

Adding Essential Skills to Become True EIL Users: Achieving Transformative Learning Practices in a TOEIC Listening Class

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World Englishes, EIL users

Abstract

In this study, four reflective assignments were conducted in a TOEIC listening class to examine how able the adult learners were in transforming their views and values aside from improving TOEIC scores. The results showed that all learners were able to improve both TOEIC scores and activated their independent reflective thinking skills even though those expressions were not particularly taught in class. The majority of learners were especially engaged in World Englishes listening activities and the importance to understand diverse accents was demonstrated. To equip these vital skills to become true EIL users, transformative learning activities using independent thinking skills along with practice listening to World Englishes are further recommended to raise TOEIC learners' real intercultural communicative competence.

Introduction

Current TOEIC listening classes tend to focus mainly on limited comprehension of inner and outer circle Englishes but ignore other varieties since they are not used in the actual listening test (IIBC, 2016). When the ultimate goal of TOEIC test is to prepare its learners to work in global workplaces, building competence to comprehend and cope with the variety of World Englishes is the learners' practical requirement. Languages link closely with cultures. In any intercultural communication, communicators encounter unexpected varieties of judgements, purposes, values, and beliefs which may possibly be hard to translate from your own established norms. To have good intercultural or interracial understandings, communicators cannot simply reject or ignore unexpectedness or challenges they suddenly face, but are required to be flexibly deal with people in front of you with your own personal reflections and interpretations.

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In many language skills classes such as a TOEIC listening class for adult learners commonly do not include transformative learning practices. Both independent thinking skills as well as critical reflection skills tend to be disregarded from these classes because these skills do not directly contribute to the score. However, to become effective EIL users who can avoid unnecessary misunderstandings or conflicts in intercultural communication, their learning processes should accompany classroom practices which encourage learners to see this world reasonably yet flexibly from their own perspectives. Through four assignments, the paper investigates the viability of transformative learning exercises in a TOEIC listening course. Through the interpretation of several major findings, recommended activities are also described. The paper will first introduce the characteristics of TOEIC test and its general teaching approaches. Then the validity of transformative learning activities are introduced and move on to methodological details, assignment details, and the report of major findings. Finally, urgent requirements for the current EIL users in TOEIC pedagogy are discussed.

2. Methodological details

2.1. About TOEIC test

TOEIC (Test of English for International Communication) was created by the Educational Testing Service (ETS), a U.S. nonprofit test development institution, to measure English proficiency of four linguistic skills, which are listening, reading, speaking, and writing. The test aims to evaluate the ability of non-native speakers of English to listen and read English in global workplaces (IIBC, 2016).

TOEIC listening part has a total of one hundred questions using four different parts. These sections are Picture Descriptions, Questions, Conversations, and Talks (IIBC, 2015). One unique feature of TOEIC listening is that it uses five recorded Englishes from inner- and outer-circle countries. These Englishes include American, Canadian, British, Australian, and New Zealand accents. In a TOEIC teachers' guide by Oxford University press, it clearly states that 'many students develop bias for a given variety of English and have difficulty understanding speakers with other accents' (Trew, 2007). However, the test has not yet employed other varieties of World Englishes such as Singlish or Hinglish even though it aims the test takers to communicate well in global workplaces. The rationale of the exclusion of other English variations is not yet understood.

2.2. What additional factors needed to respect in a TOEIC listening class?

TOEIC class focuses mainly on learning the way to choose appropriate answers for each question. Learning about its frequently used expressions or questions in various situations and roles are required to be taught in each class. With this particular TOEIC listening class, the ultimate goal

is to reach eight hundred points within two years, the teaching content needs to fully prepare the learners with comprehensive test taking skills. Each class teaches the characteristics, strategies, and effective self-study training menus so that the learners not only learn from the recorded monologues and dialogues, but also improve their listening skills to deal with unexpected varieties. Here in this teaching context, learners can have additional chances to hear a variety of daily expressions used in alternative listening materials selected by the teacher. The choice of additional listening materials can range from TV documentaries, interviews, or talks depending on learners' needs. Normally when these authentic videos are shown, we hear a variety of accents and pronunciations we seldom hear in a like TOEIC. Through the use of authentic materials, we also notice that there are many stories and experiences from different beliefs, reasons, and values in this world.

2.3. Independent thinking habits and critical reflection

According to Mezirow (2007), independent thinking habits are developed by transformative learning processes which encourage our own interpretation of experiences. Transformative learning is a process which changes the definition of the world through critically reflecting the meaning of one's experience (Mezirow, 2007). The theory has become one of the most comprehensive ways of understanding adult learning in recent years (Hoggan et al, 2009). When all adults utilize independent thinking skills and critical reflective skills from their own perspectives, they do not automatically follow judgements, purposes, beliefs, and reasons decided by other authorities when making big decisions or taking any major actions in lives. The process drastically frees our established views and value systems from the structured assumptions and established norms which we have automatically built through our past experiences.

Critical reflection is an extension of critical thinking which occurs when we analyze and challenge the validity of our preconceived notion and evaluate the appropriateness of our existing knowledge, understandings, and beliefs in our present contexts (A Critical Reflection Framework, 2007). Critical reflection makes us rethink and re-examine about our daily practices and preconceived notions of the world. It also challenges us to step-back and re-evaluate our notion by asking probing questions. Critical reflection not only encourages us to delve into our past actions and look at our present lives but more importantly, it asks us to speculate about our future actions (A Critical Reflection Framework, 2007). Having enough opportunities to practice construct our thoughts prepares and challenges English as an International Language (EIL) learners to practice seeing various issues objectively and critically with personal reflections.

Critical reflection can be evaluated through three major steps. They are to identify assumptions which are taken-for-granted, commonsense beliefs, and self-evident rules; to assess and investigate the validity of these assumptions in relation to our present lives; to transform these assumptions to

become more inclusive and integrative for the better future actions and practices (Mezirow, 1990). The process mainly requires learners to digest confronting matters from their own perspectives and transform their views and values to the ones which are acceptably polite and understandable to interlocutors. However, generally accepted guidelines for the effective development of critical thinking skills are not yet complete since there are many different factors believed to influence students' critical thinking skills (Manualo et al., 2013).

2.4. Why transformative learning is necessary for effective communication?

According to Pica (2000), the traditional English language teaching method has seldom integrated language and thinking skills. English skills classes, such as TOEIC listening has also been taught to mainly acquire its test-taking skills, but seldom encouraged to use critical reflection or independent thinking skills. If a language skills class like TOEIC listening does not include much reflective activities to prepare for EIL learners' productive skills, they can potentially misunderstand or misjudge future interlocutors by the lack of background knowledge, flexibility to comprehend the intentions, scarce expressions and experiences to respect culturally or racially different people. Everyone has his/her own unique background. Language teachers, whether they teach skills or content-based classes have ultimate responsibility to look at this whole result of teaching our learners. We need to supplement practical yet flexible communication tips for the learners to handle real intercultural conversations.

Effective intercultural communication requires you to stand objectively and avoid being emotional or overly subjective when giving and receiving opinions. When making judgments, we need to carefully choose words and actions to be reasonable, ethical, and respectable to avoid unnecessary misunderstandings and conflicts. Communication is an action of impact you cannot think light of especially when you confront people who have been raised under different norms and backgrounds. Unlike our communication style in Japan, it is almost impossible to communicate using tacit understandings or unspoken agreement in intercultural conversation. In this rapidly changing global society, we all need to respect and consider our future interlocutors and prepare our thoughts to express in words. The idea must be applied particularly to EIL learners, where people make major judgements and decisions in global workplaces. EIL users are fully responsible for improving thinking skills and critical reflections which become their fundamental requirements for their language output.

EIL users all should know that learning the way to communicate effectively amongst people of different backgrounds is utmost the important subject. Kabilan (2000) emphasizes the use of language as a communication tool does not help students to become proficient in target languages. He continues that if learners want to be proficient in a language, they need to be able to think

creatively and critically when using the target language (Kabilan, 2000). Additionally, Brown (2004) insists that an ideal academic language program should go beyond linguistic factors to develop critical thinking among learners. Widdowson (1990) also adds that the effectiveness of language teaching depends on what is being taught in addition to language so that the learners can consider it as purposeful and relevant to their lives (Widdowson, 1990). These theories further convince that the integration of independent thinking skills as well as critical reflective activities offer a great deal for the learners who take part in a language skills class like TOEIC listening.

3. About the targeted TOEIC listening class

The experiment was done in a required first year subject named ‘English Usage’ in Kanda Institute of Foreign Languages from spring to fall semester in 2014 (KIFL, 2015). The targeted class consisted of sixteen Japanese adult students who aim to become EIL users. They were all high school graduates (some had university degrees) aiming for TOEIC eight-hundred within two years. The subject had ninety-minute class each week and had fifteen classes in a four-month semester. The subject aims to learn about TOEIC listening as well as related four language skills of listening, speaking, reading, and writing.

3.1. Assignments

Although each class mainly teaches about TOEIC listening, for this study, four additional assignments below were conducted to stimulate and see their transformation to become true EIL users:

Assignment one: Writing thoughts about a talk related to any issues

Assignment two: Writing thoughts about a personally inspired talk

Assignment three: World Englishes listening activities

Assignment four: Course Reflection

3.2. Description of Assignments

3.2.1. Assignment one: Writing thoughts of a talk related to any issues

In this assignment, learners were free to choose one inspirational talk related to personally interested issues given in English by any nationals. After dictating it, three reflective questions were asked below:

1. Why did you choose the video?
2. What did you personally learn from the video?
3. How did the video change your views and values?

The first question was to see their preferences. Second and third questions were to know their

transformative learning outcomes. Thirteen answers were collected from this assignment.

3.2.2. Assignment two: Writing thoughts about personally inspired talk

The instruction of this activity was exactly the same with assignment one. Thus it had a dictation part and the reflective questions as mentioned in 3.2.1. The main purpose of this assignment was to examine their topic preferences. Although the assignment did not specify categories such as social or global issues, learners' personal interests were respected in this assignment. Eleven answers were collected from this assignment.

3.2.3. Assignment three: Listening to World Englishes

With this assignment, learners watched three videos of outer- and expanding circle countries spoken in the local Englishes (Berlin & Kobayashi, 2011). The videos have two parts. First part is a narrative about main characteristics of each country, such as the culture, history, and social trends. Second part is a talk given by a local English speaker who talks about the country and English from his/her own perspectives. Students watched both videos to complete this assignment.

The purpose of assignment two was to evaluate learners' transformative learning outcomes thorough examining learners' own background knowledge before listening, and see their changes after listening. Thus before and after watching these videos, learners had to answer their views based on two questions below:

1. A pre-watching question: What do you know about the country?
2. A post- watching question: What did you personally learn from the video?

First question was intended to evaluate their preconceived views and preliminary knowledge of each country. Second question was intended to see learners' changing perspectives and values from watching videos. The activities included class discussions to brainstorm ideas and express their thoughts.

3.2.4. Assignment four: Course reflection

In the final class, two reflective questions about the course were asked to examine learners' actual needs during the course:

1. What did you learn from the course?
2. What was difficult for you?

First question was intended to find out the meaningful activities in learning processes. Second question was to see the particular activities they found it hard to cope with. With these two questions, learners had a total freedom to write about any comments or feedback of the course.

4. Findings and Discussions

Table 1. TOEIC listening score improvements

Students	TOEIC scores		Improvements + / -
	May	November	
1.	930	940	+10
2.	805	905	+100
3.	775	845	+70
4.	630	830	+200
5.	670	795	+125
6.	590	715	+125
7.	510	710	+200
8.	565	700	+135
9.	440	685	+245
10.	515	660	+145
11.	445	600	+155
12.	515	595	+80
13.	430	555	+125
14.	580	550	-30
15.	450	540	+90
16.	495	470	-25
17.	410	455	+45
18.	390	435	+45
	Average	Average	Average
	563.6	665.833	+102

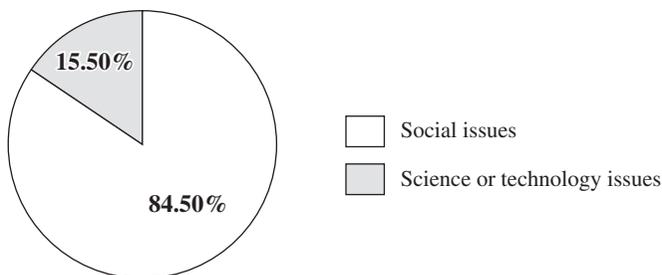
Above table shows sixteen out of eighteen learners were able to improve TOEIC overall scores in six months. Their scores went up an average of 102 points. Four assignments' results demonstrated that improving TOEIC scores, promoting independent thinking skills, and practicing listening to World Englishes' were achievable in one subject. Further findings and the interpretations are described in this section.

4.1. Assignment one: Writing thoughts about a talk related to any issues

This survey was collected from thirteen students. Nine learners used videos related to social issues such as human rights, gender equality, and poverty whereas only two learners used science and technology related issues. These issues were about environmental and cyber-security. This result may point out that social issues are generally easier to use because these topics do not require you to know additional background information or technical terms. Among social issues related

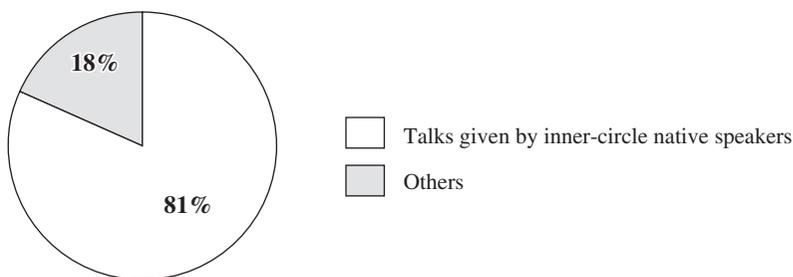
talks, two learners used videos which may encourage their personal situations such as seeking the way to get over nerves in public speaking or the way to become successful in our society. This result may suggest that these particular learners were keen on having successful future and trying to find the best way to get over their anxiety through this assignment. This assignment result shows that many learners can use their independent thinking skills and describe their views and values in their interested issues.

Writing thoughts about a talk related to any issues



4.2. Assignment two: Writing thoughts about a personally inspired talk

Writing thoughts about personally inspired talk



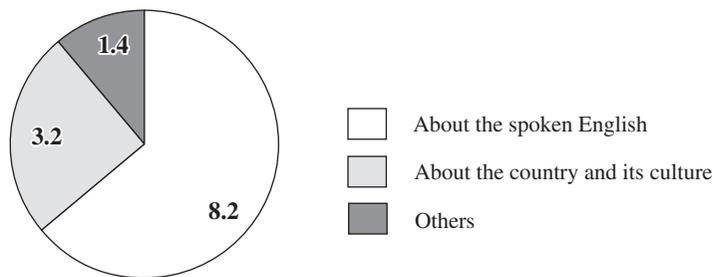
This survey was collected from eleven students. Although learners had freedom to choose any talks given in English, all students used videos from TED Talks. Nine talks were given by inner-circle native English speakers and only two of them were from other English variations. The basic idea of TED is to transform the audience's views and values by providing inspirational talks, which follows a very similar stance with transformative learning theory (TED Talks, 2016). One of the pitfalls of TED Talks' collections is that the program is dominantly covered by speakers from inner-circle countries, particularly from the United States. If inspirational talks are the ones which TED Talks focuses, talks given by outer- or expanding- circle speakers with a variety of English

accents can be much more added because great ideas transcend the boundaries of countries and languages.

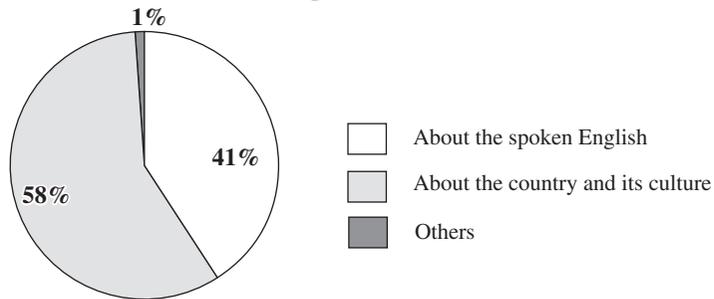
All learners chose topics based on their personal interests and the most of them were not global issues related like the first assignment. This can be due to the instruction being solely directed to use inspirational talks. This result implies that learners are more likely to use global issues in such assignments only if there is a clear direction. Without a clear direction, learners tend to use topics of their personal interests.

4.3. Assignment three: World Englishes listening activities

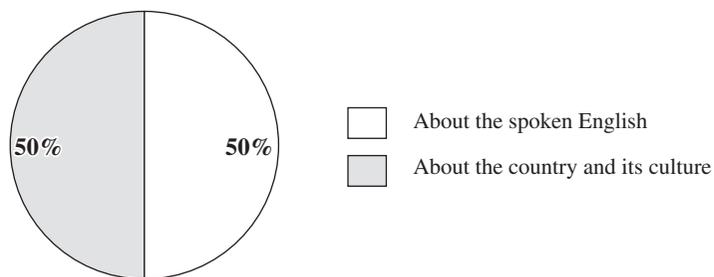
World Englishes ‘Turkey’



World Englishes ‘Vietnam’



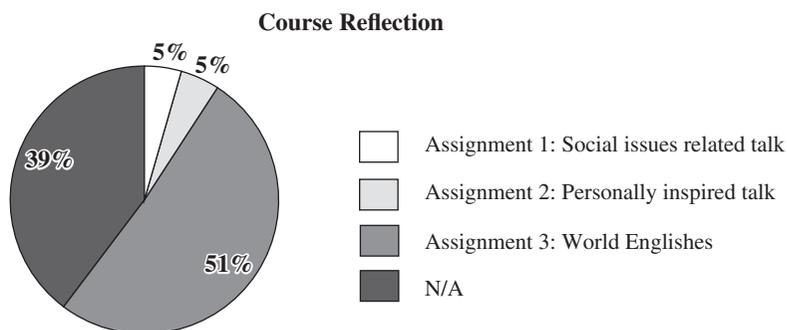
World Englishes ‘India’



In this assignment, three different videos of Turkey, India, and Vietnam were used in separate classes to see their transformation from pre-listening to post-listening. Each assignment was collected under sixteen attendees. Over half of the students changed their views on listening to non-native speakers' Englishes throughout this assignment. This result indicates that these learners may not have had sufficient experiences listening to a variety of English accents before.

The result also showed that all learners changed their preconceived ideas of each country after watching three videos. None of them repeatedly described the characteristics of the countries they mentioned in pre-listening questions. Post-listening questions were answered mainly about the speakers' English accents, society, and the culture. None of the post-listening answers matched with pre-listening answers. These findings show that activities using such authentic videos can definitely help EIL learners supplement the real knowledge of the world. Such activities can also help learners make a correct judgement or eliminate bias of other countries.

4.4. Assignment four: Course Reflection



Last survey showed that nine out of sixteen learners mentioned about World Englishes. Interestingly, none of the learners mentioned about TOEIC strategies. This result may prove that listening to a variety of accents had a significant impact to many of them. Unexpectedly, only a few learners mentioned about other assignments. However, since some learners used World Englishes in first and second assignments, it could be inferred that many of them were quite engaged in listening to a variety of accents overall. The further investigation has to be done in this point.

According to Matsuda (2002), the variation of Englishes used in Japanese secondary school textbooks are majorly by inner-circle speakers and many learners do not have much practice listening to the variety of Englishes. Through practicing listening to World Englishes, learners will recognize that they also use one of World Englishes. Considering the fact that TOEIC learners are all preparing to work in global workplaces in the future, all of them need to get used to a variety of Englishes since the number of EIL users is rapidly increasing. All EIL learners need

to recognize that everyone has different accents include us. EIL learners especially need more chances to practice listening to World Englishes as well as practice speaking intelligible English.

5. Conclusions and Recommendations

Humans are meant to misunderstand or misjudge each other since we are all different. We more likely tend to believe, think, and decide our own actions based on our established norms. Our identities and values relate strongly with how we react to our surroundings, but such judgements and behaviors always need to be critically reexamined or modified using independent thinking skills and critical reflections. Transformative learning activities promote these skills and are recommendable to add to language skills classes such as TOEIC listening. Both independent thinking skills as well as critical reflection are required to become well-trained effective EIL users who can avoid unnecessary misunderstandings or unreasonable misjudgments through our own established norms. EIL users are supposed to be the ones who can challenge our daily judgements and make rational yet flexible decisions in global workplaces.

The results showed that critically reflective activities are worth using in TOEIC listening classes. In first two assignments, most learners were able to freely raise their opinions with their own personal reflections. All issues were well-digested and well-described using their own words even though these expressions were not particularly taught in class. In the first assignment, the majority of learners preferred talks related to social issues than science and technology ones. Social issues can be much more relatable for many learners since they use fewer technical terms and they do not require much background information to know. This aspect has to be studied more in the future since science and technology issues also need many learners to critically evaluate. The second assignment result showed that the majority of learners used talks related to their personal interests given mostly by inner-circle native speakers from TED talks. This finding showed that learners tend to choose talks unrelated to global issues if that is not specified in the instruction. To encourage learners experience transformative learning processes using global issues and World Englishes, these instructions have to be carefully prepared in the future.

Current TOEIC does not reflect World Englishes. To be able to work in a global workplace, EIL learners are required to cope with people who have different accents and backgrounds. Particularly with EIL users, or the ones who are aiming to become EIL users are all responsible for equipping themselves with the real knowledge of the world. They need a lot of reflections and flexibility to handle unexpected responses or challenging views out of your own norms. Assignment three and four demonstrated that the use of World Englishes videos facilitates learners become more familiar with other English accents and learn new things about the countries.

All EIL users are required to understand World Englishes. Contents should be the ones we care

the most in intercultural communication, not accents. These four assignments showed that using extra transformative learning activities other than TOEIC strategies has a great impact. However, whether these compelling skills are taught or not strongly relies on the teachers' ability, motivation, and sensitivity to handle pressing issues of the world. Language teachers are being challenged to go beyond teaching the linguistic knowledge of English and required to pursuit better ways to promote effective EIL communication in a bigger picture.

Appendix

Appendix A. Assignment one results: Writing thoughts about a talk related to any issues

Students	Speakers	Titles	Transformative learnings	Topics
1.	TED by Memory Banda (Malawi)	A warrior's cry against child marriage	I need to know what is happening in the world because I think there is something I can do for these problems.	Human rights
2.	Julia Wilde (USA)	How Japan's economy is destroying their youth	For my future success, I will do my best to grasp a chance and be successful in the society.	Society
3.	Emma Watson (UK)	He or She	For gender equality, both men and women should be taken into account.	Gender
4.	Charlie Chaplin(UK)	The great dictator	I realized that we all have power to make our lives free and beautiful. I realized what I can do and what I have to do.	History
5.	Emma Watson (UK)	He or She	"I will choose a company where they treat women well. I would like to tell my opinions with confidence like Emma."	Gender
6.	Severn Cullis Suzuki (Canada)	United Nations Conference on Environment and Development in Rio de Janeiro in 1992	My parents have always been telling me to share with others. I noticed that if I share with others, I can help them.	Environment
7.	TED by Amy Cuddy (USA)	Your body language shapes who you are	Her experience encouraged me so much because I could know that everyone fights against losing confidence and makes effort to gain confidence.	Human psychology

8.	Erin Coker and others (a documentary with various speakers)	Global Pulse: Cyber attack or media hack?	North Korean cyber attacks on computers are very antisocial that we cannot forgive. I bought a security software to protect my computer.	Computer technology
9.	Erin Coker and others (a documentary with various speakers)	Global Pulse: Afghan women far from equal	I should not take it natural to receive education or have our human rights. I have to appreciate the liberty of my life.	Gender
10.	Henry Langston and others (a documentary with various speakers)	Do we need stricter gun control?	This video made me think that the guns should be banned forever from all over the world.	Gun control
11.	The Speaker unidentified	What's that? The cycle of poverty	We all need to share important information to alleviate the poor. Having an equal opportunity to access any information is a key.	Poverty
12.	Emma Watson (UK)	She or He?	I want to make a presentation like a native speaker. I have to practice making presentations even though I make mistakes.	Gender
13.	Yeomni Park (North Korea)	Escaping from North Korea in search of freedom	No one deserves to be oppressed just because of his/her birthplace. I noticed that my country has enough peace.	Human rights

Appendix B. Assignment two results: Writing thoughts about personally inspired talk

Students	Speakers	Titles	Transformative learnings
1.	TED by Kelly McGonial (USA)	'How to make stress your friend'	I want to challenge telling my opinions to my friends through changing my idea about stress.
2.	TED by Alix Generous (USA)	'How I learnt to communicate my inner life with Asperger's'	Before watching the video, I thought having such a disability is a poor thing. But I was wrong. I have to change my mind of thinking that having a disability such as Asperger is demerit. After watching the video, I learnt that they have special skills. We need to change our views on disabled people.
3.	TED by James A. White Sr. (USA)	'The little house I had renting a house'	We need to stop discriminating people by their race and skin colors. We need to eliminate the issue with ambition to challenge against the problem with a firm will.

4.	TED by Matt Cutts (USA)	‘Try something new for 30 days’	I was missing a strong desire to achieve something in my heart. I learnt that the key to accomplish something is to try something small and sustainable which we can keep doing. I will start translation practice from a small article to difficult ones.
5.	TED by Graham Hill (USA)	‘Less stuff more happiness’	We should think about whether we really need the stuff or not when we buy.
6.	TED by Suzana Herculano-Houzel (Brazil)	‘What is special about the human brain?’	I learnt a lot from her presentation performance. Since watching this video, I started cooking my meals with respect.
7.	TED by Nat Ware (UK)	‘Why we are unhappy-the expectation gap’	I realized that the reason I was unhappy was in me, not in others. To raise my confidence, I decided not to change myself by not comparing myself with others.
8.	TED by Jay Walker (USA)	‘The world’s English mania.’	I really want to get an opportunity to communicate with foreigners. By using English, if we all of us can communicate with each other, this world would be more wonderful.
9.	TED by Ryan Nicodemus & Joshua Fields Millburn (USA)	‘A rich life with less stuff.’	I learnt that I have so many things that I don’t use in my life and started tidying up my closet. I started buying things which I really need.
10.	TED by Matt Cutts (Brazil)	‘Try something new for 30days’	I noticed that I can change my life in 30days without a big challenge. The most important thing is not to scale the challenge but keep doing it.
11.	TED by Stacy Kramer (USA)	‘The best gift I ever survived.’	I cannot agree with all of her words but I really respect her and need to follow her way of thinking. I was being negative when I was sick but I noticed it is important to stay positive.

Appendix C. Assignment three results: World Englishes Listening ‘Turkey’

Students	Pre-listening question: What do you already know about Turkey?	Post-listening question: What did you learn from the video?
1.	Turkish ice cream, Istanbul, It locates in between Asia and Europe.	She went to England to study English. She is active.
2.	It locates in between Asia and Europe, Silk Road.	It is very important to go abroad and study English.
3.	Ice cream, historical buildings, lots of immigrants in Turkey.	Famous ice cream, advance English education system.
4.	Turkish ice cream, It locates in between Asia and Europe.	I want to visit Istanbul and eat Turkish food. Her image of Japan was about Sushi and technology. I want to tell more things about Japan.
5.	Bazar, ice cream, Turquoise.	She went to a foreign country to study English. I admire her because she is very active.
6.	Turkish ice cream	Turkish English is very easy to understand.

7.	Turkish ice cream	She traveled to London to study English. I think she is very active and earnest learner.
8.	Ottoman empire was very strong. The country locates in between Asia and Europe.	I want to visit Turkey and see Istanbul. Her English was very fluent.
9.	Muslim country but not strict, locates in between Asia and Europe, Kebab, ice cream, many sightseeing spots, Blue Mosque, A song, 'Uska Dara'.	She went to London to study English. Going abroad is a great way to learn a language.
10.	Islam, near Europe, Good relations with Japan for a long time.	She speaks with British accent.
11.	It locates in Asia, Istanbul is the capital city, they like Japan.	Her English was very good with British accent but a bit fast for me to understand. I noticed my weak point in listening.
12.	Japan and Turkey have kept good relationship.	She seemed to enjoy speaking English. I want to speak English like her.

Appendix D. Assignment three results: World Englishes Listening 'Vietnam'

Students	Pre-listening question: What do you already know about Vietnam?	Post-listening question: What did you learn from the video?
1.	Heavy traffic jam	I have never heard Vietnamese English before and its pronunciation was hard. However, if I fully understand English grammar and vocabulary, I would be able to catch what he said.
2.	It is located in south east Asia. Famous for coffee. In Vietnamese war, they suffered from defoliant spread. The capital city is Hanoi.	One of the fastest growing nations. Half of its population works in agricultural field.
3.	Things are cheap. They have no signals.	They produce a lot of cashew nuts. They have no signals in cities. Most people ride motorcycles.
4.	N.A.	English is important to communicate with foreigners. We should focus on speaking in English more.
5.	They are Asians. Everything is cheap. The Vietnam war.	People are forward thinking, ambitious, and eager to enjoy the rewards of its improving economy.
6.	Part of Asia, Vietnam war, Pho noodles.	I was surprised to know that Vietnam comes the second place in coffee production. Vietnamese English was hard to catch.
7.	Pho noodles, spring rolls, and the Vietnam war.	Before watching this video, I used to think the country was poor. But I changed my opinion after watching it. Vietnam has been making a rapid progress in recent years. If we consider the fact that half of the world's population is counted as Asians, Japan needs to maintain good relationships with other Asian countries. We need to help them because they will be very important for us.

8.	N.A.	I learnt that non-native speakers' Englishes are difficult to listen. Therefore, I need to practice listening to them more.
9.	N.A.	I think clear pronunciation is the most important thing when talking with people. I have to practice pronunciation to become a fluent speaker.
10.	Vietnamese coffee	Vietnam is one of the most rapidly developing countries. I didn't know about most of Vietnamese ride motorcycles.
11.	Motorcycle	The number of motorbikes is huge.
12.	Pho noodles, socialist country.	Vietnamese English has a unique pronunciation and it was hard to understand. It is interesting to know that everyone speaks different English.

Appendix E. Assignment three results: World Englishes Listening 'India'

Students	Pre-listening question: What do you already know about India?	Post-listening question: What did you learn from her talk?
1.	Spicy food, large population, Taj Mahal, Muslim, kind people.	She has a lot of knowledge about her country. She is a confident speaker.
2.	Curry, large population, Taj Mahal, Islam, hot, Strong at math, discrimination, snows in the north.	English accent (pronunciation) was different from American and British so it was hard to understand.
3.	Independent from the UK, developing country, heavy dependency on primary industry, poverty.	Their official language Hindi is grammatically similar with English. There are a lot of problems in the society.
4.	Very large population	Hindi and English are very similar. The country is very poor. Many children cannot get enough education. Traditional buildings are beautiful.
5.	Very large population, Arithmetic, river Ganges, curry.	I must thank my situation. I can afford to buy medicine here when I am sick.
6.	They eat curry every day. Yoga, Hinduism, river Ganges, second largest population in the world.	Hindi and English are similar in their grammar. I want to learn Hindi after learning English.
7.	Large population, New Delhi is the capital city, They use Hindi and English, curry, Hindus.	I should study more about Japan. She knows many issues of her country but I don't and I cannot answer like her quickly.
8.	Second largest population in the world, Delhi is the capital city, They speak Hindi and believe Hinduism, Independent from Britain, A famous world heritage site Taj Mahal, poverty.	It was hard to listen to non-native speakers of English because her intonation and pronunciation were different from ours. We need to be flexible in dealing with non-native speakers of English.
9.	The capital city is New Delhi, the population density is the highest in the world, Hinduism, Himalaya mountains.	I have to speak out more without feeling worried about making mistakes. Willingness to communicate is the most important thing.

10.	Big population, remarkable progress in economy, male dominant culture, the number of sex crimes is very high.	Her English was not good but I was impressed by her confidence. Also, I found that the most important thing is what we talk, not our pronunciation.
11.	Large population, curry, many are good at mathematics.	Hinglish is difficult to listen. Japan has a better environment than developing country like India.
12.	Big population, more than hundred languages, many people can speak English, Hinduism, They cannot eat beef, Caste system, curry.	India has four big social issues, which are dowry, population, education, and diseases.
13.	Large population	Hinglish pronunciation, Social issues.
14.	Located in south east Asia, they speak Hindi, post English colony, Caste system, they never use left hands for the religious reason, Taj Mahal, Ganges in Varanasi.	Hinglish was a bit hard to understand. There are more people who speak English as a second language than native speakers. To prepare for my future job, I need to practice talking with a lot of foreigners from now.
15.	Buddha was born, curry, post English colony, caste system.	Although the education is not sufficient, she can speak good English. I respect her and I must push myself to study hard.

Appendix F. Assignment four results: Course Reflection

Students	What did you learn from the course?	What was difficult for you?
1.	I learnt that it is difficult to listen to English spoken by non-native speakers.	N.A.
2.	Watching non-native speakers' videos and having discussions were fun.	N.A.
3.	N.A.	Listening to other countries' English was very difficult for me because I haven't had enough experience.
4.	I could reconsider my sense of values from many kinds of videos used in class.	Non-native speakers of English was difficult to hear. However, I have to work with people from other countries after graduating from the school. So the experience I had in this class was very important for me.
5.	I learnt that there are many Englishes around the world. If people speak different languages, their English also sound differently.	Teacher's expectation on written assignments. The evaluation criteria was not very clear.
6.	I learnt about the various countries' English.	Dictation for the assignments. I had to listen so many times for it.
7.	N.A.	Listening to Asian English, especially Vietnamese English was the hardest.
8.	N.A.	Listening to non-native English speakers was very difficult. But the activity was very interesting.
9.	I learnt the importance of studying about English which is spoken by non-native English speakers.	N.A.

10.	N.A.	N.A.
11.	N.A.	N.A.
12.	N.A.	N.A.
13.	N.A.	N.A.
14.	N.A.	N.A.
15.	N.A.	N.A.
16.	N.A.	N.A.

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