

Japan and ELF – policy and practice

David Paterson

松 山 大 学
言語文化研究 第35卷第1号 (抜刷)
2015年9月

Matsuyama University
Studies in Language and Literature
Vol. 35 No. 1 September 2015

Japan and ELF – policy and practice

David Paterson

Introduction

Globalization advances at a rapid pace...and we live in the age of increasing borderless flow of things, people and money...command of English is required in many fields...the level of English-language skills has a great impact on one's future...

(MEXT, 2011 : 2)

Since the turn of the century there have been many official pronouncements from the Japanese government regarding the need for a population “with English abilities” (MEXT - Ministry of Education, Culture, Sports, Science and Technology, 2003) and bold goals set for improving teaching of the language within a limited number of years. While such policy documents may often appear belated attempts to jump on already departing educational bandwagons, it should be noted that as early as 2000 (broadly contemporary to many key works in the field, such as Crystal 1997, Graddol 1997, Jenkins 2000, Prodromou 1997, Widdowson 1998) the Prime Minister's Commission on Japan's Goals in the Twenty-First Century (CJGTC) was referring to English as “not...simply a foreign language but...*the international lingua franca*”, enabling access to foreign culture and as a tool to spread *Japanese* culture beyond a “Frontier Within” (italics added).

The lack of practical support to realise such aims and habitually disappointing

results when levels are compared to those achieved in other countries, particularly elsewhere in Asia, raise doubts about the extent to which the function of English is really viewed as the “common international language” repeatedly referred to in the “Action Plan” (MEXT, 2003). The comparison to near neighbours occasionally appears to manifest the conflicting attitude of assumed superiority over many other non-native speakers on the one hand, and an overwhelming inferiority complex toward native English speakers on the other (Morizumi, 2009).

Opposing the general trend of promoting foreign language learning, more reactionary views have also been expressed, such as then newly-appointed Minister of Education (notably at the start of current Prime Minister Shinzo Abe’s first term of office), Bunmei Ibuki’s insistence that the “sweets and cakes” of English classes only be offered after the “protein and starch” of the Japanese language has been fully digested by young consumers (2006). Nevertheless, while such conservative criticism may, rather ironically, find itself aligned with much current linguistic theory, from TEFL (Teaching English as a Foreign Language) to SLA (Second Language Acquisition), where the older child is often presented as equally, if differently, well-equipped for language learning (e. g. DeKeyser 2003, Ellis 2008, Kirkpatrick 2010, Munoz 2006), an overall trend towards an earlier age of commencement has become an established goal in Japan. Within a year of its introduction into elementary classrooms, the 2011 MEXT Commission on the Development of Foreign Language Proficiency already suggests moving the start of English from the 5th and 6th grades forward to the 4th and 5th grades (South Korean children, it should be noted, started in the 3rd grade as early as 1997). Additionally, it proposes doubling the number of classes from one to two per week, with specialist instructors (as opposed to the homeroom teachers who have been expected to carry the sudden burden thus far) *teaching* it as a formalised subject

with textbooks and grading rather than simply songs and games for fun, effectively ‘dinner’ rather than ‘dessert’.

This article will first review the government policy document in more detail, presenting and analysing the five major measures proposed within, before describing a survey of over one hundred undergraduates from different disciplines regarding their current use of English, both in and outside the classroom. It is hoped that subsequent discussion may reveal the extent to which official thinking reflects the actual situation of current language use in Japan. If achievable in practice, would introduction of the measures produce more positive responses to a similar survey in the future? Do the current survey results raise questions regarding the appropriateness of some of the proposed changes? What are the implications for the future of ELF (English as a Lingua Franca) in Japan, and the position of all those involved, from educators to employers, pupils to policy-makers, in relation to it – as active participants or passive observers?

1. Policy proposals and practicalities

1.1 The MEXT 2011 Commission : A detailed review

A summary of the five “proposals and specific measures” for 2016 in the document, paraphrased or quoted verbatim, can be found below in Table 1.

Subsequent explanation of the first proposal reveals that the levels of attainment are actually unchanged from those set in the Action Plan a decade previously, but reached by only 30% of schools surveyed in 2007. The change would be in confirming improvements via *external* testing, and the government would also ‘consider’ the establishment of national targets as an incentive for goals to be met.

Table 1 :

Proposal	Specific measures
1	Required attainment levels, assessed and verified
2	“Promoting awareness of the necessity of English in global society”
3	More opportunities to use English ‘via use of ALTs and ICT’
4	English and teaching skills ‘reinforced’, achievements ‘spread’
5	“Modification of university entrance exams toward global society”

note : ALTs = (non-Japanese) Assistant Language Teachers
 ICT = Information and Communication Technology

Varying adaptation to recent methodology is also noted, from the use of ‘Can Do’ lists in some establishments to the continuation of traditional ‘yakudoku’ grammar-translation methods in others. While the former at least shows an awareness of current developments, it remains to be seen whether or not the CEFR (Common European Framework of Reference, 2001) model is entirely suitable for an EFL (English as a Foreign Language) environment such as Japan’s, where contact opportunities are inevitably limited for the majority of learners.

As an antidote to such restrictions, the second proposal’s rather general aims do set a specific target of 30,000 students with longer-term experience of studying or living abroad by the age of 18, who would then be expected to return with a “global perspective” to influence those around them, a ten-fold increase on the equivalent figure in 2008. According to the fourth proposal, despite the doubts of many concerned (see Matsuda, 2009), teachers would be encouraged to broaden their horizons in similar fashion¹⁾, as well as undergoing long-overdue intensive training

1) The phrase used in the document (MEXT, 2011 : 11) when outlining the need to share any new-found wealth of experience remains unedited from the provisional translation, namely that “individual achievements must be spread...so that efforts made by every single teacher produce bugger results” (sic), which may be a more pertinent appraisal than the corrected version would offer.

(the 2003 targets for which having been met by only a quarter or half of those in junior and senior high schools respectively). “Japanese with overseas experience and excellent English” would also be considered for the profession in a break from highly academic tradition, alongside 600 “talented foreigners” who would work as “teachers not assistants”, both phrases which raise questions regarding their definition, current and previous.

Here, as with so many of the issues under discussion, a pattern emerges of positive, well-meant ideas being negated by impractical demands and poorly-conceived plans, often within the same paragraph. Can praise for modern methodology be viewed as anything other than mere lip service when accompanied by contradictory statements representative of the conservative establishment? The details provided for the second and third proposals (MEXT, 2011 : 6-8) contain a number of illustrations. While observation of actual English use in the workplace could clearly be a motivating experience, the suggestion of “competition with foreign peers” via “international debate matches” which follows, while not without its own merit, seems to come from a less culturally cooperative script. Utilising ALTs for after-school contact, albeit with potentially problematic contractual implications, and ICT for individual training also appear quite reasonable propositions for discussion regarding “increased opportunities for English use”, but the equal status given to “drill materials” for “iterative learning” within the same section harder to comprehend.

Finally, the fifth proposal may represent the first attempt to address the issue that many working within the system have come to view as one its fundamental flaws, the university entrance examinations. The key development, if it actually comes to fruition, would be the addition of the productive skills of speaking and

writing to those tested. The use of TOEFL (Test of English as a Foreign Language) and TOEIC (Test of English for International Communication), to be encouraged for “proper evaluation of foreign language communication skills” (MEXT, 2011 : 13) may not be a universally-approved method of doing so, but, once again, the principal invoked is at least an improvement on the long-standing status quo. The U. S. -based administrators of both tests, ETS (Education Training Services), must certainly be relishing the prospect of increasing their local dominance in the field, alongside ailing publishers anticipating potential sales of related materials.

The proposal suggests the setting of a TOEFL iBT (internet-based test) score of 90 points (out of a total of 120) as the requirement for graduation from selected universities, and 45 for all senior high schools, an ambitious goal considering the Japanese average continues to be one of the lowest in Asia (67 in 2009, second to bottom alongside Tajikistan, while average scores in North Korea, China and South Korea were 75, 76 and 81 respectively – ETS, 2010). Once again, embarrassing local comparisons and, via some tortuous logic, perceived foreign intervention provoked isolationist politicians into complaints regarding the “colonial policy” of comprehensive mandating when a greater emphasis should be placed on the teaching of Japanese history and culture (Mie, 2013).

2. A survey and discussion of student English use

A survey of 112 undergraduate students, aged 18 to 22, was undertaken in first to third year classes at a university in Matsuyama on the Japanese island of Shikoku. Approximately half (58 students) were in either the Economics, Business Administration, Sociology or Law departments, in which English is a compulsory

subject for all first and second year students, with a minimum of two 90-minute classes per week. The remaining 54 students, in the English department, were receiving considerably more English tuition, as would be expected, although a much higher percentage of actual contact in the target language should not necessarily be assumed.

For ease of comprehension and due to constraints of time (approximately ten minutes during regular classes), the survey was kept as simple as possible with just three two-part questions and a choice of three possible answers regarding different aspects of students' use of English *outside* the classroom (see Appendix, with two further questions irrelevant to the current study removed). Although written and administered in English, participants' understanding was carefully checked (with oral support in Japanese on the few occasions it appeared helpful) and clear misunderstandings taken into account when calculating the final percentages.

2.1 Social networking

It should be noted that the timing of the survey (in the spring term of 2013) coincided with the first, somewhat belated upsurge in the use of a globally-established social networking service (SNS) such as Facebook in Japan and, importantly, predates the present near-ubiquitous possession of smart phones and use of the Line application. An option to answer with regard to the use of any other specified SNS service was also provided.

Hence the first question, regarding the use of Facebook itself and, subsequently, the extent of that usage in English. The results, given in percentages of three groupings (all students, English department students only and finally students from all other departments), were as follows :

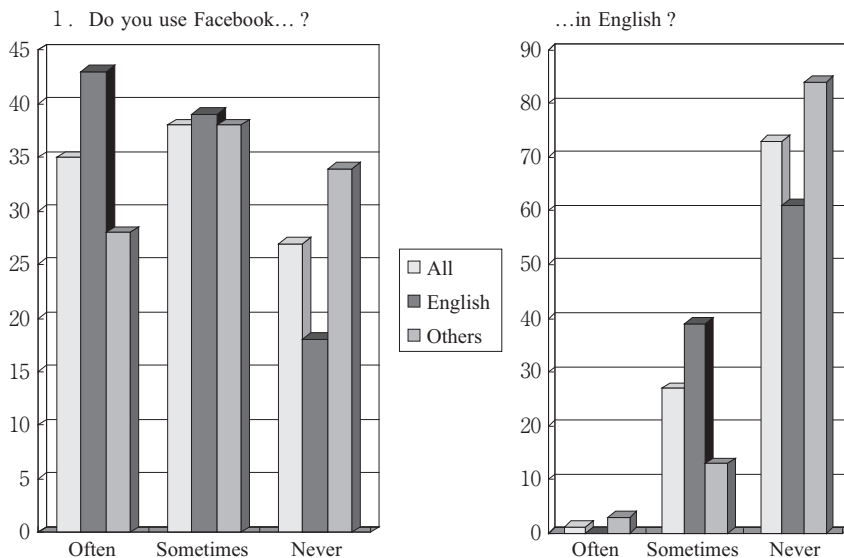


Fig. 1

All = % of total 112 students

English = % of 54 students in English Department

Others = % of 58 students in Economics, Business, Sociology & Law Departments

While the answers received largely conformed to expectations regarding the generally limited adoption (by worldwide standards) of the service, with frequent use by just 35% overall and none by over a quarter, and proportionally higher use by English majors, the negative response regarding use in English (“never”, in the case of a vast majority of users) was less predictable. As the secondary question was only answered by those who gave either of the affirmative responses to the first, it becomes apparent that the contemporary promotion of Facebook use in ELT circles as a new frontier where all young people would be automatically deploying lingua franca strategies across redundant international borders still remains more of a dream than a feasible prospect, at least among these particular Japanese students, nearly three-quarters of whom are *never* using English in this way.

Considering the possibility that some students might be using Facebook to contact friends in another foreign language, such as Korean or another (Chinese, French, German or Spanish) offered in subsidiary courses at the university, a further option was provided to give details, even if only one or two respondents did so. However, when compared to the notable uptake of online communication in this form elsewhere, and particularly in other Asian countries (Abley, 2009 and Payak, 2008), this simple result could be seen as one example of the more insular nature of Japanese adoption, for use between themselves in their own first language (although admittedly not so different from the advantageous position native speakers of English enjoy on a wider scale).

2.2 Using English outside the learning environment

The second question expanded the scope of the enquiry to communicative use of English outside the classroom in general, acknowledging the limitations of opportunity by also asking about receptive use at home or in less social circumstances.

With half of even the English department students never using the language to communicate with others outside the classroom, the limited scale of non-academic contact becomes immediately apparent, but rather than simply attributing this to a lack of motivation it may largely be an indication of the restricted opportunities in this particular location. The number of foreign visitors and residents in Matsuyama has certainly witnessed a considerable increase in the past year or two, following government-backed promotional campaigns (both national and local) and favourable currency exchange rates, but it is still relatively small compared to more populous and popular locations on the mainland.

2. Outside the classroom, do you ever...

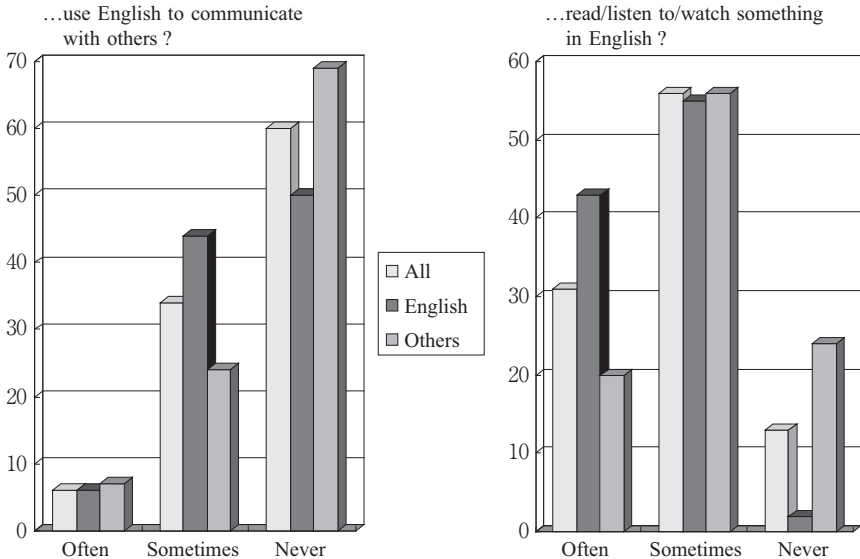


Fig. 2

More surprising, and perhaps worrying, was the admission that a sizeable majority of all students were only occasionally exposing themselves to English *receptively*, whether via written material (books, magazines, online sources) or audio-visual input (songs, television, film, online or otherwise). In spite of what might be imagined as the difficulty of *avoiding* exposure, even unintentionally, more students outside the English department reported their “use” of English in this way as non-existent than frequent.

Once more, circumstances may be the primary cause of such phenomena, where almost all popular foreign television series and movies are broadcast in dubbed versions (with the original language available, if often unused, via a switch on the remote control or in repeat or initial showings with subtitles) and there has

been a recent trend towards cinema showings in Japanese, particularly for almost all animation and many of the most popular Hollywood blockbusters (Inoue, 2011).

2.3 Predicting future opportunities

The final question asked respondents to consider their near and medium-term future and imagine the likelihood of two scenarios in which they could or would use English respectively. The first, allowing a time frame that would include both their remaining years at university and what would be hoped to be their first years in employment (perhaps also including any period between the two), asked whether they envisaged travelling outside Japan, again offering just a three-point scale of reply in the interests of clarity.

The second, within the same time frame (inferring a period of between one and three years after graduation depending on the age of the participants), requested a similar prediction regarding possible use of English in their future work. The answers received are given below in Figure 3.

In the attempt to avoid confusingly long-winded wording, these final questions and their replies were regrettably open to a certain amount of misinterpretation. As travel outside Japan is obviously not restricted to English-speaking destinations, it was felt necessary to suggest that travel to many countries might involve the use of English in the absence of any other mutually-intelligible language, although, as the author can attest, it is possible to survive in a country with no more than a few words of its native tongue and little recourse to the commonly-assumed *lingua franca*. Whatever the ambiguities, as the question addressed only the possibility of overseas travel, student minds will most likely have been concentrated more on the geographical than the linguistic aspect.

3. In the next five to seven years do you think you will...

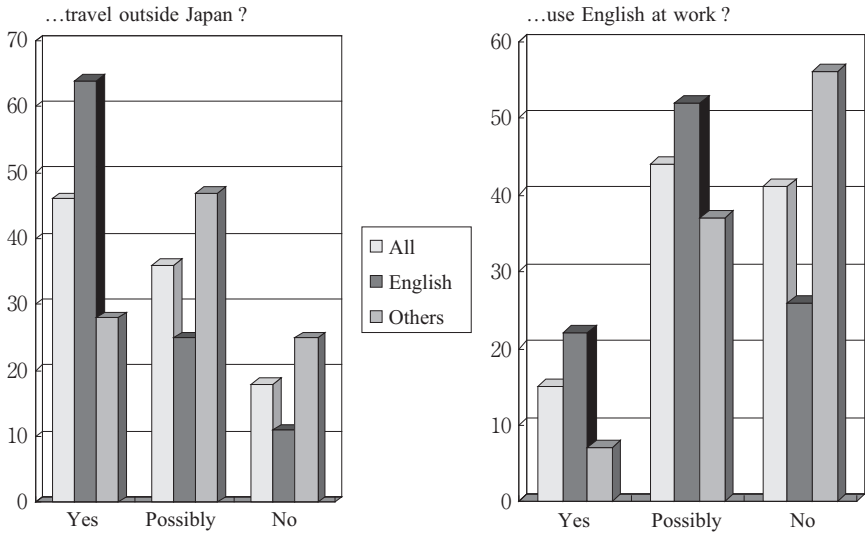


Fig. 3

There may also have been a view that use of English at work was something that would only occur via a posting abroad (a viewpoint which may need revision in the light of developments described in the following chapter), often seen as a kind of promotion, or prelude to promotion on return, which could make the maximum time limit of seven years seem rather short, other than for those considering the prospect of working in another country from the outset.

While acknowledging those flaws in the questionnaire design, the responses were still illuminating, perhaps understandably showing a generally more positive attitude towards international travel than towards an internationally-orientated workplace. Nearly 80% of all students thought they would or might travel outside Japan in the relatively near future (in contrast to previous unpublished research in

which 40% of those who had signed up for situational travel conversation courses claimed to have no interest in actually travelling!) and it would have been interesting to know the proportion predicting study abroad during their time at university or short-stay tourism after graduation, for example. Conversely, the near 20% from all departments who believed they would not travel overseas in that period may be indicative of the recently identified inward-looking trend (MEXT, 2011) among young Japanese, without confirmation of the reasons, possibly as much economic as attitudinal.

Conversations with those who have already studied abroad often tinge a positive overall experience with regret at placement in EFL classes consisting only of Japanese or other East Asian (Korean, or increasingly Chinese) students and a lack of contact with native speakers apart from teachers and homestay hosts. Written placement tests and differences in the academic year may play a significant role, but there is a perception that this situation often enables Japanese students to remain largely within the comfort of an enclosed Japanese-speaking group whatever their location.

3. Beyond the classroom

Globalization brings about unprecedented necessity of English in universities and enterprises: on the other hand...students have few opportunities to feel the necessity of English.

(MEXT, 2011 : 5)

3.1 English and employment

Hiroshi Mikitani, co-founder and CEO of Rakuten Inc., the expanding online retail empire, since its inception in 1997, became further renowned for the

stringent linguistic demands made of his employees from 2010 onwards via the rather awkwardly named process of “Englishnization” throughout the company. Workers were expected to be able to use English in all meetings, documents and communications (or face possible demotion!), a challenge infamously dismissed by the president in the deliberately simple phrase, “It’s only English!” (Matsutani, 2012). While positively undermining the stock excuse of some form of innate disability or inherent disadvantage in foreign language learning, the staff concerned might feel that, with his elite educational background and an MBA from Harvard Business School, it was a lot easier for Mikitani to say than for them to achieve (see Kuwahara, 2013 and Redmond, 2012).

As an otherwise attractive employer, particularly in comparison to the slowly declining old behemoths of Japanese business, how would the students who answered negatively about the prospect of using English at work in the survey adapt to such a workplace regimen, particularly at a stage conceivably some years after their last study of the language? Could it be a motivational tool, as clearly hoped for in the government proposals, and part of a development conducive to the adoption of ELF principles on a chronologically top-down basis?

Within rapidly rising companies, even the older generation of management are urging similar progress, exemplified by Tadashi Yanai at Fast Retailing Co. Ltd, home to the now ubiquitous Uniqlo fashion brand. In his 60s, Yanai describes English as an “indispensable business tool”, demanding high TOEIC scores of over 700 for future executives in his firm, but adds the more practical proviso that it is “merely a tool” and that “Japanese will remain the...language for our thinking and culture” (2011). The echoing of such sentiments in government documents is difficult to dismiss as coincidental, and the use of English test scores (principally

TOEIC, whether or not its shortcomings are appreciated) is evidently coming to be seen as a kind of panacea for all problems with the language-learning system. The increasing placement of emphasis on examination statistics is clearly not restricted to the Japanese educational establishment, but the over-reliance upon *foreign language* testing to decide everything from university admission to professional advancement may be a more unique characteristic. This then raises the spectre of a continuation of the oft-criticised ‘teaching to the test’ being justified by a mere change in the content rather than the whole concept, one test simply replaced by another. Should the same test be repeatedly used at different stages, it is easy to imagine it once again permeating the system from top to bottom even more pervasively than the current variegated spread.

3.2 English and information technology

The connections between information technology and English education in terms of the present discussion are multiple, with both practical and theoretical applications, from the proposed increase in IT support for language learning mentioned earlier to the increasing reference to corpus data in order to facilitate empirical description of ELF usage (Cogo & Dewey, 2012). Regarding the latter, of particular relevance geographically are the extensive Asian Corpus of English, ACE (Kirkpatrick, 2013), over a million spoken words gathered throughout ASEAN (Association of Southeast Asian Nations), and, on a smaller scale but including less common Japanese data, expansion of the ICLE, International Corpus of Learner English (Granger et al., 2009) and creation of ICNALE, the International Corpus Network of Asian Learners of English (Ishikawa, 2012). The implications of their findings merit an entire study of their own, particularly when considering the massed English users in the region (from established ASEAN varieties to East Asian EFL, see Honna and Jenkins, both 2009), estimated at

anything between 450 and 800 million (Kirkpatrick, 2010), substantially outnumber native speakers worldwide.

In more practical terms, it is important to remember that while Japanese internet users may now represent only 5% of the total (English and Chinese remaining the largest groups at approximately a quarter each), the result of just 100% growth since 2000, compared to a tenfold increase for Chinese and over double that for Arabic (Crystal, 2011), the survey produced illustrations of the extent to which local use may be predominantly in Japanese. Although quite understandable, this does, however, contrast with some English-teaching professionals' apparent misconception of the extent to which their students view, both literally and figuratively, the vast online resource at their disposal as a truly worldwide web.

Conclusion

With a few regressive exceptions, the majority concerned presumably hope that Japan can play an active part in the development of English communication befitting a globalised world, particularly in Asia, where a counterbalance to the traditional native speaker hegemony has been long overdue. If it is not to fall further behind many neighbouring countries, who collectively form arguably the most vibrant geographical area of lingua franca usage (Kirkpatrick 2010, Murata & Jenkins 2009), Japan must hastily convert belated theoretical approval into practical application. Insistence that “classes must be shifted from lecture style to student-centered language activities” and reference to “classes conducted in English *and other innovations*” (MEXT 2011 : 2, author's italics) do not represent cutting-edge educational thought in the second decade of the 21st century. The self-perpetuating cycle of policy proposal and target setting followed by limited action and

disappointing results must somehow be broken if the desired progress is ever to be made. As with previous initiatives, many positive elements can again be found in the 2011 policy proposals, but time can no longer afford to be wasted by continual hedging or attempts to appease conservative critics.

As a country where EFL (English as a Foreign Language) learning still inevitably predominates over ELF use, whether through lack of opportunity, motivation or interest (obviously far from unrelated aspects), it may be unrealistic to expect students to utilise their English skills outside the classroom or beyond formal education. One further development of this study would be to question recent graduates about their actual current English usage at and outside work, to ascertain the true extent to which it has continued since their studies ended. Longitudinal surveys over a greater period of time could provide valuable insights into the real effects and usefulness of what is being taught.

The university textbook “Understanding Asia”, intended as a World Englishes-informed guide to the region’s people, cultures and their use of language, ends by turning its focus back to Japan, including the observation that “Japanese communication styles are basically made for *intra*cultural rather than *inter*cultural interaction” (Honna & Takeshita, 2009 : 74-5, italics added). Regarding communication in English, whether this is seen as an obstacle to be overcome or an excuse for inaction may determine the future success of ELF in both policy and practice here.

Acknowledgement

This study was completed under the auspices of a Special Research Fund from Matsuyama University for the academic year 2013.

Appendix

Survey questionnaire (edited)

Do you use Facebook ? (or similar social network site ? _____)	Often	Sometimes	⇨Never
Not in 日本語 (Japanese), but in English ?			
Or in <i>another</i> language ? (which ? _____)			
Outside the classroom, do you ever...	Often	Sometimes	⇨Never
...use English to communicate with others ?			
...read/listen to/watch something in English ?			
In the next 5-7 years, do you think you will...	Yes⇨	Maybe	⇨No
...travel outside Japan ?			
...use English at work ?			

Bibliography

- Abley, M. (2009) *The Prodigal Tongue – Dispatches from the Future of English* London : Random House
- CJGTC (Prime Minister's Commission on Japan's Goals in the Twenty-First Century) (2000) *The Frontier Within : Individual Empowerment and Better Governance in the New Millenium. Ch. 6 : Japan's Place in the World*
<http://www.kantei.go.jp/jp/21century/report/pdfs/8chap6.pdf>
- Cogo, A. & Dewey, M. (2012) *Analysing English as Lingua Franca - A Corpus-driven Investigation* London : Continuum International
- Commission on the Development of Foreign Language Proficiency (2011) *Five Proposals and Specific Measures for Developing Proficiency in English for International Communication*
http://www.mext.go.jp/component/english/_icsFiles/afieldfile/2012/07/09/1319707_1.pdf
- Council of Europe (2001) *Common European Framework of Reference for Languages : Learning, teaching, assessment* Cambridge : Cambridge University Press
- Crystal, D. (1997) *English as a Global Language* Cambridge : Cambridge University Press
- Crystal, D. (2011) *Internet Linguistics* Oxon : Routledge.
- DeKeyser, R. (2003) 'Implicit and Explicit Learning.' In Doughty, C. & Long, M. (Eds.) *The Handbook of Second Language Acquisition*. Oxford : Blackwell.

- Doughty, C. & Long, M. (Eds.) (2003) *The Handbook of Second Language Acquisition*. Oxford : Blackwell.
- Ellis, R. (2008) *The Study of Second Language Acquisition*. Oxford : Oxford University Press.
- ETS (Education Training Services) (2010) *Test and Score Data Summary for TOEFL Internet-based and Paper-based Tests*
https://www.ets.org/Media/Research/pdf/test_score_data_summary_2009.pdf
- Graddol, D. (1997) *The Future of English ?* London : British Council
- Granger, S., Dagneaux, E., Meunier, F. & Paquot, M. (Eds.) (2009) *International Corpus of Learner English Version 2* Louvain : Louvain University Press
- Honna, N. (2009) ‘East Asian Englishes.’ In B. Kachru et al. (Eds.), *The Handbook of World Englishes*. Oxford : Wiley-Blackwell
- Honna, N. & Takeshita, Y. (2009) *Understanding Asia* Tokyo : Cengage
- Ibuki, B. (2006) reported in “English just ‘candy’ for the brain ?” Zenkoku Ippan Tokyo General Union website
<http://tokyogeneralunion.org/2006/10/03>
- Inoue, H. (2012) *Dubbed versions of foreign movies becoming the norm*. Asahi Shimbun article, February 23rd
- Ishikawa, S. (2013) ‘The ICNALE and Sophisticated Contrastive Interlanguage Analysis of Asian Learners of English.’ In Ishikawa (Ed.), *Learner Corpus Studies in Asia and the World, Vol. 1 Papers from the LCSAW 2013* Kobe : School of Languages and Communication, Kobe University
- Jenkins, J. (2000) *The Phonology of English as an International Language* Oxford : Oxford University Press
- Jenkins, J. (2009) ‘Exploring Attitudes towards English as a Lingua Franca in the East Asian Context.’ In K. Murata & J. Jenkins (Eds.), *Global Englishes in Asian Contexts. Current and Future Debates* Basingstoke : Palgrave Macmillan
- Kachru, B., Kachru, Y. & Nelson, C. (Eds.) (2009) *The Handbook of World Englishes*. Oxford : Wiley-Blackwell
- Kirkpatrick, A. (2010) *English as a Lingua Franca in ASEAN. A Multilingual Model* Hong Kong : Hong Kong University Press
- Kirkpatrick, A. (2013) ‘The Asian Corpus of English : Motivation and Aims.’ In Ishikawa (Ed.), *Learner Corpus Studies in Asia and the World, Vol. 1 Papers from the LCSAW 2013* Kobe : School of Languages and Communication, Kobe University
- Kuwahara, K. (2013) *Inside the Rakuten ECC* wordpress.com article, 28th February
- Matsuda, A. (2009) ‘Desirable But Not Necessary ? The Place of World Englishes and English as an International Language in English Teacher Preparation Programs in Japan.’ In F. Sharifian

- (Ed.), *English as an International Language : Perspectives and Pedagogical Issues* Bristol : Multilingual Matters
- Matsutani, M. (2012) *Mikitani and his 'Englishnization' of Japanese business* Japan Times article, 30th July
- MEXT (Ministry of Education, Culture, Sports, Science and Technology) (2003) *Regarding the Establishment of an Action Plan to Cultivate 'Japanese with English Abilities.'*
<http://www.gifu-net.ed.jp/kyoka/eigo>
- Mie, A. (2013) *LDP takes aim at English education, seeks to boost TOEFL levels* Japan Times article, 29th March
- Morizumi, M. (2009) 'Japanese English for EIAL : What it should be like and how much has been introduced.' In Murata, K & Jenkins, J. (Eds.) *Global Englishes in Asian Contexts. Current and Future Debates* Basingstoke : Palgrave Macmillan
- Munoz, C. (2006) 'The Effects of Age on Foreign Language Learning : The BAF Project.' In Munoz, C. (Ed.) *Age and the Rate of Foreign Language Learning* Clevedon, Avon : Multilingual Matters
- Murata, K. & Jenkins, J. (Eds.) (2009) *Global Englishes in Asian Contexts. Current and Future Debates* Basingstoke : Palgrave Macmillan
- Payak, P. (2009) *A Million Words and Counting. How Global English is Rewriting the World* New York : Citadel Press
- Prodromou, L. (1997) 'Global English and its struggle against the octopus.' *IATEFL Newsletter* (135)
- Redmond, T. (2012) *An Alternative View of Rakuten's 'Englishnization'* Japan Business Press article, July 25th
- Seargeant, P. (2009) *The Idea of English in Japan. Ideology and the Evolution of a Global Language* Bristol : Multilingual Matters
- Sharifian, F. (Ed.) (2009) *English as an International Language : Perspectives and Pedagogical Issues* Bristol : Multilingual Matters
- Widdowson, H. (1998) 'The ownership of English.' In V. Zamel & R. Spack (Eds.), *Negotiating Academic Literacies.* Mahwah, NJ : Erlbaum
- Yanai, T. (2011) "Exec : Non-English speakers cannot do business in 10 years" Asahi Shimbun interview, 25th November