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ABSTRACT

The relationship of affective variables and types of exposure to second language learning was investigated along with the validity of a questionnaire on attitudes toward English. The affective questionnaire, exposure indices, and tests of English proficiency were administered to 403 Chinese, Japanese, and Thai university students who had studied English as a second language. The repeated measurement technique used to check internal consistency of responses and concurrent validity of the affective questions was found to be a reliable method. The affective questionnaire was found to have a degree of convergent and divergent validity although contaminating factors such as self-flattery, social acceptance, and consistency may influence responses. Exposure indices and affective variables were better predictors of language proficiency for the Japanese and Chinese students than for the Thai students. Positive attitudes toward English were positively related to English proficiency among the Chinese students. Affective variables were better predictors of English proficiency for the Chinese than for the other students. Extensive data tables, the English cloze test, and the affective questionnaire are included. (RW)

Nonprimary Language Acquisition: A Cross-Cultural Study

Kanchana Prapphal, John W. Oller, Jr., Kuang-Hsiung Yu, Steven Ross, and Marjory Byler

Many models based on affective variables, types of exposure, and linguistic/cognitive abilities have been proposed to help explain nonprimary language attainment (Upshur, Acton, Arthur, and Guiora, 1978; Gardner, 1979; Oller, 1977; and Krashen, 1981). However, the empirical testing of such theories depends greatly on the measures themselves. In recent years, many questions about affective measurement have been raised (Oller, 1981). This study asks to what extent the information obtained from a questionnaire on attitudes towards English is reliable and valid, and to what extent affective variables and types of exposure are related to nonprimary language acquisition.

Method

Subjects.

There were 403 students who participated in this study: 139 first-year Chinese students from the National Kaohsiung Teachers' College in Kaohsiung City, Taiwan; 138 first-year Japanese students from Baika Tanki University in Osaka, Japan; and 126 first-year Thai students from the Faculty of Arts, Chulalongkorn University in Bangkok, Thailand. The Chinese and Japanese students had studied English for about 6 years while the Thai students had studied it for 10 years.

Instruments.

The three types of measures used in this project were tests aimed at English proficiency, exposure indices, and an affective questionnaire. Each of these will be discussed in turn.

Measures of English Proficiency. Three English cloze tests in multiple-choice format with every seventh word deleted were used to represent language proficiency in the visual modality. There were 20 items in each passage, 60 in all. The passages varied according to the readability levels and content. Two dictation tests were also used to represent language proficiency in the auditory modality. The tests were comprised of two passages. One was adapted from the Reader's Digest Magazine and the other was from Stump's test in Language in Education (Oller and Perkins, 1978, p. 59). Each passage was read three times; first, at a normal conversational rate to give the subjects an overview of the content; second, with pauses at appropriate phrase boundaries; and third, at a conversational rate to allow for error correction. The sum of the cloze and dictation tests (expressed in standardized scores) was used as the criterion to be predicted by the affective and exposure variables.

Exposure Indices. Eight variables believed to contribute to nonprimary language acquisition were investigated: 1) number of years of English study, 2) amount of time using English while visiting or living abroad, 3) amount of time listening to English radio programs and English music, 4) amount of time reading English newspapers and books, 5) amount of leisure time spent with people who speak English, 6) amount of work time spent with people who speak English, 7) amount of time spent in English classes in the

university, and 8) amount of time spent in English classes at a special evening school. The information on these variables was obtained from the first part of the Affective Questionnaire.

Affective Questionnaire. The instrument was adapted from Prapphal, Oller, and Byler (in press). There were three major parts and each of those parts was subdivided into three subparts. In each subpart there were exactly three propositions to be agreed with or disagreed with on Likert-type scales. Each proposition was stated in three different forms: two "direct" statements and one "indirect" statement. Thus, there were three items per construct. There were 27 propositions to be rated: 54 "direct" and 27 "indirect", 81 items in all. This format was used in order to cross-check responses.

To avoid having statements aimed at the same construct appear together, the order of presentation was randomized. The underlying design of the 27 constructs was as follows:

Part I: Instrumentality (9 constructs of 2 items each = 18 items)

Set A: Academic Purposes (3 constructs,6 items)

Set B: Socio-Cultural Purposes (3 constructs, 6 items)

Set C: Jobs and Personal Benefits (3 constructs, 6 items)

Part II: Integrativeness (9 constructs of 2 items each = 18 items)

Set A: Personal Preferences (3 constructs, 6 items)

Set B: Ethnic Identity (3 constructs, 6 items)

Set C: Self-Concept (3 constructs, 6 items)

Part III: Willingness-to-Work (9 constructs of 2 items each = 18 items)

Set A: In Class (3 constructs, 6 items)

Set B: Out of Class (3 constructs, 6 items)

Set C: Need Achievement (3 constructs, 6 items)

A systematic alternation of item valences was introduced into the design. This was done to discourage the students from marking the same position on all scales. In addition, this would allow for a possible check on whether the students gave similar responses to similar meanings. In the 54 direct statements aimed at 27 constructs as outlined above, a positively worded item was followed by a positively worded one, then two negatives, then a negative followed by a positive, and so forth throughout the 54 items--then all 54 items were presented in random order.

For the indirect statements, each item corresponded in its propositional valence (affirmative or negative) to the first member of each direct item pair. Figure 1 shows the pattern of systematic alternation of item valences.

Insert Figure 1 about here

This alternation pattern was carried out to check on the reliability and validity of each item in the Affective Questionnaire. This was done based on the following three hypotheses:

Hypothesis 1: Convergence of Means within each Triplet. Item means within each triplet (2 direct and 1 indirect statements) should be approximately the same when the negative items are scored on reversed scales.

Hypothesis 2: Predicted Signs of Correlations. Items with the same valence should correlate positively while items with opposite valences should correlate negatively.

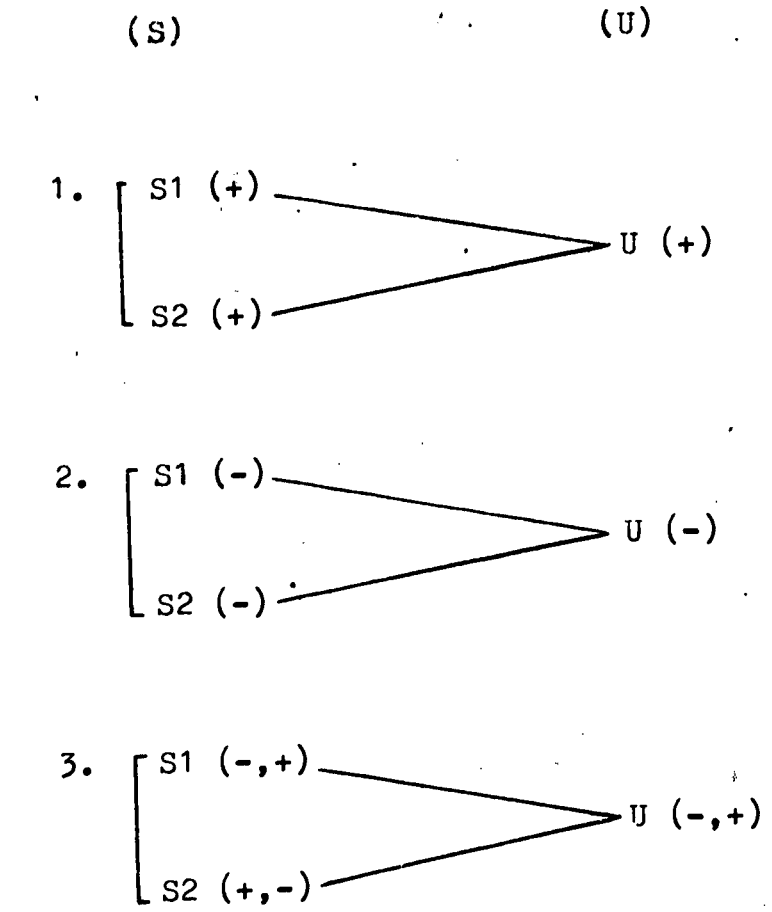


Figure 1. Patterns of systematic alternation in each set of constructs in the Questionnaire on Attitudes towards English.

Hypothesis 3: Significance and Magnitude of Correlations. Items that have concurrent validity should be significantly and substantially correlated.

By examining these three hypotheses concerning items aimed at the same propositional meaning, the internal consistency of each triplet can be judged. (However, this will not allow us to solve the special problems of the validity of affective measures brought up by Oller and Perkins, 1978.) The Affective Questionnaire was given in Chinese, Japanese, and Thai to reduce the importance of the English language proficiency factor raised by Oller and Perkins (1978). To reduce meaningless consistency, a table of random numbers was used to arrange the items in scrambled order, except that all of the direct statements appeared ahead of the indirect ones.

Results and Discussion

The Affective Questionnaire.

To obtain an assessment of reliability and tendency towards validity of the Affective Questionnaire, the three hypotheses stated above were tested. First, the convergence of means within each triplet was examined. If any mean of each member item (with negative scales reversed) differed from the grand mean for that triplet by a value equal to or greater than plus or minus .5, it was considered to be unsatisfactory on this criterion. Table 1 Column 6 shows the disparities of each item mean with respect to the grand mean for the corresponding triplet aimed at the same content. Each set of disparities enclosed within a rectangle is considered satisfactorily convergent. Then, in Table 2, if any item mean

converges with the other two items at the set criterion (±.5), it is assigned a score of 1 on hypothesis 1. If it exceeds the limit, it is assigned a 0.

Insert Table 1 about here

The second hypothesis was tested by examining the signs of correlations of the items in each triplet. Column 7 of Table 1 shows the predicted signs of correlations. Then in Table 2, if the item correlates in the predicted direction with both of the other two members in each triplet, it is assigned a score of 2. It is scored 1 if it correlates as predicted with only one member item, and gets a score of 0 if it correlates in the predicted direction with none.

To test the third hypothesis, the significance and magnitude of correlations (also in Column 7 of Table 1) were examined. In Table 2, the item is assigned a score of 2 if it significantly correlated with the other two items, a score of 1 if it is significantly correlated with one and 0 if it is not significantly correlated with either item. The same criterion is applied when looking at the magnitude of correlations. The acceptable magnitude was set at .30. Column 7 of Table 1 shows the significance and magnitude of correlations of the items aimed at the same construct.

Thus, Table 2 summarizes item scores based on the three hypothesis. The maximum score for any item is 7 and for any triplet 21. Any item which scored below 4 was considered to be a weak indicator of internal consistency and was thus eliminated from the sum of affective scores for further analysis. For the Chinese

Table 1

Questionnaire Subparts, Descriptive Statistics, and Triple Correlations of the Attitudes towards English of Chinese, Japanese, and Thai Students

I. Instrumentality (27 items): A. Academic Purposes

1 [39. English skills can increase my ability to think critically.
14. English skills will help me to understand subject matter more deeply.
62. A discriminating student

Nationality	Item	N	$\bar{X}$	SD	$(\bar{X}' - \bar{X})^{\dagger}$		r
Chinese	39	141	4.567	1.880	.161		39(+) .167* 62(+) .121 14(+)
	14	141	4.986	1.923	-.258		
	62	141	4.631	1.605	.097	.170*	
Japanese	39	142	4.261	1.551	.425		39(+) .209** 62(+) .176* 14(+)
	14	142	5.437	1.564	-.751		
	62	139	4.360	1.313	.326	.236**	
Thai	39	126	5.381	1.452	.121		39(+) .359*** 62(+) .169* 14(+)
	14	126	5.365	1.709	.137		
	62	125	5.760	1.234	-.258	.279***	

The lead sentence for the last item in each set is: "Indicate how you think learning English would tend to cause you to be."

The directionality of each item is found in ( ) after the item number in the triplet.

$\dagger\bar{X}'$ is the grand mean for the triplet in question. This quantity is not given in the table.

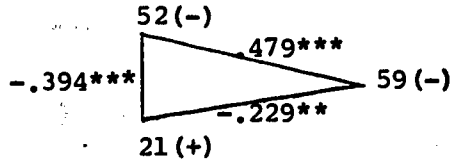
*p ≤ .05 **p ≤ .01 ***p ≤ .001 (one-tailed test)

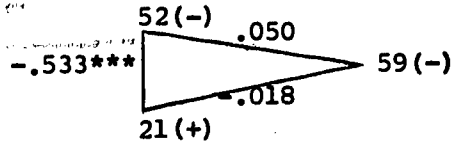
☐ stands for the triplet which falls within the range of ± .5 from the grand mean.

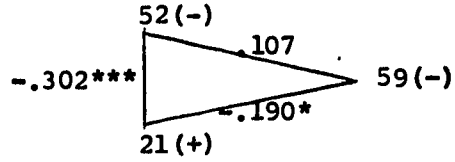
Table 1 (cont.)

2
52. English skills won't help me fulfill my long-range objectives.
21. English skills will help me fulfill my long-range educational goals.
59. Lacking in educational goals

Nationality	Item	N	$\bar{X}$	SD	$(\bar{X}' - \bar{X})^{\dagger}$	r
Chinese	52	141	5.277	1.761	.182	
	21	141	5.319	1.687	.140	
	59	141	5.780	1.591	-.321	
Japanese	52	141	5.007	1.619	.037	
	21	140	5.300	1.392	-.256	
	59	142	4.824	1.764	.220	
Thai	52	125	6.104	1.396	.043	
	21	125	5.800	1.576	.347	
	59	125	6.536	1.089	.389	







The lead sentence for the last item in each set is: "Indicate how you think learning English would tend to cause you to be."
The directionality of each item is found in ( ) after the item number in the triplet.
$^{\dagger}\bar{X}'$ is the grand mean for the triplet in question. This quantity is not given in the table.
*p ≤ .05 **p ≤ .01 ***p ≤ .001 (one-tailed test)
☐ stands for the triplet which falls within the range of ± .5 from the grand mean.

Table 1 (cont.)

3. [27. English won't help me be more technologically advanced.
   [40. English will not help me to be more advanced technologically.
   [61. A technologically unsophisticated student

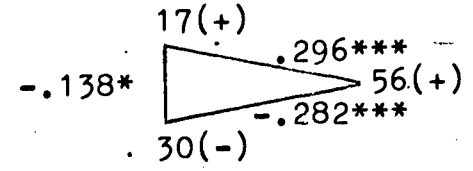
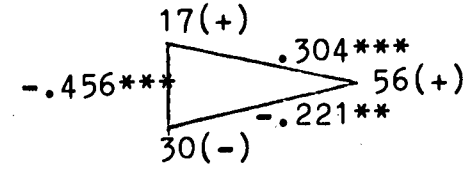
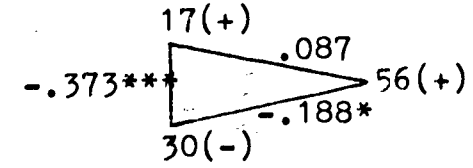
Nationality	Item	N	$\bar{X}$	SD	$(\bar{X}' - \bar{X})^{\dagger}$	r	
Chinese	27	141	5.121	2.002	.144		27(-)
	40	140	5.143	1.899	.122		.137* 61(-)
	61	141	5.532	1.680	-.267	.456***	.169* 40(-)
Japanese	27	141	5.404	1.626	-.291		
	40	140	5.171	1.545	-.058		27(-)
	61	139	4.763	1.577	.350	.632***	.279*** 61(-) .324*** 40(-)
Thai	27	124	5.653	1.692	.124		27(-)
	40	126	5.238	1.791	.539		.439*** 61(-)
	61	125	6.440	1.088	-.663	.556***	.415*** 40(-)

The lead sentence for the last item in each set is: "Indicate how you think learning English would tend to cause you to be."
The directionality of each item is found in ( ) after the item number in the triplet.
$^{\dagger}\bar{X}'$ is the grand mean for the triplet in question. This quantity is not given in the table.
*$p \leq .05$ **$p \leq .01$ ***$p \leq .001$ (one-tailed test)
☐ stands for the triplet which falls within the range of ± .5 from the grand mean.

Table 1 (cont.)

B. Socio-cultural Purposes

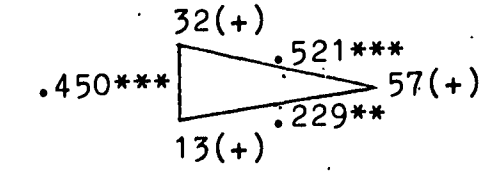
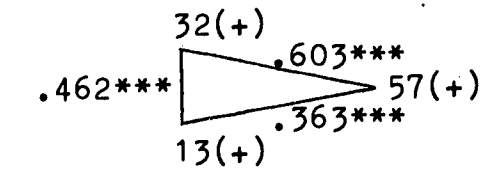
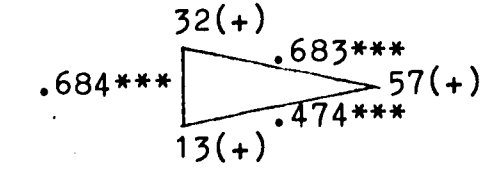
4 [17. A university student should know English.
30. It is not important for a university student to know English.
56. Able to communicate to speakers of other languages

Nationality	Item	N	$\bar{X}$	SD	$(\bar{X}' - \bar{X})^{\dagger}$	r
Chinese	17	141	6.149	1.563	-.028	
	30	141	6.270	1.497	-.149	
	56	141	5.943	1.516	.178	
Japanese	17	142	5.768	1.319	.272	
	30	142	6.275	1.221	-.235	
	56	142	6.077	1.105	-.037	
Thai	17	125	6.896	.355	-.077	
	30	126	6.825	.770	-.006	
	56	125	6.736	.662	.083	

The lead sentence for the last item in each set is: "Indicate how you think learning English would tend to cause you to be."
The directionality of each item is found in ( ) after the item number in the triplet.
$^{\dagger}\bar{X}'$ is the grand mean for the triplet in question. This quantity is not given in the table.
*p ≤ .05 **p ≤ .01 ***p ≤ .001 (one-tailed test)
☐ stands for the triplet which falls within the range of ±.5 from the grand mean.

Table 1 (cont.)

5 [32. English will help me gain social recognition.
13. I will be more socially respected if I know English.
57. Well accepted in society

Nationality	Item	N	$\bar{X}$	SD	$(\bar{X}' - \bar{X})^{\dagger}$	r
Chinese	32	141	4.440	1.834	.187	
	13	141	4.766	1.937	-.139	
	57	141	4.674	1.759	-.047	
Japanese	32	141	5.128	1.647	-.331	
	13	141	4.206	1.697	.591	
	57	142	5.056	1.242	-.259	
Thai	32	126	4.992	1.870	.134	
	13	126	4.714	2.051	.412	
	57	125	5.672	1.275	-.546	

The lead sentence for the last item in each set is: "Indicate how you think learning English would tend to cause you to be."
The directionality of each item is found in ( ) after the item number in the triplet.
$^{\dagger}\bar{X}$ is the grand mean for the triplet in question. This quantity is not given in the table.
*p ≤ .05 **p ≤ .01 ***p ≤ .001 (one-tailed test)
☐ stands for the triplet which falls within the range of ±.5 from the grand mean.

Table 1 (cont.)

6 [12. Studying English won't help me be more culturally advanced.
 2. I won't be more culturally advanced if I study English.
 55. Culturally stabilized

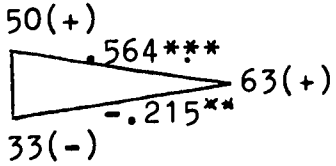
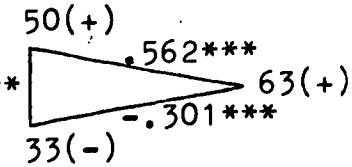
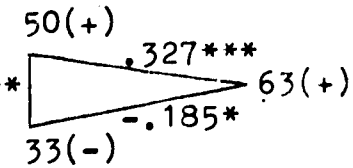
Nationality	item	N	$\bar{X}$	SD	$(\bar{X}' - \bar{X})^{\dagger}$	r
Chinese	12	141	6.007	1.663	-.470	12(-)
	2	141	5.404	1.935	.133	-.283***
	55	141	5.199	1.591	.338	.526*** 55(+)
						-.361***
						2(-)
Japanese	12	142	5.930	1.491	-.470	12(-)
	2	142	5.514	1.749	-.054	-.247**
	55	142	4.937	1.349	.523	.356*** 55(+)
						-.333***
						2(-)
Thai	12	126	6.571	1.054	.066	12(-)
	2	126	6.627	1.064	.010	-.270***
	55	125	6.712	.771	-.075	.156* 55(+)
						-.262**
						2(-)

The lead sentence for the last item in each set is : "Indicate how you think learning English would tend to cause you to be."
The directionality of each item is found in ( ) after the item number in the triplet.
$^{\dagger}\bar{X}'$ is the grand mean for the triplet in question. This quantity is not given in the table.
*p ≤ .05 **p ≤ .01 ***p ≤ .001 (one-tailed test)
☐ stands for the triplet which falls within the range of ±.5 from the grand mean.

Table 1 (cont.)

C. Jobs and Personal Benefits

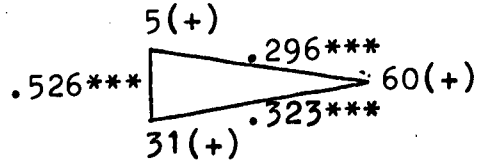
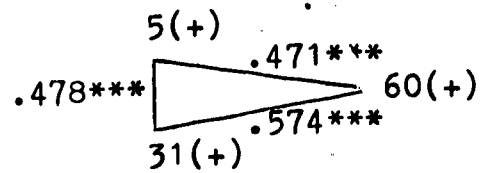
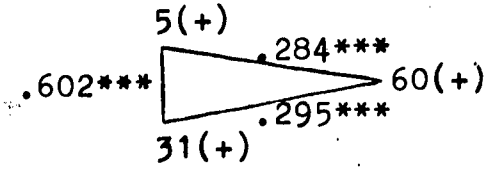
7 [50. A person who knows English will usually get a good job.
33. A person who knows English won't necessarily get a good job.
63. Successful in getting good jobs

Nationality	item	N	$\bar{X}$	SD	$(\bar{X}' - \bar{X})^{\dagger}$	r
Chinese	50	141	4.709	1.637	-.339	
	33	140	3.600	1.700	.770	
	63	141	4.801	1.555	-.431	
Japanese	50	141	4.674	1.641	-.509	
	33	141	2.730	1.656	1.435	
	63	141	5.092	1.424	-.927	
Thai	50	125	5.336	1.518	-.534	
	33	126	3.167	1.765	1.635	
	63	125	5.904	1.285	-1.102	

The lead sentence for the last item in each set is:"Indicate how you think learning English would tend to cause you to be."
The directionality of each item is found in ( ) after the item number in the triplet.
$^{\dagger}\bar{X}'$ is the grand mean for the triplet in question. This quantity is not given in the table.
*p ≤.05 **p ≤.01 ***p ≤.001 (one-tailed test)
☐ stands for the triplet which falls within the range of ±.5 from the grand mean.

Table 1 (cont.)

8 [5. I think English is required to get a good job.
31. I believe English is a requirement for a good job.
60. Qualified for good jobs

Nationality	item	N	$\bar{X}$	SD	$(\bar{X}' - \bar{X})^{\dagger}$	r
Chinese	5	140	5.064	1.931	-.199	
	31	141	4.851	1.985	.014	
	60	141	4.681	1.618	.184	
Japanese	5	142	5.599	1.511	-.248	
	31	141	5.255	1.770	.096	
	60	141	5.199	1.508	.152	
Thai	5	124	5.734	1.740	.103	
	31	126	5.754	1.628	.083	
	60	125	6.024	1.188	-.187	

The lead sentence for the last item in each set is: "Indicate how you think learning English would tend to cause you to be."
The directionality of each item is found in ( ) after the item number in the triplet.
$^{\dagger}\bar{X}$ is the grand mean for the triplet in question. This quantity is not given in the table.
*p ≤ .05 **p ≤ .01 ***p ≤ .001 (one-tailed test)
☐ stands for the triplet which falls within the range of ±.5 from the grand mean.

Table 1 (cont.)

9 [38. Knowing English won't help me understand things better.
20. Knowing English won't help me have a broader perspective on things.
58. Less open to ideas

Nationality	item	N	$\bar{X}$	SD	$(\bar{X}' - \bar{X})^{\dagger}$	r	
Chinese	38	141	4.716	2.015	.329	.411***	38(-) .272*** 58(-) .296*** 20(-)
	20	141	5.156	1.972	-.111		
	58	141	5.262	1.710	-.217		
Japanese	38	142	4.000	1.722	.960	.426***	38(-) .258*** 58(-) .321*** 20(-)
	20	142	5.585	1.743	-.625		
	58	142	5.296	1.606	-.336		
Thai	38	126	5.865	1.504	.386	.620***	38(-) .156* 58(-) .078 20(-)
	20	125	6.336	1.319	-.085		
	58	125	6.552	1.066	-.301		

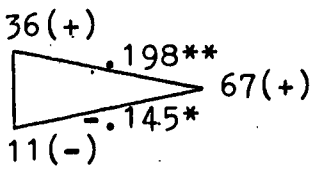
The lead sentence for the last item in each set is: "Indicate how you think learning English would tend to cause you to be."
The directionality of each item is found in ( ) after the item number in the triplet.
$^{\dagger}\bar{X}$ is the grand mean for the triplet in question. This quantity is not given in the table.
*p ≤ .05 **p ≤ .01 ***p ≤ .001 (one-tailed test)
☐ stands for the triplet which falls within the range of ±.5 from the grand mean.

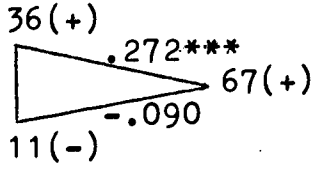
Table 1 (cont.)

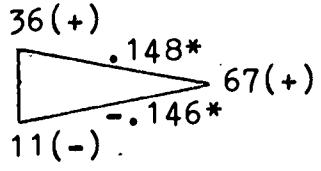
II. Integrativeness (27 items): A. Personal Preferences

10 [36. The more I learn English, the more I want to know native speakers of English.
11. The more I learn English, the less I want to know native speakers of English.
67. Open towards foreigners

Nationality	item	N	$\bar{X}$	SD	$(\bar{X}' - \bar{X})^{\dagger}$	r
Chinese	36	141	5.128	1.893	.399	
	11	141	6.149	1.544	-.622	
	67	141	5.305	1.703	.222	-.263***
Japanese	36	142	5.352	1.558	.158	
	11	141	6.270	1.281	-.760	
	67	140	4.907	1.531	.603	-.285***
Thai	36	126	5.857	1.401	-.101	
	11	126	6.587	1.045	-.831	
	67	125	4.824	1.737	.932	-.215**







The lead sentence for the last item in each set is: "Indicate how you think learning English would tend to cause you to be."
The directionality of each item is found in ( ) after the item number in the triplet.
$^{\dagger}\bar{X}'$ is the grand mean for the triplet in question. This quantity is not given in the table.
*p ≤ .05 **p ≤ .01 ***p ≤ .001 (one-tailed test)
☐ stands for the triplet which falls within the range of ±.5 from the grand mean.

Table 1 (cont.)

11
9. I don't enjoy learning English.
42. I enjoy learning English.
66. Uninterested in foreign languages

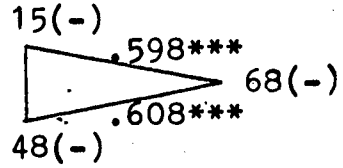
Nationality	item	N	$\bar{X}$	SD	$(\bar{X}' - \bar{X})^{\dagger}$	r
Chinese	9	141	5.241	2.063	-.123	9(-) .518*** 66(-) -.628*** -.510*** 42(+)
	42	141	4.957	2.087	.161	
	66	141	5.156	1.961	-.038	
Japanese	9	141	4.674	1.654	.251	9(-) .223** 66(-) -.591*** -.196** 42(+)
	42	142	4.641	1.499	.284	
	66	141	5.461	1.730	-.536	
Thai	9	126	5.492	1.832	.509	9(-) .090 66(-) -.697*** -.071 42(+)
	42	125	5.688	1.526	.313	
	66	125	6.824	.540	-.823	

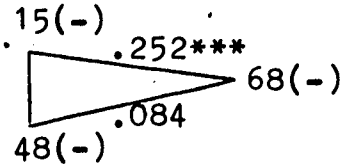
The lead sentence for the last item in each set is: "Indicate how you think learning English would tend to cause you to be."
The directionality of each item is found in ( ) after the item number in the triplet.
$^{\dagger}\bar{X}$ is the grand mean for the triplet in question. This quantity is not given in the table.
*p ≤ .05 **p ≤ .01 ***p ≤ .001 (one-tailed test)
□ stands for the triplet which falls within the range of ±.5 from the grand mean.

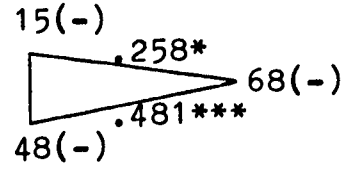
Table 1 (cont.)

12 [15. I don't like to read English literature for pleasure.
48. I would scarcely ever consider reading English just for fun.
68. Uninterested in pleasure reading in foreign languages

Nationality	item	N	$\bar{X}$	SD	$(\bar{X}' - \bar{X})^{\dagger}$	r
Chinese	15	141	4.794	1.980	-.056	.580***
	48	141	4.355	1.983	.383	
	68	141	5.064	1.943	-.326	
Japanese	15	142	4.239	1.875	.359	.105
	48	141	4.433	1.742	.165	
	68	140	5.121	1.765	-.523	
Thai	15	126	4.881	1.857	.502	.525***
	48	126	5.317	1.827	.066	
	68	125	5.952	1.580	-.569	







The lead sentence for the last item in each set is: "Indicate how you think learning English would tend to cause you to be."
The directionality of each item is found in ( ) after the item number in the triplet.
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*p < .05 **p < .01 ***p < .001 (one-tailed test)
☐ stands for the triplet which falls within the range of ±.5 from the grand mean.

Table 1 (cont.)

B. Ethinic Identity

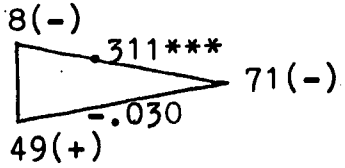
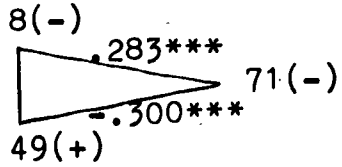
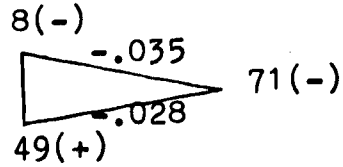
13 [45. English speaking people contribute to the richness of Thai society.
[34. English speaking people have benefitted Thai society.
[65. More of a contribution to society

Nationality	item	N	$\bar{X}$	SD	$(\bar{X}' - \bar{X})^{\dagger}$	r	
Chinese	45	141	3.809	1.638	.281		45(+) .216** 65(+) .222** 34(+)
	34	141	3.730	1.796	.360		
	65	141	4.730	1.647	-.640	.407***	
Japanese	45	142	4.211	1.548	.004		45(+) .438*** 65(+) .404*** 34(+)
	34	142	4.204	1.609	.011		
	65	140	4.229	1.359	-.014	.467***	
Thai	45	126	5.103	1.469	.262		45(+) .195* 65(+) .157* 34(+)
	34	125	4.816	1.478	.549		
	65	125	6.176	1.001	.811	.455***	

The lead sentence for the last item in each set is: "Indicate how you think learning English would tend to cause you to be."
The directionality of each item is found in ( ) after the item number in the triplet.
$^{\dagger}\bar{X}'$ is the grand mean for the triplet in question. This quantity is not given in the table.
*p ≤ .05 **p ≤ .01 ***p ≤ .001 (one-tailed test)
□ stands for the triplet which falls within the range of ±.5 from the grand mean.

Table 1 (cont.)

14 [8. I have heard that English speaking people are not friendly.
[49. I believe that English speaking people are friendly.
[71. Unfriendly

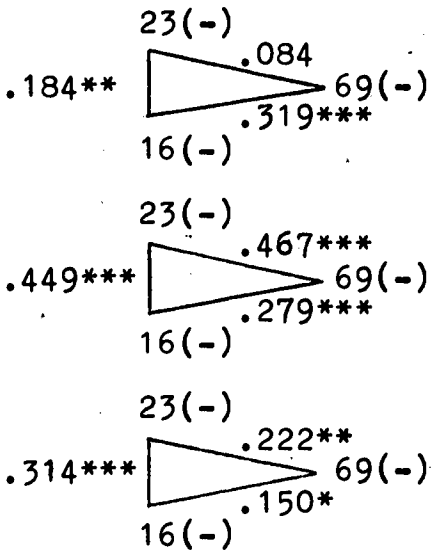
Nationality	item	N	$\bar{X}$	SD	$(\bar{X}' - \bar{X})^{\dagger}$	r	
Chinese	8	141	6.624	.960	-.914		
	49	141	4.241	1.458	1.469		
	71	140	6.264	1.273	-.554	-.211**	
Japanese	8	141	5.830	1.493	-.242		
	49	142	5.380	1.292	.208		
	71	141	5.553	1.658	.035	-.248**	
Thai	8	126	6.595	1.126	-.570		
	49	125	4.624	1.366	1.401		
	71	125	6.856	.519	-.831	-.021	

The lead sentence for the last item in each set is: "Indicate how you think learning English would tend to cause you to be."
The directionality of each item is found in ( ) after the item number in the triplet.
$^{\dagger}\bar{X}'$ is the grand mean for the triplet in question. This quantity is not given in the table.
*p ≤ .05 **p ≤ .01 ***p ≤ .001 (one-tailed test)
☐ stands for the triplet which falls within the range of ±.5 from the grand mean.

Table 1 (cont.)

15 [23. I don't think English speaking people are generous.
16. From what I know English speaking people are not charitable.
69. Not generous

Nationality	item	N	$\bar{X}$	SD	$(\bar{X}' - \bar{X})^{\dagger}$	r
Chinese	23	141	3.745	1.888	1.555	
	16	141	6.404	1.270	-1.104	
	69	141	5.752	1.536	-.452	
Japanese	23	139	5.619	1.486	-.168	
	16	140	5.800	1.450	-.349	
	69	139	4.935	1.557	.516	
Thai	23	125	5.816	1.738	.416	
	16	125	6.168	1.501	.064	
	69	125	6.712	.869	-.480	



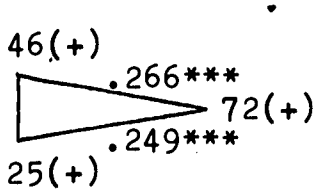
The lead sentence for the last item in each set is: "Indicate how you think learning English would tend to cause you to be."
The directionality of each item is found in ( ) after the item number in the triplet.
'$\bar{X}$' is the grand mean for the triplet in question. This quantity is not given in the table.
*p < .05 **p ≤ .01 ***p < .001 (one-tailed test)
☐ stands for the triplet which falls within the range of ±.5 from the grand mean.

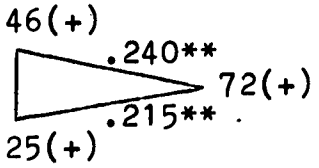
Table 1 (cont.)

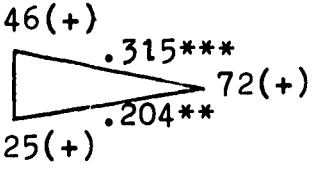
C. Self-concept

16
- 46. I want to be more emotionally expressive in the way that English speaking people are.
- 25. I want to learn to express my feelings more openly like English speaking people do.
- 72. Expressive

Nationality	Item	N	$\bar{X}$	SD	$(\bar{X}' - \bar{X})^{\dagger}$	r
Chinese	46	141	4.901	1.798	.135	.624***
	25	141	5.227	1.645	-.191	
	72	140	4.979	1.748	.057	
Japanese	46	141	4.993	1.610	.290	.697***
	25	140	5.293	1.510	-.010	
	72	140	5.564	1.183	-.281	
Thai	46	126	5.865	1.388	.093	.584***
	25	125	6.048	1.390	-.090	
	72	125	5.960	1.146	-.002	







The lead sentence for the last item in each set is: "Indicate how you think learning English would tend to cause you to be."
The directionality of each item is found in ( ) after the item number in the triplet.
$^{\dagger}\bar{X}'$ is the grand mean for the triplet in question. This quantity is not given in the table.
*p ≤ .05 **p ≤ .01 ***p ≤ .001 (one-tailed test)
☐ stands for the triplet which falls within the range of ±.5 from the grand mean.

Table 1 (cont.)

17
51. I don't want to have close friends who speak English.
24. I would like to have close friends who are native speakers of English.
64. Less understanding of English speakers

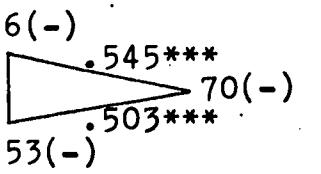
Nationality	Item	N	$\bar{X}$	SD	$(\bar{X}' - \bar{X})^{\dagger}$	r
Chinese	51	141	5.560	1.537	.040	51(-) .162* 64(-) -.494*** -.117 24(+)
	24	140	5.871	1.388	.271	
	64	141	5.369	1.717	.231	
Japanese	51	142	5.796	1.476	.221	51(-) .538*** 64(-) -.605*** -.398*** 24(+)
	24	142	5.859	1.324	-.284	
	64	141	5.071	1.663	.504	
Thai	51	125	6.568	.995	-.069	51(-) .098 64(-) -.181* -.003 24(+)
	24	125	6.360	1.221	.139	
	64	125	6.568	.936	-.069	

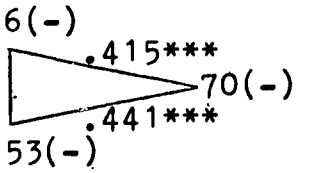
The lead sentence for the last item in each set is: "Indicate how you think learning English would tend to cause you to be."
The directionality of each item is found in ( ) after the item number in the triplet.
$^{\dagger}\bar{X}'$ is the grand mean for the triplet in question. This quantity is not given in the table.
*$p \leq .05$ **$p \leq .01$ ***$p \leq .001$ (one-tailed test)
☐ stands for the triplet which falls within the range of ±.5 from the grand mean.

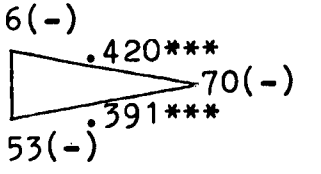
Table 1 (cont.)

18 [6. I wouldn't like to be an exchange student to an English speaking country.
[53. I wouldn't like to go to an English speaking country as an exchange student.
[70. Indifferent to exchange programs

Nationality	Item	N	$\bar{X}$	SD	$(\bar{X}' - \bar{X})^{\dagger}$	r
Chinese	6	141	5.142	2.140	-.078	.762***
	53	141	5.099	2.126	-.035	
	70	141	4.950	1.798	.114	
Japanese	6	142	5.085	1.941	-.036	.797***
	53	141	5.121	1.869	-.072	
	70	139	4.942	1.658	.107	
Thai	6	126	6.238	1.335	.121	.797***
	53	125	6.272	1.352	.087	
	70	125	6.568	1.065	-.209	







The lead sentence for the last item in each set is: "Indicate how you think learning English would tend to cause you to be."
The directionality of each item is found in ( ) after the item number in the triplet.
$^{\dagger}\bar{X}'$ is the grand mean for the triplet in question. This quantity is not given in the table.
*p ≤ .05 **p ≤ .01 ***p < .001 (one-tailed test)
☐ stands for the triplet which falls within the range of ±.5 from the grand mean.

Table 1 (cont.)

III. Willingness-to-Work (27 items): A. In Class

19 [28. I am always up to date in my English assignments.
10. I am never up to date in my English assignments.
81. On time with class work.

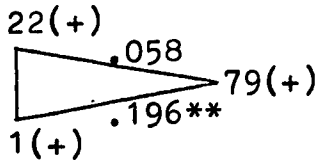
Nationality	Item	N	$\bar{X}$	SD	$(\bar{X}' - \bar{X})^{\dagger}$	r
Chinese	28	141	5.326	1.822	-.231	28(+) .380*** 81(+) -.116 10(-) -.318***
	10	141	4.837	2.020	.258	
	81	140	5.121	1.638	-.026	
Japanese	28	142	5.493	1.574	.111	28(+) .487*** 81(+) -.490*** 10(-) -.430***
	10	142	5.873	1.561	-.269	
	81	137	5.445	1.465	.159	
Thai	28	124	5.863	1.527	.128	28(+) .375*** 81(+) -.480*** 10(-) -.605***
	10	126	6.230	1.426	-.239	
	81	124	5.879	1.406	.112	

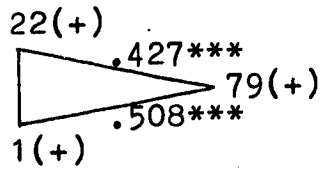
The lead sentence for the last item in each set is: "Indicate how you think learning English would tend to cause you to be."
The directionality of each item is found in ( ) after the item number in the triplet.
$^{\dagger}\bar{X}'$ is the grand mean for the triplet in question. This quantity is not given in the table.
*p ≤ .05 **p ≤ .01 ***p ≤ .001 (one-tailed test)
□ stands for the triplet which falls within the range of ±.5 from the grand mean.

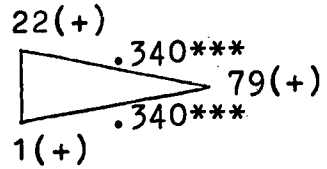
Table 1 (cont.)

20 [22. I want to work hard in class to improve my grades in English.
1. I work hard in class trying to get better grades in English.
79. A hard working English student

Nationality	Item	N	$\bar{X}$	SD	$(\bar{X}' - \bar{X})^{\dagger}$	r
Chinese	22	141	6.348	1.342	-.702	
	1	141	5.184	1.995	.462	
	79	140	5.407	1.696	.239	
						.208**
Japanese	22	141	5.284	1.380	-.611	
	1	142	4.289	1.397	.384	
	79	137	4.445	1.649	.228	
						.494***
Thai	22	124	5.024	1.805	.205	
	1	126	4.905	1.722	.324	
	79	124	5.758	1.315	-.529	
						.754***







The lead sentence for the last item in each set is: "Indicate how you think learning English would tend to cause you to be."
The directionality of each item is found in ( ) after the item number in the triplet.
$^{\dagger}\bar{X}'$ is the grand mean for the triplet in question. This quantity is not given in the table.
*p ≤ .05 **p ≤ .01 ***p ≤ .001 (one-tailed test)
☐ stands for the triplet which falls within the range of ±.5 from the grand mean.

Table 1 (cont.)

21 | 29. I don't like to participate in language activities in class.
41. I don't think it is worthwhile to participate in any language activities in class.
80. Uninvolved in class language activities

Nationality	Item	N	$\bar{X}$	SD	$(\bar{X}' - \bar{X})^{\dagger}$	r
Chinese	29	140	5.064	2.012	.417	29(-) .392*** 80(-) .204** .225** 41(-)
	41	141	5.837	1.823	-.356	
	80	140	5.543	1.719	-.062	
Japanese	29	141	4.660	1.706	.208	29(-) .300*** 80(-) .431*** .401*** 41(-)
	41	141	5.447	1.523	-.579	
	80	137	4.496	1.456	.372	
Thai	29	125	6.512	.972	-.421	29(-) .392*** 80(-) .405*** .539*** 41(-)
	41	126	6.246	1.300	-.155	
	80	124	5.516	1.625	.575	

The lead sentence for the last item in each set is: "Indicate how you think learning English would tend to cause you to be."
The directionality of each item is found in ( ) after the item number in the triplet.
$^{\dagger}\bar{X}'$ is the grand mean for the triplet in question. This quantity is not given in the table.
*p ≤ .05 **p ≤ .01 ***p ≤ .001 (one-tailed test)
□ stands for the triplet which falls within the range of ±.5 from the grand mean.

Table 1 (cont.)

B. Out of Class

22 [18. I want to study English outside of class.
 [4. I don't want to study English outside of class.
 [73. On the look-out for more English language experience

Nationality	Item	N	$\bar{X}$	SD	$(\bar{X}' - \bar{X})^{\dagger}$	r
Chinese	18	140	5.579	1.986	.169	18(+) .266*** 73(+) -.196** 4(-)
	4	141	5.837	1.819	-.089	
	73	140	5.829	1.479	-.081	-.427***
Japanese	18	142	4.803	1.694	.279	18(+) .299*** 73(+) -.298*** 4(-)
	4	142	5.021	1.772	.061	
	73	140	5.421	1.325	-.339	-.533***
Thai	18	125	6.296	1.198	-.023	18(+) .244** 73(+) -.255** 4(-)
	4	123	6.252	1.446	.021	
	73	125	6.272	1.050	.001	-.509***

The lead sentence for the last item in each set is: "Indicate how you think learning English would tend to cause you to be."
The directionality of each item is found in ( ) after the item number in the triplet.
$^{\dagger}\bar{X}'$ is the grand mean for the triplet in question. This quantity is not given in the table.
*$p < .05$ **$p < .01$ ***$p < .001$ (one-tailed test)
☐ stands for the triplet which falls within the range of ±.5 from the grand mean.

Table 1 (cont.)

23 [47. I enjoy participating in many activities in English.
3. I consider participating in English language activities a good use of my time.
77. Participative in English language activities

Nationality	Item	N	$\bar{X}$	SD	$(\bar{X}' - \bar{X})^{\dagger}$	r
Chinese	47	141	5.071	1.755	.186	
	3	140	5.643	1.610	-.386	
	77	140	5.057	1.644	.200	
						.364*** 47(+) .490*** 77(+) .215** 3(+)
Japanese	47	142	4.134	1.445	.374	
	3	142	4.930	1.417	-.422	
	77	139	4.460	1.405	.048	
						.382*** 47(+) .538*** 77(+) .375*** 3(+)
Thai	47	126	5.571	1.268	-.359	
	3	125	4.968	1.621	.244	
	77	124	5.097	1.548	.115	
						.365*** 47(+) .394*** 77(+) .388*** 3(+)

The lead sentence for the last item in each set is: "Indicate how you think learning English would tend to cause you to be."
The directionality of each item is found in ( ) after the item number in the triplet.
$^{\dagger}\bar{X}'$ is the grand mean for the triplet in question. This quantity is not given in the table.
*p ≤.05 **p ≤.01 ***p ≤.001 (one-tailed test)
□ stands for the triplet which falls within the range of ±.5 from the grand mean.

Table 1 (cont.)

24
- 43. I don't like to read English materials other than textbooks.
- 7. I don't mind reading other English materials besides textbooks.
- 75. A person who doesn't like to read English

Nationality	Item	N	$\bar{X}$	SD	$(\bar{X}' - \bar{X})^{\dagger}$	r
Chinese	43	141	5.277	1.964	.183	43(-) .514*** 75(-) -.621*** -.521*** 7(+)
	7	141	5.489	1.783	-.029	
	75	140	5.614	1.802	-.154	
Japanese	43	142	4.394	1.693	.317	43(-) .365*** 75(-) -.530*** -.270*** 7(+)
	7	142	5.021	1.475	-.310	
	75	139	4.719	1.642	-.008	
Thai	43	125	5.576	1.724	.146	43(-) .172* 75(-) -.538*** -.323*** 7(+)
	7	126	5.190	1.628	.532	
	75	125	6.400	1.164	.678	

The lead sentence for the last item in each set is: "Indicate how you think learning English would tend to cause you to be."
The directionality of each item is found in ( ) after the item number in the triplet.
$^{\dagger}\bar{X}'$ is the grand mean for the triplet in question. This quantity is not given in the table.
*p ≤.05 **p ≤.01 ***p ≤.001 (one-tailed test)
□ stands for the triplet which falls within the range of ±.5 from the grand mean.

Table 1 (cont.)

C. Need Achievement

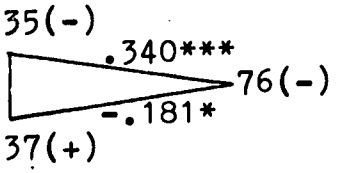
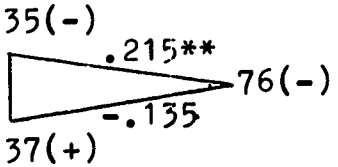
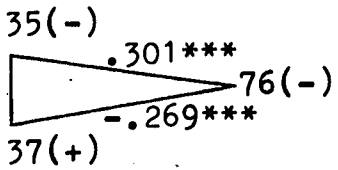
25 [26. When I set a goal I really work hard to attain it.
54. The goals that I set really motivate me to work hard.
78. Perseverant

Nationality	Item	N	$\bar{X}$	SD	$(\bar{X}' - \bar{X})^{\dagger}$	r	
Chinese	26	141	5.589	1.577	-.203		26(+) .199** 78(+) .119 54(+)
	54	141	6.227	1.091	-.841		
	78	140	4.343	1.790	1.043	.503***	
Japanese	26	142	5.296	1.393	.120		26(+) .378*** 78(+) .246** 54(+)
	54	142	6.275	1.073	-.859		
	78	139	4.676	1.529	.740	.434***	
Thai	26	124	5.774	1.248	.067		26(+) .367*** 78(+) .243** 54(+)
	54	125	6.152	1.205	-.311		
	78	124	5.597	1.337	.244	.282***	

The lead sentence for the last item in each set is: "Indicate how you think learning English would tend to cause you to be."
The directionality of each item is found in ( ) after the item number in the triplet.
$^{\dagger}\bar{X}'$ is the grand mean for the triplet in question. This quantity is not given in the table.
*p ≤ .05 **p ≤ .01 ***p ≤ .001 (one-tailed test)
☐ stands for the triplet which falls within the range of ±.5 from the grand mean.

Table 1 (cont.)

26 [35. I don't mind getting a few low grades in English.
37. I always want to get good grades in English.
76. Not a grade oriented English student

Nationality	Item	N	$\bar{X}$	SD	$(\bar{X}' - \bar{X})^{\dagger}$	r	
Chinese	35	141	5.262	1.988	-.113		
	37	141	5.092	1.992	.057		
	76	138	5.094	1.963	.055	-.422***	
Japanese	35	142	4.690	1.853	.333		
	37	142	5.824	1.163	-.801		
	76	139	4.554	1.514	.469	-.287***	
Thai	35	126	4.841	2.006	.448		
	37	126	6.429	1.062	-1.140		
	76	124	4.597	1.971	.692	-.436***	

The lead sentence for the last item in each set is: "Indicate how you think learning English would tend to cause you to be."
The directionality of each item is found in ( ) after the item number in the triplet.
'$\bar{X}$' is the grand mean for the triplet in question. This quantity is not given in the table.
*p ≤.05 **p ≤.01 ***p ≤.001 (one-tailed test).
☐ stands for the triplet which falls within the range of ±.5 from the grand mean.

Table 1 (cont.)

27
19. Studying English won't help me achieve my educational goals.
44. I can achieve my educational goals without studying English.
74. Uninterested in learning English

Nationality	Item	N	$\bar{X}$	SD	$(\bar{X}' - \bar{X})^{\dagger}$	r
Chinese	19	141	5.986	1.488	-.926	19(-) .400*** 74(-) .248*** .232** 44(-)
	44	141	3.851	1.871	1.209	
	74	140	5.343	1.850	-.283	
Japanese	19	142	5.592	1.629	-.691	19(-) .348*** 74(-) .284*** .069 44(-)
	44	141	3.965	1.623	.936	
	74	138	5.145	1.672	-.244	
Thai	19	125	6.496	1.126	-.146	19(-) .111 74(-) .153* .158* 44(-)
	44	126	5.913	1.554	.437	
	74	125	6.640	.817	-.290	

The lead sentence for the last item in each set is: "Indicate how you think learning English would tend to cause you to be."
The directionality of each item is found in ( ) after the item number in the triplet.
$^{\dagger}\bar{X}'$ is the grand mean for the triplet in question. This quantity is not given in the table.
*p ≤.05 **p ≤.01 ***p ≤.001 (one-tailed test)
☐ stands for the triplet which falls within the range of ±.5 from the grand mean.

subjects, items 49, 23, 22, and 78 were eliminated. Items 59, and 48 were deleted for the Japanese subjects, and items 66, 8, 49, 71, and 64 for the Thai subjects.

Insert Tables 2A, 2B, 2C about here

A closer look at the triplets and items which performed best or worst may indicate what makes such items and triplets work well or not so well. According to the three hypotheses, there were seven triplets which performed perfectly for the Chinese population: triplets 6, 8, 9, 11, 12, 18, and 24; 11 perfect triplets for the Japanese: 3, 8, 13, 14, 15, 17, 18, 19, 22, 23, and 24; and five good triplets for the Thais: 8, 18, 19, 20, and 23. The triplets that work perfectly among the three populations were triplets 8 and 18.

On the other hand, the triplets that received the lowest marks (13 and below) were 14, 15, 20, and 25 for the Chinese; 1, 2, and 12 for the Japanese, and 10, 11, 14, 17, and 27 for the Thais. What makes some triplets work well while others don't? Could it be the differences in propositional content among the member items? Compare one of the triplets that worked best with one that performed worst for all three populations.

For example, triplet 8 worked well for all three populations,

8 [(5) I think English is required to get a good job.
  | (31) I believe English is a requirement for a good job.
  [(60) Qualified for good jobs

while triplet 14 was consistently weak:

Table 2A

A Summary of Item Performance by Various Criteria
(Chinese Students)

Item	Hypothesis 1	Hypothesis 2	Hypothesis 3		Item Scores
	Disparity of Means within each Triplet*	Predicted Signs of Correlations**	Significance of Correlations at .05**	Magnitude of Correlations at .30**	
I. Instrumentality: A. Academic Purposes					
1 [39	1	2	2	0	5] 1
1 [14	1	2	1	0	4] 1
1 [62	1	2	1	0	4] 1
2 [52	1	2	2	2	7] 2
2 [21	1	2	2	1	6] 2
2 [59	1	2	2	1	6] 2
3 [27	1	2	2	1	6] 3
3 [40	1	2	2	1	6] 3
3 [61	1	2	2	0	5] 3
B. Socio-cultural Purposes					
4 [17	1	2	2	1	6] 4
4 [30	1	2	2	1	6] 4
4 [56	1	2	2	2	7] 4
5 [32	1	2	2	2	7] 5
5 [13	1	2	2	1	6] 5
5 [57	1	2	2	1	6] 5
6 [12	1	2	2	2	7] 6
6 [2	1	2	2	2	7] 6
6 [55	1	2	2	2	7] 6

*1 = item within ±.5 of grand mean; 0 = other than within ±.5
**0 = no agreement with other 2 items; 1 = agreement with 1 item; 2 = agreement with both

Table 2A (cont.)

Item		Hypothesis 1: Disparity of Means within each Triplet*	Hypothesis 2: Predicted Signs of Correlations**	Hypothesis 3: Significance of Correlations at .05**	Hypothesis 3: Magnitude of Correlations at .30**	Item Scores
	C. Jobs and Personal Benefits					
7	50	1	2	2	1	6
	33	0	2	2	0	4 → 7
	63	1	2	2	1	6
8	5	1	2	2	2	7
	31	1	2	2	2	7 → 8
	60	1	2	2	2	7
9	38	1	2	2	2	7
	20	1	2	2	2	7 → 9
	58	1	2	2	2	7
II.	Integrativeness: A. Personal Preferences					
10	36	1	2	2	1	6
	11	0	2	2	1	5 → 10
	67	1	2	2	0	5
11	9	1	2	2	2	7
	42	1	2	2	2	7 → 11
	66	1	2	2	2	7
12	15	1	2	2	2	7
	48	1	2	2	2	7 → 12
	68	1	2	2	2	7

*1 = item within ±.5 of grand mean; 0 = other than within ±.5
**0 = no agreement with other 2 items; 1 = agreement with 1 item; 2 = agreement with both

Table 2A (cont.)

Item		Hypothesis 1 Disparity of Means within each Triplet*	Hypothesis 2 Predicted Signs of Correlations**	Hypothesis 3 Significance of Correlations at .05**	Hypothesis 3 Magnitude of Correlations at .30**	Item Scores	
	B. Ethnic Identity						
13	45	1	2	2	1	6	13
	34	1	2	2	1	6	
	65	0	2	2	0	4	
14	8	0	2	2	1	5	14
	49	0	2	1	0	3	
	71	0	2	1	1	4	
15	23	0	2	1	0	3	15
	16	0	2	2	1	5	
	69	1	2	1	1	5	
	C. Self-concept						
16	46	1	2	2	2	7	16
	25	1	2	2	1	6	
	72	1	2	2	1	6	
17	51	1	2	2	1	6	17
	24	1	2	1	1	5	
	64	1	2	1	0	4	
18	6	1	2	2	2	7	18
	53	1	2	2	2	7	
	70	1	2	2	2	7	

*1 = item within ±.5 of grand mean; 0 = other than within ±.5
**0 = no agreement with other 2 items; 1 = agreement with 1 item; 2 = agreement with both

Table 2A (cont.)

Item		Hypothesis 1 Disparity of Means within each Triplet*	Hypothesis 2 Predicted Signs of Correlations**	Hypothesis 3 Significance of Correlations at .05**	Hypothesis 3 Magnitude of Correlations at .30**	Item Scores	
III. Willingness-to-Work: A. In Class							
19	28	1	2	2	2	7	19
	10	1	2	1	1	5	
	81	1	2	1	1	5	
20	22	0	2	1	0	3	20
	1	1	2	2	0	5	
	79	1	2	1	0	4	
21	29	1	2	2	1	6	21
	41	1	2	2	0	5	
	80	1	2	2	1	6	
B. Out of Class							
22	18	1	2	2	2	7	22
	4	1	2	2	1	6	
	73	1	2	2	1	6	
23	47	1	2	2	2	7	23
	3	1	2	2	1	6	
	77	1	2	2	1	6	
24	43	1	2	2	2	7	24
	7	1	2	2	2	7	
	75	1	2	2	2	7	

*1 = item within ±.5 of grand mean; 0 = other than within ±.5
**0 = no agreement with other 2 items; 1 = agreement with 1 item; 2 = agreement with both

Table 2A (cont.)

Item		Hypothesis 1: Disparity of Means within each Triplet*	Hypothesis 2: Predicted Signs of Correlations**	Hypothesis 3: Significance of Correlations at .05**	Hypothesis 3: Magnitude of Correlations at .30**		Item Scores
	C. Need Achievement						
25	26	1	2	2	1	6	25
	54	0	2	1	1	4	
	78	0	2	1	0	3	
26	35	1	2	2	2	7	26
	37	1	2	2	1	6	
	76	1	2	2	1	6	
27	19	0	2	2	1	5	27
	44	0	2	2	0	4	
	74	1	2	2	1	6	

*1 = item within ±.5 of grand mean; 0 = other than within ±.5
**0 = no agreement with other 2 items; 1 = agreement with 1 item; 2 = agreement with both

Table 2B

A Summary of Item Performance by Various Criteria
(Japanese Students)

Item	Hypothesis 1	Hypothesis 2	Hypothesis 3		Item Scores
	Disparity of Means within each Triplet*	Predicted Signs of Correlations**	Significance of Correlations at .05**	Magnitude of Correlations at .30**	
I. Instrumentality: A. Academic Purposes					
1 [39	1	2	2	0	5] 1
1 [14	0	2	2	0	4] 1
1 [62	1	2	2	0	4] 1
2 [52	1	2	1	1	5] 2
2 [21	1	2	1	1	5] 2
2 [59	1	2	0	0	3] 2
3 [27	1	2	2	2	7] 3
3 [40	1	2	2	2	7] 3
3 [61	1	2	2	2	7] 3
B. Socio-cultural Purposes					
4 [17	1	2	2	2	7] 4
4 [30	1	2	2	1	6] 4
4 [56	1	2	2	1	6] 4
5 [32	1	2	2	2	7] 5
5 [13	0	2	2	2	6] 5
5 [57	1	2	2	2	7] 5
6 [12	1	2	2	1	6] 6
6 [2	1	2	2	2	7] 6
6 [55	1	2	2	1	6] 6

*1 = item within ±.5 of grand mean; 0 = other than within ±.5

**0 = no agreement with other 2 items; 1 = agreement with 1 item; 2 = agreement with both

Table 2B (cont.)

Item	Hypothesis 1 Disparity of Means within each Triplet*	Hypothesis 2 Predicted Signs of Correlations**	Hypothesis 3 Significance of Correlations at .05**	Hypothesis 3 Magnitude of Correlations at .30**		Item Scores
C. Jobs and Personal Benefits						
7 [50	1	2	2	2	7	7
7 [33	0	2	2	2	6	7
7 [63	0	2	2	2	6	7
8 [5	1	2	2	2	7	8
8 [31	1	2	2	2	7	8
8 [60	1	2	2	2	7	8
9 [38	0	2	2	2	6	9
9 [20	0	2	2	2	6	9
9 [58	1	2	2	2	7	9
II. Integrativeness: A. Personal Preferences						
10 [36	1	2	2	2	7	10
10 [11	0	2	1	1	4	10
10 [67	0	2	1	1	4	10
11 [9	1	2	2	1	6	11
11 [42	1	2	2	1	6	11
11 [66	1	2	2	0	5	11
12 [15	1	2	1	1	5	12
12 [48	1	2	0	0	3	12
12 [68	1	2	1	1	5	12

*1 = item within ±.5 of grand mean; 0 = other than within ±.5
**0 = no agreement with other 2 items; 1 = agreement with 1 item; 2 = agreement with both

Table 2B (cont.)

Item		Hypothesis 1 Disparity of Means within each Triplet*	Hypothesis 2 Predicted Signs of Correlations**	Hypothesis 3 Significance of Correlations at .05**	Hypothesis 3 Magnitude of Correlations at .30**		Item Scores
	B. Ethnic Identity						
13	45	1	2	2	2	7	13
	34	1	2	2	2	7	
	65	1	2	2	2	7	
14	8	1	2	2	2	7	14
	49	1	2	2	2	7	
	71	1	2	2	2	7	
15	23	1	2	2	2	7	15
	16	1	2	2	2	7	
	69	1	2	2	2	7	
	C. Self-concept						
16	46	1	2	2	1	6	16
	25	1	2	2	1	6	
	72	1	2	2	0	5	
17	51	1	2	2	2	7	17
	24	1	2	2	2	7	
	64	1	2	2	2	7	
18	6	1	2	2	2	7	18
	53	1	2	2	2	7	
	70	1	2	2	2	7	

*1 = item within ±.5 of grand mean; 0 = other than within ±.5
** 0 = no agreement with other 2 items; 1 = agreement with 1 item; 2 = agreement with both

Table 2B (cont.)

Item	Hypothesis 1: Disparity of Means within each Triplet*	Hypothesis 2: Predicted Signs of Correlations**	Hypothesis 3: Significance of Correlations at .05**	Hypothesis 3: Magnitude of Correlations at .30**	Item Scores
III. Willingness-to-Work: A. In Class					
19 [28	1	2	2	2	7
19 10	1	2	2	2	7
19 81]	1	2	2	2	7] 19
20 [22	0	2	2	2	6
20 1	1	2	2	2	7
20 79]	1	2	2	2	7] 20
21 [29	1	2	2	2	7
21 41	0	2	2	2	6
21 80]	1	2	2	2	7] 21
B. Out of Class					
22 [18	1	2	2	2	7
22 4	1	2	2	2	7
22 73]	1	2	2	2	7] 22
23 [47	1	2	2	2	7
23 3	1	2	2	2	7
23 77]	1	2	2	2	7] 23
24 [43	1	2	2	2	7
24 7	1	2	2	2	7
24 75]	1	2	2	2	7] 24

*1 = item within ±.5 of grand mean; 0 = other than within ±.5
** 0 = no agreement with other 2 items; 1 = agreement with 1 item; 2 = agreement with both

Table 2B (cont.)

Item		Hypothesis 1 Disparity of Means within each Triplet*	Hypothesis 2 Predicted Signs of Correlations**	Hypothesis 3 Significance of Correlations at .05**	Hypothesis 3 Magnitude of Correlations at .30**	Item Scores	
C. Need Achievement							
25	26	1	2	2	2	7	25
	54	0	2	2	1	5	
	78	0	2	2	1	5	
26	35	1	2	2	1	6	26
	37	0	2	1	1	4	
	76	1	2	1	0	4	
27	19	0	2	2	2	6	27
	44	0	2	1	1	4	
	74	1	2	1	1	5	

*1 = item within ±.5 of grand mean; 0 = other than within ±.5
** 0 = no agreement with other 2 items; 1 = agreement with 1 item; 2 = agreement with both

Table 2C

A Summary of Item Performance by Various Criteria
(Thai Students)

	Item	Hypothesis 1 Disparity of Means within each Triplet*	Hypothesis 2 Predicted Signs of Correlations**	Hypothesis 3 Significance of Correlations at .05**	Hypothesis 3 Magnitude of Correlations at .30**	Item Scores	
I. Instrumentality							
A. Academic Purposes							
1	39	1	2	2	2	7	
	14	1	2	2	1	6	1
	62	1	2	2	1	6	
2	52	1	2	1	1	5	
	21	1	2	2	1	6	2
	59	1	2	1	0	4	
3	27	1	2	2	2	7	
	40	1	2	2	2	7	3
	61	0	2	2	2	6	
B. Socio-cultural Purposes							
4	17	1	2	1	1	5	
	30	1	2	2	1	6	4
	56	1	2	1	0	4	
5	32	1	2	2	2	7	
	13	1	2	2	2	7	5
	57	0	2	2	2	6	
6	12	1	2	2	1	6	
	2	1	2	2	1	6	6
	55	1	2	2	2	7	

*1 = item within ± .5 of grand mean; 0 = other than within ± .5
**0 = no agreement with other 2 items; 1 = agreement with 1 item; 2 = agreement with both

Table 2C (cont.)

Item	Hypothesis 1 Disparity of Means within each Triplet*	Hypothesis 2 Predicted Signs of Correlations**	Hypothesis 3 Significance of Correlations at .05**	Hypothesis 3 Magnitude of Correlations at .30**	Item Scores	
C. Jobs and Personal Benefits						
7 [50	1	2	2	2	7	7
33	0	2	2	1	5	
63]	0	2	2	1	5	
8 [5	1	2	2	2	7	8
31	1	2	2	2	7	
60]	1	2	2	2	7	
9 [38	1	2	2	1	6	9
20	1	2	1	1	5	
58]	1	2	1	0	4	
II. Integrativeness: A. Personal Preferences						
10 [36	1	2	2	0	5	10
11	0	2	2	0	4	
67]	0	2	2	0	4	
11 [9	1	2	1	1	5	11
42	1	2	1	1	5	
66]	0	2	0	0	2	
12 [15	1	2	2	2	7	12
48	1	2	2	2	7	
68]	0	2	2	2	6	

*1 = item within ± .5 of grand mean; 0 = other than within ± .5
**0 = no agreement with other 2 items; 1 = agreement with 1 item; 2 = agreement with both

Table 2C (cont.)

Item	Hypothesis 1: Disparity of Means within each Triplet*	Hypothesis 2: Predicted Signs of Correlations**	Hypothesis 3: Significance of Correlations at .05**	Hypothesis 3: Magnitude of Correlations at .30**	Item Scores
B. Ethnic Identity					
13 [45	1	2	2	1	6
13 34	0	2	2	1	5] 13
13 65	0	2	2	0	4
14 [8	0	1	0	0	1
14 49	0	2	0	0	2] 14
14 71	0	1	0	0	1
15 [23	1	2	2	1	6
15 16	1	2	2	1	6] 15
15 69	1	2	2	0	5
C. Self-concept					
16 [46	1	2	2	2	7
16 25	1	2	2	1	6] 16
16 72	1	2	2	1	6
17 [51	1	2	1	0	4
17 24	1	2	1	0	4] 17
17 64	1	2	0	0	3
18 [6	1	2	2	2	7
18 53	1	2	2	2	7] 18
18 70	1	2	2	2	7

*1 = item within ± .5 of grand mean; 0 = other than within ± .5
**0 = no agreement with other 2 items; 1 = agreement with 1 item; 2 = agreement with both

Table 2C (cont.)

Item		Hypothesis 1: Disparity of Means within each Triplet*	Hypothesis 2: Predicted Signs of Correlations**	Hypothesis 3: Significance of Correlations at .05**	Hypothesis 3: Magnitude of Correlations at .30**	Item Scores	
III. Willingness-to-Work: A. In Class							
19	28	1	2	2	2	7	19
	10	1	2	2	2	7	
	81	1	2	2	2	7	
20	22	1	2	2	2	7	20
	1	1	2	2	2	7	
	79	1	2	2	2	7	
21	29	1	2	2	2	7	21
	41	1	2	2	2	7	
	80	0	2	2	2	6	
B. Out of Class							
22	18	1	2	2	1	6	22
	4	1	2	2	2	7	
	73	1	2	2	1	6	
23	47	1	2	2	2	7	23
	3	1	2	2	2	7	
	77	1	2	2	2	7	
24	43	1	2	2	1	6	24
	7	1	2	2	2	7	
	75	0	2	2	1	5	

*1 = item within ± .5 of grand mean; 0 = other than within ± .5
**0 = no agreement with other 2 items; 1 = agreement with 1 item; 2 = agreement with both

Table 2C (cont.)

Item		Hypothesis 1 Disparity of Means within each Triplet*	Hypothesis 2 Predicted Signs of Correlations**	Hypothesis 3 Significance of Correlations at .05**	Hypothesis 3 Magnitude of Correlations at .30**	Item Scores	
C. Need Achievement							
25	26	1	2	2	2	7	25
	54	1	2	2	1	6	
	78	1	2	2	1	6	
26	35	1	2	2	2	7	26
	37	0	2	2	2	5	
	76	0	2	2	2	6	
27	19	1	2	1	0	4	27
	44	1	2	2	0	5	
	74	1	2	1	0	4	

*1 = item within ± .5 of grand mean; 0 = other than within ± .5
**0 = no agreement with other 2 items; 1 = agreement with 1 item; 2 = agreement with both

14 (8) I have heard that English speaking people are not friendly.
(49) I believe that English speaking people are friendly.
(71) Unfriendly

The problem arises from the differences in propositional content among the items within each triplet. In the good triplet, the indirect item 60 is "Learning English would tend to cause you to be qualified for good jobs." This corresponds to the propositional meaning of item 5, "I think English is required to get a good job," and item 31, "I believe English is a requirement for a good job." This is not the case when looking at the poor triplet. Item 71, "Learning English would tend to cause you to be unfriendly," is not the same meaning as item 8, "I have heard that English speaking people are not friendly or item 49, "I believe that English speaking people are friendly." However, this is not a problem for the Japanese students. Perhaps, item 71 was closer to the direct items in the Japanese translation of the Questionnaire.

Another global means of assessing the internal consistency of the Affective Questionnaire is to investigate the strength of correlations between the part scores. These are the appropriate sums of direct and indirect items with negative scales reversed. Tables 3A, 3B, and 3C show the intercorrelations among the part scores of Chinese, Japanese, and Thai subjects respectively. The correlations among the three main parts (Instrumentality, Integrativeness, and Willingness-to-Work) are enclosed in triangles. The correlations across the parts are outside the triangles.

Insert Tables 3A, 3B, 3C about here

Table 3A

Intercorrelations among the Direct and Indirect Items in Each Part of the Questionnaire on Attitudes towards English (Chinese Students)

Variable	1	2	3	4	5	6	7	8	9
Instrumentality									
1. Statement Direct 1	1.000	.785	.683	.530	.558	.573	.592	.589	.474
2. Statement Direct 2		1.000	.586	.574	.566	.626	.635	.615	.558
3. Indirect			1.000	.511	.420	.715	.412	.456	.513
Integrativeness									
4. Statement Direct 1				1.000	.814	.677	.670	.632	.704
5. Statement Direct 2					1.000	.633	.741	.659	.658
6. Indirect						1.000	.585	.585	.733
Willingness-to-Work									
7. Statement Direct 1							1.000	.732	.654
8. Statement Direct 2								1.000	.653
9. Indirect									1.000

All are significant at .001 (2-tailed test). N = 141

Table 3B

Intercorrelatations among the Direct and Indirect Items in Each Part of the Questionnaire on Attitudes towards English (Japanese Students)

Variable	1	2	3	4	5	6	7	8	9
Instrumentality									
1. Statement Direct 1	1.000	.807	.716	.382	.564	.444	.478	.485	.326
2. Statement Direct 2		1.000	.644	.403	.476	.468	.518	.533	.288
3. Indirect			1.000	.465	.518	.613	.499	.526	.532
Integrativeness									
4. Statement Direct 1				1.000	.778	.581	.601	.541	.460
5. Statement Direct 2					1.000	.606	.565	.539	.445
6. Indirect						1.000	.544	.585	.572
Willingness-to-Work									
7. Statement Direct 1							1.000	.738	.611
8. Statement Direct 2								1.000	.569
9. Indirect									1.000

All are significant at .001 (2-tailed test). N = 142

Table 3C

Intercorrelations among the Direct and Indirect Items in Each Part of the Questionnaire on Attitudes towards English (Thai Students)

Variable	1	2	3	4	5	6	7	8	9
Instrumentality									
1. Statement Direct 1	1.000	.760***	.597***	.407***	.320***	.209*	.214*	.347***	.229**
2. Statement Direct 2		1.000	.451***	.416***	.364***	.197*	.273**	.303***	.145
3. Indirect			1.000	.361***	.363***	.588***	.123	.310***	.480***
Integrativeness									
4. Statement Direct 1				1.000	.645***	.381***	.456***	.527***	.251**
5. Statement Direct 2					1.000	.471***	.495***	.466***	.420***
6. Indirect						1.000	.272**	.319***	.513***
Willingness-to-Work									
7. Statement Direct 1							1.000	.633***	.455***
8. Statement Direct 2								1.000	.572***
9. Indirect									1.000

*p≤.05 **p≤.01 ***p≤.001 (2-tailed test) N = 126

The half-test correlations for the direct statements under Instrumentality, Integrativeness, and Willingness-to-Work for the Chinese subjects were .785, .814, and .732; for the Japanese, they were .807, .778, and .738; and for the Thais, .760, .645, and .633 respectively. The direct-to-indirect correlations, however, were not as high as the direct-to-direct ones. For the Chinese students, the direct items correlated with the corresponding indirect items at .683 and .586 for Instrumentality, .677 and .633 for Integrativeness, and .654 and .653 for Willingness-to-Work. For the Japanese, the correlations were .716 and .644 for Instrumentality; .581 and .606 for Integrativeness; and .611 and .569 for Willingness-to-Work. For the Thai students, the correlations were .597 and .451 for Instrumentality, .381 and .471 for Integrativeness, and .455 and .572 for Willingness-to-Work.

A final investigation at the overall consistency of the Affective Questionnaire may be obtained by looking at the Cronbach alpha reliability for each part and for the whole questionnaire. For the Chinese subjects, reliability coefficients for Instrumentality, Integrativeness, Willingness-to-Work, and the whole questionnaire were .877, .890, .892, and .953 respectively. For the Japanese subjects, Instrumentality, Integrativeness, Willingness-to-Work, and the questionnaire as a whole were reliable at .882, .882, .895, and .948 respectively. For the Thai subjects, Instrumentality was reliable at .864; Integrativeness at .713; Willingness-to-Work at .793; and the entire scale at .897. Therefore, the sums of item scores for the three parts have substantial reliability and at least some concurrent validity.

Table 4

Descriptive Statistics of the Cloze Tests, Dictation Tests, Attitudes towards English, Years Studying English, Age, and Exposure Variables of Chinese, Japanese, and Thai Students

Variable	Chinese (N = 139)		Japanese (N = 138)		Thai (N = 126)	
	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD
1. Cloze A (20 points)	14.201	2.237	14.812	2.024	17.000	1.448
2. Cloze B (")	14.439	2.548	13.000	2.447	16.786	1.638
3. Cloze C (")	9.784	3.310	7.797	2.381	10.968	2.780
4. Cloze D (60 points) (1+2+3)	38.425	6.107	35.609	4.716	44.754	4.410
5. Dictation A (59 points)	13.410	7.837	19.283	6.706	28.381	9.863
6. Dictation B (76 ")	24.273	14.202	26.261	9.170	46.333	13.636
7. Dictation C (135 ") (5+6)	37.684	20.727	45.544	14.684	74.714	21.896
8. Instrumentality (189 points)	138.209	23.665	132.522	19.809	159.111	17.195
9. Integrativeness (189 points)	130.899	22.381	135.000	20.396	129.603	11.879
10. Willingness-to-Work (189 points)	134.863	23.442	135.536	21.649	156.770	15.448
11. Attitudes (567 points) (8+9+10)	403.971	63.259	403.058	53.707	445.484	36.077
12. Years Studying English	6.243	.590	6.059	.929	10.873	2.312
13. Age	19.086	1.132	18.551	.499	18.177	.755
14. Using English while living abroad	.459	5.166	912.826	7093.067	611.865	4580.885
15. Listening to English	7.585	31.747	25.978	68.464	191.582	1003.007
16. Reading English	9.748	24.952	2.555	7.814	45.492	159.189
17. Speaking English	.148	.974	2.304	9.949	14.778	105.666
18. Working time spent with native speakers	.926	3.493	1.065	4.274	2.016	9.682
19. Time spent in class	7.481	6.532	44.841	17.737	22.151	7.003
20. Time spent at evening schools	.356	2.776	.761	3.735	2.333	8.025

Predicting English Proficiency

To answer the second question on the extent to which affective variables and types of exposure are related to nonprimary language acquisition, correlation and multiple regression (with a hierarchical approach) were used. Tables 5A, 5B, and 5C show the inter-correlations among the variables under investigation.

Insert Tables 5A, 5B, 5C about here

Block A of Table 5A shows that the language tests and affective variables are significantly correlated. The Chinese students who had positive attitudes towards English performed well on the English tests. The highest correlation is between English and Willingness-to-Work. The amount of common variance is 15% ($.385^2$). However, this is not true with the Japanese and Thai students. Instrumentality and Willingness-to-Work are negatively related to English for the Japanese population (Block A, Table 5B). For the Thai population, Integrativeness and Willingness-to-Work are negatively related to English proficiency (Block A, Table 5C). In other words, only the Chinese students had positive attitudes towards learning English.

The relationship between English proficiency and exposure variables is given in Block C of Tables 6A, 6B, and 6C. The amount of time the Chinese students spent in English classes in the university was highly correlated with English, explaining 24% of the variance ($r = .490$). The next highest variable was the amount of time spent in listening to English radio programs and English music. The third highest was the amount of working time spent with native speakers. Another significant predictor was the amount of

Table 5A

Intercorrelations between the Cloze and Dictation Tests of Chinese Students

Variable	1	2	3	4	5	6	7
Cloze Tests							
1. Cloze A	1.000	.497***	.317***	.746***	.284***	.341***	.341***
2. Cloze B		1.000	.266**	.743***	.236**	.258**	.266**
3. Cloze C			1.000	.769***	.424***	.498***	.501***
4. Cloze D (1+2+3)				1.000	.432***	.502***	.507***
Dictation Tests							
5. Dictation A					1.000	.748***	.891***
6. Dictation B						1.000	.968***
7. Dictation C (5+6)							1.000

*p ≤.05 **p ≤.01 ***p ≤.001 (2-tailed test) N = 139

Table 5B

Intercorrelations between the Cloze and Dictation Tests of Japanese Students

Variable	1	2	3	4	5	6	7
Cloze Tests							
1. Cloze A	1.000	.251**	.150	.635***	.127	.299***	.245**
2. Cloze B		1.000	.221**	.738***	.188*	.311***	.280***
3. Cloze C			1.000	.683***	.220**	.301***	.288***
4. Cloze D (1+2+3)				1.000	.263**	.442***	.396***
Dictation Tests							
5. Dictation A					1.000	.704***	.896***
6. Dictation B						1.000	.946***
7. Dictation C (5+6)							1.000

*p≤.05 **p≤.01 ***p≤.001 (2-tailed test) N = 138

Table 5C

Intercorrelations between the Cloze and Dictation Tests of Thai Students

Variable	1	2	3	4	5	6	7
Cloze Tests							
1. Cloze A	1.000	.337***	.227**	.596***	.149	.141	.155
2. Cloze B		1.000	.387***	.726***	.396***	.267**	.345***
3. Cloze C			1.000	.848***	.413***	.436***	.457***
4. Cloze D (1+2+3)				1.000	.456***	.420***	.467***
Dictation Tests							
5. Dictation A					1.000	.730***	.905***
6. Dictation B						1.000	.951***
7. Dictation C (5+6)							1.000

*p ≤ .05 **p < .01 ***p ≤ .001 (2-tailed test) N = 126

Table 6A

Intercorrelations among the Language Tests and Attitudes (A); Exposure Variables (B); and the Language Tests, Attitudes, and Exposure Variables (C) of Chinese Students

Variable	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Language Tests															
1. Cloze	1.000	.507***	.868***	.218**	.321***	.353***	.326***	.081	.129	.008	.181*	.207*	.400***	.106	-.229**
2. Dictation		1.000	.868***	.230**	.328***	.315***	.319***	.090	.352***	.106	.221**	.268**	.446***	.255**	-.071
3. English (1+2)			1.000	.258**	.374***	.385***	.371***	.099	.281***	.067	.233**	.275***	.490***	.211**	-.171*
Attitudes [A]											[C]				
4. Instrumentality				1.000	.716***	.682***	.880***	.028	.090	-.010	.116	.081	.144	.101	.021
5. Integrativeness					1.000	.835***	.931***	-.024	.039	.055	.105	.101	.094	.197*	.013
6. Willingness-to-Work						1.000	.921***	.069	.012	.083	.127	.068	.115	.148	.121
7. Attitudes (4+5+6)							1.000	.027	.052	.046	.127	.091	.129	.162	.057
Exposure Variables															
8. Using English while staying in a country where English is used								1.000	.013	-.013	-.014	-.024	-.047	-.012	-.037
9. Listening to English									1.000	.254**	-.028	.004	.128	.097	-.078
10. Reading English										1.000	.091	.010	-.004	.073	-.032
11. Speaking English											1.000	.394***	.142	.094	.001
12. Working time spent with native speakers								[B]				1.000	.425***	.460***	-.068
13. Time spent in class													1.000	.144	-.087
14. Time spent at evening schools														1.000	-.054
15. Years studying English															1.000

*p ≤.05 **p ≤.01 ***p ≤.001 (2-tailed test)

Table 6B

Intercorrelations among the Language Tests and Attitudes (A); Exposure Variables (B); and the Language Tests, Attitudes, and Exposure Variables (C) of Japanese Students

Variable	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Language Tests															
1. Cloze	1.000	.396***	.835***	-.127	.071	-.009	-.024	.304***	.106	.258**	.024	-.008	.110	.102	.282***
2. Dictation		1.000	.835***	-.195*	.006	-.038	-.085	.539***	.186*	.282***	.088	.104	.002	.198*	.479***
3. English(1+2)			1.000	-.193*	.046	-.028	-.065	.504***	.175*	.322***	.067	.058	.067	.180*	.455***
Attitudes [A]												[C]			
4. Instrumentality				1.000	.598***	.583***	.831***	-.083	-.053	-.019	-.038	-.010	-.031	.009	.019
5. Integrativeness					1.000	.706***	.885***	-.077	.122	.136	.191*	.151	-.009	.117	.022
6. Willingness-to-Work						1.000	.887***	-.069	.132	.139	.095	.135	.039	.140	-.046
7. Attitudes (4+5+6)							1.000	-.088	.080	.101	.097	.108	.001	.104	-.003
Exposure Variables															
8. Using English while staying in a country where English is used								1.000	-.030	.247**	.011	-.023	.024	-.009	.510***
9. Listening to English									1.000	.146	.511***	.322***	-.033	-.052	-.053
10. Reading English										1.000	.154	.099	.209**	.300***	.193*
11. Speaking English											1.000	.483***	.042	-.025	-.051
12. Working time spent with native speakers												1.000	-.022	.023	-.016
								[B]							
13. Time spent in class													1.000	.086	.011
14. Time spent at evening schools														1.000	.033
15. Years studying English															1.000

*p ≤.05 **p ≤.01 ***p ≤.001 (2-tailed test)

Table 6C

Intercorrelations among the Language Tests and Attitudes (A); Exposure Variables (B); and the Language Tests, Attitudes, and Exposure Variables (C) of Thai Students

Variable	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Language Tests															
1. Cloze	1.000	.467***	.856***	.034	-.001	.042	.034	.157***	.193**	.156*	.170**	.142	.154	.027	.066
2. Dictation		1.000	.856***	.003	-.013	-.045	-.022	.288***	.237***	.199**	.237***	.243***	.066	-.021	.145
3. English(1+2)			1.000	.021	-.008	-.002	.007	.260***	.251***	.208**	.238***	.225***	.128	.003	.123
Attitudes															
4. Instrumentality			[A]	1.000	.509***	.372***	.804***	.017	-.010	.008	-.017	.036	.062	-.046	.109
5. Integrativeness					1.000	.601***	.829***	.206**	.106	.048	.115	.105	.017	-.008	-.062
6. Willingness-to-Work						1.000	.804***	.211**	.024	.040	.034	.114	.094	-.110	-.019
7. Attitudes (4+5+6)							1.000	.166	.041	.036	.044	.100	.075	-.072	.024
Exposure Variables															
8. Using English while staying in a country where English is used								1.000	-.004	.072	.072	.630***	.043	-.039	-.124
9. Listening to English									1.000	.665***	.964***	-.011	-.059	-.018	.215**
10. Reading English										1.000	.665***	.111	-.044	-.053	.239***
11. Speaking English											1.000	.096	-.023	-.041	.171
12. Working time spent with native speakers												1.000	.068	-.060	-.037
13. Time spent in class.								[B]					1.000	.096	-.033
14. Time spent at evening schools														1.000	.041
15. Years studying English															1.000

*p ≤ .05 **p ≤ .01 ***p ≤ .001 (2-tailed test)

leisure time spent with native speakers of English. These findings support what Ogawa, Byler, Oller, and Prapphal (in press) found. Here, contact time with the target language did appear to be conducive to improved proficiency.

The amount of time the Japanese students used English while living abroad and the amount of free time they spent reading English newspapers and books explained 25% and 10% in English proficiency respectively ($r = .504$ and $.322$). Although number of years studying English accounted for 21% of the variance in the criterion, the amount of time spent in English classes in the university was found not to have a significant relationship to proficiency. This was also true with the Thai students. Number of years studying English contributed less than 2% of the variance in English proficiency. Neither was the time spent in English classes in the university a significant predictor. The amount of variance explained was also less than 2% ($r = .128$). Perhaps the formal classroom exposure for these subjects did not provide input that would ensure acquisition for the Japanese and Thai students.

To investigate the exposure indices and affective variables as predictors of nonprimary language acquisition, a multiple regression (hierarchical approach) was used. Exposure indices were entered first and affective variables second. The order was based on the hypothesis that previous exposure (both formal and informal variables) might causally affect attitudes towards English, which in turn would affect language proficiency. Each variable was tested when other variables in that step or those in the previous step were controlled. An unweighted standardized

score including the cloze and dictation tests was used to represent English proficiency. Tables 7A, 7B, and 7C present the data from the multiple regression analysis.

Insert Tables 7A, 7B, 7C about here

For the Chinese population, when all of the predictors were combined, the overall regression of exposure and affective variables onto English proficiency was significant with 22% of the variance in the criterion accounted for ($F = 5.918$, $df = 6, 129$, $p \leq .01$, $R^2 = .216$). For the Japanese population, the variance accounted for in the English tests was 35% and for the Thai population, 3%. When the effects of other predictors were controlled, affective variables made the largest contribution, explaining 17% of the variance in the dependent measure. For the Japanese students, the regression of exposure and affective variables onto knowledge of English was significant, accounting for 35% of the variance in the criterion. Number of years studying English was the strongest contributor. The next strongest contributor was informal exposure, explaining 8% of the variance. Affective variables (mainly from Instrumentality) accounted for 6% of the variance in knowledge of English.

Examination of the overall regression for the Thai students reveals that none of the predictors was significantly related to English proficiency. All predictors accounted for only 3% of the variance in English proficiency. Surprisingly, affective variables did not significantly predict English proficiency for the Thai

Table 7A

Exposure and Attitudes towards English
as Predictors of English Proficiency of Chinese Students

Source	R^2	r	β	df	SS	MS	F
Regression	.216			6	83.005	13.834	5.918**
Exposure	.050			3	19.366	6.455	2.761*
Years Studying English	.027	-.171	-.165	1	10.462	10.462	4.475*
Formal Exposure	.020	.044	.315	1	7.667	7.667	3.279
Informal Exposure	.020	-.026	-.316	1	7.728	7.728	3.305
Attitudes	.166			3	63.639	21.213	9.073**
Instrumentality	.004	.253	-.096	1	1.485	1.485	.635
Integrativeness	.007	.358	.159	1	2.518	2.518	1.077
Willingness-to-Work	.031	.369	.346	1	12.113	12.113	5.181*
Residual	.784			129	301.576	2.338	
Total	1.000			135	384.581		

*p < .05 **p< .01

Table 7B

Exposure and Attitudes towards English
as Predictors of English Proficiency of Japanese Students

Source	R^2	r	β	df	SS	MS	F
Regression	.353			6	132.067	22.011	11.645**
Exposure	.294			3	109.807	36.602	19.366**
Years Studying English	.114	.455	.356	1	42.514	42.514	22.494**
Formal Exposure	.005	.067	.068	1	1.708	1.708	.904
Informal Exposure	.083	.417	.305	1	31.185	31.185	16.500**
Attitudes	.059			3	22.260	7.420	3.926**
Instrumentality	.052	-.188	-.302	1	19.493	19.493	10.314**
Integrativeness	.023	.046	.226	1	8.679	8.679	4.592*
Willingness-to-Work	.000	-.032	.014	1	.034	.034	.018
Residual	.647			128	241.941	1.890	
Total	1.000			134	374.008		

*p≤.05 **p≤.01

Table 7C

Exposure and Attitudes towards English
as Predictors of English Proficiency of Thai Students

Source	R^2	r	β	df	SS	MS	F
Regression	.025			6	9.183	1.530	.509
Exposure	.025			3	9.144	3.048	.995
Years Studying English	.013	.123	.115	1	4.798	4.798	1.597
Formal Exposure	.007	.083	.082	1	2.491	2.491	.829
Informal Exposure	.003	-.070	-.056	1	1.117	1.117	.372
Attitudes	.000			3	.039	.013	.004
Instrumentality	.000	.021	.001	1	0.000	0.000	0.000
Integrativeness	.000	-.008	-.013	1	.004	.004	.001
Willingness-to-Work	.000	-.002	.010	1	.003	.003	.001
Residual	.075			119	357.567	3.005	
Total	1.000			125	366.750		

population in this study (R^2 = .000). This tends to confirm an impression formed earlier (cf. Prapphal, Oller and Byler, in press) that favorable conditions for language acquisition are not provided for this group.

Causal Relationships

Possible causality was posited between exposure indices, affective variables, and English proficiency. Exposure indices might cause variance in certain affective variables (Instrumentality, Integrativeness, and Willingness-to-Work), which in turn might affect knowledge of English. Figures 2A, 2B, and 2C represent the path diagram of the hypothesized causal relationships.

Insert Figures 2A, 2B, 2C about here

Exposure variables examined in this study included 1) Number of years studying English, 2) formal exposure: a) amount of time spent in English classes in the university, and b) amount of time spent in English classes at a special evening school; and 3) informal exposure: a) amount of free time using English while living abroad, b) amount of time listening to English radio programs and/or English music, c) amount of free time reading English newspapers and/or books, d) amount of leisure time spent with people who speak English. The three affective scores (Instrumentality, Integrativeness, and Willingness-to-Work) were added to form one affective score to be used in the path analysis. Formal exposure and affect show strong relationships with English proficiency of Chinese students. Number of years studying English and informal exposure are causally related to English proficiency

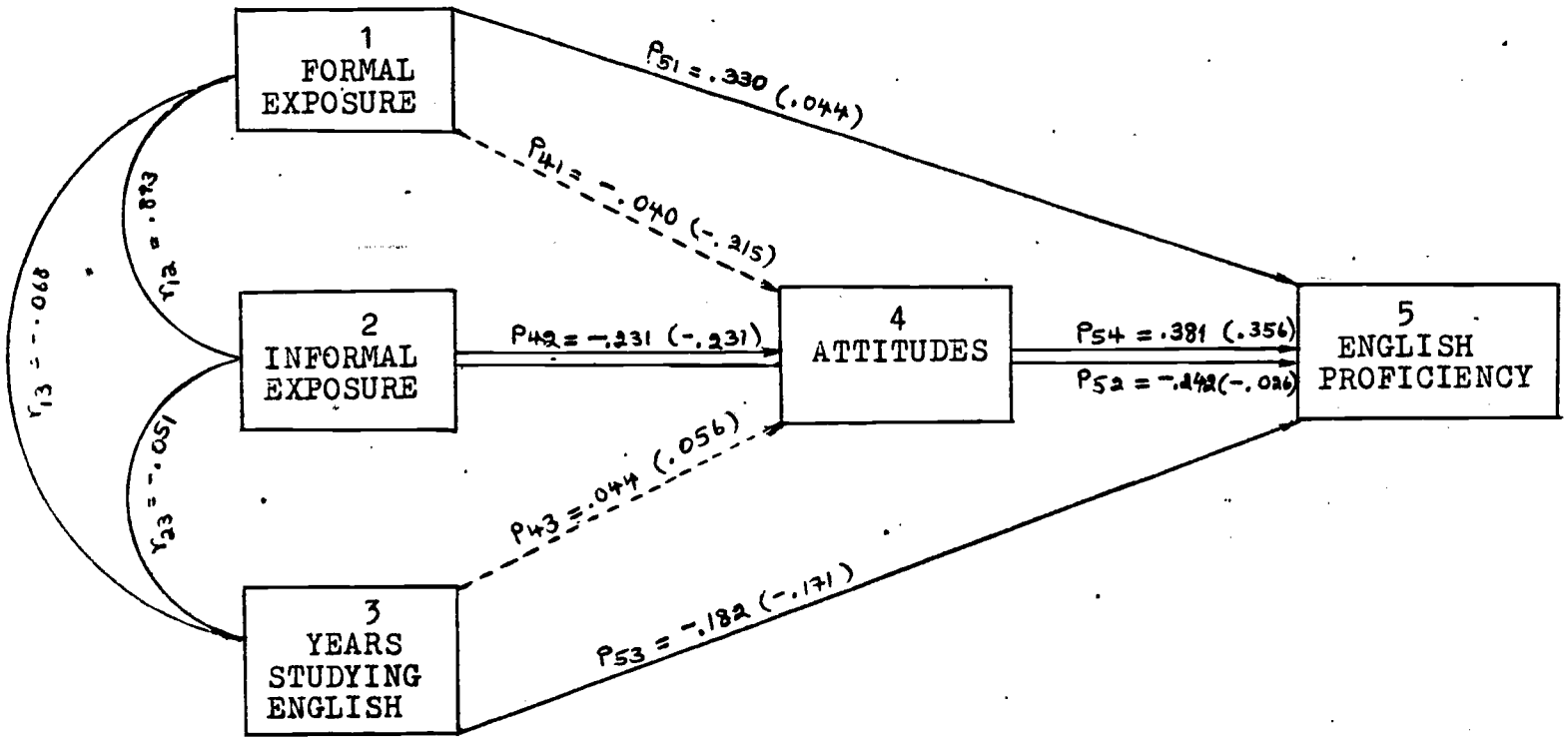


Figure 2A. Model of Path Analysis (Chinese Students)

Table 9A

Reproduced Correlations of the Path Diagram
(Chinese Students)

	Relationship	Observed Correlation	Reproduced Correlation	Unexplained
1.	$\hat{r}_{15}$	.044	.044	.000
2.	$\hat{r}_{25}$	-.026	-.026	.000
3.	$\hat{r}_{35}$	-.171	-.171	.000
4.	$\hat{r}_{45}$	.356	.367	-.011
5.	$\hat{r}_{14}$	-.215	-.206	-.009
6.	$\hat{r}_{24}$	-.231	-.231	.000
7.	$\hat{r}_{34}$	.056	.012	.044

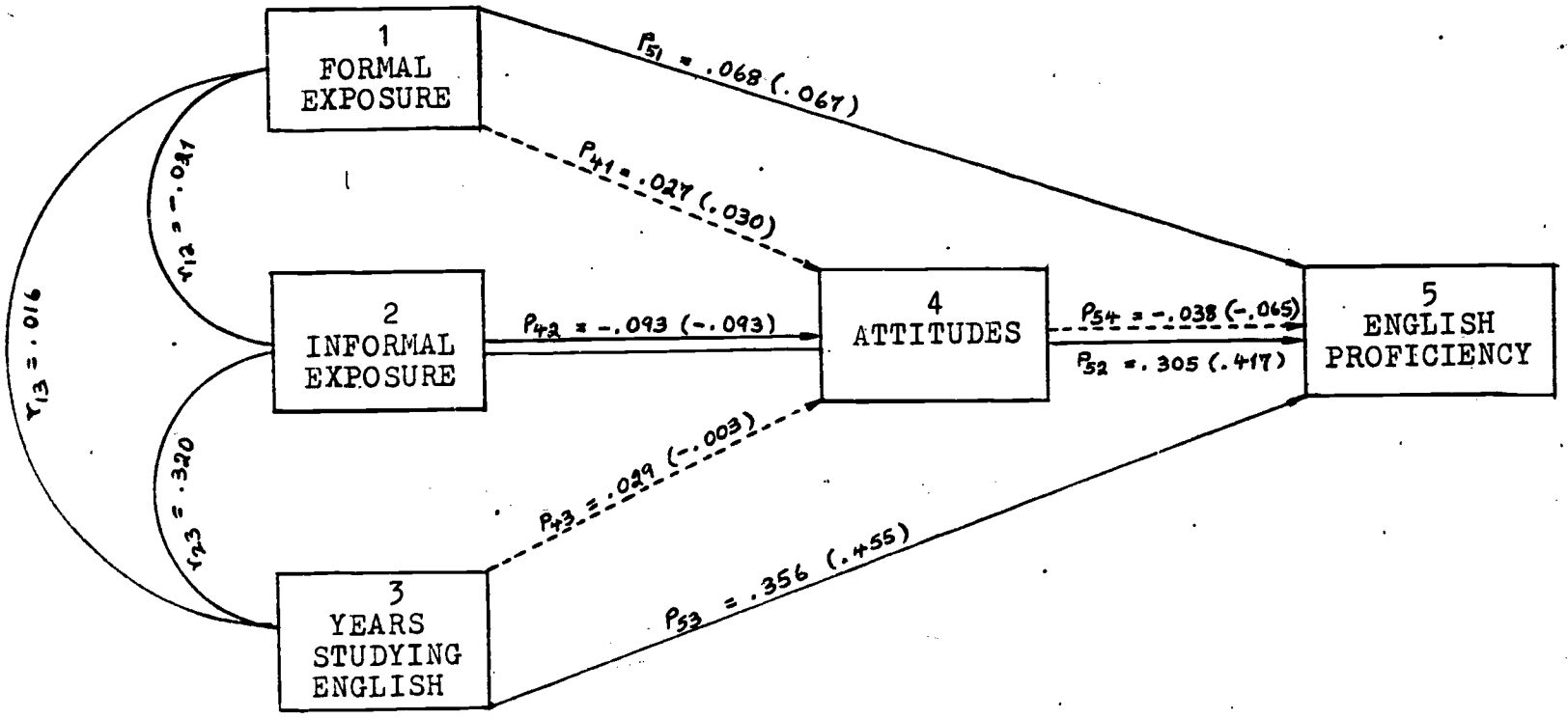


Figure 2B. Model of Path Analysis (Japanese Students)

Table 9B

Reproduced Correlations of the Path Diagram
(Japanese Students)

Relationship		Observed Correlation	Reproduced Correlation	Unexplained
1.	$\hat{r}_{15}$	.067	.068	-.001
2.	$\hat{r}_{25}$	.417	.418	-.001
3.	$\hat{r}_{35}$	.455	.455	.000
4.	$\hat{r}_{45}$	-.065	-.039	-.026
5.	$\hat{r}_{14}$	.030	.002	.028
6.	$\hat{r}_{24}$	-.093	-.093	.000
7.	$\hat{r}_{34}$	-.003	-.030	.027

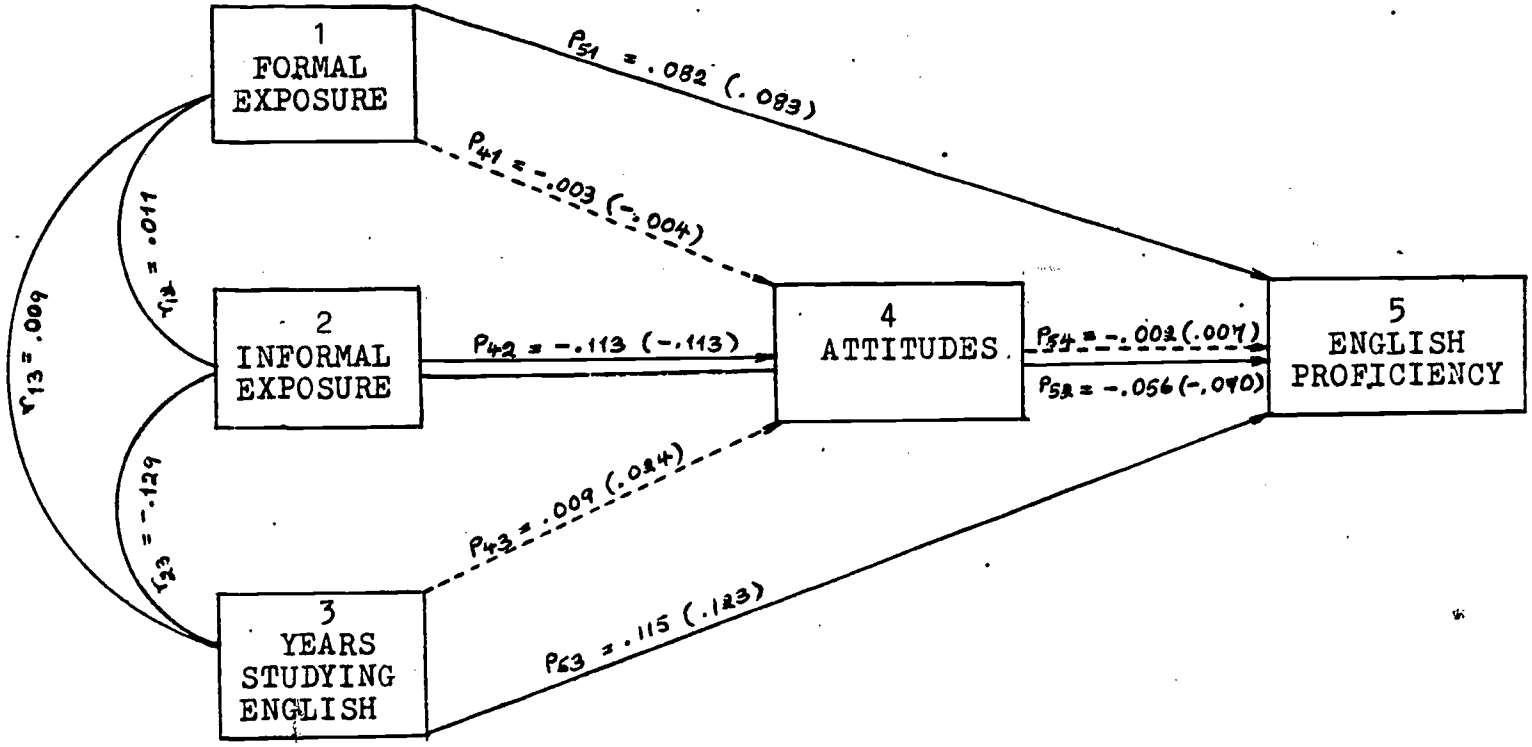


Figure 2C. Model of Path Analysis (Thai Students)

Table 9C

Reproduced Correlations of the Path Diagram (Thai Students)

Relationship		Observed Correlation	Reproduced Correlation	Unexplained
1.	$\hat{r}_{15}$	.083	.082	.001
2.	$\hat{r}_{25}$	-.070	-.070	.000
3.	$\hat{r}_{35}$	.123	-.123	.000
4.	$\hat{r}_{45}$	.007	.008	-.001
5.	$\hat{r}_{14}$	-.004	-.001	-.005
6.	$\hat{r}_{24}$	-.113	-.113	.000
7.	$\hat{r}_{34}$	.024	.015	.009

for the Japanese population. Other variables are weakly and causally related. Although the model of path analysis for the Thai population is the same as the path model for the Japanese, none of the variables is strongly related to knowledge of English. This indicates that previous English language experience does not engender "acquisition" for this population. Affect, thus, appears to be inconsequential in such an environment. This conclusion appears to be true also for the Chinese students.

Underlying Dimensions of the Relationships

To investigate the underlying relationships among the exposure indices, affective variables, and English proficiency, a principal components analysis (number of factors set at three) was performed. Tables 8A, 8B, and 8C show the distribution of the variables over three factors.

Insert Tables 8A, 8B, 8C about here

The varimax rotated factor matrix for the Chinese population shows that Factor 1 includes number of years studying English, amount of time spent in English classes in the university, amount of leisure time spent listening to English radio programs and/or English music and all language tests. Factor 2 has three variables loading heavily: Instrumentality, Integrativeness, and Willingness-to-Work. This is true with Japanese and Thai students. The heaviest loading on Factor 3 are amount of time spent in English classes in the university, amount of time spent in English classes at a special evening school, amount of leisure time spent with people who speak English, amount of work time spent with native speakers of English

Table 8A

The Varimax Rotated Factor Matrix of Exposure Variables, Attitudes towards English and Language Tests of Chinese Students (N = 132)

Variable	Factor 1	Factor 2	Factor 3	Communality
I. Exposure Variables				
1. Years studying English	-.403	.183	.063	.199
2. Time spent in class	.494	-.008	.455	.451
3. Time spent at evening school	.016	.096	.660	.445
4. Using English while living abroad	.175	.040	-.135	.051
5. Listening to English	.336	.025	.161	.140
6. Reading English	-.032	.061	.180	.037
7. Speaking English	.080	.070	.519	.280
8. Working time spent with native speakers	.129	-.045	.807	.670
II. Attitudes towards English				
9. Instrumentality	.056	.856	.092	.744
10. Integrativeness	.122	.907	.131	.855
11. Willingness-to-Work	.147	.917	.063	.867
III. Language Tests				
12. Cloze A	.681	.170	-.226	.544
13. Cloze B	.651	.041	-.070	.431
14. Cloze C	.597	.248	.276	.494
15. Dictation A	.614	.190	.357	.540
16. Dictation B	.644	.251	.431	.664
Eigen value	2.650	2.645	2.117	7.412
Mean communality	.166	.165	.132	.463

Table 8B

The Varimax Rotated Factor Matrix of Exposure Variables, Attitudes towards English and Language Tests of Japanese Students (N = 134)

Variable	Factor 1	Factor 2	Factor 3	Communality
I. Exposure Variables				
1. Years studying English	.689	.046	-.157	.502
2. Time spent in class	.089	.043	.038	.011
3. Time spent at evening school	.157	.204	-.063	.071
4. Using English while living abroad	.747	-.058	-.088	.569
5. Listening to English	.076	.018	.775	.607
6. Reading English	.438	.136	.309	.305
7. Speaking English	.025	.022	.838	.703
8. Working time spent with native speakers	.019	.049	.722	.523
II. Attitudes towards English				
9. Instrumentality	-.138	.833	-.098	.723
10. Integrativeness	.033	.865	.196	.787
11. Willingness-to-Work	-.030	.868	.108	.776
III. Language Tests				
12. Cloze A	.349	.006	.047	.124
13. Cloze B	.517	.102	-.057	.280
14. Cloze C	.471	-.093	.119	.245
15. Dictation A	.747	-.095	.080	.573
16. Dictation B	.844	-.026	.129	.730
Eigen value	3.167	2.293	2.069	7.529
Mean communality	.198	.143	.129	.471

Table 8C

The Varimax Rotated Factor Matrix of Exposure Variables, Attitudes towards English and Language Tests of Thai Students (N = 120)

Variable	Factor 1	Factor 2	Factor 3	Communality
I. Exposure Variables				
1. Years studying English	.382	.017	-.138	.165
2. Time spent in class	-.137	.248	.002	.081
3. Time spent at evening school	-.049	.014	-.152	.025
4. Using English while living abroad	-.138	.569	.380	.487
5. Listening to English	.942	.089	.100	.905
6. Reading English	.801	.117	.103	.667
7. Speaking English	.915	.122	.137	.871
8. Working time spent with native speakers	-.099	.534	.298	.384
II. Attitudes towards English				
9. Instrumentality	-.040	-.046	.661	.441
10. Integrativeness	.022	.001	.846	.716
11. Willingness-to-Work	-.041	.039	.794	.634
III. Language Tests				
12. Cloze A	.080	.360	.029	.137
13. Cloze B	.100	.598	-.131	.385
14. Cloze C	.122	.656	-.090	.453
15. Dictation A	.207	.784	-.041	.660
16. Dictation B	.193	.734	-.150	.599
Eigen value	2.677	2.784	2.149	7.610
Mean communality	.167	.174	.134	.476

and the two dictation tests. Although the dictation tests loaded under this factor, they loaded more heavily under Factor 1.

Similar to the Chinese study, the factor matrix for the Japanese students shows that all the language tests and number of years studying English loaded most heavily on Factor 1 and affective variables on Factor 2. The differences are the amount of time using English while living abroad and amount of free time reading English newspapers and textbooks. Both loaded on Factor 1. Other informal exposure (listening to English, speaking English, and work time spent with native speakers) loaded on Factor 3.

For the Thai population, number of years studying English and the following informal exposure variables loaded under the same factor. This includes reading English, speaking English, and working time spent with native speakers. However, the amount of leisure time listening to English and work time spent with native speakers loaded more heavily with the language tests. This suggests that the two variables are deeply related to nonprimary language acquisition for this population. Similar to the Chinese and Japanese subjects, the affective variables loaded under the same factor. Although the amount of time using English while living abroad and the work time spent with native speakers loaded under the language factor, they loaded heavily under the affective factor. This suggests that certain informal exposure variables ensure positive attitudes towards English and therefore facilitate the attainment of English proficiency.

In brief, there are three factors obtained from these three groups: the linguistic factor, the affective factor, and the exposure factor. The first two give the same patterns for the

three populations. The last factor, however, differs among the three groups depending on the input that each language program has provided for the students of each country.

Conclusions

A repeated-measurement technique used to check internal consistency of responses as well as to investigate the concurrent validity of the affective questions was found to be a reliable measure for our Chinese, Japanese, and Thai students. The Affective Questionnaire has to a certain extent convergent and divergent validity although contaminating factors such as self-flattery, social acceptance, and mere consistency may still be at play.

Exposure indices and affective variables are better predictors of language proficiency for the Japanese and Chinese students than for the Thai students. Affective variables are the best predictors of English proficiency of the Chinese. Certain exposure indices are in some cases significantly correlated with EFL proficiency although they are not substantially and significantly related to affective variables.

Dictation Cloze Test

Directions: 1) You will hear two passages in this test.
2) The person on the tape will read each of these passages three times. The first time he reads it, just listen to what he says. The second time he reads the passage, write down exactly what he says (or what you hear). During the second reading, there will be pauses given to you so that you can write down what you hear. The third time, he reads it, check your answers to see if you have made any errors.
3) Punctuation marks will be given the second time.
4) Don't spell out the punctuation marks.

Example: On the tape you will hear
"This is a book, period."
During the second reading,
you write down:
"This is a book." (Don't spell out period.)

NOW, WE WILL BEGIN OUR TEST.

Passage One

On the tape: Every morning (comma)....our secretary/ would arrive out of breath/ from running.... across our huge parking lot/.... in order to get to her desk on time (period)/.... Eventually (comma)/ we made the obvious suggestion/.... that she climb out of bed earlier (period)/.... Then she explained (colon)/ (quotation mark) Most people get up early so they can jog (period)/.... I get up late so I have to jog (period) (quotation mark).

Length: 59 words; From: Reader's Digest, p.183, Sept. 1980.

Passage Two

On the tape: Yesterday I saw a lady/..../who was walking down a street near my house./..../She looked confused and a little bit lost,/..../ so I asked her if she knew where she was going./..../ She said that she was looking for Maple Street./..../ I told her that I would walk with her to Maple Street,/..../since it was just a couple of blocks away./..../ I showed her where the street was and then I walked back home.

Length: 76 words; From Stump's test, Language in Education, p. 59.

Standard Cloze Test in Multiple-Choice Format

Directions: In this test there will be three passages at different levels of difficulty. Every 7th word is replaced by four alternatives. Read the whole passage and choose the best answer. Write your answers on the answer sheet.

Passage A

John and Sue live in the same neighborhood. They live in a large city. John has a cat. Its name (1)

A. is
B. was
C. were
D. called

Traveler.

John gave his cat this (2)

A. term
B. collar
C. word
D. name

because it likes to travel around (3)

A. a
B. an
C. the
D. about

neighborhood. Sometimes Traveler goes away and (4)

A. hadn't
B. doesn't
C. didn't
D. hasn't

come back all day long. John (5)

A. with
B. against
C. and
D. or

Sue are standing and talking in (6)

A. place
B. beside
C. favor
D. front

of John's house.

"Where is your (7)

A. dog,
B. cat,
C. car,
D. house,

John?" asked Sue. "Here, kitty, kitty, (8)

A. John
B. come
C. kitty
D. here

."

"I really don't know where he (9)

A. go
B. goes
C. went
D. left

, "said John.

"This makes the second (10) [A. chat / B. time / C. run / D. call] this week that he's run away.

(11) [A. They / B. John / C. I / D. Sue] just wish he would stay at (12) [A. house / B. home / C. sight / D. ease]."

"Well, let's walk over to Bill's (13) [A. roof / B. car / C. office / D. house] and look for him there," said (14) [A. Bill / B. John / C. Sue / D. Traveler]. Sometimes he crawls under the porch (15) [A. or / B. and / C. makes / D. that] stays there all afternoon."

So they (16) [A. wandered / B. passed / C. looked / D. went] over to Bill's house and asked (17) [A. them / B. her / C. me / D. him] if he had seen Traveler.

"I (18) [A. hadn't / B. must have / C. haven't / D. didn't] seen him all day long," said (19) [A. Bill / B. John / C. Sue / D. Traveler].

Sue said, "Let's look under your (20) [A. shoes / B. dog / C. porch / D. bicycle] to see if he's there."

They bent down and looked under the porch. There was Traveler sound asleep.

Please continue to answer passage B.

Passage B

I got up early that morning and went out for a little walk. I think it must have been 7 a.m. . It was the second week of January and the temperature was only about 20 degrees above zero. I had to (21) [A. wear / B. put / C. keep / D. lie] on a warm sweater and even (22) [A. with / B. a / C. for / D. the] heavy jacket because it was so (23) [A. heavy / B. early / C. gloomy / D. cold]. I wore gloves and I even (24) [A. had / B. must / C. ought / D. obliged] to put a scarf around my (25) [A. waist / B. wrist / C. ankles / D. neck] to keep warm and comfortable. The (26) [A. sky / B. warm / C. color / D. clouds] was blue. I could see that (27) [A. he / B. it / C. she / D. I] was going to be a nice (28) [A. temperature / B. sun / C. weather / D. day].

I was surprised that there was (29) [A. nobody / B. anybody / C. everybody / D. somebody] outside but me. That seemed quite (30) [A. pleasant / B. agreeable / C. unusual / D. misleading]; after all, 7 a.m. isn't very (31) [A. important / B. early / C. pleasant / D. special]. I asked myself why nobody was (32) [A. on / B. off / C. from / D. with] the street: Could my watch be

(33) [A. punctual / B. working / C. stolen / D. late] ? Was it really only 5 a.m. and (34) [A. couldn't / B. not / C. isn't / D. shouldn't] seven? I really didn't know.

After (35) [A. that / B. through / C. passing / D. seeing] another block without meeting anyone, I (36) [A. refused / B. saw / C. blamed / D. praised] a newsboy who was delivering papers (37) [A. on / B. for / C. with / D. by] his bicycle. "Why are the papers (38) [A. too / B. be / C. so / D. sent] thick today?" I wondered. Like a (39) [A. stream / B. pack / C. shock / D. bolt] of lightning, the reason quickly flashed (40) [A. over / B. above / C. into / D. under] my head: It was Sunday!!!

Continue to Passage C

Passage C

There are two values in this way of looking at the paragraph that I have not mentioned in the essay itself. It is a natural way to (41) [A. help / B. describe / C. get / D. cause] students feel their way through the (42) [A. practices / B. paragraphs / C. autobiographies / D. bibliographies] they are writing and give them

(43) [A. every / B. any / C. many / D. the] density of texture, the solidity of

(44) [A. classification / B. specification / C. modification / D. personalization], so many of them woefully lack.

(45) [A. Or / B. And / C. If / D. Unless] in reading what they have come (46) [A. for / B. from / C. up / D. to] with, a quick structural analysis will (47) [A. tell / B. claim / C. disregard / D. ignore] exactly what they have done or (48) [A. appeared / B. decided / C. left / D. requested] undone, done well or poorly.

Without (49) [A. one / B. such / C. each / D. its] analysis, one cannot very well make

(50) [A. any / B. so / C. each / D. its] relevant comments. And such analysis is

(51) [A. subsequent / B. exceptional / C. experimental / D. implicit] in any sort of reading. After (52) [A. that / B. all / C. it / D. trial], it merely raises to the level (53) [A. from / B. of / C. with / D. on] a conscious operation

what every competent (54) [A. reader / B. rider / C. dealer / D. traitor] does automatically as his

eyes scan (55) [A. any / B. the / C. straight / D. marked] lines of the page and what,

(56) [A. should / B. to / C. who / D. I] suspect, the incompetent reader has not

(57) [A. learned / B. informed / C. forgotten / D. instructed] to do. One has to recognize (58) [A. my / B. all / C. the / D. its]

changing direction of movement and the (59) [A. corrupting / B. shifting / C. decaying / D. twisting] levels

of generality. Following a paragraph (60) [A. has / B. needs / C. is / D. creates] more like

following a dance than a dash. The topic sentence draws a circle, and the rest of the paragraph is a pirouette within that circle.

Attitudes towards English

Name _____ Group _____ Nationality _____

Sex _____ Age = _____ years High School GPA = _____

Years of studying English before the entrance examination = _____ years

Please answer the following questions.

1. How long have you spent visiting or living in a country where English is used? _____
   How much of the time did you use English while you were there? _____%

2. How much free time do you spend listening to English radio programs and/or English music per week? _____ hours
   And how long have you been doing this? _____ months

3. How much free time do you spend reading English newspapers and/or books per week? _____ hours
   And how long have you been doing this? _____ months

4. How much leisure time per week do you spend with people who speak English? _____ hours
   And how long have you been doing this? _____ months

5. How much work time per week do you spend with people who speak English? _____ hours
   And how long have you been doing this? _____ months

6. How many hours per week do you spend in English classes in the university? _____ hours
   And how long have you been doing this? _____ months

7. How many hours per week do you spend in English classes at a special evening school? _____ hours
   And how long have you been doing this? _____ months

The following are statements concerning attitudes towards English. It has been found that many people agree with each statement and many disagree. You are asked to circle one of the numbers after each statement which corresponds most closely with your opinion.

For example:

	strongly disagree						strongly agree
This questionnaire is about attitudes towards English.	1	2	3	4	5	6	(7)

Now answer the following statements. Please answer every item and circle only one number in each item. If you want to change an answer, cross out your first mark completely. Thank you very much for your responses. They will help us to improve curricula in language teaching.

	strongly disagree						strongly agree
1. I work hard in class trying to get better grades in English.	1	2	3	4	5	6	7
2. I won't be more culturally advanced if I study English.	1	2	3	4	5	6	7
3. I consider participating in English language activities a good use of my time.	1	2	3	4	5	6	7
4. I don't want to study English outside of class.	1	2	3	4	5	6	7
5. I think English is required to get a good job.	1	2	3	4	5	6	7
6. I wouldn't like to be an exchange student to an English speaking country.	1	2	3	4	5	6	7
7. I don't mind reading other English materials besides textbooks.	1	2	3	4	5	6	7
8. I have heard that English speaking people are not friendly.	1	2	3	4	5	6	7
9. I don't enjoy learning English.	1	2	3	4	5	6	7
10. I am never up to date in my English assignments.	1	2	3	4	5	6	7
11. The more I learn English, the less I want to know native speakers of English.	1	2	3	4	5	6	7
12. Studying English won't help me be more culturally advanced.	1	2	3	4	5	6	7
13. I will be more socially respected if I know English.	1	2	3	4	5	6	7

	strongly disagree						strongly agree
14. English skills will help me to understand subject matter more deeply.	1	2	3	4	5	6	7
15. I don't like to read English literature for pleasure.	1	2	3	4	5	6	7
16. From what I know English speaking people are not charitable.	1	2	3	4	5	6	7
17. A university student should know English.	1	2	3	4	5	6	7
18. I want to study English outside of class.	1	2	3	4	5	6	7
19. Studying English won't help me achieve my educational goals.	1	2	3	4	5	6	7
20. Knowing English won't help me have a broader perspective on things.	1	2	3	4	5	6	7
21. English skills will help me fulfill my long-range educational goals.	1	2	3	4	5	6	7
22. I want to work hard in class to improve my grades in English.	1	2	3	4	5	6	7
23. I don't think English speaking people are generous.	1	2	3	4	5	6	7
24. I would like to have close friends who are native speakers of English.	1	2	3	4	5	6	7
25. I want to learn to express my feelings more openly like English speaking people do.	1	2	3	4	5	6	7
26. When I set a goal I really work hard to attain it.	1	2	3	4	5	6	7
27. English won't help me be more technologically advanced.	1	2	3	4	5	6	7
28. I am always up to date in my English assignments.	1	2	3	4	5	6	7
29. I don't like to participate in language activities in class.	1	2	3	4	5	6	7

	strongly disagree						strongly agree
30. It is not important for a university student to know English.	1	2	3	4	5	6	7
31. I believe English is a requirement for a good job.	1	2	3	4	5	6	7
32. English will help me gain social recognition.	1	2	3	4	5	6	7
33. A person who knows English won't necessarily get a good job.	1	2	3	4	5	6	7
34. English speaking people have benefitted Thai society.	1	2	3	4	5	6	7
35. I don't mind getting a few low grades in English.	1	2	3	4	5	6	7
36. The more I learn English, the more I want to know native speakers of English.	1	2	3	4	5	6	7
37. I always want to get good grades in English.	1	2	3	4	5	6	7
38. Knowing English won't help me understand things better.	1	2	3	4	5	6	7
39. English skills can increase my ability to think critically.	1	2	3	4	5	6	7
40. English will not help me to be more advanced technologically.	1	2	3	4	5	6	7
41. I don't think it is worthwhile to participate in any language activities in class.	1	2	3	4	5	6	7
42. I enjoy learning English.	1	2	3	4	5	6	7
43. I don't like to read English materials other than textbooks.	1	2	3	4	5	6	7
44. I can achieve my educational goals without studying English.	1	2	3	4	5	6	7
45. English speaking people contribute to the richness of Thai society.	1	2	3	4	5	6	7

	strongly disagree						strongly agree
46. I want to be more emotionally expressive in the way that English speaking people are.	1	2	3	4	5	6	7
47. I enjoy participating in many activities in English.	1	2	3	4	5	6	7
48. I would scarcely ever consider reading English just for fun.	1	2	3	4	5	6	7
49. I believe that English speaking people are friendly.	1	2	3	4	5	6	7
50. A person who knows English will usually get a good job.	1	2	3	4	5	6	7
51. I don't want to have close friends who speak English.	1	2	3	4	5	6	7
52. English skills won't help me fulfill my long-range objectives.	1	2	3	4	5	6	7
53. I wouldn't like to go to an English speaking country as an exchange student.	1	2	3	4	5	6	7
54. The goals that I set really motivate me to work hard.	1	2	3	4	5	6	7

Please mark the following scales <u>indicating your agreement or disagreement on how you think learning English would tend to cause you to be</u>.

	strongly disagree						strongly agree
55. culturally stabilized	1	2	3	4	5	6	7
56. able to communicate to speakers of other languages	1	2	3	4	5	6	7
57. well accepted in society	1	2	3	4	5	6	7
58. less open to ideas	1	2	3	4	5	6	7
59. lacking in educational goals	1	2	3	4	5	6	7
60. qualified for good jobs	1	2	3	4	5	6	7

	strongly disagree						strongly agree
61. a technologically unsophisticated student	1	2	3	4	5	6	7
62. a discriminating student	1	2	3	4	5	6	7
63. successful in getting good jobs	1	2	3	4	5	6	7
64. less understanding of English speakers	1	2	3	4	5	6	7
65. more of a contribution to society	1	2	3	4	5	6	7
66. uninterested in foreign languages	1	2	3	4	5	6	7
67. open towards foreigners	1	2	3	4	5	6	7
68. uninterested in pleasure reading in foreign languages	1	2	3	4	5	6	7
69. not generous	1	2	3	4	5	6	7
70. indifferent to exchange programs	1	2	3	4	5	6	7
71. unfriendly	1	2	3	4	5	6	7
72. expressive	1	2	3	4	5	6	7
73. on the look-out for more English language experience	1	2	3	4	5	6	7
74. uninterested in learning English	1	2	3	4	5	6	7
75. a person who doesn't like to read English	1	2	3	4	5	6	7
76. not a grade oriented English student	1	2	3	4	5	6	7
77. participative in English language activities	1	2	3	4	5	6	7
78. perseverant	1	2	3	4	5	6	7
79. a hard working English student	1	2	3	4	5	6	7
80. uninvolved in class language activities	1	2	3	4	5	6	7
81. on time with class work	1	2	3	4	5	6	7

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