

Impact of Interaction with Foreign Students on L2 Motivation, Attitudes, and Selves

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1. Background

1.1 English Communication Classes

Elective English communication course are offered each year to freshmen and sophomores at the School of Human Welfare on a twice a week basis. A total of approximately 80 students are streamed into three classes of approximately 25 students who are separated based on their English proficiency test scores obtained before the beginning of their first academic year. The course objectives for both levels of the English Communication I course (first year, spring semester) are as follows:

For Class 1, the upper level class, to strengthen the students' ability to communicate their thoughts in greater detail and length at such level equivalent to CEFR-J B2.1.

For Class 2 & 3, lower pre-intermediate to elementary level class, to acquire communication skills necessary for communicating in simple situations reflecting intercultural knowledge when necessary at such level equivalent to CEFR-J A2.

1.2 Motivation for Studying English

Research into language learning motivation has often been focused on English due to its position as a global language. As a result, English presents other motivational variables different to other countries because of its global status where Ushioda and Dörnyei (2017) have discussed that individual-psychological and macro-sociological factors need to be given more importance when investigating language learning motivation. In a comprehensive survey of several articles, Ushioda and Dörnyei (2017) discuss how motivational factors differ between English and those of languages other than English (LOTEs). This indicates the overarching influence that English has and how the motivational psychology towards acquiring a second language is affected. Research in this area continues to progress through investigations into L2 motivation from a variety of perspectives, such as the viewpoint of English as a “disembodied language’ transcending borders, cultures, and community boundaries” (Ushioda & Dörnyei, 2017, p. 451). While these new perspectives offer new insights, Dörnyei’s L2 Motivational Self System maintains its prominence and has been used jointly with questionnaire surveys to analyze L2 motivation where it is common to see the use of Likert scales

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with multi-item questionnaires (Dörnyei & Csizér 2012; Taguchi, Magid, & Papi, 2009). The L2 Motivational Self System has shown to be replicable and reliable which can be seen from its catalyst study conducted in Hungary by Dörnyei and Csizér (2002) which was shown by Taguchi, Magid, and Papi (2009) to produce similar results in Iran, China and Japan. The results showed that the global status of English had an effect on learner motivation; however, Japan scored lower than Iran, and China in terms of the importance of promoting English as a tool to succeed globally (Taguchi, Magid, & Papi, 2009). Through other contrastive analyses, Japanese learners also showed an imbalance of the ideal L2 self. For example, Japanese learners show awareness of the necessity to study English, yet they do not associate it with being professionally successful due to it being only one of many factors in achieving favorable employment. This in turn affects their prevention instrumentality, which is associated with negative views towards English and includes obligations and duties, where Japan had the largest impact out of the three countries on the ought-to-self (Taguchi, Magid, & Papi, 2009).

When examining the Japanese English language learning environment, the attitudes mentioned above can be observed. In college, for example, students are sometimes quite difficult to motivate to actively participate in English classes typically when the courses are compulsory. One of the reasons for this lower motivation could be a consequence of the Japanese school education system where students are somewhat forced to memorize words and grammar rules in order to proceed to higher education (Kikuchi & Browne, 2009). However, students who wish to study abroad are motivated and even become more motivated after they have actually gone abroad regardless of the period they spent in English speaking countries (Kobayashi, 2017). Kobayashi's (2017) survey compared second language learning motivation and attitude before and after a study abroad program. Despite the variations in the purpose, venue, or period, positive impacts were observed.

1.3 Inviting Foreign Guests to English Communication Classes

Project description

Every year, we have invited either guest speakers or foreign students to English Communication classes. Once we enjoyed a problem-solving game using augmented reality technology, which had various effects on students' willingness to communicate (Hasian, Kawasaki, Fukui, & Nakano, 2017). Another activity was with American high school students learning Japanese. Japanese learners and our English learners were asked to collaborate to compensate for each other's lack of linguistic and cultural knowledge to complete a certain task. After this session, our students' foreign language anxiety was reduced (Hasian & Kawasaki, 2018). In the spring semester of 2018, two or three foreign students who were studying at Kwansai Gakuin on Japan East Asia Study Programs visited the three English Communication I class.

2. Research

2.1 Purpose

The purpose of this research was to investigate the impact of having foreign students in class on students' second language learning motivation, attitudes, and selves.

2.2 Participants

A total of 72 freshmen from three classes participated in this project. Table 1 summarizes the

Table 1
Demographic Characteristics of the Classes

Class	Instructor	Level	Number of Enrolment
1	A	Pre-Intermediate	28
2	B	Lower Pre-Intermediate & Elementary	22
3	B	Elementary	22

demographic information of the three classes.

2.3 Foreign student guest sessions

The objectives of the project were to provide students with: 1) authentic environment where they had to negotiate for meaning with maximum use of their ability, and 2) an opportunity to experience cultural differences. The following are the activities that were carried out in each class. The classes lasted approximately 80 minutes.

2018 Upper level students' classroom activities

For the upper level English Communication I class, four foreign students visited the class where they were asked to prepare a presentation for about 10 minutes or so on their hometown or home country. All the presentations exceeded the suggested 10 minutes where the Japanese students and foreign students negotiated meaning throughout. After the presentations were finished, the foreign students allowed time for questions and answers. For the remaining class time, desks and chairs were merged together in the center of the classroom where all students were encouraged to mingle and talk together. By this stage most students were engaged positively in conversations in either Japanese or English.

2018 Lower level students' classroom activities

The same or different students visited the two English Communication I classes for lower English proficiency students. Each foreign student as had been asked in advance gave a short power point presentation on their home country or town. Some of the Japanese students asked questions. In turn, our students gave a group presentation on Japanese culture or tourist spots. Introduction of Japanese castles with 'Tenshukaku,' or a castle tower and manga/anime culture were among the presentations. For the rest of the class time (approximately 20 minutes), the guests joined the groups for a casual discussion on their presentations.

2.3 Instruments

A total of 59 items, grouped into sixteen factors were taken from Kobayashi (2017) which was originally reported in Taguchi, Magid, and Papi (2009) and in Taguchi (2013). All the questionnaire items had been developed, modified and verified by Dörnyei and his co-researchers (Ex. Dörnyei & Taguchi, 2010). The information is also available on the web (<https://www.zoltanDoranyi.co.uk/>). The items consisted of statement types and question types. The statement-type items were measured by six-point Likert scales and the question-type items by six-point scales between 'not at all' to 'very much.' (See Appendix 1) The sixteen factors used were as follows:

- Factor 1 Motivation
- Factor 2 Ideal L2 self
- Factor 3 Ought-to L2 self
- Factor 4 Family Influence
- Factor 5 Instrumentality (promotion)
- Factor 6 Instrumentality (prevention)
- Factor 7 Confidence towards Language Learning
- Factor 8 Attitude to Learning English
- Factor 9 Interest in Traveling Abroad
- Factor 10 Anxiety for Cultural Assimilation
- Factor 11 Interest in English
- Factor 12 Anxiety for Using English
- Factor 13 Integrativeness
- Factor 14 Cultural Interest
- Factor 15 Attitudes to L2 Community
- Factor 16 Attitudes to Studying Abroad

2.4 Procedure

During the classes before and after the session, the students completed the questionnaire after having been informed of the anonymity and signing a consent form. The questionnaire administered before the session (Pre-Survey) is attached as Appendix 1 and its translation as Appendix 2. The order of items was randomized in the questionnaire administered after the session (Post-Survey).

3. Data Analyses and Results

Among the questionnaire papers collected, only those with all items answered at both pre- and post-surveys, and with signed consensus forms were processed for further analyses. The Cronbach Alpha internal consistency reliability coefficients are shown in Appendix C. Because the coefficients for Factors 8 and 13 were below .60, one of the items from each factor was excluded from further analyses thereby leaving 57 items. The descriptive statistics of the response scores by class are combined with the t-test results mentioned later and shown in Tables 2 a and 2 b.

Paired-samples t-tests were conducted to compare the response scores between the pre-survey and the post-survey by factor as shown in Tables 2 a and 2 b with graphical presentations in Figures 1 a and 1 b, respectively. For the upper level students, Ought-to L2 self (Factor 3) and Attitude to Learning English (Factor 8) showed significant mean score increases. Anxiety for Cultural Assimilation (Factor 10) showed significant mean score decrease. The results from the lower level students revealed significant score increases of Ideal L2 self, Ought-to L2 self, Attitude to Learning English, Integrativeness, Cultural Interest, Attitudes to L2 Community (Factors 2, 3, 8, 13, 14, and 15). On the other hand, scores of (Instrumentality (promotion) and interest in traveling abroad) were found to have decreased; $t_s(35) = 4.027, p = 0.000$ and $t_s(35) = 3.020, p = 0.000$.

Table 2 a
Descriptive Statistics and Paired T-test Results: Upper level students

Factor#	n	Pre-Survey				Post-Survey				t-test	
		Min	Max	M	SD	Min	Max	M	SD	t(23)	p
1	24	1.8	6.0	3.4	0.83	1.3	5.0	3.4	0.77	-0.097	0.923
2	24	1.4	5.4	3.0	1.12	2.0	5.4	3.4	0.96	-1.881	0.073
3*	24	1.3	6.0	3.1	1.09	1.3	6.0	3.9	1.16	-3.536	0.002
4	24	1.0	4.8	2.8	1.09	1.0	5.3	3.1	1.19	-1.176	0.252
5	24	1.4	6.0	4.3	0.99	3.0	5.8	4.5	0.77	-0.760	0.455
6	24	1.5	6.0	4.3	1.14	3.5	6.0	4.8	0.76	-1.868	0.075
7	24	2.0	6.0	4.1	0.98	2.3	6.0	4.3	0.87	-0.651	0.522
8*	24	1.7	5.7	3.7	0.89	1.7	6.0	4.4	1.11	-2.550	0.018
9	24	1.0	6.0	4.2	1.45	2.0	6.0	4.3	1.12	-0.512	0.613
10*	24	1.4	5.8	2.7	0.95	1.0	4.8	2.3	0.95	2.575	0.017
11	24	1.7	6.0	4.0	1.11	2.0	5.3	4.1	0.87	-0.381	0.706
12	24	1.8	6.0	4.1	1.12	2.8	6.0	4.1	1.04	-0.047	0.963
13	24	1.5	5.5	3.9	1.04	1.0	6.0	4.1	1.44	-0.841	0.409
14	24	1.0	6.0	3.8	1.18	1.7	6.0	4.1	1.06	-1.463	0.157
15	24	1.3	5.8	4.1	1.17	1.8	6.0	4.5	1.19	-2.065	0.050
16	24	1.0	5.5	3.6	1.36	1.0	6.0	3.8	1.45	-0.816	0.423

Note: *indicates that the factor score significantly changed.

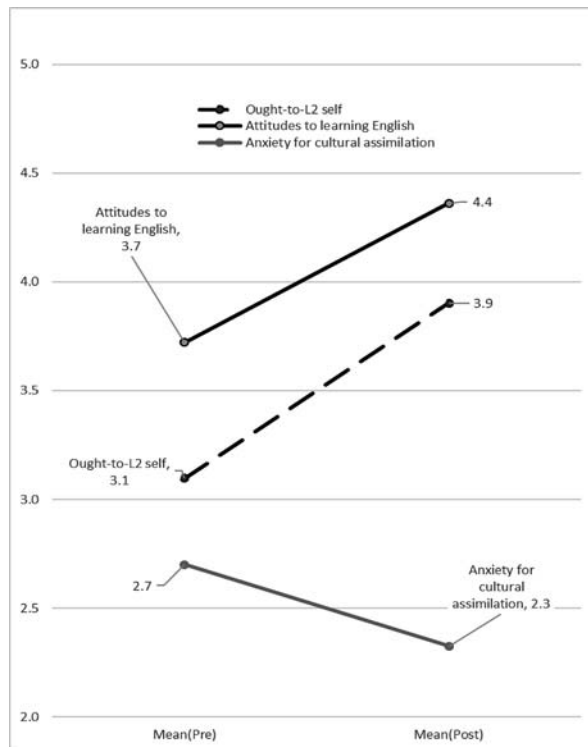


Figure 1 a Factor Mean Scores with Significant Changes (Upper level students)
 The vertical axis shows the point scale, and the actual range is from 1 to 6.

Table 2 b
 Descriptive Statistics and Paired T-test Results: Lower level students

Factor #	n	Pre-Survey				Post-Survey				t-test	
		Min	Max	M	SD	Min	Max	M	SD	t(23)	p
1	36	1.5	5.0	3.1	0.95	1.0	5.3	3.0	0.92	0.783	0.439
2*	36	1.2	4.4	2.8	0.85	1.0	4.8	3.0	0.91	-3.446	0.000
3*	36	1.0	4.7	2.6	1.01	1.0	5.3	3.1	1.02	-3.354	0.002
4	36	1.0	4.8	2.5	1.10	1.0	4.5	2.6	0.99	-1.118	0.271
5*	36	2.8	5.6	4.4	0.89	1.8	6.0	4.0	0.95	4.027	0.000
6	36	2.3	5.5	4.1	0.89	3.0	6.0	4.1	0.79	-0.395	0.695
7	36	1.7	6.0	3.8	1.01	2.0	5.7	3.9	0.83	-0.716	0.479
8*	36	3.0	5.7	4.3	0.67	2.7	6.0	4.6	0.79	-3.542	0.001
9*	36	2.0	6.0	4.1	1.18	1.7	5.7	3.6	1.00	3.020	0.005
10	36	1.0	4.2	2.3	0.79	1.0	4.8	2.4	0.98	-0.618	0.541
11	36	1.0	5.7	3.7	1.11	1.0	5.0	3.5	1.08	1.123	0.269
12	36	1.0	6.0	3.6	1.14	1.0	6.0	3.6	1.14	0.210	0.835
13*	36	1.0	6.0	3.7	1.25	1.5	6.0	4.0	1.03	-2.582	0.014
14*	36	1.0	5.7	3.5	1.29	1.7	6.0	4.0	1.25	-4.170	0.000
15*	36	1.3	6.0	4.1	1.17	2.0	6.0	4.3	1.09	-2.294	0.028
16	36	1.0	6.0	3.6	1.47	1.0	6.0	3.6	1.51	-0.107	0.915

Note: *indicates that the factor score significantly changed.

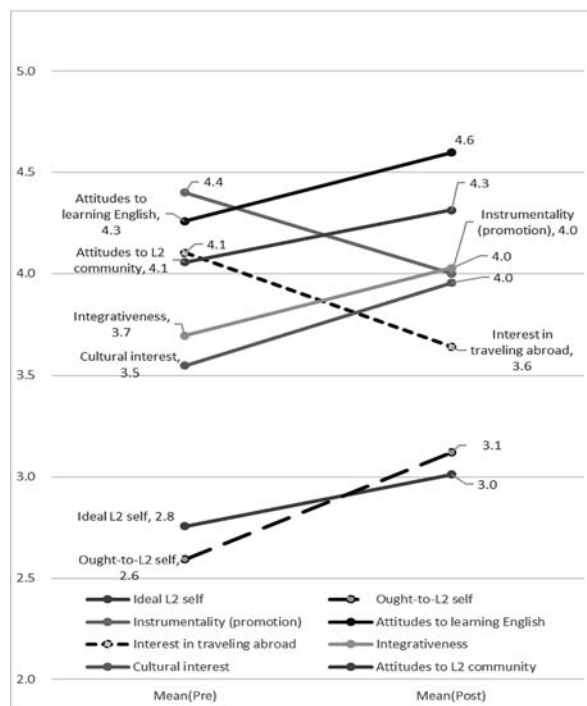


Figure 1 b Factor Mean Scores with Significant Changes (Lower level students)
 The vertical axis shows the point scale, and the actual range is from 1 to 6.

4. Discussion

Upper level classes (Class 1)

For the upper level class, substantial score changes were seen across three particular factors. The largest point differential was found among the ought-to L2 self factor where an .8-point increase was observed. Taguchi, Magid, and Papi (2009) have discussed the correlation between the ought-to L2 self and family influences in Asian cultures where students in this context may have further realized the necessity to possess certain English skills after experiencing real-life interactions with native English speakers. This experience seems to also have influenced the students' attitudes to learning English where a .7-point increase was observed. Not displayed on the above graph is the ideal L2 self factor as it only improved slightly between pre- and post-surveys. However, its above average point value of 3.0 and 3.4 respectively coincides with Taguchi, Magid, and Papi's (2009) belief that students who have strong ideal L2 selves will exhibit favorable attitudes. Finally, students' anxiety for cultural assimilation had decreased significantly compared to the pre-survey results.

Lower level classes (Classes 2 & 3)

Significant score changes in more factors in the lower level classes can be interpreted as the time with foreign students having had a larger impact on the students in these classes. Specifically, they felt more pleasure in the English classes and increased their interest in English speaking countries and the culture. Their ideal L2 selves became clearer while confirming the necessity of learning English. Although the students' motivation seemed to have been driven by external pressure coming from family members, for example, the experience with foreign students made them slightly change the reasons for studying English (score decrease of instrumentality (promotion) factor). The significant decrease in the students' interest in traveling abroad is an unexpected result. We are unable to explain this decrease because we could not collect written comments from the students due to a tight class schedule.

5. Conclusion

Between the higher level and lower level classes, mostly positive effects were shown to be as a result of inviting foreign guests into English communication classes. While the lower level class had significant decreases in instrumentality (promotion) and interest in travelling abroad, six other factors had significant score changes. Also, the higher level class saw significant improvements as well. However, the variety of improvements were restricted to attitudes to learning English, ought-to L2 self and anxiety for cultural assimilation. It seems that both levels can benefit from these types of experiences albeit with different results. Finally, this study was not conducted without its limitations. First, the number of guest speakers were not equal between the classes where either three or four guests were present as well as the length of each speaker's presentation and Q&A time. However, this can be observed as the result of positive and natural interactions with native speakers. Going forward, it would be critical to come to a conclusion on how to create identical experiences between the classes considering the gap in English levels if the classes and their experiences were to be compared. Finally, large typhoons interrupted scheduling for this study where we were unable to conduct a delayed

questionnaire where written comments from the students would have provided further insight.

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Appendix 1 Pre-Survey Form

表裏、全部で59項目あります。順番に思ったとおりに答えてください。

	1	2	3	4	5	6
	全くそう思わない	そう思わない	あまりそう思わない	ややそう思う	そう思う	とてもそう思う
1	会話の中での英語の使い方に興味がある。					
2	国際化によって、日本人が日本文化の重要性を忘れる危険性があると思う。					
3	英語の勉強をしておくといつか良い仕事を得るために役立つと思うので、英語の勉強は大切だ。					
4	英語が話されているのを聞くとわくわくする。					
5	英語の授業の雰囲気が好きだ。					
6	英語ができれば国際的に働くことができるので、英語の勉強は大切だ。					
7	海外旅行をしたいので、英語の勉強は大切である。					
8	もっと努力すれば、英語を確実に身につけられると思う。					
9	勉強や仕事等で海外に長期滞在したいと思っているので、英語を勉強しておくのは大切だ。					
10	英語ができれば海外旅行が楽しめるので英語の勉強をする。					
	・ ・ ・ Items from 11 to 47 omitted. Refer to Appendix 2 for the complete set of items. ・ ・					
	1	2	3	4	5	6
	ぜんぜん～ない	あまり～ない	まあまあ	少し～です	かなり～です	とても～です
48	英語圏の雑誌や、新聞、あるいは本は好きですか。					
49	英語圏の映画は好きですか。					
50	どの程度英語が好きですか。					
51	英語圏の人々についてもっと知りたいですか。					
52	今後海外研修や活動（ボランティア含む）の機会があれば参加したいですか。					
53	英語圏で作られたテレビ番組は好きですか。					
54	英語圏に住んでいる人々が好きですか。					
55	英語圏へ旅行するのは好きですか。					
56	どの程度英語圏の人々のようになりたいですか。					
57	英語圏の人々の文化や芸術をさらに知るためには、どの程度英語学習は大切だと思いますか。					
58	英語圏の人々と知り合いになりたいですか。					
59	今後機会があれば英語圏の大学に留学したいですか。					

Appendix 2

Questionnaire Factors and Items Translated into English (#31 & #48 were not included in further analyses due to their impact on item consistency.)

Item	Factor	Item
1	1 動機づけ Motivation	If an English course was offered at university or somewhere else in the future, I would like to take it. 今後さらに大学やその他の所で英語の授業があれば、受講したい。
2		I am prepared to expend a lot of effort in learning English. 英語の勉強に努力を惜しまない。
3		I am working hard at learning English. 英語を一生懸命勉強している。
4		I think that I am doing my best to learn English. 自分は英語の勉強を頑張っていると思う。
5	2 理想自己 Ideal L2 self	I can imagine myself living abroad and having a discussion in English. 外国に住み、英語で討論している自分を想像できる。
6		Whenever I think of my future career, I imagine myself using English. 将来の仕事について考えるときはいつも英語を使っている自分を想像する。
7		I can imagine a situation where I am speaking English with foreigners. 自分が外国人と英語で話をしている状況を想像できる。
8		I imagine myself as someone who is able to speak English. 英語を話せるようになっていた自分を想像する。
9		The things I want to do in the future require me to use English. 将来自分がしたいことをするためには、英語が必要となる。
10	3 義務的自己 Ought-to L2 self	Learning English is necessary because people surrounding me expect me to do so. 私が英語を勉強することを周りの人々が期待しているので、英語の勉強は必要だ。
11		I have to study English, because, if I do not study it, I think my parents will be disappointed with me. 英語を勉強しないと親が残念に思うので、英語を勉強しなければならない。
12		My parents believe that I must study English to be an educated person. 英語の勉強をして教養のある人間にならなければならないと、親は強く思っている。
13	4 家族の影響 Family Influence	My parents encourage me to study English. 親が英語の勉強をすすめている。
14		My parents encourage me to study English in my free time. 時間があるときは英語の勉強をするように、と親はすすめている。
15		My parents encourage me to take every opportunity to use my English (e speaking and reading). 親は私に、あらゆる機会を利用して英語を読んだり話したりするなど、英語を使うようにすすめている。
16		My parents encourage me to attend extra English classes after class (e English conversation schools). 親は私に、授業の後さらに英会話学校などで英語を勉強するようにすすめている。

17	5 道具的－接近 Instrument-ality (promotion)	Studying English can be important to me because I think it will someday be useful in getting a good job. 英語の勉強をしておくといつか良い仕事を得るために役立つと思うので、英語の勉強は大切だ。
18		Studying English is important to me because English proficiency is necessary for promotion in the future. 将来昇進のために英語力は必要となるので英語の勉強は大切だ。
19		Studying English is important to me because with English I can work globally. 英語ができれば国際的に働くことができるので、英語の勉強は大切だ。
20		Studying English can be important for me because I think I'll need it for further studies on my major. 今後さらに自分の専門について勉強していくためには英語が必要になると思うので、英語の勉強は大切だ。
21		Studying English is important to me because I would like to spend a longer period living abroad (e.g. study, work). 勉強や仕事等で海外に長期滞在したいと思っているので、英語を勉強しておくのは大切だ。
22	6 道具的－回避 Instrument-ality (prevention)	I have to learn English because without passing the English course I cannot graduate. 英語の単位をとらないと卒業できないので、英語の勉強をしなければならない。
23		I have to study English because I don't want to get bad marks in it at university. 大学の英語で悪い成績を取りたくないで、英語の勉強をしなければならない。
24		Studying English is necessary for me because I don't want to get a poor score or a fail mark in English proficiency tests. 英語の資格試験で低い点数を取ったり不合格になりたくないで英語の勉強は必要だ。
25		Studying English is important to me because, if I don't have knowledge of English, I'll be considered a weak student. 英語ができないと、出来の悪い学生と思われるので英語の勉強は大切だ。
26	7 言語学習に対する自信 Confidence towards Language Learning	If I make more effort, I am sure I will be able to master English. もっと努力すれば、英語を確実に身につけられると思う。
27		I believe that I will be capable of reading and understanding most texts in English if I keep studying it. このまま勉強を続ければたいいていの英語の文章を読み、理解できるようになると思う。
28		I am sure I will be able to write in English comfortably if I continue studying. このまま勉強を続けたら、将来楽に英語を書けると思う。
29	8 英語学習に対する態度 Attitude to Learning English	I like the atmosphere of my English classes. 英語の授業の雰囲気が好きだ。
30		I always look forward to English classes. 英語の授業をいつも楽しみにしている。
31		I find learning English really interesting. 英語を勉強するのはとても面白い。
32		I really enjoy learning English. 英語を学ぶのは本当に楽しい。

33	9 海外旅行への志向性	Learning English is important to me because I would like to travel internationally. 海外旅行をしたいので、英語の勉強は大切である。
34	Interest in Traveling Abroad	Studying English is important to me because without English I won't be able to travel a lot. 英語ができなければ、旅行があまりできなくなるので英語の勉強は大切だ。
35		I study English because with English I can enjoy travelling abroad. 英語ができれば海外旅行が楽しめるので英語の勉強をする。
36		10 同化への恐れ Anxiety for Cultural Assimilation
37	Anxiety for Cultural Assimilation	I think that there is a danger that Japanese people may forget the importance of Japanese culture, as a result of internationalization. 国際化によって、日本人が日本文化の重要性を忘れる危険性があると思う。
38		Because of the influence of the English language, I think the Japanese language is corrupt. 英語の影響で日本語が乱れていると思う。
39		Because of the influence of the English-speaking countries, I think the moral of Japanese people are becoming worse. 英語圏の国々の影響で、日本人のモラルが低下していると思う。
40		I think the cultural and artistic values of English are going at the expense of Japanese values. 英語の文化的、芸術的価値は日本の価値観をだめにすると思う。
41	11 英語に対する興味	I think that, as internationalization advances, there is a danger of losing the Japanese identity. 国際化が進むと日本の独自性が失われる危険性があると思う。
42	Interest in English	I feel excited when hearing English spoken. 英語が話されているのを聞くとわくわくする。
43		I am interested in the way English is used in conversation. 会話の中での英語の使い方に興味がある。
44		I find the difference between Japanese vocabulary and English vocabulary interesting. 日本語と英語の単語の違いは面白いと思う。
45	12 英語使用への不安 Anxiety for Using English	I get nervous and confused when I am speaking in my English class. 英語の授業で発言している時、不安になったり戸惑ったりする。
46	Anxiety for Using English	I would feel uneasy speaking English with a native speaker. 英語でネイティブスピーカーと話す場合、不安を感じる。
47		If I met an English native speaker, I would feel nervous. 英語のネイティブスピーカーと会うと、不安になる。
48		I would get tense if a foreigner asked me for directions in English. 外国人に英語で道を聞かれると緊張する。
49	13 統合的志向 Integrative-ness	How important do you think learning English is in order to learn more about the culture and art of its speakers? 英語圏の人々の文化や芸術をさらに知るためには、どの程度英語学習は大切だと思いますか。
50	13 統合的志向 Integrative-ness	How much would you like to become similar to the people who speak English? どの程度英語圏の人々になりたいですか。
50		How much do you like English? どの程度英語が好きですか。

51	14 文化に対する興味	Do you like English films? 英語圏の映画は好きですか。
52	Cultural Interest	Do you like English magazines, newspapers, or books? 英語圏の雑誌や、新聞、あるいは本は好きですか。
53		Do you like TV programs made in English-speaking countries? 英語圏で作られたテレビ番組は好きですか。
54		15 目標言語のコミュニティー に対する態度 Attitudes to L2 Community
55	Community	Do you like the people who live in English-speaking countries? 英語圏に住んでいる人々が好きですか。
56		Do you like meeting people from English-speaking countries? 英語圏の人々と知り合いになりたいですか。
57		Would you like to know more about people from English-speaking countries? 英語圏の人々についてもっと知りたいですか。
58	16 留学に対する態度 Attitudes to Studying Abroad	I would like to participate in programs abroad (incl. volunteer activities) if I have a chance in the future. 今後海外研修や活動（ボランティア含む）の機会があれば参加したい。
59	Studying Abroad	I would like to study at a university in English speaking countries if I have a chance in the future. 今後機会があれば英語圏の大学に留学したい。

Appendix 3

Internal Consistency Checked by Reliability Analysis (Higher Level)

Factor	Cronbach Alpha Coefficient		Number of items	Remarks
	Pre-survey	Post-survey		
1	0.74	0.71	4	
2	0.82	0.86	5	
3	0.72	0.78	3	
4	0.71	0.81	4	
5	0.81	0.64	5	
6	0.87	0.78	4	
7	0.65	0.75	3	
8	0.67	0.63	3	One item removed
9	0.90	0.85	3	
10	0.72	0.85	5	
11	0.73	0.66	3	
12	0.88	0.75	4	
13	0.57	0.87	2	One item removed
14	0.69	0.72	3	
15	0.85	0.87	4	
16	0.86	0.81	2	

Internal Consistency Checked by Reliability Analysis (Lower Level)

Factor	Cronbach Alpha Coefficient		Number of items	Remarks
	Pre-survey	Post-survey		
1	0.75	0.83	4	
2	0.68	0.83	5	
3	0.71	0.78	3	
4	0.82	0.86	4	
5	0.72	0.87	5	
6	0.74	0.71	4	
7	0.74	0.75	3	
8	0.65	0.81	3	One item removed
9	0.82	0.70	3	
10	0.75	0.90	5	
11	0.70	0.76	3	
12	0.83	0.86	4	
13	0.73	0.73	2	One item removed
14	0.80	0.83	3	
15	0.90	0.90	4	
16	0.70	0.84	2	

Impact of Interaction with Foreign Students on L2 Motivation, Attitudes, and Selves

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ABSTRACT

When learning a second language, students are motivated by numerous internal and external variables that influence their attitudes and selves. One particular method which has given insight into these areas is Dörnyei's L2 Motivational Self System which has been used with questionnaire surveys and Likert scales to investigate specific variables for large numbers of people (Dörnyei & Csizér, 2012; Taguchi, Magid, & Papi, 2009). Within this study, it was hypothesized that Japanese students studying English communication at Kwansei Gakuin University would show changes in their L2 motivation, attitudes and selves after interacting with foreign students. These experiences have been investigated before at Kwansei Gakuin University where foreign students have routinely been invited to English communication classes each year; Hasian, Kawasaki, Fukui, and Nakano (2017) observed a reduction in students' foreign language anxiety under similar conditions. A study by Kobayashi (2017) provided direction for this study where students who studied abroad were asked to complete questionnaire surveys which showed that student L2 motivation improved regardless of initial motivation levels, length of time abroad, location or purpose. Kobayashi's (2017) survey, which was originally reported in Taguchi, Magid, and Papi (2009) and in Taguchi (2013), had been developed, modified and verified by Dörnyei and his co-researchers (Ex. Dörnyei & Taguchi, 2010) and was also used as the foundation for this study. Pre- and post-survey comparisons revealed that inviting foreign guests to both levels of English communication classes had several positive effects. While these varied between the levels of the classes, significant improvements to the ideal L2 self, instrumentality, interest in traveling abroad, cultural interest, ought-to-L2 self, attitudes to learning English, integrativeness, attitudes to L2 community, and anxiety for cultural assimilation were observed.

Key words: English communication classes, foreign students, motivation

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