

## The Role of Japanese Context in the L2 and L3 Language Use among International Students in Japan

### 在日留学生による第二・第三言語の使用における日本的文脈の役割

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#### Introduction

For international students in numerous countries in the world, including Japan, the major academic language is English. Considering that the university study is the main reason of their study abroad, it is not surprise that English has a very important role in their life. English is a safe tool that allows academic duties to be done. Regarding international students in Japan we have to bear in mind that Japan is a mono-linguistic country, where English is not widely spoken among the native population. Thus, Japanese language study is necessary in order to successfully manage social and daily life. We are interested in how that influences cultural adjustment and the life satisfaction of international students in Japan. In the focus of our study are factors that are typical of Japanese language and social context, and the way they influence the language use among foreign students. These students use English as a second language, and learning to use Japanese as a third language, on a daily basis. Therefore, we believe that for foreign students, Japanese social and language context does not consist only of Japanese language, but of English as well.

For our knowledge, not much attention is given to the context-specific aspects of the L2 and L3 use among international students in Japan.

Regarding Japanese language performance, most of research is focused on the affective variables, like motivation (Gardner, 1985; Baker & Macintyre, 2000; Hashimoto, 2002 etc.) and anxiety (Horwitz, Horwitz, & Cope, 1986; Kitano, 2001; etc). Most of Japanese language studies are focused on factors that generate anxiety in the L2 classroom use, with respect to oral (Horwitz et al., 1986; Samimy & Tabuse, 1992, Saito & Samimy, 1996.) or reading anxiety (Kondo-Brown, 2006; Saito, Hotwitz, & Garza, 1999). Those studies are done on Australian or US universities. Differently, Motoda (2000) investigated how anxiety is displayed among Japanese L2 learners in Japan. Also, Smith (1996) exposed feelings of “disempowerment and marginalization” in relation to the independent learning of Japanese in Japan by English native speakers.

In the focus of our study is not the acquisition of the Japanese language. We investigated social

aspects, or context-specific aspects that contribute to a successful language use as a part of overall cultural adjustment. Some social network studies stressed the importance of the Japanese competence for the socio-cultural adjustment. Kubota (2003) revealed that integrative motivation for learning Japanese and an extensive network with Japanese people are crucial factors in successful Japanese language performance, while in the research of Tanaka et al. (1997) Japanese language proficiency and race (Asians vs. Westerners) showed effects of the social network on adjustment.

Beside affective factors, cultural factors are of great significance. Svanes (1987) stressed the impact of the cultural distance. Cultural minority groups may view the target language culture or society as a danger to their individual ethnic identity (Svanes, 1987; Berry & Williams, 2004).

Regarding linguistic/ typological distance between languages, Kubota (2003) argued that Japanese is perceived to be a difficult language to learn for native speakers of English. Moreover, various linguistic literature sources (Sheen, 2000; Kitano, 2001; Kurata, 2004), proved that large "linguistic distance" between English and Japanese makes them very incompatible in grammatical way. Japanese is considered to be a highly contextualized language, where non-verbal factors and careful listening play a primary role in the communication, which is not the case with English (Lee, 1998)

In circumstances where Japanese is learned as a third language, with English as an intermediary second language, as it is the case with sojourners in Japan, learning and use tend to become much more complex. No matter how difficult may be use of both English and Japanese, it is necessary for international students in Japan. They need to fulfill their academic duties, which are mainly required in English, and they need to manage their daily lives and socially interact with the native population, for what Japanese is essential.

For our knowledge, there is no other available research in Japanese as L3, in the target language environment. That motivated us to begin with this series of study in which we explore the characteristics of the Japanese L3 communication among international students in Japan.

In the first survey from our series (Simic, Tanaka, & Hasegawa, 2006) we qualitatively examined factors distinct for Japanese social and language context that influence communication behavior of international students in Japan. We focused on the personal usefulness and the costs and benefits of Japanese L3 and English L2 use. English was seen as providing more benefits and as costing less than Japanese and for that reason English was recognized as more useful. "Harmony with society" and "future benefit" were found to be a vital advantages of using Japanese, whereas "academic reasons" and "international common usage" arose as the benefits of English. "Language features" and "Reactions of Japanese people" came up as obstacles for using Japanese, while "Dissatisfactory acculturation" was cost of English use in Japan.

In our subsequent study (Simic, Tanaka, & Yashima, in press) we investigated the relationship between willingness to communicate (WTC) in English L2 and Japanese L3, and explored how the Japanese context is related to the WTC among international students in Japan. We used well-known WTC instrument (McCroskey, 1997) in a new environment (Japanese as L3 in Japan) and we tested some new items extracted from the Simic et al. (2006) results. New instrument, named AMIQ (Attitudes/Motivation/Importance Questionnaire), originally consisted of 33 items mainly built for the purpose of the mentioned study. Due to the dissatisfactory reliability, 9 items are omitted, and the final version of the instrument consisted of 24 items. They measured six context-specific variables: Benefits of EL2 use, Costs of EL2 use, Benefits of JL3 use, Costs of JL3 use, Importance and Attitude/Motivation (6 items borrowed from Hashimoto, 2002). This study revealed that Japanese context variables strongly correlate with WTC, however, they are not antecedents of WTC, as we assumed, but consequences.

Dissatisfactory reliability of some scales from the AMIQ implied that some of our multi-item scales were not conceptually clear. This finding encouraged the research objective of the present study - to re-analyze the underlying structure of the questionnaire on the same sample. We guessed that new conceptual categories that might arise from the analysis would help us to see clearer composition of some Japanese context-specific variables, which would, consequently, help us to improve the instrument for the purpose of the future study.

## Method

### Participants

103 international students who have lived and studied in Japan for minimum one year, who have English as L2 and Japanese as L3 and whose major study was not Japanese language participated in this study.

We assessed following demographic informations: age, gender, origin, student status, time spent in Japan, time spent learning Japanese, so as the self-estimation of English and Japanese language ability.

58 (56.3%) were male and 45 (43.7%) female. Regarding country of origin, 24.3% were from China and Korea, 18.4% from Southeast Asia, 9.7% from Middle Asia, 4.9% from West Asia, 17.5% from Europe, 11.7% from Africa, 12.6% from Middle and South America and 1.0% from Australia and Oceania.

At the time of this survey (September through November 2005), the amount of time students lived in Japan was between 1 and 2 years for 42.7% of the sample, 2 to 3 years for 27.2%, 3 to 4 years for 19.4%, 4 to 5 years for 8.7% and 5 to 6 years for 1.9% of participants. As for the time spent learning

Japanese, 22.3% participants took classes for less than 1 year, 22.3 % from 1 to 2 years, 12.6% from 2 to 3 years, 10.7% from 3 to 4 years, 3.9% from 4 to 5 years, and 28.2% had taken classes for a period of 5 to 6 years.

As for the self-estimation of English language ability, 10 participants (9.7%) categorized themselves as beginner's level, 26 (25.2%) as intermediate and 60 (58.3%) as advanced level. On the other hand, self-estimation of Japanese language ability was as following: 45 participants (43.7%) estimated their level of knowledge as beginners, 44 (42.7%) as intermediate and 14 (13.6%) as advanced.

#### Instrument

AMIQ (Attitude/Motivation/Importance Questionnaire)

1. (ENGPOS1). When I speak English I can express myself unrestricted because of good language ability.
2. (ENGPOS2). English is the most important language because of common usage all around the world.
3. (ENGPOS3). When I use English, I have easy communication with most of international students.
4. (ENGPOS4). Using English satisfies all my needs even in Japan.
5. (ENGPOS5). Using English is necessary for my academic life.
6. (ENGNEG1). Using English obstruct me to learn Japanese.
7. (ENGNEG2). If I speak English all the time I can hardly interact with Japanese community.
8. (ENGNEG3). If I speak English all the time instead of Japanese I can hardly make friends among Japanese people.
9. (ENGNEG4). English is aggressive, rude language, unlike Japanese.
10. (ENGNEG5). If I speak English all the time instead of Japanese I live separated from Japanese society.
11. (JAPPOS1). Using Japanese language makes me feel independent in Japan.
12. (JAPPOS2). Using Japanese language helps me understand Japanese culture.
13. (JAPPOS3). When I use Japanese I feel like I am among Japanese people, like part of Japanese society.
14. (JAPPOS4). I can get a better job if I can speak Japanese, whether in Japan or any other country.
15. (JAPPOS5). If I speak Japanese, I can have more friends in Japan.
16. (JAPNEG1). Japanese people actually don't expect foreigners to speak Japanese.
17. (JAPNEG2). Using Japanese has a bad influence on my English language abilities.

18. (JAPNEG3). I feel nervous or ashamed to speak Japanese in front of foreign people who speak better than me.
19. (JAPNEG4). Using Japanese, I cannot express myself properly because of limited language ability.
20. (JAPNEG5). Japanese language is too difficult and requires too much time to learn it properly.
21. (AMTB1). If I were to rate *my feelings about learning Japanese in order to interact with members of the Japanese community*, I would say it is:
22. (AMTB2). If I were to rate *my attitude toward members of the Japanese community*, I would say that it is:
23. (AMTB3). If I were to rate *how hard I work at learning Japanese* I would characterize it as:
24. (AMTB4). If I were to rate *my desire to learn Japanese*, I would say that it is:
25. (AMTB5). If I were to rate *my attitude toward learning Japanese*, I would say that it is:
26. (AMTB6). If I were to rate *my anxiety when speaking Japanese*, I would rate myself as:
27. (IMP1). If I were to rate how important for me is to know Japanese *for communication with friends in Japan*, I would say
28. (IMP2). If I were to rate how important for me is to know Japanese *for my future*, I would say
29. (IMP3). If I were to rate how important for me is to know Japanese *in order to interact with Japanese society*, I would say
30. (IMP4). If I were to rate how important for me is to know Japanese *in order to be better accepted from Japanese society*, I would say
31. (IMP5). If I were to rate how important for me is to know Japanese *for managing daily life in Japan*, I would say
32. (IMP6). If I were to rate how important for me is to know Japanese *for my academic study in Japan*, I would say
33. (IMP7). If I were to rate how important for me is to know Japanese *in order to enrich my self*, I would say

NOTE: ENGPOS refers to Advantages of English use, ENGNEG to costs of English use, JAPPOS — Advantages of Japanese use; JAPNEG — Costs of Japanese use; AMTB — attitude/motivation test battery; IMP — Importance.

#### Procedure

Students' responses on the 33-items questionnaire that measures Japanese context were subjected to a principal component analysis with Varimax rotation. A loading of .40 was used as the cutoff for

inclusion. Items with cross-loadings on multiple factors were eliminated one at a time, until we got a clearest solution.

## Results

In order to verify if the factor analysis is suitable to perform on this data we applied Kaiser-Meyer-Olkin (KMO) test of sampling adequacy and the Bartlett test of sphericity. The KMO measure indicates the proportion of common variance in the measured variables. KMO for this data was .627, which is good (values over 0.5 are considered proper). Bartlett's test of sphericity examines the null hypothesis that the variables in the population correlation matrix are uncorrelated. Obtained approximate Chi-Square is 682.741 (df.=190), and it is statistically significant ( $p < .001$ ). Thus, these results imply that we should carry on a factor analysis for this data.

To determine the number of factors, we examined eigenvalues (the variance in a set of variables explained by a factor) above 1.00, scree plot and the interpretability of the rotated factors.

The exploratory factor analysis yielded a 20-item measure with a 6-factor solution as the best. Six factors accounted for 65.41% of the variance. 13 items are omitted based on the previously decided criteria.

Loadings of each item on six factors are presented in the Table 2. Bold type point to the highest loading for each item. Communalities (total proportion of the variance for each variable) are presented in the column furthest to the right and marked as  $h^2$ . Eigenvalues, variance and accumulated variance for the six factors are given at the bottom of the table.

Six items from the Importance scale are grouped closely together, heavily loading on the Factor 1. This means that scale predicted to measure aspects of personal importance for using Japanese for international students in Japan exactly measuring what it claims to measure. This factor is labeled as *Usefulness*, and accounted for 17.63% of the variance. Highest loadings on this scale have items "If I were to rate how important for me is to know Japanese *in order to interact with Japanese society*, I would say..." and "If I were to rate how important for me is to know Japanese *for managing daily life in Japan*, I would say...". Internal consistency of this component is  $\alpha = .74$ , which is very satisfactory for an exploratory study.

Factor 2, with 14.24% of the variance, was labeled *Foreign Language Frustration*, since it involved disadvantages of using both EL2 and JL3. It includes 5 items, and some of them are "If I speak English all the time instead of Japanese I live separated from Japanese society" so as "Using Japanese, I cannot express myself properly because of the limited language ability." Internal consistency is  $\alpha = .69$ .

Factor 3, with 9.37% of the variance, is named *Attitudes and Motivation toward Japanese*. Three items

that belong to this component are “If I were to rate *my attitude toward learning Japanese*, I would say that it is...”, “If I were to rate *my desire to learn Japanese*, I would say that it is...” and “If I were to rate *my attitude toward members of the Japanese community*, I would say that it is...”. Cronbach alpha for this factor is  $\alpha = .76$ .

Two items concerned with positive aspects of using English are extracted as factor 4. Question items that contributed to this factor are “*Using English is necessary for my academic life*” and “*English is the most important language because of common usage all around the world*”. This factor is labeled *Global necessity of English*. Internal consistency is  $\alpha = .67$ .

Factor 5, with 1.76% of the variance, tapped *Alienation*, and it involves 2 items “*If I speak English all the time instead of Japanese I can hardly make friends among Japanese people*” and “*If I speak English all the time I can hardly interact with Japanese community*”. Cronbach alpha is  $\alpha = .71$ .

Finally, factor 6 is labeled as *Familiar Japanese*, and it explains 1.26% of the variance. Internal consistency of this factor is the lowest of all,  $\alpha = .51$ , and although alpha lower than 0.60 is not considered as appropriate, we decided to keep it for the sake of exploratory analysis. Two items that contributed to this factor are “*English is aggressive, rude language, unlike Japanese*” and “*When I use Japanese I feel like I am among Japanese people, like a part of Japanese society*”.

The Mean, standard deviation and Pearson correlation coefficients among extracted components were calculated, and correlation matrix is shown in Table 3. Significant correlations were found between some context-specific factors.

Table 3 : Correlations among extracted components (Pearson correlation coefficient)

COMPONENTS	M (SD)	1	2	3	4	5	6
Usefulness	5.55 (0.92)	1.00					
Foreign language frustration	4.58 (1.19)	.07	1.00				
Attitude/Motivation toward Japanese	5.16 (1.28)	.27**	-.14	1.00			
Global necessity of English	5.38 (1.65)	-.26**	.09	.03	1.00		
Alienation	4.86 (1.65)	.14	.37**	.03	.12	1.00	
Familiar Japanese	3.55 (1.49)	.23**	.26**	.23*	-.13	.09	1.00

Note: \* $p < .05$ . \*\* $p < .01$ .

Significant positive correlations were found between Usefulness and Attitude/Motivation (.27,  $p < .01$ ), so as with Familiar Japanese (.23,  $p < .05$ ), while for the Global necessity of English correlation with Usefulness is significant and negative (-.26,  $p < .05$ ). Foreign language frustration positively correlates with Alienation (.37,  $p < .01$ ) and Familiar Japanese (.23,  $p < .01$ ). Attitude/Motivation, beside Usefulness, also correlates with Familiar Japanese (.23,  $p < .05$ ).

In addition to the exploratory factor analysis and correlational analysis of extracted factors, we used ANOVA (analysis of variance) to examine if self-evaluation of English and Japanese competence would affect extracted Japanese context-specific factors. The results indicated that among three groups of participants - beginners, intermediate and advanced learners of Japanese and English, there are significant differences on some of extracted factors (Table 4).

**Table 4 : ANOVA \_\_ self-estimation of English and Japanese competence and relation with extracted factors**

COMPONENTS	Self-estimation of English competence		Self-estimation of Japanese competence	
	F	Sig	F	Sig
Usefulness	2.69	.073	5.55	.005
Foreign language frustration	0.74	.478	12.67	.000
Attitude/Motivation	0.38	.687	2.49	.088
Global necessity of English	44.10	.000	15.13	.000
Alienation	8.44	.000	0.86	.428
Familiar Japanese	0.72	.487	1.50	.229

Perceived competence in English affected 2 of 6 factors — *Global necessity of English* ( $F=44.10$ ,  $p < .000$ ) and *Alienation* ( $F=8.44$ ,  $p < .000$ ). Self-estimated Japanese competence affected *Usefulness* ( $F=5.55$ ,  $p < .005$ ), *Foreign language frustration* ( $F=12.67$ ,  $p < .000$ ) and *Global necessity of English* ( $F=15.13$ ,  $p < .000$ ).

Table 2: Factor loadings for Japanese context-specific variables after Varimax rotation

Items	F 1	F 2	F 3	F 4	F 5	F 6	h <sup>2</sup>
<u>Usefulness (α = .74)</u>							
IMP3. If I were to rate how important for me is to know Japanese <i>in order to interact with Japanese society</i> , I would say...	<b>.803</b>	.081	.011	-.097	.092	-.067	.710
IMP5. If I were to rate how important for me is to know Japanese <i>for managing daily life in Japan</i> , I would say...	<b>.744</b>	-.011	.190	.248	-.141	.026	.550
IMP1. If I were to rate how important for me is to know Japanese <i>for communication with friends in Japan</i> , I would say...	<b>.620</b>	-.230	.055	.055	.398	.309	.674
IMP4. If I were to rate how important for me is to know Japanese <i>in order to be better accepted from Japanese society</i> , I would say...	<b>.610</b>	-.096	-.076	.011	-.179	.394	.655
IMP7. If I were to rate how important for me is to know Japanese <i>in order to enrich my self</i> , I would say...	<b>.607</b>	.076	.258	-.262	.184	-.349	.672
IMP2. If I were to rate how important for me is to know Japanese <i>for my future</i> , I would say...	<b>.452</b>	.321	.329	-.325	-.024	.167	.665
<u>Foreign language frustration (α = .69)</u>							
AMTB6. If I were to rate my anxiety when speaking Japanese, I would rate my self as...	.040	<b>.721</b>	-.139	-.070	.045	.160	.558
JAPNEG5. Japanese language is too difficult and requires too much time to learn it properly.	-.133	<b>.699</b>	-.075	.327	.208	.083	.745
ENGNEG5. If I speak English all the time instead of Japanese I live separated from Japanese society.	.038	<b>.653</b>	.093	-.074	.175	.114	.757
JAPNEG4. Using Japanese, I cannot express myself properly because of the limited language ability.	-.046	<b>.558</b>	-.078	.224	.029	-.534	.704
ENGNEG1. Using English obstruct me to learn Japanese.	.199	<b>.549</b>	-.085	-.246	.286	-.110	.735
<u>Attitudes and motivation toward Japanese (α = .76)</u>							
AMTB5. If I were to rate <i>my attitude toward learning Japanese</i> , I would say that it is...	.054	-.157	<b>.843</b>	-.055	.032	.124	.504
AMTB4. If I were to rate <i>my desire to learn Japanese</i> , I would say that it is...	.121	.011	<b>.827</b>	-.198	-.029	-.083	.740
AMTB2. If I were to rate <i>my attitude toward members of the Japanese community</i> , I would say that it is...	.053	-.050	<b>.719</b>	.169	.024	.078	.766

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(54)

<u>Global necessity of English</u> ( $\alpha = .67$ )							
ENGPOS5. Using English is necessary for my academic life.	-.114	-.070	.084	<b>.813</b>	.031	-.218	.691
ENGPOS2. English is the most important language because of common usage all around the world.	.115	.110	-.103	<b>.804</b>	-.108	.097	.486
<u>Alienation</u> ( $\alpha = .71$ )							
ENGNEG3. If I speak English all the time instead of Japanese I can hardly make friends among Japanese people	.099	.171	.166	.010	<b>.832</b>	-.090	.577
ENGNEG2. If I speak English all the time I can hardly interact with Japanese community.	-.060	.204	-.109	-.079	<b>.822</b>	.024	.656
<u>Familiar Japanese</u> ( $\alpha = .51$ )							
ENGNEG4. English is aggressive, rude language, unlike Japanese.	-.124	.395	.033	-.198	.083	<b>.687</b>	.669
JAPPOS3. When I use Japanese I feel like I am among Japanese people, like a part of Japanese society.	.187	.207	.371	.145	.149	<b>.564</b>	.569
Eigenvalues	3.526	2.847	1.874	1.819	1.760	1.255	
Variance%	17.63	14.24	9.37	9.10	8.80	6.28	
Accumulated variance%	17.63	31.87	41.26	50.33	59.13	65.41	

Note: ENGPOS refers to Advantages of English use, ENGNEG to costs of English use, JAPPOS - Advantages of Japanese use; JAPNEG - Costs of Japanese use; AMTB - attitude/motivation test battery; IMP - Importance.

## Discussion

The goal of the present study was to look into the latent structure of some Japanese context-specific variables found in our previous studies, and to determine their role in English L2 and Japanese L3 use for international students in Japan. We also explored the effect of the self-perceived competence in English and Japanese on the Japanese context-specific factors. For our knowledge, other empirical examinations of Japanese context' latent structure were not performed. Our results are new in this area, thus, in this study we focused only on exploratory factor analysis.

Exploratory factor analysis of the Japanese language and social context revealed six components: Usefulness, Foreign language frustration, Attitudes and motivation toward Japanese, Global necessity of English, Alienation and Familiar Japanese.

If we look carefully items that load on each factor, we can realize that 3 factors are concerned with Japanese language use, 2 with English use, while factor Foreign language frustration is concerned with both Japanese and English.

Japanese language use is explained by Usefulness, Attitudes and motivation toward Japanese and Familiar Japanese.

Japanese language is, by all means useful in Japan. Being the native language of the country of the residence, it is necessary tool to satisfy variety of needs. Watching items that load on this component, two types of Usefulness can be noticed. One is more of social nature (talking with friends, integration into community), and another one is more pragmatic (daily life, future plans). All those needs are present in life of every foreign student, and their fulfillment is essential in order to have satisfactory quality of life. Together with the perception of Usefulness come Attitudes and motivation toward Japanese and Familiar Japanese. These two factors are significantly correlated with Usefulness ( $r=.257$  [ $p<.01$ ] and  $r=.227$  [ $p<.05$ ] respectively). This result suggests that stronger perception of Japanese usefulness positively influences attitudes toward Japanese language and community, and consequently motivation to improve Japanese skills.

English language use is explained by Global necessity of English and Alienation. One of our previous surveys (Simic & Tanaka, in press) revealed that beside shared practical function, Japanese has more private, friendly function while English has professional and public function. Another study from our series (Simic et al., 2006) pointed out that the most important advantage of English over Japanese is international academic appropriateness. That is basically the same function as Global necessity. For international students, English, being the major academic language, is of crucial importance. However, other side of using English-only in Japanese context is the feeling of being isolated from the native society, feeling of non-belongingness, or Alienation.

Alienation is significantly correlated with Foreign language frustration ( $r=.365$ ;  $p < .01$ ). Foreign language frustration is the only extracted factor that accounts for both English and Japanese use, and alienation is certainly a disadvantage of English use in Japanese environment. Foreign language frustration includes items that accent negative aspects of using both L2 and L3 languages for foreign students in Japan. Extraction of this factor implies that none of languages is perfectly appropriate for international students. One reason is maybe because none of them is mother tongue, and that is enough reason for students to feel uncomfortable. Another reason is that it is needed a high level of competence and confidence in both languages in order to balance their use, so frustration can be avoided, or at least lessen, and that is a difficult task that requires hard work.

That's why we wanted to explore if the self-perceived competence in English and Japanese would have some effect on extracted Japanese context-specific factors. For that purpose we used one-way ANOVA. Results showed that indeed there are differences on some factors for students with different levels of English and Japanese competence (Table 4).

Among beginners, intermediate and advanced users of Japanese, significant differences were found on following factors: *Usefulness*, *Foreign language frustration* and *Global necessity of English*. Mean value of *Usefulness* grows with the level of competence. This implies that students who are confident in their Japanese ability perceive Japanese as more useful than students-beginners. Means for both *Foreign language frustration* and *Global necessity of English* is highest for beginners, and lowest for advanced learners. This result suggests that students highly competent in Japanese are likely to perceive international value of English as less important, and feel more comfortable in daily Japanese-English foreign language context.

Among three levels of perceived competence in English, difference was found on two factors — *Global necessity of English and Alienation*. Means for Global necessity grow with the competence level. This means that highly competent students value *Global necessity of English* more than those with lower competence. However, they also experience stronger *Alienation* than other two groups.

Based on these findings we can draw following conclusions:

For foreign students in Japan, factors that lay underneath the Japanese language use are Usefulness, Attitudes and motivation toward Japanese and Familiar Japanese. Those students who perceive Japanese as useful for their life, they have better attitudes toward Japanese language and community, and they are better motivated to become more proficient in using it. They not only develop preference for using Japanese over English, but also tend to perceive universal applicability of English as less important.

On the other hand, evident advantage of English use is its Global necessity. That is language that opens every door, and a skill without which university study in Japan would be difficult to achieve for a vast number of foreign students. English gives international value for the main purpose of their living in Japan — academic research. Nevertheless, using only English in Japan as a consequence has a social isolation from the Japanese community — Alienation. Different functions of English and Japanese basically explain their use. English is global and used for professional purposes, and Japanese is local and used for social and practical purposes. In Simic and Tanaka (in press) we came onto similar conclusions. Both languages have their benefits that come out from their function. However, they have one cost in common - they are both frustrating. Japanese because it is insufficient and provokes anxiety, and English because obstructs learning Japanese and integration into Japanese community. We believe that in any case single language is not enough, they are both needed to satisfy different functions in lives of international students. Harmonizing use of English L2 and Japanese L3 requires high competence in both languages, and skilful switching from L2 on L3, which is very challenging task.

Considering that, as far as we know, there is no other research in this area, this study provided us some exclusive discovery about some context-specific factors of Japan that contribute to the L2 and L3 use among international students in Japan. That discovery could be summarized as follows:

Following six components lay behind English and Japanese language use among sojourners in Japan - Usefulness, Foreign language frustration, Attitudes and motivation toward Japanese, Global necessity of English, Alienation and Familiar Japanese. Use of Japanese is strongly encouraged by its usefulness, which, in turn, supports positive attitudes to Japanese language and community, and consequently motivation to develop Japanese skills. Use of English in Japanese environment is reinforced by its Global necessity; however, it often results in Alienation from Japanese society. Finally, use of both languages is frustrating for sojourners in Japan, because neither of them is sufficient to suit all their needs. Some of these factors are influenced by the different level of self-perceived competence in English L2 and Japanese L3.

Our plan is to continue this series of study. Based on results from the present study, so as from our previous studies, we believe that the revision of the instrument is our priority task, and its distribution to a large, more heterogeneous sample. Moreover, we intent to look into function of English and Japanese use in relation to style and achieved level of cultural adjustment in international students in Japan, hoping for new information about successfulness of L2/L3 language use among international

students.

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