

Online English Study: Perceptions of Language Ownership in Japan

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Online English lessons compete increasingly with traditional classroom lessons. When these lessons are given by nonnative teachers, they provide a platform to challenge notions of the *ownership* of English by native speakers in addition to changing the way the language is taught. In this study I examined the motivations of Japanese students for taking online lessons versus classroom lessons, overall satisfaction levels with online lessons, and teacher preferences versus teacher choices. I also examined attitudes towards correct models of English held by both students and nonnative instructors. The results indicate that convenience and affordability are significant factors in the overall satisfaction expressed by students with online lessons. They also show that, despite strong notions of native speakers as ideal English models in Japan, convenience and affordability of online lessons from nonnative teachers as well as their individual skills and attitudes make their lessons a competitive alternative for Japanese students.

従来の教室での授業に対抗して、オンラインの英語授業が競争を激化させている。ネイティブでない教師によるオンライン授業では、言語の教え方を変える事に加えて、英語はネイティブスピーカーだけの「所有物」であるという観念にも挑んでいる。本研究では、オンライン授業VS従来の教室での授業を受講する日本人学生の動機、オンライン授業の全体的な満足度、また教師の好みVS教師の選択肢を調べ分析した。また、学生とネイティブではない教師の両者が持つ、模範的な英語授業への考えを調査した。その結果、便利さと手頃な料金が、オンライン授業を受けた学生たちの満足度で重要な要素だと分かった。日本では、ネイティブスピーカーの英語が理想だという根強い観念があるにも関わらず、個々の技量や授業への姿勢にもよるが、ネイティブでない教師によるオンライン授業の便利さと手頃な料金のため、彼らの授業は日本人学生にとって魅力的な選択肢であることが判明した。

Online teaching of English through videoconferencing platforms like Skype, particularly from nonnative English-speaking teachers (NNESTs), is a growing market sector in our changing field. Some of the largest English conversation schools in Japan are now online (Joe, 2010). Many are based in nonnative English-speaking countries such as the Philippines, where English is a national language, and the lucrative business-process outsourcing industry has created centers training local people to speak with a North-American English accent (Friginal, 2007). Videoconferencing software has allowed a business model to develop that has advantages over traditional English conversation schools. Online schools can hire teachers from a cheaper labor market while providing obvious conveniences for the students of schedule flexibility and lessons at their homes or offices. Another key advantage here is price; often at only a few hundred yen per lesson, these classes are much more affordable than those at traditional conversation schools.

English teaching is of course not the first type of work to shift demographically with the globalizing opportunities created by the Internet. Intriguing, however, is how the new model seems to be allowing traditional notions of English ownership, or native speakers' perceived authority over the language, to be challenged. Teachers in places like the Philippines, a country in Kachru's (1985) outer circle of diffusion, are competing with teachers from inner-circle countries for jobs in Japan and presumably elsewhere. This raises questions: Why are students choosing these lessons? What are students' perceptions of the quality of these lessons; for example, does the model allow for standards of professionalism to be maintained? Are native English-speaking teachers (NESTs) being made irrelevant by this new technology?

In this study the motivations of Japanese students for taking online lessons, as well as attitudes towards these lessons, were examined. The extent to which notions of English ownership are held by students in Japan, and whether the new technology of online videoconferencing is in fact neutralizing this advantage of native speakers, were also investigated.

Literature Review

Student Perceptions

Though ESL students have in some studies expressed preference for NESTs (Mermelstein, 2015), they have been shown to sometimes have difficulty distinguishing native accents from nonnative ones (Kelch & Santana-Williamson, 2002; Moussu, 2010). Attitudes towards teachers have been found to correlate more with perceived nativeness than with actual nativeness, with perceived natives seen as more fluent (Kelch & Santana-Williamson, 2002) and as desirable English models (Buckingham, 2015). Several studies on ESL students in the US and UK have indicated that qualities such as personality, linguistic expertise, and professionalism may be more important to student satisfaction with teachers than nationality or accent (Moussu, 2010, Pacek, 2005). Moussu (2010) questioned ESL students in 22 programs in the US at the initial and final stages of their courses. She found that students taught by NNESTs gave them higher marks than those never taught by them, and also that student opinions of NNESTs grew more positive over time, changing more than opinions of NESTs in the same time period. Japanese ESL students questioned in the initial stages of Moussu's study held, along with other Asian students, the least positive preconceptions towards NNESTs.

Online English Learning in Japan

The growing body of research into videoconferencing-assisted English learning in Japan seems to show overall student satisfaction with lessons and also highlights some of the benefits as well as problems local students have studying with overseas NNESTs. Tsukamoto, Nuspliger, and Senzaki (2009) connected Japanese and American high-school students via Skype. This was successful in fostering greater interest in English among the Japanese students, who responded positively to lessons focused on communication rather than text-based ones. Time differences were found to be a problem, alleviated somewhat by including Korean high-school students, a NEST in Japan, and others in the project.

A study by Pontillas (2015) involved 100 Japanese and Korean students of an online school using teachers based in the Philippines. Proficiency tests confirmed the effectiveness of the lessons in improving students' English over the course of the study. Students expressed satisfaction with the school on questionnaires, particularly with the convenience of the online lessons. The greatest area of dissatisfaction was Internet connection issues; Pontillas noted the slower speed of the connection in the Philippines compared with neighboring countries.

Terhune (2015) surveyed Japanese university students given free access to online Skype lessons from a Japanese school. All teachers were from the Philippines, studying or with degrees in teaching English as a second language. Though they preferred face-to-face lessons, students expressed high levels of satisfaction with the teachers, reporting that they were "friendly and helpful" (p. 11). The students also reported that they would be comfortable paying ¥100-500 for lessons, much less than for lessons at an English conversation school. One issue highlighted by the study was "dialectal discrimination" (p. 19); Terhune mentioned students' disinterest in learning dialects not consistent with their ideas of what English was and noted that this could slow the growth of English teaching via computer-mediated communication. Taken in the context of other studies into ESL student preferences, dialectal discrimination thus appears to be a factor affecting such aspects of the online ESL market as teacher choice and price.

Methodology

Research Questions

The above literature informed the development of the following research questions:

- RQ1. Why do students choose online lessons over traditional methods of study?
- RQ2. How do students choose their teachers?
- RQ3. Are students satisfied with their lessons and teachers? Why or why not?
- RQ4. Do students' preferences for teachers differ from their actual choices? Why or why not?

Procedures

All research for this study was conducted online. Due to the large number of online teachers and schools based there and advertised in Japan, research on NNESTs focused mainly on teachers from the Philippines.

Students and teachers were contacted primarily through three popular websites: Italki, GoVorable, and Lang8. All three sites operate as "language exchange" boards, where language learners can communicate with natives or other learners in L2 by text or videoconferencing or find teachers. A small number of personal references were also contacted online.

Instruments

Data were collected through questionnaires and interviews. The questionnaires (see Appendix A) were mass-emailed to Japanese students at the websites and responded to on a voluntary basis, with a small number also sent to personal references. Interviewees were either contacted through these sites or personal references.

In order to encourage a higher response rate the questionnaires were kept as short as possible. Qualitative questions eliciting opinions and comments were judged as the most effective approach considering the small size of the survey. They were administered primarily in English, with a Japanese version given on request.

The questionnaires contained multiple-choice questions eliciting demographic data, as well as open-ended questions about experiences studying English and attitudes about lessons and types of teachers. Numerical rating scales (5 = very satisfied) were used to determine satisfaction with teachers' pronunciation and with lessons in general. For items of central importance to the study, such as overall satisfaction with lessons and feelings about NEST and NNEST teachers, several questions were asked about the same topic.

Version 1 of the questionnaire was issued for 1 month and targeted online students of Filipino NNESTs. Based on the responses collected, it was decided for comparative purposes to issue two additional versions for 1 month each: Version 2 targeted all students taking online lessons, and Version 3 invited comments about all types of English lessons.

Questionnaire data were collected from 132 respondents. Of these, 104 mostly (80% or more of questions answered) or completely finished questionnaires were collected, along with 28 partially completed questionnaires or written comments.

Eight Japanese English student volunteers were selected from amongst questionnaire respondents, and six Filipino online teachers were interviewed (see Appendix B for lists of interview questions). Most interviews were 20 minutes long, all were conducted in English. Students were interviewed on a voluntary basis on Skype. Participants were informed that the interviews would be recorded and used for research purposes; most seemed to view it as a chance to practice their English.

Participants

Questionnaire Respondents

All questionnaire respondents were Japanese students of English; 59 identified themselves as male and 61 as female. Among them, 16 respondents identified themselves as 10-20 years old, 69 as between 20 and 40, 36 were between 40 and 60, and one respondent only identified as older than 60.

Most questionnaire respondents ($n = 92$) reported studying online, many using online schools. The largest number used DMM *Eikaiwa* (31 students) and Rarejob (17 students), two Japanese-run schools employing mainly nonnative teachers based abroad; other schools were reported in smaller numbers. Seventeen students reported using independent teachers and 17 studied by free "language exchange" with other learners. In addition, 28 respondents reported taking classroom lessons at English conversation schools, universities, and in overseas intensive programs among others.

Types of Teachers: Questionnaire Comment Streams

Many respondents studied with teachers of various backgrounds, and some commented on teachers of different nationalities individually. The data were therefore organized into *comment streams* pertaining to particular types of teachers. I collect 143 of these comment streams. More than one third ($n = 58$) comment streams referred exclusively to Filipino NNESTs, 53 of which were about online lessons only. About one fifth ($n = 29$) referred to NESTs from traditional English-speaking countries like the United States, the United Kingdom, and Canada, of which 14 were about online lessons only. Eighteen comment streams referred to a mix of NNEST teachers; 13 of these referred exclusively to online teachers. The comment streams referring to a mixture of NNEST types came from students studying with teachers from the Philippines as well as Europe, Japan, and elsewhere. The nationality of the teachers their comments referred to was not specified by 38 students.

Interviews

One female and seven male Japanese students, of various ages and English skill levels, were interviewed. Both NESTs and NNESTs were discussed. Four female and two male Filipino English teachers were also interviewed, all between the ages of 20 and 40. One, a researcher whose work was consulted for this study, is a former online teacher who is still involved in hiring new teachers for an online school. The others all currently teach English online as a primary or supplemental source of income. Two also teach in the Philippines public education system.

Results and Discussion

Reasons Why Students Choose Online Lessons and Teachers

Affordability and convenience of online lessons were important factors in the selection of online lessons by Japanese students in all parts of this study. In addition to being selected

almost equally as reasons for studying online in questionnaires, convenience and affordability were some of the most common subjects of positive written comments about online lessons. Student interviewees also often mentioned both convenience and price as reasons for online lesson selection and satisfaction with lessons. One interviewee, a university student, said, “The advantage of studying English online is all about the money.” The extra opportunities afforded by the medium to communicate with foreigners, as mentioned by subjects in Tsukamoto, Nuspliger, and Senzaki’s (2009) study, were also often mentioned by questionnaire respondents here as an advantage.

Teachers from different backgrounds were selected for different reasons. Although Filipino NNESTs were chosen by questionnaire respondents primarily for attitude and professional behavior or skills, students of mixed NNEST types as well as NESTs chose their teachers for perceived spoken English quality as well as attitude. Like questionnaire respondents with teachers of various backgrounds, student interviewees often chose their teachers for perceived spoken English quality. They generally preferred NESTs in particular for this reason. Though perceptions of attitude and behavior therefore appear to be significant in choosing all types of teachers, perceived spoken English quality appears to be the biggest reason for choosing NESTs, as well as an important factor when choosing from amongst different types of teachers.

It is important to note here that quality of a teacher’s English was related by both interviewees and questionnaire respondents to how native-sounding the teacher was perceived to be, with NESTs generally regarded most favorably. These results appear to indicate that bias towards native models of English is a factor in teacher selection.

No other similar studies of motivations for teacher selection could be found prior to this project, the majority of research regarding student perceptions having been conducted with university students who could not choose their teachers (see, e.g., Kelch & Santana-Williamson, 2002; Mermelstein, 2015; Moussu, 2010). It would therefore be interesting to see how further studies on students of private conversation classes either strengthen or contradict these findings.

Areas of Satisfaction and Dissatisfaction with Lessons

Overall satisfaction with online lessons from teachers of all types was evident from this study (see Table 1). Filipino teachers, who received the lowest average scores on questionnaires, still received nearly 4 out of 5 points for overall satisfaction, a similar result to that of Terhune’s (2015) study of Filipino online NNESTs. Students of NESTs and mixed types of NNESTs both gave higher average scores for those teacher types. Interviewees also generally expressed satisfaction with lessons from all types of teachers.

A direct link between satisfaction with teacher pronunciation and satisfaction with lessons could not be conclusively established. Satisfaction with pronunciation did not correlate directly to higher overall satisfaction on questionnaires. Though teachers’ perceived quality of spoken English was important to student interviewees, they gave other reasons, most significantly price, for overall satisfaction. Though Moussu (2010) and Pacek (2005) also determined that pronunciation is not the only factor in student satisfaction, their research was also different in important ways. They studied student opinions of teachers at universities, where neither price nor convenience of lessons was a factor. It would appear then that, in conversation classes or outside of a higher education context, price and convenience of lessons could be added to the list of factors influencing student satisfaction. These two factors, however, are primarily about satisfaction with lessons rather than with teachers.

Student participants in this study were very sensitive to the attitude and professional behavior of their teachers. These topics drew the greatest number of positive and negative comments from questionnaire respondents and were also discussed in student interviews. Although NESTs were praised most often for their teaching skills, Filipino NNESTs were praised more often for their positive or friendly attitude. Rude or unprofessional behavior by teachers, the source of the greatest number of questionnaire complaints, could not be linked conclusively to just one type of teacher.

Attitudes Towards NNESTs and Perceptions of English Ownership

Filipino NNEST lessons and teachers received greater amounts of criticism and smaller amounts of praise overall than other types of teachers and lessons. Although Internet connection problems and other issues contributed to this, it may also be related to the perceptions of English ownership by native speakers apparent in both surveys and interviews with teachers and students.

In addition to the nationalities of their teachers, students were asked on questionnaires whether their teachers were native speakers of English (see Appendix A). NNESTs perceived as native, as well as those who resemble stereotypical visual preconceptions of native English speakers, also were esteemed as proper models by students (see Table 1).

Filipino NNESTs who were judged native speakers by their students achieved higher average scores for overall lesson satisfaction as well as for satisfaction with teacher pronunciation, confirming previous research findings (Buckingham, 2015; Kelch & Santana-Williamson, 2002). Students studying with European teachers as well as other NNESTs also gave higher scores in both categories, and one interviewee explained his need for a “foreign-looking” teacher for motivation to speak English. European NNESTs

may therefore be benefitting from biases about what English teachers are supposed to look like in the minds of Japanese students.

Table 1. Average Student ($N = 120$) Satisfaction Scores for Online Lessons by Teacher Type

Satisfaction	Teacher type (number of comment streams)				
	Filipino	Mixed NNEST	NEST	Filipino (judged native)	Mixed NNEST (with Europeans)
With teacher's pronunciation	3.81 (48)	3.82 (11)	4.64 (14)	4 (10)	4.13 (8)
With overall lessons	3.72 (51)	4.18 (11)	4.08 (13)	4.22 (9)	4.25 (8)

Note. 5 = very satisfied; NEST = native English-speaking teacher; NNEST = nonnative English-speaking teacher

Attitudes of English ownership by native speakers were also expressed by some NNEST interviewees, who explained that they try to model their own English after that of native speakers. This may be due to pressure within the teaching field itself to speak like natives or reflective of the debate in the Philippines over whether American English or local dialects are better national models (Friginal, 2007). It does, however, indicate that bias towards native models of English exists not only in Japan but elsewhere in Asia and may even be perpetuated through instruction by NNESTs.

Teacher Preferences and Teacher Choices

The majority of survey respondents (75.83%) and almost all student interviewees preferred natives as teachers, and the perception of natives as correct English models expressed by most study participants was the primary reason given for this. This is in line with previous research revealing the general Japanese preference for particularly American English models (Honna & Takeshita 1998; Matsuda, 2000), and with Terhune's (2015) more recent findings that Japanese online students preferred native dialects.

However, similar numbers of both questionnaire respondents and student interviewees also affirmed widespread tolerance for Filipino NNEST lessons nonetheless, and the much lower price of these lessons than either classroom lessons or online lessons with

NESTs was the single biggest reason. On questionnaires, price was the biggest reason given for tolerance of Filipino NNESTs, despite students' preference for natives, as well as a source of many positive comments about Filipino NNEST lessons. The discrepancy between the price of online lessons from NNESTs and online lessons from NESTs was also noted elsewhere on the questionnaires, with online students choosing lessons with NNESTs more often for affordability and lessons with NESTs more often for convenience of scheduling alone. Student interviewees also acknowledged this discrepancy, with respondents indicating price as the biggest draw for lessons with Filipino NNESTs in particular. One man, a businessperson who was "totally satisfied" with his lessons from a large online school using Filipino teachers, mentioned that price had prevented him from studying with native speakers. Another mentioned many problems she had had with lessons online from Filipino NNESTs and other teachers. In spite of that, however, she said she would continue to study with Filipino NNESTs "because they are cheap." This agreed with the quite low acceptable price levels for online NNEST lessons given by Terhune's (2015) study subjects.

Other important issues influencing the choice of online NNEST lessons included booking problems with NESTs and time differences between Japan and native English-speaking countries, and a scarcity of NESTs teaching online was mentioned often in both questionnaire responses and student interviews. An interesting implication of this relates also to price: if price levels have already been set so low by the larger numbers of NNESTs online, it may be harder for more NESTs to enter the market at profitable rates later on.

Limitations of this Study and Suggestions for Further Research

The results of this study are suggestive but not conclusive. Time restrictions primarily limited its scope, resulting in a small overall sample size. Subjects were drawn from just three very similar websites. The voluntary nature of responses limited the size of the questionnaire and resulted in the choice to obtain primarily qualitative data using it. A larger study, drawn from a wider group of student sources and obtaining more quantitative as well as qualitative data, would reinforce the findings of this research and allow more definitive conclusions to be drawn about student motives for taking online lessons, teacher preferences, and the reasons students make teacher choices.

Additionally, although this study focused primarily on online lessons from Filipino NNESTs, the NNEST online teaching phenomenon is not limited to them. Teachers from all over the world have an increasing presence in online English teaching. More input from other types of instructors, both NNESTs and NESTs, would shed additional

light on such issues as training and its relation to student complaints about teacher behavior in online lessons. The attitudes of Japanese students towards European NNESTs, possibly *natives-by-proxy*, suggested in the results of this study are a particularly interesting concept. More extensive research about how these teachers are perceived vis-à-vis others in the Kachru (1985) outer or expanding circle of Englishes could explore notions of bias towards teachers based on their appearance.

Conclusion

The Changing Face of English Instruction in Japan

Affordability and convenience make online English lessons a competitive alternative to traditional classroom lessons for students in Japan. A bias for native speakers (and those perceived to be native speakers) as ideal English teachers and linguistic models appears to exist in both Japan and the Philippines. Despite this, there are overall levels of satisfaction with online lessons from Filipino NNESTs among the many Japanese students of these teachers. This is particularly because of the affordability of their lessons compared to those available from NESTs online, the number of NNESTs online compared to NESTs, and the lack of a time difference between Japan and the Philippines. But satisfaction with these lessons is also high due to the attitude, skill level, and spoken English quality of the Filipino teachers themselves.

If current trends continue, online lessons from nonnative teachers will have an increasing impact on English teaching in Japan and elsewhere. The quality of these lessons will increase as Internet infrastructure in places like the Philippines improves. Stricter hiring and training standards will help online schools take advantage of the high English levels, abilities, and positive attitudes of online Filipino teachers, making their affordability versus NESTs and their convenience versus classroom lessons even more appealing. It remains to be seen, however, whether or when Filipino English will itself be recognized as a form of the language that is as valid as native varieties. Because Filipino NNESTs and schools must compete with NESTs for international students, it is possible that this business sector will lag behind other areas of Filipino society in promoting the local English form.

Bio Data

Christian Misuro has just completed a masters of applied linguistics with the University of Birmingham. He lives in Tokyo and is currently teaching English to businesspeople and developing English proficiency tests. <cmisuro@hotmail.com>

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Appendix A

Student Questionnaires

Student Questionnaire Version 1

This questionnaire targeted primarily online students of Filipino NNESTs.

1. I am a. male b. female
2. I am
 - c. 10 years old or younger
 - d. 10-20 years old
 - e. 20-40 years old
 - f. 40-60 years old
 - g. older than 60
3. I have been studying English for:
 - a. one year or less
 - b. 1-5 years
 - c. 5-10 years
 - d. 10-20 years
 - e. more than 20 years
4. My reasons for studying are:
 - a. business
 - b. personal
 - c. other

Can you provide some more detail here:

5. I do online lessons because (please select all that apply):
 - a. They are convenient
 - b. They are cheap
 - c. Other reasons

Can you give more detail here:

6. What online schools have you tried? Do you study with independent teachers?
7. Have you taken lessons with teachers from the Philippines?

8. Is your Philippine teacher a native English speaker?
9. What types of materials do they use in lessons? Please provide names of books if possible:
10. How satisfied are you with your teacher's English pronunciation? (5 = very satisfied)

1	2	3	4	5
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11. How satisfied are you with your online lessons? (5 = very satisfied)

1	2	3	4	5
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Can you give more detail here:

12. What are some things you like about your lessons/teacher?
13. What are some things you dislike? Have you had any problems?
14. Would you rather have lessons from a teacher from England or America, for example? Why/why not?

If the answer is "yes," why don't you do this?

Student Questionnaire Version 2

This questionnaire targeted online English students of all types of teachers.

1. I am a. male b. female
2. I am
 - d. 10 years old or younger
 - e. 10-20 years old
 - f. 20-40 years old
 - g. 40-60 years old
 - h. older than 60
3. I have been studying English for:
 - a. one year or less
 - b. 1-5 years
 - c. 5-10 years
 - d. 10-20 years
 - e. more than 20 years

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4. My reasons for studying are:

- a. business
- b. personal
- c. other

Can you provide some more detail here:

5. I do online lessons because (please select all that apply):

- a. They are convenient
- b. They are cheap
- c. Other reasons

Can you give more detail here:

6. What online schools have you tried? Do you study with independent teachers?

7. Where is your teacher(s) from? Is your teacher a native English speaker?

8. Why did you choose this teacher(s)?

9. What types of materials do they use in lessons? Please provide names of books if possible:

10. How satisfied are you with your teacher's English pronunciation? (5 = very satisfied)

1 2 3 4 5

11. How satisfied are you with your online lessons? (5 = very satisfied)

1 2 3 4 5

Can you give more detail here:

12. What are some things you like about your lessons/teacher?

13. What are some things you dislike? Have you had any problems?

14. Would you prefer to have lessons from a native English speaker? Why/why not?

15. If your teacher is not a native English speaker, why don't you take lessons from a native speaker?

16. Would you take lessons with a teacher from the Philippines? Why/why not?

Student Questionnaire Version 3

This questionnaire targeted students taking all types of English lessons.

1. I am a. male b. female

2. I am

- a. 10 years old or younger
- b. 10-20 years old
- c. 20-40 years old
- d. 40-60 years old
- e. older than 60

3. I have been studying English for:

- a. one year or less
- b. 1-5 years
- c. 5-10 years
- d. 10-20 years
- e. more than 20 years

4. Why do you study English?

5. How do you study English?

6. Would you take online lessons, via Skype, for example? Why/why not?

7. Where is your teacher(s) from? Is your teacher a native English speaker?

8. Why did you choose this teacher(s)?

9. What types of materials do they use in lessons? Please provide names of books if possible:

10. How satisfied are you with your teacher's English pronunciation? (5 = very satisfied)

1 2 3 4 5

11. How satisfied are you with your lessons? (5 = very satisfied)

1 2 3 4 5

Can you give more detail here:

12. What are some things you like about your lessons/teacher?

13. What are some things you dislike? Have you had any problems?

14. Would you prefer to have lessons from a native English speaker? Why/why not?

15. If your teacher is not a native English speaker, why don't you take lessons from a native speaker?

16. Would you take lessons with a teacher from the Philippines? Why/why not?

Appendix B

Interview Questions

The following questions were used as loose guidelines in interviews sessions.

Student Interview Questions

1. TELL ME ABOUT YOURSELF: Your background, etc. Why do you study English online? What do you feel is your English level? How long have you been studying?
2. ABOUT YOUR ONLINE LESSONS: What online schools do you use now or have you used? Are you satisfied? Why/why not?
3. ABOUT YOUR TEACHERS: Have you taken lessons with teachers from the Philippines? How were they? Why?
4. How was your teacher's English? Was it easy to understand? Did they have good knowledge about English?
5. COMMENTS: What do you like about your lessons? What don't you like?
6. Is there anything you wish were different about your classes?
7. Would you prefer lessons from a teacher from America or England, for example? Why/why not?

Teacher Interview Questions

1. TELL ME ABOUT YOURSELF: age, gender, career, education, life situation, etc. How did you learn English?
2. YOUR TEACHING WORK: name or type of school, part/full time, years of experience, etc. What kind of training did you get? Who are your students? What are your fees?
3. YOUR MOTIVATIONS: Why and when do you do this job? Do you consider it as a career?
4. HOW DO YOU FEEL ABOUT TEACHING? Do you like/dislike it? Why? What problems have you had?