

ISSN 1347-6440

# 英語英文学叢誌

第 54 号

早稲田大学英語英文学会

2024



# 英語英文学叢誌

第 54 号

早稲田大学英語英文学会

2024

(表紙題字：原 子朗)

# 目次

## 論文

### [ 応用言語学 ]

A Longitudinal Study on the Numerical and Qualitative Change of Japanese EFL Learners' Willingness to Communicate During Study Abroad .....	Mari SUZUKI 7
---	---------------

---

早稲田大学英文学会・英語英文学会 2023 年度合同大会研究発表会	
研究発表要旨 .....	31
投稿規定 .....	36
論文執筆者紹介 .....	39
編集後記 .....	39



論文  
応用言語学



# **A Longitudinal Study on the Numerical and Qualitative Change of Japanese EFL Learners' Willingness to Communicate During Study Abroad**

Mari SUZUKI

## **1. Introduction**

As the Covid-19 outbreak is being contained around the world, the number of Japanese university students studying abroad has recovered to 90% of its pre-pandemic level (MEXT, 2024). Since study abroad experience is expected to enhance language learning, it has been investigated in many studies and both linguistic and non-linguistic developments have been revealed so far (Allen & Herron, 2003; Kormos et al., 2014; Llanes et al., 2017; Sasaki, 2011; Serrano et al., 2011). This study investigates Japanese university students' willingness to communicate (L2 WTC), which is considered to be directly related to communication behaviour (MacIntyre et al., 1998), in the study abroad environment.

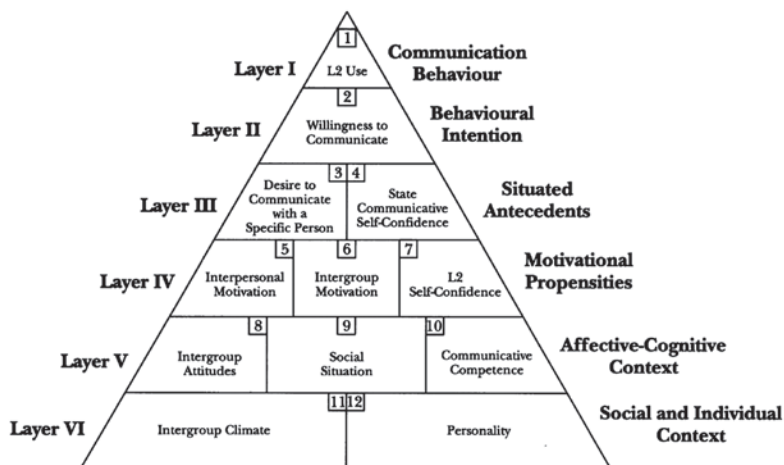
## **2. Literature Review**

### **2.1 Willingness to Communicate (L2 WTC)**

The construct of willingness to communicate (WTC) has been the subject of empirical investigation as a variable that contributes to one's communication behaviour. The concept was initially explored in the context of the L1 communication paradigm (McCroskey & Richmond, 1990) and was subsequently applied to the study of second language acquisition. The concept has traditionally been divided into two types: trait and situational. In the L1 paradigm, the trait-like concept is based on the assumption that WTC is unlikely to change over time and across situations. In contrast, the situational concept has been mainly applied to the L2 context, where WTC is considered to be influenced by situational factors (Kang, 2005; MacIntyre et al., 1998). As illustrated in Figure 1, the model that integrated these two concepts was the heuristic model of L2 WTC, as proposed by MacIntyre et al. (1998). They defined L2 WTC as

**Figure 1**

*The Heuristic Model of L2 WTC (MacIntyre et al., 1998, p. 547)*



“a readiness to engage in discourse at a specific point in time with a particular individual or individuals, utilising a second language” (p. 547), which plays an important role in determining one’s L2 communication directly. The pyramid shape is employed to illustrate the interrelationship between the factors believed to impact L2 WTC. The initial three levels are regarded as being relatively context-specific, whereas the subsequent three levels are perceived as being more stable and less likely to change. The boxes illustrate the factors that influence the use of a L2.

Regarding WTC in classroom settings, the fluid nature of WTC, changing from moment to moment by various psychological and situational variables mutually interacting only in a single lesson, has received researchers’ attention. (Cao, 2014; Larsen-Freeman & Cameron, 2008; MacIntyre & Legatto, 2011; Mystkowska-Wiertelak & Pawlak, 2017). In order to identify the nature of L2 WTC, scholars have highlighted the importance of studying its fluctuation and change (Henry et al., 2024). However, due to the difficulties of conducting longitudinal studies, the number of studies investigating the numerical and

qualitative change of L2 WTC over approximately one year is still limited.

In terms of assessing L2 learners' WTC, attempts have been made to devise a means of measuring WTC. McCroskey and Richmond (1985) were the first to attempt to assess one's L2WTC with a measurement tool based on the findings of previous studies on learners' psychological variables. Accordingly, the scale encompasses both situational antecedents, comprising four scenarios and three interlocutors, and other learners' inner variables, including WTC, UnWTC, predisposition towards verbal behaviour and shyness. This scale was confirmed valid and reliable by McCroskey (1992). The mean score for each interlocutor was high, in the order of WTC towards friends (fWTC), towards acquaintances (aWTC) and towards strangers (sWTC). As illustrated in the heuristic model proposed by MacIntyre et al. (1998), L2 WTC is thought to be influenced by social contexts, such as the kind of the interlocutor and communicative situations. Consequently, this scale has been employed in studies adopting the heuristic model. Ali et al. (2011) corroborated the finding that L2 English learners of Pakistani have a higher WTC towards friends than towards other types of interlocutors. Moreover, the influence of interlocutors on WTC was underscored by MacIntyre et al. (2001). For L2 learners, the support of friends is a crucial factor in determining one's L2 WTC. Consequently, to fully comprehend the nature of WTC, it is essential to consider the role of interlocutors.

## **2.2 Language Learning in Study Abroad Settings**

A substantial body of research has been conducted to examine effects of studying abroad (SA) on language learning experiences of sojourners. Some studies have concentrated on the evolution of language learning outcomes, including the advancement of writing abilities (Sasaki, 2011) and the enhancement of oral fluency (Llanes et al., 2017; Serrano et al., 2011). Other studies have demonstrated that the experience of studying abroad can have a psychological impact, reducing anxiety about communicating in the target language (TL) (Allen & Herron, 2003) and increasing motivation for TL learning (Kormos et al., 2014). It can therefore be argued that the experience of studying abroad is an effective means of facilitating the development of language learning, encom-

passing both linguistic and psychological aspects.

Some previous studies demonstrated that certain factors influence the development of L2 WTC in an SA context. In quantitative studies, it was shown that individuals engaged in study abroad could enhance their L2 WTC, which means that WTC is an important outcome and that the experience of studying abroad is an important factor (D'Amico, 2010; Yashima & Zenuk-Nishide, 2008). Furthermore, in a qualitative study of L2 WTC among Korean university students studying abroad, Kang (2005) identified three key factors influencing on shaping sojourners' WTC: sense of security, excitement, and responsibility. They are all related to interlocutors, topics and conversational contexts.

In SA studies, as Humphries et al. (2023) argued that scarce number of studies has provided detailed and longitudinal insights into the manner in which international students' experiences of studying abroad influence the formation of their WTC, some studies have investigated how sojourners had contact with other people. Dewey et al. (2013) quantitatively explored how students in study abroad settings develop their social networks and revealed how they got to know with the local people. Furthermore, it has been acknowledged that language contact, or the act of communicating with others whose first language is different, is a significant factor. Köylü and Tracy-Ventura (2022) argued for the importance of the interlocutor in a given communication setting. Furthermore, regarding the situation where English is used in multiple ways, WTC under the multilingualism has received researchers' attention. Henry et al. (2024) explored how WTC of English (L2) and Swedish (L3) changed among Swedish language learners during their sojourn in Sweden, in their qualitative study.

Thus it has been revealed that with whom the learner talks, an interlocutor is influential on one's WTC and communication behaviours in SA settings. In order to specify how SA experiences influence the change of WTC numerically and qualitatively, this study will address sojourners' experiences, especially focusing on the following three points; the environment they found themselves during sojourn, the relationship with interlocutors and the community they belonged to.

Accordingly, this study posits the following two research questions:

RQ1: How did WTCs towards different types of interlocutors numerically change over the course of an academic year sojourn?

RQ2: Why did the change of WTC occur during the study abroad experience?

### 3. Methodology

#### 3.1 Overview of the methodology

In regard to the research questions, this study employs a set of questionnaire and interviews, allowing researchers to gain insights from multiple perspectives. Given that the concept of WTC is considered to be dynamic and context-dependent, the author elected to employ both data sets to investigate the ways in which sojourners' WTC undergoes both numerical and qualitative changes as a result of their study abroad experience. Since it has been acknowledged that applying longitudinal study design can enhance the understanding the process of language learning (Duff, 2014), this study was conducted over a year. The procedure of this study is summarised in Table 1.

#### 3.2 Participants

In the summer of 2017, the author extended an invitation to all students enrolled at a private university who had undertaken a period of study abroad

**Table 1**

*The Procedure of Data Collection*

Time of data collection	Data collection methods			
August, 2017 (before)	Questionnaire	Semi-structured interview	Face sheet	Before SA
December, 2017 (T1)	Questionnaire	Semi-structured interview	diaries	During SA
April or May, 2018 (T2)	Questionnaire	Semi-structured interview	diaries	
September, 2018 (after)	Questionnaire	Semi-structured interview		After SA

between the 2017 and 2018 academic years. One criterion she set was that the participants should be Japanese L1 speakers and would use English on a daily basis during their period of study abroad.

In this paper, two participants, Ryota and Yuna (pseudonymous), were subsequently included. The data obtained from the face sheet prior to the initial interview are summarised in Table 2. Ryota spent nine months in California, the United States, where he majored in linguistics, taking some academic English courses and chorus classes. He had previously undertaken a period of study abroad in the US during his secondary education. Despite not participating in any extra-curricular activities, he travelled extensively with his friends during his time abroad.

Yuna resided in Växjö, Sweden for a period of eleven months. As indicated in the website ran by the Swedish organisation, local people in Sweden usually

**Table 2**

*Ryota and Yuna's Information From the Face Sheet*

	Ryota	Yuna
Gender	Male	Female
Destination	The U.S., California	Sweden, Växjö
SA term	Sep. 2017 – June 2018	Aug. 2017 – July 2018
Length of SA	9 months	11 months
L2 during sojourn	English	
Major in the destination	Education	Anthropology
Type of accommodation	Accommodation with a shared kitchen	
Extra-curricular activities	No (travelling in the US with friends)	Chorus club (5th month~)
Prior SA / Residents abroad	Yes (SA in Oregon in the US at high school for 2 weeks)	Yes (residents in the US at the age of 1~6)

speak Swedish as their L1 but can use English as a global language when necessary (Andrés, 2018). Yuna's decision to pursue her studies in Sweden was largely influenced by her English proficiency test results, which indicated that she would be unable to succeed in Anglophone countries. Additionally, she had previously lived in the US for approximately four years during her childhood, and thus, she was not inclined to pursue her studies in the US again. Her status as a returnee prompted her to consider other options abroad, reflecting her desire to live in a new environment. During her sojourn, she majored anthropology and belonged to a chorus club from the middle of her study abroad experience.

### **3.3 Materials**

**3.3.1 McCroskey's WTC measurement (RQ1).** In order to examine the numerical change of the WTC, the author employed the questionnaire originally devised by McCroskey and Richmond (1985) and subsequently validated by McCroskey (1992). The questionnaire comprises 12 items. Participants indicate their willingness to communicate in a given situation on a scale of 0 to 100%. Each item is composed of two variables. The first variable comprises three types of interlocutors by four items each: friends (fWTC), acquaintances (aWTC) and strangers (sWTC). The other variable concerns the types of situations in which the participants may initiate communication, including group discussions and queuing.

**3.3.2 Semi-structured interview (RQ2).** A semi-structured interview technique, posing both pre-determined questions, and questions generated during the course of the interview was employed. The use of fixed questions enables the author to compare the responses of different participants and occasions. The pre-determined questions are as follows; how they perceived their willingness to communicate, their overall experiences during the period, in what situations they used L2 and with whom they spent time together.

The interviews were conducted on four occasions. Due to the participants' departure in August, the first interview took place shortly after they started their sojourn exploring both before SA and during their first few weeks of the sojourn

experiences, followed by the subsequent interviews occurring at the third month, eighth months and the final interview taking place upon the participants' return to Japan. The interview was all conducted in Japanese, which was both the participants and the author's L1. Therefore, the excerpts in this paper are all translated by the author. The duration of each interview was approximately one hour on average. The author transcribed all the interview data and organised it in an Excel file in preparation for analysis. Moreover, weekly diaries were employed as supplemental materials, which helped the author to understand the participants' experience deeply.

### **3.4 Analysis**

**3.4.1 Analysis of the questionnaire data (RQ1).** Given the limited number of participants and the necessity to examine the fluctuation of their WTC, a descriptive analysis was conducted. The author calculated the mean scores of all items, with the exception of the filler item, and for each interlocutor type.

**3.4.2 Analysis of interview data (RQ2).** With regard to the interview data, the author initially divided the data set into utterances, entered it into an Excel file, and put open codes next to the utterances. Secondly, as reading the utterance repeatedly, the author assigned one of three categories to each utterance: either 'WTC' (willing to communicate), 'UNWTC' (unwilling to communicate) or 'SA' (study abroad experience in general) to each utterance in a structured process, following the analytic procedure conducted by Kang (2005), who explored affective factors in relation to one's WTC by labelling WTC and UNWTC on each utterance. In order to understand what the participants do during the sojourn and make it comparable between them, the author revisited the utterance labelled as 'SA' to find that those SA experiences can be seen from both lenses, 'situation of the communication' and 'interlocutor'. Therefore, the codes in relation to interlocutors and situations are summarised in Appendices, which visualised the comparison over time, i.e. how the participants changed their WTC and the surrounding situation over the course of the year.

By employing these data collection and analytical methods, the author was

able to ascertain the numerical change of L2 WTC and the circumstances under which the sojourners were inclined to communicate in English, as well as the nature of their experiences during their SA experience.

#### 4. Findings and Discussion

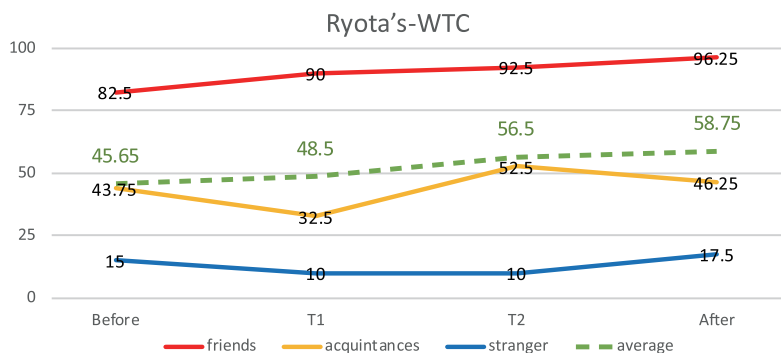
##### 4.1 RQ1: How did WTCs towards different types of interlocutors numerically change over an academic year sojourn?

Ryota's WTC was holistically high, shown in the average score and fWTC (Figure 2), compared to Yuna. Also, throughout the year, there were differences among WTCs toward three types of interlocutors. The highest was fWTC and the lowest was sWTC, which suggests that whom he spoke to was influential to the sojourners' WTC.

On the other hand, Yuna's fluctuation (Figure 3) had a different pattern: Yuna increased dramatically her WTC, confirming the previous studies' findings that through study abroad, sojourners can increase their L2 WTC (D'Amico, 2010; Yashima & Zenuk-Nishide, 2008). Her average was only 26.8 at the beginning,

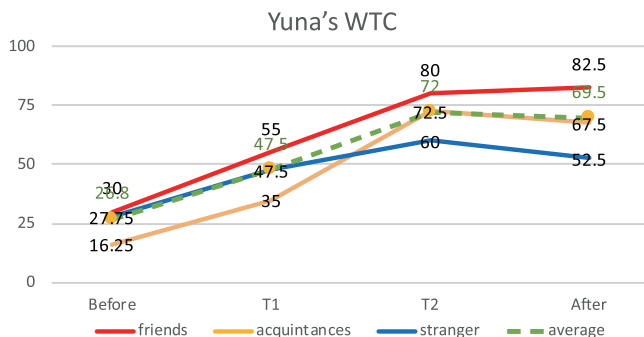
**Figure 2**

*Ryota's WTC Throughout His Sojourn*



*Note.* The x and y axes represent the WTC scale (0%~100%) and data collection time.

**Figure 3**  
*Yuna's WTC Throughout Her Sojourn*



*Note.* The x and y axes represent the WTC scale (0%~100%) and data collection time.

however it was 72 as highest at T2, eight months after her departure. Before her sojourn started, her WTC score was low across the three types of interlocutors. However, towards the end of sojourn, Yuna's perceptions of the people she spoke to changed, from a low WTC for any person to a high fWTC, while sWTC was perceived as relatively low.

The common feature shared by Ryota and Yuna was that both felt most willing to communicate with their friends, as is described that the fWTC was always the highest through the year. This is in line with the previous study finding that the fWTC was higher than other two (Ali et al., 2011). Whereas, the trajectories of developing their WTC have a different pattern, as is described in Figures 2 and 3. For the purpose of explaining the difference between the two participants and the reason why their WTC changed, the qualitative data will be provided in the following section.

#### **4.2 RQ2: Why did the change of WTC happen during study abroad experience?**

Through the qualitative analysis, the author decided to focus on the following three important codes, seeming to have an impact on the sojourners' WTC

change. The codes are related to the heuristic model proposed by MacIntyre et al. (1998); i.e. L2 self-confidence and communication apprehension, presented in 4.2.1, desire to communicate with a specific person, sense of security, shown in 4.2.2, and social situation, demonstrated in 4.2.3. This section will discuss the connections between each theme and the change of sojourners' WTC, in order to address the second research question. The results of the analysis are presented in Appendix 1 for Ryota and Appendix 2 for Yuna in Appendices.<sup>1</sup>

**4.2.1 L2 Self-confidence and communication apprehension.** In order to consider one's change, it is crucial to explore the state before SA. Regarding before SA, there was crucial distinction between Ryota, whose WTC was at a relatively higher level before studying abroad without any huge change over the year, and Yuna, whose WTC experienced a great increase after studying abroad, was the extent of confidence they exhibited in their English language abilities.

Ryota had the opportunity to use English prior to his study abroad and was confident in his ability to use the language. In his interview prior to SA, he said, "basically, I feel like I'm less resistant to speaking English" [after joining the conversational school] (Ryota, before,<sup>2</sup> #16, in brackets are added by the author). According to his face sheet submitted prior to his SA, he had about 30 minutes for speaking English in each class at his university, and he was willing to go to the English conversation school after school.

In contrast, Yuna had scarce opportunities to use English especially at her university course, except for her residence in the US at her childhood, and exhibited anxious feeling and a lack of confidence before undertaking her sojourn. She stated "I felt a bit strange. I didn't know what to say or what words to use, because I had been living in a Japanese-speaking place for so long" (Yuna, before, #58). In her face sheet, she described that her pronunciation of English was praised by others because of her prior residence in the U.S., however she felt less confident towards using English, due to lack of vocabulary and grammatical knowledge, and she had less than 10 minutes to use English in class.

From these differences between the participants, it can be inferred that the

opportunity of using English prior to SA could have a relationship with their perception of confidence to some extent. The relationship was explored in the previous study, finding that a loss of confidence leads to a reduction in the amount of speaking English (Baker & MacIntyre, 2000). Moreover, as asserted by MacIntyre et al. (1998), confidence is regarded as a key factor influencing L2 WTC. It can be inferred that Yuna may have exhibited particularly low WTC with lack of confidence as a result of her limited opportunities to utilize English. This confirms the findings of the previous quantitative studies of interrelationship among L2 use, L2 WTC and L2 confidence (MacIntyre & Charos, 1996; Öz et al., 2015). Through study abroad, a sojourner can gain the opportunity to use the TL, which increases their confidence, reducing their communication apprehension, they can increase their WTC ultimately.

In the interviews conducted at four months and eight months after their departure, both participants noted that they had become accustomed to communicating with others in English. After four months Ryota started his sojourn, he attributed the reasons for this change to that “I’ve become accustomed to the life in America” (Ryota, T2, #85) and that “looking at the grades from the autumn term, I think I can do it” (Ryota, T2, #86). Moreover, his proficiency in English conversational skills was enhanced by the learning of a conversational template such as how to initiate conversation with people whom he met for the first time, such as self-introduction, Japan and the interlocutor’s national origin. Although he had exhibited a consistent and high level of confidence initially, after a few months, with these reasons, he came to be more confident and became more used to speaking English. He was able to utilize English in a multitude of scenarios, which ultimately facilitated his ability to engage in discourse with an individual in a specific context.

Yuna reflected on her initial experiences in Sweden by saying that “it’s been a week since I arrived in Sweden and I’m already feeling confident speaking English!” (Yuna, Before, #60), and that “at first, I felt a little nervous about communicating, especially about the possibility of making mistakes or being misunderstood. But now, I’m excited to share my thoughts and ideas with

others!” (Yuna, Before, #62). She did not have much opportunities to speak English before, but by using it as a daily basis during sojourn, she experienced a reduction in her anxious feeling, a gain of confidence, and became more willing to communicate with others, which was also reflected in her numerical changes subsequently in RQ1. The heuristic model of WTC (MacIntyre et al., 1998) suggested an idea that L2 use is initiated as a goal of experiencing high WTC, however Yuna’s case implies that using L2 can enhance her WTC, which indicates opposite direction of the WTC model. Regarding the dynamic nature of WTC in SA settings, where sojourners have more opportunities to speak than in their original countries, their communication behaviour can enhance their confidence. Therefore, from a comparison of Yuna’s own frequency of communication using English, WTC and confidence before and after studying abroad, and Ryota’s communication frequency and WTC situation, it can be inferred that there is a bidirectional relationship between frequency of communication and L2 self-confidence: Ryota indicated that he was confident in English because he had always used it, and Yuna uttered that she gained confidence as she used it, and as a result her WTC also increased.

**4.2.2 Desire to communicate with a specific person, sense of security.** The second theme was identified as desire to communicate with a specific person, described as Box 3 in Layer III, and a sense of security, which was specifically found in Ryota’s case. He indicated in the interview at fourth months of his sojourn that he was most inclined to engage in communication with friends, stating that “the Filipino girl, the French boy, and the boy who has a Filipino-American friend are the top three [of the people whom I feel willing to communicate] with by far” (Ryota, T1, #175, brackets are added by the author).

This corroborates the findings of RQ1 illustrated in Figures 2 and 3, which demonstrate that throughout his sojourn, he exhibited the greatest willingness to communicate with his friends. He found the experience of communicating with these individuals to be enjoyable and sought to further develop this friendship by spending more time together. This motivation of developing friendship boosted his “desire to communicate with a specific person” in the

heuristic model (MacIntyre et al., 1998), which is presumed that people tend to form stronger emotional bonds with individuals in one's immediate vicinity, a phenomenon that was substantiated in the case of Ryota. With this desire, he communicated with the specific friends, intensifying his WTC and consequently his communication behaviour.

Also, he believed that his friends would be able to comprehend him in the case of a misunderstanding. In his second interview during his sojourn, he stated

I would feel okay even if I couldn't speak, as my friends already know a lot about me. However, I was concerned that my friend's friend might not know anything about me, and I found myself wondering if my English would be understood. (Ryota, T2, #80)

This suggests that the reassurance that his friends would understand if he made a mistake led to an increase in his WTC, which is precisely the sense of security proposed by Kang (2005).

However, even though he stayed specifically together with those friends, Ryota described the French boy's personality as "a bit stubborn" (Ryota, T2, #33), which sometimes made him less willing to communicate with the friend, saying that communicating with the friend, he was not "so direct" (Ryota, T2, #54) and was "trying to join the conversation as softly as possible" (Ryota, T2, #55) by "using the phrase maybe in sentences" (Ryota, T2, #56). He felt that he had to think carefully about how to respond to the friend because the personality of his French friend was completely opposite to his, which could lead to a breakdown in communication. This reluctance to talk to a specific person could also be related to Box 3 "a desire to communicate with a specific person" in the heuristic model (MacIntyre et al., 1998), which refers specifically to one's affection for communicating with a specific receiver. In this case, Ryota lost his affection for communicating with the French friend, and he was unwilling to communicate. Therefore, regardless of the learners' willing or unwilling

to communicate with a specific person, Box 3 “a desire to communicate with a specific person” of the heuristic model is a concept explaining their communication behaviour.

Additionally, after three months Ryota started his sojourn, he described individuals with whom he was willing to communicate, in addition to his friends, as follows: “when it comes to speaking in English, I can speak if the other person is definitely going to respond” (Ryota, T1, #49), such as an officer at his accommodation and waiters at a restaurant. Once he was certain that the interlocutor would comprehend his message and respond in a predictable manner, he would experience a sense of assurance and willingness to communicate. This finding also corroborates Kang’s (2005) assertion that the interlocutor and sense of security are crucial factors influencing L2 sojourners’ WTC.

As the cases of the French boy and the situation where he could speak with accommodation staff show, to what extent a sojourner feels secured can influence their communication behaviour, which also depends on the relationship with the interlocutor and the sojourner.

**4.2.3 Social situation.** MacIntyre et al. (1998) initially posited that social context plays a pivotal role in determining one’s L2 WTC, particularly in light of L2 attributes such as proficiency levels. Yuna’s case serves to substantiate this assertion, particularly in the context where there is the existence of a native speaker (NS), and the communicative situation.

Yuna identified two separate contexts in which she converses in English, such as the context with L1 English speakers, and the context with people who do not use English as their L1. She said in the second interview during her sojourn, “[...] when I’m talking to an L1 English speaker, I feel like I have to concentrate more than usual, because there are some expressions that I don’t understand” (Yuna, T2, #45), reporting that when communicating with those who spoke English as an L2, she felt a sense of security, greater willingness, and comfort. The reason for why Yuna perceived this way was that neither used slang nor spoke as fast as native speakers, which enhanced her sense of security. Yuna posited as for communicating with international students, “I feel that the level

of English is the same among Asians, or rather, we Japanese and Korean don't speak so fast, and we don't speak slang either, so there are many areas where we can understand each other" (Yuna, T1, #24). In previous studies, it was found that L2 learners tend to experience greater anxiety when interacting with the target language L1 speakers in a classroom setting (Bozavli & Gulmez, 2012; Yentürk & Dağdeviren-Kırmızı, 2020). Also, Köylü and Tracy-Ventura (2022) revealed that learners tend to feel higher anxiety in the situation of communicating with native speakers, compared with English as a Lingua Franca setting. Yuna's case is consistent with those results even in the outside-classroom settings.

With regard to Swedish individuals and international students, Yuna was inclined to engage in communication on the same terms, due to her perception of them as L2 speakers of English, stating that [in regards of with whom I'm talking,] "it doesn't make any difference to me whether the person is a Swedish or a foreign student [...]" (Yuna, T2, #45). However, when there were only Swedish people present, without any international students, she perceived her willingness to communicate differently. After four months she started her sojourn, following the return of some of her closest acquaintances to their respective countries of origin, she joined a choral society in January. Eight months after she started her sojourn, in the interview she reflected as follows;

[...] I still feel a little hesitant about joining in the group of Swedish people speaking Swedish, because I can't speak it. I feel like I'm still trying to find my way around when I'm in those groups, and I'm trying to join in it using English. I wonder what to do... It might be a little difficult there. (Yuna, T2, #15).

As the sole international student in the community, she was reluctant to engage in communication due to the fact that the majority of individuals conversed in Swedish rather than English. Additionally, prior to her involvement in this community, she had been a member of another community that

included some international students. Consequently, it can be inferred that she was not accustomed to this particular situation, which may have contributed to her initial reticence to engage in communication.

Therefore, even with the same individuals, a person's feelings about WTC can vary dramatically. Previous studies pointed out the importance of the interlocutors (Ali et al., 2011; MacIntyre et al., 2001), however it is under-researched on how peoples' feeling differs depending on different situations with the same interlocutors. This finding may propose the necessity of the future research on this issue.

## **5. Conclusion and limitations**

This study explored how the WTC of academic year sojourners changed numerically and the reasons for this change. The qualitative analysis revealed that confidence, communication anxiety, a desire to communicate with a specific person, the sense of security, and social settings all had an impact on each trajectory of WTC. Since study abroad involves many communicative situations, it is almost impossible to speculate exactly which experiences contribute to the change, but this study showed bidirectional relationships among diverse factors causing L2 use. Through daily use, sojourners became accustomed to communicating in English, increased their L2 confidence, had strong desire to communicate with those around them, and at last became more willing to communicate.

Another finding of this study is the dynamics of willingness to communicate that cannot be expressed by solely numerical changes. For example, a higher WTC was found for friends than for other interlocutors, and sometimes people felt more willing to talk with friends, but sometimes less. Therefore, future research could reconsider categorizations of interlocutors in SA settings, which would lead to a better understanding of sojourners' WTC. Also, as Yuna's case described, people felt less willing to talk in different situations, even when the interlocutor was the same. It will therefore be important to consider both numerical changes and communication situations when measuring change.

Although this study revealed these important findings, there are some limitations. First, it was the timing of the interview. According to the two participants in this study, the interlocutor played an important role in terms of WTC and it is likely that there was a dramatic change in who they stayed with at the beginning of their sojourn. Additionally, it was found that WTC outside the classroom in SA settings included many social settings, such as speaking with NS or NNS, and how many international students there are in the community. A review of data collection methods especially at the beginning of the sojourn, such as with more frequent interview or by exploring the sojourners' social network analysis will facilitate a more comprehensive understanding of the relationship between changes in relationships and WTC in the context of study abroad.

Another limitation is that this study was not able to provide an in-depth discussion of L3 WTC in SA settings. One participant, Yuna, studied in Sweden and was expected to have used Swedish (L3) on occasion, but was unable to shed light on Swedish WTC in the current study. Future research should also address this, as recently it has been shown that the growing interest in multilingualism has led to the choice of L3 as well as L2 in study-abroad situations (Köylü & Tracy-Ventura, 2022).

## Notes

- 1 Appendices describe the summary of the themes and codes emerged through the analytic procedures, being used as a reference.
- 2 The interviews were conducted four times. “Before” interview was conducted in prior to either the sojourn or just after starting it within two weeks. “T1” was after five months, “T2” was after eight months respectively. “After” was conducted when the sojourners returned to Japan.

## References

- Ali, M., Pathan, H., & Shahriar, A. (2011). Willingness to communicate in L2: A perception of Pakistani university students. *EFL Annual Research Journal SALU*, 13.

- Allen, H. W., & Herron, C. (2003). A mixed-methodology investigation of the linguistic and affective outcomes of summer study abroad. *Foreign Language Annals*, 36(3), 370–384.
- Andrés. (2022, October 26). *People in Sweden speak excellent English*. Study in Sweden. <https://studyinsweden.se/blogs/2018/03/26/people-in-sweden-speak-excellent-english/>
- Baker, S. C., & MacIntyre, P. D. (2000). The role of gender and immersion in communication and second language orientations. *Language Learning*, 50(2), 311–341.
- Bozavli, E., & Gulmez, R. (2012). Turkish students' perspectives on speaking anxiety in native and non-native English speaker classes. *Education Review B*, 12, 1034–1043.
- Cao, Y. K. (2014). A sociocognitive perspective on second language classroom willingness to communicate. *TESOL Quarterly*, 48(4), 789–814.
- D'Amico. (2010). The effects of intensive study abroad and at home language programs on second language acquisition of Spanish. *Dissertation*.
- Dewey, D. P., Ring, S., Gardner, D., & Belnap, R. K. (2013). Social network formation and development during study abroad in the Middle East. *System*, 41(2), 269–282.
- Duff, P. A. (2014). Case study research on language learning and use. *Annual Review of Applied Linguistics*, 34, 233–255.
- Henry, A., Thorsen, C., & MacIntyre, P. D. (2024). Willingness to communicate in a multilingual context: Part two, person-context dynamics. *Journal of Multilingual and Multicultural Development*, 45(4), 1033–1048.
- Humphries, S., Aubrey, S., & King, J. (2023). Fluctuations in Japanese English majors' capacity to speak before, during and after studying abroad. *System*, 113, 103001.
- Kang, S. J. (2005). Dynamic emergence of situational willingness to communicate in a second language. *System*, 33, 277–292.
- Kormos, J., Csizér, K., & Iwaniec, J. (2014). A mixed-method study of language-learning motivation and intercultural contact of international

- students. *Journal of Multilingual and Multicultural Development*, 35(2), 151–166.
- Köylü, Z., & Tracy-Ventura, N. (2022). Learning English in today's global world: A comparative study of at home, Anglophone, and lingua franca study abroad. *Studies in Second Language Acquisition*, 44(5), 1330–1355.
- Larsen-Freeman, D., & Cameron, L. (2008). *Complex systems and applied linguistics*. Oxford University Press.
- Llanes, À., Mora, J. C., & Serrano, R. (2017). Differential effects of SA and intensive AH courses on teenagers' L2 pronunciation. *International Journal of Applied Linguistics (United Kingdom)*, 27(2), 470–490.
- MacIntyre, P. D., Baker, S. C., Clément, R., & Conrod, S. (2001). Willingness to communicate, social support and language-learning orientations of immersion students. *Studies in Second Language Acquisition*, 23, 369–388.
- MacIntyre, P. D., & Charos, C. (1996). Personality, attitudes, and affect as predictors of second language communication. *Journal of Language and Social Psychology*, 15(1), 3–26.
- MacIntyre, P. D., Dörnyei, Z., Clément, R., & Noels, K. A. (1998). Conceptualizing willingness to communicate in a L2: A situational model of L2 confidence and affiliation. *The Modern Language Journal*, 82(4), 545–562.
- MacIntyre, P. D., & Legatto, J. J. (2011). A dynamic system approach to willingness to communicate: Developing an idiodynamic method to capture rapidly changing affect. *Applied Linguistics*, 32, 149–171.
- McCroskey, J. C. (1992). Reliability and validity of the willingness to communicate scale. *Communication Quarterly*, 40(1), 16–25.
- McCroskey, J. C., & Richmond, V. P. (March, 1985). *Willingness to communicate and Interpersonal Communication*. Paper presented at the West Virginia Symposium on Personality and Interpersonal Communication, Morgantown, WV.
- McCroskey, J. C., & Richmond, V. P. (1990). Willingness to communicate: Differing cultural perspectives. *Southern Communication Journal*, 56(1), 72–77.

- MEXT. (2024, May 24). 「外国人留学生在籍状況調査」及び「日本人の海外留学者数」等について：文部科学省. 文部科学省ホームページ. [https://www.mext.go.jp/a\\_menu/koutou/ryugaku/1412692\\_00003.htm](https://www.mext.go.jp/a_menu/koutou/ryugaku/1412692_00003.htm)
- Mystkowska-wiertelak, A., & Pawlak, M. (2017). *Willingness to communicate in instructed second language acquisition*. *Multilingual Matters*.
- Öz, H., Demirezen, M., & Pourfeiz, J. (2015). Willingness to communicate of EFL learners in Turkish context. *Learning and Individual Differences, 37*, 269–275.
- Sasaki, M. (2011). Effects of varying lengths of study-abroad experiences on Japanese EFL students' L2 writing ability and motivation: A longitudinal study. *TESOL Quarterly, 45*(1), 81–105.
- Serrano, R., Llanes, À., & Tragant, E. (2011). Analyzing the effect of context of second language learning: Domestic intensive and semi-intensive courses vs. study abroad in Europe. *System, 39*(2), 133–143.
- Yashima, T., & Zenuk-Nishide, L. (2008). The impact of learning contexts on proficiency, attitudes, and L2 communication: Creating an imagined international community. *System, 36*(4), 566–585.
- Yentürk, C., & Dağdeviren-Kırmızı, G. (2020). Native or non-native instructors? A case study on foreign language speaking anxiety in EFL classroom. *Journal of Language and Linguistic Studies, 16*(4), 1939–1951.



Appendix 2 Yuna's WTC Codes Throughout Her Sojourn

time category	before (~2nd week)		T1 (5 months)		T2 (8 months)	
	WTC	SA experience (situation)	WTC	SA experience (situation)	WTC	SA experience (situation)
WTC	low competence/confidence/feeling anxious	not sure how to respond cannot get the right word	feel comfortable		no hesitation	
			getting used to using English		getting used to using English	
			at a supermarket		at a class	discussion
			at a class	discussion		presentation
SA experience (situation)			at a dormitory		at a dormitory	
			at shopping with friends		at shopping with friends	fika
					at a chorus club	Talking only in Swedish, feel difficulty to join
SA experience (interlocutor)	Asian international students	Taiwanese	Swedish students	topic to talk	international students	Saudi Arabian international students
		cultural similarity		assignment class life in university	Swedish students	
	European international students	most willing to communicate			Joining broader community	friends of friends
		Bulgarian				The member of the chorus club
		Greeks		the way of Swedish people speak		willing with Swedish, only 1 on 1 setting
	American international students	asking the meaning of English, confirmation	Korean international students		English learners (L2 learners)	willing to communicate
		food	English learners (L2 learners)	sense of security		English is a communication tool
	students at a dormitory	food	English native speakers	feeling relaxed unwilling to communicate feeling tense	English native speakers	beware not missing hearing paying great amount of attention feeling tense
			unfamiliar words (inc. slangs) speaking fast		unfamiliar words (inc. slang) speaking fast	

*Note.* Appendices 1 and 2 show the codes emerged through the qualitative analysis on the interview data. The right codes at each data collection are taken from the utterance of the interviewee. The left themes were added in the course of analysis by relating right codes with the theoretical framework and what the previous studies found. Therefore, the left codes are representing more conceptual codes, whereas the right codes are more concrete individual experiences. Codes highlighted with grey colour are related codes to the contents of this paper.

早稲田大学英文学会（文学学術院）・  
英語英文学会（教育・総合科学学術院）  
2023 年度合同大会  
（2023 年 12 月 2 日（土） 早稲田大学早稲田キャンパス 16 号館）  
研究発表会（13 時 00 分～15 時 15 分）研究発表要旨

**Apologetic Authority and Victorious Victimhood in Donald  
Barthelme's *The Dead Father* (1975)**

香川高等専門学校 一般教育科 助教 森下 二郎

Donald Barthelme (1931–1989) is categorized as a postmodern novelist for meticulous attention to language, parodic decentralization, and depthless collage. The problem of this categorization, however, is that these characteristics sit comfortably with those of modernism, as Gerald Graff's *Literature Against Itself* (1979) has cogently demonstrated. A gateway from this conceptual imbroglia is to follow David Harvey's insightful argument provided in *The Condition of Postmodernity* (1989) to the effect that so-called modernism and postmodernism correspond to capitalism's bipolar tendency toward centralization and decentralization. In other words, the current understanding of modernism as authoritarian and elitist is retroactively created by the postwar capitalist class struggle that labels liberating aspects of capitalism as postmodernism and juxtaposes the label against totalitarian modernism to intimate that the capitalism-dominated postwar world is filled with freedom and democracy.

Drawing from the understanding of postmodernism as part of capitalist class struggle, this presentation closely reads Barthelme's *The Dead Father* (1975) to examine how Barthelme engages with this literary-critical concept. Barthelme's *The Dead Father* is of immense value in two senses. Firstly, while political readings of postmodern literature are flourishing, critics are wont to analyze Thomas Pynchon, Don DeLillo, and Robert Coover. Secondly, should critical

engagements with Barthelme happen, they are mostly concerned with short stories from his earlier collections or his first novel *Snow White* (1967) in search of literary innovations. In this academic context, Barthelme's *The Dead Father* assumes an idiosyncrasy and gives readers an opportunity to reconsider the meanings of postmodernism. By exploring victimhood manifested in father-son relations and male-female relations of the novel, this presentation investigates how Barthelme's *The Dead Father* can be read in relation to postmodern literature

### **A Cross-Lagged Panel Analysis on Teachers' Support and Self-Efficacy of Early Adolescents in East Asia**

教育学研究科 修士2年 河野 友香

Self-efficacy, students' belief in their own capabilities, is critical to academic success. Theory states that self-efficacy may be cultivated by support from significant others (i.e., teachers). Although many empirical studies in the field of SLA have investigated the effect of students' self-efficacy on their academic achievement, few have closely looked at the relationship between self-efficacy and the antecedents. To address the issue, the present study examined if and how teachers' support predicts students' self-efficacy in foreign language classroom settings. The participants were 454 fifth grade students from three primary schools (Japan = 2, Taiwan = 1). Students responded to five items each for teachers' autonomy support (AS) from the Learning Climate Questionnaire and academic self-efficacy (AE) from the PALS Academic Self-Efficacy Questionnaire during their regular English classes. The data were collected at multiple time points throughout the school year. A cross-lagged panel model was then adopted to test the hypothesized relation between the two variables. The result demonstrated that the AS-AE model had a good model fit, showing there was a statistically significant reciprocal relationship. However, teachers' autonomy support negatively predicted students' academic self-efficacy,

contrasting with the hypotheses and findings of previous studies. These results suggest a potential discrepancy in how autonomy supportive teaching is perceived, and how ability beliefs are established during the liminal phase of adolescence. These findings offer theoretical and practical considerations for future research on young language learners.

## **Teachers' Challenges in a Japanese English Immersion School**

教育学研究科 修士1年 根岸 里帆

Immersion education has gained significant recognition in Japan, with a notable increase in the number of immersion schools across the country. However, research on immersion education in Japan is not extensive, focusing on the academic performance and abilities of students who have experienced such education (Oshiro et al., 2016). It is essential to broaden the scope of research to include teachers in the immersion education context.

This study investigates challenges faced by teachers in English immersion schools in Japan. The research focuses on the pedagogical issues and collaborative problems that arise during joint activities, such as school events, home room activities, and team-teaching. The aim of this study is to clarify the challenges encountered by immersion teachers and explore the potential solutions. It is hoped that this study contributes to the development of a more effective English immersion education program.

In previous studies, Kong et al. (2011) explored the beliefs and values held by immersion teachers in China and Hong Kong regarding their education programs. Additionally, Kong et al. (2011) examined the teaching challenges faced by these educators and the support offered by their respective schools. While recognizing their roles as both content and language teachers, the immersion teachers in those studies lacked a clear understanding of the program's goals and the study expressed a need for training to teach challenging content in English.

This study follows the methodology of Kong et al. (2011) and is structured into two parts. The first part utilizes 5-point Likert scale to assess the teaching background, pedagogical, and collaborative challenges experienced by the participants. In the second part, a subset of participants will undergo a 30-minute online interviews. Interview questions are based on the findings of the questionnaire, and all interviews will be recorded and transcribed.

## **Introducing Communication Accommodation Theory into ELT**

教育学部 英語英文学科 4年 阿部 晃己

The current sociolinguistic status of English has challenged fundamental assumptions and practices in English language teaching (ELT). We should move away from adherence to and mastery of the fixed “standard” English and focus on cultivating learners’ ability to use the language flexibly according to varying interlocutors and contexts (Rose & Galloway, 2019). Research shows speakers adjust their way of communication to develop mutual intelligibility and solidarity in ELF (English as a lingua franca) contexts with accommodation or communication strategies (Matsumoto, 2011; Sato et al., 2019; Taguchi & Roever, 2017). However, students still prefer “native” English (Galloway, 2013; Galloway & Rose, 2014; Matsuda, 2003) and are unaware that communication is a cooperative act requiring mutual accommodation. It is essential to consider how teachers can change these circumstances through ELT.

This talk explores the potential benefits of introducing the concept of Communication Accommodation Theory (CAT) into ELT from a theoretical perspective. CAT is a framework originating from communication research that examines why and how people change communication patterns and looks at its consequences (Dragojevic, Gasiorek & Giles, 2015). While a few studies have discussed its relevance to ELT (Weizheng, 2019), it has yet to be considered pedagogical material. This presentation explores how CAT can raise learners’ awareness that successful communication depends on their willingness to cooperate with interlocutors and that communication breakdown should not necessarily be blamed on them, which may change the sense of inferiority as a “deficit” learner with limited proficiency. In the first half of the talk, I will discuss the importance of the flexible use of English and the fundamental ideas of CAT. The second part of the presentation examines its implications for ELT and suggests a practical activity for classroom teaching.

## 早稲田大学 英語英文学叢誌 第55号 投稿規程

- (1) 執筆資格 当学会会員であること。論文は未発表のものであること。  
(2) 締 切 2025年10月10日(厳守)  
(3) 内 容 論文または書評。ともに、英語教育、英語学、言語学、英米文学に関するものに限る。

### (4) 書式と枚数

英文の場合：

- ・A4判のダブルスペースとし、論文は20枚以内、書評は3枚以内とする。
- ・余白は上下左右1インチ、あるいは25mmとする。
- ・フォントタイプはTimes New Roman、フォントサイズは12ptとする。

和文の場合：

- ・A4判(1枚32文字×31行)とし、論文は14枚以内、書評は2枚以内の横書きとする。
- ・余白は上下左右1インチ、あるいは25mmとする。
- ・フォントタイプはMS明朝体、フォントサイズは10.5ptとする。

1. 注や参考文献リスト等は規定枚数に含まれる。
2. 和文で投稿する場合は、英文タイトルと氏名のローマ字表記も明記すること。
3. 注は原稿末尾にまとめ、( )、○、ピリオドがついていないアラビア数字とする。
4. 引用文には原則として和訳をつけない。
5. 外国人の人名、書名等は著名なものを除き、初出の箇所では原語表記する。
6. その他、書式の細部に関してはAPAまたはMLAの最新版に従うものとする。

- ・上記の書式・枚数に従わない場合は審査の対象とならない。
- ・学生は指導教授の了承を得てから投稿する。
- ・Wordのdocument fileを、事務局担当者アドレス(eigoeibun-joshu@list.waseda.jp)まで添付ファイルにて送る。
- ・詳細は本学会ホームページより、テンプレートをダウンロードし、確認すること。

英語英文学会ホームページ URL (<https://waseda-edu-english.com/gakkai/>)

- (5) 審 査 論文・書評ともに、原則として編集委員より委託された担当分野の教員2名が審査し、可否を通知する(投稿原稿は返却しない)。なお、再審査は1回までとする。

- (6) 著作権 本誌に掲載された論文・書評の著作権は著作者に帰属する。ただし、第41号より、著作者は当該論文・書評を早稲田大学図書館の運営する「早稲田大学リポジトリ」で保存、およびWeb上で公開することに関し、その許諾を早稲田大学英語英文学会に委ねるものとする。



## 論文執筆者紹介

鈴木 菜里

鷗友学園女子中学高等学校英語科教諭

【編集後記】『英語英文学叢誌』第54号をお届けいたします。2024年度は英語英文学会創設60周年という節目の年にあたり、多くの意義深いイベントを開催いたしました。本年度は、オンライン形式と対面形式を組み合わせた形で活動を展開し、「留学ガイダンス」ではオンデマンド配信を導入しました。これにより、より多くの学生に効果的に情報を提供することが可能となりました。

また、11月30日には、早稲田大学英文学会（文学学術院）と早稲田大学英語英文学会（教育・総合科学学術院）の合同大会を盛況のうちに開催いたしました。本大会では、両学会から計10件の研究発表（研究発表7件、学部生発表3件）が行われ、活発で有意義な学術交流が実現しました。さらに、特別講演には、応用言語学および異文化コミュニケーション論を専門とする関西大学名誉教授の八島智子先生をお招きし、「異文化接触研究：リフレクションと展望」というテーマでご講演いただきました。なお、本合同大会は今年度をもって休止となりますが、今後は新たな企画を模索し、さらに実りある学術交流の場を提供できるよう尽力してまいります。

最後になりましたが、本号には厳正な審査を経て採択された応用言語学に関する研究論文1本を掲載しております。本誌の刊行に多大なご尽力をいただきました株式会社ワードオンの武内様に、心より感謝申し上げます。

『英語英文学叢誌』の刊行を含め、学会として引き続き研究および教育の発展に寄与してまいります。今後とも変わらぬご支援を賜りますよう、何卒よろしく願い申し上げます。

3月24日（RM）

編集委員：三好、川崎、星、工藤

英語英文学叢誌 第54号

2025年5月23日 発行

編集・発行 早稲田大学英語英文学会  
代表者 オオガ・ボールドウィン ウィリアム  
発行所 早稲田大学英語英文学会  
東京都新宿区西早稲田1-6-1  
電話 03(3204)8958  
制作 (株)ワードオン

# ESSAYS ON ENGLISH LANGUAGE AND LITERATURE

No. 54

## Contents

[Applied Linguistics]

A Longitudinal Study on the Numerical and Qualitative Change of Japanese  
EFL Learners' Willingness to Communicate During Study Abroad ..... Mari SUZUKI

The English Language and Literature Society of Waseda University

2024