Willingness to Communicate:
A Case Study

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Abstract

Willingness to Communicate (WTC) is a useful conceptual construct in examining second language (L2) communication. This case study utilizes the WTC construct to investigate one student's willingness or unwillingness to engage in second language (L2) use with native English speaker (NES) and Japanese students of English and examines how the participant's responses demonstrate links to other components of the WTC construct. The study found that WTC with specific interlocutors is influenced by orientations to learning the L2, affiliations to gender within the L2 group and proficiency levels in the first language (L1) group.

Introduction

Willingness to Communicate (WTC) is a recent extension of motivation research offering both theoretical and practical potential. It involves the learner's willingness to engage in L2 communication. First introduced to the communication literature by McCroskey and Baer (1985, cited in MacIntyre, Clement Dörnyei and Noels 1998) it was originally applied to native or L1 communication and seen as a relatively stable personality or trait-like variable. MacIntyre et al. (1998), in extending the concept to focus on L2 communication, recognize explicitly the situational differences based on wide variations in competence and intergroup relations in WTC, defining it as '… a readiness to enter into discourse at a particular time with a specific person, or persons using a L2' (p. 547). Their conceptual model encompasses both transient and more enduring components. It draws on a range of variables from L2 acquisition, motivation and communication research that have been used to account for individual differences in L2 communication. The construct is schematically represented as a layered pyramid with L2 use at its peak. WTC, as the immediate antecedent of L2 use, subsumes 'a range of linguistic and psychological variables including linguistic self confidence (both state and trait); the desire to affiliate with a person; interpersonal motivation; intergroup attitudes; motivation and climate; parameters of the social situation; communicative competence and experience; and various personality traits' (Dörnyei 2001 p. 51). In such a conceptualization, L2 proficiency is seen as a means to achieve interpersonal and intercultural goals.

Literature Review

Extensive research has been conducted on the individual variables that make up this construct. Research utilizing the rubric of WTC will be briefly summarized. MacIntyre (1994) developed a model for WTC and showed that anxiety about L2 communication and perceived language competence consistently predicted WTC in a L2. He also investigated personality-based sources, suggesting WTC is caused by a combination of communication apprehension and perceived competence, which have their basis in introversion and self-esteem (MacIntyre 1994). Studies in Canadian contexts (MacIntyre and Charos 1996, MacIntyre and Clement 1996, cited in Yashima 2002) combining Gardner's socio-educational model reveal relations among the variables underlying WTC in a L2. WTC was found to be a predictor of frequency of communication, whereas motivation was a predictor of WTC, frequency of communication, or both. WTC has also been integrated as a predictor variable, accounting for significant variance in communicative behaviour (Dörnyei and Kormos 2000). In an investigation of WTC inside and outside the classroom and job-related, travel, friendship and personal knowledge orientations identified by Clement and Kruidenier (1983), MacIntyre, Baker, Clement and Conrod (2001) found strong correlations between the variables and suggest that 'beliefs concerning opportunities for L2 communication influence perceived control over behaviour' (p. 382). They point to the importance of fostering a willingness to engage in authentic L2 use outside the classroom. In applying the WTC construct to the Japanese, English as a Foreign Language (EFL) context, Yashima (2002) hypothesized the latent attitudinal variable 'international posture', and found significant indirect and direct paths to WTC. In a study of nonlinguistic outcomes of immersion and non-immersion students Baker and MacIntyre (2003) found the immersion group reported lower L2 anxiety, higher L2 communication competence, greater WTC in the L2 and more frequent L2 communication. For immersion students, anxiety was more strongly correlated with WTC, whereas for non-immersion students, perceived competence predicted WTC more strongly. Yashima, Zenuk-Nishide and Shimizu (2004) also confirmed correlations between WTC inside and outside the classroom, perceived communicative competence and frequency and amount of communication in which students engaged. Furthermore, these results were tied to perceived satisfaction in the development of interpersonal relationships and the perceived degree of adjustment to a short-term stay in the L2 culture.

Background, rationale and objectives

Calls to reopen or expand, the motivation construct in language learning. (Crookes and Schmidt 1989), (Oxford and Shearin 1994), (Dörnyei 1998) have also generated a call for qualitative studies to complement quantitative efforts. The earlier focus on large samples within the social psychological approach represented a macro perspective, which lacked the means to explore the potentiality of situated, contextual understandings of motivation in L2 and FL learning (Dörnyei 2003). WTC provides a means to explore the situational and contextual factors that contribute to and affect L2 learning and use in an integrated manner.

In focusing on a situational antecedent such as the 'desire to communicate with a specific person' it is possible to gain understandings of human intention and behaviour and to explore the range of potential influences that interact with and underlie such choices. Authentic L2 communication is normally understood as use of the L2 with a L2 speaking interlocutor, however in foreign language (FL) situations such opportunities are limited and much L2 communication occurs in the classroom in the presence of NES teachers. Students not unexpectedly, consider it strange to use the L2 with other first language (L1) interlocutors, however they are often prepared to suspend the 'real world' dominance of the L1 and engage in L2 use with other students. Understanding the factors that underlie and differentiate WTC with NES and other students may contribute to understanding how learners engage in learning a L2. This study explores the questions

1. With whom, and in what situational contexts, is the participant willing or unwilling to engage in communicative L2 use, and why?
2. How is the participant's WTC differentiated by her appraisals of NES and L2 students?
3. What connections to other components of the WTC construct do the participant's responses about willingness to engage with a specific person reveal?

Context

This study was conducted in a FL learning context. The dominant language of the culture is Japanese. The English language conversation (ELC) industry, employing NES teachers, provides opportunities for adults to learn, practise and use spoken English in the school environment. Furthermore, the ELC school offers a social context for students to make and meet friends among the student body. It is an important space for networking and accessing opportunities to practise and use English primarily inside, but also outside the school—with and without L2 interlocutors in both situations. This range of educational and sporadic social environments functions as a loosely knit L2 sub-network characterized by greater or lesser degrees of 'authenticity' of L2 communication, dependent on the presence of NES interlocutors. Determined and willing students, with the linguistic (and other necessary) resources are able to take advantage of a greater range of authentic L2 use opportunities.

METHOD

Participant

The participant in this study is a middle-aged, married, Japanese woman. She has progressed from false beginner to an intermediate level (Level 3) of L2 proficiency in two and a half years. She has indicated strong friendship and knowledge orientations for learning English and has occasional opportunities to use spoken English in authentic situations outside the classroom.

Procedure

The participant completed two questionnaires. The first elicited orientations towards English language learning, using a 1–5 Likert scale (Appendix A). The second elicited measures of WTC in English inside and outside the classroom (Appendix B1 and B2). These questionnaires were used to derive interview questions tapping components of the WTC construct focusing on choice of interlocutors, and aspects of the social situation such as setting and topic. The interview tape was transcribed in full with each turn numbered. Only those excerpts relevant to the study are retained in the final transcript (Appendix C).

Data Analysis

Responses to the WTC questionnaire regarding English use inside and outside the school were compared and differences in responses identified. Responses diverging by two 'grades' or more are summarized below. The transcript data was examined for references to all interlocutors and analysed according to both personal (group membership and proficiency level) and social situational characteristics. Common or contrasting themes indicating links to other components of the WTC are identified and the participant's responses are discussed in terms of these underlying and interacting influences.

RESULTS

WTC Inside and Outside the Classroom Questionnaire

The participant (Y) gives different responses of 2 or more grades on two of the seven items (Items 2 and 5). The greatest difference in willingness to communicate is found in Item 5. Y is much Almost Always Willing (grade 5) to introduce herself to a NES at work. She is Never Willing (grade 1) to introduce herself to a new student at the school. Item 2 indicates she is Almost Always Willing (grade 5) to express opinions on current events in class with fellow student and teachers and that she is Willing half the time (grade 3) to do the same with English speakers at a casual social event.

Interlocutors: NES and Gender

Y expresses a preference to establish friendships with women from foreign countries (T: 2), She discusses an American woman she has met who '*cannot speak Japanese well*' (T: 147). Y is interested in both world and Japanese traditional culture and wants to be able to explain about Japanese traditions and culture (T: 148; 162) to foreigners as well as find out about foreign people's thinking on, not only their own culture but Japanese society, politics and current events (T: 106–114). Y evaluates women as '*not dangerous*' (T: 18). She explains this by stating that '*sometimes guys are bad for Japanese women*' (T: 3). She describes the characteristics and motives of some NES men and the nature of some social situations involving NES men and Japanese '*girls who are learning English*' and want to practise (T: 8–16).

Y indicates an interest in communicating with NES men. She describes her relationship with the one NES male friend with whom she practises English (T: 20–23). Y states that her male friend is not an English teacher. Rather, he knows about business, she gets '*knowledge for business*' and she is interested in how his thinking is different from Japanese men's thinking, referring to the cultural differences in the expression of opinions (T: 24–31).

L1 interlocutors: Low level

Y indicates a strong unwillingness to initiate conversation with fellow students with a much lower level of L2 proficiency than herself, or in in-school and school external situations where there are a wide range of proficiency levels (Appendix B1: Item 5 and T: 32–40; 48). Y cites her early perceptions of her low level of communicative competence—'*I often feel sad of my English*' (T: 89), and envy of more proficient L2 students (T: 88–94) giving these as the reasons for her effort in L2 learning. In an experience in a bar with mixed levels of students and NES interlocutors (T: 35–40) she perceived she was the object of envy by low-level proficiency students. She cites the comment '*Bravo or something*' (T: 39) from a student in response to her use of English with a NES as indicating '*she must be jealous of me*' … '*I sometimes feel bad about that situation*' (T: 40).

Same or similar level

Y indicates a desire to interact with students at the same level of proficiency in the school because '*we have almost same skill so I don't need to feel bad*' (T: 44; 95). This ties back to her experience in a bar cited above and also her perception that '*if only I cannot speak English well in the class it's very sad for me*' (T: 94). Y is also more willing to interact with these students because she perceives they and the teachers are more likely to be knowledgeable of and able to talk about Japanese current events than NES encountered outside the school (Appendix B1 and B2 Item 2; T: 73).

High level

Y states that even at an earlier stage of proficiency she preferred to use English with L1 interlocutors at a higher level of proficiency (T: 101), reasoning that such students were able to teach her English (T: 105). However, even as an intermediate student, she admits to feeling uncomfortable and wanting to '*be like*' students with higher proficiency (T: 51–59; 70), when she experiences social situations in which she is unable to communicate effectively (T: 49–71). She explains her discomfort in terms of her Japanese friend's higher English proficiency—'*when I'm with her, she only talk and I cannot talk well because she can quickly answer*' (T: 56). Although she is not able to participate to the extent that she would like (T: 56; 127–144), this does not affect her willingness to interact with groups of NES or mixed NES and higher proficiency Japanese L2 interlocutors (T: 62–70). In fact she believes that having many NES friends (as her friend K has) would help her '*be like*' her (T: 70).

DISCUSSION

NES

Y's desire to affiliate with NES women is expressed through a contrastive description and assessment of potential male interlocutors and situations involving NES male and female Japanese interlocutors. This reveals a complex interplay of social situation, interpersonal and intergroup motivation factors. Her responses '*pay money or something …for dinner or drink*' (T: 12; 14) may indicate she is referring to initial casual encounters in bars and restaurants where foreigners, and L2 learners who wish to practise the L2, gather socially. If this is the situation to be understood by her responses, it may imply her knowledge of the constraints of participant variables such as age, marital status and social class in her unwillingness to engage in these situations for L2 use. Y perceives that the purposes of the interlocutors are mismatched, and also not matched with her own. She also perceives the Japanese women to have an intergroup affiliation motive and the NES men to have both interpersonal affiliation and control motives. Y perceives that even unattractive NES men may enjoy a popular, personal status with Japanese women, due to their NES group membership (intergroup motivation) and possibly, as teachers, power over their interlocutors. It is due to this status, she believes NES men may perceive they are able to exercise control over her. Nevertheless, the teacher and student roles are not formalized, and are submerged in the larger social situation. As MacIntyre et al. (1998) point out 'affiliation motives may occur in conjunction with the motive to control but are manifested less readily in task-oriented situations' (p. 550). Y's perception indicates that control motives occur in conjunction with predominantly affiliation motives, with cross influences between interpersonal and intergroup motives dependent on L1 group membership.

Y's actual affiliation with her NES male friend is closely tied to her knowledge orientation. She identifies a different goal of interaction viz. the transfer of information. She differentiates herself from Japanese women practising English with NES men in the social situations discussed above by stating that her friend is not an English teacher, thus establishing the interpersonal social propriety of the relationship. This suggests that her negative appraisals of some L2 male interlocutors' motivations are due more to interpersonal factors than the result of intergroup motivation influences.

L1 interlocutors: Low level

Y's unwillingness to communicate with low proficiency learners is tied to similarity (in proficiency) among interlocutors. It overrides proximity and frequency as factors in selection (since students from all levels may be encountered within the open areas of the school with similar frequency). Because new, low level proficiency students are likely to experience novel situations of L2 use both in school and out of school, state perceived competence (SPC) may be reduced and state anxiety (SA) heightened for these students. This supports the suggestion by Young (1991) and Horwitz et al. (1986, cited in Clement, Dörnyei and Noels 1994) that 'anxiety is … also related to indices of proficiency' (p. 438). As MacIntyre (1994) points out

the initiator potentially diminishes the receiver's choice to respond or not and this may be perceived by the receiver as exercising a control motive, resulting in heightened anxiety. Y's responses could also indicate that fear of (displaying) success (Horner, 1968; 1970 cited in Oxford and Shearin 1994) and/or agreeableness as an individual personality or broader L1 group trait may play a role in Y's unwillingness. By this choice, she avoids loss of self-esteem and potential for affiliation within the L1 group.

Same or similar level

Y's willingness to interact with the same level proficiency students in the classroom appears to be the result of frequency of prior contact (while progressing through proficiency levels) and of similarities in level of achievement. Prior pleasant experiences in L2 classroom use (and possibly extracurricular contact with L2 interlocutors) contribute significantly to WTC. It is also the result of state communicative self-confidence (SCSC), which is likely to be in a similar range for all students. Classroom situations particularly, are somewhat more predictable than authentic L2 use situations. This condition is likely to promote a lower tension or apprehension level and the feeling that everyone has the capacity to communicate effectively. Additionally, shared knowledge of topic by students and teachers with greater familiarity with the cultural context than L2 speaking visitors might have, is a determining factor in her preference to discuss Japanese currents events with students and teachers than with NES outside the school.

High level

Y's focus on the opportunities available in learning and using English with higher proficiency students, in spite of the possibility of such situations inducing anxiety, indicates a strong sense of self-efficacy and expectancy of success. Y's comments describing K and her desire to affiliate with and use the L2 with high proficiency L1 users demonstrate standards of achievement based on social comparison as established by Veroff (cited in (Oxford and Shearin 1994). Experiences of state anxiety (T: 49; 51) and situations where she did not interact despite her willingness to do so (T: 127–144) are explained with reference to reduction in SPC and communicative competence in the situation. This lends support to the established relation between the two constructs making up L2 self confidence identified by Clement et al. (1994 p. 438) and the links between L2 self confidence and extracurricular contact (Clement and Kruidenier cited in Clement, Dörnyei et al. 1994).

Conclusion

This study has found that WTC with specific interlocutors is influenced by orientations to learning the L2, gender within the L2 group and proficiency levels in the L1 group. The desire to engage with female NES is motivated by interpersonal and intergroup affiliation. WTC with male NES is influenced by a knowledge orientation, participant variables, interpersonal, intergroup factors and the avoidance of a perceived control motive. Communicative competence and aspects of social situation are influential antecedents

of communication behaviour, rather than intention with NES and mixed L1 groups, at the participant's current level. Desire to engage with L1 interlocutors is influenced by the participant's and interlocutors' L2 self-confidence, competence, and shared knowledge. This study has not revealed links to all the variables—specifically the enduring influences of intergroup attitudes or intergroup climate—that make up the WTC construct, nor how these affect choice of interlocutors. It has mentioned only in passing, aspects of personality that may influence WTC. Affiliation and control motives, avoidance of control and how these interact with proficiency level and L2 self-confidence are examined only in brief. These aspects appear to be a fruitful area for further investigation of WTC with both NES and L1 speakers as a means to understand the complex interplay of factors governing communication behaviour of individual learners of a L2.

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Appendix A: Reasons for Learning English

Please indicate the importance to you of the following motivations for learning and using English. There is no right or wrong answer. Just circle the number that best expresses your level of agreement or disagreement.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	1	2	3	4	5

Studying English is important to me because

1.	It will allow me to be more at ease with English speakers in Japan.	**1** 2 3 4 5
2.	It will help me to find out how people live in English speaking countries.	**1** 2 3 4 5
3.	I need it for my present job.	1 2 3 4 **5**
4.	I would like to travel in native English speaking countries.	**1** 2 3 4 5
5.	I will need English in my career/business in the future.	1 2 3 4 **5**
6.	It will make me a more knowledgeable person.	**1** 2 3 4 5
7.	Other people expect me to be able to use English.	1 2 3 4 **5**
8.	I would like to make friends with people from English speaking cultures.	**1** 2 3 4 5
9.	It will help me if I travel in Asia and other countries around the world.	**1** 2 3 4 5
10.	It helps me keep up with scientific and technological developments in the world.	1 2 3 4 **5**
11.	It will help me get a rise in salary or a better paying job in the future.	1 2 3 4 **5**
12.	It will enable me to make friends with varied people from around the world.	**1** 2 3 4 5
13.	I feel a very pleasant sensation when speaking and/or listening to English.	1 **2** 3 4 5
14.	It will help me acquire new ideas.	**1** 2 3 4 5
15.	It will enable me to better understand British/American arts and literature.	1 2 3 **4** 5
16.	I experience pleasure when I surpass myself in English language study.	1 **2** 3 4 5
17.	It will help me get a better education.	1 2 **3** 4 5
18.	I enjoy the feeling of accomplishment I get in learning a challenging subject.	**1** 2 3 4 5
19.	I think it's important for Japanese people to speak a second language.	**1** 2 3 4 5
20.	In certain situations, I would feel ashamed if I couldn't speak English.	1 2 3 4 **5**
21.	It is important for my personal development.	**1** 2 3 4 5
22.	It helps me to keep up with international events.	1 2 **3** 4 5

Appendix B1: Using English at School

This questionnaire is about your feelings about communicating with other people in English. Please indicate in the space provided the frequency of time you choose to use English **in the school/classroom and in school activities.**

1 = Never Willing
2 = Sometimes Willing
3 = Willing half the time
4 = Usually Willing
5 = Almost Always Willing

1.   **5**   Make a reservation for a lesson.
2.   **5**   Talk in the class group about your opinion on current events.
3.   **2**   Chat casually to other students you know at a school party.
4.   **5**   Discuss Japanese culture and society with teachers at school.
5.   **1**   Introduce yourself and start a conversation with a new student at school.
6.   **2**   Talk to friends you have made at school.
7.   **4**   Ask for help from the teacher about writing a business letter in English.

Appendix B2: Using English Outside School

Sometimes people differ a lot in their use of English inside and outside class/school. Again please tell me the frequency you would be willing to use English in the following situations. Remember you are telling me about your experiences **outside** the classroom. There are no right or wrong answers. Please use to 1–5 scale above.

1.   **5**   Make a reservation for an international hotel.
2.   **3**   Talk at a casual social event with English speakers about your opinion on current events.
3.   **3**   Chat casually with other English speaking Japanese you know at an English dinner/event.
4.   **5**   Discuss Japanese culture and society with visiting foreigners.
5.   **5**   Introduce yourself and start a conversation with an English speaking stranger at work.
6.   **2**   Talk to English speaking Japanese friends.
7.   **4**   Ask for help from a NES work associate about writing a business letter in English.

Appendix C: Transcript

Key: I—Interviewer Y—Interviewee

1.   I: you mentioned many kinds of people. can you tell me more about what kinds of people uh you most want to … communicate with? what individuals … what kind of people?
2.   Y: I want to have womens friend from foreign countries
3.   Y: because [laughter] sometimes guys are … bad [laughter] for Japanese women—girls [laughter]
4.   I: [laughter] can you explain that? what do you mean?
5.   Y: [laughter] uh because [laughter] uh I often talk to my friend [laughter] uh friend who—uh from—who is from America
6.   Y: Ch- you know C (name of interviewee's friend)?
7.   I: C (name of interviewee's friend)! that's right. yeah yeah
8.   Y: when I have a conversation with her she tell me—tells me … uh guys from America or another countries uh, even if they are ugly [laughter] they are—they … will be popular in Japan among girls who are learning English because it's good for pracs—practising for English [laughter]
9.   I: so the girls want to talk English?
10.   Y: mm yea
11.   I: but the boys want = =
12.   Y: = = to have just a girlfriend = = who pay money or something [laughter]
13.   I: oh … pays money? … for?
14.   Y: for … dinner or or drink.
15.   I: = = aah! okay = =
16.   Y: = = she told me! [laughter]
17.   I: yeah [laughter] oh okay! so you so you like to have women friends then?
18.   Y: yes it's not—wo—womens are … not dangerous for me [laughter]
19.   I: yeah [laughter] yeah yeah but there must be some men that you enjoy meeting maybe foreign men are there? have you met?
20.   Y: mmm yea … I I have a … friend uh who is a English English man
21.   Y: hee (he) lives in Tokyo so we cannot meet often but when he comes to Nagoya we we can meet an we have a conversation in English
22.   Y: and I think he—he's (his) English is British English [laughter] of course.
23.   Y: it's it's good for me uh …prac—for prac—practising English and uh he he's not a English teacher so so she he he knows about business
24.   Y: mmm so I ha—I have … more knowledge for business from him
25.   Y: and sometimes … uh … it's it's I—I feel it's different from Japanese guy's thinking.
26.   I: mhm mhm how? = = how is it—thinking? how- how is it different?
27.   Y: = = how? he he … he tells … he spoke to … people directly?
28.   Y: how can I explain?
29.   Y: I … I think Japanese guys are … sometimes …cannot say the truth.
30.   Y: I don't know why.
31.   Y:… when I see … salesmen in—at my company almost of all them cannot say directly their-directly their opinion to the customer
32.   I: okay umm, so let's look at what you answered here with … the different situations that … that you umm [places Appendices B1 and B2 in view of participant] inside school and outside school. you answered a little bit differently. can you tell me about the differences? why—why you
33.   Y: oh I think the most—the most difference is intro- introduce yourself and start a conversation

with a new student at school … I only chose 'never willing'

34. I: mmm yeah why? why don't you want to do that?

35. Y: because um I- I have been learning English for over two years and I'm I think

36. Y: I'm … I speak English better than before

37. Y: but some students uh not not some student doesn't don't have skill skill for English

38. Y: and I introduce myself in English they feel …they might feel bad because when I went to a bar with my friend and I talked to a for- foreign foreign person in English around- around me there are some … students at L (name of present school) … several people

39. Y: and one of them mmm, said to me "Bravo!" or something.

40. Y: it's- I thought at that time I thought 'it's—she must be jealous of me' because I talked to English –in English mm so I'm- I sometimes feel bad about that situation

41. I: uh okay right and so that's what you wanted to tell me before when we were on the train? you started to say why you don't have so many friends … at L (name of present school) or you didn't want to talk to friends at L (name of present school) so much?

42. Y: in English?

43. I: yeah is that what you were saying?

44. Y: oh yea because it's it's the same reason. uh L (name of present school) has … uh some different level students if—if I talk to students … in level three it's okay because we have almost same skill so I don't need to feel bad so uh if I- when I talk to students at uh at level 3, I really want to talk in English.

45. Y: umm, actually I had a conversation with … students at level 3 in English

46. Y: today during the lessons it's—I think it's good

47. I: mmm and what about member's space?

48. Y: [laughter] there are … in a member's space there are many students so … sometimes I—when I talk to teachers in English and uh umm sometimes I feel, they feel they another another level students feel be jealous.

49. I: did you ever feel like that yourself?

50. Y: at L (name of present school)?

51. I: ah a- well any time in the past, anywhere, in any English situation? did you ever feel 'I wish—' you know, or uncomfortable because other people had better English than you or ?

52. Y: ah yes ah actually I [laughter] I- I went to the part- international party with K

53. (student's name) you know K? level 4 (highest level of proficiency at the school)

54. I: = = [laughter] yeah I know K.

55. Y: her English is very … well

56. Y: mmm and when I- I'm- I'm with her … she only talk [laughter] and I cannot talk—I cannot talk … uh well because she quickly—she can quickly answer = = [laughter]

57. I: = = right [laughter] she's faster than you [laughter] = =

58. Y: = = yeah [laughter]

59. Y: I'm not jealous of her but I- I want to be … uh like her

60. I: mmm yeah yeah yeah you'd like = = to … yeah be able to do that = =

61. Y: yeah yeah … so I- I go to that kind of event with her [laughter]

62. I: right so you- would you go again, with her?

63. Y: yes

64. Y: that—last time umm … a week ago we- we went together

65. I: yeah right ah so you go fairly regularly then?

66. Y: not fairly but uh

67. I: sometimes

68. Y: sometimes mmm

69.   I: mmm oh that's good yeah … so you're challenging yourself

70.   Y: yeah: and I—I know she has a lot of foreign friends so if I had a lot of foreign friends I would be like her, [laughter] I think [laughter]

71.   I: mmm yeah yeah it would help you to … develop speed yeah

72.   I: the second one 'talk in the class group' or 'talk at a casual social event' they have a different score why are you a little bit (unintelligible word)

73.   Y: aah because … when I attend the casual social event aah … people speaking English are not uhh don't know Japanese event Japanese affairs so much so it's difficult to explain for me ahh … in the class group aah teachers and students kn-know about news in Japan so we can we can talk easily about that topics mmm. that is why I chose uh

74.   I: what about if it's an international current event? would you be more willing? in this situation?

75.   Y: if I have chance for talking about this kind of ev- current event or … saying opinion uh I'd like to talk about those things but when I attend the- that kind of … party [laughter] I don't need to speak that kind of things

76.   I: ahh!

77.   Y: it's too …too … formal?

78.   I: formal?

79.   Y: not formal? what can I say? during the party it's … at- the the atmosphere is casual [laughter] so it's … it's strange [laughter] if I talk about current events

80.   I: mmm with English speakers?

81.   Y: mhm

82.   I: English speakers don't talk about current events at parties?

83.   Y: no [laughter]

84.   I: native English speakers?

85.   Y: no

86.   I: oh okay

87.   Y: but ah, actually I—I met …a woman from … America uh one week ago ah at the … international party uh she … she talked … uh to me about hmm … about Inuyama castle or something … traditional Japanese things but it's not current events.

88.   I: [laughter] right right okay ah … so when you were in Intro [false beginner level]? you were telling me?

89.   Y: ah yea when I was an Intro student I'm I couldn't speak English well so … I … often feel sad of my … English

90.   Y: and … I'm—I'm jealous of high level of high level students because they can speak English well so that's why I … studied hard harder … than before because I wanted to … speak English well.

91.   I: did you feel like crying or…you were sad or …in some situations?

92.   Y: I—I—I didn't … feel cry—crying mmm but I just … envied them envy … high level students [laughter]

93.   I: but you said you understood … the girl who cried

94.   Y: oh yes ah I can understand her feeling for crying because if only I … cannot speak English well in the class it's very sad for me

95.   Y: but uhm, I'm … ah … lin- L (name of school) we had- we have different classes and uh we have students umm I meet st- students in level Intro … or [level] Two or Three so it's not sad things … for me because … I have friends [laughter] i- in the same level

96.   I: so that makes you feel …safe?

97.   Y: mm yes = =

98.   I: yeah yeah right okay. so it's the level thing

99.   Y: yeah

100.   I: so would you prefer to … talk with higher level … students or lower level?: or the same level?

101.   Y: uh when I— … I wanted to have … friends for high level student before

102.   I: before?

103.   Y: mhm before

104.   I: why?

105.   Y: because … ah the- they teach me English

106.   I: so you talked about—you—one of your favourite topics is explaining or talking about Japanese culture?

107.   Y: yes

108.   I: yeah? can you tell me more topics—other topics you like to talk about?

109.   Y: I- I like … talking about Japanese self defence force or it's- it's necessary for us or something like that or

110.   I: mmm so … politics

111.   Y: yeah or … Japanese Emperor it's- I think they … are … just a symbol but … I want to …discuss with that things because … there are many different …thinking

112.   Y: I want to know … about different thinking

113.   I: mmm so you can talk about that with Japanese people, right?

114.   Y: yes but I also know … about foreign people's thinking … I- I think it's different

115.   Y: uh among Japanese people it's- it's okay for me but uh- I- I think it's… interesting … uh when I talk about that kind of Japanese … traditional things or politic. it's uhm …for foreign people is—feel different feel different

116.   I: mmm mmm yeah … … okay so … I'm interested in self confidence you know and how confidence can change in different situations so … can you tell me about some different situations that you are more confident … or less confident in using English?

117.   Y: … … before—before I entered L (name of present school) … I was afraid of talking English. but the more I study English I—the more I became to have confidence using English. mmm … but I—mmm

118.   I: can you remember any situations where you were anxious or tense or worried … but now you're not?

119.   Y: mmm when I … asked something from foreign person I couldn't … answered—answer I—I was very shy to to talk in English maybe I—I could an—answer

120.   I: in school?

121.   Y: not in school, outside = = mmm

122.   I: = = out outside   = = right

123.   Y: but now … I … talk to … foreign … people when—on the stree-street

124.   Y: say 'H—Hi' or something

125.   I: yeah mmm that's confident.

126.   Y: yes. because I want to … have a—a conversation in English

127.   I: okay ... have you ever had any experiences or chances to use English but you chose not too? You had a chance to speak English but you decided 'No. I'm not going to use English'.

128.   Y: before?

129.   I: yeah before and now.

130.   Y: ah when … I—I joined some … party or something … only … native speakers are … there. I can't join because I cannot understand it, their English

131.   I: you mean you didn't—when you say 'I can't join' [clears throat] do you mean you didn't talk to them or you didn't go to the party?

132.   Y: uh, I—I- … I joined the party but I didn't … join them

133.   I: okay. ah, so there were other Japanese you could talk to?

134. Y: or …mm …I—I—don't need Japanese English speaker uh, but uh only native speakers and I they … talk … native English [laughter] so … I cannot understand.
135. I: okay. so you were silent?
136. Y: ah yes! = =
137. I: = = just just = = listening … but not talking … much = =?
138. Y: = = just listening   = = mmm not talking much
139. I: yeah yeah because … it was too fast or …?
140. Y: because too fast! [laughter]
141. I: [laughter] too difficult or … = = something
142. Y: = = [laughter] uh I—when I—I'm thinking about the answer the topic is changed = = [laughter]
143. I: = = yeah! [laughter]
144. Y: = = I can't talk [laughter]
145. I: [laughter] yeah … okay … oh that's good … uh … okay. I think that's all … uh tape's fine but I've run out of questions. what else do you want to say? … anything else?
146. Y: I met a … woman from America
147. Y: uh and I want to … uh she have—she has been living in Japan only a few months so she cannot speak Japanese well so I want to take her … to … uh … Japanese traditional place
148. Y: and I want to … explain about … uh …traditional things so I have to … study
149. Y: English … hard harder because it's difficult f—f—for me explain something Japanese culture or some thing
150. I: what kind of traditional places … do you want to take?
151. Y: hmm for example … castle or … es … exspe—eh—ex—ex …hibition
152. I: exhibitions
153. Y: uh or Japanese calligraphy or flower arrangement?
154. I: you're interested in those …traditional cultural?
155. Y: ah … I—I used to learn … uh flower arrangement…and tea ceremony. I want to start—I want to … restart … uh … studying… about them them
156. I: tea ceremony?
157. Y: tea ceremony
158. I: *ikebana* (= flower arrangement)? mmm okay so you're still interested in traditional … and modern?
159. Y: yes because … I think … I need to … understand about … Japanese … traditional things mmm … I'm—I'm a Japanese and if I cannot explain Japanese traditional things it's … uh … uh it's embarrassing
160. I: yeah … of course yeah everyone would like to …understand their culture and … yeah be able to talk about it
161. Y: yeah
162. Y: if … I … go abroad I want to know … about … that country's …culture or … traditional things so … it's—it is same …situation … for … foreign people in Japan
163. I: very much … of course … yeah foreigners want to come here and understand Japan.