

The Influence of Attitudes and Affect on Willingness to Communicate and Second Language Communication

Tomoko Yashima
Kansai University

Lori Zenuk-Nishide
Kyoto Gaidai Nishi High School

Kazuaki Shimizu
Kansai University

This article investigates results and antecedents of willingness to communicate (WTC) in a second language (L2) through 2 separate investigations conducted with Japanese adolescent learners of English. In the first investigation, involving 160 students, a model was

Tomoko Yashima, Institute of Foreign Language Education and Research; Lori Zenuk-Nishide, Course of International and Cultural Studies; Kazuaki Shimizu, Department of Psychology, Faculty of Sociology.

This research was partially supported by a research grant from Kansai University during 2001 and 2002. An earlier version of this article was presented under the title *Influence of Attitudes and Affect on L2 Communication: A Study of Japanese High School Students* at the 13th World Congress of Applied Linguistics in Singapore on December 17, 2002. We would like to thank Peter MacIntyre for letting us use the communication-related scales that he adapted from McCroskey and Richmond (1991) to refer to second language as well as for his valuable suggestions, and Linda Viswat for her valuable comments. We would also like to express our gratitude to anonymous reviewers for their very helpful suggestions on an earlier version of this article.

Correspondence concerning this article should be addressed to Tomoko Yashima, Institute of Foreign Language Education and Research, Kansai University, 3-3-35, Yamate-cho, Suita-shi, Osaka, Japan. Internet: yashima@ipcku.kansai-u.ac.jp

created based on the hypothesis that WTC results in more frequent communication in the L2 and that the attitudinal construct *international posture* leads to WTC and communication behavior. This model was tested with structural equation modeling and was found to fit the data well. The second investigation with 60 students who participated in a study-abroad program in the United States confirmed the results of the first. Finally, frequency of communication was shown to correlate with satisfaction in interpersonal relationships during the sojourn.

A goal of second language (L2) and foreign language (FL) learning is to facilitate better communication and understanding between individuals who come from different cultural backgrounds and speak different languages. MacIntyre, Clément, Dörnyei, and Noels (1998) emphasized communicative goals using the conceptual model of willingness to communicate (WTC), in which L2 proficiency is not regarded as the goal of learning an L2 per se but is seen as a means to achieve interpersonal/intercultural goals. Both state and trait variables, including self-confidence, intergroup motivation, intergroup attitudes, and personality, were shown to affect one's WTC in the L2 in a given situation.

Relevance of Willingness to Communicate in an L2 in the Japanese Context of English as a Foreign Language

Why does this model have relevance in the Japanese context of English as a foreign language (EFL), in which daily interaction with speakers of English is limited? English is important as a school subject in Japan, particularly as it is a subject covered in entrance examinations to higher education, and this tends to determine the content of programs offered in junior and senior high schools (see Gorsuch, 2000). Recently, teachers seem to be caught between society's demand for improving practical

communicative skills, on the one hand, and pressure to prepare students for entrance examinations, on the other, which mandates a continued focus on grammar/translation. Many Japanese adolescents, preoccupied with preparing for entrance exams to higher education, concentrate on raising test scores by memorizing vocabulary/idiomatic expressions and practicing sentence translation. These activities are of some value for improving L2 proficiency, but under these circumstances, “communicating with people in the world” as a goal of EFL may seem somewhat unrealistic. On the other hand, an increasing number of high school students participate in study-abroad programs and intensive English courses often targeted toward learning to communicate in English. The growing interest in these programs indicates that many students perceive a need to acquire competency in English as a means of international communication. This phenomenon, in light of past research on Japanese EFL learners’ orientations (reasons to study English; Kimura, Nakata, & Okumura, 2001; Yashima, 2000), seems to suggest that Japanese youth typically have dual orientations in studying English: a short-term realistic goal related to examinations and grades, and a somewhat vague long-term objective related to using English for international/intercultural communication.

In a series of studies conducted with Japanese high school students who sojourned in the United States for the purpose of studying English and experiencing a different culture, participants identified, in semistructured interviews and open-ended questionnaires, “taking initiative to communicate with American classmates or host families” and “being open and sharing one’s feelings/thoughts” as important behavioral repertoires that helped them to attain satisfaction in their sojourn experience (Yashima, 2002b; Yashima & Tanaka, 1996, 2001; Yashima & Viswat, 1993). Many students found it particularly vital, though difficult, to initiate interactions and make friends at school. One student’s comment in an interview illustrates students’ perception (see Yashima, 2002b, for more examples): “If I’m quiet in Japan, my friend will talk to me and say, ‘What happened?’ But

here they will think ‘She is quiet, so she doesn’t want to speak to us.’ So I’ve got to talk to them.” Many students stated that what they wanted to change in their behavior was to take initiative in talking to people at school instead of waiting for someone to talk to them, which did not happen as often as they had expected. We might say that although many students had the desire to interact with their hosts, they were not quite ready to communicate because of a multitude of factors, including state L2 use anxiety and perceived lack of L2 competence, as in MacIntyre’s (1994) model of WTC. In some cases a vicious cycle was generated: Students need to communicate with host nationals to improve their communicative competence and gain confidence in using the L2, but since they do not have confidence, they cannot create opportunities by initiating interactions.

Contextual variables, such as when and where the interaction takes place, who the communication partner is, and who is present in the situation, do indeed affect how willing one is to communicate in a given situation. It was demonstrated in Yashima (2002b) that the receptivity of host family members has a supporting function. Some students reported that with the help of accommodating hosts who tried to involve students in interactions, they could open themselves up and achieve satisfaction in human relationships. Host families serve as “guardians” to students by taking on the responsibility of providing support. To make friends at school, however, students have to build interpersonal relationships by themselves using the language they are trying to learn. The students need to work hard to secure their places in the new environment. From an L2 teaching/learning perspective, it is hoped that the students acquire the necessary skills and WTC to change the dynamism of interaction by themselves rather than leaving it to the empathy/control of partners in intercultural interactions.

To improve communicative skills one needs to use language. This is specifically why WTC is potentially of great importance in the Japanese EFL context, if “to improve the practical communication skills” is to be a goal of English teaching, and

also if one believes that “communication with dissimilar others” (Ting-Toomey, 1999) is worthwhile.

Research in L2 WTC

Although the negative effect of language anxiety on L2 language acquisition has been widely studied (Gardner & MacIntyre, 1993; Horwitz, Horwitz, & Cope, 1986; MacIntyre & Gardner, 1991, 1994), studies in WTC originated in communication research in the United States. Communication apprehension in a first language (L1) and its negative influence on communication have been largely a matter of scholarly attention by communication researchers (Daly & McCroskey, 1984; McCroskey, 1977). McCroskey and associates (McCroskey, 1992; McCroskey & Richmond, 1987, 1991) proposed the construct WTC, which captures the implications that communication apprehension, introversion, reticence, and shyness have for communicative behavior. MacIntyre (1994) developed a path model that postulates that WTC is based on a combination of greater perceived communicative competence and a lower level of communication anxiety, then applied the model to L2 communication. Studies conducted in various Canadian contexts combined the WTC model with Gardner’s (1985) socioeducational model to examine the relations among variables underlying WTC in the L2. In the socioeducational model, *integrativeness* refers to the desire to learn an L2 to meet and communicate with members of the L2 community. It is expected that students with a higher level of integrativeness and stronger L2 learning motivation will more readily interact with an L2 language group than those with a lower level of integrativeness and motivation. MacIntyre and Clément (1996) showed that in a monolingual context in Canada, motivation influenced WTC in the L2, which, in turn, resulted in increased frequency of L2 communication. In studies conducted in various ethnolinguistic contexts, WTC was a predictor of frequency of communication in the L2, whereas motivation was

a predictor of WTC, frequency of communication, or both (MacIntyre & Charos, 1996; MacIntyre & Clément, 1996).

L2 WTC is not regarded as a simple manifestation of L1 WTC, which is more a personality trait, since a much greater range of communicative competence is evident in an L2 than in an L1, and L2 communication carries “a number of intergroup issues, social and political implications” that are usually not as salient in L1 use (MacIntyre et al., 1998, p. 546). Social contexts and learning contexts are believed to affect WTC. MacIntyre, Baker, Clément, and Conrod (2001) investigated how orientations and social support influence WTC inside and outside classrooms. Baker and MacIntyre (2000) examined the differences in non-linguistic outcomes of French immersion versus nonimmersion programs. As expected, immersion students displayed higher WTC and more frequent communication in French. Among the nonimmersion students, perceived competence was strongly correlated with WTC, but among the immersion students, communication anxiety correlated most strongly with WTC.

MacIntyre's (1994) model focuses on the way perceived competence and anxiety affect WTC separately, whereas in Clément's model (Clément & Kruidenier, 1985), the two are seen to form a higher order construct, self-confidence in using the L2. We can postulate, combining these two models, that L2 self-confidence leads to L2 WTC.

Attitude Toward the International Community: International Posture

In a context in which there is not much daily contact with native speakers of English, learners are not likely to have a clear affective reaction to the specific L2 language group, as Dörnyei (1990) pointed out; however, attitudes toward American and other English-speaking cultures are surely created through education and exposure to media. Yashima (2000) indicated that English seems to represent something more vague and larger

than Americans and British in the minds of young Japanese learners. For many learners, English symbolizes the world around Japan, something that connects them to foreign countries and foreigners, or “strangers” in Gudykunst and Kim’s (1984) sense, with whom they can communicate by using English. Although English tends to be associated more with Westerners than non-Westerners, it is increasingly perceived as a means to communicate with Asian neighbors. Within the framework of the dual goals of Japanese EFL learners mentioned earlier, some students are most concerned with their immediate goals, such as tests, grades, and academic achievement, whereas other students seem to feel the international-communication goal to be personally relevant. Conceptually, one can have both goals to a higher or a lower degree. Although it acknowledges the importance of both orientations, the current study focuses on the latter. Individual differences on the second continuum were tentatively named *international posture*. Included in the concept, among other things, are interest in foreign or international affairs, willingness to go overseas to stay or work, and a readiness to interact with intercultural partners. Although this psychological tendency is not as concrete as the attitude toward the L2 community in Canada, it is believed to affect learners’ L2 learning and communication behavior.

Yashima (2002a) attempted to operationally define international posture based on preliminary studies¹ and examined, in the Japanese EFL context, relations among international posture, L2 learning motivation, L2 proficiency, and L2 communication variables including confidence in L2 communication and WTC. An L2 communication model was constructed and tested using structural equation modeling (SEM) with a sample of 297 Japanese university students. Our analysis of the data indicated that international posture, hypothesized as a latent variable, predicted motivation, which, in turn, significantly predicted proficiency in English. Motivation appeared to affect self-confidence in L2 communication, which led to L2 WTC. In addition, a direct path from international posture to L2 WTC was hypothesized

because we assumed that those with a higher score on international posture would be more interested in intercultural contact, which often requires use of an L2, than those with a lower score. This path was significant. The model's fitness to the data was good, which indicates its appropriateness to the context. Our premise was that those who find international/intercultural communication goals personally relevant would have the behavioral intention to communicate in the L2 and would interact with strangers using the L2 more frequently, as discussed in Yashima (2002a). In Yashima (2002a), however, L2 behavior or frequency of communication did not enter into the model, because the university students studied might not have had opportunities to talk in the L2 even if they had been willing. The next step, therefore, was to investigate whether WTC could predict L2 communicative behavior in intercultural contact situations and learning situations in which learners have the freedom to decide to communicate or not. Studies need to be carried out with programs that offer students increased opportunities in L2 communication.

Research Objectives

Two investigations with different groups of Japanese teenage informants were conducted with the following objectives:

1. To examine whether Japanese learners' WTC results in L2 communicative behavior in intercultural contact situations both inside and outside the classroom.
2. To examine variables that affect WTC in the L2 and communicative behavior in this context. In doing so, the relationship between the construct *international posture*, confidence in L2 communication, and L2 learning motivation will be explored. For these variables, the same path model used in Yashima (2002a) will be replicated with a younger population. The researchers hypothesize that WTC is a direct result of self-confidence in L2 communication, which is a combination of communication anxiety and perceived communication

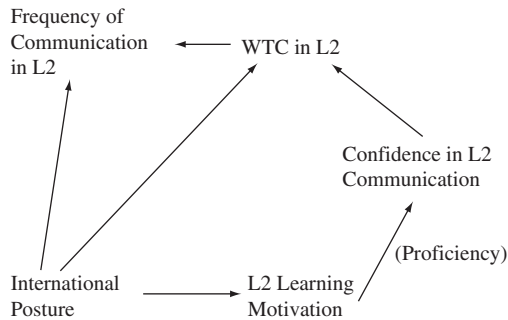


Figure 1. L2 communication model to be tested.

competence. International posture is hypothesized to relate to WTC and L2 communicative behavior. The hypothesized model to be tested is presented in Figure 1.

The second of the two studies was conducted to supplement the first in a different intercultural learning situation.

To examine these two research questions, the target population needs to have opportunities and freedom to interact with speakers of English if they choose. For this purpose two groups of high school students were selected: group 1, students in a high school in which native speakers of English teach EFL courses and work as homeroom teachers, and group 2, high school students who participated in a study-abroad program in the United States.

Investigation 1

Method

Participants

Two cohorts of 166 students studying at a high school in Kyoto participated in the study. In this school 11 native speakers give content-based English language instruction and are available for outside-of-class consultation or questions by the students. The school's program, including the curriculum and teaching methods, is quite unconventional among Japanese

high schools. Each class has two homeroom teachers, one of whom is a native speaker of English. The programs for cohort 1 (82 students matriculated in 1999) and cohort 2 (84 students matriculated in 2000) are identical. The age of the participants was either 15 (if they had not had a birthday in the year) or 16 years old (if they had already had a birthday) when the study was conducted. There were 150 girls and 16 boys. Because of this imbalance, gender difference is not considered in this study, though we can point out that this kind of English communication-focused program usually attracts more girls than boys in Japan. Two students were eliminated from the sample because they were from bicultural families with a parent who is a native speaker of English.

For SEM, data from 154 (141 girls and 13 boys) students was used.²

Procedure

A set of questionnaires with attitudinal/motivational measures and WTC scales was administered in July 1999 for cohort 1 and July 2000 for cohort 2. The homeroom teacher distributed the questionnaires to students and instructed them to take their time answering the questions at home before returning them to the teacher. When the questionnaire was administered, students had studied in the program for 3 months, beginning the previous April. The Test of English as a Foreign Language (TOEFL)–Institutional Testing Program (ITP) was administered in April right after matriculation.

Materials

The questionnaire included the following scales. Higher Cronbach's alphas were reported in a former study in which the same scales were used for a larger sample.³

Motivation intensity. As a measure of motivation, six items on motivational intensity (Cronbach's $\alpha = .81$) were taken from research by Gardner and Lambert (1972). Students were asked

to rate the degree to which each statement matched their state of mind. In contrast to the original format of three multiple-choice answers, 7-point scales were used, as we hoped to achieve a larger amount of variance.

Desire to learn English. The other measure of motivation consisted of six items on desire to learn English ($\alpha = .68$) from Gardner and Lambert (1972). The original format was again changed to a 7-point scale.

Approach-avoidance tendency. Seven items served to assess the tendency to approach or avoid non-Japanese within Japan ($\alpha = .73$). Examples are: "I want to participate in a volunteer activity to help foreigners living in the surrounding community" and "I want to make friends with international students studying in Japan." Students were asked again to evaluate their own behavioral inclinations on a 7-point scale for each of the seven items. This scale was developed on the basis of work by Gudykunst (1991), Kim (1991), and Gouran and Nishida (1996).

Interest in international vocation/activities. Six items ($\alpha = .62$) indexed how interested an individual was in an international career and living overseas (e.g., "I want to work in an international organization such as the United Nations," "I'd rather avoid the kind of work that sends me overseas frequently"). Respondents recorded ratings on 7-point scales. The items were developed based on Tanaka, Kohyama, and Fujiwara (1991) and Yashima (2000).

Interest in foreign affairs. Two items ($\alpha = .63$) reflected students' interest in international issues: "I often read and watch news about foreign countries" and "I often talk about situations and events in foreign countries with my family and/or friends." Ratings were recorded on 7-point scales. These two items were taken from Kitagawa and Minoura (1991).

Willingness to communicate in English. This study used the WTC scale published in McCroskey (1992). The scale has 20 items, of which 12 are related to four communication contexts (public speaking, talking in meetings, talking in small groups, and talking in dyads) and three types of receivers (strangers,

acquaintances, and friends; e.g., "Present a talk to a group of strangers," "Talk with an acquaintance while standing in line," "Talk in a large meeting of friends") and 8 are filler (dummy) items. The students were to indicate, using a number between 0 and 100, the percentage of time they would choose to communicate in each type of situation when completely free to do so ($\alpha = .93$).

Communication anxiety in English. The 12 items for communication apprehension or anxiety used by MacIntyre and Charos (1996) served as the measure of communication anxiety in English. The students indicated the percentage of time they feel nervous in each situation/with each receiver by selecting a number between 0 (*I would never feel nervous*) and 100 (*I would always feel nervous*). The items applied to the same four communication contexts and the same three types of receivers as in the WTC scale ($\alpha = .88$).

Perceived communication competence in English. Twelve items, also from MacIntyre and Charos (1996), constituted the measure of self-judgment of communication competence. Students indicated their self-assessed competency in each situation and with each receiver using a number between 0 (*completely incompetent*) and 100 (*completely competent*). The contexts and receivers were the same as the ones for the WTC and communication anxiety scale ($\alpha = .93$).

Frequency of communication in and outside the classroom. Five self-report items ($\alpha = .70$) were constructed to assess, on a 10-point scale from *not at all* to *very frequently*, how often students volunteered communication in and outside the class (e.g., "I volunteered answers or asked questions in the classroom," "I asked teachers questions outside the classroom in English"). Studies using scales that assess frequency of communication with L2 groups were consulted to create the scales (e.g., in Clément & Kruidenier, 1985, participants estimated the number of interactions; in MacIntyre & Charos, 1996, items from the perceived competence scale were adapted to measure the frequency of communication).

A translation from Japanese of most of the scales is provided in Appendix A. (Refer to McCroskey, 1992, for the WTC scale and MacIntyre & Charos, 1996, for the communication anxiety and perceived communication competence scales.)

Results

Frequency of Communication in and Outside Classrooms and Its Correlation with WTC

Table 1 shows the mean of response to frequency of communication items and their correlations with WTC scores. The students communicate more frequently when called upon to answer ($M = 4.48$) or in asking questions outside the class period ($M = 4.45$) than in volunteering to answer or ask questions in class ($M = 2.44$) or in talking with friends and acquaintances outside the school context ($M = 2.23$). WTC significantly correlates with all items of frequency of communication and the total of three items (1, 4, and 5) that measure voluntary communication.⁴

Table 1

Frequency of communication and correlations with WTC

Frequency of communication items	Mean (SD)	Correlation with WTC
1. Volunteer to answer or ask questions in class	2.44 (2.08)	.38**
2. Answer when called upon by the teacher	4.48 (1.85)	.26**
3. Participate in activities such as pair work	4.74 (2.53)	.26**
4. Ask questions or talk to the teachers outside class	4.45 (2.59)	.26**
5. Talk with friends or acquaintances outside school	2.23 (2.71)	.30**
Frequency of voluntary communication (items 1, 4, and 5)	9.13 (5.55)	.42**

Note. $N = 159$.

** $p < .01$.

Analyses of Correlation Coefficients

The mean and standard deviation for each variable as well as Pearson correlation coefficients among the main variables were calculated, and the correlation matrix is shown in Table 2. L2 WTC correlates with communication anxiety ($-.25$) and perceived communication competence ($.53$). As shown in the table, WTC relates to many motivational/attitudinal variables as well as frequency of communication. The TOEFL-ITP scores assessed at the time of matriculation did not correlate significantly with any of the communication or attitudinal variables.

Structural Equation Modeling

A model was constructed following Yashima (2002a). Considering the nature of the participants and the program in which they were enrolled, frequency of communication, defined by voluntary communication items 1, 4, and 5, was added as a consequence of WTC and international posture.⁵ WTC was entered as a latent variable defined by two observed variables consisting of WTC items randomly separated into two groups (odd-numbered items and even-numbered items). Approach-avoidance tendency, interest in international vocation/activities, and interest in foreign affairs define the latent variable, international posture.⁶ Motivational intensity and desire to study an L2 define the latent variable, motivation. In addition, it was conceived that a lack of communication anxiety and perceived communication competence form a higher order construct, communication confidence in the L2 (Clément & Kruidenier, 1985). The model was tested with Analysis of Moment Structures (AMOS) version 4.0 (Arbuckle, 1995).⁷ The model with standardized path coefficients is shown in Figure 2. All the paths are significant. The model's fitness to the data is good: Root Mean Square Error of Approximation (RMSEA) = .06, Goodness-of-Fit Index (GFI) = .93, Comparative-Fit Index (CFI) = .96. Although the chi square is significant, $\chi^2(48) = 74.48$, $p < .01$, the result indicates that this model is

Table 2

Correlation matrix (observed variables)

Variables	Mean (SD)	1	2	3	4	5	6	7	8	9	10	11	12
1. Willingness to communicate in L2	49.03 (19.71)	1.0											
2. Willingness to communicate in L2-1	51.53 (19.50)	.98**	1.0										
3. Willingness to communicate in L2-2	46.52 (20.87)	.98**	.91**	1.0									
4. Communication anxiety in L2	48.12 (15.46)	-.25**	-.25**	-.23**	1.0								
5. Perceived communication competence in L2	43.54 (17.87)	.53**	.49**	.54**	-.26**	1.0							
6. Motivational intensity	28.08 (6.39)	.39**	.39**	.37**	-.23**	.25**	1.0						
7. Desire to learn L2	27.41 (5.93)	.26**	.25**	.26**	-.23**	.24**	.71**	1.0					
8. Intergroup approach-avoidance tendency	36.67 (6.10)	.38**	.38**	.37**	-.25**	.24**	.43**	.46**	1.0				
9. Interest in international vocation/activities	30.25 (5.95)	.33**	.36*	.29**	-.16*	.25**	.39**	.36**	.52**	1.0			
10. Interest in foreign affairs	6.34 (2.58)	.27**	.27**	.25*	-.15	.19**	.25**	.32**	.26**	.28**	1.0		
11. Frequency of communication	9.11 (5.41)	.43**	.43**	.41**	-.23**	.24**	.37**	.29**	.40**	.22**	.29**	1.0	
12. TOEFL scores	345.16 (26.95)	.05	.04	.06	-.15	.04	.04	.02	-.01	-.05	.04	.02	1.0

Note. $N = 154$. Willingness to communicate in L2-1 includes odd-numbered WTC items; Willingness to communicate in L2-2 includes even-numbered WTC items.

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

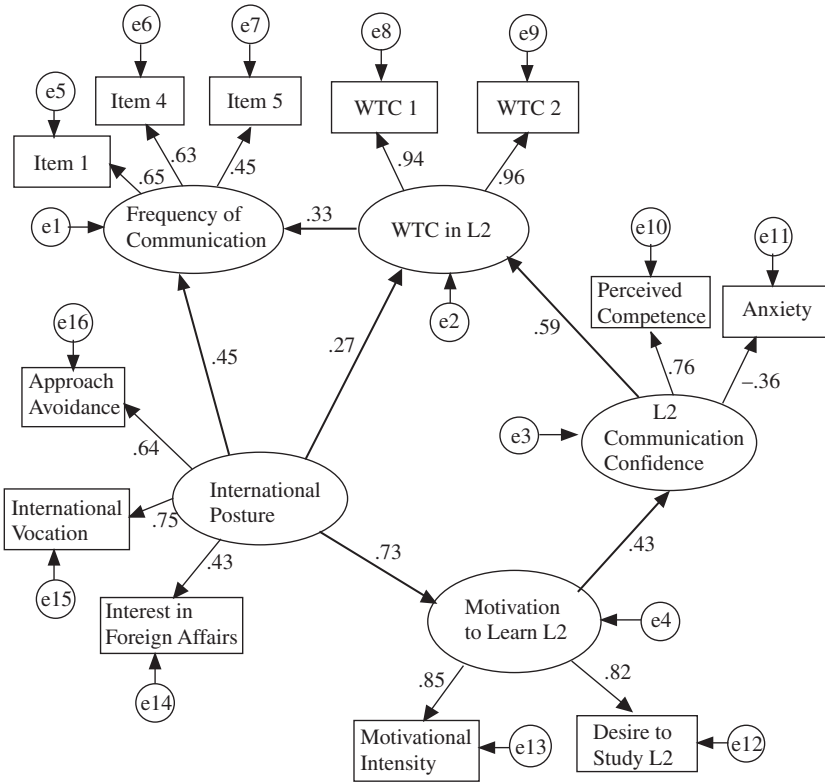


Figure 2. Results of SEM: L2 communication model with standardized estimates. $N=154$. All path coefficients are significant at $p < .01$. $\chi^2(48) = 74.48, p < .01$. RMSEA = .060; GFI = .93; CFI = .96.

appropriate to describe the current data. The attitudinal construct international posture significantly predicts WTC both directly, as well as indirectly through motivation and L2 communication confidence. In addition, it is shown that WTC predicts voluntary communicative behavior in the L2; the path from international posture to frequency of communication is also significant.

Discussion

When the questionnaire was administered, students had studied in the program for 3 months. At this stage frequency of

communication in the classroom was generally low, and students had not yet found English-speaking friends outside school. However, those who had higher WTC scores tended to communicate more in the classroom and to ask questions or talk to teachers more frequently outside class. The correlation matrix shows that perceived communication competence most strongly relates to L2 WTC. Unlike in L1 communication or in full-immersion situations with experienced learners, in which anxiety was the most important factor, the WTC of learners in nonimmersion situations is influenced to a larger extent by perceived communicative competence than by anxiety (Baker & MacIntyre, 2000; MacIntyre, Clément, & Donovan, 2002). The participants in the current research have a tendency similar to that of nonimmersion students in Canada. A student's perception of his or her competence seems to be strongly related to how willing he or she is to communicate in an FL.

The hypothesized paths in the SEM were all significant, and the goodness-of-fit indicators indicate that the model fits the data well. The model shows that those who are more willing to communicate in various interpersonal situations in the L2 tend to initiate communication in the classroom, ask teachers questions outside of class, or communicate with friends/acquaintances outside the school context. Self-confidence, which is a combination of perceived communication competence and a lower level of anxiety, is crucial for a person to be willing to communicate. Those who have more interest in international affairs and a desire to be involved in international vocation/activities seem to be more willing to communicate in English and voluntarily engage in communication more frequently. In addition, those who are internationally oriented tend to be more motivated to study the L2. The higher level of motivation relates to self-confidence, which appears to result in WTC in the L2. Those individuals who can conceptualize when and how they might use English seem to be more likely to initiate communication behavior as well as the requisite learning behavior.

Investigation 2

*Method**Participants*

The participants in the second study were Japanese high school students who participated in a year-long study program in the United States in 1999 and 2000 through a Japanese student exchange organization. In this program, students stay with host families for 3 weeks while attending an intensive language course before leaving for different parts of the United States to attend local high schools. The study focuses on this initial 3-week period and 57 students who responded to both a predeparture questionnaire and another administered at the end of the 3 weeks. Six students who responded only to the second questionnaire are included in part of the analyses. Three of those who completed both questionnaires had stayed more than 6 months in either the United States or Australia and therefore were eliminated from the sample. Among the remaining 60 students, there were 17 boys and 43 girls; fifteen 15-year-olds, twenty-seven 16-year-olds, fifteen 17-year-olds, and three 18-year-olds. The average age was 16.1 ($SD = .84$).

Procedure

Two sets of questionnaires were administered: first, prior to departure, and second, at the end of the three-week initial program. The first questionnaire and an envelope for returning it were handed to each student at the orientation meeting before departure. Students were told to take their time and respond to each question at home and to return the questionnaire within 2 weeks. The second questionnaire was administered by a Japanese coordinator of the program at the end of the 3-week course in the United States. The students responded either in class or during their free time, after which they handed or mailed the completed questionnaire to the coordinator.

Materials

First questionnaire (prior to departure). The same measures on attitudes/motivation and communication from Investigation 1 were used: motivation intensity (Cronbach's $\alpha = .86$), desire to learn English ($\alpha = .67$), approach-avoidance tendency ($\alpha = .79$), interest in international vocation/activities ($\alpha = .57$),⁸ interest in foreign affairs ($\alpha = .71$), willingness to communicate in English ($\alpha = .90$), communication anxiety in English ($\alpha = .93$), and perceived communication competence in English ($\alpha = .87$).

Second questionnaire (during the sojourn). Questions on frequency and amount of communication with host nationals were asked. The scales assessing frequency of contact or communication with L2 groups were used in past studies (e.g., Clément & Kruidenier, 1985; MacIntyre & Charos, 1996), and these studies were consulted to write the items. In addition, questions to assess the degree of satisfaction in interpersonal relationships and perception of adjustment were created based on studies by Searl and Ward (1990), Tanaka et al. (1991), Yashima and Tanaka (2001), and Ward and Kennedy (1999).

Frequency and amount of communication in English. Five self-report items assessed, on 5-point scales from *not at all* to *very frequently*, how often participants volunteered communication with their host family as well as in and outside the classroom at school (e.g., "I reported to my host family what happened at school," "I volunteered answers or asked questions in the classroom"). In addition to the above items, a question was asked to quantify the amount of conversation with host family members: "How long on average did you talk with your host family members every day?" (answered in hours and/or minutes). This question was added in an effort to explore alternative measures of the amount of interaction that took place between the host and sojourner.

Satisfaction in interpersonal relationships. Two items assessed, on 5-point scales, how satisfied participants felt with communication and friendship with Americans ($\alpha = .63$): "As a

whole, communication with Americans I met in the U.S. (*was not enjoyable at all ~ was very enjoyable*)” and “Regarding the depth of friendship with Americans I have met, (*I am not at all satisfied ~ I am very much satisfied*).”

Perception of adjustment. Six items assessed, on 5-point scales, culture shock and psychological adjustment ($\alpha = .70$). Examples are “I don’t have any anxiety about my life in the U.S.” and “There are many things I don’t understand about Americans.”

Items in the questionnaire administered during the sojourn are presented in Appendix B.

Results

Because the number of informants who responded to both questionnaires was small, we concentrated on descriptive statistics and correlations among the variables, with a focus on correlations between variables assessed prior to departure and those during the sojourn. The mean and standard deviation of each variable, as well as Pearson correlation coefficients among the main variables, were calculated, and the correlation matrix is shown in Table 3. Variables 1 to 8 in the table were assessed prior to departure ($N = 54$) and variables 9 to 17 were observed during the sojourn ($N = 60$).

WTC assessed before departure significantly correlates with some frequency of communication items assessed during the sojourn: WTC and frequency of communication item 1, “I reported what happened at school to my host family”; WTC and frequency of communication item 3, “I volunteered answers or asked questions in class.” WTC also significantly correlates with the amount of time the student spent talking with the host family. Intercorrelations among variables assessed before departure show a similar pattern to that found in Investigation 1. For example, the correlation between WTC and communication anxiety was $-.15$, and that between WTC and perceived communication competence was $.46$. Two variables that

Table 3

Intercorrelations among observed variables

Variables	Mean (SD)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1. Willingness to communicate in L2	54.53 (15.65)	1.0															
2. Communication anxiety in L2	48.12 (18.18)	-.15	1.0														
3. Perceived communication competence in L2	46.17 (14.18)	.46**	-.04	1.0													
4. Motivational intensity	31.56 (6.15)	.33*	-.25	.06	1.0												
5. Desire to learn L2	30.32 (5.54)	.43**	-.17	.12	.65**	1.0											
6. Intergroup approach-avoidance tendency	39.80 (6.51)	.37**	-.06	.13	.51**	.57**	1.0										
7. Interest in international vocation/activities	33.40 (5.44)	.40**	-.26	-.01	.34**	.37**	.40**	1.0									
8. Interest in foreign affairs	8.07 (3.00)	.05	.13	.12	.05	.05	.25	.19	1.0								
9. Frequency of communication 1	3.62 (.99)	.27*	-.07	.11	.17	.29*	.21	.28*	.27*	1.0							
10. Frequency of communication 2	3.97 (.90)	.20	-.18	-.06	.05	.01	.21	.27*	.31*	.54**	1.0						
11. Frequency of communication 3	2.77 (1.03)	.28*	.00	.11	-.14	-.03	.16	.13	.07	.06	.21	1.0					
12. Frequency of communication 4	2.87 (1.03)	.05	.25	-.02	-.05	-.06	.20	.04	.15	.10	.03	.50**	1.0				
13. Frequency of communication 5	3.58 (1.20)	.07	-.06	-.23	-.03	.12	.23	.30*	.17	.33**	.16	.14	.38**	1.0			
14. Amount of time (min) with hosts	86.77 (76.31)	.37*	-.22	-.11	.15	.29*	.15	.34*	.08	.50**	.41**	-.01	-.03	.31* 1.0			
15. Satisfaction in friendship with hosts	7.59 (1.67)	.31*	-.13	-.01	.10	.27	.31*	.31*	.11	.46**	.41**	-.06	-.01	.28* .40** 1.0			
16. Difficulty in making friends	8.39 (2.55)	-.12	.25	.03	-.04	-.19	-.33*	-.35*	.01	-.42**	-.33*	-.09	-.01	-.19	-.27	-.64**	1.0
17. Perception of adjustment	16.34 (4.35)	.16	-.32*	.14	.08	.25	.26	.31*	-.11	.40**	.17	.02	-.09	.23	.34*	.62**	-.82** 1.0

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

constituted international posture in Investigation 1, interest in international vocation/activities and interest in foreign affairs, show significant correlations with frequency of communication in host family situations (items 1 and 2). Of the motivation variables, desire to learn an L2 significantly correlates with frequency of communication item 1 and amount of time spent talking with the host family. These results mostly confirm those obtained in correlational analyses in Investigation 1.⁹

Next we examined how frequency of communication is related to students' perception of interpersonal relationships and adjustment. As shown in Table 3, frequency of communication items 1 and 2 correlate significantly with satisfaction in friendships with Americans and negatively with difficulty in making friends (the total of items 1, 5, and 6 in perception of adjustment). Frequency of communication item 1 also correlates with perception of adjustment. The amount of time one spends with the host family (number of minutes) significantly correlates with both satisfaction in interpersonal relationships and positive perception of adjustment.

WTC assessed before departure correlates significantly with satisfaction in friendship with hosts, but not with difficulty in making friends and perception of adjustment. Communication apprehension shows a significant negative correlation with perception of adjustment, which indicates that L2 anxiety is somewhat related to the sense of adjustment to a new environment. Interest in international vocation/activities correlates with all the adjustment variables.

Discussion

It was found that those who had a higher score in WTC prior to departure tended to engage in communication with host nationals more frequently and for longer periods of time once they were into the sojourn. The amount of time spent talking is an outcome of interpersonal interaction, which reflects the host's availability, receptiveness, and willingness to interact with the

sojourner to a certain extent. It is noteworthy that WTC on the part of the sojourner assessed before departure is related to the amount of conversation that is the outcome of the two parties' contribution. We conjecture that the sojourner's WTC might result in behavior that invites hosts to interact with the sojourner more extensively.

Those who communicated with hosts more frequently and for a greater amount of time seem to have had a higher degree of satisfaction in human relationships, experienced less difficulty in making friends, and perceived their adjustment to the host country to be better than those who engaged in communication less frequently.

General Discussion

This study focuses on antecedents and results of WTC in an L2. Regarding the first research objective, the two studies indicate that WTC predicts frequency and amount of communication. In Investigation 1, SEM shows that those who are more willing to communicate in various interpersonal situations in the L2 tend to initiate communication in the classroom. In Investigation 2, those who recorded a higher score in WTC before departure were inclined to engage in communication with host nationals more frequently and for longer periods of time once they were into the sojourn than those who were less willing to communicate.

As for the second research objective, regarding antecedents of WTC, correlational analyses in both studies show that perceived communication competence most strongly relates to WTC. How one perceives one's competence is likely to be most strongly related to how willing one is to communicate in an FL. The SEM results confirmed those of Yashima (2002a). To have self-confidence in communication in an L2 is crucial for a person to be willing to communicate in that L2. In addition, students who have a greater interest in international affairs, occupations, and activities seem to be more willing to communicate in the L2 and

voluntarily engage in communication more frequently. Furthermore, those who are internationally oriented seem to be motivated to study the L2. The higher level of motivation links to self-confidence, possibly through learning behavior and its resultant competence.

This study relates to the international-communication goal of FL learning in the framework of dual goals hypothesized at the outset of this article. It is concerned somewhat more with the “intergroup” than the “interpersonal” side, although it relates to both, in Noels’ (2001) “heuristic model of the motivation process” (p. 53), in which the motivational propensities to learn an L2 were analyzed along a continuum from the “interpersonal process” (L2 use in class, effort and persistence, intrinsic/extrinsic motivation, personal identity) to the “intergroup process” (L2 use outside class, WTC, integrative orientation, ethnolinguistic vitality). In the current study our participants were those who were enrolled in communication-oriented classes and study-abroad programs. In fact the results show that WTC relates to L2 use both inside and outside the classroom. Although this study only addresses the second of the two hypothesized goals, it goes without saying that the first goal, which is more concrete and immediate for many Japanese learners, needs to be dealt with in future research. Particular emphasis should be placed on how these two goals can be connected through educational initiatives, as well as on how learners in their daily effort to achieve their immediate goals can feel the personal relevance of learning English for communication and relate themselves to the world, becoming conscious of their possibilities and contributions in English-using worlds. In doing so, we need to consider how the self-determination theory with intrinsic/extrinsic orientations (Noels, Clément, & Pelletier, 1999; Noels, Pelletier, Clément, & Vallerand, 2000), as well as goal-setting theories and self-efficacy theories as described in Dörnyei (2001), are used to account for the process.

Those who are conscious of how they relate themselves to the world tend to be motivated to study English, as they

probably visualize “English-using selves” clearly. The “possible selves” and “ideal selves” Dörnyei (2003) cited (from Markus and Nurius, 1986) in his discussion might be helpful for understanding the motivation process of Japanese learners. “Possible selves” represent individuals’ ideas of what they might or would like to become, and this might “provide a conceptual link between cognition and motivation” (Dörnyei, 2003, p. 454). Is it possible to hypothesize that learners who clearly visualize “possible” or “ideal” English-using selves are likely to make an effort to become more proficient and develop WTC and engage in interaction with others using English?

The results of Investigation 2 show that frequency and amount of L2 communication relate to satisfaction in the sojourn experience, and satisfaction in friendship with hosts, in particular. How much the student shares information and experiences with the host family members appears to have much to do with the student’s perception of well-being during the initial stage of a sojourn (and therefore during a short-term sojourn).¹⁰ Students’ perception of adjustment or satisfaction as assessed here reflects the perceived quality of human relationships. The results of the current research therefore indicate that the quantity of communication is a factor in perceiving the interaction positively, at least in the initial period of a sojourn and language learning. This confirms Yashima’s (2002b) findings that the greatest concerns of many adolescent sojourners in the United States were the development of interpersonal relationships and improvement of their English as an outcome of a sojourn, and that the amount of interaction with their American peer group is perceived as an important indicator of such an outcome. The results also demonstrate the role L2 communication interface can play in a sojourn experience. Kim (1988, 2001) stated that it is through communication that individuals learn to relate effectively and appropriately to their social environment and, hence, are able to fulfill various needs and desires, emphasizing the acquisition of communicative competence in the language of the group with which they interact.

In the long run, the experience of interpersonal communication, if it is perceived as favorable, results in more interest in intercultural communication and/or international affairs and motivates students to put in more effort in learning the language. Considering that students need to communicate in order to improve communicative skills and gain confidence, the researchers hope to postulate a circular and interactive model to show the dynamics of interest, motivation, learning, confidence, and communication.

Limitations of the current study need to be discussed. Neither Yashima (2002a) nor this study sufficiently addresses the relationship between L2 competence and L2 self-confidence. This needs to be explored further. Methodologically, it will be necessary to reconstruct for adolescent learners a few of the variables used in the current study whose reliability indices were not high enough, including interest in international vocation/activities. Alternative methods of assessing frequency/amount of communication as a behavioral manifestation should be considered, for example, classroom observation and observation of communication events. Combining others' ratings and self-ratings will result in a more comprehensive assessment of reciprocal communication behavior.

Despite these limitations, the results of this study provide further evidence to confirm that WTC is a useful construct for accounting for L2 communication. They also demonstrate that motivational/attitudinal as well as affective variables relate to the WTC and the communication behavior of Japanese EFL learners. Future research might focus on the interactive/reciprocal aspects of L2 communication. For example, contextual variables that make a person more or less willing to communicate both in and outside classrooms should be investigated, which will make it necessary to look into how sociocultural contexts influence communication behavior and how learners' interactions with their environment, including teachers, colearners, and hosts, make the learners more or less willing to communicate. To obtain a close-up picture of how WTC in an L2 is developed, undermined, or coconstructed in interaction, interpretive

and critical approaches to communication are called for, in addition to social-scientific or functional approaches. What we need is a dialectical approach in which we combine the findings from these different types of research, as Martin and Nakayama (2000) suggest, to better understand the complex phenomenon of L2 intercultural communication.

Communication is a process in which people influence each other. Intercultural communication is the sharing and construction of meaning through interaction with dissimilar others. Through learning an L2 or FL, we can expand our communicative repertoires and make the construction of shared meaning easier. WTC in an L2 involves readiness to initiate this process, which will hopefully lead to mutual understanding and trust.

Revised version accepted 24 July 2003

Notes

¹The test-retest reliability was checked for newly developed scales, and preliminary studies were conducted employing many of the variables used here.

²Ten students with more than two items on their questionnaires not filled in were eliminated from the sample. Nineteen students with one missing value and one with two missing values were left in the sample by entering the item mean of the sample for the missing values. There were 21 such slots out of 10,164 (.002%).

³Cronbach's alphas reported in Yashima (2002a) were as follows: motivation intensity ($\alpha = .88$); desire to learn English ($\alpha = .78$); approach-avoidance tendency ($\alpha = .79$); interest in international vocation/activities ($\alpha = .73$); interest in foreign affairs ($\alpha = .67$).

⁴When three items instead of five are used for the scale, Cronbach's alpha drops to .60. However, since how frequently one responds when called upon or participates in pair work is mostly determined by how often these situations are created by the teacher, we decided that excluding these items was reasonable.

⁵Single items as indicators sometimes inflate the residual variance estimates; it is therefore preferable to use more items for each indicator variable as we do for other variables.

⁶In Yashima's (2002a) study with college students, four variables defined the latent variable, international posture. In this model, intercultural friendship orientation was dropped following suggestions by a statistician,

as it seemed to overlap conceptually and operationally with other observable variables.

⁷The TOEFL scores were not entered into the model, as the correlations with other variables are low.

⁸Interest in international vocation/activities represents a fairly large conceptual framework. Collecting more homogeneous items might improve internal consistency but might not encompass the concept we are looking at here (see Little, Lindenberger, & Nesselroade, 1999, for further discussion). We need to increase the number of items for our future research based on rigorous item analyses.

⁹An alternative analysis was tested in which five items of frequency of communication were used as a scale ($\alpha = .62$), with the following results. The correlation between WTC and frequency of communication (total) was .27; those between intergroup approach-avoidance tendency, interest in international vocation/activities, and interest in foreign affairs and frequency of communication (total) were .32, .33, and .30, respectively. Correlations between frequency of communication (total) and satisfaction in friendship with hosts, difficulty in making friends, and perception of adjustment were .34, $-.32$, and .23, respectively. We decided to examine correlations with each item of frequency of communication separately, as we believe they contain useful information.

¹⁰Kim's (2001) stress-growth model as well as Adler's (1987) study indicate that going through periods of uncertainty or difficulty is a learning and growing experience that leads to long-term accommodation to the culture.

References

- Adler, P. (1987). Culture shock and the cross-cultural learning experience. In L. F. Luce & E. C. Smith (Eds.), *Toward internationalism: Readings in cross cultural communication* (pp. 24–35). Cambridge, MA: Newbury House.
- Arbuckle, J. L. (1995). *AMOS user's guide*. Chicago: Smallwaters.
- Baker, S. C., & MacIntyre, P. D. (2000). The role of gender and immersion in communication and second language orientation. *Language Learning, 50*, 311–341.
- Clément, R., & Kruidenier, B. (1985). Aptitude, attitude, and motivation in second language proficiency: A test of Clément's model. *Journal of Language and Social Psychology, 4*, 21–37.
- Daly, J. A., & McCroskey, J. C. (Eds.). (1984). *Avoiding communication: Shyness, reticence, and communication apprehension*. Beverly Hills, CA: Sage.
- Dörnyei, Z. (1990). Conceptualizing motivation in foreign language learning. *Language Learning, 40*, 45–78.

- Dörnyei, Z. (2001). *Teaching and researching motivation*. Harlow, UK: Pearson Education.
- Dörnyei, Z. (2003). Some dynamics of language attitudes and motivation: Results of a longitudinal nationwide survey. *Applied Linguistics*, 23, 421–462.
- Gardner, R. C. (1985). *Social psychology and second language learning: The role of attitudes and motivation*. London: Arnold.
- Gardner, R. C., & Lambert, W. E. (1972). *Attitudes and motivation in second language learning*. Rowley, MA: Newbury House.
- Gardner, R. C., & MacIntyre, P. D. (1993). On the measurement of affective variables in second language learning. *Language Learning*, 43, 157–194.
- Gorsuch, G. J. (2000). EFL educational policies and educational cultures: Influence on teachers' approval of communicative activities. *TESOL Quarterly*, 34, 675–710.
- Gouran, D. S., & Nishida, T. (1996). *Bunkato komyunikeshon* [Culture and communication]. Tokyo: Hassakusha.
- Gudykunst, W. B. (1991). *Bridging differences*. Newbury Park, CA: Sage.
- Gudykunst, W. B., & Kim, Y. Y. (1984). *Communicating with strangers: An approach to intercultural communication*. New York: Random House.
- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *Modern Language Journal*, 70, 125–132.
- Kim, Y. Y. (1988). *Communication and cross-cultural adaptation*. Clevedon, UK: Multilingual Matters.
- Kim, Y. Y. (1991). Intercultural communication competence: A systems-theoretic view. In S. Ting-Toomey & F. Korzeny (Eds.), *Cross-cultural interpersonal communication* (pp. 259–275). Newbury Park, CA: Sage.
- Kim, Y. Y. (2001). *Becoming intercultural*. Thousand Oaks, CA: Sage.
- Kimura, Y., Nakata, Y., & Okumura, T. (2001). Language learning motivation of EFL learners in Japan: A cross sectional analysis of various learning milieus. *JALT Journal*, 23, 47–68.
- Kitagawa, T., & Minoura, Y. (1991, October). *Kokoseino kaigai homusutei koka (III): Taido to ninshiki niokeru henka* [Effects of high school students' overseas homestay (III): Changes in attitude and cognition]. Paper presented at the 32nd annual meeting of the Japanese Society of Social Psychology, Tokyo.
- Little, T. D., Lindenberger, U., & Nesselroade, J. R. (1999). On selecting indicators for multivariate measurement and modeling with latent variables: When “good” indicators are bad and “bad” indicators are good. *Psychological Methods*, 4, 192–211.
- MacIntyre, P. D. (1994). Variables underlying willingness to communicate: A causal analysis. *Communication Research Reports*, 11, 135–142.

- MacIntyre, P. D., Baker, S. C., Clément, R., & Conrod, S. (2001). Willingness to communicate, social support, and language-learning orientations of immersion students. *Studies on Second Language Acquisition*, 23, 369–388.
- MacIntyre, P. D., & Charos, C. (1996). Personality, attitudes, and affect as predictors of second language communication. *Journal of Language and Social Psychology*, 5, 3–26.
- MacIntyre, P. D., & Clément, R. (1996, August). *A model of willingness to communicate in a second language: The concept, its antecedents, and implications*. Paper presented at the 11th World Congress of Applied Linguistics, Jyväskylä, Finland.
- MacIntyre, P. D., Clément, R., & Donovan, L. A. (2002, October). *Willingness to communicate in the L2 among French immersion students*. Paper presented at the Second Language Research Forum, Toronto.
- MacIntyre, P. D., Clément, R., Dörnyei, Z., & Noels, K. (1998). Conceptualizing willingness to communicate in a L2: A situational model of L2 confidence and affiliation. *Modern Language Journal*, 82, 545–562.
- MacIntyre, P. D., & Gardner, R. C. (1991). Language anxiety: Its relation to other anxieties and to processing in native and second languages. *Language Learning*, 41, 513–534.
- MacIntyre, P. D., & Gardner, R. C. (1994). The subtle effects of language anxiety on cognitive processing in the second language. *Language Learning*, 44, 283–305.
- Markus, H., & Nurius, P. (1986). Possible selves. *American Psychologist*, 41, 954–969.
- Martin, J. N., & Nakayama, T. K. (2000). *Intercultural communication in contexts*. Mountain View, CA: Mayfield.
- McCroskey, J. C. (1977). Oral communication apprehension: A summary of recent theory and research. *Human Communication Research*, 4, 78–96.
- McCroskey, J. C. (1992). Reliability and validity of the Willingness to Communicate Scale. *Communication Quarterly*, 40, 16–25.
- McCroskey, J. C., & Richmond, V. P. (1987). Willingness to communicate. In J. C. McCroskey & J. A. Daly (Eds.), *Personality and interpersonal communication* (pp. 129–156). Newbury Park, CA: Sage.
- McCroskey, J. C., & Richmond, V. P. (1991). Willingness to communicate: A cognitive view. In M. Both-Butterfield (Ed.), *Communication, cognition and anxiety* (pp. 19–44). Newbury Park, CA: Sage.
- Noels, K. A. (2001). New orientations in language learning motivation: Toward a model of intrinsic, extrinsic, and integrative orientations and motivation (pp. 43–68). In Z. Dörnyei & R. Schmidt (Eds.), *Motivation*

- and second language acquisition. Honolulu: Second Language Teaching & Curriculum Center, University of Hawai'i.
- Noels, K. A., Clément, R., & Pelletier, L. G. (1999). Perceptions of teacher communicative style and students' intrinsic and extrinsic motivation. *Modern Language Journal*, 83, 23–34.
- Noels, K. A., Pelletier, L. G., Clément, R., & Vallerand, R. J. (2000). Why are you learning a second language? Motivational orientations and self-determination theory. *Language Learning*, 50, 57–85.
- Searl, W., & Ward, C. (1990). The prediction of psychological and socio-cultural adjustment during cross-cultural transitions. *International Journal of Intercultural Relations*, 14, 449–464.
- Tanaka, T., Kohyama, T., & Fujiwara, T. (1991). *Tanki kaigaikenshunioheru nihonjingakuseino sosharu sukirunikansuru chosateki kenkyu* [A study of the social skills of Japanese students in a short-term overseas language seminar]. *Memoirs of the Faculty of Integrated Arts and Sciences III*, 15, 87–102.
- Ting-Toomey, S. (1999). *Communicating across cultures*. New York: Guilford Press.
- Yashima, T. (2000). Orientations and motivation in foreign language learning: A study of Japanese college students. *JACET Bulletin*, 31, 121–133.
- Yashima, T. (2002a). Willingness to communicate in a second language: The Japanese EFL context. *Modern Language Journal*, 86, 55–66.
- Yashima, T. (2002b). *Taibei Nihonjin koukouseino shakaibunkateki tekio: Dainigengo kodo no kantenkara* [Sociocultural adaptation of Japanese high school students studying in the United States: From a perspective of L2 communication behavior]. Unpublished doctoral dissertation, Okayama University, Okayama City, Japan.
- Yashima, T., & Tanaka, T. (1996). English teaching for intercultural adjustment using social skill training techniques. *Intercultural/Trans-cultural Education*, 10, 150–166.
- Yashima, T., & Tanaka, T. (2001). Roles of social support and social skills in the intercultural adjustment of Japanese adolescent sojourners in the USA. *Psychological Reports*, 88, 1201–1210.
- Yashima, T., & Viswat, L. (1993). An analysis of communication problems of Japanese high school students and their host families. *Human Communication Studies*, 21, 181–196.
- Ward, C., & Kennedy, A. (1999). The measurement of sociocultural adaptation. *International Journal of Intercultural Relations*, 23, 659–677.

Appendix A

English Translation of the Questionnaire Items

Seven-point Likert-type scales are used if not otherwise specified.

Motivational Intensity

1. Compared to my classmates, I think I study English relatively hard.
2. I often think about the words and ideas that I learn about in my English classes.
3. If English were not taught at school, I would study it on my own.
4. I think I spend fairly long hours studying English.
5. I really try to learn English.
6. After I graduate from college, I will continue to study English and try to improve.

Desire to Learn English

1. When I have assignments to do in English, I try to do them immediately.
2. I would read English newspapers or magazines outside my English course work.
3. During English classes I'm absorbed in what is taught and concentrate on my studies.
4. I would like the number of English classes at school increased.
5. I believe absolutely English should be taught at school.
6. I find studying English more interesting than other subjects.

Intergroup Approach-Avoidance Tendency

1. I want to make friends with international students studying in Japan.
2. I try to avoid talking with foreigners if I can.
3. I would talk to an international student if there were one at school.
4. I wouldn't mind sharing an apartment or room with an international student.
5. I want to participate in a volunteer activity to help foreigners living in the surrounding community.
6. I would feel somewhat uncomfortable if a foreigner moved in next door.

7. I would help a foreigner having trouble communicating in a restaurant or at a station.

Interest in International Vocation / Activities

1. I would rather stay in my hometown.
2. I want to live in a foreign country.
3. I want to work in an international organization such as the United Nations.
4. I'm interested in volunteer activities in developing countries such as participating in Youth International Development Assistance.
5. I don't think what's happening overseas has much to do with my daily life.
6. I'd rather avoid the kind of work that sends me overseas frequently.

Interest in International News

1. I often read and watch news about foreign countries.
2. I often talk about situations and events in foreign countries with my family and/or friends.

Frequency and Amount of Communication in English (10-point scale)

1. I volunteered to answer or ask questions in class.
2. I answered when I was called upon by the teacher.
3. I participated in classroom activities such as pair work.
4. I asked teachers questions or talked to them outside the class period.
5. I talked with friends or acquaintances outside school in English.

Appendix B

During the Sojourn

Frequency and Amount of Communication in English (5-point scale)

1. I reported to my host family what happened at school.
2. I initiated a conversation with a host family member.
3. I volunteered answers or asked questions in class.
4. I asked teachers questions or talked to them outside the class period.
5. I talked with people I met at parties or meetings.

How long on average did you talk with your host family members every day? (answered in hours and/or minutes)

Satisfaction in Interpersonal Relationships (5-point scale)

1. As a whole, communication with Americans I met in the United States (*was not enjoyable at all ~ was very enjoyable*).
2. Regarding the depth of friendship with Americans I met (*I am not at all satisfied ~ I am very much satisfied*).

Perception of Adjustment (5-point scale)

1. It is difficult to make friends in this country.
2. I am anxious about how I will cope during the coming year.
3. I don't have any problems so far nor do I have anxiety about my life in the United States.
4. I enjoy everything now.
5. There are many things I don't understand about Americans.
6. I feel frustrated about various things including language problems.