Willingness to Communicate of Korean Learners of English in an Overseas L2 Environment

Thesis

Presented in Partial Fulfillment of the Requirements for a Masters of Research in Applied Linguistics at Macquarie University, Sydney Australia

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October 2014

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ABSTRACT

Willingness to communicate (WTC) represents the tendency of an individual

to initiate conversation when free to do so. In the past WTC has been examined in

both a person's first language (L1) and second language (L2). Investigations found

that different variables are in effect when a person is using their L1 and L2, and so

these need to be investigated separately. This project examined L2 WTC of Korean

learners' of English in an ESL setting in Sydney. It was an approximate replication of

studies carried out by Tomoko Yashima among a cohort of Japanese students

studying English as an L2 in an EFL setting. Of particular interest to the current study

was the relationship between the constructs International Posture and WTC, which

was shown to be significant in the Yashima studies. The present study also

investigated how a learner's attitudes and perceptions of the L2, while immersed in

the L2 community, can change over time and result in a change in WTC and its

underlying antecedents; this was a variable that was not included in Yashima's

studies. Yashima et al.'s (2004) research instrument was adapted to the present ESL

context. A total of 117 Korean learners of English participated in the study. With the

use of SPSS AMOS 21.0, a path model was adapted from Yashima et al. (2004), to

test the causal relationships among the variables. Pearson correlation analysis and

multiple regression analysis were used to analyse the learners' attitudes across time.

The results demonstrated that all relationships within the path model were significant,

except the relationship between International Posture and L2 WTC. This result

highlights that International Posture in predicting L2 WTC may not be as applicable

in an ESL setting as it is in an EFL setting. A number of sociocultural factors may be

at play that an EFL environment cannot account for. It was also shown that

Intercultural Friendship Orientation, a variable associated with International Posture,

showed higher scores for participants who had been in Australia a shorter time than a longer time. It was also shown that participants who had stayed longer in the L2 environment showed higher scores in Perceived Competence than shorter staying participants. Based on the findings, the significance of the study, its limitations, and suggestions for further research are laid out.

STATEMENT OF AUTHENTICITY

I hereby declare that this thesis has not been submitted for any degree to any other university. The sources of information used and the extent to which the work of others has been utilized have been indicated in the thesis in the manner conventionally approved in the research field in which the thesis fits. Approval from the Macquarie Ethics Committee has been obtained.

(Protocol number 5201400378M)

Signature of Candidate: ....

Date: ......8./.10./.14.........................

ACKNOWLEDGEMENTS

DEDICATION

This thesis is dedicated to my ever supporting mother – Philomena Ó Ruadhain.

1. Introduction

1.1. Background of Study

Many would agree that a primary goal of English as a foreign language (EFL) and English as a second language (ESL) learning is to encourage and facilitate better understanding and communication between learners from diverse language and cultural backgrounds. While this is true, it is not uncommon to find learners who are more willing to communicate while others are more reticent, and it is also noticeable that sometimes high proficient learners might be less forthcoming in their language usage compared to less proficient learners.

Willingness to Communicate (WTC), a construct initially conceptualized to account for individual differences in first language (L1) communication, has become an important concept in explaining second language (L2) communication. Many studies have investigated the relationship between WTC, and affective and psychological variables such as L2 competence, communication anxiety, language motivation, and attitude (e.g. Baker & MacIntyre, 2000; Hashimoto, 2002; McCroskey & Richmond, 1990; Yashima, 2002). However, none of these variables alone could explain the individual differences within language learning or the complexity of WTC in English.

In recent times, sociocultural practices have gained a growing interest and importance in explaining WTC in English. A learner's communicative practices in his or her home country can impact upon their WTC in the host country. Furthermore, as rapid globalization has made the English language a vital tool for international communication, more people from around the world are communicating more through

English now than at any other time in history. Therefore, language learners' attitudes toward the target community may also have a strong bearing on their WTC. Consequently, Yashima (2002) conceptualized the construct *International Posture*, which tries to capture a general attitude to a community outside of a language learner's home country and how that attitude influences WTC.

Furthermore, when and where an interaction takes place, and with whom, can also affect how willing a language learner is to communicate. While full exposure to a target community is believed to benefit a language learner best (Kramsch, 2008), familiarity with the target culture can better facilitate WTC with that community (Bennett, 2006). A learner's attitude towards a target community can change once communication with that community is immediate and an everyday occurrence (Dufon & Churchill, 2006). Therefore, Yashima's (2002) International Posture construct while successful in predicting WTC in an EFL context, might not be immediately applicable in predicting WTC to an ESL context.

Moreover, as today's language learners are more globally orientated, concern for general international affairs may be more applicable to their situation than an interest or readiness to directly interact with the local L2 community. Yashima and Zenuk-Nishide (2008) however highlight that research on the influence of study abroad programmes on motivation and intercultural attitudes has been rather sporadic, so no definite conclusion can be made as of yet.

1.2. Personal Statement

I originally come from Ireland, but for the past seven years I have lived in South Korea teaching English in many various language classrooms. I am very interested in how people from different backgrounds communicate with each other. This interest became a lot stronger in my time teaching in Seoul. I had originally

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planned on staying just one year, but my fascination with how Koreans perceive the English language, and their ongoing struggle to conquer it kept me in the country longer. South Korea has a very strong relationship with the US, and a lot of the English education Koreans received in the past tended to be American centred. However nowadays, English education in Korea is a lot more diverse, and especially in my case, I promoted my home country, Ireland, as much as I could in all my English classes. When I saw that my students appeared to be genuinely interested, and wanted to learn more about many diverse things, I felt only too happy to oblige them. Overall, exposure to new experiences in the classroom has only increased Koreans appetite to learn more about the world, which inevitably leads them to want to travel and discover the places they learn about in the classroom. Whenever I see Korean students travelling and using the English they have learnt, I feel somewhat proud that I was part of the process in a certain way. However, using a second language in a new environment is always challenging. I know this from my own experiences or rather attempts of using Korean in and around Seoul over my time spent there. I think no matter what your background is there is always a fear of making mistakes when speaking a new language, but it is the continued challenge of overcoming those fears that makes a successful language learner. With this research project, I wanted to step away from my teaching position, and get more insight into how a second language is used in a new environment. I wanted to take up a position where I could learn from the experiences of Korean students in using English in a foreign country. I would hope that the whole process would not only be beneficial to me, but also hopefully add a different perspective on language learning that future investigations can utilize.

1.3. Purpose of Study

The present study intends to investigate the interrelations of affective variables influencing WTC in English among Korean students learning English in an ESL environment. It will follow a similar methodological approach carried out in Yashima et al. (2004) in which the WTC of Japanese students was examined in an EFL context, where it was found that the construct International Posture was a predictor of WTC. The same path model that was utilized in the Yashima et al. study will be adapted to the present ESL context. Furthermore, the same hypotheses that were assumed in Yashima et al. (2004) regarding WTC and its antecedents will be assumed here – WTC is a direct result of Communication Confidence, and International Posture is a predictor of WTC and L2 communicative behaviour. Of particular importance to the present study is the examination of the relationship between International Posture and WTC, and how WTC is a predictor of L2 behaviour in an ESL environment. By investigating these relationships, the study aims to provide some empirical evidence to question the applicability of the International Posture construct to an ESL environment, as well as highlight the significance of cultural awareness in the classroom in influencing L2 behaviour. The current study also examines how the variables underlying the WTC construct may change and develop over time as language learners reside in the L2 environment. This may lend support to the inclination that through the language learning process the variables that underpin the WTC construct are prone to change and develop over time through new varied experiences and influences.

2. *Literature Review*

2.1. Overview

The purpose of this literature review is to give some background knowledge and information on some of the theoretical underpinnings to the concept of Willingness to Communicate (WTC) and its role in the present study. The first section (2.2) details some of the motivational theories that have been developed in second language acquisition (SLA), which surround the concept of WTC, and explains how the globalized world has influenced a reshaping of those theories. Section (2.3) outlines the concept of WTC, from its development from WTC in the L1, onto WTC in the L2. An outline of some of the personal, intercultural, and social variables affecting WTC will also be provided. Of particular importance to the present investigation, the final section (2.4) outlines studies conducted by Tomoko Yashima into how new global attitudes towards language learning, conceptualised in her International Posture construct, can be a predictor of WTC. The theoretical framework utilized in her studies, specifically Yashima, et al. (2004), will be adopted for the present study.

2.2. Motivation in SLA

Since Corder (1967, cited in Dörnyei & Ushioda, 2009) put forth, "given motivation, it is inevitable that a human being will learn a second language if he is exposed to the language data" (p. 164), Dörnyei & Ushioda, (2009) have pointed out that there has been a vast amount of research done in examining the multifaceted nature of motivation and the role it plays in second language acquisition (SLA). Put simply however, motivation governs the level to which learners are involved in tasks,

it regulates their decisions, and it also provides impetus in their endeavours to attain language (Crookes & Schmidt, 1991; Dörnyei, 1994).

Undoubtedly however, motivation is a complex issue. Scovel (2001) highlights its allusiveness in saying that "it is hard to get a fix on a central meaning for it" (p. 122). Moreover, Dörnyei & Ushioda (2009) explain how the concept of motivation is ever shifting especially in light of the current global world:

> … it is only within the last few years that those of us working in the L2 motivation field have really begun to examine what this changing global reality might mean for how we theorise the motivation to learn another language, and how we theorise the motivation to learn Global English as target language for people aspiring to acquire global identity in particular (p. 1).

Motivation in SLA is an ever-evolving concept; therefore, to understand it more accurately, it is necessary to look at some of the theories and relevant models associated with it.

2.2.1. Motivation Theories

Robert C. Gardner and Wallace E. Lambert were some of the first researchers to investigate language learners' motivation and attitude (see Gardner & Lambert, 1959). Their research on the topic was centred on the premise that L2 achievement is not only based on aptitude, but also on the language learner's motivation and curiosity for the target language and culture. They subsequently identified two types of learner attitudes or learner orientations: integrative orientation and instrumental orientation. Dörnyei (2003) offers a broad understanding of an integrative orientation: "an integrative motivational orientation concerns a positive interpersonal / affective

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disposition toward the L2 group [target language speakers] and the desire to interact

with, and even become similar to, valued members of that community" (p.5). On the

other hand, Skehan (1989) describes instrumental orientation, or "the carrot and stick

hypothesis", as "motivation arising from more functional or external needs, such as

the need to pass examinations, or for possible career opportunities" (p. 50). From

initial investigations into L2 learning motivation, it was viewed that learners who

were more integratively motivated were generally better language learners (Gardner

& MacIntyre, 1993).

Gardner's (1985) socio-educational model, (see *Figure 2.1*), demonstrated that

attitudes and motivation influence second language achievement. It was shown that

the two variables *integrativeness*, which describes "a genuine interest in learning the

second language in order to come closer psychologically to the other language

community" (Gardner, 2001b, p.8), and *attitudes toward the learning situation,* which

describes "attitudes toward any aspect of the situation in which the language is

learned" (ibid, p. 9), are influential in the motivation to learn a second language.

Motivation refers to "the driving force in any situation" (ibid, p. 9), which can be

described within three aspects – effort to learn, desire to achieve, and enjoyment from

learning (ibid).
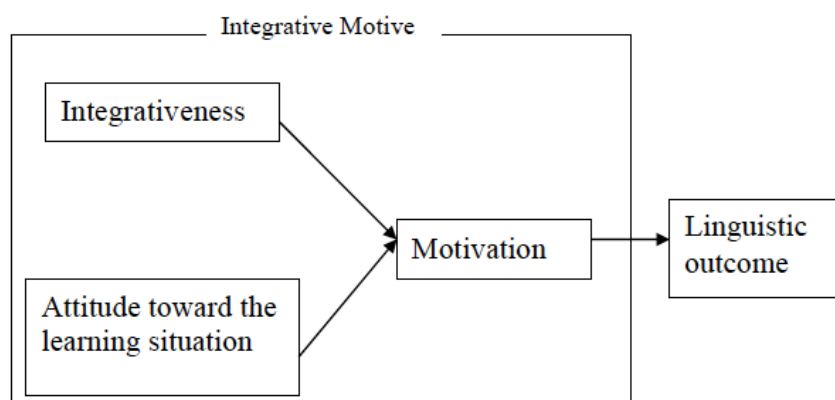
Figure 2.1 Part of Gardner's (1985) Socio-educational Model

From numerous studies conducted by Gardner and his associates, which included the development of the Socio-educational model it was shown that integratively orientated learners were more actively engaged in classroom activities and achieved higher proficiency when compared with instrumentally orientated learners (Gardner, 1985, 1988b; Gardner & Smyth, 1975). It was also considered that more integratively oriented L2 learners would be more open to communication with the target L2 group and would therefore achieve better L2 proficiency (see Oxford & Shearing, 1994; Samimy & Tabuse, 1992).

From the first implementation of Gardner's Socio-educational model, many researchers have drawn from other areas, such as psychology, in order to understand and explain the motives of language learners. Some of these expanded motivational concepts include Csikszentmihalyi and Csikszentmihalyi's (1988) Self-Actualization Theory, which sees a learner examining their full potential, and Deci and Ryan's (1985) Self-Determination Theory, which details intrinsic and extrinsic motivation.

According to Deci and Ryan (1985), intrinsically motivated activities are ones in which reward is garnered from doing the activity itself. Dörnyei (2005) explains it as "doing an activity for the feelings associated with exploring new ideas and acquiring knowledge" (p. 78). Learners are engaged for the sake of learning rather than for any external reward, which may bring about a feeling of self-determination and competence (Deci & Ryan (1985) – "it's the joy of the journey, not the destination" (Scovel, 2001, p. 122). Conversely, extrinsic motivation, pertains to a learner who is motivated by external reward, such as good grades or prizes, and also to the possibility of avoiding punishment, e.g. to appease the wishes of parents (Dörnyei, 1994). Arnold and Brown (1999) explain it as "… the focus is on something external to the learning activity itself" (p.14). It has been viewed that a

language learner being both intrinsically and extrinsically motivated can provide optimal conditions for language acquisition (Gan, Humphreys & Hamp-Lyons, 2004).

Spolsky (1989) pointed out that there are some potential problems in drawing such a fine line between different sources of motivation– he highlighted that, "language may be successfully learnt for any one or any collection of practical reasons" (p. 160). Moreover, studies conducted by Warden & Lin (2000), Gardner et al. (2004), and Dörnyei & Csizer (2005) adds to the ambiguity between different motivational theories, as in these respective studies, successful language learning was observed through both the integrative and/or instrumental orientations. The degree of impact of any motivational theory needs to take into account the learning context, social interaction, cultural milieu, and the individual learners themselves (Brown, 2007)

2.2.2. *Motivation and the Global Environment*

According to Irie (2003) there has been a blurring of the lines between instrumental and integrative motives in language learning. This blurring can be attributed to the globalized world that second and foreign language learners find themselves in nowadays. Lamb (2004) explains how English in unison with the globalized world is influencing the modern language learner:

We have seen that integrative and instrumental orientations are difficult to distinguish as separate concepts. Meeting with Westerners, using computers, understanding pop songs, studying and travelling abroad, pursing a desired career – all these aspirations are associated with each other and with English as an integral part of the globalization processes that are transforming their society and will profoundly affect their own lives (p. 13).

Lui and Park (2012) point out that in recent years scholarly debate has intensified regarding how the concepts of integrative and instrumental motivation need to be reexamined in light of modern times. Concepts such as Arnett's (2002) bi-cultural identity, which sees a learner identifying with both their home country, and an international community, Ryan's (2006) notion of a world citizen, Norton's (2001) concept of imagined communities, whereby, while participating in classroom activities, learners are simultaneously participating in virtual language communities, and Yashima's (2002) International Posture (see *section 2.4.2.1*), have all been proposed to describe the modern language learner, and how they conceptualize themselves in the modern world. Furthermore, with the English language firmly set as the global discourse, L2 learners do not necessarily need to integrate into specific L2 communities. Roger (2010) highlights that L2 motivation needs a "shift in focus to an internal identification on the part of the learner with his or her own self-concept" (p. 2). This shift removes the spotlight from a particular L2 community of speakers, and puts more focus on the learner and how they view themselves as a language learner in the world. Therefore, integrative motivation, in its traditional sense of requiring integration into a specific L2 community in order to be a more successful language learner, no longer applies to the language learner's situation – the learner has taken control of the language learning process and they decide what direction it takes.

Dörnyei (2009) also voices concern and states that in order to properly describe the modern language learner, L2 motivational theory needs to integrate aspects from some emerging concepts in motivational psychology, such as goal theory and Self-Determination Theory. Consequently, in light of the psychological theory of possible selves, whereby individuals visualize what they might become, what they would like to become, and what they are afraid of becoming, and also

drawing on the concept of imagined communities, Dörnyei (2005) conceptualized a new L2 motivational theory called the 'L2 Motivational Self System'. This theory is based around three main premises with focus on the learner and not on an external community: Ideal L2 Self, Ought-to L2 Self, and L2 Learning Experience (Dörnyei, 2009). This Ideal L2 Self model identifies a highly individualistic aspect to language learning, whereby, "instead of describing motivation in terms of a desire to integrate externally, this model is based on the learner as a social being, as a real member of an imagined community attempting to square hopes and aspirations with perceived responsibilities" (Ryan, 2006, p. 40).

2.2.3. *Motivation and Korean ESL Students*

Undoubtedly globalization has transformed the life of young adult learners. There is increased opportunity to travel and to gain educational experience beyond one's home country. For example, the number of Korean students participating in overseas language programmes (ESL) has increased dramatically in recent years (Jo, 2011). In 2010, nearly 100,000 Koreans went abroad studying English, which was an increase on previous years (Lee, 2011). Additionally, South Korea was the third largest contributor of international students to Australia in 2013 (Australian Government Department of Immigration and Border Protection - Student Visa and Temporary Graduate Programme Visa Trends, 2012-13). According to Park (2009), language acquisition, new experiences, and resume building were the three main motivators for Korean ESL students abroad. This study also revealed that students showed further desire to travel in the future and had a growing identification to a global community. However, results from Roger (2010) who investigated 7 Korean high proficiency English speakers on their English learning experiences abroad revealed that the desire to become a global citizen was not universal among the group.

Additionally, there was a strong recognition of the instrumental value of English in their home country, South Korea. Moreover, in Jo (2011) it was revealed that a desire to attain better practical English capabilities, experience Western society, and the chance to pursue better lives were motives for Korean students to study abroad. It was also shown that resume building was another strong motive for students to go abroad – students perceived that credentials from ESL institutes would increase their competitive edge in the labour market. The respondents also believed that learning English in Korea was a waste of time, and that real English would be attained abroad, along with a somewhat more liberal experience. Eventually living abroad was an added motivation for some of the learners investigated.

It can therefore be shown, that Korean learners of English have very diverse motives to learn English – from very practical reasons, i.e. increasing one's potential in the job market, to the pursuit of a more fulfilling lifestyle and new experience in another country. These motives fit in well with Dörnyei's L2 Motivational Self System, in that, the learners are drawing on their desires and hopes to present a forward-looking dynamic notion towards their language-learning situation (Munezane, 2013).

2.2.4. Summary

Investigations into language learner motivation have produced many different motivational concepts over the years. Nevertheless, as globalization has become an increasing factor in language learning, more focus has been put on the individual learners in a global context, and how they perceive themselves using the language. While it is important to understand the motivations behind why language learners learn a language, one of the fundamental aspects of Second Language Acquisition (SLA) is exposure to authentic L2 input, and for learners to engage in meaningful

communication – learners have to talk in order to learn. This brings up the issue of Willingness to Communicate (WTC) in the L2, and how it fits in with the modern language learner. The next section will describe the concept of WTC and the factors that invariably influence it.

2.3. Willingness to Communicate

Motivation can be a very strong driving force for people to learn a language, but when confronted with the opportunity to actually speak, a language learner can become hesitant or possibly unwilling to communicate. Verbal communication is crucial in developing interpersonal relationships; however, there can often be a considerable difference in the degree to which one person talks compared to another person. Moreover, communication behaviour can differ quite drastically when a second language (L2) is in use compared to a person's first language. This phenomenon in variable speech production is generally known as Willingness to Communicate (WTC) (McCroskey & Richmond, 1991).

There have been many psychological, educational, linguistic, and communicative approaches undertaken to explain why some learners seek L2 communication while others avoid it (Clément et al, 2003). High proficiency learners are not necessarily bound to communicate more; there are numerous language teachers who have found students high in linguistic competence, while hesitant to speak, and vice versa (Mohseni & Niknejad, 2013). The following sections will look at WTC from its initial beginnings in the first language to its reconceptualization into second language behaviour and the variable factors that underlie it.

2.3.1.   WTC in L1

Burgoon (1976) first investigated WTC as unwillingness to communicate, and expressed it as "a chronic tendency to avoid and/or devalue oral communication" (p.

60). Burgoon perceived individuals who exhibited signs of anomie, introversion, low self-esteem, alienation, and communication apprehension, were also inclined to be unwilling to communicate. Through investigations Burgoon (1976) demonstrated that unwillingness to communicate was significantly correlated with the traits communication apprehension, and approach-avoidance tendency. In later investigations, by McCroskey and Baer (1985), the concept of *unwillingness to communicate* was replaced with its positive counterpart *willingness to communicate*.

McCroskey and Baer (1985) first introduced WTC to the literature with investigations in first language (L1) use, and defined it as a stable predisposition toward communication when free to do so. They contended that a person's WTC in an L1 would be consistent across all situations, in that, if an individual demonstrates low communication behaviour in their L1 in one situation, they are more likely to do so in other situations. However, McCroskey and Richmond (1987) posited that the degree to which an individual's WTC could vary might depend on the situation or context that the individual is in, i.e. WTC may vary across situations.

Initial investigations by McCroskey and Richmond (1987) identified six possible variables that might be contributing factors to individual differences of WTC: introversion, anomie and alienation, self-esteem, cultural divergence, communication skill level, and communication apprehension. Further investigations (e.g. Barraclough, Christophel, &McCroskey, 1998; McCroskey & Richmond, 1990; MacIntyre, 1994) discovered that there were two main factors affecting WTC in the L1 – communication apprehension and self-perceived competence. MacIntyre (1994) later developed a path model (see *Figure 2.2*) and proposed that higher levels of WTC in the L1 are built upon a combination of greater perceived communicative

competence (SPCC) plus a comparative lack of communication apprehension /

Anxiety (CA).
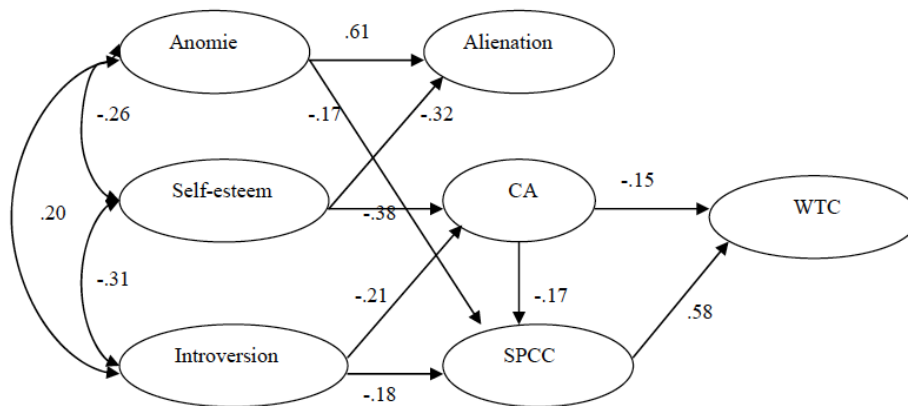
Figure 2.2 MacIntyre's (1994) causal model for predicting L1 WTC. CA = Communication Apprehension. SPCC = Self-Perceived Communication Competence.

The model demonstrates that communication apprehension, and self-perceived communication competence, were two immediate factors responsible for variation in a learner's WTC (Yu, 2009). MacIntyre (1994) also claimed that SPCC in the L1 is the strongest indicator of WTC in the L1, and any variation in CA in the L1 will cause a change in WTC in the L1 directly and indirectly through SPCC in the L1. Furthermore, studies by Chan and McCroskey (1987); MacIntyre, Babin, and Clément (1999), and Zakahi and McCroskey (1989) revealed that L1 WTC was positively correlated to behaviour, and students with high L1 WTC participated more in class and also with their peers.

In sum, based on past research it has been demonstrated that WTC in the L1, to a greater extent, is a trait like phenomenon, which is predominantly influenced by self-perceived competence and communication apprehension. When given a free choice, people with lower CA and higher SPCC will be more willing to communicate across situations. Research has also shown that L1 WTC can predict communicative

behaviour; in that, people with higher WTC in the L1 will talk more regularly than those who profess lower WTC in the L1.

2.3.2. WTC in L2

It was not assumed that patterns influencing L1 WTC would automatically be transferrable to L2 WTC – there are a number of affective variables influencing L2 WTC that L1 WTC cannot account for (MacIntyre et al. 1998). Among the variable factors, communication apprehension, and perceived communication competence are considered some of the most immediate predictors of L2 WTC (MacIntyre, 2003). Motivational factors (Clément & Gardner, 2001), learner attitudes (Yashima, 2002; Yashima et al., 2004), and experience and engagement with the target language (MacIntyre, 2003) also play a critical role in promoting use of the L2.

Gardner's (1985) Socio-Educational Model to a large extent (see *Figure 2.1*) has influenced a lot of the theoretical underpinnings for the research into L2 WTC. MacIntyre and Charos (1996), in investigating L2 WTC, conducted a pioneering study in an attempt to merge two streams of research, i.e. theories of WTC and language learning motivation. In a hybrid model (See *Figure 2.3*) they adapted aspects from Gardner's (1985) Socio-Educational Model and MacIntyre's (1994) L1 WTC model (see *Figure 2.2*), and found that willingness to engage in L2 communication was determined by "a combination of the student's perception of his or her own second language proficiency, the opportunity to use the language, and a lack of apprehension about speaking" (p. 17). Additionally, paths from perceived competence, language learning motivation, and L2 WTC were demonstrated to significantly affect communication behaviour. This hybrid model has been influential in studies that investigated the intricate relationships among various predictors of L2 WTC (e.g. Hashimoto, 2002; Yashima, 2002; Yashima et al., 2004).
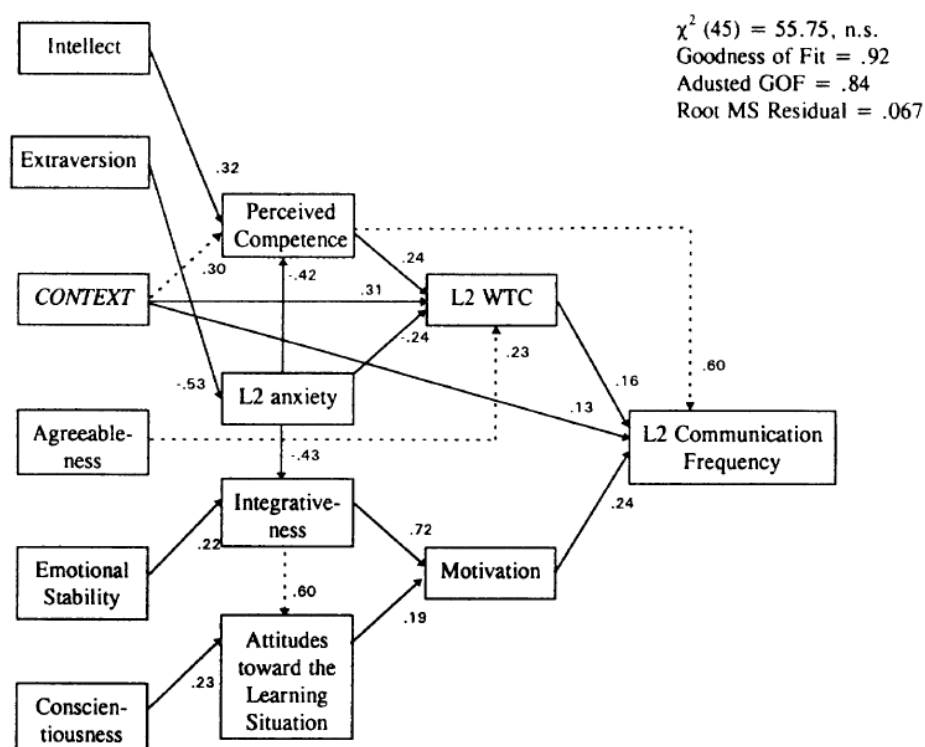
Figure 2.3 MacIntyre & Charos' (1996) Model of L2 Willingness to Communicate.

The concept of L2 WTC began to take hold and was understood to be highly influential in the acquisition of the target language (Munezane, 2013). Moreover, unlike WTC in the L1, which was considered solely a trait like phenomenon, L2 WTC was considered to display dual characteristics – both trait and situational, which have been found to be complementary of each other (Cao, 2011). Trait WTC prepares learners for communication, while situational WTC influences the decision to engage in communication in specific situations (ibid).

It was considered that higher levels of L2 WTC among second language learners, increase the opportunity for authentic L2 use (MacIntyre, Baker, Clément & Conrod, 2001), which undoubtedly facilitates language development (MacIntyre & Legatto, 2011). One of the fundamental objectives for L2 learners should be to

develop and enhance their WTC – a language programme that fails to facilitate this concept should be considered a "failed programme" (MacIntyre et al., 1998, p. 547).

2.3.2.1. *MacIntyre et al.'s (1998) Heuristic Model of L2 WTC*

One of the most noteworthy additions to the field of L2 WTC was MacIntyre et al.'s (1998) WTC heuristic pyramid model (see *Figure 2.4*)
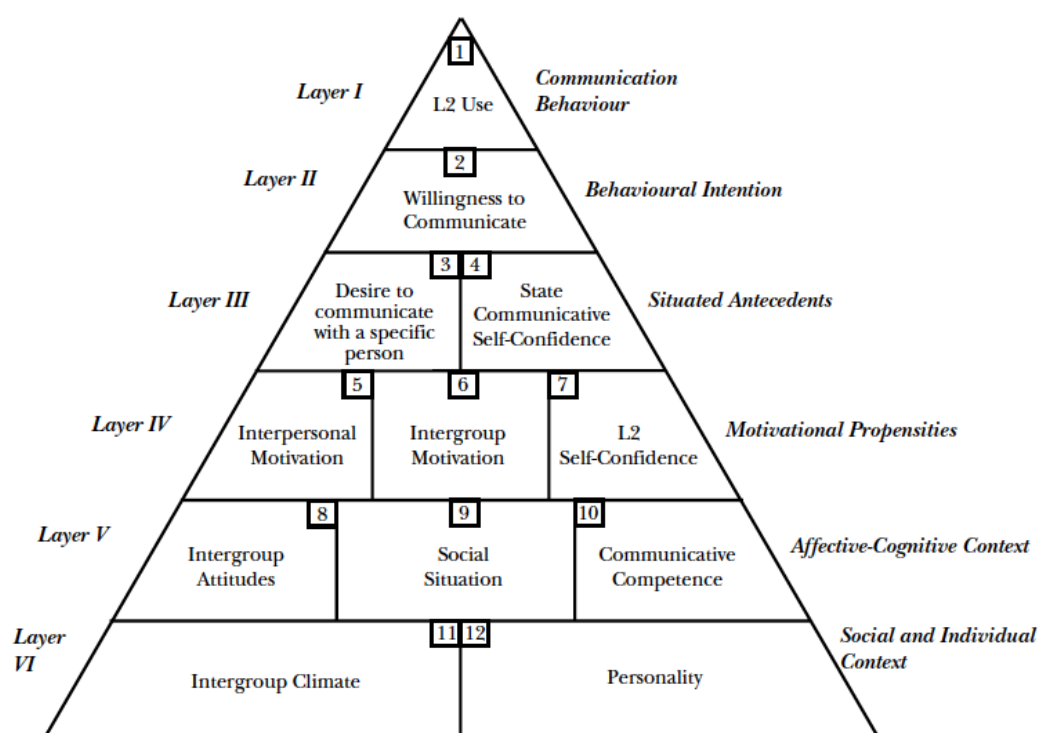
Figure 2.4 MacIntyre's et al.'s (1998) heuristic WTC model.

From their investigations, MacIntyre, et al. (1998) defined WTC in the L2 as "A readiness to enter into discourse at a particular time with a specific person or persons using the L2" (p. 547). This very definition exemplifies the difference between L1 WTC and L2 WTC – in that, L1 WTC is considered a personality construct and L2 WTC is dependent on situational and state factors of specific time, context and interlocutor. Therefore, the L2 WTC concept proposed in the model (*Figure 2.4*) is considered a situational variable with transient and enduring

influences. MacIntyre et al. (2004) explain these transient and enduring influences as follows –

> The enduring influences (e.g. intergroup relations, learner personality, etc.) represent stable, long-term properties of the environment or person that would apply to almost any situation. The situational influences (e.g. desire to speak to a specific person, knowledge of the topic, etc.) are seen as more transient and dependent on the specific context in which a person functions at a given time (p.546).

This heuristic model shows, with the use of six separate layers, a number of psychological, intergroup as well as situational variables can influence a learner's L2 use. WTC is the penultimate layer, with the preceding layers acting as variable factors influencing WTC; actual verbal speech is the final outcome (Yashima & Zenuk-Nishide, 2008).

The structure of the model is pyramid shaped which represents the most immediate and distal factors that could potentially influence initiation of L2 communication. Layers IV, V, and VI representing Motivational Propensities, Affective-Cognitive Context, and Social and Individual Context, are regarded as the enduring influences on L2 WTC – i.e. the long-term properties of the person or environment; layers I, II, and III representing Communication Behaviour, Behavioural Intention, and Situated Antecedents, are regarded as the situational or transient influences – i.e. factors that can vary depending on the location, topic, or interlocutor, which include desire to communicate, state self confidence in communication, and WTC.

This heuristic model shows how more complex and variable L2 WTC is compared to its first language counterpart. With L2 use comes a greater range of uncertainty with more fluctuating variables. The most immediate effects on L2 WTC are momentary confidence in one's L2 ability, and actual desire to communicate. More stable issues, such as interpersonal and intergroup motivations, personality traits and political climate, influence those more immediate factors. With learners more globally oriented than before, motivational factors especially have gained a lot of interest from researchers in how they affect L2 WTC (e.g. Dörnyei, 2003; Yashima et al., 2004). All these various layers of personal and situational variables interact to either constrain or compel a person to use the L2 (Gallagher, 2013).

2.3.3. *Different Perspectives on WTC*

Since MacIntyre and Charos (1996) introduced the concept of L2 WTC into the field of second language acquisition (SLA), numerous researchers have studied this phenomenon.

Ehrman and Oxford (1990) proposed that different personality types, as well as different levels of competence and/or confidence more or less affect WTC in a second language. MacIntyre, et al. (1998) state that WTC is a highly situated phenomenon affected by internal states and external circumstances. Moreover, MacIntyre (2007) posited that WTC is a complex construct influenced by a number of individual differences, but also states that many previous studies have treated L2 WTC as more enduring and trait-like. This supports Ajzen's (2005, cited in Gallagher, 2013) contention that there is a tendency for language learners to act consistently across situations. This would suggest that trait-like characteristics such as personality and cultural background have a big influence on L2 WTC. However, such researchers as Kang (2005) and Cao (2006) have pushed for situational factors, i.e. topic of

conversation, mood of interlocutor, as being of great influence on L2 WTC.

Moreover, MacIntyre (2007) has also indicated a conceptual shift, away from a trait-like phenomenon, in addressing the concept of WTC – he conceptualized L2 WTC as being a volitional act, i.e. the very moment of deciding to communicate. This dual-viewpoint on L2 WTC – a moment-to-moment situational construct, and a long-term enduring concept, is beneficial in highlighting the possible interconnectedness between both the dynamic situational aspects of WTC and the long-term trait-like tendencies of the concept (Gallagher, 2013).

Most studies, however, agreed that the factors perceived competence (e.g. Clément et al., 2003; MacIntyre et al., 2002; Yashima et al., 2004) and communication anxiety (e.g. Baker & MacIntyre, 2000; Liu & Jackson, 2008; Yashima, 2002) are two of the strongest predictors of L2 WTC.

2.3.3.1. *Communicative Competence & Anxiety*

McCroskey (1984) defined communication competence as "adequate ability to make ideas known to others by talking or writing" (p.263). Further, McCroskey and McCroskey (1988) explain that self-perceived competence plays a big role in language learner's decision to communicate. Learners may decide to communicate or not based on whether *they* feel they have the competence, instead of whether they truly do possess the competence. Yashima et al. (2004) suggested that a lack of self-perceived competence was one of the factors that hindered Japanese students from initiating conversation at school in an English-speaking context.

With regard to CA, when defined in the context of second language learning, it refers to a "distinct complex of self-perceptions, beliefs, feelings, and behaviours … arising from the uniqueness of the language learning-learning process" (Horwitz, Horwitz, & Cope, 1986, p. 128). Scovel (1978) however, outlined two types of

anxiety – facilitating and debilitating. The latter hinders language communication or sets up obstacles in language learning, while the former encourages learners to take on the challenge of learning (ibid). MacIntyre and Gardner (1994) highlighted that facilitating-anxiety was the less influential of the two in language achievement, and research into L2 WTC is therefore only concerned with debilitating-anxiety. Consequently, McCroskey (1997) defined communication anxiety as "an individual's level of fear or anxiety associated with either real or anticipated communication with another person or persons" (p.192). Furthermore, L2 communication anxiety has been highlighted as one of the major factors that can affect second language learning (e.g. Chen & Chang, 2004; Gardner & MacIntyre, 1993; Zhang & Wang, 2002).

Whether communication competence and communication anxiety are examined separately (e.g. Hashimoto, 2002; Hee and Woodrow, 2008; MacIntyre & Charos, 1996) or defined as one construct, and conceptualized as communication self-confidence (Clément, Baker, & MacIntyre, 2003; Yashima, 2002), they have been found to be the immediate antecedents of L2 WTC. In studies by Clément et al. (2003), Yashima (2002), Peng and Woodrow (2010), and Yashima et al. (2004), the relationship between self-perceived communication confidence and L2 WTC was very strong. Moreover, in the Yashima studies specifically, self-perceived communication confidence was found to be the strongest predictor of L2 WTC.

L2 motivational processes undoubtedly play an important role in facilitating second language communication, though motivation to learn an L2 is more closely related with language learning success than with actual communication itself (Munezane, 2013). In MacIntyre et al.'s (1998) heuristic model (*Figure 2.4*), motivation is theorized to play a significant role in setting up L2 communication; however, the effect of motivation is mediated through anxiety and perceived

competence, which are more immediate antecedents of WTC (MacIntyre et al. 2002). Although positive correlations have been found between L2 WTC, attitudes, and motivation (e.g. Baker & MacIntyre 2000; MacIntryre et al. 2002), the relationship is considered to be indirect, as the more distal impact of motivation can be overridden by anxiety (Yashima, 2002; Yashima et al. 2004; Peng & Woodrow 2010).

2.3.3.2. The Effects of Time and Learning Environments on L2 WTC

Cao (2006) makes a very important point in stating that, "previous WTC research has also revealed the possibility of change in WTC over time" (p. 3). MacIntyre et al. (2003) suggest that evidence from their previous studies indicate that the complex relations between the variables underlying WTC are susceptible to changes over time. For example, MacIntyre et al. (2002) considered the effects on the variables underlying L2 WTC over a year-long study. It was shown that the variables SPCC, CA, and attitude and motivation all showed variation over the period, meaning that time was a definite factor in describing these variables (Cao, 2006). Baker and MacIntyre (2000, 2003) also concluded from their studies of French immersion and non-immersion students that the underlying variables affecting L2 WTC might have a tendency to change over time as language learners gain more experience in using the L2. Studies by Kang (2005) and Cao (2006), whose investigations focused on situational WTC concluded that time does indeed have an effect on WTC with respect to changes in its antecedents. In Cao's investigation, which examined students' WTC over a four-week period, it was noted that in general participants were more willing to communicate towards the end of the study period – although, it was observed that some students' WTC remained constant while others actually demonstrated lower levels of WTC towards the end. This drop in WTC over time was also observed in House (2004), where time had a different effect on individual participants. Similar to

Cao's study, House observed an increase in some participants' WTC, a decrease, and also no change in others. Yashima et al. (2004), in her examination of a small cohort of Japanese students over a short three period in an L2 contact situation, highlighted that the more positive contact sojourners, who had initially indicated to have a higher WTC, had with their host family members, the more satisfaction they had in their sojourn experience – this, then had a positive effect on their communication behaviour. Incidentally, it may also be assumed that less than positive interactions over a period of time can have a negative effect on language learning, competence, and behaviour.

Acknowledging that her study was conducted over a short period, a recommendation from Cao (2006) was that future studies examining the effect of time on WTC should be longitudinal in order to truly investigate how time can truly impact the behaviours of language learners. A similar recommendation was issued by Yashima (2002), in that, it was recommended that more longitudinal studies are needed to examine the relationships between attitudes, motivation, and L2 proficiency, which are all factors that influence L2 WTC.

Examination of the variance of WTC over time, allows the conceptualization of L2 WTC as a dynamic system (McIntyre & Legatto, 2011). However, Yashima et al. (2004) highlight that there are many contextual factors that can contribute to or inhibit a learner's WTC such as when and where the interaction is taking place, whom the interaction is taking place with, and also who may be present. Especially in L2 contact situations, the consequences of deciding not to communicate can have a negative impact on L2 learners. However, although difficult, L2 learners do understand how particularly vital it is to initiate interactions, as was pointed out in

Yashima, (2002b). Students commented that taking initiative in talking to people was the one thing that they wanted to change in their behaviour.

In light of the ever-expanding movement of language learners around the world, Gallagher (2013) highlights the need to understand how sojourners adjust to a new environment and how that adjustment affects learners' choice to communicate or not in the L2. Dörnyei et al. (2004) point out that students from East Asian countries make up a large contingent of sojourners to English speaking countries; however, many abroad can find the time difficult, and with increased feelings of uncertainty, communication can become a major problem. Gallagher (2013) observed that sojourners who were more willing to initiate L2 communication in everyday situations improved their communication competence. He summed up his findings in saying that sojourners who are more willing to use the L2 across social situations are more likely to have better communication skills, and to have increased L2 competence.

However, attitudes towards the target language, which are cultivated in the learner's home country, can also have a bearing on how willing a learner is to communicate in intercultural contact situations (e.g. Yashima, 2002; Yashima et al. 2004). While for some, to integrate into and communicate with the target L2 community is a desire, the modern language learner, influenced by many global prospects, may be more internally motivated and immediate contact with the local L2 population may not be of paramount importance. Aspects of Norton's (2001) imagined communities concept, Yashima's (2002) International Posture construct, and Dörnyei's (2005) L2 Motivational Self System may reflect this attitude, in that, general global issues, and contact with non-native L2 speakers are of equal

importance to the modern language learner than communication with native L2 speaking populations.

2.3.3.3. Sociocultural Aspects of WTC

Wen and Clément (2003) state that, in regards to language learning, cultural values are essential elements that can influence an individual's perception of language and way of thinking. How people use language can vary across cultures – for example, use of interruption, turn-taking behaviour, and politeness – all of which are regulated within a given culture by specific norms that are known by the users (Chen, 2008; Christensen et al., 2004). In an L2 setting, where language use is understandably highly valued, a student's unwillingness to speak can be seen in a negative light by their peers, and consequently further impact a learner's WTC. Furthermore, Strohmaier (1998) discovered that instructors would treat language learners differently based on quick evaluations of them being communicatively apprehensive or appearing unwilling to speak or communicate. This evaluation would in-turn consequently impact upon the leaners, and lead to increased apprehension and disinterest in communicating.

McCroskey and Richmond (1990) used the term *culturally divergent* to describe a person who enters an environment in which he/she is in a minority position compared to the cultural group he/she must interact with. According to Donovan and MacIntyre (2005), culturally divergent learners can lack effective communication skills to suit that environment, and can possibly be less willing to communicate in order to avoid negative consequences (Orbe & Harris, 2007).

McCroskey and Richmond (1990) highlight that across different cultures, basic differences in communication patterns may vary in the amount of communication preferred – specifically, in situations where silence as opposed to talk,

is the normal communication behaviour. This may be indicative of East-Asian language learning settings, where students submit to the authority of the teacher (Liu & Park, 2012). MacIntyre (2007) points out that layer VI of the MacIntyre et al. (1998) heuristic WTC model (see *Figure 2.4*), signifies elements of the most distal factors affecting a language learner. Intergroup climate and personality capture enduring intergroup or cultural influences that continuously remain and are handed down to individuals through generations. These intergroup nuances differentiate a language learner's culture from the target culture and play an unknowing role in how the L2 learner perceives and interacts with that host culture – therefore, indirectly influencing language behaviour (ibid).

In Korean culture, one derives self-value from the evaluation of his/her social peers – one's self-esteem in particular, is determinant on others' evaluation, which can have a detrimental effect on a learner's communicative behaviour in English (Liu & Park 2012). In a study by Kim and Edwards (2005), it was found that Korean students were less willing to communicate when fellow Korean students were present than when they communicated with English native speakers alone. This might have consequences for when Korean learners of English go abroad to study English – in that, they might be more willing to communicate in an environment where they feel they will not be negatively judged by their peers. Furthermore, in an investigation by Liu & Park (2012) it was discovered that in situations outside the classroom, students were much more willing to communicate if somebody else initiates the conversation first. They were also much more willing to communicate with a stranger than with somebody they knew.

Kim (2007) points out that in regard to societal relationships, the underpinnings of Korean society are strongly based on Confucian principles – in that;

an individual's reality is inextricably linked to the family, the community and the

nation. Therefore, peer evaluation, and saving-face strategies can play a big part in

their lives, which can impact upon their language behaviour – consequently, making

them become less involved in in-class and out-of-class communication in English

(ibid). Pratt (1992) in his observation of Confucian based learning environments,

expressed that learning can be orientated towards mechanical memorization. In this

kind of routine based context, English proficiency is built upon teacher centred

lectures rather than on a language learners' own practice (Liu & Park, 2012). This

leaves less time for actual communication through English, and can allow learners to

adopt bad learning strategies and become less willing to initiate communicate in

future interactions (ibid). Wen and Clément (2003) also point out that these kinds of

learning environments instill in students an adherence to correct language form,

which results in language learners becoming quite hesitant when they actually do

need to speak in intercultural contact situations.

2.3.4.   Summary

WTC is an essential aspect of being proficient in a second language – which

is very often the definitive goal of most second language learners. It is shown,

however, that there are many factors to consider in understanding why some learners

are more willing to communicate than others. Ellis (2008) maintained that the matter

of WTC is still in its infancy, but it remains an auspicious construct in many respects,

and of obvious relevance to language teaching. Cao (2006) states however, that WTC

is "affected by various individual, social contextual and situational variables, while

also being influenced by change in its underlying variables over time" (p. 3). It should

be noted however that the opportunities the global world can offer language learners

requires *them* to take control and change the dynamism of interaction in intercultural

contact situations. This sort of control over their language learning necessitates learners to have a broader outlook on how English may affect their lives. Yashima (2002) carried out research into this attitude, which reflects how learners perceive the use of the L2 outside of their home country, and developed the construct International Posture. The work done by Yashima, which is a key feature in the present study is outlined in the next section.

2.4. Yashima's WTC Investigations

2.4.1. Introduction

The current study is based upon investigations conducted by Tomoko Yashima into WTC among Japanese EFL learners. According to her, as language learners become more exposed to global activities and information, the importance of English as a communicative tool needs to be emphasized. When communication is the goal of instruction and of the learners, questions such as, "communication with whom and for what arise" (Yashima, 2002, p. 54). In addressing these questions, issues such as attitudes, intercultural postures and the purpose for learning need to be examined, as variables that might affect communication with an international audience. This section therefore briefly looks at four of Yashima's studies – namely (Yashima, 2000; 2002; Yashima, et al. 2004; Yashima & Zenuk-Nishide, 2008), and highlights some the constructs and theoretical underpinnings, which are relevant to this study. At the end of this section, five research questions will be outlined.

2.4.2. The underpinnings of the Yashima studies

Yashima (2000) cites Oxford (1996) in stating that Gardner's (1985) socio educational model has garnered a lot of criticism for 'creating a false split' between integrative and instrumental motivation (p.3). While integrative motivation had been

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highlighted as the most important primary type of motivation, Yashima (2000, 2002), along with a number of researchers (e.g. Dörnyei, 1990; Samimy & Tabuse, 1992; Clément, Dörnyei & Noels, 1994) contended that instrumental motivation is just as important in language learning in a number of contexts – there was therefore a need to define other orientations that are relevant to particular contexts.

Stating that "English seems to represent something more vague and larger than Americans and British in the minds of young Japanese" (Yashima, 2000, p. 124-125), Yashima (2000) surveyed 372 Japanese freshman students on 37 items using Likert scales on their orientations and attitudes towards learning English, which resulted in the identification of an orientation comparable to an integrative orientation. However, it was different in that it highlighted the role English plays as lingua franca but with no specific target community in mind – it was labeled Intercultural Friendship Orientation (IFO), (Yashima, 2002).

Although not definitive, and further research was recommended, Yashima (2000) remarked that learners who are motivated by intercultural communication, which is represented in the IFO construct, and also by pragmatic instrumental reasons tend to work harder and succeed more in language achievement.

2.4.2.1. *International Posture*

The 'International Posture' concept is based upon investigations carried out in Yashima (2000), and can be considered to encompass attitudes pertaining to both instrumental and integrative orientations. The concept is also consistent with studies done by Nakata (1995a, 1995b), who established an international orientation, which describes a cosmopolitan outlook towards language learning. Yashima (2002) describes the fundamentals of international posture as follows:

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 non-ethnocentric attitude toward different cultures, among others. (p. 57)

In essence, International Posture attempts to capture a tendency to have a connection to the international community when learning a language. It also represents a concern for international affairs, and an inclination or willingness to relate to and mingle with people other than from one's home country. The concept represents an attitude towards the international community from within a language learner's home country. Yashima (2002) posited that as Japan continuously gets pulled onto the world stage through globalization, English is something that can connect Japanese learners to foreign countries, and foreigners. While passing tests is still an immediate goal for Japanese students, international communication is becoming increasingly relevant. However, the degree of this relevance differs from person to person. Therefore, the newly formed International Posture variable can be considered a general attitude, which cuts across integrative and instrumental orientations.

Following on from the 2000 study, Yashima (2002) proposed an L2 communication model (*Figure 2.5*), which integrated the International Posture construct.
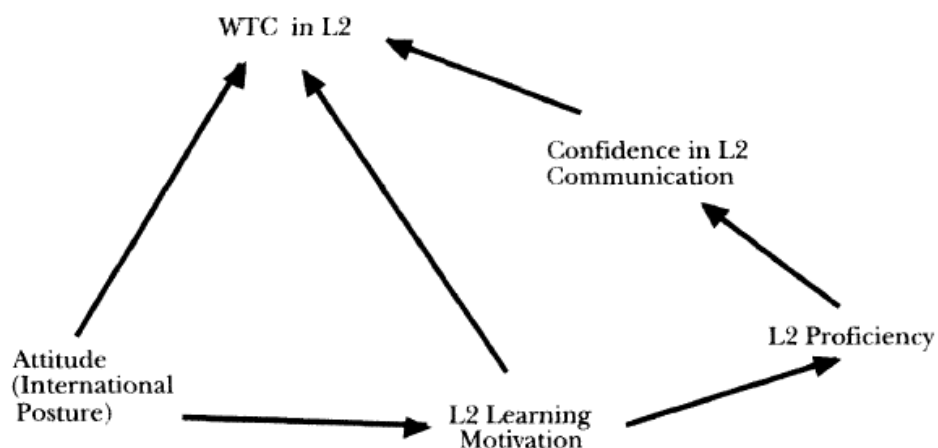
Figure 2.5 Yashima's (2002) L2 Communication Model.

This study used MacIntyre and Charos's (1996) Model of L2 WTC (*Figure 2.3*), and Gardner's (1985) Socio-Educational Model (*Figure 2.1*) as a basis for the framework. For the model in *Figure 2.5*, Yashima (2002) suggested that the general attitude or International Posture influences the level of L2 learning motivation, which then affects L2 proficiency. It was also hypothesized that L2 learning motivation and International Posture also directly affect WTC in an L2.

2.4.3. Conclusions Drawn from the Yashima Studies

Using structural equation modeling (SEM), Yashima (2002) examined 297 Japanese university students in an EFL context, for relationships among the variables in the hypothesized model (*Figure 2.5)*.

All paths within the model were found to be significant. This supported one of the main premises in the study, in that, learners who find intercultural communication appealing (international posture) would have the behavioural intention to communicate in the L2 (WTC). It was also indicated in the model that learners who had higher communication confidence were more willing to communicate in the L2.

This study however was conducted in Japan in an EFL environment –
meaning that, although learners may have had the willingness to communicate in
English, they did not have the opportunity to speak. Therefore Frequency of
Communication behaviour was not a factor in the Yashima (2002) study.

In Yashima et al. (2004), a follow up to the 2002 study, SEM was again used
to examine the relationships among the variables International Posture, Motivation in
an L2, Communication Confidence, and WTC. This time however, self-reported
Frequency of Communication was added to the hypothesized model (see *Figure 2.6*),
as the learners examined were in an L2 immersion context in Japan where the use of
English was an everyday occurrence.
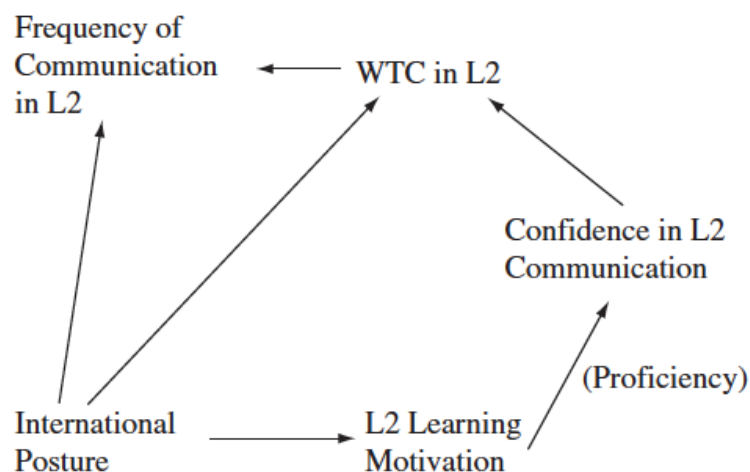
Figure 2.6 Yashima et al.'s (2004) Hypothesized L2 Communication Model

All paths within the model were found to be significant - International Posture was a
predictor of L2 WTC and frequency of communication, and WTC was a predictor of
Frequency of Communication. Communication Confidence was also a predictor of L2
WTC. Additionally, in this study a second group of learners were also examined, but
in a study abroad context over a three week period. It was shown that learners, who

registered a high L2 WTC value before their sojourn, registered high Frequency of Communication while on sojourn. Pearson correlations also indicated that perceived communication confidence was significantly correlated to L2 WTC.

Yashima and Zenuk-Nishide, (2008) conducted a follow up study to Yashima et al. (2004) with the intention of investigating the developmental aspect of International Posture, L2 WTC, and Frequency of Communication in different learning contexts across a period of three years. Overall, three groups of students were identified. Group-A participated in more grammar/translation classes per week, and group-B in more content-based classes. Content-based classes covered as part of the curriculum participation in an imagined international community, which involved participation in a model United Nations. As part of their programme, these two groups spend a short amount of time abroad. The third group consisted of a select number of students from these two groups who participated in a year-long study abroad programme in an English speaking country.

Overall, it was found that the students who took part in the year-long study abroad programme demonstrated a clear advantage in all of the indicators, L2 WTC, International Posture, and Frequency of Communication, compared to the learners who were abroad for just a short time. Furthermore, based on a cluster analysis between groups A and B, it was also shown that students who had more exposure to content-based teaching showed a developmental pattern similar to the year-long study abroad group. Overall, the results indicated the possibility that International Posture can develop along with self-initiated communication, not only in extended study abroad contexts but also in a home context where the material is more focused on communicative interactive aspects focused on participation in imagined communities rather than on grammar and translation. In other words, exposure to material that is

meaningful and is representative of authentic communicative situations can increase a learner's International Posture, and L2 communicative behaviour.

However, Kim (2004) found that there was no correlation between International Posture and L2 WTC among Korean EFL students. Furthermore, a study conducted by Zeng (2010) on Chinese ESL learners in Canada also found that there was no correlation between International Posture and L2 WTC. In the same study, however, it was demonstrated that the Chinese participants' L2 WTC was a predictor of their frequency of communication. Other studies (e.g. Baker & MacIntyre, 2000); Clément et al. 2003) have also shown a link between L2 WTC and frequency of communication.

2.5. Summary

This section gave some insight into the work done by Tomoko Yashima into L2 WTC, and the importance of her International Posture construct. Her studies have shown that the modern language learner in being more globally connected has a tendency to be more associated with the international community, and has concerns for international affairs. According to Yashima (2002) the more internationally orientated a learner sees him or herself to be, the more willing they are to use the L2 to communicate. Her research has provided empirical support for the use of the International Posture construct in describing language learners' attitudes towards the international community and how those attitudes may affect their language behaviour.

While L2 WTC can be both trait-like and situational, the Yashima studies failed to take into account the environment in which learners were examined. The expectation of communication through English might be stronger in the L1 environment, than when faced with actual L2 communication situations in an L2 environment. Zeng (2010) highlights that studies on how L2 WTC is actually

experienced in authentic native-language environments are quite scarce. Yashima (2002) also states that "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" (p. 62). In regard to this and the concerns mentioned above, the main focus of the present study is to examine Yashima's International Posture construct in an L2 environment and how it relates L2 WTC.

2.5.1.   Research Question(s)

The current study aims to test the Yashima WTC theoretical framework in a South Korean ESL context. While also looking at the relationships between International Posture and WTC and how they may predict L2 communicative behaviour, research questions pertaining to the developmental aspect of the variables underlying the WTC concept, over the period the learners resided in the L2 environment, will also be proposed.

Five research questions in total are proposed -

RQ 1 – Can WTC among Korean learners of English predict voluntary Frequency of Communication in an ESL environment?

RQ 2 – Is International Posture a reliable predictor of Korean learners of English's WTC and voluntary Frequency of Communication in an ESL environment?

RQ 3 – What are the relationships among the variables International Posture and Motivation to Learn the L2, Motivation to Learn the L2 and Communication Confidence, Communication Confidence and WTC?

RQ 4 – How does length of time residing in an L2 environment relate to International Posture, WTC, Communication Confidence, and Motivation in Learning an L2?

RQ 5 – How does time residing in the L2 environment affect the relationships between International Posture and WTC, International Posture and Frequency of Communication, International Posture and Motivation in an L2, WTC and Frequency of Communication, Communication Confidence and WTC, and Motivation in an L2 and Communication Confidence?

3. *Research Methodology*

This chapter describes the research methods employed in the present study of Korean ESL students' L2 WTC. It starts with a discussion on the research design and highlights how the present study is an approximate replication of Yashima et al. (2004). The research instrument with a summary of all its modifications is then introduced followed by an outline of the data collection procedures. In the last section data analysis methods are discussed with reference to particular research questions.

3.1. Replication Studies

Porte (2012) describes a replication study as one that duplicates an earlier study in a particular way. It is a means to authenticate or confirm that what was initially observed was not an isolated or random occurrence, but one that can be separated from the original context. Conducting replication studies is essential for providing support for a given theory and for examining whether an original investigation can be generalized to other participants and contexts (Chun, 2012). Nevertheless, according to Porte (2013), some researchers in the field of SLA consider repeating another researcher's study as somewhat derivative, and an ineffective way of contributing to the field. Conversely however, Valdman (1993) advises that in order for research in SLA to be perceived as more reliable and valid, replication needs to be more commonplace. Porte (2013) subscribes to this contention in saying that "replication provides the cement between the bricks of our research endeavours" (p. 13). It guarantees that there is a vital connection between past and present research, which should ultimately support the integration of existing and new knowledge (ibid). Porte furthers this by criticizing the approach of solely supporting research on the basis of its originality – this leaves a situation whereby the field of SLA is littered with loosely connected research findings instead of supporting an

environment where a strong foundation of knowledge can be constructed across interdependent studies.

A replication study should investigate the robustness and generalizability of the original study (Porte, 2013). According to Lightbown (2000), the focus of replication should not be on the individual details of a study, but on the general principles that the original study were based upon or reflect. Further, Chun (2012) advises, "it is virtually impossible to hold any significant variable constant in replication studies in the social sciences" (p. 591). Therefore, it is unrealistic to conduct an exact replication, as there is great variability across participants and contexts (ibid). Essentially, the main goal of replication is to see if the results hold for "a different population, in a different setting, or for a different modality" (Polio & Glass, 1997, p. 502).

Replication studies can be seen in two lights – an approximation replication, or a conceptual replication (ibid). A conceptual replication is one where a researcher sets to confirm or otherwise the original study's findings, while using a different methodology and/or analytical method than the original (ibid). An approximate replication introduces a change in one or more aspects of the original study (such as, the learners' L1 background or learning context). It involves repeating the original study in most aspects, but in order to maintain comparability, change may only occur in one or two of the non-major variables. This method, consequently, is useful in generalizing findings from the original study to a new population and/or setting (Porte, 2013).

The current investigation is an approximate replication study of Yashima et al. (2004), which was a quantitative based investigation. While quantitative research has been viewed as somewhat decontextualized, and "fails to capture the meanings that

actors attach to their lives and circumstances" (Brannen, 2005, p. 7), there are a number of advantages in this research method. Dörnyei (2007) explains how the quantitative method, which involves a statistical analytical approach using statistical software, is refined, far-reaching, and offers some inbuilt quality checks and indices that can help with the validity of research findings. Furthermore, according to Ary, Jacobs, and Razavieh (2002), research ought be systematic and logical, and open to replication by other researchers; the methods underlying quantitative research can offer this.

Yashima et al. (2004) investigated two groups of Japanese learners of English. One group was examined in an English immersion school setting in an EFL environment, and the second was examined for a short period of time, in an ESL setting. The current investigation examines a single group of Korean learners of English in an ESL setting. Alterations from the original study are outlined in *section 3.3.2.4*.

3.2. Data Collection

This section will detail the selection criteria for participants, the research instrument used, and the order of research events.

3.2.1. Participant Selection

In Yashima et al. (2004) participants were selected who were of a similar age, between 15 and 16 years old, and who attended the same high school in Kyoto Japan. This school specializes in content-based material English instruction, which is taught by English native teachers. The primary motivation for the present study was to examine Korean learners of English in an L2 environment. This study was therefore aimed at Korean learners of English who were enrolled at various English language institutes throughout Sydney, Australia. Consequently, to maximize participant

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numbers, the criteria for participation was widened in comparison to the criteria

outlined in Yashima, et al. (2004), where all participants were selected from the same

school, and were of a similar age.

The criteria for the present study was as follows –

- Participants needed to be of Korean descent with the Korean language as their

  native language.

- To have been raised in South Korea all their lives.

- To be either still in university or have graduated.

- To be between 19 years old and 29 years old and either male of female.

- Students who had lived in an English speaking country for over 4 months, or

  students who had attended an international school, where the medium of

  education was through English, before coming to Australia, were excluded

  from the study.

In comparison to younger students, e.g. high school or middle school students,

participants within the criteria outlined above could provide a good range of effective

variables, such as age, academic interests and major, and motivation to learn English.

They may have more diverse reasons to learn English as compared to high school

students – some may require English in order to secure jobs, while others may need

English in order to enter graduate school, to pass certain legal profession

examinations, or various other reasons, which are less likely to concern a middle or

high school student. It was hoped that this range of effective variables among the

selected cohort might maximize the diversity of WTC.

3.2.2. Research Instrument

The current investigation is an approximate replication of Yashima, et al.

(2004), which also has close ties to Yashima (2002). Both investigations tested

structural models based on MacIntyre, et al. (1998)'s WTC model in an EFL context. The results of the current study will therefore be compared with those of Yashima (2002) and Yashima, et al. (2004) study. Consequently, the current study employed the same questionnaire instrument that was used in both the aforementioned Yashima studies, but was modified to the present study's context. The Yashima studies investigated Japanese learners of English primarily in an EFL context, while the current investigation examined Korean learners of English in an ESL context.

3.2.2.1. *Reliability of Instrument Items*

Perry (2005) explains that validity refers to the ability of an instrument to accurately obtain data, which is needed to answer a research question.

The Cronbach's alpha (α) is the most common reliability coefficient reported in literature. It measures *internal consistency reliability,* which assesses the consistency of responses to items across a measure (Kline, 2011). The range of measurement is from 0 to 1.00, with higher numbers indicating better internal consistency reliability. Cronbach's alpha around α = .90 are considered excellent; values around α = .80 are very good, and values around α = .70 are good to adequate (ibid). Values reaching α = .60 are considered passable and can be reliably used in exploratory research (Hair et al., 2006). Anything lower than α = .6 should not be relied upon (ibid).

Based on this criterion, all questionnaires used in the present study are considered valid and reliable since all of them are above α = .60. See *Table 3-2* below for details on all Cronbach's α, which also include, as a comparison, the Cronbach's alphas for Yashima (2002), and Yashima et al. (2004).

3.2.3. Research Questionnaire

In total there were nine questionnaires used in the present study, which went under five main categories:

1. Motivation in an L2 consisted of two questionnaires.

    - Motivation Intensity (MI)

    - Desire to Learn English (DLE)

2. International Posture consisted of three questionnaires.

    - Interest in International Vocation / Activities (IVA)

    - Interest in Foreign Affairs (IFA)

    - Intercultural Friendship Orientation (IFO)

3. Communication Confidence consisted of two questionnaires.

    - Communication Anxiety (CA)

    - Perceived Competence in English (PC)

4. WTC in English consisted of one questionnaire.

    - 12-item Willingness to Communicate questionnaire (WTC)

5. Frequency of Communication consisted of one questionnaire.

    - 6-item self-report L2 behaviour questionnaire (FREQ)

Details on all questionnaires follow. All Cronbach's α mentioned are related to the current study.

- <u>Motivation to Learn the L2</u>

Motivational Intensity, and Desire to Learn English defined this construct.

- <u>Motivational Intensity (MI)</u> consisted of six items (Cronbach's α = .78). These items were originally created by Gardner and Lambert (1972), and requested participants to answer using only three multiple-choice answers.

Yashima (2002), and Yashima, et al. (2004) adapted a 7-point Likert scale, which requested participants to indicate their rate of agreement to an item. A 7-point scale was also adopted in the current study. An example item is as follows: "Compared to my classmates, I think I study English relatively hard."

- Desire to Learn English (DLE) was measured with six items (Yashima, 2002; Yashima, et al., 2004), which were adapted from Gardner and Lambert (1972). (Cronbach's α = .60). All items were measured on a 7-point Likert scale. An example item is as follows: "I find English more interesting than other subjects."

• International Posture

This construct was defined by Interest in International Vocation / Activities, Interest in Foreign Affairs, and Intercultural Friendship Orientation. In Yashima (2002), and Yashima, et al. (2004), another indicator variable was included – Approach Avoidance Tendency. It was decided that this variable was not applicable to the current situation as the items within the variable mainly referred to an EFL context. Two examples follow – "I want to participate in volunteer activity to help foreigners in the neighbouring community." "I would make friends with international students studying in Korea."

- Interest in International Vocation / Activities (IVA) was measured by six items (Cronbach's α = .61), which asked participants how interested they were in an international career and living overseas. The items were developed on previous work done by Yashima (2000), and Tanaka, Kohyama, and Fujiwara (1991). Responses were recorded on a 7-point

Likert scale. (E.g., "I'd rather avoid the kind of work that sends me overseas frequently")

- Interest in Foreign Affairs (IFA). Two items (Cronbach's α = .62) defined this variable, asking respondents of their interest in international issues (e.g. "I often read and watch news about foreign countries.") Responses were recorded on a 7-point scale. The two items were adapted from Kitagawa and Minoura (1991).

- Intercultural Friendship Orientation (IFO) was measured with 4 items (Cronbach's α = .71), which were based on work done by Yashima (2000). The four items were measured on a 7-point Likert scale and requested participants to rate the degree of importance for their reasons for learning English. (E.g. "It will allow me to meet and converse with more and varied people").

- Communication Confidence in English

Communication Anxiety, and Perceived Competence in English defined this construct.

- Communication Anxiety (CA) was defined by 12 items (Cronbach's α = .78), which were taken from MacIntyre and Clément (1996). The items applied to four separate situations (public speaking, talking in meetings, talking in small groups, talking in dyads), and three types of receivers (stranger, friend, acquaintance). Each participant had to indicate the percentage of time they would feel nervous/anxious, in each of the four contexts with the three types of receivers, with a number between 0% (I would never feel nervous) and 100% (I would always feel nervous). (E.g. "Having a small group conversation in English with strangers.")

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- Perceived Competence in English (PC) was defined by 12 items (Cronbach's α = .88), which were taken from MacIntyre and Charos (1996). With respect to same four contexts and the same three receivers as mentioned above, participants had to indicate their self-assessed competency using a number between 0% (completely incompetent) to 100% (completely competent).

• Willingness to Communicate (WTC)

Used a 12-item scale (Cronbach's α = .87), which was first published by McCroskey (1992). The scale, using the same communication contexts and receivers as mentioned in CA and PC above, requested participants to indicate their willingness to communicate between 0% (not willing) and 100% (always willing) when completely free to do so.

• Frequency of Communication in and outside of the classroom (FREQ)

Assessed participants using six self-report items (Cronbach's α = .78). Five of the items were adapted from Yashima et al. (2004), and one item was constructed as a result of the pilot study (see *section 3.2.4.2*). For each item, participants had to indicate, on a ten-point scale, how often they communicated in and outside of the classroom (e.g. "I volunteered to answer or ask questions in the classroom," "I talked with people I meet at parties, social meetings, or other situations in English").

In order to make all items within the full questionnaire instrument easier for the participants to understand, and for the responses to be as genuine as possible, the researcher acquired the help of a Korean-speaker, who is an English teacher in South Korean, and therefore fluent in English, to translate the complete questionnaire instrument into Korean. Once this translation was complete, the researcher enlisted the help of another Korean speaker, also fluent in English, to check the translations.

Consequently, it was found that all translations were accurate, and so the researcher was confident in the reliability and validity of the translated questionnaire. See Appendix B and C for a copy of the questionnaire, which was given to the participants, in both Korean and English.

Table 3-1 summarises all modifications made to the research instrument in comparison with the Yashima studies. See *section 3.3.2.4* for details on how the model for the current investigation was modified in light of the changes made to the questionnaire instrument. Table 3-2 summarises all the Cronbach's α for the current model, Yashima et al. (2004), and Yashima (2002).

Table 3-1 Summary of Questionnaire Modifications

Study	Questionnaire									
Current Study	IFA	IVA	IFO	***N/A***	MI	DLE	PC	CA	WTC	FREQ
Yashima et al. (2004)	IFA	IVA	***N/A***	AAT	MI	DLE	PC	CA	WTC	FREQ
Yashima (2002)	IFA	IVA	IFO	AAT	MI	DLE	PC	CA	WTC	***N/A***

Note:

IVA = Interest in International Vocation / Activities. AAT = Approach Avoidance Tendency. IFA = Interest in Foreign Affairs. IFO = Intercultural Friendship Orientation. CA = Communication Anxiety. PC = Perceived Competence. MI = Motivation Intensity. DLE = Desire to Learn English. WTC = Willingness to Communicate. Freq. = Frequency of Communication. N/A = Not applicable to the study.

Table 3-2 Cronbach's Alphas for Present Study, Yashima et al. (2004) &Yashima (2002)

	Present Study		Yashima et al. (2004)		Yashima (2002)	
Variable	*Number of Items*	*Cronbach's Alpha*	*Number of Items*	*Cronbach's Alpha*	*Number of Items*	*Cronbach's Alpha*
Freq.	6	.78	5	.70	N/A	N/A
WTC	12	.89	20	.93	20	.91
CA	12	.85	12	.88	12	.92
PC	12	.88	12	.93	12	.92
DLE	6	.61	6	.68	6	.78
MI	6	.78	6	.81	6	.88
IFA	2	.62	2	.63	2	.67
IFO	4	.71	N/A	N/A	4	.85
IVA	6	.61	6	.62	6	.73

Note:

IVA = Interest in International Vocation / Activities. IFA = Interest in Foreign Affairs. IFO = Intercultural Friendship Orientation. CA = Communication Anxiety.
PC = Perceived Competence. MI = Motivation Intensity. DLE = Desire to Learn English. WTC = Willingness to Communicate. Freq. = Frequency of Communication. N/A = Not applicable to the study

3.2.4. Order of Research Events

In total, there were three main phases to the data collection procedure. Phase one involved the contacting of relevant English language institutions. Phase two involved the carrying out of a pilot study, and phase three saw the commencement of the main study and the preparation of the data for analysis. An explanation of the three phases follows.

3.2.4.1. *Phase One – Contacting Institutions*

Phase one involved contacting a number of English language institutes in the Sydney area.

Cohen et al. (2000) express that researchers cannot expect access to any institution "as a matter of right" (p. 53). They need to demonstrate trustworthiness in order for the institutions in question to feel confident in the study. Once the outline of the study has been finalized, the first stage therefore of any study, entails the gaining of official permission from the organisations or institutions involved (Bell, 1991). In the current investigation, eighteen institutions were initially contacted by phone outlining the researcher's intentions. Following this, an official letter outlining the study was sent to the administration staff of each institution. It should be noted that not all detail concerning a study should be given to the administration staff as it may prejudice the results; however, nor should a veil of silence be maintained (Aronson & Carlsmith, 1969). A middle ground of information needs to be sought by way of providing "an explicit statement at a fairly general level with one or two examples of items that are not crucial to the study as a whole" (Cohen et al., 2000, p. 55). Along with providing a letter of guarantee to the host administration staff, a letter for the participants was also provided. This letter, while also providing a general outline of the study, invited the participants to partake in the study, which would be anonymous and voluntary. In order for the participants to fully understand what was being asked of them, the participant letter was translated into Korean. Letters for the administration staff and participants were provided for both the pilot study and main study. All letters can be found in the Appendix section.

Of the eighteen institutes that were initially contacted, nine were welcoming of the study.

3.2.4.2. Phase Two – Pilot study

A pilot study was needed in order to finalise all the questionnaire items for the Frequency of Communication variable. In total there were 6 items. 5 items were taken from Yashima et al. (2004), and one was consequently adapted from the same study as a result of the pilot study. The item in question ("I talked with people I met at parties and meetings"), when used in Yashima et al. (2004), concerned a small group of high school students sojourning in the US for a period of 3 weeks.

The context for the present study was quite different so a pilot study was needed in order to better understand where and when the Korean participants would more frequently use English to communicate.

Once permission was granted, the pilot study involved 10 participants and lasted 10 to 15 minutes. It involved both a short questionnaire and short interview. As a result it was found that on average Korean learners use English in many diverse situations in Sydney. Therefore, instead of constructing numerous individual questionnaire items requesting feedback on the many diverse situations where English might be used, a single questionnaire item was constructed to represent all these situations, which was quite similar to the original item used in Yashima, et al. (2004).

The item in Yashima et al. (2004) read, "I talked with people I met at parties or meetings". The new item used in the present study read, "I talk with people I meet at parties, social meetings and/or social situations in English."

3.2.4.3. Phase Three – Administration of Main Study

Phase three will describe how the main study was carried out and how the data were prepared for analysis.

Once all the questionnaire items were finalised, each of the nine language schools receptive to the study were contacted again, in order for dates and times to be

organized for the survey to take place. As the study was voluntary and not to interfere with the participants' timetable, all survey times were scheduled outside of their respective class time. Prior to the scheduled survey dates, teachers within the language schools were asked to distribute the letter of information to Korean students within their class, which detailed what was requested of them, and also stating that their participation was voluntary and anonymous. The letters were written in Korean. The students could then decide whether they wanted to take part or not.

The researcher was present at all organized survey times. On occasion when there was low student turn out, due to external circumstances, such as part-time work, or lack of interest, the researcher requested that some additional surveys be left behind at the institute for students to fill out. The administrative staff, helping the researcher, was well versed in the necessary details so they could relay the information to the respective participants. A number of surveys were completed in this fashion. All completed surveys were subsequently picked up in person by the researcher.

The total length of surveying took place over a period of 5 weeks. On average there were about 10 – 15 surveys completed from each language institute. Once a group of surveys from an institute were completed, the participants' responses were tallied and entered into IBM SPSS Statistics 21.0. This lessened the burden on the researcher when entering the data, and also reduced the risk of input error. Once data for one group was entered, it was double checked for any errors.

Before any analysis could be carried on the inputted data, some of the variables needed to be reversed scored. Dörnyei (2007) explains that it is important to structure questionnaire items in a way that acquiescence bias can be avoid, or to structure items in a way that does not allow respondents to check only one side of the

rating scale. This can be achieved by negatively wording certain items within the questionnaire. However, researchers need to reverse score negatively worded items when summation of items commences. In the present study a number of items needed to be reverse scored. The following table lists these specific items.

Table 3-3 Reversed Scored Questionnaire Items

Variable	Item #	Description
IVA	1	I would rather stay in my hometown.
	5	I don't think what's happening overseas has much to do with my life.
	6	I'd rather avoid the kind of work that sends me overseas frequently.

Note – IVA = Interest in International Vocation / Activities

3.3. Data Analysis

This section will detail how the data was analysed in relation to the five research questions. Structural Equation Modeling (SEM) was utilized for the first three research questions, and Pearson correlation analysis and regression analysis were employed for questions four and five respectively. All these procedures utilize correlation or path coefficients (r) to measure the strength of a relationship between two variables (Pearson analysis), or a number of variables (SEM, and regression analysis). In order to understand these relationships, an explanation on correlation coefficients is given first.

3.3.1. Correlation & Significance

When examining relationships between variables or sets of variables, correlational techniques are employed to answer a number of questions - What is the magnitude and direction of the relationship? And, what is the significance of the

relationship? (Cohen et al., 2000). A relationship, in this context, refers to the tendency of two or more variables to consistently vary (ibid). Additionally, two variables or sets of variables are correlated, when changes in one variable can account for changes in another variable (Hair et al. 2006).

3.3.1.1. Interpreting Correlations

The magnitude and direction of these relationships can be measured with a correlation coefficient or path coefficient between -1 and +1 (Creswell, 2008). A positive correlation is indicated when two variables fluctuate in the same direction, i.e. as one increases, the other increases, and vice versa. A positive correlation is represented with a plus sign. Conversely, a negative correlation is indicated when an increase in one variable is accompanied by a decrease in the other. A minus sign represents this type of correlation. The strength or magnitude of the association between variables is indicated by the size of the correlation coefficient (Cohen et al. 2000; Creswell, 2008). *Table 3-4* below summarises how these correlation coefficients can be interpreted.

Table 3-4 Summary of Correlation Coefficients

Range	Explanation
0.20 to 0.35	A slight relationship indicated. Coefficients within this range may be valuable to explore the interconnection of variables, but of little value in prediction studies (Cohen et al. 2000; Creswell, 2008). Considered a weak correlation – more so towards the lower end. (Cohen, 1998).
0.35 to 0.65	Indicates a stronger correlation than the previous range. Are useful for limited prediction. For correlations around 0.4, crude group predictions are possible. Predictions can be made that are correct within an acceptable margin of error (Cohen et al. 2000; Creswell, 2008). Considered a moderate correlation (Cohen, 1998).
0.65 to 0.85	Coefficients within this range are considered very good. Nearer the top of this range, good predictions can be made very accurately (Cohen et al. 2000; Creswell, 2008). Considered a strong correlation (Cohen, 1998).
Above 0.85	Correlations this high indicate a close relationship between variables; it may indicate that the two variables are measuring the same underlying trait. Prediction studies rarely produce correlations this high. Correlations within this range are generally achieved and sought after for studies of test-retest reliability (Creswell, 2008).

3.3.1.2. Significance of Correlations

A significance level is a probability level (p) that suggests the maximum risk a researcher is willing to take that any observed differences are due to chance (Creswell, 2008). These levels are usually set at .01, which assumes that chance only accounted for 1% of the difference, and .05, which assumes that chance only accounted for 5% of the difference. These two levels, or p values, are levels at which statistical significance is generally taken to have been demonstrated (Cohen et al. 2000). When a p value is reported at being less than .05, or .01, it is said to be statistically significant at that value. Furthermore, greater confidence in the degree of association between variables can be taken from a p-value reported at < .01 (Cohen et

al. 2000; Creswell, 2008). *P* values higher than .05 are not statistically significant. All correlations between variables or sets of variables have an associated *p* value, which suggest the significance of the relationship.

3.3.2. *Research Question(s) and SEM*

For the data analysis of the first three research questions, a structural equation model (SEM) was employed to examine the relationships among the variables. This was achieved with the programme IBM SPSS AMOS 21.0. The first three research questions for the current study were as follows.

   i.   Can WTC among Korean learners of English predict voluntary Frequency of Communication in an ESL environment?

  ii.   Is International Posture a reliable predictor of Korean learners of English's WTC and voluntary Frequency of Communication in an ESL environment?

 iii.   What are the relationships among the variables International Posture and Motivation to Learn the L2, Motivation to Learn the L2 and Communication Confidence, Communication Confidence and WTC?

An explanation of SEM follows.

3.3.2.1. *Structural Equation Modeling (SEM)*

Structural Equation Modeling or SEM as it is commonly known, allows researchers to examine multiple and interrelated dependence relationships in a single model (Hair et al. 2006). It is the analyses of a series of separate multiple regression equations simultaneously, where multiple-regression is the method used to analyse a single dependent variable related to two or more independent variables (ibid). This therefore makes it possible to assess complex relationships among variables (Byrne, 1994; Hair et al., 1998; Kline, 1998). With SEM, a pictorial portrayal of the predicted

relationships among variables can be produced, which is referred to as a structural model (Kim, S. J., 2004).

In SEM, there are two main but broad classes of variable – observed or indicator variable and latent variable (Kline, 2011). An indicator variable represents the data, which has been collected and has been entered into a data file. A latent variable, or also known as a construct, cannot be measured directly, but needs to be represented by one or more indicator variables (Hair, et al. 1998, 2006). In a model, circles or ovals represent latent variables or constructs, and indicator variables are represented by squares or rectangles (See *figure 3.1*). An hypothesized directional effect of one variable on another is represented by a single arrowhead ($\rightarrow$) (Kline, 2011). The direction of the arrow indicates causality, e.g. X $\rightarrow$ Y means X affects Y. The effect that X has on Y is represented in a path coefficient (see *section 3.3.1.1*), which identifies the strength of the relationship between the two variables.

SEM seeks to describe relationships among a set of variables according to a model based on initial hypotheses or theory by the researcher (Kim & Bentler, 2006). Therefore, based on relevant research and hypothesized relationships between predicted variables, researchers construct a model, which will then be used in an investigation to either confirm or reject their hypothesis.

3.3.2.2. SEM and Sample Size

The sample size for the current study was 117 participants. Table 3-5 displays the current sample size as well as the sample size used in Yashima et al. (2004), and for Yashima (2002).

Table 3-5 Sample Sizes for Current Study plus Yashima Studies

Study	Sample Size
Current Investigation	117
Yashima et al. (2004)	154
Yashima (2002)	297

Participant sample size is an important issue in SEM. Although attempts have been made to use SEM with small sample sizes, it is generally accepted that SEM is a large sample size technique (Kline, 2011). Models of a more complex nature, as seen in *figures 3.1& 3.2*, have a higher number of parameters, as compared to simpler models. Parameters in this sense are hypothesized effects within a model, which require statistical estimates based on the researcher's data (ibid). Consequently, more parameters within a model require more estimates, which means, that a larger data sample is essential in order for the results to be reasonably stable (ibid).

The type of estimation procedure used in SEM is also a determining factor in sample size. Maximum Likelihood Estimation (MLE) is by far the most common approach used in SEM today (Kline, 2011; Hair, et al. 2006). Recommended *minimum* sample sizes to guarantee stable MLE results are between 100 and 150 (Hair, et al. 2006). However, if the sample size increases to up to 500 participants, MLE may become too sensitive in detecting differences among the data, making goodness-to-fit measures poor (ibid).

In SEM, models containing five or fewer constructs, each with three or more observed variables (see *Figures 3.1 & 3.2*), and with a Cronbach's α above .60 (see *Table 3-2*), adequate estimation can be achieved with samples as small as between

100 – 150 (ibid). As shown in Table 3-5, the current study's sample size was 117, which it is within the limits for reliable SEM analysis.

3.3.2.3. Developing a Model for the Current Study

The SEM model under investigation in this current study (see *Figure 3.2*) is an adaptation of the model used in Yashima, et al. (2004) (see *Figure 3.1*), which was a model originally adapted from Yashima (2002). The structure, and the direction of the relationship paths of the current model are the same as in Yashima et al. (2004), however two of the indicator variables used to describe the latent variable International Posture, and one of the indicator variables used to describe Frequency of Communication differ. See *Table 3-1* for details on changes.
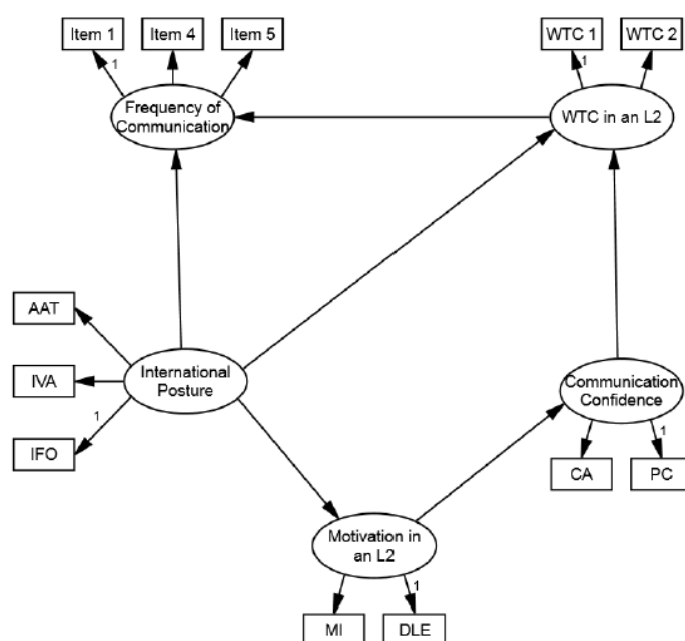
Figure 3.1 Hypothesized Model in Yashima et al. (2004)

Note: IVA = Interest in International Vocation / Activities. IFA = Interest in Foreign Affairs.
IFO = Intercultural Friendship Orientation. CA = Communication Anxiety.
PC = Perceived Competence. MI = Motivation Intensity. DLE = Desire to Learn English.
WTC = Willingness to Communicate. Freq. = Frequency of Communication.
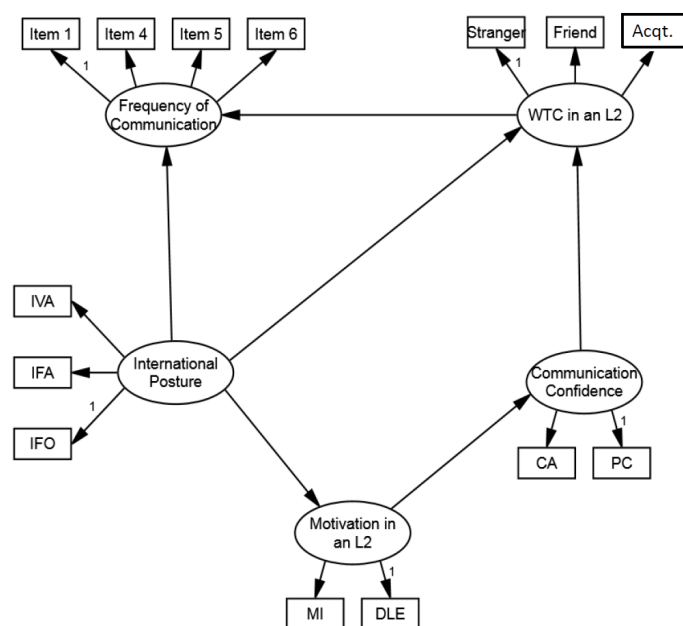
Figure 3.2 Model used in the current study.

<u>Note 1</u>: IVA = Interest in International Vocation / Activities. IFA = Interest in Foreign Affairs. IFO = Intercultural Friendship Orientation. CA = Communication Anxiety. PC = Perceived Competence. MI = Motivation Intensity. DLE = Desire to Learn English. WTC = Willingness to Communicate. Acqt. = Acquaintance

Yashima et al. (2004), and Yashima (2002) utilized SEM in order to examine the relationships among variables that affected Japanese learners of English's WTC. The same SEM procedure as was carried out in those investigations will be carried out in the current study, which sets out to investigate Korean learners of English's WTC and Communication Frequency.

3.3.2.4. *Modifying the Model*

In Yashima et al. (2004), the indicator variable 'Intercultural Friendship Orientation (IFO)' was not included "as it seemed to overlap conceptually and operationally with other observed variables" (p. 146). There was no such occurrence in the current study; therefore there was no reason to exclude it. However, the indicator variable 'Approach Avoidance Tendency (AAT)' was included in Yashima

et al. (2004), but as mentioned in *section 3.2.3*, these question items were deemed not applicable to the current situation, and were therefore dropped from the current model.

The Frequency of Communication questionnaire, as detailed in *section 3.2.3*, contains 6 items. Four of these items cover situations for voluntary language production (items 1, 4, 5, and 6), and two cover situations where language production is requested from the participant (items 2 and 3). In Yashima et al. (2004), the Frequency of Communication construct in the model was defined by three indicator variables, which indicated voluntary language production. For the current model, the same three items were used to define this construct (items 1, 4, and 5). Item 6, as seen in *Figure 3.2*, which was developed as a result of the pilot study, also indicates voluntary communication behaviour, and was therefore included. As opposed to situations where a participant is requested to speak, voluntary communication behaviour is seen as a better measure of a participant's frequency of communication; therefore, these four items were chosen to define the Frequency of Communication construct.

In Yashima et al. (2004), WTC was defined by two indicator variables, which represented odd items, and even items (see *Figure 3.1*). In the current investigation, three indicator variables, which specify the three types of receiver a participant would possibly converse with, namely – a friend, an acquaintance, and a stranger, defined the WTC construct.

It is mentioned in Hair et al. (1998), and Kline (2011, 2005) that there are a number of steps that ought to be followed in the development of an SEM model. However, as the model in the current study is one that was previously developed and used in Yashima et al. (2004), and Yashima (2002a), it is assumed that the necessary

steps in the development of the model were followed; it is therefore accepted that the model is identified. A model is considered identified when it is theoretically possible for a unique estimate to be derived of every parameter in the model (Kline, 2011).

3.3.3. Research Questions and IBM SPSS

The statistical programme IBM SPSS Statistics 21.0 was used to conduct Pearson correlation analysis, and multiple regression analysis on the target variables of the fourth and fifth research questions respectively. These questions read as follows:

iv. How does length of time residing in an L2 environment relate to International Posture, WTC, Communication Confidence, and Motivation in Learning an L2?

v. How does time residing in the L2 environment affect the relationships between International Posture and WTC, International Posture and Frequency of Communication, International Posture and Motivation in an L2, WTC and Frequency of Communication, Communication Confidence and WTC, and Motivation in an L2 and Communication Confidence?

The motivation for these research questions lay in the hypothesis that the length of time residing in an L2 environment would have an effect on the individual variables International Posture, WTC, Frequency of Communication, Communication Confidence, and Motivation in Learning an L2. For example, participants having stayed for a shorter period of time in the L2 environment might demonstrate less communication competence. It was also thought that the relationships between these variables would also differ depending on the length of time spent in the L2 environment. For example, the relationship between International Posture and WTC

might not be the same for participants who had been in Australia for shorter and longer periods of time.

These hypotheses therefore needed to be tested with respect to the length of time the participants had spent in the L2 environment learning English.

3.3.3.1. Categorical Time versus Continuous Time

A decision had to be made if it would be more favourable to analyse the participant group with time as continuous variable, in which the participant group would be analysed as a whole with respect to time, or if it would be more favourable to analyse the group with time as a categorical variable, in which the participant group would be dichotomized into two groups with respect to the length of time spent in the L2 environment.

Streiner (2002) indicates that findings are generally more accurate when the scaling of continuous variables is retained, i.e. when dichotomizing variables, loss of information can occur. However, in keeping a variable continuous, it is expected that the data are normally distributed; this is also accounting for variables that deviate from normality to some degree (ibid). Streiner does nonetheless explain that there are situations where it is acceptable to divide a continuous variable into a dichotomous variable. One such situation is found when the distribution of a variable is somewhat J-shaped, i.e. most of the subjects are clumped at one end, while the rest trail off in the opposite direction. In situations like this, where the distribution is highly skewed, the only solution is to dichotomize the variable (ibid). Figure 3.3 shows a reverse J-shaped distribution, which represents the present project's participant group with respect to time spent in the L2 environment. Based on the uneven shape of this distribution, a dichotomous time variable is preferable in the present study.
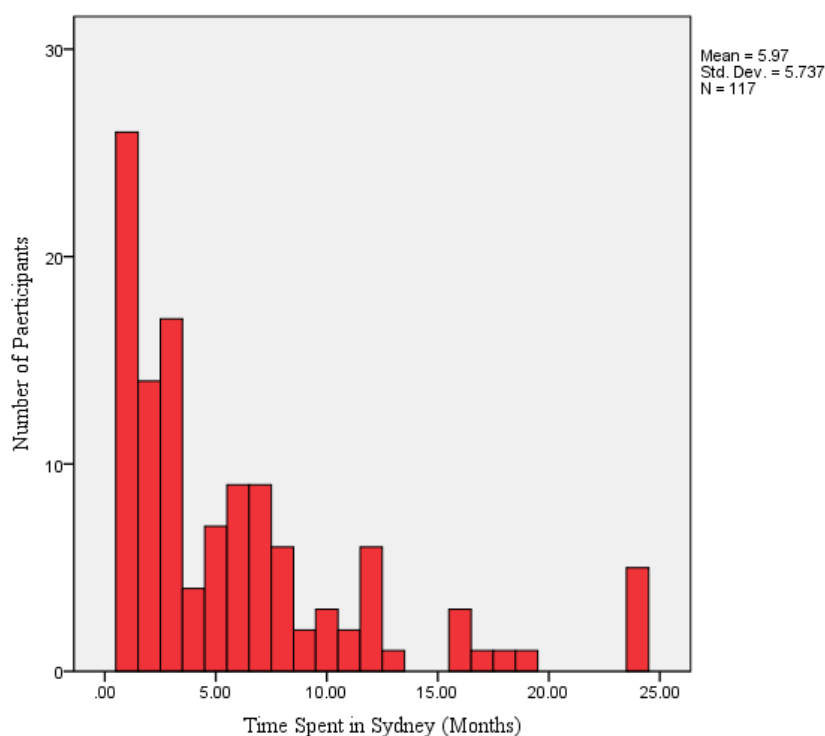
Figure 3.3 Time spend by participants in Australia

3.3.3.2. *Identification of Two Groups*

Two separate participant groups therefore had to be identified in order to answer the fourth and fifth research questions. Looking at *Figure 3.3*, it is shown that the majority of participants had been in Australia for three months or less (n = 57). This provides somewhat of an equal and convenient divide within the main group of 117 participants. 60 participants therefore represented four months or more in the L2 environment.

In Li (2003), ESL learners professed that their experiences of gradual immersion into an English speaking culture positively influenced their language learning; however, not all respondents' experiences were the same. Learning and becoming familiar with something new essentially takes time; it is a growing experience (Kim, 2001; Adler, 1987). Based on this understanding, and also on the researcher's original intention of using three months as a marking point, it was decided to group the participants who had been in Australia for three months or less

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into group one. This group represented the early stage of immersion into the L2 environment. The rest of the participants, representing four months or more in Australia, were grouped together into group two. This group represented the later stages of immersion into the L2 environment. See *Table 3-6* for details on the two groups.

Table 3-6 Identification of Two Participant Groups

Group	Length of Time	Number of Participants
One	3 months or less	57
Two	4 months or more	60

As a result of creating two groups, a new variable was created in SPSS identifying group one participants with a '0', and group two participants with a '1'. This new variable (categorical time) would be used to examine how time in the L2 environment relates to WTC, International Posture, Communication Confidence, and Motivation in an L2 – in other words, research questions four and five.

3.4. Summary

This current study set out to examine Korean learners of English's WTC in an ESL environment using methods and procedures primarily adopted from Yashima et al. (2004). This investigation is therefore considered an approximate replication study. The same hypotheses were assumed in the current study as were assumed in Yashima et al. (2004) regarding relationships among the variables International Posture, Communication Confidence, WTC, Motivation in an L2, and Frequency of Communication. A modified structural equation model was implemented to examine these relationships (RQ 1-3). Further, an addition to this study was a variable representing categorical time, which was used to examine the effect that length of

time residing in an L2 environment would have on the aforementioned variables, and also the relationships among these variables (RQ 4 &5). The following chapter will detail the results for all the five research questions.

4. Results

The present study examined Korean learners of English's Willingness to Communicate and its associated variables in an L2 environment. This chapter will present the findings for the 117 Korean participants examined. A description of the full sample's demographics, plus descriptive statistics on the complete questionnaire instrument will be outlined first. This will then be followed by statistical analysis results for the five research questions, which make up the present study.

Nine separate questionnaires formed the full instrument which examined the 117 Korean participants: Interest in Foreign Affairs, Interest in International Vocation or Activities, Intercultural Friendship Orientation, Motivational Intensity, Desire to Learn English, Communication Competence, Communication Anxiety, Willingness to Communicate, and Frequency of Communication. Responses to these questionnaires provided data to answer the five research questions.

4.1. Participant Demographic Information

Korean students enrolled at English language schools throughout Sydney Australia were the target participant group for the present study. In total, 117 Korean students were recruited for the study. This sample size is within the parameters, as stated in *section 3.3.2.2*, for reliable SEM calculations to be carried out (Hair et al. 2006). Furthermore, in light of the criteria defined in *section 3.2.1*, all 117 participants qualified for the study. Details on the participants follow.

Table 4-1Gender of Participants

Gender	Number of Participants
Male	52
Female	65
Total	117

As shown, the participant group was roughly equally split between male and female, but with slightly more female learners.

Table 4-2 Age of Participants

Age of Participant (Years old)	Number of Participants
19	3
20	4
21	11
22	15
23	18
24	19
25	16
26	9
27	9
28	11
29	2

Participants' age ranged from 19 years old to 29 years, with an average age of about 24 years.

Table 4-3 Time Spent in Australia

Length of Time (Months)	Number of Participants
1 – 3	57
4 – 6	20
7 – 9	17
10 – 12	11
13 – 15	1
16 – 18	5
19 – 21	1
22 – 24	5

The length of time spent in Australia ranged from one month to 24 months. While the average length of time spent in Australia was about 5 months, the majority of participants had stayed from one month to three months.

Table 4-4 Summary of Demographics

	Age (years old)		Length of Time in Sydney (Months)	
Number of Participants	117		117	
	52 Male	65 Female	52 Male	65 Female
Mean	24.02		5.96	
Standard Deviation	2.412		5.73	

4.2. Descriptive Statistics for the Questionnaire Instrument

Nine questionnaires examined the participant group for the present study (see *section 3.2.2*). The mean score, standard deviation, and maximum and minimum scores for each questionnaire are detailed in *Table 4-5*.

Table 4-5 Descriptive Statistics on Questionnaire Variables

Questionnaire	N	Min	Max / Total	Mean	S.D
WTC	117	16.67	96.67 / 100	54.83	17.85
CA	117	11.67	80.50 / 100	43.86	17.74
PC	117	14.17	86.67 / 100	56.47	15.13
IFO	117	20.00	28 / 28	26.00	1.734
IVA	117	15.00	40 / 42	27.85	4.922
IFA	117	4.00	14 / 14	9.58	2.346
MI	117	14.00	41 / 42	30.86	5.006
DLE	117	13.00	40 / 42	27.47	5.244
Freq_1456	117	8.00	37 / 40	26.06	6.441

Note: IVA = Interest in International Vocation / Activities. IFA = Interest in Foreign Affairs. IFO = Intercultural Friendship Orientation. CA = Communication Anxiety.
PC = Perceived Competence. MI = Motivation Intensity. DLE = Desire to Learn English. WTC = Willingness to Communicate. Freq_1456 = Item 1, Item 4, Item 5, and Item 6 from Frequency of Communication questionnaire.

4.3. Research Questions 1-3

In order to address the first three research questions, a structural model was hypothesized using IBM SPSS AMOS .21.

Wright (1923), the founder of structural equation modeling (SEM), highlights that an understanding of causal relations is essential when tackling SEM. Therefore, interpretation of relationships between International Posture, WTC, Motivation in an L2, and Communication Confidence in the current study are based on the notion that these relationships are causal by nature, which may result in L2 communication behaviour. Belief in these relationships is based on the assumption that learner attitude affects behaviour and behaviour consequently affects performance. It should therefore be noted that the relationships depicted in the proposed model do not represent an absolute truth, and may be taken *cum grano salis*. However, the proposed model in the present study is consistent with previous models (see, Yashima, 2002; Yashima et al. 2004), therefore, the proposed relationships within the model should be seen in a credible light.

Figure 4.1 depicts the structural equation model for the present study (n=117). See *Table 4-6* for an overview of suggested model fit indices, plus the fit indices for the current investigation's model. See *Table 4-7* for the path coefficients' significance.
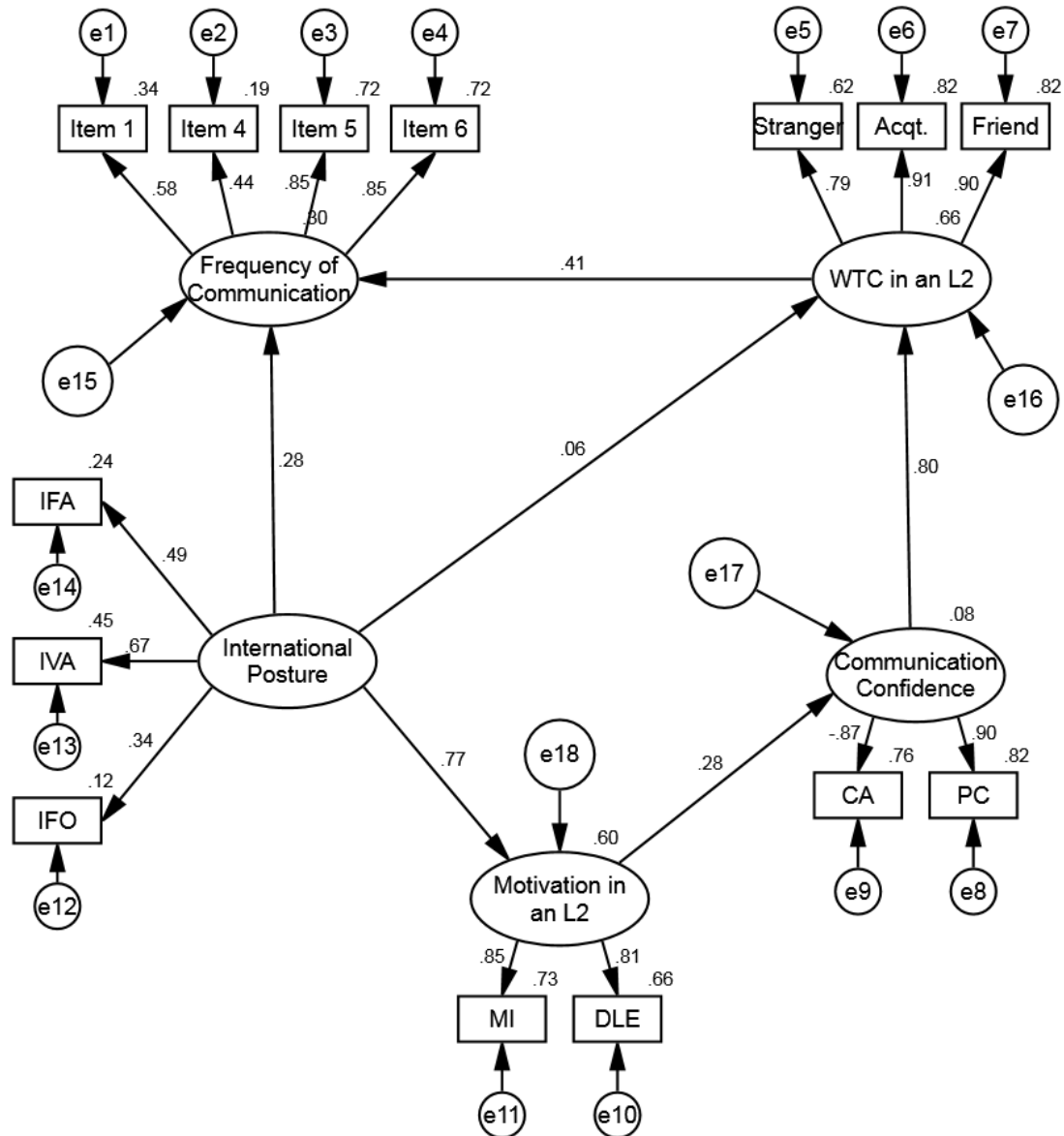
*Figure 4.1 The Structural Model Representing Korean Learners of English in an L2
Environment (n=117)*

Note: IVA = Interest in International Vocation / Activities. IFA = Interest in Foreign Affairs.
IFO = Intercultural Friendship Orientation. CA = Communication Anxiety.
PC = Perceived Competence. MI = Motivation Intensity. DLE = Desire to Learn English.
WTC = Willingness to Communicate. Acqt. = Acquaintance. Item 1, Item 4, Item 5, and Item
6 = volunteer Frequency of Communication items from questionnaire.
See *Table 4-7* for path coefficients' significant values.

Table 4-6 Goodness-of-Fit Indices

Model Fit Index	Suggested Cut-Off Criterion	Current Model's Fit Indices
Chi-Square	Non-Significant p value (p >.01)	Significant p value (p <.01) 165.118 at 71 df
Normed Chi-Square (NC)	< 3	< 3 (NC = 2.326)
RMSEA	< .08	> .08 (RMSEA = .095)
CFI	> .90	> .90 (CFI = .901)
GFI	> .90	< .90 (GFI = .850)

Table 4-7 P Values for Model's Path Coefficients

Path	P Value
International Posture – Frequency of Communication	.050*
International Posture – WTC	.510
International Posture – L2 Motivation	.005**
L2 motivation – Communication Confidence	.008**
Communication Competence – WTC	.000**
WTC – Frequency of Communication	.000**

Note: * $p \leq .05$; ** $p = < .01$

4.3.1. Goodness-of-Fit (GOF)

Once a model has been specified, and sufficient data has been collected, validity of the model is an issue. Model validity depends on GOF (Hair et al. 2006). GOF or model fit indices denote how well the specified model reproduces the covariance matrix among the indicator items. In other words, model fit indices compare the theory to reality as represented by the data (ibid). In a perfect world, the estimated covariance matrix, and the actual observed covariance matrix would be identical. However, this is rarely the case. The closer the values of these two matrices are to each other, the better the fit (ibid).

While Chi-Square is the most fundamental measure of fit, which calculates the difference between the observed covariance matrix and the estimated covariance matrix, there are also a number of other GOF measures available to assess a model. They are generally classified into three groups: absolute measure, incremental measures, and parsimony fit measure (ibid). Absolute fit indices provide the most basic assessment of how well a theory fits the data sample – they are a direct measure of how well the model replicates the observed data (ibid). Chi-Square, Goodness-of-Fit Index (GFI), and Root Mean Square Error of Approximation (RMSEA) are examples of absolute measures. Incremental fit indices assess how well a specified model fits relative to a null model – a null model assumes all observed variables are uncorrelated (ibid). Comparative Fit Index (CFI) is an example of an incremental fit measure. Parsimony fit indices are used to identify which model among competing models is best fitting. These indices are not useful in assessing a single model, so they will not be useful in the present investigation as there is one model being assessed (ibid). The next section will give detail on the GOF of the present model using the aforementioned fit indices.

4.3.2. GOF for the Present Model

The model in Figure 4.1 does not indicate a good fit to the data when compared to the suggested model fit parameters in *Table 4-6* (Hair et al. 2006; Kim & Bentler, 2006; Kline, 2011).

The Chi-Square Goodness to Fit Index was 165.118 at 71 degrees of freedom, which was significant at $p < .01$. A non-significant value ($p > .01$) would indicate a goodness of fit; however, in this case, a significant value indicates a badness to fit (ibid). Kline (2005) explains that some researchers have divided the Chi-Square value by its degrees of freedom in an attempt to reduce the sensitivity of the Chi-Square to sample size. This results in a normed Chi-Square (NC). Bollen (1989) points out that normed Chi-Squared values of $2.0 - 3.0$ can be an indication of reasonable fit. Hair et al. (2006) highlight Normed Chi-Square ratios of 3:1 or less as a sign of better fitting models. The NC for the present model is 2.326. However, in Kline (2011), it is pointed out that there was never any clear guideline outlined for NC values, and any calculated value should not be relied too heavily upon in establishing goodness to fit.

As mentioned in section 4.3.1, as well as Chi-Square, there are a number of other fit indices used to establish goodness of fit. Goodness of Fit Index (GFI) was produced as a fit statistic that was less sensitive to sample size (Hair et al. 2006). Values range from 0 to 1, with higher values suggesting a better fit. A value of over .90 typically indicates a good fit (ibid). The GFI for the current model is .85. This is under the suggested .90 cut off value, which implies a bad fit.

Root Mean Square Error of Approximation (RMSEA) is a measure of how poor a model is, or is a scaled badness of fit index (Kim & Bentler 2006; Kline, 2011). Hair et al. (2006) highlight that it is debatable what a *good* RMSEA is, but lower values typically indicate a better fit. Values can range from $0 - 1$, with values

between .05 and .08 suggesting reasonable fit, and values >.1 indicating a poor fit (Browne & Cudeck, 1993). RMSEA for the current model was .095.

Comparative Fit Index (CFI) assesses the relative improvement in fit of a model compared with a baseline or null model (Kline, 2005). Values again range from 0 to 1, with higher values indicating better fit. Values < .90 are associated with models that do not fit well (Hair et al. 2006). Furthermore, CFI is among one of the more widely used goodness of fit indices (ibid). The CFI for the current model was .901, which suggests a good fit.

4.3.3. Addressing Model Fit Indices

In light of the aforementioned fit indices, MacCallum and Austin (2000) write, "with respect to model fit, researchers do not seem adequately sensitive to the fundamental reality that there is no true model… that all models are wrong to some degree…" (p. 218). Further, Kline (2011) underlines "that there is no statistical 'gold standard' in SEM that automatically … leads to the decision about whether to reject or retain a particular model" (p.190). Hair et al. (2006) echoes this point, and also adds that research is emerging that challenges these so-called cut off points. Kline (2011) goes on to highlight that the various developed fit indices just provide a general rule of thumb, and it is becoming ever more clear that these guidelines are not adequate enough to cover the whole range of variances within models. Researchers in SEM have relied too heavily on these indices in accepting or rejecting particular models (ibid). Kirk (1996, as cited in Kline, 2011) notes that a scientific decision is "ultimately a qualitative decision based upon the researcher's domain knowledge" (p. 191). Essentially, an evaluation of findings in science includes some degree of subjectivity – this is not unscientific. To solely base decision on statistics removes

subjectivity, which is an essential part of the decision making process (Huberty & Morris, 1988, as cited in Kline, 2011).

Considering that only one of the aforementioned fit indices described above (*Table 4-6*) was within its goodness of fit range (CFI = .90), and the others just lying outside their respective ranges, it is suggested that confidence should be put into the path coefficients described in *Figure 4.1*, as this structural equation model is an adapted model from Yashima et al. (2004), & Yashima (2002), which was proven reliable in those respective investigations. The model in the current investigation is using data that was collected from participants in an L2 environment as opposed to the data in the Yashima studies, which was collected primarily in an L1 environment, and with participants who were familiar with each other. The data for the current study was collected from participants unfamiliar with each other, who had a greater age range, and attended different English language schools in Sydney. It may not be too presumptuous to say that all these differences may account for a greater variance in the data, and thus result in a model that appears to not fit the data well according to fit indices that are coming under increasing attack in recent years (Kim & Bentler, (2006). After all, "SEM is not used to get a good fit; it is used to test theory" (Hair et al. 2006, p. 751).

4.3.4. Research Question One

- Can WTC among Korean learners of English predict Voluntary Frequency of Communication in an ESL environment?

A strong correlation between these two variables would indicate that WTC in a strong predictor of voluntary Frequency of Communication – a weak correlation would indicate that WTC is a predictor of voluntary Frequency of Communication, albeit weakly.

Figure 4.2, which depicts the relationship between the two variables, is taken from the main model in Figure 4.1. The path coefficient between WTC in an L2 and Voluntary Frequency of Communication was r = .41, which was significant at p = < .01. This is considered a moderate correlation (See *Table 3-4*). This suggests that WTC in the L2 can mildly predict voluntary Frequency of Communication in the current study's participant group. The same relationship in Yashima et al. (2004) produced a correlation of r = .33. This correlation was weaker than the present study's correlation.

** P < .01
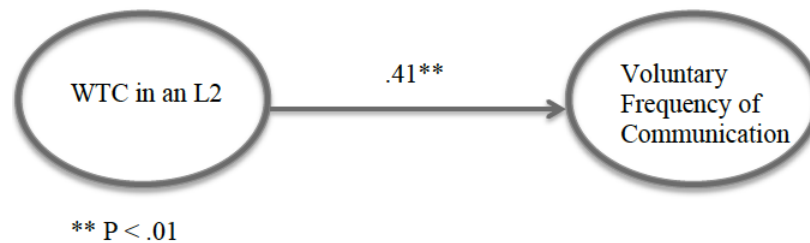
Figure 4.2 Path Coefficient between WTC and Frequency of Communication – taken from Figure 4.1

4.3.5. Research Question Two

- Is International Posture a reliable predictor of Korean learners of English's WTC and voluntary Frequency of Communication in an ESL environment?

Figure 4.3, which depicts the relationship between the variables, is taken from the main model in Figure 4.1.

The path coefficient between International Posture and Voluntary Frequency of Communication was r = .28. The strength of this correlation is considered weak to moderate (see *Table 3-4*), but it can be interpreted as indicating that there is a weak to mild predictive relationship between International Posture and Voluntary Frequency of Communication. In Yashima et al. (2004) a stronger correlation between these two

variables was shown ($r = .45$ at $p < .01$). This is considered a moderate strength correlation (See *Table 3-4*).

The path coefficient between International Posture and WTC in an L2 was $r = .06$ (See *Figure 4.3*). This signifies that little or no relationship exists between these two variables. There was also no in-direct relationship between International Posture and WTC. In Yashima et al. (2004) the correlation between these two variables was .27 at p = < .01, which is considered a weak correlation. In Yashima (2002) the correlation was $r = .22$, which was significant at p = < .01. This is also considered a weak correlation.
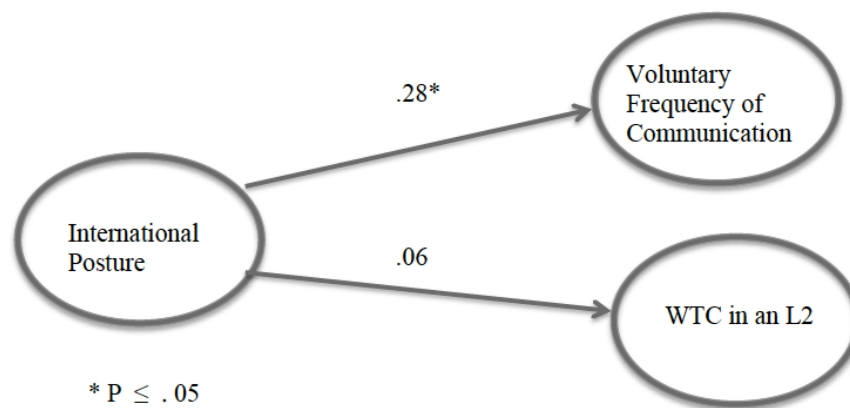
Figure 4.3 Path Coefficients between International Posture and Frequency of Communication, and International Posture and WTC – taken from Figure 4.1.

4.3.6. Research Question Three

- What are the relationships among the variables International Posture and Motivation to Learn the L2, Motivation to Learn the L2 and Communication Confidence, Communication Confidence and WTC?

Figure 4.4, which depicts the relationship between the variables, is taken from the main model in Figure 4.1.

The correlation between Communication Confidence and WTC was the highest among all other variables in the model. This path coefficient was $r = .80$. This is considered a strong relationship (see *Table 3-4*), which indicates that Communication Confidence is a very strong predictor of WTC among the cohort of participants. In Yashima (2002), and Yashima et al. (2004), the same relationship produced path coefficients of $r = .68$, and $r = .59$ respectively, which were not the highest in those respective models.

The correlation between International Posture and Motivation in an L2 was the second strongest relationship in the model (See *Figure 4.4*). This path coefficient was $r = .77$, and also considered a strong correlational relationship. In Yashima (2002), and Yashima et al. (2004), the same relationship produced path coefficients of $r = .79$, and $r = .73$ respectively. These were the highest correlations in both those models respectively.

The relationship between Motivation in an L2 and Communication Confidence produced a path coefficient of $r = .28$ (See *Figure 4.4*). This is considered a weak to moderate correlation as stated in *Table 3-4*. The same relationship in Yashima (2002), and Yashima et al. (2004), produced path coefficients of $r = .43$, and $r = .41$ respectively.
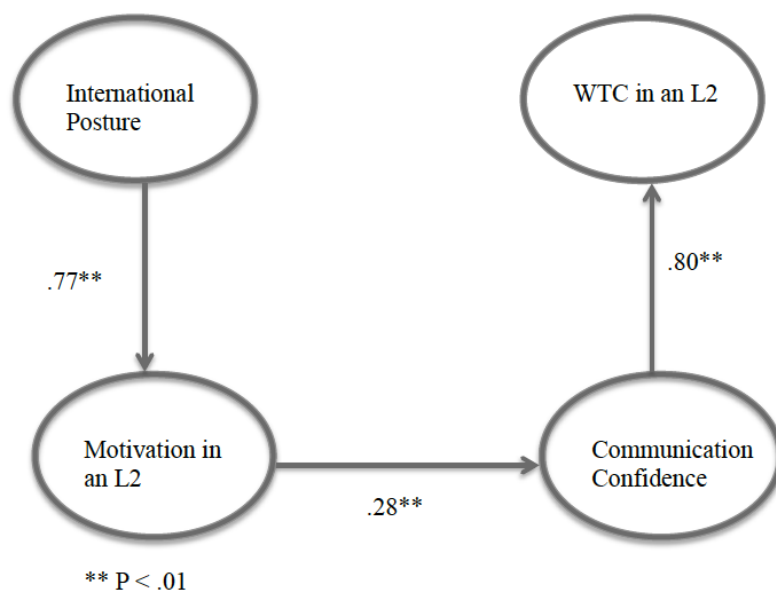
Figure 4.4 Path Coefficients between International Posture and Motivation in an L2, WTC in an L2 and Communication Confidence, and Motivation in an L2 and Communication Confidence – taken from Figure 4.1.

In sum, all correlations between variables in the model in Figure 4.1 were significant, except for the correlation between International Posture and L2 WTC. This path was significant in Yashima (2002), and Yashima et al. (2004). The strongest correlation in the current model was between Communication Confidence and L2 WTC; however, in both the Yashima studies the strongest correlation was between International Posture and Motivation in an L2.

4.4. Research Question Four

- How does length of time residing in an L2 environment relate to International Posture, WTC, Communication Confidence, and Motivation in Learning an L2?

Pearson Correlation Coefficients were used to analyse this question (see *Table 4-8*). In the Table, the first column gives details on the relationships between Categorical Time and the variables.

In order to answer this question, two groups had to be identified with respect to the length of time the participants had spent in the L2 environment (see *section 3.3.3.2*). Group One was identified as three months or less, and Group Two was identified as four months or more residing in Australia (see *Table 3-6*).

Looking at *Table 4-8*, a positive correlation between the Categorical Time variable and the other variables indicates that Group Two participants (≥ 4 months) registered a higher score on each variable than Group One (≤ 3 months) participants. This means that the participants that had stayed longer in the L2 environment scored higher on International Posture, WTC, Communication Confidence, and Motivation in Learning an L2 than did the participants who had stayed a shorter time in the L2 environment. However, all correlations are non-significant. One correlation is almost significant, between Categorical Time and Communication Confidence, $r = .179$ at p $= .056$. This suggests that Group Two participants (≥ 4 months) scored slightly higher on Communication Confidence, but the data are inconclusive.

Table 4-8 Pearson Correlation Coefficients Used to Answer Research Question Four

Variable	1	2	3	4	5
1. Categorical Time	1.0				
2. Int. Posture	.095	1.0			
3. WTC	.130	.237*	1.0		
4. Comm. Confidence.	.179	.067	-.131	1.0	
5. L2 Motivation	.075	.450**	.293**	-.024	1.0

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

In Table 4-9, the first column gives details on the relationships between Categorical Time and the indicator variables. It indicates that Group Two (≥ 4 months) participants scored higher on Perceived Comeptence, and Group One (≤ 3 months) scored higher on Intercultural Friendship Orientation. No other variable correlates with the Categorical Time. This partially supports the contention that time residing in the L2 environment affects the variables underlying WTC.

Table 4-9 Pearson Correlation Analysis Comparing Indicator Variables and Categorical Time Variable

Variable	1	2	3	4	5	6	7
1 Categorical Time	1.0						
2 CA	- .140	1.0					
3 PC	.292**	- .790**	1.0				
4 IFO	- .262**	- .065	.075	1.0			
5 IVA	.118	- .085	.243**	.250**	1.0		
6 IFA	.162	- .238**	.254**	.217*	.337**	1.0	
7 MI	.066	- .125	.151	.218*	.463**	.307**	1.0
8 DLE	.065	- .238**	.243**	.098	.432**	.235*	.696**

Note 1: * *p* < .05; ** p = < .01

Note 2: IVA = Interest in International Vocation / Activities. IFA = Interest in Foreign Affairs. IFO = Intercultural Friendship Orientation. CA = Communication Anxiety.
PC = Perceived Competence. MI = Motivation Intensity. DLE = Desire to Learn English.

4.5. Research Question Five

-   How does time residing in the L2 environment affect the relationships
    between International Posture and WTC, International Posture and Frequency
    of Communication, International Posture and Motivation in an L2, WTC and
    Frequency of Communication, Communication Confidence and WTC, and
    Motivation in an L2 and Communication Confidence?

Effect moderation via multiple regression was applied to examine this
question, which is a statistical method used for predicting a dependent variable from
two or more independent variables (Glass & Hopkins, 1996). This question is
examining if the relationship between two variables remains the same or changes
across the length of time residing in the L2 environment. For example, if the
relationship between International Posture and WTC is the same for Group One as it
is for Group Two, it would indicate that length of time residing in the L2 environment
is not influencing the relationship.

A new variable was created to examine each of these relationships –
(independent variable x Categorical Time). This new variable tested an interaction,
i.e. how length of time changes the relationship between the two variables. The
significance (p value) of this new variable indicates if the relationship between the
examined variables changes from Group One and Group Two.

Table 4-10 details the regression coefficients for the relationships between the
variables as stated in the research question. The last column details all the p values.

Table 4-10 Summary of Relevant Significant Values to Test Interaction between Groups

Dependent Variable Independent Variables		T	Significance (p value)
WTC	Int. Posture x Time	1.306	.180
Freq. of Comm.	Int. Posture x Time	1.348	.194
Mot. L2	Int. Posture x Time	1.159	.249
Freq. of Comm.	WTC x Time	.056	.955
WTC	Comm. Confid. x Time	.844	.401
Comm. Confid.	Mot. L2 x Time	- .424	.672

Note 1: * *p* < .05
Note2: Comm. Confid. = Communication Confidence. Mot. L2 = Motivation in an L2. WTC = Willingness to Communicate. Freq. of Comm. = Frequency of Communication. Int. Posture = International Posture. Time = Categorical Time.

As indicated in the last column, there are no significant relationships. All *p* values are > .05, which means that there are no significant moderating effects. A significant relationship (*p* < .05) would mean that an interaction between the two groups had been detected, which would suggest that the relationship between two variables (e.g. Communication Confidence and WTC) is different for Group One (< 3 months), and Group Two (> 4 months). However, this is not the case – all relationships are non-significant. This indicates that the relationships between the variables, as stated in research question, remain the same for Group One and Group Two. Therefore, the length of time in the L2 environment does *not* affect the relationship between any of the variables. In other words, the relationship between International Posture and Frequency of Communication is the same for short-term participants and long-term participants, i.e. Group One and Group Two – and this is the case for all other relationships between variables.

4.6.   Summary

This chapter addressed the five research questions associated with this study using three statistical analytical procedures – SEM addressed questions one, two and three, and found that International Posture was not a predictor of Willingness to Communicate, but was a predictor of voluntary Frequency of Communication; Pearson correlations addressed question four, where it was found that Perceived Competence was significantly higher for Group Two (≥ 4 months) compared to Group One (≤ 3 months), and Intercultural Friendship Orientation was significantly higher for Group One (≤ 3 months) compared to Group Two (≥ 4 months); regression analysis was used to address question five, where it was found that the relationship between variables (*International Posture and WTC, International Posture and Frequency of Communication, International Posture and Motivation in an L2, WTC and Frequency of Communication, Communication Confidence and WTC, and Motivation in an L2 and Communication Confidence*) remains the same for Group One (≤ 3 months) and Group Two (≥ 4 months), i.e. length of time in the L2 environment does not affect the relationship between the variables. The next chapter will discuss the implications of these findings.

5. *Discussion and Implications*

This chapter begins by highlighting the findings in relation to the Yashima studies. This is followed by a discussion of the results in comparison to similar studies in the field, with focus on the results demonstrated in Yashima (2002), and Yashima et al. (2004). The following and final chapter provides information on the significance of the current study, its pedagogical implications, its limitations and finally an overview of further research recommendations.

5.1. *A Summary of Findings*

A structural equation model (*Figure 4.1*) was employed to answer the first three research questions -

From the data analysis, it was shown that there was a moderate significant correlation between WTC and voluntary Frequency of Communication ($r = .41$). This suggests the WTC was a predictor of this cohort's voluntary Frequency of Communication. This relationship also produced a stronger path coefficient than the one produced in Yashima, et al (2004), where the correlation was ($r = .33$).

The path coefficient between International Posture and voluntary Frequency of Communication was also significant ($r = .28$). This was, however, not as strong as the correlation produced for the same relationship in Yashima et al. (2004) – this path coefficient was ($r = .45$). This suggests that, the Japanese learners examined in Yashima et al. (2004) who had a more open attitude towards the international community were more inclined to produce communication behaviour compared to the Korean cohort examined in an ESL context for the present study. Further, the path between International Posture and WTC in the current study was not significant, indicating that there was no relationship between those two variables. This is also in

contrast to Yashima et al. (2004), where the path coefficient for the same relationship suggested a weak to moderate correlation ($r = .27$).

It was also revealed that the path coefficient between Communication Confidence and WTC was the strongest of all paths ($r = .80$). This correlation is also significantly higher than what was produced in Yashima et al. (2004) ($r = .59$). The correlation for the present study suggests that Korean English learners in the ESL context who possess strong Communication Confidence demonstrate a high L2 WTC. The correlation between International Posture and Motivation in an L2 was similarly strong ($r = .77$), and also shown to be slightly higher than the same relationship in Yashima et al. (2004) ($r = .73$). The relationship between Motivation in an L2 and Communication Confidence, although significant ($r = .28$), was not as strong as that shown in Yashima et al. (2004) ($r = .43$). However, there was a significant indirect effect detected between Motivation in an L2 and WTC through Communication Confidence. Other indirect paths of significance were detected between International Posture and Communication Confidence through Motivation in an L2, and Communication Confidence and Frequency of Communication through WTC. There was no indirect path detected between International Posture and WTC. This along with the non-significant direct path between these two variables highlights the negligible effect International Posture has on L2 WTC in an ESL environment, which in contrast to the Yashima studies conducted in an EFL context.

Pearson correlational analysis and regression analysis were used to investigate research questions four and five respectively.

Based on Pearson correlational analysis (*Table 4-8*), it was shown that, although all correlation coefficients between variables and Categorical Time were positive indicating a preference towards Group Two participants ($\geq$ 4 months), all

correlations were non-significant, suggesting that length of time in the L2 environment is not an influential factor in describing the variables International Posture, WTC, Communication Confidence, and Motivation in Learning an L2. It was demonstrated however (*Table 4-9*) that there was a weak to moderate correlation ($r = .29$) between Categorical Time and Perceived Competence. This indicates that participants who have stayed longer in the L2 environment have more perceived competence in speaking. It was also shown that there was a weak to moderate correlation ($r = - .26$) between Categorical Time and Intercultural Friendship Orientation (IFO) for Group One participants ($\leq$ 3 months). This implies that the people who had stayed a shorter time in the L2 environment demonstrated a higher degree of IFO.

The use of regression analysis revealed that the relationships between the variables as stated in the research question, do not change as a result of the length of time residing in the L2 environment. What this means is that the length of time a participant was residing in Australia did not change how International Posture relates to Frequency of Communication – this was the same for all other relationships. Therefore, time was not a factor in describing the relationships between variables across the two groups.

5.2. Comparison of Current Findings to Literature

5.2.1. Introduction

This section will discuss the results of the first three research questions in relation to the theoretical underpinnings and findings of the Yashima investigations, and the fourth and fifth questions in relation theoretical perspective within the literature.

5.2.2. L2 Communication

MacIntyre et al.'s (1998) heuristic model assumes that use of the L2 is the ultimate goal of language learners, and it is directly influenced by WTC, which is the penultimate layer of the model (see *Figure 2.4*). Ideally, L2 learners with higher WTC would be assumed to use the L2 more often, and would be expected to voluntarily engage in situations that would require more frequent use of the second language. It was for these reasons that MacIntyre and associates contended that WTC would engender a greater likelihood of L2 communicative behaviour. In the current study, which examined L2 learners in an ESL context, it was demonstrated that those who were more willing to communicate in various interpersonal situations were more likely to voluntarily use their L2 in the classroom, ask teachers questions outside of class, and/or communicate with friends or acquaintances in social situations. This relationship was also found in Yashima et al. (2004). Similarly, this observation is in line with previous studies (e.g. MacIntyre & Charos, 1996; MacIntyre & Clément, 1996) that demonstrated that L2 WTC is a predictor of Frequency of Communication. Ultimately, higher levels of L2 WTC should therefore be considered to increase the likelihood of voluntary L2 communication behaviour (MacIntyre, Baker, Clément & Conrad, 2001).

The path correlation between these two variables in the present study however was slightly stronger than in Yashima, et al.'s, which examined L2 learners in an immersion context in Japan, and also higher than in immersion studies conducted in Canada (e.g. Baker & MacIntyre, 2000; Clément et al. 2003). All these studies, including the present study used a self-report questionnaire to assess frequency of L2 use. However, in Cao and Philp (2006), which compared classroom observed frequency of L2 use and self-reported L2 WTC found that there was no clear link

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between the two – they did not however provide any correlation coefficient. This puts into doubt the validity of using self-report questionnaires to gauge a student's L2 behaviour, as people tend to over inflate their behaviour when reporting upon themselves. However, MacIntyre and Charos (1996) comment that increased contact with the L2 does have a positive influence on language behaviour – in other words, learners who are more willing to communicate will use the language more when in an environment where there is more contact with native speakers. This assertion has been observed in other studies including Windle's (2006) study of Korean students in Canada. It should therefore be considered that compared to an immersion context, L2 WTC in an L2 environment may be more conducive to L2 behaviour. In this environment there is increased opportunity within varied contexts to use the L2 with the local population, while in an immersion context, where the L2 would be primarily used in an enclosed environment, i.e. an English only school setting where English would mainly be used with teaching staff and other pupils, L2 use, although frequent, is limited to that environment.

The path model also showed that participants in the current study who had higher scores in International Posture were also more inclined to voluntarily engage in communication more frequently. The same pattern was also observed in Yashima et al. (2004), albeit slightly stronger, which might indicate that International Posture – a variable conceptualised in an EFL setting – is more of a predictor of communication behaviour in an immersion setting than in an intercultural contact situation. The correlation matrix showing the relationships between the indicator variables (see *Appendix A*) shows that participants who were more interested in international affairs (IFA) had higher levels of L2 behaviour – a similar strength relationship was also observed in the Yashima et al. study. The IFA questionnaire (see *Appendix B*)

contains two questions enquiring about how often participants would watch international news and talk about international affairs. The relationship between IFA and voluntary Frequency of Communication, found in both studies, may be indicative of the globalized world L2 language learners find themselves in today – in that, regardless of the learning context L2 learners find themselves in, they are interested in and will talk about matters other than what concerns their own country.

5.2.3. *Attitudes in the Learning Context*

Yashima et al. (2004) posited that for many L2 language learners in Japan, English represents a connection to the world, and to the international community. The dual-goal orientations of today's Japanese EFL learners were highlighted, in that, while passing exams is an important short-term goal, learning English is also related to a vague long-term objective for use in intercultural contexts. A situation similar to that in Japan exists in Korea, where the passing of tests and exams is a big part of their students' lives (Kim, 2004) – but while Korea pushes itself into the globalized world, using English as a propellant, learners are exposed to opportunities that may lie beyond the borders (see Kim, 2007; Lee, 2006).

Consequently, learners of English would have individual differences on what the English language symbolized – one could have both goals to a higher or a lower degree. Yashima, however, was more concerned with international communication, and how relevant EFL learners perceived the English language beyond an instrumental value. Therefore, from an EFL perspective International Posture represents a desire to connect to the outside. The relationship between International Posture and L2 WTC was a central theme in the Yashima studies (Yashima, 2002; Yashima et al., 2004). It was hypothesized that a more positive attitude towards the

international community and intercultural contact would result in a stronger willingness to communicate with that community.

In the current model, International Posture, a concept concerned with integrativeness and learner attitude, was not a predictor of L2 WTC, neither directly nor indirectly. This is in contrast to the findings in Yashima (2002), and Yashima et al. (2004), in which significant relationships between the two variables were observed. International Posture was conceptualized in an EFL context; however, for learners in an ESL context, like the Korean cohort in the current study, an attitude that embodies an outwardly look and a desire to communicate with the international community may not be apt to describe an intercultural contact situation. Within an ESL environment there are many factors that can affect a learner's attitude to learning that are not considered in an EFL context.

Living in and adapting to the new L2 environment is very different to perceiving the same environment from an EFL context. Certain cultural differences are possibly at play in an ESL environment, which are not considered when a language learner is concepualising intercultural communication from an EFL perspective. In Zeng (2010), which examined Chinese L2 learners in a Canadian context, it was found that the learners' WTC was also not closely connected to International Posture. The ESL learners in that study professed that although language ability was an issue, the primary reason for not interacting with the native English speakers were cultural issues. This may indicate, as with the participants in the current study that learners can feel disconnected from a local population if they are not experienced enough in how to conduct themselves within the new L2 environment – this can consequently result in lower willingness to communicate. Language learners can lack the necessary cultural training to interact in the real world compared to EFL

classes back in their home country – the context in which International Posture was originally conceptualized. The result may also highlight that the Korean students in the present study had no interest in the local culture, and their reasons for sojourning might just be to experience life outside Korea for a certain period of time and not necessarily to integrate. They disconnect cultural learning from language learning.

Such beliefs may be traced to the language classroom in Korea. In EFL classrooms in Korea students are used to memorization and teacher centred instruction where little emphasis is put on cultural knowledge of the target community (see Eun, 2000; Li 1998). As a result students' cultural competence can lag behind their language competence. Consequently, with little emphasis put on the cultural aspect of learning a language, students can separate cultural learning from language learning, and can even place little interest on the cultural aspects of the target language and community. Liddicoat et al. (2003) state, "language cannot be separated from its social and cultural contexts of use" (p. 1); therefore, successful language communication requires a good understanding of cultural differences, proper language usage during intercultural interactions, good L2 competence, and a willingness to engage in communication. Interview based research would be needed to investigate this line of inquiry further in regards to the ESL learning context in the present study.

Furthermore, as Korean learners and Chinese learners share a similar Confucian background, certain parallels can be made between them in regards to how they perceive communication. A key feature within Confucian based societies are face-saving strategies, and the perception of harmony – within these ideals a speaker wishes to avoid embarrassment (Kim, 2007). In interviews conducted in Zeng (2010), it was discovered that learners with lower L2 WTC would only enter an interaction

with a local after they had made the necessary preparation, and also made appropriate

judgment regarding negative consequences. These strategies were employed in order

to maintain and form positive peer relationships with the target L2 community. Some

learners were even not willing to communicate for fear their communication practices

were deemed unacceptable. This behaviour also encouraged the L2 learners to be

more interested in communicating with other Chinese learners, where communication

practices were familiar and straightforward. This was also observed in Windle (2006),

where Korean ESL students would predominantly socialize with other Korean

students – they were drawn to and more interested in the familiarity of their peers.

Windle stated the students lacked the appropriate skills to interact with the local

population effectively, which discouraged an overall willingness to communicate.

Furthermore, International Foreign Affairs (IFA) was the only indicator variable to be

correlate with WTC, albeit weakly. Along with its correlation to Frequency of

Communication, this may be indicative of the global nature of learners, in that, they

are willing to talk about news and global events, but are not necessarily keen to

participate in specific culture activities within the target L2 community – this type of

attitude is encapsulated in Intercultural Friendships Orientation (IFO), which was the

weakest correlated indicator with L2 WTC (see *Appendix A*).

The kind of attitude a language learner holds towards another culture can

determine the level of interaction they will have with them, and thus success in

language achievement (MacIntyre, 2002; Yashima, 2002). Xu (2009) also states that

the ability to learn a language is influenced by the degree of interaction a learner has

with the target population, which in turn is influenced by their attitude. Although in

an EFL context, a high level of International Posture can be a predictor of WTC, as

was demonstrated in the Yashima studies, there are a number of factors in an ESL

context that an EFL context cannot account for. Imagining communication from an EFL perspective has the learner in familiar surroundings; however, in actual intercultural contact situations a learners' attitude or International Posture may have to be reevaluated, which consequently affects their willingness to communicate with the local population. Further research on ESL environments could examine what these contextual factors are and how they may influence language learners.

5.2.4. *Influences of Motivation and Communication Confidence*

MacIntyre and Clément (1996) reported in their investigation in a Canadian setting that a direct link existed between L2 communication and motivation. However, Yashima (2002) found that there was no direct path from L2 motivation to L2 WTC – she stated that a learner needs more than just motivation in order to be willing to communicate; he/she needs confidence. This perspective is also supported in the MacIntyre et al. (1998) heuristic model, where it is suggested that L2 motivation in Layer IV has indirect relation through L2 confidence in Layer III to L2 WTC in Layer II. In the current investigation, while there was no direct path hypothesized from L2 Motivation to L2 WTC, a significant indirect path was observed from L2 Motivation through Communication Confidence to L2 WTC. The path from L2 Motivation to Communication was also significant. This supports the premise observed in Yashima (2002), and Yashima et al. (2004) that L2 Motivation has an indirect relation to L2 WTC. There was also a significant path from International Posture to L2 Motivation, indicating that learners who see the relevance of learning English in the current global context are more motivated to learn it. More integratively orientated learners to the global learning context, which is represented in International Posture, are more motivated to learn the L2 (Gardner & MacIntyre, 1993).

The importance of the L2 motivational construct used in the current study not only supports its use in an ESL context, but also gives support to its use in non-immersion, and immersion contexts examined in the Yashima studies. It also furthers the relevance of the work done by Gardner and Lambert (1972) in using the variables Desire to Learn English (DLE) and Motivational Intensity (MI) (see *Appendix B*), the two measures of the L2 Motivation construct, to understand the motivation of L2 language learners better.

While Motivation has an indirect effect on L2 WTC, Communication Confidence is postulated to have a direct one. In MacIntyre and Charos' (1996) L2 WTC model, WTC was predicted by the two separate constructs communication anxiety (CA), and perceived competence (PC). However, Yashima (2002) postulated that a combination of these constructs to form a higher order construct, L2 Communication Confidence (CC), would predict L2 WTC. This is also represented in MacIntyre et al.'s (1998) heuristic model, where CC is suggested as an immediate predictor of L2 WTC. In Yashima et al. (2004), CC was also a higher order construct defined by CA, and PC. Whether defined separately or combined as a higher order construct, L2 perceived competence and L2 communication anxiety are considered two of the most immediate predictors of L2 WTC (MacIntyre & Charos 1996; Baker, & MacIntyre, 2003).

It is shown in the present study's model that Communication Confidence is directly related to L2 WTC. This supports similar observations in previous studies (e.g. Clément et al., 2003; Peng & Woodrow, 2010) including Yashima (2002), and Yashima et al. (2004), where the relationship between these constructs was the second highest within the model. However, the relationship between these two variables in the present study was the strongest within the model. This might indicate that,

communication in intercultural contact situations, where learners feel that they are not being evaluated, may have a more positive bearing on a learner's confidence to speak the L2 than in an immersion setting, where there may be higher instances of peer evaluation. However, in Hee and Woodrow (2008), which investigated six Korean students in a TESOL programme, it was demonstrated that the Confucian background of the students, in which the authority of figures plays a strong role in social interactions, affected how the students interacted with academic staff. They felt hesitant in communicating with people more senior than them.

Research has shown that lower levels of CA and higher levels of PC predict L2 WTC; however, it has been observed that depending on the learning context one will be more strongly correlated to L2 WTC than the other. Studies have shown that in low L2 contact settings, i.e. EFL contexts, PC is more correlated to L2 WTC (e.g. Clément et al., 2003; MacIntyre et al., 2002), while in high L2 use contexts, i.e. immersion settings, studies have shown that, CA is more correlated to L2 WTC than PC (e.g. Baker & MacIntyre, 2000; MacIntyre et al., 2003). However, in Yashima et al. (2004) it was shown that PC was more strongly related to L2 WTC in both an immersion setting and a study abroad setting, which are both high L2 context settings. In the present study, which took place in a study abroad setting, PC was more strongly correlated to L2 WTC than CA (see *Appendix A*). This adds support to the finding in Yashima et al. (2004) for high L2 context settings. Moreover, the correlation between PC and L2 WTC in the present study was stronger than what was observed in Yashima (2002), and Yashima et al. (2004).

It was suggested in Liu and Park (2012) that because in Korean culture, social evaluation plays an important part in one's self value, Korean L2 learners are more forthcoming in speaking in an out-of-class setting when conversing with strangers as

they are not afraid of losing face when chatting with somebody they do not know. McCroskey and McCroskey (1988) also stated that language learners tend to initiate conversation based upon how *they* feel about their competence. Based on these assumptions it may be postulated that in a study abroad context, where Korean students will have more contact with strangers than their fellow peers, PC could have more of an impact on L2 WTC – the Korean L2 learners will feel less inhibited by the Korean act of face-saving, and feel more competent in their language behaviour as they feel they are not being judged by their peers. Furthermore, the average age of the present study's cohort was 24 years old, with some participants aged 29 years old – although age was not a factor in this study, it could argued that the older one gets, the more mature they are, and therefore more likely to adapt to intercultural contact situations better – thus, perceiving themselves as better communicators.

5.2.5.   *Development of Variables during Sojourn*

MacIntyre et al. (2002, 2003) proposed that the multifaceted relationships between the variables that underlie the WTC construct tend to vary over time as language learners come upon new challenges and experiences in their language-learning journey, e.g. intercultural contact (see also Yashima, 2002). Furthermore, in Yashima et al. (2004) it was concluded that, over time, the experience of intercultural contact, if perceived as favourable, results in more interest in international affairs and motivates students to learn the language more – consequently, negative experiences over a period of time may have the opposite effect. It was also demonstrated in Yashima and Zenuk-Nishide (2008) that there was strong evidence to show the development of attitudes and L2 behaviour over a 3-year period in an L2 study abroad setting.

However in the present study, it was shown that there was no significant change in the individual variables from Group one (< 3 months), to Group Two (> 4 months). Participants from Group 2 who had stayed a longer length of time in the L2 environment did not show any significant difference in their WTC, CC, International Posture or motivations to learn the L2 as compared to Group One. It was also shown that the relationship between the variables (*International Posture and WTC, International Posture and Frequency of Communication, International Posture and Motivation in an L2, WTC and Frequency of Communication, Communication Confidence and WTC, and Motivation in an L2 and Communication Confidence*) did not change across the two groups. For example, participants who were in the L2 environment three months or less demonstrated the same relationship between International Posture and L2 Motivation, as did the participants who were in the L2 environment 4 months or more. Staying longer in the L2 environment did not seem to affect the relationship between the variables.

This is contrary to what was indicated in the Yashima studies (i.e. Yashima et al. 2004; Yashima & Zenuk-Nishide, 2008), which demonstrated the variable nature of the antecedents of WTC given the different experiences L2 learners go through (MacIntyre 2002, 2003). A possible reason to explain this is that in the present study the two identified groups consisted of completely different participants. It was a cross-sectional study looking at the participants at a particular time in their sojourn, in that, it did not track the progression of the participants from an early point to a later point in the L2 environment. This *was* the case however in the studies mentioned above, where differences in the variables were detected across time with the same cohort of participants. In those studies the same groups of participants were observed from an earlier point to a later point – it is therefore reasonable to understand that

changes were observed across a period of time. The same results might have been observed in the present study if the same cohort of participants represented both Group One and Group Two, i.e. at different points in their sojourn, but that was beyond the scope of the study – therefore, an interesting issue for future research.

While it appeared there was no difference between the two groups in International Posture and Communication Confidence, International Friendship Orientation (IFO), an indicator of International Posture, showed higher scores for Group One (< 3 months), and Perceived Competence (PC), an indicator of Communication Confidence, showed higher scores for Group Two (> 4 months).

IFO was developed from work done in Yashima (2000) with regard to EFL learners, in which it represents an orientation similar to the integrative orientation, but reflects the role of English as a global language and with no target community in mind. IFO asks participants how interested they are in making foreign friends, and the degree of interest they have in getting to know foreign cultures – it is a variable that has close ties to Norton's (2001) imagined communities concept, in that, EFL learners imagine situations where they might use their L2 for international communication. Based on this, it is reasonable to assume that learners who have been in Australia for a less amount of time might still exhibit tendencies similar to those of EFL learners. Therefore, this should be more pronounced in Group One participants rather than Group Two participants, in that, Group Two participants, who have been in the L2 environment longer, might have developed reasons, outside the concept of imagined communities, to learn English, as it does not apply to their situation.

PC describes how competent a learner perceives him/her self to be in the L2 language – this was higher in participants who had been in Australia a longer length of time. This might be indicative of time spent in an L2 environment; a language

learner has gained confidence, and perceives him/her self to be more competent in their language use over time. This may be due to increased positive interactions with the local population, as was similarly demonstrated in Yashima et al. (2004). A learner who has been in the L2 a shorter length of time might still be unsure of their language competency.

6. Conclusions and Suggestions

The present study set out to examine WTC among Korean learners of English in an L2 intercultural contact environment using a methodological approach adapted from Yashima et al. (2004). In doing so, it supported a number of findings in previous studies, while also contradicting others – specifically, how Yashima's (2002) variable International Posture relates to L2 WTC. First, this chapter will detail the significance of the current study, some limitations will then be outlined, and lastly suggestions for further research will be provided.

6.1. Significance of the Study

In addressing one of the fundamental constructs in the Yashima investigations, International Posture – and how it relates to L2 WTC in an ESL environment, this study sheds some light on some contextual and cultural factors that may further influence a learner's attitude in intercultural contact situations, which affects his or hers L2 WTC. These insights merit more attention from researchers, as awareness of sociocultural factors underline certain aspects of communication activities that should be taken more seriously in predicting Korean learners' communication behaviour – ultimately, aiding in their language use.

The findings support a number of results in the Yashima studies as well as in previous studies, which investigated WTC and its antecedents. It lends empirical support to the observation in Yashima (2002), and Yashima et al. (2004) that L2 motivation has an indirect effect on L2 WTC through Communication Confidence rather than a direct one. This study also lends support to the claim that Communication Confidence is a direct antecedent of WTC – it was the strongest relationship within the model (see also, Peng & Woodrow, 2010). Further, similar to Yashima et al. (2004), but showing a stronger correlation, it was demonstrated that

Perceived Competence is more strongly related to WTC in a high L2 setting, i.e. ESL environment, than Communication Anxiety. However, variables that were not accounted for in the present study such as positive interactions with the local population might be a contributing factor to increased Perceived Competence in an ESL environment. Accordingly, higher levels of Perceived Competence that predict higher levels of L2 WTC, should therefore predict higher levels L2 communication behaviour – consequently, this was the case in the current investigation. The relationship between L2 WTC and voluntary Frequency of Communication was stronger than what was produced in Yashima et al. (2004). This correlation may indicate that in an ESL environment as compared to an immersion setting, increased opportunity to use the L2 will evidently lead to higher levels of language behaviour – specifically, voluntary language behaviour. It may also indicate the necessity of having to use English more in a L2 environment compared to an immersion setting – for example, communicating with a taxi driver, or purchasing train or bus tickets are situations a learner will not find themselves in in an immersion setting.

The present study was conducted in an ESL study abroad context, which appeared to have a bearing on how International Posture related to voluntary Frequency of Communication and L2 WTC. Of importance was the non-significant relationship between International Posture and L2 WTC. This puts into question the applicability of this concept to an ESL environment. Language learners are less likely to feel connected to a specific language group when the majority of learning takes place in an environment where there is not much contact with native speakers. Attitudes toward the international community are cultivated through the process of learning the language; however, if learners lack specific cultural training or knowledge, their willingness to engage with the target culture may be diminished.

Ideally, familiarity with the culture of a host country can make communication a lot easier. However, though promoting classroom content that encourages participation in imagined communities could increase language learners' L2 WTC, actual contact with the target L2 community in the L2 environment may bring about unforeseen contextual factors that can hinder an L2 learner's L2 WTC. The non-significant relationship between International Posture and L2 WTC in an ESL context highlights the need to emphasize the personal relevance English has on language learners for communication. The global world in which the English language is being learnt nowadays allows the learner to take control of his or her own learning situation. Opportunities to use the new language are vast. Consequently, in order for a learner to be considered successful, it may not necessarily require him or her to integrate into the L2 environment. This brings into consideration Deci and Ryan's (1985) Self-Determination Theory with intrinsic/extrinsic orientations, as well as goal-setting theories as described by Dörnyei (2001), and how they can be used to account for the language learning process. Further, Dörnyei's (2005) Ideal L2 Self model, which puts focus more on the learner rather than on a desire to integrate to an external community might be more helpful in describing the attitudes of language learners in ESL contexts. Learners who can clearly visualize possible or ideal English-using selves are possibly more likely to develop WTC and engage in L2 communication (Yashima et al. 2004).

6.1. Limitations

The proposed path model for the current study did not fit the data well – of the five model fit indices proposed (see *Table 4-6*), two were within the acceptable limits, while the other three lay just outside the acceptable limits. However, Kline (2011), Hair et al. (2006), MacCallum and Austin (2000) point out that there is no statistical

gold standard within SEM, and research is emerging that challenges the indices used to assess path models (Hair et al., 2006). Confidence in the model was based upon all Cronbach's αfor each questionnaire being above the .6 reliability cut off limit, and the model itself is an adapted model from Yashima et al. (2004), & Yashima (2002). Furthermore, the sample size for this study was (n = 117), which was just above the 100 participant cut-off point for adequate SEM analysis (Hair et al., 2006) – this may have been a factor in the data not fitting the model well. A sample size above 150 is more desirable as results gained can be more generalizable and trustworthy. Sample sizes used in Yashima (2002), and Yashima et al. (2004) were above 150 participants, so although the current study's sample size was within the recommended limits, a higher sample size may have been more suitable in order to compare the studies more satisfactorily.

The quantitative methodological approach employed in the current study was limited in the sense that it could not capture the full nature and complexity of the Korean students' attitudes toward their learning situation. Addition of a qualitative component, where a selection of participants could have been interviewed, would have provided better insight into some of the contextual and sociocultural factors influencing the participants' language behaviours. Unfortunately, time constraints eliminated this option.

Alternate methods in assessing the participants frequency of L2 instead of a self-report questionnaire would have been more accurate – for example, class observation. However, as participants were recruited from many language institutes and the sample size being over 100, this was not feasible.

6.2.   Suggestions for Future Research

Liu and Park (2012) highlight that language teaching in Korea is faced with a number of obstacles – namely, traditional teaching methodology, which places the teacher at centre stage, large classes, cultural resistance in conjunction with a lack of cultural awareness, and a focus on grammar and passing exams. All of these can inhibit WTC inside and outside the classroom, and can train a learner to be more reticent in L2 contact situations and study abroad sojourns. However, in recent years, communicative language teaching (CLT) has been promoted more in language classrooms in Korea, which hopes to give learners more of an incentive to use the L2 outside of the classroom and how the L2 may be applicable to and play a more positive role in their lives (ibid). A comparison of programmes that promote CLT to varying degrees might give more insight into how effective they are in enhancing language learners' WTC. Results can then help in the development of better classroom practices, which promote learners' WTC and L2 behaviour. Furthermore, research needs to be conducted on the effectiveness of teaching material that promotes the use of English both locally and in diverse international contexts. Ideally, when learners are provided with diverse real-life communication opportunities, they can better understand the purpose of learning the L2 in connection with their own lives, and how it applies to many diverse contexts. Therefore, an investigation of Language programmes that promote the dynamic nature of English in diverse contexts needs to be carried out in order to determine how influential they are in stimulating a WTC in L2 contact situations.

The current study questioned the applicability of the International Posture construct in describing L2 WTC in an ESL environment. This construct is linked to attitudes learners hold toward the target language group, which are constructed

through a student's cultural awareness. In language learning cultural awareness is very important. Misunderstandings can lead to a breakdown in communication and may result in an unwillingness to communicate in intercultural contact situations (Samovar & Porter, 2003). A language learner's choice of how to communicate is generally shaped by his or her own culture, and cultural learning is generally achieved by cultural comparison (Moran, 2001). It might therefore be assumed that language classrooms that promote a learner's awareness of his or her own culture might better prepare them to compare and contrast it with the target culture. This may lead the learner to form better expectations of him or herself using the language in intercultural contact situations. Consequently, an investigation of material used in language classrooms that incorporates cultural awareness as a major theme throughout the curriculum, and how it may promote WTC, might give some insight into how effective this type of material is in developing L2 behaviour. A study like this can follow a mixed-method approach – in that, interviews with select participants could further ascertain how cultural differences may affect WTC. Moreover, interview based research on language learners in ESL settings can provide a better understanding of learner attitudes when entering a new environment, and how their expectations or cultural training prior to entering the new environment affects their language behaviour. Interview based research in ESL settings can also provide valuable feedback on what obstacles learners encounter in everyday usage of the L2. As more and more language learners are taking part in sojourns in order to improve their language skills, understanding what obstacles they face in the new environment can be useful in designing lessons for the EFL classroom, which will better prepare learners for travel and L2 contact situations.

An examination of the classroom environment would also shed some light on some possible intercultural aspects that might affect L2 WTC – the style of lesson or teaching style may influence a learner's WTC. Language teachers need to be aware of what language learners require in order to be able to communicate successfully within today's global culture. Therefore, not only the language learners, but also language teachers ought to be well informed and equipped with knowledge of their students (Liao, 1996). This awareness or sensitivity to diverse backgrounds can minimize the communication barrier. It is essential for teachers to be aware that cultural differences can negatively impact upon language learning if not understood correctly, and can consequently diminish a learners' WTC (Gee, 2005). Therefore, an examination of teaching practices and attitudes in both ESL and EFL environments, and of both native and non-native language teachers, might provide some insight into how influential teacher attitudes are on language learners' WTC and L2 behaviour.

Appendix A – Correlation Matrix for Indicator Variables

Variables	1	2	3	4	5	6	7	8	9
1. WTC	1.0								
2. CA	- .59**	1.0							
3. PC	.72**	- .79**	1.0						
4. IFO	.12	- .06	.07	1.0					
5. IVA	.15	- .08	.24**	.25**	1.0				
6. IFA	.21**	- .23**	.25**	.21*	.33**	1.0			
7. MI	.27**	- .12	.15	.21*	.46**	.30**	1.0		
8. DLE	.26**	- .23**	.24**	.09	.43**	.23*	.69**	1.0	
9. FREQ.	.51**	- .49**	.48**	.17	.12	.29**	.33**	.41**	1.0

Note 1: * $p < .05$; ** p = < .01

Note 2: WTC = Willingness to Communicate. CA = Communication Anxiety. PC = Perceived Competence. IFO = Intercultural Friendship Orientation. IVA = Interest in International Vocation / Activities. IFA = Interest in Foreign Affairs. MI = Motivation Intensity. DLE = Desire to Learn English. FREQ = Frequency of Communication.

Appendix B – Full Questionnaire Instrument – English

Willingness to Communicate Scale (WTC)

Directions - Below are twenty situations in which a person might choose to communicate or not to communicate in English. Presume you have completely free choice. Indicate in the space on the left what percent of the time you would choose to communicate through English.

```
|......|......|......|......|......|......|......|......|......|......|
0%     10    20    30    40    50    60    70    80    90   100%
Never                                                      Always
```
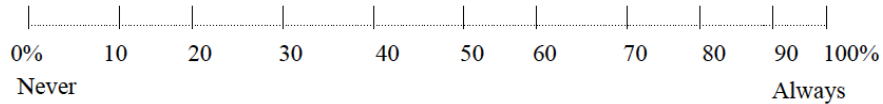
_____ 1. Present a talk in English to a group of strangers.

_____ 2. Talk in English with an acquaintance while standing in line.

_____ 3. Talk in English in a large meeting of friends.

_____ 4. Talk in English in a small group of strangers.

_____ 5. Talk in English with a friend while standing in line.

_____ 6. Talk in English in a large meeting of acquaintances.

_____ 7. Talk in English with a stranger while standing in line.

_____ 8. Present a talk in English to a group of friends.

_____ 9. Talk in English in a small group of acquaintances.

_____ 10. Talk in English in a large meeting of strangers.

_____ 11. Talk in English in a small group of friends.

_____ 12. Present a talk in English to a group of acquaintances.

Communication Anxiety in English (CA)

Directions – Below are 12 situations in which a person feels different degrees of anxiety. Please indicate in the space below what degrees of anxiety you might feel in the following situations.

```
|..........|..........|..........|..........|..........|..........|..........|..........|..........|..........|
0%      10     20      30        40        50       60        70       80        90   100%
```

<div style="text-align: right">I always
feel anxious.</div>
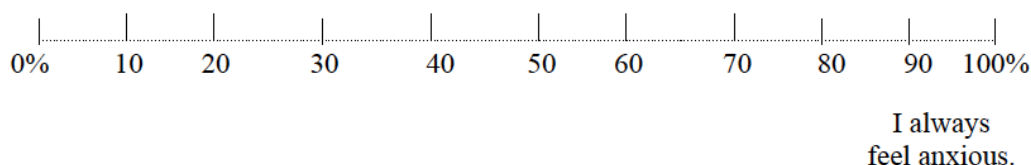
e.g.)   __0%__   Talk to a stranger. (If you don't feel anxious at all)

          __50%__   Talk to a stranger. (If you feel somewhat anxious)

          __90%__   Talk to a stranger. (If you usually anxious)

The following situations can occur in Australia, South Korea, or any other country. If you have not experienced any of these situations, please imagine how you might feel.

_____ 1. Have a small-group conversation in English with acquaintances.

_____ 2. Give a presentation in English to a group of strangers.

_____ 3. Give a presentation in English to a group of friends.

_____ 4. Talk in English in a large meeting among strangers.

_____ 5. Have a small-group conversation in English with strangers.

_____ 6. Talk in English in a large meeting among friends.

_____ 7. Talk in English to friends.

_____ 8. Talk in English in a large meeting with acquaintances.

_____ 9. Talk in English to acquaintances.

_____ 10. Give a presentation in English to a group of acquaintances.

_____ 11. Talk in English to a stranger.

_____ 12. Talk in English to a small group of friends.

Perceived Communicative Competence in English (PC)

Directions – Below are 12 situations in which a person feels different degrees of communication competence. Please indicate in the space below what degrees of communication competence you might feel in the following situations.

```
|..............|.........|............|...........|............|...........|..........|...........|.........|..........|
0%      10      20      30      40      50      60      70      80      90   100%
```
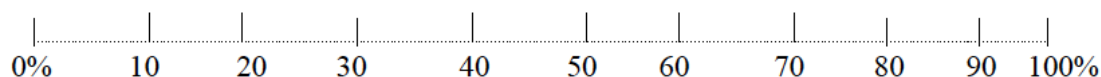
> Quite Competent.
>
> (I can communicate well)

The following situations can occur in Australia, South Korea, or any other country. If you have not experienced any of these situations, please imagine how you might feel.

_____ 1. Have a small-group conversation in English with acquaintances.

_____ 2. Give a presentation in English to a group of strangers.

_____ 3. Give a presentation in English to a group of friends.

_____ 4. Talk in English in a large meeting among strangers.

_____ 5. Have a small-group conversation in English with strangers.

_____ 6. Talk in English in a large meeting among friends.

_____ 7. Talk in English to friends.

_____ 8. Talk in English in a large meeting with acquaintances.

_____ 9. Talk in English to acquaintances.

_____ 10. Give a presentation in English to a group of acquaintances.

_____ 11. Talk in English to a stranger.

_____ 12. Talk in English to a small group of friends.

Intercultural Friendship Orientation in English Learning (IFO)

As a reason to study English

1. It will allow me to meet and converse with more and varied people.

| | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

Strongly disagree   Strongly agree
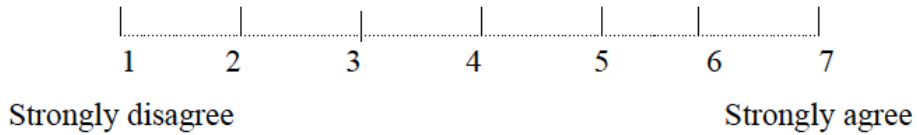
2. It will allow me to get to know various cultures and people.

| | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

Strongly disagree   Strongly agree
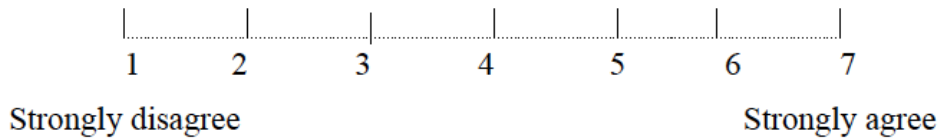
3. I will be able to participate more freely in the activities of other cultural groups.

| | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

Strongly disagree   Strongly agree
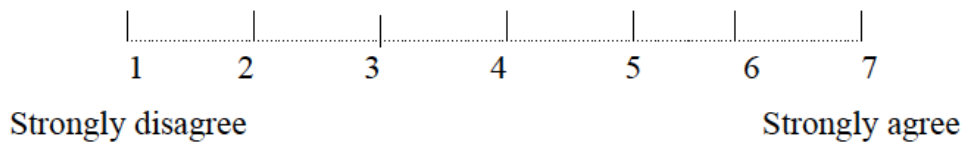
4. I'd like to make friends with foreigners.

| | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

Strongly disagree   Strongly agree
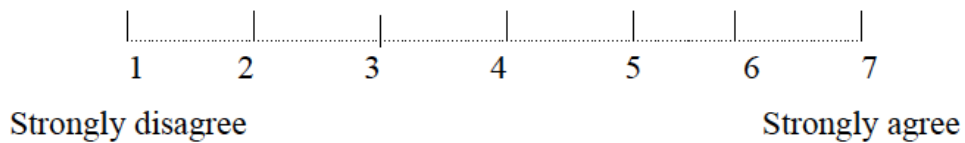
Interest in International Vocation or Activities (IVA)

1. I would rather stay in my hometown.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

Strongly disagree   Strongly agree
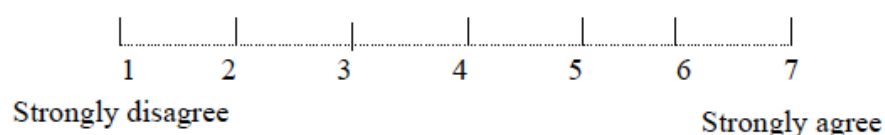
2. I want to live in a foreign country.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

Strongly disagree   Strongly agree
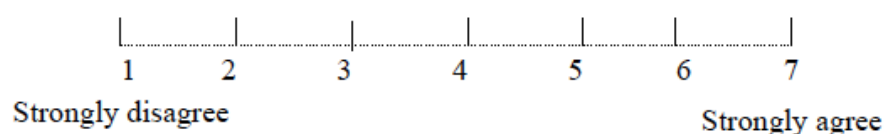
3. I want to work in an international organization such as the United Nations.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

Strongly disagree   Strongly agree
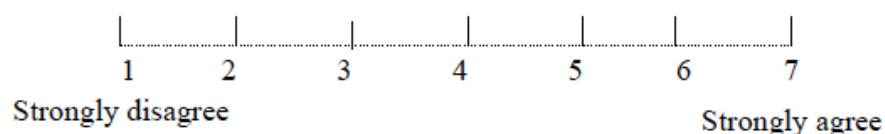
4. I'm interested in volunteer activities in developing countries such as participating in Youth International Development.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

Strongly disagree   Strongly agree
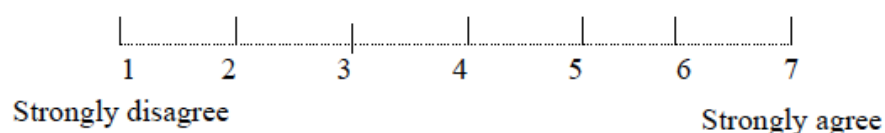
5. I don't think what's happening overseas has much to do with my daily life.
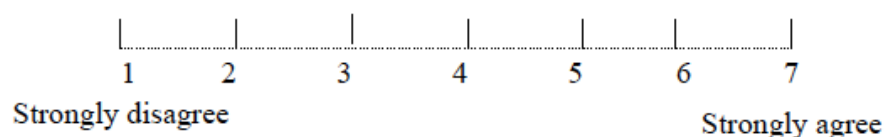
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

Strongly disagree   Strongly agree

6. I'd rather avoid the kind of work that sends me overseas frequently.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

Strongly disagree   Strongly agree
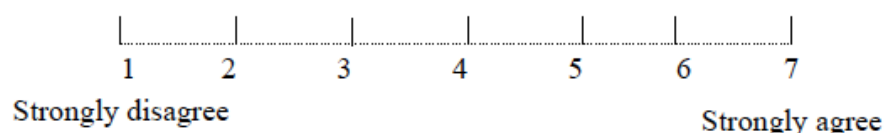
Interest in Foreign Affairs (IFA)

1. I often read and watch news about foreign countries.

```
    |..........|..........|..........|..........|..........|..........|
    1          2          3          4          5          6          7
```

Strongly disagree   Strongly agree
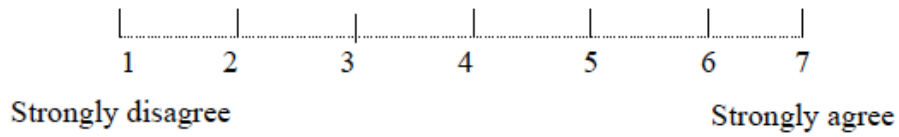
2. I often talk about situations and events in foreign countries with my family and/or friends.

```
    |..........|..........|..........|..........|..........|..........|
    1          2          3          4          5          6          7
```

Strongly disagree   Strongly agree
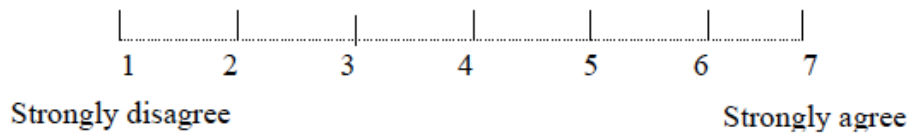
Intergroup Approach-Avoidance Tendency (AAT)

1. I want to make friends with international students studying in Korea.

1	2	3	4	5	6	7

Strongly disagree   Strongly agree
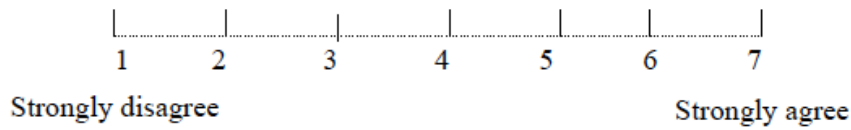
2. I try to avoid talking with foreigners if I can.

1	2	3	4	5	6	7

Strongly disagree   Strongly agree

3. I would talk to an international student if there is one at school.

1	2	3	4	5	6	7

Strongly disagree   Strongly agree
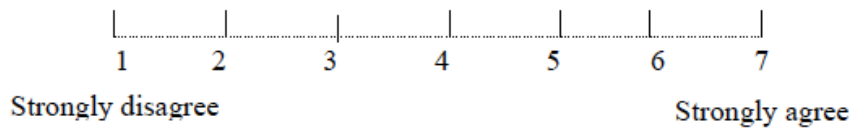
4. I wouldn't mind sharing an apartment or room with an international student.

1	2	3	4	5	6	7

Strongly disagree   Strongly agree
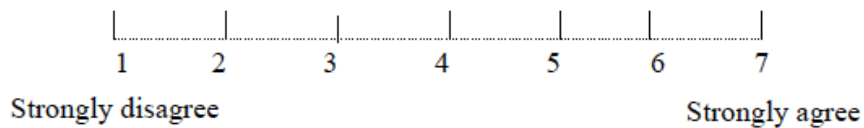
5. I want to participate in a volunteer activity to help foreigners in the neighboring community.

1	2	3	4	5	6	7

Strongly disagree   Strongly agree
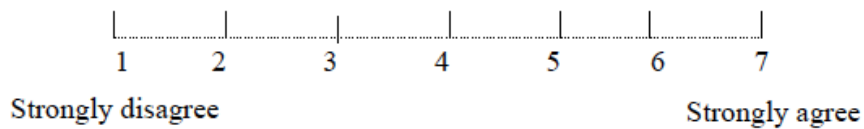
6. I would feel somewhat uncomfortable if a foreigner moved in next door.

1	2	3	4	5	6	7

Strongly disagree   Strongly agree
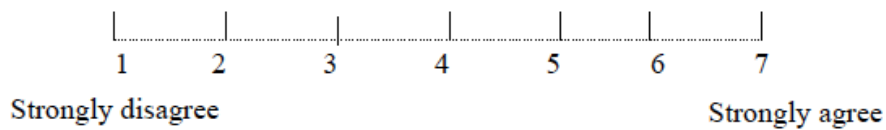
7. I would help a foreigner who is in trouble communicating in a restaurant or at a station.

1	2	3	4	5	6	7

Strongly disagree   Strongly agree
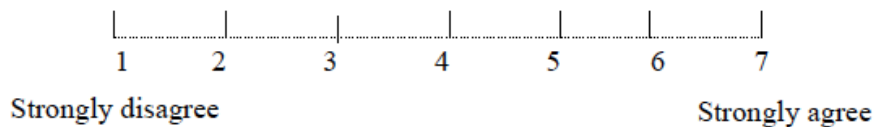
Motivational Intensity (MI)

1. Compared to my classmates, I think I study English relatively hard.

|_____|_____|_____|_____|_____|_____|
   1   2   3   4   5   6   7

Strongly disagree   Strongly agree
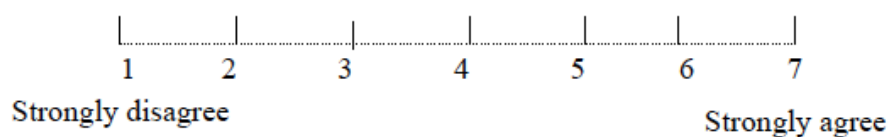
2. I often think about the words and ideas which I learn about in my English classes.

|_____|_____|_____|_____|_____|_____|
   1   2   3   4   5   6   7

Strongly disagree   Strongly agree
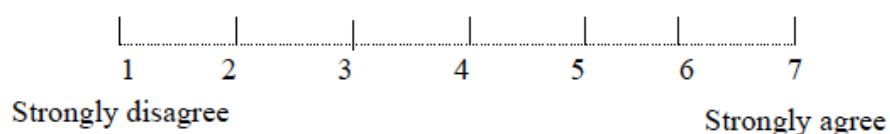
3. If English were not taught at school, I would study on my own.

|_____|_____|_____|_____|_____|_____|
   1   2   3   4   5   6   7

Strongly disagree   Strongly agree
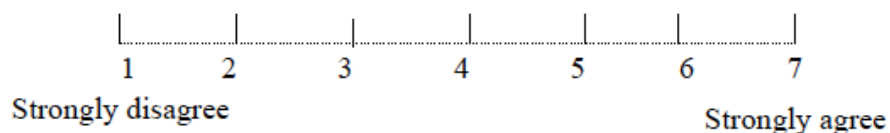
4. I think I spend fairly long hours studying English.

|_____|_____|_____|_____|_____|_____|
   1   2   3   4   5   6   7

Strongly disagree   Strongly agree
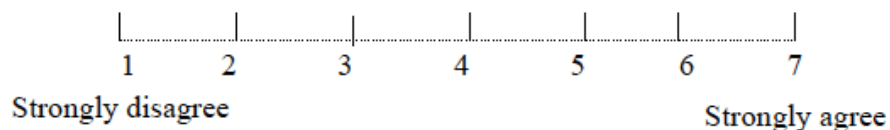
5. I really try to learn English.

|_____|_____|_____|_____|_____|_____|
   1   2   3   4   5   6   7

Strongly disagree   Strongly agree
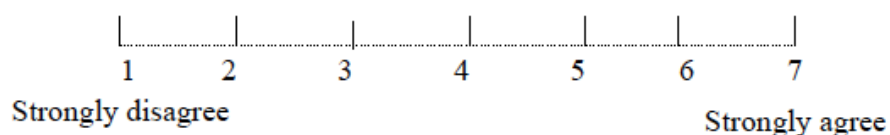
6. After I graduate from college, I will continue to study English and try to improve.

|_____|_____|_____|_____|_____|_____|
   1   2   3   4   5   6   7

Strongly disagree   Strongly agree
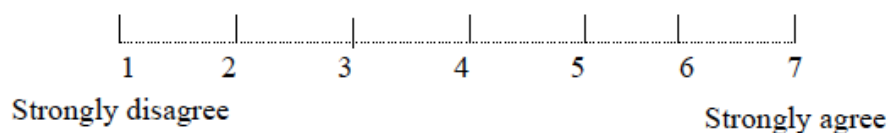
Desire to Learn English (DLE)

1. When I have assignments to do in English, I try to do them immediately.

|_____|_____|_____|_____|_____|_____|
 1   2   3   4   5   6   7
Strongly disagree   Strongly agree
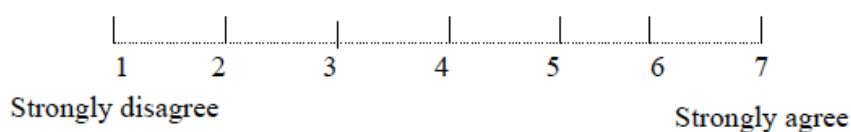
2. I would read English newspapers or magazines outside my English course work.

|_____|_____|_____|_____|_____|_____|
 1   2   3   4   5   6   7
Strongly disagree   Strongly agree

3. During English classes I'm absorbed in what is taught and concentrate on my studies.

|_____|_____|_____|_____|_____|_____|
 1   2   3   4   5   6   7
Strongly disagree   Strongly agree
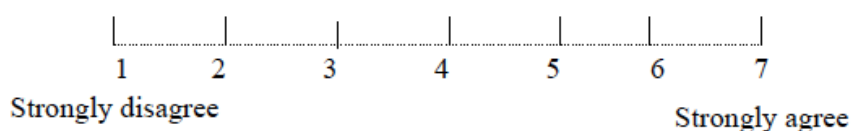
4. I would like the number of English classes at school increased.

|_____|_____|_____|_____|_____|_____|
 1   2   3   4   5   6   7
Strongly disagree   Strongly agree
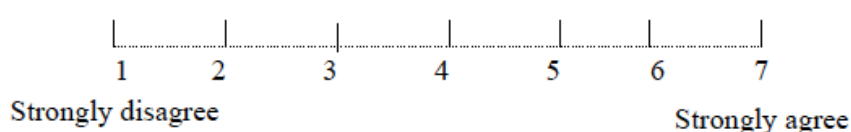
5. I believe absolutely English should be taught at school.

|_____|_____|_____|_____|_____|_____|
 1   2   3   4   5   6   7
Strongly disagree   Strongly agree
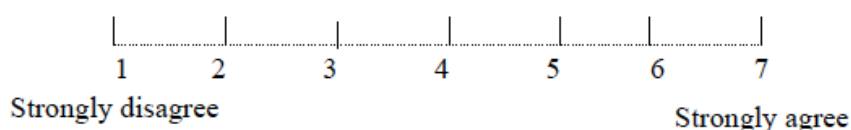
6. I find studying English more interesting than other subjects.

|_____|_____|_____|_____|_____|_____|
 1   2   3   4   5   6   7
Strongly disagree   Strongly agree
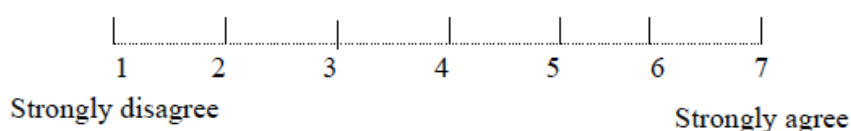
Frequency and Amount of Communication in English

1. I volunteer to answer or ask questions in class.

```
|......|......|......|......|......|......|......|......|......|......|
   1    2    3    4    5    6    7    8    9    10
Not at all                                Very Frequently
```
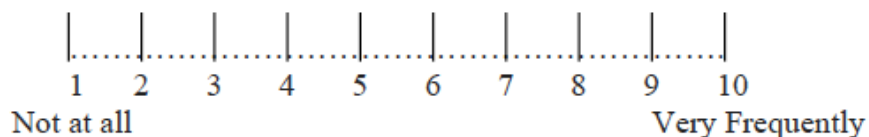
2. I answer when the teacher called upon me.

```
|......|......|......|......|......|......|......|......|......|......|
   1    2    3    4    5    6    7    8    9    10
Not at all                                Very Frequently
```
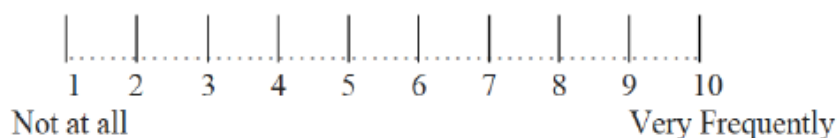
3. I participate in classroom activities such as pair work.

```
|......|......|......|......|......|......|......|......|......|......|
   1    2    3    4    5    6    7    8    9    10
Not at all                                Very Frequently
```
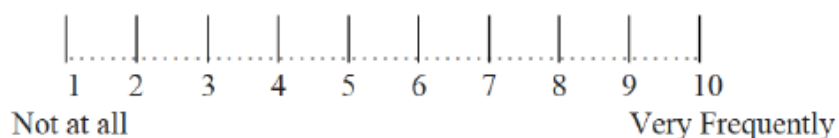
4. I ask teachers questions or talk to them outside the class period.

```
|......|......|......|......|......|......|......|......|......|......|
   1    2    3    4    5    6    7    8    9    10
Not at all                                Very Frequently
```
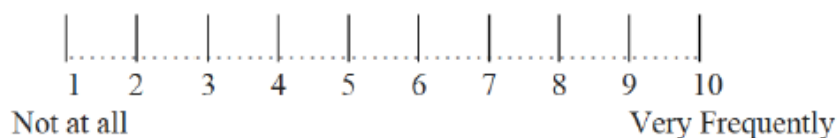
5. I talk with friends or acquaintances outside school in English.

```
|......|......|......|......|......|......|......|......|......|......|
   1    2    3    4    5    6    7    8    9    10
Not at all                                Very Frequently
```
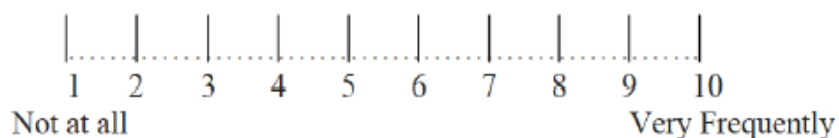
6. I talk with people I meet at parties, social meetings or social situations in English.

```
|......|......|......|......|......|......|......|......|......|......|
   1    2    3    4    5    6    7    8    9    10
Not at all                                Very Frequently
```
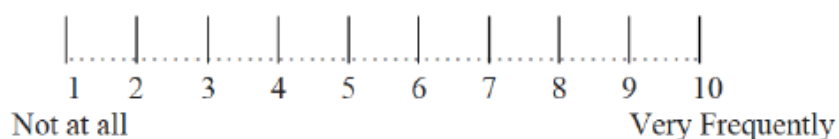
Willingness to Communicate Scale (WTC)
대화를 하고자 하는 의지 정도

아래는 귀하께서 '영어를 사용하여도 되고, 굳이 사용하지 않아도 되는' 20 가지의 각기 다른 상황을 묘사하고 있습니다. 본인의 자유 의지에 따라 영어를 사용할 수 있다고 가정한 후, 왼쪽 칸에 귀하께서 영어로 의사소통을 하기로 결정한 정도를(%)로 적어주십시오.

_____ 1. 낯선 사람들이 모인 자리에서 영어로 *발표를 한다.

_____ 2. 줄서서 기다리는 동안 아는 사람과 영어로 대화를 나눈다.

_____ 3. 친구들과의 모임에서 영어로 이야기를 주고 받는다.

_____ 4. 낯선 사람들이 모인 자리에서 이야기를 나눈다.

_____ 5. 줄서서 기다리는 동안 친구와 영어로 대화를 나눈다.

_____ 6. 아는 사람들로 구성된 큰 모임에서 영어로 이야기를 주고 받는다.

_____ 7. 줄서서 기다리는 동안 낯선 사람과 영어로 대화를 나눈다.

_____ 8. 친구들이 모인 자리에서 영어로 *발표를 한다.

_____ 9. 아는 사람들이 모인 자리에서 영어로 대화를 나눈다.

_____ 10. 낯선 사람들로 구성된 큰 모임에서 영어로 이야기를 주고 받는다.

_____ 11. 친구들로 구성된 작은 모임에서 영어로 이야기를 나눈다.

_____ 12. 아는 사람들이 자리에서 영어로 *발표한다.

*발표: 공식적으로 스피치를 하거나, 자신의 의사를 공개적으로 코멘팅하는 것.

Communication Anxiety in English (CA)
대화할 때 두렵거나 떨리는 정도

아래는 귀하께서 의사소통시 두려움을 경험할 수도 있는 각기 다른 12 개의 상황을 묘사하고 있습니다. 각 상황에 어느 정도의 두려움을 느끼시는 지 (%)로 나타내 주십시오.

```
   |   |   |   |   |   |   |   |   |   |   |
  0%  10  20  30  40  50  60  70  80  90  100%
```
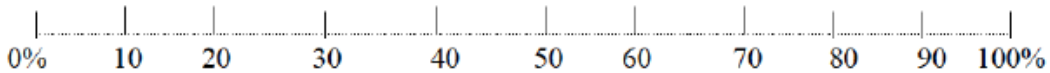
매우 두려움을 느낀다

e.g.)   0% -   낯선 사람과 이야기를 나눈다 (두려움을 전혀 느끼지 않는다)

              50% -   낯선 사람과 이야기를 나눈다 (어느 정도의 두려움을 느낀다)

              90% -   낯선 사람과 이야기를 나눈다 (주로 두려움을 느낀다)

아래의 상황을 호주뿐만이 아니라 한국 혹은 다른 어떤 나라에서 일어날 수 있는 상황이라고 가정하여 주십시오. 아래와 같은 상황을 경험해 보신 적이 없는 경우, 해당 상황에 닥쳤을 때, 어떻게 느끼실지 상상하며 대답하시면 됩니다.

_____ 1. 소모임에서 아는 사람들과 영어로 대화한다.

_____ 2. 낯선 사람들로 구성된 소모임에서 영어로 *발표한다.

_____ 3. 친구들로 구성된 소모임에서 영어로 *발표한다.

_____ 4. 낯선 사람들이 모인 큰 모임에서 영어로 이야기한다.

_____ 5. 소모임에서 낯선 사람들과 영어로 대화한다.

_____ 6. 친구들이 있는 큰 모임에서 영어로 이야기한다.

_____ 7. 친구들과 영어로 대화한다.

_____ 8. 아는 사람들로 구성된 큰 모임에서 아는 사람들과 영어로 이야기를 주고

받는다.

_____ 9. 아는 사람들과 영어로 대화한다.

_____ 10. 아는 사람들로 구성된 소모임에서 영어로 발표한다.

_____ 11. 낯선 사람과 영어로 대화한다.

_____ 12. 친구들로 구성된 소모임에서 영어로 이야기한다.

*발표: 공식적으로 스피치를 하거나, 자신의 의사를 공개적으로 코멘팅하는 것.

Perceived Communicative Competence in English (PC)
자신이 생각하는 영어 능력 정도

아래는 귀하께서 의사소통시 갖는 자신감의 정도를 나태나는 각기 다른 12 개의 상황을 묘사하고 있습니다. 각 상황에 귀하께서 어느 정도의 자신감을 나타내시는 지를 (%)로 나타내 주십시오.

```
  |    |    |    |    |    |    |    |    |    |
 0%   10   20   30   40   50   60   70   80   90  100%
```

꽤 자신감을 갖는 편

아래의 상황을 호주뿐만이 아니라 한국 혹은 다른 어떤 나라에서 일어날 수 있는 상황이라고 가정하여 주십시오. 아래와 같은 상황을 경험해 보신 적이 없는 경우, 해당 상황에 닥쳤을 때, 어떻게 느끼실지 상상하며 대답하시면 됩니다.

_____ 1. 소모임에서 아는 사람들과 영어로 대화한다.

_____ 2. 낯선 사람들로 구성된 소모임에서 영어로 *발표한다.

_____ 3. 친구들로 구성된 소모임에서 영어로 *발표한다.

_____ 4. 낯선 사람들이 있는 큰 모임에서 영어로 이야기한다.

_____ 5. 낯선 사람들과의 소모임에서 영어로 대화한다.

_____ 6. 큰 모임에서 친구들 틈에서 영어로 이야기한다.

_____ 7. 친구들과 영어로 대화한다.

_____ 8. 아는 사람들로 구성된 큰 모임에서 아는 사람들과영어로 이야기를 주고

받는다.

_____ 9. 아는 사람들과 영어로 대화한다.

_____ 10. 아는 사람들로 구성된 소모임에서 영어로 *발표한다.

_____ 11. 낯선 사람과 영어로 대화한다.

_____ 12. 친구들로 구성된 소모임에서 영어로 이야기한다.

*발표: 공식적으로 스피치를 하거나, 자신의 의사를 공개적으로 코멘팅하는 것.

Intercultural Friendship Orientation in English Learning (IFO)
영어 학습시 국제 친구들과의 관계 성향

영어를 배우는 이유에 대해서

1. 영어 능력을 신장시키는 것이 세계 여러 나라의 다양한 사람들을 만나

대화하는데 영향을 미친다.

```
|____|____|____|____|____|____|
1    2    3    4    5    6    7
```

그렇지 않다   그렇다

2. 영어 능력은 다양한 문화와 사람들을 알 수 있게 도와준다.

```
|____|____|____|____|____|____|
1    2    3    4    5    6    7
```

그렇지 않다   그렇다

3. 나의 영어 능력은 다른 문화 사람들과의 활동을좀 더 자유롭게 할 수 있게 해준다.

```
|       |       |       |       |       |       |
1       2       3       4       5       6       7
```
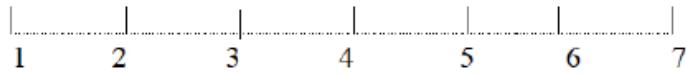
그렇지 않다   그렇다

4. 나는 외국인 친구들을 사귀고 싶다.

```
|       |       |       |       |       |       |
1       2       3       4       5       6       7
```

그렇지 않다   그렇다

Interest in International Vocation or Activities (IVA)
해외에서의 근무나 활동에 관한 관심 정도

1. 나는 나의 모국에서 사는 편을 선호한다.

```
|       |       |       |       |       |       |
1       2       3       4       5       6       7
```

그렇지 않다   그렇다

2. 나는 외국에서 살기를 원한다.

```
|       |       |       |       |       |       |
1       2       3       4       5       6       7
```

그렇지 않다   그렇다

3. 나는유엔 (U.N.) 같은국제 단체에서 일하고 싶다.

```
|       |       |       |       |       |       |
1       2       3       4       5       6       7
```

그렇지 않다   그렇다

4. 나는 세계 청년 개발 조합 같은 곳에 참여하여개발 도상국들을 돕는 자선
   활동에 관심이 많다.

```
   |      |      |      |      |      |      |
   1      2      3      4      5      6      7
```

그렇지 않다   그렇다

5. 세계 여러나라에서 일어나는 일들이 나의 일상 생활에 별로 관련이 없다고
   생각한다.

```
   |      |      |      |      |      |      |
   1      2      3      4      5      6      7
```

그렇지 않다   그렇다

6. 해외 출장이 잦은 직장은 피하고 싶다.

```
   |      |      |      |      |      |      |
   1      2      3      4      5      6      7
```

그렇지 않다   그렇다

Interest in Foreign Affairs (IFA)

세계 여러 나라들에 대한 관심도

1. 나는 종종 다른 나라들에 관한 신문 기사를 읽거나뉴스를 본다.

```
   |      |      |      |      |      |      |
   1      2      3      4      5      6      7
```

그렇지 않다   그렇다

2. 나는 가족들이나 친구들과 다른 나라의 상황이나사건들에 대해 자주 이야기한다.

```
|    |    |    |    |    |    |    |
1    2    3    4    5    6    7
```

그렇지 않다   그렇다

Intergroup Approach-Avoidance Tendency (AAT)
외국인들과의 모임에 거부감을 느끼는 정도

1. 나는 한국에서 공부하는 외국인 학생들과친구로 지내고 싶다.

```
|    |    |    |    |    |    |    |
1    2    3    4    5    6    7
```

그렇지 않다   그렇다

2. 가능하다면 나는 외국인들과 대화하는 것을 피하겠다.

```
|    |    |    |    |    |    |    |
1    2    3    4    5    6    7
```

그렇지 않다   그렇다

3. 만약 학교에 외국인 학생이 있다면 그 학생과 대화하고 싶다.

```
|    |    |    |    |    |    |    |
1    2    3    4    5    6    7
```

그렇지 않다   그렇다

4. 외국인 학생과 한 집에서 또는 한 방에서 함께 지내는 것을 게의치 않겠다.

```
|    |    |    |    |    |    |    |
1    2    3    4    5    6    7
```

그렇지 않다   그렇다

5. 이웃에 살고 있는 외국인들을 돕는 자선 활동에 참여하고 싶다.

| | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
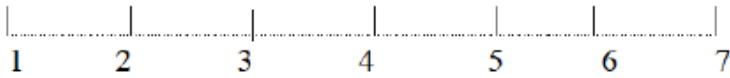
그렇지 않다   그렇다

6. 만약 외국인이 옆집으로 이사온다면 어느 정도 불편함을 느낄 것이다.

| | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
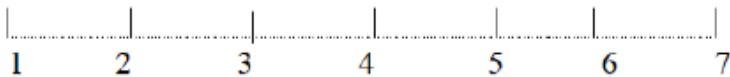
그렇지 않다   그렇다

7. 식당이나 지하철, 또는 버스 정류장에서 의사소통에어려움을 겪는
   외국인을 돕겠다.

| | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
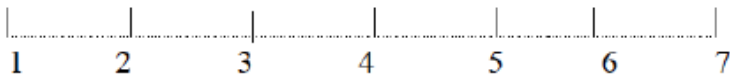
그렇지 않다   그렇다

Motivational Intensity (MI)

동기부여 정도

1. 같은 과 친구들하고 비교해 볼 때, 나는 영어를 상대적으로 열심히 하는
   편이다.

| | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

그렇지 않다   그렇다

2. 나는 영어 수업 시간에 배운 단어들이나 내용들을 종종 생각하곤 한다.

| | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
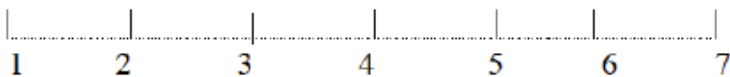
그렇지 않다   그렇다

3. 만약 영어를 학교에서 가르치지 않는다면나 혼자서라도 공부하겠다.

```
|........|........|........|........|........|........|
1        2        3        4        5        6        7
```

그렇지 않다   그렇다

4. 나는 내가 생각하기에 상당량의 시간을영어 공부하면서 보내는 것 같다.

```
|........|........|........|........|........|........|
1        2        3        4        5        6        7
```

그렇지 않다   그렇다

5. 나는 진심으로 영어를 배우고자 노력한다.

```
|........|........|........|........|........|........|
1        2        3        4        5        6        7
```

그렇지 않다   그렇다

6. 대학 졸업후에도 나는 영어를 계속 공부하고 영어 능력향상을 위해서 노력할 것이다.

```
|........|........|........|........|........|........|
1        2        3        4        5        6        7
```

그렇지 않다   그렇다

Desire to Learn English (DLE)
영어를 배우려는 욕구 정도

1. 나는 영어 과제물이 있다면 바로 해 내려고 노력한다.

```
|........|........|........|........|........|........|
1        2        3        4        5        6        7
```

그렇지 않다   그렇다

2. 영어 수업이외에도 영어 신문이나 영어 잡지를 읽곤한다.

```
|_____|_____|_____|_____|_____|_____|
1        2        3        4        5        6        7
```

그렇지 않다   그렇다

3. 나는 영어 수업시간중에 수업 내용에 빠져들거나 집중하는 편이다.

```
|_____|_____|_____|_____|_____|_____|
1        2        3        4        5        6        7
```

그렇지 않다   그렇다

4. 나는 학교에서 영어 수업 시간수가 늘어나기를 원한다.

```
|_____|_____|_____|_____|_____|_____|
1        2        3        4        5        6        7
```

그렇지 않다   그렇다

5. 나는 영어가 학교에서 가르쳐져야만 한다고전적으로 믿는다.

```
|_____|_____|_____|_____|_____|_____|
1        2        3        4        5        6        7
```

그렇지 않다   그렇다

6. 나는 다른 과목들보다 영어를 배우는 것이더 흥미롭다고 생각한다.

```
|_____|_____|_____|_____|_____|_____|
1        2        3        4        5        6        7
```
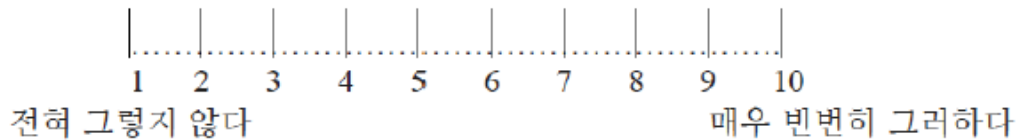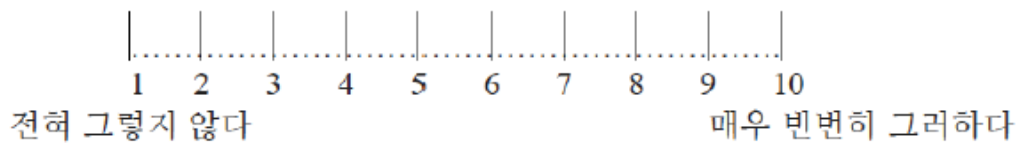
그렇지 않다   그렇다

Frequency and Amount of Communication in English
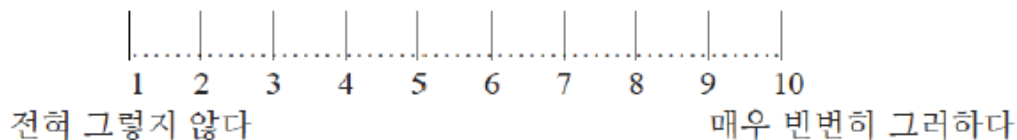## 영어 사용의 빈도수

7. 나는 수업시간에 자원해서 질문에 답하곤 한다.

```
 |....|....|....|....|....|....|....|....|....|
 1    2    3    4    5    6    7    8    9    10
```
전혀 그렇지 않다   매우 빈번히 그러하다

8. 나는 선생님께서 시킬 경우 대답을 하는 편이다.

```
 |....|....|....|....|....|....|....|....|....|
 1    2    3    4    5    6    7    8    9    10
```
전혀 그렇지 않다   매우 빈번히 그러하다

9. 나는 짝지어서 하는 활동과 같은 수업 시간 활동에 참여한다.

```
 |....|....|....|....|....|....|....|....|....|
 1    2    3    4    5    6    7    8    9    10
```
전혀 그렇지 않다   매우 빈번히 그러하다
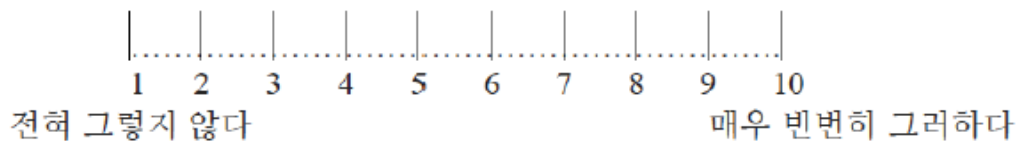
10. 나는 수업시간 이외에 선생님께 질문을 하거나 이야기를 나눈다.

```
 |....|....|....|....|....|....|....|....|....|
 1    2    3    4    5    6    7    8    9    10
```
전혀 그렇지 않다   매우 빈번히 그러하다

11. 나는 친구나 아는 사람과 영어로 이야기를 나눈다.

```
 |....|....|....|....|....|....|....|....|....|
 1    2    3    4    5    6    7    8    9    10
```
전혀 그렇지 않다   매우 빈번히 그러하다
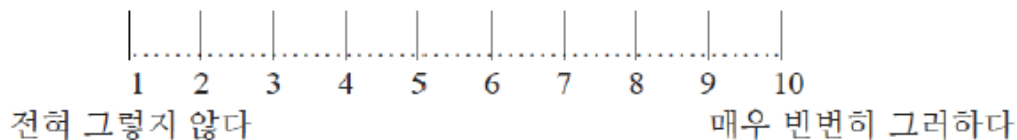
12. 나는 파티나, 소셜 모임과 같은 장소에서 사람들과 영어로 이야기한다.

```
 |....|....|....|....|....|....|....|....|....|
 1    2    3    4    5    6    7    8    9    10
```
전혀 그렇지 않다   매우 빈번히 그러하다
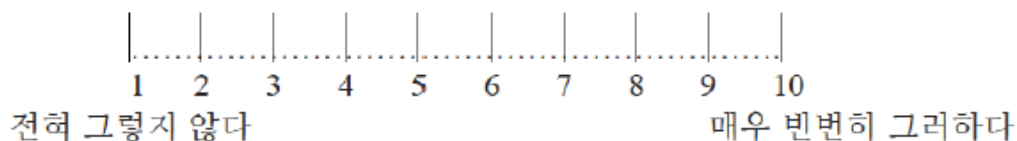
Appendix D – Pilot Study Questions – English

1. Do you mostly speak English during English class time, or outside of English class time?

2. During a typical English lesson, indicate how often you would speak English? (0-100%) ....

3. During a typical lesson would you speak to the teacher more or other students more through English?

4. Outside of the English classroom, indicate how often you would use English on an average day. (0-100%) ....

5. Outside of the English classroom, I often go to places where Korean is spoken. (0-100%) ....

6. Indicate the places you go where you need to use English to communicate. Indicate with a percentage how often you might go there on a daily or weekly basis.

시험 연구 설문지

1. 귀하는 주로 영어시간에 교실에서 영어를 사용하십니까? 혹은, 주로 영어 시간이 아닌 일상에서 영어를 사용하십니까?

2. 영어 수업을 들을 시, 실제적으로 영어로 말하는 정도는 얼마나 되는지 퍼센테이지(%)를 사용하여 답하여 주십시오.
   (0-100%) …………………

3. 영어 수업에서 귀하는 선생님 혹은 다른 학생들 중 누구와 더 영어로 의사소통을 빈번하게 하십니까?

4. 수업이 아닌, 일상에서 하루 평균, 어느 정도의 영어를 사용하시는 지 퍼센테이지(%)를 사용하여 답하여 주십시오.
   (0-100%) …………………

5. 수업이 아닌, 일상에서 귀하는 한국어를 사용하는 장소에 얼마나 빈번하게 가시는지 퍼센테이지(%)를 사용하여 답하여 주십시오.
   (0-100%) …………………

6. 귀하가 영어를 사용하기 위하여 방문하시는 장소들을 기술하여 주십시오. 그리고, 그 장소들을 하루 혹은 주간 단위로 얼마나 빈번하게 방분하시는지 퍼센테이지(%)로 기술하여 주세요.

```
┌─────────────────────────────────────────┐
│                                          │
│                                          │
│                                          │
│                                          │
│                                          │
│                                          │
│                                          │
│                                          │
└─────────────────────────────────────────┘
```

Department of Human Science
Faculty of Linguistics
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Phone: +61 9850 9898
Email: colum-thomas.ruane@
mq.edu.au

Letter of Guarantee to Host Administrative Staff

Dear Sir /Madam,

My name is Colum Ruane, and I am a research student at Macquarie University Sydney. I am conducting research in order to meet the requirements of Master of Research under the supervision of Prof. Phil Benson of the Department of Linguistics at Macquarie University.

The purpose of the study is to investigate Korean learners of English at different periods of time living and studying in Sydney, and to see if their frequency of communication is affected by their experiences in Australia. All students participating in this study will have to complete a questionnaire, which should take no more than 20 minutes to complete, and asks them to rate their experiences through different categories of living and learning English in Sydney. Students will not be under any pressure to complete the questionnaire, and can withdraw at any time.

I therefore ask you to grant assess to Korean students attending your academy to partake in this study. I also ask if you may provide a space outside of class time in order for the participants to complete the questionnaire. No class time will be compromised. I may also ask that you aid me in contacting the students, i.e. sending an email about the study, and granting me access to any notice boards to post up an advertisement.
A sample question is provided below.

As a reason to study English:

1. It will allow me to meet and converse with more and varied people.

	1	2	3	4	5	6	7	

Strongly
Disagree

Strongly
Agree

The following is a list of conditions and guarantees for the research project:
1. All participants in this investigation will remain anonymous.
2. All data and information relevant to this investigation will be treated with the strictest confidentiality.

3. Student participants will have the opportunity to withdraw survey contributions when the research project is in draft form.
4. If student participants and/or host faculty members wish to receive a summary of the results at the end of the study, they may contact the researcher via email and request the data be sent to them.
5. The research is to be assessed by Macquarie University Sydney, for examination purposes only. Publication in journal articles, conference proceedings and seminars may occur after this time.

Thanking you for your cooperation and time,

Sincerely

Colum Ruane

colum-thomas.ruane@students.mq.au   or   columskku@gmail.com

Phone # 0457023327

Department of Human Science
Faculty of Linguistics
MACQUARIE UNIVERSITY   NSW   2109

Phone: +61 9850 9898
Email: colum-thomas.ruane@
mq.edu.au

Chief Investigator: Mr. Colum Ruane
Supervisor's Name: Professor Phil Benson

Participant Information and Consent Form

While residing in an L2 community, is willingness to communicate (WTC) a predictor of frequency of communication for Korean learners of English?

You are invited to participate in a study of an examination of the frequency of communication over time among foreign learners of English in Australia. The purpose of the study is to investigate learners of English at different periods of time living and studying in Sydney, and see if their frequency of communication is affected by their experiences in Australia.

The study is being conducted by Colum Ruane to meet the requirements of Master of Research under the supervision of Prof. Phil Benson of the Department of Linguistics.

Colum Ruane - Tel: 0457023327 - email: colum-thomas.ruane@ mq.edu.au
Professor Phil Benson - Tel: 98508756 - email: philip.benson@mq.edu.au

If you decide to participate, you will be asked to complete a questionnaire, which asks you to rate your experiences through different categories of living and learning English in Sydney. You will answer each question by using a rating scale between 1-7. The questionnaire will be in paper format and can be completed using a pencil or pen. You will also be asked to provide some basic demographic background information about yourself. The questionnaire and demographic forms will be completely anonymous. The questionnaire should take about 15-20 minutes to complete, and should be completed on the day. You do not need to take home anything. Please take your time, and try to answer the questionnaire as honestly as possible.

Any information or personal details gathered in the study are confidential. No individual will be identified in any publication of the results. Only the researchers and research assistant will have access to the data. A summary of the overall results of the study can be made available to you on request by contacting the researcher by email once the research has been completed.

Participation in this study is **entirely voluntary**: you are not obliged to participate and if you decide to participate, you are free to withdraw at any time without having to give a reason and without consequence.

Please keep this form for your own records. Completing and submitting this questionnaire will be taken as consent to participate. Submitting a completed questionnaire implies that you have read and understand the information above, and all of your questions have been answered to your satisfaction. Please do not write any identifying information on the questionnaire.

If you decide not to participate, please dispose of this form and the questionnaire.

Thank you for your time!

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조사자 성명: Mr. Colum Ruane
조사자 담당 교수: Professor Phil Benson

참여자 정보 및 동의서

영어를 학습하려는 한국인이 제2외국어 커뮤니티에 거주하는 동안, willingness to communicate (WTC)-'의사소통에 대한 적극성'이 의사소통의 빈도에 예측변수가 될 수 있을까?

귀하는 호주에서 영어를 공부하는 외국인 학습자들이 일정 기간에 걸친 의사소통의 빈도와 관련된 한 조사에 참여자로 초대되셨습니다. 이 연구의 목적은 시드니에서 거주한 기간이 각기 다른 영어 학습자들 사이에서 호주에서의 경험이 그들의 의사소통의 빈도수와 어떻게 영향을 미치는지에 대한 관계를 알아보고자 하는 데에 있습니다.

이 연구는 석사 과정 중에 있는 Colum Ruane에 의해 진행되고 있으며, Department of Linguistics의 Phil Benson 교수님의 지도 아래 있음을 알려드립니다.

 Colum Ruane – Tel: 0457023327 – email: colum-thomas.ruane@ mq.edu.au
Professor Phil Benson – Tel: 98508756 – email: philip.benson@mq.edu.au

귀하께서 이 조사에 참여하고자 결정하셨다면, 시드니에서 거주하고 학습하며 겪게 되는 다양한 상황들에 대하여 귀하의 경험을 묻는 질문지에 답하셔야 하게 됩니다. 각 질문에는 1-7의 범위를 이용하여 답하게 되십니다. 질문지는 종이형태이며 연필이나 펜을 사용하여 답하여 주십시오. 더불어, 귀하에 대한 간략한 신상 정보를 제공해주셔야 함을 알려드립니다. 정보도 요구하게 될 것임을 알려드립니다. 설문지와 신상정보는 절대적으로 유출 위험으로부터 보호받을 것입니다. 설문지를 완성하는 데는 대략 15분 정도가 소요될 예정입니다. 설문지와 신상정보지는 함께 작성해 주시고, 다른 곳으로 가져가실 수 없음을 알려 드립니다. 답을 하실 때는 서두르지 마시고, 최대한 귀하의 경험에 의도토록 해주시면 감사하겠습니다.

설문 중 얻게 되는 정보는 모두 기밀이 보장됩니다. 설문 결과 추출 시 어떠한 개인의 이름도 거론되지 않을 것입니다. 오직 조사자와 조사자 보조들만 이 정보를 접하게 됨을 알려드립니다. 귀하가 요청할 시, 조사 결과의 요약본을 전자메일로 보내드리도록 하겠습니다.

본 조사의 참여는 절대적으로 자원에 의해 이루어 집니다: 조사의 참여는 의무가 아니며, 참여하고자 하셨더라고 중도에 참여하시지 않기로 마음을 바꾸셨더라도 어떠한 책임도 묻지 않을 것을 약속 드립니다.

본 양식은 귀하께서 갖고 계시도록 하고, 설문지는 완성하시어 제출하시는 것은 참여에 동의하였다는 인증이 될 것 입니다. 즉, 설문지를 제출하시는 것은 이 동의서를 충분히

숙지하시고 이해하셨다는 의미가 될 것입니다. 설문지에는 개인을 식별할 수 있는 어떠한 정보도 쓰지 않도록 하심을 알려드립니다.

설문에 참여하지 않기로 하셨다면, 이 양식과 설문지는 폐지하여 주십시오.

시간 내어 읽어 주셔서 감사합니다!

Chief Investigator: Mr. Colum Ruane
Supervisor's Name: Professor Phil Benson

Pilot Study Participant Information and Consent Form

You are invited to participate in a short pilot study as part of a greater research project. The purpose of this pilot study is to identify possible situations in which Korean learners of English might use English to communicate.

The study is being conducted by Colum Ruane to meet the requirements of Master of Research under the supervision of Prof. Phil Benson of the Department of Linguistics.

Colum Ruane - Tel: 0457023327 - email: colum-thomas.ruane@ mq.edu.au
Professor Phil Benson - Tel: 98508756 - email: philip.benson@mq.edu.au

If you decide to participate, you will be asked to complete a short questionnaire, which asks you about your English usage in a typical day in Sydney. You will also be asked to provide some basic demographic background information about yourself. The questionnaire and demographic forms will be completely anonymous. The questionnaire should take about 10 minutes to complete. Please take your time, and try to answer the questionnaire as honestly as possible.

Any information or personal details gathered in the study are confidential. No individual will be identified in any publication of the results. Only the researchers and research assistant will have access to the data. A summary of the overall results of the study can be made available to you on request by contacting the researcher by email once the research has been completed.

Participation in this study is **entirely voluntary**: you are not obliged to participate and if you decide to participate, you are free to withdraw at any time without having to give a reason and without consequence.

Please keep this form for your own records. Completing and submitting this questionnaire will be taken as consent to participate. Submitting a completed questionnaire implies that you have read and understand the information above, and all of your questions have been answered to your satisfaction. Please do not write any identifying information on the questionnaire.

If you decide not to participate, please dispose of this form and the questionnaire.

Thank you for your time!

Participant's Name:_____
   (Block letters)

Participant's Signature: _____ Date:_____

Investigator's Name:_____
   (Block letters)

Investigator's Signature: _____ ___ Date:_____

The ethical aspects of this study have been approved by the Macquarie University Human Research Ethics Committee. If you have any complaints or reservations about any ethical aspect of your participation in this research, you may contact the Committee through the Director, Research Ethics (telephone (02) 9850 7854; email ethics@mq.edu.au). Any complaint you make will be treated in confidence and investigated, and you will be informed of the outcome.

(INVESTIGATOR'S [OR PARTICIPANT'S] COPY)

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Phone: +61 9850 9898
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mq.edu.au

조사자 성명: Mr. Colum Ruane
조사자 담당 교수: Professor Phil Benson

시험 연구에 대한 참여자 정보 및 동의서

귀하는 연구 조사에 토대로 사용될 간략한 시험 연구의 참여자로 초대되셨습니다. 이 시험 연구의 목적은 영어를 공부하고자 하는 한국인 학습자가 의사소통을 위해 영어를 사용하려고 시도하는 상황들을 판별해 보려는데 있습니다.

이 연구는 석사 과정 중에 있는 Colum Ruane에 의해 진행되고 있으며, Department of Linguistics의 Phil Benson 교수님의 지도 아래 있음을 알려드립니다.

Colum Ruane – Tel: 0457023327 – email: colum-thomas.ruane@ mq.edu.au
Professor Phil Benson – Tel: 98508756 – email: philip.benson@mq.edu.au

귀하께서 본 조사의 참여에 동의를 하실 경우, Sydney에 거주하며 마주하게 되는 일상적인 영어 사용에 대한 간단한 설문지에 답을 하셔야 합니다. 더불어 귀하여 신상에 대한 아주 간략한 정보도 요구하게 될 것임을 알려드립니다. 설문지와 신상정보는 절대적으로 유출 위험으로부터 보호받을 것입니다. 설문지를 완성하는 데는 대략 10분 정도가 소요될 예정입니다. 답을 하실 때는 서두르지 마시고, 최대한 귀하의 경험에 의도토록 해주시면 감사하겠습니다.

설문 중 얻게 되는 정보는 모두 기밀이 보장됩니다. 설문 결과 추출 시 어떠한 개인의 이름도 거론되지 않을 것입니다. 오직 조사자와 조사자 보조들만 이 정보를 접하게 됨을 알려드립니다. 귀하가 요청할 시, 조사 결과의 요약본을 전자메일로 보내드리도록 하겠습니다.

본 조사의 참여는 절대적으로 자원에 의해 이루어 집니다: 조사의 참여는 의무가 아니며, 참여하고자 하셨더라고 중도에 참여하시지 않기로 마음을 바꾸셨더라도 어떠한 책임도 묻지 않을 것을 약속 드립니다.

본 양식은 귀하께서 갖고 계시도록 하고, 설문지는 완성하시어 제출하시는 것은 참여에 동의하였다는 인증이 될 것 입니다. 즉, 설문지를 제출하시는 것은 이 동의서를 충분히 숙지하시고 이해하셨다는 의미가 될 것입니다. 설문지에는 개인을 식별할 수 있는 어떠한 정보도 쓰지 않도록 하심을 알려드립니다.

설문에 참여하지 않기로 하셨다면, 이 양식과 설문지는 폐지하여 주십시오.

시간 내어 읽어 주셔서 감사합니다!

참여자 성명:_____
　(Block letters)

참여자 서명:_____ 날짜:_____

조사자 성명:_____
　(Block letters)

조사자 서명:_____ 날짜:_____

The ethical aspects of this study have been approved by the Macquarie University Human Research Ethics Committee. If you have any complaints or reservations about any ethical aspect of your participation in this research, you may contact the Committee through the Director, Research Ethics (telephone (02) 9850 7854; email ethics@mq.edu.au). Any complaint you make will be treated in confidence and investigated, and you will be informed of the outcome.

(INVESTIGATOR'S [OR PARTICIPANT'S] COPY)

Appendix K – Letter of Ethical Approval

Note: The title shown below was a preliminary title, and was later changed to the title

shown at the beginning of the thesis.

MACQUARIE UNIVERSITY

Research Office
C5C Research HUB East, Level 3, Room 324
MACQUARIE UNIVERSITY NSW 2109 AUSTRALIA
Phone +61 (0) 2 9850 8612
Fax +61 (0) 2 9850 4465
Email ro@mq.edu.au

26 May 2014

Mr Colum Ruane
Department of Linguistics
Macquarie University
North Ryde
NSW 2109

Reference: 5201400378(M)

Dear Mr Ruane,

FINAL APPROVAL

Title of project: While residing in an L2 environment, is willingness to communicate a predictor of frequency of communication from Korean learners of English?

Thank you for your recent correspondence. Your response has addressed the issues raised by the Faculty of Human Sciences Human Research Ethics Sub-Committee. Approval of the above application is granted, **effective 12th May 2014** and you may now commence your research.

This research meets the requirements of the National Statement on Ethical Conduct in Human Research (2007). The National Statement is available at the following web site:

http://www.nhmrc.gov.au/_files_nhmrc/publications/attachments/e72.pdf.

The following personnel are authorised to conduct this research:

Chief Investigator: Professor Philip Benson
Co-Investigator: Mr Colum Thomas Ruane
Research Coordinator: Dr Maria Dahm

Please note the following standard requirements of approval:

1. The approval of this project is conditional upon your continuing compliance with the National Statement on Ethical Conduct in Human Research (2007).

2. Approval will be for a period of five (5) years subject to the provision of annual reports.

Progress Report 1 Due: 12th May 2015
Progress Report 2 Due: 12th May 2016
Progress Report 3 Due: 12th May 2017
Progress Report 4 Due: 12th May 2018
Final Report Due: 12th May 2019

NB. If you complete the work earlier than you had planned you must submit a Final Report as soon as the work is completed. If the project has been discontinued or not commenced for any reason, you are also required to submit a Final Report for the project.

Progress reports and Final Reports are available at the following website:

http://www.research.mq.edu.au/for/researchers/how_to_obtain_ethics_approval/human_research_ethics/forms

3.   If the project has run for more than five (5) years you cannot renew approval for the project. You will need to complete and submit a Final Report and submit a new application for the project. (The five year limit on renewal of approvals allows the Committee to fully re-review research in an environment where legislation, guidelines and requirements are continually changing, for example, new child protection and privacy laws).

4.   All amendments to the project must be reviewed and approved by the Committee before implementation. Please complete and submit a Request for Amendment Form available at the following website:

http://www.research.mq.edu.au/for/researchers/how_to_obtain_ethics_approval/human_research_ethics/forms

5.   Please notify the Committee immediately in the event of any adverse effects on participants or of any unforeseen events that affect the continued ethical acceptability of the project.
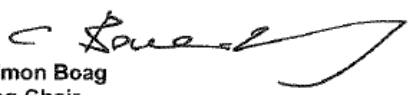
6.   At all times you are responsible for the ethical conduct of your research in accordance with the guidelines established by the University. This information is available at the following websites:

http://www.mq.edu.au/policy/
http://www.research.mq.edu.au/for/researchers/how_to_obtain_ethics_approval/human_research_ethics/policy

If you will be applying for or have applied for internal or external funding for the above project it is your responsibility to provide Macquarie University's Research Grants Officer with a copy of this letter as soon as possible. The Research Grants Officer will not inform external funding agencies that you have final approval for your project and funds will not be released until the Research Grants Officer has received a copy of this final approval letter.

Yours sincerely,

P.P. Dr Simon Boag
Acting Chair
Faculty of Human Sciences Ethics Review Sub-Committee
Human Research Ethics Committee

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