

Do Japanese University Students Want to Study Abroad?

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Despite the global importance of English, whether Japanese university students want to study English abroad is unclear. Questionnaire responses from 559 students at a Global B university in Japan show some nuanced views on English related to studying overseas which were linked to perceived ability level, anxiety, and confidence issues. The findings suggest teachers need to decrease anxiety in classrooms, encourage positive images of overseas locations, and shape future expectations of success for learners' English-learning selves to help them focus their learning.

昨今のグローバル化時代では、英語は当然もっているべきほぼ普遍的な基礎的スキルになっている。とはいえ、実際に日本の大学生は海外留学をしたがっているのだろうか？本研究では、「グローバルB」指定の日本の大学で559名の学生を対象にアンケート調査を実施した。その調査は、自己の能力レベル・不安・自信と留学に関して抱く英語に対する考え方を調査したものだ。分析結果から、教師は学生の不安を軽減するような教室の雰囲気作りや、海外留学のイメージを良くし、学習者自身の英語学習がうまくいく期待感を形成させたりする必要があることが示唆できる。

Introduction: Globalization in Japan

This study reports on the willingness of Japanese university students to study English abroad as it is an important way for them to develop English abilities to cooperate with people from other countries. It has been suggested that globalization “is accelerating the use of English” worldwide (Graddol, 2006, pp. 22). This has led to a sense of urgency within the Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT) for the development of students' English proficiency to encourage the ability to use English actively in a variety of contexts to enhance Japan's global competitiveness (MEXT, 2017a).

To increase the international compatibility and competitiveness of higher education in Japan, the Top Global University Project was introduced in 2014 to cultivate the ability to respond to the challenges of globalization. Universities in this program were required to be thorough in their internationalization through partnerships and exchange programs, to conduct classes in foreign languages, and encourage credit-earning sojourns abroad through a more flexible academic calendar (MEXT, 2017a).

Additionally, MEXT suggested there is a need to address the younger Japanese generation's “inward-looking passivity” (MEXT, 2017b, p. 1), which, when coupled with MEXT's observation of inadequate communicative English skills among university students, has led to pressure on universities to educate students to become globally competitive individuals. However, few students have expressed interest in study abroad even for short-stay programs. Similarly, findings from the Japan Student Services Organization (JASSO, 2019) showed that only 2,022 Japanese students studied for a year or more abroad in 2018, a decrease from 2,456 the previous year. To gain insight into this apparent decrease in interest, the current study was used to investigate student attitudes toward studying abroad and international posture through a closed-item questionnaire.

Review of the Literature

The Benefits of Studying Abroad

The benefits of studying abroad are widely reported in the literature. Kinginger (2011, p. 58) stated that studying abroad can “have a positive impact on every domain of language competence.” Yashima and Zenuk-Nishide (2008, p. 580) demonstrated that study abroad participants' proficiency gains were larger than for those who stayed in Japan and attended regular English classes. Those who sojourned in America for one year were more confident, had higher perceived communicative competence, and lower levels of anxiety (Yashima, Zenuk-Nishide, & Shimizu, 2004). Arguably, the more favorable impression a learner has towards the English-speaking community, “the stronger the learner feels that English is a common language for humanity” (Munezane, 2013, p. 154). Also, students who go abroad have a higher level of *international posture* (Yashima, 2002, p. 58) meaning a stronger *intergroup approach tendency* (Yashima & Zenuk-Nishide, 2008, p. 572) such as a willingness to make friends with international students or participate in voluntary work helping foreigners. Yashima and Zenuk-Nishide (2008) also suggested that students who studied abroad possess a heightened awareness and interest in international affairs and

activities which are important in the development of social interactional skills. Conversely, young people not studying abroad leads to “less frequent grass-root intercultural communications” (Yashima 2013, p. 38) and lost opportunities to cooperate with people from other countries, which affects intercultural competence.

Beliefs and Attitudes About Studying Abroad

Fukuzawa (2016, p. 53) stated that negative beliefs and attitudes about English language competence can inhibit students from developing a sense that they have the ability and motivation to progress in learning and to travel abroad. Dörnyei (1994) observed that success in language learning is partly dependent upon the learners’ affective predispositions towards the target linguistic-cultural groups. In an ideal classroom, the goal of the English learning process should be to “engender” (Macintyre, Clement, Dörnyei, & Noels, 1998, p. 547) in language students the willingness to communicate in surroundings where the language is used for natural communication. Students who are interested in international affairs and activities are seen to be more proactive in voluntarily engaging in communication (Yashima et al., 2004). Similarly, Ushioda (2012) reminds us that “motivation is shaped by aspirations towards desirable future images of oneself as a proficient L2 user” (p. 65). Internationally oriented students tend to be more motivated to study English and are more integrated in their posture. This reflects a “positive affect disposition” (Ushioda, 2012, p. 65) towards speakers of the target language. Openness to foreignness combined with “non-ethnocentric attitudes” (Yashima, 2002, p. 57) illustrates both integrative and instrumental aspects of motivation. Successful learners see themselves both studying and communicating in English and can imagine themselves using English like native speakers.

Studying Abroad and Ability

Language competence is related to attitudes towards travel or study abroad. While much research has been conducted regarding the influence of studying abroad on proficiency, little has been done on the effects of proficiency on the willingness to go abroad (see Suzuki, 2011; Fukuzawa, 2016). Motivated students who have high expectations for their proficiency create images of their future ideal selves (Yashima, 2013) and make efforts to achieve successful learning outcomes, while low-motivated learners expect little from their futures. Fukuzawa (2016) suggests that low expectations hinder en-

gagement; the lower a student perceives their level of ability, the less confident they are in expressing themselves in English. They also expect negative outcomes in interactions. This inhibits their potential desire to travel abroad, as they feel they lack skills to communicate.

Why Students Do Not Want to Study Abroad

Concerns about inward-looking students isolated from global networks are not new. MEXT (2013) reported that among high school students in China, Korea, the United States, and Japan, students in Japan were the only ones where the majority said they did not want to study abroad. The reasons that were cited by Japanese students were that their country was *easy to live in*, it was *bothersome* to go abroad, there was a perceived *language barrier* and that they had *low levels of confidence* about being alone in a foreign country. Recent findings are similar, with only 32% of young Japanese wanting to spend time studying abroad (Cabinet Office, 2019). In the university sector, Aspinall (2012) found students were hampered by the conservatism of faculty; many teachers lack experience with international activities, and that “inward looking *uchimuki* attitudes rub off on students” (p. 169).

Aspinall (2012) also sees students as “risk managers” (p. 168) who address the stresses of another culture, and the “social amplification of risk” (p. 172) where the media portrays images “of foreign countries (by implication full of foreigners) as highly risky places” (p. 172). This reluctance to leave the safety of Japan might be heightened by periodic economic crises, terrorist attacks, and societal unrest abroad.

The Current Study

Purpose of the Study

In this investigation, concepts of Yashima’s (2002, p. 58) “international posture” are explored. One of the concepts is individual students’ tendencies to *approach* or *avoid* interaction with people from different cultures as a level of their willingness to communicate in the target language, which is necessary for language development. This study also seeks to gain insight into the social-cultural dimension of motivation and ethnocentric bias by examining the readiness of Japanese students to interact with international students. This includes willingness to attend an on-campus self-access language learning facility, other campus social events, and interest in international news affairs as well as foreign cultures and values. Ethnocentric bias towards others was

explored by investigating whether learners perceive foreigners as having different values. Drawing on the literature, the following research questions were formulated:

1. To what extent are Japanese university students willing to communicate with foreigners?
2. To what extent are they interested in foreign cultures?
3. To what extent are they unwilling to go abroad?
4. To what extent are they risk-averse to studying abroad?
5. To what extent does their perceived English ability influence their relationship to the above constructs?
6. If they do not wish to study abroad, what reasons do they give?

Setting for the Study

The study was conducted at a Global B National University located in western Japan. Its Liberal Arts education is directed towards producing “practical-oriented human resources in a global community” (see Japan Society for the Promotion of Science, 2014). The university has a ten-year target of recruiting 2,000 international students and sending 1,200 Japanese students to gain study credits abroad. To encourage Japanese students to study overseas, the university has adopted a four term system with a longer summer vacation to encourage study abroad for more than two months, participation in long-term internships, and overseas volunteer activities. The university offers exchanges with 44 universities in 13 countries and regions. Scholarships and government initiatives are also actively promoted.

Participants

In this study, a total of 559 first-year students, 335 males (59.9%) and 224 females (40.1%) participated. They were enrolled in 20 English Communication 1 courses taught by the researcher and ten other instructors.

Students completed the questionnaire in week eight of the fifteen-week semester during the regular class period. The students self-evaluated their English ability level (Table 1) to gain insight into their self-confidence and competence, as language competence is crucial in opting to study abroad, and low self-confidence is a sign of anxiety, which may hinder willingness to communicate.

Table 1. Study Participants and Their Self-Reported Ability Levels (n=559)

	Number	Total (%)
Male	335	59.9
Female	224	40.1
Total	559	100.0
Beginner	162	29.0
Lower Intermediate	209	37.4
Intermediate	174	31.1
Upper Intermediate	13	2.3
Advanced	1	0.2
Total	559	100.0

Questionnaire

The 21-item questionnaire was worded in English and Japanese (see Appendix A for the English). Both languages were checked for equivalency of meaning, and modifications were made by a Japanese colleague to make the Japanese translation more natural. It was explained to the learners that the questionnaire was anonymous, participation was voluntary, that findings would not have any bearing on their grades, and would only be used for research. Participants responded to a 6-item Likert scale ranging from ‘Strongly Disagree’ (1) to ‘Strongly Agree’ (6). The data were analyzed using SPSS version 22.0 (IBM, 2013).

A one-way ANOVA was used to calculate differences in means for self-perceived student level with a post-hoc Tukey test of homogeneity of variances. A basic Pearson chi-square test was also used to detect whether there was a significant association between variables. To establish the internal validity of the questionnaire, Cronbach’s alpha was calculated on the items relating to the first four research questions. Students who indicated they did not want to study abroad (by choosing from 1 to 3 on the Likert scale for item 1 in the questionnaire) were prompted to explain why. Student responses were analyzed using a key word analysis with categories generated through the statements they made to reveal patterns in the data.

Results

Willingness to Communicate With Foreigners

This construct comprised 6 of the 21 items in the questionnaire (see Appendix B Table 2). The Cronbach alpha was .771 and the mean score was 3.32 (Appendix B Table 2). There was a majority of students who have an interest in studying abroad

(Item 1) with a mean of 3.90, although in Table 6 (Appendix B) there is a range from a mean of 3.64 for beginner students to 4.85 for upper intermediate. Students would like to meet and talk in English (Item 2), although there are again significant differences according to perceived ability level as seen in Table 6, ranging from 3.90 for beginners to 5.08 for upper intermediate. However, in Table 2, there is a mean score of 2.50 for students' confidence in their ability to communicate (Item 6). Students infrequently socialized with international students on campus; 295 students out of 559 strongly disagreed (Item 8), showing a very low mean of 1.97. Similarly, 346 strongly disagreed that they had foreign friends on SNS (Item 14). With a mean score of 2.09, a large majority of students reported not knowing about the TOBITATE! (Leap for Tomorrow) Study Abroad Initiative (Item 12), a potential way to defray costs through sponsorship. This was unexpected, considering the large amount of information around campus and illustrates students being unaware of potential study abroad opportunities.

Interest in Foreign Culture

This construct was comprised of 4 of the 21 items in the questionnaire (Appendix B Table 3). The Cronbach alpha was .659 and the mean score was 3.99 (Appendix B Table 3). The alpha score was a little low, perhaps a reflection that learners' belief systems are not homogenous and can be contradictory (see Tanaka & Ellis, 2003). Encouragingly, with a mean of 3.73, a majority of students would like to do a homestay to learn about a new culture (Item 4), and a mean of 4.50 shows that students believe that going abroad will widen their thinking (Item 18), although it should be mentioned that neither question directly relates to using English and so this may suggest a more passive desire to absorb culture. Interest in foreign news is also important for an international posture (Yashima, 2002), so it is revealing that only 37 out of 559 students expressed a strong interest in foreign news on TV (Item 13) with a mean score of 3.36, but they expressed a greater interest in foreign movies, books, art, or music (Item 17) with a mean of 4.39.

Unwillingness to Go Abroad

This comprised 4 of the 21 items in the questionnaire (Appendix B Table 4). The Cronbach alpha was .752 and the mean score was 3.29 (Appendix B Table 4). With a mean score of 4.06, many students would rather travel in Japan (Item 3), and only 63 strongly disagreed that it is 'bothersome' (Item 5) to go abroad with an overall mean of 3.27. Item 10 showed that

many considered themselves to have an inward disposition with a mean of 3.73, a character trait noted earlier which MEXT (2017b) puts forward to explain Japanese students' reluctance to go abroad. With a mean score of 3.06, Item 21 indicates many students were instrumentally motivated towards gaining English credits for graduation with little intrinsic investment in their language learning.

Risk Aversion

This comprised 6 of the 21 items in the questionnaire, the Cronbach alpha was .693, and the mean score was 3.43 (Appendix B Table 5). Many have strong beliefs that foreign countries are dangerous (Item 7), as well as concerns about local food (Item 11). Item 16 again refers to MEXT (2013) and the results show with a mean of 4.15, many feel they will face a language barrier. On Item 19, a mean score of 3.45 shows that many students say they have no confidence in being alone abroad, and, on Item 20, a mean score of 3.87 shows that most students agree that thinking about going abroad makes them feel anxious.

Mean Scores Based on Ability Level

Looking back at Table 1, the 559 student- participants self-evaluated their English ability, with a mean score of 2.07, placing the average student as lower intermediate. While research suggests Japanese downplay their sense of ability (Heine, Takata, & Lehman, 2000), 29% of participants saw themselves as beginners which may indicate a lack of self-esteem and low feelings of achievement. Table 6 (Appendix B) shows similar results to earlier studies (Fukuzawa, 2016; Yashima et al., 2004), with items indicating that self-perceived language competence seems to be a factor in whether students study abroad. There were significant differences in mean scores between perceived levels of interest in studying abroad (Item 1), with a mean of 3.64 for beginners and 4.85 for upper intermediate, and also for willingness to meet and talk in English (Item 2) ranging from 3.90 to 5.08, respectively. Although the difference was not statistically significant, beginners show a higher mean of 4.14 for a preference to travel in Japan compared to upper intermediate students (3.54). Lower level students were less inclined to do a homestay (Item 4) with a mean of 3.49 compared to 4.77 for upper intermediate and found it more bothersome to go abroad (Item 5). Beginner students had significantly less confidence in their ability to communicate with a low score of 2.02 compared to a mean of 4.00 for upper intermediate. There was also a difference in the perception of a language barrier (Item 16) with a

mean score of 4.31 for beginners compared to 3.54 for upper intermediate. Beginner students were much more anxious about going abroad (Item 20) with a mean score of 4.07, have much less confidence being alone (Item 19), and are more likely to perceive danger (Item 7). Item 14 showed that lower level students are less likely to socialize with international students on campus (Item 8) with a very low mean of 1.75, and few have foreign friends on SNS with a mean of 2.09 compared to 4.23 for upper intermediate students. Finally, there is a higher likelihood that beginners are only studying English for graduation credits (Item 22) with a mean score of 3.40 compared with 1.85 for upper intermediate students.

What Reasons Do Students Give for Not Wanting to Study Abroad?

The 204 students who chose a response from 1 to 3 on the Likert scale for Item 1 were prompted to comment on why they were not interested in studying abroad. 382 comments were received (Appendix B Table 7). Students expressed an unwillingness to go abroad because of liking Japan, disliking foreign countries, and not wanting to go abroad. Other concerns expressed related to confidence, cost, perception of danger abroad, and a lack of English ability. As one medical student commented:

I want to keep staying in Japan until I die. Certainly I should read and speak English but I don't think I have to speak it (I have to read it). After I become a doctor, I'll speak only Japanese. Also, I'm afraid of various dangers in foreign countries.

Discussion: Implications for Classroom Practice

Although many of the students expressed interest in studying abroad, there are issues of student confidence (Item 6) and anxiety (Item 20; Appendix B Table 6) that positively correlate with their perceived ability levels. As they seem to doubt and underestimate their English competency, this anxiety may lead to a focus on perceived inadequacies leading to avoidance of language engagement. For example, a mean score of 2.50 indicates that few agreed that they have confidence they can communicate in English abroad (Appendix B Tables 2 and 6). Students stated that thinking about going to a foreign country makes them feel anxious ($M = 3.87$), and they perceive a language barrier ($M = 4.15$), although responses change as perceived ability increases. Perceived lack of English skills may discourage students from studying abroad because they can easily

imagine communication problems will occur.

Avoidance of interaction is also seen on the university campus through a lack of social contact with international students, ($M = 1.97$). While many expressed that going to a foreign country makes them feel excited, a mean score of 4.06 (Appendix B Table 4) suggests a majority would rather travel in Japan (Item 3), with many responding that it is bothersome to go abroad ($M = 3.27$; Appendix B Table 4).

Low-Anxiety Classrooms

If learners doubt and underestimate their ability to attain language skills, they are not likely to invest time and effort to learn English. This means teachers need to raise learner self-confidence, which is important for students to be willing to study abroad. Teachers need to encourage learners to recognize fear and anxiety provoking situations, and challenge negative expectations by focusing on positive past achievements. Through verbalizing language fears, learners realize that they are not alone in the worries they hold. They might also learn to interpret negative situations in more realistic ways. Murphey (2006) suggests coaching students in positive affirmations using their inner voice and removing unhelpful thoughts while reflecting on examples of successful past learning to encourage accomplishment by recalling past skill mastery.

Specific strategy training to overcome this self-derogation cycle is useful, such as modeling not only input opportunities, but also conversation breakdowns that mirror actual interactions abroad. If learners receive *negative input* and must provide alternate means to make their message understandable, this focuses attention not on linguistic deficit, but on successful communication.

Positive Cultural Images of Going Abroad

If Japanese students are risk managers (Aspinall, 2012) weighing up the costs and benefits of studying abroad, this means they have stress dealing with the anxiety of having to use their second language in addition to worries about safety, parental anxiety, and local food abroad. Therefore, it can become 'bothersome' to study overseas. As a counterbalance, encouraging positive attitudes towards foreign cultures and peoples should be the "the backbone of motivation to study" (Munezane, 2013, p. 154) in L2 language models. Raising awareness of the diversity and enjoyment of foreign cultures should be emphasized using tools such as media to introduce the appeal of foreign culture and world heritage sites.

Positive Future Images

Positive imagery needs to be reinforced with ideal-self future representations as English language users (Yashima, 2013). Learners who can conceptualize contexts in which they might use English in the future, and who clearly “visualize” (Yashima et al., 2004, p. 143) possible English-using selves are likely to aspire toward being proficient speakers. Sampson (2016) found “possible-self trees” (p. 69) to be particularly helpful. This is where learners think and write about future life areas using a tree diagram. The trunk is the self with three branches or hopes for themselves as an English speaker, as a worker, and in general life. A future doctor who imagined a career without needing spoken English could be encouraged to consider a scenario where it would be necessary to engage in interaction as part of an imagined community (Yashima, 2013, p. 47).

Removing Points of Comparison

In this global era, the teacher needs to remove the point of comparison of ability level with a native speaker ideal. Teachers need to emphasize that most English interactions are between speakers whose first language is not English and who are using it as a means of communication instead of the goal always being “someone else’s mother tongue” (Graddol, 2006, p. 83). The native speaker model needs to be deemphasized, because many language transactions involve non-native English speaking travelers going to non-native English speaking destinations. The idea of a global vision for English leads to an extended L2 community, encouraging learners to feel that “English is a common language for humanity” (Munezane, 2013, p. 164). Instead of native-like English pronunciation as a goal, emphasis should be put on interactions with speakers who are using English as a means of communication and mutual understanding. This might also encourage learners to seek out more interactions with foreign residents within Japan.

Conclusion

This study demonstrated that although a small majority of students would like to study abroad and are interested in foreign cultures, their lack of confidence and anxiety are impediments. One of the limitations of the study was that follow-up interviews were not held where learners could describe, interpret, and evaluate their own language learning experiences, or explain in detail why they felt so anxious about language or doubted and underestimated their English ability. While there are competing theories as to its causes, there can be no doubt that anxiety interferes

with learning and detracts from what learners hope to achieve. A major finding of the study was that perceived language proficiency has a large influence on student desire to study abroad. In reference to possible future selves, teachers need to create classrooms that encourage higher self-esteem, aid learner confidence through strategy awareness, and raise interest in foreign countries while actively reducing negative images or false stereotypes. Raising and modeling expectations about students’ future English-learning selves might help learners focus their learning and encourage them to approach rather than avoid interaction with people from different cultures. Doing so might help to raise their willingness to communicate, which will in turn facilitate language development and success in learning English.

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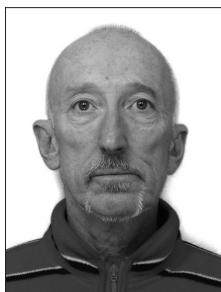
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Appendix A. The Survey in English

1. I have an interest in studying English in a foreign country
2. I would like to go to a foreign country to meet other people and talk in English
3. I would rather travel in Japan, than go to a foreign country
4. I would really like to do a homestay abroad to learn about a different culture
5. It is bothersome for me to go to a foreign country
6. I have confidence that I can communicate in English abroad
7. I would not like to go to a foreign country because other countries are dangerous
8. I socialize with foreigners at the L-café or other social events on university campus
9. I don't want to study abroad because foreigners have different values from me
10. I think I have an 'inward disposition'
11. I am worried about if I can eat the local food if I go to a foreign country
12. I have knowledge of the 'TOBITATE! (Leap for Tomorrow) Study Abroad Initiative'
13. I like to learn about the news in foreign countries on TV or the Internet
14. I have foreign friends on Facebook, Twitter or other SNS
15. I don't want to go abroad because I am not interested in foreign culture
16. I will have a language barrier in a foreign country
17. I have an interest in foreign movies, music, art or books
18. I would like to go abroad to widen my thinking
19. I would not like to go abroad because I have no confidence in being alone
20. Thinking about going to a foreign country makes me feel anxious
21. I am only studying English to gain credits towards graduation



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Appendix B. Student Responses to the Questionnaire

Table 2. *Willingness to Communicate with Foreigners (n=559) α .771*

Item	1	2	3	4	5	6	SD	M
1. I have an interest in studying abroad	30	85	89	145	128	81	1.43	3.90
2. I would like to meet and talk in English	17	68	76	146	137	115	1.39	4.19
6. I have confidence I can communicate	116	192	143	76	25	7	1.16	2.50
8. I socialize at L-café or other events on campus	295	120	65	40	22	17	1.32	1.97
12. I have knowledge of the TOBITATE! Initiative	303	94	48	56	37	21	1.49	2.09
14. I have foreign friends on Facebook, Twitter/ SNS	346	57	32	40	42	52	1.74	2.14

Notes. 6 = Strongly agree, 1 =Strongly disagree. The figures are the numbers of student responses.

Table 3. *Interest in Foreign Culture (n=559) α .659*

Item	1	2	3	4	5	6	SD	M
4. I would really like to do a homestay to learn new culture	33	91	125	129	106	75	1.43	3.73
13. I like to learn foreign news on TV or Internet	52	107	143	138	82	37	1.36	3.36
17. I have an interest in foreign movies, books, music, art	16	56	63	130	147	147	1.39	4.39
18. I would like to go abroad to widen my thinking	14	31	77	125	161	151	1.30	4.50

Notes. 6 = Strongly agree, 1 =Strongly disagree. The figures are the numbers of student responses.

Table 4. *Unwillingness to Go Abroad (n=559) α .752*

Item	1	2	3	4	5	6	SD	M
3. I would rather travel in Japan	13	42	141	153	121	89	1.21	4.06
5. It is bothersome to go abroad	63	111	140	137	74	34	1.37	3.27
9. I don't want to study abroad as foreigners' values differ	181	196	105	51	20	5	1.14	2.19
10. I think I have an inward disposition	39	77	120	136	133	54	1.39	3.73
21. I am only studying English to gain credits	91	124	128	125	58	33	1.42	3.06

Notes. 6 = Strongly agree, 1 =Strongly disagree. The figures are the numbers of student responses.

Table 5. *Risk Aversion (n=559) α .693*

Item	1	2	3	4	5	6	SD	M
7. I don't want to go because it is dangerous	36	104	141	134	103	41	1.34	3.51
11. I am worried if I can eat the local food	40	73	88	147	122	89	1.47	3.90
15. I don't want to go, as I am not interested in culture	216	175	105	26	25	12	1.22	2.11
16. I will have a language barrier	15	46	87	179	154	78	1.24	4.15
19. I have no confidence in being alone	46	101	144	127	99	41	1.38	3.45
20. Thinking about going abroad makes me feel anxious	27	67	106	162	143	54	1.31	3.87

Notes. 6 = Strongly agree, 1 =Strongly disagree. The figures are the numbers of student responses.

Table 6. Mean Scores by Student Level (n=558*)

Item	B (n = 162)	LI (n =209)	I (n = 174)	UI (n = 13)	SD	M	p
1. Interest	3.64	3.82	4.16	4.85	1.43	3.90	f(3,557) = 5.82 p<0.001
2. Meet and talk	3.90	4.17	4.40	5.08	1.39	4.18	f(3,557) = 5.58 p<0.001
3. Rather travel	4.14	4.12	3.98	3.54	1.26	4.07	
4. Homestay	3.49	3.71	3.89	4.77	1.43	3.73	f(3,557) = 5.50 p<0.001
5. Bothersome	3.49	3.33	3.01	2.92	1.38	3.27	f(3,557) = 4.03 p<0.001
6. Confidence	2.02	2.42	2.93	4.00	1.15	2.50	f(3,557) = 28.20 p<0.001
7. Dangerous	3.46	3.57	3.52	3.23	1.35	3.51	
8. Socialize	1.75	1.95	2.17	2.46	1.33	1.97	f(3,557) = 3.42 p<0.05
9. Values	2.17	2.19	2.23	2.15	1.14	2.19	
10. Inward	3.82	3.79	3.67	2.85	1.39	3.74	
11. Food	3.83	4.09	3.80	3.15	1.47	3.9	f(3,557) = 3.61 p<0.05
12. TOBITATE!	2.02	2.06	2.18	2.46	1.49	2.09	
13. News	3.33	3.24	3.47	4.00	1.36	3.36	
14. Friends	2.09	2.02	2.16	4.23	1.73	2.14	f(3,557) = 6.83 p<0.001
15. Culture	2.19	2.21	1.97	1.77	1.22	2.12	
16. Language	4.31	4.25	3.95	3.54	1.23	4.16	f(3,557) = 4.12 p<0.05
17. Movies	4.22	4.32	4.57	5.23	1.39	4.39	f(3,557) = 3.66 p<0.05
18. Widen	4.29	4.46	4.70	5.23	1.30	4.50	f(3, 557) = 4.19 p<0.05
19. Being alone	3.52	3.61	3.27	2.69	1.37	3.46	f(3,557) = 3.46 p< 0.05
20. Anxious	4.07	4.00	3.62	3.15	1.31	3.88	f(3,557) = 5.36 p<0.001
21. Credit	3.40	3.12	2.75	1.85	1.42	3.06	f(3,557) = 9.47 p<0.001

Notes. Results for the advanced level were not included because only 1 student responded.

Table 7. Reasons Why Students Would Not Like to Study Abroad (n = 204)

Like/love Japan; do not want to go abroad; dislike foreign countries	77
No confidence to use English; anxious; need to know basic English first	54
Lack of money; too expensive	42
Dangerous; lots of crime; scary; terrorism; safe in Japan	41
Not good at English; English is poor; weak-point	41
Do not like English; not interested in English	24
Do not need to go abroad in order to study English	21
Studying English has no merit; unnecessary; not important	20
Not use English in future career	14
No time; no free space; time-consuming	14
No confidence in being alone	11
Want to go abroad but not to study	10
Other: Culture difference; bothersome; study other subjects; credit only	23
Total	382