

# Some Effects of a Short-term Study Abroad Program on Attitudes Toward the Foreign Language and Its Speakers

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When students choose to attend a short-term study abroad program in a country where the L2 is spoken, many underlying assumptions on the part of their teachers, their parents, and the students themselves remain unarticulated. Some of these assumptions equate the trip abroad with an automatic and effortless acquisition of the L2 or with a metamorphosis into the L2 culture. Unfortunately, such unrealistically high expectations may lead to correspondingly deep disappointment.

How much – and what kind of – exposure to the L2 culture is necessary to provide strong identification? Do short-term study abroad programs negate or reinforce previously-held stereotypes of the L2 speakers? Does a change in attitude necessarily take place? We know so little about the effects of short-term exposure to the L2 culture, which in fact may be so various as to defy definition. Yet, we instinctively feel that even a short exposure to the L2 culture is better than nothing. “We are intrigued with the attitudinal-motivational domain because one sees a challenge in changing and improving the attitudes and motivations of the potential language learner. This does not mean that changing attitudes and motivations is an easy proposition, for that is not true.”<sup>1</sup>

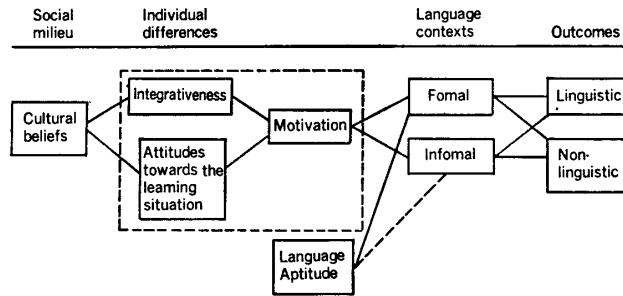
This paper explores some of the changes – and lack of changes – in attitude toward the L2 and its speakers, in students who attended a three-week study-abroad program.

## The Relationship of Learner Attitude to L2 Learning

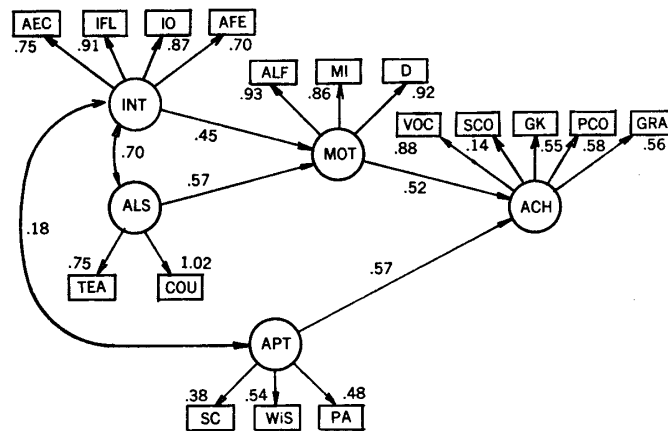
That the idea that a learner’s attitude – especially motivation – has an effect on his or her L2 learning is no longer the revelation it was twenty years ago is due largely to the work of Robert Gardner. Brown sums up the early theories relating motivation to learning in this way :

Gardner and Lambert’s (1972) extensive studies were systematic attempts to examine the effect of attitudes on language learning. After studying the interrelationships of a number of different types of attitudes, they defined motivation as a construct made up of certain attitudes. The most important of these is group-specific, the attitude the learner has toward the members of the cultural group whose language he is learning.<sup>2</sup>

After more than ten years of intensive theorizing and research, Gardner has refined his theory, giving language aptitude a direct influence on learning only in a formal situation, and implying strong chains of causation. (See Fig. 1 and 2.)



**Figure 1 :** Operational formulation of the socio-educational model  
 (after Gardner 1985)  
 (from Skehan, p. 59~60)



*Note:*

- |                                     |                                      |
|-------------------------------------|--------------------------------------|
| INT = Integrative orientation       | ALS = Attitude to Learning Situation |
| MOT = Motivation                    | APT = Language Aptitude              |
| ACH = French achievement            | IFL = Interest in foreign languages  |
| AFC = Attitudes to French Canadians | AEF = Attitude to European French    |
| IO = Integrative orientation        | COU = Attitude to French course      |
| TEA = Attitude to French teacher    | WiS = Words in sentences (MLAT4)     |
| SC = Spelling clues (MLAT3)         | ALF = Attitude to learning French    |
| PA = Paired associates (MLAT5)      | D = Desire to learn French           |
| MI = Motivational Intensity         | SCO = Sentence comprehension         |
| VOC = Vocabulary test               | PCO = Paragraph comprehension        |
| GK = Grammatical knowledge          |                                      |
| GRA = Grades                        |                                      |

**Figure 2 :** Causal modelling of foreign language achievement

The implications for the classroom language teacher are that the student will be coming to the classroom with a set of beliefs about the L2 culture (interest in foreign languages; attitudes toward the L2 speakers; integrative orientation; attitude toward L2) which will affect how far he wishes to integrate himself into that culture. He also has a set of beliefs about the learning situation (the course and the teacher). Both of these attitudes will determine the student's motivation to learn. Fig. 2 illustrates how motivation and language aptitude play a fairly equal part in determining a learner's achievement in the L2.

Since student language aptitude is an inherent characteristic, the classroom teacher can only focus in on motivation. This usually takes the carrot-and-stick form of more attractive texts, testing, threats of failing grades, and so on. However, such techniques manipulate only that part of motivation which relates to the student attitude toward the learning situation. What can be done to develop students' integrative orientation?

Since "learning a language is ultimately bound up with the learner's perceptions and experience of the community that speaks the language ..."<sup>3</sup>, the FL teacher may choose to teach the L2 culture. This is one aspect of language teaching which is now being developed at an extremely rapid rate and will not be discussed here. Another attractive possibility for the FL learner is to go to the L2 country to sightsee or to study. Both of these have as their goals not immediate improvement of learner L2 proficiency, but roundabout, long-term improvement through integrative motivation.

The concern with integrative motivation stems from its very vagueness. Many researchers feel that if a student's motivation is purely instrumental (for example, a good grade, passing a proficiency test, getting a job, and so on), then the impetus to learn the L2 will disappear as soon as that goal has been reached. Integrative motivation, on the other hand, is felt to be multiplicative. "This, essentially, is the claim that is made for integrative motivation – because it is rooted in the personality it will sustain motivation more dependably, and not be so susceptible to external change of learning conditions, e. g. a new textbook."<sup>4</sup>

Another, more specific, claim for integrative motivation is that it has a direct influence on learners' L2 pronunciation. "... We find that an integrative and friendly outlook toward the other group whose language is being learned can differentially sensitize the learner to the audio-lingual features of the language, making him more perceptive to forms of pronunciation and accent than is the case for the learner without this open and friendly disposition."<sup>5</sup>

However it has not been proven that all learners in all situations do better when they are integratively rather than instrumentally motivated.

"... Several studies by Oller and his associates have reported negative relationships between integrative measures and proficiency ... Chihara and Oller (1978) report a negative association between Japanese students' proficiency in English and their ratings of English speakers as confident and modest. ... These conflicting results raise the possibility that

Gardner's socioeducational model generalizes with difficulty to other situations."<sup>6</sup>

It may be that integrative motivation naturally plays a larger role in SL situations, whereas student desire to learn in an FL situation is more likely to be propelled by goal-specific motivation. There has been much research on the question of determining whether students are instrumentally or integratively motivated; this however, is only the first step. "There is still another phase of research, however, that calls for attention as well, namely the troublesome matter of *changing* attitudes, stereotypes, values, and motivation."<sup>7</sup>

This is a particularly thorny problem in the FL situation, where the teacher might find him/herself to be the only L2 community role model or where the media has created especially strong or negative stereotypes about the L2 culture. We often assume that length of instruction is an important factor, that the *longer* a student studies the L2, the more realistic their views of the L2 speakers and culture will be (with a corresponding growth in integrative motivation).

In Nov. 1975, Oura and Tada conducted an investigation concerning the attitudes toward English language learning of 316 learners of English at the Kyoto English Center, a large private language school in Kyoto. Some of the questions concerning the "students' consciousness of international communication" are of interest to us. First of all, Oura and Tada found that the longer the period of learning, the more the Ss felt that there had been "some change in their view of foreign countries or foreigners".

Noticeably the students' view has undergone some change after a certain period of direct intercourse with foreign teachers in and outside the classroom. In other words, their former view of foreigners given through school education, books, television, or other media proved to be more or less incorrect or superficial.<sup>8</sup>

When the Ss were asked to choose three areas in which they felt "the difference in the way of thinking" between foreigners and Japanese, length of instruction was not significant. Interestingly enough, however, choices did vary according to age groups. We can conjecture that, for example, since teenagers tend to be very interested in sex and marriage, they would be more aware of those cultural differences than of differences regarding race.

This study brings up some very interesting, but perhaps unanswerable, questions. How would the results differ if the students were able to go to a country where the L2 is spoken? Which factors would be most salient – student age? Length of stay? Or (most probably) the myriad, unclassifiable, and perhaps unconscious awakenings the student experiences?

Tada and Oura found that "after a certain period of direct intercourse with foreign teachers" the students experienced some change in view of the L2 culture. Is there a minimal exposure time for such change? Or can *intensity* of experience make up for limited time? These are very practical questions when it comes to setting up short-term study abroad programs. For example, if it was found that

student motivation improved after two months abroad, but not after one, or after a 6-hour-a-day study program, but not after a 5-hour-a-day program, the implications would be enormous. Of course, nobody expects answers to such facetious questions, but the fact remains that enormous amounts of time and money are being spent on such programs often with no realistic goals on the part of the students, their teachers, or their parents.

The present study takes a look at how student attitudes toward the L2, its speakers and its culture changed during a short-term study abroad program.

### Method

*Hypothesis.* It was hypothesized that after a short-term study abroad program, Ss would rate their own attitudes more positively in terms of their perceptions of the L2 and its speakers. It can be conjectured that these more positive attitudes would be accompanied by greater interest in the L2 country, a greater feeling of comfortableness with the L2 speakers, and a greater enjoyment of the L2. It was hypothesized that a positive movement of at least 5% but not more than 20% ( $+ .2 \leq + .8$  on the five-point Lickert scale) would take place.

*Subjects.* 26 female Japanese junior college first-year English majors who attended a short-term study abroad program. All Ss had received six years of standardized English language classes in junior and senior high school, plus approx. 13 weeks of classes in their first semester at the junior college.

*Materials and procedures.* All students were enrolled in a special once-a-week 90-min. class, 英米事情特集演習 ("Special Seminar on American/British Studies"), to prepare them for the study abroad trip. A textbook (*Faces of the USA*, Elizabeth Laird, Longman, 1987) was required background reading, but the class itself consisted of lectures and films in English, and some conversational and culturally-bound situational practice.

During the last (13th) class meeting before the trip, a 32-item attitude questionnaire (see Appendix) was given to the students. Ss were told that this questionnaire was for research purposes only and would have no bearing on their grades. Each item was translated into Japanese by the researcher, and was further clarified by a Japanese colleague. Ss were asked to circle the number rating corresponding to how they felt (from "strongly disagree" to "strongly agree") about the 32 statements. Questionnaires were identified by student number.

After answering the questionnaire, there was an approx. one-month gap for semester exams and the beginning of summer vacation. The study abroad program itself lasted for twenty-two days; 31 Ss accompanied by two teachers actually participated in the program, but only 26 Ss answered both questionnaires. The first two weeks of the program were spent on a campus in Seattle, Washington, where Ss attended conversation classes for their group only. Classes met Mon. through Fri. for three hours in the morning with 15-16 Ss, one teacher and one assistant per class. Afternoons were generally spent on task-oriented outings.

One example is a visit to Seattle Center, during which time Ss had to work in pairs taking pictures of and interviewing Americans on a previously-chosen theme. Ss stayed in the dormitory (where they came into contact with almost nobody else), but spent the two weekends doing a homestay with American families. A few Ss stayed with the same family both weekends, but most had two different host families. Some Ss were in pairs, others were alone.

The third week of the program consisted of sightseeing in New York, Boston, and Los Angeles with Japanese-speaking tour guides. After returning to Japan, there was a ten-day gap before classes began.

During the first class meeting after the trip abroad, the same questionnaire was again administered in the same way as the first time. Along with the attitudinal questionnaire, a program evaluation form which will not be discussed here was also administered.

*Data analysis.* As reversed-direction items and distractors were included in the questionnaire to avoid the "halo effect", not all 32 items were analysed.

FACTOR #1 : Ss perceptions of L2 speakers. [See Table 1]

Student perceptions of Americans were tested by a total of 13 items of which eight were positive and five were negative characteristics.

Positive cluster :

Americans are ...

1 friendly & outgoing

2 intelligent

4 thoughtful & kind

5 rich

9 hardworking

10 healthy

11 polite

14 self-confident

Negative cluster :

Americans are ...

3 pushy & aggressive

6 violent

8 insincere

12 prejudiced

13 strict

[Item 7, "very cultured", was felt to be ambiguous, and so was discarded.]

These positive and negative clusters were first looked at separately to determine the overall amount and direction of change of attitude in the two questionnaires. The largest possible change in attitude would be from "strongly disagree" to "strongly agree", a total of +4 points for each of the 8 factors. However, we are looking only at overall attitude shifts. For example, a net change of +4 for the positive cluster could mean that the student answered "agree somewhat" to four of the items that she had previously answered "I don't know". It could also mean that she expressed a negative shift of one point on four items and a positive shift of two points on four items, and so on. Therefore, a zero shift can mean that the student had no change, or that the positive and negative shifts simply cancelled each other out. Overall change in attitude was divided by the number of factors in each cluster to get the average change for both positive and negative characteristics which were again averaged to get the final overall change.

FACTOR #2 : Ss Interest in the L2 Country [See Table 2]

Student interest in the U. S. was tested by a total of 7 items.

I am interested in American . . . .

15 daily life            19 movies

16 politics            20 music

17 sports            21 history

18 literature            [item 22 was omitted from the analysis]

Overall change in attitude was determined as in #1 above.

FACTOR #3 : Ss enjoyment of the L2 [See Table 2]

Student enjoyment of the English language was tested by a total of 4 items.

I enjoy . . . .

23 listening to spoken English

24 reading in English

25 speaking in English

26 writing in English

Overall change in attitude was determined as in #1 above.

FACTOR #4 : Ss feeling of comfortableness with L2 speakers [See Table 2]

Student feeling of comfortableness with foreigners was tested by 2 items.

27 I feel comfortable with foreigners.

28 Foreigners feel comfortable with me.

FACTOR #5 : Ss perceptions of the L2. [See Table 3]

Student perceptions of Americans were tested by a total of three items of which two were determined to be positive and one was determined to be a negative characteristic.

English is a . . . . . language.

Positive cluster :

29 useful

30 beautiful

Negative cluster :

31 difficult

[Item 32 was felt to be ambiguous and was omitted.]

Overall change in attitude was determined as in #1 above.

### Results

*Findings.* Factor #1 (Perceptions of Americans) was found to have the largest average positive change (+0.40) and factor #5 (perception of English) had the largest average negative change (-0.24). Overall positive and negative shifts in attitude nearly cancelled each other out, with an overall net change of only +0.05.

In terms of individual students, S9 showed the largest average positive shift (+0.68) and S5 and S15 showed the largest negative shifts (-0.47). One student, S8, had a net shift of nearly zero.

The Pearson product moment correlation coefficient was computed for the relationship between Factor #1 (Perceptions of Americans) and the other four factors. The results were as follows :

Interest in the U. S.	-.484	Comfort. w/foreigners	-.080
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Enjoyment of English	+.276	Perception of English	-.377
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*Discussion.* The hypothesis that there would be a positive change of at least 5% was supported for Factor #1 (perceptions of Americans) and Factor #4 (com-

fortableness with foreigners). For the other factors and for overall average change, however, the hypothesis was not supported. Yet, the relatively strong positive shift in attitude regarding Ss' perceptions of Americans is encouraging in terms of Gardner's theory. Why, then, does it show such a poor correlation with the other factors?

The negative correlation found between perceptions of Americans and interest in the U.S. may be because items 1 to 7 were rather artificial, describing not the actual experiences Ss might have in the U.S., but the ways in which they might have experienced the L2 culture before their trip. As can be expected, items 1 (daily life), 3 (sports), 5 (movies), and 6 (movies) generally received high ratings, while items 2 (politics), 4 (literature), and 7 (history) got lower ratings. Although item 8 was considered invalid because many Ss circled a rating without writing in a topic, many of the Ss who did complete this item correctly did so with the somewhat ambiguous "people". Perhaps this factor should have included something more directly related to what Ss would experience in the U.S. as well as how they experience the L2 culture while they are still in the L1 culture.

The correlation between Ss' shift in perceptions of Americans and their shift in perceptions of Factor 4 (Comfortableness with foreigners) is so weak as to be insignificant. One problem is the use of the word "foreigner" rather than "American" or even "native English speaker". Another problem is that we really need to find out exactly what Ss' pre-study-abroad relations with L2 speakers have been.

Factor #5 (Perception of English) showed a slightly negative correlation with Factor #1. It may be that item 17 ranking the difficulty of English, had an extremely heavy loading. We can only imagine the shock that even the most confident student experiences when he or she is in the L2 culture for the first time and is unable to comprehend or to communicate easily.

The only factor to have a positive correlation- and a weak one at that- is Factor #3, enjoyment of English. It would be wonderful if we could conclude that Ss who experience a positive attitude shift towards the L2 speakers also begin to enjoy English more, but it is not that simple. First of all, we need to know if this "enjoyment" is just a vague idea or if Ss actually exhibit some positive behavioral change, such as reading in English more.

There is a strong temptation to expand an attitudinal study such as this one by seeing if students who showed a positive attitude shift also improved in their English classes. However, "... it is a bit optimistic to assume that attitudes expressed in a four- or five-item measure of an integrative orientation, or a ten-item measure of attitudes toward an ethnic group, etc., would correlate very highly with grades in a language class, scores on paper and pencil measures of language proficiency, ratings of oral production, or what have you. To do so ignores the basic principles of test construction and measurement." <sup>9</sup>

*Further research.* It can be argued that the questionnaire used in the present



study could not pick up on extremely subtle changes in attitude because it used the direct method. "Direct method refers to direct questions or scales, the aims of which are apparent from their wording or their accompanying instructions."<sup>10</sup> Students might be tempted to answer the way they think the teacher wishes them to, or might simply not be aware enough of what their own attitudes really are to answer well. The drawback is that indirect questionnaires are difficult to construct and even more difficult to interpret. A compromise might be found in constructing a direct questionnaire with more items per factor to give each factor greater stability. For example, in the present questionnaire, Factor #1, measured by 13 items, can be considered to be more reliable than Factor #4, measured by only two items.

Another problem with this questionnaire is that its construct validity has not been established. Which traits actually form the psychological construct of "comfortableness with foreigners", for example, and how would one measure those traits? In this regard it would be helpful to set up a questionnaire modeled more closely after Gardner's research, with some items being somewhat amended to account for Japanese-culture-specific attitudes. However, because of the relatively small number of Ss participating in the program, it may still be difficult to get statistically significant results.

The problem, then, is that of measuring the *long-term effects* of the contact with the L2 culture provided by a study-abroad program. This could best be done, perhaps, in a longitudinal case-study investigating attitude towards the L2, its speakers, and their culture along with the S's study habits, grades, and L2 proficiency. A feasible pilot study could investigate changes in just one factor (for example "Attitudes toward the L2 speakers") over a two-year period, by administering an indirect multi-item questionnaire at four points: when Ss enter the junior college, just before going on the trip abroad, just after returning, and upon graduation. Interviews with Ss who exhibit very strong positive or negative attitudes could reveal the extent and type of contact that they have had with the L2 speakers both in this country and during their trip abroad. Hopefully, a trend as to what kind of contact with the L2 speakers is most salient could be pinpointed and investigated in further studies. This type of concrete information would be most helpful to study-abroad program administrators, teachers, parents, and students.

In the absence of such information, what are we to believe about short-term study abroad program? If our own instincts tell us that some exposure to the L2 culture is better than none, Gardner's theory reminds us that it is our responsibility to make the experience "realistic" yet positive. This means that the Ss must be as thoroughly prepared- culturally, psychologically, and linguistically- as possible. Their own expectations of the trip should be thoroughly discussed and explored so that disappointments can be minimized. Finally, they should be trained to be aware of what their own attitudes are so that they can be sensitive to subtle changes in how they think and feel. In this way, the seeds of even short-term exposure to the L2 culture can eventually mature and bear fruit.

**TABLE 1** Changes in Attitude. FACTOR #1 : Perceived American Characteristics

Ss	Positive cluster (8 items)		Negative cluster (5 items)		Total $\bar{X}$ change
	Net change	$\bar{X}$ change	Net change	$\bar{X}$ change	
1	-1	-0.13	-5	+1.0	+0.44
2	+5	+0.63	-3	+0.6	+0.62
3	+3	+0.38	-8	+1.6	+0.99
4	+1	+0.13	-7	+1.4	+0.77
5	+6	+0.75	+3	-0.6	+0.08
6	+6	+0.75	-5	+1.0	+0.88
7	+1	+0.13	-3	+0.6	+0.37
8	0	0	-1	+0.2	+0.10
9	-2	-0.25	-4	+0.8	+0.28
10	+5	+0.63	-8	+1.6	+1.12
11	+9	+1.23	-7	+1.4	+1.32
12	+8	+1	-2	+0.4	+0.70
13	-2	-0.25	0	0	-0.13
14	+6	+0.75	-8	+1.6	+1.18
15	0	0	+4	-0.8	-0.40
16	+2	+0.25	-7	+1.4	-0.83
17	0	0	0	0	0
18	0	0	-2	+0.4	+0.20
19	+9	+1.23	+4	-0.8	+0.22
20	+4	+0.5	-1	+0.2	+0.35
21	+3	+0.38	-1	+0.2	+0.29
22	+3	+0.38	-5	+1.0	+0.69
23	-2	-0.25	-4	+0.8	+0.28
24	+3	+0.38	-4	+0.8	+0.59
25	+11	+1.38	-3	+0.6	+0.99
26	+1	+0.13	-1	+0.2	+0.17

**TABLE 2** Changes in Attitude : Interest / Enjoyment / Comfortableness

Ss	FACTOR #2 Interest in the U. S. (7 items)		FACTOR #3 Enjoyment of English (4 items)		FACTOR #4 Comfortable w/Foreigners (2 items)	
	Net change	$\bar{X}$ change	Net change	$\bar{X}$ change	Net change	$\bar{X}$ change
1	-1	-0.14	0	0	+1	+0.5
2	-2	-0.29	0	0	+1	+0.5
3	-2	-0.29	-2	-0.5	0	0
4	0	0	0	0	-2	-1.0
5	0	0	-2	-0.5	0	0
6	+1	+0.14	-2	-0.5	-2	-1.0
7	+5	-0.71	-3	-0.75	+2	+1.0
8	+1	+0.14	-1	-0.25	0	0
9	-1	-0.14	+3	+0.75	+4	+2.0
10	-9	-1.29	0	0	-1	-0.5
11	-1	-0.14	-2	-0.5	+1	+0.5
12	+1	+0.14	0	0	0	0
13	-2	-0.29	+2	+0.5	-2	-1.5
14	+4	+0.57	-6	-1.5	0	0
15	-3	-0.43	-2	-0.5	0	0
16	-1	-0.14	+1	+0.25	-1	+0.5
17	+2	+0.29	+2	+0.5	+2	+1.0
18	+1	+0.14	+1	+0.25	+2	+1.0
19	+1	+0.14	+5	+1.25	+3	+1.5
20	-1	-0.14	+4	+1	+1	+0.5
21	-1	-0.14	-3	-0.75	0	0
22	+3	+0.43	+2	+0.5	-2	-1.0
23	+2	+0.29	0	0	+2	+1.0
24	0	0	-1	-0.25	+1	+0.5
25	0	0	-1	-0.25	+3	+1.5
26	-3	-0.34	-2	-0.5	0	0

**TABLE 3** Changes in Attitude : FACTOR#5 : Perceptions of the English Language

Ss	Positive cluster (2 items)		Negative cluster (1 item)		Total $\bar{X}$ change
	Net change	$\bar{X}$ change	Net change	$\bar{X}$ change	
1	0	0	0	0	0
2	+1	+0.5	+1	-1	-0.25
3	0	0	+4	-4	-2.0
4	0	0	-1	+1	+0.5
5	0	0	+2	-2	-1.0
6	-2	-1.0	-1	+1	0
7	-2	-1.0	+1	-1	-1.0
8	+2	+1.0	+1	-1	0
9	0	0	-1	+1	+0.5
10	0	0	+1	-1	-0.5
11	-1	-0.5	0	0	-0.25
12	0	0	+1	-1	-0.5
13	-1	-0.5	0	0	-0.25
14	-1	-0.5	-1	+1	+0.25
15	-2	-1.0	+1	-1	-1.0
16	+1	+1.0	+1	-1	0
17	0	0	+1	-1	-0.5
18	+1	+0.5	0	0	+0.25
19	+1	+0.5	+1	-1	-0.25
20	-4	-2.0	0	0	-1.0
21	0	0	-1	+1	+0.5
22	0	0	0	0	0
23	0	0	+1	-1	-0.5
24	0	0	+1	-1	-0.5
25	+3	+1.5	0	0	+0.75
26	0	0	-1	+1	+0.5

**TABLE 4** Changes in Attitude : Average Change by Student & Factor

Ss	FACTOR #1 : Perceptions of Americans	FACTOR #2 : Interest in U. S.	FACTOR #3 : Enjoyment of English	FACTOR #4 : Comfort. w/ Foreigners	FACTOR #5 : Perception of English	TOTAL X change
1	+0.44	-0.14	0	+0.5	0	+0.16
2	+0.62	-0.29	0	+0.5	-0.25	+0.12
3	+0.99	-0.29	-0.5	0	-2.0	-0.36
4	+0.77	0	0	-1.2	+0.5	-0.19
5	+0.08	0	-0.5	0	-1.0	-0.47
6	+0.88	+0.14	-0.5	-1.0	0	+0.08
7	+0.37	-0.71	-0.75	+1.2	-1.0	-0.18
8	+0.10	+0.14	-0.25	0	0	0
9	+0.28	-0.14	+0.75	+2.0	+0.5	+0.68
10	+1.12	-1.29	0	-0.5	-0.5	-0.23
11	+1.32	-0.14	-0.5	+0.5	-0.25	+0.19
12	+0.70	+0.14	0	0	-0.5	+0.07
13	-0.13	-0.29	+0.5	-1.0	-0.25	-0.23
14	+1.18	+0.57	-1.5	0	+0.25	+0.10
15	-0.40	-0.43	-0.5	0	-1.0	-0.47
16	-0.83	-0.14	+0.25	+0.5	0	-0.04
17	0	+0.29	+0.5	+1.0	-0.5	+0.26
18	+0.20	+0.14	+0.25	+1.0	+0.25	+0.37
19	+0.22	+0.14	+1.25	+1.5	-0.25	+0.57
20	+0.35	-0.14	+1	+0.5	-1.0	+0.14
21	+0.29	-0.14	-0.75	0	+0.5	-0.22
22	+0.69	+0.43	+0.5	-1.0	0	+0.12
23	+0.28	+0.29	0	+1.0	-0.5	+0.21
24	+0.59	0	-0.25	+0.5	-0.5	-0.09
25	+0.99	0	-0.25	+1.5	+0.75	+0.60
26	+0.17	-0.43	-0.5	0	+0.5	-0.05
$\bar{X}$ s	+0.40 0.63	-0.09 0.35	-0.08 0.60	+0.20 0.85	-0.24 0.66	+0.05 0.95

**FOOTNOTES**

1. Gardner and Lambert, p. 55.
2. Brown, p. 127.
3. Crookall and Oxford, p. 130.
4. Skehan, p. 71.
5. Gardner and Lambert, p. 134.
6. Skehan, p. 68.
7. Gardner and Lambert, p. 144.
8. Oura and Tada, p. 165.
9. Gardner, p. 122.
10. Au, p. 78.

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**APPENDIX**

**SURVEY : ATTITUDES TOWARD L2 AND L2 CULTURE**

How do you feel about following statements? Please circle.

	1=strongly disagree				
	2=disagree somewhat				
	3=don't know				
	4=agree somewhat				
	5=strongly agree				
1. Americans are friendly and outgoing.	1	2	3	4	5
2. Americans are intelligent.	1	2	3	4	5
3. Americans are pushy and aggressive.	1	2	3	4	5
4. Americans are thoughtful and kind.	1	2	3	4	5
5. Americans are rich.	1	2	3	4	5
6. Americans are violent.	1	2	3	4	5
7. Americans are very cultured.	1	2	3	4	5
8. Americans are insincere.	1	2	3	4	5
9. Americans are hardworking.	1	2	3	4	5
10. Americans are healthy.	1	2	3	4	5
11. Americans are polite.	1	2	3	4	5
12. Americans are prejudiced.	1	2	3	4	5
13. Americans are strict.	1	2	3	4	5
14. Americans are self-confident.	1	2	3	4	5
15. I am interested in American daily life.	1	2	3	4	5
16. I am interested in American politics.	1	2	3	4	5
17. I am interested in American sports.	1	2	3	4	5
18. I am interested in American literature.	1	2	3	4	5
19. I am interested in American movies.	1	2	3	4	5
20. I am interested in American music.	1	2	3	4	5
21. I am interested in American history.	1	2	3	4	5
22. I am interested in American _____	1	2	3	4	5
23. I enjoy listening to spoken English.	1	2	3	4	5
24. I enjoy reading in English.	1	2	3	4	5
25. I enjoy speaking in English.	1	2	3	4	5
26. I enjoy writing in English.	1	2	3	4	5
27. I feel comfortable with foreigners.	1	2	3	4	5
28. Foreigners feel comfortable with me.	1	2	3	4	5
29. English is a useful language.	1	2	3	4	5
30. English is a beautiful language.	1	2	3	4	5
31. English is a difficult language.	1	2	3	4	5
32. English is a precise language.	1	2	3	4	5