

**The effect of attitude toward the target language and culture, and
of input on English second language proficiency in a study-abroad
immersion setting**

by

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Declaration

By submitting this thesis electronically, I declare that the entirety of the work contained therein is my own, original work, that I am the owner of the copyright thereof (unless to the extent explicitly otherwise stated) and that I have not previously in its entirety or in part submitted it for obtaining any qualification.

December 2015

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Summary

As the number of Asian students studying English abroad continues to increase, there is a growing need for language learning programs that help students to increase their English proficiency in the most effective way possible. Studies have shown that exposure alone is not sufficient for improving proficiency. The question is: “Can a second language (L2) learner truly learn the target language if they do not like the people who speak it?” Schumman’s (1978) acculturation theory proposes that the degree to which a learner integrates into the target culture through decreasing their social and psychological distance from it will determine the degree to which they learn the target language. Central to this process is the learner’s attitude toward the target language and the target culture. By fostering positive attitudes toward the target language and culture, can we aid L2 students in transforming the L2 input that they receive while studying abroad into meaningful intake through which they can, in turn, achieve greater proficiency in the L2?

This thesis explores the above questions through a research study investigating the relationship between attitude toward the target language and target culture, and L2 proficiency; amount of L2 input and L2 proficiency; and amount of L2 input and attitude toward the target language and target culture. A small-scale study was conducted with Korean L2 English students studying abroad in the USA. Ten participants completed a language background questionnaire, an attitude questionnaire, and an English proficiency test. The data collected via these instruments were analysed to determine if any correlations exist between the above-mentioned three sets of variables. Results showed no correlations between attitude and L2 proficiency. However, descriptive analysis showed a clear positive correlation to exist between several L2 input variables and L2 proficiency, and between L2 input and attitudes toward the target language.

Opsomming

Namate die aantal Asiese studente wat Engels oorsee studeer toeneem, styg die behoefte aan taalonderrig-programme wat studente help om hulle Engelse vaardigheid op die mees effektiewe wyse moontlik te ontwikkel. Studies toon dat blootstelling op sigself nie voldoende is vir die bevordering van taalvaardigheid nie. Die vraag is: “Kan tweedetaal- (T2-) leerders werklik ’n teikentaal aanleer indien hulle nie hou van die sprekers van daardie taal nie?” Schumman (1978) se akkulturasie-teorie stel voor dat die mate waartoe leerders hulself in die teikenkultuur integreer deur hulle sosiale en psigologiese afstand daarvan te verminder, bepalend is van die mate waartoe hulle die teikentaal sal aanleer. Sentraal tot hierdie proses is die leerders se houding teenoor die teikentaal en die teikenkultuur. Deur positiewe houdings teenoor die teikentaal en -kultuur onder T2-studente te bevorder, kan ons hulle help om die T2-toevoer wat hulle tydens oorsese studies ontvang te omskep in sinvolle T2-inname wat verhoogde T2-vaardigheid tot gevolg kan hê?

Hierdie tesis verken die bostaande vrae op grond van ’n navorsingstudie wat ondersoek doen na die verhouding tussen T2-vaardigheid en houding teenoor die teikentaal en -kultuur; hoeveelheid T2-toevoer en T2-vaardigheid; en hoeveelheid T2-toevoer en houding teenoor die teikentaal en -kultuur. ’n Kleinskaal-studie is uitgevoer met Koreaanse T2-Engels-sprekers aan’t studeer in Amerika. Tien deelnemers het elk ’n taalagtergrond-vraelys, ’n houding-vraelys en ’n Engels-vaardigheidstoets voltooi. Die data wat deur middel van hierdie instrumente ingesamel is, is geanaliseer ten einde vas te stel of daar enige korrelasies bestaan tussen die bogenoemde drie stelle veranderlikes. Resultate toon geen korrelasies tussen houdings en T2-vaardigheid nie, maar beskrywende analise dui wel op ’n duidelike positiewe korrelasie tussen verskeie T2-toevoer-veranderlikes en T2-vaardigheid, asook tussen T2-toevoer en houdings teenoor die teikentaal.

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CHAPTER 1

Introduction

This chapter introduces, against the background of prior research, the problem that will be explored in the study reported on in this thesis. The research questions, the aims of the study, and the methodology employed in it are laid out in brief below, followed by a short outline of the thesis.

1.1 Statement of the problem

Schumann (1978) proposes that the degree to which a learner acquires a second language (L2) is directly related to certain social factors, including the extent to which a learner “acculturates” (Ellis 2008:326). Schumann’s (1986:379) acculturation theory defines the concept of ‘acculturation’ as “the social and psychological integration of the learner with the target language [...] group”, this process being determined by two main factors: psychological distance and social distance. A key element included in Schumann’s factor of social distance is the notion of ‘attitude’, the primary topic of investigation in this thesis, alongside L2 input.

Early social-psychological studies such as that of Gardner and Lambert (1959) set out to show the directive influence of attitudes on behavior. Gardner’s (1985) later work focused specifically on attitudes toward the act of learning. Although a learner’s attitude is a key factor in all types of education, Gardner (1985:42) states, “[t]he nature of language acquisition may be such that attitudes are implicated in achievement more than is true for other subject areas”. Because language learning involves more than just factual knowledge of a subject, but also the learner’s own culture and identity, attitude plays a significant role in the language learning process. In fact, Savignon proposes that “attitude is the single most important factor in second language learning” (Krashen 1981:38).

Attitude, Gardner (1985:9) states, is “an evaluative reaction to some referent or attitude object [sic], inferred on the basis of the individual’s beliefs or opinions about the referent”. His research made an important distinction between attitudes toward language learning and

attitudes toward the language community (Gardner 1985:39). Gardner (2001:1) asked this fundamental question: “Can someone truly learn a language if they do not like the group who speaks the language?”.

The *Attitude/Motivation Test Battery* was developed by Gardner, Clément, Smythe and Smythe (1979) in order to measure L2 students’ responses to a variety of situations in both the learning environment and the host culture through a series of questions rated on a Likert scale. Gardner’s (1985:47) study found that attitudes toward learning the target language and interest in foreign languages were the top two predictors of achievement in the L2. Through his research, Gardner developed the Socio-educational Model as a framework for understanding the relationship between attitude, motivation, and achievement in L2 learning, suggesting that attitudes play an important role in language learning because of their influence on motivation (Gardner 2006, 2007; Gardner and MacIntyre 1991:58).

More recently, many descriptive studies on attitude and motivation have been conducted in various socio-cultural contexts. Clément, Dörnyei, and Noels’ (1994) study of L1 Hungarian L2 English students attempted to measure attitude toward English learning within the framework of newer theories of linguistic self-confidence and group cohesion in the classroom. Their study found that attitude-based and self-confidence motivational sub-processes were associated with achievement (Clément et al. 1994:418). A study by Bergh and Melse (1996:505) using L1 Dutch learners of German could not establish whether attitudes have a direct influence on proficiency in the L2. However, it did show that students who, at the beginning of the course, had an overall more positive attitude toward the German language, the actual course, and the teacher also had more positive attitudes at the end of the course (Bergh and Melse: 1996:505).

A recent study by Kim (2010) of Korean high school students’ attitudes toward learning English as an L2 in Korea distinguished between students’ attitudes toward their English learning and their attitudes toward English speakers. It showed a link between the students’ positive attitudes toward English learning and higher achievement in their English learning, but did not show a link between their attitudes toward English speakers and their English proficiency (Kim 2010:216).

Schmidt (1983) conducted a case study to determine the impact of Schumann's (1978) proposed social and psychological factors on the fossilization of a student's L2 learning. Schmidt's case study employed tape recordings of personal monologues and observations of daily interactions of a Japanese man living in the USA. The impact of the social and psychological factors on an individuals' achievement in the L2 was not evident from Schmidt's study because of the immeasurable qualities of many of them (Larsen-Freeman and Long 1991:264).

From the mixed results of many of the above studies (c.f. Schmidt 1983, Bergh and Melse 1996, and Kim 2010) it is evident that research has yet to show a clear picture of the relationship between attitude toward different variables and L2 proficiency. The study reported on in this thesis attempts to help clarify this picture, and address the problem of measuring psychological factors by offering a more reliable measure of attitude.

With regard to the role of input in L2 learning, Flege and Liu (2001) studied the interaction between length of residence in the L2 context (as determinant of amount of input) and proficiency in the L2 among L1 Chinese adults living in America. Their study showed the significance of the amount and quality of input in predicting proficiency in the L2 (Flege and Liu 2001:527). More specifically, it reports a positive relationship between amount of good quality L2 input and L2 proficiency. However, the question remains whether input alone is sufficient to predict improvements in proficiency levels among L2 learners.

At a primary school in Turkey, Karahan (2007) conducted a study of L1 Turkish learners of English, investigating the relationship between their L2 input and their attitudes toward (i) the English language in general, and (ii) its role in the Turkish context. Karahan (2007:83) identified a disparity between the learners' attitudes toward the English language as a useful medium of communication in the larger international context and toward the English culture as a dominant and/or oppressive influence in their community. However, learners who started learning English earlier, and thus had more input, had overall more positive attitudes toward the English language than those who started later (Karahan 2007:79). Apart from the study by Karahan (2007), few studies have investigated the relationship between amount of L2 input and attitude toward the target language and target culture.

1.2 Research aims

With English emerging as the global lingua franca, there is a growing need for young people from many cultures to be able to communicate successfully in English in order to achieve success in many fields. English is no longer just a necessity for individuals wanting to immigrate to North America, but also for many individuals wanting to achieve social status and professional success in their respective countries. Nowhere is this more evident than in Asia. In Korea alone, more than 15 billion American dollars are spent annually on English education such as English language learning camps, English testing, and English “hagwons”, the Korean term for private after-school academies for intensive study (Park 2009:51). According to one study, “Korea spends more per capita on English education than any other country” (Ramirez 2013:30). The average Korean receives over 15 000 hours of English education in middle school and high school, mostly through means of private English Foreign Language (EFL) programs (Ramirez 2013:30).

Study-abroad immersion programs are steadily growing in popularity around the world as they offer opportunities for learners to interact with and receive input from native speakers in an effort to achieve higher proficiency in the target language. In 2010 alone, 251 887 Korean students studied abroad, 39.9% of whom pursued language studies abroad (Lee 2011).¹

The study reported on in this thesis seeks to build on previous studies focusing on, within a study-abroad immersion context, Korean L2 English learners’ attitudes toward North American English and the culture associated with this language, and on these students’ past and current English input. The aim is to uncover any patterns that exist between attitude, input, and L2 proficiency within this particular context.

1.3 Research questions

The research questions to be addressed in this thesis are: in the case of adult L2 learners in a study-abroad immersion context, is there a relationship between (i) attitude toward the target language and target culture on the one hand, and proficiency in the L2 on the other hand; (ii)

¹ In my personal experience as an English L2 teacher I have noted that, despite these significant investments in English studies, many Korean students fail to achieve high levels of proficiency in the language. This observation led to my choice to focus on Korean-speaking students in this study.

amount of L2 input and proficiency in the L2; and (iii) amount of L2 input on the one hand and attitude toward the target language and target culture on the other?

1.4 Research design and methodology

The first step in the data collection process was to administer two questionnaires to 10 L1 Korean students attending an international tertiary institute offering both English-medium and bilingual certificate courses in Hawaii, a North American state. The first questionnaire, a language background questionnaire (LBQ), assessed the learners' amount of prior and current exposure to English, as well as the contexts in which this exposure was received. The second questionnaire measured learners' attitudes toward North American culture and toward the English language. Completing the latter questionnaire involved answering a series of questions based on an adaptation of Gardner et al.'s (1979) *Attitude/Motivation Test Battery* and similar questionnaires by Karahan (2007); Pierson, Fu, and Lee (1980); and Sugimoto, Rahimpour, and Yaghoubi-Notash (2006).

In addition, the students completed a language assessment test to measure their proficiency in the English language. For this purpose, the *Interchange passages: Placement and evaluation package* (Lesley, Hansen, and Zukowski-Faust 2005) was used. This test has three components: a grammar, reading comprehension, and listening comprehension section; a written essay; and an oral interview. The results of the test give the students a rating of 1-12 based on the *International English Level Testing System* (IELTS; Cambridge English Language Assessment 2013) and *Common European Framework of Reference* (CEFR; Council of Europe 2001).

Results were analysed (as far as possible, statistically) to assess whether those students with higher scores on the proficiency test and, respectively, those with lower scores, show any similar patterns in their input and attitude data gained from the questionnaires. Participants' input and attitudinal data were furthermore compared to test for a relationship between these two variables.

1.5 Thesis layout

This first chapter served as an introduction to and overview of this thesis. Chapter 2 provides a contextualization of the study and a review of past research done on attitudes and input in relation to L2 proficiency. This chapter covers past and current models of motivation and how these can be used to explain correlations between attitude and proficiency in studies like the one reported on here. In Chapter 3, the research design and methodology employed in this study are detailed. As such, the instruments and participants involved are discussed in depth. Chapter 4 provides a summary of the data collected and analyses the results of the questionnaires and proficiency test. Finally, in Chapter 5, the results of the study are discussed in relation to the three research questions detailed above, as well as to previous research in the same field.

CHAPTER 2

Literature Review

This chapter provides a review of past research done on attitudes and input in relation to L2 proficiency. Firstly, the factors affecting second language acquisition (SLA), with specific focus on attitude/motivation, and the models developed to account for the relationship between attitude, motivation, and SLA are discussed along with notable studies on the relationship between attitude and achievement. Next, the role of input in SLA is examined along with several studies on the effect of input on proficiency. Finally, the relationship between attitude and input is discussed in light of recent studies in this area.

2.1 Factors affecting SLA

There are a variety of factors that affect L2 learning. These factors can be both external to the learner and personal. Among them are age, sex and gender, social class, ethnic identity, culture shock, and attitude (Ellis 2008:311). Schumann (1978), by means of his Acculturation Model, proposed that psychological and social factors in L2 learning are in fact determiners of L2 proficiency. Recall that Schumann (1986:379) defines ‘acculturation’ as “the social and psychological integration of the learner with the target language [...] group”. Schumann’s (1986:379) theory firstly proposes that the extent to which L2 learners assimilate or “acculturate” into the target language culture depends on their psychological and social distance from this culture; secondly, the theory proposes that such learners’ degree of acculturation will in turn determine how proficient they become in the L2.

The psychological distance factors that Schumann (1978:86) identifies are language shock, culture shock, motivation, and ego-permeability. Schumann (1986:380) furthermore identifies specific social factors that contribute to social distance levels, namely social dominance, integration patterns, enclosure, cohesiveness, group size, cultural congruence, intended length of residence, and finally attitude. These psychological and social distance factors determine the amount of contact learners have with the target language culture and target language speakers. These factors “may also affect the nature of the verbal interactions

that learners take part in and thus the quality as well as the quantity of L2 input” (Ellis 2008:328).

The effect of psychological and social factors on L2 input is the basis of Krashen’s (1981) Monitor Model, which proposes that attitude and motivation “act as a cognitive filter for second language input” (Gardner 1983:227). Krashen (1981:21) proposed that “simply hearing a second language with understanding” is important, but not a sufficient condition for L2 learning. The L2 learner “must not only understand the input but must also, in a sense, be ‘open’ to it” (Krashen 1981:21). Positive attitudes promote the learner’s ability to acquire an L2 by lowering the affective filter enough to allow the input to be received (Krashen 1985:3).

Studies testing Schumann and Krashen’s theories show mixed results. Part of the reason for this is the difficulty in measuring and weighting the different psychological and social factors (Ellis 2008:329). However, Schumann’s acculturation theory gave birth to further research employing a social-psychological perspective on L2 learning, such as Gardner’s research into attitude and motivation (Ellis 2008:320). Gardner’s work (e.g. Gardner and Lambert 1959; Gardner, Smythe, and Clément 1979; Gardner and MacIntyre 1991; Gardner, Tremblay and Masgoret 1997; Gardner 1983; and Masgoret and Gardner 2003) attempts to isolate the factors of attitude toward language learning, attitude toward the target culture, and attitude toward target language speakers in the investigation of these factors’ influence on L2 learning.

From the above models it is clear that attitude and input are key factors in SLA. Below, I examine the role that attitude plays in SLA in more detail.

2.2 The effect of attitude on SLA

2.2.1 Distinction between ‘attitude’ and ‘motivation’

Recall that Gardner (1985:8) defines ‘attitude’ as “an evaluative reaction to some referent or attitude object [sic], inferred on the basis of the individual’s beliefs or opinions about the referent”. Montano and Kasprzyk (2008:71) propose attitude is “determined by the individual’s beliefs about outcomes or attributes of performing the behavior (behavioral

beliefs), weighted by evaluations of those outcomes or attributes”. An individual with strong positive beliefs about the results of a certain behavior will have a positive attitude toward that behavior. The converse is also true: strong negative beliefs about the results of a certain behavior will result in negative attitudes toward that behavior.

In terms of L2 learning, attitudes can exist toward, among other things, the target language itself, the target language speakers, the target language culture, or the learning situation. Gardner (1985:42) focuses on two primary types of attitudes in L2 learning: attitudes toward learning the target language, which is primarily an educationally relevant attitude; and attitudes toward the target language community, which is primarily a socially relevant attitude.

‘Motivation’, according to Gardner (1985:11), is the linking of positive attitudes toward a goal with the effort and desire to achieve it. Thus, while attitude is a static concept, motivation is instead a process. Recent research into the concept of motivation has come to define it as a process involving many factors, including attitude, “that lead to the initiation and maintenance of action” (Dörnyei 1998:118). Motivation thus encompasses more than simply a reason for learning a language; it also involves motivational characteristics (Gardner 2006:243). More specifically, motivation involves four elements: “a goal, effortful behaviour, a desire to attain the goal and favourable attitudes toward the activity in question” (Gardner 1985:50). Gardner (1985:11) originally identified two types of motivation. The first is “integrative motivation”, which is the desire to be able to interact with and better understand people in the target language culture. The second is “instrumental motivation”, which is the desire to obtain a better job or higher level of education by means of proficiency in the target language (Gardner 1985:11). Gardner (2007:19) has since pointed out that the distinction between the two types of motivation is less important than the overall intensity of the motivation that affects achievement.

Gardner (1983:222) created the Socio-educational Model (depicted in Figure 1 below) as a framework for understanding the relationship between motivation and achievement in L2 learning. This model proposes that there are four key factors in L2 learning: the social milieu where language learning happens (i.e. the cultural context), individual learner differences, the setting or language learning context (i.e. the educational context), and learning outcomes. According to this model, the cultural beliefs within the social and cultural milieu influence

the development of two attitudinal variables, namely integrativeness and attitudes toward the learning situation (Gardner 1983:222). “Integrativeness” refers to L2 learners’ attitudes toward the target language speakers and the target language community (Gardner 1983:222). More specifically, it “reflects an openness to other cultures in general, and an interest in the target culture in particular” (Gardner 2006:247). “Attitudes toward the learning situation” are based on “affective reactions to any aspect of the [language learning] class” (Gardner 2006:248). Gardner (1983:222) proposes that these two attitudinal variables determine motivation. Motivation then works together with language aptitude within the language acquisition context (whether formal or informal) in affecting learning outcomes, i.e. level of achievement (Gardner 1983:222). Gardner (1983:223) points out that motivation plays a stronger role than language aptitude in informal learning contexts where the learner’s motivation determines whether or not they make use of the informal learning opportunities around them, than in formal learning contexts.

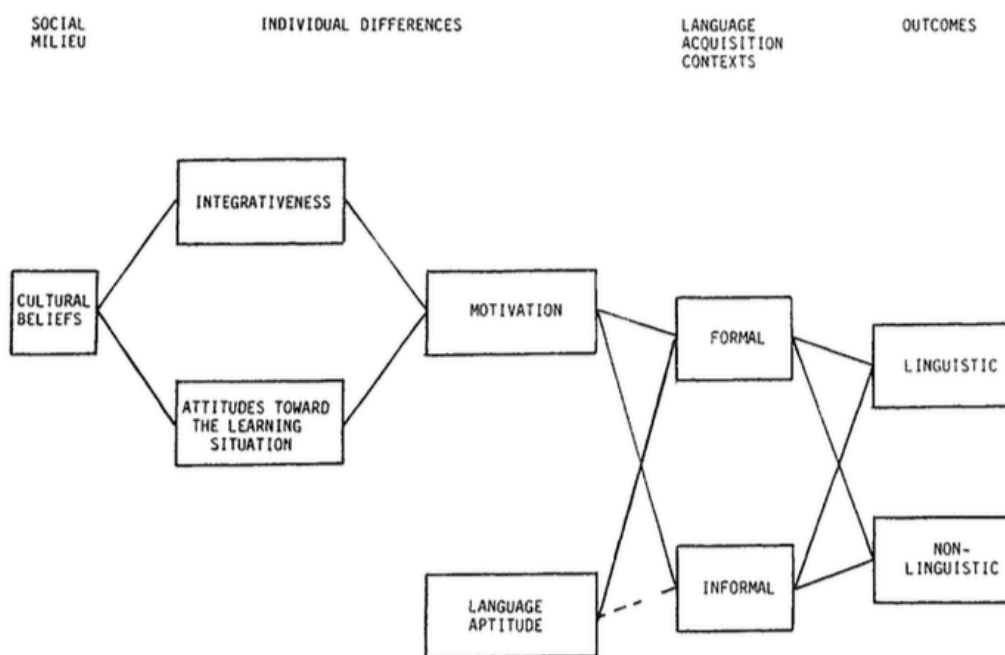


Figure 1. The Socio-educational Model of second language acquisition (Gardner 1983:222)

Gardner and Lambert (1972:3) summarise the essence of the Socio-educational Model as follows:

This theory, maintains that the successful learner of a second language must be psychologically prepared to adopt various aspects of behaviour which characterize members of another linguistic-cultural group. The learner's ethnocentric tendencies and his attitudes toward the members of the other group are believed to determine how successful he will be, relatively, learning the language. His motivation to learn is thought to be determined by his attitudes toward the other group in particular and toward the learning task itself.

Tremblay and Gardner (1995) further developed Gardner's (1983) model, proposing that learning outcomes (determined by motivation, in turn based on attitudes) can be both linguistic, such as L2 proficiency, and non-linguistic, such as attitudes, self-concept, cultural values, and beliefs (Dörnyei 1998:127). They propose that learners who are motivated to integrate into the target language culture develop both a high level of L2 proficiency and better attitudes toward the learning situation and the language (Ellis 2008:331). Thus, Tremblay and Gardner's (1995) model is cyclical: the more positive attitudes students have, the more success they will have with the L2; and the more success they have with the L2, the more positive attitudes and motivation they will hold to further increase their L2 proficiency.

Gardner (1983:224) conducted a study of 200 Canadian grade seven L1 English-speaking children learning French. Gardner (1983:224) used causal modeling to analyse the relationship between 17 different variables in an attempt to show how attitudes and motivation interact in L2 learning. This study measured three of the four independent variables in the Socio-educational Model outlined above (i.e. individual differences, language acquisition contexts, and outcomes), omitting the factor of the social milieu, as it was understood to be a constant for all of the students (Gardner 1983:223). Within individual differences, the attitudinal variable of integrativeness was measured by attitudes toward French Canadians, interest in foreign languages, integrative orientation, and attitudes toward the European French (Gardner 1983:224). The second attitudinal variable of attitudes toward the learning situation was measured by ratings of the French teacher and the French course (Gardner 1983:224). The factor of language aptitude was measured by three subtests of the *Modern Language Aptitude Test* (Gardner 1983:224). Gardner's (1983:225) study also

investigated two dependent variables, namely motivation (measured by the variables of attitude toward learning French, motivational intensity, and desire to learn French) and achievement.

An attitude/motivation measure and a language aptitude measure were administered to the students at the beginning of the academic year, and the students' French achievement was measured through scores obtained from their teachers at the end of the school year. The results of the study showed a causal connection between attitude and motivation and an indirect positive relationship between attitudes and achievement. More specifically, Gardner (1983:226) determined that the attitudinal variables of "integrativeness and attitudes toward the learning situation are significant 'causes' of [m]otivation, while [m]otivation and language aptitude are significant 'causes' of French [a]chievement".

A recent study by Kormos, Kiddle and Csizér (2011:495) examined attitude as a factor affecting motivation among 518 college and university students in Chile. Their study investigated how attitudes, among other factors, shaped language-learning motivation (Kormos et al. 2011:495). The students were given a questionnaire with two parts. One section was intended to measure latent motivational concepts through 40 items rated on a Likert scale. The other section contained 10 multiple choice and short-answer questions to obtain information on the participants' language backgrounds. The data were evaluated through structural equation models. The results "suggest that irrespective of age, attitudes to L2 learning have a strong influence on effort and persistence" (Kormos et al. 2011:508). They also found that another factor, namely the learner's perspective on the international role of English, can have an even stronger influence on the learner's motivation than their attitudes to language learning (Kormos et al. 2011:508).

Based on this research, Kormos, Kiddle, and Csizér (2011) propose a new hierarchical model of motivation and attitudes. While it is a structural model, it is also a reciprocal model, meaning that each of the factors influences the others in a reciprocal relationship. At the top of this hierarchical reciprocal model is motivated behavior (Kormos et al. 2011:512). Motivated behavior interacts with learners' self-guides and language learning attitudes on the second level. Learners' self-guides "include the learners' own internalized view of the value and importance of L2 learning and self-efficacy beliefs as well as the external view of their environment" (Kormos et al. 2011:512). The learners' social milieu and instructional setting

influence the level of interaction among motivated behavior, self-guides, and attitudes (Kormos et al. 2011:512). Finally, self-guides and attitudes interact with learners' learning goals on the third level. These goals include the factors of "international posture and knowledge orientation as well as other possible instrumental or integrative goals depending on the context of language learning" (Kormos et al. 2011:512). The achievement of goals in turn also shape self-guides and attitudes and can be influenced by the social milieu and instructional setting. This model is a multi-directional, hierarchical model (with the exception of social milieu and instructional setting which are usually uni-directional) with motivated behavior at the top of the model being the highest-order factor.

Gardner's (1983), Tremblay and Gardner's (1995), and Kormos, Kiddle, and Csizér's (2011) models show that attitude has a clear role to play in affecting motivation, which in turn affects learners' efforts to achieve their goals. Next, I examine research on the indirect effect of attitude on learners' proficiency.

2.2.2 The effect of motivation and attitude on L2 achievement in different language learning contexts

Studies on the relationship between attitude and L2 proficiency necessarily also focus on motivation because motivation, as suggested in the models above, is the key factor linking attitudes and proficiency (Gardner 1985:55). The studies discussed below are therefore often characterized as focusing on "attitude/motivation", which is not to deny the difference between these two interrelated variables. Two types of attitude-achievement studies dominated early research in the field of SLA, i.e. those that employed factor analysis and those that employed multiple regression analysis (Gardner 1985). Factor analysis involves identifying a correlation between specific variables and success in a specific area. Many attitude/motivation studies employ questionnaires identifying several variables that are then analysed in relation to L2 proficiency test results to determine which variable has the strongest correlation with the test results. Multiple regression analysis involves identifying the relationship between dependent and independent variables through the estimation of test results. More recent studies have used Chi-square analysis and Structural Equation Modeling (SEM) analysis in testing the results of questionnaires against hypotheses (Pae 2008).

As discussed above, in both informal and formal language learning settings, attitude determines the extent to which the L2 learner will actively seek out opportunities to learn the target language. Naiman, Frohlich, Stern, and Todesco's (1978) study shows a clear link between attitudinal/motivational variables and language classroom behavior, indicating that attitudes are a predictor of how "active" individuals will be in the language learning process (Gardner 1985:60). This observation is further supported by research done on language course drop-outs (Gardner 1985:56). Bartley's (1970) study of foreign language course drop-outs identifies negative attitudes as a key predictor of which learners will terminate their foreign language course, and reports that positive attitudes are significantly related to achievement (Gardner 1985:57). A similar study by Clément, Smythe, and Gardner (1978) showed that attitude was the greatest predictor of drop-outs in a French L2 learning classroom environment.

Pierson (1980:292) conducted research on the relationship between attitude and achievement using a questionnaire on the study and use of English to measure attitude directly, and a scale of stereotypes of English-speakers to measure attitude indirectly. The questionnaire and stereotype scale were administered to 466 Chinese-speaking English language students at a secondary school in Hong Kong (Pierson 1980:291). The results showed that the direct measures were a better predictor of English achievement than the indirect ones (Pierson 1980:303). The attitudinal variables that proved to be strongly and positively correlated with proficiency were those concerned with freedom of language choice, desire to learn English, lack of self-confidence in using English, approbation for using English, and English as a mark of education (Pierson 1980:303). The variable that showed a negative correlation with proficiency was discomfort about Chinese speakers using English (Pierson 1980:303).

Pierson's (1980) attempt to determine the most effective way in which to measure attitudes highlights some of the challenges of research into attitudes and L2 achievement. Two of the major reasons for conflicting results in some studies are the use of unreliable and non-valid measures of attitudes and also the investigation of learners from a mixture of different social milieus rather than learners from similar learning contexts (Gardner 1985:83). This led to Gardner, Clément, Smythe, and Smythe (1979) developing a measure of attitudes and motivation that they considered to be more reliable and valid than previous measures. Specifically, they developed a battery of 22 attitudinal/motivational characteristics that prior research had shown were important for L2 learning (Gardner et al. 1979). The

Attitude/Motivation Test Battery (AMTB; Gardner et al. 1979) measures five constructs of the Socio-educational Model, namely integrativeness, attitudes toward the learning situation, motivation, language anxiety, and instrumentality (Gardner 2006:246). Firstly, integrativeness is measured by means of the following three scales: integrative orientation, attitudes toward the target group, and interest in foreign languages (Gardner 2006:246). Attitudes toward the learning situation are measured by means of two scales, namely teacher evaluation and course evaluation (Gardner 2006:246). Motivational intensity, desire to learn the language, and attitudes toward learning the language are the three scales used to measure motivation, whilst language class anxiety and language use anxiety are employed as measures of the construct language anxiety (Gardner 2006:246). Finally, instrumentality is measured by means of a single scale, i.e. instrumental orientation (Gardner 2006:246). The AMTB and modifications of it have formed the basis of the majority of research into the role of attitudes and motivation in L2 learning, as will become clear from the discussion below of many of the studies on this topic.

Using the AMTB (Gardner et al. 1979), Gardner (1985) conducted 33 different studies of students at five different age levels across Canada in an attempt to determine which attitude measures had the strongest correlation with proficiency. Gardner (1985) compiled the data and compared five different attitude measures and three aptitude measures with assessments of achievement in L2 French. The attitude measures Gardner (1985:47) focused on were “attitudes toward learning French, interest in foreign languages, attitudes toward French Canadians, evaluative reactions toward the French teacher, and evaluation of the French course”. The three aptitude measures were portions of the *Modern Language Aptitude Test* (Carroll and Sapon 1959), namely “words in sentences, paired associates, and spelling clues” (Gardner 1985:47). These factors were compared with learners’ self-assessment of their achievement and with their grades to determine which factors were the strongest correlates of L2 achievement. This study found that attitudes toward learning the target language and interest in foreign languages were the top two positive correlates with achievement (Gardner 1985:47).

While integrativeness proves to have a strong positive correlation with L2 proficiency when the learning takes place in the target language culture (Gardner 1983; 1985), Oller’s (1977) study of Japanese students learning English in Japan found that integrativeness plays a less prominent role in EFL situations than in English as a Second Language (ESL) situations

(Krashen 1981:28). While ESL learning occurs in the target language culture, EFL learning occurs when the L2 is studied in the culture of the learners' L1. Many learners in ESL contexts are those that have a desire to immigrate to countries hosting the target language culture and thus perhaps have stronger integrative motivation (based on more positive attitudes toward the target language and the target language speakers). However, because of the growing use of English as an international lingua franca, EFL learning is often a requirement in non-English-medium primary schools, secondary schools, and universities. As a result, studies like that of Oller (1977) began to identify different attitudes and motivating factors among students in EFL contexts than among students in ESL contexts.

Pae's (2008) study of Korean EFL university students looked at a variety of different motivational variables that may influence L2 learning in an EFL setting. A group of 315 Korean students were given a questionnaire testing six different motivational variables, namely instrumental, integrative, external, introjected, identified, and intrinsic motivation. (Pae 2008:15). The participants also completed a survey on demographic information and took the *Test of English for International Communication* (TOEIC) (Educational Testing Service 2012a; 2012b). Pae (2008:16) then analysed the data using the Chi-Square Invariance Test and SEM analysis. Results show a significant positive correlation between attitude/motivation and proficiency (Pae 2008:21). However, it was found that only intrinsic motivation was a predictor of L2 proficiency (Pae 2008:21). According to Pae (2008:7), one is intrinsically motivated when one engages in "activities because of the inherent pleasure and satisfaction derived from doing so, rather than contingencies or reinforcements external to activities". In the case of these students, it seems that those who were learning English simply for the satisfaction of learning English and not due to pressure from parents or teachers, achieved higher proficiency levels.

In the European context, Williams, Burden and Lanvers' (2002) study of the motivation of British foreign language students supports Pae's (2008) findings regarding the significance of intrinsic motivation above instrumental or integrative motivation in L2 learning. Williams et al. (2002:513) studied 228 secondary school students in England learning French and German as foreign languages. The students were administered a language learning motivation questionnaire and results showed that the learners were highly intrinsically motivated, i.e. the primary reason that they were interested in learning another language was simply for the pleasure and satisfaction of the process itself (Williams et al. 2002:524).

In another foreign language study, Wen (1997) found that intrinsic motivation seems to change over time. Wen (1997:237) conducted a study of 77 students in different years of study (i.e. freshmen, sophomores, juniors, and seniors) from Asian and Asian-American backgrounds studying Chinese at American universities. The students were administered a two-part questionnaire on attitude and expectations of learning strategies and efforts required (Wen 1997:237). Students with higher expectations of learning strategies and efforts were assumed to be more involved in their learning. The students' grades from the mid-term and final exams of their Chinese course at the university were used as a measure of achievement in the target language (Wen 1997:238). Results of the study showed that intrinsic motivation correlated positively with achievement while passivity toward requirements, i.e. the assumption that Chinese classes would be an easier way to fulfill their language requirement for the Bachelor's degree at their university, correlated negatively with achievement (Wen 1997:242). However, while intrinsic motivation was the most significant factor at the beginning level, at the intermediate level, the most significant predictor of achievement was expectations of learning efforts and strategies (Wen 1997:242). Researchers propose that this is due to the fact that, when students begin studying, they do not realize how difficult learning Chinese characters can be, but during their first year, they begin to discover this and focus on effective learning strategies (Wen 1997:242).

Kang's (2000) study of Korean EFL students yielded different results from that of Pae (2008), Williams et al. (2002), and Wen (1997). Kang (2000) looked at 234 Korean middle school EFL students' motivation for learning English. The students were administered a questionnaire in their native language measuring orientations (i.e. reasons for learning English), attitudes toward Americans, attitudes toward learning English, need for achievement, motivation intensity, attitudes toward their English teacher and toward their English course, self-confidence, causal attributions to success or failure in learning English, goal salience, desire to learn English, and persistence (Kang 2000:7). The results of this questionnaire were factor analysed together with an indication of students' proficiency, i.e. their English term scores for the EFL course (Kang 2000:7). Results showed that "integrative motivation" was the most significant factor that positively correlated with student's orientations toward English (Kang 2000:16). This "integrative motivation", as defined by Kang (2000:10), is slightly different from that of Tremblay and Gardner (1995). Kang's (2000:10) concept of integrative motivation encompasses less attitude-based motivation and

more cognitive-based motivation in the form of goal saliency, valence, and self-efficacy. Factor analysis of the components of motivation highlighted that integrative motivation was comprised of many factors, both extrinsic and intrinsic to the learner, the strongest of these in this case being the extrinsic factors (e.g. the desire to achieve their goals through getting good grades and having their teacher's approval) (Kang 2000:13). Thus, perhaps the strongest motivation for these students was not their desire to be able to interact with or better understand people in the target language culture, or simply the satisfaction of learning, but in fact pressure from teachers, parents, and academic requirements.

Warden and Lin (2000:544) term this extrinsic factor "requirement motivation". They hypothesize that this type of motivation is perhaps what is primarily at work in EFL settings, especially in Asian contexts (Warden and Lin 2000:544). The requirement motivation notion stems from the fact that, as mentioned above, English is often a required subject in Asian schools. The researchers propose that perhaps if the learner is neither instrumentally motivated nor integratively motivated, they may be motivated simply by requirement (Warden and Lin 2000:539). Warden and Lin studied the motivation of Taiwanese EFL students using a questionnaire and factor analysis to determine which type of motivation was most significant in L2 learning in EFL situations. The study aimed to group students by their strongest type of motivation (i.e. integrative, instrumental, or requirement). In their assessment of 500 students, the researchers found that an integrative group did not exist, implying that perhaps integrativeness does not play a significant role in EFL situations (Warden and Lin 2000:544). In addition, Warden and Lin (2000:542) found that the instrumental motivation, rather than the requirement motivation, had a slightly higher value for this group of EFL students.

A recent study by Zhang, Su, and Liu (2013:63) showed a negative correlation between this requirement motivation and L2 proficiency. This study looked at the relationship between motivation, personality traits, and proficiency of Chinese EFL university students (Zhang et al. 2013:58). At a university in China, 934 first year students who were enrolled in compulsory EFL courses while majoring in various non-language subjects participated in their research study (Zhang et al. 2013:60). The *Eysenck Personality Questionnaire* (Eysenck, Eysenck, and Barrett 1985), an English learning motivation scale, and a background questionnaire were employed to measure students' personality traits and motivation (Zhang et al. 2013:60). The students' scores on the course's placement test served

as an indication of their English proficiency (Zhang et al. 2013:60). Results showed that personality traits, motivation and proficiency are “significantly interrelated”, however weak the relationship may be (Zhang et al. 2013:63). Zhang et al.’s (2013:63) research showed a negative correlation between achievement in English and (i) the personality traits of aggression and anxiety and (ii) requirement motivation. It also showed a positive correlation between achievement in English and (i) extroversion; (ii) intrinsic motivation; (iii) instrumental motivation; (iv) integrative motivation; and (v) interest in foreign languages and cultures (Zhang et al. 2013:63).

Chen, Warden, and Chang (2005) further examined the concept of requirement motivation in a study of Chinese students learning English in an EFL context. Similar to that of Warden and Lin (2000), their study aimed to determine whether requirement motivation, instrumental motivation or integrative motivation played the most significant role in L2 learning for these students (Chen et al. 2005:614). They also found that integrative motivation was a non-existent factor in the case of their EFL learners. Contrary to the previous study, however, instrumental motivation, although a factor, was not as significant as was requirement motivation (Chen et al. 2005:622). Chen et al. (2005), Zhang et al. (2013), and Warden and Lin’s (2000) studies seem to confirm Oller’s (1977) proposition that students in EFL settings and those in ESL contexts are perhaps differently motivated. This may be due to the fact that students who study a foreign language in their own country are doing so not necessarily with the intention of integrating into the target language culture, but perhaps simply to advance their opportunities within their own culture through getting higher grades and teachers’ and parents’ approval. However, students learning an L2 in another country are likely doing so in order to be able to immigrate to that country and thus have stronger integrative motivation.

More recent research has looked at the concept of competition as a motivating factor. Kim (2010) conducted a study of Korean high school students’ L2 English learning motivation and their attitudes in an EFL setting. Upon setting out, Kim (2010) proposed that another type of motivation might factor significantly in Asian cultures, namely that of competitive motivation. Given the strong emphasis on education as social capital within the highly stratified Korean culture, competition is rife within schools and EFL programs (Kim 2010:212). The students completed a questionnaire based on the AMTB (Gardner et al. 1979). These data were compared with students’ proficiency levels, measured by an English proficiency test in 2002 and the students’ midterm English test scores in 2006. The data were

collected over a four year period in order to see changes in both attitude and proficiency over time, and to test for correlational patterns between attitude, motivation, and achievement (Kim 2010:211). The data from the first and fourth year of testing supported the researcher's hypothesis that the more students like English learning, the better their L2 English proficiency will be. However, it did not support the hypothesis that the more students like Americans (who use English in their daily lives), the better their L2 English proficiency will be (Kim 2010:216).

The data that Kim (2010:216) collected in the fourth year identified only two variables that were predictors of students' L2 English proficiency: instrumental motivation and attitudes toward English learning. Although Kim (2010:216) suspected that competitive motivation would show a strong correlation with English proficiency because of Korean culture, she found competitive motivation did not serve as a significant variable in predicting English proficiency.

While much research, as outlined above, shows a positive correlation between attitude/motivation and achievement, Bergh and Melse's (1996) study showed no significant correlation. Bergh and Melse (1996) conducted a longitudinal study of the attitudes and L2 achievement of L1 Dutch students studying German. They assessed the students at two points, i.e. at the beginning and end of their first year of German classes (Bergh and Melse 1996:495). The students' achievement was measured by means of a series of reading comprehension, listening, writing, grammar, and vocabulary tests (Bergh and Melse 1996:496-497). Three attitude questionnaires were administered to the students to measure their attitudes toward German as a subject, their attitudes toward the course, and their attitudes toward the teacher (Bergh and Melse 1996:497). The researchers had assumed that the relationship between attitudes and achievement would be stronger at the end of the year than at the beginning of the year; however this did not prove true as "attitudes and achievements correlated about as weakly [at the end of the year] as at the beginning of the year" (Berg and Melse 1996:500). Also contrary to the researchers' predictions, students' attitudes toward the subject German at the beginning of the year had no effect on their eventual achievement (Bergh and Melse 1996:502). However, their study did show that the students' attitudes toward the subject German at the beginning of the year were strong predictors of their attitudes toward the target language, the learning situation and the teacher at the end of the year (Bergh and Melse 1996:505). While this study did not point to a

relationship between initial attitudes toward the subject German and eventual achievement, it did highlight the importance of attitude toward the target language as a significant type of attitude in L2 learning, as discussed in the following section.

2.2.3 Attitudes toward the target language, target language speakers, and their community

Much of the research discussed above has shown a strong correlation to exist between especially integrative motivation and L2 achievement in ESL contexts but not necessary in EFL contexts. Recall that the concept of integrative motivation has the following two distinct elements, as pointed out by Gardner (1983:222): attitude toward the target language speakers and attitude toward the target language community. Recent research has focused on the role of these two factors in language learning motivation.

Graham and Brown (1996) conducted a study to look at, within a bilingual setting, the role of attitude toward the target language community and of motivation in L2 learning. Using a questionnaire based on the AMTB (Gardner et al. 1979) and an oral English proficiency interview, they examined the attitudes and motivation of high school students in a Spanish-English bilingual community in Mexico (Graham and Brown 1996:243). Their study showed integrative motivation to have a significant positive correlation with L2 English proficiency and that “native-like proficiency being attained by the NSSs [native Spanish speakers] attending the bilingual schools was likely due to their favorable attitudes toward the English-speaking community” (Graham and Brown 1996:235).

More recently, Rafieyan, Majid, and Eng (2013:127) introduced cultural instruction into the EFL classroom in order to assess if positive attitudes toward receiving instruction on the target language culture would increase pragmatic comprehension in the target language, using 32 intermediate level EFL learners (Rafieyan et al. 2013:127). The learners were from Egypt, Algeria, China, Korea, Malaysia, Jordan, and Indonesia and were all students at a language academy in Malaysia (Rafieyan et al. 2013:127). The researchers measured the students’ attitudes toward cultural instruction by means of an attitude questionnaire; their pragmatic comprehension was assessed by a pragmatic comprehension test given at the beginning and end of the English course. Results showed that learners who had more positive

attitudes toward the cultural instruction performed better on the pragmatic comprehension test than those who had less positive attitudes (Rafieyen et al. 2013:131). The data also suggest that “familiarity with the cultural features of the target language community [through cultural instruction] enhances language learners’ level of pragmatic comprehension” (Rafieyen et al. 2013:131). This is due to the fact that the learners’ performance on the pragmatic comprehension test improved significantly after the completion of a course with instruction on the target language culture (Rafieyan et al. 2013:131). This finding further points to attitudes toward the target language community as having a positive correlation with L2 proficiency.

Further research by Obeidat (2005) supports Graham and Brown’s (1996), and Rafieyan et al.’s (2013) findings that interest in and positive attitudes toward the target language community/culture are strong factors in EFL students’ motivation to learn English. Obeidat’s (2005) study of 105 Malaysian university students’ attitudes toward Arabic as an L2 showed that the main reason most participants were learning Arabic was “because they are supporters of the Arabic culture [...] and of the Arabic mode of thinking and behaviors” (Obeidat 2005:10). Thus, positive attitudes toward the target language and the target language speakers’ community and way of life can be a significant motivator for L2 learners.

While most studies in this field look at the attitudes of L2 learners toward the target language or toward the target language community, Lindemann’s (2002) study instead looked at the attitudes of L1 English speakers toward L1 Korean speakers to determine if there is a link between negative attitudes toward non-native speakers (NNSs) and lower perceived or actual comprehension of the NNSs (Lindemann 2002:419). Thirty-nine L1 English participants were asked to complete a questionnaire rating their perceptions of L1 Korean speakers’ intelligence levels. A smaller subset of that group, including 12 L1 English speakers, was then asked to complete a communicative activity in English together with the L1 Korean speakers in order to assess perceived and actual comprehension. After the task, the participants were asked to rate the perceived success of the interaction. The degree of successful completion of the communicative task, when compared with the perceived success of the interaction, showed that those L1 English participants with negative attitudes toward NNSs prior to the task exemplified poorer comprehension of the NNSs both in their perceptions and in reality (Lindemann 2002:436). This study showed a clear link between attitudes toward the L2 speaker and comprehension of the speaker’s L2 usage (Lindemann

2002:437). However, the study did not take into account the attitudes of the Korean speakers, which likely also play a role in the success of the interaction.

A study by Coleman (1995) investigated the learner motivation of over 3000 British university students learning, respectively, French, German, Spanish, English, and Russian as an L2. Students from all four years of university were administered a proficiency test in their L2 and a questionnaire to determine language background, experience abroad, and attitudes and motivation (Coleman 1995:6). Coleman (1995:30) identified five primary motivating factors in students' L2 learning: a desire to integrate; a positive attitude toward the language itself; career orientation; a desire to travel; and the influence of parents, friends and/or teachers. According to the results of the questionnaire, over half of the students indicated that their desire to live in the target language culture was their strongest motivation to learn the L2, but less than one in four indicated that their interest in the target language speakers themselves was their primary motivation (Coleman 1995:22). These results contrast with those of several motivation studies in Asian cultures where the integrative motivation did not prove to be the strongest factor (c.f. Warden and Lin 2000, Chen et al. 2005, Pae 2008, and Kim 2010). The results of the Coleman's (1995:23) study showed a change in attitudes over time for those students who had completed the study abroad requirement of their course, which is a mandatory element in language courses at the university at which the study was conducted. With respect to this change in learning contexts, the data suggested that they have more negative feelings toward the target language speakers after living among them than prior to studying abroad (Coleman 1995:23). Furthermore, while this research indicated a stronger correlation between integrative motivation and achievement in the L2 than between instrumental motivation and achievement, it also showed that "extended residence abroad diminished the distinctions" between integrative and instrumental motivation (Coleman 1995:34). The more time students spent living in the target culture, the more their motivation to integrate into the community and to get a job in the target language began to merge. This merging of different types of motivation has been the focus of several recent studies.

Yashima (2002:57) further researched this merging of types of motivation through what he terms 'international posture'. Yashima's study of Japanese EFL students highlighted the role that attitudes toward the target language community play in influencing learners' motivation. Yashima (2002:54) administered an attitude questionnaire to 297 Japanese EFL university students. These data were analysed together with the results of the *Test of English as a*

Foreign Language Institutional Testing Program (Educational Testing Service 2006). On grounds of these data, Yashima (2002:57) found that ‘international posture’ which includes, among other things, “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 a non-ethnocentric attitude toward different cultures” strongly influenced learners’ motivation. This in turn served as a strong predictor of their L2 proficiency (Yashima 2002:62).

Building on the work of Yashima (2002) and prior research into the significance of different types of motivation (e.g. Kang 2000, Warden and Lin 2000), Lamb (2004) researched the language learning attitudes and motivation of junior high EFL students in Indonesia during a two-year longitudinal study. First, a questionnaire on the students’ language background, attitudes and motivation was given to nearly all of the first-year students, after which 12 students were selected for a more in-depth study over two years with regular interviews. Lamb (2004:14) suggests that learners’ attitudes toward English-speakers or an English-speaking community are not relevant in current EFL research. As English is increasingly becoming a global language, it is no longer strictly associated with western Anglophone countries (Lamb 2004:14). Lamb (2004:15) points to the desire to create a bicultural identity as a motivating factor for learners these days. This bicultural identity involves a merging of integrative and instrumental motivation in order to be able to engage in an ever-shrinking world both socially and professionally (Lamb 2004:16). Lamb (2004:17) argues that future research with regard to attitudes and motivation should have less of a quantitative nature and more of a qualitative nature to determine learners’ thought processes behind their motivation for learning an L2. Perhaps, Lamb (2004:17) suggests, the use of journals and interviews may be more effective than strictly factor analyses, which has been the dominant practice in this area to date.

2.2.4 Summary

The results of the studies summarised above show that attitude is a significant social factor in L2 learning in that it shapes the learner’s motivation which, in turn, determines learning outcomes (i.e. proficiency). More specifically, research points to integrative motivation, attitudes toward the target language and attitudes toward the target language community as predictors of L2 achievement in ESL contexts. Admittedly, it is difficult to measure

attitudinal variables in a study because of the immeasurable qualities of many of the psychological and social factors laid out in Schumann's (1978) acculturation theory (Larsen-Freeman and Long 1991:261). While many of the studies above focus on the specific social factor of attitude, the relationship between the various psychological and social variables listed at the beginning of this chapter and how much weight they have in terms of impact on the individual's learning is not yet evident (Larsen-Freeman and Long 1991:264). In future, more qualitative research needs to be done to identify which types of attitude (e.g. attitude toward the target language, culture or community) have the strongest influence on motivation in L2 learning and to determine their relative impact in comparison to other psychological and social variables influencing L2 learning.

2.3 The effect of input on SLA

2.3.1 Types of input

In the field of SLA, the term "input" refers to the exposure a learner receives to a language. According to Krashen (1985:4), "input is the essential ingredient for second-language acquisition. All other factors thought to encourage or cause second-language acquisition work only when they contribute to comprehensible input and/or a low affective filter."

There are two components of input, namely quality of input and quantity of input. Quality of input refers to the type of input which learners receive. Potgieter (2014:56) outlines several factors that can determine the overall quality of input, namely:

the directness versus indirectness of the input [...], the quantity and/or quality of television exposure, the frequency of a structure in the input and variance in the form and use of morphosyntactic structures in the [...] linguistic environment.

Quantity of input refers to the amount of exposure the learner has to the target language. Learners may be exposed to input in their home, school, place of work, or in their free time. Sorace (2005) argues that quantity of input is significant in L2 learning because "quantitative differences in the input are likely to affect processing abilities because of fewer opportunities to integrate syntax and other knowledge in interpretation and production" (Cornips and Hulk 2008:278).

In this study, I focus primarily on quantity of input, although exposure context is also investigated as a qualitative factor that indirectly influences input quantity. If statements like that of Sorace (2005) are true, then the greater the quantity of input, the greater the learners' proficiency ought to be. In the following section, I review a number of studies that attempt to characterize the relationship between quantity of L2 input and L2 proficiency.

2.3.2 Previous research on quantity of input and SLA

Many studies on input have focused on bilingual children as this allows researchers to control for internal factors (e.g. language aptitude, language transfer, and cognitive development) that remain constant for bilingual children while focusing on external factors such as quantity of input (Potgieter 2014:44). First, I will look at studies on input employing bilingual children before looking at studies conducted with adults.

In a study of 103 English/Dutch bilingual children, preteens and adults, Unsworth (2008) looked at the relationship between quantity of input and grammatical competence. Unsworth's (2008:372) study focused on the marking of grammatical gender on determiners in their L2 Dutch usage. The participants were given a picture description task to measure the amount of correct usages of gender marking on determiners (Unsworth 2008:373). These data were analysed alongside information on the participants' exposure to Dutch, and showed a positive relationship between quantity of L2 input and L2 proficiency. It was found that "targetlike performance correlated with length of exposure" (Unsworth 2008: 365).

Similar research by Cornips and Hulk (2008:267) was conducted using experimental data from bilingual children to determine the success and failure in the children's acquisition of gender determiners in L2 Dutch. Their research also found that age of first exposure to the L2 and amount of input account for the differences in L2 success in different groups of bilingual children (Cornips and Hulk 2008:289).

In a longitudinal study by Blom (2010:422) of the grammatical competence of Turkish/Dutch bilingual children with different quantities of input, it was found that, in the case of both languages, those children with higher quantities of input also exhibited higher levels of

grammatical competence. Blom (2010:439) analysed the speech data of the children alongside information regarding their input quantity, and concluded that “less input quantity slows down grammatical development, but only if input is clearly reduced” (Blom 2010:439). Thus, a significantly lower amount of input will have a negative effect on L2 grammatical competence in children.

A study by Hoff, Core, Place, Rumiche, Señor, and Parra (2012:5) examined the relationship between quantity of input and lexical acquisition, using 47 bilingual Spanish/English children born in the USA. The English *MacArthur-Bates Communicative Development Inventory: Words and Sentences* and the Spanish version, *El Inventario del Desarrollo de Habilidades Comunicativas* were used to measure the children’s English and Spanish lexical development at several points in time (Hoff et al. 2012:6). These data were analysed alongside information gained from interviews with the children’s caregivers and diaries of the children’s language exposure maintained by the caregivers (Hoff et al. 2012:7). The results revealed that “language exposure predicts vocabulary development in bilingual children” (Hoff et al. 2012:23).

A recent study of trilingual children in South Africa by Potgieter (2014) researched the influence of quantity of input on the language development of English/Afrikaans/isiXhosa trilingual four-year-olds. The learners’ lexical and grammatical proficiency in all three languages were measured (Potgieter 2014:11). Respectively, the *Language Impairment in a Multilingual Society: Cross-linguistic Lexical Tasks* for South African English (Southwood 2012b), Afrikaans (Southwood 2012a), and isiXhosa (Southwood and Potgieter 2013), and the passive constructions subset of the *Receptive and Expressive Activities for Language Therapy* (Southwood and Van Dulm 2012a; 2012b; 2013) in these three languages were used for this purpose. Information about the learners’ input in each language was gathered by means of a language background questionnaire (LBQ) that focuses mainly on three aspects of input quantity: the amount of input at the point of testing, the length of exposure to the target language, and the cumulative amount of input since birth (Potgieter 2014:247). These data were analysed statistically and it was found that “there is a significant positive correlation between input and lexical proficiency, as well as between input and grammatical proficiency” (Potgieter 2014:245). However, Potgieter (2014:246) found a stronger correlation between input and lexical proficiency than between input and grammatical proficiency.

The influence of input on teenage L2 English learners' proficiency in the USA was studied by Carhill, Suirez-Orozco, and Páez (2008). Participants included immigrants from China, the Dominican Republic, Haiti, Central America, and Mexico. The researchers used the *English Language Proficiency* subtest of the *Bilingual Verbal Ability Test* (Muñoz-Sandoval, Cummins, Alvarado, and Ruef 1998) and oral interviews with the learners to assess, respectively, proficiency and exposure to the target language (Carhill et al. 2008:1163). In addition, the researchers used a survey and interview to collect demographic data and language background information on the learner (Carhill et al. 2008:1164). It was found that age, amount of time in the target language culture, maternal education, and parental English skills were significant predictors of English proficiency scores (Carhill et al. 2008:1170). However, the extent of opportunities to use English in informal settings proved to be the strongest predictor of English proficiency scores (Carhill et al. 2008:1170). In addition, quality of English input in the school environment was also a significant predictor of English proficiency scores. Those students who attended schools in which a higher percentage of the school population were proficient or high level English speakers were likely to have higher proficiency scores (Carhill et al. 2008:1172). The results of the study showed that the more exposure the learners had to the L2 and specifically the more opportunity they had to use English in informal settings, the greater their proficiency was (Carhill et al. 2008:1173).

Studies of adults show similar results to those conducted on children and teenagers. Leow's (1998:49) study researched the effect of both amount (whether single or multiple exposure to instruction on a certain grammatical structure) and quality (learner- or teacher-centered) of input on the development of morphological forms among adult L1 English students studying Spanish. The learners were divided into four groups each receiving different types and amounts of exposure to the same grammatical form, namely *-ir* verbs in Spanish, over a period of one semester (Leow 1998:52). Group one received single, teacher-centered exposure; group two received single, learner-centered exposure; group three received multiple, teacher-centered exposure; and group four received multiple, learner-centered exposure. Prior to any instruction, the learners were given a pre-test to assess their understanding of the relevant grammatical form. After receiving instruction as specified by their group, the learners were assessed on their understanding of the *-ir* verbs in Spanish by means of a multiple-choice recognition assessment and a written fill-in-the-blank assessment (Leow 1998:54). The results of this study showed that learners who received multiple exposure performed significantly better on their written assessments of the grammatical form

than those who had received less exposure (Leow 1998:60). With regard to quality of input, this study showed that learner-centered input, more than teacher-centered input, significantly aided learners in producing the specified grammatical structures in written tests (Leow 1998:60).

Flege and Liu (2001) studied the effect of input on L2 proficiency among L1 Chinese adults learning English. Specifically, they examined the correlation between length of residence in the L2 context and proficiency in the L2 (Flege and Liu 2001:527). For this study, Flege and Liu (2001:536) employed an LBQ and three experiments, the first being a test of identification of word-final stops in English, the second being a grammaticality judgment test of morpho-syntactic elements of English, and the third being a listening comprehension test. Flege and Liu (2001:527) studied the relationship between the learners' length of residence and their success in several language areas including pronunciation, identification of morpho-syntactic features of the language, and grammar. Their study showed the significance of the amount of input in predicting proficiency in the L2 (Flege and Liu 2001:527). Overall, students with longer lengths of residence performed better on the three experiments than those with shorter lengths of residence (Flege and Liu 2001:544). Thus, there was a positive relationship between amount of input and proficiency.

A recent study by Dwyer (2004), conducted in a study-abroad setting, researched the relationship between type of language study, housing choice, duration of study-abroad program, enrollment in foreign university courses, and participation in an internship or similar program with student language outcomes. The study surveyed several thousand students at an American university who had studied abroad during their university studies in connection with their experience abroad and their perceived level of language development (Dwyer 2004:154). Although the data obtained by the study are somewhat subjective, being based on the participants' personal reflections rather than actual language assessments, the study found that studying abroad for a year or more has a "significant impact on students in the areas of continued language use, academic attainment measures, intercultural and personal development and career choices" (Dwyer 2004:161). While those students who participated in short summer programs were likely to see some benefit in certain areas, overall those students who studied abroad for a year or more saw the greatest gains in all outcome categories (Dwyer 2004:161).

A more recent study by Magnan and Back (2007:43) investigated the relationship between social interaction and L2 achievement among American students studying abroad. Before going abroad to study French in France for a semester, 24 American college students completed an LBQ, a *Can-Do* self-assessment scale (Clark 1981), and the *American Council on the Teaching of Foreign Languages Oral Proficiency Interview* (OPI; American Council on the Teaching of Foreign Languages 1986). Upon returning, the students completed the same assessments with the addition of a questionnaire on their experiences and the *Language Contact Profile* (Freed, Dewey, Segalowitz, and Halter 2001), a self-reporting survey on how much time they spent using French during their stay abroad (Magnan and Back 2007:47). The results showed that all students maintained or improved their verbal proficiency level (Magnan and Back 2007:49). The data also show a negative correlation between speaking French with other Americans and French proficiency (Magnan and Back 2007:56). The results did not show any positive correlation between the amount of exposure/contact with the French language and French proficiency (Magnan and Back 2007:55). However, the study also found that students with higher quantities of prior French studies made more improvement during the course of the semester than those who had less prior studies in French (Magnan and Back 2007:56). Although this prior exposure to French did not seem to have an effect on students' pre-study-abroad OPI tests when compared with other students, it did have a significant effect on the amount of their improvement during the course abroad (Magnan and Back 2007:56). Magnan and Back (2007:56) speculate that perhaps this is due to the fact that higher amounts of exposure prior to the study-abroad program served to make the input received during the program more accessible to the learner.

Overall, the studies discussed above show the significance of amount of L2 input in determining L2 proficiency among both children and adults. Generally, the more exposure a student has to the L2, the greater their achievement will be in the L2.

2.3.3 Attitudes and input

The study reported on in this thesis looks specifically at, among other things, the relationship between L2 input and attitudes. The crux, however, is what the learners do with the input to which they are exposed. According to Corder (1967:165), a pioneer in researching the role of input in L2 achievement, there is a key difference between “input” and “intake”. The learner

may be constantly exposed to meaningless input, but this will not necessarily aid the acquisition process; what is necessary for acquisition is intake, i.e. input that is meaningful to the learner. The learner, Corder (1967:165) proposes, controls the input available to him and whether it becomes intake or not through his own innate language learning strategies that determine which type of input is appropriate for him. Thus, the learner has agency in the process of how input affects proficiency through his own innate learning strategies and motivation. Corder (1967:164) proposes that, “*given motivation*, it is inevitable that a human being will learn a second language if he is exposed to the language data”. Motivation then is key to determining whether or not input transforms into intake for the learner, which leads inevitably to L2 learning.

Corder’s (1967) research paved the way for Krashen’s (1981) Monitor Model, discussed previously. Krashen’s research on SLA led to five different hypotheses: the Acquisition-Learning Hypothesis, the Monitor Hypothesis, the Natural Order Hypothesis, the Input Hypothesis, and the Affective Filter Hypothesis (Lin 2009:115). These five hypotheses can be summarised by the following statement: “people acquire second languages only if they obtain comprehensible input and if their affective filters are low enough to allow the input ‘in’” (Krashen 1985:3). The affective filter is, according to Krashen, “a mental block that prevents acquirers from fully utilizing the comprehensible input they receive” (1985:81). Krashen (1985:81) proposes that attitudes and motivation determine whether the learner feels anxious or defensive in the language classroom, causing the affective filter to be “up”, or whether the learner feels relaxed and sees himself as a potential member of the target language community, causing the filter to be “down”. The concept of attitude is key to Krashen’s theory. Krashen (1981:21) proposes that “attitudinal factors relating to acquisition will be those that enable the performer to utilize the language heard for acquisition”. Thus, positive attitudes lower affective filters, which process then allows input to become internalised, rendering it, in Corder’s (1967) words, “meaningful” to the learner.

Lin’s (2008) study of 98 Taiwanese students studying EFL at a university in Taiwan attempted to test Krashen’s (1985) Affective Filter Hypothesis by investigating whether lowering students’ affective filters does indeed increase their L2 proficiency (Lin 2008:116). In this study, the teachers in the English classes implemented games and activities designed to lower the students’ affective filters. After training through this method, there was a significant improvement in students’ reading comprehension and willingness to memorize

new words (Lin 2008:123). Students' grades after the intervention also showed a significant increase from before the intervention, suggesting that methods to foster more positive attitudes in L2 students, which lower their affective filters and so increase the amount of meaningful L2 input or intake, do have a positive effect on L2 proficiency (Lin 2008:123).

A study by Karahan (2007) looked at the link between exposure to the L2 and attitudes. Karahan (2007:73) conducted a study of 190 students learning English in a private Turkish high school to see if a correlation exists between their exposure to the English language and their attitudes toward English and the use of English in their culture. By use of an LBQ and an attitude questionnaire, Karahan (2007:76) collected data on the students' English input, their age, the place where English learning began and their attitudes toward the language and its use in their culture. These data were then statistically analysed to look for correlations among the different variables. The study found that although the students received more L2 input than students in public schools, they had "only mildly positive attitudes" toward the English culture (Karahana 2007:73). However, those participants who started learning English earlier, and thus had more input, had overall more positive attitudes toward the English language than those who started later (Karahana 2007:79).

2.3.4 Summary

Many of the studies of input in SLA show a positive correlation between amount of input and proficiency (e.g. Leow 1998, Flege and Liu 2001, Magnan and Back 2007, Unsworth 2008, Cornips and Hulk 2008, Blom 2010, Hoff et al. 2012, and Potgieter 2014). However, input alone is not necessarily sufficient to ensure improvements in proficiency levels among L2 learners. Corder (1967) and Krashen (1981) propose that attitude is key in transforming L2 input into meaningful intake for the learner, which will then lead to increased proficiency in the L2. This study seeks to further examine this relationship between input and attitude in L2 learning.

2.4 Hypotheses

In accordance with the Socio-educational Model (Gardner 1983, 2006, 2007; Tremblay and Gardner 1995) and the hierarchical model proposed by Kormos, Kiddle, and Csizér (2011), it is anticipated that more positive attitudes toward the target language and the target language culture will result in higher levels of L2 proficiency. While the majority of previous studies on attitude were conducted in EFL settings, this study seeks to measure attitudes in a study-abroad immersion context. It is expected that the greater amounts of L2 input gained by living in the target language culture and interacting with target language speakers on a regular basis will result in more positive attitudes toward the target language and culture. Increased L2 input is furthermore expected to lead to increased L2 proficiency levels.

2.5 Conclusion

As should be clear from the overview of the literature provided in this chapter, much research has been done on the effect of attitudes on L2 English proficiency. However, the challenge still remains to (a) determine the relative weight of attitudes toward different attitudinal objects (e.g. the target language itself, the target language culture, the learning of the target language, etc.); and (b) fully characterize the relationship between attitudes and input. Is a learner's L2 proficiency influenced more by their attitude toward the L2 itself, or by their attitude toward aspects associated with the L2? Does a greater quantity of input necessarily result in more positive attitudes toward the target language and the target language speakers, and/or does attitude determine the degree to which learners actively seek to increase their L2 input? Finally, do these positive attitudes result in greater proficiency? This study seeks to find answers to some of these questions by building on the theories and studies presented above.

CHAPTER 3

Research Methodology

In this chapter, the details of the study presented in this thesis are discussed. Firstly, the participants in the study are described. Secondly, the data collection process is outlined. Lastly, the instruments and the administration of each instrument are discussed in detail.

3.1 Description of participants

The participants in this study were 10 L1 Korean speakers studying at a tertiary institution in Hawaii, USA, at the time of the study. The targeted age group was 18 to 25 years of age. However, the study ended up necessarily including participants of up to 47 years (mean age 33.2 years). This age group more accurately reflects the demographics of the institution at which the students were studying, many of the students there being older than 30 years. All of the participants were taking courses on subjects unrelated to ESL, but presented through the medium of English. Three of the participants were also enrolled in additional classes that were presented in English with Korean or Chinese translation. One of the students had studied Chinese as an L2 and had some proficiency in it.

The participants' length of exposure to English was investigated in this study, so length of exposure was not an inclusion/exclusion criterion. However, all the participants had to have lived in the USA for at least six months in order to allow for the development of some spoken English proficiency. Additionally, all participants needed to have been born in Korea. Eleven persons volunteered for participation in the study and completed the LBQ (cf. below). However, only 10 of these qualified for participation based on the results of the LBQ and were subsequently asked to continue with the study.

3.2 Data collection process

After permission was granted by the institution (cf. Appendix A), participants were recruited mostly on grounds of the recommendation of staff members. In addition, a notice was also posted on the campus advertisement website. Most prospective participants corresponded

with the researcher through e-mail in order to arrange a date and time for the data collection at their convenience.

In accordance with proper ethical practice, each participant signed an informed consent form (cf. Appendix B) highlighting the fact that participation is voluntary, offers no financial reward for participants and may be discontinued at any point by either party. The participants were each assigned a participant number for the purpose of the study in order to maintain anonymity. Ethical clearance was also obtained from the university at which the researcher is registered for the degree for which purposes this study was conducted.

An LBQ, attitude questionnaire, and proficiency test (cf. the following section) were administered individually in the listed order by the researcher to each participant. Three hours were allotted for each student for completion of the data collection process. A translator was made available for the students in case they needed to clarify any instructions or questions pertaining to the Korean-medium LBQ or attitude questionnaire with the researcher, but felt more comfortable doing so in Korean than in English. Such translation was not, however, available to participants during the administration of the English-medium proficiency test. However, none of the participants made use of the translator at any point during the study.

3.3 Instruments

Three instruments were employed for the purpose of measuring, respectively, participants' type and quantity of target language input, attitudes toward the target language and target language culture, and English proficiency. An LBQ and attitude questionnaire were designed by the researcher, based on those utilized by other researchers in similar studies. The measure of English proficiency was a standardized placement test, taken from the *Interchange passages: Placement and evaluation package* (Lesley, Hansen, and Zukowski-Faust 2005) associated with the *Interchange* (Richards, Hull, and Proctor 2005) curriculum often used in American ESL programs. Each instrument is discussed below.

3.3.1 Language background questionnaire

3.3.1.1 Design

The LBQ consists of 21 items and draws on the questionnaires of Pierson et al. (1980) and Perold (2011). The purpose of the LBQ is to collect two types of information regarding input. The questions are designed to collect information firstly on the amount of input the participants received before and after coming to the USA and secondly on the type of input they have received before and after coming to the USA.

The full LBQ may be viewed in Appendix C. The first three questions are designed to gather basic demographic information on the participants. The age group targeted was 18 to 25 years, both male and female. Question 3 asks about the participants' country of birth. In order to minimize the amount of variables among the participants, further data was only collected from those participants who were born in Korea. This selection criterion was made clear to participants before commencing the study.

Questions 5 to 14 are designed to measure the amount and type of English input the participants received prior to arriving in the USA. The questions pertain to the primary language spoken in their household, their educational history with English, and their exposure to English outside of educational contexts (e.g. in their free time or with their friends, via books and movies, etc.). Questions 4 and 15 to 21 are designed to measure English input since arriving in the USA. These questions centre on the amount of time the participants have spent in the USA and the exposure that they receive inside and outside the classroom.

The LBQ (as was the case for the attitude questionnaire) was administered in the Korean language to prevent expectations of who the assessor may be (in this case, an American L1 English speaker) affecting the candor with which participants report on their attitudes toward North American English speakers and the English language. It also lowers the chances of possible misunderstandings due to low levels of proficiency in English. A bilingual native Korean who attended an international university in Korea and lived and studied outside of Korea for many years translated the LBQ into the Korean language.

3.3.1.2 Administration

Each participant was administered the LBQ at a time that was convenient to them, in a classroom at their institution. No time limit was assigned for completion of the LBQ, and participants were free to skip any question that they did not want to answer. Students who did not report being (i) resident in the USA for at least six months at the time of testing; or (ii) born in Korea were not asked to proceed to the next step.

3.3.1.3 Data analysis

The results of the LBQ were analysed to, in the case of each individual question, determine the number of students who had the same response. For question number four regarding time spent in the USA, the participants were grouped according to those who had been in the USA for six months to one year, those who had been in the USA for one year to two years, and those who had been in the USA for more than two years.

3.3.2 Attitude questionnaire

3.3.2.1 Design

The attitude questionnaire is a composite of several questionnaires that measure attitude toward a second or foreign language, as well as attitude toward the relevant target culture, the language learning process, etc. Recall that one of the most widely used questionnaires on language attitude is the AMTB (Gardner 2004a).² According to Gardner's (2004b) AMTB key, eight statements (agreement with which is to be rated on a Likert scale) on this questionnaire relate to attitudes toward English-speaking people. From these statements, the following six statements were selected in addition to one question in relation to interest in foreign languages (here, and in the case of the other questionnaires discussed below, the numbering and wording aligns with that of the original questionnaire; the numbering and sometimes slightly amended wording employed in the current study can be seen further below in this section, as well as in Appendix D):

² This instrument was first used in the study by Gardner et al. in 1979. However, I have used the revised 2004 version of the questionnaire for the purposes of this study.

7. If Japan had no contact with English-speaking countries, it would be a great loss.
18. I hate English.
27. Most native English speakers are so friendly and easy to get along with, we are fortunate to have them as friends.
40. I wish I could have many native English-speaking friends.
49. Native English speakers are very sociable and kind.
91. The more I get to know native English speakers, the more I like them.
104. You can always trust native English speakers.³

An attitude questionnaire was employed in Karahan's (2007) study on Turkish students' attitudes toward English and its use in the Turkish context. Karahan's (2007:77) questionnaire is divided into several sections according to the different topics the questions address, i.e. the educational and social status of English, the social and instrumental value of English, the way that the use of English does or does not detract from cultural identity, orientation toward English, the intrinsic value of the English language and English-based culture, and possible discomfort about Turkish people speaking English. From these questions, the following three questions related to the categories of social and instrumental value of English, orientation toward English, and the intrinsic value of the English language and English-based culture were selected:

2. English is the mark of an educated person.⁴
7. I like reading English magazines, books, etc.
10. I like to see English-speaking films.
18. I would take English even if it were not a compulsory subject in school.⁵

Pierson et al.'s (1980) study used a questionnaire to measure respondents' degree of positive orientation toward English, desire to converse with Westerners, discomfort about L1 Chinese speakers using English, admiration for the ability to use English, opinion on freedom of language choice, view of English as possibly detracting from cultural identity, self-

³ This statement was negatively worded for the purposes of this study: You can never trust native English speakers.

⁴ This statement was negatively worded for the purposes of this study: Fluent English speakers are not very well-educated.

⁵ This statement was negatively worded for the purposes of this study: I would not have studied English if it were not a compulsory subject in school.

confidence (or lack thereof) in using English, opinion on English as a mark of education, desire to learn English, and possible favoring of their mother tongue over English. From Pierson et al.'s (1980) study, two questions related to the topic of whether or not respondents favor their mother tongue over English were selected, namely:

10. The Cantonese language is superior to English.
19. The English language sounds very nice.

Sugimoto et al. (2006) employed an attitude questionnaire in their study of EFL university students in Azerbaijan. From this questionnaire, the following two questions related to attitudes toward the English language and one question related to attitudes toward English-speaking culture were selected:

1. I like hearing English spoken.
7. English is a language worth learning.
25. When we study English, we need to learn to behave like its native speakers.

Finally, the following eight original questions were included in the questionnaire. These questions are based on the researcher's personal (and therefore admittedly subjective) experience of Korean students' perceptions of English as well as native English speakers. Here, the numbering and wording align exactly with that employed in the final questionnaire.

1. Listening to English all the time annoys me because it sounds unrefined.
4. Native English speakers often lack proper etiquette.
5. The English language is not descriptive enough.
7. Native English speakers are generally arrogant.
10. The English alphabetical spelling system is not logical.
13. Native English speakers are usually too loud.
15. The use of English as a universal language should be increased.
21. Native English speakers are often insensitive.

The final selection of questions employed in this study's questionnaire can be grouped into the following two categories, each containing an equal number of positively and negatively

worded questions (note that the order of presentation in the final questionnaire is randomized, as indicated by the question numbers below):

1. Attitude toward the target language

Positively worded questions:

9. I would like to read more books and magazines in English.
11. English is a language worth learning because of the opportunities it can provide me.
12. I like to watch films in English because I like hearing the characters speak this language.
15. The use of English as a universal language should be increased.
16. The English language sounds very melodic.
22. I like hearing English spoken.

Negatively worded questions:

3. Listening to English all the time annoys me because it sounds unrefined.
6. The English language is not descriptive enough.
10. The English alphabetical spelling system is not logical.
17. I would not have studied English if it were not a compulsory subject in school.
19. I hate English.
24. The Korean language is superior to English.

2. Attitude toward the target language culture

Positively worded questions:

1. If Korea had no contact with English-speaking countries, it would be a great loss.
2. Native English speakers are very sociable and kind.
8. I wish I could have many native English-speaking friends.
18. Most native English speakers are so friendly and easy to get along with, we are fortunate to have them as friends.
20. The more I get to know native English speakers, the more I like them.
23. When studying English, one should learn to behave like its native speakers.

Negatively worded questions:

4. Fluent English speakers are not very well-educated.

5. Native English speakers often lack proper etiquette.
7. Native English speakers are generally arrogant.
13. You can never trust native English speakers.
14. Native English speakers are usually too loud.
21. Native English speakers are often insensitive.

3.3.2.2 Administration

The bilingual native Korean who translated the LBQ also translated the attitude questionnaire into the Korean language. The participants were administered the attitude questionnaire immediately after completion of the LBQ. As before, no time limit was assigned for completion of the questionnaire, and participants were free to skip any question that they did not want to answer. Participants were instructed to circle a number on a Likert scale corresponding to their degree of agreement with the particular statement, with 1 representing “strongly disagree” and 5 representing “strongly agree”. The participants were advised to answer the questions freely and honestly and not to receive help from one another.

3.3.2.3 Data analysis

Recall that negatively worded statements were included as part of the questionnaire so as not to subconsciously cause a more positive orientation toward the English language and culture in the respondent than would otherwise be the case. In the case of each of these negatively worded statements, the score was inverted for the purposes of data recording so that a higher score on the questionnaire indicates a more positive attitude and a lower score indicates a more negative attitude, as is the case with the positively worded statements. The scores on the individual questionnaire items were next tallied to arrive at a score for each participant’s attitude toward the target language and attitude toward the target language culture, as well as at an overall attitude score. In addition, the participants’ totals were averaged to determine the average group scores for the aforementioned three measures.

3.3.3 Measure of English proficiency

3.3.3.1 Design

The *Interchange passages: Placement and evaluation package* (Lesley et al. 2005) was employed as a measure of the participants' L2 English proficiency. This is a three-part placement test designed to determine the proficiency of students entering an ESL program using the *Interchange* (Richards et al. 2005) curriculum. The first part of this instrument is an Objective Placement Test, the second is a Placement Essay, and the third is a Placement Conversation or Interview. The Objective Placement Test measures students' listening comprehension, reading comprehension, and grammar skills; the Placement Essay measures students' writing skills; and the Placement Conversation measures their speaking skills (Lesley et al. 2005).

The Objective Placement Test requires 50 minutes to complete. In the first section of this test, i.e. the reading comprehension section, the students need to identify the main idea and supporting ideas in a short reading passage. In the listening comprehension section, they need to listen to a short conversation and identify the main idea, supporting details, context, and the speaker's intent. In the third section, i.e. the grammar or language use section, the students need to select the most appropriate and grammatically correct answer to complete a statement.

The Placement Essay provides a list of three topics from which the students may choose one to write about in a 30-minute period.

In the Placement Conversation, students are asked to demonstrate their English ability through tasks designed to elicit certain structures or vocabulary in a progressively more difficult series of questions. Answers are evaluated on grounds of their content and grammaticality. The interview is to be finished when it is apparent that the student can no longer sufficiently or appropriately respond to questions. The average length of the Placement Conversation is 10 minutes.

The results of the placement test give the students a rating between 1 and 12, corresponding to levels in the *Interchange* (Richards et al. 2005) curriculum with "1" indicating beginner level proficiency and "12" indicating advanced proficiency (Lesley et al. 2005). These ratings

of between 1 and 12 also correspond to *IELTS* (Cambridge English Language Assessment 2013) bands 0-8 and *CEFR* (Council of Europe 2001) levels A1-C1 (Lesley et al. 2005).

3.3.3.2 Administration

Once they had completed the LBQ and attitude questionnaire, the measure of English proficiency was administered to participants separately at a time that was convenient for each participant. The test was administered entirely in English, as per the administration instructions.

The participants were allowed the prescribed total of 50 minutes in which to complete the Objective Placement Test. The first section of this test was the listening comprehension test. Prior to the start of this section, the participants listened to an example question and received instructions on how to proceed. Fifteen minutes were allowed in order for the participants to complete the listening comprehension test. Following this section, the participants completed the reading comprehension portion of the test. Again, they were given a clear example before the start. They were then allowed twenty minutes in which to complete the section. Next, the participants were administered the grammar or language use section. They were allowed fifteen minutes in which to complete it.

Following the Objective Placement Test, the participants were given thirty minutes in which to write the Placement Essay.

Finally, following the prescribed set of interview questions in the Placement Conversation, the researcher interviewed each participant. When the participant reached the point in the interview at which they could evidently no longer comprehend the question or provide a fitting answer, whether grammatically correct or not, the interview was ended. At this point, the participant was immediately assigned a score for the Placement Conversation.

3.3.3.3 Assessment

The participants' answers to the Objective Placement Test were measured against an answer sheet and participants were given 1 mark for each correct answer. This total number out of 70 was then reworked to a score between 1 and 12, in line with a scoring guide in which a mark of 1-5 receives a score of 1 and a mark of 69-70 receives a score of 12.

The Placement Essay was scored with the aid of a rating guide with a series of sample essays. Essays were evaluated on grounds of sentence construction, verb usage, spelling, vocabulary usage, and overall organization. Each essay was given a score of 1 to 12 based on the sample essay in the rating guide it most closely resembled in proficiency level. This mark is, of course, somewhat subjective as the choice of a corresponding mark in the rating guide is at the discretion of the assessor.

The participants received a mark for the Placement Conversation based on the content and grammaticality of their responses to a series of progressively more complex questions. The questions were outlined on a scale of 1 to 12 with 1 representing a beginner L2-speaker with little or no English ability and 12 representing a proficient speaker who is able to communicate easily and accurately in the English language. When the participant was no longer able to understand the question, even after it had been rephrased, or when the assessor felt that the participant's response to the question was highly ungrammatical, the interview was concluded. The participant was given a score between 1 and 12, based on the location on the scale of the last question to which the participant provided an appropriate answer. Again, this score is somewhat subjective as it is determined by the assessor's opinion of whether or not the participant can advance any further in the interview.

A score for overall proficiency was obtained by averaging the marks for the Objective Placement Test, the Placement Essay and the Placement Conversation.

3.4 Conclusion

The design of the two questionnaires described above was based on previous research in the field, much of it having been outlined in the literature review. These questionnaires were

formulated to best fit the aims of this particular study. The results of the administration of the LBQ, attitude questionnaire, and proficiency test among the participants described above are presented in the following chapter.

CHAPTER 4

Data Analysis and Results

In this chapter, the findings of the research study described in the previous chapter are reported. The first section presents the results of the LBQ, attitude questionnaire and proficiency test in the form of descriptive statistics. In the following section, the results of the statistical analysis of the relationship between the attitude questionnaire scores and the proficiency test scores are reported. Next, the data related to the relationship between the LBQ's input data and the proficiency test scores are presented, whilst the final section presents the data related to the relationship between the LBQ's input data and the attitude questionnaire scores.

4.1 Descriptive statistics

4.1.1 Results of the LBQ

The raw data concerning the individual participants' responses to the LBQ are laid out in Table 1 below with the participant number for each individual indicated at the top of the chart and the LBQ question on the left.

LBQ question	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10
1. Sex	M	F	F	M	F	F	F	F	M	M
2. Age	46	35	24	21	19	47	20	33	40	47
3. Country of Birth	Korea	Korea	Korea	Korea	Korea	Korea	Korea	Korea	Korea	Korea
4. Time lived in USA	21 mo.	2 yrs.	6 mo.	9 mo.	6 mo.	6 mo.	23 mo.	3 yrs.	6 mo.	6 yrs.
5. Languages spoken at home growing up	Korean	Korean	Korean	Korean	Korean	Korean, English, Mandarin	Korean, English	Korean	Korean	Korean
6. First language of primary caregiver	Korean	Korean	Korean	Korean	Korean	Korean	Korean	Korean	Korean	Korean
7. Significant un-instructed English exposure before pre-school	No	No	No	No	Yes	No	No	No	No	No
8. First stage taught English in an educational context	High school	High school	Primary school	Primary school	Primary school	High school	Primary school	Primary school	High school	High school

Table 1. Individual participants' responses to the LBQ

LBO question	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10
9. School subjects taught in English	No	No	No	No	Yes - Chinese & part of Math	No	No	No	No	No
10. Majority of teachers were native English-speakers	No	No	No	No	No answer	No	No	No	No	No
11. Number of native English-speaking friends before coming to the USA	0	0	0	1-4	1-4	0	4+	0	4+	4+
12. Participation in activities outside of class in English before coming to USA	No	Yes	Yes	Yes	Yes	No	No	Yes	No	No
13. Hours per week watching movies or TV or reading in English before coming to USA	0	1-4	1-4	1-4	1-4	0	1-4	1-4	1-4	1-4
14. Participation in English language courses since high school	No	Yes	No	No	No	No	No	Yes	No	Yes
15. Number of native English-speaking friends since coming to USA	4+	4+	4+	4+	4+	1-4	4+	4+	1-4	4+
16. Activities outside of class in L2 in USA	Yes	Yes	Yes	Yes	Yes	Yes - English speaking class	Yes - when I spend time with friends	Yes	Yes - I learn English once a week with my English friend	Yes - church service; weekend activities
17. Hours per week watching movies or TV or reading in English in USA	1-4	4+	1-4	1-4	1-4	1-4	1-4	1-4	1-4	1-4
18. Languages spoken at home/apartment/dormitory in USA	Korean	Both	Both	Both	Both	Korean	English	Both	Both	Both
19. Languages used with friends in free time in USA	Both	English	Both	Both	Both	Korean, English, Chinese	English	Both	Both	English
20. Languages used in classroom in USA	English	English	Both	English	English	Korean, English, Chinese	English	English	Both	English
21. Languages used in place of work in USA	Both	NA	NA	English	No answer	English	English	NA	No answer	English

Table 1 (continued). Individual participants' responses to the LBO

Firstly, note the participants' background information. Regarding gender, four of the participants were male and six were female. The participants ranged in age from 19 to 47 years. For the purposes of this section, I will only highlight those input variables that are largely constant across the participants. All the participants were born in Korea and the L1 of their respective primary caregivers was Korean. Only one participant indicated having received significant un-instructed exposure to English before pre-school. The majority of the participants indicated that none of their school subjects in primary school or high school besides English were taught through the medium of the English language. The exception was P5 who indicated that his/her Chinese class and part of his/her mathematics class were taught

in English. They also indicated that none of their English teachers in primary school or high school were native English speakers, with the exception of P5 who gave no answer to this question. Since the amount of variation from the other participants that P5 reported in these two variables was relatively small, these two variables were not considered among those that differed largely across individuals detailed below. Since coming to the USA, all of the participants were involved in activities in English outside of class (e.g. attending church, spending time with friends and having tutoring in English). The input variables that differed largely across individuals will be discussed in Sections 4.3 and 4.4 as possible explanations for differences in the participants' proficiency and attitude scores.

4.1.2 Results of the attitude questionnaire

In Table 2 below, the results of the attitude questionnaire are laid out with individual participants' responses to each statement. The average group data for each statement are indicated on the right. Recall that, in this questionnaire, the participants rated the degree of their agreement with a statement regarding attitude toward the target language or culture on a Likert scale (1 indicating strong disagreement and 5 strong agreement), and that the scores on the negatively worded items were inverted for analysis purposes. The results are captured in Table 2 below.

Attitude questionnaire item	Individual participants' scores out of 5										Group data		
	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	Mean	SD	Range
1. If Korea had no contact with English-speaking countries, it would be a great loss.	5	5	5	4	3	5	4	5	3	5	4.40	0.84	3.00-5.00
2. Native English speakers are very sociable and kind.	4	3	3	4	4	4	4	4	4	5	3.90	0.57	3.00-5.00
3. Listening to English all the time annoys me because it sounds unrefined.	2	4	2	4	4	5	5	5	4	4	3.90	1.10	2.00-5.00
4. Fluent English speakers are not very well-educated.	4	4	5	1	5	5	5	5	5	4	4.30	1.25	1.00-5.00
5. Native English speakers often lack proper etiquette.	5	4	4	5	4	4	5	5	4	4	4.40	0.52	4.00-5.00
6. The English language is not descriptive enough.	4	3	4	4	3	5	5	3	2	4	3.70	0.95	2.00-5.00
7. Native English speakers are generally arrogant.	4	4	3	4	5	5	5	5	5	4	4.40	0.70	3.00-5.00
8. I wish I could have many native English-speaking friends.	5	3	4	5	4	4	5	5	4	4	4.30	0.67	3.00-5.00
9. I would like to read more books and magazines in English.	5	4	3	3	5	4	5	5	5	4	4.30	0.82	3.00-5.00
10. The English alphabetical spelling system is not logical.	5	2	4	3	2	2	5	5	5	4	3.70	1.34	2.00-5.00

Table 2. Results of the attitude questionnaire

Attitude questionnaire item	Individual participants' scores out of 5										Group data		
	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	Mean	SD	Range
11. English is a language worth learning because of the opportunities it can provide me.	5	5	5	5	4	4	5	5	5	5	4.80	0.42	4.00-5.00
12. I like to watch films in English because I like hearing the characters speak this language.	3	4	2	5	5	2	5	3	2	4	3.50	1.27	2.00-5.00
13. You can never trust native English speakers.	4	4	5	5	5	4	5	5	5	4	4.60	0.52	4.00-5.00
14. Native English speakers are usually too loud.	2	3	5	3	5	4	4	5	5	4	4.00	1.05	2.00-5.00
15. The use of English as a universal language should be increased.	4	3	3	5	3	3	4	4	3	3	3.50	0.71	3.00-5.00
16. The English language sounds very melodic.	4	4	3	5	3	4	3	2	5	4	3.70	0.95	2.00-5.00
17. I would not have studied English if it were not a compulsory subject in school.	4	5	4	5	5	3	4	5	5	4	4.40	0.70	3.00-5.00
18. Most native English speakers are so friendly and easy to get along with, we are fortunate to have them as friends.	5	4	2	5	4	3	4	5	5	4	4.10	0.99	2.00-5.00
19. I hate English.	5	5	5	5	5	5	5	5	5	5	5.00	0.00	5.00-5.00
20. The more I get to know native English speakers, the more I like them.	5	3	2	4	4	3	4	5	4	4	3.80	0.92	2.00-5.00
21. Native English speakers are often insensitive.	4	4	2	4	5	4	4	5	4	5	4.10	0.88	2.00-5.00
22. I like hearing English spoken.	3	4	3	5	5	3	4	5	4	4	4.00	0.82	3.00-5.00
23. When studying English, one should learn to behave like its native speakers.	5	4	3	4	3	3	3	1	4	4	3.40	1.07	1.00-5.00
24. The Korean language is superior to English.	1	2	2	2	2	3	4	5	3	3	2.70	1.16	1.00-5.00
Score for attitude toward target language	45	45	40	51	46	43	54	52	48	48	3.84	0.39	3.18-4.45
Score for attitude toward target culture	52	45	43	48	51	48	52	55	52	51	4.14	0.30	3.58-4.58
Total score	97	90	83	99	97	91	106	107	100	99	3.99	0.32	3.38-4.43

Table 2 (continued). Results of the attitude questionnaire

The results of the attitude questionnaire indicate, on average, strong positive attitudes among participants. Recall that 12 of the 24 statements on the attitude questionnaire (i.e. numbers 3, 6, 9, 10, 11, 12, 15, 16, 17, 19, 22, and 24) pertain to attitude toward the target language. These scores indicate strongly positive attitudes with a small range (3.18-4.45) around a mean score of 3.84, as shown in Figure 2 below. Notice the low value for standard deviation (SD) of 0.39 out of 5, translating to only 7.8%.

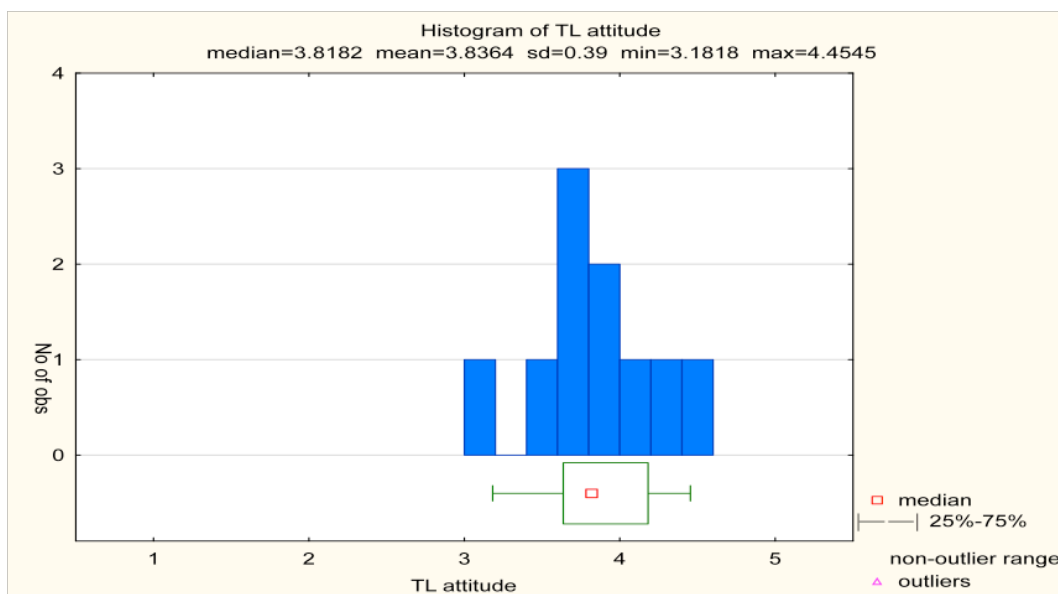


Figure 2. Distribution of average scores on questions measuring attitude toward the target language (TL)

The remaining 12 statements (i.e. numbers 1, 2, 4, 5, 7, 8, 13, 14, 18, 20, 21, and 23) on the attitude questionnaire pertain to attitude toward the target culture. As is evident from Figure 3 below, these scores indicate strongly positive attitudes as well. Again, there is a small range of scores (3.58-4.58) around a high mean score of 4.14 with the same limited SD as before, i.e. 0.39.

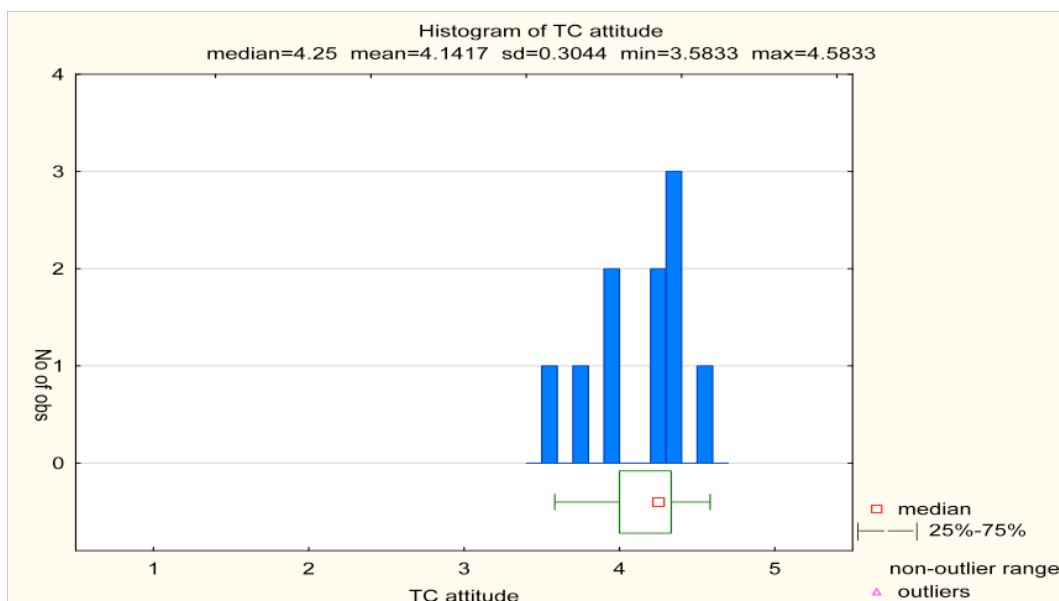


Figure 3. Distribution of average scores on questions measuring attitude toward the target culture (TC)

When the scores for attitude toward the target language and attitude toward the target culture are added together, the overall scores for attitude (henceforth “overall attitude”) indicate strongly positive attitudes as well. As shown in Figure 4 below, there is again a small range (3.38-4.43) with a low SD of 0.31 around a high mean of 4.03.

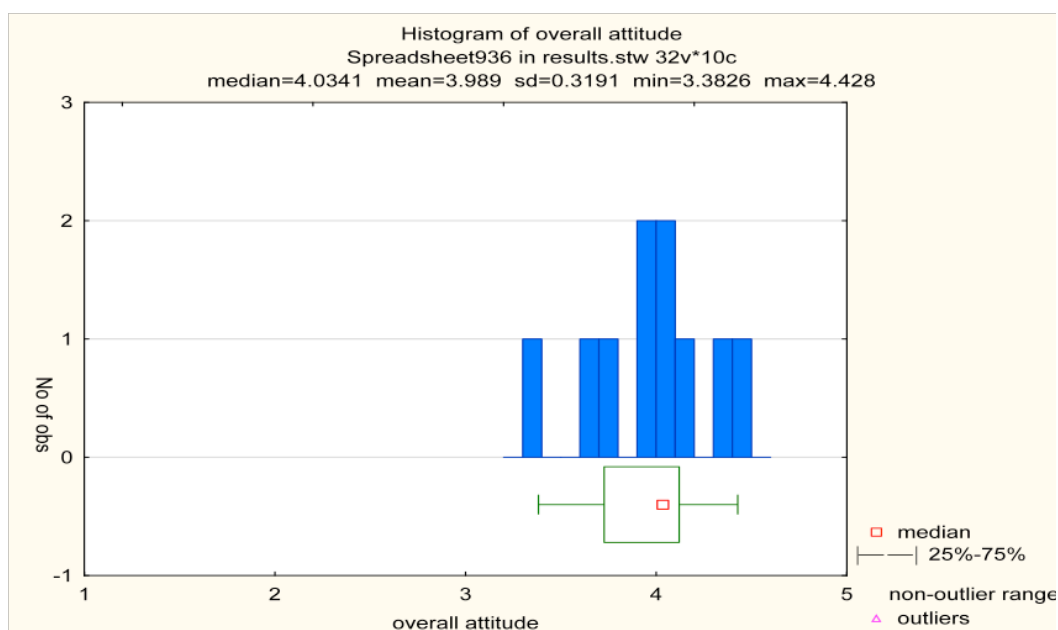


Figure 4. Distribution of average scores for overall attitude

4.1.3 Results of the proficiency test

The results of the proficiency test (for both individuals and the group) are detailed in Table 3 below.

	Individual participants' scores out of 12										Group data		
	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	Mean	SD	Range
Objective Placement Test	10.00	10.00	10.00	9.00	11.00	9.00	9.00	10.00	4.00	10.00	9.20	1.93	4.00-11.00
Placement Essay	8.00	12.00	6.00	5.00	9.00	5.00	7.00	8.00	4.00	11.00	7.50	2.64	4.00-12.00
Placement Conversation	9.00	10.00	11.00	7.00	11.00	4.00	10.00	11.00	3.00	10.00	8.60	2.95	3.00-11.00
Overall test score	9.00	10.67	9.00	7.00	10.33	6.00	8.67	9.67	3.67	10.33	8.43	2.24	3.67-10.67

Table 3. Results of the proficiency test (including scores on the three components and the overall score)

Compared to the results of the attitude questionnaire, the results of the proficiency test show much greater variance between participants. In the case of the overall test scores, there is a wide range (3.67-10.67, i.e. 58.33%), with an SD of 2.24 (i.e. 18.67%) around the 8.43 mean, as shown in Figure 5 below.

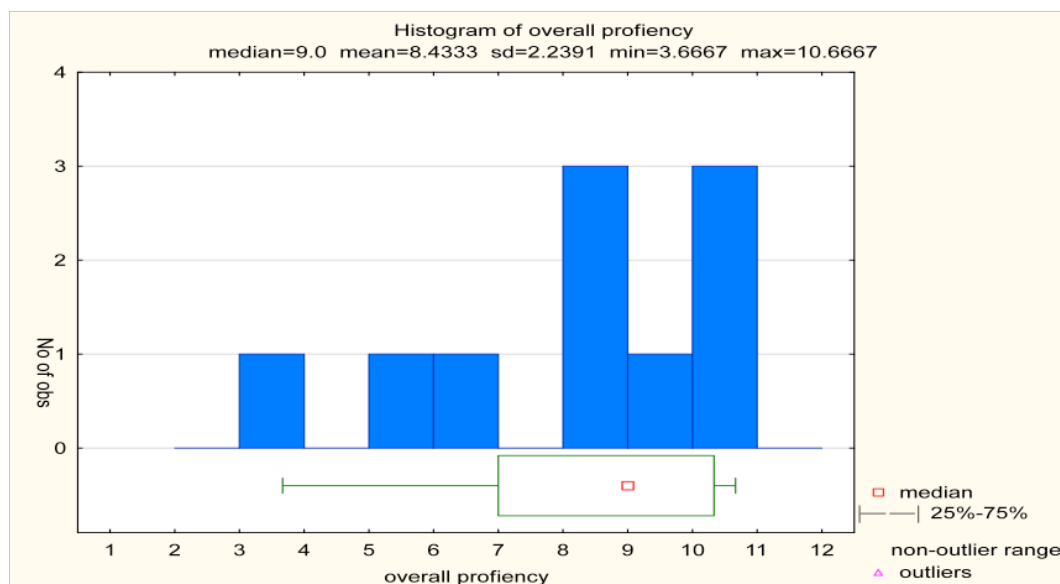


Figure 5. Distribution of overall proficiency test scores

Recall that this overall proficiency score constitutes the sum of three individual components, divided by three (i.e. each component is equally weighted in the calculation of the overall score). Also recall that, in the case of each component, participants were given a mark out of 12, with 1 representing beginner level proficiency and 12 representing advanced proficiency. The first component was the Objective Placement Test, which assessed the participants' listening comprehension, reading comprehension, and grammar skills in English. The results of the Objective Placement Test show slightly less variance than the overall proficiency scores, as is evident from the latter data set's larger SD value (2.24 compared to 1.93) (cf. Figure 6).

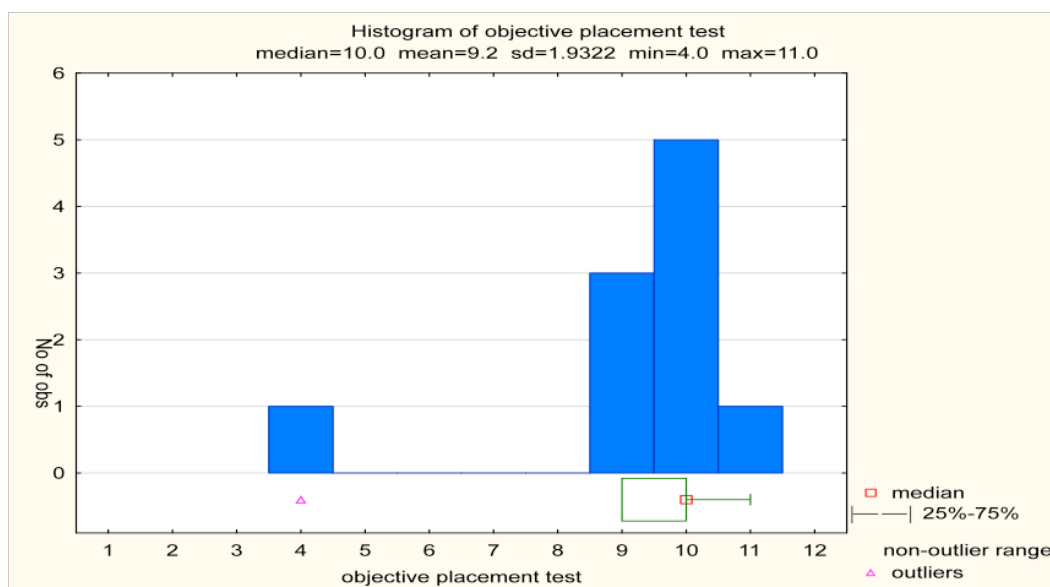


Figure 6. Distribution of scores on the Objective Placement Test component of the proficiency test

The second component of the proficiency test was the Placement Essay, which assessed the participants' English writing skills. The results of the Placement Essay show an SD of 2.64 (cf. Figure 7).

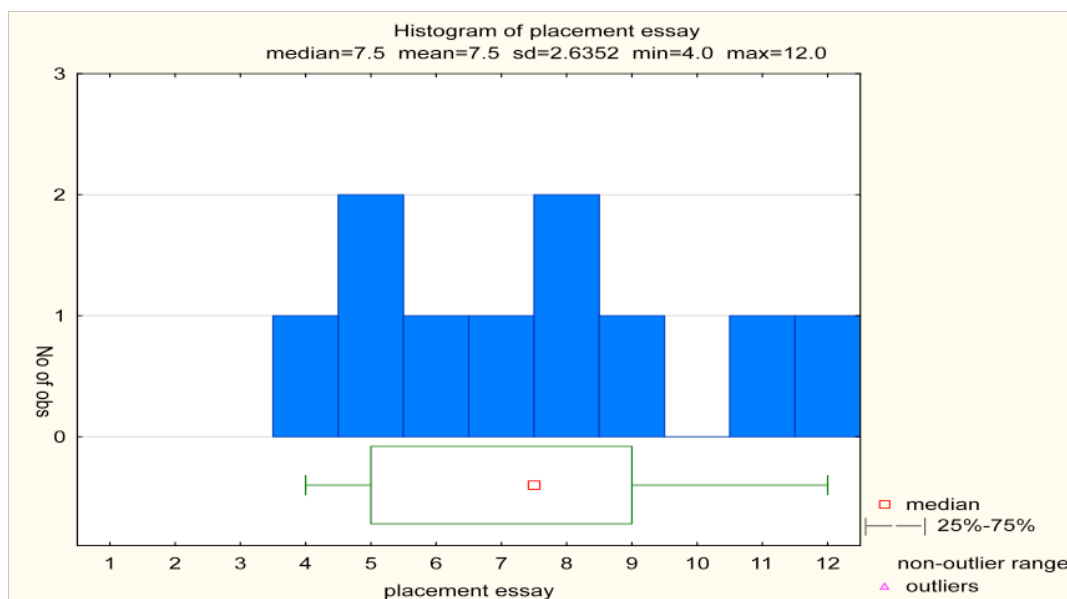


Figure 7. Distribution of scores on the Placement Essay component of the proficiency test

The final component of the proficiency test was the Placement Conversation in which the participants' verbal competence in English was assessed. The results of the Placement Conversation show the most variance of any of the test components, the SD being 2.95 (cf. Figure 8). This perhaps reflects the fact that all the participants had formal instruction on the English language, but none of them reported having had native speakers as teachers. Varying phonological skills between non-native teachers could thus account for the wider range of verbal scores (as measured in the Placement Conversation) among participants compared to the relatively more similar scores for reading comprehension, listening comprehension and grammar (as measured in the Objective Placement Test) as well as for written proficiency (as measured in the Placement Essay).

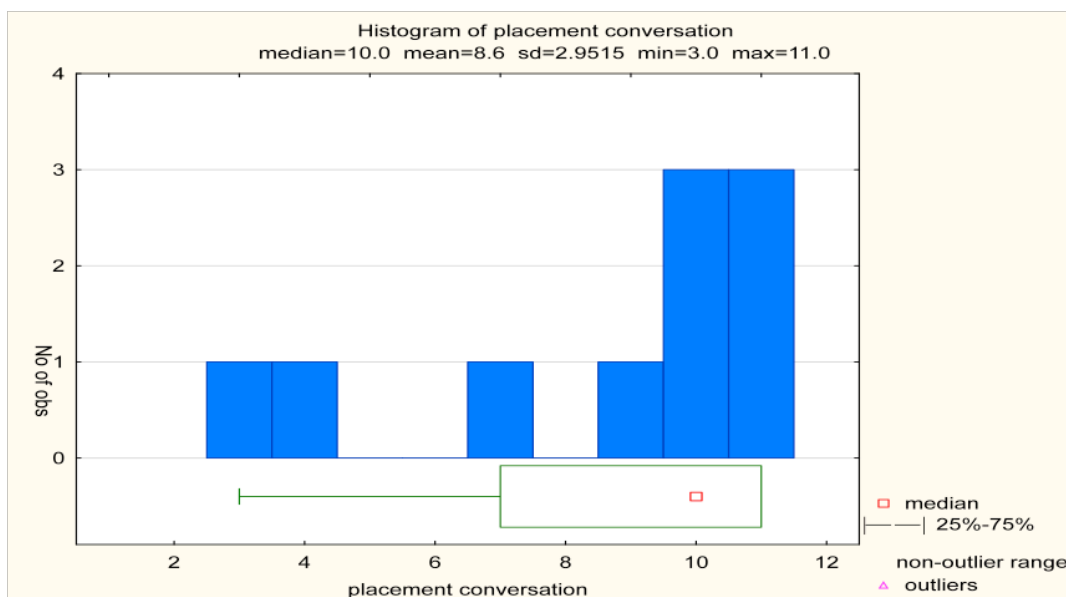


Figure 8. Distribution of scores on the Placement Conversation component of the proficiency test

4.2 Relationship between attitude questionnaire scores and proficiency test scores

Statistical analysis was performed to test for a significant correlation between the above two variables. The Spearman Rank-Order Correlation Test was used for this purpose. The results are shown in Table 4 below. Note that, due to the small sample size, the results of the statistical analysis should be interpreted with caution.

	Objective Placement Test	Placement Essay	Placement Conversation	Overall proficiency score
Attitude toward target language	-0.28	-0.03	0.01	-0.09
Attitude toward target culture	-0.19	-0.08	-0.11	-0.19
Overall attitude	-0.35	-0.19	-0.07	-0.25

Table 4. R-values for correlations between scores on the attitude questionnaire and proficiency test

None of the p-values for the above correlations were significant (p being significant at $p < 0.05$), which indicates that there is no statistically significant correlation between any two variables. This is contrary to the expectations created by the available literature (cf. Pierson 1980, Gardner 1985, Wen 1997, Kang 2000, and Pae 2008) but is most likely due to the fact that the variance in attitude scores (cf. Figures 2, 3, and 4) was so small that this variable

arguably approaches a constant, which would disable a test for correlation. This small variance, in turn, may be due to the small sample size. The lack of a significant linear relationship between the two variables is further evidenced in Figures 9, 10, and 11 below, comparing the overall proficiency test scores with attitude scores.

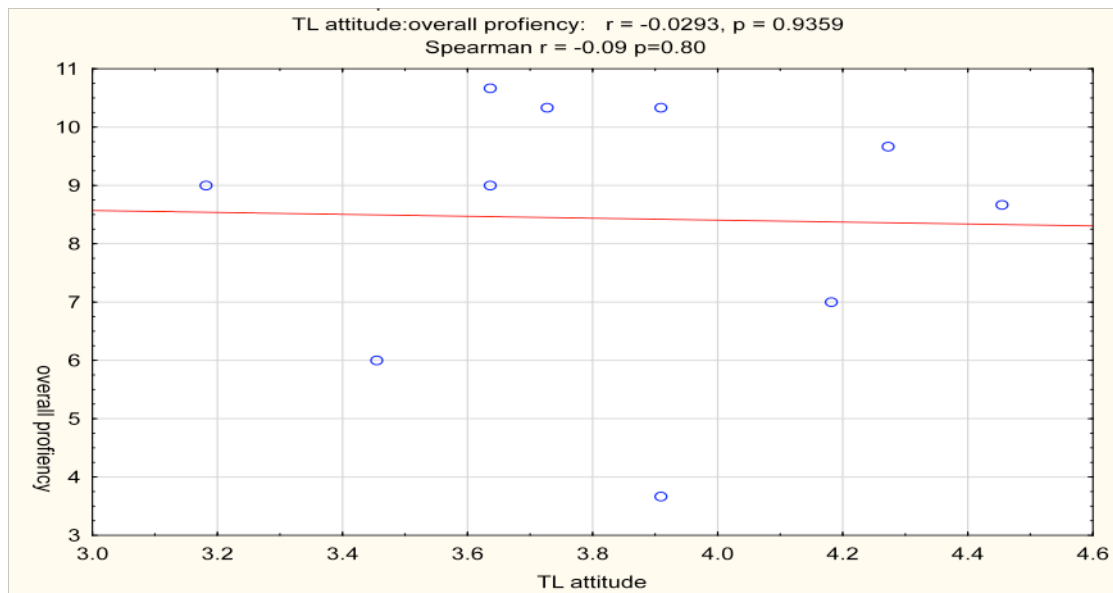


Figure 9. Visual comparison of scores for overall proficiency and attitude toward the target language (TL)

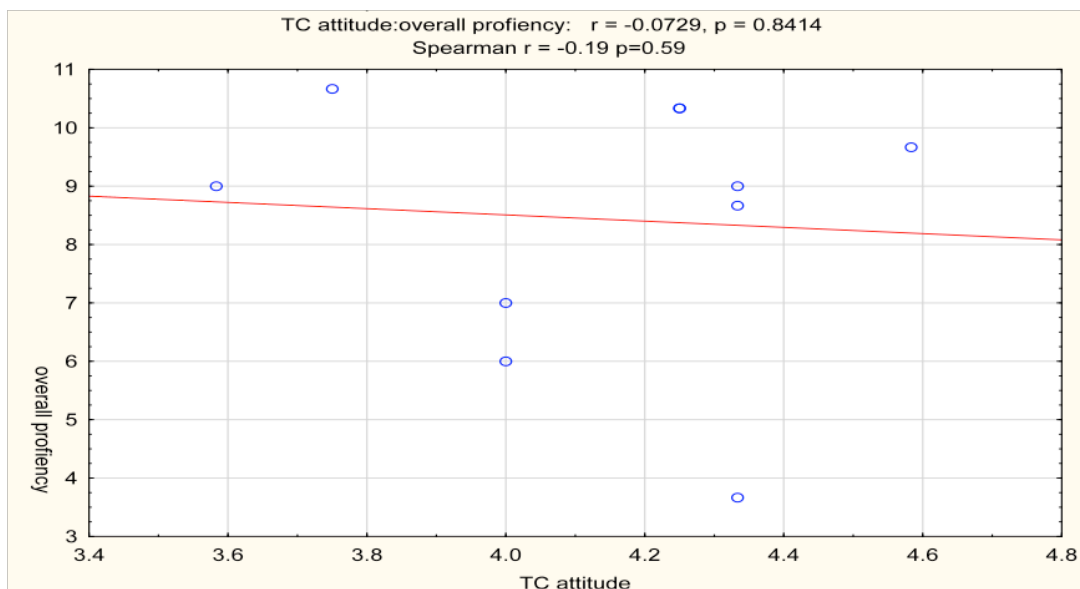


Figure 10. Visual comparison of scores for overall proficiency and attitude toward the target culture (TC)

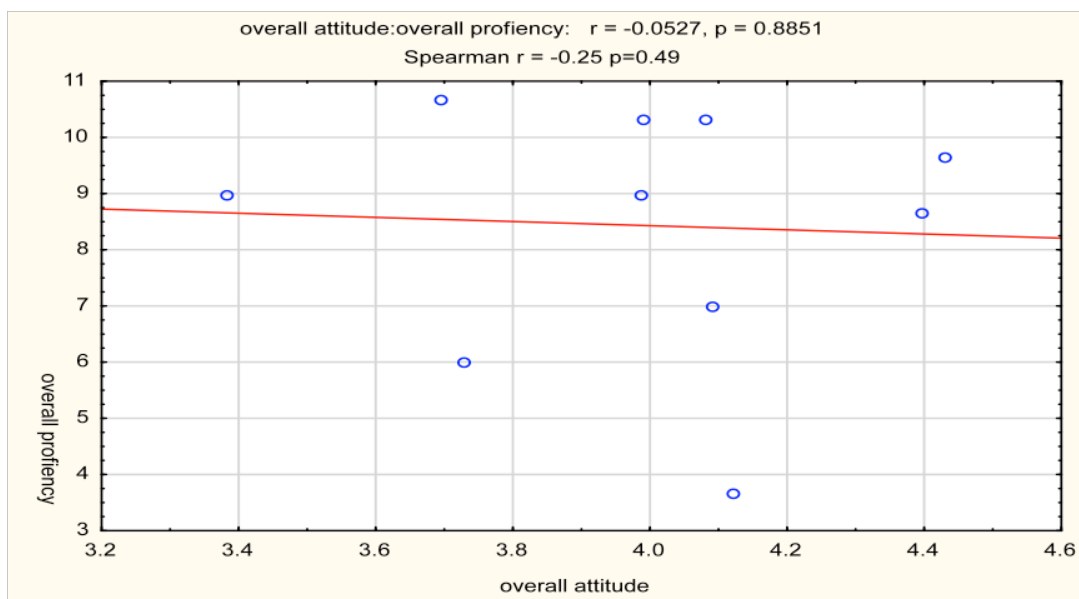


Figure 11. Visual comparison of scores for overall proficiency and overall attitude

Henceforth, I will analyse the raw scores descriptively (on grounds of Table 5 below), rather than statistically, to search for any trends that are perhaps too subtle to show up as statistically significant correlations.

In the table below, the results of the attitude questionnaire are charted together with those of the proficiency test. In order to look for trends among participants who have the same scores on the three attitude measures, such participants' attitude scores were summed together and divided by the number of participants in order to arrive at an average score (rounded to 0.5) for that particular participant group. Next, each of these groups' average scores on the four proficiency measures was calculated.

	Number of participants	Objective Placement Test	Placement Essay	Placement Conversation	Overall proficiency score
Score for attitude toward the target language					
3.0	1	10.00	6.00	11.00	9.00
3.5	1	9.00	5.00	4.00	6.00
4.0	7	9.14	8.14	8.71	8.67
4.5	1	9.00	7.00	10.00	8.67
Score for attitude toward the target culture					
3.5	1	10.00	6.00	11.00	9.00
4.0	8	9.00	7.62	8.00	8.21
4.5	1	10.00	8.00	11.00	9.67
Score for overall attitude					
3.5	1	10.00	6.00	11.00	9.00
4.0	7	9.00	7.71	7.71	8.14
4.5	2	9.50	7.50	10.50	9.17

Table 5. Attitude scores (out of 5) compared to average proficiency test scores of relevant response group (out of 12)

As is evident from Table 5 above, a non-statistical comparison of the raw scores for attitude and proficiency does not show any clear trends that would suggest a correlation between the two variables. The data are largely unpredictable. One of the 12 comparative data sets suggests a positive relationship as proficiency scores for the Placement Essay increase along with scores for attitude toward the target culture (the two variables thus act in a synchronized manner). However, five of the 12 comparative data sets could possibly suggest a negative relationship. The scores for the Objective Placement Test, the Placement Conversation and overall proficiency generally decrease as scores for attitude toward the target language increase. The scores for the Objective Placement Test and Placement Conversation also generally decrease as scores for overall attitude increase. Admittedly, these data still do not indicate a clear trend as some of the proficiency scores fluctuate as attitude scores increase (note, though, that the highest proficiency score coincides with the lowest attitude score in each of the five cases mentioned above). The remaining six data sets exhibit unpredictable fluctuation in the proficiency scores as attitude scores increase, often starting with a high proficiency score that falls before increasing again. This suggests no relationship at all.

We also must consider the poor distribution of participant responses across the range of possible answers to the attitude questionnaire. For each attitude variable, the large majority of the participants had an average score of 4.0. As such, one unfortunately cannot draw any

conclusions about the nature of the relationship (if any) between the attitude and proficiency variables on grounds of these data.

4.3 Relationship between LBQ's input data and proficiency test scores

In Table 6 below we can see the results of the LBQ compared with the proficiency data. In this table, I have only included the results of the LBQ questions for which there was a variance in the participants' responses. Those answers to which the participants responded uniformly were not included in this table, as they cannot possibly explain differences in the participants' proficiency scores. Each question's corresponding number on the LBQ is indicated in brackets. For open-ended questions, I created several answer options based on what the data presented me with (e.g. in the case of "Time lived in the USA", I have created three categories: 6 months to 1 year, 1 year to 2 years, and more than 2 years). Where options were provided in the LBQ, I have presented only those options that were chosen by one or more participants.

LBQ question	Number of participants	Objective Placement Test	Placement Essay	Placement Conversation	Overall proficiency score
[4] Time lived in the USA					
6 months to 1 year	5	8.60	5.80	7.20	7.20
1 year to 2 years	3	9.67	9.00	9.67	9.45
More than 2 years	2	10.00	9.50	10.50	10.00
[5] Languages spoken at home growing up					
Korean	9	9.25	7.88	9.00	8.71
Both Korean and English	1	9.00	6.00	7.00	7.34
[8] First stage taught English in an educational context					
Primary school	5	9.80	7.00	10.00	8.93
High School	5	8.60	8.00	7.20	7.93
[11] Number of native English-speaking friends before coming to USA					
0	5	9.80	7.80	9.00	8.87
1-4	2	10.00	7.00	9.00	8.67
4 or more	3	7.67	7.33	7.67	7.56

Table 6. Responses to those LBQ questions that received varying responses, compared to relevant response group's average proficiency test scores (out of 12)

LBO question	Number of participants	Objective Placement Test	Placement Essay	Placement Conversation	Overall proficiency score
[12] Participation in activities outside of class in English before coming to USA					
YES	5	10.00	8.00	10.00	9.33
NO	5	8.40	7.00	7.20	7.53
[13] Hours per week watching movies or TV or reading in English before coming to USA					
0	2	9.50	6.50	6.50	7.50
1-4	8	9.13	7.75	9.13	8.67
[14] Participation in English language courses since high school					
YES	3	10.00	10.33	10.33	10.22
NO	7	8.86	6.29	7.86	7.67
[15] Number of native English-speaking friends since coming to USA					
1-4	2	6.50	4.50	3.50	4.84
4 or more	8	9.88	8.25	9.87	9.33
[17] Hours per week watching movies or TV or reading in English in USA					
1-4	9	9.11	7.00	8.44	8.19
4 or more	1	10.00	12.00	10.00	10.67
[18] Languages spoken at home/apartment/dormitory in USA					
English	1	9.00	7.00	10.00	8.67
English and Korean	7	9.14	7.86	9.00	8.67
Korean	2	9.50	6.50	6.50	7.50
[19] Languages used with friends in free time in USA					
English	3	9.67	10.00	10.00	9.89
English and Korean	6	9.00	6.67	8.67	8.11
English, Korean, and one or more other languages	1	9.00	5.00	4.00	6.00
[20] Languages used in classroom in USA					
English	7	9.86	8.57	9.71	9.38
English and Korean	2	7.00	5.00	7.00	6.00
English, Korean, and one or more other languages	1	9.00	5.00	4.00	6.00
[21] Languages used in place of work in USA					
English	4	9.25	7.00	7.75	8.00
Both	1	10.00	8.00	9.00	9.00
Not applicable / No answer	5	9.00	7.80	9.20	8.67

Table 6 (continued). Responses to those LBQ questions that received varying responses, compared to relevant response group's average proficiency test scores (out of 12)

I will first discuss the 10 input variables on the LBQ that indicate a positive correlation between input and proficiency before moving on to the three remaining ones. In comparing

the data reported in Table 6, we can see a positive correlation between time spent in the USA and proficiency. Participants who had lived in the USA for more than two years at the time of testing scored higher on all three components of the proficiency test and on the overall test than those who had lived in the USA for shorter amounts of time. Similarly, those who had lived in the USA for one to two years scored higher than those who had lived in the USA for only 6 months to one year.

The participants who began their formal English studies at an earlier stage (i.e. in primary school) scored higher on their Objective Placement Test, Placement Conversation and overall proficiency test than those who began at a later stage (i.e. high school). This shows a positive correlation between amount of formal English training and proficiency. (Admittedly, this does not hold for the Placement Essay, in which case those who reported a later start at formal language training scored slightly higher than the earlier learners.)

Participants who indicated participation in activities outside of school in English before coming to the USA scored higher on all components of the proficiency test and on the overall test than those who did not.

The majority of the participants reported having spent four or more hours per week watching TV or movies or reading in English before coming to the USA. These participants scored higher on the Placement Essay, Placement Conversation, and overall than those who reported spending only one to four hours per week watching TV or movies or reading in English. Admittedly, the same did not hold for the Objective Placement Test where those who reported spending only one to four hours per week on these activities scored slightly higher than those who reported devoting more time to these activities. However, the difference between the two scores is very small (9.50 for those who spent only one to four hours per week on these activities and 9.13 for those who spent four hours or more per week).

Attending an English language program since high school also proved to have a positive correlation with proficiency. Those who reported participating in such a course scored higher on all three components of the proficiency test and overall than those who had not (as much as 4.04 points, i.e. 33.67%, higher in the case of the Placement Essay and 2.55 points, i.e. 21.25%, in the case of overall proficiency). This suggests that adult L2 education (i.e. after the critical age period for language learning) has a definite positive impact on L2 proficiency.

Those participants who reported having four or more native English-speaking friends since coming to the USA also scored higher on all three components and on the overall test than those who had fewer friends (as much as 6.37 points, i.e. 53.08%, in the case of the Placement Conversation and 4.49 points, i.e. 37.42%, overall).

With regard to time spent watching TV or movies or reading books in English since coming to the USA, there was also a positive correlation between the amount of this type of English exposure and proficiency. However, because nine participants reported spending one to four hours involved in these activities and only one participant reported spending four or more hours, it could admittedly be a coincidence that this participant happened to have higher scores than the average scores for the participants with less exposure of this type.

Two participants reported speaking only Korean at their home/apartment/dormitory in the USA and one only English, while the remaining seven reported speaking both languages. The participant who reported speaking only English scored higher on the Placement Conversation than those who reported speaking only Korean or both English and Korean. Those who use both languages also scored higher than those two who use only Korean, indicating a clear positive relationship between use of English at home and English verbal skills. Note, however, that this relationship is not so evident in the case of the overall proficiency score (where those participants who reported using both languages scored the same as the one who reported using only English), and that the remaining proficiency measures indicate either a negative correlation or no predictable relationship at all. This suggests that verbal interaction in the L2 is a valuable positive contributor to verbal L2 ability specifically, and not necessarily to other skills in the L2 (at least not on grounds of these data).

Those participants who reported using only English with their friends in their free time in the USA scored higher on all three proficiency measures and overall than those who reported using English and Korean (as much as 3.33 points, i.e. 27.75%, in the Placement Essay), and higher than the one participant who indicated using English, Korean and Chinese with his/her friends (as much as 6.00 points, i.e. 50%, in the Placement Conversation).

Some participants attend classes that are taught with Korean translation and therefore reported speaking both Korean and English in the classroom in the USA. Those participants

who reported speaking only English in their classroom have higher proficiency scores than their counterparts who use both English and Korean (as much as 3.38 points, i.e. 28.16%, overall). In turn, those two participants who indicated speaking both English and Korean in the classroom had higher or similar scores to the one participant who reported speaking a mixture of English, Korean, and other languages in the classroom. The latter participant did, however, score slightly higher on the Objective Placement Test than those two who speak both English and Korean. Again, one has to admit that the poor distribution of participants across answer types could perhaps limit the accuracy of conclusions drawn on grounds of the group averages.

Based on the 10 input variables discussed up until this point, we can see an overall positive correlation between amount of L2 input and proficiency in the L2 in that proficiency scores generally increase as amount of input increases (amount of English input being assumed to increase as the number and type of opportunities for English exposure increases). However, there are three input variables that suggest either a negative correlation between input and proficiency (in that proficiency scores decrease as amount of input increases) or no predictable relationship between these two variables at all.

The variable of ‘languages spoken at home whilst growing up’ shows a negative correlation with proficiency in all the testing categories. In analyzing these data, however, we can see that only one participant indicated speaking both English and Korean at home, the other nine having spoken only Korean. As such, these data are not necessarily generalizable as this participant could be an outlier, making his/her data unrepresentative of the norm.

The second input variable that showed a negative correlation with proficiency is that of ‘languages used in place of work in the USA’. The four participants who reported using only English at work exhibit lower proficiency scores than the one participant who reported using both English and Korean. Again, the latter participant could be an outlier, making the data unreliable. Also, five participants indicated that this question was not applicable to them or gave no answer at all, leaving only five participants with analyzable responses. Due to this small sample size, any conclusions drawn on grounds of this question should be interpreted with caution.

A third input variable, i.e. ‘number of native English-speaking friends before coming to the USA’, partially suggests a negative correlation and partially suggests no relationship at all with proficiency. Those participants who reported having four or more English-speaking friends before coming to the USA scored lower on their proficiency tests than those who reported having fewer English-speaking friends. Except in the case of the Objective Placement Test, those participants who reported having one to four English-speaking friends scored the same or lower than those who reported having none at all.

4.4 Relationship between LBQ’s input data and attitude questionnaire scores

In Table 7 below, the results of the LBQ are compared with the data from the attitude questionnaire. In this table, I have again only included the results of the LBQ questions for which there was a variance in the participants’ responses. Those answers to which the participants responded uniformly were not included in this table, as they cannot explain differences in the participants’ attitude scores.

LBQ question	Number of participants	Attitude toward target language	Attitude toward target culture	Overall attitude score
[4] Time lived in the USA				
6 months to 1 year	5	3.80	4.03	3.92
1 year to 2 years	3	4.00	4.14	4.07
More than 2 years	2	4.17	4.42	4.29
[5] Languages spoken at home growing up				
Korean	9	3.91	4.14	4.02
Both Korean and English	1	4.04	4.17	4.10
[8] First stage taught English in an educational context				
Primary school	5	4.05	4.15	4.10
High School	5	3.82	4.13	3.98
[11] Number of native English-speaking friends before coming to USA				
0	5	3.75	4.05	3.90
1-4	2	4.04	4.13	4.08
4 or more	3	4.17	4.31	4.24

Table 7. Responses to those LBQ questions that received varying responses, compared to relevant response group’s average attitude questionnaire scores (out of 5)

LBQ question	Number of participants	Attitude toward target language	Attitude toward target culture	Overall attitude score
[12] Participation in activities outside of class in English before coming to USA				
YES	5	3.90	4.04	3.97
NO	5	3.97	4.25	4.11
[13] Hours per week watching movies or TV or reading in English before coming to USA				
0	2	3.67	4.17	3.92
1-4	8	4.00	4.14	4.07
[14] Participation in English language courses since high school				
YES	3	4.03	4.19	4.11
NO	7	3.89	4.12	4.00
[15] Number of native English-speaking friends since coming to USA				
1-4	2	3.79	4.17	3.98
4 or more	8	3.97	4.14	4.05
[17] Hours per week watching movies or TV or reading in English in USA				
1-4	9	3.95	4.19	4.07
4 or more	1	3.75	3.75	3.75
[18] Languages spoken at home/apartment/dormitory in USA				
English	1	4.50	4.33	4.42
English and Korean	7	3.93	4.11	4.02
Korean	2	3.67	4.17	3.92
[19] Languages used with friends in free time in USA				
English	3	4.08	4.11	4.10
English and Korean	6	3.92	4.18	4.05
English, Korean, and one or more other languages	1	3.58	4.00	3.79
[20] Languages used in classroom in USA				
English	7	4.06	4.21	4.14
English and Korean	2	3.67	3.96	3.81
English, Korean, and one or more other languages	1	3.58	4.00	3.79
[21] Languages used in place of work in USA				
English	4	4.08	4.15	4.11
Both	1	3.75	4.33	4.04
Not applicable / No answer	5	3.85	4.10	3.98

Table 7 (continued). Responses to those LBQ questions that received varying responses, compared to relevant response group's average attitude questionnaire scores (out of 5)

I will first discuss the 10 input variables that suggest a positive correlation with attitude before turning to the three remaining ones. By comparing the data reported in Table 7, we can see a similar positive correlation between time spent in the USA and attitude as we saw between this input variable and proficiency. Participants who had lived in the USA for more than two years at the time of testing show more positive attitudes toward the target language and the target culture and have higher overall scores on the attitude questionnaire (i.e. “overall attitude” scores) than those who had lived in the USA for shorter amounts of time. Similarly, those who had lived in the USA for one to two years scored higher than those who had lived in the USA for only 6 months to one year.

Similarly, participants who indicated beginning formal instruction on the English language at an earlier stage showed more positive attitudes toward the target language, target culture, and overall attitudes than those who began at a later stage.

Number of native English-speaking friends before coming to the USA also showed a positive correlation with attitudes toward the target language, target culture, and overall attitude. Those who indicated having four or more native English-speaking friends showed more positive attitudes than those who had one to four. The latter participants in turn showed more positive attitudes than those who indicated having no native English-speaking friends before coming to the USA.

The participants who reported spending one to four hours per week watching TV or movies or reading books in English before coming to the USA showed more positive attitudes toward the target language and overall attitudes than those who did not spend any time involved in these activities. This pattern did not hold for attitude toward the target culture. However, the difference between the two groups’ scores for this variable is negligible at 0.03 points, i.e. 0.6%.

Participation in English classes after high school showed a positive correlation with attitudes. Those who attended English classes after high school indicated more positive attitudes in all three categories than those who had not.

Those participants who reported having four or more English-speaking friends since coming to the USA show more positive attitudes toward the target language and overall than those

with fewer friends. Although contradicting this pattern, these participants' average group score for attitude toward the target culture is only marginally lower than that of the participants with fewer friends at 0.03 points, i.e. 0.6%.

The one participant who reported speaking only English in the home/apartment/dormitory in the USA shows more positive attitudes toward the target language, the target culture, and more positive attitudes overall than those seven participants who reported speaking both English and Korean (as much as 0.57 points, i.e. 11.4%, in attitude toward the target language). The latter group in turn shows more positive attitudes toward the target language (0.26 points, i.e. 5.2%) and overall than the two participants who reported speaking only Korean. In the case of attitude toward the target culture, those who indicated speaking only Korean show slightly more positive attitudes than those who spoke both English and Korean, but this difference is, arguably, negligible at 0.06 points, i.e. 1.2%.

With regard to the languages spoken with friends in their free time, those who reported speaking only English show more positive attitudes toward the target language, target culture, and overall attitudes than those who report speaking English and Korean. The latter group in turn shows overall more positive attitudes than those who report speaking a mixture of English, Korean and other languages. The only score that does not fit this pattern is the average for attitude toward the target culture among those participants who reported speaking both English and Korean – this group shows slightly more positive attitudes toward the target culture than those who reported speaking only English, but this difference may again be argued to be negligible at 0.07 points, i.e. 1.4%.

The participants who reported speaking only English in their classroom in the USA have more positive attitude scores than those who use both English and Korean (as much as 0.39 points or 7.8% for attitude toward the target language and 0.35 points or 7% for overall attitude). Those two participants who reported speaking both English and Korean in the classroom in turn show more positive attitudes than the one participant who reported speaking a mixture of English, Korean, and Chinese. This does not hold, however, for attitudes toward the target culture, in which case the latter participant shows a slightly more positive attitude (at 0.04 points or 0.8%) than those who reported speaking only English and Korean.

The final input variable of ‘language used in place of work’ also shows, on average, a positive correlation with attitude. However, as stated earlier, only five participants indicated that this question applied to them, which limits the generalizability of any conclusions drawn on grounds of this question.

Three input variables show a negative correlation with attitude. The first is the variable of ‘languages spoken at home growing up’, which showed such a negative correlation with attitude in all three categories. As pointed out earlier, though, only one participant indicated having received exposure to both Korean and English in the home. As such, the data for this question may arguably be ignored again as this participant could be an outlier.

The second input variable that shows a negative correlation with attitude scores is ‘participation in activities outside of class in English before coming to the USA’. Those participants who reported being involved in such activities, while they do show higher proficiency scores, actually exhibit a slightly more negative attitude toward the target language, target culture, and overall attitude than those who were not involved in such activities.

Finally, the third input variable that shows a negative correlation with attitude is ‘hours per week watching TV or movies or reading in English before coming to the USA’. However, recall that only one participant indicated spending four or more hours watching TV or movies or reading in English, the other nine having indicated between one and four hours. Arguably, this participant’s data may again be ignored as this participant is likely an outlier, which could perhaps account for the unexpected pattern in the data.

4.5 Conclusion

In conclusion, the results of the current study do not indicate a statistically significant nor informally observed correlation between attitude and L2 proficiency, but a descriptive analysis does suggest a relationship between amount of L2 input and L2 proficiency, and between amount of L2 input and attitude toward the target language and target culture. These results are discussed in more detail in the next chapter.

CHAPTER 5

Discussion

In the first section of this final chapter, the results reported in the previous chapter are discussed in relation to the three research questions that guided the investigation. The second section acts as a conclusion to this thesis in summarizing the most important findings of the study, assessing its strengths and limitations, and offering suggestions for future research.

5.1 Discussion of results

Recall that the research questions addressed in this study were: in the case of adult L2 learners in a study-abroad immersion context, is there a relationship between (i) attitude toward the target language and target culture on the one hand, and proficiency in the L2 on the other hand; (ii) amount of L2 input and proficiency in the L2; and (iii) amount of L2 input on the one hand and attitude toward the target language and target culture on the other?

With regard to the first question, the researcher did not find any significant correlation between attitude (be it attitude toward the target language, attitude toward the target culture, or overall attitude) and proficiency in the L2, not on grounds of the statistical or the descriptive analyses. This may be the result of the small amount of variance in the attitude scores, which may in turn be a result of the small sample size, or simply because no correlations exist between these variables in the specific context of the study. Whilst a variety of levels of L2 proficiency were found in this study, the 10 participants exhibit largely similar (i.e. predominantly strong, positive) attitudes toward the target language and target culture, making it difficult to test for correlations between the attitudinal variables and English proficiency. A larger pool of participants would likely yield more varying responses to the attitude questionnaire and may allow for more research into possible correlations. However, it is also possible that students in study-abroad immersion settings typically have strong positive attitudes toward the target language and target culture, which may have initially motivated them to study abroad. This is especially likely in the case of, as in this study, adults who made a personal decision to study abroad, unlike children who were sent abroad by their

parents. This likely results in a great homogeneity of attitudes among participants and should be taken into account in future studies on attitude conducted in this type of context.

The second research question sought to discover whether a relationship exists between amount of L2 input and L2 proficiency. On grounds of descriptive analysis, the results of the LBQ and proficiency test may be taken to indicate a positive correlation between amount of input and proficiency. In general, those participants with greater amounts of input scored higher on the proficiency test. This supports Flege and Liu's (2001:544) study which showed that students with longer lengths of residence in the L2 context performed better on a proficiency test than those with shorter lengths of residence (also cf. Cornips and Hulk 2008, Carhill et al. 2008, and Dwyer 2004). More specifically, the seemingly positive correlation found in the present study is evident in the case of 10 of the 13 LBQ questions to which the participants had varying responses. The variables related to input before coming to the USA (cf. LBQ questions 8, 12, 13) do not show as clear a relationship between input and proficiency as those relating to exposure after coming to the USA (cf. LBQ questions 4, 15, 17, 18, 19, 20).

Assuming degree of difference between proficiency scores may be taken as an indication of the (non-statistical) significance of a certain correlation, the data seem to suggest that positive correlations between L2 input and proficiency in this study exist in the case of the following three input variables: (i) number of native English-speaking friends since coming to the USA (those participants who had four or more friends scored 6.87 points, i.e. 57.25%, higher than those who had one to four friends in the case of the Placement Conversation); (ii) language(s) used in the classroom in the USA (those who reported using only English scored 3.57 points, i.e. 29.75%, higher on the Placement Essay than both those who reported speaking English and Korean and the participant who reported speaking English, Korean, and Chinese); and (iii) time lived in the USA (those who had lived in the USA for more than two years scored 0.50 points, i.e. 4.16%, higher on the Placement Essay than the participants who had lived in the USA for one to two years, and 3.70 points, i.e. 30.83%, higher than the participants who had lived in the USA for six months to one year).

In addition, as is evident from LBQ questions 8, 12, 13, and 15, the effect of input on proficiency seems consistently stronger in the case of the Placement Conversation (i.e. verbal proficiency) than in the case of the other proficiency measures. This may be due to the fact

that the Placement Conversation showed a wider variance in results than the other proficiency measures, or because verbal competence in an L2 is perhaps more susceptible to the effect of input gained via face-to-face interaction (with friends in social situations and with teachers and classmates in the classroom setting) than are other areas of proficiency.

The variable related to participation in English classes since high school had a strong positive correlation with proficiency. However, it is not clear from this question whether these English classes took place in Korea or in an English-speaking country. Those who had been involved in English classes since high school scored higher on all four proficiency measures than those who had not. The most visible difference was in the case of the Placement Essay, where those who had participated in English classes since high school scored 4.04 points, i.e. 33.67%, higher than those who had not. This may suggest that formal classroom instruction generally has a greater effect on written proficiency than on verbal proficiency.

Of the 13 LBQ questions to which participants did not respond uniformly, only the following three do not indicate a positive correlation between input and proficiency: language(s) spoken at home whilst growing up, number of native English-speaking friends before coming to the USA, and language(s) used in place of work in the USA. With regard to the first variable, only one participant indicated speaking both English and Korean at home, the other nine having spoken only Korean. As such, these data are not necessarily generalizable as this participant could be an outlier, making his/her data unrepresentative of the norm.

In the case of the second variable, those participants who reported having four or more native English-speaking friends before coming the USA do not have consistently higher proficiency levels than those with fewer friends. In this data set, there is no clear relationship between input and proficiency at all. Perhaps the reported numbers of native English-speaking friends included bilingual friends with whom the participants were not necessarily communicating in English, but rather in Korean, despite these friends possibly qualifying as native English speakers. In addition, it is worth noting that it is impossible to know from this simple survey each participant's definition of "friend" or the frequency and nature of their verbal interaction with such persons. Hence, the number of native English-speaking friends does not necessarily offer a reliable indication of the actual amount of English input the participants received as a result of the friendship.

The third variable, language(s) used in place of work in the USA, offers some surprising results. One would expect that those participants who use English in their place of work and therefore have higher amounts of English input would have higher proficiency scores, given what the literature predominantly reports on the nature of this relationship. In the case of this variable, this was not so. However, only five participants indicated that they work outside of school, and only one reported speaking both English and Korean at work. This number is simply too small to draw any accurate conclusions from and the one participant who indicated speaking both English and Korean could possibly be an outlier. The survey also failed to provide participants with an opportunity to describe the nature of their work. Certainly, some types of work would provide participants with greater amounts of input than others. This should be taken into consideration in future studies in order to properly account for the amount of L2 input received in this context.

The third research question examined in this study enquired as to the relationship between amount of L2 input and attitude toward the target language and culture. As can be seen in the case of 10 of the 13 input variables discussed in the results chapter, the data collected in this study generally show a positive correlation between amount of L2 input and the scores for attitude toward the target language, target culture and overall attitude. In considering amount of input before coming to the USA, the input variable showing the strongest positive correlation with attitude toward the target culture, attitude toward the target language, and overall attitude is number of native English-speaking friends before coming to the USA. Those participants with four or more native English-speaking friends scored 0.42 points, i.e. 8.4%, higher on the test for attitude toward the target language than those with no such friends. Regarding amount of input gained since coming to the USA, the strongest positive correlation is to be found in the case of the input variable of time spent in the USA, which correlates positively with all three the attitude measures. Those participants who indicated having lived in the USA for more than two years scored 0.22 points, i.e. 4.4%, higher on the overall attitude measure than those who had lived in the USA for one to two years, and 0.37 points, i.e. 7.4%, higher than those who had lived in the USA for six months to one year.

Three input variables showed a strong positive correlation with attitude toward the target language, but no correlation with attitude toward the target culture. These are language(s) spoken with friends in free time in the USA, language(s) used in the home/apartment/dormitory in the USA, and language(s) used in the classroom in the USA. It

seems that greater amounts of L2 exposure seem to result in more positive attitudes toward the L2 itself, but not necessarily toward the L2 culture. Interestingly, though, all three of the above variables relate to contact with L2 speakers. Given the research on acculturation, one would expect that greater amounts of interaction with L2 speakers and subsequent contact with the L2 culture would result in more positive attitudes toward the L2 culture. However, in this study it was not the case. This is largely consistent with the results of Karahan's (2007:79) study in which those participants who had higher amounts of input had more positive attitudes toward the target language, but only mildly more positive attitudes toward the target culture. Greater amounts of contact with L2 speakers result in greater amounts of both positive and negative interactions. It could be that without specific cultural instruction aimed at increasing pragmatic understanding, like that described in the studies by Rafieyan et al. (2013) and Lin (2008), greater cultural misunderstandings could arise, resulting in more negative attitudes toward the target culture.

Recall that, while number of native English-speaking friends before coming to the USA shows a strong positive correlation with attitude, there is no clear correlation between this variable and proficiency in the data collected for this study. This early interaction with L1 English speakers may have had a positive impact on the participants at an early age when speaking English might have been perceived as a desirable attribute among their peers. On the other hand, as argued above, perhaps the native English-speaking friends accounted for in the participants' responses were bilingual and were predominantly communicating with the participants in Korean. The LBQ should perhaps have enquired more specifically as to the number of native English-speaking friends with whom the participant communicates in English as well as to the frequency and mode of communication (e.g. in person or via the internet), in order to determine whether or not these friendships were a significant source of input for the participants.

Also, the variable of participation in activities outside of class in English showed a positive correlation with proficiency, but a negative correlation with attitude. This category included activities such as attending a "hagwon" or English cramming school after school, which a large percentage of Korean students attend. It is likely that the type of input received via this activity may result in higher proficiency, but not necessarily in higher attitudes toward the target culture due to the fact that attendance of such schools would not likely include any interaction with native English speakers. Also, it might be expected that attending a

“hagwon” or receiving some other form of after-school tutoring would result in negative attitudes toward the language if the participants participated under the compulsion of their parents or teachers.

The variable of hours per week watching movies or TV or reading in English since coming to the USA also correlated positively with proficiency, but negatively with attitude. However, as stated before, due to the fact that nine participants indicated one to four hours and only one indicated four or more hours, we cannot draw any conclusions from the data.

The two input variables that showed the strongest positive correlation with both attitude (especially in the case of attitude toward the target language) and proficiency are time spent in the USA and language (s) used with friends in free time in the USA. Those participants who had lived in the USA for more than 2 years scored 0.55 points, i.e. 4.58%, higher in overall proficiency than those who had lived in the USA for 1 to 2 years and 2.80 points, i.e. 23.33%, higher in overall proficiency than those who had lived in the USA for 6 months to 1 year. This same group scored 0.22 points, i.e. 4.4%, higher in overall attitude than those who had lived in the USA for 1 to 2 years and 0.37 points, i.e. 7.4%, higher in overall attitude than 6 months to 1 year. and language(s) used with friends in free time in the USA . Those participants who reported speaking only English in the classroom scored 1.78 points, i.e. 14.83%, higher in overall proficiency than those who reported speaking English and Korean and 3.89 points, i.e. 32.42%, higher in overall proficiency than those who reported speaking English, Korean, and Chinese. The English-only speakers also scored 0.05 points, i.e. 1%, higher in overall attitude than those who reported speaking English and Korean, and 0.31 points, i.e. 6.2%, higher in overall attitude than those who reported speaking English, Korean, and Chinese. Neither of these two variables necessarily relate to input inside the classroom, and as such could possibly indicate the significance of un-instructed, natural input received outside of the classroom as an effective means to aid both acculturation and the development of L2 proficiency.

5.2 Conclusion

This study has shown that, in a study-abroad immersion setting, there exists a positive correlation between amount of L2 input and (i) L2 proficiency; and (ii) attitude toward the target language and attitude toward the target culture. Overall, those students who had more exposure to the L2 exhibited higher proficiency scores and more positive attitudes.

With regard to the possibility of a relationship between attitude and proficiency, this study shows that there is no correlation. Recall that, according to the Socio-educational Model proposed by Gardner (1983), positive attitudes toward the target language and the target language culture together with positive attitudes toward the learning situation (not measured in this study) should increase learners' motivation and, in turn, their L2 proficiency levels. However, this was not evident from this study. This may be a result of the specific participant group, the study-abroad context, or the small scale of the study. Even if a correlation between attitude and proficiency had been found, it would not have been clear whether this relationship is causal in nature and, if so, what the direction of causality is. The same holds for the correlations between input and proficiency and input and attitude found in this study. Are those participants with more positive attitudes or who are more proficient in the L2 more eager and confident in conversing with native speakers and thus more pro-active in creating increased opportunities for receiving L2 input? Or are those participants who happen to receive more exposure consequently gaining more positive attitudes and higher proficiency levels? The direction of causality in the relationship between input, attitude, and proficiency is difficult to determine through statistical analysis alone. The Socio-educational Model (Gardner 1983) also proves limited in its ability to determine the direction of causality when considering L2 input together with motivation and attitude. As Lamb (2004:14) suggests, future research with regard to attitude and motivation needs to have more of an emphasis on the thought processes behind learners' motivation for learning an L2. Using journals and interviews in conjunction with factor analyses may be more effective in determining the nature of the above relationship. Ultimately, it may be that, as Gardner (1983), Tremblay and Gardner (1995), and Kormos et al. (2011) suggest, the relationship between attitude, motivation, goals and achievement of those goals is cyclical in nature.

While time spent in the USA did show a positive correlation with English proficiency, this measure is insufficient to account for all the input participants may have gained in immersion contexts abroad. Some participants had travelled to the USA for a short time as children or travelled to other English-dominant countries. The LBQ employed in this study does not provide the participants with a place to account for input gained from instances like these. It is, however, difficult to measure and weight this type of exposure to the L2. Many participants who travelled to Europe, e.g., likely communicated via English during these experiences and were exposed to meaningful input in the L2. In the same way, participants who spent a summer in the USA or participated in some sort of exchange program as children would have received a large amount of L2 input during the critical period for language learning. This would likely have had a significant impact on their L2 learning. Should this time spent abroad as a child then receive greater weight than time spent abroad as an adult, when considering time in the target culture as a variable in input/proficiency studies that employ participants who find themselves in an immersion context abroad? This question should be taken into consideration when employing an LBQ in future studies on this topic. At the very least, a question addressing total time spent in English-speaking countries instead of simply time spent in the country of study would be relevant to add to the LBQ in order to obtain more accurate data regarding exposure via immersion.

The generalizability of the results of this small scale Master's study may be increased by future studies using the same instruments, but involving more participants. In addition, with regard to input, future studies should take into account that some participants may have studied abroad as children or as adults, or should control for this variable in their participants. Also, perhaps conducting the same study, but adding an additional component of an interview regarding the participants' motivation (enquiring, e.g., as to why they are reading more books and watching more movies in English, or why they are speaking only English in their home/apartment/dormitory) would provide a more detailed picture of the relationship between input and attitude.

Despite the limitations of this study, I believe it has contributed, in the form of the attitude questionnaire, a valuable instrument to the field of SLA that is suitable for isolating the variables of attitude toward the target language and attitude toward the target culture. In addition, I believe that the study is significant in that few studies on the same topic have been conducted in study-abroad immersion settings such as this one. From the literature review in

Chapter 2, it is evident that there is a great dearth of studies on attitude conducted outside of EFL settings. If, as Schumann (1978) proposes, acculturation is central to L2 learning, research on the attitudes of L2 learners needs to be conducted in study-abroad settings where acculturation more readily and more naturally occurs. As the number of students studying an L2 abroad continues to grow, more research like that reported on here is needed to inform language programs that aim to aid students in the acculturation process, create opportunities for meaningful L2 input, and foster more positive attitudes among learners. This in turn, I believe, will help students meet their goals of achieving higher proficiency levels in the L2.

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APPENDIX A

Institutional Approval Letter

June 3, 2015
Mr. Pieter Heres
Director, Youth With A Mission
75-5851 Kuakini Hwy
Kailua-Kona, HI 96740
USA

RE: Permission to Conduct Research Study

Dear Mr. Heres:

I am writing to request permission to conduct a research study at your institution. I am currently enrolled in the Masters in Second Language Studies program at Stellenbosch University in Stellenbosch, South Africa, and am in the process of writing my Master's thesis. The study is entitled "The effect of attitude toward the target language and culture, and of input on English second-language proficiency in a study-abroad setting."

I hope that the school administration will allow me to recruit 10 Korean students, aged 18-25, 5 male and 5 female, from the school to anonymously complete a questionnaire (enclosed) and English proficiency test. Interested students, who volunteer to participate, will be given a consent form to be signed and returned to the primary researcher at the beginning of the survey process (copy enclosed).

If approval is granted, student participants will complete the survey in the EBT classrooms at a time that is suitable for the students. The survey process should take no longer than three hours. In reporting the results of the study, all participants as well as the institution will remain anonymous. No costs will be incurred by either Youth With A Mission or the individual participants.

Your approval to conduct this study will be greatly appreciated. I will follow up with a telephone call next week and would be happy to answer any questions or concerns that you may have at that time. You may contact me at my email address: emmajoy365@gmail.com.

If you agree, kindly sign below and return the signed form in the enclosed self-addressed envelope. Alternatively, kindly submit a signed letter of permission on your institution's letterhead acknowledging your consent and permission for me to conduct this study at your institution.

Sincerely,

Emily Bellies

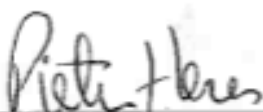
Enclosures:
Questionnaire
Consent Form

cc: Dr. Anneke Potgieter, Advisor, Stellenbosch University

Approved by:

PIETER HERES, DIRECTOR

Print your name and title here


Signature

6/5/2015
Date

APPENDIX B

Informed Consent Form



UNIVERSITEIT • STELLENBOSCH • UNIVERSITY
jou kennisvenoot • your knowledge partner

STELLENBOSCH UNIVERSITY CONSENT TO PARTICIPATE IN RESEARCH

Second language acquisition study on acculturation and English proficiency

You are asked to participate in a research study conducted by Emily Beliles from the Department of Second Language Studies at Stellenbosch University. The study is to form the basis of her thesis that will be submitted in partial fulfillment of the degree MA in Second Language Studies. The study requires native Korean-speaking students who have been in the USA for at least 6 months and are currently in a study-abroad setting. You were selected as a possible participant for this study because you fit this description.

1. PURPOSE OF THE STUDY

The purpose of the study is to determine the relationship between acculturation in the host country and language proficiency.

2. PROCEDURES

If you volunteer to participate in this study, we would ask you to do the following things:

- (a) complete a language background questionnaire
- (b) complete a general questionnaire
- (c) complete a standardised English proficiency test

The two questionnaires and proficiency test will be scheduled to be completed at the *Youth With A Mission* campus on a day and at a time that suits the participants. The task will take about 2 hours to complete.

3. POTENTIAL RISKS AND DISCOMFORT

The participants will not experience or be exposed to any potential risks or discomfort by participating in this study.

4. POTENTIAL BENEFITS TO SUBJECTS AND/OR TO SOCIETY

The participants will not benefit personally by participating in the research. The results of the study will, however, contribute to a better understanding of acculturation and proficiency in study-abroad contexts.

5. PAYMENT FOR PARTICIPATION

Participants will not receive payment for participation in the study.

6. CONFIDENTIALITY

Any information that is obtained in connection with this study and that can be identified with you personally will remain confidential and will be disclosed only with your permission or as required by law. Confidentiality will be maintained by storing the data in hard copy form as well as electronically, with only the researcher and her supervisor having access thereto.

If participants should choose to do so, they are welcome to see the results of the proficiency test.

The results of the study will be documented in the final thesis that is to be submitted in partial fulfillment of the degree MA in Second Language Studies. No names of any participants will be mentioned in the final document. In the event of there being reference to individual results, participant numbers will be used, which will not allow anyone except the researcher to determine the identity of a participant.

7. PARTICIPATION AND WITHDRAWAL

You can choose whether to participate in this study or not. If you do volunteer to participate in this study, you may withdraw at any time without consequences of any kind. You may also refuse to answer any questions you do not want to answer and still remain in the study. The investigator may withdraw you from this research if circumstances arise which warrant doing so.

8. IDENTIFICATION OF INVESTIGATORS

If you have any questions or concerns about the research, please feel free to contact the principal investigator, Miss Emily Beliles (434-227-1604; emmajoy365@gmail.com), or her supervisor, Dr Anneke Potgieter (annekep@sun.ac.za).

9. RIGHTS OF RESEARCH SUBJECTS

You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study. If you have questions regarding your rights as a research subject, contact Ms Maléne Fouché [mfouche@sun.ac.za; (+27)21 808 4622] at the Division for Research Development.

SIGNATURE OF RESEARCH SUBJECT OR LEGAL REPRESENTATIVE
--

The information above was described to me in English by Emily Beliles, with translation into Korean, which language I am in command of, being provided. I was given the opportunity to ask questions and these questions were answered to my satisfaction.

I hereby consent voluntarily to participate in this study. I have been given a copy of this form.

Name of Subject/Participant

Signature of Subject

Date

SIGNATURE OF INVESTIGATOR

I declare that I explained the information given in this document to _____ [*name of the subject/participant*]. [*He/she*] was encouraged and given ample time to ask me any questions. This conversation was conducted in English with Korean translation.

Signature of Investigator

Date

APPENDIX C
Language Background Questionnaire

Participant No: _____

This survey intends to gather information on your past and present exposure to English. To make this survey successful, please think carefully and then fill in the questionnaire, accurately reflecting your true opinions and feelings. **DO NOT PUT DOWN YOUR REAL NAME, AS PERSONAL DATA WILL BE KEPT CONFIDENTIAL.** Instead, simply enter the participant number given to you.

Please circle the appropriate answer or fill in the information where necessary:

1) Your sex:

1. M
2. F

2) Your international age: _____

3) You were born in:

1. Korea
2. USA
3. Elsewhere (please specify) _____

4) How long have you lived in the USA?

Years: _____ Months: _____

5) Circle ALL the languages you spoke at home when growing up:

1. Korean
2. English
3. Japanese
4. Cantonese
5. Mandarin
6. Other _____

6) What was the first language of your primary caregiver?

1. Korean
2. English
3. Other _____

7) Did you receive significant un-instructed exposure to English (e.g. at home, with friends, etc.) before going to pre-school?

1. Yes
2. No

8) From what stage onwards were you first taught English in an educational context?

1. Pre-school
2. Primary school
3. High school
4. Tertiary level

9) Besides your English class, were any of your school subjects taught in English?

1. Yes (Please provide detail: _____)
2. No

10) Were the majority of the teachers who taught you English as a subject native speakers of English?

1. Yes
2. No

11) Before you came to the USA, how many friends did you have who are native speakers of English?

1. None
2. Between one and four
3. More than four

12) In primary school and high school, did you participate in any activities outside of class in English (e.g. an English sports club, an English conversation group, English *hagwons* etc.)?

1. Yes
2. No

13) Before coming to the USA, how many hours per week did you spend watching movies or TV in English or reading books in English?

1. None
2. Between one and four
3. More than four

14) Since high school, have you attended any English language courses?

1. Yes
2. No

15) Since coming to the USA, how many friends have you made that are native speakers of English?

1. None
2. Between one and four
3. More than four

16) Since coming to the USA, do you participate in any activities outside of class in English?

1. Yes
2. No

If yes, what are they? _____

17) How many hours per week do you spend watching movies or TV in English or reading books in English?

1. None
2. Between one and four
3. More than four

18) What language(s) do you speak at your home/apartment/dormitory in Hawaii?

1. Korean
2. English

3. Both
4. Other _____

19) What language(s) do you use with friends or in your free time in Hawaii?

1. Korean
2. English
3. Both
4. Other _____

20) What language(s) do you use in the classroom where you study here in Hawaii?

1. Korean
2. English
3. Both
4. Other _____

21) What language(s) do you use at your place of work here in Hawaii?

1. Korean
2. English
3. Both
4. Other _____
5. Not applicable

APPENDIX D

Attitude Questionnaire

Participant No: _____

Following are a number of statements with which some people agree and others disagree. Please circle one answer beside each statement according to the amount of your agreement or disagreement with that item.

- 1 – Strongly disagree
- 2 – Moderately disagree
- 3 – Neutral
- 4 – Moderately agree
- 5 – Strongly agree

See the following example:

- a. Spanish football players are much better than Brazilian football players. 1 2 3 4 5

In answering this question, you should have circled one choice. Some people would circle 1, meaning that they strongly disagree, others would circle 5, while others would circle any of the alternatives in between. Which one you choose should indicate your own feeling based on everything you know and have heard. Note: there is no right or wrong answer.

1. If Korea had no contact with English-speaking countries, 1 2 3 4 5
it would be a great loss.
2. Native English speakers are very sociable and kind. 1 2 3 4 5
3. Listening to English all the time annoys me because it sounds unrefined. 1 2 3 4 5
4. Fluent English speakers are not very well-educated. 1 2 3 4 5
5. Native English speakers often lack proper etiquette. 1 2 3 4 5
6. The English language is not descriptive enough. 1 2 3 4 5

- | | |
|--|-----------|
| 7. Native English speakers are generally arrogant. | 1 2 3 4 5 |
| 8. I wish I could have many native English-speaking friends. | 1 2 3 4 5 |
| 9. I would like to read more books and magazines in English. | 1 2 3 4 5 |
| 10. The English alphabetical spelling system is not logical. | 1 2 3 4 5 |
| 11. English is a language worth learning because of the opportunities it can provide me. | 1 2 3 4 5 |
| 12. I like to watch films in English because I like hearing the characters speak this language. | 1 2 3 4 5 |
| 13. You can never trust native English speakers. | 1 2 3 4 5 |
| 14. Native English speakers are usually too loud. | 1 2 3 4 5 |
| 15. The use of English as a universal language should be increased. | 1 2 3 4 5 |
| 16. The English language sounds very melodic. | 1 2 3 4 5 |
| 17. I would not have studied English if it were not a compulsory subject in school. | 1 2 3 4 5 |
| 18. Most native English speakers are so friendly and easy to get along with, we are fortunate to have them as friends. | 1 2 3 4 5 |
| 19. I hate English. | 1 2 3 4 5 |
| 20. The more I get to know native English speakers, the more I like them. | 1 2 3 4 5 |
| 21. Native English speakers are often insensitive. | 1 2 3 4 5 |
| 22. I like hearing English spoken. | 1 2 3 4 5 |
| 23. When studying English, one should learn to behave like its native speakers. | 1 2 3 4 5 |
| 24. The Korean language is superior to English. | 1 2 3 4 5 |