

Effectiveness of implementing world Englishes in English language curricula

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Abstract

Although world Englishes and various teaching practices in English as an international language (EIL) have been recommended for English language curricula, the effectiveness of including a variety of Englishes in such curricula has not been fully examined. This small-scale study investigated the effectiveness of exposure to world Englishes among undergraduate students at a public university in northeast Japan. The students ($N = 48$) watched web-based news and presentations regularly (e.g., *NHK World*) in English from home and abroad, featuring native and non-native English speakers, and responded to comprehension questions. After 13 weeks of intervention, the students completed a survey questionnaire that used a 5-point Likert scale. Responses to closed-ended items in the survey were generally positive; the intervention appeared to contribute to broadening students' view of the world, and it increased their awareness of the varieties of English currently used. In addition, the majority of the participants positively evaluated "good Japanese English" as a variety of international communication, unlike those in previous studies who had a contrasting view. However, the class did not seem to provide the students with a full sense of participation in the world of English users due to a lack of sufficient interaction in English with other EIL users. Limitations and pedagogical implications of the study are also discussed.

Keywords: EIL, world Englishes, inner circle, expanding circle

Introduction

While English is used by both native and non-native speakers around the world, scholars have called for instruction of world Englishes in school curricula to nurture the language development of users of English as an international language (EIL). Such development should move in the direction of an expanding circle (Kachru, 1985), where English is learned as a foreign language for the purpose of international communication, as English users in schools have few opportunities to encounter a variety of Englishes, relative to those in the inner and outer circles. In the expanding circle, the English language instruction at school is generally the main source of input; hence, exposure to varieties of English needs to increase in curricula to nurture EIL users and to reflect the current use of English worldwide. In Japan, which is situated in the expanding circle, such efforts have been observed in recent years, (D'Angelo, 2012; Hino, 2009, 2012a) while the curricular orientation towards the inner circle varieties of English (native English), particularly, American and British varieties, is still evident in school curricula. For example, assistant language teachers (ALTs) recruited through the Japan Exchange and Teaching (JET) Program are primarily from inner circle countries, comprising 96.5% of the 3,824 ALTs in 2010 (CLAIR, 2010). Seventh grade English textbooks also represent inner circle varieties, mainly American English (Matsuda, 2002a). Additionally, in education programs across 95 Japanese

universities, American and British English are still the most commonly taught models (Matsuda, 2009).

As a result, the reliance on inner circle varieties of English has had an impact on the attitudes of Japanese teachers and learners of English towards the English language, including a preference for native speakers to model the production of the language, devaluation of Japanese English, and the belief that native speakers hold sole ownership of English (Chiba & Matsuura, 1995; Matsuda, 2003a; Saito & Hatoss, 2011; Sasayama, 2013, Tokumoto & Shibata, 2011). Furthermore, the orientation towards inner circle varieties may hinder successful communication in the international context. Smith and Nelson (2006) have pointed out that a lack of familiarity with different speech varieties could negatively affect how one interprets interpersonal exchanges conducted in various Englishes. In fact, the preference shown by the Japanese educational system for inner circle English models influences students' performance on the Test of English for International Communication (TOEIC), which reflects inner circle norms. Orikasa (2016) notes in her study that, among Japanese university students, TOEIC scores are significantly correlated with the length of time spent learning English, indicating that the current English education in Japan may be suitable for learning inner circle varieties, but not varieties of English outside the inner circle.

Several scholars have critiqued the focus on inner circle varieties of English in English Language Teaching (ELT) in Japan (Chiba & Matsuura, 1995; Kubota, 2002; Hino, 2009; Matsuda, 2002a, 2003a, 2009), many of whom have recommended including a variety of Englishes in English language curricula (Chiba & Matsuura, 1995; Kubota, 1998; Matsuda, 2002b; Matsuura, Chiba, & Fujieda, 1999) and implementing EIL teaching practices that are suitable for local cultural contexts (Hino, 2009, 2012a, 2012b; McKay, 2010). In response to these recommendations, world Englishes and EIL have been added to curricula in some schools. Chukyo University in Japan introduced the first World Englishes undergraduate program in the country (D'Angelo, 2012), which expanded to its affiliate high school (Lee, 2012). At Osaka University, Hino (2012a) developed a pedagogical method called integrated practice in teaching English as an international language (IPTEIL), which utilizes authentic materials, such as printed and televised media from all over the world so that students can watch, read, talk about real-time events, and compare how news is reported by different sources. Hino also stresses the importance of involving learners' legitimate peripheral participation in the community of practice (Lave & Wenger, 1991) in the EIL context, where Japanese students can gain access to language learning opportunities through interacting with foreign students in English. The IPTEIL method has received positive reactions from students (Hino, 2012a). On the other hand, Kubota (2001) examined the effect of the instruction of world Englishes on American high school students, using different speech samples including American and international varieties of English. She found that individual students responded differently to the notion of world Englishes, revealing the difficulty of instructing students with different life experiences and attitudes in linguistic diversity.

In these previous studies, insightful and meaningful discussions have been made regarding the implementation of world Englishes and the effect of EIL teaching practices with world Englishes. However, the effectiveness of introducing such practices in real classrooms has not been fully examined, particularly in the EFL context. The effect of world Englishes as resources for learners who have little access to them is an under-researched area and further study is required to gain more insight into the usefulness of varieties of English in the classroom. Thus, following the IPTEIL method,

the present study attempted to examine the effectiveness of exposure to varieties of English in the context of Japanese EFL, using online news and presentations as a pedagogical method for nurturing EIL users' language development. The chief goal of the study was to investigate, via the abovementioned pedagogical method and a survey questionnaire, the ways in which listening to varieties of English was effective for learning, and how the Japanese variety of English was perceived among Japanese university students.

Method

This study followed the IPTEIL method developed by Hino (2012a), using authentic teaching materials and a survey questionnaire. However, to adapt to the context of this study, the author took an approach that differed from Hino's study in the following ways: no print media was used for teaching materials; comprehension quizzes were developed and administered to students to check their level of understanding of video clips they watched; and the internal consistency of the reliability of the survey was measured. The present paper addressed the following two research questions.

1. In what ways are listening to varieties of English effective for Japanese students?
2. How do Japanese students perceive their local variety of English when being exposed to other varieties of English?

Participants

Forty-eight (26 male and 22 female) undergraduate Japanese students participated in the study, all of whom were native Japanese speakers enrolled in an English for general purposes (EGP) course in the fall semester of 2014-2015 at a small, public university in northeast Japan. The students were in education programs, and their ages ranged from 18 to 24 years ($M = 19.0$, $SD = 1.01$). The students had been learning English for at least six years at middle and secondary schools before entering the university. The students' average Institutional Program (IP) TOEIC score was 470.87 ($SD = 31.51$, $min = 400$, $max = 540$), which suggests that the participants had lower intermediate levels of English proficiency. Based on their TOEIC scores, the students were placed in the selected EGP class. In addition, a participating instructor was the author of this study, an L1 Japanese speaker. The majority of students had little overseas experience; 15 of them (31.2%) had traveled abroad for a short period of time, and one had lived in Canada for one year (2%). A questionnaire was conducted at the beginning of the semester to determine students' familiarity with English varieties ($N = 48$). Most students found American English familiar, and some students mentioned other varieties, such as British, Japanese, Australian, Korean, and Chinese English (Table 1). These versions represent typically familiar English varieties among students learning English in Japan. During the semester, they watched news and presentations in different varieties of spoken English and took comprehension quizzes made by the instructor. At the end of the semester, 42 students (23 male and 19 female) responded to a survey questionnaire about their experience in the class.

Table 1
Familiar varieties of English among participants (N=48)

English variety	<i>N</i>
American	40
British	9
Japanese	5
Australian	2
Korean	2
Chinese	1

Note. Some participants provided more than one response for their familiar varieties.

Instrument

An IPTEIL class questionnaire (Hino, 2012a) was used to examine the effectiveness of exposure to varieties of English as well as perceptions of the Japanese variety of English among participants. A paper-based questionnaire was completed in both English and Japanese, by combining the English version (Hino, 2012a) and the Japanese version (received through personal contact with Hino) (see Appendix 1). The questionnaire consists of eight closed-ended items with a 5-point Likert scale (1 = strongly disagree; 2 = moderately disagree; 3 = neutral, 4 = moderately agree; 5 = strongly agree). To estimate the internal consistency of the study's reliability, Cronbach's alpha was employed.

Teaching materials

Teaching materials consisted of news and presentation video clips obtained from the Internet (e.g., *NHK World*, *Aljazeera*, and *TED*). News videos from *NHK World* were most frequently used, as they provided the latest updates about a variety of topics from both home and abroad. Each news video was approximately five minutes long, while each presentation was about 20 minutes long. As for the video clips from *TED*, Japanese subtitles were displayed due to the difficulty of the terminology used in presentations; it should be noted that the benefit of using subtitles for listening comprehension has been supported by previous studies (Borras & Lafayette, 1994; Guilloiry, 1998). The speakers in the video clips were from countries of all three circles, such as the United States, the Philippines, and Japan, with the intention of exposing students to different varieties of English and cultural values. In addition, many of the English varieties were selected from those of Asian countries, since many Japanese people have an opportunity to communicate with Asian people in English today through business, tourism, and education (Honna, 2005). A teacher-made comprehension quiz was also used in this class to monitor students' levels of understanding of the video clip they watched each week. The instructor prepared the quizzes in English, including cloze tests, true-false questions, and summary writing. Quizzes were designed with respect to the content as well as the length of the clips (see Appendix 2).

Procedure

Each class began with a brief introduction of a news topic or presentation covered in class, along with some relevant questions. For instance, when news about rabies from Myanmar was covered in week six, the instructor briefly discussed with students what they knew about Myanmar, including the geographical location and the history of the country. Next, news was played through a built-in projector in the classroom using a computer connected to the Internet. Students watched one web-based video clip once each week, or two to three times if time allowed. To check how well the students understood the video clips, a comprehension quiz, created by the instructor, was administered. Activities took 30-40 min of a 90-minute class. However, when students were not able to complete the quiz within the time limit or when they wanted to review certain clips multiple times, the instructor allowed the quiz to be taken home and submitted the following week. At the end of the semester, an IPTEIL class questionnaire was administered to the students to determine the ways in which exposure to the different varieties of English was effective for learning and how Japanese English was perceived by Japanese university students.

Schedule for listening to varieties of English

Table 2 presents the course outline for listening to varieties of English in the class, which began in the second week of the fall semester of 2014-2015 and continued for 13 weeks. While a different topic was chosen each week so that the students could be exposed to new and interesting themes, speakers for news programs or presentations were also carefully selected for their variety of English, representing countries from all three circles.

Table 2

Course outline for listening to varieties of English

Week	Topic	Network	Speakers' nationalities	Quiz
2	Shinkansen	NHK World	Japan	cloze
3	Takoyaki	NHK World	Indonesia	cloze
4	Bhutan's happiness	NHK World	Bhutan/Japan	cloze
5	Cigarettes	NHK World	South Korea	cloze
6	Rabies	NHK World	Myanmar	cloze
7	Cheating	NHK World	Cambodia	cloze
8	Education	NHK World	Afghanistan	cloze
9	Soccer	NHK World	India	cloze
10	Tragic sacrifice	NHK World	Philippines	cloze
11	Whaling	NHK World	Japan	cloze
12	Japan's Ainu	Aljazeera	UK/Japan	true-false
13	English education	TED	UK	summary
14	Tech innovation	TED	US	summary

Results

This section presents the results of the eight closed-ended items in the IPTEIL class questionnaire (Table 3), which was administered at the end of the semester to examine the ways in which listening to the different varieties of English was effective for learning and how the Japanese variety of English was perceived among Japanese university students. A Cronbach's alpha (α) of 0.79 was achieved.

In Q1, when the learners were asked whether they had learned to see things from multiple perspectives, 27 students (64.3%) moderately agreed, and 13 students (31%) strongly agreed; two (4.8%) were neutral. In Q3, 22 respondents (52.4%) moderately agreed, and 12 respondents (28.6%) strongly agreed that the class had facilitated their understanding of the world; whereas eight students (19%) were neutral. The responses to Q1 and Q3 seem to suggest that the class helped broaden students' views of the world. Q4 asked whether the class had helped students get acquainted with English as it is used in the real world, to which 21 students (50%) moderately agreed, and 16 students (38.1%) strongly agreed; whereas five respondents (11.9%) were neutral. Q5 inquired whether the class had helped them become familiar with the cultural diversity of English, to which 12 respondents (28.6%) moderately agreed, and 24 respondents (57.1%) strongly agreed; six students (14.3%) were neutral. These responses to Q4 and Q5 appear to show that the students learned how English is currently used worldwide. In addition, the students perceived an improvement in their English skills during this semester. Q6 asked whether the class had facilitated the students' reading skills development: twenty-two students (52.4%) moderately agreed, and 14 students (33.3%) strongly agreed; however, five respondents (11.9%) were neutral, and one respondent (2.4%) moderately disagreed. In response to Q7, all of the students indicated that the class had assisted them in improving their listening skills in English. Twenty students (47.6%) moderately agreed, and 22 students (52.4%) strongly agreed.

However, compared with the questions discussed above, the students did not respond affirmatively to Q8, which asked whether "good Japanese English" is a valuable means of international communication. The concept of "good Japanese English" in this study refers to Japanese English that is internationally intelligible and capable of expressing Japanese values (Hino, 2009, 2012b). To this question, 16 respondents (38.1%) moderately agreed, and 11 (26.2%) strongly agreed, two (4.8%) moderately disagreed, one (2.4%) strongly disagreed, and 12 (28.6%) were neutral. Although the majority of the respondents answered favorably, nearly one in three students were indecisive. Furthermore, the students were divided on Q2 when asked whether they felt that they had genuinely participated in the world of English users. Thirteen (31%) moderately agreed, and seven (16.7%) strongly agreed; while three (7.1%) moderately disagreed, and 19 (45.2%) were neutral. Ostensibly, a tendency to choose neutral responses seemed to appear in this question.

Table 3
Class questionnaire results (N=42)

Questions	<i>M</i>	<i>SD</i>	strongly disagree		neutral			strongly agree
			1	2	3	4	5	
1. In this class, I have learned to see things from multiple perspectives.	4.3	0.5	0%	0%	4.8%	64.3%	31.0%	
2. In this class, I have felt that I am really participating in the world of English users.	3.6	0.9	0%	7.1%	45.2%	31.0%	16.7%	
3. This class has been useful for improving my international understanding.	4.1	0.7	0%	0%	19.0%	52.4%	28.6%	
4. This class has been useful for getting acquainted with English used in the real world.	4.3	0.7	0%	0%	11.9%	50.0%	38.1%	
5. This class has been useful for becoming familiar with the cultural diversity of English.	4.4	0.7	0%	0%	14.3%	28.6%	57.1%	
6. This class has been useful for improving my reading skills in English.	4.2	0.7	0%	2.4%	11.9%	52.4%	33.3%	
7. This class has been useful for improving my listening skills in English.	4.5	0.5	0%	0%	0%	47.6%	52.4%	
8. 'Good Japanese English' is a valuable means of international communication.	3.8	1.0	2.4%	4.8%	28.6%	38.1%	26.2%	

Discussion

This section addresses two research questions in light of the results of the IPTEL questionnaire discussed in the previous section. Some of the results from the questionnaire will be selected to address each question here. First, research question 1 sought to determine the ways in which listening to varieties of English was effective for learning. The four questions (Q1, Q3, Q4, and Q5) that addressed skills required for communication in the international context received more than 80% agreement rates; thus, this suggests that listening to varieties of English helped the students develop multiple perspectives, nurture international understanding, and learn about the cultural diversity of English and varieties of English spoken in the real world. The responses to these four questions indicate intentional, positive results, from the instructor's perspective.

Furthermore, positive results unexpectedly came from other questions as well. As shown in the responses to Q7, all students strongly or moderately agreed that the class had helped them improve their listening skills. This indicates that students perceived their improvement in listening skills by monitoring their level of comprehension of the delivered content across varieties of English each week. An explanation for the 100% agreement rate in Q7 is presumably due to the intensive listening that was required to comprehend the course content and to take comprehension quizzes. Some of the students took the quizzes home, if they wanted to, to repeatedly listen to the video clips, which might have facilitated their listening skill development. The

comprehension quizzes perhaps also served as supplementary material to help the listeners review how accurately they understood the content. In addition, the responses to Q6 showed that 85.7% strongly or moderately agreed that the class had helped them improve their reading skills in English. Although this class was not reading-focused, the agreement rate was high. A possible explanation is that readings in this class suited their level of proficiency, as the readings were prepared and selected considering their proficiency level. One student also mentioned in a conversation with the instructor after class that the level of the class was very suitable for him. Overall, the students seemed to take in-class activities seriously and be motivated to work on both reading and listening activities.

In contrast, their responses were less positive in Q2 when asked whether they felt that they had really participated in the world of English users; while 47.7% strongly or moderately agreed, the rest were neutral or moderately disagreed. This agreement rate is low, compared with the questions discussed earlier. The high rate of disagreement may be attributed to a lack of active use of English in class. The activity was passive in nature, as it focused on listening to varieties of English and answering comprehension questions. The instructor–student and student–student interaction was limited in this study. Moreover, a lack of cultural and linguistic diversity in class may be responsible for such a high disagreement rate. The students were all native speakers of Japanese with no foreign students present, and the class did not function as a community of practice for learners’ legitimate peripheral participation in the EIL context. Improvements should be made with regard to students participating in the world of English users. A possible solution would be to invite international students to the class so that the classroom can function more like an authentic environment for EIL (Hino, 2012a), providing regular opportunities for Japanese students to communicate with foreign students in English. International students should include non-native speakers of English, as non-native varieties of English were not familiar to most of the students in this study (see Table 1). Interaction between non-native speakers is mutually beneficial, as a variety of techniques can be learned for successful communication in English through such interactions. McKay (2010) states that interactions between non-native speakers “can provide a context for discussing various means by which individuals can seek clarification and establish relationships when they may have gaps in their knowledge of English” (p. 112). In sum, to have a sense of participation in the world of EIL users, students must have a hands-on opportunity to use English themselves with other English speakers and to see themselves as EIL users.

Research question 2 asked how the participants perceived their local variety of English when they were exposed to varieties of English. In Q8, 64.3% strongly or moderately agreed that “good Japanese English” is a valuable means of international communication. While this agreement rate shows a similarity to Hino’s study, it is in stark contrast to previous studies in which Japanese participants tended to prefer native English varieties and to devalue Japanese English (Matsuda, 2003a; Saito & Hatoss, 2011; Sasayama, 2013). In these studies, inner circle varieties of English were mainly learned among participants. On the other hand, in this study, along with varieties of English, good models of Japanese English were demonstrated by Japanese speakers who reported news and interviewed fluently in English. Exposure to both Japanese English and world Englishes may have a positive effect on the perception of Japanese students’ local variety as well as the recognition of other varieties. However, 35.7% were neutral or disagreed in Q8. A possible explanation for the disagreement rate is that listening to Japanese English in this class did not constitute sufficient exposure to “good Japanese English”, as Japanese English is not a familiar variety to

most students in this study (see Table 1). Good exposure to Japanese English would help students to positively recognize Japanese English as an acceptable variety. Tokumoto and Shibata (2011) pointed out that students' limited exposure to, and lack of sufficient interaction in, English may adversely affect their evaluation of Japanese English. Moreover, the notion of "good Japanese English" may not have been well established or understood by the participants in this study. Therefore, many participants might have given indecisive responses, as Japanese participants, in particular, tend to choose the midpoint on the Likert scale (Chen, Lee, & Stevenson, 1995; Oishia et al., 2005). In addition, de-ownership of English may be responsible for the non-agreement responses. The participants may consider that English is a subject of study and belongs to native speakers of English, i.e., speakers in inner circle countries (Saeki, 2015). Inner circle varieties are the models in English curricula in Japan (Kubota, 2002; Matsuda, 2003a), and American English is the most familiar variety to the students in this study. In sum, although many participants perceived that Japanese English could be an acceptable local variety, ownership of English appears to be complex, and more research is needed to further discuss and explore this issue.

While the present study has generally revealed positive reactions from the participants in listening to world Englishes, it has produced different IPTEIL questionnaire results to those in Hino (2012a). First, the questions pertaining to reading and listening skills (Q6 and Q7) received more positive responses in this study. The activity conducted was listening-focused, compared with reading-focused activity in Hino (2012a); thus, it could be expected that this study would receive more positive responses in terms of improving listening skills (Q7). As for reading skills (Q6), although this class was not reading-focused, the reading assignments seemed to be satisfactory. It is important to take into consideration that students were placed based on their TOEIC scores, which were used to inform the instructor's selection of readings. On the other hand, two questions received fewer positive reactions in this study (Q2 and Q8). Concerning Q2, the lack of in-class interactions in English may have been the main reason why the students did not consider themselves to be legitimate participants in the world of EIL users. While having international students in class is one solution (Hino, 2012a), creating such an environment was a real challenge in this study, as there were few international students at the university. Instructors should respond to these challenges locally, as available resources are sometimes limited in the EFL context. In Q8, students' past linguistic experiences need to be considered. Compared with those in Hino, the students in this study had lower English proficiency levels. Their relatively low proficiency levels as well as their limited exposure to a variety of Englishes may have affected their standpoint on "good Japanese English" as a local variety. Reaching a high proficiency level and gaining enough exposure to different varieties may help them self-identify as legitimate users. Finally, it should be noted that the differences in the four questions between the two studies do not suggest that one study is superior to the other. These differences may be explained by the design of the course, the difficulty level of activities used, and the proficiency levels among the participants.

Conclusion

The current study examined whether exposure to varieties of English was effective and whether Japanese English was recognized as a local variety of English in a Japanese university context. The study generally revealed positive reactions from the participants, showing the benefits of teaching practices that use world Englishes in class.

The questionnaire results of this study suggest that the class helped broaden the participants' view of the world and raised students' awareness of world Englishes used today. However, some issues emerged as a result of the questionnaire. The learners needed more interaction in the EIL context, possibly with international students from different cultural and linguistic backgrounds, to foster a sense of genuine participation as EIL users. Furthermore, it seems that the recognition of Japanese English is a complex issue. Although the majority of the students appeared to approve of Japanese English, this approval was, presumably, related to their proficiency levels and identities as English users. It is important to continue to provide an opportunity for students to be exposed to a variety of Englishes in order to investigate how their attitudes to, and perceptions of, Japanese English change over time.

There are limitations to this study, such as its small sample size. Although the responses from the participants were generally favorable, it is premature to generalize the results of this research. A larger sample size is needed to understand further the effects of listening to varieties of English among learners in the EFL context. Another shortcoming is the lack of data and methods for data collection. The study used closed-ended items alone to collect data from participants. This was rather general, and insufficient to obtain a strong understanding of the views participants held. In future studies, data triangulation will be required, with open-ended items and interviews that can capture detailed feedback and useful comments from participants. Finally, this was a brief, preliminary investigation; therefore, future studies should observe participants longitudinally. Extensive exposure to world Englishes may affect their proficiency and their approach to English learning, as well as perceptions of their local variety and linguistic diversity.

Furthermore, the findings in this study also have pedagogical implications for ELT in EFL contexts, including Japan. Given that formal English education is the primary source of exposure to the target language, school curricula should implement EIL teaching practices, such as IPTEIL in EFL contexts. The use of authentic materials within world Englishes education effectively raises awareness of the concept of EIL as well as the cultural and linguistic diversity of the English-speaking world among learners. This work has significance in its attempt to introduce varieties of English to students who rarely have the opportunity to be exposed to those varieties. In this small-size university, in the EFL context, the learning environment is not always ideal for students with the respect to the opportunity to encounter world Englishes in and outside of class. The class, although no international students were present, provided a good opportunity for the students to learn about such varieties. It should be noted that the use of world Englishes, as demonstrated in this class, can be an effective approach to learning and is applicable to classes in other ELT contexts and cultures, particularly in environments where such varieties are inaccessible in learners' lives.

It is important to include world Englishes in school curricula, given the global use of English. These curricula offer opportunities to learn about linguistic and cultural diversity around the world and to reinforce a mutual understanding of, and respect for, differences among EIL users. Though the ideal form of interactions would be face-to-face with interlocutors, these interactions are not possible in each educational environment. In such cases, the instruction of world Englishes could bridge the gap between having ample opportunities for exposure to such varieties and having very few or no opportunities for exposure to varieties of English. World Englishes can be incorporated into classes using different media as resources. As the results of this study suggest, the instruction of world Englishes was positively evaluated in general.

If well-planned and adjusted locally, the implementation can be effective and inductive, particularly in the EFL context.

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Note on Contributor

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Appendix 1

IPTEIL Class Questionnaire

Q1 : この授業では、世の中の出来事について多角的な視点から見ることを学ぶことができた。

In this class, I have learned to see things from multiple perspectives.

- A. とてもできた B. ややできた C. どちらとも D. あまり
E. 全く
言えない できなかった で
きなかった

Q2 : この授業では、英語を使う人々の世界に自分も参加しているという実感を得た。

In this class, I have felt that I am really participating in the world of English users.

- A. とてもできた B. ややできた C. どちらとも D. あまり
E. 全く
言えない できなかった で
きなかった

Q3 : この授業は、国際理解の向上に役立った。

This class has been useful for improving my international understanding.

- A. とても役立った B. やや役立った C. どちらとも D. あまり役立た E. 全く役立た
言えない なかった なか
った

Q4 : この授業は、現実の社会で使われている英語を知る上で役立った。

This class has been useful for getting acquainted with English used in the real world.

- A. とても役立った B. やや役立った C. どちらとも D. あまり役立た E. 全く役立た
言えない なかった なか
った

Q5 : この授業は、お国柄の違いによる英語の多様性に親しむ上で役立った。

This class has been useful for becoming familiar with the cultural diversity of English.

- A. とても役立った B. やや役立った C. どちらとも D. あまり役立た E. 全く役立た
言えない なかった なか
った

Q6 : この授業は、英語のリーディング能力の向上に役立った。

This class has been useful for improving my reading skills in English.

A. とても役立った B. やや役立った C. どちらとも D. あまり役立た E. 全く役立た

言えない なかった なか

った

Q7 : この授業は、英語のリスニング能力の向上に役立った。

This class has been useful for improving my listening skills in English.

A. とても役立った B. やや役立った C. どちらとも D. あまり役立た E. 全く役立た

言えない なかった なか

った

Q8 : 良い Japanese English は国際コミュニケーションの手段として価値が高い、という教育理念に賛同する。

'Good Japanese English' is a valuable means of international communication.

A とても賛同する B. やや賛同する C. どちらとも D. あまり賛同 E. 全く賛同

言えない しない しない

い

Quoted from Hino (2012a)

Appendix 2

Week 12 Listening Comprehension Questions

Listen to “101 East - Japan’s Ainu” by Harry Fawcett from *Al Jazeera* and decide whether the statements are true or false. Write T or F to each statement. If statements are false, underline the phrase/words that provide false information.

- () 1. Hideo Akibe said that there is no generation that speaks the Ainu language today.
- () 2. The Ainu way of life has deeply been rooted in nature.
- () 3. Ainu language was passed from parents to children both in spoken and written form.
- () 4. The population of the Ainu in Hokkaido is 24,000.
- () 5. The income and education level among the Ainu are as low as those of residents in Hokkaido.
- () 6. In 2008, the Japanese Diet officially recognized the Ainu as an indigenous people in Japan.
- () 7. Under the Hatoyama Administration, a panel was formed to advise policies to address Ainu claims and other issues such as land access, educational assistance and Ainu language teaching.
- () 8. According to an official estimate, nearly 3,000 Ainu live in the Greater Tokyo Area.
- () 9. Ainu people living outside Hokkaido receive equal support as those living in Hokkaido.
- () 10. Koji Yuki, an Ainu artist, thinks that Japan is the first developed countries to move toward indigenous people's rights.
- () 11. Tadashi Kato, the head of Ainu Association of Hokkaido thinks that as a start, Japan needs to form a task force to devise laws for the Ainu and to create symbolic space for the Ainu.
- () 12. Tadashi Kato believes that education and employment are the most serious issues among the Ainu.
- () 13. The Japanese have ignored the Ainu issues for ages because democracy prioritizes the thoughts of the majority and the majority expect the minority to simulate and disappear.
- () 14. Katsuya Ogawa from Democratic Party of Japan has had no Ainu acquaintances in his childhood and learned a little about Ainu only from the school textbook.
- () 15. Japan is preparing to put in place schemes such as scholarships and free high school tuition, in order to improve educational opportunities only for Ainu.