

Measuring international posture at an internationalised university in Barcelona: an exploration of gender, language, and educational and intercultural trajectories

Andreana Pastena & Mireia Trenchs-Parera

To cite this article: Andreana Pastena & Mireia Trenchs-Parera (04 Dec 2024): Measuring international posture at an internationalised university in Barcelona: an exploration of gender, language, and educational and intercultural trajectories, International Journal of Multilingualism, DOI: [10.1080/14790718.2024.2434646](https://doi.org/10.1080/14790718.2024.2434646)

To link to this article: <https://doi.org/10.1080/14790718.2024.2434646>



© 2024 The Author(s). Published by Informa UK Limited, trading as Taylor & Francis Group



Published online: 04 Dec 2024.



[Submit your article to this journal](#)



Article views: 176



[View related articles](#)



[View Crossmark data](#)

Measuring international posture at an internationalised university in Barcelona: an exploration of gender, language, and educational and intercultural trajectories

Andreana Pastena * and Mireia Trenchs-Parera 

Departament d'Humanitats, Universitat Pompeu Fabra, Barcelona, Spain

ABSTRACT

This study investigates local first-year undergraduates' international posture (Yashima, 2002, 2009) when starting studies at an internationalised university in the multicultural and multilingual context of Barcelona (Catalonia, Spain). We aimed, first, to explore the configuration of the international posture measurement model (Yashima, 2009) in a European university and to contrast it with Yashima's (2009) model developed in Japan. Second, we aimed to investigate what individual variables interact with students' degree of international posture. Five hundred and two students answered two questionnaires covering their background profile and Yashima's international posture scale. Factor analyses and descriptive and inferential statistics were performed. Our analysis resulted in three sub-scales with a total of 14 items, in contrast to Yashima's original 20 items structured into four sub-scales. Higher scores were reported for questionnaire items focused on intergroup relationships in local contexts rather than interactions abroad. Regarding individual variables, being a female and having intercultural friendships emerged as the most predictive factors. In contrast, individual plurilingualism, readiness to move within the country for university studies, and choosing a degree with a high proportion of English-medium instruction only partially predicted undergraduates' high international posture in this European higher education context.

ARTICLE HISTORY

Received 1 August 2023
Accepted 21 November 2024

KEYWORDS

International posture; higher education; measurement validation; gender; English-medium instruction; plurilingualism

Introduction

The construct of international posture (IP) was introduced by Yashima (2002) to account for motivation to learn English as a second or foreign language (ESL or EFL) triggered by the belief that English has become *the* international lingua franca in intercultural communication. The concept was defined as 'interest in foreign or international affairs, willingness to go overseas to stay or work, readiness to interact with intercultural partners, and, one hopes, openness or non-ethnocentric attitude towards different cultures' (Yashima, 2002, p. 57).

CONTACT Mireia Trenchs-Parera  mireia.trenchs@upf.edu  Departament d'Humanitats, Universitat Pompeu Fabra, Ramon Trias Fargas, 25-27. 08005-Barcelona, Spain

*Present address: Department of Applied Linguistics, Social Sciences Building, University of Warwick, Coventry, UK

© 2024 The Author(s). Published by Informa UK Limited, trading as Taylor & Francis Group

This is an Open Access article distributed under the terms of the Creative Commons Attribution-NonCommercial-NoDerivatives License (<http://creativecommons.org/licenses/by-nc-nd/4.0/>), which permits non-commercial re-use, distribution, and reproduction in any medium, provided the original work is properly cited, and is not altered, transformed, or built upon in any way. The terms on which this article has been published allow the posting of the Accepted Manuscript in a repository by the author(s) or with their consent.

Here, we follow Botes et al. (2020), who claimed that IP could be extended to encompass favourable attitudes towards the international community. Such favourable attitudes are essential in primary, secondary, and tertiary classrooms since they are becoming more linguistically and culturally diverse as a result of academic planning (i.e. internationalised universities) and demographic mobility (i.e. primary and secondary schools). We additionally argue that the construct should be explored in educational contexts other than ESL and EFL ones, in line with previous studies investigating IP among learners of other languages (Kong et al., 2018; Lee, 2018; Siridetkoon, 2015) and mobile undergraduates (Geoghegan, 2018; Lee, 2018). Moreover, studies usually maintain the dichotomy local-international students, while overlooking mobility *within* political entities. Such ‘internal’ mobility may also be experienced as ‘intercultural’; for instance, the mobility experienced by students schooled in a small town in Andalusia moving to Barcelona in Catalonia, or those schooled in Flemish Antwerp moving to a town in francophone Wallonia.

Specifically, we focus on IP in internationalised universities where locally schooled students share classrooms – often EMI programmes – with incoming study-abroad students and students schooled in other linguistically diverse areas. We believe that, there, research on IP is crucial because, although English is not taught formally, it acquires the double function of language of instruction and *lingua franca* for intercultural interactions. In such spaces of cultures in contact, favourable attitudes towards the international community – and, we assume, towards international classmates – will hopefully result in successful intercultural interactions. Our stand is that the construct of IP, initially developed for language learning contexts, also helps exploring specific attitudes that, for us, complement the attitudinal component of Barrett’s (2016) Intercultural Competence model.

At universities, internationalised classrooms¹ are promoted on the grounds that they may trigger local students’ intercultural sensitivity (Pastena et al., 2021), tendencies to cross linguistic and cultural boundaries (Pastena, 2022), and attitudes that lead to positionings of belonging to a global or international community (Trenchs-Parera & Pastena, 2021).² Jon (2013) also claimed that, in such classrooms, students will more likely develop an interest in the countries and languages of their mobile classmates and in working or studying abroad, interests that tap directly into Yashima’s and Botes’ definitions of IP mentioned above.

So far, IP has predominantly been studied among Japanese students (e.g. Iwamoto, 2011; Munezane, 2013; Nishida & Yashima, 2017). However, this construct is not context-specific and, therefore, should be tested elsewhere, for instance Europe where universities have been promoting and facilitating mobility by means of the well-established Erasmus and Erasmus + programmes. Measuring degree of IP is also relevant in so-called ‘global cities’ (Sassen, 2005) – such as Amsterdam or Frankfurt – whose populations have become highly multilingual and multicultural due to recent migratory trends (Trenchs-Parera, 2019), both across and within linguistically diverse political entities. This adds another level of internationalisation to the university contexts. Therefore, we tested the construct of IP in an internationalised university in Barcelona, one of such ‘global cities’ (Kearney, 2022). Following Botes et al.’s (2020) recommendation, we focused on how ‘local’ undergraduates’ linguistic, cultural, and educational backgrounds interact with IP at the start of their studies.

Review of literature

The international posture construct

The construct of IP appeared in relation to learners' motivation to acquire a foreign language. According to Gardner (1985), language learning involves an interplay of attitudes, motivation, and achievement. Specifically, the acquisition of a second language (L2) is driven by *integrativeness* – i.e. the affective disposition of a learner towards communicating with the L2 community. Integrativeness in turn contributes to motivation, ultimately influencing linguistic outcomes. Yashima (2002) points out that integrative motivation alone cannot explain language learning, as instrumental motivation may also play a role (Dörnyei, 1990; Dörnyei & Ushioda, 2011), and discriminating between the two may be difficult in EFL.

In fact, in adopting English as a *lingua franca*, individuals do not always interact with native speakers, nor do they always wish to be part of a specific language community. Rather, English learning may be motivated by the willingness to communicate (WTC) with an imagined international community (Yashima et al., 2004). Thus, the construct of IP is introduced to combine instrumental and integrative orientations and account for attitudes towards intercultural communication and the international community, regardless of the specific socio-cultural context where the individual is.

Here, proficiency in an L2 is not seen as the goal of the acquisition process, but as a means to carry out successful intercultural interactions, as posited by the WTC model (MacIntyre et al., 1998). Thus, the construct of IP could be extended to other contexts in which individuals from diverse cultural and linguistic backgrounds interact, regardless of specific language practices.

Measures of IP

To measure IP, Yashima has proposed three versions of a measurement scale, with varying numbers of items and components or sub-scales. The 2002 scale was implemented with a sample of 389 Japanese majors, adapting measures from previous studies. The final questionnaire included four sub-scales, for a total of 19 items to be rated on a 7-point Likert-type scale: *intercultural friendship orientation* (4 items), *interest in foreign affairs* (2 items), *intercultural approach-avoidance tendency* (7 items), and *interest in international occupation or activities* (6 items). In 2004, the questionnaire was revised, eliminating the *intercultural friendship orientation* sub-scale, resulting in a total of 15 items divided into three components (Yashima et al., 2004).

The 2009 version – adopted here – comprises four sub-scales and 20 items: *intergroup approach-avoidance tendency* (6 items), 'an individual's tendency either to approach or to avoid interaction with people from different cultures' (Yashima, 2002, p. 58); *interest in international vocation or activities* (6 items), 'how interested an individual is in an international career and living overseas' (Yashima et al., 2004, p. 129); *interest in international news and affairs* (4 items), an individual's interest in international issues and global topics; and *having things to communicate to the world* (4 items), on the assumption that if one wants to communicate with the international community, one should have something to say. For Yashima (2009) the four sub-scales group into two macro-dimensions: *attitudinal-behavioural propensity* and *knowledge orientation*.

The scale has recently been validated in two studies. Peng (2015) adapted the 2002 and 2009 versions employing 1073 students from six universities in China as a sample, obtaining a model with three sub-scales and 12 items. Toyama and Yamazaki (2020) explored a slightly modified version of the 2009 scale with 163 Japanese undergraduates; their analysis excluded the *having things to communicate to the world* sub-scale, resulting in 12 items divided into three sub-scales.

Studies of IP and personal background variables in EFL and mobility contexts

Research has explored IP among ESL and EFL high schoolers and undergraduates, although results cannot be easily comparable because of the scale's different versions. Also, most studies have been conducted in Japan and a few other Asian countries, such as China (Peng, 2015; Thurston, 2015), Korea (Kong et al., 2018; Lee, 2018), Iran (Aliakbari et al., 2016), Pakistan (Islam, 2013), and Thailand (Siridetkoon, 2015).

To our knowledge, only two studies investigate IP among European undergraduates. Both used our version of the scale (Yashima, 2009) but with a different focus. Mystkowska-Wiertelak and Pietrzykowska (2011) investigated the correlation between IP and WTC among a population different from ours: their participants were English majors in Poland and, more importantly, did not have any international classmates and, therefore, no opportunities for in-class intercultural interactions. Like us, Geoghegan (2018) studied a Spanish-Catalan bilingual population; however, her aim was to explore whether a period of study abroad would increase IP, comparing study abroad students with others at home. While Geoghegan treated IP as a consequence of intercultural interactions in a foreign country, we investigate the existence and development of undergraduates' IP at their local university.

In general, IP has been explored in relation to other aspects of language learning, such as WTC, motivation, English proficiency, frequency of communication, L2 anxiety, self-confidence, and the L2 motivational self-system, as well as interactions among these variables. Results show that IP is strongly correlated with WTC (Aliakbari et al., 2016; Yashima, 2002), which, in turn, boosts L2 motivation (Ghonsooly et al., 2012; Yashima et al., 2004), consequently enhancing confidence and the frequency of voluntary communication (Yashima et al., 2004) and English proficiency (Iwamoto, 2011; Mystkowska-Wiertelak & Pietrzykowska, 2011). Moreover, considering IP as beneficial for language learning, some researchers have explored IP as a motivational variable in the acquisition of other languages, such as Arabic, Korean, Japanese, Mandarin, and Spanish (Kong et al., 2018; Lee, 2018; Siridetkoon, 2015).

Despite these studies, research has scarcely explored how IP interacts with variables related to students' backgrounds. Two studies investigating IP and self-reported gender have yielded contradictory results, with males scoring significantly higher in Pakistan (Islam, 2013) and females scoring higher in Japan (Birdsell, 2014). Yet, the key to predicting and improving IP appears to be previous experiences of intercultural contact and frequent interactions with international speakers of English (Aubrey & Nowlan, 2013; Aubrey & Philpott, 2021; Nishida & Yashima, 2017; Yashima & Zenuk-Nishide, 2008). Similarly, researchers have shown that 'openness to experience' – one of the Big-Five personality traits – is significantly correlated with IP (Ghonsooly et al., 2012; Lin, 2018; Toyama & Yamazaki, 2020). Finally, others have shown that studying abroad enhances students'

cultural knowledge and awareness, increasing IP and WTC (Lee, 2018; Yashima & Zenuk-Nishide, Yashima & Zenuk-Nishide, 2008).

Research gaps and research questions

Our literature review has identified important research gaps as regards IP research. First, studies have mainly been conducted in Asian academic contexts, and little research (except for Mystkowska-Wiertelak & Pietrzykowska, 2011; and Geoghegan, 2018) has explored this construct among European populations. In fact, no validation study has been carried out at an internationalised European university. Second, studies so far tend to focus on ESL and EFL learners, investigating the relation between IP and other aspects of language learning, while little research is devoted to undergraduates studying content courses in EMI and how individual variables interact with IP. Finally, while there is research about IP in study abroad, we found none that investigates the above-mentioned variables and degree of IP when respondents are not abroad.

Therefore, we set out to investigate IP among first-year local undergraduates at the beginning of their studies in a highly internationalised university in Barcelona, following a previous study of ours in the same context examining the construct of intercultural sensitivity and students' profile (Pastena et al., 2021). Specifically, here we are interested in two groups of 'local' students: those who decide to continue their tertiary education in the same educational system (i.e. schooled in Catalonia), and those who have moved from another area of Spain for their undergraduate studies. We chose these two student populations precisely because mobility within the same political entity is rarely considered as an intercultural experience, and purposefully did not include students schooled abroad. Thus, we go beyond this dichotomy local-international and do not consider the 'locals' as internally homogeneous. These two groups of 'locals' go through different schooling experiences in Spain since there is a different educational system in each autonomous community promoting knowledge and competence of different languages; in Catalonia, Catalan, Spanish and, at least, one additional language. Also, our participants from other areas in Spain had consciously chosen to move and study there while Catalonia was going through a strong pro-independence political movement. Therefore, for us, 'moving to Catalonia' at that time could be considered as possible evidence of open attitudes – i.e. a mark of IP – towards a linguistically and identity-wise distinct society which projects itself as somehow different from other parts of Spain. Although we may be tapping into something very subtle, such a situation could mirror other contemporary societies (e.g. Belgium).

Therefore, first, taking Yashima's (2009) model of IP as a point of departure and following Toyama and Yamazaki's (2020) analysis, we explored the scale to determine whether it could serve as a measure of IP among our target population. Second, following Botes et al. (2020), we used our modified three-factor measurement scale to explore which individual variables interact most significantly with students' degree of IP, considering participants' self-reported gender, intercultural trajectory – a term we use to encompass two individual variables related to interculturality –, and linguistic trajectory – a term encompassing three more variables related to languages (see Section 'Data collection instruments and design').

Accordingly, we aimed to answer the following research questions:

RQ1. Does Yashima's (2009) scale accurately measure IP in a highly internationalised European university? Is the resulting factor model different from the original one?

RQ2. What is the relationship between local students' IP and their (1) self-reported gender, (2) intercultural trajectory, and (3) linguistic trajectory, when starting undergraduate studies at an internationalised university?

Methodology

Participants and research site

The research site was a public university that exemplifies an internationalised university (Trenchs-Parera, 2019) that:

1. Is located in a global city, Barcelona, capital of Catalonia, which is both officially and sociolinguistically bilingual and has a high percentage of immigrant population, temporary international sojourners and, consequently, a highly multicultural and multilingual make-up (Newman et al., 2019).
2. Receives a high percentage – when compared to surrounding universities – of international students and instructors.³
3. Functions with a trilingual policy: English and both local languages, Catalan, and Spanish.
4. Offers undergraduate degrees that include either partial or full EMI.
5. Is active in several European university alliances.

Participants were 502 first-year volunteering local undergraduates⁴ from degrees in the fields of Medicine, Communication, Economics, Law, Political Science, Humanities, and Global Studies, belonging to two consecutive cohorts.

Data collection instruments and design

The design was cross-sectional and included non-probability voluntary sampling (McBride, 2010). Data were collected at the beginning of the academic year by means of two online questionnaire sections. The first one consisted of the 20 items of Yashima's (2009) IP measurement model, adapted to a 1-to-5 Likert scale. Yashima's model has a four-factor latent structure showing internal consistency: *intergroup approach-avoidance tendency* (IAT, Cronbach's $\alpha = .80$), *interest in international vocation and activities* (IIVA, $\alpha = .79$), *interest in international news* (IIN, $\alpha = .0.76$), and *having things to communicate with the world* (HTCW, $\alpha = .78$).

The second questionnaire section included 17 items about self-reported sociolinguistic and educational background. As independent variables, only the following items and values were considered:

- (a) Self-reported gender. Values: male and female.
- (b) Mobile educational trajectory. Values: No (i.e. students who remained in Catalonia after secondary school for tertiary education), and Yes (i.e. students who received

primary and secondary education in the rest of Spain and moved to Catalonia for university).

- (c) Number of intercultural friendships, defined explicitly in the questionnaire as ‘someone who was or whose parents were born in a country different from your own’. Our definition was purposely broad since we intended to include friends educated or born either abroad or locally. This variable taps into participants’ self-positioning as regards their own ‘cultural background’ as being different from that of others whichever their origin. For the analysis, answers were grouped into three values: none, a few (1–3 friends), and a lot (4 friends or more).
- (d) Number of first languages. Values: monolingual and plurilingual.
- (e) Number of additional languages. For the analysis, answers were grouped into four values: one, two, three, and four or more.
- (f) Percentage of EMI in academic degree. Values: high-EMI (from 35% to 100% of the total compulsory European Credit Transfer and Accumulation System credits in the academic degree) and low-EMI (maximum 6%)⁵; these two values were extracted from responses to the questionnaire item regarding students’ undergraduate degree programme.

We chose these variables since, apart from self-reported gender, they all tap into interculturality to some degree. We hypothesised that a mobile individual, with a larger number of international friends and languages in their repertoire, and enrolled in a degree with a higher percentage of EMI, will most likely show a higher degree of IP.

Data analysis

The analysis was carried out in two stages. First, we tested the measurement model to extract the latent IP factor structure for our dataset. The dataset fulfilled the assumption checks for factor analysis (KMO = .88; Bartlett’s Sphericity $p < .001$). Thus, following Toyama and Yamazaki (2020), an exploratory factor analysis (EFA) was conducted on all 20 items of the original scale, with minimal residual extraction method and varimax rotation. The number of extracted factors was based on eigenvalue > 1 and the cut-off value for factor loading was set at $> .40$. Items with low loading were eliminated, and a second EFA was performed to confirm the results. Principal component analysis (PCA), with varimax rotation, was carried out on the model-validated factors to determine the second-order configuration of the IP measurement model. The reliability of each emerging component was assessed measuring internal consistency (Cronbach’s α and McDonald’s ω). Finally, to test the adequacy of the model, we performed a confirmatory factor analysis (CFA) on both the four-factor original model and the three-factor model resulting from our analyses. A comparative fit index (CFI) $> .90$ and a root mean square error of approximation (RMSEA) $< .08$ were considered for the model to have an adequate goodness of fit.

Second, we analysed the validated IP measurement model with respect to our six personal background variables. A complete descriptive univariate analysis was conducted for each component. The 1–to–5 Likert scales exemplified a continuum. For convenience, mean values of 3.5 or above were considered as high IP. No imputation method was implemented because there were no missing values. Due to the significant deviation of normality detected by the Kolmogorov–Smirnov test for all components ($p < .05$), non-

parametric tests were carried out to detect significant differences for each variable: Mann–Whitney test for dichotomous categorical variables (self-reported gender, mobile educational trajectory, number of first languages, and percentage of EMI in academic degree) and Kruskal–Wallis test for polytomous categorical variables (number of intercultural friendships and number of additional languages). In the latter, when the result was significant ($p < .05$), Dwass–Steel–Critchol–Fligner pairwise comparison was performed as a post-hoc test.

Analyses were carried out using Jamovi (The jamovi project, 2022).

Results

Validation of the IP measurement model

To validate the IP measurement model and test it in our context, Yashima’s, 2009 version of the scale was taken as a point of departure. An EFA was performed to determine the latent structure of the model based on the responses of our 502 participants. In the first round, the EFA generated two factors (Table 1). Out of 20 items, 6 were eliminated as having loadings $< .40$: IAT5, IAT6, IIVA3, IIVA5, HTCW1, and HTCW2. For brevity, acronyms are used consistently with those of Toyama and Yamazaki (2020); their full meanings are in the Appendix.

The second EFA performed on the 14 remaining items confirmed the two-factor structure with the same item distribution and very similar loadings above the cut-off value ($> .40$). Factor 1 included four items from the *intergroup approach-avoidance tendency* sub-scale and four from the *interest in international vocation or activities* sub-scale; Factor 2 was formed by the four items from the *interest in international news and affairs* sub-scale and two items from the *having things to communicate to the world* one.

Table 1. Results of the first-round EFA.

Item	Factor loading	
	1	2
IAT1	.57	.23
IAT2(R)	.45	.31
IAT3	.50	.27
IAT4	.47	.12
IAT5	.40	.10
IAT6(R)	.34	.13
IIVA1(R)	.59	.11
IIVA2	.71	.10
IIVA3	.38	.26
IIVA4	.62	.22
IIVA5(R)	.31	.36
IIVA6(R)	.60	.12
IIN1	.06	.67
IIN2	.16	.56
IIN3	.28	.66
IIN4(R)	.18	.51
HTCW1	.40	.34
HTCW2	.21	.18
HTCW3	.22	.49
HTCW4(R)	.10	.54

Note. (R) = Reverse-scored item. IAT = Intergroup approach-avoidance tendency; IIVA = Interest in international vocation or activities; IIN = Interest in international news and affairs; HTCW = Having things to communicate to the world. Factor loadings above .40 are in bold.

To explore the second-order structure of the measurement, a PCA was conducted on the two resulting factors (Table 2). Factor 1 was formed by two components: *intergroup approach-avoidance tendency* (four items) and *interest in international vocation or activities* (four items). Factor 2 had only one component (six items) that we label *interest in international news and affairs*.

A CFA was performed to compare the original four-factor model and our three-factor one using the same sample (Table 3): the validated model presented an overall adequate fit, and better values than the original one (higher CFI > .90; lower RMSEA < .08). Moreover, the three components demonstrated good reliability with Cronbach's and McDonald's coefficients of, respectively, .70 and .71 for *intergroup approach-avoidance tendency*, .79 and .79 for *interest in international vocation or activities*, and .77 and .77 for *interest in international news and affairs*.

Altogether, the results of the EFA, PCA, and CFA suggest that the IP measurement model comprises three components or sub-scales for a total of 14 items. Subsequent analyses were carried out using this model.

General descriptive results by IP component

The descriptive univariate analysis on all three components yielded significant deviations from normality ($p < .001$) with a clear negative asymmetry indicating a preference for high values of the scale for all three components, especially for the *intergroup approach-avoidance tendency* one, as shown in Table 4.

IP results by self-reported gender, intercultural trajectory, and linguistic trajectory

First, we explored whether the degree of IP was dependent on self-reported gender, considering the values of 'male' and 'female', as regards each component (Table 5). Mann-Whitney tests showed that female scored significantly higher than males in both

Table 2. Results of the PCA.

Item	Factor 1		Item	Factor 2
	PCA Factor			PCA Factor
	1	2		1
IAT1	.35	.64	IIN1	.75
IAT2(R)	.09	.78	IIN2	.68
IAT3	.18	.72	IIN3	.75
IAT4	.19	.65	IIN4(R)	.63
IIVA1(R)	.74	.18	HTCW3	.62
IIVA2	.85	.18	HTCW4(R)	.65
IIVA4	.79	.14		
IIVA6(R)	.58	.40		

Note. (R) = Reverse-scored item. IAT = Intergroup approach-avoidance tendency; IIVA = Interest in international vocation or activities; IIN = Interest in international news and affairs; HTCW = Having things to communicate to the world. Factor loadings above .40 are in bold.

Table 3. Results of the CFA.

	χ^2	df	p	CFI	TLI	RMSEA
This study's three-factor model	232	74	< .001	.92	.90	.06
Original four-factor model	603	164	< .001	.83	.81	.07

Table 4. Descriptive statistics for the three components.

Component	Mean	SD	Min. value	Max. value
IAT	4.37	0.66	1.75	5.00
IIVA	3.91	0.82	1.25	5.00
IIN	3.90	0.67	2.00	5.00

Table 5. Descriptive statistics for self-reported gender.

Variables	N	IAT	IIVA	IIN
		Mean (SD)	Mean (SD)	Mean (SD)
Self-reported gender				
Male	164	4.22 (0.71)	3.73 (0.85)	3.98 (0.70)
Female	338	4.45 (0.63)	4.00 (0.79)	3.87 (0.66)

intergroup approach-avoidance tendency, measuring students' willingness to engage with individuals from diverse backgrounds ($U = 22225$, $p < .001$, $r = .19$), and *interest in international vocation or activities*, reflecting students' interest in working and living abroad ($U = 22301$, $p < .001$, $r = .19$). On the contrary, for *interest in international news and affairs*, tapping into interest in overseas news and topics, males reported higher values ($M = 3.98$, $SD = 0.70$), though not significantly ($U = 24961$, $p = .07$, $r = .09$).

Second, we explored whether the degree of IP was dependent on intercultural trajectory (Table 6). We did so by investigating two different, yet complementary, variables: mobile educational trajectory and number of intercultural friendships at the start of university studies.

Regarding mobile educational trajectory, Mann–Whitney tests did not detect any statistically significant differences between students who had entered the university in Catalonia from Catalonia's educational system and those who had studied both primary and secondary school in other areas in Spain, for any of the three IP components ($p > .05$).

As for number of intercultural friendships, the Kruskal–Wallis tests found statistically significant differences for all three components: *intergroup approach-avoidance tendency* ($H(2) = 52.9$, $p < .001$, $\epsilon^2 = .11$), *interest in international vocation or activities* ($H(2) = 47.8$, $p < .001$, $\epsilon^2 = .09$), and *interest in international news and affairs* ($H(2) = 29.4$, $p < .001$, $\epsilon^2 = .06$). For the first two components, post-hoc analyses showed significantly higher values for students reporting 'a lot' intercultural friendships than those having either 'a few' or 'none' ($p < .001$), and for students having 'a few' when compared to those reporting 'none' ($p < .05$). As regards *interest in international news and affairs*, we also found

Table 6. Descriptive statistics for intercultural trajectory.

Variables	N	IAT	IIVA	IIN
		Mean (SD)	Mean (SD)	Mean (SD)
Mobile educational trajectory				
No	432	4.36 (0.67)	3.91 (0.81)	3.91 (0.66)
Yes	70	4.46 (0.59)	3.90 (0.84)	3.90 (0.76)
Number of intercultural friendships				
None	160	4.17 (0.68)	3.66 (0.84)	3.71 (0.71)
A few	213	4.36 (0.65)	3.87 (0.78)	3.90 (0.64)
A lot	129	4.65 (0.57)	4.28 (0.71)	4.16 (0.60)

Table 7. Descriptive statistics for linguistic trajectory.

Variables	N	IAT	IIVA	IIN
		Mean (SD)	Mean (SD)	Mean (SD)
Number of first language(s)				
Monolingual	274	4.33 (0.65)	3.84 (0.81)	3.87 (0.68)
Plurilingual	228	4.42 (0.68)	4.00 (0.81)	3.94 (0.67)
Number of additional language(s)				
One	106	4.34 (0.71)	3.79 (0.93)	3.83 (0.69)
Two	210	4.34 (0.68)	3.93 (0.78)	3.85 (0.67)
Three	153	4.40 (0.62)	3.95 (0.75)	3.96 (0.65)
Four or more	33	4.58 (0.56)	4.02 (0.93)	4.20 (0.70)
Percentage of EMI				
Low	351	4.35 (0.67)	3.83 (0.85)	3.88 (0.68)
High	151	4.43 (0.63)	4.11 (0.69)	3.95 (0.66)

differences between 'none' vs. 'a lot' ($p < .001$) and 'a few' vs. 'a lot' ($p < .001$) but no difference between 'none' vs. 'a few' ($p = .08$). Namely, the difference lies in having more than four intercultural friends. Therefore, a greater number of intercultural friendships yielded higher IP scores for all components.

The potential effect of the linguistic trajectory was estimated by means of three differential variables: number of first languages, number of additional languages, and percentage of EMI in academic degree (Table 7). As we will see, the component *intergroup approach-avoidance tendency* did not yield any significant results ($p > .05$), that is, students' willingness to interact with individuals from different backgrounds was not influenced by any of the three variables.

For number of first languages, the analysis revealed that plurilinguals ($M = 4.00$, $SD = 0.81$) showed significantly higher *interest in international vocation or activities* ($U = 27173$, $p = .01$, $r = .13$) than monolinguals ($M = 3.84$, $SD = 0.81$). As regards number of additional languages, significant differences were found only for *interest in international news and affairs* ($H(3) = 10.23$, $p = .02$, $\epsilon^2 = .02$), where students having four or more additional languages ($M = 4.20$, $SD = 0.70$) scored significantly higher than those reporting one ($M = 3.83$, $SD = 0.69$) or two ($M = 3.85$, $SD = 0.67$) additional languages ($p = .03$ and $p = .02$, respectively).

As regards EMI, students with high-EMI ($M = 4.11$, $SD = 0.69$) in the curriculum showed significantly higher *interest in international vocation or activities* ($U = 21650$, $p < .001$, $r = .18$) than those with low-EMI ($M = 3.83$, $SD = 0.85$).

Discussion

Yashima's 2009 measurement model and our model

Our first aim was to test the validity of Yashima's 2009 IP measurement model with a European population of local undergraduates at the beginning of their studies in an internationalised university. Our analysis confirms that the IP construct in this context is formed by the two macro-dimensions detected by Yashima (2009): *attitudinal-behavioural propensity* and *knowledge orientation*. Nevertheless, further analyses yielded differences with Yashima's model: the original scale comprised 20 items grouped into four subscales or components, whereas our IP scale includes 14 items and three components. Although we adapted Yashima's scale from 7 to 5 points – which could trigger differences

– ours is aligned with that of Peng (2015) in China and Toyama and Yamazaki (2020) in Japan. In these and our study, the three resulting components are similar and the original sub-scale *having things to communicate to the world* collapses. This similarity suggests that the scale may be applied cross-culturally, though with minor revisions.

We detected similar components to those of Yashima's, but with differences. The results of the PCA show that the first factor has a second-order structure consisting of two components, i.e. *intergroup approach-avoidance tendency* (four items) and *interest in international vocation or activities* (four items). The second factor was formed by a single component and six items, four from Yashima's *interest in international news and affairs* sub-scale and two from the *having things to communicate to the world* one. *Having things to communicate to the world* emerges as the most controversial sub-scale because it does not stand as a separate component. In line with previous results, the sub-scale probably collapsed because, as Toyama and Yamazaki (2020) observed, its items may overlap with other IP components. Mystkowska-Wiertelak and Pietrzykowska (2011) pointed out that respondents may misinterpret some items in this sub-scale. For example, some of their participants believed that the word 'issue' referred to political or religious matters, making them feel uncomfortable.

Similarly, the two items of this sub-scale eliminated by our analysis – HTCW1 and HTCW2 – seem open to participants' interpretation and inquire into respondents' behaviour towards the international community, not their attitudes, which are what IP aims to. Specifically, these two items ask about whether respondents 'share' ideas and thoughts with people from other parts of the world. This may be problematic, as individuals may choose not to communicate with people from other countries – for example when having low command of English – but still have an international orientation.

In contrast, the other two items belonging to the *having things to communicate to the world* component (i.e. HTCW3 and HTCW4) refer to 'having' or 'not having' ideas and opinions. Therefore, it makes sense that, in our model, these two items converge into the *interest in international news and affairs* component, since 'having an opinion' about something – as well as not having one – is actually a consequence of a more general interest in this topic.

Regarding the other four items that were eliminated in our model, two belonged to the initial *intergroup approach-avoidance tendency* sub-scale (i.e. IAT5 and IAT6) and two to the *interest in international vocation or activities* one (i.e. IIVA3 and IIVA5). In the first case, items IAT5 and IAT6 contain the word 'foreigner,' which could be the reason for their low loading. When asked about hypothetical 'foreigners' in the 'surrounding community' or 'next door,' respondents may have thought of immigrants rather than tourists or mobile students. Although Barcelona is a global city with a high percentage of immigrants, the relationship between 'foreigners' and 'locals' can be contentious. The same word 'foreigners' appears in IAT2; however, here, it may be interpreted as encompassing the wider groups of 'tourists' and 'international students' staying in the city for a limited time and, thus, not being perceived negatively. As for *interest in international vocation or activities*, the wording of IIVA5 is ambiguous, and respondents may not have interpreted it correctly or consistently. Finally, IIVA3 seems to be too specific, as it explicitly refers to 'working in an international organization such as the United Nations,' a career prospect that might not be relevant for students from all degrees (i.e. Medicine or Humanities). Overall, we believe that the questionnaire should be revised, paying special attention

to the wording of items to avoid misinterpretation in a context such as ours, characterised by diverse intercultural interactions.

Personal background variables yielding a high degree of IP

The second aim of our study was to explore how IP structurally relates to variables related to respondents' personal backgrounds. Overall, with our three-factor model participants self-reported a high degree of IP, yet with some differences between components. In general, participants scored higher for *intergroup approach-avoidance tendency*, showing a positive attitude towards individuals and intergroup relationships that the corresponding questionnaire items situate in local contexts, not in interactions abroad. This favourable attitude towards intergroup interaction may have already been developed in primary and secondary school classrooms. In fact, most of our participants were schooled in Barcelona's metropolitan area, which receives high numbers of people from other countries.⁶ In contrast, respondents displayed less *interest in international news and affairs* – specifically, when responding to items not mentioning people – thus indicating that high IP towards people from other backgrounds does not necessarily entail acquiring knowledge about international news or affairs.

In terms of self-reported gender, statistical analyses show significantly higher IP values in females' *intergroup approach-avoidance tendency* and *interest in international vocation or activities* for the items tapping into potential individual relationships, but not for those related to international news and affairs (for which males scored higher, though not significantly so). Female's higher IP in our dataset aligns with Birdsell's study (2014) in Japan and contradicts Islam's (2013) in Pakistan, although neither considered the sub-scales. Moreover, females' greater tendency towards intergroup interaction aligns with studies suggesting that they are perceived as more socially oriented in language learning (Ellis, 1994). Women's greater interest in international activities could also partially explain their greater mobility within the European Erasmus network (De Benedictis & Leoni, 2020). All in all, our results suggest the complexity of gender differences. As Birdsell (2014) noted, 'gender norms may vary cross-culturally' since gender differences may arise from 'cultural and social practices that are associated with a certain masculinity or femininity' (p. 35).

Two variables allowed us to explore our participants' intercultural trajectories before starting their university studies. Some had chosen a university that entailed moving from other areas in Spain to Catalonia. Yet, no significant differences were detected in any of the three IP components between those who had moved out of their social (and often even linguistic⁷) comfort zone and those who were studying either in or near their hometown. Therefore, although 'openness to experience' has been shown to interact with IP (Ghonsooly et al., 2012; Lin, 2018; Toyama & Yamazaki, 2020), the willingness to move to a new place within one's country – while implying a certain degree of openness – is not a significant factor in IP.

Other aspects tapping into traits of 'openness' could be at play. Indeed, we detected higher IP in all three components in students who, at the start of their studies, had intercultural friendships. Additionally, the more intercultural friendships participants reported, the higher their IP. These results align with previous ones on intercultural sensitivity with data from the same research context (Pastena et al., 2021) and other studies on IP (Aubrey & Nowlan, 2013; Nishida & Yashima, 2017; Yashima & Zenuk-Nishide, Yashima & Zenuk-

Nishide, 2008), confirming that having intercultural friendships is strongly associated with a more international and intercultural outlook.

Finally, the linguistic profile of our participants needs special consideration given that they had studied primary and secondary school in a country where (1) several regions – such as Catalonia – have official and sociolinguistic bilingualism and (2) the arrival of immigrants has resulted in a large percentage of families with heritage languages (Newman et al., 2019; Trenchs-Parera & Newman, 2015). With respect to the number of first language(s) reported by participants, the only significant difference between those who reported only one and those who reported two or more occurred for the *interest in international vocation or activities* component. Namely, believing to have native proficiency in more than one language may be linked to willingness to move abroad or pursue a career overseas. However, high IP may also be detected for all the components in self-reported monolinguals. As regards additional languages, we only detected one significant difference: having more than four languages was linked to higher IP, but only for *interest in international news and affairs*. This result was surprising because this variable had proved to have a significant effect on intercultural sensitivity in an overlapping population (Pastena et al., 2021). However, the slight effect that the number of languages has on IP seems to imply that a lesser command of languages does not necessarily predict negative attitudes towards the international community, at least with undergraduates who, as in this case, are all speakers of two international languages, Spanish and English.

The linguistic profile also included academic information about linguistic trajectory. Students undertaking university studies with a high percentage of EMI showed significantly higher IP values for *interest in international vocation or activities* than those in low-EMI degrees. Recalling that the IP scale was developed to measure integrative and instrumental motivation together, both may be coming into play when local students choose to pursue a high-EMI degree. Their greater interest in international activities seems congruent with a possible wish to pursue an internationalised career, whether locally or abroad: In either case, English becomes an instrumental asset for intercultural communication.

Conclusions

Our findings suggest that the construct of IP may be useful to account for favourable attitudes towards the international community cross-culturally. We have shown that Yashima's, 2009 IP measurement model is a valid instrument when used with local undergraduates studying at an internationalised university in Barcelona. One implication is that this instrument may be used in similar internationalised higher education contexts to inform, not only language teachers as in other IP studies, but also content instructors and, specially, academic planners about students' IP. Consequently, curricula may be modified to include intercultural activities and international features that activate and possibly expand it.

The model resulting from our research is slightly different from Yashima's, in that it yields three – not four – sub-scales, each one dealing with a different facet of attitudes towards the international community: (a) interest in interacting with individuals from a foreign background; (b) interest in and opinions about international news, affairs, and issues; and (c) willingness to go abroad and/or pursue an internationalised career.

Although entailing a simplification of the instrument by excluding six original questionnaire items that do not seem to tap exclusively into IP, our model is likely applicable to analogous educational contexts in Europe and perhaps further afield. However, our results also imply that, while the construct is useful cross-culturally, measurement scales are context-dependent and, therefore, the model needs to be revalidated in context if a university plans to use it for assessing students' degree of IP. Actually, global cities are characterised by the coexistence of several 'cultural' contexts. Thus, to have international posture in such spaces may mean something different depending on who one is interacting with. Therefore, the scale should be adapted to reflect attitudes among and across diverse groups of people, whether locals of various family origins, people on temporary mobility for academic or work purposes, or tourists.

As for personal background, female gender and having intercultural friendships prior to university emerge as the most significant variables in predicting higher degree of IP. In contrast, participants' plurilingualism and readiness to move to Barcelona from other areas of Spain do not have a significant impact on IP. This result points to another implication of our study: If the existence of intercultural friendships – rather than the number of spoken languages – is important (at least in an already bilingual context), institutions should foster intercultural interactions at all stages of the educational path. This could be done either locally by means of in-class or out-of-class mixed-group tasks in the case of multilingual and multicultural contexts, or via telecollaboration.

Moreover, undergraduates pursuing high-EMI degrees do not necessarily have high IP. The interests of such students in English may be based on local career prospects rather than – or in conjunction with – international ones. Therefore, a further implication of our results is that English here seems to trigger only an instrumental motivation, and not the interest of interacting with the international community and the willingness to learn more about other cultures. EMI courses – often attended by international students as well – should probably include a more intercultural perspective in their curriculum.

Of all these variables, self-reported gender calls for further exploration since the instrument could be tapping into attitudes that may be socially associated with different genders in different cultures. Additionally, variables such as academic degree and language proficiency could be explored, as well as the correlation among them. Thus, our future research should also address our limitations with new data. First, not enough responses from Engineering students were collected; in the future, we should add such data to the corpus to account for the variable of chosen disciplinary area. Second, although we were able to document participants' intercultural trajectory with information on mobile educational trajectory and network of intercultural friendships, we were not able to collect interview data informing us better about past intercultural and language learning experiences. Finally, we were not able to collect enough data on EFL proficiency, as intended, in order to draw more conclusions that could benefit language instructors and administrators planning EMI programmes. By accounting for these additional variables, we could have a more comprehensive picture of what kinds of undergraduates could benefit from educational actions promoting IP.

Notes

1. We define internationalization as 'the process of integrating international, intercultural, or global dimensions into the objective function and provision of higher education' (Knight, 2004).

2. See further arguments in European Commission (2021).
3. In 2019–2020, international individuals made up 44% of students in master's and PhD programs and 27% of faculty members. 34% of local undergraduate students went on credit mobility. Undergraduate degrees received 180 international students (5% of all undergraduates) on degree mobility. Local and international students shared classrooms with 770 incoming students on credit mobility, 10% of all undergraduates.
4. Participants received information about the research and gave written consent for the anonymous use of their responses. Collection procedures and design followed the approved TRANSLINGUAM-UNI Project ethics protocols.
5. At the time of data collection, in the university of interest, there were no degrees with percentages of EMI between 7% and 34% of compulsory modules.
6. In 2021, 15.27% of Barcelona's population had been born abroad. This percentage was 20.76% in the region including the city and surrounding towns (Institut d'Estadística de Catalunya, 2021).
7. Most regions in Spain have a monolingual educational system, in contrast to Catalonia's and others, in which compulsory education is given mostly in the local language (Catalan), while ensuring command of Spanish.

Acknowledgements

We wish to thank all Deans, Degree Coordinators and students who made the data collection possible.

Disclosure statement

No potential conflict of interest was reported by the author(s).

Funding

This work was supported by Spain's Ministerio de Ciencia, Innovación y Universidades, Agencia Estatal de Investigación and Fondo Europeo de Desarrollo Regional under Grant UE-PGC2018-098815-B-I00 during data collection and analysis and Grant PID2022-141945NB-I00 during article preparation. The funding source was not involved in the decision of submitting this article.

ORCID

Andreana Pastena  <http://orcid.org/0000-0002-4060-1842>

Mireia Trenchs-Parera  <http://orcid.org/0000-0003-1646-550X>

References

- Aliakbari, M., Kamangar, M., & Khany, R. (2016). Willingness to communicate in English among Iranian EFL students. *English Language Teaching*, 9(5), 33–45. <https://doi.org/10.5539/elt.v9n5p33>
- Aubrey, S., & Nowlan, A. G. P. (2013). Effect of intercultural contact on L2 motivation: A comparative study. In M. T. Apple, D. D. Silva, & T. Fellner (Eds.), *Language learning motivation in Japan* (pp. 129–151). Multilingual Matters.
- Aubrey, S., & Philpott, A. (2021). Inter-cultural and intra-cultural contact and the L2 motivational self system: An EFL classroom intervention study. *RELC Journal*, 52(3), 440–457. <https://doi.org/10.1177/0033688219865409>
- Barrett, M. (2016). *Competences for democratic culture: Living together as equals in culturally diverse democratic societies*. Council of Europe Publishing. <https://rm.coe.int/16806ccc07>

- Birdsell, B. (2014). Gender, international posture, and studying overseas. *Journal and Proceedings of the Gender Awareness in Language Education*, 7, 29–50.
- Botes, E., Gottschling, J., Stadler, M., & Greiff, S. (2020). A systematic narrative review of international posture: What is known and what still needs to be uncovered. *System*, 90, 102232. <https://doi.org/10.1016/j.system.2020.102232>
- De Benedictis, L., & Leoni, S. (2020). Gender bias in the erasmus network of universities. *Applied Network Science*, 5, Article no. 64. <https://doi.org/10.1007/s41109-020-00297-9>
- Dörnyei, Z. (1990). Conceptualizing motivation in foreign language learning. *Language Learning*, 40(1), 45–78. <https://doi.org/10.1111/j.1467-1770.1990.tb00954.x>
- Dörnyei, Z., & Ushioda, E. (2011). *Teaching and researching motivation* (2nd Edition). Longman.
- Ellis, R. (1994). *The study of second language acquisition*. Oxford University Press.
- European Commission. (2021). *Erasmus+ 2021-2027: Enriching lives, opening minds through the EU programme for education, training, youth and sport*. Publications Office.
- Gardner, R. C. (1985). *Social psychology and second language learning: The role of attitudes and motivation*. Hodder Arnold.
- Geoghegan, L. (2018). International posture, motivation and identity in study abroad. In C. P. Vidal, S. López-Serrano, J. Ament, & D. J. Thomas-Wilhelm (Eds.), *Learning context effects: Study abroad, formal instruction and international immersion classrooms* (pp. 215–253). Language Science Press. <https://doi.org/10.5281/zenodo.1300634>.
- Ghonsooly, B., Khajavy, G. H., & Asadpour, S. F. (2012). Willingness to communicate in English among Iranian non-English major university students. *Journal of Language and Social Psychology*, 31(2), 197–211. <https://doi.org/10.1177/0261927X12438538>
- Institut d'Estadística de Catalunya. (2021). Anuari estadístic de Catalunya: Demografia i Societat. Generalitat de Catalunya. <http://idescat.cat>
- Islam, M. (2013). *L2 motivational self system and relational factors affecting the L2 motivation of Pakistani students in the public universities of central punjab, Pakistan* [Doctoral dissertation]. University of Leeds. <https://etheses.whiterose.ac.uk/5054/>
- Iwamoto, N. (2011). Mapping student motivation : A study of undergraduate Japanese EFL engineering majors. *The Bulletin of the Institute of Human Sciences, Toyo University*, (13), 1–16.
- The jamovi project. (2022). *jamovi*. (Version 2.3) [Computer Software]. <https://www.jamovi.org>
- Jon, J. E. (2013). Realizing internationalization at home in Korean higher education: Promoting domestic students' interaction with international students and intercultural competence. *Journal of Studies in International Education*, 17(4), 455–470. <https://doi.org/10.1177/1028315312468329>
- Kearney, A. T., (2022). 2021 *Global Cities Report*. <https://www. Kearney.com/global-cities/2021%20>
- Knight, J. (2004). Internationalization remodeled: Definition, approaches, and rationales. *Journal of Studies in International Education*, 8(1), 5–31. <https://doi.org/10.1177/1028315303260832>
- Kong, J. H., Han, J. E., Kim, S., Park, H., Kim, Y. S., & Park, H. (2018). L2 motivational self system, international posture and competitiveness of Korean CTL and LCTL college learners: A structural equation modeling approach. *System*, 72, 178–189. <https://doi.org/10.1016/j.system.2017.11.005>
- Lee, J. H. (2018). The effects of short-term study abroad on L2 anxiety, international posture, and L2 willingness to communicate. *Journal of Multilingual and Multicultural Development*, 39(8), 703–714. <https://doi.org/10.1080/01434632.2018.1435666>
- Lin, Y.-T. (2018). Taiwanese EFL learners' willingness to communicate in English in the classroom: Impacts of personality, affect, motivation, and communication confidence. *The Asia-Pacific Education Researcher*, 28(2), 101–113. <https://doi.org/10.1007/s40299-018-0417-y>
- MacIntyre, P. D., Clément, R., Dörnyei, Z., & Noels, K. A. (1998). Conceptualizing willingness to communicate in a L2: A situated model of L2 confidence and affiliation. *Modern Language Journal*, 82(4), 545–562. <https://doi.org/10.1111/j.1540-4781.1998.tb05543.x>
- McBride, D. M. (2010). *The process of research in psychology*. Sage.
- Munezane, Y. (2013). Attitudes, affect and ideal L2 self as predictors of willingness to communicate. *EUROSLA Yearbook*, 13, 176–198. <https://doi.org/10.1075/eurosla.13.09mun>

- Mystkowska-Wiertelak, A., & Pietrzykowska, A. (2011). L2 willingness to communicate (WTC) and international posture in the Polish educational context. *Studies in Second Language Learning and Teaching*, 1(1), 119–134. <https://doi.org/10.14746/sslLt.2011.1.1.7>
- Newman, M., Trenchs-Parera, M., & Corona, V. (2019). Down the sociolinguistic rabbit hole: The complexities and contradictions of Spanish in Barcelona. In A. Lynch (Ed.), *The Routledge handbook of Spanish in the global city* (pp. 357–386). Routledge.
- Nishida, R., & Yashima, T. (2017). Language proficiency, motivation and affect among Japanese university EFL learners focusing on early language learning experience. *ARELE: Annual Review of English Language Education in Japan*, 28, 1–16.
- Pastena, A. (2022). *The development of transcultural competence in a multilingual and multicultural university classroom: A case study from a social interaction perspective* [Doctoral dissertation]. Universitat Pompeu Fabra. <https://www.tdx.cat/handle/10803/674850>
- Pastena, A., Sesé, A., & Trenchs-Parera, M. (2021). Impact of plurilingualism and previous intercultural experience on undergraduates' intercultural sensitivity at the start of university studies. *Journal of Multilingual and Multicultural Development*, 45(5), 1662–1674. <https://doi.org/10.1080/01434632.2021.2013854>
- Peng, J. E. (2015). L2 motivational self system, attitudes, and affect as predictors of L2 WTC: An imagined community perspective. *Asia-Pacific Education Researcher*, 24(2), 433–443. <https://doi.org/10.1007/s40299-014-0195-0>
- Sassen, S. (2005). The global city: Introducing a concept. *Brown Journal of World Affairs*, 9(2), 27–43.
- Siridetkoon, P. (2015). *Motivation, anxiety and international posture of multiple language learners in Thailand*. Doctoral dissertation. Birkbeck, University of London.
- Thurston, M. (2015). International posture, attitudes and motivation among mainland Chinese EFL learners in Singapore. *Malaysian Journal of ELT Research*, 11(2), 1–16.
- Toyama, M., & Yamazaki, Y. (2020). Examining the measurement model of international posture and how it relates to personality traits. *SAGE Open*, 10(4), 1–12. <https://doi.org/10.1177/2158244020969673>
- Trenchs-Parera, M. (2019). Higher education language policies at the crossroads of glocal challenges: Rethinking multilingualism, internationalization and public service in Catalonia. In L. Marqués Pascual, & A. Cortijo Ocaña (Eds.), *Second and third language acquisition in monolingual and bilingual contexts* (pp. 15–44). Juan de la Cuesta.
- Trenchs-Parera, M., & Newman, M. (2015). Language policies, ideologies and attitudes, part 2: International immigration, globalization and the future of Catalan. *Language and Linguistics Compass*, 9(12), 491–501. <https://doi.org/10.1111/lnc3.12155>
- Trenchs-Parera, M., & Pastena, A. (2021). Exploring transcultural competence in the internationalised university classroom: The role of intercultural friendships and plurilingualism in the construction of a transcultural identity. *Journal of Multilingual and Multicultural Development*, 45(2), 209–223. <https://doi.org/10.1080/01434632.2021.1874391>
- Yashima, T. (2002). Willingness to communicate in a second language: The Japanese EFL context. *The Modern Language Journal*, 86(1), 54–66. <https://doi.org/10.1111/1540-4781.00136>
- Yashima, T. (2009). International posture and the ideal L2 self in the Japanese EFL context. In Z. Dörnyei & E. Ushioda (Eds.), *Motivation, language identity and the L2 self* (pp. 144–163). Multilingual Matters. <https://doi.org/10.21832/9781847691293-008>
- Yashima, T., & Zenuk-Nishide, L. (2008). The impact of learning contexts on proficiency, attitudes, and L2 communication: Creating an imagined international community. *System*, 36(4), 566–585. <https://doi.org/10.1016/j.system.2008.03.006>
- Yashima, T., Zenuk-Nishide, L., & Shimizu, K. (2004). The influence of attitudes and affect on willingness to communicate and second language communication. *Language Learning*, 54(1), 119–152. <https://doi.org/10.1111/j.1467-9922.2004.00250.x>

Appendix

International posture questionnaire (Yashima, 2009)

Intergroup approach-avoidance tendency (IAT)	
IAT1 ^b	I want to make friends with international students studying in Barcelona.
IAT2 ^{a, b}	I try to avoid talking with foreigners if I can.
IAT3 ^b	I would talk to an international student if there was one at school.
IAT4 ^b	I wouldn't mind sharing an apartment or room with an international student.
IAT5	I want to participate in a volunteer activity to help foreigners living in the surrounding community.
IAT6 ^a	I would feel somewhat uncomfortable if a foreigner moved in next door.
Interest in international vocation or activities (IIVA)	
IIVA1 ^{a, b}	I would rather stay in my hometown.
IIVA2 ^b	I want to work in a foreign country.
IIVA3	I want to work in an international organisation such as the United Nations.
IIVA4 ^b	I'm interested in an international career.
IIVA5 ^a	I don't think what's happening overseas has much to do with my daily life.
IIVA6 ^{a, b}	I'd rather avoid the kind of work that sends me overseas frequently.
Interest in international news and affairs (IIN)	
IIN1 ^b	I often read and watch news about foreign countries.
IIN2 ^b	I often talk about situations and events in foreign countries with my family and/or friends.
IIN3 ^b	I have a strong interest in international affairs.
IIN4 ^{a, b}	I'm not much interested in overseas news.
Having things to communicate to the world (HTCW)	
HTCW1	I have thoughts that I want to share with people from other parts of the world.
HTCW2	I have issues to address with people in the world.
HTCW3 ^b	I have ideas about international issues, such as environmental issues and north-south issues.
HTCW4 ^{a, b}	I have no clear opinions about international issues.

^aReverse-scored item

^bItem retained by our analysis