

Japanese University Students' Attitudes Toward English Diversity

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1. Abstract

This study examines Japanese university students' attitudes toward English diversity within the framework of Global English (GE), which emphasizes communication across diverse linguistic backgrounds. Based on questionnaire data from 348 students, the research investigates how overseas experience and prior exposure to non-native English-speaking teachers (NNESTs) influence speaking reluctance and teacher preferences. The findings reveal that students with overseas experience exhibit significantly lower hesitation in speaking English, suggesting increased confidence and communicative willingness. However, they also show a stronger preference for native speaker (NS) teachers and reduced acceptance of Japanese teachers. In contrast, prior experience with NNESTs does not lead to statistically significant differences in learning preferences. Overall, the results indicate that native-speaker bias remains prevalent and that students may lack a clear understanding of English diversity. The study underscores the importance of incorporating pedagogical practices that promote awareness of diverse English users and encourage more inclusive and realistic perspectives on English learning.

2. Main results

Variable	Group	N	Mean	SD	p
Reluctance to Speak English	Abroad	57	3.35	1.53	.024*
	No Abroad	229	3.85	1.39	

Statistically significant ($p < .05$)

Variable	Group	N	Mean	SD	p
Desire to Learn from NS Teachers	Abroad	57	4.61	1.33	.001*
	No Abroad	229	4.03	1.29	
Acceptance of Japanese Teachers	Abroad	57	2.61	1.45	.005*
	No Abroad	229	3.15	1.35	
Desire to Learn from NNEST Teachers	Abroad	57	3.91	1.31	.164
	No Abroad	229	3.63	1.23	

Variable	Experience	N	Mean	SD	p
Desire to Learn from NNEST	NNEST experience (YES)	79	3.94	1.25	.167
	NNEST experience (NO)	112	3.64	1.38	
Desire to Learn from NS	NNEST experience (YES)	79	4.39	1.32	.255
	NNEST experience (NO)	112	4.13	1.42	

3. References

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