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The roles of english varieties and L2 motivation in English learners' willingness to communicate in the internationalization at home (IaH) context

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Abstract: To meet the challenges of internationalization, universities around the globe have implemented a variety of strategies, including study abroad, academic exchange, and cross-border collaboration. For any of these strategies, it was perhaps inevitable that English would become a crucial means of communication for both native and non-native speakers. The current study investigates the relationship between domestic college students' perceptions of English varieties (PEV), L2 motivation, and willingness to communicate (WTC) in the internationalization at home (IaH) context. A model linking PEV, L2 motivation, and WTC was proposed. A total of 273 college students at a university in Taiwan responded to a questionnaire consisting of 16 items in four major categories. The results indicate that in the IaH context college students' PEV significantly affects L2 motivation and only when learners are intrinsically motivated are they willing to communicate interculturally using English. The results suggest that promoting an appreciation for English varieties in the college context strengthens students' intrinsic motivation to learn English, which may promote the students' willingness to use English for communication.

Keywords: english varieties, L2 motivation, willingness to communicate, internationalization at home

1 Introduction

Given the context of globalization, a common language, often English, to use in communicating across national and cultural settings has become necessary. In

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terms of higher education, academic institutions worldwide have launched programs to accommodate the needs of globalization and to support students' ability to negotiate international communications through study abroad programs for outbound domestic students and faculty and English medium instruction (EMI) programs for domestic and inbound international students and faculty. In either case, English is used as the language for communication both within the classroom and beyond it for speakers from diverse linguistic backgrounds. In Taiwan, the government and institutions of higher education are pursuing a shared goal of attracting incoming international students, as reflected in the accelerated rate at which English-medium instruction programs are being designed and delivered (Lin 2010). On the one hand, the use of English as a means of communication both within and outside the classroom has opened up a context in which all users of English, be it L1, L2 or international language, are becoming culturally integrated (Seidlhofer 2009). In a general sense, the inclusion of English varieties in a curriculum strongly supports the inclusion of a variety of learners (Tan and Tan 2008). Although issues often arise as to which English should be used for learning, knowledge of and an appreciation for English varieties may facilitate the learning of the English language. In particular, studies have revealed a relationship between an appreciative attitude toward a range of varieties of English and confidence in using the language (Morrison and White 2005).

As attitude and motivation are strongly linked in studies based on Gardner's model of L2 motivation (Gardner 1985), attitude toward English varieties may also be strongly linked to the motivation to learn English. However, most studies concerned with English varieties focus on learners' preferences for a specific variety of the language. As Berns (2008) has pointed out, attitude toward and tolerance of the L2 play a role of some kind in the success or failure of communication, and tolerance of varieties of English certainly is connected with the extent to which learners are willing to communicate in the language. In addition, the link between motivation and WTC is also supported by MacIntyre and Charos (1996) who reported that a learner's genuine interest in learning an L2 in order to become closer to the L2 community strongly predicts L2 WTC.

Unlike the aforementioned studies in which the context of L2 programs is a central concern, the current study focuses on learners in the internationalization at home (IaH) context. The specific context involves domestic college students from different academic disciplines at a private university in Taiwan where an international college has been established for 16 years in order to attract international students and to create an international learning context for domestic students as well. Further, there is very little research on possible associations between perceptions of English varieties and L2 motivation. Yet, investigations in this area could be useful in situating both efforts to internationalize higher

education and endeavors to motivate learners in EFL contexts. Thus, the purpose of the current study is to clarify the relationship among perceptions of English varieties (PEV), L2 motivation, and willingness to communicate (WTC). More specifically, L2 learners' PEV is expected to be a significant predictor of L2 motivation, which, in turn, significantly contributes to WTC.

2 Literature review

This section begins with an account of the research context—internationalization at home (IaH)—in which the college students are involved, followed by a description of issues of English varieties, L2 motivation, and willingness to communicate (WTC). These are the major concerns in regard to IaH in Taiwan, where English as a medium of instruction (EMI) is strongly encouraged such that it is a language of communication in EMI programs for both domestic and international students from diverse linguistic and cultural backgrounds.

2.1 Internationalization at home (IaH)

With the rapid growth of internationalization in higher education, the number of mobile students has increased. According to the most up-to-date statistics available from the United Nations Educational, Scientific and Cultural Organization (UNESCO) Institute for Statistics, the number of outbound internationally mobile tertiary students worldwide in 2013 was a little over 7,024,390, whereas enrolment for the same year worldwide was 620,900,203. Of all the tertiary students enrolled, only 1.13 % had the opportunity study abroad. Therefore, an important question arises: How can we educate students who stay at home such that they gain the international skills critical to support and thrive in a globalized society? (Teeken 2013). According to Teeken (2013), it is of great importance to internationalize the curriculum and to bring domestic and international students together beyond classroom settings in the local community. For this reason, Teekens proposed an educational focus referred to as internationalization at home (IaH).

By definition, IaH is a context in which the curriculum and multiple activities are implemented in order to promote internationalization for students who stay in their home countries for the entirety of their education. First described in Malmö, Sweden, in 1999 (Beelen 2011), IaH has become a strategy for university planning whereby international and intercultural and global dimensions are

integrated. There are thirteen identified working areas for IaH, which cover the whole university and involve the community and other partners (Bergknut 2006): Policy and Goals, Curricula Transformation, Learning and Teaching, Language Policy, Intercultural Communication, Practicum, Student Union and Clubs Mobility, Learning Outcome Evaluation, Network and Cooperation, Staff Development, Administration, Service and Information, and Commercialization. Research on the overall effectiveness of IaH has been sporadic (Jon 2013) and awaits further research endeavour.

2.2 Role of english and its varieties

English is used as the L1 by a few hundred million people, yet it is used by more than 1.5 billion people as a lingua franca (Pennycook 2012). As an L1 and as a lingua franca, English has a vast range in regard to lexicon, grammar, and pronunciation. The English language can be localized or it can function as an emergent lingua franca resulting in varieties such as Singaporean English, Indian English, and European English, in addition to L1 English (e.g. British English, American English, and Australian English). Although research focused on the world Englishes (WE) paradigm and research focused on English as a lingua franca (ELF) have traditionally been pursued separately, Seidlhofer (2009) has argued that these two paradigms share the assumption that “‘English’ belongs to all those who use it” (p. 236). However, in practice, for educators questions arise in regard to which variety or varieties to teach and how to equip students to appreciate and negotiate the many varieties of English in existence.

Studies have elucidated the impact of positive attitude toward and tolerance of English varieties on communicative success. According to some studies, students who have a more positive attitude toward American English understood the local variety better. For example, Tan and Tan (2008) administered a survey to 260 secondary school students in Singapore to investigate their attitudes and found that American English was highly preferred whereas Singlish was an important communication tool in the community. Based on a sample of 340 Korean high school students, Seunghee (2011) found that the students understood better American English and the Korean variety than other varieties. Alternatively, Tokumoto and Shibata’s (2011) study in which college-level students from Japan, South Korea, and Malaysia comprised the sample showed that the three groups differed from each other in regard to attitude toward English varieties: Japanese and Korean students tended to prefer native English whereas Malaysian students highly valued their own accented English. More recently,

Lee and Green (2016) found that Korean college students favoured American English but also showed a keen interest in being exposed to different English varieties for communicative uses.

Other studies have shown a relationship between an appreciative attitude on the part of learners toward English varieties and the learners' confidence in their own variety of English. For example, a survey conducted by Yamasaki in 2004 (cited in Morrison and White 2005) showed that learners with a positive attitude toward English varieties tended to have greater confidence in their own variety of English as compared to learners with a negative attitude. In addition, learning environments that expose learners to English varieties tend to engender an appreciative attitude toward the latter. In Yoshikawa's (2005) study of university students, the exposure-rich group was found to have the most appreciative attitude toward English varieties. More specifically, the inclusion of English varieties in the curriculum is highly encouraged to promote learning (Kirkpatrick 2012; Labov 1995; Tan and Tan 2008). For example, in an experimental study involving students in two groups, one group's reading materials containing English dialects and the other group's with Standard English, the first group showed a much greater gain in reading achievement than the second group did (Labov 1995).

2.3 L2 motivation and self determination theory (SDT)

Based on a humanistic view of motivation as expressed in Self Determination Theory (SDT), McEown et al. (2014) presented empirical evidence showing that motivation variables make a significant contribution to engagement in learning and the intention to continue to learn. The current study, therefore, draws on this framework to investigate L2 motivation and to explore the relationship between L2 motivation and learners' willingness to use English for communication. Deci and Ryan (1985, 2000a) postulated that human beings have three basic psychological needs—autonomy, competence, and relatedness—and that satisfying these needs may result in intrinsic motivation.

Intrinsic motivation is defined as performing an activity for internal satisfaction (Deci and Ryan 2000). It refers to the tendency to seek out novelty and challenges (Ryan and Deci 2000b). A person who is intrinsically motivated acts for the enjoyment, the challenge, and/or for some appreciation for doing something rather than simply to fulfil an external goal such as passing an exam in a required subject. Making the effort to learn because of a recognition of the importance of a subject is, therefore, an example of extrinsic motivation (Deci and Ryan 2000). According to Self Determination Theory (SDT), there are four

types of extrinsic motivation, which vary along a continuum from most internal to most external regulation: integrated, identified, introjected, and external:

- (1) Integrated regulation is the most autonomous kind of extrinsic motivation. It is fully assimilated with the self, so that it is included in a person's beliefs about personal needs.
- (2) Identified regulation is a relatively autonomously driven form of extrinsic motivation relating to valuing a goal of personal importance.
- (3) Introjected regulation is affected by self-esteem, resulting in behaviors performed to maintain the individual's ego.
- (4) External regulation is the most extrinsic type of motivation—i. e. behavior performed in pursuit of an external demand or reward.

Research studies relying on SDT as a model have shown that intrinsic motivation and the more internally regulated types of motivation, such as identified regulation, are closely associated with willingness to learn and actual engagement in learning. In the first study to apply SDT in the second-language learning context, Noels et al. (2000) showed a significant correlation between autonomous motivation, including intrinsic motivation (i. e. the most autonomous type) and identified regulation, with learners' engagement in and willingness to continue learning. The results of correlational studies by Shih (2008) and Comanaru and Noels (2009) show a similar association between the autonomous type of motivation and student engagement in learning. Using regression analysis, Russell (2011) found that in addition to the quality of the teacher, student interaction, and institutional support, intrinsic motivation is a significant contributor to student engagement. Similarly, Authors (2015) showed that in the context of English as the medium of instruction (EMI), students' intrinsic motivation and identified regulation significantly predict student engagement in language learning.

2.4 Willingness to communicate (WTC)

An affective factor in describing an individual's L1 and L2 communication, willingness to communicate (WTC) has been defined as an individual's intention to initiate communication when given the opportunity to do so (McCroskey and Richmond 1987). The L1 WTC was initially perceived as a trait-like predisposition that remained more or less stable across various contexts (McCroskey and Richmond 1991). However, L2 WTC has been conceptualized as dynamic and contingent on contextual factors (Cao and Philp 2006; Kang 2005). Yet, in a comprehensive account, MacIntyre et al. (1998) postulate that WTC is affected by both stable factors (e. g. personality and intergroup attitudes) and situated

factors (e. g. the desire to communicate with a particular person and state of communication confidence).

In the past two decades, researchers have investigated how different variables account for L2 learners' WTC. In an investigation into the French-learning context in Canada, MacIntyre and Charos (1996) found that motivation strongly predicts L2 WTC, which, in turn, leads to enhanced L2 communication. Yet, in a Japanese EFL context, Yashima's (2002) attempt to replicate MacIntyre and Charos's (1996) study did not find a direct path from L2 motivation to L2 WTC. Alternatively, another study (Hashimoto 2002) replicating MacIntyre and Charos (1996) found that WTC significantly predicts L2 communication frequency through the mediation of L2 motivation.

More recently, researchers have found a strong link between motivation and WTC. Based on Gardner's social educational model, Peng's (2007) study with a sample of Chinese college students in an English intensive program showed motivation to be the strongest predictor of L2 WTC. Later, using Self Determination Theory (SDT) as a framework and structural equation modeling (SEM) as a method of analysis, Peng and Woodrow (2010) found that motivation exerts an indirect influence on WTC. Similarly, Munezane (2013), incorporating Gardner's social educational model and Dörnyei's L2 Motivational Self System with WTC, implemented SEM to analyze 373 data items from Japanese university students. According to their results, other than linguistic confidence, the ideal L2 self, which is conceptually close to intrinsic motivation, is the second strongest predictor of L2 WTC.

3 Research questions

Based on previous studies, in the current study, our purpose is to investigate the relationship between perceptions of English varieties, L2 motivation, and willingness to communicate (WTC) using a sample of Taiwanese domestic college students in a private college campus context that includes international students from more than 60 countries. More specifically, the research questions that guide the proposed study are as follows:

Research Question 1: Do the students' perceptions of English varieties (PEV) significantly contribute to their L2 motivation?

Research Question 2: Does the students' L2 motivation significantly predict their WTC?

Based on the research questions, we hypothesize a model (Figure 1) according to which L2 learners' PEV significantly predicts L2 motivation (including intrinsic

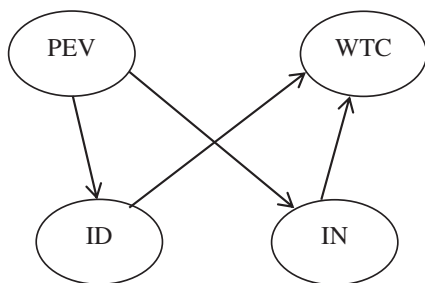


Figure 1: Proposed model for the current study.

PEV: Perception of English Variety. ID: Identified Regulation. IN: Intrinsic Motivation. WTC: Willingness to Communicate

motivation and identified regulation), which, in turn, significantly contributes to WTC. As intrinsic motivation and identified regulation are theoretically separate subcategories of L2 motivation, we consider them as separate latent variables. To answer the research questions, the following hypotheses will be tested:

- H1: Perception of English Diversity (PEV) significantly predicts Identified Regulation (ID).
- H2: Perception of English Diversity (PEV) significantly predicts Intrinsic Motivation (IN).
- H3: Identified Regulation (ID) significantly predicts WTC.
- H4: Intrinsic Motivation (IN) significantly predicts WTC.

4 Materials and methods

A quantitative survey was used to collect data followed by Structural Equation Modeling (SEM), a robust method for data analysis in terms of estimating causal relationships and testing a set of relationships among focused variables at one time without aggregating measurement errors (Chin 1998; Hox and Bechger 1998).

4.1 Context and participants

The university at which the student participants were enrolled has been dedicated to internationalizing education in Taiwan since 2000. At the time of the data collection, there were approximately one thousand international students from at least sixty countries on campus from countries including the USA, Canada, Nauru, St Vincent and the Grenadines, Malaysia, Pakistan, Swaziland, Japan, Korea, Jordan, Myanmar, Germany, and Russia. According to Kachru's

(1985, 2003) three concentric circles of the English-Speaking world, world Englishes can be broadly categorized into three circles: the inner circle, the outer circle and the expanding circle. The inner circle refers to countries where English functions as an L1 or native language (e.g. the United Kingdom, the United States, Canada, and some Caribbean countries). The outer circle denotes countries where English is considered an official language based on historical reasons and where there is an enormous speech community with diverse yet recognizable characteristics (e.g. the Philippines, Singapore, and Malaysia). The expanding circle represents countries where English is used as a foreign language or an international language (e.g. Japan, China, and Indonesia). As can be seen, the international student body at the university where the research for the present study was conducted encompasses a wide range of varieties from the three circles.

In order to accommodate international students, the university offers English-medium instruction (EMI) programs along with student service, facilities, and activities. Over time, the university has created a campus designed not only to serve international students but also to benefit domestic students in terms of internationalization. This is an Internationalization at Home (IaH) context in which the institution's profile is promoted and domestic students are prepared for the global market (Doiz et al. 2011).

A total of 273 domestic college students in their junior year in eight different academic majors at a university in northern Taiwan participated in the study. We decided that our sample would comprise students in their junior year because we considered that students at that stage of their academic career would have had sufficient exposure to the IaH context to be appropriate subjects for the current study. None of the students majored in English. However, English is a medium of instruction for all the courses in four of the programs but not for the courses in the other four academic programs, which only include English as a required course throughout the students' four years. Participation in the study was voluntary.

4.2 Instrument

A 6-point Likert-type scale survey questionnaire consisting of items related to perceptions of English varieties (PEV), L2 motivation, and WTC was used for data collection including demographic information. There are sixteen items in three major categories. The categories are explicated with sample items given in the following sections.

4.2.1 Perception of english variety

Perception of English Varieties (PEV): In this study, PEV refers to how a person views different varieties of English used by speakers of the language, whether native or non-native, for communication. Four items were generated based on Wang (2017) and Yoshikawa's (2005) concept of attitude toward English varieties. The respondents answered 6 for Strongly Agree, 5 for Agree, 4 for Somewhat Agree, 3 for Somewhat Disagree, 2 for Disagree, 1 for Strongly Disagree.

- Sample item: *English can often be used between non-native speakers of English*

4.2.2 L2 motivation

In this study, L2 motivation is specified as both (1) intrinsic interest in a behaviour and (2) value assigned to a goal considered personally important. Adapted from the framework of Self Determination Theory (SDT), the model has eight items in two sub-categories in line with Noels et al.'s (2000) specifications: intrinsic motivation and one of the more autonomous types of extrinsic motivation, i. e. identified regulation. The respondents answered 6 for Strongly Agree, 5 for Agree, 4 for Somewhat Agree, 3 for Somewhat Disagree, 2 for Disagree, and 1 for Strongly Disagree.

- (1) Intrinsic Motivation (IN) – 4 items
 - Sample item: *I think learning English is interesting*
- (2) Identified Regulation (ID) – 4 items
 - Sample item: *I think English will be helpful for my future career.*

4.2.3 Willingness to communicate (WTC)

In the current study, WTC is viewed as the extent to which a person is inclined to interact with including conversing with people who differ culturally, ethically, and/or linguistically from him/herself. Four items was adapted from Kassing (1997).

- Lead question: *When given opportunities, how often are you willing to have a conversation in the following situations?* (The respondents answered 6 for Always, 5 for Frequently, 4 for Often, 3 for Sometimes, 2 for Once in a While, and 1 for Never.)
- Sample item: *Talk in English with someone of a different race than mine.*

4.3 Reliability and validity

For assessing the survey questionnaire’s internal consistency, Cronbach’s alpha reliability coefficients range from 0.80 to 0.97 (Table 1), indicating a relatively high level of reliability across the range. As Cronbach’s alpha has the potential to misrepresent a measure’s reliability, either by overestimating or underestimating it (Raykov 1997), further confirmation was evidenced by using composite reliability (CR¹). To establish convergent validity, the average variance extracted (AVE²) was further tested. These additional tests were considered to be essential for the confirmatory factor analysis of the measurement model. CR is used to test the reliability of the latent variable underlying the observed variables. According to Fornell and Larcker (1981), to be acceptable, CR should be higher than 0.6, although Nunnally (1978) and Hair et al. (2010) suggest a stricter threshold of 0.7. In the present study, the CR results for the categories range from 0.78 to 0.96 (Table 1), which is acceptable.

Table 1: Reliability and Validity of the Scales.

	PEV	IN	ID	WTC
Cronbach’s α	0.80	0.91	0.93	0.97
CR	0.78	0.92	0.93	0.96
AVE	0.48	0.74	0.76	0.87

Notes: Acceptable Cronbach’s α is larger than 0.70.
CR should be larger than 0.6 to be acceptable (Bagozzi and Yi 1988: 82).
AVE should be at least 0.5 to be acceptable (Fornell and Larcker 1981).
PEV: Perception of English varieties.
IN: Intrinsic motivation. ID: Identified regulation.
WTC: Willingness to communicate.

Average variance extracted (AVE), proposed by Fornell and Larcker (1981), refers to the amount of variance explained by the latent variable in relation to the amount of variance due to its measurement error (Dillon and Goldstein 1984).

1 CR can be obtained from $\frac{(\sum_{i=1}^n \lambda_i)^2}{(\sum_{i=1}^n \lambda_i)^2 + (\sum_{e=1}^n \delta_i)^2}$ where λ indicates factor loading and δ indicates error variance (Hair et al. 2006).

2 AVE can be obtained from $\frac{\sum_{i=1}^n \lambda_i^2}{n}$ where λ indicates factor loading (Hair et al. 2006).

Therefore, if the AVE is higher than 0.50 (acceptable threshold), then the variance due to the construct is larger than the variance due to the measurement error. The study results of the AVE testing (Table 1) are also at an acceptable level, with the exception of the PEV AVE value (0.48), which is close to the suggested boundary of 0.50. However, Fornell and Larcker (1981) and Huang et al. (2013) suggest AVE as low as 0.4 can still be acceptable if CR is above 0.6, which all the CR coefficients shown in Table 1 exceed.

4.4 Analysis

Missing data were detected upon completing the data collection. Of the 16 items, 10 have either one or two missing items of data at most. Therefore, before the confirmatory factor analysis (CFA) and structural equation modeling (SEM) could be implemented with this small percentage of missing data, data imputation was performed using the mean values. The initial data processing generated descriptive statistics for the categories and the values of skewness and kurtosis (Table 2). With the values of skewness and kurtosis falling within the range of -3 and +3 and most within -2 and +2, the assumption of univariate normality was met (George and Mallery 2001). However, the Mardia coefficients for the measurement models at the multivariate level

Table 2: Descriptive Statistics and Univariate Normality for the Scales.

Variable	<i>M</i>	<i>SD</i>	skew	c.r.	kurtosis	c.r.
WTC1	3.34	1.41	0.32	2.15	-0.94	-3.17
WTC2	3.41	1.41	0.31	2.07	-0.89	-2.99
WTC3	3.49	1.42	0.28	1.89	-1.04	-3.51
WTC4	3.11	1.41	0.46	3.12	-0.701	-2.37
IN1	4.37	1.24	-0.44	-2.94	-0.28	-0.94
IN2	4.12	1.30	-0.33	-2.24	-0.30	-1.02
IN3	4.14	1.30	-0.39	-2.64	-0.18	-0.59
IN4	3.74	1.25	-0.10	-0.67	-0.13	-0.45
ID1	5.45	0.76	-1.41	-9.52	1.91	6.43
ID2	5.55	0.71	-1.48	-9.99	1.51	5.08
ID3	5.46	0.81	-1.63	-11.01	2.60	8.77
ID4	5.45	0.79	-1.38	-9.32	1.43	4.81
USER1	5.14	0.96	-1.22	-8.23	1.61	5.44
USER2	5.33	0.71	-0.83	-5.58	0.27	0.91
USER3	5.29	0.74	-0.79	-5.33	0.19	0.40
USER4	5.06	0.83	-0.50	-3.36	-0.30	-1.01

ranging from 9.44 to 39.84 indicate that multivariate normality was violated. Therefore, three robust model fit indices were used to check model adequacy because they provide estimates appropriate to non-normal distribution: the insignificant Satorra-Bentler scaled chi-square (the $S-B\chi^2$) value with a p value expected to be larger than 0.05, the robust Comparative Fit Index ($CFI > 0.90$), and the Root Mean-Square Error of Approximation ($RMSEA < 0.08$). An RMSEA value lower than 0.05 indicates a good fit whereas a value between 0.05 and 0.08 is acceptable (Hair et al. 2010).

5 Results

5.1 Measurement model

For the WTC measurement, the CFA results showed an excellent fit to the data with $S-B\chi^2(2, N = 273) = 0.45, p = 0.80$, Robust $CFI = 1.00$, and $RMSEA = 0.000$. The standard regression weights for the items range from 0.90 to 0.97, indicating that the items are an excellent measure of WTC. For the measurement of perception of English variety (PEV), $S-B\chi^2(2, N = 273) = 6.27, p = 0.05$, Robust $CFI = 0.99$, and $RMSEA = 0.08$. The standard regression weights for the items range from 0.63 to 0.74.

As subcategories in L2 motivation, intrinsic motivation (IN) and identified regulation (ID) were processed separately to test the adequacy of the measurement model. The results of the IN measurement model analysis indicate that the model fit the data with $S-B\chi^2(2, N = 273) = 1.29, p = 0.53$, Robust $CFI = 1.00$, and $RMSEA = 0.00$. The standard regression weights for the items range from 0.67 to 0.96. In regard to the ID measurement model, $S-B\chi^2(2, N = 273) = 4.95, p = 0.08$, Robust $CFI = 0.99$ and $RMSEA = 0.07$. The standard regression weights for the items range from 0.87 to 0.89. A summary of the goodness-of-fit indices is presented in Table 3.

Table 3: Measurement Model for Each Category.

	$S-B\chi^2$	df	CFI	RMSEA
IN	1.29	2	1.00	0.00
ID	4.95	2	0.99	0.07
WTC	0.45	2	1.00	0.00
PEV	6.27	2	0.99	0.08

5.2 Structural equation modeling (SEM)

The analysis reported in this section is based on the proposed model with four latent variables: PEV, ID, IN, and WTC, of which ID and IN are theoretically subcategories of L2 Motivation. The proposed relationships (Figure 1) were estimated by SEM based on the collected data with imputation of the missing data. The results indicated a good fit to the data, with $\chi^2/df = 1.80$, CFI = 0.99, and RMSEA = 0.03 (Figure 2).

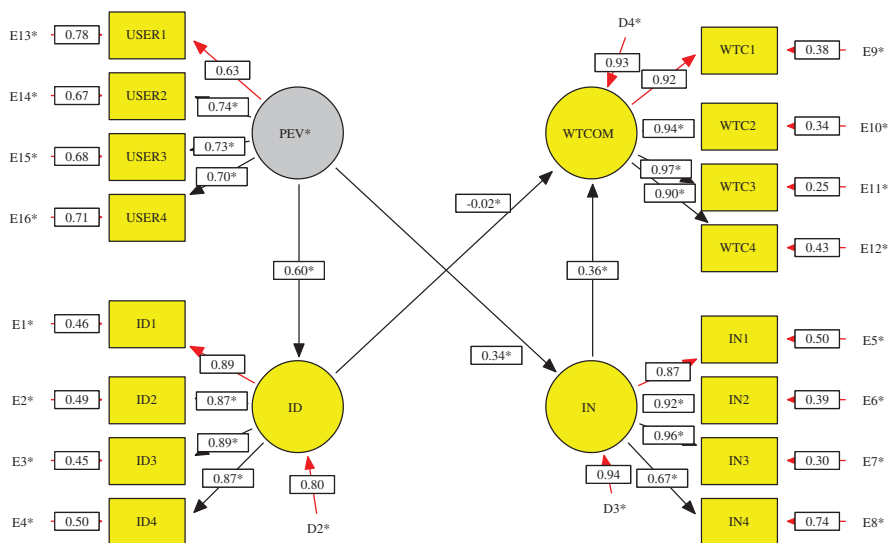


Figure 2: SEM based on the proposed model.

PEV: Perception of English varieties; WTC: Willingness to communicate; ID: Identified regulation; IN: Intrinsic motivation. USER 1–4, ID 1–4, IM 1–4, and WTC 1–4 are observable variables.

Further, the standard regression weights for the paths in the model are all significant at the 0.001 level (Table 4) with the exception of the ID → WTC path.

To summarize, the SEM results suggest that college students' perceptions of English varieties contribute significantly to their L2 motivation. Thus, the first two hypotheses are supported: H1 (Students' PEV will significantly contribute to their ID) and H2 (Students' PEV will significantly contribute to their IN). Further, the students' intrinsic motivation significantly contributes to their WTC such that H4 (i. e. Intrinsic Motivation (IN) significantly predicts WTC) is also supported. However, according to our SEM results, ID does not contribute significantly to WTC. Therefore, H3 (i. e. identified regulation significantly predicts WTC) is not supported.

Table 4: Standardized Parameter Estimates for the Model.

Paths			Standard regression estimates	R ²	P
IN	←	PEV	0.337	0.11	***
ID	←	PEV	0.599	0.36	***
WTC	←	ID	−0.016	0.00	0.798
WTC	←	IN	0.362	0.13	***
WTC1	←	WTC	0.923	0.85	***
WTC2	←	WTC	0.942	0.89	***
WTC3	←	WTC	0.968	0.94	***
WTC4	←	WTC	0.903	0.82	***
ID1	←	ID	0.886	0.78	***
ID2	←	ID	0.871	0.76	***
ID3	←	ID	0.891	0.79	***
ID4	←	ID	0.867	0.75	***
IN1	←	IN	0.867	0.75	***
IN2	←	IN	0.921	0.85	***
IN3	←	IN	0.955	0.91	***
IN4	←	IN	0.667	0.44	***
USER1	←	PEV	0.627	0.39	***
USER2	←	PEV	0.742	0.55	***
USER3	←	PEV	0.730	0.53	***
USER4	←	PEV	0.702	0.49	***

*** significant at the 0.001 level

6 Discussion

6.1 English varieties in the internationalization at home (iah) context

The domestic college students in our study showed a positive perception of English varieties. As discussed in the participant section, the university has created a campus designed both to serve international students and to benefit domestic students in terms of internationalization. The simple results of the descriptive statistics for the PEV items for this group of students were rated very high, with a mean of 5.19 on a 6-point scale (Table 2).

As Teeken (2013) suggested, the IaH context helps prepare students who stay in their home countries to function effectively in an increasingly globalized

society. In this second decade of the twenty-first century, to better serve such students worldwide, it is essential for universities to provide an internationalized environment, an internationalized curricula and related extra-curricular activities and practicum opportunities, thereby playing a role in improving intercultural communication (Bergknut 2006). In the current study, the participants are students at a university that includes speakers of English from a range of cultural backgrounds. Given that English is the language used as a *lingua franca*, these domestic students are keenly aware of the diversity of English usage around them. After all, as Berns (2008) suggested, exposure to English varieties can provide a key to successful communication in the globalized community.

6.2 Contribution of english varieties to L2 motivation

The current study is unique in establishing the predictive power of perceptions of English varieties (PEV) for L2 motivation. More specifically, 11% of the variance in the students' intrinsic motivation may have arisen from their perceptions of English varieties, whereas more than one third of the variance of their identified regulation may have arisen from their perceptions of English varieties. In other words, it can be reasonably inferred that the students' PEV has a greater effect on how they perceive the importance of English (ID) than on their intrinsic interest in English (IN).

Whereas some of the prior studies on English varieties focus on learners' preferences for specific forms of English (Berns 2008; Seunghee 2011; Tan and Tan 2008), others consider the relationship between attitudes toward English varieties and learning outcomes (Kirkpatrick 2012; Labov 1995; Tan and Tan 2008). More specifically, Yoshikawa (2005) showed that students exposed to a context with a rich variety of English demonstrated a more appreciative attitude toward English varieties than did students not exposed to a context of this kind. More recently, Kirkpatrick's (2012) suggestion to encourage the inclusion of English variety in language curriculum has further elaborated the critical role of exposure to English varieties.

The issue as to whether exposure to English varieties enhances learning outcomes requires further research if it is to be confirmed. Nevertheless, the current study does show that PEV contributes significantly to learners' motivation, which may enhance learning outcomes, as motivation, especially of an intrinsic nature, can be a strong initiator for human behavior (Deci and Ryan 2000).

6.3 Intrinsic motivation promoting willingness to communicate (WTC)

In multiple studies, researchers using different theoretical models have found that motivation is a strong predictor of L2 WTC. However, results of the present undertaking showed that within L2 motivation it is intrinsic motivation that significantly contributes to the students' WTC. For example, using Gardner's model, Peng (2007) found that motivation in general predicts WTC directly. Then, using the model of Self Determination Theory (SDT), Peng and Woodrow (2010) found that motivation in general predicts WTC, although in this study the effect was indirect. Furthermore, Munezane (2013) conducted a study using a combination of Gardner's and Dörnyei's models and reported a result similar to that reported by Peng and Woodrow.

Several studies in which SDT is used as a model suggest that both intrinsic motivation and a more autonomous type of motivation (i. e. identified regulation) are significantly related to student engagement in learning (Comanaru and Noels 2009; Chen and Kracklow 2015; Russell 2011). In these studies, engagement in learning refers to actual activities and behaviors for the purpose of learning. In other words, in addition to intrinsic motivation, acceptance of the importance of learning can ultimately encourage learners to engage in learning activities. In the current study, intrinsic motivation was found to be a more significant contributor to students' willingness to communicate (WTC) than identified regulation is. Although learners may realize the importance of English (as can be measured by ID), it is the extent to which they are intrinsically motivated (IN) to learn the language that determines their willingness to communicate using English with others. Intrinsically motivated learners are inspired to search for something new and challenging (Deci and Ryan 2000; Ryan and Deci 2000b). Such a genuine interest in learning English means that learners are likely to be willing to communicate in the language.

6.4 Pedagogical implications

As the current study suggests, exposure to diversity in the English language may boost a positive attitude and enhance learning outcomes. Therefore, it is recommended that schools include materials and activities involving English varieties in the curriculum (Kirkpatrick 2012). In particular, special courses, lectures, workshops, or seminars tailored to engage students in learning about world Englishes have the potential to foster positive outcomes in this regard (Yoshikawa 2005). In terms of internationalization at home (IaH), Chien (2010)

suggested providing students with movies or video clips and linguistic analysis for optimal exposure to English varieties. Further, Teeken (2013) and Kirkpatrick (2012) proposed that students be submerged in classes taught by Multilingual English Teachers (METs) representing a range of linguistic and cultural backgrounds and using English as the language of instruction. International students can also be included in the same classrooms to provide domestic students with opportunities to listen to and interact with speakers who use diverse forms of English. Moreover, the blending of domestic and international students can be extended beyond classroom settings to reach out into the local community.

In addition to in-class work and extra-curricular activities, institutional and instructional strategies promoting intrinsic interest may be crucial in supporting students' willingness to use English for communication. For the institutions, school-wide cross-cultural activities can be very effective in enhancing student engagement. For example, language exchange pairing, international food festivals, and international apparel shows can be very effective ways to engage domestic students in using English to communicate.

6.5 Limitations of the study

The limitation of the current study lies in the lack of a measurement of communication engagement. The current study did not measure actual engagement in using English for communication. Result of the study, therefore, does not inform whether intrinsic motivation can enhance actual communication engagement. Further research focused on improving the measurement issues is necessary to address this issue. In addition, the items shown in the current study were the results of a long process of item development through various sets of data. Through exploratory factor analysis, the items with a loading less than 0.50 were deleted from the pool. The resulting 4 items for each dimension may result in small degrees of freedom for the measurement models. The small degrees of freedom for the measurement models can be considered a limitation of the measurement. Therefore, in future work, researchers could develop additional items for further analysis in order to confirm the proposed model.

6.6 Conclusion

The purpose of the present undertaking was to test a causal model relating 273 domestic college students' perceptions of English varieties and their L2 motivation

to their L2 WTC in the context of IaH. SEM results confirmed that the students' perception of English varieties significantly contributes to their L2 motivation although it is only intrinsic motivation that strongly predicts WTC. To enhance learners' intrinsic interest in learning English so that they become more willing to communicate using English, it is suggested that (1) curricular and extra-curricular activities include material using English in diverse forms to thereby encourage recognition and acceptance of English diversity, and (2) institutional and instructional include cross-cultural events designed to encourage students to communicate in English.

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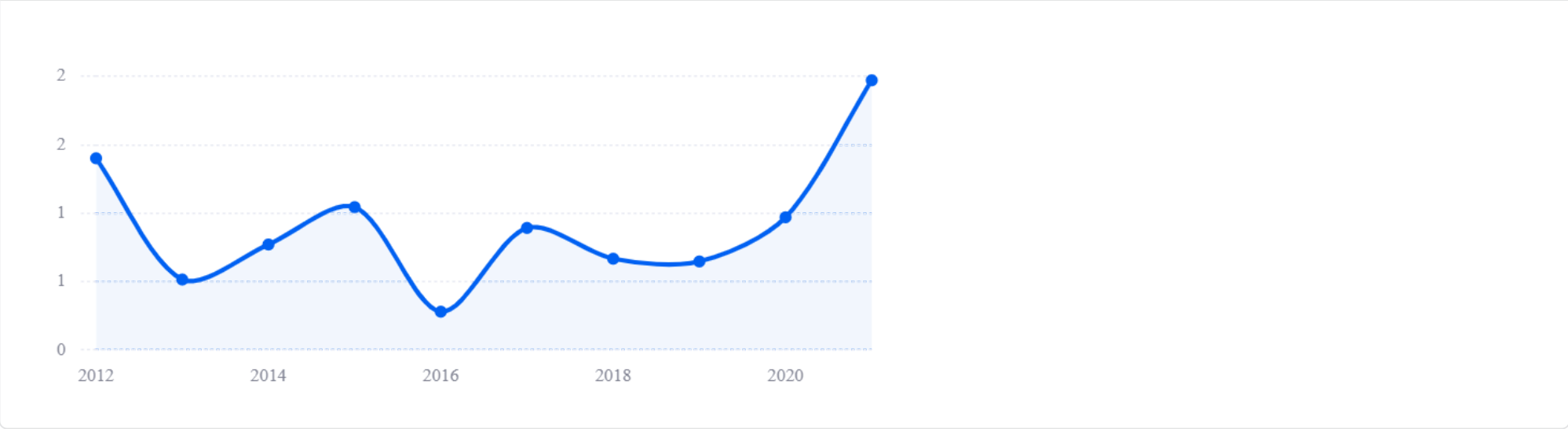
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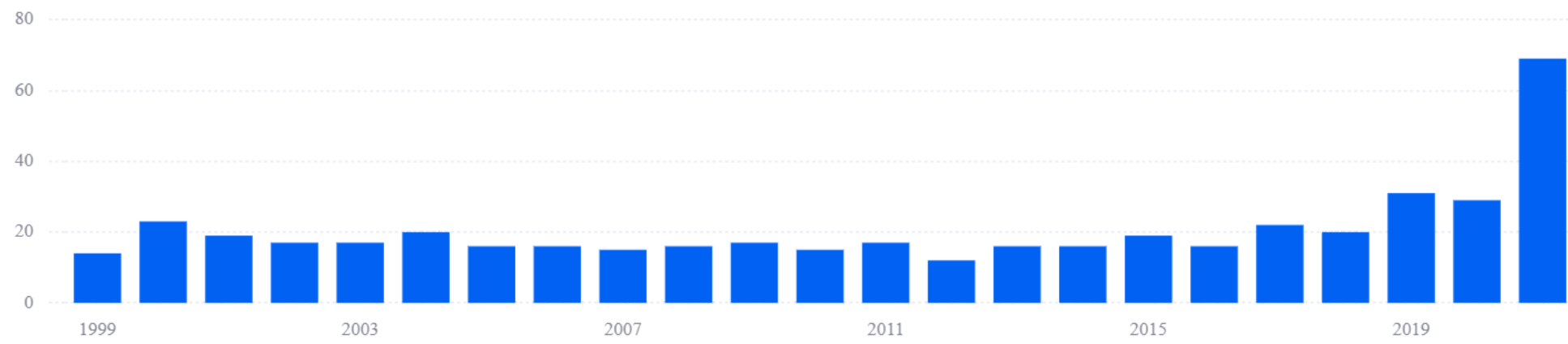
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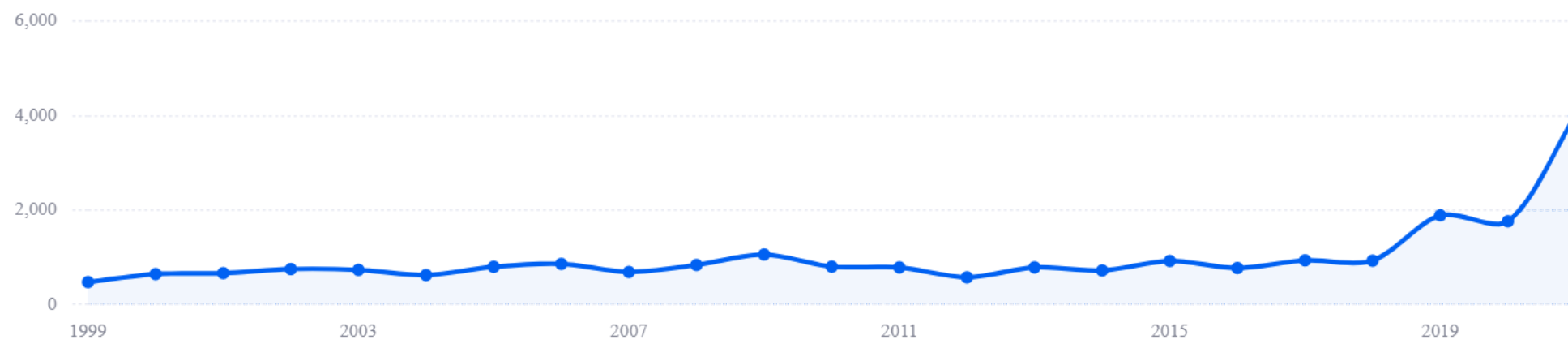
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stanley cavell					
list of architecture schools in brazil		honeyman inscription	lector	low kick	maudite soit la guerre
katz surname	camps quinoline synthesis		gapeworm	open source unionism	supreme people s court
la regenta	communist party of byelorussia		trisomy x	irish church act 1869	stratum
ymyyakhtakh culture					
chebulagic acid	signorelli parapraxis	interstate 894	szeletian	rostov oblast	nosmips
elaecarpus munroi	saturn mythology	gesundheit radio	piano sonata no 8 beethoven	mark 14 nuclear bomb	
tienstra formula	garfield and friends	language sciences	meyhane	caete people	asterix and the vikings
fuchsian group	kayi tribe	list of superhero debuts	brian pillman	ignitis	sarod
west coast main line					
antaresia papuensis	henry hobson richardson	athiyuthu	zichan	somali ostrich	oroperipatus ecuadoriensis
sathio	pleuroperitoneal	remote monitoring and control		economics education	battle of stilo
biography tv program	rain beetle	lex software	cardi b	bergensk	prikaz
elseya rhodini					
neon light synthesizer	phil plait	pulse radio	production of phonograph records		home chef
femeia					
pocketwatch album	right to personal identity	keith number	tunica albuginea penis	agaricus	

camino web browser	mephenesin	ada regulon	oil drying agent	television criticism	fk zeta
leander class frigate	ukrainian dialects	wilkesia gymnoxiphium	light crust doughboys	intangible good	
article three of the united states constitution		hoopes process	ming the merciless	sarde in saor	andrenidae
diodato	simulated body fluid	1912 in association football		1649 in art	beam deflection tube
ariel motorcycles	cahiers du cinema	pentagonal orthobirotunda	soil compaction agriculture		fear of a black planet
marciana	multiculturalism in australia		venn diagram	wardrobe government	evangelical catholic
sabal mexicana	zenu	sabah	microvasculitis	heiligendamm	meck island
hand over	futanari	kazanlak	hydroxyprogesterone heptanoate benzilic acid hydrazone		yokosuka naval airfield
morley pedals	postmodern religion		locri	mistley railway station	battle of kesselsdorf
chilon of sparta	alexandre le grand	energy minimization		exhaustion disorder	world wide fund for nature
nafamostat	child bride	snellius crater	ye ke ye ke	twombly cyclecar	emperor xingzong of liao
greater dhaka	sobig	warrington bombings	wahnfried film	echeveria	list of washington state parks
taste bud	wennington wildfire	winnipegosis	peroneal strike	boardwalk nightclub	road bicycle racing
sudan women s national football team		trajectory optimization		beautiful festival of the valley	precieuses
sonora snake	ion plating	bhutanitis lidderdalii	parasystole	italjet	cultural materialism cultural studies
austriadactylus	tusciziphius	takhallus	marge be not proud	torch web browser	aracari
kapampangan cuisine	minehead railway station		first ever	process mining	the barkleys of broadway
coracobrachialis muscle	primula denticulata	delta encoding		vivo telecommunications company	robot locomotion
woolco	primary urban area	perna viridis	livewell	asian fetish	eish shamsi
plame affair timeline	dna sequencing	nextdc	performing arts medicine		b10 cell
embiotoca lateralis	bavarian football derbies		tamarix dioica	california institute for regenerative medicine	
challenge riding	list of border control organisations		amalgamation names	short interspersed nuclear element	
sonbhadra district	2xtreme	sundiver	aurora de albornoz	rainbow lattice sunstone	admiralty of zeeland
lewis structure	stenocereus thurberi	circle of iron	cotati station	mean signed deviation	cannel coal
pakhet	eoconodontus	nyankpa language	monopoly money	flirting	preferential voting
leucopholiota decorosa	battle of bitonto				