Effects of Awareness Raising Activities About World Englishes on EFL Learners

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The effects of raising students' awareness about World Englishes (WE) is an under-researched, but promising area of study. Few studies have investigated the effects of WE awareness raising activities in classroom. To fill this gap in research, the researcher designed experimental awareness-raising activities over nine weeks. Based on pre- and post-questionnaire data and comments collected every three weeks from 38 university students in Japan, the present research attempted to investigate two research questions: Do awareness-raising activities influence the learners' attitudes and beliefs about speaking English and their own English accent? and, of the many topics dealt with throughout the course, which topic did participants find more important? The changes in item mean scores between pre- and post-tests and the thematic analysis of comments suggest that participants' anxiety about speaking English weakened and their perception of English with a Japanese accent was altered. Meanwhile, the awareness-raising talks seem to have reminded participants of the importance of learning and speaking English. Despite its shortcomings, this study has presented findings which will support the positive effect of awareness-raising activities about WE and suggested awareness-raising is a promising approach to mitigating perfectionistic attitudes of Japanese English learners.

This paper begins with a discussion of the rationale for the benefits of raising awareness about World Englishes (WE). The concept of WE will be defined in more detail later. It is thought awareness-raising activities can show role models for Japanese learners in becoming confident English users. Japanese learners have low self-confidence in speaking English. For instance, despite the lack of actual experience communicating in English, nearly half of Japanese high school students believe their English is unintelligible (Matsuda, 2003). Matsuda speculated that

their lack of awareness that English serves the wide range of functions in the world reinforced the perception that English spoken by Japanese is "either Japanese or incorrect English that deviated from the 'real' English of native speakers" (p. 493). Despite changes that the English education in Japan has gone through in the past few decades, little change seems to have occurred in terms of student attitude toward speaking. Ryan (2009) argued that for most of the secondary school students in Japan, English is "stripped of any communicative function" and that it exists "as content for a series of examinations" (p. 125). Speaking has not been emphasized as much as reading and listening in the classroom at senior high schools because English speaking abilities are not tested most of the time in the entrance examinations to college. For example, Butler and Iino (2005) reported swift reactions of some high schools and cram schools in response to the introduction of a listening section to the standardized entrance examination for college, Center Test, in 2006.

Though underemphasized in Japan, the teaching of pronunciation is of great importance. The goal of teaching English pronunciation is not necessarily to try to make students sound like native speakers (NSs) of English (Riney, Takada, & Ota, 2000). Cook (2005) maintained "teaching should try to make them [students] independent L2 users who can function across two languages" (p. 53). Matsuda's (2003) finding that one out of two Japanese high school students believe their spoken English is unintelligible suggests a reasonable possibility that raising awareness of English pronunciation may lead to a fairer perception of their own English.

The need to raise Japanese learners' awareness about WE can be argued from another perspective, too. The lack of Japanese students' awareness about the outer world has been discussed. For instance, the separation of an EFL classroom from the real communication is well illustrated in Yoshida (2002). He proposed the Fish Bowl and the Open Seas Models and contrasted the differences between a traditional EFL classroom and real interactions in the globalized world. Yoshida argued that Japanese learners of English live in an isolated, artificial environment and that they miss the opportunity to learn to accept differences in the use of English. One of the realistic purposes of the EFL

classroom is to enable students to pass high-stakes examinations. However, the fundamental and primary purpose of language teaching is to prepare students for real communication. Therefore, the necessity from the viewpoint of preparation for future communication should be emphasized too. As Jenkins (2001) argued, learners' understanding of the sociolinguistic reality of varied use and users of English should be enhanced. For these two reasons, it is important for teachers to make their students more aware of the growing number of non-native English users and of the actual English use today.

The following sections describe some concepts related to learners' attitudes and beliefs, and WE. Self-confidence in using the L2 is defined as "low anxious affect and high self-perceptions of L2 competence" (Clément, Dörnyei, & Noels, 1994, p. 422). This means if learners feel less anxious about speaking English and if they think they can speak English, we can say the learners probably have a higher level of self-confidence in speaking English. Willingness to Communicate (WTC) in L2 is defined as the "probability of engaging in communication when free to choose to do so" (MacIntyre, Clément, Dörnyei, & Noels, 1998, p. 546). Yashima (2002) conceptualized attitude toward the international community that influences English learning and communication among Japanese learners as International Posture. Referring to the components of the concept, she presented interest in foreign or international affairs, willingness to go overseas to stay or work, readiness to interact with intercultural partners, and openness or a non-ethnocentric attitude toward different cultures (Yashima, 2002).

Key concepts related to WE will be reviewed in this paragraph. The Three Concentric Circle Model (Kachru, 1989) illustrates how the English language is spread, acquired, and used in the world. The Inner Circle represents native English speaking countries, whereas the middle and outermost circles represent non-native English speaking countries. People born in the Inner Circle countries are considered by and large to speak English as a native language (ENL). The middle circle is called the Outer Circle, Where English is used as an official language and people speak English as a second language (ESL). The outermost circle called the Expanding Circle represents the rest of the world where English is spoken as a foreign language (EFL). The concept of WE places a primary focus

Table 1
Classroom Activities Documented in Literature

Researcher (Year)	Participant	Duration	Location
Ates, Eslami, and Wright (2015)	Preservice teachers	4 sessions	United States
Baik and Shim (2002)	English majors	15 weeks	Korea
Brown (2008)	Non-Eng. majors	90 min each	Japan
Chang (2014)	English majors	Semester	Taiwan
Galloway (2013)	Non-/Eng. majors	13 weeks	Japan
McLean (2004)	Non-/Eng. majors	3 days	Japan
Morrison and White (2005)	English majors	-	Japan
Sung (2015)	Non-Eng. majors	4 weeks	Hong Kong
Sutherland (2006)	Non-/Eng. majors	13 weeks	Japan
Takagaki and Tanabe (2004)	High school Ss	11 weeks	Japan
Tanghe (2014)	English majors	15 weeks	Korea

on the use of English in the Outer and Expanding Circles, and it acknowledges and respects differences in English (Kachru, 1993). The concept of English as a Lingua Franca (ELF), which has been advocated since the turn of the millennium, aims to shed further light on the legitimacy of non-native English varieties (Jenkins, 2006). Those who teach with the concept of ELF are accepting different varieties. However, for those who teach EFL, only native English is the norm, and that is the target for our EFL learners.

Pedagogical Approaches

A preliminary search was conducted in the ERIC (Education Resources Information Center) database with such key words as "awareness", "Englishes", "accent," and "teach" to identify awareness-raising classroom activities documented in the literature. The search resulted in 11 studies (Table 1). Six were conducted in Japan, and the remaining studies were administered in Hong Kong, Korea,

Taiwan, or the US. All the activities were designed to raise awareness about WE.

The following paragraphs will describe classroom activities from Table 1 studies according to the topics discussed in each activity. The activities will be presented in the following three topics: listening proficiency, discussions, and awareness raising. Multiple references to the same researcher is made when their activities are related to more than one topic.

First, in order to enhance listening proficiency, Ates, Eslami, and Wright (2015) used YouTube videos of non-native speakers (NNSs) in Europe and in Asia. Baik and Shim (2002) exposed their students to Inner, Outer, and Expanding Circle Englishes by leading them to the websites of radio stations around the world. Similarly, Sutherland (2006) gave lectures in order to orient students towards various concepts of WE before asking students to access aural materials on the internet and listen to WE individually. Brown (2008) showed students video interviews of their Japanese, Korean, and Russian faculty who were well-known to them and who did not specialize in English. Galloway (2013) asked students majoring in English to listen to English speakers of their choice over 13 weeks. They were instructed to listen for 10 minutes at one time, and write their reflections in the journal. Sung (2015) asked university students in Hong Kong to watch a video clip of an interview with a linguist, David Crystal, and answer questions, e.g., "What should teachers tell their students about language variation?" Secondly, Galloway (2013) gave reading assignments about WE to English majors in Japan, standard language ideology, and ELF research, whereas Baik and Shim (2002) asked Korean university students majoring in English to write their opinions on fallacies on English education in Korea.

Awareness raising was conducted through a variety of discussions. For example, Ates et al. (2015) led discussions with pre-service teachers in the US about the issues related to a dichotomy between native and non-native English speakers, and ownership of English. They held another discussion online using a discussion board, where participants chose a character from a Disney or any other animated film who spoke with an accent and discussed why they thought the specific accent was chosen for that character. Chang (2014) held discussions at a college in Taiwan on the spread of English as the global lingua franca, as well

as language death and preservation. In Galloway's (2013) course, advanced level Japanese university students had discussions on the advantages and disadvantages of the spread of English and ELF. Tanghe (2014) designed an interesting discussion on the native and non-native dichotomy. Students were given a scenario where they were on the hiring committee for a new English professor at a university in Korea. One applicant was an American who had a 10-year-long working experience in a bank in the US and a one-year-long experience at a language school in Korea. The other applicant was a Thai majoring in English education who had taught English at a university in Thailand for 10 years. Students discussed who they would hire and why.

Finally, awareness raising was conducted as comprehensive experiential activities as well. McLean (2004) proposed a three-day project in small groups. University students were instructed to study the history, status, and use of English in one of the Outer Circle or Expanding Circle countries, and present the results of their research in class. Ates et al. (2015) invited 12 international graduate students to the classroom, and the students talked about the status of English and the varieties of English in their countries. Then, they joined a group discussion with participants. As a course assignment, Baik and Shim (2002) asked students to interview three speakers from each concentric circle. Takagaki and Tanabe (2004) reported on two courses offered at a public senior high school in Japan over 11 weeks. Students met for an English-mediated class by WE speakers once a week, and they met again for a follow-up class in Japanese. They invited a Filipino speaker of English to teach home economics and an Indonesian teacher to assist her. In addition, a course in politics and economics was taught by a Dutch speaker of English.

This section presented awareness-raising activities conducted in the classroom. However, none of the studies described above used experimental design, nor did they examine the effects of raising awareness. In order to fill this lack of research and explore the effects on Japanese learners of English, awareness-raising classroom activities were developed with experimental design. This study attempts to investigate two research questions. RQ1: Do awareness-raising activities influence the learners' attitudes and beliefs about speaking English and

their own English accent? RQ2: Of the many topics dealt with throughout the course, which topic did participants find more important?

Methods

Participants and Procedures

A total of 42 second-year university students majoring in health sciences participated in this study. The experiment was conducted in the regular classes of a required English course, of which the researcher was in charge. Informed consent was obtained in writing from all students before the experiment. However, the data of four students who did not attend all data collection sessions were excluded from analyses, which made the number of final participants 38 (female = 26; male = 12). Their first language was Japanese, and their overseas experiences were unknown. The university administered a standardized English proficiency test called Visualizing English Language Competency (VELC) Test to all the students as the placement test. The average score of 543.5 for this group suggested that their English abilities were slightly higher than those of the average Japanese university students. A rough conversion table of the scores between the VELC Test and the TOEIC Test is available at https://www.velctest.org/outline/, and the average score for this group was equivalent to 511.8 of the TOEIC.

Participants listened to 10-minute talks by their teacher every week except for the tenth week when they watched a TV program. The topics of teacher talks and TV program are provided in Table 2. The topics included research findings about the effects of accents on comprehension. Some papers used in the talks are dated. However, they were included in the topics for the sake of their unique findings. For instance, a strong accent did not necessarily affect intelligibility of NNS English (Munro & Derwing, 1995); an English speech made by a Japanese speaker was found to be intelligible 75% of the time by the listeners from 11 countries, and intelligibility of the Japanese speaker was ranked third among seven speakers (Smith & Rafiqzad, 1979). The TV program viewed in week 10 introduced Japanese businessmen who were struggling with English due to their recent job requirements. In the latter half of the program, Kumiko Torikai, Professor Emeritus at Rikkyo University, emphasized the importance of putting

Table 2

Topics Covered in Awareness-raising Classroom Activities

Week		Topics
1	1.	Native language, official language, and foreign language
	2.	Kachru's three concentric circle model
	3.	Population of six English speaking countries (= the Inner Circle countries)
	4.	54 countries in the British Commonwealth
	5.	Population of the world
	6.	Who are English speakers?
2	1.	Percentage of global interaction involving NSs (Graddol, 2006)
	2.	National breakdown of assistant language teachers in Japan
	3.	Countries NNS assistant language teachers in Japan come from
	4.	Percentage of Americans/Australians who speak languages other than English at home
	5.	Percentage of Singaporeans who speak English at home
	6.	Genetic NSs and functional NSs
3	1.	Newspaper article "French Pride Tested at EU Summit"
	2.	Language choice by the heads of state at the UN General Assembly (Kawashima, 2014)
	3.	"Kodokan" judo and international judo
	4.	Ownership of judo and ownership of English
4	1.	Accents and dialects
	2.	Types of accents
	3.	Roles of accents: Accents as group/individual/affective markers
	4.	What is Standard English?
	5.	Critical Period Hypothesis
5	1.	Concepts of EIL, WE, and ELF
	2.	Changes in the English stipulated in the Courses of Study
6	1.	Strength of accents and intelligibility (Munro & Derwing, 1995; Derwing & Munro, 2008; Anderson-Hsieh & Koehler, 1988)
	2.	Speech rate and intelligibility
7	1.	Background knowledge about the topic and intelligibility (Gass & Varonis, 1984)
	2.	Familiarity with the accent and intelligibility (Derwing & Munro, 1997)
	3.	Recognition of accents and speakers' countries of origin (Bayard, 1991)
8	1.	Intelligibility of NNS English (Smith & Rafiqzad, 1979)
9	1.	TV Program: NHK's "kuroozu appu gendai" or Today's Close-Up titled "Dokomade Hitsuyo? Nihonjin No Eigo" or "To what extent do the Japanese need English?" (NHK, 2009)

their thoughts into words before worrying about grammar or pronunciation.

Data Collection and Analysis

The experiment lasted for 11 weeks. An identical questionnaire was administered in week 1 as the pre-test and in week 11 as the post-test. Participants attended awareness-raising activities over nine weeks (week 2 to week 10). Student journals were collected every three weeks during the experiment (week 4, week 7, and week 10). Students were asked to write in Japanese what they had felt or thought after listening to the teacher talk about accents on a piece of paper.

A specifically designed questionnaire with 70 test items was administered as pre- and post-tests. Those 70 items, some of which were from previous studies, were intended to elicit the following learner beliefs and attitudes: Anxiety about Speaking English ($n = 7$), Self-Confidence in One's Ability to Master English ($n = 6$), Liking for Speaking English ($n = 3$), Aspiration for Better Pronunciation ($n = 4$), Recognition of Correct Pronunciation ($n = 3$), Ideal L2 Self ($n = 6$), International Posture ($n = 16$), WTC ($n = 8$), Perception of English accents ($n = 3$), Self-evaluation of English speaking proficiency ($n = 1$), Attitudes toward NS accents ($n = 6$), and other seven items related to pronunciation and speaking English. The test items except for four items that were not discussed in the paper are presented in Appendices A, B, and C with the notes from which studies they were adopted. The number of items differed in the original studies, so there were varying numbers of items.

The questionnaire had three types of test items. For the first type of test items, participants were instructed to indicate the extent to which they agreed to each statement by choosing from 1 (strongly disagree), 2 (disagree), 3 (neither disagree nor agree), 4 (agree), and 5 (strongly agree). The second type of test items adopted a semantic differential technique in which five 5-point scales labelled by bipolar adjectives were used to elicit participants' impressions or attitudes toward certain accents. Third, there was one test item for self-evaluation of English speaking proficiency which asked participants to choose one can-do statement.

The analysis of student journals started with typing all the comments in

Japanese on a computer. Then, by identifying key words or words that occurred frequently, data were coded and classified in order to extract themes with an English translation (by the author). Some participants' individual reflections on a particular point contained more than one discrete comment. So, judging from overall meanings which the researcher assumed they intended to convey, their reflections were divided into smaller comments so that each comment would contain a single point of view. Translation into English was done by the researcher. To protect anonymity, participants were numerically coded from S1 to S38.

Results

Positive treatment effects were observed in the rating of test items related to "anxiety about speaking English", "self-confidence in one's ability to master English", "perceptions of English pronunciation", and "attitudes toward American and Japanese accents". A drop in the ratings of Items 1 and 4 indicated that participants' anxiety about speaking English weakened after the awareness-raising activities. On the other hand, the ratings of Items 2 and 6, which referred to "self-confidence in one's ability to master English", went up. Moreover, the increased rating of Item 67 shows that participants' perception of their own English accent turned more positive. Items 22 and 65 tested how (un)important participants think it is to sound like NSs. The marked fall in the ratings suggests that participants came to think that communication is more important than sounding like a NS.

Table 3 presents the result of the translated thematic classification of participants' comments collected through students' journals at week 4 (time 1), week 7 (time 2), and week 10 (time 3). A total of 238 comments were sorted into eight topics: speaking English, linguistic situation, English ability and language learning, accents, intelligibility, English speakers, ownership of English, and items unrelated to the themes of this research. The topics are presented in the descending order in terms of the total number of comments collected at the three data collection points. It should be noted that different results were recorded at different times.

Table 3
Thematic Classification of Participants' Comments

Topic	Time 1 (n = 75)	Time 2 (n = 71)	Time 3 (n = 92)	Total (N = 238)	Total(%)
Speaking English	23	5	27	55	23.1
Linguistic situation	18	1	23	42	17.6
English ability and language learning	2	8	31	41	17.2
Accents	0	32	0	32	13.4
Intelligibility	0	22	9	31	13.0
English speakers	22	2	1	25	10.5
Ownership of English	7	0	0	7	2.9
Others	3	1	1	5	2.1

The topic which participants commented on most throughout the course was speaking English (23.1% of the total number of comments throughout the course). The teacher talks may have reminded participants of the importance or need of learning and speaking English. Some participants felt the need to learn English when they heard that Japanese leaders did not address the United Nations General Assembly in English (S15, S25, S35: Time 1). Many participants were encouraged by Prof. Torikai. One quoted her comment "We tend to care about grammar and pronunciation in speaking English. However, what is truly important is to speak English no matter how short it might be with confidence and show this is my English" (S1: Time 3). After this student agreed to Torikai's speech, she went on to state, "The fact that English has become a language for communication around the world means that English is, in fact, just a tool for communication among NNSs." Furthermore, it is possible that some participants' interest in English and their interest in speaking English was enhanced. For instance, one participant wrote "I will learn English with a new knowledge that English is not just used among native speakers but that it

is spoken as a world language" (S29: Time 1). After they listened to the talks on accents, there seemed to be a shift in their goals. One participant commented, "When I study English, I always care about my own English pronunciation which is not 'perfect' or 'beautiful'. However, many accents are spoken in the world, and we can communicate with each other (using English) with accents. I thought it important to become more confident in speaking English" (S30: Time 2).

Of the two topics which were nearly tied for the second most popular (17.6% of the total comments), one was linguistic situation. This referred to multilingual societies outside of Japan, global spread of English, and language and language learning situations in Japan. The other topic, which was very close to the above in percentage (17.2%), was reflections about English ability and attitudes toward language learning. They referred to both participants themselves and Japanese learners in general. Some comments implied the development of positive learner belief in participants. For example, one participant wrote "I was poor at pronunciation, and I never ever wanted to try an English conversation. However, my feeling of inferiority toward English conversations became slightly weaker" (S32: Time 3). At the same time, comments emerged at Time 3 which saw a departure from previous perfectionistic attitudes that were held by the participants. "I think getting our feelings across in broken English is enough. I felt it is becoming more difficult to define what 'perfect English' is when varieties of people speak English" (S8: Time 3). "I thought the idea that there is no need to be perfect is a step which encourages me to continue my studies" (S38: Time 3).

Another pair of topics, namely accents (13.4%) and intelligibility (13.0%), were in the next group in ranking. The talks might be surprising for many participants who tend to aspire to speak English without an accent. The story that even NSs have accents may have been unexpected knowledge for them. The following comment shows a change in a student's perception: "Many people have accents. I used to think NSs are the best, but I came to think this was not true" (S6: Time 2). The topic of intelligibility included five comments that intelligibility is more important than perfect pronunciation. For instance,

a student added "Thinking that we don't need to be perfect might be the first achievable step" (S38: Time 3).

Many of the remaining comments referred to the number of English speakers and the definition of NSs. They tend to use the word "native (speaker)" frequently in Japanese perhaps without caring much about what it actually means. Therefore, they may have been surprised to learn about the conventional practice of defining the NS on the basis of the country the speaker comes from rather than on the basis of the English proficiency level they have achieved. One participant commented, "I thought as long as people come from a country where English is used, they will be NSs. However, I was surprised to know that only the people from certain countries are entitled to be NSs" (S31: Time 1). Another participant wrote, "I learned that it is difficult from the beginning to define the NS" (S27: Time 1). Others felt that they should familiarize themselves with English further when they found that NSs are only a small part of English users in the world and that most of them are NNSs.

Discussion

Despite the growing number of awareness-raising activities in the classroom, little research has been done to examine the effects of raising awareness. This study was designed to help fill the gap in research. The first research question this study addressed was whether a set of 9-week awareness-raising activities (Table 2) would influence Japanese EFL learners' attitudes and beliefs about speaking English and their own English accent. Positive changes were observed in the ratings of some questionnaire items related to anxiety about speaking English and self-confidence in one's ability to master English. For instance, the rating of Item 4 "I feel shy when I speak English" dropped, and the rating of Item 6 "Japanese English can be understood by the people in the world" went up. This finding underlines a widely held argument that awareness-raising activities can introduce role models for Japanese learners in becoming confident English users.

The second research question was to ascertain, of many topics dealt with throughout the course, which topic Japanese learners would find more important. The thematic analysis of participants' responses revealed that the

importance or need of learning and speaking English was the topic most frequently discussed throughout the course. The responses in this classification also included participants' comments about their enhanced interest in English and in speaking English.

Moreover, an increased awareness about accents seemed to have contributed to a shift in participants' goals of language learning. One student (S30: Time 2) comment suggested that she was "emancipated" from a fallacy that her English pronunciation should be "perfect" or "beautiful" and she came to think speaking English confidently is more important. In addition, the second most popular references were to the ever-growing spread of English in the world and to the unfavorable comments about language and language learning situations in Japan. These findings seem to uphold the validity of the Yoshida's (2002) argument that Japanese learners, living in an isolated and artificial environment, miss the opportunity to learn to accept differences in the use of English.

Finally, this research is not free from limitations and there are ways to improve this research in the future. For instance, this study should be replicated with a larger sample or with a control and experimental groups. In addition, test items need to be reconsidered. Some items which seemed unrelated, e.g., WTC and International Posture, can be omitted and others such as self-evaluation of English speaking proficiency should be revised. Only one can-do statement was inefficient to measure learners' self-perceived proficiency levels in Japan, for they tend to value self-deprecation (Ohata & Christianson, 2008). Despite its shortcomings, this study has presented the meaningful findings. These results provided empirical support to the positive effects of awareness-raising activities about WE and suggested that awareness raising is a promising approach to mitigating perfectionism of Japanese English learners.

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Appendix A

Table of Means, SD, and Differences for Items from Kawashima (2013)

		Time 1		Time 2		
		M	SD	M	SD	Diff
	Anxiety about Speaking English					
1	I get nervous when I read English aloud.	3.63	1.36	3.00	1.36	-0.63
3	I do not have confidence in pronunciation when I read English aloud.	4.29	1.01	4.00	1.09	-0.29
4	I feel shy when I speak English.	4.03	1.08	3.55	1.18	-0.47
7	I am relaxed when I speak English. (*)	4.05	0.90	3.92	0.85	-0.13
8	I am afraid that other students will laugh at me when I read English aloud.	3.34	1.28	3.05	1.25	-0.29
13	I am ashamed of my English pronunciation.	3.39	1.28	3.24	1.22	-0.16
19	I feel uncomfortable when I read English aloud.	2.89	1.20	2.74	1.20	-0.16
	Self-Confidence in One's Ability to Master English					
2	Japanese people can speak English well.	1.55	0.69	2.26	0.95	0.71
6	Japanese English can be understood by the people in the world.	2.58	1.06	3.21	1.09	0.63
9	Speaking English with other Japanese people will not improve my English pronunciation. (*)	2.92	1.24	2.92	0.97	0.00
10	We can have good English pronunciation even if we haven't spoken it from childhood.	3.26	1.41	3.39	1.03	0.13
15	We can speak English well even if we haven't spoken English from childhood.	3.50	1.35	3.89	0.98	0.39
18	It is impossible for Japanese people to make correct English pronunciation. (*)	4.05	1.01	3.76	1.10	-0.29

		Time 1		Time 2		
		M	SD	M	SD	Diff
	Liking for Speaking English					
5	It is fun to read an English textbook aloud.	3.11	1.35	3.24	1.15	0.13
11	I like speaking English.	2.87	1.28	2.74	1.33	-0.13
17	I don't dislike reading an English textbook aloud.	3.61	1.17	3.76	1.10	0.16
	Aspiration for Better Pronunciation					
16	I want to speak English like an American.	4.08	1.12	3.68	1.14	-0.39
24	It is important to speak English with an excellent pronunciation.	4.24	0.75	4.05	0.80	-0.18
27	Acquiring proper pronunciation in English is important to me.	3.95	0.93	3.76	0.88	-0.18
28	I am satisfied with my English pronunciation. (*)	4.53	0.69	4.08	1.05	-0.45
	Recognition of Correct Pronunciation					
20	I know what correct English pronunciation is like.	2.53	0.98	2.95	0.93	0.42
23	There is someone I am trying to be like when speaking English.	2.34	1.48	2.50	1.45	0.16
29	In listening, I can tell correct pronunciation from incorrect.	2.05	1.14	2.21	1.07	0.16
	Other Items					
12	I always try to make correct pronunciation when I read English aloud.	3.63	1.00	3.58	1.03	-0.05
14	Other students are better at reading English aloud I.	2.87	1.55	2.63	1.02	-0.24

		Time 1		Time 2		
		M	SD	M	SD	Diff
21	My English pronunciation is good.	1.55	0.86	1.82	0.95	0.26
22	Communicating is much more important than sounding like a native speaker.	3.82	0.95	4.39	0.68	0.58
25	We shouldn't say anything in English until we can say it correctly.	1.76	0.85	1.45	0.65	-0.32
26	It is necessary to know about American or British cultures in order to speak English.	3.53	1.18	3.63	1.05	0.11
30	English spoken by Japanese people will be better if it doesn't have a Japanese accent.	3.74	1.20	3.18	1.09	-0.55

Notes: (*) indicates a reverse-coded item.

Appendix B

Table of Means, Standard Deviations, and Differences for Other Motivational Items

		Time 1		Time 2		
		M	SD	M	SD	Diff
	Ideal L2 Self (from Taguchi et al., 2009)					
31	I can imagine myself living abroad and having a discussion in English.	1.66	0.85	1.76	0.82	0.11
33	The things I want to do in the future require me to use English.	2.16	1.26	2.34	1.05	0.18
36	I can imagine myself speaking English as if I were a native speaker of English.	1.53	0.98	1.58	0.92	0.05
42	I can imagine myself as someone who is able to speak English.	1.95	0.98	2.24	1.10	0.29
47	I can imagine a situation where I am speaking English with foreigners.	2.11	1.09	2.26	1.13	0.16
51	Whenever I think of my future career, I imagine myself using English.	1.58	0.72	1.74	0.92	0.16
	International Posture (foreign affairs) (from Yashima, 2002)					
41	I often read and watch news about foreign countries.	2.47	1.27	2.34	1.17	-0.13
35	I often talk about situations and events in foreign countries with my family and/or friends.	1.92	1.22	2.03	1.17	0.11
52	I have a strong interest in international affairs.	2.39	1.22	2.37	1.13	-0.03
	International Posture (international vocation) (from Yashima, 2002)					
32	I want to work in a foreign country.	2.16	1.22	2.32	1.21	0.16
38	I don't think what's happening overseas has much to do with my daily life. (*)	4.26	0.89	4.05	0.93	-0.21

		Time 1		Time 2		
		M	SD	M	SD	Diff
43	I want to work in an international organization such as the United Nations.	1.55	0.95	1.61	0.89	0.05
45	I would rather stay in my hometown. (*)	3.32	1.44	3.42	1.43	0.11
48	I am interested in working abroad.	2.32	1.28	2.29	1.14	-0.03
50	I would rather avoid the kind of work that sends me overseas frequently. (*)	2.58	1.31	2.55	1.39	-0.03

International Posture (intercultural approach tendency) (from Yashima, 2002)

		Time 1		Time 2		
34	I try to avoid talking with foreigners if I can. (*)	2.55	1.22	2.74	1.13	0.18
37	I want to participate in a volunteer activity to help foreigners living in the surrounding community.	2.34	1.05	2.68	1.23	0.34
39	I would feel somewhat uncomfortable if a foreigner moved in next door. (*)	3.45	1.16	3.24	1.15	-0.21
40	I want to make friends with international students studying in Japan.	3.58	1.18	3.45	1.06	-0.13
44	I would help a foreigner having trouble communicating in a restaurant or at a station.	2.55	1.29	2.89	1.13	0.34
46	I would talk to an international student if there were one at school.	2.18	1.01	2.47	1.03	0.29
49	I wouldn't mind sharing an apartment or room with an international student.	2.92	1.28	2.92	1.24	0.00

Notes: (*) indicates a reverse-coded item.

Appendix C

Table of Means, Standard Deviations, and Differences for WTC and Attitudes Toward Native-Speaker Accents

		Time 1		Time 2		
		M	SD	M	SD	Diff
	WTC (from Yashima, 2002)					
53	Speak in public to a group of strangers	2.00	0.90	2.00	0.77	0.00
54	Talk with an acquaintance while standing in line	3.16	1.10	3.05	1.06	-0.11
55	Discuss with a group in English class	3.16	0.89	2.95	0.80	-0.21
56	Talk in a large meeting of strangers	2.58	0.95	2.61	0.95	0.03
57	Speak freely in English class	2.26	0.92	2.47	1.01	0.21
58	Talk with a friend while standing in line	3.50	0.89	3.45	0.92	-0.05
59	Speak in front in English class	2.74	1.06	2.58	0.95	-0.16
60	Talk in a small group of friends	2.89	1.01	3.13	0.99	0.24
	Attitudes toward NS accents (from Episcopo, 2009; Guinn-Collins, 2011)					
65	How important is it for you to sound like a native speaker?)	3.45	0.98	2.84	1.00	-0.61
66	When you are speaking to another NNS, how important is it for you that s/he has a native-like accent?	2.89	1.13	2.47	1.08	-0.42
67	How do you feel about your English accent?	2.18	0.73	2.53	0.69	0.34
68	What do you think about the American English accent?	3.16	0.75	3.08	0.71	-0.08
69	What do you think about English with a Japanese accent?	2.39	0.75	2.74	0.69	0.34
70	What do you think about English with a NNS accent?	2.71	0.65	2.71	0.73	0.00