
Willingness to Communicate in a Second Language: The Japanese EFL Context

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Willingness to communicate (WTC) is emerging as a concept to account for individuals' first language (L1) and second language (L2) communication. This study examined relations among L2 learning and L2 communication variables in the Japanese English as a foreign language context using the WTC model and the socioeducational model as a framework. A L2 communication model was constructed and tested using AMOS version 4.0, with a sample of 297 Japanese university students. In the model, a latent variable, international posture, was hypothesized to capture the general attitude toward the international community and foreign language learning in Japan. From structural equation modeling, it appeared that international posture influences motivation, which, in turn, influences proficiency in English. Motivation affected self-confidence in L2 communication which led to willingness to communicate in a L2. In addition to this indirect path, a direct path from international posture to WTC in a L2 was significant. The model's fitness to the data was good, which indicates the potential for using the WTC and other constructs to account for L2 communication.

MUCH OF THE RESEARCH ON INDIVIDUAL differences in second language (L2) acquisition has demonstrated the influence of affective variables, including attitudes, motivation, and language anxiety on achievement or proficiency.

A recent addition to the affective constructs is *willingness to communicate* (WTC), which is emerging as a concept useful in accounting for individuals' first language (L1) and L2 communication. The concept, first developed in L1 communication by McCroskey and his associates (McCroskey, 1992; McCroskey & Richmond, 1987) was applied to L2 communication by MacIntyre and Charos (1996). As the emphasis in L2 teaching and learning has been shifting to communication, both as a necessary process and as a goal of learning a L2, a way to account for individual differences in L2 communication is

needed. MacIntyre and Charos (1996) and MacIntyre and Clément (1996) demonstrated the possibility by combining insights from two disciplines, L2 acquisition and communication.

In Japan, as the Ministry of Education, Culture, Sports, Science, and Technology's guidelines for foreign language (mostly English) teaching within the school education curriculum (Monbusho, 1989, 1999a, 1999b) have placed increasing emphasis on communication, a greater portion of textbooks and classroom activities has focused on face-to-face interaction in hypothetical intercultural contact situations. It is expected that English will cease to be considered as simply a knowledge-based subject, which it has long been in Japan.

When communication is a goal of language instruction, such questions as "communication with whom?" and "for what?" arise, and a social psychological perspective becomes relevant in answering them. In addition to motivation and attitudes toward the people with whom students will

communicate, WTC, psychology of communication, and intercultural postures need to be examined as variables that affect communication outcomes.

The present study is an attempt to examine the relationships among the variables believed to affect Japanese learners' WTC in English. The concept WTC refers to the tendency of an individual to initiate communication when free to do so (McCroskey & Richmond, 1987, 1990). The concept could include communication in written forms, but this study focused on face-to-face communication or, more specifically, talking in a L2.

MacIntyre's WTC model and Gardner's socioeducational model served as basic frameworks for this study, but concepts and components of L2 learning attitudes were redefined in reference to the Japanese ethnolinguistic context.

EVOLUTION OF THE WTC MODEL

Language Anxiety and Communication Apprehension in a L2

Different types of L2-related anxiety, including classroom anxiety, test anxiety, and use anxiety, have shown negative relationships to L2 achievement (Clément, Dörnyei, & Noels, 1994; Clément, Gardner, & Smythe, 1977; Horwitz, Horwitz, & Cope, 1986; MacIntyre & Gardner, 1991, 1994). The Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz, Horwitz, and Cope (1986) is designed to assess three components of anxiety: communication apprehension, test anxiety, and fear of negative evaluation. The inclusion of communication apprehension in this scale assumes that the communication is taking place in a classroom setting, which may provoke anxiety. From a language

learning perspective, the more one communicates, the more practice one has in talking and the more one learns (Brown, 1987; Rubin & Thompson, 1994). In addition to communication as a necessary process for learning to talk, in order to account for communication as a goal of L2 learning, we need to examine anxiety resulting from communicating in a L2.

WTC in a L2

Communication apprehension in a L1 and its negative influence on communication have been a matter of scholarly attention by communication researchers (Daly & McCroskey, 1984; McCroskey, 1977). Fairly recently, McCroskey and associates (e.g., McCroskey, 1992; McCroskey & Richmond, 1990) proposed the construct, WTC, that captures the major implication 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 (Figure 1). He then applied this model to L2 communication and showed that anxiety about L2 communication and perceived L2 communicative competence consistently predicted WTC in a L2. Studies conducted in various Canadian contexts combined the WTC model with Gardner's socioeducational model to examine the relations among variables underlying WTC in a L2. In these studies, WTC was a predictor of frequency of communication in a L2, whereas motivation was a predictor of WTC, frequency of communication in a L2, or both (MacIntyre & Charos, 1996; MacIntyre & Clément, 1996; see Figure 2 as an example). MacIntyre did not regard WTC in a

FIGURE 1
Portion of MacIntyre's (1994) Willingness to Communicate Model

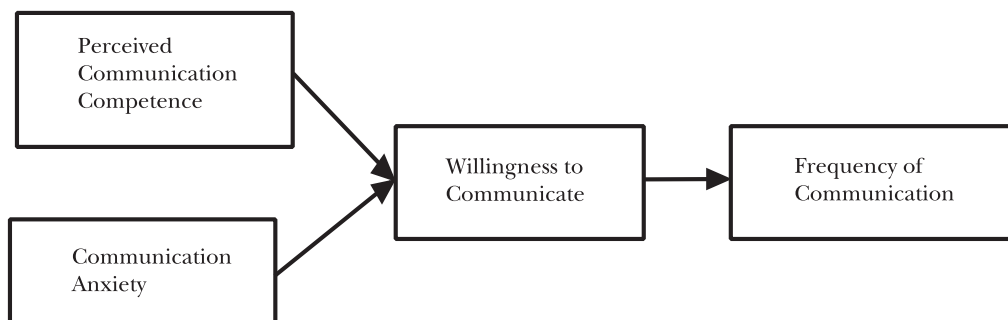
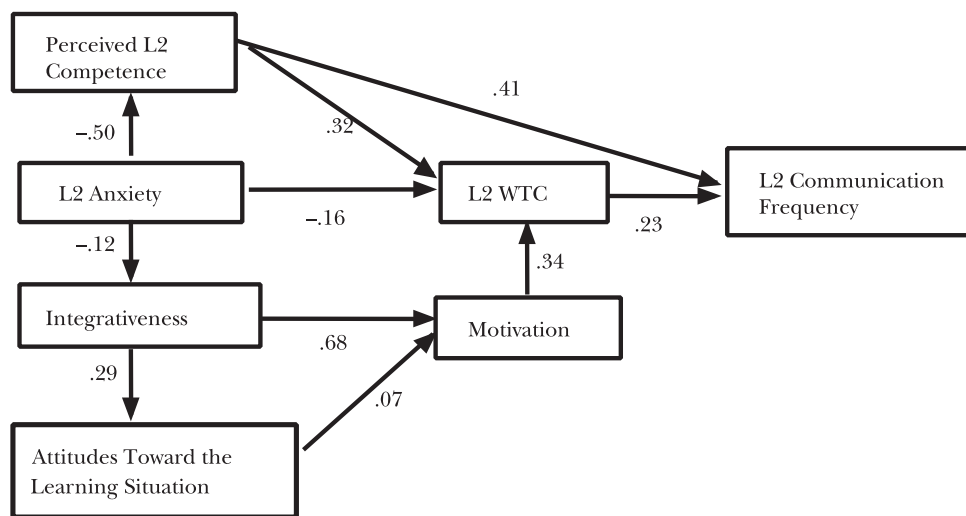


FIGURE 2

MacIntyre and Charos' (1996) Model of L2 Willingness to Communicate Applied to Monolingual University Students



L2 as a simple manifestation of WTC in a L1; a much greater range of communicative competence is evident in a L2 than in a L1. In addition, "L2 use carries a number of intergroup issues, with social and political implications, that are usually irrelevant to L1 use" (MacIntyre, Clément, Dörnyei, & Noels, 1998, p. 546).

MacIntyre, Clément, Dörnyei, and Noels (1998) conceptualized WTC in a L2 in a theoretical model. In this model, learner personality, intergroup climate, intergroup attitudes, intergroup motivation, L2 self-confidence, and communicative competence, among other factors, are interrelated in influencing WTC in a L2 and L2 use. This model, represented as a layered pyramid, illustrates the complexity of the concept of WTC in a L2 (Figure 3). The first three layers (I, II, III) are seen to have situation-specific influences, whereas the latter three (IV, V, VI) are believed to have stable influences on WTC.

ATTITUDE AND MOTIVATION IN L2 LEARNING AND WTC

The Socioeducational Model

The socioeducational model of L2 acquisition (Gardner, 1985) proposes that two basic attitudes—integrativeness and attitude towards the learning situation—contribute to the learner's level of L2 learning motivation (a portion of the model appears in Figure 2). The level of motiva-

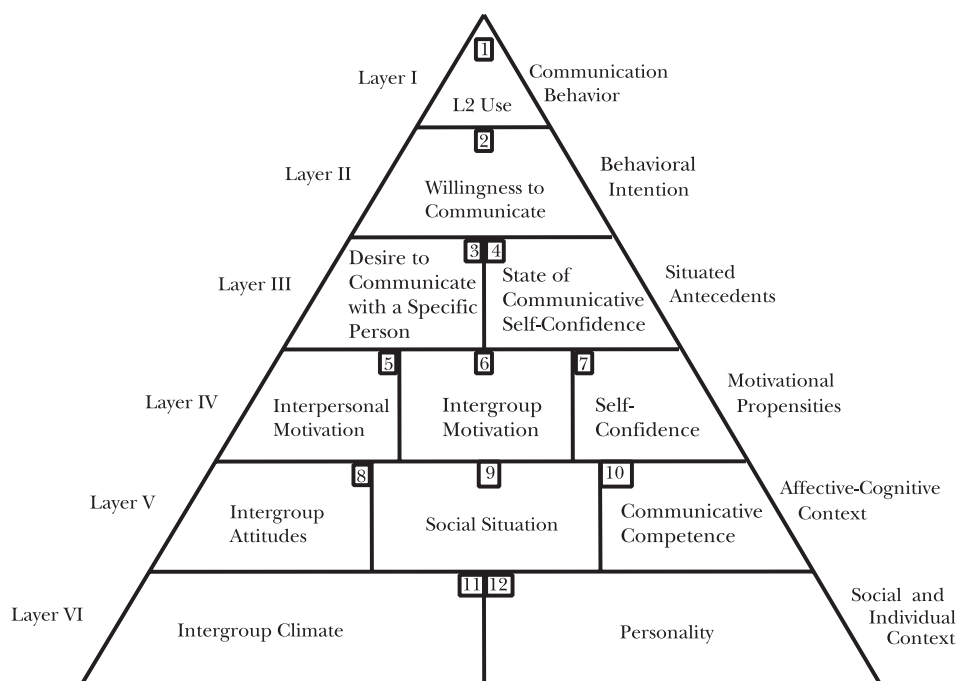
tion, in turn, influences the linguistic outcome (e.g., achievement or proficiency). A number of empirical studies support this model (Gardner, 1980, 1985, 1988; Gardner & MacIntyre, 1993).

Integrativeness (which consists of three components) refers to the desire to learn a L2 in order 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 a L2 language group than those with a lower level of integrativeness and motivation. Figure 2 shows that, in a monolingual context in Canada, motivation influenced WTC in a L2, which, in turn, resulted in increased frequency of L2 communication.

The applicability of the socioeducational model in the foreign language context has been questioned by some researchers. Research has shown that instrumental motivation is equally or more important in various foreign language learning contexts (Clément, Dörnyei, & Noels, 1994; Dörnyei, 1990; Samimy & Tabuse, 1992). As Dörnyei (1990) pointed out, in foreign language learning situations, "affective predispositions toward the target language community are unlikely to explain a great proportion of the variance in language attainment" (p. 49). Clément and Kruidenier (1983) emphasized the need to define the integrative orientation operationally and other orientations that are relevant to a particular context.

FIGURE 3

Heuristic Model of Variables Influencing WTC (MacIntyre, Clément, Dörnyei, Kimberly, & Noels, 1998)



Following the procedures used by Ely (1986), Clément, Dörnyei, and Noels (1994), and Bel-mechri and Hummel (1997), Yashima (2000) investigated the orientations (reasons) for learning EFL among Japanese college students and identified an orientation similar to the integrative orientation, but somewhat different in the sense that it reflected the role of English as a lingua franca, with the target community not clearly specified. This orientation labeled “intercultural friendship orientation,” along with “instrumental orientation,” predicted the strength of motivation and motivation in turn predicted proficiency. These two orientations were moderately correlated ($r = .59$).

Attitude toward the International Community—International Posture

In a context where there is little 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 me-

dia. As Yashima (2000) indicated, English seems to represent something vaguer and larger than the American community 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’s (1991) sense, with whom they can communicate by using English. However, there are individual differences: Some learners are more interested in or have more favorable attitudes toward what English symbolizes than other learners. Let us call this inclination “international posture.” Included in the concept are interest in foreign or international affairs, willingness to go overseas to stay or work, readiness to interact with intercultural partners, and, one hopes, openness or a non-ethnocentric attitude toward different cultures, among others. Although this psychological tendency is not as concrete as the attitude toward the L2 community in Canada, it is believed to affect the learner’s L2 learning and communication behavior. Here both friendship and vocational interest, or aspects of both integrative and instrumental orientations, are addressed.

INSIGHTS FROM INTERCULTURAL COMMUNICATION RESEARCH

Intergroup Attitudes and Motivation

In MacIntyre, Clément, Dörnyei, and Noels's (1998) conceptualization of WTC in a L2, intergroup attitudes and intergroup motivation were among the variables that sustain WTC in a L2. Second language orientations of the types described by Clément, Dörnyei, and Noels (1994) and Clément and Kruidenier (1983) are mentioned as examples of intergroup motivation, whereas integrativeness and fear of assimilation appear as intergroup attitudes. In addition to these concepts developed in L2 learning research, concepts explored in intercultural communication would be of use in defining the concept framed as international posture. In the field of communication, researchers have tried to identify individual characteristics that facilitate the communication process between people from different cultural backgrounds. Of great relevance to the current research is motivational and attitudinal predisposition toward intercultural communication found in Gudykunst (1991) and Kim (1991).

Gudykunst (1991) introduced a number of concepts and self-assessment questionnaires that allow people to evaluate how they approach communication with people from different groups whom he calls strangers (Gudykunst & Kim, 1984). Among them, the tendency toward approach-avoidance and ethnocentrism were examined as components that might define international posture and could influence communication in a L2.

Approach-avoidance is an individual's tendency either to approach or to avoid interaction with people from different cultures. In Gudykunst's conceptualization of intercultural communication competence, the means of communication is not specified but seems to be implicitly hypothesized as one's L1. If or when a L2 is used for intercultural communication, however, as is often the case in interactions that Japanese have with foreigners, the approach-avoidance tendency is likely to be related to L2 communication tendency.

Ethnocentrism is "a tendency to interpret and evaluate others' behavior using our own standards" or "a bias toward the ingroup that causes us to evaluate different patterns of behavior negatively, rather than try to understand them" (Gudykunst, 1991, pp. 66–67). Gudykunst also mentions that one consequence of ethnocen-

trism is a tendency to avoid or limit the amount of interaction with outgroups. It was, therefore, expected to influence L2 communication.

OBJECTIVES OF THE PRESENT STUDY

The current study examined the relationships among L2 learning and L2 communication variables using the WTC model and the socioeducational model (the relationships among attitudes, motivation, and achievement) as a framework. Some insights from intercultural communication research affected the conceptualization of variables and the construction of measures.

More specifically, the L2 communication model used to investigate the relations among the variables shown in Figure 4 was constructed and tested in the study. The general attitude, international posture, presumably affects the level of motivation, which, in turn, affects L2 proficiency, as suggested in the socioeducational model. Proficiency in a L2 presumably affects L2 communication confidence, whereas the level of motivation influences willingness to communicate, as shown in studies in Canada (MacIntyre & Clément, 1996). Confidence in L2 communication presumably influences WTC in a L2. In addition, international posture or attitude toward the international community directly affects WTC in a L2.

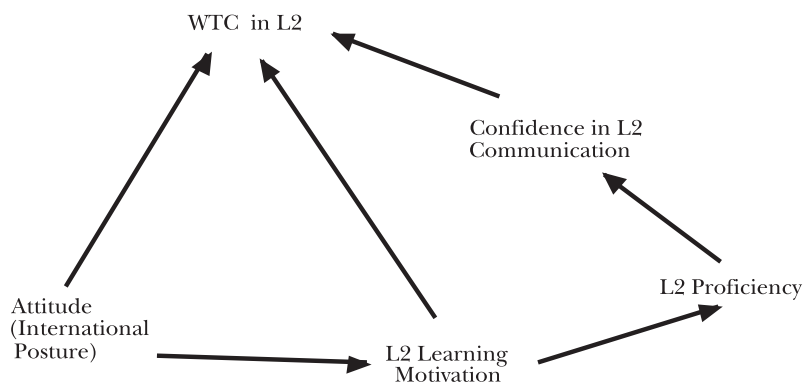
In Clément's model (Clément & Kruidenier, 1985), the direction of the path was from self-confidence to achievement. The model under consideration in this study regards a higher proficiency as affecting confidence in communication. The path in this direction was significant in research by Gardener, Tremblay, and Masgoret (1997).

METHODS OF THE STUDY

Participants

The participants were 389 Japanese students majoring in information science at a coeducational university in Osaka. They were freshmen who had selected English among seven choices as their primary foreign language to study. As a demographic study revealed, 12 had spent over 3 months in English-speaking countries and were, therefore, eliminated from the sample. This left 377 (269 or 71.4% males, 107 or 28.4% females, and 1 unknown). The students had studied English as a school subject for 6 years at junior and senior high schools. Approximately 32% answered that they had taken English lessons of

FIGURE 4
L2 Communication Model to be Tested



some kind before learning English as a school subject. For structural equation modeling, data from 297 students (212 males and 85 females, representing those students with no missing values) was used.

Procedure

Questionnaires containing measures of the aforementioned attitudes, motivation, and communication tendencies in the Japanese language were administered to the participants in April, 1999. The students had taken a standardized English test (The Test of English as a Foreign Language, Institutional Testing Program [TOEFL, ITP]) approximately 3 weeks prior to the administration of the questionnaire.

Measures

To capture the rather vague concept described as international posture or attitude toward the international community, several measures were either taken or developed from previous studies.

Items for defining intercultural friendship orientation were taken from Yashima's factor analysis of Japanese learners' orientations (2000). (Cronbach's α for the 4-item construct was .85.) Items for interest in international affairs were taken from a study by Kitagawa and Minoura (1991) with slight modifications (Cronbach's α of this measure was .67).

The concepts of approach-avoidance tendency and ethnocentrism were adopted from studies by Gudykunst (1991) and Kim (1991) to develop

measures of intercultural communication competence in Japanese based on work by Gudykunst (1991) and Gouran and Nishida (1996). Because the items in these studies were described in abstract terms, they were modified to describe more concrete situations, attitudes, and behaviors in order to make it easier for the students to respond. The measure of interest in international vocation and activities was developed on the basis of work by Tanaka, Kohyama, and Fujiwara (1991) and Yashima (1999, 2000). For purposes of assessing the test-retest reliability of these newly developed materials, 116 students from the same university, who were not among the participants in the current study, responded to the questions twice within an interval of approximately 5 weeks. Test-retest reliability for approach-avoidance tendency was .80, for ethnocentrism .66, and interest in international vocation and activities .84. Cronbach's α for these measures with the current population were .79, .45, and .73, respectively. Based on these figures, we judged that the items for ethnocentrism were subject to scrutiny and modification, and therefore the construct was dropped from the structural equation modeling in this study.

These procedures created four indicator variables to define the latent variable: (a) intercultural friendship orientation, (b) interest in foreign affairs, (c) intercultural approach-avoidance tendency, and (d) interest in international occupation or activities.

Communication confidence in a L2 was defined as a lack of L2 communication anxiety and perceived communicative competence in a L2. This corresponded to Clément's model (Clément

& Kruidenier, 1985), in which anxiety and perceived competence formed a higher order construct, self-confidence. In the WTC model, L2 communication anxiety and perceived competence presumably influence WTC independently. Instruments for WTC in a L2, L2 communication anxiety, and perceived communicative competence in a L2 were originally developed by McCroskey and Richmond (1990) with reference to the L1, and adapted to refer to L2 situations by MacIntyre and Charos (1996). The scales were translated into Japanese. Back-translation was used to ascertain the accuracy of translation.

For motivation, items from Gardner and Lambert (1972) concerning motivation intensity and desire to learn English served as the measures. Proficiency reflected scores in subdivisions of a standardized English proficiency test (TOEFL): listening, grammar/vocabulary, and reading.

A brief description of the measures follows.

Intercultural Friendship Orientation. On the basis of Yashima's investigation of Japanese learners' orientations (2000), four items in intercultural friendship orientation that were similar to integrativeness were used (Cronbach's $\alpha = .85$). Students rated the degree of importance of each item with regard to their reasons for taking English on a 7-point scale.

Motivational Intensity. As a measure of motivation, six items on Motivational Intensity (Cronbach's $\alpha = .88$) were taken from a research by Gardner and Lambert (1972). Here again 7-point scales were used, which differed from the original format of three multiple-choice answers; students were to rate the degree to which each statement matched their state of mind.

Desire to Learn English. The other measure of motivation consisted of six items defined under the rubric Desire to Learn English (Cronbach's $\alpha = .78$) from Gardner and Lambert (1972). The original format was changed to a 7-point scale.

Approach-Avoidance Tendency. Seven items served to assess the tendency to approach or avoid non-Japanese within Japan (Cronbach's $\alpha = .79$). Examples are: "I want to participate in a volunteer activity to help foreigners living in the neighboring community"; "I would share an apartment with international students." Students were again to evaluate their own behavioral inclinations on a 7-point scale for each of the seven items.

Interest in International Vocation/Activities. Six items (Cronbach's $\alpha = .73$) indexed how much

an individual was interested in an international career and living overseas (e.g., "I'm interested in volunteer activities in developing countries such as participating in Youth International Development Assistance" or "I'd rather avoid the kind of work that sends me overseas frequently"). Respondents recorded ratings on 7-point scales.

Interest in Foreign Affairs. Two items (Cronbach's $\alpha = .67$) reflected students' interest in international issues. They are: "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.

Willingness to Communicate in English. This study used the WTC scale published in McCroskey (1992). The scale has 20 items (related to four communication contexts, i.e., public speaking, talking in meetings, talking in small groups, and talking in dyads; and three types of receivers: strangers, acquaintances, and friends), and eight filler (dummy) items (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"). The students were to indicate the percentage of time they would choose to communicate in each type of situation when completely free to do so using a figure between 0 and 100. (Cronbach's $\alpha = .91$)

Communication Anxiety in English. The twelve items for communication apprehension or anxiety used by MacIntyre and Clément (1996) served as the measure of communication anxiety in English. The students indicated the percentage of time they would feel nervous in each situation/receiver with 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 (public speaking, talking in meetings, talking in small groups, and talking in dyads) and the three types of receivers (strangers, acquaintances, and friends) in the WTC scale (Cronbach's $\alpha = .92$).

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 are the same as the ones for the WTC and Communication Anxiety Scale (Cronbach's $\alpha = .92$). A translation of most of the items grouped by

scale is shown in Appendix B. (Refer to McCroskey [1992] for communication-related items.)

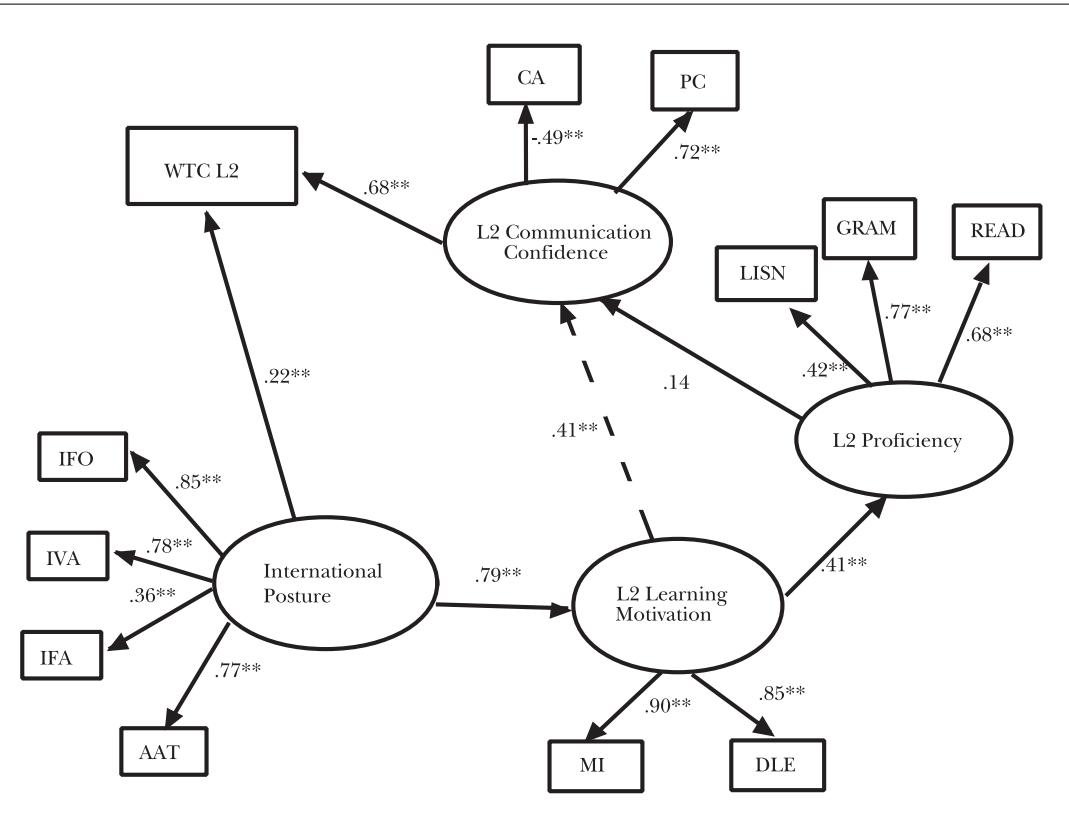
RESULTS AND DISCUSSION

The L2 communication model to show relationships among communication and L2 learning variables appears in Figure 5. In the model, international posture, motivation, L2 proficiency, and L2 communication confidence are latent variables, with indicator variables defining them. The concept WTC in a L2 is an indicator variable. To specify each indicator variable, values of all the items were aggregated. Values of negative items were reversed before the aggregation.

This model was tested using AMOS version 4.0

(Arbuckle, 1995) as applied on the variance/covariance matrix of the relevant data. The correlations matrix appears in Appendix A. Solid lines in the model indicate originally hypothesized paths. The broken line represents a data driven path. All the paths, except for the one from L2 proficiency to L2 communication confidence, were significant. The model shows a good fit to the data; the chi-square goodness of fit index was 62.63 at 49 degrees of freedom, which was not significant. In this case, a non-significant finding is indicative of goodness of fit. In fact, other goodness of fit measures provided by the AMOS program indicate a very good fit: GFI (Goodness of Fit Index) = 0.97, AGFI (Adjusted Goodness of Fit Index) = 0.95, RMSEA (Root Mean Square Error of Approximation) = 0.031.¹

FIGURE 5
L2 Communication Model in the Japanese EFL Context with Standardized Estimates



Note. ** $p < .01$; $\chi^2 (49) = 62.63$, n.s.; GFI = 0.97; AGFI = 0.95; CFI = 0.99; RMSEA = 0.031; WTC L2: Willingness to Communicate in L2; CA: Communication Anxiety in L2; PC: Perceived Communication Competence in L2; LISN: Listening Comprehension; GRAM: Grammar & Vocabulary; READ: Reading Comprehension; IFO: Intercultural Friendship Orientation in Learning English; IVA: Interest in International Vocation/Activities; IFA: Interest in Foreign Affairs; AAT: Intergroup Approach Avoidance Tendency; MI: Motivational Intensity; DLE: Desire to Learn English.

The socioeducational model was replicated in that attitudes influenced motivation, which, in turn, influenced achievement, although attitudes here were not exactly those toward the L2 community. The attitudes, indicated as the latent variable (international posture) captured the general individual attitudes toward intercultural communication, international vocation or activities and foreign affairs. It is noteworthy that the attitudes, as defined by several variables, including those developed for this study based on previous research, were fairly strongly related to motivation as defined by Gardner and Lambert (1972). Level of motivation predicted L2 proficiency as defined by subsectional scores of the standardized test. Proficiency in the L2 referred to one's competence or knowledge accumulated through years of study or use of the language. During years of study, it seems that motivated students studied harder and achieved a higher level of competence than less motivated ones.

The WTC model was replicated in the data by showing that a lower level of anxiety and perception of L2 communication competence led to a higher level of WTC, although in this model, a combination of relative lack of anxiety and perceived competence was indicated as the latent variable (self-confidence in L2 communication). We had expected that higher proficiency would lead to greater confidence, but this path was not significant, which was contrary to findings by Gardner et al. (1997). This finding may be attributable to the discrepancy between the standardized proficiency measures, mainly academic in nature, and L2 self-confidence, which captures psychological reactions in face-to-face interactions. The path coefficient from proficiency to L2 communication confidence might have been higher than the figure in the current study if communication tendency through listening, reading, and writing had been measured as well as speaking.² In addition, factors outside language competence that were not included in the study (such as gender, personality, and communication tendency in the L1) might influence L2 communication confidence.

The data-driven path from motivation to confidence in L2 communication was significant. This result indicates that a motivated individual tends to perceive that his or her competence is higher and that he or she has a lower level of anxiety than a less motivated person. In other words, studying gives learners confidence in communication. There was not, however, a direct path from motivation to willingness to communicate, as was expected from past research in Canada which often

showed a link between motivation and L2 communication (MacIntyre & Clément, 1996). Motivated individuals tended to have confidence in communication. However, merely having motivation does not seem to be sufficient for an individual's being willing to communicate; he or she needs to have confidence in his or her L2 communication. This result might be specific to this context.

The path from international posture to WTC, although not strong, was significant. As expected, attitude toward intercultural communication or international interest directly influenced WTC in the L2. It is not surprising that the more internationally oriented an individual was, the more willing he or she was to communicate in English. Such individuals are also more motivated to study English, and this motivation, in turn, contributes to proficiency and confidence in L2 communication. As can be seen from the results, confidence in communication had a strong and direct influence on WTC in the L2. This corresponds to the conceptual model of MacIntyre et al. (1998; see Figure 3), in which L2 self-confidence is regarded as a more immediate element than communicative competence in influencing WTC.

CONCLUSIONS

This study investigated the influence of L2 proficiency, attitudes or motivation, L2 communication confidence, and international posture on L2 communication. In doing so, the WTC model, as well as the socioeducational model, was applied in a context different from the one in which related research had previously been conducted. Since the ethnolinguistic vitality (Giles, Bourhis, & Taylor, 1977; Giles & Byrne, 1982) of a language itself is a variable that influences L2 learning affect and communication (Clément, 1980; Clément & Kruidenier, 1987), 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. This procedure was followed in the current study in order to develop a clearer understanding of the L2 communication tendency among Japanese learners of EFL. The results of structural equation modeling not only supported the WTC and socioeducational models, but as a whole demonstrated the applicability of MacIntyre et al.'s (1998) conceptual model in an EFL context. The good fit of the model to the data in the current study indicated that L2 communication in this context is well accounted for by the model.

International posture was hypothesized as a general attitude toward the international com-

munity that influences English learning and communication among Japanese learners. When English is regarded as a knowledge-based school subject, the needs for achievement, mental training, and satisfaction in learning motivate learners just as they do in many other school subjects, as Kubo's (1999) study suggests. Even though this tendency is admittedly valid, it is also necessary that one consider attitudes to prospective communication partners when communication becomes an important objective in learning English. The results of the present study show that international posture influences motivation, which, in turn, predicts proficiency and L2 communication confidence. This being the first attempt to operationalize international posture among Japanese EFL learners, items used to define the concept need to be refined through further examination and follow-up studies.

The students who participated in the study had received at least 6 years of formal English education at school. The model here represented a cross-section at one stage of learning. Future research should investigate the process of how individual differences in international posture initially come about and how they change over time, e.g., influence of parents and peers, childhood intercultural experiences, English grades, or the role of teachers in the beginning stage. It is conceivable that attitudes toward the international community are fostered through the process of learning a foreign language, the materials students encounter, or through life experience. In addition, the relations between attitudes, motivation, and proficiency should be observed over many years. A longitudinal as well as qualitative study is needed to clarify these points.

The variables that directly influenced WTC in a L2 were L2 communication confidence and international posture, which encompassed intergroup approach tendency, intercultural friendship orientation, interest in international vocations and activities, and interest in foreign affairs. International posture also indirectly affected WTC in a L2, through motivation to learn a L2, and communication confidence in a L2. 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. This suggests that in order to encourage students to be more willing to communicate in English, EFL lessons should be designed to enhance students' interest in different cultures and international affairs and activities, as well as to reduce anxiety and build confidence in communication.

Regarding how much the intention to commu-

nicate affects actual communicative behavior, MacIntyre et al. (1998) cite several studies showing a strong link between them. In the current study, frequency of communication did not enter into the model, because the measure, although constructed, was deemed not adequately reliable within the population studied; the students may not have had opportunities to talk in the L2 even if they were willing. The next step, therefore, should be to investigate whether WTC can predict actual L2 communicative behavior in intercultural contact situations (e.g., study abroad experiences or intensive English programs) in which learners have the freedom to decide to communicate or not. Naturally a number of situation-specific factors operate when one is engaged in actual communication with others. Favorable contact and communication experiences presumably reduce anxiety and enhance interest in the world, which, in turn, influence attitudes and motivation. Therefore, a circular, self-sustaining model with dynamic interaction among variables, including attitudes, motivation, confidence, anxiety, WTC, communicative competence, and communicative behavior is conceivable. Testing this dynamic model is a possible course of future study.

The conceptual model of WTC (MacIntyre et al., 1998) was "a starting point" to inspire future research "toward the ultimate goal of language learning: authentic communication between persons of different language and cultural backgrounds" (p. 559). The current study lends empirical support to the conceptual model and has demonstrated the potential for using an interdisciplinary approach to account for L2 intercultural communication.

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NOTES

¹ According to Tanaka (1987) and Toyoda (1992), a GFI of 0.9 or larger indicates that the model fits the data well. Browne-Cudeck (1993) states that a RMSEA of 0.05 or less means the model's fitness to the data is considered good, whereas a value of 0.1 or larger means the data's fit to the model is poor.

² When the latent variable, proficiency, was replaced with a single indicator variable, listening, the path be-

came significant with a slight gain in the coefficient to .15, whereas the path coefficient from motivation went down to .18. This may be because motivated learners' learning in this context took place mainly in reading and vocabulary building, not through interaction with L2 speakers. Since the number of indicator variables is different, the second model cannot be compared with the first, but goodness of fit measurements for the second model are as follows: χ^2 (31) = 41.29, *n.s.*, GFI = 0.97, AGFI = 0.95, CFI = 0.99, RMSEA = 0.033.

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APPENDIX A

Correlation Matrix (Indicator Variables)

Variable	1	2	3	4	5	6	7	8	9	10	11	12
1. Willingness to Communicate in L2	1.0											
2. Communication Anxiety in L2	-.39**	1.0										
3. Perceived Communication Competence in L2	.56**	-.32**	1.0									
4. L2 Proficiency: Listening	.16**	-.19**	.16**	1.0								
5. L2 Proficiency: Grammar/Vocabulary	.13*	-.10	.17**	.31**	1.0							
6. L2 Proficiency: Reading	.19**	-.13*	.21**	.28**	.52**	1.0						
7. Motivational Intensity	.41**	-.31**	.29**	.18**	.32**	.24*	1.0					
8. Desire to Learn L2	.41**	-.23**	.27**	.12*	.28**	.20**	.77**	1.0				
9. Intercultural Friendship Orientation	.41**	-.19**	.22**	.13*	.20**	.07	.60**	.61**	1.0			
10. Interest in International Vocation/Activities	.37**	-.23**	.20**	.13*	.16**	.14*	.57**	.49**	.65**	1.0		
11. Interest in Foreign Affairs	.24**	-.12*	.13*	.11	.11	.08	.24**	.27**	.31**	.32**	1.0	
12. Intergroup Approach-Avoidance Tendency	.40**	-.28**	.22**	.07	.16**	.10	.54**	.50**	.65**	.61**	.24**	1.0

Note. * $p < .05$; ** $p < .01$.

APPENDIX B

An English Translation of the Questionnaire Items

Intercultural Friendship Orientation in English Learning

As a reason to study English:

1. It will allow me to meet and converse with more and varied people.
2. It will allow me to get to know various cultures and peoples.
3. I will be able to participate more freely in the activities of other cultural groups.
4. I'd like to make friends with foreigners.

Motivational Intensity

1. Compared to my classmates, I think I study English relatively hard.
2. I often think about the words and ideas which I learn about in my English classes.
3. If English were not taught at school, I would study 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 is 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 neighboring community.
6. I would feel somewhat uncomfortable if a foreigner moved in next door.
7. I would help a foreigner who is in trouble communicating in a restaurant or at a station.

Interest in International Vocation or 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 Foreign Affairs

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.

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