

ATTITUDES TOWARD THE GLOBAL SPREAD OF ENGLISH AND MOTIVATION TO STUDY LANGUAGES: A GRADED RESPONSE MODEL ANALYSIS

CHIKA TAKAHASHI

Ehime University

SEONGAH IM

University of Hawai'i at Mānoa

ABSTRACT

Much has been discussed regarding the spread of English not only on the learning of English but also on the learning of languages other than English, but no scale has been developed to gauge the learners' attitudes toward the global spread of English. In this study, 829 Japanese university students were given a questionnaire that examined three factors related to their attitudes toward the phenomenon: (a) positive feelings toward the spread of English; (b) pragmatic aspects of the spread of English; and (c) global Englishes as an intercultural communication tool. By the graded response model analysis and analysis of the answers to an open-ended question, the psychometric soundness of the scale was verified. The results indicated that most participants perceived the spread of English positively and put effort into studying the language for pragmatic reasons. A smaller number of participants, however, negatively perceived the phenomenon. Implications and directions for future research are discussed.

INTRODUCTION

As English continues to be widely used for communication with both native and non-native speakers of English, the global spread of English has had various impacts on language learners, regardless of whether it is their studies of English (second language, or L2) or other languages (languages other than English, or LOTEs). On the one hand, the spread of English might motivate learners to study the language because reaching high competence in English can have a positive impact both economically and interculturally. On the other hand, some might have negative attitudes toward the spread of a particular language, in which case they might

experience demotivation to study it. Still others might question the necessity for studying LOTEs because they can communicate with so many people in the world using English.

The literature has engaged in discussions about how the global spread of English has affected learners' English/LOTE studies, particularly in terms of their motivation to study English/LOTE (e.g., Dörnyei & Al-Hoorie, 2017; Henry, 2015; Ushioda, 2017). Examples include the proposal of the L2 motivational self system (Dörnyei, 2009) and the ideal L2 self in particular, which tried to broaden the construct of integrativeness (Gardner, 1985) and accommodate learners' motivation to study English in the globalized world. There is also extensive theoretical and empirical literature on students' and teachers' perceptions, attitudes, and beliefs about varieties of English, including their own (e.g., Ishikawa, 2017; Matsuda, 2003; Suzuki, 2011). However, attitudinal factors that might help or hinder the development of ideal L2 self, for example, have not been discussed enough. In other words, more research is needed to understand how learners perceive the global spread of English and how those attitudes are related to English/LOTE motivation.

The present study attempts to develop a scale that examines learners' attitudes toward the spread of English with a sample of Japanese university students by way of the Graded Response Model (GRM, Samejima, 1969), one of the major models in the Item Response Theory (IRT) for ordered categorical responses. By utilizing the GRM, we can examine each questionnaire item's psychometric properties in detail and their adequacy and precision as an item to measure such attitudes. Furthermore, by developing such a scale, we can gauge how learners' attitudes toward the spread of English relate to their English/LOTE studies, particularly their motivation to study the languages, which is likely to lead to English/LOTE proficiency.

LITERATURE REVIEW

The Global Spread of English and Studies on Students' Attitudes Toward Global Englishes

Researchers have extensively discussed the spread of English in a variety of ways, now using the term "Englishes" rather than "English." This is because the language is used by people of various first languages in intercultural encounters today, and there is no single standard type of English. Although differences exist among related terms referring to varieties of English such as World Englishes, English as an international language, and English as a lingua franca (ELF), the

term “global Englishes” can be used as an umbrella term to refer to different English varieties that are used globally by speakers of various first languages (Crowther, 2021) with a “focus on the diversity associated with the global spread of English” (Galloway & Rose, 2014, p. 386).

There is an extensive body of research on students’ and teachers’ attitudes toward global Englishes (e.g., Galloway & Rose, 2014; Ishikawa, 2017; Matsuda, 2003; Saito, 2017; Suzuki, 2011; Yoshikawa, 2005). Past studies have investigated how students and teachers perceive different varieties of English, including their own, by way of questionnaires, interviews, expository essay analysis, and class observations. For example, Matsuda (2003) investigated how Japanese learners of English perceived the ownership of the language and found that the participants, although acknowledging the aspect of English as an international language, considered that English is “the property of native English speakers” (p. 493). Ishikawa (2017) also examined Japanese learners of English via a questionnaire with open-ended questions and interviews. The results indicated that the participants generally held negative attitudes toward Japanese people’s English, including their own, and “they had scarcely given serious consideration to ELF perspectives” (p. 26).

Insightful as they are, research in the field of global Englishes has mainly dealt with the *languages* and, to a lesser extent, “a global *phenomenon*” in which “English is used, spoken and learned all over the world” (Pinner, 2016, p. 37, emphasis added). Furthermore, these studies have focused on students’ awareness and attitudes without investigating their relationships to language learning/development (Crowther, 2021), including L2 motivation. Methodologically speaking, many studies have employed questionnaires without attempts to develop a scale to measure students’ awareness and attitudes by way of refined analytic techniques such as the GRM.

The Global Spread of English and English/LOTE Motivation Studies

The global spread of English impacts language learning in many ways, one of which includes their motivation to learn an L2. L2 motivation has been postulated to be related to the rate of L2 attainment as well as ultimate attainment (Ortega, 2009), and it has been one of the most extensively researched topics in the field (see, for example, Boo, Dörnyei, & Ryan, 2015, for an overview of growing research on the topic). Starting with the socio-educational model (Gardner, 1985), different theories and models (e.g., Crookes & Schmidt, 1991; Dörnyei & Ottó, 1998;

Noels, Pelletier, Clément, & Vallerand, 2000; Norton, 2001) have been proposed and utilized to examine various aspects of L2 motivation, i.e., why learners study an L2 (direction of L2 learning) and how intensely they do so (magnitude of L2 learning) (Dörnyei & Ushioda, 2021, p. 4).

The most utilized model is Dörnyei's L2 motivational self system (Dörnyei, 2009), which is made up of three tenets: (a) ideal L2 self, (b) ought-to L2 self, and (c) L2 learning experience. First, defined as "the L2-specific facet of one's 'ideal self'" (Dörnyei, 2009, p. 29), ideal L2 self tries to capture the ideal self-image that L2 learners envision in the future regarding an L2. This could include integrativeness (Gardner, 1985), described as "one local manifestation of a wider sense of affiliation with the values associated with a language and the language community" (Ryan, 2009, p. 132). Second, ought-to L2 self includes the attributes that learners think they ought to possess in the future regarding the L2 in order to meet expectations and avoid negative consequences. Third, L2 learning experience consists of more "situated" motives related to immediate factors, such as L2 teachers, materials, peers, etc., and is defined as "the perceived quality of the learners' engagement with various aspects of the language learning process" (Dörnyei, 2019, p. 26).

L2 motivation studies within the framework of the L2 motivational self system have been numerous, and the influence of learners' attitudes toward the spread of English on their motivation to study it has been indicated in many past studies (e.g., Henry, 2015; Munezane, 2013; Ryan, 2009; Ueki & Takeuchi, 2017; Ushioda, 2017). For example, Ueki and Takeuchi (2017) describe a Japanese university student who, by studying in the States for a year and communicating in English with other international students, came to understand what World Englishes meant to her. This helped the interviewee become less concerned with the pressure she received from her peers as "an English major in the Faculty of Foreign Language Studies" (p. 128). This way, her ideal and ought-to L2 selves became harmonious in nature, resulting in less L2 anxiety. In another example, Henry (2015) interviewed upper-secondary students of French in Sweden, who saw English "as a language that functions all around the globe – including France" (p. 330) and regarded English as more enjoyable and more important, "not least in the context of desired futures that include travel, higher education and professional careers" (p. 329).

Compared to the growing research in learners' motivation to study English, studies focusing on the negative aspects of the phenomenon or the influence of the spread of English on LOTE

studies have been limited. However, Tsuchiya (2006) summarized demotivating factors among Japanese learners of English, introducing learner voice examples such as, “I think English language is complicated” and “I don’t have a good image of people in countries where English is mainly spoken” (p. 173). Although the study did not specifically address English as a global language, it is conceivable that certain learners hold negative attitudes toward the spread of English, which might demotivate them.

In terms of the impact of the phenomenon on LOTE studies, studies report the negative impact of English on learners’ motivation to study a LOTE (e.g., Csizér & Dörnyei, 2005; Csizér & Lukács, 2010; Henry, 2015; Wang & Liu, 2020). Studies indicate that some learners who are already studying English and realize the role of the language in the globalized world experience “conflict” between languages (Csizér & Lukács, 2010, p. 3) and face difficulty finding a purpose for studying a LOTE. In such cases, learners might develop a “contentedly bilingual self” (Henry, 2017), which weakens the power of the ideal LOTE self. Indeed, in discussing English and LOTE motivations, Ushioda and Dörnyei (2017) raised the question of possible “motivational interactions or interferences when people are engaged in learning additional languages in parallel with L2 English” (p. 452). The issue of whether that interaction is negative is worthy of investigation.

The Need for Learners’ Attitudinal Constructs Toward the Spread of English

One of the attitudinal constructs that particularly reflected the global spread of English and has been demonstrated to impact the intensity of learners’ motivation is international posture (Yashima, 2002, 2009). This construct presupposes learners’ general tendencies to want to interact with members of different cultures by communicating in English and is defined as “openness towards dissimilar others and a willingness to approach them as well as interest in an international vocation and in global affairs” (Yashima, 2013, p. 39). Specifically, it includes the following four constituents: (a) intergroup approach tendency, (b) international vocation/activities, (c) interest in international news, and (d) having things to communicate (Yashima, 2009, p. 157). Past studies have demonstrated (e.g., Yashima, 2002; Yashima, Zenk-Nishide, & Shimizu, 2004) that international posture leads to the intensity of L2 motivation as well as L2 willingness to communicate.

Another attitudinal construct proposed thus far is Munezane's (2013) "valuing of global English," which focuses on how much learners value English as a global language and "was introduced to represent the evolving concept of English as a global language" (p. 157). By testing a structural model with 178 Japanese university students, the perceived value of global English predicted the latent variable of motivation, which was defined by intrinsic motivation and motivational intensity (p. 159).

Although the two aforementioned constructs are relevant to the present study, particularly the valuing of global English, a more comprehensible construct is necessary to tap into learners' attitudes toward the spread of English. First, international posture is not a construct that examines learners' attitudes toward the phenomenon itself; rather, it presupposes the status of English as a global language. Second, the valuing of global English was measured by only three items, focusing on "awareness of English as a lingua franca and the role of English as the common language to tackle global problems" (Munezane, 2013, p. 159). Learners' attitudes toward the spread of English, however, can be related to more diverse topics, including English that functions as a common language in intercultural communication and pragmatic and economic consequences that studying English might bring about.

Graded Response Model

Item response theory (IRT) contains a large family of models where the probability of endorsing an item category is expressed as a mathematical function of person and item parameters. Both dichotomously and polytomously scored items can be analyzed using different kinds of IRT models. The graded response model (GRM: Samejima, 1969) is one such model that deals with ordered responses. It is a polytomous extension of a dichotomous model, a two-parameter logistic (2PL) model where the probability to endorse a response 1 (i.e., correct, yes, agree) is the function of difficulty (b_i) and item discrimination (a_i) parameters of an item i as shown in this equation, $p_{ij}(x_i = 1|\theta_j) = \frac{1}{1+e^{-a_i(\theta_j-b_i)}}$ where the p_{ij} is the person j 's probability of positively endorsing an item i given the person j 's trait level. The θ_j is the person j 's trait level setting on a standard scale with a mean of 0 and a standard deviation of 1. The difficulty parameter b_i is the θ point where the probability of endorsing 1 is 0.5. When a parameter for each item is assumed to be equal at 1, the model is called the Rasch model (Rasch, 1960).

As the GRM addresses multiple categories, this model explores a series of probabilities of being assigned to each category k across different θ levels (e.g., English/LOTE motivation, attitudinal constructs). For instance, category response functions (CRFs) can be calculated in each Likert-scale item as follows: The probability of selecting category 1 of an item i is obtained by subtracting the probability of selecting 2 or higher (2+) categories from the probability of selecting 1 or higher (1+) categories of an item i , $p_{1_i} = p_{1_i}^+ - p_{2_i}^+$. In the same manner, the probability of selecting category 2 is the probability of selecting 3 or higher subtracted from the probability of selecting 2 or higher, $p_{2_i} = p_{2_i}^+ - p_{3_i}^+$. Thus, the CRF for category k can be formally written as

$$p_{ij}(x_i = k | \theta_j) = p_{kij} = p_{kij}^+ - p_{(k+1)ij}^+ = \frac{1}{1 + e^{-a_i(\theta_j - b_{ki})}} - \frac{1}{1 + e^{-a_i(\theta_j - b_{(k+1)i})}}$$

where p_{kij}^+ is the probability endorsing the category k or higher for the person j and, b_{ki} is the threshold parameter that is the θ point where the probability to endorse the category k or higher ($k=0 \cdots K$) for an item i is 0.5. For completeness of the model definition, $p_{0i}^+ = 1$ and $p_{(K+1)i}^+ = 0$. That is to say the probability to endorse the lowest category or higher is 1, and the probability to endorse categories higher than the highest category K is 0. The GRM can also estimate a -parameters with and without restrictions. When the a -parameter is restricted to be 1, the model is very close to the Partial Credit Model (PCM; Masters, 1982), the polytomous version of the Rasch model.

The GRM is especially useful for (a) exploring how specific trait levels correspond to a series of category options and (b) examining whether categories assigned for the scale are optimal to encompass the entire θ range with appropriate orders and distances among the category options. If a certain category shares a substantially similar range of the trait with an adjacent category or is even nested within the range of the adjacent category, a researcher might have to consider modifying the number of category options to most appropriately distinguish each category in the questionnaire. A practical tool for test construction is the item information function that is inversely related to the standard error of the θ estimates. The larger the amount of information, i.e., the smaller the standard error, the higher the precision of the respondents' trait estimates. The sum of the individual item information functions is the test information function.

The two quantities inform us of the θ level of each item and the entire questionnaire at which they have the highest degree of measurement precision. In this study, using the functions for scale development and refinement, adequacy and precision of items and categories were scrutinized, followed by the comparison of the GRMs with and without restrictions of a parameters to find a better fitting model.

The Present Study

Although much has been investigated regarding learners' attitudes toward different varieties of English and motivation to learn English, not enough has been examined in terms of English and LOTE learners' attitudes toward the phenomenon of the spread of English and how they impact English/LOTE learning. By developing a scale to measure such attitudes, one can examine diverse issues such as their relationships to English/LOTE learning, including motivation, and intercultural communication. Thus, the purpose of the present study is to develop a scale that gauges learners' attitudes toward the spread of English by utilizing the GRM and to examine how those attitudes relate to students' English/LOTE motivation. For that purpose, the following research questions were posed:

1. What are the items that should be included in the scale to measure attitudes toward the spread of English?
2. How are the attitudes toward the spread of English related to motivation to study English?
3. How are the attitudes toward the spread of English related to feelings toward LOTE studies?

METHOD

Participants

A total of 829 participants (483 males, 340 females, 6 unknown) at a national university in rural Japan took part in the study. They were all first-year students majoring in diverse fields such as education, law, letters, medicine, and engineering. They had studied English for at least six years in formal education. As Japan is a typical English as a foreign language context, these participants did not have daily opportunities to communicate in English. However, the presence

of English can be seen on a daily basis through various media, and they were likely aware of various consequences of their English studies. In addition, they were required to take compulsory courses in English, and some also had to take courses in a LOTE during their first year at the university.

Questionnaire

As an exploratory study developing the scale of attitudes toward the spread of English, the questionnaire included 30 Likert-scale items. First, 15 Likert-scale items were created based on discussions in past studies regarding the spread of English and its influences on L2 learning (Henry, 2015; Munezane, 2013; Ushioda & Dörnyei, 2017) as well as answers to an open-ended question in a study that elicited opinions on the issue from instructors teaching LOTEs (Takahashi, 2018). These were all one-sentence statements describing various aspects of the spread of English, and participants were requested to express the degree to which they agreed/disagreed. By categorizing various aspects of the spread of English, the following three factors were included in the scale: (a) positive feelings toward the spread of English, (b) pragmatic aspects of the spread of English, and (c) global Englishes as an intercultural communication tool. Descriptions and example items of the three factors are presented in Table 1. Then, four university students majoring in second language acquisition discussed these items in detail, which resulted in the modifications of some items and the addition of three more items. In addition to these 18 items, seven items intended to measure negative attitudes toward learning a LOTE were added to examine the relationships between attitudes toward the spread of English and LOTE motivation based on past studies showing that the perceived importance of English can negatively influence LOTE motivations (e.g., Csizér & Lukács, 2010; Henry, 2015). Furthermore, five items measuring intended English learning effort, adapted from Papi et al. (2019), were added. All 30 items were in the form of a 6-point Likert-scale, with 1 being “totally disagree” to 6 being “totally agree” (see Appendix for all Likert-scale items).

The questionnaire also included background questions asking participants for their major and gender as well as one open-ended question, which asked participants to freely express their opinions about the status of English as a global language and its possible influences on their English/LOTE learning. This was asked to gain deeper insight into their perceptions on the spread of English and LOTEs and their motivations to study them.

Table 1*Descriptions and Example Items Intended to Measure Attitudes Toward the Spread of English*

Factor	Descriptions	#items	Example item
Positive feelings toward the spread of English	Focuses on learner's positive perceptions of the status of English	6	"It is convenient that we have English as a global language."
Pragmatic aspects of the spread of English	Features pragmatic, economic reasons for studying English in the globalized world	6	"I need to have competence in English because the world is globalized."
Global Englishes as an intercultural communication tool	Features English as a communication tool used in intercultural communication	6	"I can communicate with people around the world by using global English."

Procedures

First, instructors teaching first-year compulsory English classes were invited to take part in the study. Those who provided written consent to cooperate in student participation then invited their students to fill out the questionnaire after the last session of the students' first semester of their English class. Students were informed that the questionnaire was voluntary, anonymous, and had no influence on their final grade. The whole procedure was approved by the Research Ethics Committee. The questionnaire was administered in the participants' first language, Japanese, and it took approximately 10 minutes to complete.

Data Analysis

First, to examine the reliability of the scales, Cronbach's alpha coefficients were checked. Then, Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA) were performed to examine the scales. After deleting the items that did not load on intended factors, Cronbach's alpha coefficients were checked again. The EFA and reliability analyses were

performed with SPSS 25. CFA was performed using the R package *lavaan* (Rosseel, 2012). Then, the data with the remaining items were analyzed within the GRM framework using IRTPRO 4.2 (Cai, Thissen, & du Toit, 2017). The goodness of fit of each CFA model was evaluated using the (a) Comparative Fit Index (CFI), (b) Tucker–Lewis Fit Index (TLI), (c) Standardized Root Mean Square Residual (SRMR) and (d) Root Mean Square Error of Approximation (RMSEA). The CFI and TLI values greater than .90 indicate adequate fit, and values greater than .95 indicate good fit. Similarly, SRMR and RMSEA values less than .06 indicate a satisfactory fit (Hu & Bentler, 1999). After performing these analyses using only items that showed good psychometric properties, correlations among three subscales measuring attitudes toward the spread of English (positive feelings toward the spread of English; pragmatic aspects of the spread of English; and global Englishes as an intercultural communication tool), intended English learning effort, and feeling meaningless in studying a LOTE were examined.

Finally, two coders read all answers to the open-ended question and discussed them with reference to the three factors that make up attitudes toward the spread of English, i.e., positive feelings toward the spread of global English, the pragmatic aspects, and global Englishes as an intercultural communication tool. We categorized the answers based on the three factors but were careful to include other topics when they emerged, thus maximizing the advantage of an open-ended question. As a result, we came up with the following 10 categories: (a) mentions the spread of English as a global language as something positive or takes it for granted; (b) mentions motivation to study English; (c) regards the spread of English as a global language as negative; (d) mentions oneself being bad at English; (e) comments on the disparity caused by differences in English proficiency; (f) mentions the unnecessary of studying a LOTE because of the spread of English; (g) regrettably mentions that one cannot feel positive toward a LOTE or LOTE learning; (h) comments on the non-relationships between the spread of English and LOTE learning; (i) mentions positive feelings about LOTE learning despite the spread of English; and (j) specifically comments on Chinese/the spread of Chinese as important. Each coder then categorized the participants' comments individually and reached an inter-coder agreement of 73.28%. When discrepancies occurred, i.e., when we put the participants' comments in a different category, they were reviewed together and resolved until an agreement was reached.

RESULTS

Descriptive Statistics, Reliability, and Validity of the Scales

Of the 829 participants, those who had missing values or who answered in a strange pattern, such as answering all the questions with “completely disagree,” were deleted. This was because, despite some items addressing students’ positive attitudes toward the spread of English both in positive and negative ways, answering both with “completely disagree” would contradict one another. This step left 789 participants in the data set ($40/829 = .048$; 4.8% of all cases were deleted). Table 2 presents descriptive statistics of the scales.

Prior to further analysis, both univariate and multivariate outliers were deleted, leaving 780 participants for further analysis. Then, Cronbach’s alpha coefficients were checked to examine the reliability of the scales. As seen in Table 3, the scales had sufficient reliability coefficients except for positive feelings toward the spread of English and global Englishes as an intercultural communication tool. Then, a Principal Component Analysis (PCA) was first performed to check the dimensionality of the scale of the attitudes toward the spread of English. There were four eigenvalues higher than 1.00: 5.34, 1.74, 1.44, and 1.09, which accounted for 40.08% of the total variance. Then an EFA with a Varimax rotation was performed to explore the structure of the scale. The data showed good factorability, with a Keiser-Meyer-Olkin (KMO) measure of sample adequacy of .88. As Table 4 shows, the first factor received loadings from three items intended to measure positive feelings toward the spread of English, as well as two items measuring pragmatic aspects of the spread of English and two to measure global Englishes as an intercultural communication tool. The second factor had high loadings from all six items intended to measure pragmatic aspects of the spread of English. As for the third factor, four items intended to measure global Englishes as an intercultural communication tool loaded on it, as well as two items intended to measure positive feelings toward the spread of English and one item to measure pragmatic aspects of the spread of English. Lastly, two items intended to measure positive feelings toward the spread of English and one item intended to measure global Englishes as an intercultural communication tool loaded on the fourth factor. As for the scale of positive feelings toward the spread of English, the two items loaded on the fourth factor were both reverse-worded (e.g., Q10: English is too widespread in the world). This might have been

Table 2*Descriptive Statistics of the Scales*

Scale	<i>k</i>	Min.	Max.	<i>M</i>	<i>SD</i>	SKW	<i>SES</i>	KUR	<i>SEK</i>
F	6	2.00	6.00	4.16	.58	-.16	.09	.80	.17
P	6	1.00	6.00	4.27	.81	-.46	.09	1.08	.17
T	6	2.33	6.00	4.65	.56	-.18	.09	.31	.17
E	5	1.00	6.00	3.46	.93	-.08	.09	-.00	.17
LOTE	7	1.00	5.71	2.74	.76	.12	.09	.25	.17

Note: F: Positive Feelings Toward the Spread of English; P: Pragmatic Aspects of the Spread of English; T: Global Englishes as an Intercultural Communication Tool; E: Intended English Learning Effort; LOTE: Feeling Meaningless in Studying a LOTE.

Table 3*Cronbach's Alpha Coefficients Before Item Deletion*

	N of Items	Cronbach alpha
F	6	.44
P	6	.80
T	6	.63
E	5	.84
LOTE	7	.82

Note: F: Positive Feelings Toward the Spread of English; P: Pragmatic Aspects of the Spread of English; T: Global Englishes as an Intercultural Communication Tool; E: Intended English Learning Effort; LOTE: Feeling Meaningless in Studying a LOTE.

the reason for not being able to capture the patterns shown by the other three items that are positively worded (e.g., Q2: It is convenient that we have English as a global language).

As for the scales of intended English learning effort and feeling meaningless in studying a LOTE, a PCA was performed for each of the two to confirm the unidimensionality of the data. Regarding intended English learning effort, only the first component had an eigenvalue higher than 1.00 (3.06), which explained 61.27% of the total variance. All the items loaded on this component. Regarding feeling meaningless in studying a LOTE, two components had eigenvalues higher than 1.00 (3.41 and 1.10), which explained 64.43% of the total variance. All the items loaded on the first component with loadings higher than .40, except for Q19, which loaded on the second component with a loading of .85.

As a result of the EFAs, the items that did not load on the intended factors, i.e., three items intended to measure positive feelings toward the spread of English (Q10, 14, 18), two items measuring global Englishes as an intercultural communication tool (Q1, 24), and one item measuring feeling meaningless in studying a LOTE (Q19), were deleted. The structure found in the EFA was confirmed using CFA. One item measuring global Englishes as an intercultural communication tool (Q21) was deleted as it caused very high correlation among factors. After removing Q21, the goodness of fit of the model shown in Figure 1 was excellent; CFI = 0.99 and

Table 4*Factor Loadings After Varimax Rotation*

Item	Factors				Commonalities
	1	2	3	4	
F2	.66	.08	.29	.14	.54
F22	.48	.14	.49	.29	.58
F6	.42	.16	.20	-.04	.24
F14	.04	-.05	-.05	.46	.22
F18	.03	.25	.50	-.30	.41
F10	-.03	-.03	.02	.53	.22
P30	-.00	.60	.04	.18	.39
P17	.35	.56	.31	-.14	.55
P20	.31	.55	.35	.13	.54
P12	.14	.54	.21	-.25	.42
P3	.54	.50	.10	-.05	.56
P26	.32	.48	.27	-.15	.43
P29	.30	.18	.58	.15	.47
T15	.24	.13	.50	-.04	.32
T21	.28	.20	.41	.20	.33
T8	.37	.11	.37	-.11	.30
T24	-.01	.29	.14	.36	.23
T1	.62	.08	.11	-.04	.41
Proportion of Variance	.12	.11	.10	.06	.40

Note. Factor loading > .35 are in boldface. F: Positive Feelings Toward the Spread of English; P: Pragmatic Aspects of the Spread of English; T: Global Englishes as an Intercultural Communication Tool.

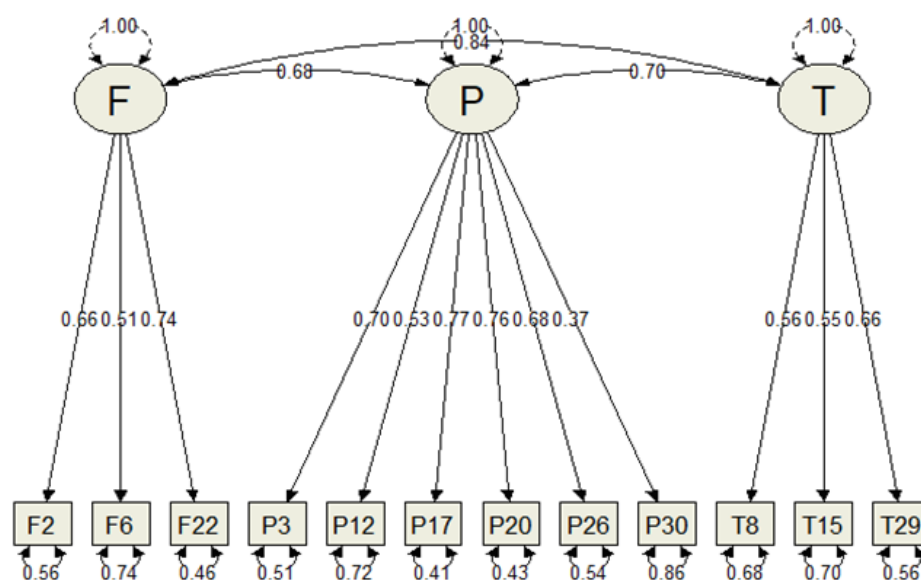
TLI = 0.99 were very high, and RMSEA = 0.03 and SRMR = 0.05 were low. The Cronbach's alpha coefficients after deleting these items are shown in Table 5.

Because the correlations among the F and T factors were high, a CFA model with two factors (i.e., FT [items of F and T loaded together] and P) was compared to the three-factor CFA model.

The scaled χ^2 difference test showed that the CFA model presented in Figure 1 fit better than the two-factor CFA model, $\chi^2(2) = 6.77, p = 0.03$.

Figure 1

Path Diagram of CFA with the Subscales of Attitudes Toward the Spread of English



Note: F: Positive Feelings Toward the Spread of English; P: Pragmatic Aspects of the Spread of English; T: Global Englishes as an Intercultural Communication Tool.

Table 5

Cronbach's Alpha Coefficients After Item Deletion

	N of Items	Cronbach's alpha
F	3	.62
P	6	.80
T	3	.62
E	5	.84
LOTE	6	.83

Note: F: Positive Feelings Toward the Spread of English; P: Pragmatic Aspects of the Spread of English; T: Global Englishes as an Intercultural Communication Tool; E: Intended English Learning Effort; LOTE: Feeling Meaningless in Studying a LOTE.

Graded Response Model Analysis

The GRM analyses were performed with the remaining 23 items, three of which focused on positive feelings toward the spread of English, three on global Englishes as an intercultural communication tool, six on pragmatic aspects of the spread of English, five on intended English learning effort, and six on feeling meaningless in studying a LOTE. The unidimensionality assumption of IRT was checked based on the size of the first eigenvalue of the PCAs for each scale. The first dimension of the positive feelings toward the spread of English was dominant by explaining 60.36% of the variance. For the pragmatic aspects of the spread of English, the first dimension explained 50.87%. The first dimension of global Englishes as an intercultural communication tool explained 57.00% of the variance.

Next, two different GRMs, i.e., one with free a -parameters and the other with a -parameters fixed at 1.00, were compared to find the best-fitting model to the data. As the difference between negative twice the log-likelihood (deviance) values shown in Table 6 follows a χ^2 distribution, for all the scales, the model with freely estimated a -parameters fit the data better than the more restricted model with all a -parameters at 1.00. Thus, the further analysis proceeded with the GRM with free a -parameters. Table 7 presents the discrimination parameter (a) of each item and the threshold parameters of each category for each item (b_1 to b_5).

Table 6

Model Comparison Using the Deviance Values in Each Model

	GRM	GRM with $a = 1$	χ^2	df	p
F	5993.16	6095.22	102.06	3	< .001
P	12210.24	12534.07	323.83	6	< .001
T	5360.18	5432.46	72.28	3	< .001
E	10442.94	10946.69	503.75	5	< .001
LOTE	11853.43	12361.31	507.88	6	< .001

Note: F: Positive Feelings Toward the Spread of English; P: Pragmatic Aspects of the Spread of English; T: Global Englishes as an Intercultural Communication Tool; E: Intended English Learning Effort; LOTE: Feeling Meaningless in Studying a LOTE.

Table 7*Item Parameter Estimates of Subscales from the GRM Analyses*

Item Number	a	b_1	b_2	b_3	b_4	b_5
Positive feelings toward the spread of English						
2	1.71	-4.76	-3.67	-2.78	-1.25	0.37
6	1.11	-2.29	-1.32	-0.14	1.27	2.61
22	2.75	-3.29	-2.59	-1.59	0.14	1.44
Pragmatic aspects of the spread of English						
3	1.76	-3.47	-2.48	-1.81	-0.31	1.00
12	1.51	-2.88	-1.94	-0.94	0.5	1.73
17	2.73	-2.56	-1.74	-0.96	0.4	1.50
20	2.03	-3.23	-2.8	-1.95	-0.65	0.73
26	2.09	-2.77	-1.64	-0.56	0.71	1.81
30	0.98	-3.83	-2.45	-1.21	0.72	2.61
Global Englishes as an intercultural communication tool						
8	1.35	-4.53	-3.33	-2.25	-0.30	1.35
15*	1.98	---	-2.95	-2.28	-0.57	1.10
29	1.66	-4.77	-4.34	-3.40	-0.84	0.97

Table 7 (continued)

Item Number	<i>a</i>	<i>b</i> ₁	<i>b</i> ₂	<i>b</i> ₃	<i>b</i> ₄	<i>b</i> ₅
Intended English learning effort						
4	2.23	-2.38	-1.59	-0.57	0.89	1.89
9	3.24	-1.33	-0.39	0.64	1.66	2.38
16	3.44	-1.35	-0.53	0.44	1.38	2.17
23	1.36	-2.62	-1.15	0.07	1.33	2.65
28	1.41	-3.24	-2.1	-0.9	0.71	1.96
Feeling meaningless in studying a LOTE						
5	1.09	-3.75	-2.21	-0.92	0.79	2.56
7	2.92	-1.07	-0.05	1.01	1.87	2.4
11	2.83	-0.75	0.24	1.31	2.12	2.67
13	1.66	-1.35	-0.05	1.59	2.86	4.07
25	2.81	-1.02	0.00	1.11	1.8	2.59
27	1.55	-1.68	-0.42	1.23	2.69	4.04

Note: * No respondent endorsed the lowest category, and the *b* parameter for the category was not estimable.

As presented in Figure 2, examinations of the CRFs and the item information curves show that, while some items clearly distinguished participants with different theta levels, other items did not distinguish participants well and subsequently did not offer much information. For example, the CRFs of Q17 (“I should study global English so as not to be economically disadvantaged”) show that participants who are low on the theta (around -3.0) have the highest possibility of choosing category 1, i.e., “completely disagree.” In contrast, participants who are high on the theta (around 3.0) have the highest possibility of choosing category 6, i.e., “completely agree.” The *b* parameter estimates increased consistently from a lower to a higher value; therefore, it did not indicate that there were any problems with the ordering of the response categories. The six CRFs line up distinctively in order and show that the item is capable of distinguishing participants with distinct theta levels. On the other hand, for Q30 (“Even in the era of globalization, I do not feel particularly disadvantaged for not being able to use English”), a reverse-coded item, the CRFs do not show that participants with different theta levels would choose different answer options. In sum, the analysis utilizing CRFs and item information curves enables detailed examinations at the item level, which is helpful for developing a new scale.

Next, total information curves (TICs) were examined to see how much information each scale offered for distinct theta levels. First, regarding the three subscales of attitudes toward the spread of English, as seen in Figure 3, the information was more for lower levels of theta for all three subscales. In contrast, the items did not seem to offer much information for those of higher theta levels. In other words, the items seemed easy to endorse for the participants, and those with higher theta levels did not have an option except to answer with category option 6, “totally agree.” It should also be noted that total information is the sum of item information; thus, information for the subscale of pragmatic aspects of the spread of English is the most among the three, given that there are six items.

Second, regarding intended English learning effort and feeling meaningless in studying a LOTE, these scales offered information throughout the theta levels, but more for higher theta levels.

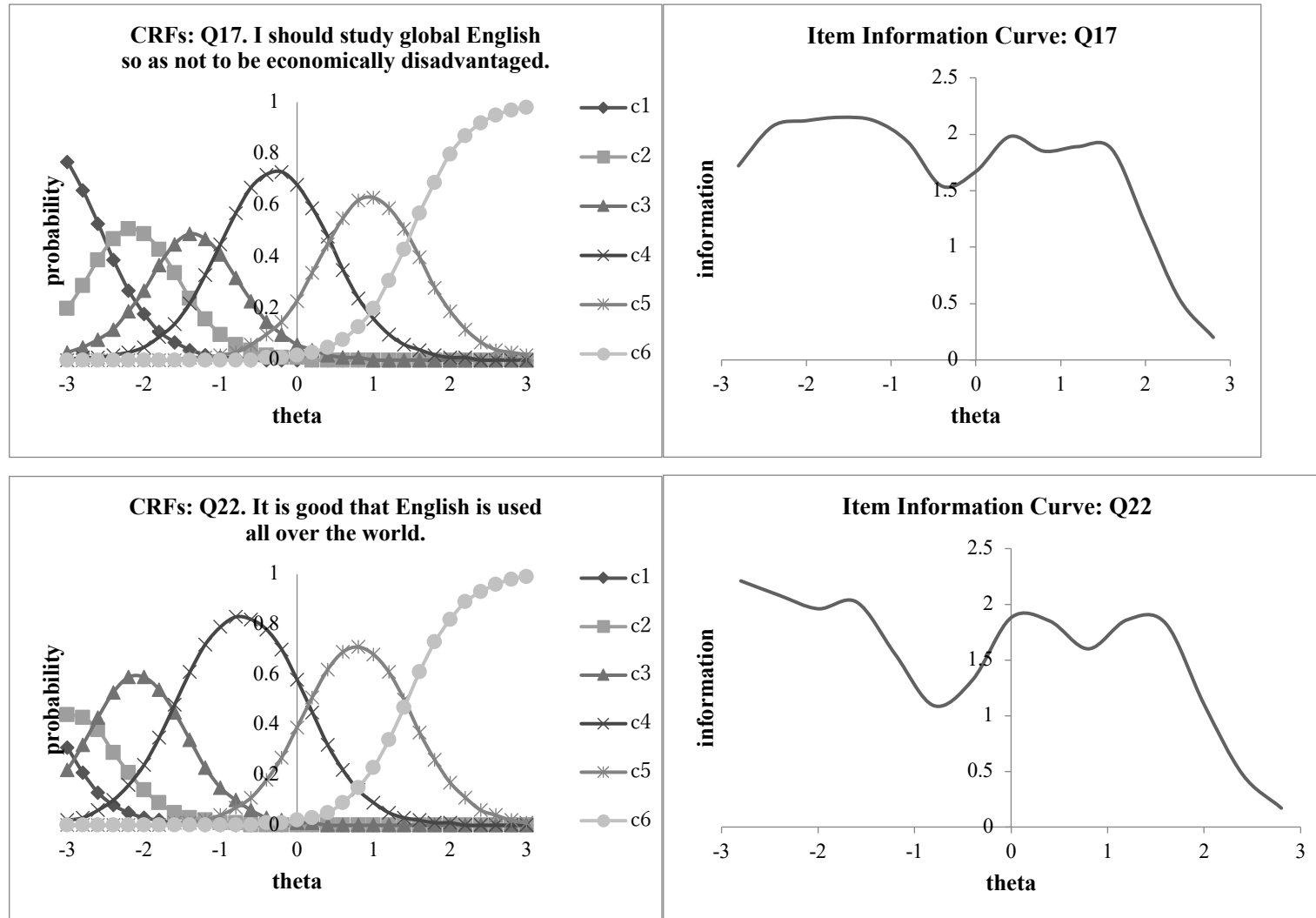
Figure 2*Example Category Response Function and Item Information Curves*

Figure 2 (continued)

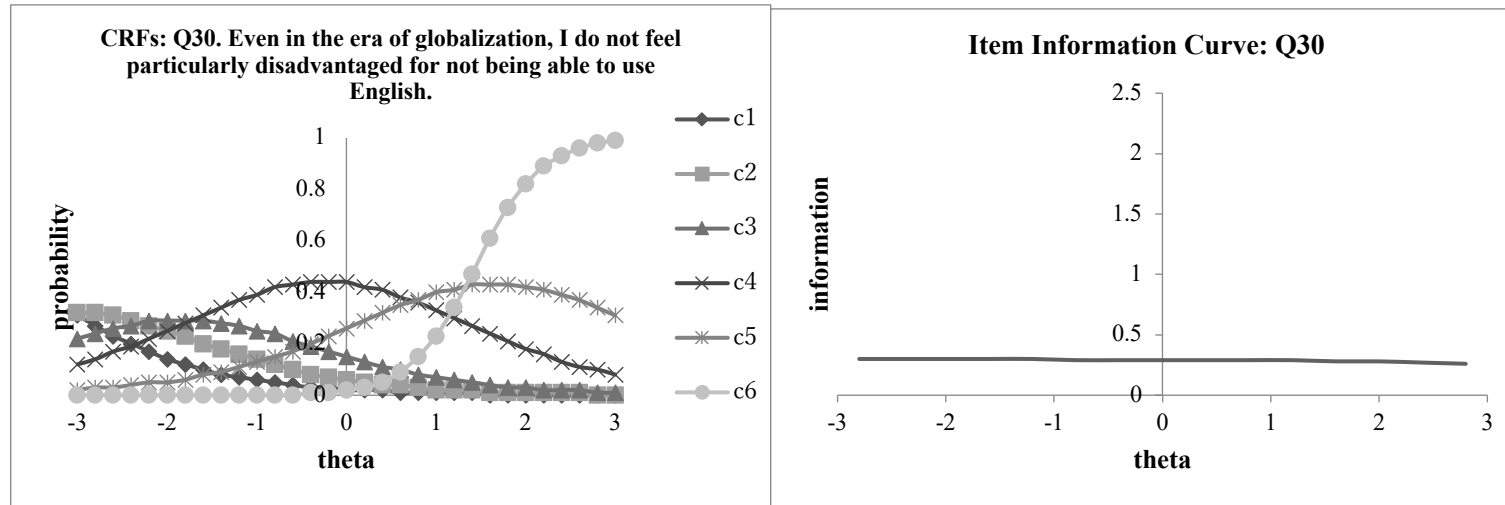


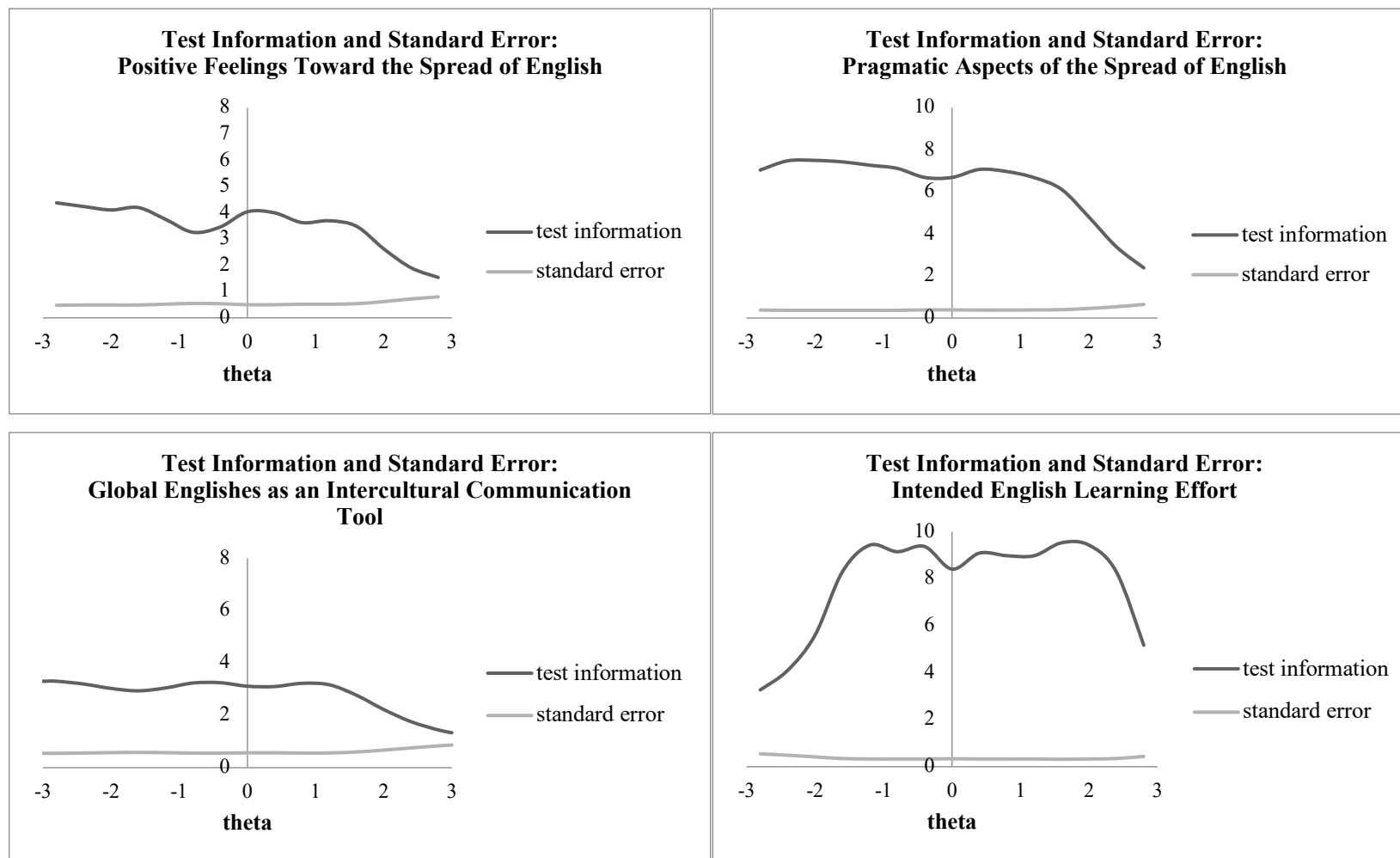
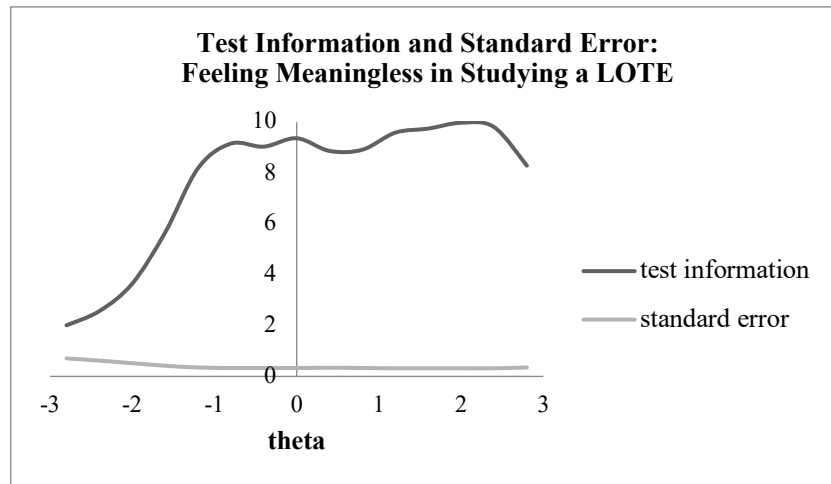
Figure 3*Total Information Curves*

Figure 3 (continued)

Correlational Analysis

As a result of GRM analysis, the following items were deleted: Q5 and Q30. With the remaining items, inter-correlations among the following five variables were examined: (a) positive feelings toward the spread of English, (b) pragmatic aspects of the spread of English, (c) global Englishes as an intercultural communication tool, which are the three subscales measuring attitudes toward the spread of English, (d) intended English learning effort, and (e) feeling meaningless in studying a LOTE. Table 8 shows that the three attitudinal factors were related but distinct, as shown by the correlation coefficients, which were between .50 and .51. Among the three factors, the one with the highest correlation coefficient with intended English learning effort was pragmatic aspects of the spread of English ($r = .44$). Furthermore, the relationships between the three factors on the one hand and feeling meaningless in studying a LOTE on the other were negligible ($r = .00$ to $-.10$). Lastly, the relationship between intended English learning effort and feeling meaningless in studying a LOTE was negative ($r = -.18$).

Analysis of the Open-Ended Question

Finally, answers to the open-ended question were analyzed with the 10 categories, as already discussed. Table 9 presents the results.

As can be seen, the majority of participants regarded the spread of English as a global language positively or took the phenomenon for granted. They seemed to value the language as a common language that can be used in intercultural communication. A much smaller number of participants (81 participants, or 9.77% of the 829 participants) regarded the spread of English as a global language as negative. Interestingly, some participants seemed nuanced about the phenomenon, mentioning both positive and negative aspects of the spread of English. As in many past studies (e.g., Henry, 2015; Wang & Liu, 2020), some commented that they did not think LOTE studies were necessary because they could communicate in English, although some of them answered in a regrettable tone. For example, one explained, “I want to study Korean as a third language. However, the highest priority is English, and therefore, I cannot study Korean hard.” Others considered LOTE studies to be important despite the spread of English, mentioning, for example, that because they study a LOTE because they like it, the status of English does not affect their LOTE studies.

Table 8*Inter-Correlations Among the Variables*

	Positive Feelings	Pragmatic Aspects	Communication Tool	Intended English Learning Effort	Feeling Meaningless in Studying a LOTE
Positive Feelings	1.00	.51**	.50**	.36**	.00
Pragmatic Aspects		1.00	.50**	.44**	-.10**
Communication Tool			1.00	.27**	-.08*
Intended English Learning Effort				1.00	-.18**
Feeling Meaningless in Studying a LOTE					1.00

* $p < .05$, ** $p < .01$

Table 9*Results of the Open-Ended Question*

Category	Number	%
mentions the spread of English as a global language as something positive or takes it for granted	507	61.16
mentions motivation to study English	144	17.37
regards the spread of English as a global language as negative	81	9.77
mentions oneself being bad at English	29	3.50
comments on the disparity caused by differences in English proficiency	25	3.02
mentions the unnecessary of studying a LOTE because of the spread of English	19	2.29
regrettably mentions that one cannot feel positive toward a LOTE or LOTE learning	15	1.81
comments on the non-relationships between the spread of English and LOTE learning	44	5.31
mentions positive feelings about LOTE learning despite the spread of English	29	3.50
specifically comments on Chinese/the spread of Chinese as important	24	2.90

Note. Participants could mention more than one type of comment. Therefore, the total does not equal the number of participants ($N = 829$).

DISCUSSION

Items That Constitute the Scale of Attitudes Toward the Spread of English

The three factors that make up the scale of attitudes toward the spread of English are related but distinct sub-constructs, as shown by both EFA and CFA. These three factors were made up of various items intended to measure participants' attitudes toward English as a global language.

Furthermore, the GRM analysis enabled detailed examinations of each item, including how easily the participants agreed with them. The results indicated that some items were too easy to endorse for the participants. This implies that the participants are very well aware of, and agree with, various aspects of the spread of English, e.g., global Englishes as an intercultural communication tool and the pragmatic and economic benefits that English competence might bring about. Furthermore, we found that the GRM with varying or free a -parameters fit the data better; therefore, the results showed which items offered more information (i.e., higher precision) than others, which cannot be addressed by a model with the same a -parameter. In general, the categories of individual items (see Figure 1) served distinctively for various levels of the spread of English. The three subscales constituting the construct of attitudes toward the spread of English functioned steadily throughout the continuum of the construct, as evidenced by TICs (see Figure 2).

Attitudes Toward the Spread of English and L2 Motivation

As in past studies (e.g., Henry, 2015; Munezane, 2013), participants' attitudes toward the spread of English were related to the intensity of their motivation to study it ($r = .27$ to $.44$). Although Munezane (2013) hypothesized that the valuing of global English is an "awareness of English as a lingua franca and the role of English as the common language to tackle global problems" (p. 159), in the present study, the factor that was closely related to the intensity of L2 motivation was the economic and pragmatic consequences of studying English. In other words, participants might value English and put effort into studying it when they are aware of the economic consequences their English studies might bring about. These results agree with observations of past studies in that "the instrumental or pragmatic value of learning the dominant global language has clearly become a significant factor in people's motivations for acquiring English" (Ushioda, 2017, p. 471).

The other side of the story, however, is that some participants negatively viewed the spread of English and put little effort into studying it. For example, one participant had a mean of 1.00 for the subscale of pragmatic aspects of the spread of English and a mean of 2.00 for intended English learning effort. For the open-ended question, this participant commented that he "hated English." While past studies (e.g., Tsuchiya, 2006; Kikuchi, 2013) only described a "negative attitude toward English itself" and a "negative attitude toward the English community"

(Tsuchiya, 2006, p. 173), the present study indicated that those negative attitudes might include those toward English as a global language.

Attitudes Toward the Spread of English and LOTE Studies

Examinations of correlations between the three factors that make up attitudes toward the spread of English and feeling meaningless in learning a LOTE indicated that they were not related ($r = .00$ to $-.10$). These results contrast with past studies that reported the negative impact of English on LOTE motivation (e.g., Csizér & Dörnyei, 2005; Csizér & Lukács, 2010; Henry, 2015; Wang & Liu, 2020). The non-associations are backed up by the answers to the open-ended question in that there were more participants who commented on the non-relationships between the spread of English and LOTE learning (44 participants) than those who mentioned the unnecessary of studying a LOTE because of the spread of English (19 participants) (see Table 9).

One illustrative case involves a participant who scored 1.00 for the scale of feeling meaningless in studying a LOTE (i.e., valued the studies of LOTE). This participant had a mean of 5.20 for both the subscales of positive feelings toward the spread of English and global Englishes as an intercultural communication tool as well as intended English learning effort. For the open-ended question, the participant commented that “it is natural that one language becomes a common one in the era of globalization, and we have to study that language. What we learn by using another language in terms of differences in cultures and values is very interesting, so this leads to further consciousness in studying yet another language.”

Such comments offer important lessons for English/LOTE teachers. Learners like the one mentioned above have the possibility to balance “the instrumentalist view of language study as a skill for communication with a more holistic ‘constitutive’ view” (Ushioda, 2017, p. 474). Like this learner, LOTE teachers might be able to motivate their students not in terms of the pragmatic aspects of LOTE learning but of a more holistic view of language learning—e.g., by emphasizing the importance of language diversity and the intrinsic value of language learning. Teachers can emphasize these aspects to English learners as well, many of whom seem preoccupied with the pragmatic aspects of the spread of English. As natural as it might be for English learners to be conscious of the economic and pragmatic consequences of their studies, such a view might narrow their perspectives and cause unnecessary pressures and/or

demotivation in their English studies. This might be reflected in the comments offered by 29 participants: that they are bad at English (see Table 9).

The non-association between attitudes toward the spread of English and feeling meaningless in studying a LOTE is also important to English/LOTE motivation researchers. Much of the recent theoretical and empirical research of language learning motivation has focused on learners' attempts to improve practical communicative competence, i.e., "a focus on the future goals and purposes of language learning" (Ushioda, 2017, p. 471), particularly by examining learners of English. As comments in the present study indicated, however, by qualitatively exploring LOTE learners' voices, researchers may be able to propose a more holistic theory of English/LOTE motivation that goes beyond the instrumentalist view of language learning.

CONCLUSION

Several limitations of the study need to be mentioned. First, two of the three subscales had lower than expected Cronbach's alpha coefficients. Through PCA, CFA, and GRM analyses, three out of six items for each of the subscales were deleted to improve the psychometric properties and the scale. It will be necessary to re-examine the items in the subscales. Also, the study only captured a snapshot of participants' attitudes toward the spread of English, which might gradually change as they continue studying English/LOTEs. The relationships between their attitudes toward the spread of English, English/LOTE studies, and English/LOTE achievement should be made clearer. Last, having Likert-scale items before the open-ended question might have influenced the participants' answers. For example, the Likert-scale items did not specifically describe the varieties of Englishes that exist in the world. Utilizing other methods such as interviews may have helped gauge how the participants perceive the realities of Englishes.

This exploratory study was an attempt to develop a scale that measures attitudes toward the spread of English and how it relates to English and LOTE studies. The GRM analysis was valuable for examining each item in detail. Answers to the open-ended question were also insightful in gauging participants' perceptions of the spread of English and LOTE studies. In future studies, it will be fruitful to further refine the scale by considering aspects that were not covered in the present study, including different varieties of English. Although the global spread

of English is unlikely to dramatically change in the near future, by further refining the scale of attitudes toward the spread of English with GRM analysis and exploring the inter-relationships among English/LOTE attitudes, English/LOTE motivation, and English/LOTE achievement, implications can go beyond merely accommodating learners' pragmatic needs to promote a holistic view of language learning.

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APPENDIX

Likert-Scale Questions

Answer options:

- 1 = “totally disagree”
- 2 = “disagree”
- 3 = “if I had to choose then I disagree”
- 4 = “if I had to choose then I agree”
- 5 = “agree”
- 6 = “totally agree”

Positive feelings toward the spread of English

Q2. It is convenient that we have English as a global language.

Q6. It will be good if English becomes an official language.

Q10. English is too wide spread in the world. (reverse coded)

Q14. The society will be homogenized if English is pervasive as a global language. (reverse coded)

Q18. English has become advantageous compared to other languages.

Q22. It is good that English is used all over the world.

Pragmatic aspects of the spread of English

Q3. I need to have competence in English because the world is globalized.

Q12. Without English competence, our country will be economically left behind.

Q17. I should study global English so as not to be economically disadvantaged.

Q20. English will be important in the future for me because we are in the era of globalization.

Q26. English is important to me because English competence and economic power are related.

Q30. Even in the era of globalization, I do not feel particularly disadvantaged for not being able to use English. (reverse coded)

Global Englishes as an intercultural communication tool

Q1. I can communicate with people around the world by using global English.

Q8. When it comes to a global language, English conversation skills are the most important.

Q15. English is a tool to communicate with foreigners as a global language.

Q21. English is useful for understanding people with different cultural backgrounds.

Q24. I have no awareness of English as a communication tool. (reverse coded)

Q29. English is convenient for intercultural communication.

Feeling meaningless in studying a LOTE

Q5. English is enough for communicating in languages other than my first language.

Q7. It is unnecessary to study foreign languages other than English.

Q11. Because English has become a global language, it is meaningless to study a second foreign language.

Q13. I should study a language other than English from the standpoint of diversity. (reverse coded)

Q19. One of the purposes of learning foreign languages is to learn different ways of thinking through language. (reverse coded)

Q25. I do not understand why I have to study a language other than English.

Q27. It is important to have competence in a foreign language other than English. (reverse coded)

Intended English learning effort

Q4. I work hard at studying English.

Q9. I spend a lot of time studying English.

Q16. I put a lot of effort in studying English.

Q23. I constantly think about my English learning activities.

Q28. Studying English is very important to me these days.