

Perceptions of Global Englishes  
- A Study of Awareness and Attitudes among Students  
at a Japanese University

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# **Chapter 1:**

## **Introduction**

### **1.1 The Background to the Study**

These days, English is seen by many as the world's lingua franca. Ever since the English language left the British Isles, it has started to form into different varieties - English is changing to Englishes. The varieties with the highest prestige are known as the Englishes of native speakers (NS), but there are also many people in the world who speak English as a second language or as a foreign language, and these speakers outnumber the native speakers of English in the world (Harmer, 2007, p.13). People have different opinions towards different kinds of Englishes, and as the numbers of non-native speakers are increasing, the Englishes of non-native speakers (NNS) cannot be ignored.

In some countries in which the mother tongue is not English (such as Japan, and China), great importance is attached to English education and English for international business. For example, in China, even kindergartens have started to teach English. In Japan, having a high TOEIC score is often helpful to find a good job. What form this English education should take, in what way English should be taught, and what kind of English is important for international business, are all a matter of much debate.

The opinions of people whose mother tongue is not English often differ concerning different varieties of global Englishes. There must be a criterion for people to think about Englishes. In the past, much has

been made of becoming a “perfect” user of English, like a so-called NS of English. These days, with the idea of English as a lingua franca (ELF) becoming stronger with its weakened emphasis on the importance of the NS (Jenkins, 2015; Sung, 2013), are the opinions towards global Englishes changing in Japan?

This study focuses on trying to clarify Japanese university students’ (who are studying at a women’s university in west Japan) perceptions of global Englishes, and in particular finding their awareness of and attitudes towards global Englishes.

## **1.2 The Significance of the Study**

The present study is important in the following respects:

1. According to Matsuura (1992, as cited in Hanamoto, 2010), there have been lots of studies on NS attitudes towards Englishes of NS or Englishes of NNS, and also of NNS attitudes towards Englishes of NS, but not many studies on NNS attitudes towards Englishes of NNS. In fact, since 1992, there have been some studies on how NNS think about Englishes of NNS (see section 2.3 literature review). However, comparatively there are still not so many studies on how NNS think about Englishes of NNS. Therefore, this study which focuses on NNS attitudes towards both Englishes of NS and Englishes of NNS is a significant addition to this research.
2. There have been few studies before on perceptions of global Englishes which have compared the results of students specializing in English and those not specializing in English. This study analyzed the

results divided into English-related major students and non-English related major students to find the similarities and differences between these two groups.

### **1.3 The Purpose of the Study**

This study focuses on two parts: the awareness of global Englishes, and the attitudes towards global Englishes. In this study, global Englishes include Englishes of NS, and Englishes of NNS.

For awareness, this study finds the participants awareness of: English as a global language; different varieties of English; native English speaking countries; non-native English speaking countries; and what percentage of people in the world can speak English.

For attitudes, this study clarifies the participants' attitudes towards English of NS, English of NNS, and English in Japan.

### **1.4 Research Questions**

This paper addresses the following questions:

Q1: To what extent are Japanese (female Liberal Arts) university students aware of English as a global language?

Q2: To what extent do Japanese (female Liberal Arts) university students show acceptance towards the Englishes of NNS (compared with the Englishes of NS)?

Q3: Are there any significant differences in the answers to Q1 and Q2 between Japanese (female Liberal Arts) university students who are studying (or planning to study) in English related majors and those who

are not?

## **1.5 Definition of Terms and Points to Consider**

### **1.5.1 Englishes of NS**

According to Seargeant and Swann (2012, p.27), “The word ‘native’ is derived from the Latin *natus* meaning ‘to be born’, so one’s native language is the language one acquires from birth.” Therefore, Englishes of NS are those of the speakers who acquire English language from birth. Jenkins (2015, p.10) has stated that English as a native language is “the language of those born and raised in one of the countries where English is historically the first language to be spoken.” As she says, native English speakers (NES) use English from their birth, and they are often perceived to come from UK, USA, Canada, Australia, and New Zealand.

Many people think the Englishes of native speakers are standard, with no mistakes and perfect accent. For example, many Japanese schools are often willing to use NS to teach English rather than NNS. A large number of the students are also willing to study English with NS, and go to NS countries to learn English. However, not all native speakers’ English is perfect, as pointed out by Davies (2003). English ability not only depends on if the speakers are native or non-native, because language skills also depend on education, environment, background, and the purpose for learning and using the language. The English of an uneducated NS may not be as good as that of educated

non-native English speakers (NNES). It is important to be more objective, and not only think the English of so-called “NS” is the best.

The concept of NS Englishes is an important part of the field of study of global Englishes, and consequently the term “Englishes of NS” is one of the key ideas in this study. This study uses Jenkins’s definition of Englishes of NS being “the language of those born and raised in one of the countries where English is historically the first language to be spoken.”

### **1.5.2 Englishes of NNS**

Seargeant and Swann (2012, p.27) contrast NNS with NS stating, “A native speaker is therefore someone who has learnt a particular language - in this case English - since early childhood, in contrast to a non-native speaker, who will have learned it later in life.” NNS have their own mother tongue, and learned English not from their birth, but later than their mother tongue. Many people may think the Englishes of NNS are not as standard as the Englishes of NS, for example, Japanese English may have a strong Japanese accent, and Singapore English has many vocabulary examples which are derived from local languages. The Englishes of NNS often shows their countries’ identities.

In this study, the term “Englishes of NNS” is used to refer to the English of speakers whose mother tongue is not English. NNES are numerous in the world. However, it is important to recognize that some speakers who are defined as “non-native” speakers of English may be better English communicators than so-called “native speakers”.

### **1.5.3 English as a lingua franca (ELF)**

Kirkpatrick (2007, p.7) states that, “A lingua franca is the common language used by people of different language backgrounds to communicate with each other”.

These days, more and more people learn and use English not just with NS, but also with NNS. It is common that two NNS use English as a means of communication to communicate with each other. For example, a Chinese person may communicate with a Japanese person in English, and in this case, English is termed the lingua franca.

Jenkins (2015, p.10) states that, “Speakers of English as a Lingua Franca, who use English for intercultural communication, are now arguably the world’s largest English-using group.” It is certainly true that there are numerous ELF speakers in the world, and non-native English speakers like myself, especially living in Asia, may have very few opportunities to communicate with native speakers, but many opportunities to communicate with non-native speakers in English. English as a lingua franca is a phenomenon that no one can deny.

ELF is a growing field of study, and it brings new viewpoints concerning the use of English in a global age. Kirkpatrick’s definition of a lingua franca as “the common language used by people of different language backgrounds to communicate with each other” will be used for ELF in this study.

### **1.5.4 World Englishes**

Galloway & Rose (2015, p.259) state that world Englishes are

“varieties of English that have developed in regions that were especially influenced by the United Kingdom and the United States of America.” There are many different varieties of English in the world, and these include Englishes of NS (for example, the United States and the United Kingdom), and Englishes of NNS (for example, India and Singapore). In this study, different models of “world Englishes” created by the scholars Kachru and McArthur will be shown in chapter 2.

#### **1.5.5 Global Englishes**

Galloway & Rose (2015, p.254) state that global Englishes is “A paradigm that includes concepts of World Englishes, ELF, and EIL [English as an International Language]. It examines the global consequences of English’s use as a world language.” It also incorporates “issues associated with the global use of English, such as globalization, linguistic imperialism, education, language policy, and planning.” Global Englishes are becoming very important due to globalization. Pennycook (2007, p.5) also argued that “English is closely tied to processes of globalization: a language of threat, desire, destruction and opportunity”. English promotes globalization, and as English is used as a global language, people should pay attention to different English varieties around the globe.

In this study, global Englishes includes the terms “world Englishes, ELF, and EIL”.

## **Chapter 2:**

# **Theoretical Framework and Review of Literature**

### **2.1 World Englishes Theory**

English language has a long history, and the language has changed over time. Jenkins (2015, p.2) states that,

In the period between the end of the reign of Queen Elizabeth in 1603 and the later years of the reign of Queen Elizabeth in the early part of the twenty-first century, the number of speakers of English increased from a mere five to seven million to possibly as many as two billion...it is now spoken in almost every country of the world, with its majority speakers being those for whom it is not a first language.

Therefore, in the past four hundred years, the number of English speakers has increased by about 400 times compared with English in the 16th century. English speakers are not only in native countries, but in many countries of the world, although not always speaking it as their mother tongue.

The move of English away from the British Isles can be explained as two diaspora of English (Jenkins, 2015, p.6-10). The first diaspora was about 25,000 people from the south and east of England moving primarily to North America and Australia. Their dialects of English mixed with the local languages, and a new mother tongue of English was born. The second diaspora was the colonization of Asia and Africa, and English became an additional language there. These varieties of

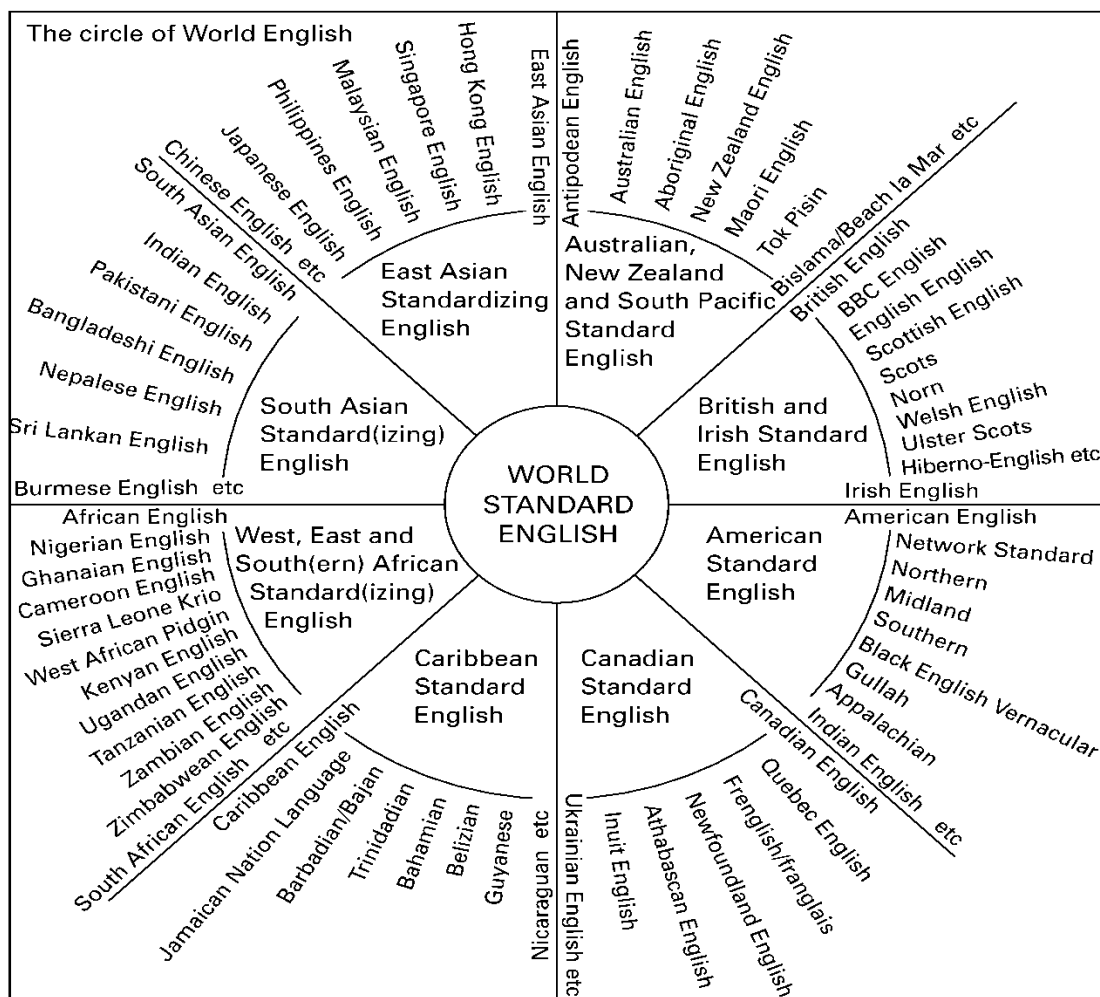
English are often called “New Englishes” (Jenkins, 2015, p.6). When the English language moves to a new place, local language, local culture, and local specific things (animals, foods, plants, and so on) will influence the English language. This may lead to the addition of some new vocabulary, change some grammar, or make a new accent. The local language will also be influenced by English. People from different cultures with different languages often communicate, mix together, and produce new things. This process has affected the English language through the two diaspora and this has led to the reality of English becoming Englishes.

As is widely known, there are not only Englishes of NS in the world, there are also speakers who are using English as a second language or as a foreign language. The speakers who use English as a second language are in the countries where English is an important and usually official language, but not the main language of the country; these countries are typically ex-colonies of the United Kingdom or the United States (Galloway & Rose, 2015, p.14). The speakers who use English as a foreign language are in the countries where English is not actually used or spoken very much in the normal daily life, such as Japan. Using English as a lingua franca is also a common way to use English today. As Harmer (2007, p.13) states,

By the end of the twentieth century English was already well on its way to becoming a genuine lingua franca, that is a language used widely for communication between people who do not share the same first (or even second) language.

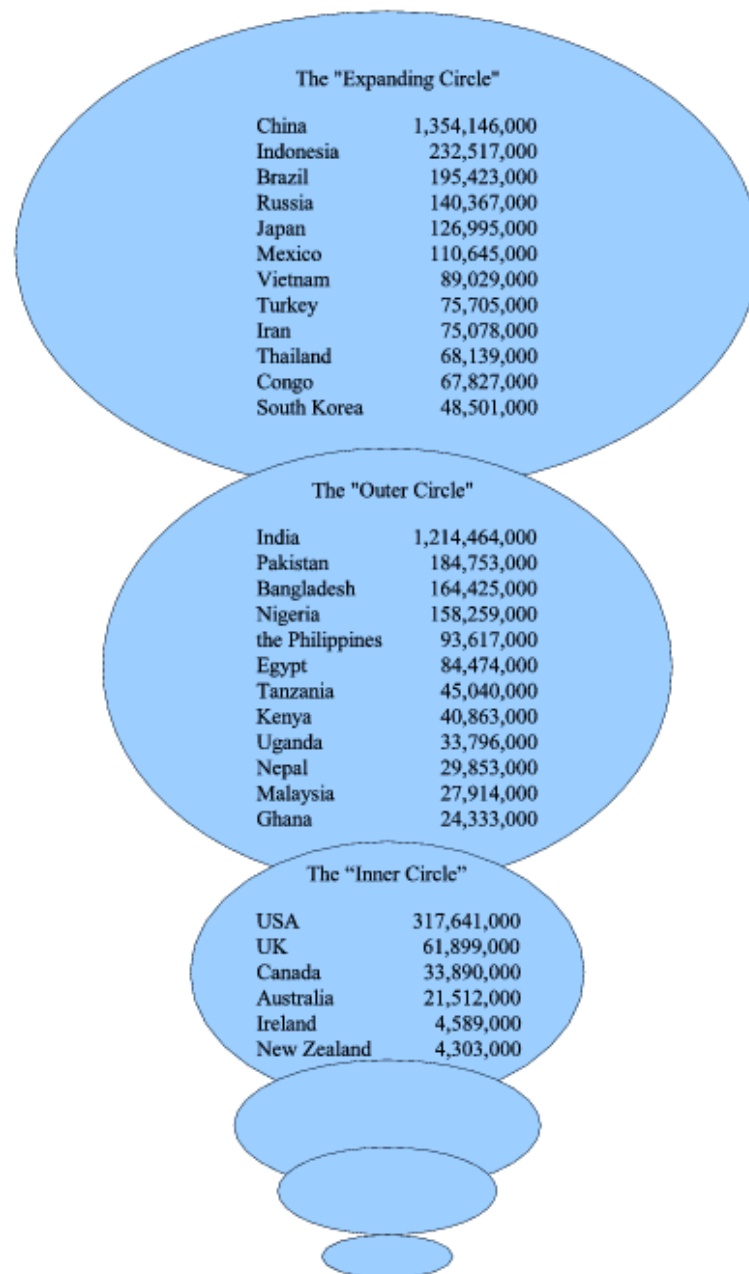
When a person uses English to communicate with somebody who speaks a different mother tongue to them, English is being used as a lingua franca at this time. The growing role of English as a lingua franca in the world makes more people realize the importance of English, and these English users may be using English as a mother tongue, as a second language, or as a foreign language.

With the change from “English” to “Englishes” it has been necessary to categorize the varieties of English in the world. There are many scholars who have created models of world Englishes, and two of the most famous models are McArthur’s circle of world Englishes; and Kachru’s three-circle model of world Englishes.



McArthur's Circle of World English (McArthur, 1998, p.97)

McArthur's circle of world Englishes puts the world standard English in the center of the circle, but in fact it doesn't actually exist. McArthur put the different kinds of standard or standardizing Englishes from different parts of the world that actually do exist in the circles in the eight sections surrounding world standard English. Beyond these, McArthur put the different varieties of each of the eight standard or standardizing Englishes. In McArthur's model, Englishes are "divided by spokes separating the world" (Jenkins, p.13). McArthur's model of these standard Englishes shows equality between the varieties, hence the circle showing all standard Englishes are equal. This model is clear to see and easy to understand.



Kachru's three-circle model of World Englishes (Kachru, 1992, p.356)

Kachru described world Englishes in terms of three circles. There are NS countries in the Inner Circle, such as the UK, and USA; English as an official language or second language countries in the Outer Circle, such as India and Singapore; English as foreign language countries in the Expanding Circle, such as Japan, China, and Korea. There are still some weak points in this model. For example, there is often a gray area

between the Inner and Outer Circles; in Outer Circle countries, some people may learn English as their first language. There are still many bilingual or multilingual speakers in the world; it is difficult to say English is their first language or second language, and so on. Despite these weak points, because this model of world Englishes is very clear to see and understand, it is very famous, and will be used in this study.

From both of the models, it is clear there are many different varieties of English. People have different conceptions of different kinds of Englishes, and one of the aims of this thesis is to research the perceptions of different varieties of English.

English is not only a language in the world; it is a bridge across different countries. Seargeant (2009, p.1) comments that, “in the early 21<sup>st</sup> century, the idea of English as a global language is an idea also of a globalized world and the idea of the challenges this ushers in for contemporary society”. English qualifies for use as a world language because it is so widely spread across the globe (Crystal, 1997). Because of the number of English speakers, English is one of the most influential languages in the world and it is strongly connected with globalization. However, there are not only NES in the world, the English of both NS and NNS exist, and as English users, NES and NNES have equal rights (Harmer, 2007, p.18). It is a normal phenomenon that English has different varieties. However, there are also many people who believe that the Englishes of NS are superior to other varieties of Englishes. The argument concerning this can be

summarized through the views of two scholars, Quirk and Kachru.

## **2.2 Quirk vs. Kachru: the debate**

The controversies of non-native varieties of English have continued for a long time. The perceptions of two scholars - Randolph Quirk (1990) and Braj Kachru (1991) have been shown in the journal *English Today*, and their opposing perceptions are often used as a model for debate when people talk about world Englishes (Seargeant, 2009, p.8).

Quirk's position is "to consider non-native varieties as imperfectly learnt versions of a 'correct' English, and thus not suitable for use as teaching models" (Seargeant, 2009, p.10). In his opinion, many NNEs make mistakes when they use English. Because of this, non-native English is not as valid as native speakers' English when teaching English. Of course, many people will agree with his opinion, and want to learn "perfect" English only. However, there are still other voices about world Englishes.

On the other hand, Kachru thought that linguistics should be liberated. First, he thought that English is essentially learnt as a tool to communicate with not only NS but also NNS. The important point is not how correct the English is, but how well the speakers can understand it. Second, he thought teachers' English skills can not be perfect with no mistakes, and it is difficult to ask the teachers whose mother tongues are not English, only to use native English in the classroom. Therefore, non-native English could be used to teach in lessons. Third, he thought for non-native speakers, using their own words to describe the localized

and special things in their country was more effective (Jenkins, 2015, p.66-67).

In short, Quirk and Kachru's debate is about whether people should only use the model of standard English of NS, or whether local NNS varieties of English are also acceptable. Kachru follows pluricentrism and believes different varieties of Englishes are acceptable. Quirk follows monocentrism and considers an Anglo-American standard as best. Kachru thinks Quirk's position is "out of touch with 'sociolinguistic realities', and is an attempt to impose an ideological idealism on social situations which are neither amenable to, nor compatible with, such a programme" (Seargeant, 2009, p.10). Because language is used in our daily life, "sociolinguistic realities" of the language are very important. English of NS may often be more "correct" than English of NNS, but cannot be the only model in the world. For many, Quirk's position may be seen as ideal. However, it doesn't think about language realities. Different cultures, education, genders, and nationalities all make one language (English) into plural languages (Englishes).

Both Quirk and Kachru's positions have a large number of followers. Both of the positions have limitations but are worthy for use as reference points. Because the Englishes of NS have a long history, NS models have prestige and legitimacy. There are many grammar books and dictionaries already that are useful for teachers and learners to teach and learn. On the other hand, there are different countries in the world, and English is also different in each country. English varieties

give English more possibilities to be a global language.

In this study, research question 2 examines Japanese university students' attitudes towards NS and NNS Englishes in an attempt to see whether they favor the ideas of Quirk or Kachru.

## **2.3 Literature Review**

According to Matsuura (1992, as cited in Hanamoto, 2010), there have been lots of studies on NS attitudes towards Englishes of NS or Englishes of NNS, and NNS attitudes towards Englishes of NS, but not many studies on NNS attitudes towards Englishes of NNS. In fact, since 1992, there have been several studies about Japanese attitudes towards native varieties of English and non-native varieties of English.

As cited in McKenzie (2013), Matsuura et al. (1994) conducted research to find the attitudes towards seven outer-circle speech varieties and one non-specified variety of American speech. The respondents were 92 Japanese university students. The results showed that the attitudes towards the American variety of English were more positive than any of the seven outer-circle varieties of English. It was also shown that the attitudes towards outer-circle varieties of English were more positive from the participants who recognize English as a global language.

As cited in Galloway & Rose (2015), Chiba et al. (1995), Matsuda (2003), Matsuura et al. (2004), and Galloway (2011) also have done studies on Japanese attitudes towards different varieties of Englishes.

Chiba et al. (1995) did a study on Japanese university students'

attitudes towards NES and NNES. Participants were 169 Japanese university students. They were asked to listen to nine male speakers (three Japanese, two Americans, one British, one Sri Lankan, one Hong Kongese, and one Malaysian), and to choose the items such as ‘clear/unclear’ and ‘friendly/unfriendly’. The participants were more positive to NES because of familiarity.

Matsuda (2003) conducted a study on Japanese high school students and teachers. According to the results, although students agree with English being an international language, they still think that the owners of English are the speakers from the inner-circle (American and British), and they wanted to learn English of NS. Participants also lacked knowledge concerning the other varieties of English.

Matsuura et al’s (2004) study was based on 50 university EFL teachers and 660 students and was conducted using a closed questionnaire. The results showed the participants are negative to “Japanese English”.

Galloway’s (2011) investigation also found that participants (university students) thought NES own English, they want to sound like NES, and were willing to use NES English as a model in learning English.

Hanamoto (2010) also conducted research on Japanese university students’ attitudes towards Englishes of NS and NNS. He chose standard British English and standard American English as the models of Englishes of NS; Indian English and Japanese English as the models of Englishes of NNS. 215 Japanese university students listened to the

speech from the speakers with different varieties of Englishes, and answered their opinions to the different varieties of Englishes, such as “familiar/unfamiliar”, “polite/impolite”. Hanamoto also related the results of participants’ attitudes to stereotypes. According to this study, participants were more positive to Englishes of NS than Englishes of NNS, and participants’ attitudes were influenced by stereotypes they have.

The study of Rivers (2011) found the attitudes towards different varieties of Englishes. Participants were 48 Japanese university students, who were asked to listen to ten different English speech samples with different accent (one Japanese-English speech sample, seven non-native-English samples from Asian countries, and two native-English samples from the USA and UK). The results showed the participants were partial to native-English speech samples, but they didn’t know the differences between these two native-Englishes. Rivers also thought students needed to know different varieties of English around the world.

From these studies, Japanese English learners were more positive to Englishes of NS. Some studies showed participants have an awareness of non-native English, but most of them still believe English is owned by NES, and thought English of NES is standard English.

## **Chapter 3:**

### **Materials and Methods**

#### **3.1 Target Population**

The subjects chosen for this study were undergraduate students at Hiroshima Jogakuin University, a women's university in western Japan. The total number of subjects in the study was 311, all of whom belonged to the Liberal Arts Department. 101 were first grade students, 13 were second grade students, 105 were third grade students, 90 were fourth grade students, and 2 students didn't answer. 109 of the students belonged to (or were planning to join) English-related majors, 199 belonged to non-English related majors, and 3 students didn't answer.

#### **3.2 Design**

The purpose of this study is to clarify the students' attitudes and awareness of global Englishes, especially concerning English of NS and English of NNS. Questionnaires were used to collect quantitative and qualitative data to examine their awareness and attitudes. The quantitative and qualitative data were combined together and analyzed.

#### **3.3 Materials**

This study focuses on participants' awareness of global Englishes and their attitudes towards Englishes of NS and NNS. The data of the study were collected by questionnaire. The questionnaire was prepared in Japanese and English, although only the Japanese version was given

to the subjects. No names were required on the questionnaire so the information remained anonymous. Most of the questions are Likert scale questions. Each Likert scale question has four choices that range from Number 1 meaning “strongly disagree” to Number 4 indicating “strongly agree” and there is no middle choice. This lack of middle choice forces subjects to show some level of agreement or disagreement. The questionnaire (see Appendix) includes three sections. In the first section, the questions are based on awareness of global Englishes. They include three Likert scale type questions; two open-ended questions; and one multiple-choice question. The second section asks about attitudes towards global Englishes in three parts. The questions were designed to ask students what they think about English of NS (part 1), English of NNS (part 2), and English in Japan (part 3). The English of NS part includes 9 Likert scale questions, the English of NNS part includes 10 Likert scale questions, and the part concerning English in Japan includes 6 Likert scale questions and 1 open-ended question. The third section asks about participants’ personal information, including their grade of study at university, their major, and their experiences in learning English and using English.

### **3.4 Procedure**

Hiroshima Jogakuin University was founded in 1886; it is a Christian women’s university in west Japan consisting of the Faculty of Liberal Arts, the Faculty of Human Life Studies, and the Graduate School. There are approximately 1870 students in total. The Liberal

Arts department includes 4 groups of majors: English-related, Japanese-related, Social Studies-related, Business and Information Technology-related.

The researcher, who is currently studying in the graduate school of Hiroshima Jogakuin University also studied in the undergraduate program at the university. The subjects for this study were chosen from this university because it has a long history related to English and also because not all students major in English related subjects (this was important to answer research question 3).

The questionnaire survey was conducted in July 2016. The subjects took between 10 and 15 minutes to complete the questionnaire. They did not seem to find the task difficult. The questionnaire was conducted in two ways. In the first way, the questionnaire was given to the seminar teachers in the Liberal Arts department by the researcher with an explanation and a letter of thanks. The seminar teachers were requested to help by getting their seminar students to answer the questionnaire in their seminar classes. These students were in the third grade and fourth grade of university study. In the second way, the questionnaire survey was conducted at the beginning of a class called “Career Planning”, and it took about 15 minutes. In this case, the subjects took the questionnaire from the table beside the door of the classroom by themselves. The class teacher explained what students will do in this class and introduced the researcher; then the researcher introduced herself and explained the aim of the questionnaire, the structure of the questionnaire, the places subjects should pay attention

to on the questionnaire, and thanked all of the participants. After 15 minutes, the questionnaire was collected by the researcher with the help of the class teacher. While the participants were answering the questionnaire, no one seemed unclear of the questionnaire. 114 participants from first grade and second grade answered the questionnaire in this class.

There were different steps taken before the questionnaire was finally created. In the first step, the researcher created the first draft of the questionnaire by herself. This was posted online, 12 people answered the questions, and some of them gave some feedback about the questionnaire, for example, “‘NES’ or ‘NNES’ is difficult to understand”. From these suggestions, the researcher revised the questionnaire, and retested twice on the internet. In the second step, the researcher changed the questionnaire to paper style, and this was checked by her thesis supervisor. After the revising, the questionnaire was tested on a graduate student who was studying in a Japanese-related major in Hiroshima Jogakuin University. According to her and the supervisor’s suggestions, the questionnaire was revised again, and a Japanese version was created. In the third step, the questionnaire was checked by two faculty members of the graduate school, and the questionnaire was revised for the final time.

### **3.5 Data analysis**

The study analyses the results of the data in three sections. Section 1 deals with awareness of global Englishes and is directly related to

research question 1 “To what extent are Japanese (female Liberal Arts) university students aware of English as a global language?” Section 2 deals with attitudes towards NS and NNS Englishes and is directly related to research question 2 “To what extent do Japanese (female Liberal Arts) university students show acceptance towards the Englishes of NNS (compared with the Englishes of NS)?” Section 2 is divided into three parts: (a) English of NS; (b) English of NNS; (c) English in Japan. Section 3 deals with differences in the results between students belonging to English majors and those who don’t and is related to research question 3 “Are there any significant differences in the answers to Q1 and Q2 between Japanese (female Liberal Arts) university students who are studying (or planning to study) in English related majors and those who are not?”

### **3.6 Limitations**

There are certain limitations that apply to this study. Due to the single setting of this study and the number of subjects (311) it may be difficult to generalize the results of this study to a larger population. In this study, all subjects were female university students in a Liberal Arts Department. The results have validity concerning the perceptions of global Englishes among Japanese female students in university Liberal Arts Departments but it would be difficult to generalize these results.

## **Chapter 4:**

### **Results and Discussion**

#### **4.1 Introduction**

This chapter presents and summarizes the quantitative results of statistical analysis of Likert scale questions, and one multiple-choice question; and qualitative results of content analysis of three open-ended questions in the questionnaire. After analysis of the data, the results from the questionnaire are discussed.

#### **4.2 Awareness of global Englishes**

The questions in section 1 report research findings relevant to answer research question 1: “To what extent are Japanese (female Liberal Arts) university students aware of English as a global language?” There are three Likert scale questions in section 1, one multiple-choice question, and two open-ended questions.

The questions in section 1 are shown below.

1. English is a global language.
2. English is the language used most widely in the world.
3. There are different varieties of English around the world.
4. Please circle all of the countries that you think are NES countries.
5. What percentage of people in the world do you think can speak English?
6. Among NNEs countries, in which countries do you think English is frequently used in daily life?

Q1: English is a global language. n=311

	strongly agree	agree	disagree	strongly disagree
number	230	79	2	0
percentage	73.95%	25.40%	0.64%	0.00%

Table 4.2-1 English is a global language

As shown in the above table, the results of Q1 show the participants' very high agreement for the idea that "English is a global language." 230 participants strongly agree with Q1, 79 participants agree with it, only 2 participants disagree with it, and nobody strongly disagrees. 99.36% of the participants agree with Q1 meaning that most students think English is a global language.

Q2: English is the language used most widely in the world. n=311

	strongly agree	agree	disagree	strongly disagree
number	212	89	10	0
percentage	68.17%	28.62%	3.22%	0.00%

Table 4.2-2 English is the language used most widely in the world

Q2 also shows participants' high level of belief that English is the language used most widely in the world. 96.78% of the participants agree with this idea (68.17% of the participants strongly agree and 28.62% of the participants agree). Only 3.22% of the participants disagree with the idea of Q2.

Q3: There are different varieties of English around the world. n=309

	strongly agree	agree	disagree	strongly disagree
number	154	141	14	0
percentage	49.84%	45.63%	4.53%	0.00%

Table 4.2-3 there are different varieties of English around the world

In this question, only 309 participants answered. 95.47% of participants agree with the idea in Q3 (49.84% of the participants strongly agree and 45.63% of the participants agree). However, in contrast to Q1 and Q2, in Q3 only 154 participants, less than 50%, chose “strongly agree”. Students therefore showed less confidence in their agreement in this question compared to Q1 and Q2. 4.53% of the participants disagree with the idea of Q3.

Through the results in Q1, Q2, and Q3, high levels of agreement means the participants in this questionnaire have high awareness and belief in English as a global language. They understand English is not only one country’s language but also is used as a global language, has different varieties, and is used most widely among languages in the world.

Q4 asked respondents to identify all the NES countries from a list of 12 choices. The results are shown in the chart below.

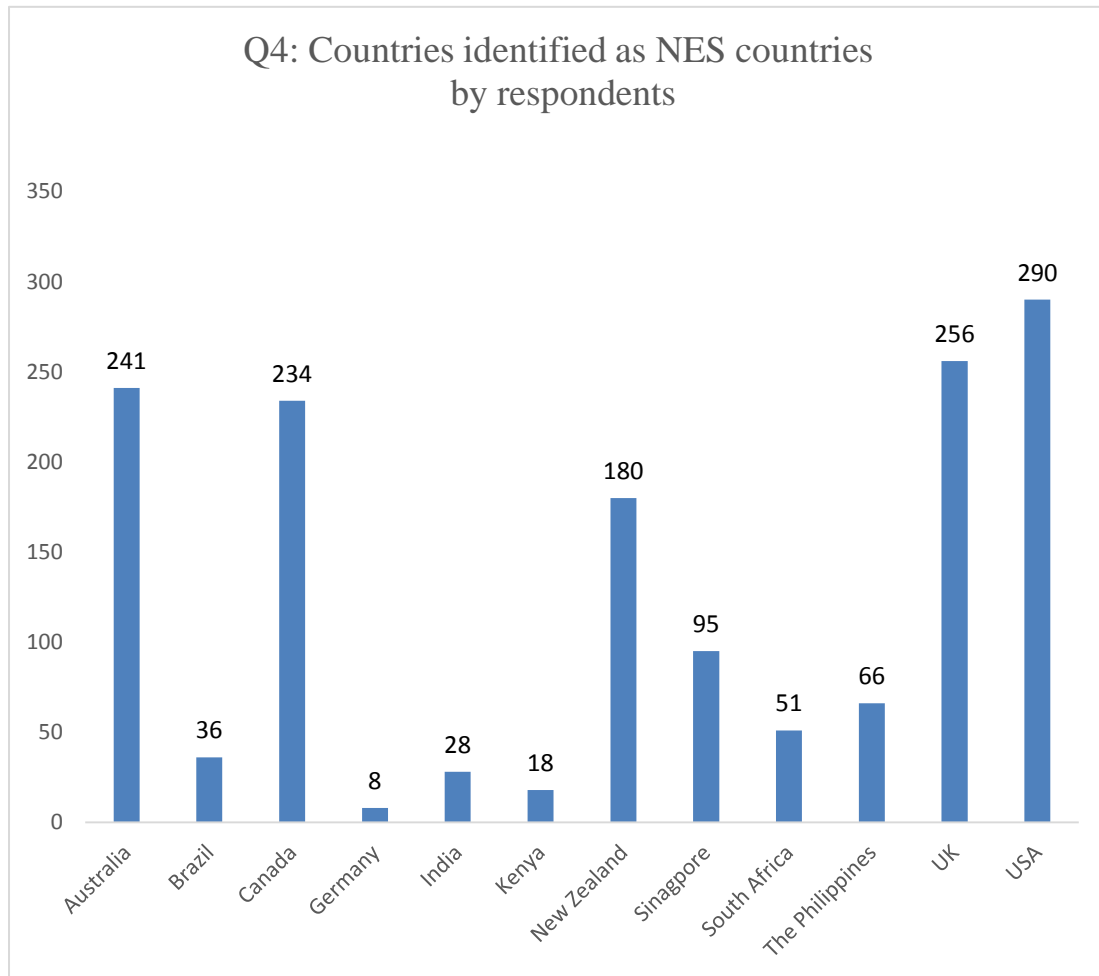


Chart 4.2-1 countries identified as NES countries by respondents

From the chart, more than half of the participants agree with Australia (77.49%), Canada (75.24%), New Zealand (57.88%), UK (82.32%), and USA (93.2%) being NES countries. In spite of New Zealand being one of the NES countries, only 57.88% of the people know it. Even the origin of English, the UK, there is still 17.68% of the participants who don't recognize it as a NES country. It may show that English education in Japan pays more attention to American English than British English.

For the other NNE countries, respondents show their higher belief in the countries in Asia being NES countries. For example, Singapore (30.55%) and the Philippines (21.22%) have a higher

percentage of respondents who believe they are NES countries than Brazil (11.58%), South Africa (16.40%) and Kenya (5.79%).

Awareness of NES countries is not as strong as this author imagined. Although the image of UK and USA as NES countries is high, the image of the other three countries, especially New Zealand, is not especially strong.

Q5 asked the participants' idea of what percentage of people in the world can speak English. This is an open-ended question, that respondents can write the answer freely by themselves. The answers are shown in the chart below.

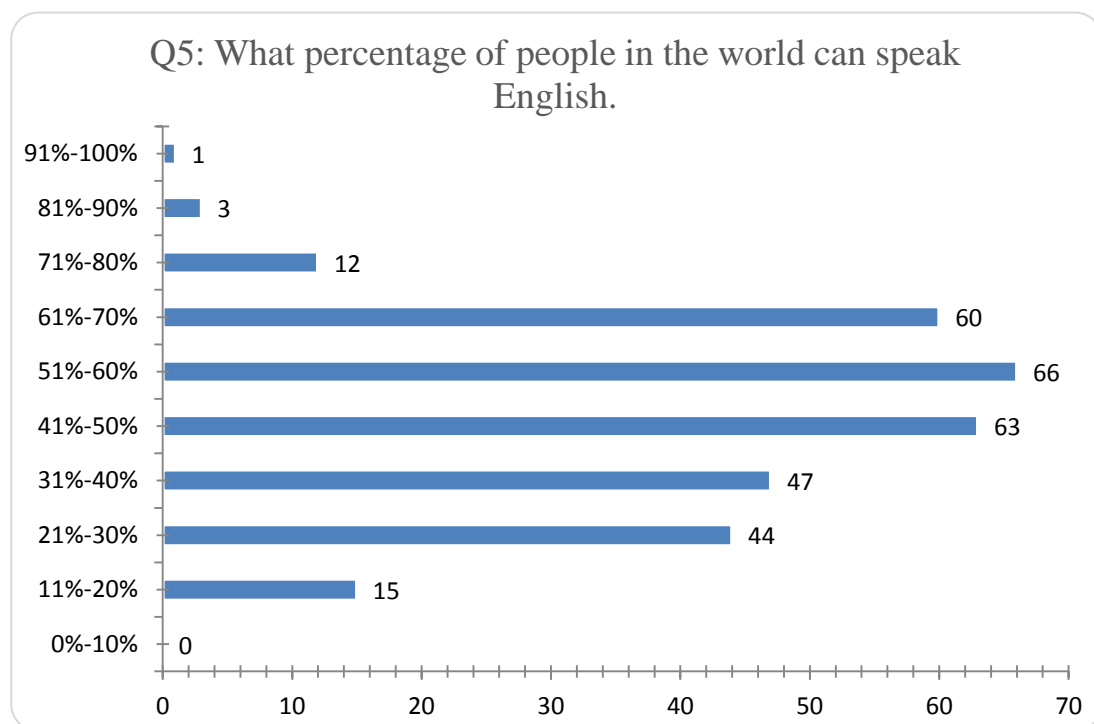


Chart 4.2-2 what percentage of people in the world can speak English

As the results show, the percentage that respondents estimated most is from 41% to 70%. Among the results, the percentage of people in the world who can speak English ranges from 2% to 90.5%, with a mean of 51.1%. In fact, it has been estimated that

there are 1.75 billion people who can speak English at a useful level - about 25% of the people in the world (Crystal, 2002, p.10; Harvard Business Review, 2012). The results from the participants in the questionnaire is quite a lot higher than the estimated reality so the image of English use in the world is really strong for the participants. From the results, the participants think English is used widely in the world, and, on average, that more than half of the people in the world can speak English. Therefore, they believe English is very important and useful in the world. Similar to the results in Q1, Q2, and Q3, participants show their strong agreement of English as a global language.

Q6 is an open-ended question to ask the participants to answer the question, “Among NNEs countries, in which countries do you think English is frequently used in daily life?” The answers are very diverse, and include many different countries. The answers are shown in three charts based on Kachru’s three-circle model of World Englishes explained in chapter 2.

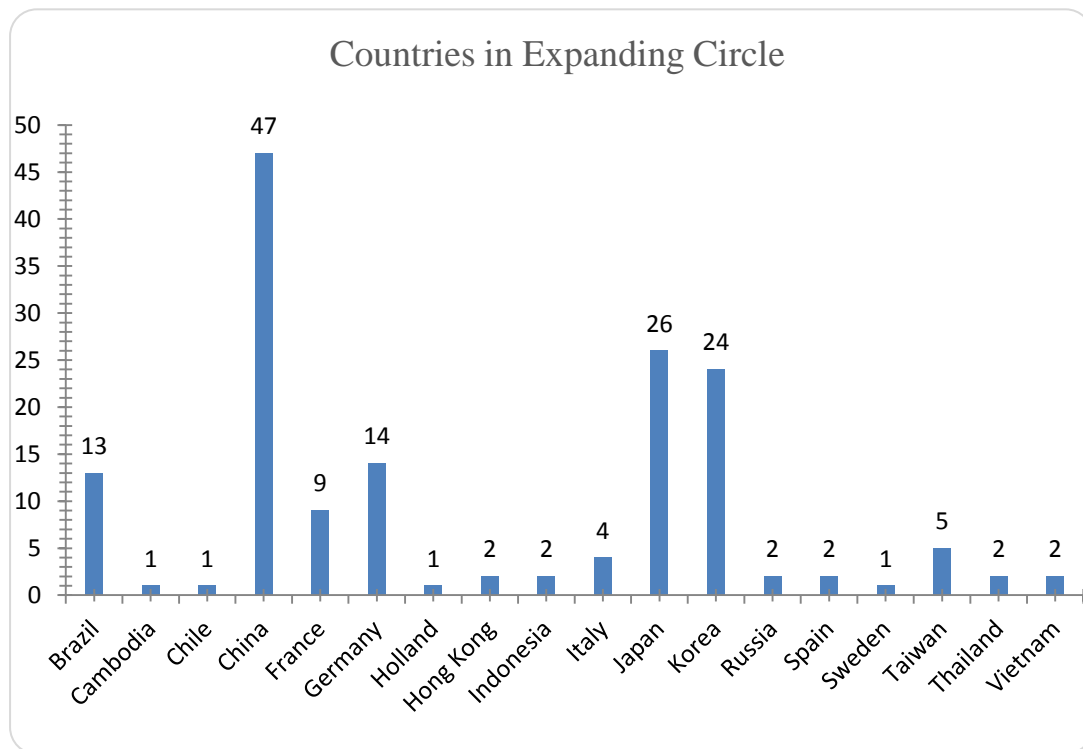


Chart 4.2-3 countries in Expanding circle which often use English

The country that the highest number of participants thinks often use English in daily life is China, the second is Japan, and the third is Korea. Because of geographical factors, it appears participants think more about the countries around Japan. The Chinese government pays high attention to English education; however, as a Chinese living in a city with about 2 million people in the northeast part of China, this author knows that English is hardly used in daily life. Participants also answered France, Germany, and Italy. European countries are often considered to be often using English.

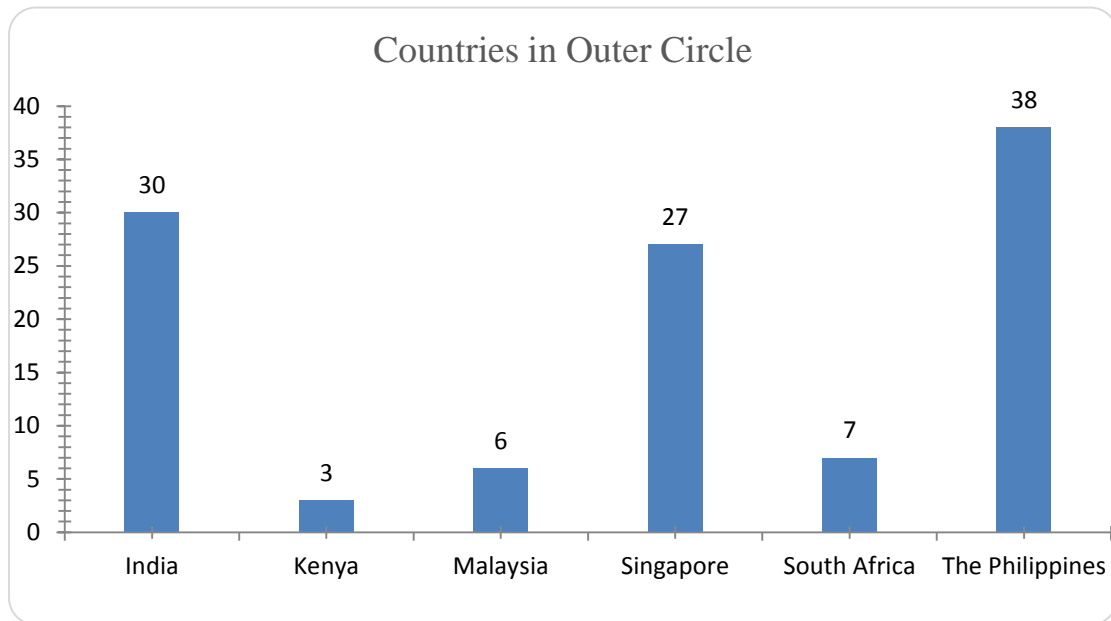


Chart 4.2-4 countries in Outer Circle which often use English

In the case of countries in the Outer Circle, because of geographical factors, participants think more about the countries around Japan. 38 participants think people in the Philippines often use English in daily life, 30 participants chose India, and 27 participants chose Singapore.

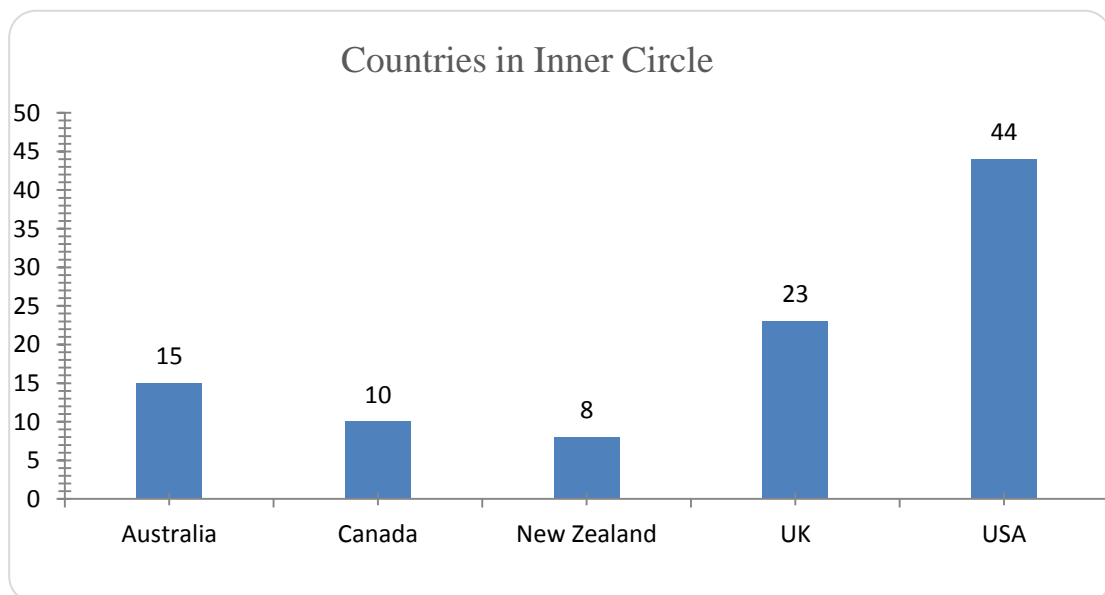


Chart 4.2-5 countries in Inner circle which often use English

Many participants actually mistakenly chose NES countries to

answer this question, perhaps because of deficiencies in the awareness of NES countries. The United States is the NES country that was most chosen (44 participants wrote it). However, in Q4, 290 participants out of 311 chose USA as a NES country, 23 participants appear unclear if USA is a NES country or not, because they put USA in both NES countries category and NNE countries category. In reality, some participants may not have read the question carefully.

In Q6, there were 29 countries mentioned in the answer. Excluding the five NES countries, 24 NNE countries were mentioned. China, the Philippines, India, Singapore, Japan, and Korea are highly chosen as the countries that often use English in daily life. Only a few countries outside Asia were mentioned in these results. The participants' awareness of NNE countries is low.

## **Summary of Section 4.2**

Section 1 of the questionnaire is trying to clarify the answers for the first research question "To what extent are Japanese (female Liberal Arts) university students aware of English as a global language?" As the results have shown, participants have shown they strongly agree with the idea that: English is a global language; English is the language used most widely in the world; and there are different varieties of English around the world. Participants really think English is widely used in the world, and, on average, they believed more than half of the people in the world can speak English. Most of the participants know which countries are NES countries; however, there is still some lack of

knowledge concerning NES countries. The awareness of NNEs countries is lower than that of NES countries, and the lack of NNEs knowledge, especially excluding Asian countries, is quite large. In conclusion, participants have awareness of global Englishes, but lack the details.

### **4.3 Attitudes towards global Englishes**

The questions in section 2 report research findings relevant to answer research Question 2: “To what extent do Japanese (female Liberal Arts) university students show acceptance towards the Englishes of NNS?” There are three parts in section 2 of the questionnaire: (a) English of NS (includes 9 Likert scale questions); (b) English of NNS (includes 10 Likert scale questions); and (c) English in Japan (includes 6 Likert scale questions and 1 open-ended question).

#### **4.3.1 English of native speakers**

Section 2 (a) is trying to find the participants’ opinions on English of NS. The questions in section 2 (a) are shown below.

1. English is important in NES countries.
2. English is important to communicate with NES.
3. English in NS countries is best.
4. NES countries own English.
5. NES countries use correct English only.
6. NES English is the world's best lingua franca.
7. I only want to learn English from NES.

8. I would like to sound like a NES.

9. For learning English, I would like to go to NES countries.

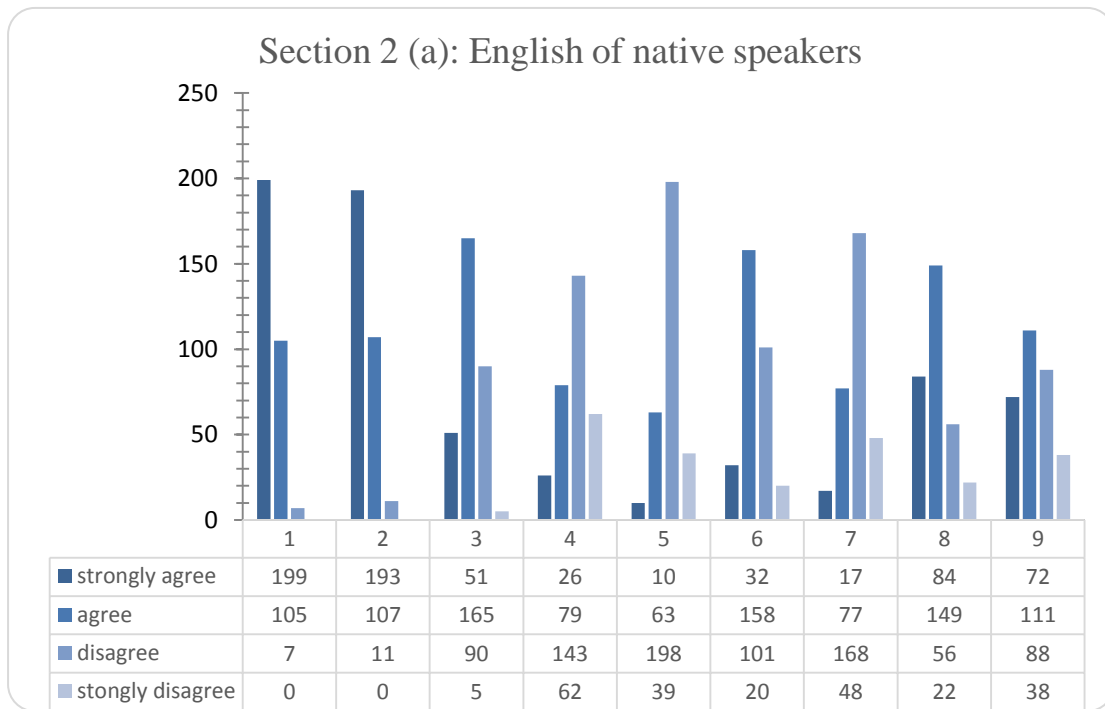


Chart 4.3-1 English of NS

	agree%	disagree%	average	total number
Q1	97.75%	2.25%	3.62	311
Q2	96.46%	3.54%	3.59	311
Q3	69.45%	30.55%	2.84	311
Q4	33.87%	66.13%	2.22	310
Q5	23.55%	76.45%	2.14	310
Q6	61.09%	38.91%	2.65	311
Q7	30.32%	69.68%	2.20	310
Q8	74.92%	25.08%	2.95	311
Q9	59.22%	40.78%	2.70	309

Table 4.3-1 English of NS

From the results shown, the percentage of the agreement in Q1 and Q2 is very high. 97.75% of the participants agree with the idea of Q1 (63.99% of the participants strongly agree). Only 2.25% of the participants disagree with this idea. The results of Q2 are similar to Q1 that 96.46% of the participants agree with the idea of Q2 (62.06% of the participants strongly agree), and only 3.54% of the participants disagree. No one shows strong disagreement in Q1 and Q2. English is the mother tongue of NS, therefore participants thought English is important in NES countries, and important to communicate with NES.

69.45% of the participants show their agreement (16.40% of the participants strongly agree), and 30.55% of the participants show their disagreement (1.61% of the participants strongly disagree) in Q3. Comparing with the results in Q1 and Q2, fewer participants show their agreement in Q3, and there are a few participants who strongly disagree. As mentioned in section 2.2, Quirk thought an Anglo-American standard of English as best. More than half of the participants have the same opinion as him, but there are still 30.55% of the participants who didn't think so.

Only 33.87% of the participants agree with the idea in Q4 (16.45% of the participants strongly agree), and 66.13% of the participants disagree (20.00% of the participants strongly disagree). More than half of the participants don't think NES countries own English. As the results show in Q1 in section 1, 99.36% of participants think English is a global language, and a majority of participants think English is a global language that not only NES countries own.

In Q5, only 23.55% of the participants agree with the idea (3.23% of the participants strongly agree), and 76.45% of the participants disagree (12.58% of the participants strongly disagree). Participants think NES also use incorrect English, making mistakes when they use English.

61.09% of the participants agree with the idea in Q6 (10.29% of the participants strongly agree), and 38.91% of the participants disagree (6.43% of the participants strongly disagree). More than half of the participants think NES English is the world's best lingua franca. Only a few participants strongly disagree with this idea.

From Q7, 30.32% of the participants think they only want to learn English from NES (5.48% of the participants strongly agree). However, 69.68% of the participants think they don't only want to learn English from NES (15.48% of the participants strongly think so).

74.92% of the participants think they would like to sound like a NES (27.00% of the participants strongly agree), but 25.08% of the participants don't think so (7.07% of the participants strongly disagree). Although the results of Q7 show 69.68% of the participants don't think they only want to learn English from NES, 74.92% of the participants think they would like to sound like a NES. Participants care about pronunciation and accent, and many think the pronunciation and accent of NES is better than NNES.

Q9, for learning English, 59.22% of the participants would like to go to NES countries (23.30% of the participants strongly agree), and 40.78% of the participants disagree (12.30% of the participants

strongly disagree). Although more than half of the participants think they would like to go to NES countries to learn English, the percentage of the participants who don't think so is big.

In conclusion, participants think English is important in NES countries and important to communicate with NES. More than half of the participants think English in NES countries is best, and the English of NES is the world's best lingua franca. However, more than half of the participants think NES countries don't own English, and the English of NES is not always correct. For using and learning English, more than half of the participants want to sound like NES and want to go to NES countries to learn English, but more than half of the participants think they don't want to learn English only from NES.

From the results in section 2 (a), although the attitudes toward English of NS is positive, a majority of participants don't agree with English of NS equaling "correct English", and they also don't only want to learn English from NES.

#### **4.3.2 English of non-native speakers**

Section 2 (b) is trying to find the participants' opinions on English of non-native speakers. Questions in Section 2 (b) are:

1. English is important in NNEs countries.
2. English is important to communicate with NNEs.
3. English in NNEs countries is acceptable.
4. NNEs countries often use incorrect English.
5. NNEs English is fine to use as a lingua franca in the world.

6. I would like to know more about a variety of NNES Englishes.
7. I would like to learn English from NNES (excluding Japanese).
8. For learning English, I would like to go to NNES countries.
9. In the future, I will use English more with NNES than NES.
10. I prefer using English with NNES than with NES.

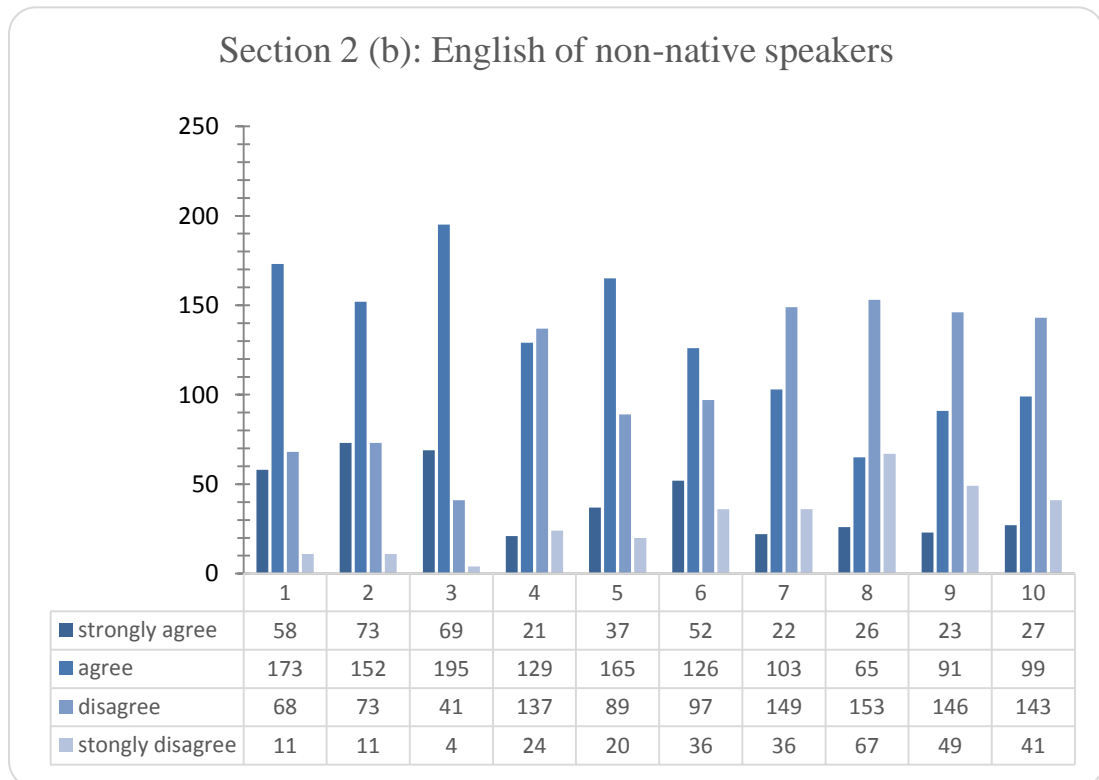


Chart 4.3-2 English of NNS

	agree%	disagree%	average	total number
Q1	74.52%	25.48%	2.90	310
Q2	72.82%	27.18%	2.93	309
Q3	85.44%	14.56%	3.06	309
Q4	48.23%	51.77%	2.47	311
Q5	64.95%	35.05%	2.70	311
Q6	57.23%	42.77%	2.62	311

Q7	40.32%	59.68%	2.36	310
Q8	29.26%	70.74%	2.16	311
Q9	36.89%	63.11%	2.28	309
Q10	40.65%	59.35%	2.36	310

Table 4.3-2 English of NNS

74.52% of the participants agree with the idea of Q1 (18.71% of the participants strongly agree). 25.48% of the participants disagree (3.55% strongly disagree). A majority of the participants think English is important in NNS countries.

The results of Q2 are similar to Q1. 72.82% of the participants agree with the idea of Q2 (23.62% of the participants strongly agree), and 27.18% of the participants disagree (3.56% of the participants strongly disagree). A majority of participants think English is important to communicate with NNS.

85.44% of the participants show their agreement with the idea of Q3 (22.33% of the participants strongly agree), and 14.56% of the participants show their disagreement (1.29% of the participants strongly disagree). Most of the participants think English in NNS countries is acceptable. Most of the participants' attitudes toward English of NNS is clearly not negative.

48.23% of the participants agree with the idea in Q4 (6.75% of the participants strongly agree), and 51.77% of the participants disagree with (7.72% of the participants strongly disagree). More than half of the participants don't think NNS countries often use incorrect English.

Comparing with the results of Q5 in section 2 (a), more participants don't think NES use correct English only, and also more participants don't think NNES always use incorrect English. According to a majority of the participants, English used by NES is not always correct, and the English used by NNES is also not often incorrect.

The results in Q5 show that 64.95% of the participants agree with the idea (11.90% of the participants strongly agree), and 35.05% of the participants disagree (6.43% of the participants strongly disagree). More than half of the participants think NNES English is fine to use as a lingua franca in the world. Comparing with the results of Q6 in section 2 (a), although 61.09% of the participants think NES English is the world's best lingua franca, a greater percentage of participants think NNES English is also fine to use as a lingua franca.

57.23% of the participants agree with the idea in Q6 (16.72% of the participants strongly agree), and 42.77% of the participants disagree (11.58% of the participants strongly disagree). More than half of the participants think they would like to know more about a variety of NNES Englishes, and about one third of the participants strongly think so.

40.32% of the participants think they would like to learn English from NNES (7.10% of the participants strongly agree). However, 59.68% of the participants think they don't want to learn English from NNES (11.61% of the participants strongly think so). The results in Q7 show some of the participants would like to learn English from NNES, but more participants don't think so. For learning English, participants

prefer English of NS.

Only 29.26% of the participants think that for learning English, they would like to go to NNES countries (8.36% of the participants strongly agree); 70.74% of the participants don't think so (21.54% of the participants strongly disagree). As in the result of Q7, for learning English, participants may prefer English of NS.

For the results of Q9, 36.89% of the participants think that in the future, they will use English more with NNES than NES (7.44% of the participants strongly agree), and 63.11% of the participants disagree with this (15.96% of the participants strongly disagree). More than half of the participants think they will use English more with NES than NNES in the future. Although participants think English is also important in NNES countries, and want to know more about a variety of NNES Englishes, a majority of the participants still think learning English is for use with NES.

Results of Q10 showed that 40.65% of the participants prefer using English with NNES than with NES (8.71% of the participants strongly agree), and 59.35% of the participants disagree (13.23% of the participants strongly disagree). The fact that more participants prefer using English with NES may show they feel comfortable with the English of NES, and this may be caused by education or their experiences.

In conclusion, participants think English is important in NNES countries and important to communicate with NNES. A large number of the participants think English in NNES countries is acceptable, and

more than half of the participants think English in NNES countries is fine to use as a lingua franca. Although there are still participants who think NNES often use incorrect English, more than half of the participants don't think they often do so. For using and learning English, more than half of the participants want to learn more about a variety of NNES Englishes. However, more of the participants still prefer to learn English from NES, and to go to NES countries to learn English. Most of the participants also prefer to use English with NES, and think they will use English more with NES than NNES in the future.

From the results in section 2 (b), although the participants want to know more about English of NNES, and many accept English of NNES, for learning and using English, most of the participants are still willing to use English of NES as a model.

#### **4.3.3 English in Japan**

Section 2 (c) is trying to find the participants' opinions on English in Japan. The questions in section 2 (c) are shown below.

1. Now, English is important in Japan.
2. English is important for Japan's future.
3. I don't mind having a Japanese style pronunciation.
4. I think the English level of Japanese people is high.
5. I think Katakana style English vocabulary (for example: リスト → list; ベビー → baby) can help Japanese to learn English.
6. I think Wasei Eigo (for example: personal computer = パソコン) is

not English.

7. Do you think English is necessary in everyday life in Japan? Why?

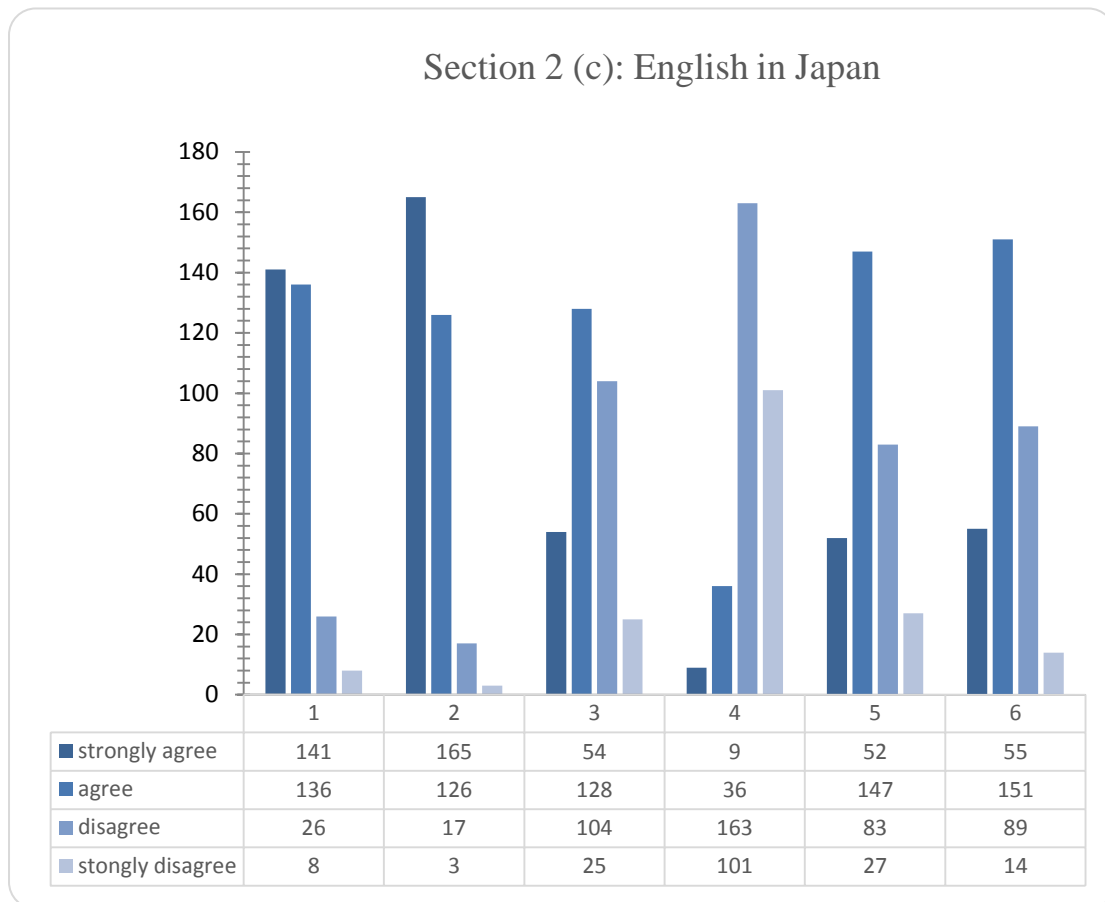


Chart 4.3-3 English in Japan

	agree%	disagree%	average	total number
Q1	89.07%	10.93%	3.32	311
Q2	93.57%	6.43%	3.46	311
Q3	58.52%	41.48%	2.68	311
Q4	14.56%	85.44%	1.85	309
Q5	64.40%	35.60%	2.72	309
Q6	66.67%	33.33%	2.80	309

Table 4.3-3 English in Japan

The results of Q1 and Q2 are similar. 89.07% of the participants agree with the idea of Q1 (45.34% of the participants strongly agree), and only 10.93% of the participants disagree (2.57% of the participants strongly disagree). 93.57% of the participants agree with the idea of Q2 (53.05% of the participants strongly agree), and only 6.43% of the participants disagree (0.96% of the participants strongly disagree). Most of the participants think English is important in Japan both in these days and in the future. More than half of the participants show their strong agreement for English being important in Japan's future.

From Q3, 58.52% of the participants don't mind having a Japanese style pronunciation (17.36% of the participants strongly agree), and 41.48% of the participants disagree (8.04% of the participants strongly disagree). Comparing with the results of Q8 in section 2 (a), more participants would like to sound like a NES; however, more than half of the participants don't mind having a Japanese style pronunciation, and 17.36% of the participants strongly agree with this idea.

Only 14.56% of the participants agree with the idea in Q4 (2.91% of the participants strongly agree), and 85.44% of the participants show their disagreement (32.69% of the participants strongly disagree). More than 80% of the participants don't think English level is high, and more than 30% of the participants strongly disagree with the idea in Q4. Participants are quite negative about English ability in Japan.

64.40% of the participants agree with the idea in Q5 (16.83% of the participants strongly agree), and 35.60% of the participants disagree (8.74% of the participants strongly disagree). More than half of the

participants think Katakana style English vocabulary can help Japanese to learn English. Most of the Katakana style English vocabulary has a pronunciation that can be recognized as coming from an English word, so it may be helpful to Japanese English learners to remember the real English vocabulary. However, even though the pronunciation has some similarity to English, it is still different to real English pronunciation and maybe hard to understand for the people from other countries.

In Q6, 66.67% of the participants agree with the idea (17.80% of the participants strongly agree), and 33.33% of the participants disagree with the idea (4.53% of the participants strongly disagree). More than half of the participants think Wasei Eigo is not English.

Q7 is an open-ended question that asked the participants if they think English is necessary in Japanese daily life, and the reasons why they think so. Most of the participants answered this question, some of them answered “yes”, some of them answered “no”, and some of them didn’t answer “yes” or “no” directly. Most of the participants answered more than one reason for their answers.

communicate with foreigners (62)	communicate with tourists (46)
globalization (44)	use in job (17)
English is a lingua franca (12)	more foreigners are living in Japan (9)
do business (8)	more chance to use English (7)
travel (3)	more opportunities to connect with people around the world (3)
use in part-time job (3)	communicate with foreign students (2)

watch English movies or listen to English music (2)	Japan wants to be a sightseeing country (2)
Olympics (2)	widen own views (1)
Japanese is difficult for tourists (1)	tourists will be more interested in Japan (1)
tourists will feel Japanese kindness (1)	study abroad (1)
have confidence (1)	Japanese influenced by English (1)
maybe helpful sometime (1)	yes with no reasons (2)
total	233

Table 4.3-4 Q7: English is necessary in Japanese daily life

All of the reasons given by participants who think English is necessary in Japanese daily life are shown in table 4.3-4. The reasons that most participants (62 participants) think of is: “English is necessary in Japanese daily life because they can use English to communicate with foreigners.” In addition, 46 participants think they need to know English to communicate with tourists. In this study, “*Gaigokujin*” was translated to “foreigners”, and “*kankokyaku*” was translated to “tourists” for the answers. It is unclear for the reason of “communicate with foreigners”, if the participants mean the people from other countries who are living in Japan, or the people who are traveling in Japan; or both of them. However, 108 (more than one third) participants think English is necessary because they want to use English to communicate with the people from other countries, not with Japanese. “*Kokusaika*” translated to “globalization” is also a main

reason for this question, and 44 participants mentioned it. English use as the world's "Kyotsugo" translated to "lingua franca" is another reason for this question, and this also shows that participants are thinking of using English with people not only from NES countries, but also NNE countries. 2020 Tokyo "Olympics" and "Japan wants to be a sightseeing country" is often mentioned in the news recently, and because of these more foreigners will come to Japan. It may become one of the main reasons for Japanese learning English.

use Japanese only in daily life (36)	no inconvenience (6)
country needs its own language (5)	Japanese is enough in Japan (3)
can use body language to communicate with tourists (2)	should learn Japanese first (keep Japanese as mother tongue) (2)
easy to use translation applications in cell phone (2)	Japanese English can't be understood by English speakers in the other countries (1)
tourists should learn Japanese (1)	some jobs don't need English (1)
Internet can be helpful (1)	Japan is an island country that doesn't need to connect with the other countries, English is also bad for Japanese language and culture (1)
"No" with no reasons (20)	
total	81

Table 4.3-5 Q7: English is not necessary in Japanese daily life

All of the reasons given by participants who don't think English is

necessary in Japanese daily life are shown in table 4.3-5. The reason that most participants (36 participants) agree with is “Japanese people only use Japanese language in daily life”. Japanese language as the mother tongue in Japan has a long history and it is hardly felt inconvenient (6 participants mentioned) without English in Japan. Thinking of protection of national culture is always a main reason when people refuse the things from the other countries, and some participants also mentioned some reasons related to protecting Japanese language. For tourists, a few participants think they can use body language to communicate with tourists, and it is also easy to use translation applications in a cell phone.

no use for daily life but knowing English can help communicate with foreigners (9)	no use for daily life but knowing how to speak English means people can do more different kinds of jobs (4)
necessary but it is hardly used in daily life (2)	no use in daily life but it is necessary in business (2)
no inconvenience in daily life but because of globalization, more foreigners will come to Japan, and it's important to communicate with them (2)	no use in daily life but knowing some English words will be helpful sometime (3)
if you are only in Japan you don't need English; if you want to go abroad, you need English (2)	depends on yourself (2)

speaking English is good for Japan but don't forget traditional things (1)	no use in daily life but because of ELF, knowing some English is better (1)
no use in daily life but if you know English, you can read English books or help foreigners, and you will have more chances in your life (1)	no use in daily life but if you want to marry with a foreigner or want your children to speak perfect English you need to know English (1)
there are many foreign students and tourists in Japan, but in daily life it is hardly used (1)	in daily life, saying hello is enough; but if you want to work in a big company, you need English (1)
knowing some easy English is necessary (1)	in the future, know some English will be helpful (1)
total	34

Table 4.3-6 Q7: no clear answer

All of the reasons given by participants who didn't answer this question with a clear "yes" or "no" are shown in table 4.3-6. Most of the participants think English is hardly used in daily life, but being able to speak English will be helpful; for example, they can "communicate with foreigners", "do more different kinds of jobs", "use in business", and so on. Participants mentioned again that Japan should protect own culture. However, not only refusing English, but finding the balance between "English" and "Japanese" is important.

In conclusion, a large number of the participants think English is important in Japan both now and in the future. More than half of the participants don't mind having a Japanese style pronunciation. There

are also a large number of the participants who think English level of Japanese people is not high. The attitudes toward Katakana style English vocabulary is positive, but toward Wasei Eigo is negative. Most of the participants think English is necessary in Japan because of “tourists” and “foreigners”, and they want to use English to communicate and help foreigners, especially tourists. “Globalization” is another main reason, and participants also think of ELF. However, no participants think of using English with Japanese people, all of the participants think of using English with foreigners in Japan, or for going abroad to use English with people in other countries. There are also some participants who think English is not necessary in Japanese daily life. The main reason is they think English is hardly used in daily life, and Japanese language is enough in Japan. Some participants also mentioned Japanese is the particular language in Japan, and should be kept as Japanese people’s mother tongue. There are still some participants who think although English is hardly used in daily life, knowing English will be helpful in many ways. Just as the results in this study show, whether English is necessary in Japanese daily life or not is also debated by some writers. For example, Naruke (2011) thinks only 10% of the Japanese people need English, but Moriyama (2011) thinks English is needed in Japan.

English in Japan is one kind of English of NNS. As in the results in section 2 (b) of the questionnaire, most of the participants think English is important in NNS countries (in this case Japan), and a majority of participants don’t mind having a NNS pronunciation (in

this case Japanese pronunciation). A majority of participants think English is necessary in NNE countries (in this case Japan) for daily life as a tool to communicate with foreigners.

### **Summary of section 4.3**

Section 2 of the questionnaire is trying to clarify the answers for the second research question “To what extent do Japanese (female Liberal Arts) university students show acceptance towards the Englishes of NNE (compared with the Englishes of NE)?” As the results have shown, English is important in both NE countries and NNE countries. Participants’ attitudes toward Englishes of NE are positive. Although the participants want to know more about Englishes of NNE, and show acceptance of Englishes of NNE, for learning and using English, most of the participants still prefer the Englishes of NE.

### **4.4 Results related to English major and non-English major students**

There are some significant differences in the results between the participants who are English-related majors and those who are not. This section aimed to answer the third research question: “Are there any significant differences in the answers to Q1 and Q2 between Japanese (female Liberal Arts) university students who are studying (or planning to study) in English related majors and those who are not?”

#### 4.4.1 Awareness of global Englishes

Y=English-related major; N=non-English-related major

Q	Yes/No	Number	Mean	Std. Deviation	Sig. (2-tailed)	t value
1	Y	109	3.80	.403	.055	1.923
	N	199	3.69	.484	( $p>0.05$ )	
2	Y	109	3.69	.539	.354	.928
	N	199	3.63	.543	( $p>0.05$ )	
3	Y	109	3.62	.558	.000	4.028
	N	197	3.35	.575	( $p<0.01$ )	

Table 4.4-1 results related to English major or not: section 1

An independent-samples t-test was conducted to compare awareness of global Englishes among students in English-related majors and non-English-related majors. There was a significant difference in Q3 (There are different varieties of English around the world.) for English related majors ( $M=3.62$ ,  $SD=0.558$ ) and non-English-related majors ( $M=3.35$ ,  $SD=0.575$ );  $t = 4.028$ ,  $p = 0.000$ . These results suggest that being English related major or not really does have an effect on awareness of global Englishes. Specifically, the results suggest that more English related major students believe there are different varieties of English around the world.

#### 4.4.2 Attitudes towards global Englishes

##### English of Native Speakers

Y=English-related major; N=non-English-related major

Q	Yes/No	Number	Mean	Std. Deviation	Sig. (2-tailed)	t value
1	Y	109	3.69	.522	.082	1.745
	N	199	3.58	.534	(p>0.05)	
2	Y	109	3.69	.539	.016	2.416
	N	199	3.53	.567	(p<0.05)	
3	Y	109	3.02	.757	.001	3.260
	N	199	2.75	.657	(p<0.05)	
4	Y	109	2.27	.878	.502	.672
	N	198	2.20	.853	(p>0.05)	
5	Y	109	2.14	.673	.987	.016
	N	198	2.14	.658	(p>0.05)	
6	Y	109	2.78	.750	.017	2.404
	N	199	2.57	.735	(p<0.05)	
7	Y	109	2.45	.822	.000	4.280
	N	198	2.07	.694	(p<0.01)	
8	Y	109	3.33	.794	.000	5.969
	N	198	2.75	.819	(p<0.01)	
9	Y	109	3.28	.815	.000	8.511
	N	197	2.40	.884	(p<0.01)	

Table 4.4-2 results related to English major or not: section 2 (a)

Table 4.4-2 shows the results of section 2 (a) divided into English

related majors or not. An independent-samples t-test was conducted to compare attitudes towards English of native speakers among students in English-related majors and non-English-related majors. There were significant differences in Q2, Q3, Q6, Q7, Q8, and Q9. In Q2, for English-related majors ( $M=3.69$ ,  $SD=0.539$ ) and non-English-related majors ( $M=3.53$ ,  $SD=0.567$ );  $t = 2.416$ ,  $p = 0.016$ , the results suggest that more English-related major students believe English is important to communicate with NES. In Q3, for English-related majors ( $M=3.02$ ,  $SD=0.757$ ) and non-English-related majors ( $M=2.75$ ,  $SD=0.657$ ) conditions;  $t = 3.260$ ,  $p = 0.001$ , according to the results, there are more English related major students who think English in NS countries is best. The results in Q6, for English-related majors ( $M=2.78$ ,  $SD=0.750$ ) and non-English-related majors ( $M=2.57$ ,  $SD=0.735$ );  $t = 2.404$ ,  $p = 0.017$ , show there are more English-related major students who think NES English is the world's best lingua franca. In Q7, for English-related majors ( $M=2.45$ ,  $SD=0.822$ ) and non-English-related majors ( $M=2.07$ ,  $SD=0.694$ );  $t = 4.280$ ,  $p = 0.000$ , the results suggest that more English-related major students want to learn English from NES. The results in Q8, for English-related majors ( $M=3.33$ ,  $SD=0.794$ ) and non-English-related majors ( $M=2.75$ ,  $SD=0.819$ );  $t = 5.969$ ,  $p = 0.000$ , the results show that more English-related major students would like to sound like a NES. The results in Q9, for English-related majors ( $M=3.28$ ,  $SD=0.815$ ) and non-English-related majors ( $M=2.40$ ,  $SD=0.884$ );  $t = 8.511$ ,  $p = 0.000$  show that for learning English, more English related major students would like to go to NES countries.

## English of non-native speakers

Y=English-related major; N=non-English-related major

Q	Yes/No	Number	Mean	Std. Deviation	Sig. (2-tailed)	t value
1	Y	109	3.06	.756	.005	2.820
	N	198	2.81	.698	(p<0.01)	
2	Y	109	3.07	.729	.020	2.337
	N	198	2.86	.795	(p<0.05)	
3	Y	109	3.15	.621	.098	1.662
	N	197	3.02	.646	(p>0.05)	
4	Y	109	2.47	.777	.960	-.051
	N	199	2.47	.723	(p>0.05)	
5	Y	109	2.83	.727	.020	2.331
	N	199	2.63	.754	(p<0.05)	
6	Y	109	3.01	.877	.000	6.131
	N	199	2.39	.827	(p<0.01)	
7	Y	108	2.59	.876	.000	4.026
	N	199	2.23	.692	(p<0.01)	
8	Y	109	2.53	.996	.000	5.899
	N	199	1.96	.695	(p<0.01)	
9	Y	109	2.43	.875	.026	2.241
	N	197	2.21	.779	(p<0.05)	
10	Y	109	2.47	.856	.124	1.542

	N	198	2.32	.790	(p>0.05)	
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Table 4.4-3 results related to English major or not: section 2 (b)

Table 4.4-3 show the results of section 2 (b) divided into English related major or not. An independent-samples t-test was conducted to compare attitudes towards English of non-native speakers among students in English-related majors and non-English-related majors. There were significant differences in Q1, Q2, Q5, Q6, Q7, Q8, and Q9. In Q1, for English-related majors (M=3.06, SD=0.756) and non-English-related majors (M=2.81, SD=0.698) conditions;  $t = 2.820$ ,  $p = 0.005$  the results show there are more English related major students who think English is important in NNES countries. In Q2, for English-related majors (M=3.07, SD=0.729) and non-English-related majors (M=2.86, SD=0.795);  $t = 2.337$ ,  $p = 0.020$ , the results suggest that more English related major students believe English is important to communicate with NNES. In Q5, for English-related majors (M=2.83, SD=0.727) and non-English related majors (M=2.63, SD=0.754);  $t = 2.331$ ,  $p = 0.020$ , according to the results, there are more English-related major students who think NNES English is fine to use as a lingua franca in the world. The results in Q6, for English-related majors (M=3.01, SD=0.877) and non-English-related majors (M=2.39, SD=0.827);  $t = 6.131$ ,  $p = 0.000$ , show more English-related major students would like to know more about a variety of NNES Englishes. In Q7, for English-related majors (M=2.59, SD=0.876) and non-English-related majors (M=2.23, SD=0.692);  $t = 4.026$ ,  $p = 0.000$ , the results suggest that more English-related major students would like

to learn English from NNES. The results in Q8, for English-related majors ( $M=2.53$ ,  $SD=0.996$ ) and non-English-related majors ( $M=1.96$ ,  $SD=0.695$ );  $t = 5.899$ ,  $p = 0.000$ , show that for learning English, more English-related major students would like to go to NNES countries. The results in Q9, for English-related majors ( $M=2.43$ ,  $SD=0.875$ ) and non-English-related majors ( $M=2.21$ ,  $SD=0.779$ );  $t = 2.241$ ,  $p = 0.026$ , show that in the future, more English related major students think they will use English more with NNES than NES.

### English in Japan

Y=English-related major; N=non-English-related major

Q	Yes/No	Number	Mean	Std. Deviation	Sig. (2-tailed)	t value
1	Y	109	3.39	.827	.259	1.132
	N	199	3.29	.677	( $p>0.05$ )	
2	Y	109	3.66	.581	.000	4.141
	N	199	3.35	.649	( $p<0.01$ )	
3	Y	109	2.42	.936	.000	-4.097
	N	199	2.83	.773	( $p<0.01$ )	
4	Y	109	1.78	.762	.217	-1.237
	N	197	1.89	.720	( $p>0.05$ )	
5	Y	109	2.60	.883	.046	-2.003
	N	198	2.80	.814	( $p<0.05$ )	
6	Y	109	2.93	.836	.033	2.146
	N	197	2.73	.753	( $p<0.05$ )	

Table 4.4-4 results related to English major or not: section 2 (c)

The results of section 2 (c) comparing English-related majors and non-English-related majors are shown in Table 4.4-4. An independent-samples t-test was conducted to compare attitudes towards English in Japan among students in English-related majors and non-English-related majors. There were significant differences in Q2, Q3, Q5, and Q6. In Q2, for English-related majors ( $M=3.66$ ,  $SD=0.581$ ) and non-English-related majors ( $M=3.35$ ,  $SD=0.649$ );  $t = 4.141$ ,  $p = 0.000$ , the results suggest that more English-related major students think English is important for Japan's future. In Q3, for English-related majors ( $M=2.42$ ,  $SD=0.936$ ) and non-English-related majors ( $M=2.83$ ,  $SD=0.773$ );  $t = -4.097$ ,  $p = 0.000$ , according to the results, there are more English-related major students who think they mind having a Japanese style pronunciation. The results in Q5, for English-related majors ( $M=2.60$ ,  $SD=0.883$ ) and non-English related majors ( $M=2.80$ ,  $SD=0.814$ );  $t = -2.003$ ,  $p = 0.046$ , show there are more non-English-related major students who think Katakana style English vocabulary can help Japanese to learn English. In Q6, for English-related majors ( $M=2.93$ ,  $SD=0.836$ ) and non-English-related majors ( $M=2.73$ ,  $SD=0.753$ );  $t = 2.146$ ,  $p = 0.033$ , the results suggest that more English related major students think Wasei Eigo is not English.

#### **Summary of section 4.4**

This section answers the third research question: “Are there any

significant differences in the answers to Q1 and Q2 between Japanese (female Liberal Arts) university students who are studying (or planning to study) in English-related majors and those who are not?” The answer is “yes” that there are a lot of significant differences in the results between participants who are in English-related majors and those who are not.

From the results of awareness of global Englishes, most of the participants have an awareness of English as a global language. More English-related major students strongly agree with the ideas of global Englishes, especially they think there are different varieties of English around the world.

According to the significant results in section 2 (a), the participants in this study are positive to Englishes of NS, and English-related major students expressed their preference of English of NS more strongly than non-English-related major students. For example, they think more strongly that English in NES countries is best; NES English is the world's best lingua franca; and NES English is best for learning and using English.

According to the significant results in section 2 (b), most of the participants show some positive attitudes to Englishes of NNS. However, English-related major students are more positive to English of NNS than non-English-related major students. For example, more English-related major students think English is important in NNE countries; think English is important to communicate with NNE; and think NNE English is fine to use as a lingua franca in the world. For

learning and using English, more English-related major students think they would like to know more about a variety of NNES Englishes; more would like to learn English from NNES; and more would like to go to NNES countries to learn English. In the future, significantly more English-related major students than non-English related major students think they will use English more with NNES than NES.

The significant results in section 2 (c) show that most of the participants are negative to English in Japan, and English-related major students express their negative feelings more strongly. For example, compared with non-English-related majors more English-related major students mind having a Japanese style pronunciation. Although more than half of the participants think Katakana style English vocabulary can help Japanese to learn English, English-related major students' agreement is not as high as non-English-related major students. English-related major students want to learn the English which has not been influenced by Japanese.

## **Chapter 5:**

### **Conclusion**

Through this study, the answers to the three research questions have been clarified.

To the first research question, “To what extent are Japanese (female Liberal Arts) university students aware of English as a global language?”, participants have strong awareness of English as a global language, but are unclear with the details. Participants think more than half of the people in the world can speak English but compared with most researchers this estimate is too high. Also, awareness of NNEs countries is lower than that of NEs countries.

To the second research question “To what extent do Japanese (female Liberal Arts) university students show acceptance towards the Englishes of NNS (compared with the Englishes of NS)?”, it was found that English is important in both NEs countries and NNEs countries. Participants’ attitudes towards Englishes of NS are more positive than towards Englishes of NNS. Although the participants want to know more about Englishes of NNEs, and show acceptance of Englishes of NNEs, for learning and using English, most of the participants still prefer the Englishes of NS. However, in contrast to the results of Matsuda (2003) and Galloway (2011), the majority of participants in this study don’t believe NEs countries own English.

Japanese English is one kind of English of NNS. Just as Matsuura et al’s (2004) study found, this study also found participants are

negative to Japanese English. However, in contrast to the results in Galloway's (2011) study, more than half of the participants in this study don't mind having a Japanese style pronunciation. A majority of participants think English is necessary in Japan for daily life as a tool to communicate with foreigners.

To the third research question: "Are there any significant differences in the answers to Q1 and Q2 between Japanese (female Liberal Arts) university students who are studying (or planning to study) in English-related majors and those who are not?", there are a lot of significant differences in the results between participants who are in English-related majors and those who are not. English-related major students' awareness of global Englishes is higher than non-English-related major students. English-related major students expressed their preference of English of NS more strongly than non-English-related major students. However, English-related major students are also more positive towards English of NNS than non-English-related major students. Moreover, English-related major students express their negative feelings more strongly to English in Japan.

Although the attitudes towards Englishes of NS are positive, the results of this research are different to the research that has been done before in that more participants believe not only NES own English. For learning and using English, participants' attitudes towards Englishes of NS are still more positive, but many participants would like to know more about Englishes of NNS and show acceptance of Englishes of

NNES. Participants attitudes towards English in Japan are harsher than towards other NNES countries, however, a majority of participants don't mind having a Japanese accent which is different to the results of previous studies.

From this research, some of the attitudes towards global Englishes are different from previous research studies. The way English is used in Japan is changing, for example, some Japanese companies have already started to use English at work, such as at Nissan and Rakuten (Moriyama, 2011, p.9). In the near future, influenced by the 2020 Tokyo Olympics, more foreign people may come to Japan. As a result, the use of English in Japan, and the attitudes towards different varieties of English, may change.

There are many limitations in this study, for example, the participants are only from one university and only female. In the future, there should be more studies on attitudes towards and awareness of global Englishes in Japan. It will be interesting in the future to see whether awareness of English as a global language will be higher than found in this research, whether attitudes towards Englishes of NES are still more positive than towards Englishes of NNES, and whether the acceptance level of Englishes of NNES will increase.

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## Appendix 1: Questionnaire (Japanese version)

### アンケートのお願い

この度は、アンケートにご協力いただきありがとうございます。広島女学院大学大学院の呂思錦と申します。このたび、修士論文のための研究として、皆さんにご協力をお願いしております。このアンケートは、皆さんのグローバル英語に対する認識や、態度などを調査するためのものです。データはすべて統計的に処理・分析され、研究のためのみに用いられます。個人が特定されたり、ほかの用途に用いられたりすることは決してありません。また、このアンケートの結果は学校の成績とは一切関係ありませんので、正直にお答えください。皆様からの真摯なご意見が、この研究の成功を保証することとなりますので、どうかご自分の意見に従って、お願い致します。どうしてもこのアンケートに答えするのが嫌な場合は回答しなくても構いません。

また、以下の定義はこのアンケートにとって重要です。

NES - [native English speaker(s)] = 英語の母語話者

NNES - [non-native English speaker(s)] = 英語の非母語話者

次のページから質問が始まります。回答忘れのないように注意してお答えください。どうぞよろしくお願いいたします。

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## Section 1: グローバル英語に対する認識 (Awareness of global Englishes)

次の質問に 4= (強くそう思う) 、3= (そう思う) 、2= (そう思わない) 、1= (全くそう思わない) いずれか一つ選んで答えてください。

1. 英語はグローバルな言語である。	4	3	2	1
2. 英語は世界中で最も広く使われている言語である。	4	3	2	1
3. 世界には、様々な種類の英語が存在する。	4	3	2	1

4. NES の出身国だと思うすべての国に○を付けてください。

- A. Australia (オーストラリア)
- B. Brazil (ブラジル)
- C. Canada (カナダ)
- D. Germany (ドイツ)
- E. India (インド)
- F. Kenya (ケニア)
- G. New Zealand (ニュージーランド)
- H. Singapore (シンガポール)
- I. South Africa (南アフリカ)
- J. The Philippines (フィリピン)
- K. The United Kingdom (UK) (イギリス)
- L. The United States of America (USA) (アメリカ合衆国)

次の質問にあなたの意見を書いてください。

5. 世界中の何%の人が英語を話せると思いますか。 \_\_\_\_\_ %
6. NNEs の国のうち、どの国で日常生活において、英語が頻繁に使用されていると思いますか？
- \_\_\_\_\_
- \_\_\_\_\_

## Section 2: グローバル英語に対する態度 (Attitudes towards global Englishes)

### (a) English of native speakers (英語の母語話者の英語について)

次の質問に 4= (強くそう思う) 、3= (そう思う) 、2= (そう思わない) 、1= (全くそう思わない) いずれか一つ選んで答えてください。

1. 英語は NES の国にとって重要である。	4	3	2	1
2. NES と交流するために、英語は重要である。	4	3	2	1
3. NES の国の英語は最も良い。	4	3	2	1
4. 英語は NES の国のものである。	4	3	2	1
5. NES の国は正しい英語のみを使う。	4	3	2	1
6. NES の英語は世界で最も良い共通語である。	4	3	2	1
7. 私は NES からのみ英語を学びたい。	4	3	2	1
8. 私は自分の英語発音を NES らしく聞こえるようにしたい。	4	3	2	1
9. 英語を学ぶために、私は NES の国に行きたい。	4	3	2	1

**(b) English of non-native speakers** (英語の非母語話者の英語について)

次の質問に 4= (強くそう思う) 、3= (そう思う) 、2= (そう思わない) 、1= (全くそう思わない) いずれか一つ選んで答えてください。

1.英語は NNES の国にとって重要である。	4	3	2	1
2.NNES と交流するために、英語は重要である。	4	3	2	1
3.NNES の国の英語を許容できる。	4	3	2	1
4.NNES はよく間違った英語を使う。	4	3	2	1
5.NNES 英語は世界中の共通語として使用しても構わない。	4	3	2	1
6.私は様々な NNES 英語についてもっと知りたい。	4	3	2	1
7.私は NNES (日本人を除く) から英語を勉強したい。	4	3	2	1
8.英語を学ぶために、私は NNES 国に行きたい。	4	3	2	1
9.将来、私は NES より NNES と英語を使う方が多い。	4	3	2	1
10.私は NES より、NNES と英語を使う方が楽だ。	4	3	2	1

**(c) English in Japan** (日本での英語について)

次の質問に 4= (強くそう思う) 、3= (そう思う) 、2= (そう思わない) 、1= (全くそう思わない) いずれか一つ選んで答えてください。

1.現在、英語は日本では重要である。	4	3	2	1
2.英語は日本の将来にとって重要である。	4	3	2	1
3.私は日本人らしい発音でも気にしない。	4	3	2	1
4.私は日本人の英語のレベルが高いと思う。	4	3	2	1
5.私は英語から生まれたカタカナの単語 (例: リスト→list ; ベビー→baby) が、英語を学ぶときに役に立つと思う。	4	3	2	1
6.私は和製英語 (例: personal computer = パソコン) は英語ではないと思う。	4	3	2	1

次の質問にあなたの意見を書いてください。

7.あなたは英語が日本の日常生活で必要だと思いますか? それはなぜですか?

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### Section 3: 個人情報 (Personal Information)

あなたは何年生ですか？

\_\_\_\_\_年生

次の質問に Yes/No のどちらかで答えてください。

1.私は英語系メジャー/英語系メジャーを学ぶつもりである。	Yes	No
2.私は NES の国に行ったことがある。	Yes	No
3.私は NNES の国に行ったことがある。	Yes	No
4.私は NES と英語を使ったことがある。	Yes	No
5.私は NNES (日本人を除く) と英語を使ったことがある。	Yes	No
6.私は NNES の先生(日本人を除く)に英語を教わったことがある。	Yes	No

アンケートは以上です。ご協力ありがとうございました。

## Appendix 2: Questionnaire (English version)

### Section 1: Awareness of global Englishes

1. English is a global language.
2. English is the language used most widely in the world.
3. There are different varieties of English around the world.
4. Please circle all of the countries that you think are NES countries.
5. What percentage of people in the world do you think can speak English?
6. Among NNES countries, in which countries do you think English is frequently used in daily life?

### Section 2: Attitudes towards global Englishes

#### (a) English of native speakers

1. English is important in NES countries.
2. English is important to communicate with NES.
3. English in NES countries is best.
4. NES countries own English.
5. NES countries use correct English only.
6. NES English is the world's best lingua franca.
7. I only want to learn English from NES.
8. I would like to sound like a NES.
9. For learning English, I would like to go to NES countries.

#### (b) English of non-native speakers

1. English is important in NNES countries.
2. English is important to communicate with NNES.
3. English in NNES countries is acceptable.
4. NNES countries often use incorrect English.
5. NNES English is fine to use as a lingua franca in the world.
6. I would like to know more about a variety of NNES Englishes.
7. I would like to learn English from NNES (excluding Japanese).
8. For learning English, I would like to go to NNES countries.
9. In the future, I will use English more with NNES than NES.
10. I prefer using English with NNES than with NES.

#### (c) English in Japan

1. Now, English is important in Japan.
2. English is important for Japan's future.
3. I don't mind having a Japanese style pronunciation.
4. I think the English level of Japanese people is high.
5. I think Katakana style English vocabulary (for example: リスト→list; ベビー→baby) can help Japanese to learn English.
6. I think Wasei Eigo (for example: personal computer = パソコン) is not English.
7. Do you think English is necessary in everyday life in Japan? Why?

### Section 3: Personal information

What grade are you (at university)?

1. I am studying /planning to study in an English related major.
2. I have been to NES countries.
3. I have been to NNES countries.
4. I have used English with NES.
5. I have used English with NNES (excluding Japanese).
6. I have been taught by NNES (excluding Japanese) English teachers.