

# Japanese college students' attitudes towards English as an international language: A structural equation modeling analysis

Nozomu Sonda  
Yamaguchi University

## Reference data:

Sonda, N. (2011). Japanese college students' attitudes towards English as an international language: A structural equation modeling analysis. In A. Stewart (Ed.), *JALT2010 Conference Proceedings*. Tokyo: JALT.

The present study examines Japanese college students' attitudes towards English as an international language (EIL). A questionnaire is used for data gathering and the Structural Equation Modelling (SEM) technique is used for analysis. The results show that the respondents ( $N = 199$ ) held positive attitudes towards EIL on the whole as well as to its sub-dimensions of EIL Use, General and Bilingual Attitudes. All the four background variables were significantly related to EIL Attitude, especially Gender. However, SEM analysis indicates that EIL Use Attitude was most strongly linked by students' EIL culture and grade level while General-Bilingual Attitude was most strongly connected to an international orientation called *International Posture*. Gender and English proficiency level were only indirectly related to EIL Attitude.

本研究は、国際語としての英語 (EIL) に対する大学生の態度の測定と分析を報告する。データ収集法は質問紙法で、また、構造方程式モデリング (SEM) をデータ分析に用いた。その結果、199名の大学生のEILに対する態度は積極的で、またEIL態度の構成部分であるEIL Use、General EIL Attitude、Bilingual Attitudeもそれぞれ積極的な態度が示された。全般的に、性別、専攻分野、英語能力、学年とも、EIL態度に有意な差を生じたが、性別の関連性が最も強かった。SEM分析によると、EIL Useは学生文化と学年に最も強い関連性を、General AttitudeとBilingual AttitudeはInternational Postureにもっとも強い関連性を示した。性別と英語力のレベルは、EIL Attitudeに間接的な関連性だけを示した。

## Introduction

### *Importance of language attitude research*

Attitude to the target language is frequently cited as one of the primary factors in successful second language acquisition (SLA). For example, Gardner and Lambert (1959) suggest that while aptitude is the primary factor of effective SLA, attitude/motivation is the second crucial factor. Other leading researchers (e.g., Larsen-Freeman & Long, 1991; Ellis, 1994; Gardner, Lalonde, & Pierson, 1983) likewise regard attitude as one of the major factors affecting SLA. It is clear that attitude is a very important factor that influences second language learning and acquisition.

In this study, Japanese university students' attitudes towards English are examined. More specific research questions are provided at the end of this Introduction after some relevant literature is reviewed along with the definition of the key concepts.



## Definition of the term attitude

The definition of *attitude* has a number of dimensions. According to the psychological literature, attitude is currently considered, more or less, to consist of three dimensions: affective, cognitive, and behavioral (Rosenberg & Hovland, 1960; Ajzen & Fishbein, 1980; Olson & Zanna, 1993). The affective component concerns feelings towards objects such as cars, persons, songs, or languages. It may be manifested in the form of love, hate, anxiety, and the like. The cognitive component, in contrast, concerns thoughts and beliefs. For example, one learner may believe that English is a democratic language which is beneficial to the progress and development of his country, while another may think that it is an oppressive language destroying her native culture. The behavioral component concerns a behavioral intention or plan of action. An example of this might be an English student making it a habit to watch Hollywood movies in English rather than Japanese subtitles. Thus, the survey items require equal attention to the three dimensions. The relationships can be expressed in a hierarchy as shown below (Baker, 1992, p. 12).

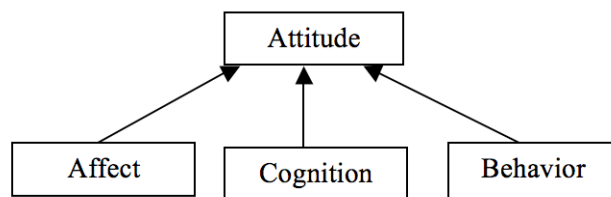


Figure 1. Three components of attitude

## Research on English attitudes in Japan

In recent years, there has been an increasing amount of research on Japanese high school and college students' attitudes towards

English. Findings of these studies can be summarized into the following seven areas.

First, general attitudes towards English and its images held by learners are more or less positive (Haarmann, 1984, 1989; Kobayashi, 2000; Yamamoto, 2000; Matsuda, 2000; Seki, 2004). This is more so when it comes to English as a communication tool as opposed to English associated with academic settings, especially at the secondary education level (Yamamoto, 2000; Seki, 2004; O'Donnel, 2003; Lee, 2007).

Secondly, contrary to general belief, recent studies (Kobayashi, 2000; Yamamoto, 2000) indicate that proficiency and school grades on English seem to have a weaker link to English attitudes.

Thirdly, females have more positive attitudes to English than males (Kobayashi, 2000; Yamamoto, 2000). This is often associated with the notion that in Japan females are marginalized in society and English gives them a new voice (Kobayashi, 2002; Stanlaw, 2004, pp. 127-142; Seargeant, 2009, pp. 114-120).

Fourthly, interest in international cultures and cross-cultural communication seems to exert a positive influence on formation of English language attitudes (Haarmann, 1989; Kobayashi, 2000; Yamamoto, 2000). Yashima (2002) coined a term *international posture* to refer to this orientation and found positive correlations between this and willingness to communicate and suggested that this construct explains Japanese students' English attitudes better than the traditional integrativeness-instrumentality dichotomy (Gardner & Lambert, 1972; Gardner, 1985).

Fifthly, images and attitudes toward bilingualism held by Japanese students are also positive (Yamamoto, 2001; Hermes, 2006). However, Yamamoto's study points out that this applies mostly to *elite bilingualism* of the Japanese-English pair, by which is meant highly educated individuals who seek to be bilinguals (e.g., Skatnabb-Kangas, 1981, p. 97; Valdés & Figueroa, 1994, p. 12). This is contrasted by *folk bilingualism*, which is associated

with minorities and immigrants, whose pairing language (of the Japanese) is other than English (Yamamoto, 2001).

Sixthly, more recent research has focused attention on attitudes towards specific varieties of English. In general, Japanese university students view American English more positively than other varieties including those from countries where English is spoken as a second or official language rather than as a native language (Matsuura, Chiba, & Yamamoto, 1994; Chiba, Matsuura, & Yamamoto, 1995). Matsuda (2000) also found that her high school student respondents held more positive attitudes towards American or British varieties than others; they even thought that these varieties were the only correct forms.

Finally, some studies looked at Japanese students' attitudes towards their own variety of English. The results are mixed: Some respondents felt that the Japanese accent was a deviation from real English (Matsuda, 2000) while others rated it more favorably in terms of social attractiveness, if not of status (McKenzie, 2008).

### Thinking outside the box

Although the above-mentioned studies have become more refined in terms of the research design, they seem to lack one or more of the following three considerations.

### New definitions of English

First, the definition of *English* needs to be reviewed. For one thing, the current paradigms seem to emphasize specific forms rather than functions. English in Japan seems to have two functions: international and semiotic. As for the former function, although English in Japan may not belong to the Outer Circle of English as defined by Kachru (1985) (i.e., an official or second language), it is no longer a foreign language, either. It is learned and used as an international language. The international

function of English, in turn, is closely related to the semiotic function. English as signs plays a symbolic role to signify important concepts such as internationalization, democracy, and modernity (Stanlaw, 2004; Seargeant, 2009) and is today highly incorporated into contemporary Japanese vocabulary and social life (Stanlaw, 1992, 2004) in both spoken and written forms—in the latter case, mostly in katakana or sometimes in the English alphabet. Thus, studies should examine students' attitudes towards English as an international language (EIL) which includes the semiotic functions.

### A structural analysis of causal relations

Secondly, although the aforementioned studies investigated the links between background variables and English attitudes, almost all of them fail to examine *latent variables*, hidden factors behind observable variables, and to explain phenomena in a structural way as opposed to a linear way of looking at two variables at one time. Thus, research designed to simultaneously examine interactions of multiple variables including latent ones and to explain causal relations is called for. Structural Equation Modelling (SEM) is a method often used to achieve these two goals (c.f., Bielby & Hauser, 1977; MacCallum & Austin, 2000).

In brief, SEM utilizes three main methods: factor analysis, path analysis, and regression. Factor analysis yields latent variables, which are not directly observable but are estimated based on measured data using covariance. Covariance looks at correlations between multiple observations of variables. This phase of observation is called the measurement model.

Thus obtained latent variables are structured in such a way to explain their causal relationships. This is called path analysis because various paths are drawn in an attempt to explain which latent variable might influence which. This phase is called the structural model.

Regression refers to prediction of the outcome based on the cause except that the direction is backward; the outcome regresses on the cause. In SEM, the outcome factor is referred to as an endogenous variable and the causal factor as an exogenous variable, and the exogenous variable can also become an endogenous one in a structural relationship involving multiple latent variables.

When the measurement and structural models are combined into a coherent whole, a Structural Equation Model is obtained. The model is represented in the following typical figure where the boxes indicate observed measurements, the ovals indicate latent variables, the arrows indicate causal relationships and directions, and the number of variables can vary.

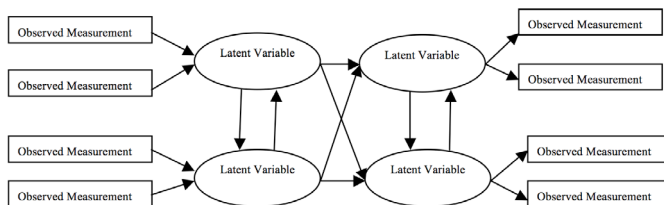


Figure 2. Structural Equation Model

Thus, a research design such as SEM will allow us to examine language attitudes more structurally, and to identify possible causal factors which may not be apparent in regular descriptive statistics.

### A new concept of International Posture

A final point is concerned with the language context of which Japanese university students are part. Earlier, mention was made as to Gardner's dichotomous concepts of instrumental-

ity and integrativeness. In his model (1983), the two constructs form distinct dimensions and play a crucial role in SLA. However, this notion has not escaped criticism. Baker (1992, pp. 33-35), for example, cautions that the dual classification is not so straightforward and that these two types of attitude may not have to collide but can coexist. Likewise, Dörnyei and Csizér (2002) argue that outside the so-called ESL (English as a *second* language) environment such as Canada, where Gardner's studies took place, little "integration" seems to take place. For example, in the EFL (English as a *foreign* language) environment such as China and Japan, there is relatively little contact with English speakers in ordinary people's daily life, and therefore they may be unlikely to think about integration with English speakers.

Yashima (2002) proposes an alternative concept for integrativeness in the Japanese context: *International Posture* (IP). In her study with Japanese EFL students, she reasoned that English seems to represent something vaguer and larger than the American community, which is often the single most influential English speaking community in Japanese minds. Yashima rationalized that, for many learners, English symbolizes the world around Japan, something that connects them to foreign countries and foreigners. Yashima tested her hypothesis in her study of willingness to communicate (WTC) in L2 with Japanese college students. She found that IP appeared to influence motivation, which in turn influenced English proficiency. She also found that IP seemed to have a direct impact on WTC. Yashima, Zenuke-Nishida, and Shimizu (2004) confirmed these results in their study. It therefore seems worthwhile to explore this concept of IP in comparison with Gardner's integrativeness and instrumentality.

Japanese students' attitudes towards English must be examined in their own context; Yashima's concept of international posture is one aspect that should be measured.

## Research questions

Based on the above review of relevant research and criticisms, this study intends to answer the following research questions:

1. What are university students' attitudes towards English as an international language?
2. Does Gardner's integrativeness-instrumentality concept apply to the current context?
3. What is the relationship of *International Posture* to EIL attitudes?
4. How does SEM explain causal factors for EIL attitudes?
5. What are the implications to college English teaching as applied to the researcher's current and similar teaching contexts?

## Method

### Model of language attitude study

In order to examine language attitudes using SEM, the study adapted a model developed by Baker (1992) as his was the only major study found in the literature that addressed similar questions as those in the present study. The adaptation of the model involved consideration of the Japanese context and the age group of participants, which resulted in the following hypothetical model.

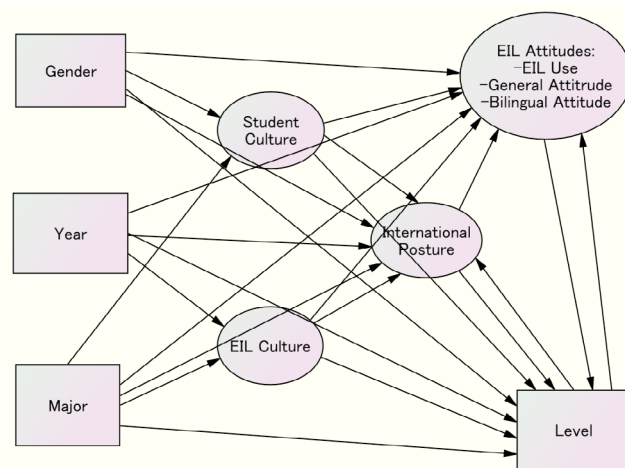


Figure 3. A hypothetical structural equation model for EIL attitudes

Note: Squares indicate background variables while ovals refer to latent variables

## Questionnaire

The questionnaire was formulated by adapting Baker's scale (1992) and Yashima (2002). The items were modified to reflect the current Japanese college context. A tentative survey form was piloted with 20 students. The length and wording of the items were tested, internal consistency was measured, and several modifications were made to the survey. The resultant survey form consisted of eight parts; its English version is shown in Appendix 1. The Japanese original is available upon request.

### **Ethical considerations & survey administration**

Prior to the official administration of the survey, the researcher contacted the Ethical Committee of the university and sought permission for the research. The survey was administered in January 2010 during the class period of courses which the author was teaching at the time. The participation rate was 93.4% (199 out of 213).

### **School and the subjects**

The school where the study took place is a national university in the western part of Japan with approximately 10,500 students majoring in nine main fields: Humanities (8%), Education (10.5%), Economics (17%), Science (16%), Engineering (25.5%), Agriculture (6.5%), Medicine (15%), Technology (0.5%), and Veterinary Science (1%). The subjects who participated in the study were 199 university students who were enrolled in one or two of the 12 English courses taught by the present researcher. There were 132 males and 62 females with an average age of 19.9 years (5 participants did not indicate their gender). Further demographic information is shown in Appendix 2.

### **Statistical tools**

In this study, basic computations were conducted by using Excel 2007 while more advanced statistical analysis was done by PASW Statistics 18.0. The SEM analysis was conducted using Amos 18.0 (Build 992, J.L. Arbuckle; NET Frame version 2.0).

### **Results and discussion**

In order to analyze the survey results, numerical values were assigned to the responses; that is, from the far left column of the response choice (such as *strongly agree*) to the far right (such as

*strongly disagree*), the numerical conversions were 5, 4, 3, 2, and 1, respectively. For the negatively stated items, however, this conversion was reversed.

### **Part 1: Student Culture**

First, a latent variable analysis was conducted using Main Factor Analysis with Promax rotation. Since this is an exploratory phase of research, the items with loadings of 0.30 or higher were selected (Baker, 1992, p. 56). As a result, four major factors were extracted: outing & interaction; hobbies, media & interaction; reading & listening; and academic activity. They were thus named according to common elements of activities. These different areas of activity indicate where students go and engage in these kinds of activities. All these latent variables can be referred to as *Student Culture*.

The analysis showed that school related activities are most frequently engaged but their loading is rather small, implying a rather isolated part of their daily life. On the other hand, outing and interaction related activities are rather low in frequency when combined together, but they comprise the largest loading. It can be interpreted that the impact of the outing and interaction activities on student life is greater than what simple statistics might indicate. For that matter, the hobbies and interaction area is relatively high in both frequency and the mean, and therefore it can be quite influential.

### **Part 2: EIL Culture**

As done with Part 1, a latent variable analysis (using Main Factor Analysis with Promax rotation) was conducted. It yielded four major latent variables: outing & interaction; hobbies & media; academic activity; and miscellaneous. Henceforth, these four variables will collectively be referred to as *EIL Culture*.





The most loaded factor is the outing and interaction, but its mean is low at 2.26 whereas the highest mean score is with the school activity factor, though its loading is the lowest of the four at 5%. Thus, when the results of Parts 1 and 2 are combined, we can clearly see that although the students engage in a series of outing and interaction activities, their EIL use there is rather infrequent. In contrast, they often participate in classes and do homework, but these are activities rather isolated from other types of activities. Although EIL use is most frequent in school-work related activities, the mean score is still less than the mid-point, indicating rather low EIL use.

### **Part 3: Attitude to EIL Use**

The overall internal consistency of the items in Part 3 was very high with the Cronbach's Alpha of 0.96. All the items consistently contributed to this high figure. As expected, a latent variable analysis of the Part 3 results did not yield only two distinct dimensions of instrumentality and integrativeness. Instead, there were four distinct dimensions. *Domestic Use* (DU) refers to daily life and activities in Japan, which contains both instrumental and integrative elements. *International Use* (IU), in contrast, pertains to international activities but also encompasses both instrumental and integrative elements. *Instrumentality* (IST) and *Work & Study* (WS) are both obviously instrumental; however, the latter was specific to work, study and academic activities, while the former covered a wide range of instrumental purposes. Thus, in answering the second research question ("Does Gardner's integrativeness-instrumentality concept apply to the current context?"), the results do not seem to support the simple dichotomy of integrativeness and instrumentality; instead, domestic and international orientations appear to form the main axes while integrativeness and instrumentality are more or less embedded within these. In other words, the results seem to support the notion that a non-ESL context produces different

patterns from the dichotomy of integrative and instrumental attitudes (Dörnyei, 1990; Dörnyei & Csizér, 2002).

### **Mean score comparisons of Parts 3, 4, 5, and 6 by group**

#### **Part 3: Attitude to EIL Use**

For Part 3, the overall mean was 3.33, indicating mildly positive attitudes towards EIL Use on the whole. Gender was significant for IST, WS, IU, and Overall (all the responses for Part 3), which confirmed the previous research that females have more positive attitudes towards English (Kobayashi, 2000; Yamamoto, 2000). Major was significant for IST and Overall, indicating that Humanities majors held more positive attitudes towards instrumental and overall EIL Use than Science majors. Level was significant for DU, WS, IU, and Overall; higher English level respondents showed a greater positivity towards these aspects of EIL Use than lower level students. Year was significant for DU, IST, WS, and Overall, indicating that lower graders showed more positive attitudes towards these aspects of EIL use.

#### **Part 4: General Attitude**

The internal consistency of the items in Part 4 was .85, which was satisfactory. The overall mean for the Part 4 results was 3.61 (sd = .49). This means that the respondents' attitudes towards EIL in general were rather positive as expected (Haarmann, 1984, 1989; Kobayashi, 2000; Matsuda, 2000; Seki, 2004). Only Gender and Level yielded significant results in that female and higher level respondents showed more positive attitudes than male and lower level respondents, respectively.



### Part 5: Attitude to Bilingualism

The Cronbach's Alpha for the items of Part 5 was adequate with .86. The overall mean was 3.52 (sd = .43), indicating that the respondents' attitudes towards Japanese-English bilingualism were positive as expected (Hermes, 2006; Yamamoto, 2001). Gender, Major, and Level yielded significant results in that females, Humanities majors and higher level students indicated a stronger degree of positivity towards Bilingualism than males, Science majors and lower level students.

At this point, we can answer the first research question: What are university students' attitudes towards English as an international language? The average rating for the items for EIL Use, General Attitude and Bilingual Attitude were 3.33, 3.61, and 3.52, respectively, with the overall average of 3.49. This means that the respondents' attitudes to EIL were quite positive on the whole.

### Part 6: International Posture

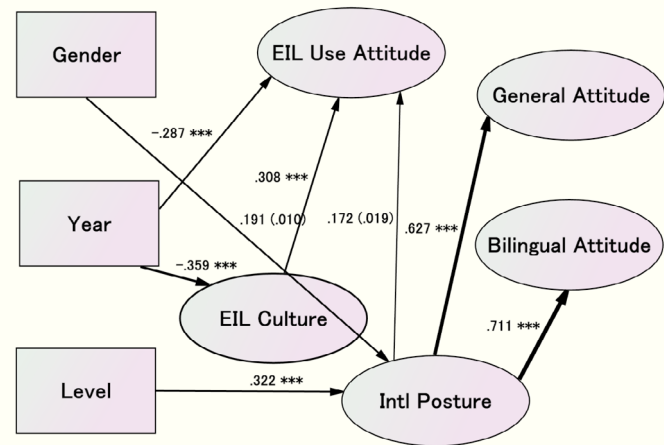
The Cronbach's Alpha for the items in Part 6 was .94, which was very high and demonstrated excellent internal consistency. The overall mean for the Part 6 responses was 3.31 (sd = .67), which indicates a strong degree of international posture. All four background variables showed significant results in that females, Humanities majors, higher level students, and lower graders held a stronger degree of IP than males, Science majors, lower level students and upper graders, respectively.

### Structural equation analysis

We will now look at EIL Attitude using SEM. We will do this in two stages using two models. In the process, the third and fourth research questions ("What is the relationship of *International Posture* to EIL attitudes?" and "How does SEM explain

causal factors for EIL attitudes?") will be answered together.

A first model below looks at the links to the three sub-dimensions of EIL Attitude as independent variables.



**Figure 4. SEM analysis for Overall EIL Attitude (I)**

Note: Figures in parentheses are probabilities ( $p$ ). Asterisks indicate  $p < .001$ . (NFI = .780; RFI = .741; IFI = .896; TLI = .874; CFI = .893; RMSEA = .060).

According to this figure, attitude to EIL Use was linked directly and mildly by Year ( $-.29$ ) and EIL Culture ( $.31$ ) but was linked rather slightly by IP ( $.17$ ) and indirectly and very slightly by Gender ( $.03$ ). In contrast, both General and Bilingual Attitudes were linked directly and strongly by IP ( $.63$ ,  $.71$ , respectively) and indirectly and slightly by Gender ( $.12$ ,  $.13$ ) and mildly by Level ( $.20$ ,  $.23$ ).

This presents a rather different picture of causal relations. First, EIL Attitude seems to have two distinct areas: EIL Use on



one hand and General-Bilingual Attitude on the other. In terms of EIL Use attitude, Year as a background variable was the only direct link whereas in the earlier statistical analysis Gender and Level played greater roles. Moreover, EIL Culture was another direct link and this was not visible until latent variable analysis was conducted. In terms of General and Bilingual Attitudes, IP was the greatest link whereas Gender and Level were only indirect and slight or mild links.

Thus, the general belief that females hold more positive attitudes towards English than males may be more accurately stated by saying that females have a more positive international orientation, which in turn affects their attitudes towards English. Likewise, English proficiency is directly related to IP and seems to only indirectly influence EIL attitude formation.

A second model below combines the three dimensions of attitude into one overall EIL Attitude.

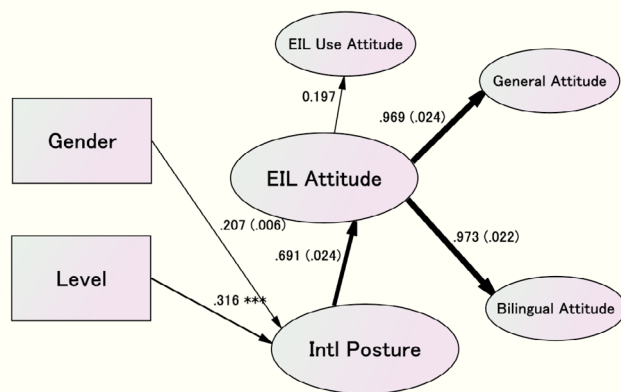


Figure 5. SEM analysis for Overall EIL Attitude (2)

Note: Figures in parentheses are probabilities ( $p$ ). Asterisks indicate  $p < .001$ . (NFI = .835; RFI = .784; IFI = .921; TLI = .894; CFI = .919; RMSEA = .063).

According to this, IP is still the greatest link (.69) to the overall EIL Attitude, which in turn is strongly linked to General (.97) and Bilingual Attitudes (.97). Overall EIL Attitude's link to EIL Use is rather weak (.20). In this model, Year and EIL Culture's links to EIL Use disappear and only Gender and Level remain as direct links to IP and indirect links to EIL Attitude. This is further confirmation that EIL Use on one hand and General-Bilingual Attitude on the other constitute two distinct attitudinal areas for this population and that moreover General and Bilingual Attitudes in this context may overlap to a great extent—substantially enough perhaps to warrant a combined sub-dimension in future research.

## Educational implications

The final and fifth research question ("What are the implications to college English teaching as applied to the researcher's current and similar teaching contexts?") will be answered in the following three ways.

## Promotion of communicative English

First of all, the respondents' attitudes to EIL were quite positive on the whole. This is a very important point because we sometimes hear comments from language teachers that their students are poorly motivated, have bad attitudes and the like. It is actually more accurate to say that students might have poor attitudes and low motivation towards English in the context of school work (Yamamoto, 2000; Seki, 2004; O'Donnel, 2003). This is also supported by a number of comments by the respondents in the survey. Many students seem to welcome the type of English classes which emphasize practical oral communication,

including those which incorporate games and student interaction.

This is no surprise because often academic work is a painful process not limited to studying English. Instead, Japanese students' attitudes towards English as a communication tool are generally positive (Haarmann, 1984, 1989; Matsuda, 2000; Seki, 2004) and they are motivated to learn English for practical communication purposes and for understanding international cultures (Kobayashi, 2000; Yamamoto, 2000; Seki, 2004). Thus placement of a greater emphasis on communicative English with less stress on rote memorization, drills, and test-taking preparation is one sure thing to implement in the English curriculum. This point is strongly supported by the present respondents themselves. Many of the students did indicate that if they had had more practical learning experience through more fun activities such as games, they would have liked English even better when they were in junior and senior high schools and also would have acquired more communicative skills.

### **Cultivation of International Posture**

A second implication of the study is cultivation of International Posture, which seems to hold a key to positive General-Bilingual attitudes. Although Level and Gender are directly linked to IP, the strength of their associations is only mild. There might be other factors which can directly influence the development of IP. Since IP is a kind of international orientation or openness to things foreign or global, it may be reasonable to seek its possible strong association in such areas as *Global Education*, *International Culture*, *Cross-Cultural Communication*, and the like. Providing that IP influences the formation of General-Bilingual Attitude as our SEM model suggests, then stimulating students' interest in these areas and cultivating their knowledge and understanding therein may further enhance their positive attitudes towards EIL. However, since the results indicate that IP is weaker among

male students than females, it may be more urgent to think about ways to stimulate interest among males. This can be a further research topic.

### **Daily use of English**

Simply stated, two things can be done to increase more EIL use. One is to promote more EIL use in classrooms, homework, and daily activities. The other is to raise awareness of EIL use.

In terms of the former, for example, popular English songs can be used as listening and speaking (i.e., singing) exercises (e.g., Kelly & Kelly, 2010; Deubelbeiss & Volokhov, 2010). The Internet can be utilized for blogs (Sun, 2009; Uchida, 2009) and podcasting (Brewster & von Dietze, 2009), and plays/speeches/note-taking in English can be promoted.

Moreover, content and language integrated learning (CLIL) can be introduced. CLIL is a European-born language teaching methodology, which not only promotes teaching specific subject matters in a language other than that normally used but also "builds intercultural knowledge and understanding," "develops intercultural communication skills," "develops multilingual interests and attitudes," and "increases learners' motivation and confidence in both the language and the subject being taught" (European Commission Multilingualism, 2000). Thus, it is also concerned with cultivating IP.

The other approach is to stimulate students' awareness of EIL use in their daily life. This can be done through observation. For example, awareness of katakana English can be helpful since it seems to be widely used in signs, products, songs, and daily conversations. In fact, over 60% of college students respondents in Olah's study (2007) felt that English loanwords should be taught more in English classes, and Daulton (1998) showed that use of English loanwords in Japanese as a basis for learning English improved pronunciation memory by 69%. Kato,

Yamamoto, and Sakata (1987) developed a katakana English dictionary with a special focus on *wasei eigo*, Japan-made English, where they indicate and explain how the pronunciation, meaning and usage deviated from the original English. They believe that such explicit indications help English learners acquire not only more accurate English but also a greater amount of vocabulary and a better sense of English mind-set (pp. iii-iv).

## Conclusion

In this study, we found that the Japanese university students' attitudes towards English as an international language were on the whole positive. According to the simple descriptive statistics, Gender was most closely related to attitude, followed by Level, Major, and Year in descending order. However, when looked at more closely through SEM analysis, two significant facts were identified.

First, it was revealed that EIL Use on one hand and General Attitude and Bilingual Attitude on the other formed two distinct areas of attitude for this group of participants. In other words, the participants felt that English was important for work and study or international activity and that being bilingual was a beneficial thing, but that English is still irrelevant to their domestic daily life.

Thus, there seems to be a double-standard on the part of these university students: English is important in some aspects and some stages of their life, but at the same time it is irrelevant to their day-to-day life dealing with Japanese people. An obvious implication of this for English teachers is that they need to increase the frequency of EIL Use in students' daily life. Related to this is raising the awareness of EIL Use within the Japanese context. Apparently, English loanwords are quite frequently used by Japanese students; katakana English can be a very good starting point for linking English to daily EIL Use.

Secondly, it was also found that what is most directly linked to EIL Attitude is International Posture, and that Gender and other background variables are only indirectly related to it. What is significant is that although over the years females are said to have more positive attitude towards English than males, it may be more accurate to say that females are more open-minded in terms of international orientation, which in turn, along with other background variables such as Level, seems to influence formation of positive EIL Attitude.

A further implication is that, ultimately, if language teachers wish to help their students improve their English proficiency, the teachers may need to pay more attention to cultivating their students' International Posture.

For future research, three suggestions may be made: (1) a larger sample (at least 400) should be used in order to increase the statistical reliability for SEM analysis; (2) attitude change over time, rather than attitude measurement at one single point of time, should be examined so that we can better examine how possible factors might affect attitude formation; and (3) semiotic observation of English as a symbol or a sign can be pursued as a separate, independent investigation in itself in order to further clarify the use of katakana or Japanized English.

It was a new insight gained that EIL Use and General-Bilingual Attitude were somewhat distinct sub-dimensions of EIL Attitude. EIL Use was more closely related to students' daily activity whereas General and Bilingual Attitudes were most strongly influenced by International Posture. Further improvement of EIL Attitude and eventual English proficiency improvement may depend on two things: more frequent use of EIL on a daily basis and cultivation of international orientation. Will English then remain a foreign language subject at school or become an integrated international language in daily life? The answer may lie in the minds and perceptions of students and teachers.



## Bio data

**Nozomu Sonda** is owner of One World International (language school), a part-time lecturer at Yamaguchi University, and a freelance translator-interpreter. His main interests are classroom action research, English as an international language, and translation studies. <oneworld@international.name>

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## Appendix I

### Survey form

#### Language attitude questionnaire

##### Part 1: Popular Cultural Activities

Listed below are some of the things college students in Japan might do during in their daily life. Please answer each one in terms of whether and how often you do these.

		very often	often	sometimes	rarely	never
1	Attend classes					
2	Do school homework and assignments					
3	Do job hunting					
4	Do school club activities					
5	Play sports					
6	Go to eating / drink places such as coffee shops and restaurants					
7	Go to Karaoke					
8	Enjoy hobbies					
9	Go for a walk					
10	Do shopping					
11	Do house chores					
12	Do Internet					
13	Do emailing					
14	Listen to music					
15	Watch TV / video					
16	Read newspapers					
17	Listen to radio					
18	Read books out of school					

19	Read magazines / comics					
20	Chat with friends (including talking on the phone)					
21	Visit relatives					
22	Spend time with boys of my age					
23	Spend time with girls of my age					
24	Do part-time work					
25	Go to cultural festivals and events					
26	Participate in religious activities					
27	Do volunteer activity					
28	Go to a library					

Please indicate other activities that do you often that are not mentioned above. Also indicate how often you do them.


##### Part 2: English Use in Daily Life

Listed below are the same items as Part 1. Please answer each one in terms of whether and how often you might use English in these activities. In this case, English is not limited to complete sentences but can also include fragmentary English, katakana English, English loanwords, Japanese English and the like.

		very often	often	sometimes	rarely	never
29	Attend classes					
30	Do school homework and assignments					
31	Do job hunting					
32	Do school club activities					





33	Play sports					
34	Go to eating / drink places such as coffee shops and restaurants					
35	Go to Karaoke					
36	Enjoy hobbies					
37	Go for a walk					
38	Do shopping					
39	Do house chores					
40	Do Internet					
41	Do emailing					
42	Listen to music					
43	Watch TV / video					
44	Read newspapers					
45	Listen to radio					
46	Read books out of school					
47	Read magazines / comics					
48	Chat with friends (including talking on the phone)					
49	Visit relatives					
50	Spend time with boys of my age					
51	Spend time with girls of my age					
52	Do part-time work					
53	Go to cultural festivals and events					
54	Participate in religious activities					
55	Do volunteer activity					
56	Go to a library					

Please indicate any other occasions / activities where you use English and also how often. In this case, English used is not limited to so-called "standard" English or complete English sentences but includes rudimentary or broken English, katakana English, Japanese English and the like.


### Part 3: Importance of English

How important or unimportant do you think the English language is for people to do the following? In this case, English is not limited to complete sentences but can also include fragmentary English, katakana English, English loanwords, Japanese English and the like.

		very important	somewhat important	neither	not so important	not important at all
57	Communicate with foreign people					
58	Understand international cultures					
59	Make friends with foreign people					
60	Make friends with Japanese people					
61	Interact with family and relatives					
62	Talk with friends					
63	Talk with teachers (whether they are English teachers or not)					
64	Talk with people in the community					
65	Be liked					
66	Be accepted in the Japanese society					
67	Be accepted in the international society					



68	Attend classes					
69	Do homework and assignments from college					
70	Have good grades on college courses					
71	Participate in club activities					
72	Read					
73	Write					
74	Be cultured					
75	Do Internet					
76	Do e-mailing					
77	Listen to music					
78	Watch TV / video					
79	Do a part-time job					
80	Find a job					
81	Get promoted in the job					
82	Make money					
83	Raise children					
84	Live in Japan					
86	Live in foreign countries					
87	Sing					
88	Do sports					
89	Participate in religious activities					
90	Do shopping					
91	Talk on the phone					
92	Travel inside Japan					
93	Travel abroad					

Please indicate if there are other activities where you might think English ability is important..

### Part 4: Attitudes to English

Please state whether you agree or disagree with these statements:

		strongly agree	somewhat agree	neither	somewhat disagree	strongly disagree
94	I like watching English movies and TV shows in English or with Japanese subtitles rather than being dubbed in Japanese.					
95	(Except English subjects) Knowledge of the Japanese language is sufficient for college studies.					
96	I listen to music in English.					
97	I would like to marry someone who can speak English (regardless of nationalities).					
98	If I have children, I would like them to be English speaking.					
99	One can adequately participate in the international society without English.					
100	I watch English TV shows and movies in a Japanese dubbed version.					
101	I simply don't like to speak English.					
102	I like English as a language.					
103	(Except school English) I don't like English.					
104	English should be learned by all students in Japan.					
105	I want to speak English if it is OK to speak fragmentary English.					



106	There are other useful languages to learn than English.					
107	I do not like to listen to music in English.					
108	I don't like to speak English because if I speak English in daily life I am excluded.					
109	English learning should be maintained.					
110	It is likely for me to use English once I leave college for work.					
111	English is irrelevant to my future.					
112	I want English to take over the Japanese language in Japan.					
113	English will disappear from Japan because the national language of Japan is Japanese.					
114	English should not be a required course in Japanese schools and colleges.					
115	English is a language worth learning.					
116	I have no problem with human relationships when I speak English in my daily life.					
117	(Except English subjects) English abilities are useful to college studies.					
118	I want to avoid a future marriage partner who can speak English (regardless of nationalities).					
119	English is essential to take part fully in the international community.					
120	It is a waste of time to learn English.					
121	Whether my children will become able to speak English does not matter.					

### Part 5: Attitudes to Bilingualism

Here are some statements about Japanese-English bilingualism. Bilingualism means the ability to speak two languages. Please

say whether you agree or disagree with these statements. There are no right or wrong answers. Please be as honest as possible. Answer with ONE of the following:

		strongly agree	somewhat agree	neither	somewhat disagree	strongly disagree
122	It is sufficient to be able to speak Japanese in Japanese society.					
123	Speaking both English and Japanese helps to get a job.					
124	It is important to be able to write in both Japanese and English.					
125	English has no place in Japan.					
126	Knowledge of the Japanese language is enough for one to make friends.					
127	It is extremely difficult to speak two languages.					
128	Knowing both English and Japanese makes people cultured.					
129	English and Japanese can coexist in Japan.					
130	In Japan both Japanese and English should be an important language.					
131	Since Japanese is the national language of Japan, English should not be used.					
132	I want to be able to speak not only Japanese but also English.					
133	It is useless to be able to write in both Japanese and English.					



134	Children get confused when learning Japanese <u>and</u> English.					
135	Children can learn Japanese and English easily.					
136	Knowing both English and Japanese can cause trouble on social situations.					
137	Japanese people only need to know the Japanese language.					
138	It is a disadvantage if one does not speak both Japanese and English.					
139	Japanese people only need to know the Japanese language.					
140	Knowing both English and Japanese can help one make more money.					
141	I think it is adequate for my children to know only Japanese.					
142	It is not a difficult task to use two languages.					
143	Being able to speak both English and Japanese can help you succeed in life.					
144	If I have children, I would want them to speak both Japanese and English.					
145	Japanese students should be able to read in both English and Japanese.					
146	When I leave college for work, I would like to be considered as a speaker of Japanese and English.					
147	It is sufficient for Japanese students to read just in Japanese.					
148	Knowledge of both Japanese and English is helpful in various ways in society.					
149	Being able to speak English and Japanese makes no difference to getting a job.					

150	People who speak both English and Japanese can make more friends.					
151	English ability has nothing to do with making money.					

### Part 6: English and Me

The following are items related to internationalization and functions of English. Please say whether you agree or disagree with these statements. There are no right or wrong answers. Please be as honest as possible. Answer with ONE of the following:

		strongly agree	somewhat agree	neither	somewhat disagree	strongly disagree
152	I am interested in studying abroad.					
153	Learning English allows me to make friends with foreign people.					
154	Learning English allows me to meet people from different cultures and nationalities.					
155	I am interested in learning about foreign cultures and societies.					
156	I try to avoid talking with foreign students when I see them.					
157	I want to make friends with international students studying at my university.					
158	Learning English makes it possible to experience different cultures.					
159	If I see foreigners, I try to avoid meeting or talking to them.					



160	I would rather work for a company in Japan than overseas.					
161	I am interested in foreign affairs and news.					
162	I would like to live and work abroad if possible some time in my life.					
163	Learning English enables me to converse with foreign people.					
164	I cannot imagine myself studying at a foreign university.					
165	I would rather stay in Japan to live and work.					
166	I can only see myself studying at a Japanese university.					
167	I am interested in meeting and conversing with people from different nationalities and cultures.					
168	I want to work for an international organization or company.					
169	I would like to study at a university abroad.					
170	I am not interested in cross-cultural matters.					
171	I don't think what's happening overseas has much to do with my daily life.					

### Part 7: Background Information

1. Age
2. Gender
3. Year in school
4. Department/Major
5. Evaluate your comprehensive English abilities (listening, speaking, reading, writing, vocabulary and grammar)
  - a. elementary (junior high 1<sup>st</sup>-2<sup>nd</sup> year)
  - b. upper elementary (junior high graduate)
  - c. lower intermediate (senior high 1<sup>st</sup>-2<sup>nd</sup> year)
  - d. upper intermediate (senior high graduate)
  - e. lower advanced (being able to study at an English speaking university)
  - f. upper advanced (being able to do professional work in an English speaking country)
6. TOEIC score
7. Other English proficiency test score
8. Club activities
9. Hobbies



## Appendix 2: Respondents' background information

Gender	Age	Grade	Major	English Ability by TOEIC score
Males = 132	18 yrs = 16	1 <sup>st</sup> yr = 133	Humanities = 16	295 or less = 13
Females = 62	19 yrs = 83	2 <sup>nd</sup> yr = 5	Education = 27	300-395 = 123
	20 yrs = 24	3 <sup>rd</sup> yr = 46	Economics = 7	400-495 = 37
	21 yrs = 17	4 <sup>th</sup> yr = 7	Science = 20	500-595 = 6
	22 yrs = 13	5 <sup>th</sup> yr = 0 (Master's 1 <sup>st</sup> yr)	Agriculture = 19	600-695 = 2
	23 yrs = 6	6 <sup>th</sup> yr = 3 (master's 2 <sup>nd</sup> yr)	Engineering = 91	700-795 = 3
	24 yrs = 6	Note: In the study 1 <sup>st</sup> and 2 <sup>nd</sup> year students are referred to as "lower graders" while the rest are referred to as "upper graders".	Note: In the study Humanities, Education, and Economics majors are referred to as "Humanities" majors while the rest are referred to as "Science" majors.	800-895 = 2
	25 yrs = 1			900-990 = 0
	26 yrs = 1			Note: In the study those with a score of 395 or below are referred to as "lower level" students while the rest are referred to as "upper level" students.
	Note: Average = 19.9; standard deviation = 1.60, range = 18-26			