

[Article]

A Case Study of How International Posture Affects Japanese EFL Learners' L2 Willingness to Communicate

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要旨

第2言語学習者たちの言語運用力の差異は、言語学習環境を取り巻く様々な要因とともに、学習動機、言語への関心度や必要度、言語能力、適正など多様な学習者の個々の要因に帰することが多いと考えられる。先行研究の中でも、MacIntyre (1998)、八島 (2002) 等が注目し、重要だと言及している International Posture (IP) (国際性) と Willingness to Communicate (WTC) (コミュニケーションする意志) の概念は、日本人の英語学習プロセス、英語能力に大いに影響を与えていると筆者も推測する。本研究では、これらの普遍的、かつ社会の状況によって変化する2つの影響を与える要因の関係性を調査するために、1人の日本人学習者に対してインタビューの手法を用い、質的調査を行った。その時に録音した談話内容を分析した結果、言語学習成果に影響を与えている要因が上記の IP と WTC に大いに関係していると判明した。今後の英語教育には、これらを生み出す教育カリキュラムや環境への取り組みが必要であると考ええる。

Introduction

In past second language acquisition (SLA) research the dynamic and complex constructs of learners' individual differences (IDs) have been extensively investigated “to *explain* why some students succeed more than others” in learning, and communicating in, a second language (L2) (Ellis, 2008, p.643). Such studies have examined the impact of affective variables such as attitudes, motivation, and language anxiety on learners' language proficiency, and achievement (Yashima, 2002). Yashima, Zenuk-Nishide, and Shimizu (2004) postulate that “a goal of second language (L2) and foreign language (FL) learning is to facilitate better communication and understanding between individuals who come from different backgrounds and speak different languages” (p.120). For learners in an EFL context, such as Japan, intercultural communication is not a daily reality. However, English's expanding role as a global language has institutionalised it as an avenue for communication beyond Japan [1]. Therefore, English is seen as a way for Japanese people to connect with the world around them.

Recent SLA studies have looked to the learner ID of willingness to communicate (WTC) in the L2 by identifying the influences of both enduring and situational variables that precede the act of L2 communication behaviour (MacIntyre, Clement, Dornyei, and Noels, 1998, Hashimoto, 2002, Yashima, 2002, Wen and Clement, 2003, Yashima et al. 2004). McCroskey and Baer (cited in MacIntyre et al. 1998) first introduced the construct of WTC as the intention of the individual to communicate when given the opportunity. MacIntyre et al. (1998) adapted this concept to SLA and developed a heuristic model to “integrate psychological, linguistic, and communicative approaches to L2 research that have been typically independent of each other” (MacIntyre et al. 1998, p.545) [2]. Hashimoto (2002) elucidates that the model is one “in which social and

individual context, affective cognitive context, motivational propensities, situated antecedents and behavioral intention are interrelated in influencing WTC in an L2 and in L2 use" (p.38). Ellis summarises that WTC in the model can be viewed as "a final order variable, determined by other factors, and the immediate antecedent of communication behaviour" (2008, p. 697).

The MacIntyre et al. (1998) conceptual model contributes a comprehensive overview of many of the enduring and situational variables that affect WTC and which can account for L2 use. However, different contexts need to take into account other factors that may influence a learner's L2 WTC. Yashima points out that "a careful examination of what it means to learn a language in a particular context is necessary before applying a model developed in a different context" (2002, p. 62). For example, Wen and Clement (2003) argue that the specific cultural value of collectivism overtly affects Chinese learners' WTC in the L2. Yashima (2002) and Yashima et al. (2004) have also extended the dimensions of individual differences combined by MacIntyre et al. (1998) in their studies of Japanese EFL learners' WTC to include the concept of "international posture". This inclination is defined as, "more favourable attitudes towards what English symbolizes" by L2 learners in the Japanese ethno-linguistic context (Yashima, 2002, p. 57). Studies of the affective variables of learners' WTC and the influence of international posture (Yashima, 2002, Yashima et al. 2004) commonly found that a combination of increased perceived communicative competence and a lower level of communication apprehension and anxiety resulted in increased motivation and WTC. Additionally, the dual study that Yashima et al. (2004) undertook concluded that learners who have international posture "seem to be more willing to communicate in the L2 and voluntarily engage in communication more frequently" (p. 141-142).

The objectives of this case study of an individual Japanese EFL learner are to investigate the affective variables of WTC and the concept of international posture in relation to the learner's communication behaviour. Communication behaviour as L2 use is considered in this study as MacIntyre et al. (1998) purported it as in a "broad sense" including "such activities as speaking up in class", reading L2 books, watching L2 DVDs, and so on (p. 547). In the EFL setting of Japan international posture can be considered an important affective cultural construct. Yashima explains, that for many Japanese learners, "English symbolizes the world around Japan, something that connects them to foreign countries and foreigners" (2002, p.57). Therefore, variables in the WTC model (MacIntyre et al. 1998) such as motivational propensities, attitudes and personality can be linked to the inclination of the Japanese individual's existing international posture as it includes their "interest in international [...] affairs, willingness to go overseas to stay or work, readiness to interact with intercultural partners [...] and a non-ethnocentric attitude toward different cultures" (Yashima, 2002, p. 57). This study will examine how international posture interacts with the WTC model's variables and the effect they have on an individual learner's L2 communication behaviour. Thus, qualitative research was undertaken as a method of inquiry aimed at gathering an in-depth understanding (that is, the why and the how) of the constructs of L2 WTC and international posture on the L2 experiences of the participant to date.

Method

Participant(s)

Data was collected for this case study from an individual EFL learner whose first language is Japanese and second language is English. The learner who participated in the study is a 20 year old Japanese female who will be referred to under the pseudonym Miki* henceforth [3]. Presently, Miki is a second year student at a Japanese university, majoring in English in the university's Department of International Understanding [4]. The English curriculum at the university has been influenced by communicative language teaching methods (CLT) therefore, the students have many opportunities to communicate with each other in English in class, and their teachers, both native and non-native speakers of English, inside and outside class. Miki voluntarily participated in a two month study abroad programme in the USA during her first year of university [5]. She has successfully completed STEP Grade Three, Japan's English proficiency test. Miki also regularly (three/four times a week) goes to the "Language Lounge" (L.L) at the university [6]. Miki voluntarily participated in the interview and was informed that it was anonymous.

Procedures

The data for this study was collected from the participant orally by the means of a face- to- face, structured interview in English. The interviewer is a native English teacher at the university who taught the interviewee (Miki) in her first year at university, thus a rapport was already established and the interviewer was familiar with the Miki's communicative competence. The interview lasted for approximately 25 minutes and was recorded on an audio-recorder.

The interview was designed to be structured as an informal "conversation" but aimed to elicit information about Miki's L2 learning experiences and communication behaviour from questions based on the components of the WTC model (MacIntyre et al. 1998) and Yashima's (2002) concept of international posture. As the intended analysis was to be content based, the questions were designed to give evidence of how the constructs of WTC and international posture have affected Miki over time both inside and outside the classroom.

To ensure minimal communicative apprehension and state anxiety, the questions were designed to be appropriate for Miki's communicative competence level and the interview took place in an empty classroom.

Data analysis

The audio-recording was transcribed into document form immediately after the interview. The transcript was then coded as 87 interviewer questions, (# I), and 87 responses, (#M), with indications of pauses and extra-linguistic features, such as laughter, included for authenticity [See Appendix A]. Subsequently, preliminary impressions of the data and evidence of the WTC model's variables and instances of international posture were noted. Afterwards, a more detailed analysis further aligned the interviewee's utterances with the L2 variables from the heuristic model of WTC (MacIntyre et al. 1998), and the instances of international posture were interpreted in Miki's past and present learning experiences, and communication behaviour, by quantifying the themes and keywords that potentially influence Miki's L2 WTC and international posture. The analysis was then compared to the results of other studies that investigate L2 WTC and international posture (Yashima, 2002, Yashima et al. 2004).

Results and discussion

The dynamic behavioural intention of L2 WTC is defined by MacIntyre et al. (1998) "as a readiness to enter into discourse at a particular time with a specific person or persons, using a L2" (p. 547). In the data analysis, Miki's high level of L2 WTC is demonstrated as many as twenty times in her responses that concern diverse communication behaviour across past, present and future "contextual variables" (Yashima et al. 2004, p.122). The influence of international posture as a prominent latent variable is confirmed directly among Miki's reasons for studying English when she states "I want to study abroad" (1M). The influence of international posture on Miki's L2 WTC is also affirmed in her voluntary participation in an L2 interview with a native speaker.

Miki does acknowledge "transient emotional reactions" such as; "scared" (7M), "nervous" (36M), "ashamed", (48M) that can be indexed to L2 anxiety, as such emotions often detrimentally affect learners' perceived communicative competence and L2 confidence (MacIntyre et al. 1998, p. 549). Regardless, the analysis attests that Miki has maintained a high level of L2 WTC over the past two years. For example, in twelve responses Miki indicates that her L2 WTC is generally unaffected by contextual variables; in both EFL and ESL contexts, inside and outside the classroom, and with various people who differ in age, gender, ethnicity and status (7M, 23M, 33M, 45M, 49M, 50M, 52M, 55M, 65M, 68M, 81M, 86M). This is exemplified when she states "Actually I'm scared, but I always try to...using English" (7M). In one such response (23M) Miki describes some of the contextual variables of her recent communication behaviour. These extend from peers in the classroom to foreign friends on Skype. However, in instances where specific cultural variables may negatively influence her L2 WTC, the data analysis reveals that Miki rises above it. For example, when an older peer, who in Japanese culture should be deferred to, (De Mente, 1992) is unwilling to communicate in English in class, Miki says, "I feel a little bit embarrassed...but I want to use English so I will say, lets talk to, talk in English" (53M). Despite the cultural context, the aforementioned response manifests the prediction of MacIntyre et al. (1998) that "the interlocutor with higher L2 self-confidence will determine the language of discourse" (p.549).

Miki's low level of L2 anxiety is demonstrated further in her response to an inquiry regarding her feelings about making mistakes, "I care, but...I want to talk...more...so actually I don't care" (75M). MacIntyre et al. (1998) suggest that this lack of anxiety may arise "from a series of reasonably pleasant L2 experiences" (p. 548) which Miki refers to when she talks about; her "nice" teachers at high school (8M), her "very nice" host family in the USA (28M), and her "mostly not" negative experiences while studying abroad (30M). Such experiences also reflect the influence of international posture on Miki's L2 WTC.

Although modest, Miki's communicative competence is indicated in nine responses, such as when she mentions her English high school grade (11M) and when she comments on her L2 interactions with native speakers outside the classroom context (24M). Miki also mentions her peers' lack of L2 "confidence" six times (59M, 62M, 63M, 77M, 82M, 83M) and repeatedly uses "they" as the subject in these instances, instead of the inclusive 'we' that is usually expected in the Japanese cultural context that is characterized by a commitment to group norms (De Mente, 1992). Although Miki's perceived communicative competence is not overtly high, in contrast to her peers she recognises it is a dynamic variable that she is in control of changing. This is revealed when Miki talks about her listening skills "First [...] I can't hear [...] but now, its good,

better than before” (M32). She also indicates her belief that L2 communicative competence is attainable when she states “I don’t think impossible” (M19). Miki’s individualistic personality and strong interpersonal motivation for control is evidenced in her response “I don’t like...group work [...] for example, one of the person is lazy, it’s not good for me” (74M). MacIntyre et al. (1998) assert that “at the center of our model [...] is an individual who has some control over his or her actions and is behaving in a reasoned manner to achieve his or her goals” (p. 548).

Miki’s L2 use or, communication behaviour which is generated by L2 WTC is also evidenced in her response about using the L.L on campus “If I want to talk to a foreign country teacher [...] I can watch... many DVDs, read many books...we can communicate in English” (33M). This response also replicates the situated antecedent in the WTC model of the desire to communicate with a specific person, (MacIntyre et al. 1998) in this case the native speaker teachers at the university which also reveals the influence of international posture on Miki’s L2 WTC.

In the data analysis, the affective variables of the WTC model, as applied to a learner in the Japanese EFL context, account for the learner’s L2 communication behaviour as prior research has also confirmed (Yashima, 2002, Yashima et al. 2004). However, the data analysis reveals that the latent variable of international posture explicitly influences the aforementioned affective variables, especially the motivational propensities, which influence Miki’s L2 WTC. The affective influence of international posture can be seen in Miki’s more elaborative responses (5M), (8M), (23M), (28M), (33M), (45M), and (81M). Such elaboration infers that the influence of international posture is more personally relevant to Miki than other variables that are investigated in the interview questions. For example in (81M) Miki indubitably posits the inclinations that Yashima et al. (2004) offer as constituents of international posture in her reasons for her L2 WTC: “For in the future...for job and...I have...friends who is, [sic] who are foreign country friends. When I was in USA...I really, I...liked talk to my American friends, so after um...before I left Japan it’s important... qualifications, but after study abroad it’s important for me, and life...like I notice, I like communicate with foreign...people.”

However, when Miki talks about when she was in high school, she implies having little interest in non-Japanese popular culture (16M), or international affairs (78M). Nevertheless, she indicates in her response (8M) that even then she exhibited “a readiness to interact with intercultural partners” (Yashima et al. 2004, p.125). Miki’s international posture is affirmed as an influential factor on her L2 WTC and L2 communication behaviour over twenty times throughout the data analysis. Such instances extended from her goal to study abroad (1M), her “love” of foreign culture and movies (17M), and various intercultural communication with friends, teachers, and while she was in the USA. For example, Miki states that during her US home-stay “my host mother always talk, communicate with me, but I can’t say something. But I wanted to communicate more and more, more” (28M).

Conclusion

A research interview, such as the one used for the case study, has the benefit of being interactive, cultural, and dynamic (Duff, 2008). Despite the power differential, it is a “joint construction” by the interviewer and interviewee, producing a version of truth for a specific purpose (Duff, 2008, p.133). However, these benefits

may problematise the data collection and subsequent data analysis as they call into question issues of the research's objectiveness, reliability and validity. The face-to-face method of data collection is undeniably affected by such factors as who the learner is being interviewed by, in this case a native speaker teacher. As the interview was performed in the learner's L2, the learner's L2 communicative competence is also an affective factor on the reliability of the data collection. Hence, the frequency of the items mentioned in the responses may not indicate an objective reality as Miki's level of communicative competence implies that she may be influenced by the language used in the questions. Therefore, follow-up interviews could further investigate the issues raised from the data analysis of the first case study. Also, naturally occurring samples of data could be collected such as Miki's interactions in class, and in the L.L, as well as intercultural social situations outside of the university context. However, in both the data collection and subsequent analysis an effort was made to be as objective as possible.

As Miki infers throughout the interview, her L2 WTC and L2 communication behaviour is uncommon in the situational context of the research. As Miki is "one of the most articulate candidates available, (this) may introduce the skewing of the data because they may not be representative of others in their category" (Duff, 2008, p.134-133). Another problem of the data collected is that is a very limited sample to explore the issues raised in the analysis. The implication of this may be to extend the research of the influence of international posture on the affective variables of the WTC model in the Japanese EFL context by using varied data collection strategies from a range of participants in the future. Additionally, further research could investigate the correlation of the subcomponents of the WTC model, measurements of international posture, and the factors that influence the construct of "self-regulation" as denoted by Dornyei and Schmitt (cited in Ellis, 2008, p.719).

Overall, the findings posit Miki as the ideal candidate for the case study's objectives of how, and why, international posture influences the affective variables that constitute the WTC model, which in turn affects an individual language learner's L2 communication behaviour. The case study also revealed how international posture can exert a strong influence on an EFL learner who lives outside the physical realm of the L2, and consequentially their L2 communication behaviour. The case study affirms Yashima's (2002) conclusion that to encourage Japanese EFL learners to be more willing to communicate in their L2, their exposure to different cultures and international affairs should be increased in contexts such as the classroom.

Ellis (2008) argues that "WTC is in its infancy" (p. 697). Currently, there is also not a great amount of research available (in English) concerning the influence of international posture on Japanese EFL learners' L2 communication behaviour beyond Yashima (2002) and Yashima et al. (2004) seminal investigations. As echoed by the individual case study, Yashima (2002) postulates that "international posture and confidence in L2 use seem to be a key both to understanding and to promoting L2 learning and communication in the Japanese EFL context" (p. 63).

This case study's limited scale, and individual focused procedure, would benefit by its' extension to a longitudinal investigation with a larger cross-section of participants to examine how L2 WTC is affected by international posture as a dynamic force over time and the variables that facilitate such developments in the Japanese EFL context. Therefore, the Dornyei and Schmitt (cited in Ellis, 2008) concept of self-regulation is a strong contender for linking the influence of international posture on the affective variables of individual learners' L2 WTC in the Japanese EFL context more comprehensively in future research [7].

NOTES

[1] In recent years, in Japan a national investment in this predilection has been evidenced in the Ministry of Education, Culture, Sports, Science and Technology's (MEXT) education policies. In July 2002 MEXT created a strategic plan to "cultivate Japanese with English abilities" (2002). The objective that was proposed outlines the development of current EFL policies in schools as "it is essential that our children acquire communication skills in English, which has become a common international language, in order for living in the 21st century" (2002, MEXT).

[2] In the six layered WTC model made up of twelve variables, MacIntyre et al (1998) distinguish Layers I-III as temporary and context dependent. L2 use heads the pyramid model in Layer 1, Layer II is WTC; the behavioural intention that is the precursor to communication behaviour, and Layer III represents state communicative self confidence (perceived confidence) and the desire to communicate with a specific person. The Layers IV-VI are considered as more stable and trait-like influences. Layer IV describes the motivational propensities and L2 confidence of the individual and Layer V describes the affective-cognitive variables such as how the individual's accumulated history, specifically motives and attitudes, the familiarity of the social context and different levels of communicative competence, effect communication. Layer VI finally describes the individual's personality and L2 society's as influences on learners' L2 use/WTC.

Please refer to MacIntyre et al. (1998) p.547 Figure 1 for the "Heuristic model of variables influencing WTC".

[3] The pseudonym allows the participant to preserve her anonymity.

[4] Miki has had six years of formal English instruction under the MEXT curriculum at high school prior to entering university.

[5] Yashima et al. (2004) affirms that the growing interest in Japan in study abroad programmes "indicates that many students perceive a need to acquire competency in English as a means of international communication" (p. 121).

[6] The L.L is a lounge is an on-campus self access centre/English speaking "hang- out" space that has an extensive collection of English DVDs, mangas, books and self-study resources available for student use. The intention is that students can relax and have the opportunity to communicate in English with each other, the L.L assistants, and any native English teachers and Japanese teachers of English who drop by.

[7] Future research should look to Yashima (2009) most recent research to examine the constructs of international posture and the ideal L2 self in the Japanese ethno-linguistic context.

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APPENDIX

Interview One: Case study of an individual EFL student's international posture and willingness to communicate

Transcription of interview

(I)= Interviewer **(M)= Interviewee (Miki*)**

(1) Interviewer(I): So, can you tell me, why are you studying English at university?

(1) Miki (M): ...I want to study abroad and I want, I , want to be...a ground staff at the airport in the future.

(2 I) In Japan?

(2M) Yes...probably Japan.

(3 I) Do you want to be bilingual in the future?

(3M) Yes...if I can.

(4 I) Okay I see...um, how long have you been studying English for?

(4M)...about eight years...

(5 I) Why do you think English has been such an important subject at high school and at university for you?... In Japan?

(5M) In the, my, future for...job and I have American friend, uh, foreign country friends...so...I want to communicate with them...

(6 I) OK...so do you think you have a positive attitude to learning English in the classroom?

(6M) Yes, I think so.

(7 I) How about communicating in English? Using English? Do you ever feel scared to speak in English?

(7M) Actually I'm scared, but I always try to...using English.

(8 I) I see...At high school did you like your English teachers?

(8M) Um...yes, and um, and I had two English teachers. One of my Japanese teacher is very...nice and one of my British English teacher was so nice...ah...now, still now we contact.

(9 I) Oh that's great, great. So you had a good experience studying English at high school?

(9M) Yes...

(10 I) OK...How about your grades? Did you always have high marks in your English classes at high school?

(10M) Actually...exam was, is high, but communicate, I think communicate was not good.

(11 I) But was English one of your high mark subjects, or was Science better or Maths better?

(11M) Umm...better than Science.

(12 I) OK I see, so when you were at high school, and now, does your family, like your mother or father, encourage you to study English?

(12M)...Hmm I don't know...but...they think, my, they think...they like...they like....

(13 I) Ah...Do they support you studying English as a major at university?

(13M) Yes, yes.

(14 I) Did you always have an interest in different countries and other cultures, like when you were a high school student?

(14M) Not really, no.

(15 I) How about your family, have they ever travelled abroad?

(15M) No, never! (*laughs*)

(16 I) How about any foreign musicians or movies you were interested in as a high school student?

(16M) When I was a high school student? Hmm... maybe, no.

(17 I) How about now? Do you like pop culture from other countries?

(17M) Yeah! I love...culture, and culture, music, movies...

(18 I) How did you find out about this music and movies...how were you introduced to them?

(18M) From university, in Language Lounge...in class.

(19 I) OK I see. Many Japanese students seem to feel that English is impossible to learn and to communicate well in...What do you think about that?

(19M) I don't think... impossible...because we can take a English class, and we can, study abroad...It, I think it is their mind...

(20 I) How do you mean their mind? Like their attitude?

(20M) Umm negative...attitude.

(21 I) Why do you think they have a negative attitude about their own ability?

(21M) Now...in Japan we can go to university...hmmm 50 percent so...some people ...don't try, think seriously.

(22 I) About English or all subjects?

(22M) All studies...and...all studies.

(23 I) Ok so now, where and when do you speak in English, or write in English? And who with?

(23M) Oh...in the university...class and L.L class and on Skype. And when I was in USA, I made American friend. She, who is, who study abroad now, here, in Japan. And we sometimes meet and...talk.

(24 I) That's great! How do you prefer communicating in English? Do you prefer writing emails or speaking face to face, or speaking on Skype or the phone?

(24M) I like talk face to face best...umm we can, we can, face each other, it's easy understand...his...or her mind so I can talk not nervous.

(25 I) Which ways are more difficult for you to communicate in English?

(25M) Hmm...maybe on the telephone, or on Skype. But we use the screen, it's okay!

(26 I) How about with your teachers, in class with your classmates or in the language lounge or with your English speaking friends, what's easy for you to talk about? What's hard for you to talk about?

(26M) Hard? Re...religion...Maybe only.

(27 I) Do you ever feel stressed when you are communicating in English?

(27M) Yes, of course...

(28 I) For example?

(28M) When I was in USA, first, I can't speak English umm, very much, and I wanted to say something, but I can't speak, my, mind in English, so...but I wanted to say...so it's annoyed....it was annoyed, ummm...and...I have, I had homestay. My host family was very nice ah, my host mother always talk, communicate with me, but I can't say something. But I wanted to communicate more and more, more.

(29 I) So you tried to communicate even though you weren't sure?

(29M) Yes! I tried, but I was not, not sati, satisfee... **satisfied**

(30 I) I see...Did you feel any negative feelings or have any negative experiences while you were in the US?

(30M) Hmm... depends on, but mostly not.

(31 I) OK, that's good. Do you think your English skills have improved since high school?

(31M) YES!

(32 I) How did you improve them?

(32M) First, listening skill, ah...when I was firs, first year, ah I, the CALL class I can't hear, hear...but now it's good, better than before.

(33 I) How about the Language Lounge? Tell me about how you have used the Language Lounge?

(33M) If I want, want to talk to a foreign country teacher, they stay here, and I can watch ...many DVD's, read many books...we can communicate in English.

(34 I) How about the other Japanese students or International exchange students? Do you speak to other students in the language lounge?

(34M) Yes, of course. We can...we have to use only English, so we can talk to...only English.

(35 I) Do you feel confident when you speak English to other students in the Language Lounge?

- (35M) Um. No...*(laughs)* because you know now...I am so, so slow...I speak slowly... and...I can't say....in English very much.
- (36 I) How about communicating with Japanese teachers in English?
- (36M) In English?...Ah...small talk is not nervous but difficult story, is, is nervous and...hmm....
- (37 I) OK I see, do you feel more confident communicating in English in class with other students, or in the Language Lounge with other teachers and your friends?
- (37M) In class...yes maybe.
- (38 I) Do you think communicating in English is different to having a conversation in Japanese?
- (38M) Yes...ah...
- (39 I) Are you more talkative in Japanese or English?
- (39M) More talkative in Japanese....
- (40 I) OK, personality-wise, are you a nervous person? Are you quiet or outgoing? Are you naturally confident? How would you describe yourself?
- (40M) I'm sometimes nervous, and... I'm really anxious...hmm...I'm sometimes quiet.
- (41 I) Are you friendly to your classmates?
- (41M) ...Hmm I'm friendly? Yeah maybe...
- (42 I) OK, good. In English class do you think your personality when you communicate in English is different to your personality in Japanese in your Japanese classes?
- (42 M) It's difficult...English and Japanese.
- (43 I) Do you think you have the same personality or does it change?
- (43M) Ah, change. Maybe yes I do.
- (44 I) Really?
- (44M) In the class, if I use English, II am active.
- (45 I) When do you feel shy about speaking English? Or embarrassed about using English to communicate?
- (45M) Ah, I don't care who...but if we talk about, about difficult word I can't say...I like speak with all, all people, but if we talk to, talk about difficult things and using a difficult words it's hard for me.
- (46 I) OK, I see. Do you think speaking grammatically correct English is more important than communicating?
- (46M) Communicating is more important...more important is communication.
- (47 I) What do you think about your classmates at this university think? Which is more important for them?
- (47M) Maybe, grammar is best for them...
- (48 I) OK. Do you find it easier in class to speak in English with a partner who is a higher level than you, the same level, or a lower level than you?
- (48M) Same level is good for me...lower level is annoyed for me, but...high level person is I ashamed.
- (49 I) If you speak to someone who is a lower level in class, will you try and communicate in English?
- (49M) Yes, of course. But lower level person is not communicate for me.
- (50 I) OK, so if your partner only wants to communicate in Japanese and they don't want to use English, would you use Japanese too, or try to communicate in English?
- (50M) Try to keep English...if we use...we use English I will use English.
- (51 I) Do you feel pressure to use Japanese to communicate in English classes sometimes?
- (51M) Yes! I feel pressure using Japanese in class...I feel pressure.

(52 I) Is it easier for you to communicate in English with classmates you don't know, or you know well, like your friends?

(52M) My friend...I can change mind to use English...it's not difficult for me to communicate with I don't know...people.

(53 I) If your partner is your *senpai* * and wants to speak Japanese would you stop communicating in English?

(53M) It's not hard, if I want to talk in English. I feel little bit embarrassed...but I want to use English so I will say, lets talk to, talk in English.

(54 I) How about if your partner in class is a guy? Is it different to speak to a guy in English?

(54M) Not embarrassed...I think guy is...easy to speak in English.

(55 I) Why?

(55M) Because...the girl is diff...difficult.

(56 I) Please try to explain.

(56M) Guy is kind. So if I say, lets talk to you in English...he change in English and...I can say...I can say that easily for guys.

(57 I) I see... If a guy is handsome or cool do you want to speak in English more?

(57M) Same...

(58 I) How about with cool or handsome native speaker guys do you want to communicate more in the States?

(58M) If they are handsome? Hmm...if I have to choose, choice, nice guy or bad guy...

(59 I) Looks?

(59M) Yes looks. I want to talk to nice guy!

(60 I) (*laughs*) Thank you for your honesty! So, why do you think lots of classmates at university don't want to communicate in English, even in English class?

(60M) They don't have confidence...

(61 I) Why? Are they scared of the teachers?

(61M) Teacher is scary and...scary means ah...teacher is very, teacher is native, or teacher is good at English so, but, the students, students think, they, they are not good at English so they don't have confidence.

(62 I) Why do you think students don't want to come to the language lounge and communicate in English outside class?

(62M) They study...on the textbook in high school, mostly not speaking so they can...writing and uh reading, by thems... themselves, but they don't, they didn't use speaking...

(63 I) Uh huh, I see...but now they have a chance, why don't they want to? I mean they have many English classes, a language lounge, lots of support...

(63 M) They, they didn't have experiences using mouth (*laughs*), in English, so they don't have confidence...I think.

(64 I) So you think that maybe confidence not ability is the main problem?

(64M) I think so. They...they have abilities...maybe.

(65 I) Ok. So, when you know your teacher, well, do you want to talk to the teacher more?

(65M) Yes, I want to talk...

(66 I) If you don't like your teacher, or if you have a teacher that you feel is too strict, does it make you not want to communicate or will you still try in that class?

(66M) In the class, I will try but...outside...I will...don't try to communicate with my ...don't like teacher.

(67 I) Ok, I see...um, is a cool teacher, like someone who is good looking or who dresses cool, do you think that makes students want to speak in English more?

(67M) Hmm... I don't think so.

(68 I) Ahuh. Umm... Do you often raise your hand in English class to answer the teacher's questions?

(68M) Ah, I...often.

(69 I) Do you think most Japanese students often raise their hands in class?

(69M) (Laughs)Noo...

(70 I) Why? Why don't they?

(70M) Japanese is shy.

(71 I) How about you?

(71M) I'm shy but hmmm...my, my, my family, my parents pay money for university, so...it's...thanks to, to...my parents I can go to university so, I have to learn more...more.

(72 I) How about your teacher? Is it also because you want to help the teacher, and the class, by answering questions?

(72M) Yes..uh...yes.

(73 I) Is that because you like the English class or because you want a better grade from the teacher?

(73M) (laughs) Both.

(74 I) OK. (laughs) What kind of activities in the language class make you want to communicate in English?

(74M) I don't like...group work...because the group...for example, one of the person is lazy, it's not good for me...so I like independent, individual work, or a good partner.

(75 I) OK. How about mistakes with your grammar, when you're speaking or writing, do you mind making mistakes in front of your teacher or in front of your classmates?

(75M) I care, but...I want to talk...more...so...actually I don't care.

(76 I) Um. If the teacher is standing near you in the classroom and you're meant to be communicating in English, if the teacher is nearby, does that make you speak in English more?

(76M) Yes.

(77 I) Why?

(77M) Because it's close. But they don't have confidence.

(78 I) Do you think you are an open minded person?

(78M) Kind of...more and more.

(79 I) OK great! Um... Do you think most of the Japanese students at this university are open minded?

(79M) Some people are open mind...but...many people not open mind.

(80 I) Do you think the Japanese media, like newspapers and the news, are open minded about other countries?

(80M) Recently...media is open mind.

(81 I) Ok. So what motivates you to communicate in English? Is it the teacher or the activity, your parents paying for your university, is it your friends, is it just interesting? Why are you so willing to use English?

(81M) For in the future...for job and...I have...friends who is, who are foreign country friends. When I was in USA...I really, I...liked talk to my American friends, so after um...before I left Japan it's important...qualifications, but after study abroad it's important for me, and life...like I notice, I like communicate with foreign...people.

(82 I) Why do you think so many people avoid communicating in English in class? Even with an exciting topic?

(82M) Same reason...they don't have confidence. And they is...they are shy.

(83 I) What about ability?

(83M) Ability...I think they have ability...but they don't try because of thy don't have confidence.

(84 I) So you don't think it's because they don't like English?

(84M) Uh...they don't have motivation.

(85 I) Why do you think? Is it just English classes or other subjects?

(85M) Lots of subjects. They don't have...they don't think their future.

(86 I) Ok, I see. Do you think studying in the US made you want to communicate more in English? Or did you try to communicate in class as much before you went to the US?

(86M) I think...I always try.

(87 I) Why do you think you have such a positive attitude about communicating in English?

(87M) Hmm...I...want to... .. good at English speaker, and my, my parents pay a lot of money, money.

(88 I) I know right! Well, thank you very much.

(88M) Thank you.

* *senpai* means a student/friend who is older and culturally deferred to.