Music College Students' International Posture
音楽専攻大学生の国際志向性

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　　Developing Japanese youth with a global mindset has become an important agenda of the country. The current study explored Japanese college students' readiness to international communication and exchanges with a construct, international posture, proposed by Yashima (2002). An international posture questionnaire was administered with 100 students enrolled in required English classes at a music college in Tokyo. The results were analyzed using descriptive statistics and factor analysis. The results yielded five factors of international posture: 1) Desire to become friends with people from abroad, 2) Eagerness to get to know the world, 3) Lack of interest in foreign countries, 4) Desire to work abroad, and 5) Avoidance of differences. One of the most salient factors was the desire to become friends with people from overseas; however, the other factors seemed to show somewhat contradicting results. It was speculated that the concept of being international had not been really established as a solid factor for the participants for two reasons: one, because they had had little overseas experiences, it was difficult for them to imagine international situations where they had to communicate with people from other countries and two, they had not received much education on how to be international citizens in this global age. This paper concludes with a suggestion that it is necessary to develop adequate instruction in Japanese schools which is aimed at developing globally-minded young people who are capable of establishing good relationships and communication with a wide range of people from various countries.

Keywords: international posture, motivation, global age, global mindset

Introduction

　　Second language (L2) learners' beliefs or perceptions have significant effect in their language learning processes and achievement since beliefs affect how they perceive the target language and how they approach language learning processes (Hofer & Pintrich, 2002; Horowitz, 1987, 1988, 1999; Kalaja & Barcelos, 2003; Koganemaru, 2013). Among a wide range of beliefs which language learners possess, *international posture* has been regarded as one of the most influential constructs in L2 learning processes and achievement because it is closely associated with L2 learners' desire or willingness to communicate in the target language with people from other countries or cultural backgrounds (Yashima, 2002, 2009). As the world becomes increasingly globalized, international posture has been recognized as a key factor in successful international relationships and intercultural exchanges. The purpose of the current study is to explore Japanese English learners' international posture in the context of a music college in Tokyo. This study is divided into three sections. First, it will briefly introduce how international posture was conceptualized and how it has been investigated by the researcher who proposed it. Second, it will report the research method and results. Finally, it will explain how the results can be used to enhance L2 learners' international posture. It is hoped that this study will be able to provide some useful insights into how to foster L2 learners' international posture in Japan where cultivating students who are capable of international communication and exchanges has become an important agenda of the country (MEXT, 2016).

Theoretical Background of the Study

International Posture

The concept of international posture was developed by a Japanese L2 researcher, Tomoko Yashima who investigated Japanese English learners' motivation for learning English (Yashima, 2001, 2002). She found that Japanese English learners' *integrative orientation* (Gardner, 2001), the yearning or the desire to be part of the community where the target language is spoken, was not as strong as that of English learners in the communities where English is used as the main tool of daily communication (e.g., the USA, Canada, the UK, etc.). She explained that "Of the many reasons given for studying English, identification with Americans／British was among the least endorsed items in an earlier study of my own" (Yashima, 2000). She argued that this type of motivational orientation was appropriate for learners who live in the country where the target language is the first language (L1), but insufficient in the case of learners who live away from the L1 community, for example, Japanese English learners without lengthy overseas experiences.

Instead of integrative orientation, Yashima created a new construct, international posture (IP), for such learners as Japanese, defining it as "an interest in foreign affairs, willingness to go overseas to study or work, readiness to interact with intercultural partners and … a nonethnocentric attitude toward different cultures" (2002, p. 57). That is, if learners have a high degree of international posture, they desire to work or study abroad, they are eager to communicate in the second language with the people who speak it, and they open themselves up to new cultures without preconceived biases. In short, international posture is rooted in the inherent human desire to meet and communicate with people who live in different countries or cultures. For this reason, Yashima argues, international posture is different from such other types of extrinsic motivators as tests or entrance examinations.

Studies with International Posture

In order to investigate Japanese college learners' international posture and its relationship with willingness to communicate in a second language, Yashima conducted several studies. In her earlier study (Yashima, 2002), she administered a questionnaire with 297 Japanese students. Hypothesizing that international posture captures the attitude toward different cultures, international vocation, and the people with whom learners can communicate in English, she developed a 6-Likert scale questionnaire which consisted of 20 items. The results of the questionnaire analysis showed that international posture positively influenced motivation, which, in turn, influenced proficiency in English. Based on the results, Yashima concluded that since international posture is strongly connected with English learning motivation and achievement, it should be integrated in English instruction in classrooms: "EFL lessons should be designed to enhance learners' interest in different cultures, and international affairs and activities, as well as to reduce anxiety and build confidence in communication" (Yashima, 2002, p. 63).

To explore how international posture can be developed in different learning contexts, Yashima conducted a study at a high school where content-based English teaching was carried out (Yashima & Zenuk-Nishide, 2004). The content of the instruction was the Model United Nations where each student represented a country and conducted research on one of the human rights issues in the country (e.g., child labor, population explosion, etc.) so that they could discuss the topic from the country's perspective. The students were encouraged to form their

own opinions and express them in English to promote authentic communication in English. They also prepared speeches as the representative of the country. The results of the study showed that the participants who were engaged in the content-based lessons showed developmental profiles similar to students who participated in a year-long study abroad program in terms of international posture, self-initiated amount of communication, and English proficiency. Based on these findings, Yashima concluded that international posture plays an important role in developing motivation for learning a second language and that this construct can be enhanced in classrooms where the target language is used as an authentic tool of communication.

Following Yashima's seminal works, many studies have been conducted to explore Japanese English learners' international posture and its relationship with willingness to communicate in English. However, as Burgess (2015) pointed out, *inward-looking orientation* (uchimuki-keiko) of Japanese young people still persists, preventing them from becoming internationally-minded human resources. Therefore, it is necessary to explore young Japanese people's international posture to gain deeper insights into how to foster their interests in foreign countries and people as well as how to develop international posture in English classrooms in Japan.

The Study

Research Question

The objective of the current study is to explore Japanese music college students' international posture. The following research question is posed.

Research Question: What are the components and profiles of Japanese music college students' international posture?

Participants

The participants of the study were 100 students (female = 76, male = 24) enrolled in six required English classes taught by the author. Their ages ranged from 18 to 21. Their majors were music-related fields, including music education, early childhood education, music therapy, music culture and information, wind instruments, jazz, and piano. Their English proficiency varied from CEFR A1 to B1 (approximately from the Eiken 4th degree to the Eiken 2nd degree). All of them had not had extensive overseas experiences. Some were interested in studying music abroad while others did not intend to leave Japan except for short overseas trips. Most of the students valued English highly, but they spent little time studying English outside the classroom because they were busy practicing music instruments.

Instrument of the Study

The current study used an international posture questionnaire developed by Yashima (2002, 2009). The 28-item questionnaire consisted of five factors: 1) Intercultural approach (-avoidance) tendency, 2) Interest in international vocation, 3) Ethnocentrism (Reaction to different customs/values/behaviors), 4) Interest in foreign affairs, and 5) Having things to communicate. The current study applied a 6-point Likert scale: 0 = extremely disagree, 1 = very much disagree, 2 = disagree, 3 = agree, 4 = very much agree, and 5 = extremely agree. Table 1 shows the hypothesized factors and sample items. The entire questionnaire is attached in Appendix.

Table 1.

International Posture Questionnaire

Factors	Sample Items
1) Intercultural approach (-avoidance) tendency	I want to become friends with foreign students/residents/visitors.
2) Interest in international vocation	I want to work abroad.
3) Ethnocentrism (Reaction to different customs/values/behaviors, Interest in foreign affairs)	I want to work with people who share the same way of thinking or value.
4) Interest in foreign affairs	I often read or watch news about foreign countries.
5) Having things to communicate	I have my own opinions about global issues.

Note. The questionnaire was originally written in Japanese and translated into English by the author. The scale of the questionnaire was a 6-point Likert scale.

Procedure

The questionnaire was administered to intact classes of the freshmen and sophomores during the spring semester in 2019. They filled out the questionnaire during the class time, spending about 15 minutes to complete it. The responses were entered into Excel spread sheets for analysis by the author. All collected data were statistically analyzed using the Statistical Package for the Social Sciences (SPSS 22.0). The procedure of the analysis was as follows: a) descriptive statistics was computed for each questionnaire item; b) exploratory factor analysis was conducted to confirm the presence of the hypothesized factors; and c) composite scores for the factors extracted were computed and compared.

Results

In this section, the results of the statistical analyses are reported. First, the international posture questionnaire was analyzed using descriptive statistics. Table 2 presents the descriptive statistics for each item.

Table 2.

Descriptive Statistics for the International Posture Questionnaire

International Posture Items	*M*	*SD*
1. 日本に来ている留学生など外国人と（もっと）友達になりたい。 I want to make friends with foreigners/foreign students in Japan.	3.96	1.03
2. 外国の人と話すのを避けられれば避ける方だ。* If possible, I avoid talking with foreign people.	2.47	1.29
3. 日本の学校で留学生がいれば気軽に声をかけようと思う。 I would like to talk to foreign students who study at schools in Japan.	2.89	1.05
4. 留学生や外国人の学生と寮やアパートなどでルームメートになってもよいと思う I would like to become a roommate with foreign students in a dormitory or apartment.	3.51	1.17

5. 日本で地域の外国人を世話するような活動に参加してみたい。 I want to take part in activities which take care of foreign residents in Japan.	3.13	1.28
6. もし、日本で隣に外国の人が越してきたら 困ったなと思う * I feel it is uncomfortable if foreigners move into apartments next to mine.	3.39	1.07
7. 日本でレストランや駅で困っている外国人がいれば進んで助けると思う。 I will voluntarily help foreigners who need help at restaurants or train stations.	3.14	1.00
8. 故郷の街からあまり出たくない。* I don't want to leave my hometown.	2.86	1.54
9. 外国で仕事をしてみたい。 I want to work abroad.	3.19	1.49
10. 国連など国際機関で働いてみたい。 I want to work at international organizations such as the UN.	1.59	1.42
11. 国際的な仕事に興味がある。 I'm interested in international work.	2.64	1.56
12. 日本の外の出来事は私たちの日常生活にあまり関係ないと思う。* I don't think foreign affairs outside Japan are connected to our daily lives so much.	3.79	1.10
13. 海外出張の多い仕事は避けたい。* I want to avoid getting a job which requires overseas trips.	2.81	1.49
14. 外国の人の言動に違和感を感じることがある。 I sometimes feel something is strange about foreigners' behaviors or speeches.	2.16	1.32
15. 自分と習慣や価値観の異なる人より似た人とつきあう方が好きだ。 I prefer to keep company with people who share the same value or customs.	2.79	1.37
16. 習慣や価値観の異なる人と協力して物事をすることは楽しい。 It is enjoyable to cooperate with people who have different customs or sense of value.	3.29	1.10
17. 自分に似た考え方、価値観を持った人と一緒に仕事をしたい。 I want to work with people who share the same sense of value as mine.	3.44	1.09
18. 習慣や価値観の異なる人は苦手だ。 I tend to avoid people who have different customs or values.	2.30	1.25
19. 外国に関するニュースをよく見たり、読んだりする。 I often watch or read foreign news.	2.23	1.33
20. 外国の情勢や出来事について家族や友人とよく話し合うほうだ。 I often talk about foreign affairs or news with my family or friends.	1.87	1.46
21. 国際的な問題に強い関心をもっている。 I am strongly interested in international issues.	2.32	1.41
22. 海外のニュースにはあまり興味がない。* I am not very interested in foreign news.	2.89	1.29

23. 世界の人々と話したい内容を多くもっている。	1.97	1.23
I have a lot of things I want to talk with people in the world.		
24. 世界に向かってアピールしたいことがある。	1.89	1.25
I have something I want to appeal to the world.		
25. 環境問題などについて意見をもっている。	1.89	1.25
I have my own opinions about environmental issues.		
26. 世界の人々と話すとなると何を話してよいかわからない。*	2.09	1.27
I will feel at a loss when I have to talk with people outside Japan.		
27. 国際的な諸問題について特に意見はもっていない。*	2.51	1.20
I don't have my own ideas about international issues.		
28. 外国人の友人と話したいことがたくさんある。	2.74	1.24
I have a lot to share with friends from abroad.		

Note. N = 100. The responses were collected using a 6-point Likert scale: 0 = extremely disagree, 1 = very much disagree, 2 = disagree, 3 = agree, 4 = very much agree, 5 = extremely agree.

* indicates reverse scale items.

The mean scores of the items can be roughly divided into three groups: 8 items over 3 (= agree), 14 items between 2 (= disagree) and 3, and 5 items below 2. The top four items are: "I want to make friends with foreigners/foreign students in Japan" (M = 3.96), "I don't think foreign affairs outside Japan are connected to our daily lives so much" (M = 3. 79), "I would like to become a roommate with foreign students in a dormitory or apartment" (M = 3. 51), and "I want to work with people who share the same sense of value as mine" (M = 3. 44).

These results indicate that the participants seemed to possess somewhat contradictory views concerning how they want to relate to foreigners and foreign communities. They appear to be interested in establishing good relationships with people from abroad; however, at the same time, they prefer to spend time with those who share similar sense of values. This might be caused by the fact that most of the participants had had few contacts with people from abroad so it was difficult for them to imagine their responses in such hypothetical situations.

The bottom four items are: "I want to work at international organizations such as the UN" (M = 1.59), "I have something I want to appeal to the world" (M = 1.89), "I have my own opinions about environmental issues" (M = 1.89), and "I often talk about foreign affairs or news with my family or friends" (M = 1.87). These results indicate that the participants were not interested in working for international organizations, nor did they have their own opinions concerning world-wide issues.

In order to confirm the presence of the hypothesized factors of international posture, initially, the factorability of the questionnaire items was examined. The Kaiser-Meyer-Olkin measure of sampling adequacy was .77, above the recommended value of .60 (Green & Salkind, 2005), and Barlett's test of sphericity was significant. The communalities were all above .30, confirming that each item shared some common variance with other items. Before performing factor analysis, floor and ceiling effects were also checked; that is, whether or not the mean scores minus and plus one standard deviation fall within the range of the Likert scale. Although there were some items which slightly exceeded the limit, the standard deviations were relatively small, so these items were kept for the consecutive analysis. Given these indicators, exploratory factor analysis was conducted

with all 28 items.

Three criteria were used to determine the number of factors to rotate: the scree test, eigenvalues greater than 1.0, and the interpretability of the factor solution. The scree plot indicated that the measure was five-dimensional. Based on the plot, five factors were rotated using a Promax rotation procedure. During the following several steps, a total of five items were eliminated because they loaded on two factors or they failed to meet a minimum criterion of having a primary loading of .40 or above (Oshio, 2005). The final rotated solution, as shown in Table 3, yielded five interpretable factors, explaining a total of 64.17% of the variance for the entire set of variables.

Table 3.

Factors of International Posture

Item #	Desire to become friends with people from abroad (a=86)	Eagerness to get to know the world (a=.86)	Lack of interest in foreign countries (a= .76)	Desire to work abroad (a=.82)	Avoidance of differences (a=.68)
7	**0.76**	0.16	-0.05	-0.26	0.00
1	**0.69**	0.02	0.04	0.04	0.04
4	**0.68**	-0.14	0.04	0.12	-0.03
16	**0.64**	0.05	0.18	0.11	-0.17
3	**0.60**	0.17	-0.08	-0.01	-0.10
5	**0.58**	-0.10	-0.33	0.10	0.20
28	**0.46**	0.02	-0.07	0.30	0.08
20	0.12	**0.96**	0.15	-0.08	-0.14
19	0.02	**0.76**	-0.16	-0.02	0.08
21	-0.04	**0.69**	-0.18	0.16	0.11
25	0.01	**0.59**	-0.02	0.10	-0.06
22	0.20	-0.23	**0.92**	0.02	-0.02
27	0.11	-0.16	**0.63**	-0.13	0.29
12	-0.23	0.00	**0.62**	0.34	-0.04
26	0.02	0.12	**0.54**	0.07	0.30
2	-0.16	0.14	**0.40**	-0.07	-0.10
9	0.05	-0.08	0.11	**0.80**	-0.14
11	0.17	0.10	0.00	**0.68**	-0.05
10	-0.01	0.29	0.16	**0.64**	0.05
24	-0.02	0.24	0.04	**0.50**	0.21
17	0.01	-0.20	-0.12	0.08	**0.78**
15	-0.01	0.15	0.23	-0.10	**0.57**
18	-0.13	0.16	0.25	-0.17	**0.50**

Note. N = 100. For the descriptions of the items, refer to Table 2.

The five factors showed reasonably high internal consistencies. Each factor was named as follows, considering the items that loaded on it: Desire to become friends with people from overseas (Desire to become friends, a= .86), Eagerness to know the world (a= .86), Lack of interest in foreign affairs (a= .76), Desire to work abroad (a= .82) and Avoidance of differences (a= .68).

Following the factor analysis, the composite scores of the factors were calculated to compare them. The

averages of the composite scores were 3.24 for Desire to become friends, 2.08 for Eagerness to know the world; 2.25 for Lack of interest in foreign affairs, 2.33 for Desire to work abroad, and 2.84 for Avoidance of differences (Table 4, Figure 1).

Table 4.

Composite Score Averages and Standard Deviations for the Factors

Factors	M	SD
Desire to become friends	3.24	0.83
Eagerness to know the world	2.08	1.15
Lack of interest in foreign affairs	2.25	0.88
Desire to work abroad	2.33	1.15
Avoidance of differences	2.84	0.97

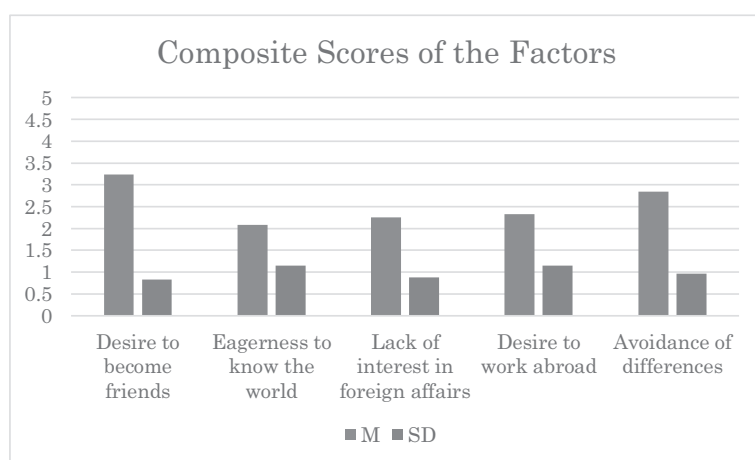*Note*. N = 100. Liker scale: 0 (Extremely disagree) ~ 5 (Extremely agree).

Figure 1. Composite score averages and standard deviations of the factors

Pearson correlation analysis of the factors showed that there were significant and moderately high correlations between Desire to become friends and Desire to work abroad (r = .57, p < .01) and Desire to become friends and Eagerness to know the world (r = .55, p < .01) (Table 5).

Table 5. *Correlations between the Factors*

	1	2	3	4
1 Desire to become friends				
2 Eagerness to know the world	.30**			
3 Lack of interest in foreign affairs	-.31**	-.26*		
4 Desire to work abroad	**.57****	**.55****	-.20*	
5 Avoidance of differences	-.11	.06	.06	.02

Note. ** p < .01. * p < .05.

Discussion

The results of the factor analysis indicated that the participants' international posture consisted of five factors: Desire to become friends, Eagerness to know the world, Lack of interest in foreign affairs, Desire to work abroad, and Avoidance of differences. These factors were similar to those found in Yashima's studies (2002). That is, the participants' international posture basically consisted of the desire to become friends with people from abroad and interest in foreign affairs, cultures and societies.

The composite factor scores, however, yielded somewhat contradicting aspects of the participants. While Desire to become friends with people from abroad was the highest (M = 3.24), Avoidance of differences, in short, preference of people who share the same value and ideas, was also relatively high (M = 2.84). Furthermore, Eagerness to know the world was the lowest (M = 2.04) and Desire to work abroad was similarly low (M = 2.33). That is, the participants' responses showed that although they desired to become friends with foreign visitors or residents in Japan, at the same time, they preferred to work or stay together with people who were like them. Besides, they were not really interested in foreign news or working overseas. These confusing results may indicate that the participants' awareness or perceptions of globalization is still at a preliminary stage despite the Japanese government's strong push and that it is difficult for them to imagine what it really means to be a global citizen in this global age. Perhaps, this also indicates that these participants had not received education or instruction on how to truly become an international citizen, having lived in Japan which has stayed pretty much homogeneous, mono-lingual, and mono-cultural. Nevertheless, it is promising that these participants have high interest in establishing friendship with people from foreign countries.

The results of the correlation analysis demonstrated that those who wanted to become friends with people from overseas were also interested in working overseas and that those who want to work overseas were interested in world affairs. Therefore, these three factors seem to be keys to developing international posture. That is, as has been mentioned earlier, students have an inherent desire or curiosity to get to know various people in/from foreign countries. However, this kind of interest alone is not enough to enhance international posture. It is important to provide students with adequate instruction in order to develop accurate and extensive knowledge about the world, with a clear vision of how they can be part of international communities. For example, the UN project which was introduced earlier in this paper (Yashima & Zenuk-Nishide, 2008) is one of the examples. Another idea might be to provide students with opportunities to meet students in foreign countries, perhaps using ZOOM or other online communication applications. By increasing knowledge about foreign countries and cultures as well as direct contact with people in foreign countries, Japanese learners will be able to imagine what it is like to be internationally-minded citizens and then their international posture will be eventually enhanced.

Conclusion

With the rapid progress of globalization, cultivating global human resources has become one of the most urgent goals of education in Japan. The current study investigated Japanese music college students' international posture in this global age. The international posture questionnaire analysis yielded five factors of international posture, as expected. Although it is promising that the participants demonstrated favorable attitudes toward foreign people, at the same time, the study revealed that the concept of international posture has not been really established as a solid construct because the participants' responses pointed to somewhat

differing directions. These results seem to indicate that the participants have low awareness of what it means to be a globally-minded person. This finding has come as no surprise because the Japanese education has not emphasized international education until recently. As Yashima (2002) pointed out, it is necessary to provide adequate instruction to nurture students' knowledge of and interests in the world and have them consider how they can relate to people from overseas as a friend, a co-worker, and a neighbor.

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Appendix

International Posture Questionnaire (Yashima, 2002)

1) 日本に来ている留学生など外国人と（もっと）友達になりたい。

2) 外国の人と話すのを避けられれば避ける方だ。＊

3) 日本の学校で留学生がいれば気軽に声をかけようと思う。

4) 留学生や外国人の学生と寮やアパートなどでルームメートになってもよいと思う

5) 日本で地域の外国人を世話するような活動に参加してみたい。

6) もし、日本で隣に外国の人が越してきたら 困ったなと思う＊

7) 日本でレストランや駅で困っている外国人がいれば進んで助けると思う。

8) 故郷の街からあまり出たくない。＊

9) 外国で仕事をしてみたい。

10) 国連など国際機関で働いてみたい。

11) 国際的な仕事に興味がある。

12) 日本の外の出来事は私たちの日常生活にあまり関係ないと思う。＊

13) 海外出張の多い仕事は避けたい。＊

14) 外国の人の言動に違和感を感じることがある。

15) 自分と習慣や価値観の異なる人より似た人とつきあう方が好きだ。

16) 習慣や価値観の異なる人と協力して物事をすることは楽しい。

17) 自分に似た考え方、価値観をもった人と一緒に仕事をしたい。

18) 習慣や価値観の異なる人は苦手だ。

19) 外国に関するニュースをよく見たり、読んだりする。

20) 外国の情勢や出来事について家族や友人とよく話し合うほうだ。

21) 国際的な問題に強い関心をもっている。

22) 海外のニュースにはあまり興味がない。＊

23) 世界の人々と話したい内容を多くもっている。

24) 世界に向かってアピールしたいことがある。

25) 環境問題や南北問題などについて意見をもっている。

26) 世界の人々と話すとなると何を話してよいかわからない。＊

27) 国際的な諸問題について特に意見はもっていない。＊

28) 外国人の友人と話したいことがたくさんある。

＊は反転項目。