

THE ROLE OF THE ATTITUDINAL FACTORS IN FOREIGN LANGUAGE LEARNING

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국 문 초 록

본 연구는 한국 대학생들이 영어와 미국인들에 대해서 어떠한 attitude를 가지고 있으며, 또한 listening proficiency in English와 그들이 지니고 있는 attitude와 어떤 상관관계를 가지는가를 실험 연구를 통해서 규명해 보고자 하였다.

이 실험연구에는 본 대학 해운경영학과와 전자통신학과의 일학년 학생 75명이 참가하였다. Attitude를 측정하기 위해서는 Spolsky가 사용했던 Indirect Attitude Questionnaire를 사용하였고, listening proficiency을 test하기 위해서는 TOEFL Comprehension Practice에서 25문항을 뽑아서 사용했다.

지면 관계로 이번 호에는 본 연구의 Introduction과 Important Previous Attitude Studies와 Method만을 소개하고 다음 호에 연구 결과를 발표 할 예정이다.

본 연구는 외국어 습득과정에서 학습자가 지니고 있는 동기나 태도가 학습 성취도에

어떤 영향을 끼치는가를 밝혀 줄 것을 기대되어 영어교육 발전에 다소나마 도움이 되기를 바란다.

I. INTRODUCTION

In second language acquisition research method, age, aptitude, intelligence, and attitude have been proposed as the significant factors which can determine how successful a learner would be in learning a second language. Especially, the relationship between affective factors and second language acquisition has been an important object of investigation in the attempt to account for individual differences in learning second language. Particularly, attention has been focused on the relationship between integrative orientation and second language proficiency. Some studies show that integrative motivation is an affective variable which can influence second language proficiency (Gardner and Lambert, 1959, 1972 ; Anisfeld and Lambert, 1961 ; Bjorg, 1987 ; etc.). Other studies, however, show that integrative orientation is only slightly related, or even unrelated to language proficiency (Teitelbaum, Edwards, and Hudson, 1975 ; Oller, Hudson, and Liu, 1977 ; Oller and Chihera, 1978 ; Evans, 1982 ; Gras, 1983 ; etc.). A question is why can so many varying degrees of correlation between integrative orientation and second language proficiency occur? Within current research, the answer to the question has often been believed to depend entirely on differing EFL or ESL settings. This explanation seems reasonable because most of the studies which investigate the relationship between integrative orientation and proficiency are conducted on a single ethnic group in a single EFL or ESL settings. However, it seems likely that when the integrative motivation of two ethnic groups toward the same target language is different, the relationship will be different. To be more specific, the learner's ethnicity can play a major role in the relationship between integrative orientation and proficiency. According to my American study (1985), it was strongly confirmed that integrative orientation was more closely related to second language proficiency in a

more integratively oriented ethnic group than in a less oriented group.

The present study is primarily concerned with suggesting some answers to the questions which are still controversial or remain unanswered. First, 'Is it true that all learners tend to be less integratively oriented than instrumentally oriented in EFL settings and that integrative orientation also tends to be less closely related to second language proficiency than instrumental orientation in these settings?' Second, 'Dose integrative motivation tend to be less strongly related to second language proficiency for science majors than for management majors in EFL settings?' Finally, EFL or ESL study has sometimes been believed to be inversely related to second language proficiency. Can this counter-intuitive result be true? The present study is also concerned with comparing the results of this study which was conducted in EFL settings with those of my previous American study (1985) in ESL settings.

In order to attempt to answer the questions mentioned above, seventy-five students from two different majors attending Korea Maritime University during fall semester, 1988 participated in the present study. The same indirect attitude questionnaire used in the American study and a listening comprehension test were employed for the present study.

II. IMPORTANT PREVIOUS STUDIES

1. Integrative/Instrumental Dichotomy

From the late fifties, through the early seventies, Gardner and Lambert investigated most comprehensively the effect of attitudes and motivation on second language learning. A series of their studies, which were mainly conducted on the English-speaking high school students who were learning French as a second language in either Canadian or American settings, led them to believe that learner's attitude toward the target language and the speakers of the target language community independent of intelligence and aptitude, determined how successful he would be in learning a second language.

Their pioneering work (1972) introduced to second language learning the terms 'integrative and instrumental' orientation.

The orientation is said to be instrumental in form if the purposes of language study reflect the more utilitarian value of linguistic achievement, such as getting ahead in one's occupation. In contrast, the orientation is integrative if the student wishes to learn more about the other cultural community because he is interested in it in an open-minded way, to the point of eventually being accepted as a member of that other group (Gardner and Lambert, 1972 :3).

According to them, the integratively motivated learner is more concerned with developing and maintaining personal ties with members of the language community. On the other hand, the instrumentally motivated learner is not interested in personal relationship with the speakers of the target language, but mainly interested in a better job and social recognition which will result from the study of a second language.

Of the two attitudinal orientations Gardner and Lambert assumed that an integrative orientation would be more conducive to second language achievement than an instrumental orientation. Most of their studies which were conducted in Canadian and American settings supported their assumption to a certain extent. However, the Philippine study of Gardner and Santos (1970) and the India study of Lukmani (1972) showed that the instrumental motivation was more highly correlated with second language achievement than the integrative motivation. From these inconsistent results they concluded that integrative orientation perhaps would play a more important role in second language achievement in ESL settings, but instrumental orientation, on the other hand, would be more closely related to achievement in EFL settings.

Most of their studies which was focused on the relationship between attitude and achievement in high school students were based upon an integrative-instrumental questionnaire of their own invention. In this questionnaire students were requested to rate both the importance of fourteen possible reasons for their having come to the United States and the importance of seven possible reasons for their having learned English on five-point scale. To be more specific, such reasons as 'to find out how people live in the United States,' 'to get to know Americans,' and to have a chance to live in another

country,' were classified as integrative motivation. On the other hand, such reasons as 'to get a degree,' 'to get training,' and 'to have a better job,' were categorized as instrumental motivation.

Notwithstanding the controversial integrative/instrumental dichotomy and some irrelevance of the direct questionnaire for the advanced learners of English in EFL settings, the studies by Gardner and Lambert seem to be important in second language learning research because they first indicated that attitudes and motivation held by learners toward the target language and the target language group were independent factors that could account for the noticeable individual differences in learning a second language.

2. Innovative Measure of Integrativeness

Spolsky (1969) was also concerned with the effect of learners' attitudes toward the target language group on second language proficiency. He held that learners' attitudes, especially advanced learners' attitudes toward the speakers of the target language could not be measured precisely with the direct method established by Gardner and Lambert. So, he developed an indirect questionnaire to measure the extent and degree of integrativeness to measure the extent and degree of integrativeness indirectly but precisely. It asked subjects to indicate how well each adjective described themselves, the way they would like to be, speakers of their own language, and speakers of the target language. From these ratings, it could be decided whether the subjects chose the native language group or the target language group as their reference group (according to Spolsky (1969), a reference group is one in which a subject desires to attain or maintain membership). If subjects chose the target language group as their reference group, it indicated that they were integratively oriented. A more detailed explanation of the indirect questionnaire will be provided in the next section.

Using the innovative indirect questionnaire, together with the integrative/instrumental questionnaire by Gardner and Lambert, Spolsky (1969) conducted a study on four different groups of foreign students who were studying at the Universities of Indiana

and Minnesota. Groups I and II were composed of students who had just arrived in the United States and were attending orientation seminars, while Group III consisted of students who were enrolled in their first semester. Group IV was made up of Japanese students at Indiana University. The results for the four groups combined showed that if a subject perceived himself as being more speakers of his native language, he tended to be less proficient in English, but, on the other hand, if a subject saw himself as being more like speakers of English, he usually achieved higher levels of proficiency. In other words, a subjects who chose the speakers of the target language as his reference group tended to be more proficient in the target language.

The results for the Japanese group, however, showed that there was no significant correlation between integrative orientation and proficiency in English. Spolsky just attributed the results to the fact that the Japanese subjects who were less proficient in English were more positively motivated. But he didn't take into serious consideration that depending on ethnicity the newly arrived students in the U. S. who were not proficient in English tended to show high degree of integrative orientation, like the Korean subjects in my American study.

At any rate, the work of Spolsky (1969) seems to be extremely important for the attitude-proficiency study in two respects. First, an innovative instrument which can perhaps measure the learners' attitudes toward the target language group in a more precise way was first developed. Second, the results of his study reconfirmed the significant effect of the learners' attitudes on attained language proficiency in second language learning.

3. Higher Correlation in ESL Settings

Oller and his associates (1977, 1978) conducted studies in ESL and EFL settings, on the assumption that positive attitudes toward the target language group would correspond to higher proficiency in the target language while negative attitudes toward the speakers of the target language community would produce lower proficiency in the target language.

In order to test their hypothesis, Oller, Hudson, and Liu (1977) at first studied forty-

four Chinese graduate students who were attending the Universities of New Mexico and Texas at EL Paso. The results of their study revealed that the subjects had not only instrumental orientation, but also negative attitudes toward the target language group. The results also showed that, contrary to their expectations, if a subject perceived himself as being more like speakers of his own language, he tended to achieve higher proficiency in the target language. In other words, proficiency (which was measured via a cloze test) increased with the higher degree of favorable attitudes toward Chinese people.

These unexpected results, however, demonstrated that an ethnic group could choose the speakers of the native language as its reference group and this anti-integrative orientation could perhaps be closely related to second language proficiency.

In order to compare the results of this study which was conducted in ESL settings with those of a study in EFL settings, Oller and Chiharar (1978) studied one hundred and twenty-three Japanese adults enrolled in basic, intermediate, and advanced EFL classes at the Osaka YMCA in Japan. The same procedures which had been used by Oller, Hudson, and Liu (1977) in ESL settings were employed in this study. Some factor analysed showed that attitudinal orientation toward Japanese people was negatively correlated with a cloze test which was used as a criterion measure of attained EFL proficiency. That is, the more the Japanese subjects perceived speakers of their own language as being cheerful and optimistic, the less proficient they were on the cloze test (Factor 3). Other factor analyses indicated that integrative orientation was inversely related to the cloze test. In other words, the more the Japanese subjects saw native speakers of English as confident, broad-minded, modest, and shy, the worse they did on the cloze test. These results were inconsistent with those of the previous study (Oller, Hudson, and Liu, 1977). Oller and Chihara explained the results by suggesting that

Perhaps the contrasts in patterns of relationship for the Japanese subjects in the study and the Chinese subjects in that one can be explained by appealing to the differences between a foreign language context of learning and a second language context (p. 67).

This explanation didn't take into account the subject's ethnicity (or nationality) which

might play an important role in the relationship between attitudes and proficiency. We can see the role of ethnicity in the relationship between these two in my American study. Other factor analyses indicated that neither integrative motivation nor instrumental motivation was importantly related to the cloze test. From these results Oller and Chihara concluded that an indirect Spolsky type questionnaire was a better predictor of the relationship between attitude and proficiency than a direct, Gardner-Lambert type questionnaire.

Though the studies of Oller and his associates (1977, 1978) didn't succeed in showing a significant relationship between integrative attitude and second language proficiency, they made some important contributions to the field of attitude-proficiency study. Since the works of Gardner and Lambert (1972) and Spolsky (1969), learner's attitudes toward the speakers of the target language have been believed to be always important in learning a second language. However, those of Oller and et al. (1977, 1978) demonstrated that learners' attitudes toward speakers of their own language could sometimes be conducive to learning a second language. Unlike the Gardner-Lambert work which was focused on the relationship between attitudes and achievement in high school students, Oller and his associates concentrated their studies on the relationship between attitudes and proficiency in the advanced learners in both ESL and EFL settings. Their studies also showed that the indirect questionnaire might be a better predictor of the relationships between attitudes and proficiency than the direct questionnaire. This was also confirmed by many studies which followed.

All the studies referred to in this section and others will be discussed and compared in detail with the current study.

III. METHOD

1. Subjects

The subjects that participated in the present study were composed of seventy-five male

students attending Korea Maritime University. The students were enrolled in English conversation class during Fall semester of 1988.

Some of the previous attitude-proficiency studies showed that significant correlation between attitudes and foreign language achievement was found when subjects were grouped according to majors. In this study, thirty-six students are from Department of Shipping Management, and thirty-nine students from Department of electronics and communication.

2. Materials

1) Indirect Attitude Questionnaire

The indirect attitude questionnaire that was introduced by Spolsky (1969) in an attitude-proficiency study of foreign university students in the United States, was selected for the present study because it measured learners' attitudes in an easy and precise way. Furthermore, the questionnaire later used in the studies by Oller and his associates (1977, 1978), and Evans (1982), and Gras (1983) showed that it was a better measure of attitude than the integrative-instrumental questionnaire employed by Gardner and Lambert. The indirect questionnaire is reproduced in its entirety in the Appendix I.

The indirect attitude questionnaire was in the form of four identity scales which consisted of four lists of thirty adjectives such as 'considerate,' 'optimistic,' 'friendly,' 'logical,' etc.. Each of these adjectives was rated on unipolar semantic differential scales from 'very well' to 'not at all'. On the first scale, subjects were asked to indicate how well each of thirty adjectives described themselves. The second scale asked subjects to rate how they would like to be on the same thirty adjectives. The third and fourth, respectively, asked subjects to rate their countrymen in general and Americans in general.

Since the indirect attitude questionnaire which was developed to measure the extent and degree of learners' integrativeness, was different from the direct questionnaire whose purpose was in discovering whether subjects were integratively or instrumentally

oriented, the way in which the data were calculated was believed to be extremely important. For example, a subject rated himself ('2'), an ideal person ('5'), his countrymen in general ('4'), and Americans in general ('3') for the adjective 'sincere'. Following Oller, Huson, and Liu (1977), the subject would be considered to have a favorable attitude toward his native language group because his rating for his countrymen is greater than his rating for Americans. That is to say, Americans ('3') minus his countrymen ('4') resulted in ('-1'). This negative value indicates that the subject didn't have an integrative attitude toward the target language group. On the other hand, Evans (1982), and Gras (1983) calculated the data by considering distance of countrymen from self minus distance of Americans from self. According to them, this subject is found to have an integrative attitude toward the speakers of the target language. Of these two analyses, the latter seems to be more intuitively appealing in that the subject perceived himself as being closer to Americans than to his countrymen.

In order to have a more correct interpretation of the data from the indirect attitude questionnaire, three additional methods which were used by Spolsky (1969), Evans (1982), and Gras (1983) were employed in this study. The first method was to subtract the difference between the American rating and the ideal from the difference between his countrymen and the ideal from the difference between his countrymen rating and the ideal. The second was to subtract the correlation between the Americans and the ideal from the correlation of his countrymen and the ideal. The final method was to subtract the correlation between the Americans and the self from the correlation between his countrymen and the self. A more detailed explanation of these methods will be provided in the next section.

2) Test of Listening Comprehension

A cloze test has often been employed in studies which investigated the relationship between attitudes and attained language proficiency (Oller and his associates ; 1977, 1978, Teitelbaum, Edwards, and Hudson ; 1976, and Evans ; 1982). A cloze test, however, was not used in this study because it sometimes depended on reading comprehension alone. The reasons for adopting listening comprehension as a measure of attained

language proficiency were twofold. The first reason was that for subjects who already had a considerable degree of reading comprehension through formal education of English in Second School, their speaking and listening abilities were more likely to covary with their attitudes in the EFL settings. The second reason was that it was perhaps almost impossible for a researcher to test oral comprehension accurately because of the lack of an exact instrument and the enormous amount of time.

The test of listening comprehension was composed of twenty-five multiple-choice items drawn from TOEFL Listening Comprehension Practice. The twenty-five items were divided into two different types : question-and statement-type, and conversation-type. Harris (1969) maintains that 'by means of the first type, a wide range of sentence type may be tested within a short space of time, and there is evidence that even a short test of this nature is both a reliable and a valid measure of general comprehension' (p. 39). However, it seems to me that some disadvantage of this type may be in the fact that listening comprehension is in part tested through the medium of reading. Another ten items of the listening comprehension test consisted of conversation type items which, I believe, could perhaps test students' listening comprehension abilities in the most effective way. Valette's good suggestion (1977) that different types of conversation test can properly be employed for adult second language learners deserves special attention here because all the subjects in this study are college students. Harris (1969) also argues that the conversation-type test makes it easier to test the kind of colloquial language that abounds in casual conversation (p. 40).

3. Administration of Test and Questionnaire

The indirect attitude questionnaire and the listening comprehension test were administered in the English Language Laboratory during November, 1988. The listening comprehension test was first given and later the indirect questionnaire was filled out with the presence of the researcher in the same period.

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APPENDIX I

INDIRECT QUESTIONNAIRE

Below is a list of words that can be used to describe people. Please indicate how well each word describes you(S) ; an Ideal person(I) ; your Countrymen in general(C) ; and Americans in general(A).

For example :

		very well	well	average	a little	not at all
Diligent	S	_____	_____	✓	_____	_____
	I	✓	_____	_____	_____	_____
	C	_____	_____	✓	_____	_____
	A	_____	_____	_____	✓	_____

If you marked in this way, it means that you are diligent on the average, an ideal person is very diligent, your countrymen in general are quite diligent, and Americans in general are a little diligent.

APPENDIX II

LISTENING COMPREHENSION TEST

PART A

Directions : In Part A you will hear a short statement. It will be spoken only once. Listen carefully so you can understand what is said.

After you hear a statement read the four possible answers in your paper. Choose the one that is closest in meaning to the statement.

1. Mary is older than Bob and John.

A. Bob is the oldest.

B. Mary is the oldest.

- C. Mary is the youngest. D. John is the youngest.
2. My father get up at 7 :00 and left home at 8 :00.
A. He got up at 8 :00. B. He left home at 7 :00.
C. He got up at 7 :00. D. He left home at 7 :30.
3. Julie sent a letter to John and Tom.
A. Julie wrote a letter. B. Tom wrote a letter.
C. John wrote a letter. D. they wrote a letter.
4. There are a book and a pen on the paper.
A. The book is on the pen. B. The paper is on the pen and
the book.
C. The pen is on the book. D. The book and the pen are
on the paper.
5. Bill likes swimming and Patty likes skiing.
A. Patty likes swimming. B. Bill and Patty like skiing.
C. Bill and Patty like swimming. D. Patty likes skiing.
6. Dick has \$5.00 and John has \$15.00.
A. They have \$20.00. B. Dick has \$15.00
C. They have \$15.00. D. John has \$5.00.
7. Sharon has two keys and three bags.
A. She has three keys. B. She has two bags.
C. She has five keys. D. She has three bage.
8. Pete likes English but not science or history.
A. He likes English and science. B. He likes history and
English.
C. He likes English. D. He likes science.
9. Tom knew Mary and Jack were late.
A. Jack was on time. B. Mary was late.
C. Tom was late. D. Mary was on time.
10. This shirt costs \$5.00 but Jim has only \$4.00.
A. He needs one more dollar. B. He needs four more dollars.

- C. He needs five more dollars. D. He needs nine more dollars.
11. Bob left at 12 :00 and Pam left 30 minutes later.
A. Pam left first. B. Bob left at 12 :00.
C. Pam left at 12 :00. D. Bob left first.
12. Brian's 12 years old but Brett is three years younger.
A. Brian is younger. B. Brett is 12.
C. Brett is younger. D. Brian is 9.
13. Diana is more emotional than John and Bob.
A. John is more emotional than Diana.
B. Bob is more emotional than Diana.
C. Diana is more emotional than John.
D. John is more emotional than Diana.
14. John got here at 9 :00 and stayed for two hours.
A. John came at 11 :00. B. John left at 11 :00.
C. John came at 2 :00. D. John left at 9 :00.
15. They have three bottles of beer but they want two more.
A. They want two bottles all together.
B. They want three bottles all together.
C. They want four bottles all together.
D. They want five bottles all together.

Part B

Directions : In part B you will hear short conversations between two people. Then a third voice will ask a question about the conversation. After you hear the question, read the four possible answers. Choose the best one.

16. A : Does John have your suitcase?
B : No, Bob does.
C : Who has the suitcase?
A. The woman. B. Bob.

C. Seven dollars.

D. Two or three dollars>

23. A : This is my umbrella.

B : No, it's Karen's. Yours is at the office.

A. The man's office's.

B. The man's

C. Karen's

D. The woman's

24. A : I have \$8 :00.

B : I have only \$5 :00.

C : How much do the woman and man have altogether?

A. \$13:00

B. \$8:00.

C. \$3:00.

D. \$5:00.

25. A : Will you be here at 12 :00?

B : No, I'll be thirty minutes late.

C : When will the woman arrive?

A. At 12:30.

B. At 1:00.

C. At 11:30.

D. At 12:00.

