51	3.33	2.35	2.35
Work/Study NNES country	Yes	3.55	3.38	3.38	2.66	2.77	3.22	2.61	2.52
	No	3.58	3.63	3.59	2.89	2.44	3.34	2.34	2.33
*** P<0.01 **P<0.05 *P<0.1									

Table 11.17: Independent T-test results for the influence of background factors on countries to use in ELT materials.

Variable	Categories	Average Values								
		American English	UK English	Canada English	Japan English	Spain English	Singapore English	Overall IC English	Overall OC English	Overall EC English
Gender	Male	2.90	3.10	3.05	2.25	2.40	2.20	2.86	2.15	2.25
	Female	3.45***	3.40*	3.28	2.65*	2.57	2.34	3.23 **	2.33	2.33
Language Learning Experience										
Cram School	Yes	3.37	3.29	3.23	2.60	2.53	2.35	3.17	2.32	2.42
	No	3.33	3.46	3.25	2.53	2.56	2.25	3.16	2.24	2.37
Holiday Abroad	Yes	3.47	3.47	3.30	2.56	2.69	2.47	3.31	2.37	2.50
	No	3.33	3.32	3.22	2.58	2.50	2.27	3.13	2.28	2.38
Study Abroad	Yes	3.19	3.15	3.00	2.53	2.47	2.32	3.05	2.26	2.38
	No	3.47*	3.48**	3.40**	2.61	2.58	2.31	3.25	2.32	2.42
Foreign Friends	Yes	3.15	3.36	3.15	2.57	2.53	2.38	3.11	2.35	2.42
	No	3.46**	3.37	3.28	2.58	2.54	2.28	3.19	2.27	2.39
DVD/Music	Yes	3.39	3.35	3.17	2.58	2.53	2.39	3.19	2.35	2.43
	No	3.32	3.34	3.32	2.57	2.55	2.23	3.14	2.23	2.36
English Teachers										
UK	Yes	3.15	3.36	3.27	2.56	2.57	2.34	3.20	2.33	3.41
	No	3.40	3.30	3.10	2.68	2.40	2.20	3.04	2.13	2.37
US	Yes	3.42	3.33	3.23	2.59	2.55	2.30	3.16	2.30	2.42
	No	3.35	3.57	3.28	2.42	2.42	2.57	3.35	2.23	2.14
Canada	Yes	3.32	3.40	3.27	2.62	2.59	2.33	3.22	2.27	2.42
	No	3.40	3.30	3.20	2.54	2.50	2.30	3.13	2.32	2.38
English learning Motivation										
Career Prospects	Yes	3.36	3.35	3.28	2.63	2.57	2.36	3.20	2.39	2.45
	No	3.35	3.35	3.20	2.53	2.50	2.27	3.13	2.20	2.35
Interested in English	Yes	3.40	3.32	3.30	2.53	2.54	2.32	3.19	2.30	2.37
	No	3.25	3.42	3.08	2.68	2.54	2.31	3.11	2.28	2.48
Communicate with NESs	Yes	3.48	3.41	3.31	2.59	2.50	2.28	3.25	2.26	2.39
	No	3.03***	3.19	3.03	2.54	2.64	2.41	2.96**	2.39	2.44
English movies, TV shows,	Yes	3.53	3.51	3.38	2.65	2.53	2.30	3.29	2.32	2.41

Variable	Categories	Average Values						Overall IC English	Overall OC English	Overall EC English
		American English	UK English	Canada English	Japan English	Spain English	Singapore English			
pop music, etc	No	3.23*	3.23**	3.13	2.53	2.55	2.32	3.08 *	2.28	2.39
Communicate with NNEs	Yes	3.35	3.37	3.31	2.72	2.58	2.41	3.25	2.26	2.50
	No	3.36	3.33	3.19	2.48	2.51	2.25	2.96**	2.39	2.34
English is a useful	Yes	3.44	3.35	3.32	2.65	2.62	2.31	3.20	2.42	2.47
	No	3.24	3.34	3.12	2.48	2.42	2.32	3.15	2.21	2.30
Travel abroad	Yes	3.44	3.35	3.27	2.52	2.49	2.32	3.22	2.32	2.37
	No	3.17*	3.34	3.17	2.71	2.65	2.31	3.04	2.24	2.47
Experience with NESs	Yes	3.38	3.35	3.27	2.60	2.58	2.36	3.20	2.34	2.43
	No	3.22	3.33	3.05	2.44	2.33	2.05	2.97	2.09	2.23
Experience with NNEs	Yes	3.20	3.25	3.13	2.51	2.58	2.33	3.06	2.28	2.39
	No	3.78***	3.62**	3.53**	2.75	2.43	2.28	3.45***	2.34	2.42
Current English Use										
NES exchange students	Yes	3.25	3.37	3.31	2.66	2.75	2.56	3.18	2.37	2.46
	No	3.38	3.35	3.23	2.57	2.51	2.28	3.17	2.29	2.39
NNEs exchange students	Yes	3.00	2.75	3.50	2.66	3.25*	2.25	2.87	2.25	2.77
	No	3.37	3.37*	3.23	2.58	2.51*	2.32	3.18	2.30	2.39
Work NES	Yes	3.00	3.12	3.00	2.00	2.50	2.00	2.93	1.95	2.04
	No	3.08	3.37	3.25	2.62*	2.54	2.34	3.19	2.32	2.43
Work NNEs	Yes	3.00	3.00	2.71	2.00	2.28	1.85	2.83	1.79	1.95
	No	3.38	3.37	3.27*	2.62*	2.55	2.34	3.19	2.33**	2.43*
With NESTs	Yes	3.51	3.43	3.33***	2.62	2.56	2.33	3.28	2.32	2.42
	No	2.96***	3.15**	3.00***	2.48	2.48	2.27	2.88***	2.32	2.36
With NNEs	Yes	3.75	3.75	4.00	3.00	3.50	2.75	3.62	2.66	3.00**
	No	3.34	3.33	3.21*	2.56	2.50**	2.30	3.15	2.28	2.38**
Leisure time NES	Yes	3.50	3.25	3.41	2.81	2.16	2.16	3.12	1.94**	2.24
	No	3.34	3.36	3.22	2.55	2.58	2.33	3.17	2.34**	2.42
Leisure time NNEs	Yes	3.22	3.00	3.16	2.52	2.27	2.27	2.94	2.07	2.26
	No	3.38	3.41**	3.25	2.59	2.59	2.32	3.21	2.34	2.43
Job NES	Yes	3.41	3.37	3.32	2.62	2.61	2.36	3.22	2.36	2.43
	No	3.26	3.31	3.09	2.51	2.41	2.24	3.06	2.19	2.35
Job NNEs	Yes	3.27	3.28	3.17	2.72	2.60	2.38	3.12	2.35	2.49
	No	3.50	3.45	3.34	2.36**	2.45	2.21	3.24	2.21	2.27*
Future English Use										

Variable	Categories	Average Values								Overall EC English
		American English	UK English	Canada English	Japan English	Spain English	Singapore English	Overall IC English	Overall OC English	
Free time NES	Yes	3.41	3.33	3.25	2.54	2.57	2.37	3.18	2.34	2.40
	No	3.26	3.39	3.21	2.65	2.47	2.21	3.14	2.21	2.41
Free time NNES	Yes	3.29	3.25	3.20	2.61	2.61	2.43	3.12	2.37	2.43
	No	3.42	3.44	3.27	2.55	2.47	2.21	3.21	2.23	2.37
Work/study NES country	Yes	3.47	3.42	3.39	2.43	2.63	2.39	3.28	2.35	2.40
	No	3.30	3.32	3.16	2.65	2.50	2.28	3.11	2.27	2.40
Work/Study NNES country	Yes	3.27	3.22	3.27	2.55	2.72	2.27	3.11	2.42	2.50
	No	3.37	3.37	3.23	2.58	2.51	2.32	3.18	2.27	2.38

*** P<0.01 **P<0.05 *P<0.1

Table 11.18: Paired samples *t*- test results for pre and post course questionnaire (GE and non GE)

Variable	Questionnaire	GE Students Mean	SD	Non GE Students Mean	SD
Motivation					
Career Prospects	Pre	0.55	0.67	0.43	0.500
	Post	0.55	0.67	0.55	0.502
Interested in English	Pre	0.79	0.414	0.66	0.479
	Post	0.73	0.447	0.74	0.442
Communicate with NESs	Pre	0.77	0.426	0.71	0.459
	Post	0.75	0.437	0.86**	0.348
English movies, TV shows, pop music, etc	Pre	0.41	0.496	0.43	0.500
	Post	0.41	0.496	0.48	0.504
Communicate with NNESs	Pre	0.50	0.505	0.33	0.473
	Post	0.59	0.496	0.52***	0.504
English is a useful	Pre	0.64	0.483	0.55	0.502
	Post	0.57	0.499	0.60	0.493
Travel abroad	Pre	0.66	0.471	0.74	0.442
	Post	0.47**	0.505	0.76	0.432
Experience with NESs	Pre	0.89	0.312	0.78	0.421
	Post	0.86	0.353	0.90*	0.307
Experience with NNESs	Pre	0.71	0.456	0.78	0.421
	Post	0.71	0.456	0.76	0.432
Current English Use					
NES exchange students	Pre	0.13	0.334	0.16	0.365
	Post	0.13	0.334	0.19	0.395
NNES exchange students	Pre	0.02	0.134	0.05	0.223
	Post	0.04	0.187	0.03	0.184
Work NES	Pre	0.05	0.227	0.09	0.283
	Post	0.09	0.288	0.14	0.348
Work NNES	Pre	0.09	0.288	0.03	0.184
	Post	0.14	0.353	0.14**	0.348
With NESTs	Pre	0.73	0.447	0.71	0.459
	Post	0.77	0.426	0.79	0.409
With NNESTs	Pre	0.02	0.134	0.05	0.223
	Post	0.04	0.187	0.05	0.223

Variable	Questionnaire	GE Students Mean	SD	Non GE Students Mean	SD
Leisure time NES	Pre	0.11	0.312	0.10	0.307
	Post	0.16	0.371	0.34*	1.01
Leisure time NNES	Pre	0.18	0.386	0.14	0.348
	Post	0.13	0.334	0.43	1.666
Job NES	Pre	0.71	0.456	0.57	0.500
	Post	0.68	0.471	0.64	0.485
Job NNES	Pre	0.63	0.489	0.62	0.489
	Post	0.68	0.471	0.55	0.502
Future English Use					
Free time NES	Pre	0.70	0.464	0.60	0.493
	Post	0.68	0.471	0.72	0.451
Free time NNES	Pre	0.52	0.504	0.43	0.500
	Post	0.55	0.502	0.43	0.500
Work/study NES country	Pre	0.34	0.478	0.33	0.473
	Post	0.30	0.463	0.39	0.493
Work/Study NNES country	Pre	0.21	0.414	0.10	0.307
	Post	0.30	0.463	0.15	0.365
**** P<0.01 **P<0.05 *P<0.1					

Table 11.19: Paired t-test results for GE and non GE students.

Variable	Questionnaire	Attractive English		Imitate English		English Teachers		ELT Materials	
		Mean	SD	Mean	SD	Mean	SD	Mean	SD
GE Students									
Singapore	Pre	2.45	0.776	1.91	0.629	2.47	0.868	2.41	0.817
	Post	2.74**	0.762	2.09	0.756	2.84***	0.902	2.68**	0.820
Ireland	Pre	2.76	0.844	2.40	0.728	2.94	0.781	2.77	0.879
	Post	2.97*	0.725	2.46	0.781	3.20**	0.743	2.87	0.774
France	Pre	2.48	0.863	1.90	0.612	2.58	0.817	2.53	0.882
	Post	2.53	0.627	2.09 *	0.657	2.79	0.893	2.60	0.747
Japan	Pre	2.74	1.052	1.68	0.848	2.37	0.914	2.68	0.940
	Post	2.84	0.875	2.11***	0.795	2.94***	0.962	2.79	0.832
India	Pre	2.62	0.895	1.88	0.818	2.60	0.954	2.44	0.901
	Post	2.81	0.783	2.17**	0.841	2.79	0.986	2.77	0.918
UK	Pre	3.69	0.503	3.34	0.690	3.59	0.593	3.36	0.718
	Post	3.62	0.557	3.36	0.742	3.61	0.559	3.46	0.706
China	Pre	2.34	0.870	1.66	0.637	2.32	0.905	2.36	0.831
	Post	2.45	0.799	1.93**	0.632	2.51	0.863	2.67**	0.710
Jamaica	Pre	2.38	0.768	1.90	0.667	2.50	0.883	2.48	0.863
	Post	2.53	0.799	2.07***	0.746	2.74*	0.889	2.60	0.793
USA	Pre	3.67	0.632	3.52	0.843	3.56	0.728	3.39	0.836
	Post	3.66	0.608	3.50	0.628	3.58	0.622	3.48	0.655
New Zealand	Pre	3.38	0.644	3.02	0.783	3.53	0.627	3.22	0.750
	Post	3.29	0.676	2.91	0.823	3.37	0.670	3.31	0.754
Australia	Pre	3.40	0.699	3.17	0.798	3.56	0.624	3.35	0.719
	Post	3.57**	0.652	2.93**	0.769	3.43	0.651	3.29	0.706
South Africa	Pre	2.59	0.899	2.09	0.801	2.70	0.878	2.48	0.800
	Post	2.81*	0.783	2.17	0.704	2.82	0.861	2.67	0.886
Korea	Pre	2.55	0.882	1.67	0.574	2.25	0.889	2.44	0.841
	Post	2.69	0.821	2.02***	0.662	2.65***	0.889	2.67*	0.734
Spain	Pre	2.69	0.882	2.00	0.795	2.63	0.959	2.60	0.836
	Post	2.64	0.821	2.09	0.708	2.84	0.833	2.63	0.765
Canada	Pre	3.47	0.681	3.29	0.859	2.91	0.923	3.24	0.864
	Post	3.43	0.678	3.21	0.789	3.50***	0.681	3.25	0.762
Vietnam	Pre	2.25	0.872	1.65	0.612	2.34	0.889	2.39	0.867
	Post	2.40	0.799	1.93**	0.728	2.48	0.903	2.62	0.834

Variable	Questionnaire	Attractive English		Imitate English		English Teachers		ELT Materials	
		Mean	SD	Mean	SD	Mean	SD	Mean	SD
Malaysia	Pre	2.11	0.779	1.69	0.537	2.34	0.849	2.29	0.837
	Post	2.41**	0.781	2.05***	0.759	2.55	0.901	2.60**	0.815
Non GE Students									
Singapore	Pre	2.21	0.835	1.72	0.523	2.37	0.768	2.22	0.773
	Post	2.19	0.868	1.79	0.642	2.39	0.916	2.17	0.752
Ireland	Pre	2.52	0.731	2.12	0.751	2.89	0.741	2.48	0.800
	Post	2.55	0.776	2.24	0.802	2.86	0.712	2.58	0.750
France	Pre	2.31	0.922	1.84	0.702	2.55	0.798	2.41	0.838
	Post	2.26	0.807	1.86	0.693	2.50	0.922	2.39	0.836
Japan	Pre	2.25	0.855	1.69	0.754	2.17	0.819	2.47	0.888
	Post	2.30	0.886	1.79	0.669	2.36	0.872	2.52	0.868
India	Pre	2.16	0.721	1.71	0.649	2.39	0.954	2.20	0.789
	Post	2.16	0.768	1.71	0.530	2.27	0.812	2.20	0.811
UK	Pre	3.62	0.587	3.24	0.733	3.60	0.590	3.34	0.738
	Post	3.59	0.773	3.34	0.828	3.65	0.514	3.43	0.678
China	Pre	2.03	0.794	1.67	0.659	2.01	0.868	2.10	0.892
	Post	1.91	0.732	1.67	0.654	1.93	0.813	2.06	0.813
Jamaica	Pre	2.17	0.798	1.84	0.696	2.34	0.849	2.27	0.833
	Post	2.03	0.725	1.83	0.596	2.12*	0.880	2.13	0.736
USA	Pre	3.67	0.604	3.56	0.682	3.58	0.593	3.32	0.781
	Post	3.24	0.709	3.67	0.607	3.65	0.479	3.51*	0.681
New Zealand	Pre	3.29	0.622	2.97	0.816	3.36	0.718	3.14	0.895
	Post	3.24	0.709	3.07	0.835	3.48	0.599	3.26	0.668
Australia	Pre	3.59	0.622	3.09	0.801	3.55	0.597	3.24	0.844
	Post	3.47	0.655	3.14	0.736	3.62	0.524	3.32	0.659
South Africa	Pre	2.30	0.731	1.84	0.616	2.50	0.863	2.27	0.833
	Post	2.46	0.758	2.10**	0.718	2.72*	0.744	2.46	0.680
Korea	Pre	2.14	0.926	1.62	0.587	2.24	0.996	2.27	0.932
	Post	2.05	0.826	1.78	0.702	2.15	0.854	2.20	0.873
Spain	Pre	2.34	0.928	1.76	0.657	2.55	0.861	2.48	0.863
	Post	2.33	0.803	1.93 *	0.697	2.43	0.919	2.34	0.849
Canada	Pre	3.53	0.569	3.34	0.807	2.81	1.050	3.24	0.884
	Post	3.52	0.628	3.41	0.726	3.46***	0.627	3.29	0.772
Vietnam	Pre	1.98	0.668	1.59	0.563	2.13	0.887	2.12	0.774
	Post	1.93	0.623	1.66	0.548	2.05	0.866	2.06	0.813
Malaysia	Pre	2.07	0.728	1.72	0.586	2.12	0.880	2.22	0.773

Variable	Questionnaire	Attractive English		Imitate English		English Teachers		ELT Materials	
		Mean	SD	Mean	SD	Mean	SD	Mean	SD
	Post	1.95	0.666	1.79	0.585	2.13	0.847	2.08	0.755
IC	Pre Post								
OC	Pre Post								
EC	Pre Post								
*** P<0.01	**P<0.05	*P<0.1							

Table 11.20: Paired t-test results for attitudes towards teachers (GE and non-GE students)

Variable	Questionnaire	Japanese Teachers		NESTs		English Education	
		Mean	SD	Mean	SD	Mean	SD
GE Students	Pre	2.55	0.680	3.48	0.599	3.18	0.826
	Post	2.72	0.615	3.36	0.718	3.22	0.702
Non GE Students	Pre	2.52	0.599	3.37	0.556	3.25	0.784
	Post	2.60	0.674	3.22	0.622	3.22	0.650
*** P<0.01	**P<0.05	*P<0.1					

Appendix 12: Coding nodes for open-ended questionnaire analysis

Table 12.1: Nodes and descriptions for questionnaire analysis

Tree Node	Description	Free Nodes
Context	Where things happen, e.g. conversations, learning experience, etc.	Chance Encounter, Conversation School, ELF Experience, Foreign Country, Japan, Job, NES Country, NNEC Country, Part-time job, School, University
Emotional Response	Any reference to an emotional response, e.g. positive, negative or a mixed opinion.	Negative: Difficult, Dislike, Hindered Learning, Impossible, Incorrect, Loss of confidence, Unsuccessful Communication Positive: Attractive, Easy, Fun, Helps Learning, Important, Motivating, Successful Communication, Useful Mixed Opinion
English Attitudes	References to attitudes about English.	Change in attitude, ELF Awareness, NES Ownership, Own variety, Useful Lingua Franca
Events	The time when an event occurs, e.g. school, childhood.	Current Situation, Future Possibility, Past Experience
Motivation	Why students are learning English.	Career prospects, Broaden Horizons
Pedagogical Beliefs	Attitudes towards learning English.	Desire to learn, English Exposure, L1 in class, NES model
People	Any references to people	Classmate, Customer, Friend, Japanese National, NES, NEST, NNEC, NNEC (diff L1), NNEC (same L1), Target audience, Tourist
Skill	References to parts of the English language, e.g. pronunciation.	Culture, Grammar, Listening, Pronunciation, Reading, Speaking, Vocabulary, Writing
Teacher Qualities	References to English teachers, classroom environment.	Active teaching style, Awareness of students' needs, Clear explanations, Kind, Knowledge of C1, Lack of teaching skill, Motivated, Knowledge of L1, Passive, Personality

Appendix 13: Open-ended questionnaire node frequencies

Table 13.1: Node frequency in open-ended questionnaire

Source	Node			
	NES Ownership	GE awareness	Useful Lingua Franca	NES Ultimate Goal
Pre-Course Questionnaire	55	33	35	13
Post-Course Questionnaire	41	27	43	13

Table 13.2: Students' experience using English in open-ended questionnaire

Interlocutor	Place							Emotional Response	
	Japan	Abroad		Part-Time Job	School	Chance Encounter	Friends	Positive	Negative
		NES country	NNES country						
NES	56	14	2	22	1	20	5	70	7
NNES	29	31	16	18	1	2	0	53	5

Table 13.3: Nodes coded together in open-ended questionnaire

Codes	Pre-Questionnaire	Post-Questionnaire
'NES' and 'Correct'	10	10
'NNES' and 'Correct'	0	0
'NNES' and 'Incorrect'	1	0
'NNEST (same L1) and 'Incorrect'	17	8
'NEST' and 'Correct'	9	3
'NES' and 'Helps Learning'	6	12
'NNES' and 'Helps Learning'	8	4
'NES' and 'Hinders Learning'	0	0
'NNES' and 'Hinders Learning'	0	0
'NEST' and 'Helps Learning'	47	37
'NNEST (Same L1)' and 'Helps Learning'	41	40
'NNEST (diff L1)' and 'Helps Learning'	0	4
'NNEST (same L1)' 'Hinders Learning'	35	33
'NNEST (diff L1) 'Hinders Learning'	0	1
'GE Awareness' and 'Helps Learning'	6	2
'ELF awareness' and 'Useful Lingua Franca'	18	22
'NES' and 'Positive'	68	66
'NES' and 'Negative'	7	4
'NNES' and 'Positive'	54	58
'NNES' and 'Negative'	5	2
'NNEST (same L1)' and 'Negative'	53	38
'NES Model' and 'Impossibility'	2	0
'NEST' and 'Active Teaching Style'	17	12
'NEST' and 'Fun'	26	21
'NEST' and 'Motivating'	12	11
'NNEST (same L1)' and 'Grammar'	25	20
'NNEST (same L1)', 'Negative', 'Pronunciation'	29	17

Table 13.4: Matrix query results in open-ended questionnaire

Class	Node				
	NES Ownership	GE awareness	Useful Lingua Franca	Change in Attitude	NNESTs (diff L1)
GE	24	27		13	
Non-GE	27	12		3	10

Appendix 14: Interview profiles

Table 14.1: Profile of tourism interviewees

	<i>English Education</i>	<i>Motivation</i>	<i>Experience Abroad</i>	<i>English Use</i>	<i>ELF Exp</i>	<i>Future Goal</i>	<i>English Attitude</i>			<i>Learning English</i>
						<i>Goal</i>	<i>GE Aware</i>	<i>Exposure</i>	<i>Positive</i>	<i>Negative</i>
Haruna	Junior High	Good high school teacher	Czech Republic	Class	YES	Communicate (NES&NNES) NE Accent (Undesirable)	YES	American (NEST, model) Spanish (NNEST) Singaporean (Textbook)	American (Familiar)	
										NES Model (Important) NE before GE
Hiroshi	Elementary Cram school		East Asia & Europe (Travel)	Class Travel	YES	NE Accent (NEST)		Canadian American (NEST, model)	American (Familiar) French & Canadian (Easy)	NNE (Negative)
										NES Model (Imitates NESTs) Need more variety
Izumi	Kindergarten		America (study)	NESTs (nervous) Friends (Korean)	YES	Communicate NES accent (not possible) Imitates NESTs	NO	American (NEST, model)	American (Familiar)	Romanian (difficult)
										Chinese
										NES Model 1 st American Model (Easy&familiar)

		Motivation	Experience Abroad	English Use	ELF Exp	Future Goal	English Attitude					Learning English
English Education						Goal	GE Awareness	Exposure	Positive	Negative		
Mai	Junior High	Foreign marriage Culture	Australia (Study) Indonesia (Travel)	Friends (Swedish, Italian, French, Korean & Indonesian)	YES	NE Accent (British)		American (Model)	(NEST, American (Familiar) Korean (Easy) American (Attractive) British (Culture preference)	European (Difficult) Australian (Difficult)	Japanese English education (Dislike)	
	Elementary Private lesson (Finnish teacher)	Favourite school subject	America (Study 1 year) Canada (study 1 month)		YES	Communicate (NES&NNES)	YES	No knowledge of different accents before university American (NEST, model)	American (Familiar) British (Cool)	Korean (Difficult) Japanese (Dislike)	Japanese NNEST (Dislike pronunciation) GE Awareness needed (Students&teachers) NES Model (Important)	
Nozomi	High school	Career prospects		Train station (American, Asian)	YES	Communicate (NES&NNES)	YES	American (NEST, model) British	American (Familiar)	NNES (difficult)	NES Model (Useful)	
									American (Easier)			
Manami	Father worked in America	Useful	Australia (study 6 months)	Class Friends (Korean, Chinese)	YES	Work in Japan Work/holiday	NE Accent	YES Australia	Awareness of varieties Malaysian (Homestay) Hawaiian (NEST)	American (Familiar)Australian (Attractive) Canadian, American &British (previously most attractive)		Need to reduce stereotype Asian Australian/American teachers (Useful, role model)
	Elementary School								American (NEST, Model)			
	Conversation school											

	<i>English Education</i>	<i>Motivation</i>	<i>Experience Abroad</i>	English Use	ELF Exp	Future Goal	English Attitude			Learning English
						Goal	GE Awareness	Exposure	Positive	Negative
<i>Saori</i>	Singapore (3 years)		England (study 1 month)		YES	Communicate (NES&NNES) NE Accent (British now American, not necessary for ELF)	YES	British (NEST) American (NEST, Model)	American, (Familiar) American (Easy)	Japanese (Dislike)
	Conversation school									
	Feels different		Vietnam Volunteer					Korean (NNEST) Vietnamese (Friend)		Stereotype (NEST best) NES Model (Useful, pronunciation) NE before GE
<i>Yukiko</i>	Mother can speak English		England 3 months	Mother's friends (NESs & NNESSs)	YES	Work/holiday Canada		American (NEST, Model)	American (Familiar)	Japanese (Dislikes, doesn't want to be recognised as Japanese)
			France, UK, Canada, Australia, Hong Kong, America			Work in Japan Travel Agent		Irish (Homestay) British (Study Abroad, previously unfamiliar)	British (Traditional, clear, posh) Canadian (Mixture, clear) American (Popular, powerful)	Hong Kong (Dislike variety, likes the difference)
										Japanese English education (Dislike) NES Model (Important) GE Awareness raising needed NNESTs (e.g. Asia, not mother tongue)

Table 14.2: Profile of GE interviewees

English Education	Motivation	Experience Abroad	English Use	ELF Experience	Future Goal	English Attitude					Learning English	GE Class
						Goal	GE Awareness	Exposure	Positive	Negative		
Atsushi	Junior High		Class	NO	Work in Japan (English)	Communicate (NES)	YES	British (NEST)	American (Familiar)	NNE(Difficult)	NES Model (American, Useful)	Listening Journal (difficult, useful)
					Visit NES countries (America)			American (NEST, model)	NE (Easy&useful)		GE Awareness raising needed	Took GE class to learn about varieties
								NNE may become intelligible with increased exposure	American (Fast) British (Easy)			
									Stereotype (NE is best)			
Ayumi	Junior High Cram School	Songs & TV shows	Class NNEs (easier) NE (fast, but good)			Communicate (NES&N NES) Live in NES country (UK, Canada, America)	YES		American (Familiar) NE (Best, beautiful)		NES Model (Useful for ELF)	Increased NNE interest
									NES (Envy)			
									Opinion changing			
						NE Accent						

	<i>Motivation</i>	<i>Experience Abroad</i>	English Use	ELF Experience	Future Goal	English Attitude			Learning English	GE Class
						Goal	GE Awareness	Exposure	Positive	Negative
<i>English Education</i>										
Aya	Elementary Conversation School	Australia	Friends (Korean, Chinese, Singaporean)	YES	NE Accent (communicate)			American (NEST, model)	American (Familiar) Australian (Unique, Pretty)	Japanese (Unattractive)
								Korean American (NEST)		American 1st Asia Europe
								Previous stereotype of NESs		American culture (Closest, good model)
								Indian English (NNEST)		
Keichiro	Junior High		PT Job (American, Korean & Chinese)	YES	Work in Japan (City Hall)			American (NEST, Model)	American (Familiar) American (Easy) British (intelligible) Australian (Fast)	NNE (Irregular, Fake)
										NES Model (Useful, American & British) Raised awareness of NE Englishes needed

		Motivation	Experience Abroad	English Use	ELF Experience	Future Goal	English Attitude				Learning English	GE Class
English Education							Goal	GE Awareness	Exposure	Positive	Negative	
Miyuki	Elementary Cram school	Mixed race friend (role model)				Work in Japan (English, Logistics)	Communicate (NES&N NES) NE accent	YES	American (NEST, Model) NZ (NEST, previously unfamiliar)	American (Familiar) American (Easy) British (recent choice) Malaysian,I ndian	Japanese English education (Dislike) NES Model Important NE before GE	Raised awareness &confidence Listening journal (Increased exposure leads to intelligibility) Unsure of ‘Standard English’
Nanae	3 years old. Conversation School.	Culture	Hawaii (Holiday)	PT Job (Disneyland, Chinese & Indian)	YES	Work in Japan (English)	Communicate (NES&N NES) NE Accent not necessary	YES	American (NEST, Model) NZ (study abroad)	American (Familiar) British New Zealand	NES Model (Useful) American Model (Useful, boss, stereotype) Japanese NNESTs (5 years study NES country)	Raised confidence as speaker of Japanese English
		NES countries (interest)	New Zealand (Study 1 year)	Friend (German) NES (nervous, fear of misunderstanding) NNES (calm & relaxed)								

		Motivation	Experience Abroad	English Use	ELF Experience	Future Goal	English Attitude			Learning English	GE Class	
English Education						Goal	GE Awareness	Exposure	Positive	Negative		
Rei	Elementary School English club	Songs	PT Job (Cram School teacher)	YES	Work in Japan(English teacher)	NE Accent not necessary		American (NEST, Model)	American (Familiar)		GE Awareness raising needed	GE needed for English students
		Communicate	NNES (Comfortable)			Proud of being Japanese		Canadian			(Students& Teachers)	Listening journal (friends' nationalities)
			Friend (Thai)					Australian Finland (NNEST)				
								Finland (fluent)				
Sauri	Lived abroad		America (Lived 0-4 years)	Friends (Korean, Chinese, Indonesian &Indian)	YES	Work in NES Country (Australia)	NE Accent (Controll ed, flexible)	Korean	American (Familiar)	Australia Indian Difficult	Chinese NNESTs (Useful, Africa, South America, different &unfamilia r cultures)	
	Cram school							American (NEST, Study Abroad)	Korean (Easy & familiar)			
			Thailand (Lived 4-8 years)	NNES (easy)			Previous stereotyp e (English is America)		British	British		
				NES (feel ashamed, fear making mistakes, but useful)					Australian Chinese, Indian	Indonesian (Strong accent, but liked it)		

	<i>Motivation</i>	<i>Experience Abroad</i>	English Use	ELF Experience	Future Goal	English Attitude				Learning English	GE Class
						Goal	GE Awareness	Exposure	Positive	Negative	
<i>English Education</i>											
Tomomi	Junior High		Class	NO	Work Japan (English, NESs, Conversation school office)	Communicate (NES)		American (NEST, Study Abroad)	America (Familiar) Australia (Easy)	America (Hard)	American Model Restricts
			PT Job (Cram School English teacher)								NES Model (Important, mother tongue, but unsure of standard)
											NE 1 st (China&Korea, strong relations with Japan)
Yuka	Junior High Conversation school	Canada	PT Job (Hotel, (German, American)	YES		NE Accent America Canadian		American (NEST, Model)	American (Familiar) Canadian German (Easy)		Japanese English education (Dislike)
								Indian, Chinese, Korean, Spanish	Previous stereotype that English belonged to America		Raised awareness of NNE
											Changed image of English

Appendix 15: Coding nodes for interview analysis

- The codes are applied by content
- A coded sections ends when the content changes
- If a topic is returned to it is coded as a new example
- Coding categories can overlap, e.g. a section of dialogue can be coded as **ELF Experience**, **NNE**, **Own variety**, **Unsuccessful Communication** if all features appear in the section
- The interviewer's contributions are not coded

Table 15.1 Nodes and descriptions for interview analysis (*new codes in bold*)

Tree Code		Description	Free Nodes
Context		Where things happen, e.g. conversations, learning, etc.	Chance Encounter, Conversation School, ELF Experience, Foreign Country, Japan, Job, NES Country, NNE Country, Part-Time job, School, University, TV/movies , GE Class
Events		The time when an event occurs, e.g. school, childhood.	Current Situation, Future Possibility, Past Experience
People		Any references to people	Classmate, Customer, Friend, Japanese National, NES, NEST, NNE, NNEST (diff L1), NNEST (same L1), Target audience, Tourist
Emotional Response		Any reference to an emotional response, e.g. positive, negative or a mixed opinion.	Negative: Difficult, Dislike, Hindered Learning, Impossible, Incorrect, Loss of confidence, Unsuccessful Communication, Hinder communication , Hinder comprehension , Enforces stereotype , Unfamiliar Positive: Attractive, , Easy, Fun, Helps Learning, Important, Motivating, Successful Communication, Useful, Familiar , Mixed Opinion
English	Attitudes	References to attitudes about English.	Change in attitude, ELF Awareness , NES Ownership, , Useful Lingua Franca, Proficiency, Shared non-nativeness , Unsure of standard , Variety Preference , Stereotype , Imitate , Cultural Attachment , Improved comprehension , Helpful for communication , Raised confidence , Question SE , Identity , Cultural attachment
	English Variety	Varieties of English.	Native: America, Australia, UK, Canada, New Zealand, South Africa Non-Native: Own Variety, Africa, Asia, China, Czech Republic, Denmark, Europe, Finland, France, Germany, Hong Kong, India, Indonesia, Italy, Korea, Latin America, Malaysia, Middle East, Russia, Singapore, Sweden, Taiwan, Thailand, Vietnam
	Skill	References to parts of the English language, e.g. pronunciation.	Culture, Grammar, Listening, Pronunciation, Reading, Speaking, Vocabulary, Writing
Motivation		Reasons for learning English.	Career prospects, Broaden Horizons
Pedagogical Beliefs	Attitudes	Attitudes towards learning English.	NES model , L1 in class , Question ELT , Staggered Learning
	Teacher Qualities	References to English teachers.	Active teaching style, Experience abroad, Experience as language learner, General Skill, Kind, Knowledge of C1, Lack of teaching skill, Passive, Poor English, Skill over Nationality , Awareness of students' needs ,

Appendix 16: Interview code frequencies

Table 16.1: Node frequencies in interviews

Node	Overall	No. of students	Students																			
			Haruna	Hiroshi	Izumi	Mai	Nana	Nozomi	Saori	Yukiko	Toshithisa	Manami	Atsushi	Ayumi	Aya	Keichiro	Miyuki	Nanae	Rei	Sauri	Tomomi	Yuka
NES Ownership	60	20	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
GE Awareness	33	15	X	X			X	X	X	X	X		X	X	X	X				X	X	X
Useful Lingua Franca	11	9	X				X		X	X	X			X			X	X				
NES Ultimate Goal	19	16		X	X	X	X	X	X	X	X		X	X		X	X	X		X	X	
NE	106	20	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
NNE	55	20	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Change in Attitude	23	13	X				X		X			X		X	X	X	X	X	X	X	X	X
American English	89	20	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
ELF Experience	26	13	X	X	X	X	X	X	X	X		X			X	X				X		X
Own variety	15	14	X		X	X	X		X	X		X		X	X	X		X	X			
Shared non-nativeness	10	7		X		X				X				X			X	X	X			
Stereotype	18	10		X				X	X	X				X	X	X		X			X	
Identity	5	2															X		X			

Table 16.2: Nodes coded together in interviews

Node	Overall	No. of students	Students																			
			Haruna	Hiroshi	Izumi	Mai	Nana	Nozomi	Saori	Yukiko	Toshihis	Manami	Atsushi	Avumi	Aya	Keichir	Miyuki	Nanae	Rei	Sauri	Tomomi	Yuka
Native English																						
'NE' & 'Attractive'	56	20	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
'NE' & 'Familiar'	44	20	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
'NE' & 'Correct'	21	20	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
'Target Audience' & 'NES Speaker'	25	18	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X
'NES' & 'Positive'	12	18		X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X
'NES' & 'Negative'	4	3				X				X						X						
'NES' & 'Future Use'	14	13		X	X	X	X	X	X			X	X	X	X	X	X		X	X	X	
'American English' & 'Variety Preference'	24	13				X		X	X	X	X	X		X	X	X	X	X		X	X	
'AmEng' & 'Negative'	18	12		X		X			X	X		X	X	X	X	X	X		X	X	X	
Non-native English																						
'NNE' & 'Familiar'	6	4		X	X	X														X		
'NNE' & 'Unfamiliar'	9	7		X		X		X	X	X		X				X						
'NNE' & 'Positive'	23	11	X	X		X	X	X	X	X			X		X	X			X		X	
'NNE' & 'Incorrect'	20	9	X			X	X			X	X	X			X				X	X		
'Pronunciation' & 'Negative'	15	8			X	X		X	X	X		X		X					X			
'Own Variety' & 'Dislike'	11	7			X	X			X	X				X	X	X			X			
'NNES' & 'Positive'	7	6	X			X			X								X	X				X
'NNES' & 'Negative'	8	7			X	X		X		X	X		X							X		
'ELF Experience' & 'NNE'	10	7		X	X	X			X	X									X		X	
'NNE' & 'Attractive'	3	1										X										
'GE Awareness' & 'Future Possibility'	9	6					X		X				X	X			X			X		
'ELF Experience' & 'GE Awareness'	8	5		X				X	X	X							X					

English language learning																			
'NES Ownership' & 'Pedagogical Beliefs'	28	16	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X
'NES' & 'Helps Learning'	17	8				X		X	X				X	X		X			X
'NNEST' & 'Helps Learning'	1	2				X							X						
'NEST' & 'Helps Learning'	19	9		X		X	X	X	X	X	X	X							X
'NNEST (Same L1)' & 'Helps Learning'	3	3	X	X		X													
'NNEST (diff L1)' & 'Helps Learning'	10	7				X	X	X	X			X	X			X			
'NNEST (same L1)' & 'Hinders Learning'	3	3		X			X											X	
'NNEST (diff L1) & 'Hinders Learning'	5	2				X			X										
'NE' & 'Helps Learning'	27	15	X	X	X		X	X	X	X	X		X	X		X	X	X	X
'GE Awareness' & 'Helps Learning'	15	7	X					X	X		X	X					X	X	
'NNEST (same L1)' & 'Positive'	7	3					X				X							X	
'NNEST (diff L1)' & 'Positive'	12	9	X			X	X	X	X			X	X			X		X	
'GE Awareness' & 'Pedagogical beliefs'	13	7	X					X	X	X		X			X			X	
'NEST' & 'Positive'	7	5				X		X		X							X		X
'NNEST (same L1)' & 'Negative'	14	8					X				X							X	
'NNEST (same L1) & 'Pronunciation'	12	9					X						X						
'Familiarity', 'AmEng', 'ELT'	15	8							X	X		X	X			X	X	X	X

Table 16.3: Matrix query results for interviews (GE and non GE students)

Node			Non Students -GE																			
	GE		Haruna	Hiroshi	Izumi	Mai	Nana	Nozomi	Saori	Yukiko	Toshihisa	Manami	Atsushi	Ayumi	Ava	Keichiro	Miyuki	Nanae	Rei	Sauri	Tomomi	Yuka
NES Ownership	10	10	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
GE awareness	10	5	X	X			X	X	X	X	X		X	X	X	X			X	X	X	X
Useful Lingua Franca	5	4	X					X	X	X	X			X				X	X			
NES Ultimate Goal	8	8		X	X	X	X	X	X	X	X		X	x		X	X	X		X	X	
NE	10	10	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
NNE	10	10	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Change in attitude	10	3	X				X		X			X		X	X	X	X	X	X	X	X	X
'NNE' & 'Positive'	6	5	X	X		X	X	X	X	X			X		X		X			X		X
'ELF Awareness' & 'Pedagogical Beliefs'	8	3	X						X	X		X	X	X	X		X	X		X	X	
Raised Confidence	9	5	X	X		X	X	X					X	X	X	X	X	X		X	X	X
Question SE	4	0													X		X	X	X			
'GE Class' & 'Helpful for Communication'	5	0												X			X		X	X	X	
Question ELT	5	1											X	X		X			X		X	X
Raised Awareness	8	0											X		X		X	X	X	X	X	X

Appendix 17: Focus group profiles

Table 17.1: Focus group profiles

Group	Name	Interviewed	Background Information
1	Noboru	NO	Junior High School, Cram School, English is universal language, early English education OK, doesn't want to use English in future job, NESTs: good pronunciation, AustEng:difficult, NNE:unsure.
	Miyuki	YES	Appendix 14
	Yoko	NO	Conversation School, spread of English is positive, English is universal language, NNEs: Shared Non-Nativeness, aware of influence of dominance of NE.
	Takao	NO	Elementary School, Dislikes studying Japanese, values NE pronunciation, worries about intelligibility of JapEng.
	Yuko	YES	Appendix 14
	Yuka	YES	Appendix 14
2	Saki	NO	Elementary school, liked BritEng but speaks AmEng – doesn't care, impressed with those who have a NE accent, desires NE accent, but confident in JapEng accent, English is for communication, positive ELF experience, one unified accent desirable
	Masae	NO	Mother speaks English, joined mother's English school, wants to work in airport, NESTs:fun, no affiliation to any variety.AustEng:different
	Moemi	NO	Junior High, Difference in NEST/NNEST, negative experience with NEST, likes BritEng (BritEng NESTs), admires those with NE accent, preference depend on person, compares Englishes to Japanese dialects
	Kasumi	NO	English conversation school, NESTs:fun, AmEng Easy (AmEng NESTs)
	Chisato	NO	Elementary, negative experience with NEST, dislikes AmEng, but useful, prefers Brit Eng (BritEng and AustEng NESTs), positive ELF experience, aware of Singlish.
	Yurino	NO	Junior High, positive ELF experience, difference in NESTs/NNESTs, aware of advantages of Japanese English teachers, admires those with NE accent, but intelligibility important, compares Englishes with dialects, preference depend on person.

3	Ayumi	YES	Appendix 14
	Nanae	YES	Appendix 14
	Atsushi	YES	Appendix 14
	Sorisu	NO	2 years old, NNEST: shared non-nativeness, pronunciation important for teachers, aware of NNE, but attached to NE, AMEng is commonly used, unsure of standard, attitudes depends on person.
	Ayaka	NO	Junior High School, only familiar with AmEng and CanEng, exposed to NNE through GE class, previous stereotype that AmEng=English, compared Englishes to Japanese dialects, values NE.
	Kenjiro	NO	Junior High School, only familiar with AmEng, BritEng and AustEng, goal is common English, a common language needed
4	Yu	NO	Junior High, difference in Japanese and English languages, English easier for Europeans than Japanese, America is a powerful country
	Izumi	YES	Appendix 14
	Saori	YES	Appendix 14
	Haruna	YES	Appendix 14
	Ayano	NO	Junior High School, positive ELF experience, NE is natural, no favourite accent, compares Englishes to Japanese dialect, NESTs are helpful for learning English
	Rika	NO	Elementary, speaks AmEng and wants an AmEng accent or CanEng accent, although a NE accent is not necessary.

Appendix 18: Coding nodes for focus group analysis

Table 18.1: Nodes and descriptions for focus group analysis (*new nodes in bold*)

Tree Node	Description	Free Nodes
English in Japan	References to the use of English in Japan	This node is a self standing tree node.
Context	Where things happen, e.g. conversations, learning, etc.	Chance Encounter, Conversation School, ELF Experience, Foreign Country, Japan, Job, NES Country, NNES Country, Part-Time job, School, University
Emotional Response	Any reference to an emotional response, e.g. positive, negative or a mixed opinion.	Negative: Boring, Difficult, Dislike, Hindered Learning, Impossible, Incorrect, Loss of confidence, Unfamiliar, Unsuccessful Communication Positive: Approve, Attractive, Comfortable, Curious, Easy, Familiar, Fellow Language Learner, Fun, Helps Learning, Important, Motivating, Successful Communication, Useful Mixed Opinion
English Attitudes	References to attitudes about English.	Accent, Change in attitude, ELF Awareness, Identity, NES Ownership, Own variety, Lingua Franca, Proficiency, Shared non-nativeness, Unsure of standard, Variety preference, Japanese Dialect
Events	The time when an event occurs, e.g. school, childhood.	Current Situation, Future Possibility, Past Experience
Motivation	Why students are learning English.	Improve career prospects, Learn, Subject, Broaden Horizons, Fun, Interesting
Pedagogical Beliefs	Attitudes towards learning English.	Desire to learn, English Exposure, L1 in class, NES model, No L1 in class, Staggered Learning
People	Any references to people	Classmate, Customer, Friend, Japanese National, NES, NEST, NNES, NNEST (diff L1), NNEST (same L1), Target audience, Tourist
Skill	References to parts of the English language, e.g. pronunciations.	Culture, Grammar, Listening, Pronunciation, Reading, Speaking, Vocabulary, Writing
Teacher Qualities	References to English teachers.	Active teaching style, Approachable, Awareness of students' needs, Clear explanations, Encouraging, Experience abroad, Experience as language learner, General Skill, Intelligible, Kind, Knowledge of C1, Lack of teaching skill, Motivated, No knowledge of L1, Personality, Poor English.
English Variety	Varieties of English.	Native: America, Australia, UK, Canada, New Zealand, South Africa Non-Native: Africa, Asia, China, Czech Republic, Denmark, Europe, Finland, France, Germany, Hong Kong, India, Indonesia, Italy, Korea, Latin America, Malaysia, Middle east, Russia, Singapore, Sweden, Taiwan, Thailand, Vietnam

Appendix 19: Focus group node frequencies

Table 19.1: Node frequency in focus groups

Node	Overall	No. of students	Group																							
			1						2						3						4					
			Noboru	Miyuki	Youko	Takao	Yuko	Yuka	Saki	Masae	Moemi	Kasumi	Chisato	Yurino	Ayumi	Nanae	Atsushi	Sorisu	Ayaka	Kenjiro	Yu	Izumi	Saori	Haruna	Ayano	Rika
English in Japan	66	24	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
NES Ownership	29	14	X	X				X	X		X		X		X	X	X	X			X			X	X	
GE awareness	15	11				X	X	X			X			X		X		X	X			X	X		X	
Useful Lingua Franca	10	6						X	X		X		X					X						X		
NES Ultimate Goal	24	16		X	X	X	X	X	X		X	X	X	X	X		X	X		X			X	X		
NE	42	24	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
NNE	18	6						X	X				X										X		X	
Change in Attitude	9	5					X				X				X			X	X							
Elf experience	4	4					X				X				X			X								
Own variety	61	24	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Shared non-nativeness	7	3	X	X	X	X							X			X							X			
American English	33	13		X		X		X	X			X	X	X				X	X				X	X	X	
Japanese Dialect	14	10	X			X		X	X		X	X		X				X	X		X					

Table 19.2: Nodes coded together in focus groups

Node	Overall	No. of students	Group																							
			1						2						3						4					
			Noboru	Miyuki	Yuko	Takao	Yuko	Yuka	Saki	Masae	Moemi	Kasumi	Chisato	Yurino	Ayumi	Nanae	Atsushi	Sorisu	Ayaka	Kenjiro	Yu	Izumi	Saori	Haruna	Ayano	Rika
‘English in Japan’ & ‘Positive’	21	14	X	X	X	X	X	X		X	X	X			X			X	X					X		
‘English in Japan’ & ‘Negative’	16	11	X	X		X	X			X		X			X						X	X			X	
‘NE’ & ‘Familiar’	21	14	X	X	X	X	X	X	X	X	X				X	X				X			X			
‘NE’ & ‘Correct’	15	12	X			X		X	X			X		X	X	X	X				X			X	X	
‘NNE & ‘Incorrect’	5	3				X						X								X						
‘NES ownership’ & ‘Pedagogical beliefs’	16	12	X	X		X	X			X	X		X		X				X		X		X	X		
‘NEST’ & ‘Helps Learning’	17	12	X	X		X	X			X	X		X		X				X		X		X	X		
‘NNEST (Same L1)’ & ‘Helps Learning’	13	9		X		X		X				X			X		X		X		X		X			
‘NNEST (same L1)’ & ‘Hinders Learning’	7	4				X			X	X								X				X				
‘NNEST (same L1)’ & ‘Pronunciation’	26	15	X	X	X	X	X	X	X	X	X		X		X		X		X		X					
‘Own Variety’ & ‘Pronunciation’	27	14	X	X	X	X	X	X	X	X	X		X			X		X		X	X					

Table 19.3: Matrix query results for focus groups

<i>Node</i>	<i>Non-GE</i>	<i>GE</i>
NES Ownership	17	12
GE awareness	6	9
Useful Lingua Franca	6	4
NES Ultimate Goal	12	14
NE	24	18
NNE	6	6
Change in Attitude	2	7
Own variety	29	32
Shared non-nativeness	1	6
'English in Japan' & 'Positive'	14	7
'English in Japan' & 'Negative'	7	9
'NE' & 'Familiar'	10	11
'NNE & 'Incorrect'	4	1
'NES Ownership' & 'Pedagogical beliefs'	7	9
'NEST' & 'Helps Learning'	9	6
'NNEST (Same L1)' & 'Helps Learning'	5	8
'Own Variety' & 'Pronunciation'	12	15