

DOCUMENT RESUME

ED 368 211

FL 022 017

AUTHOR Williams, Guy
 TITLE English for What Reason? Motivation and Needs Assessment in Academic Intensive English Programs.
 PUB DATE Dec 93
 NOTE 166p.; M.A. Thesis, California State University, Los Angeles.
 PUB TYPE Dissertations/Theses - Masters Theses (042)
 EDRS PRICE MF01/PC07 Plus Postage.
 DESCRIPTORS Educational Needs; *English (Second Language); *English for Academic Purposes; Higher Education; *Intensive Language Courses; *Language Role; *Learning Motivation; Needs Assessment; Second Language Learning; *Student Motivation

ABSTRACT

A study combined a motivation survey and needs assessment of 10 students enrolled in the 1993 summer session of an academic intensive English program at the University of California, Los Angeles (UCLA) Extension. In the first week of classes, the subjects completed a questionnaire and wrote journal entries about their motivations (acculturation or integration; instrumental; and achievement) for second language learning. They were then asked to rank their educational needs and discuss them in class and write a second journal entry. In the fourth week of instruction, the questionnaire and journal assessment were given again and compared. The experiment attempted to probe the effectiveness of both questionnaire and journal in identifying the source of the student's motivation, and to explore his own perceptions of his English language needs. Results indicate a marked discrepancy in both degree and nature of motivation as portrayed in the questionnaire and journal entries. Questionnaire responses indicated that the subjects had difficulty understanding items phrased negatively or having more than one proposition. Also, much of the journal writing on language study was phrased in a way that prevented clear attribution of motivation. Journal entries commonly requested more listening practice and more information about American culture. Implications for program design are discussed. (MSE)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

ED 368 211

ENGLISH FOR WHAT REASON?
MOTIVATION AND NEEDS ASSESSMENT
IN ACADEMIC INTENSIVE ENGLISH PROGRAMS

A Thesis

Presented to

The Faculty of the School of Education
California State University, Los Angeles

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts

by

Guy Williams

December 1993

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

This document has been reproduced as
received from the person or organization
originating it

Minor changes have been made to improve
reproduction quality

Points of view or opinions stated in this docu-
ment do not necessarily represent official
OEI position or policy

PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

Guy Williams

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

022-017

© 1993

Guy Williams

All rights reserved.

ACKNOWLEDGMENTS

I am truly grateful to Dr. Marguerite Ann Snow, my thesis chair, for her patient support and meticulous revisions. Her encouragement meant so much to me. I would also like to thank my committee members, Dr. Antony Kunnan, for his help with the statistical analysis and revision, and Dr. Ita Kreft, who could bring ideas into crisp focus. Dr. Lyle Bachman of UCLA was very kind in allowing me to use his questionnaire. Dr. Marjorie Walsleben gave me her permission to go ahead with this study at ALC and I am grateful to her for it. And special thanks to Antonio Navas Rufino, who helped me see this whole thing through.

ABSTRACT

This study attempted to combine a motivation survey and a needs assessment of 10 subjects enrolled in the summer session of an academic intensive English program at UCLA Extension during the summer of 1993.

In the first week of classes, the subjects were asked to complete a motivation questionnaire and write journals about their motivation. Shortly thereafter, they were asked to rank a needs list and discuss it in class as well as to write a second journal entry on the subject of their needs. Lastly, in the fourth week of instruction, the motivation questionnaire and journal assignment were given a second time. The questionnaire results were then compared with the journals.

The study attempted to probe the effectiveness of both the questionnaire and the journal in identifying the source of the subjects' motivation. It also attempted to explore the subjects' own ideas of their English language needs.

The study found a marked discrepancy in the degree and nature of subjects' motivation as exhibited in the questionnaire responses and in their journal entries. An item analysis of the questionnaire indicated that the subjects had had difficulty with items which were phrased in negative terms as well as those which included more than one proposition. Also, much of the subjects' journal writing on why they study English had been phrased in a way which prevented any clear attribution of their motivational orientation. Both of these problems may have been due to the lack of an acceptable theory of "integrative" motivation among EFL students, and to researchers' consequent difficulties in operationalizing the concept.

The journal entries in which the subjects described the kind of English they felt they needed were almost unanimous in requesting activities to enhance listening proficiency. Many of the subjects also felt a need to learn about American culture. Some of the implications of these results for EAP programs are explored.

TABLE OF CONTENTS

	Page
Acknowledgments.....	iii
Abstract.....	iv
Table of contents.....	v
List of tables.....	viii
Chapter	
1. Introduction.....	1
Statement of the Problem.....	3
Purpose and Rationale.....	5
Research Questions.....	6
Significance.....	7
Definition of Terms.....	8
Assumptions, Limitations and Delimitations.....	11
2. Review of Relevant Literature.....	12
Needs Assessment.....	12
Motivation Research.....	14
Instrumental and Integrative: Problematic Descriptors.....	18
An Alternative Definition of Motivation....	24
Achievement Motivation and Mastery.....	26
Measurement.....	27
The Drawbacks of Self-Reported Data.....	28

	Page
Motivation, Needs Assessment and Japanese University Students: Two Significant Studies.....	30
3. Method.....	34
Subjects.....	34
Instrumentation and Procedure.....	35
Analysis.....	40
4. Results.....	44
Questionnaire Data Analysis.....	44
Data Analysis and Comparison from Journal Entries, Informal Observation and Questionnaire Results.....	61
5. Discussion and Conclusions.....	83
Discussion.....	83
The Research Questions.....	83
Implications.....	90
Conclusion.....	93
Suggestions for Further Research.....	94
Motivation Research.....	97
Needs Assessment in Academic English Programs.....	100
References.....	105
Appendices	
Appendix A: The Motivation Questionnaire.....	111
Appendix B: The Journal Entries.....	120
Appendix C: The Needs Assessment List.....	147

	Page
Appendix D: Descriptives for All Questionnaire Items.....	148
Appendix E: Differences in Mean and Standard Deviation between the First and Second Administration of the Motivation Questionnaire.....	151

LIST OF TABLES

Table	Page
1. Descriptives and Reliabilities for Integrative Motivation.....	48
2. Descriptives and Reliabilities for Instrumental Motivation.....	51
3. Descriptives and Reliabilities for General Learning Motivation.....	53
4. Descriptives and Reliabilities for General Testing Motivation.....	55
5. Descriptives and Reliabilities for Language Learning Motivation.....	57
6. Descriptives and Reliabilities for Language Testing Motivation.....	59
7. Means of Motivational Orientation and Shift: Subject #1.....	63
8. Means of Motivational Orientation and Shift: Subject #2.....	64
9. Means of Motivational Orientation and Shift: Subject #3.....	66
10. Means of Motivational Orientation and Shift: Subject #4.....	68
11. Means of Motivational Orientation and Shift: Subject #5.....	70
12. Means of Motivational Orientation and Shift: Subject #6.....	72
13. Means of Motivational Orientation and Shift: Subject #7.....	74
14. Means of Motivational Orientation and Shift: Subject #8.....	76
15. Means of Motivational Orientation and Shift: Subject #9.....	78

	Page
16. Means of Motivational Orientation and Shift:	
Subject #10.....	79

CHAPTER 1

Introduction

The number of international students who choose to attend American universities has grown rapidly in recent years. The influx of non-native speaking (NNS) students has engendered a steady demand for transitional programs of academic English instruction. Many of these international students feel ill prepared to compete with or even interact with their native-English speaking (NS) fellow students.

The teaching profession is rarely slow to recognize and react to new demands on the part of our students, when these students are also our clients. Programs in English as a Second language (ESL) have attempted to respond to such demands through the development of courses in English for Specific Purposes (ESP).

The rationale behind ESP is that both the form and the content of ESL instruction are determined by an explicit awareness of student needs (Hutchinson & Waters, 1987). These needs form the curricular goals for individualized programs of English instruction. In the case of international students who wish to study in American universities, those needs are for proficiency in academic English as well as the academic skills and knowledge of the social expectations that distinguish successful students from unsuccessful ones.

English for Academic Purposes (EAP) now forms a major bloc within the field of ESP (Brinton, Snow & Wesche, 1989). It combines language study with academic preparation and the teaching of what O'Malley and Chamot (1989) have termed Cognitive and Meta-Cognitive strategies. At the higher proficiency levels, EAP programs attempt to simulate a university environment through greater use of authentic academic materials and a more demanding workload. EAP programs differ greatly from the ESP programs which were their prototypes. Students in EAP tend not to share the same background or occupation. They also have widely divergent educational goals (Brinton, Snow & Wesche, 1989).

The institution where this study took place offers a fairly representative EAP program for international students. The Academic Intensive English Program (AIEP) of the American Language Center is managed through the Extension division of the University of California, Los Angeles. Its primary goal is to develop the reading, writing, listening and speaking skills of non-native students who are preparing to enter American colleges or universities.

Enrollment in AIEP is subject to seasonal fluctuation. Typically, this ranges from a winter low of fewer than 150 students to a summer high of three times that many. Often, these summer students are enrolled in foreign universities and are taking advantage of a break between semesters to

improve their English in the United States.

Statement of the Problem

The problem to be investigated here concerns the adaptation of a language course curriculum to better suit the needs of the students enrolled in the program and thus to improve motivation.

Motivational research has traditionally been far removed from an ESL-based understanding of language-learning behavior in the classroom, and so has never had a significant impact on instruction (Crookes & Schmidt, 1991). Too little is known about what motivates students to study English as beginners, much less why they persist. Language teachers do not seem to be making the effort to explore the nature of the market for our services and why the students have come so far to attend. Yet, it might also benefit our teaching to see English study through the eyes of our students.

This is especially true in an intensive academic English course where programs or curricula are designed with a specific student profile in mind. Students who fall outside that profile may conceivably be ill-served by a standardized syllabus there, regardless of how satisfactory their learning experience was to them, because their needs and motivational orientation did not inform the syllabus. For example, only one of the subjects in this study had enrolled with the

intention of preparing to attend mainstream university classes in the United States. The others had no immediate, practical interest in learning how to write acceptable American university-style prose; they went directly back to their countries of origin as soon as the six-week program had finished.

A timely assessment of the students' motivation and their perceived needs would possibly avert a mismatch between student and program. Yet, direct consultation with students prior to the commencement of instruction is virtually never undertaken on a systematic basis in any but the most specialized of ESP classes.

This state of affairs is due "more to institutional inertia and the weight of tradition than to any reality" (Hutchinson & Waters, 1987, p. 53). It may also be due to a professional reluctance on the part of teachers to conform so strictly to the law of supply and demand. They may fear that negotiation would lead to bargaining, to the detriment of the pedagogical goals of the program. Also, an inquiry into needs implies a tacit commitment to meet those needs, and that may not be possible with such a diverse group of students. Yet the needs and motivation of the students should be taken into account whenever it may be feasible to do so. It makes good teaching sense to respect and work in harmony with both factors.

Purpose and Rationale

The purpose of this study was threefold. The most important objective was to discover whether it would be feasible for a language teacher to combine an attempt to determine motivational factors of individual students with an assessment of their needs; that is, whether the instruments used in this study would yield the kind of data which could help a language teacher to put together individualized syllabi on a class by class basis. This study also sought to determine and elucidate the specific motivational factors and self-expressed needs of the subjects in order to improve the quality of instruction which the subjects eventually received. The researcher was also their teacher for a grammar and writing course. Thus, the motivation and needs assessment data were able to contribute to the adaptation of the syllabus.

Thirdly, the burgeoning interest in intensive academic English programs in the United States has generated a great number of questions both about the nature of academic competence, and about the methods, aims and efficacy of these programs. In conjunction with the need to evaluate intensive academic English programs using the criteria of the programs themselves, there is a need to establish guidelines for their evaluation by the students they are designed to serve. Thus, while it is necessary to

investigate how well an intensive academic program prepares its students for eventual integration into American university life, it is also important to know how that program affects its students in terms of motivation and of their perceived needs. Is there a shift in motivational orientation during the program session? To what might such a shift be attributable?

Research Questions

There were four research questions in this study.

1) Firstly, it was predicted that there would be no significant disparity between the instruments used to measure motivation: the questionnaire and the journal. The results of the questionnaire and the journal entries would correlate positively in all the categories of motivation. That is to say, none of the subjects would express a strong opinion on the Likert scale while writing a statement in the journal contradicting that opinion. If true, this would help establish the construct validity of the questionnaire.

2) The degree and nature of student motivation were expected to shift in the four weeks between administrations of the instruments. In other words, the four weeks of living in the United States and the twenty two hours a week of intensive English instruction would have a measurable impact on student motivation

as it is operationalized using both instruments.

3) It was further anticipated that, for the subjects of this study, a clear tendency in motivation along traditional sociolinguistic lines, i.e., of instrumental or integrative motives, would not be detected. The nature of their motivation as reflected in both of the instruments used here would not allow for clear attribution of that motivation to one or the other of those categories.

4) Because it was known beforehand that most of the subjects planned to return to their countries of origin after the session was over, the study expected to find differences between what the subjects claimed to need in terms of English skills and what the intensive academic English program they had enrolled in was designed to offer them. In other words, the subjects would not express a need to learn those skills which are normally associated with academic English. Their needs would diverge from the needs envisioned by EAP planners.

Significance

If the research questions yield useful data, it may add weight to the argument that inquiries into motivation and ad hoc needs assessment can and should contribute to EAP curricular design. General studies of student motivation

EAP curricular design. General studies of student motivation have traditionally been used to answer the question of why one would go to the trouble of learning a second language. These studies have been conceived in sociolinguistic categories, far removed from the everyday concerns of the classroom. Nor has the logical connection between the question of the why (motivation) and the what (curriculum) of ESL ever been investigated in conjunction.

It is possible that periodic, serious consultation with the students about their own motivation and needs is worthwhile. For a teacher to negotiate the syllabus with students may even be practical on a class by class basis. This study attempts to shed light on the effort involved and the benefits accrued. It attempts to address a problematic issue whose solution is of interest to classroom teachers and curriculum planners in intensive EAP programs across the United States.

Definition of Terms

English for Academic Purposes: A branch of English for Specific Purposes whose goal is to prepare non-native students to take mainstream classes at the university level. This is generally achieved through instruction in academic study skills. In some cases, attempts are also made to provide students with an understanding of the background knowledge and social expectations required to successfully

participate in American university life.

Language Needs: The discrepancy between the student's current state of language proficiency and a desirable future state. The most important variable is thus the source of criteria for determining desirability.

Needs Assessment: The act of discovering and describing language needs, often using an analysis of the linguistic practices which characterize the target situation within a discourse community. The term is also used to describe intermediate stages, or general requisite skills, that the student must achieve before being able to pursue his or her specific goal. The true reason for needs assessment, its intimate relationship with curricular planning and syllabus design for individual classes, cannot be stressed enough. The operational definition of needs assessment for the purposes of this study will be the learner-based assessment activity undergone by the subjects of this study. This will be described in detail in chapter 3.

Learner-Based Needs Assessment: A student's needs are assessed according to the student's own criteria for a desirable future state of proficiency. It consists essentially of teacher and students negotiating the syllabus together.

Affective Factors in Language Acquisition: Those aspects of language acquisition which are not related to aptitude

or cognitive capacity but which, nevertheless, may promote or hinder language acquisition. These include the learner's attitude towards the target language, his or her personal identification with the target discourse community, motivation, level of anxiety and personality variables such as tolerance of ambiguity and the ability to postpone gratification.

Discourse Community: According to Swales (1990), a discourse community can be comprised of any group with the following characteristics: common, freely acknowledged goals; mechanisms of communication among members; participation in the exchange of information and feedback; a specific format and terminology in these exchanges; and a critical threshold of experience and expertise on the part of its members. Thus, most professions form discourse communities, as do many social groups. In this study, it is argued that language learners are motivated to study by the desire to participate in a discourse community which uses the target language.

Motivation: The impetus or energizing factors which compel a person to move or act to attain a given goal. A "highly motivated" individual is one who is willing to invest a large amount of energy in achieving a goal. Motivation may be intrinsic to the individual or extrinsic. Some motivating factors are better predictors of goal attainment

than others. The operational definition of motivation for the purposes of this study will be the subjects' combined score on the motivational questionnaire (see Appendix A) together with their self-reported reasons for studying English according to their journals (see Appendix B).

Assumptions, Limitations and Delimitations

There are constraints common to studies of this kind which may impinge on the results. The small number of subjects in this study, together with the fact that their participation was determined by convenience rather than by random selection, reduces the likelihood that their responses are representative of the wider population of intensive academic English students. Furthermore, in addition to the inevitable problems associated with self-reported data, the current study used instruments which were new to the subjects and then administered those instruments in a language which the subjects may have only partly understood. This study will have to be judged in the light of subsequent research along similar lines.

CHAPTER 2

Review of Relevant Literature

This chapter consists of two parts. The first part presents an overview of current theories on needs assessment and language learning motivation. It explores the rationale behind the traditional division of that motivation into the categories of instrumental and integrative. Then, it discusses alternative ways to conceive of and to operationalize motivation.

The second part of this chapter reviews the literature which directly contributed to the design of this study and its instruments. This section begins by focusing on the measurement of affective variables and the problematic nature of self-reported data. The chapter concludes with a review of two important pieces of research which inspired this study.

Needs Assessment

The initial impetus to create a program of studies based on the analysis of learner needs came from the fields of linguistic philosophy and sociolinguistics. Researchers analyzed patterns of language use in specific situations, and the grammatical and lexical features of "target situations" were established as a basis for a language-learning curriculum (Munby, 1978).

A second source of data for curriculum planners has

been the research into the background and demographics of language learners and the settings in which language instruction is to take place (Richterich & Chancerel, 1977). The Council of Europe's Modern Languages Project (van Ek, 1975) attempted to codify the objective factors involved in language learning.

This objective or situation-based approach to needs assessment continues to make inroads into previously unexplored regions of language teaching. Today, ESL teachers have a variety of analytical tools at their disposal for understanding and teaching discourse (Hatch, 1992). They are able to analyze the nature of genres within a discourse community (Swales, 1990). They are even recommended to impart techniques of ethnographic data collection and analysis to their non-native students, so that those students may become aware of and assess situational needs on their own (Johns, 1990).

However, the objective needs of language learners are often less important than the affective component of language study. Hutchinson and Waters (1987) distinguish among language learning needs using the tripartite division: necessities, lacks and wants. "Necessities" are the needs determined by the target situation. "Lacks" refers to the requisite skills involved in addressing those necessities. "Wants" are determined by what the student desires to do

with the target language. These wants, interests, hobbies, likes and dislikes or whatever they are labeled will frequently have a greater impact on second language acquisition (SLA) than will more formal academic or professional goals (Hutchinson & Waters, 1987).

The salient question in ESP needs assessment is therefore: Who defines the needs? (Berwick, 1989). The student has traditionally been left out of the process because his or her perceptions seem vague or unrealistic (Brindly, 1989). Yet there are some who argue that the very act of consulting a student empowers the student and thus is conducive to the student's active involvement in the learning process (Littlejohn, 1983).

Motivation Research

The tradition of motivation research in second language learning has been entirely dominated by the influence of the Canadian researchers Robert Gardner and Wallace Lambert. Their Attitude/Motivation Test Battery (Gardner, 1979), revised into the Socioeducational Model (Gardner, 1988), continues to dominate thinking on language learning motivation today (Chastain, 1988).

Gardner's theory of motivation posits two distinct orientations towards the target language community: integrative and instrumental. The former implies an admiration for and a desire to emulate the people who speak

the target language as a native language. It is taken to mean that the learner will also be willing to adopt the other culture's social behavior and values. The latter orientation is animated by a desire to gain social recognition or economic advantage as a result of proficiency in the target language.

Early findings indicated that integrative motivation was the better predictor of success in second language acquisition (Gardner, 1980). Obviously, some of the routes to economic advantage and social recognition are more direct than others, and an individual who is primarily interested in achieving fame and fortune will eventually wonder whether the enormous sacrifice required to learn a language is actually necessary. Furthermore, the phenomenon of language learners with a high degree of ethnocentricity, or chauvinistic tendencies, could only be explained by positing an ulterior motive for language learning.

It was not coincidental that Gardner and Lambert focused on the role of affective variables in second language learning. Their concern with whether or not the language learner had a positive attitude towards the community which speaks the target language was the product of the Canadian sociolinguistic situation. This model of linguistic attitude and its particular categories of motivation are best employed in the analysis of language pedagogy in places such as Canada

where there exists a large language minority population.

Theories which have grown out of Gardner and Lambert's initial model are likewise based on the notion of direct contact between language cultures. Schumann's Acculturation Model (Schumann, 1978) is used to explain SLA in situations where the culture of the language learner and that of the majority target language community are assumed to be in direct contact (Schumann, 1986). In the same way, "assimilative motivation" (Graham, 1984), the desire to become indistinguishable from members of a particular dialect or speech community, presupposes that the language learner is immersed in the culture of the target language. Graham found this motivation to be closely related to peer-pressure. This is the kind of pressure which comes from direct contact between language cultures.

The word "integrate," just like the words "acculturate" and "assimilate", implies that the language learner can eventually become a member of the society of the target language. Studies of language learner motivation in places where the target language is not spoken, of students learning English as a foreign language (EFL) for example, have not been anywhere near as successful in distinguishing between integrative and instrumental motivation (Chihara & Oller, 1987; Olshtain, Shohamy, Kemp & Shatow, 1990; Dornyei, 1990; Benson, 1991).

This is due in part to the fact that a satisfactory definition of integrative motivation in an EFL context seems to have eluded researchers. In a study of high school students in the Philippines, Gardner and Lambert (1972) concluded that instrumental motivation, together with parental support, predicted successful English language learning. Yet, the study's operational definition of integrative motivation as "...a willingness or a desire to be like representative members of the 'other' language community, and to become associated, at least vicariously, with that other community" (Gardner & Lambert, 1972, p. 14), is unsatisfactory. The definition raises questions about the origins and strength of this vicarious identification; and these questions need to be acknowledged.

One question involves the nature of contact between cultures. For a language learner with little or no direct contact with the culture of the target language, it would be easy to acquire a one-dimensional, unrealistic or distorted view of that culture. The definition of integrative motivation as vicarious identification raises questions about the role of projection and language learner fantasizing in EFL. Gardner and Lambert's Canadian subjects were integrating directly with their neighbors through language learning. Their Filipino subjects could well have been attempting to escape from their daily reality by

"integrating" with their idea of what English-speaking society must be like.

It remains to be seen how much of Giles' Accommodation Theory (Giles & Byrne, 1982) is applicable in an EFL context. Factors influencing ingroup and outgroup perception such as interethnic comparison and ethno-linguistic vitality are theoretically possible without direct contact between cultures. It seems possible that Gardner and Lambert's idea of vicarious identification (perhaps an identification with what Giles calls other ingroup social categories or what Swales would call a discourse community) could result in a desire to accommodate. Benson (1991) asked Japanese university freshmen about the kind of English they wanted to speak. Their strongest preferences were: American English (47.3%) and English with a Japanese accent (24.1%). The former might be an expression of admiration and of what Giles refers to as a desire to converge, although in an EFL context. The latter would then express a desire to diverge, to affirm the fact that one is different from the outgroup even though one is using the outgroup language to communicate.

Instrumental and Integrative: Problematic Descriptors

Practical support for the theory which distinguishes integrative from instrumental motivation is open to question. Firstly, very few people study English as Latin was once

studied, for its intrinsic worth. English enjoys some of the privileges associated with that sort of high prestige language in many parts of the globe (Fasold, 1984). Yet most language learners also study English for the same reason they study other modern languages: in order to be able to interact with individuals who speak those languages. These individuals may not be native speakers themselves. They may have little to do with the culture of the places where those languages are spoken. In such cases, neither the foreign language learner nor the proficient speaker is necessarily identifying with the target culture. Rather, they are both language users. The target language can be considered as a tool to them, as a means to an end. Its practical purpose is as a means of communication. Thus, what would have been classified as integrative motivation can also be described as "instrumental" in this broader sense.

The specific nature of instrumental motivation is equally hard to pinpoint. Recent work in the field of genre analysis has emphasized the role of the "discourse community" in second language learning (Swales, 1990). A discourse community is a group of people with common interests, a common means of expression, and a common fund of terminology and expertise. One of the axioms of sociolinguistics is that people imitate the speech of those they admire. Perhaps

the "social recognition" which instrumentally-motivated learners seek is actually the initiation into a target discourse community. They want to partake in the society of those they admire. Thus, in a broader sense, instrumental motivation may also be "integrative."

Not only are integrative and instrumental sources of motivation difficult to distinguish from one another, but one form of motivation can appear in the guise of the other (Ely, 1986). Criteria for attributing a given response to one category or the other has been found to be inconsistent among researchers, not to mention "from subject to subject and from context to context" (Oller & Perkins, 1978a, p. 4).

Students also seem to shift the source of their motivation in the course of instruction as attractive aspects of the target language culture or as unsuspected career advantages of being a speaker of that language are revealed to them (Ely, 1986). These shifts may be related to student persistence in foreign language study. McGroarty (1988) found that positive attitudes toward the target language culture is a characteristic of persistent students. Ramage (1990) concluded that persistent students feel intrinsically motivated by the language they are studying. Perhaps the nature of motivation, like proficiency, is dynamic over time. One aspect of the target language may have a greater

or lesser appeal at any given moment.

According to Benson (1991), it made little sense to divide the motivation of the subjects of his study into the traditional categories of integrative and instrumental. He concluded that the nature of Japanese education impedes students from thinking about language study in that way. Specifically, the university entrance examinations have lead to a situation in which students have difficulty in imagining the use of the English language outside of that specific context and its discourse requirements. A different and more appropriate definition of motivational orientation was necessary in the context of Japanese EFL. Benson proposed to redefine the term "integrative" motivation in an EFL context as representing: "..., on the part of the students, a desire to become bilingual and bicultural, through the addition of another language and culture to their own" (p. 36). This definition is far less specific than the vicarious identification motive proposed by Gardner, but it is far less problematic.

Finally, in a recent overview of the history of motivational research in second language (L2) learning, Au (1988) restated Gardner's formulation of this theory in five propositions. Each of the propositions was analyzed in turn. These propositions are:

- 1- That the integrative motive is positively related

to L2 achievement.

2- That cultural beliefs within a milieu influence the integrative motive and its impact on L2 achievement.

3- That integratively motivated learners are active learners and so achieve a higher level of proficiency.

4- That the integrative motive causes L2 achievement.

5- That language aptitude and the integrative motive are independent of each other.

As a result of this analysis, Au concludes that the hypothesis that integrative motivation is positively related to language learning achievement was not entirely supported by empirical data. There is reason to believe that integrative motivation is not a unitary concept, but rather that it contains components which act independently. The contextual variables which Gardner invoked *ex post facto* to explain how less integratively motivated learners are often better learners call into question whether any data would have falsified his null hypotheses.

Secondly, the concept of "cultural beliefs", said to influence integrative motivation, has not been adequately operationalized. Au calls it worrisome that the cultural belief hypothesis is appealed to as a key contextual consideration when researchers are confronted with negative findings.

Thirdly, studies based on the hypothesis that

integrative motivation makes for more active learners have not adequately controlled for the level of foreign language proficiency. Highly integrative motivation correlates positively with active learning behavior as well as with L2 proficiency. Gardner assumes that the motivation causes the behavior which results in the proficiency. Au suggests that other causal explanations for this correlation are equally feasible.

Attitude toward the target language culture has not been shown to predict subsequent L2 achievement. Not even the data gleaned from Linear Structural Analysis are free from possible errors in linking the two factors causally (Au, 1988). As an example, Au cites one of these studies (cf., Gardner, Lalonde, & Pierson, 1983) in which the cause variable (motivation) was measured at a later date than the effect variable (L2 proficiency). Yet a cause is supposed to precede and must be measured prior to an effect. According to Au:

This raises a serious question concerning how much a causal link yielded by this kind of causal modeling indicates an empirical causal relationship - one in which A causes B pre - supposes A precedes B. (p. 87)

Finally, there is conflicting evidence as to whether an aptitude for languages is independent from integrative

motivation. According to Gardner's theory, the integrative motive is both independent from and more important than language aptitude in informal language-learning contexts. No studies, however, have been undertaken in said informal contexts. Empirical evidence from studies undertaken by Gardner and Lambert in Louisiana and Maine shows a relationship between aptitude and an integrative motive in formal, classroom contexts, though the correlation is not a strong one (cf. Gardner & Lambert, 1972).

Au speculates that the linguistically gifted may excel at SLA and thus be both more active learners and more favorably disposed to the target culture, and thus more willing to integrate. Gardner has always claimed that the learner with a positive attitude toward the target language culture will learn more actively and hence better, regardless of that learner's aptitude. Both arguments are cogent, but they are completely incompatible.

An Alternative Definition of Motivation

Crookes and Schmidt (1991) and Ely (1986) have proposed other ways to both operationalize and measure motivation. According to the former, the principle problem with the traditional terminology of motivation as it applies to research in TESOL is its orientation toward the sociolinguistics of language communities and away from the dynamics of the language classroom. They proposed to speak

about motivation in the classroom itself beginning with a teacher's definition. Thus:

When teachers say a student is motivated, they are not usually concerning themselves with the student's reason for studying, but are observing that the student does study, or at least engage in teacher-desired behavior in the classroom and possibly outside it.

(Crookes & Schmidt, 1991, p. 480)

Along similar lines, in a study of first-year students of Spanish, Ely (1986) developed a questionnaire with seven items measuring "strength of motivation." The items were subjected to a reliability assessment and the Cronbach alpha was determined to be .86. These items were statements in the first person, followed by a six-point Likert scale, referring to the importance that the study of Spanish had for the respondent (For example: "Outside of class, I almost never think about what I'm learning in class."). Strength of motivation was later compared to students' reasons for taking Spanish. In other words, it was possible to study the "strength" of a student's motivation, using a relatively small number of items on a questionnaire, without the need to determine a priori whether that motivation fell into one or the other of Gardner's categories.

In short, what Crookes and Schmidt (1991) call a

teacher's idea of motivation, its "strength", may ultimately be of greater importance to research and pedagogy in the field of foreign-language learning than the sociolinguistic definition which currently informs the bulk of SLA research on the subject.

Achievement Motivation and Mastery

Cognitive psychology has put forward another way of operationalizing the motivation of this study's population. According to the Achievement Goal Model of motivation (Ames, 1992), the priority which the student gives to language study is a good measure of motivation, but so is his or her level of intrinsic interest in the activity. The pattern of student attributions for success or failure, the belief that effort and outcome will covary, and the students' tolerance of their own mistakes are also indicators of achievement goal motivation. Each of these could be operationalized, adapted and used to predict long-term success in language learning.

Ames (1992) distinguishes between students who are motivated to perform, who measure their performance against that of others, and students who are motivated to master the material being learned. According to this research, the latter were found to achieve more in the long run because mastery orientation contributes both to the strategic thinking and to failure tolerance on the part of the learner.

Conversely, a performance goal orientation is associated with avoidance of challenging tasks, negative affect toward the task following failure, positive affect following success with little effort, and the use of superficial or short-term learning strategies.

Measurement

Some elements of motivation in individuals, such as classroom participation, can only be measured using ethnographic techniques such as participant/ observation and recall protocol. Others, such as attention (Schmidt, 1988), strategic orientation to cope with the effort of learning (Blumenfeld, 1992; O'Malley & Chamot, 1989), or the belief that progress can be made with reasonable effort (Duda & Nichols, 1992) can be revealed in students' journals. The results may be verified through studies of effort and persistence in language study (Mc Groarty, 1988; Ramage, 1990).

Empirical studies measuring students' motivation and attitudes using Likert scales on questionnaires, have been undertaken on a regular basis for almost a generation. Yet, there has been criticism of the validity of using a predetermined questionnaire for the purpose of measuring attitudes. Ely (1986) and Ramage (1990) both used trial studies to develop a research instrument. They assumed that motivation questions developed from a descriptive study

would be more valid. However, Gardner and Smythe (1981) argue that instruments which have not been designed a priori with psychometric properties in mind will not distinguish clearly between a true null relationship and a lack of reliability on the part of the instrument.

The present study compares the results of a motivation questionnaire to what the students write in their journals. This technique has not been used by previous researchers as a means of testing the construct validity of different research instruments, probably because it is only feasible when the sample is small and attention can be given to each individual respondent.

The Drawbacks of Self-Reported Data

Self-reported data are fraught with problems of reliability. According to a landmark study (Oller & Perkins, 1978a), if respondents assume that the researcher will find one response more appropriate than another, they will be tempted to answer in that way. They will also tend to set down answers that avoid casting themselves in too bad a light. They also try to second guess what would constitute a consistent response pattern and then provide the researcher with one. Another source of unreliability in self-reported data is a sincere misunderstanding on the part of the respondent as to the criteria, or even the nature, of the task. This is especially true when the data is gathered

in a language which is foreign to the respondents.

Problems of reliability in self-reported data can surprise language researchers. While administering a questionnaire on Spanish language proficiency to Spanish speakers in New York City, Garcia, Evangelista, Martinez, Disla, and Paulino (1988) discovered a systematic tendency on the part of deficient speakers of Spanish to overestimate their own proficiency in that language, and by good speakers to underestimate their own proficiency. The disparity was eventually attributed to the fact that the two groups were using different standards to judge themselves. There seems to be a tendency for educated people to use harsher criteria in making judgments about language proficiency.

Widdows & Voller (1991), in attempting to translate their Profile of Attitudes, Needs, and Student Interests (PANSI) into Japanese, discovered that the word "task" cannot be rendered in that language. They also found that their statement "The teacher takes an interest in me as a person.", has a sexual connotation in Japanese which no translation could entirely remove. When working with cross-cultural frames of reference, the difficulties inherent in self-reported data seem to multiply. This multiplication effect will almost certainly manifest itself in a study on language-learning motivation when the subjects are from a different culture such as in the study contemplated here.

Motivation, Needs-Assessment and Japanese University

Students: Two Significant Studies

Finally, two recent EFL studies in Japan directly impinged on the formulation of this study. Benson (1991) carried out an attitude and motivation survey of 311 freshmen at a private university in Japan. The impetus for the survey was Benson's puzzlement at the anomalous nature of EFL there:

Teachers are often unsure what strategies to adopt to compensate for the mismatch between their students' memorized chunks of formalized and abstruse English on the one hand, and their abysmal grasp of how the language is used on the other. Student motivation also appears to be mixed, often combining a generalized enthusiasm with an uncharacteristic lack of rigor and application. (Benson, 1991, p. 34)

As Japanese students are required to undergo numerous, difficult English examinations, and as they generally have limited contact with English speaking foreigners, one would assume their motivation to be instrumental. Chihara and Oller (1978), however, found that adult students offered personal and integrative reasons for studying English.

Benson's study uncovered a number of contradictions. When asked to choose among twelve reasons why they study

English, the subjects gave lukewarm support to those which indicated integrative or personal motivation, and they rejected the ones which indicated instrumental reasons. The subjects overwhelmingly affirmed that English was useful for modern, urban and scientific purposes and simultaneously denied that their reason for studying English was related to its use value. They were especially adamant in rejecting those statements which mentioned reasons for studying English which were related to university requirements.

Benson concluded that his subjects did not see the English language as playing a vital role in their lives. He therefore concluded that they are studying English because it was required of them. On a national level, the university entrance examinations in Japan effectively determine the English syllabus for junior and senior high schools. On an individual level, according to Benson, students do not understand why they are actually being required to study English, and so the pattern of their answers is similarly confused. Benson's study cast doubt on the validity of measuring motivational orientation with a questionnaire.

The second research undertaking which has shaped this study also attempted to gauge subjects' attitudes, needs and interests. In a survey of 86 university students from four Japanese universities, Widdows and Voller (1991) found that the EFL curriculum these students are obliged to study

does not meet the needs they express in any way. The study shows an abysmal dichotomy between what students said they wanted to learn and what they were actually taught in their schools. Students were given 15 skills to choose from and asked to rate them on a 5-point Likert scale. The aspects of English which they most wished to master were communicative in nature. They overwhelmingly opted for oral-aural skills. In contrast, the preferred method of instruction in Japan is for students to translate English texts into Japanese. Widdows and Voller's study brought into focus the enormous gap between the kind of English instruction that students in this population say they need and the kind of English instruction which has been offered to them.

The implications of Benson's findings for this study were that the Asian, mostly Japanese, subjects of this study would have serious difficulties in attempting to conceptualize and express their motivational orientation in a meaningful way on a questionnaire alone. Any means of measuring the nature of their motivation would have to overcome the aforementioned syndrome of "generalized enthusiasm and lack of rigor" (Benson, 1991, p. 34). This was one of the factors which determined the use of journal entries in this study. It was felt that journal writing requires serious introspection, and that these elucubrations,

with the motivation questionnaire acting as a prompt, would help the subjects to sort out the nature of their motivation. It was assumed that they would need assistance in explaining why they study English.

The research by Widdows and Voller served to establish the fact that a heart-felt desire for a communicative curriculum on the part of Japanese university students is not being addressed. The current study sought to determine whether students from the same population, as well as other Asian students, would hold the same priorities when enrolled in an intensive, academic English program in the United States.

CHAPTER 3

Method

This study used a combination of questionnaire data and journal writing to measure student motivation. It attempted to elicit self-reported data from the subjects (n=10) on the nature of their motivation and on what they felt their needs were. The two motivation measuring instruments, the questionnaire and journal, were compared. Also, learner needs were expressed and compared to the EAP focus of an intensive English program.

Subjects

Ten ESL students participated in this study. All of them were enrolled in the Academic Intensive English Program (AIEP) at the American Language Center, UCLA Extension, during the second summer session (August 7 - September 17) of 1993.

All of the subjects initially took the AIEP placement examination. This examination consists of four parts: listening, grammar, reading and composition. The combined score was used to determine placement. These students scored at the intermediate level, and were placed in the same grammar and writing class. The subjects of this study were told that they would be the object of research if they opted to participate. They were informed that the questionnaire, needs assessment list and journal entries were entirely

outside their "sphere of their duties" as students.

Six of the subjects were Japanese, four were Taiwanese. One Taiwanese student had come as an immigrant, the others were F1 visa students who planned to return to their countries of origin immediately after the end of the program.

In all, the six Japanese students and four Taiwanese students in this study were adjusting to what they perceived as extreme culture shock and radically different social and educational expectations. For example, it was a novel experience for the subjects of this study to think of themselves as consumers of education. The notion that they, as students, were also clients and thus entitled to negotiate part of the curriculum and to evaluate their teachers was very foreign to their way of thinking. Nevertheless, they were capable of articulating their needs and expectations when they were asked to, as can be seen in the results of the questionnaire and in the journal entries.

Instrumentation and Procedure

There were two instruments used in this study: a motivation questionnaire and journal entries written on the topic of the source of subject motivation and the nature of subjects' needs.

The Motivation Questionnaire

The motivation questionnaire used in this study was developed by Dr. Lyle F. Bachman of UCLA and his assistants

James E. Purpura and Sara T. Cushing as part of a comprehensive effort to study the characteristics of language test takers (Bachman, Purpura & Cushing, 1993). In addition to the categories of instrumental (INST) and integrative (INT) motivation, they propose a motivational orientation towards achievement (ACH), which they divided into categories of: general learning (ACH-GL), language learning (ACH-LL), general testing (ACH-GT) and language testing (ACH-LT).

The categories of motivational orientation were defined as follows:

1. INT. The desire a person has to identify with or assimilate into the culture of an L2 group.
2. INST. The desire a person has to learn a foreign language for functional rather than assimilative purposes.
3. ACH. The desire a person has to master a given domain.
 - GL The desire a person has to master any given domain.
 - LL The desire a person has to master languages.
 - GT The desire a person has to perform well on a test in any domain.
 - LT The desire a person has to perform well on language tests.

The questionnaire was designed in the form of a 6-point Likert scale. Respondents were asked to indicate the strength of their agreement or disagreement with 58

statements. The possibilities ranged from 0 (strongly disagree) to 5 (strongly agree). Of the 58 items, 17 were designed to gauge integrative motivation, 12 were designed to gauge instrumental motivation, 5 were for general learning, 10 for language learning, 7 for general testing and 7 for language testing (See Appendix A for a copy of the questionnaire and instructions.) The 58 items in the questionnaire had been revised following two pilot studies and, according to its designers, will be revised again when more data on the instrument's validity and reliability become available.

The Journals

The subjects were requested to write journal entries during the entire six-week session. Three of these entries were used for data collection purposes for this study. These entries, unlike the other journal writing, were not commented on or returned to the students.

First, the subjects took home the motivation questionnaire after the second day of class (August 12th), completed the questionnaire and returned it the following day. At that time, they were asked to write a journal entry about why they study English and why they had come to the AIEP program (Transcripts of the journal entries beginning directly after the subject number may be found in Appendix B). There are ten such entries as all the subjects chose

to participate they are marked with the Roman numeral I.

Secondly, the subjects were given a needs assessment List as homework on the following Monday, August 16th. At that time, each subject was asked to write a journal entry on his or her reaction to the items on the list and asked: "If you could create an English class for a group of students exactly like you, what would the class be like?" These result was the second journal entries, marked with a Roman numeral II in Appendix B. There are nine such entries.

The needs assessment list was put together from descriptions which the subjects had provided in their first journal entry of the kind of English instruction that would be of interest to them. They had been asked to write about why they were studying English, but had also written about what facets of the language they felt they needed to study. This was then adapted as a descriptor of the skills and registers of English they would conceivably want to study.

For example, several journal entries mentioned career goals in business. This inspired the descriptor: "Read about business and economics." A few other possible curricular suggestions such as, "Learn about Los Angeles" were included on the list in order to give the subjects a better idea of the range of possibilities available to them. Finally, the subjects were encouraged to add their

own ideas onto the list and three places were provided for them to do so. Student ranking of the needs assessment list was considered a preliminary step before the journal entries on needs could be collected. It informed students of possibilities available to them.

After ranking their priorities on the list and writing their second journal entry about their needs and what they wanted to see taught in an ideal class, the subjects were invited to compare lists and to reach a workable consensus about what they would actually be taught (within the constraints of the prescribed syllabus) in their grammar and writing class. They had been requested to rank every item on the list in order of preference so as to assure that they had read and were familiar with every item on the needs assessment list during subsequent class discussions. Note that the needs assessment list was put together ad hoc in order to stimulate and improve the quality of learner-based needs assessment in the journal.

The third journal entry was requested on the day after the subjects had completed the motivation questionnaire for the second time, in the fourth week of the session. Nine students opted to respond; the entries tended to be much shorter than the first two (transcripts are marked with a Roman numeral III in Appendix B).

Analysis

Quantitative Data

These data were analyzed using the software program Statistical Package for the Social Sciences (SPSS).

For each of the 58 questions on the Motivation Questionnaire the mean, standard deviation, range, minimum and maximum response were computed. Descriptives for all questionnaire items from both administrations combined are presented in Appendix D, descriptives which have been broken down into first and second administrations of the questionnaire may be found in Appendix E. In addition, the items in the six motivational categories were analyzed by group. Item reliability as well as levels of their significance were obtained and can be seen in Chapter 4.

Finally, the ten subjects' average responses for each of the six motivational categories in the first week of class were compared to their average responses in the fourth week.

Qualitative Data

The journal entries of each subject were examined for background information and statements in their journal entries which would shed light on the research questions. Specifically, on needs and motivation. For the purposes of rating subjects' motivational orientation, journal statements were read in light of the definition of motivation

used by the questionnaire. Meanwhile, subjects' responses to the two instruments were compared to informal observations of the classroom behavior of each subject. In this manner, the study attempted to verify whether the findings of its quantitative data would be corroborated by qualitative data gleaned from each subject's journal.

Criteria for Comparing Questionnaire and Journal Data

The journal entries were read for statements which could conceivably correspond to the six motivational categories of the motivational questionnaire (Bachman, Purpura & Cushing, 1993). For instance, integrative motivation is defined as the desire a person has to identify with or assimilate into another culture or L2 group. In the journal entries, a statement such as: "My aim of this summer is to be able communicate many men of other countries" (Subject #4) is a prototype example. "I don't want to be like native speakers" (Subject #8), is a counter-example.

Instrumental motivation, the desire a person has to learn a language for a functional rather than an assimilative purpose, would be: "I think we will get a new client if we speak well" (Subject #10). "By the way, I don't think I want to learn English to get better job" (Subject #6) shows a non-instrumental motivation, at least in terms of work. "Using English with appropriate body language, they can communicate much better and save a lot of time" (Subject

#2) is an ambiguous statement because saving time is functional; communicating is not supposed to be functional.

General learning motivation, the desire a person has to master any domain is reflected by items such as: "I will study hard to satisfy my purpose" (Subject #7).

Language learning motivation, the desire a person has to master a foreign language, would be exemplified by: "I also want to learn much more other language" (Subject #3). "I little regret choose English for my major" (Subject #3) was written by the same person at a later date.

General testing motivation, the desire a person has to perform well on any test in any domain, would be: "I want to take countermeasure for TOEFL" (Subject #3). "I also want to do well on tests, but it is not important for me to get high scores" (Subject #1), would be considered an ambiguous answer.

And finally, language testing motivation is defined as the desire a person has to perform well on language tests. "I want to take short test or homework for vocabulary" (Subject #3), is a good example within the journal entries.

"I think that English tests reflect my ability of knowledge" (Subject #9) also reflects a positive orientation toward language testing motivation.

Of course, much of what was written in the journals consisted of commentaries on items in the motivation

questionnaire. It is impossible to tell how these subjects might have expressed their motivational orientation if the motivation questionnaire had not prompted their responses. In interpreting the data, it was necessary to read and reread the journal entries alongside responses to the questionnaire in order to see whether consistent patterns could be established.

CHAPTER 4

Results

Questionnaire Data Analysis

In this section, the results of the questionnaire are presented, analyzed and discussed in terms of descriptive statistics, item and group reliability and significance. The descriptive data for all 58 of the questionnaire items for both administrations combined is found in Appendix D.

Item Analysis

Many of the 58 items on the Motivation Questionnaire raise doubts about its reliability. According to the authors of the questionnaire, in analyzing the results of two pilot studies used to establish its reliability and validity:

Items were flagged for possible revision or elimination if their means were within a point of either end of the scale (0 or 5) and if their standard deviations were less than 1, indicating that the item was not discriminating among the examinees (Bachman, Purpura & Cushing, 1993).

By these criteria, 16 of the 58 items on the questionnaire would have to be removed or revised. Even if we combine both administrations of the questionnaire into a single item analysis, as was done in Appendix D, the mean of 10 items falls within one point of the end of

the scale and 12 items have a standard deviation of less than one. Six items suffered from both of these problems.

The least controversial item was number 15: "I am afraid that if I spend too much time with English speaking people, I will begin to forget my own language." This item had the lowest mean (.35) and standard deviation (.59) of any item, indicating strong and consistent disagreement. Of the ten items whose scores were within one point of the extreme (14, 15, 21, 22, 25, 35, 45, 54, 56, 57), half were designed to measure integrative motivation. Instrumental motivation accounted for three of the rest of the weak items.

On the other hand, items 26, 39, 48 and 50 had standard deviations of more than 1.5. Three of those four items (26, 39 and 48) were negative statements, and the respondents may have been confused by the wording. Item 50: "I want people to think I am a native speaker of English," had a mean of 2.63 and a standard deviation of 1.54. It was evidently quite controversial. One respondent assumed that to agree with this item would compromise her national pride (See Subject #8, this chapter).

In sum, many items on the motivation questionnaire did not discriminate very effectively among the subjects of this study. This may have been partly due to the homogeneity of these subjects in terms of cultural background and expectations, but further research may indicate that

certain of the questionnaire items that were problematic in this study ought to be eliminated.

Differences in Mean and Standard Deviation between
Administrations of the Questionnaire

The small number of subjects (n=10) in this study does not permit us to speak with any real degree of certainty as to whether the data are meaningful, however, the differences in mean and standard deviation between administrations of the questionnaire may be of use to future researchers (See Appendix E for a comparison of descriptives for each questionnaire item).

Only three items showed a change in mean of one or greater: numbers 1, 32 and 51. The latter two showed a marked drop in mean score, the former showed an increase.

Item 1 affirms: "I have to learn English to communicate with professionals in my field." Its mean score increased by 1.10 and its standard deviation dropped by .88 between administrations. The subjects may have discovered new reasons to learn English in the course of the four weeks between administrations. The change might also be due to the item's placement on the questionnaire. The subjects were unfamiliar with Likert scales and may have answered the first item more conservatively during the first administration.

The sharp drop in mean score on item 32 (-1.20) is

quite understandable. It reads: "It doesn't really matter to me if I make a lot of mistakes in English, as long as people can understand me." The four weeks which the subjects had spent in the United States between administrations of the questionnaire undoubtedly created in them an ardent desire to be understood (regardless of any mistakes) which most of them had never previously experienced. They rediscovered English, this time as a survival skill. Thus, item 32 may be sensitive to an urge to communicate (which indicates integrative motivation) as well as operationalizing a lack of motivation to learn foreign languages.

Item 51 reads: "I always try to get the best score in the class on English tests." The mean score on this item dropped by 1 between administrations. This may have been caused by the subjects' misgivings about their impending final examination. It may have also indicated an abandonment of what Ames (1992) called motivation to perform in favor of intrinsic criteria for achievement goals in language learning.

Item 54 is also of interest. It states: "I don't want to learn English too well because I won't fit into my own culture anymore." There is a decrease of .90 on this item, indicating agreement and a slight shift away from integrative motivation. It might also indicate that most of the subjects were anticipating their return to their countries of origin

and had become anxious about fitting back in.

Obviously, further interpretation would only be possible if the number of subjects were great enough to permit a degree of statistical certainty.

Table 1
Descriptives and Reliabilities
for Integrative Motivation

Item #	Admin	Mean \bar{x}	Std Dev	Range	Minimum	Maximum	CI-TC
3	1st	1.77	1.78	5.00	.00	5.00	-.2088
	2nd	1.66	1.00	3.00	.00	3.00	.3944
6	1st	4.00	1.11	5.00	.00	5.00	.3938
	2nd	3.55	1.01	4.00	1.00	5.00	.6567
9	1st	3.33	1.87	4.00	1.00	5.00	.1679
	2nd	3.11	1.26	4.00	1.00	5.00	.6761
13	1st	4.11	.78	2.00	3.00	5.00	.5947
	2nd	3.66	.86	3.00	2.00	5.00	.4975
15	1st	4.88	.33	1.00	4.00	5.00	-.7290
	2nd	4.44	.72	2.00	3.00	5.00	-.3723
18	1st	2.66	1.73	5.00	.00	5.00	.2235
	2nd	2.00	1.58	4.00	.00	4.00	.6727
21	1st	4.55	.72	2.00	3.00	5.00	.3366
	2nd	4.66	.50	1.00	4.00	5.00	-.0379

Item #	Admin	Mean \bar{x}	Std Dev	Range	Minimum	Maximum	CI-TC
23	1st	2.55	1.94	5.00	.00	5.00	.5628
	2nd	1.88	1.76	4.00	.00	4.00	.4260
25	1st	4.22	1.09	3.00	2.00	5.00	.2811
	2nd	4.33	1.00	3.00	2.00	5.00	.5733
29	1st	3.66	1.41	3.00	2.00	5.00	.1832
	2nd	3.11	.92	3.00	2.00	5.00	.7931
43	1st	4.00	.86	3.00	2.00	5.00	.4517
	2nd	3.66	1.50	5.00	.00	5.00	.6100
46	1st	4.11	1.16	3.00	2.00	5.00	.6140
	2nd	3.77	.97	3.00	2.00	5.00	.3388
48	1st	2.55	1.87	5.00	.00	5.00	.4340
	2nd	2.22	1.30	4.00	1.00	5.00	.6860
50	1st	2.66	1.50	4.00	1.00	5.00	.3427
	2nd	2.77	1.64	5.00	.00	5.00	.1651
52	1st	3.88	.78	2.00	3.00	5.00	.3130
	2nd	3.22	1.48	5.00	.00	5.00	.6503
54	1st	4.44	.72	2.00	3.00	5.00	.6468
	2nd	3.55	1.33	4.00	1.00	5.00	.4241
57	1st	4.15	.82	2.00	3.00	5.00	.3824
	2nd	4.11	.92	2.00	3.00	5.00	.3330

1st Administration

Category Mean	3.61	Alpha	.6724
		Standardized item alpha	.6750

2nd Administration

Category Mean	3.27	Alpha	.8424
		Standardized item alpha	.8279

One notices immediately that the alpha values for the second administration of this questionnaire are much greater than those for the first administration. This may be due to the fact that 9 of the 17 items were phrased in negative sentences, and in the first administration some of the subjects may have been unclear as to whether disagreeing with a negative proposition is an affirmation of the proposition or not.

The item with the strongest negative correlation is number 15 (-.7290 in the first week and -.3732 in the fourth). The item read: "I am afraid that if I spend too much time with English-speaking people I will begin to forget my own language." It met with strong disagreement (and therefore, indicated positive integrative motivation on the part of the subjects). However, unlike long-time foreign residents in other studies, these subjects knew that their stay abroad would not be detrimental to their native language proficiency. Item 15 had the highest mean score and lowest standard deviation of any on the questionnaire. The descent

in general mean scores for integrative motivation between administrations is not significant.

Table 2
Descriptives and Reliabilities
for Instrumental Motivation

Item #	Admin	Mean \bar{x}	Std Dev	Range	Minimum	Maximum	CI-TC
1	1st	2.30	1.95	5.00	.00	5.00	.3159
	2nd	3.40	1.07	3.00	2.00	5.00	.5958
7	1st	3.70	1.74	4.00	1.00	5.00	.7168
	2nd	4.30	.94	3.00	2.00	5.00	.7889
11	1st	2.90	1.93	5.00	.00	5.00	.3109
	2nd	2.70	1.76	5.00	.00	5.00	.3909
14	1st	4.50	.97	3.00	2.00	5.00	.7685
	2nd	4.50	.70	2.00	3.00	5.00	.7798
19	1st	3.80	1.24	4.00	1.00	5.00	-.1541
	2nd	4.10	.73	2.00	3.00	5.00	-.2535
24	1st	3.70	1.06	3.00	2.00	5.00	.7594
	2nd	3.90	.99	3.00	2.00	5.00	.7964
28	1st	3.80	1.03	3.00	2.00	5.00	.2694
	2nd	4.10	.73	2.00	3.00	5.00	.2941
35	1st	4.40	.70	2.00	3.00	5.00	-.0719
	2nd	4.50	.70	2.00	3.00	5.00	-.0218

Item #	Admin	Mean \bar{x}	Std Dev	Range	Minimum	Maximum	CI-TC
42	1st	3.40	1.35	4.00	1.00	5.00	.3646
	2nd	3.60	1.42	4.00	1.00	5.00	.3874
45	1st	4.10	1.29	3.00	2.00	5.00	.5554
	2nd	4.00	1.41	4.00	1.00	5.00	.5171
47	1st	3.20	1.14	5.00	.00	5.00	.3182
	2nd	3.40	.96	3.00	2.00	5.00	.4733
55	1st	3.80	1.12	3.00	2.00	5.00	.6092
	2nd	4.00	.94	3.00	2.00	5.00	.7250

1st Administration

Category Mean	3.63	Alpha	.7997
		Standardized item alpha	.8043

2nd Administration

Category Mean	3.87	Alpha	.7950
		Standardized item alpha	.8006

The alpha values for both administrations of the questionnaire are high. Most of the mean scores are very high indeed. The subjects seem to have agreed strongly and consistently with most of the items designed to measure instrumental motivation.

One exception is item 11, "I want to learn English to learn about new technology." The subjects of this study were evidently disinclined towards technology through

English. Being Japanese and Taiwanese, they may have felt that English has little advantage over their languages in terms of communicating new developments in technology. However, individual questionnaire responses indicate that the subjects who were studying or had studied humanities disagreed with the item more strongly than those who had undertaken to study business or the natural sciences

Table 3
Descriptives and Reliabilities for
General Learning Motivation

Item #	Admin	Mean \bar{x}	Std Dev	Range	Minimum	Maximum	CI-TC
20	1st	2.40	1.57	4.00	.00	4.00	.8081
	2nd	2.75	1.58	4.00	.00	4.00	.8384
27	1st	3.20	1.13	3.00	2.00	5.00	.7504
	2nd	3.50	1.19	4.00	1.00	5.00	.7229
31	1st	3.60	1.26	3.00	2.00	5.00	.7776
	2nd	3.62	1.59	5.00	.00	5.00	.8313
33	1st	2.90	1.17	3.00	.00	3.00	.5549
	2nd	3.12	.83	3.00	1.00	4.00	.5235
41	1st	3.05	1.35	4.00	1.00	5.00	.6202
	2nd	3.37	1.30	4.00	1.00	5.00	.1670

1st Administration

Category Mean	3.03	Alpha	.8697
Standardized item alpha			.8721

2nd Administration

Category Mean	3.27	Alpha	.8034
Standardized item alpha			.8013

The scores in this category are characterized by relatively high alpha values. Item 20, "It's important for me to be near the top of my class," did not receive as high a mean score as the other items. Item 31, "I am the kind of person who works at something until I can do it nearly perfectly," received a higher mean score and inspired comments in the subjects' journals.

Five items seems to be very few for such a potentially multifaceted source of motivation as general learning. Three of the items (20, 33 and 41) refer to classroom learning. Perhaps there should be others which attempt to correlate evidence of learning strategies with motivational orientation. This motivational category offers the possibility of testing Ames' theory (1992) that a motivated learner believes that learning effort and achievement in proficiency are in direct, positive correlation.

Table 4
Descriptives and Reliabilities for
General Testing Motivation

Item #	Admin	Mean \bar{x}	Std Dev	Range	Minimum	Maximum	CI-TC
5	1st	2.80	1.61	5.00	.00	5.00	.7678
	2nd	3.50	1.17	4.00	1.00	5.00	.5163
12	1st	3.40	1.26	4.00	1.00	5.00	.6763
	2nd	3.40	.69	2.00	3.00	5.00	.1094
17	1st	3.50	1.26	4.00	1.00	5.00	-.1114
	2nd	3.10	1.28	4.00	1.00	5.00	-.1261
26	1st	2.60	1.95	5.00	.00	5.00	-.5761
	2nd	2.80	1.22	4.00	1.00	5.00	-.1452
38	1st	3.20	1.31	4.00	1.00	5.00	.4835
	2nd	3.40	.96	3.00	2.00	5.00	.2124
49	1st	3.10	1.59	5.00	.00	5.00	-.5100
	2nd	3.30	1.41	5.00	.00	5.00	-.1667
53	1st	3.50	1.50	4.00	1.00	5.00	.4413
	2nd	3.90	.87	2.00	3.00	5.00	.0662

1st Administration

Category Mean	3.17	Alpha	.5429
		Standardized item alpha	.5438

2nd Administration

Category Mean	3.34	Alpha	.0774
		Standardized item alpha	.1832

The results for general testing motivation show a very low degree of reliability in the second administration (Alpha= .0774). The three items with negative corrected-item total correlation (numbers 17, 26 and 49) are all posed in the negative. "I don't really pay much attention to tests because they don't really reflect what I know" poses a dilemma for the person who does pay attention to tests but is skeptical of them.

Many Asian students seem ambivalent to tests at best. The weight given to standardized tests for tracking purposes in many Asian countries may have had negative repercussions on their motivation for testing. Item 49, "When I do poorly on a test, I got discouraged and give up," has only a slightly lower mean than item 53, "When I do poorly on a test, it makes me work harder." However, there are reasons other than an intrinsic "general testing" motivation for working harder after a poor test showing. If any weight at all is given to the consequences of test performance, then the incentive becomes extrinsic and the motivation to do well on the test must be classified as instrumental.

Table 5
Descriptives and Reliabilities for
Language Learning Motivation

Item #	Admin	Mean \bar{x}	Std Dev	Range	Minimum	Maximum	CI-TC
4	1st	3.60	1.26	4.00	1.00	5.00	.5014
	2nd	3.30	1.33	4.00	1.00	5.00	.3908
8	1st	2.20	1.22	4.00	.00	4.00	.1178
	2nd	2.50	1.50	4.00	.00	4.00	.2827
10	1st	3.80	.78	2.00	3.00	5.00	.1226
	2nd	3.60	1.17	4.00	1.00	5.00	.4953
16	1st	2.80	1.22	4.00	1.00	5.00	.0600
	2nd	2.90	.73	2.00	2.00	4.00	.3494
22	1st	4.50	.97	3.00	2.00	5.00	.2455
	2nd	3.70	.94	3.00	2.00	5.00	.2472
32	1st	3.80	.63	2.00	3.00	5.00	.3928
	2nd	2.60	1.26	4.00	.00	4.00	-.2081
34	1st	4.10	.87	3.00	2.00	5.00	.3569
	2nd	3.80	1.22	4.00	1.00	5.00	.8878
36	1st	3.40	1.07	3.00	2.00	5.00	.5124
	2nd	3.40	.84	3.00	2.00	5.00	.4694
39	1st	3.10	1.37	4.00	1.00	5.00	.1548
	2nd	2.90	1.79	5.00	.00	5.00	.0797

Item #	Admin	Mean \bar{x}	Std Dev	Range	Minimum	Maximum	CI-TC
56	1st	4.50	.70	2.00	3.00	5.00	.3337
	2nd	4.30	.82	2.00	3.00	5.00	.7341
<u>1st Administration</u>							
Category Mean		3.58				Alpha	.5763
Standardized item alpha							.6147
<u>2nd Administration</u>							
Category Mean		3.30				Alpha	.6520
Standardized item alpha							.7162

The responses on this category did not have a high degree of correlation. The mean scores of items ranged from 2.20 to 4.50. The standard deviations ranged from .63 to 1.79.

Item 16, "It is important for me to be known as someone who speaks other languages well," received a low mean score, a high standard deviation and did not correlate with responses to other items. This was even true in the case of the subject who claimed to have been motivated to study languages out of envy for her multilingual friends (See Subject #7, this chapter).

The drop in item 32 between administrations was tentatively explored in the previous section. Items 32 and 39 both show a lack of correlation to other responses

in the second questionnaire administration. Both items are negative propositions and both make use of subordinate clauses. By explicitly posing a reason for the respondent's attitude (e.g. "It's not important for me to speak English perfectly because there are other things I do well."), the items require that the respondent affirm or deny two independent propositions at the same time.

Finally, there are larger concerns in language learning than those addressed by the questionnaire. Stern (1992) proposes foreign language teaching objectives which include the "transfer" of student interest in a specific language to an interest in language in general. Perhaps a few items which attempt to operationalize such a transfer of interest would also be able to measure language learning motivation.

Table 6
Descriptives and Reliabilities for
Language Testing Motivation

Item #	Admin	Mean \bar{x}	Std Dev	Range	Minimum	Maximum	CI-TC
2	1st	3.80	1.54	4.00	1.00	5.00	.7901
	2nd	3.60	1.34	4.00	1.00	5.00	.7339
30	1st	3.20	1.39	4.00	1.00	5.00	.8365
	2nd	3.60	1.17	4.00	1.00	5.00	.5660

Item #	Admin	Mean \bar{x}	Std Dev	Range	Minimum	Maximum	CI-TC
37	1st	3.10	1.10	3.00	1.00	4.00	.2506
	2nd	3.40	.96	3.00	2.00	5.00	.5280
40	1st	1.80	1.47	4.00	.00	4.00	.3717
	2nd	1.90	1.28	4.00	.00	4.00	.2679
44	1st	2.00	1.24	3.00	.00	3.00	.6174
	2nd	1.90	1.10	3.00	.00	3.00	.4980
51	1st	3.60	1.42	4.00	1.00	5.00	.7436
	2nd	2.60	1.34	4.00	.00	4.00	.7764
58	1st	3.00	1.24	4.00	1.00	5.00	.8713
	2nd	3.40	.84	3.00	2.00	5.00	.8901

1st Administration

Category Mean	2.90	Alpha	.8633
		Standardized item alpha	.8598

2nd Administration

Category Mean	2.90	Alpha	.8356
		Standardized item alpha	.8471

The alpha values for this category are much higher than those for general testing. The mean scores for this category are relatively low, indicating that the subjects did not seem to be motivated by the thought of doing well on language tests.

Again, the lowest mean and nearly the lowest item correlation correspond to an item which was phrased negatively. Item 40, "English tests don't reflect my ability to communicate in English," met with general agreement. The response may have indicated a lack of motivation to do well on language tests, or it may have been a criticism of such tests. English language tests in Japan, for example, are widely and rightly criticized (Benson, 1991).

Item 44, "I enjoy taking English tests because I always do so well on them," requires that the respondent affirm or deny to independent propositions at the same time. That may be one reason for its low mean score and high standard deviation. However, such speculation must remain tentative until further data can be gathered.

Data Analysis and Comparison from Journal Entries,
Informal Observation and Questionnaire Results

In this section, the results of the journal entries are combined with informal observations in a description of each of the ten subjects of this study. The three journal entries will be mentioned in turn, the questionnaire results for each respondent will be presented as the average rating on the Likert scale for each category in the first and second administration of the questionnaire, and discrepancies between the journal and questionnaire results will then

be highlighted and briefly discussed.

SUBJECT #1

Subject #1 was Taiwanese. She had graduated from the university three years earlier with a degree in social work. She had been employed as a secretary in the import export business and had quit in protest over the treatment of women there before coming to study in the U.S. It was her first time abroad.

Her motivation for studying English was work related. She considered English to be essential to finding a better job. She also expressed skepticism as to whether language tests measure language proficiency. In addition, she wrote that she eventually wished to speak English "just like a native."

Her second journal entry mentioned a need for error correction (e.g., in commercial correspondence) and for listening practice. She hoped the class would: "share our past experiences, feelings and dreams."

After four weeks in the program, she wrote that the classes were so interesting that she had developed a genuine interest in English which she had not had previously. In other words, she felt that she had acquired a genuine interest in the English language.

Table 7

Means of Motivational Orientation and Shift: Subject #1

Category	Administration	
	<u>1st</u>	<u>2nd</u>
	\bar{x}	\bar{x}
Integrative	3.88	3.71
Instrumental	4.67	4.56
General Learning	3.60	4.00
General Testing	2.00	3.00
Language Learning	3.60	3.50
<u>Language Testing</u>	<u>1.43</u>	<u>2.57</u>

Her questionnaire responses, like the journal entries, indicate a very strong instrumental orientation. However, they also indicate a strong increase in motivation to perform well on language tests, which is contradicted by the journal. Also, the shift in the journal towards a genuine interest in English does not correspond to any shift in integrative motivation on the questionnaire.

SUBJECT #2

Subject #2 was Taiwanese. She was a university student majoring in International Trade. Although she expressed concern about her own "passivity" in class, she was one of the most active participants. She was also very worried about her exam performance and final grade.

In her first entry, she emphasized the need for English in travel and the need to develop an international awareness "so that I can have global views." Her university text books were in English, and so she needed reading skills for that reason. She requested oral communication in the name of "many students in this class." Finally, she expressed anxiety about speaking to native English-speakers.

Her second entry is surprising in light of the first. She suggested academic research activities in the library. She also requested games to improve her vocabulary and current events discussions as well as social activities to promote togetherness in the class.

Table 8

Means of Motivational Orientation and Shift: Subject #2

Category	Administration	
	<u>1st</u> \bar{x}	<u>2nd</u> \bar{x}
Integrative	3.53	2.18
Instrumental	3.00	4.00
General Learning	3.60	3.60
General Testing	3.00	3.43
Language Learning	3.50	3.10
<u>Language Testing</u>	<u>3.00</u>	<u>2.43</u>

It is interesting to note that this subject's anxiety

about her own test performance, which was so obvious in her classroom behavior, was neither mentioned in the journal entries nor captured by the General Testing and Language Testing sections of the questionnaire. Informal class observations indicated that she was obsessed with testing.

The desire to learn English for foreign travel has been a source of contention among motivation researchers (Au, 1988). Is it attributable to instrumental or to integrative orientation? Subject #2 mentioned a strong desire to travel, yet her responses in the integrative motivation category do not indicate a correspondingly strong desire to blend in. Unfortunately, subject #2 did not submit a third journal entry. A third entry might have explained the evident increases in instrumental and language learning motivation as well as the drop in integrative motivation.

SUBJECT #3

Subject #3 was a Japanese university student majoring in English. She had won a prize for her English, but said she majored in the language "for just liking it." Informal classroom observation indicated that her test performance was substandard, far below her general level of proficiency.

In her first journal entry she mentions her reasons for majoring in English. She emphasized the usefulness of English and her desire to study International Trade. She claimed to need the threat of a test in order to study

vocabulary (in fact, she failed such a test). Also, she was most concerned about how Japan is perceived by foreigners. She wrote: "I would like to dispel misunderstanding with fluent English."

Her second entry requested business and economic terms vocabulary, slang, phrasal verbs, and other diverse facets of English. She suggested that we avoid grammar, as "... I want to do something which I can't learn in my country."

Her third entry reiterated that English was essential to her career. She re-emphasized its usefulness in professional life, but she mentioned being disheartened by seeing how fluently Americans use it. She was also discouraged that the gap between Japanese and American cultures was larger than she had anticipated, but encouraged that Americans seem to like the Japanese after all.

Table 9

Means of Motivational Orientation and Shift: Subject #3

Category	Administration	
	<u>1st</u> \bar{x}	<u>2nd</u> \bar{x}
Integrative	4.00	3.47
Instrumental	4.25	4.00
General Learning	3.60	3.60
General Testing	4.43	3.86

Category	Administration	
	1st	2nd
	\bar{x}	\bar{x}
Language Learning	4.40	3.80
Language Testing	4.29	4.29

Her questionnaire results show a slight drop in motivation over the four week period. The categories of instrumental, integrative and achievement in language learning each show a decrease. This may have to do with the culture shock evident in her third journal entry. Also, there was little in her journal or in the questionnaire to anticipate her low test scores. Her very strong motivation through the General Testing and Language Testing categories on the questionnaire do not predict her lack of a strategic approach to studying for such tests.

SUBJECT #4

Subject #4 was a Japanese university student majoring in Resource Engineering. He had not studied English for the previous two years, but anticipated needing English for graduate school. He hoped to pursue graduate studies in an English-speaking country. In classroom discussions, he mentioned that he thought of his stay in this country as an adventure.

His first journal entry mentioned his current need

to read theses in English, and the English requirements for graduate study. A recurrent theme in all his journal entries was that he could do much of what we were doing in Japan. He wanted to do what could only be done in America. He expressed a desire to "cross the United States by car using only Japanese and English." He wrote that there were too many Japanese in the class and was the only student to anticipate, in his first journal entry, the strategies he would use to maintain English proficiency once he returned to Japan.

His second journal entry consisted of a series of unrelated items. This was what Brindley (1989) was probably referring to when he wrote that learner-based needs assessment is unpopular among teachers because students may express their needs in terms that seem vague or unrealistic. This student did not submit a third journal entry due to absence.

Table 10

Means of Motivational Orientation and Shift: Subject #4

Category	Administration	
	<u>1st</u> \bar{x}	<u>2nd</u> \bar{x}
Integrative	3.41	3.29
Instrumental	3.33	3.75

Category	Administration	
	<u>1st</u>	<u>2nd</u>
	\bar{x}	\bar{x}
General Learning	2.40	3.00
General Testing	2.43	2.86
Language Learning	3.10	3.00
Language Testing	1.43	2.14

This subject expressed a strong integrative motivation in his journals and in class discussions, but not on the motivation questionnaire. The questionnaire indicates an enormous increase in achievement motivation over the four week period between administrations. Especially noteworthy are the scores for General Learning, General Testing and Language Testing. Unfortunately, the subject did not provide a third journal entry which might have helped explain the increase.

SUBJECT #5

Subject #5 had emigrated to the United States from Taiwan. He planned to study Information Science in graduate school in Los Angeles.

His first journal entry mentioned his preparations for graduate school and his frustration at his lack of listening and speaking skills. He wrote that he was preparing for both the TOEFL and the GRE (in a different

program). He was frustrated by his own habit of mentally translating everything back into Chinese and of being nervous in casual contact with English speakers.

His second journal entry emphasized the importance of listening skills, but he also mentioned writing, reading, note-taking and research skills. In short, his ideal syllabus was almost identical to that of the program he had enrolled in.

In his third journal entry he claimed to have made progress and to have developed the courage to speak to people. However, he wrote that, after graduate school "maybe I will stay in U.S.A. to work," whereas in class discussions he treated it as a foregone conclusion.

Table 11

Means of Motivational Orientation and Shift: Subject #5

Category	Administration	
	<u>1st</u>	<u>2nd</u>
	\bar{x}	\bar{x}
Integrative	3.18	3.18
Instrumental	4.42	4.50
General Learning	3.20	3.40
General Testing	3.29	3.43
Language Learning	3.60	3.60
Language Testing	3.29	3.71

It is noteworthy that the motivational orientation of subject #5, the only true EAP student among the subjects of this study, did not differ in a significant way from that of the other subjects. His General Testing and Language Testing increases may have been the result of his attempts to cram for the TOEFL and GRE.

SUBJECT #6

She was a Japanese university student majoring in Sociology. She had stopped taking English classes at the University because they were taught in translation. She resented having learned inauthentic "Japanese English" in school. She resented having been forced to cram for examinations.

Her first journal entry stressed the problems she had had in trying to learn English. Her entire experience with the language had been negative. She wrote: "I was sick of Japanese English, so I never got discouraged when I did poorly on the test." The change came when she met two classmates who spoke foreign languages. She felt envious of them and decided to emulate them. Unfortunately, due to absence, there was no journal entry for the needs assessment instrument.

Her next entry mentioned her successes in using English to make foreign friends and watch movies. She had avoided studying English and was reconciled to finding a job which

did not require it. However, after four weeks of study in the United States, she wrote: "Now I don't think so. I'm interested in English. So I want to study English much more. It will be good for me. Maybe, I can find a better job."

Table 12

Means of Motivational Orientation and Shift: Subject #6

Category	Administration	
	<u>1st</u>	<u>2nd</u>
	\bar{x}	\bar{x}
Integrative	2.94	3.06
Instrumental	2.25	2.42
General Learning	3.40	2.70
General Testing	3.14	2.86
Language Learning	2.90	2.10
Language Testing	2.00	1.43

The questionnaire results agree with the journal entries in the first administration. In both, the subject indicates surprisingly little motivation. However, the optimism in her journal after four weeks of study is not at all present in the questionnaire data. Also, while every instrument indicated that this subject was unmotivated to study English, her classroom performance was similar to that of more motivated students (e.g., in terms of enthusiasm, active

participation in classroom activities, homework assignments and test scores).

SUBJECT #7

She was a Japanese university student majoring in English. She was contemplating a career as an English teacher. Her goal was to share American culture and her own experience in America with her students.

Her first journal entry mentioned her career goals and then an exemplary incident in which she was attempting to communicate in a teleconference with members of other Asian countries but could not express herself or understand the others well. She mentioned her own persistence and how she would never give up until she was able to understand what she had set out to learn.

Her second entry stressed the need for communication among class members along with error correction and confidence building. Her third entry spoke of the opportunity she had had to speak English every day and how she wanted to maintain her studies back home. She also wrote that she wanted to study Spanish and Korean after the session was over. This was because Spanish is widely spoken in Los Angeles and she had made Korean friends. Also, she wrote that American kindness and friendliness had inspired her to be kind and friendly to others.

Table 13

Means of Motivational Orientation and Shift: Subject #7

Category	Administration	
	1st	2nd
	\bar{x}	\bar{x}
Integrative	3.88	3.12
Instrumental	4.17	4.08
General Learning	3.80	4.00
General Testing	3.71	3.14
Language Learning	3.80	3.80
Language Testing	3.86	3.43

The questionnaire data for this subject do not indicate a high level of integrative motivation, and that motivation decreased slightly over the four weeks between administrations. Yet, her wish to learn Korean and Spanish indicates a desire to involve herself actively and to master the specific linguistic milieu in which she found herself.

Nevertheless, because her desire to learn about American culture was expressed within the framework of wanting to teach it, there is a particular difficulty in attributing her motivation to integrative or instrumental categories.

SUBJECT #8

She was a Japanese university student majoring in English literature. She was very timid in class and

participated only when called on. She mentioned that she was ashamed by her own shyness, and that the shame only made it worse.

Her first journal entry was an attempt to answer the questionnaire items in more detail. Her ultimate goal was to work as a translator, interpreter or tourguide. She emphasized her desire to communicate with people of other cultures, but as a Japanese. She wanted foreign friends, but would not consider marrying outside her culture. The gap between Japanese and American culture is so great that she felt she ran no risk of becoming an outsider in her own culture. She emphasized that thoroughness and patience were virtues of hers. She also expressed skepticism that language tests could measure proficiency.

In her second journal entry, she mentioned the aspects of the English language which she most wanted to study. She was the only subject to mention etymology and structural grammar. She stressed the importance of listening and speaking activities. She expressed a strong interest in learning about Christianity. She stressed wanting to compare the good and bad points of both societies.

In her third journal entry she wrote that, after four weeks in the United States she had realized that her listening skills needed improving. She could not understand what people were saying to her and was tired of pretending

to understand. She was contemplating how to improve her English listening skills back in Japan. She also mentioned successful interactions in English and that she enjoyed the language not for employment purposes but for its own sake.

Table 14

Means of Motivational Orientation and Shift: Subject #8

Category	Administration	
	<u>1st</u> \bar{x}	<u>2nd</u> \bar{x}
Integrative	3.12	3.18
Instrumental	3.00	3.58
General Learning	2.40	3.20
General Testing	3.86	4.00
Language Learning	3.00	2.60
<u>Language Testing</u>	<u>3.14</u>	<u>3.14</u>

It is interesting to speculate that the desire to interpret between cultures may arise from a different source of motivation than integrative or instrumental. Certainly, there is little in this subject's questionnaire data to suggest the diligence and sensitivity to cultural differences required in translating, although it was found in the journal. It is noteworthy that this subject was distancing herself from American culture and, at the same time,

complaining about not being able to understand what people were saying to her. The two phenomena may be related. Finally, there is little in her journal to account for the marked increase in General Learning Motivation (although there were only 5 items in that category).

SUBJECT #9

This subject was a Japanese university student majoring in English. She had lived in Holland for five years as a child. She claimed to have forgotten the Dutch language completely, but there were glimpses of it in both her spoken and written English.

Her first journal entry mentioned her desire to live in a foreign country, to become a diplomat, and to learn about other cultures. She welcomed the prospect of marrying a man who was not from her culture and of adopting his culture. She wrote that she understood Americans, but wanted to be able to express herself in English.

Her second entry emphasized the importance of discussion, vocabulary building and colloquial expressions. She wrote that she would rather study these than study grammar. She also wanted to be able to write a correct essay, and to have her pronunciation corrected.

In her third journal entry, this subject reiterated her career goal of becoming a diplomat. She wrote about what she would do to maintain her level of proficiency back

in Japan.

Table 15

Means of Motivational Orientation and Shift: Subject #9

Category	Administration	
	1st	2nd
	\bar{x}	\bar{x}
Integrative	4.65	4.53
Instrumental	4.17	4.08
General Learning	2.00	2.22
General Testing	2.29	3.00
Language Learning	4.00	4.00
Language Testing	3.00	3.29

This subject's questionnaire data show a high instrumental motivation and integrative motivation. The journal manifestly declares a strong integrative orientation. There were no major shifts over the four week period in either instrument. The subject's journal and questionnaire data do not contradict one another.

SUBJECT #10

The subject was Taiwanese. She had graduated from the university and was working an accountant for an American firm in Taiwan. She participated very actively in class. Her answers were almost always accurate and her examination scores were exemplary.

In her first journal entry, she writes that her principle motive for studying English is for promotion in the office. She needed verbal skills in order to present her company's products to potential clients.

Her second journal entry reiterated that she was not a student. She was studying because of a job promotion. She urged me, the teacher, to encourage the Asian students to speak out. She requested note-taking practice, business English through newspapers and content-based ESL instruction.

Her third entry anticipated what she would do to maintain her proficiency back in Taiwan. With the help of flash cards and other vocabulary building techniques, she claimed it would not be necessary for her to return to a language school.

Table 16

Means of Motivational Orientation and Shift: Subject #10

Category	Administration	
	<u>1st</u> \bar{x}	<u>2nd</u> \bar{x}
Integrative	3.59	2.94
Instrumental	3.08	3.75
General Learning	2.20	3.00
General Testing	4.00	3.86
Language Learning	3.90	3.60

Category	Administration	
	<u>1st</u>	<u>2nd</u>
	\bar{x}	\bar{x}
<u>Language Testing</u>	3.29	2.71

This subject had a very solid instrumental reason for studying English which does not register in the questionnaire data. In turn, the questionnaire indicates a strong increase in motivation for General Learning and Language Testing, characteristics not mentioned in the journal entries.

An increase in the desire to learn and a decrease in integrative motivation may conceivably be related to culture shock. For a person as instrumentally oriented as subject #10, forced interaction with foreigners may have caused a rejection of the specific language culture in question while provoking her curiosity. Perhaps the experience of living in the United States was a rude awakening for her. She may have attempted to determine why she did not want to integrate. She may have increased her effort to learn, which in turn would be manifest under the category of General Learning on the questionnaire.

Summary of Results

The questionnaire data for this study indicated a consistent and strong instrumental motivation among the subjects.

The alpha values for the categories of Integrative Motivation, General Testing Motivation and Language Learning Motivation are very low. This may be due to the fact that certain questionnaire items in those categories were phrased in negative terms and others combine two independent propositions.

The comparison of journal entries, informal observation and questionnaire results for each of the 10 subjects yielded promising data, worthy of further research. In the journals, descriptions of sources of motivation which could be easily sorted into integrative or instrumental categories were rare. It was more common for subjects to describe their motivation in mixed terms. Also, references to achievement motivation were not common in the journals, and may have been prompted by the questionnaire items themselves.

In the area of needs assessment, all of the students felt that their greatest English language need was to improve their ability to understand spoken English. They all requested listening activities as a way to achieve proficiency in that skill area. Also noteworthy was their common desire to know how to speak their mind in English. Almost all of them mentioned a need to express their thoughts and opinions in English.

The subjects generally rejected the idea of grammar in their journals, because they felt they could get grammar

at home. They also wrote about their preparations (and even strategies) for maintaining or improving their English proficiency once they had left the United States.

It was very difficult, and in some cases impossible, to compare the motivation questionnaire data with journal data in this study. Where such a comparison was possible, there were often serious discrepancies between the two instruments. However, these discrepancies point the way toward further lines of study.

CHAPTER 5

Discussion and Conclusions

Discussion

This section is divided into two parts. First, each of the four research questions of this study is discussed in turn. Each is examined in light of the results presented in Chapter 4. Secondly, some of the implications of these findings are explored. Specifically, there seems to be a need for a new understanding of integrative motivation as it relates to the population of this study. The current definitions of integrative motivation are brought together, compared and discussed.

The Research Questions

Research Question #1

The first research question dealt with the motivation instruments. It assumed that there would be no significant disparity between the two instruments used to measure motivation. In fact, there was much disparity found. What the subjects wrote in their journals and their responses on the questionnaire had very little in common. Clearly, there was no real means of affixing a numerical value to the journal entries referring to motivational orientation; nor were the categories which operationalize achievement motivation in the questionnaire given sufficient mention in the journals. In short, the two instruments for measuring

motivation were not genuinely comparable and were possibly incapable of providing any data supporting each other from the standpoint of construct validity.

The data from the journal entries were far more detailed and provided explanations for the subjects' motivational orientations; the questionnaire data did not provide data in such detail. For the purposes of this study and its small number of subjects, I take the journal to be the more reliable and valid of the two instruments used. Of course, both times the questionnaire was administered, the subjects were being measured by the two instruments simultaneously. These instruments were supposed to work in conjunction for the purposes of this study. The questionnaire raised issues which the subjects addressed in their journals. The fact that the questionnaire served as a prompt is undoubtedly the reason for the depth and detail of the journal data.

Also, the questionnaire was designed to be administered to large numbers of students (Bachman, Purpura & Cushing, 1993). The journal is impractical if used with any but a small number of subjects. In other words, with a small number of subjects, the use of both instruments would be preferable to the journal alone because of the detailed information it provides. However, with a moderate or large number of subjects, or with the purpose of inferring results to the larger population from which these subjects were

sampled, only the questionnaire is feasible in spite of its shortcomings.

Research Question #2

Both the motivation questionnaire and the journal entries indicate that each of the subjects of this study experienced a notable shift in motivational orientation during the four weeks between administrations. Although the motivational shift recorded by the questionnaire is not statistically significant, the subjects' journal entries indicated that their four weeks in the United States had a profound effect on their motivation.

These results lend credence to Ely's (1986) contention that motivational orientation is susceptible to change over time as proficiency levels increase and new, unforeseen benefits of speaking a foreign language reveal themselves to the learner. Several subjects mentioned their joy at successful interaction with English-speaking foreigners. Others re-examined their job prospects in light of an increase in English proficiency and found themselves to be more employable. In addition, subject #3 seems to have experienced culture shock during the intervening four weeks while subject #8 wrote that the United States had become just another country to her, with good and bad points, the way Japan is. That might have been an indication of disappointed expectations on her part.

Finally, although this study was intended to focus on issues of importance to the classroom, most of the incidents mentioned in the journals as having an impact on motivational orientation occurred outside the classroom. Mark Twain is supposed to have said that he never let his schooling interfere with his education. The subjects of this study may have been thinking along similar lines. In their journals at least, the subjects tended to treat their stay in America as a total experience: in-class and out-of-class. However, their experiences outside the classroom evidently impinged on their motivation in a way that the in-class learning did not.

Research Question #3

Analysis of the responses to the motivation questionnaire indicates that the division of these subjects' motivational orientation into the traditional categories of instrumental and integrative is not possible. The journal entries often expressed one motivational orientation in terms of another. The most common example is that of wanting to learn about American culture and interact with American people for professional reasons. Ostensibly, the desire to learn about a culture and people is an integrative one, not an instrumental one.

A similar case would be that of the many subjects who wanted to "learn to express my thought exactly" (Subject

#8) to "speak our minds out fully" (Subject #1) or to "be a person who can express own thoughts fluently and communicate with many kinds of people" (Subject #9). This would seem to be an integrative desire and goal, but perhaps they feel that English liberates them from traditional restrictions in their own language. People often find that, when they change cultures, they feel unburdened from the constraints of the social roles they must adopt in their own culture. For these people, the new culture represents an alternative way of being. To them it is an instrument of liberation. Perhaps the (mostly female) subjects of this study also viewed English in this same instrumental light when they expressed the desire to speak their minds. In other words, their repeated desire to express themselves may have been derived from either an instrumental or an integrative motivational orientation.

Research Question #4

The prediction that the subjects' expressed needs would significantly differ from those envisioned in an academic skills curriculum, such as that of the program they had enrolled in, was consistent with the data. The ideal EAP student is one who needs to prepare for the day when he or she studies in an English-speaking academic setting. Only subject #5 fit that profile and expressed precisely those needs. The other subjects expressed an overwhelming

need to improve their listening and speaking skills. They requested instruction in American customs and cultural practices. EAP programs, however, are not primarily designed to meet such requests. The kind of instruction which the subjects of this study were asking for is perhaps closer to the European idea of the "Étage Linguistique," a limited stay in a foreign country during a student's vacation time. The "year abroad" programs run by many American universities in countries all over the world offer essentially the same learning experience that the subjects of this study had come to the United States to find. And just as American "year abroad" students generally do not go abroad with the intention of eventually attending mainstream classes at foreign universities, so quite a few students attending EAP programs in the United States may well have no intention of studying at American universities.

Although it would have addressed many of the needs of the subjects of this study, a comprehensive "American Civilization and Culture" course was not offered to them. In that particular program, topics in contemporary American society are taught either as a pretext for developing reading or discussion skills, or through elective classes in American cinema, American slang, etc. In summer, when enrollment figures usually justify a massive expansion in the AIEP program and its capabilities, it would not be out of the

question to explore such an alternative.

The genuine cultural syllabus, so common in other countries, is not widely available in the United States. Perhaps this is because a curricular definition of the outstanding aspects of American culture, of an ESL canon, is bound to be extremely controversial. This is due, in part, to a confusion between what Stern (1992) refers to as "the second language learner's perspective" with what he calls "the native speaker's perspective." Concerns with how America is redefining its own cultural values interfere with our perception of how we are seen from outside.

An understanding of the native speaker's cultural perspective is absolutely essential in questions of survival English for new immigrants and for promoting cross-cultural awareness in public schools. Yet for EFL students taking an all-too brief, kaleidoscopic glimpse of life in the United States, full initiation into this debate may be too much to absorb at once. Certainly, students such as the subjects of this study would be better served by a different approach. Stern (1992) wrote of programs which create a sense of personal involvement and which attempt to overcome the learner's sense of strangeness towards foreign languages. The efficacy of such an approach would hinge on the student's desire to embrace the foreign language culture, and feel comfortable about doing so. The data in this study argue

in favor of a practical exploration of Stern's ideas.

Implications: The Need for a Valid Definition of Integrative
Orientation in the Context of EFL

Is it possible to speak of "integration" between two cultures which are not in direct, physical contact? As was stated in Chapter 2, the theoretical basis for attributing an integrative motivational orientation to EFL students leaves much to be desired. The first attempt to provide a research definition of a non-instrumental reason for learning foreign languages was undertaken just over twenty years ago. Gardner and Lambert (1972) defined language learning for integration with a distant culture as "a willingness or a desire to be like representative members of the 'other' language community, and to become associated, at least vicariously, with that other community" (p. 14). Of course, one's mental model of a representative member of a distant culture could be entirely based on fantasy. Much of the popularity of English classes around the world rests on foundations laid by an English-medium entertainment industry which unabashedly sells fantasy. Can it be called "integration" when a student is motivated to study English by a desire to escape into fantasy?

Nineteen years later, Benson (1991) defined integrative motivation among Japanese university students as follows: "It represents, on the part of the learner, a desire to

become bilingual and bicultural, through the addition of another language and culture to their own" (p. 36). This definition might account for the motivation of subject #6, who was motivated to study English out of envy. She admired and envied friends of hers who could speak foreign languages, and this envy stimulated her efforts to acquire English.

She was motivated, but can that be called an "integrative" motivation? Also, subject #7 participated in a conference by satellite with people from other Asian universities. She wrote: "It was very interesting for me, but I couldn't speak my thought in English well, and heard their speaking well." This moment of discomfort stimulated her desire to master English. Can the negative affective consequences of being left out in situations where one does not speak the lingua franca stimulate a motivation we would define as "integrative"?

The operational definition of integrative motivation for the purposes of the motivation questionnaire (and thus in this study) is as follows: "The desire a person has to identify with or assimilate into the culture of an L2 group" (Bachman, Purpura and Cushing, 1993, Appendix B). From Gardner and Lambert's study until the present, the definition of integrative motivation in an EFL context has become less precise and more difficult to operationalize. Although the operational definition of integrative motivation

has become more inclusive, nine of the 17 items designed to measure integrative motivation on the questionnaire are phrased in negative terms (e.g., Item 48- "I would never get romantically involved with someone from outside my culture"). The greater the level of agreement on the Likert scale, the lower the score for integrative motivation (which, incidentally confused a few of the students and led to their disqualification as subjects for this study). Thus, more than half the items in the integrative category attempt to measure a lack of integrative motivation, rather than its presence, on the part of the respondent. In other words, integrative motivation on this questionnaire was given the broadest, most inclusive definition to date, yet it was operationalized for the most part by its absence.

In contrast, none of the 12 items measuring instrumental motivation are couched in negative terms. Of course, it would be absurd to include an item such as: "I don't want to learn English because I don't want to stay informed about my profession." However, there are not even any items on the questionnaire about the negative instrumental consequences of not speaking English in today's world, although the subjects mentioned some of those consequences in their journals. The instrumental category avoids items such as: "If I don't learn English, I won't get the job I want." The validity of that negative instrumental item

might be questioned because the item could conceivably measure language-learning anxiety as well as instrumental motivation.

By the same token, the validity of an item designed to test integrative motivation using negative terms (e.g., Item 29- "It's not worth the effort to learn English well since I will never be fully accepted in an English-speaking culture") is dubious. The item may be sensitive to the presence of ethnocentrism, xenophobia, culture shock or a passing bout of pure frustration at the difficulties associated with language learning rather than measuring any lack of a desire to integrate. Another definition of integrative motivation in EFL students, consistent with what we know and capable of being operationalized in positive terms, needs to be found. One place to begin the search would be in EFL student journals such as the ones kept for the purpose of this study (See Appendix B for the transcript of those journals).

Conclusion

In spite of the difficulties involved in research on motivation and needs assessment, we language teachers must make a greater effort to understand why our students want to learn and what they want to learn. This section begins with a tentative exploration into possible avenues of research. The second part of this section explores the

hazards and possible benefits of research on motivation. The third part addresses both the current economic concerns of academic intensive English programs and an urgent demographic problem which has arisen in the field of EAP. It suggests that a systematic policy of needs assessment in for incoming students in EAP might be the solution to both these problems.

Suggestions for Further Research

Other studies, similar to this one but on a larger scale, should be undertaken. The small size of the sample of this study, together with the fact that most of the participating subjects were from the same region and shared a common educational background, significantly reduces the likelihood of its being representative of a wider population of intensive academic English students. Furthermore, every ESL class is unique. Each one seems to have (or develop) its own personality; and until further studies are done within the larger population of EAP students, it will be impossible to gauge exactly how idiosyncratic the outcomes of this study have been.

Secondly, because the questionnaire was administered in English, it became a reading comprehension exercise as well as an instrument to measure motivation. Also, the fact that students took the questionnaire with them overnight and that their responses were probably not spontaneous may

have impacted the validity of the instrument. While there was confusion over the appropriate response to negative items on the questionnaire, neither the subjects' journals nor my own observations of their behavior indicate a generalized misunderstanding of the nature of the task on the part of the subjects. Nevertheless, individual items on the questionnaire may well have been overinterpreted or misinterpreted. In subsequent follow-up studies, perhaps the questionnaire should be translated into the subjects' native languages and should be filled out in class.

Lastly, because none of instruments in this study was administered anonymously, some of the students might have understood the questionnaire as a prompt to express their enthusiasm for and loyalty to the program they were enrolled in. Conversely, they may have equally used it to express their dissatisfaction with the program. They were also somewhat anxious about the final exam, which might have affected the second administration of the questionnaire and the third entry in the journal. A way should be found to administer these instruments anonymously.

In addition to further motivation and needs assessment research, there needs to be linguistic research into how to accelerate the acquisition of proficiency in listening comprehension. It is not out of the question to implement a communication-track program as an alternative to the

broader, language-skill orientation in academic programs. Would it actually meet the needs of students such as the ones in this study? Is it possible to hasten language acquisition in this population through an emphasis on listening? Is it possible to teach listening skills successfully in isolation from the other skill areas? Would a listening emphasis, focusing on what these subjects claimed they were least proficient at doing, end up reinforcing the frustration they experience outside the classroom? Would it be challenging enough for them?

In addition to research on the nature of listening skills, much more work needs to be done on the nature of communicative competence. Perhaps the most effective way to help these subjects realize their communicative goals would have been to instruct them in strategic competence as a way to compensate for their lack of understanding of the spoken word.

Finally, this study has uncovered a desire on the part of students who come to the United States to be able to retain what they have learned once they are back in their countries of origin. Much research has been done recently in the field of learning strategies (O'Malley & Chamot, 1989). What are the successful strategies available to international students for retaining their level of English proficiency once they have returned to their homes? Which

factors correlate with persistence in study habits and to language proficiency maintenance after the students have returned to their own countries? Assuming an EAP program conducted a thorough needs assessment of all students at the beginning the term and placed them accordingly, how should we be teaching maintenance strategies to students like the subjects in this study? Subject #6 wrote: "If I stop continuing to study English. I will forget English more and more. So after I go back to Japan, I will study English by myself." What techniques could she have learned in anticipation of her departure? Follow-up studies need to be undertaken on the population of academic intensive English students who have returned to their countries of origin.

Motivation Research

There are legitimate arguments to be made against both the practical purpose of motivation study and the way in which it is carried out. Firstly, perhaps student motivation is like the chimera of Greek mythology. That is, it vanishes under direct observation. It is unreasonable to expect that motivation would remain unchanged by serious introspection. The instruments used in this study require introspection, and so the validity of the results of any such research must be open to question.

Although seemingly related, inquisitiveness and

introspection may be inimical. When students are asked to stop and explain why they are studying so diligently, what will happen to the momentum of that study? Serious reflection may lead them to conclude that their hopes of mastering English are illusory, or it may make them curious about their own reactions and stimulate further study. They may have personal, or cultural reasons for wanting to put any self-doubt out of their minds. If their experience in the United States had seriously disappointed the subjects of this study, after all the emotional effort and financial investment it took to enroll, then the disappointment may have engendered a cognitive dissonance and led them to deny what they actually felt. Informal classroom observation of subject #7 indicated that she may have experienced something akin to this, although the instruments were not sensitive enough to register it.

Informal classroom observation would also support a different argument, one which is common to studies of this kind. I saw that the subjects were delighted by the fact that I, their teacher, was taking such a direct interest in them. Their delight in my interest may have tainted the validity of the instrument.

In spite of these obstacles, a great deal more research into the motivation of language learners ought to be undertaken. There is a lamentable paucity of research into

language learning behavior in the classroom. The established way of speaking about motivation is not grounded in our understanding of what goes on there. I agree with Crookes and Schmidt (1991) that motivation research has remained unconnected to our principle concerns in ESL. Yet few people doubt that motivation is one of the key factors which distinguishes a successful language learner from an unsuccessful one, and a chief research goal in the field of Applied Linguistics is to discover what those factors are.

Not everyone agrees with this idea. Stern (1992), writing about colleagues who do not share his views on affect as a realistic goal in language teaching, characterizes their objections as follows:

Some theorists concede that affect may influence or accompany learning, or that it may be a partial outcome, but argue that it is not an objective that can be operationalized like proficiency and, therefore, not one that can be actively pursued. (p. 86)

Stern claims that these critics are wrong. Just as a student will have a difficult or impossible task trying to learn a language of a culture he or she despises, the effort required is not as great when the student understands

and can empathize with the culture. This could be both an affective goal and a learning outcome for language teachers to pursue. Although the salient moments which shaped the motivation of the subjects of this study occurred outside the classroom, the consequences in terms of motivated behavior were felt within the classroom. Motivation needs to be understood.

Needs Assessment in Academic English Programs

Finally, there must be a systematic attempt to assess the subjective needs of students enrolled in academic English programs in the United States. There are two reasons why this should be so. Firstly, the goal of these programs, the preparation of the student for successful entry into the academic mainstream in the United States, assumes an academic orientation on the part of international students which most of the subjects of this study did not share. It may be truthfully argued that the subjects of this study were quite satisfied with the instruction that they received in the program. Yet, on a broader level, by not acknowledging the needs of incoming students and then placing them, whenever possible, together with other students of like needs, I believe that many programs designed for international students may be doing those students a disservice.

Conversely, attempting to give the students what they

claim they need, just the way they say they need it, might eventually have a positive impact on enrollment. Recent downturns in the world economy have resulted in decreased enrollments, to the detriment of many intensive academic English programs. Lower enrollment leads to fewer options within programs and consequently to fewer needs of any kind being met. Conversely, an increase in enrollment allows for a greater selection of classes within a given program. Although managed through universities and community colleges, the institutions best suited to specialize in academic English instruction for non-native speakers, EAP programs are not exempt from market forces. If these programs admit non-academic students in the first place, and if these programs are concerned about their levels of enrollment, then perhaps it would help them to return to their ESP origins and begin to think in terms of customizing the product to suit the client. The argument that EAP students are too diverse to form a consensus on common needs was not borne out by the results of this study.

A second and even stronger argument for systematic needs assessment in academic English programs comes from the shifting demographic basis of school enrollment in the United States. Immigrants and their children form a growing bloc of language minority students, called limited English proficient (LEP) students, in public schools. According

to Cummins (1989), LEP students acquire basic interpersonal language skills (BICS) within a few years of arrival, but their cognitive academic language proficiency (CALP) takes much longer to develop. At age 18, many foreign-born students who have successfully completed high school and who wish to study at a university are told that they need remedial instruction. Some of them choose to study academic English in intensive academic English programs alongside former EFL students whose strengths and weaknesses are usually quite different from theirs.

Like the subjects of this study, most of the students enrolled in academic intensive English programs have studied EFL for many years. They have usually acquired a knowledge of grammatical constructions and the corresponding terms. They generally have metacognitive strategy skills and basic composition skills which are then adapted to the expectations of American academic discourse. However, like the subjects of this study, most of these students have little knowledge of colloquial American English and cannot recognize the words they know when they hear those words spoken in conversations with native speakers.

Limited English proficient students, in contrast, are usually quite fluent in conversational speech. Their knowledge of colloquial American English is often impressive. However, they lack an understanding of the norms of academic

discourse (usually writing), and they lack the study skills necessary to function as university students. Their needs are diametrically opposed to those of their classmates, the EFL students who decide to study in the United States and who enroll in academic intensive programs.

Much of the current literature in the field of EAP ignores this difference in needs entirely, perhaps because the presence of LEP students in these programs is a relatively new phenomenon. Adamson (1993) does not acknowledge, or even seem to recognize, the potential for conflict. Yet serious conflicts arise between these two groups when they are obliged to share the same class. Their interests conflict and this has a negative impact on EAP instruction. The double pressure of increased immigration and cuts in spending on public education will continue to force increasing numbers of college-bound LEP students into EAP programs in the United States alongside EAP and visiting students. This is especially true at the community college level). A genuine solution to this problem must be found, and it must be designed to address the needs of this group of students alone.

To conclude, the need for a systematic policy of needs assessment in academic intensive English programs, similar to the one used in this study. It would aid instructors in avoiding any mismatch between students and syllabus.

It would solve the two above-mentioned problems of visiting, non-academic EFL students looking for a taste of American culture and of LEP students, both of whom are placed in classes that were not designed with them in mind. A thorough needs assessment of incoming students would benefit any language teaching program, not merely EAP. The sheer force behind "institutional inertia and the weight of tradition" (Hutchinson & Waters, 1987, p. 53) should not be allowed to overwhelm such a project.

REFERENCES

- Adamson, H. D. (1993). Academic competence: theory and practice: Preparing ESL students for content courses. New York: Longman.
- Ames, C. (1992). Classrooms: Goals, structures, and student motivation. Journal of Educational Psychology, 84(3), 261-271.
- Au, S. Y. (1988). A critical appraisal of Gardner's social psychological theory of second language (L2) learning. Language Learning, 38(1), 75-100.
- Bachman, L. F., Purpura, J. E., & Cushing, S. T. (1993). Development of a questionnaire item bank to explore test-taker characteristics. Interim report submitted to the University of Cambridge Local Examination Syndicate.
- Benson, M. J. (1991). Attitudes and motivation towards English: A survey of Japanese learners. RESL Journal, 22(1), 34-48.
- Berwick, R. (1989). Needs assessment in language programming: From theory to practice. In R.K. Johnson (Ed.), Second Language Curriculum. Cambridge: Cambridge University Press.
- Blumenfeld, P. C. (1992). Classroom learning and motivation: Clarifying and expanding goal theory. Journal of Educational Psychology, 84(3), 272-281.
- Brindley, G. (1989). The role of needs analysis in adult ESL program design. In R.K. Johnson (Ed.), Second Language Curriculum. Cambridge: Cambridge University Press.
- Brinton, D. M., Snow, M. A., & Wesche, M. B. (1989). Content based second language instruction. Boston, MA.: Heinle & Heinle Publishers.
- Canale, M. (1988). The measurement of communicative competence. In R.B. Kaplan (Ed.), Annual Review of Applied Linguistics, 40, 67-84.
- Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. Applied Linguistics, 1, 1-49.

- Chihara, T., & Oller, J. (1987). Attitudes and attained proficiency in EFL: A sociological study of adult Japanese speakers. Language Learning, 40(1), 55-68.
- Chastain, K. (1988). Developing second language skills: Theory and practice (3rd ed.), San Diego, CA: Harcourt Brace Javanovich, Inc.
- Crookes, G., & Schmidt, R. (1991). Motivation: Reopening the research agenda. Language Learning, 41(4), 469-512.
- Cummins, J. (1988). Empowering minority students. Sacramento: California Association for Bilingual Education.
- Dornyei, Z. (1990). Conceptualizing motivation in foreign language learning. Language Learning, 40(1), 45-78.
- Duda, J. & Nichols, J. (1992). Dimensions of achievement motivation in schoolwork and sport. Journal of Educational Psychology, 84(3), 290-299.
- Ely, C. M. (1986). Language learning motivation: A descriptive and causal analysis. Modern Language Journal, 70(1), 28-35.
- Fasold, R. (1984). The Sociolinguistics of Society. Oxford: Blackwell.
- Garcia, O., Evangelista, I., Martinez, M., Disla, C. & Paulino, B. (1988). Spanish language use and attitudes: A study of two New York City communities. Language in Society, 17, 475-511.
- Gardner, R. C. (1979). Social psychological aspects of second language acquisition. In H. Giles & R. St. Clair (Eds.), Language and social psychology. Cambridge, MA: Basil Blackwell, Inc., 193-220.
- Gardner, R. C. (1980). On the validity of affective variables in second language acquisition: Conceptual, contextual and statistical considerations. Language Learning, 30(2), 255-270.
- Gardner, R. C. (1988). The socio-educational model of second-language learning: Assumptions, findings and issues. Language Learning, 38(2), 101-126.

- Gardner, R. C., & Clement, R. (1990). Social psychological perspectives on second language acquisition. In H. Giles & W. P. Robinson (Eds.). Handbook of language and social psychology. John Wiley & Sons, Ltd.
- Gardner, R. C., & Glicksman, L. (1982). On Gardner on affect: A discussion of validity as it relates to the Attitude/Motivation Test Battery: A response from Gardner. Language Learning, 32(1), 191-200.
- Gardner, R. C., Lalonde, R., & MacPherson, J. (1985). Social factors in second language attrition. Language Learning, 35(4), 519-539.
- Gardner, R. C., Lalonde R., & Moorcraft, R. (1985). The role of attitudes and motivation in second language learning: Correlational and experimental considerations. Language learning, 35(4), 207-227.
- Gardner, R. C., & Lambert, W. E. (1972). Attitudes and motivation in second language learning. Rowley, MA: Newbury House.
- Gardner, R. C., & Smythe, P. C. (1981). On the development of the attitude/motivation test battery. Canadian Modern Language Review, 37, 510-525.
- Gardner, R. C., Smythe, P. C., & Brunet, G. R. (1980). Intensive second language study: Effects on attitudes, achievement and motivation. Language Learning, 27(2), 243-261.
- Giles, H., & Byrne, J. (1982). An intergroup approach to second language acquisition. Journal of Multilingual and Multicultural Development, 3, 17-40.
- Graham, R. (1984). Beyond integrative motivation: The development and influence of assimilative motivation. P. Larsen, E. Judd, & D. Messerschidt (Eds.) On TESOL, 75-89.
- Hatch, E. (1992). Discourse and language education. Cambridge: Cambridge University Press.
- Hutchinson, T., & Waters, A. (1987). English for specific purposes: A learning-centred approach. Cambridge: Cambridge University Press.

- Johns, A. M. (1990). Coherence as a cultural phenomenon: Employing ethnographic principles in an academic milieu. In U. Connor & A.M. Johns (Eds.). Coherence in writing: research and pedagogical perspectives. Alexandria, VA: TESOL.
- Krashen, S. D., & Terrell, T. D. (1983). The natural approach: Language acquisition in the classroom. Englewood Cliffs, NJ: Alemany Press.
- Lalonde, R. N., & Gardner, R. C. (1985). On the predictive validity of the attitude/motivation test battery. Journal of Multilingual and Multicultural Development, 6, 403-412.
- Larsen-Freeman, D. E., & Long, M. H. (1991). An introduction to second language acquisition research. New York, NY: Longman.
- Littlejohn, A. P. (1983). Increasing learner involvement in course management. TESOL Quarterly, 17(4), 595-608.
- Mc Groarty, M. (1988). University foreign language learning: What predicts success? Los Angeles, CA: UCLA, Center for Language Education and Research.
- Moorcraft, R., & Gardner, R. C. (1987). Linguistic factors in second language loss. Language Learning, 37(3), 327-341.
- Munby, J. (1978). Communicative syllabus design. Cambridge: Cambridge University Press.
- Oller, J. W. (1982). Gardner on affect: A reply to Gardner. Language Learning, 32(1), 183-189.
- Oller, J. W., & Perkins, K. (1978a). Intelligence and language proficiency as sources of variance in self reported affective variables. Language Learning, 28(1), 85-97.
- Oller, J. W., & Perkins, K. (1978b). A further comment on language proficiency as a source of variance in certain affective measures. Language Learning, 28(2), 417-423.
- Olstain, E., Shoshamy, E., Kemp, J., & Chatow, R. (1990). Factors predicting success in EFL among culturally different learners. Language Learning, 40(1), 23-44.

- O'Malley, J. M., & Chamot, A. U. (1989). Learning strategies in second language acquisition. Cambridge University Press.
- O'Malley, J. M., Chamot, A. U., Stewner-Manzanares, G., Russo, R., & Kupper, L. (1985). Learning strategy applications with students of English as a second language. TESOL Quarterly, 19(3), 557-584.
- Ramage, K. (1990). Motivational factors and persistence in second language study. Language Learning, 40(2), 189-219.
- Richterich, R., & Chancerel, J. L. (1977). Identifying the needs of adults learning a foreign language. Oxford: Pergamon Press.
- Schmidt, R. (1990). The role of consciousness in second language learning. Applied Linguistics, 11(2), 129-158.
- Schumann, J. H. (1978). The acculturation model for second language acquisition. In R. Gingras (Ed.), Second language acquisition and foreign language teaching (pp. 27-50). Arlington, VA: Center for Applied Linguistics.
- Schumann, J. H. (1986). Research on the acculturation model for second language acquisition. Journal of multilingual and multicultural development, 1, 379-392.
- Snow, M. A., & Shapira, R. G. (1985). The role of social psychological factors in second language learning. In M. Celce-Murcia (Ed.). Beyond basics: Issues and research in TESOL. Rowley MA.: Newbury House Publishers.
- Stern, H. H. (1992). Issues and options in language teaching. Oxford: Oxford University Press.
- Svanes, B. (1987). Motivation and social distance in second language acquisition. Language Learning, 37(3), 341-359.
- Svanes, B. (1988). Attitudes and "cultural distance" in second language acquisition. Applied Linguistics, 9(4), 357-370.
- Swales, J. (1990). Genre analysis: English in academic and research settings. Cambridge: Cambridge University Press.

- Valentine, J., & Repath-Martos, L. M. (1992). How relevant is relevance?: An examination of student needs, interests, and motivation in the content based university classroom. The CATESOL Journal, 5, 25-45.
- Van Ek, J. A. (1975). Systems development in adult language learning: The threshold level. Council of Europe: Pergamon Press
- Widdows, S. & Voller, P. (1991). PANSI: A survey of ELT needs of Japanese university students. Cross Currents, 18(2), 127-141.

APPENDIX A

The Motivation Questionnaire

This questionnaire was developed by Dr. Lyle Bachman together with James Purpura and Sarah Cushing at UCLA (Bachman, Purpura & Cushing, 1993).

It was administered twice in this study, on the first and fourth weeks of a 6-week summer session, as a take-home assignment. It was to be completed overnight in conjunction with a journal-writing assignment on motivation (See Appendix B for transcripts of the journal entries.)

The following page of instructions was handed out to the subjects and the instructions on it were also read aloud. The motivation questionnaire itself consisted of three pages, stapled together, separate from the page of instructions.

Language Learning Questionnaire

The purpose of this questionnaire is to help us understand more about why people study languages and how they feel about learning languages. Most people who have taken this questionnaire have found it enjoyable as it allows them to explore their feelings about learning English.

There are no right or wrong answers to any of the items on the questionnaire. Please answer as honestly as you can based on how you really feel, not on how you think most people feel or how you think you ought to feel.

Your answers will be kept strictly confidential and will not have any effect on your grade or on anyone's opinion of you.

DIRECTIONS

The statements on your questionnaire describe some attitudes towards language learning, learning in general and learning English. For each statement, indicate how true it is for you by darkening the one number on your answer sheet that most closely corresponds to your own opinion about the statement. The numbers correspond to the following:

- (0) Strongly disagree
- (1) Somewhat disagree
- (2) Slightly disagree
- (3) Slightly agree
- (4) Somewhat agree
- (5) Strongly agree

DO NOT DARKEN NUMBER 6 THROUGH NUMBER 9

Example

(Questionnaire booklet)

(Answer sheet)

I really like school.

Strongly Disagree		0	1	2	3	4	5	6	7	8	9	10
Strongly Agree												

Do Not Darken
these Numbers

If you agree with this statement strongly, you would darken number (5).
 If you disagree strongly, you would darken zero (0). If your opinion
 about this statement is somewhere in between, you would darken one of
 the other numbers, depending on how strongly you agree or disagree.

Remember, there are no right or wrong answers.

Thank you for your help!

The Motivation Questionnaire

- 1) 0 1 2 3 4 5 I have to learn English to communicate with other professionals in my field.
- 2) 0 1 2 3 4 5 I'm really proud of myself when I do well on an English test.
- 3) 0 1 2 3 4 5 I would like to become a citizen of an English-speaking country.
- 4) 0 1 2 3 4 5 I consider myself to be a good language learner.
- 5) 0 1 2 3 4 5 I enjoy taking tests because it gives me a chance to prove how much I know.
- 6) 0 1 2 3 4 5 I want to learn English because I want to be like English-speaking people.
- 7) 0 1 2 3 4 5 I want to learn English because I'll need it for my career.
- 8) 0 1 2 3 4 5 My friends often describe me as someone who learns a new language easily.
- 9) 0 1 2 3 4 5 I don't need to learn English perfectly because I will always live near people who speak my language.
- 10) 0 1 2 3 4 5 When someone tells me I speak English well, I work harder.

- 11) 0 1 2 3 4 5 I want to learn English to learn about new technology.
- 12) 0 1 2 3 4 5 It is important to me to do well on tests.
- 13) 0 1 2 3 4 5 I want to learn English because I will be able to participate more comfortably in the activities of other cultural groups.
- 14) 0 1 2 3 4 5 I want to learn English because I think it will someday be useful in getting a good job.
- 15) 0 1 2 3 4 5 I am afraid that if I spend too much time with English-speaking people I will begin to forget my own language.
- 16) 0 1 2 3 4 5 It is important for me to be known as someone who speaks other languages well.
- 17) 0 1 2 3 4 5 I don't pay much attention to tests because they don't really reflect what I know.
- 18) 0 1 2 3 4 5 I would never want to marry someone from outside my culture.
- 19) 0 1 2 3 4 5 I want to learn English to learn about world events.
- 20) 0 1 2 3 4 5 It's important to me to be at or near the top of my class.

- 21) 0 1 2 3 4 5 I want to learn English because it will allow me to meet and converse with more and varied people.
- 22) 0 1 2 3 4 5 If I'm going to learn English, I only want to learn it really well.
- 23) 0 1 2 3 4 5 I would never want to marry someone who didn't speak my language.
- 24) 0 1 2 3 4 5 I want to learn English so that I can get a better paying job.
- 25) 0 1 2 3 4 5 I prefer to read in my own language because if I read too much in English I won't learn any new words in my own language.
- 26) 0 1 2 3 4 5 If I have learned something from a course, I don't really care how well I do on the test.
- 27) 0 1 2 3 4 5 I set very high standards for myself in learning anything.
- 28) 0 1 2 3 4 5 I need to learn English so that I can take care of errands (shopping, banking, getting information, etc.) in an English-speaking country.
- 29) 0 1 2 3 4 5 It's not worth the effort to learn English well since I will never be fully accepted in an English-speaking culture.
- 30) 0 1 2 3 4 5 I want to take the time to study so that I'll get a high mark on English tests.

- 31) 0 1 2 3 4 5 I am the kind of person who works at something until I can do it nearly perfectly.
- 32) 0 1 2 3 4 5 It doesn't really matter to me if I make a lot of mistakes in English, as long as people can understand me.
- 33) 0 1 2 3 4 5 Doing well in school is not particularly important to me.
- 34) 0 1 2 3 4 5 I want to take the time to study so that I'll be able to speak English just like a native.
- 35) 0 1 2 3 4 5 I want to learn English so that I can communicate with people when I travel abroad.
- 36) 0 1 2 3 4 5 I work hard in English class because I want to get a good grade.
- 37) 0 1 2 3 4 5 Doing well on English tests means I know a lot.
- 38) 0 1 2 3 4 5 When I do well on a test, it makes me work harder.
- 39) 0 1 2 3 4 5 It's not important for me to speak English perfectly because there are other things I do well.
- 40) 0 1 2 3 4 5 English tests don't reflect my ability to communicate in English.
- 41) 0 1 2 3 4 5 When people pay attention to my success in school, that makes me work harder.

- 42) 0 1 2 3 4 5 I want to learn English so that I can study abroad.
- 43) 0 1 2 3 4 5 I want to learn English because I want to know more about English culture.
- 44) 0 1 2 3 4 5 I enjoy taking English tests because I always do well on them.
- 45) 0 1 2 3 4 5 I need to learn English for my area of studies.
- 46) 0 1 2 3 4 5 I don't mind speaking English with an accent because it lets people know where I come from.
- 47) 0 1 2 3 4 5 I want to learn English so I can understand the words to songs I hear on the radio.
- 48) 0 1 2 3 4 5 I could never get romantically involved with someone from outside my culture.
- 49) 0 1 2 3 4 5 When I do poorly on a test, I get discouraged and give up.
- 50) 0 1 2 3 4 5 I want people to think I am a native speaker of English.
- 51) 0 1 2 3 4 5 I always try to get the best score in the class on English tests.
- 52) 0 1 2 3 4 5 I want to learn English because I want to be accepted by English-speaking people.

- 53) 0 1 2 3 4 5 When I do poorly on a test, it makes me work harder.
- 54) 0 1 2 3 4 5 I don't want to learn English too well because I won't fit into my own culture anymore.
- 55) 0 1 2 3 4 5 I have to learn English to stay informed about my profession or area of interest.
- 56) 0 1 2 3 4 5 I would like to be able to speak English perfectly.
- 57) 0 1 2 3 4 5 I want to learn English because I want to make friends with English-speaking people.
- 58) 0 1 2 3 4 5 It's important for me to do well on English tests.

APPENDIX B

The Journal Entries

The following are transcripts of journal entries by the 10 subjects in this study. They refer to the sources of the subjects' motivation and to their perception of their own needs.

Entries which begin with a Roman numeral I were written on the same day that the subjects took home the motivation questionnaire for the first time (the questionnaire may be found in Appendix A). Roman numeral II precedes entries which were written in response to the needs assessment list (which appears in Appendix C), several days after the first journal entry. The entries corresponding to Roman numeral III were written four weeks later, at the same time as and in response to the second administration of the motivation questionnaire.

SUBJECT #1

At the beginning, allow me to introduce myself. I am from Taiwan and never have been any foreign country before. This is the first time I come to America. Anything is so exciting and different from my own country. In fact, I like this place very much.

Three years ago, I graduated from Jung-hai University which is the most beautiful school in Taiwan. My major is Social Work. We have to study English in junior high school and senior high school. But we have no chance to speak to a foreigner in English, in other words, we can read and write English after a fashion, but we are poor in conversation.

After graduating, I entered a famous company as a secretary until June of this year.

My company is also a professional manufacturer of auto accessories, we operate our own R&D center, and develop new products continuously. My main duty is to handle the business about import and export. Sometimes, I have to introduce our products to buyers. I like my job which has challenge, and my boss also thinks that I am a good secretary.

From the job, I learned how to deal with buyers and my associates, how to promote our products, how to operate computer..... and so on. The experience are so precious to me.

Although I like my job and enjoy it, I still think that I can get a better job if I learn more skills. Because I can not understand why the pay of men are always much more than women even though they have the same background and do the same work. It is very unfair. So I quit the job and give myself a special summer vacation to come to UCLA for studying English.

In the 6 weeks, I will do my best to study hard and hope teacher help me to correct my errors in spelling and speaking.

In my field, I need to communicate with foreigner in English. My problem is, sometimes, I can not understand what do they say, because they speak so fast that I can not follow them. Especially, when you are doing business with foreigners, you must have the ability to speak English well. If you can not express your opinion very clear, you will be out of business.

Taiwan is a small island, we have no natural resources, so the international trade is super important to us. I hope that I can learn English well and when I return to Taiwan, I plan to go into business.

During I stay in America, I would like to visit some cities, like San Francisco which is the city I want to go best. I think that traveling is useful for us to realize a country, and you can also talk to any kind of people that will help you to know this country's culture and improve your ability in conversation.

In class, I want to learn more about business English, maybe it is not easy to complete, because most of my classmates are still students and major in different departments, the needs of everyone will not be the same.

So learns English well is my main goal. I also want to do well on tests, but it is not important for me to get high scores. If someone does well on a test that does not mean he knows a lot or he can speak very well. I wish I will be able to speak English just like a native in the future.

II

Though we use our own language in our country, it is still necessary for us to learn English, because English is the world-wide language now. When we speak to the people of different nationality, English is the best language to communicate.

In Taiwan, if you have good English skills in speaking, reading and writing, it is very easy for you to get a good job. For example, you and your associate enter a company at the same time, both of you have the same background and graduated from the same school. Maybe, in the beginning, your salary is as much as your associate, but, if your English is better than him, it means that you occupy an important place to get a higher position in the company.

In university, my major was Social work, but I am interested in international trade. I want to be successful in business. So, the most important for me is to learn English. I must have the ability to write correct business letters and negotiate with foreign buyers. So, my purpose is different from the other students in this class.

First, I hope teacher can point out my errors in writing, especially both of grammar and usage. When we write a business letter, it is very dangerous for our letter with some mistakes. A mistake may make the reader misunderstood.

Second, I hope the students have the more chances to express their opinions. Sometimes, it is hard for us to speak our mind out fully and pronounce it more clearly. At this moment, we need the teacher's help.

Third, I have difficulty in understanding what on earth does the speaker say when he or she speaks so fast. So,

I need to improve my ability in listening. It is disappointing for me to see a wonderful movie, but I can not understand the content totally. I am wondering why the America movies have no subtitles.

Finally, I hope all my classmates become good friends, just like a family. We can share our past experiences, feelings and dreams. We can discuss the differents between everyone's country. We can visit the whole town together on the weekend. We can take care of each other. We have the same goal to learn English well, study hard and speak a lot in class. I hope, after six weeks, when we return to our own country, we can still remember the beautiful memories in UCLA, that is great!

III

Time flies. In the past weeks, I was so lucky to meet three good teachers and eleven friendly classmates. The teachers corrected my errors in writing and speaking to make me progress in learning step by step. In fact, the classes are very useful to me. But six weeks for studying English is too short. I wish I could stay here longer.

This is the most important time in my life. Before coming here, I was not really interested in English. I just felt English is so important that I must learn it well. So, I pushed myself to do something for improving my English ability. But, for a wonder, when I arrived here and began to go to class, I found that the classes were so interesting, then I enjoyed attending class. Now, though my skills in listening and speaking still need to strengthen, I am really interested in English.

When I return to my country, for keeping my English ability, I will continue studying English digest. In addition, to correspond with foreign friends is also necessary.

Anyway, where there's a will there's a way. Studying at UCLA is a useful experience for finding the best way to learn English.

SUBJECT #2

Language is very important for everyone and everywhere. Without language, people can't communicate very well, and there would be a lot of misunderstanding. It goes without saying that English is spoken in many places as International language. When people go traveling around the world and they can't use the native language, it would be all right if they can speak English. Using English with appropriate body language, they can communicate much better and save

a lot of time. It's helpful to know many things about foreign countries and world events so that I can have global views.

Besides, my major in school is International Trade. In my opinion, as a international trader, I have to learn many languages all over the world, especially English. So I have to practice English more and I can speak more fluently. I don't like when I speak English with an accent, I prefer that people think I am a native speaker. But it is very difficult for me to do so. I have to do my best to practice harder.

In my school, the textbooks we use are almost in English such as Economy, Accounting, Caculus, etc... It's hard for me to read these books completely. Most of the time, teachers teach us these subjects in Chinese in class. But when we read the books, we can hardly combine what teachers say and what books show us. Sometimes we have to buy the translation to help us read. It's a kind of waste. We put a lot of money and time on them. But if I can improve my reading skill, I can read them easilier and have more time for myself. I really want to improve this. Because after I go back to Taiwan, my school will soon start and I will face this problem again.

In Taiwan, we learn grammar a lot when we are senior high school students and freshmen in university. After this, we are seldom in this part. In oral practice, we usually use simple sentence and grammar. I think it is important for a foreign students to understand English grammar because it can make us speak English easilier. But I don't think it's necessary if we don't have enough time to do all works. I think many students in the class would like to have oral practice more.

I am afraid to talk with English-speaking people. Because for me, they speak too fast and I can't afford it. I chose Listening and Pronunciation as my elective course. I hope that I will improve very fast and before going back, I can talk to English-speaking people fluently and very well.

I think I am very shy and passive. Many times I encourage myself volunteer in the class or to talk with classmates but sometimes in vain. Because I seldom can catch the opportunity and it goes soon. That's what I am worried about myself. I should be more active but I don't know how to do.

II

If I could create an English class for a group of

students, I would like them to practice English more on their own. Not just read the textbooks in the class but use on their real daily lives. I believe that only learn by themselves, they can remember for a long time.

For example, I would give them several topics to discuss. The topics may include economy, business, biology, education, etc. I can set all kinds of topics as they want to discuss. But the most important thing I want them to do is to find out some information about these topics and to prepare completely. If it could be, I would ask each one of them to go to the library and find out some articles about the topic. Each one can share the articles with the others in the classroom. I hope to do so, because in this case, students would not just stay in the classroom. In the library, the students will meet all kinds of people there and they can talk with them. It's reality and students may learn more in the situation.

Besides, I would like to have some games to improve their vocabulary words learning. We can set many words and let students guess. There could be two teams in the class and two of them can have a contest. In the team, one of the students can express the word by using verbal or nonverbal languages but without the word we want and the rest of them can image what he or she wants to show us. If the team gets it and they get the point, to. At the end of the game, we can count the point and have a winner. It would be interesting and easy for everyone.

I would like the students to speak more about the places where they come from. We have students from many places so all students can introduce their own country to the rest of the students and get many new things about foreign countries not only in U.S. Also we can share experiences with each other and become very good friends. It would be nice, if everyone in the classroom could be closer we would get much more fun in the class. Or we can see a movie together. After the movie, we can exchange our impressions. Everything would be helpful for us to practice English more.

If it's possible, I would like to have some practice on reading news and something about business and economics. it's really interrelated to us. Most of the time, we can talk about the events which just happened on the economy. If we could read about it, we could get many new informations and have many subjects to talk with others. It would be interesting.

If the class would be like this, I would believe that the class must be interesting and we can get a lot.

SUBJECT #3

Nowadays, English is common language. People who lives

in all over the world have to speak it and that is a very important language.

In Japan, we are obliged to learn English from junior high school. But we learn grammar and reading a sentence. We are poor at pronouncing and listening. When I was a first year student of junior high school, I was chosen for representative of English speech. It was a chance I start to study hard English. Then I won the third prize in our city. I have learned English harder than other subjects because I just like English. I could get high score at a test. But I had to cram our heads with many words, phrases and idioms to enter college. It is useful real conversation.

One of my reason why I chose to study English at my college in Japan is just likeing English. Second is there are foreign teacher who are native speaker of English. Before I enter my college, I wanted to be a stewardess. That is the third reason why I chose my major English language. But now, I'm not want to be it at all.

My college will begin at December. So we have a long summer vacation. If I don't study, my skill will fall down. Then I found this wonderful program, I decided to come here. Of course, I will have continued to study English after this six weeks.

Now, Japan is in depression. So many young people have been fired. I must have my professional and technique. If you want high position and salary, you are requested higher culture. I would like to do International trade or management. So I want to speak English more fluently. Also, I want be able to hear real American News and music.

In this global world, we need communicate with people who are from another culture. I think there are many literatures and cultures which are not made in U.S. So I also want to learn much more other language.

Sometimes, I am very nervous to find that foreign people misunderstand us Japanese. It is true that our Prime Minister or other bureaucrat of government are not supported by nation. People don't trust them because of their bribery. But only this is not mirror of our Japan. Now, there have been economic friction between U.S. and Japan. This is the results of effort of people. We couldn't have succeeded if we hadn't had U.S. support. But I don't know why they accuse us. They misunderstand all Japanese are rich, but we are not. I would like to dispel misunderstanding with fluent English. There are many other examples similar to this case. This is also one reason to learn English.

About our class, I like homework and I need it. Also, I want to take short test or homework for vocabulary. I can't memorize a lot of my words if I don't have any test

for vocabulary. I would like to do it. I think we have time to study more things except lecture of homework. Lesson is a little slowly for me. In today's lecture you taught us American English and British English. I'm very satisfied because I want to know both of them.

II

If I can make my class. I don't want to learn Grammar in detail, because we Japanese have been always taught English grammar. So I want to do something which I can't learn in my country. I chose listening and pronunciation class for elective class, and I have another listening class. So I don't want to have much more time for listening but for dictation.

At first, I want to read about business and economics. I think to cut out a couple of news once or twice each week, and to make notes is good for us. In my college we make suchlike notes and write "Who" "When" "Where" "What" "How" "Opinion" at current English class. But my teacher in my college doesn't tell us vocabulary of economics or technical terms. So if I can, I want the list or lecture about them.

Secondly, I am poor in vocabulary so I want to increase my vocabulary. If I am not obliged to memorize, I can't memorize them perfectly. So I want to take a test for vocabulary words and idioms. Also, I want to take countermeasure for TOEFL.

I have a class in my college in which we read Britain short stories. But I don't have enough time to read short stories about United States in our class. So, I want to do.

Then I would like to learn slang. Now, I am staying U.S., so I must know slang. I must understand what they are speaking in this real life. Sometimes, I can't understand what they speak to me. Also, It is important for us to learn about American customs and habits.

Then, I would like to study the history of the English language. My friends who have studied linguistics tell me that subject is very interesting.

By the way, I am poor at preposition connected to verb. Please teach me a knack to solve that kind of problems.

I want to read cultural poem and the texts of modern songs. It is difficult for us to understand. Also, I want to watch cultural movie.

And, I want to make speech in our class. To speak in front of many people is important.

What I want to accomplish within this six weeks is learn as much as I can. I would like to study English all day long.

III

I'll talk about why I study English after this class, and what I want to study.

My major is English language. So, I have to study English after this vacation. Now, English is common language. Everyone can speak English. It is need for management, business and every international jobs. In Japan, high career is important when you take the test to enter the company. I think my skill of English and my grade or qualification is usefull for my future. So I will have continued to study English. But after, I little regret to choose English language for my major. Because, it is natural thing for Americans to speak English. If I will be able to speak English more fluently, that's it.

My knowledge is limited. After I master English, I want to study law and economic.

Before I have come here, I already knew the difference of culture between U.S. and Japan. But I thought it's not so big difference. After this class I realized so many different things; culture, way of thinking, habit, customs, costs, food, fashion, object, and so on.

I could learn American life style. Everything was impressive.

Before I have come here, I have thought that American people don't like Japanese. But I'm happy to find many Americans like us and be friendly to us.

SUBJECT #4

It is necessary for me to study English because many theses are written in English and I must read them. By the way my major is resource engineering.

There is not only one reason. After I finished my university, I will go to graduate school to get master's degree. So I have to have an examination to enter. If possible, I would like to go to university or graduate school in English-speaking country and to live there.

In Japan, any job needs men who can speak and hear English.

Many Japanese are high level in Grammer and Reading. But they are low level in Listening and Speaking. It is due to Japanese education system. It is difficult to enter good high school or good university in Japan. English is very important in entrance examination. The examination of English is Reading and Grammer.

I feel sorry that I don't speak or listen English in spite of learning for many years.

My aim of this summer is to be able to communicate many men from another countries.

First of all, I want to be able to listen English perfect. I would like to understand what teacher said or what another man said. So everytime is study for me in America. I would like to communicate many men and make friends with them. But I'm afraid of speaking because I managed to speak but can't understand.

I want to study "articles" (a, an, the), because many teachers I was teached in Japan did not explain about "articles". I think "articles" are one of most difficult rules in Grammer.

So many teachers in Japan add the word "perhaps" when they explain about articles.

It is the first time for me to go abroad. So everything is new I saw or I experienced.

I would like to enjoy for five weeks at UCLA and to have many many experience which makes my life rich.

Grammer and reading is possible to study in Japan. So I want to study what can be studied only here.

Many kinds of people are here. So I would like to know about way of thinking, way of life, and culture.

I would like to change my English pronunciation better. Many Japanese student learn the pronunciation by heart before an examination. But I think it is necessary to be care for pronunciation and accent anytime, not only before an examination.

So I want to have a habit of good pronunciation and accent.

I'm now the third grade in the university.

There are four years in the university in Japan. My major is not English, so I hardly study English for two years. I have to remember it.

If possible, I want to make friends with Englishspeaking people and communicate them many times. I think there are too many Japanese people here.

I also want to increase my vocabulary.

I can increase my vocabulary in Japan, but it is very useless to study indiscriminately.

I study English word in not only their meanings but their way of use.

I want to travel all over the world and to cross United States by car with using only Japanese and English.

I want to see the movie without any caption.

Anyway, English is necessary for me and my weak point is Listening.

If I can listen English well, I can speak more actively. I will make an effort to speak more actively.

I want to listen to Far East Network on the radio and to read Japan Times in Japan.

My weak points of Grammar is articles, commas, the subjective mood and the difference between past perfect and simple past form.

II

I want to practice listening because my weak point is to understand what the other man says.

It is difficult for me to express my feelings, so I want to study it. I think seeing short animations is best idea. The purpose of seeing short animations is to practice listening and to learn the expression in English and to learn vocabulary words. It is necessary to explain what they say and the meaning of it.

I want to see movies but it's too long to see in class and may be too difficult.

I want to learn oral English which is difficult to study from books. I think it is good idea to learn five new words or five new idioms every day. The way of learning them is not only to learn the meaning of them by heart but to learn how to use.

I am interested in customs, habits and the way of thinking of other countries.

It is impossible to hear about them in all countries in the world. But it is possible to read about them. How about the discussion about what we read. If possible, I want to read short stories. But it's may be difficult to find. If possible, I want the teacher to talk about them. It is listening practice. I am interested in the history of United States, too. I want to know about many cities, like Los Angeles, San Francisco, New York, New Orleans, Las Vegas.

For example, why Las Vegas is the city of gambling of Why New Orleans is the city of jazz.

I want to know them in detail.

I want to study not all of the grammar but difficult point of grammar. Specially, difficult points for foreigner, like articles.

I want to know the difference between some words, like "job", "work" and "task".

How about discussing the problems of our own countries? There are many problems.

For example, politics, economics, environment, education and so on.

I want to read an article of newspapers and discuss

about it. We are able to learn many new words and the system of politics, economics or education.

I want to write correct English.

This practice is difficult in Japan. I think it is good practice to explain my own major in one page or to summarize an article. Not four pages.

I would like to know American jokes, useful slang and everyday conversation.

I want to know a mistake of my writing.

I want to see and read American cartoons.

I want to know what the American laugh at, and what the American are interested in.

I want to know what kinds of cartoons there are in the United States.

I don't know how to get cartoons in the United States.

I want to learn English and the United States from many kinds of things, like newspaper, animation, music, movie, my writing and so on. I will emphasize that I want to learn what I only study here.

It is a great experience and great study for me to be in the United States, but if it is possible to study what I will study in this class in Japan, I feel sorry for it.

SUBJECT #5

First, I want to learn English, because I must live in this country. My family have lived in the United States for nine years but I just came here about one month ago. I finished my study in university in Taiwan and I majored in computer science. In my country when we studied in junior high school, we began to learn English. Because there are many students in one class, we hardly have chances to speak. It is important for us to learn more vocabulary, grammar, reading, because our test include these items. The English course is very important in junior high school, high school and university. If we want to study high school, university and graduate school, we must take part in the examinations which take place once in a year. In these examinations there are many courses including English course. But the English is the writing test. In due to the reason the teachers emphasize the vocabulary, grammar and reading. So Chinese students' listening and speaking are poor.

In my university I had to take 8 credits in English course. Many books in my field are written in English. Frankly, I have no chances to speak English. I think that it is difficult to learn to speak and listen English in a country which is not an English country. Because I am a permanent resident and prepare to study graduate school

in U.S.A., I must improve my ability in listening and speaking. My problem in speaking is that when I want to speak English, I translate Chinese meaning into the English meaning in my mind. When I hear a sentence, I also think what is the meaning in Chinese. It is the main problem for me to listen English. Because I will think when I listen a sentence, I maybe miss the other sentences.

When I came to United State, I knew that I had to speak English here. Because my listening and speaking's ability is poor, I was very nervous when someone spoke to me. Sometime I am not afraid because my family can speak when I can't understand what people say.

Sometimes I must speak English when I applied the social security card or took a drive test in DMV. Although I have been here for about one month, I also very nervous in speaking English.

Because I want to apply the graduate school, I must spend much time in preparing the TOFEL and GRE tests on October. I think that I can improve my English ability in class. It is beneficial for me to prepare the two tests.

II

First I think that listening and speaking are very important for me because I have not many chances to practice the speaking and listening in my country. Although these two things are very important, my opinion is that the listening is more important than the speaking at first. Because you want to talk with someone, you must understand what someone speaks. I will prepare to study in graduate school in United States. I hope that I can have many chances to practice listening and note-taking. I think it is important for me to study in the graduate. The another thing is to learn about writing. In the class teachers can teach us how to write the composition and how to modify the passages. Because I must many chances to write letters or to hand in the reports, it is important to write correct English. Teachers can design some topics to us but I hope that we have time to search data. Then we can discuss these topics in our class. The important thing is that these topics must be interested to us. Because these topics are not interesting, I think that most of us don't spend much time preparing the task. Teacher also can select some topics and we can discuss which topic that is interested to us.

Every week we can have a topic and write a composition. After we hand in these compositions, teachers can correct the compositions and return these to us. From these compositions teachers can know errors in our compositions, so we can discuss these errors in our class. I believe

that we can make progress through these practices.

Another thing is that I hope that teachers can teach us how to read a passage. I feel that I can't read the passage very quickly. So we can have some chances to train to reading speed in the class.

III

The purpose that I learn English is that I want to live here and enter the graduate school to study. Maybe after I finish my graduate school, I will stay in U.S.A. to work. So I must learn English and it is very important for my life. I think that speaking and listening are more important than reading and grammar. When we studied in school, I had many chances to practice grammar and reading. I also spent much time preparing these things for tests. So speaking and listening are difficult for me. I remembered that when I came to U.S.A. I was afraid of speaking to other people. Because I couldn't understand what people said, I didn't know how to answer them. Now I know that I make much progress in speaking and listening. Now I have courage to speak to people. I think that I can understand clearly what people say than before. After the class is over, I will watch TV or listen radio to practice my listening. And I also read magazines and newspapers to improve my reading ability.

SUBJECT #6

Why do you want to study English?

I'm a student of University. Now I don't study English at University. In last year I had a class to learn English. But I wasn't good student at the class.

Because it was the class to read the book about ideas of Shakespeare and it seemed to be bored to me. In the class, we had a translation, so we learn the meaning of the book by reading the translation.

The test of the class had questions to translate. So students tried to memorize the translation. I did too. But I wondered if it was learning English truly.

In Japan, in generally the beginning to learn English is junior high school. We meet English at 13 years old. We learn the alphabet at first.

Then we learn grammar.

When I was 13 years old, I don't like English class. Because I couldn't understand well at first, so I became to dislike English. I disliked to memorize English words and to read English books.

When I remember those days, it seems to be very

important terms to learn English. At the time, if we become to like to learning English, we can learn English truly. I think.

When I became 15 years old, I had to study to pass the exam to enter the high school. So I studied hard. I studied learning for three years in the last year.

I went to "juku (private school)" to study harder. At the school I met good English teacher so I became to like English a little. After all I passed private high school's entrance exam.

The high school had girls only.

The high school was good and had good many classes. Also English class was better than junior high school that I had went. But the class had mainly reading writing and grammar.

Only at first year there was a English conversation class by native speaking teacher.

But the high schools' class level was too high to me, and most of the students were good at English, so I was discouraged and gave up.

The three years at the high school, I had never been positive to English. Some friends who loved English decided that she would have English to be her major in the future.

When I was 18 years old, I failed the entrance exam to University Because I wasn't good at English.

In Japar, English test is important at exam, so I studied English hard again at preparatory school for university for a year. I did read English book. I did write many compositions. I did memorize many words and increase my vocabulary. I did increase my idioms. And I did not listen to English. I never did speak English. Japanese English is that's all.

In Japan universitites demand the Japanese English. So I could enter university. When I entered university, I had two classes to learn Japanese English. I was sick of Japanese English, so I never got discouraged when I did poorly on the test.

In my class, there were two girls who ever been to other country and studied for years at her teenage. One girl had been to Greece and she can speak English well.

The other girl had been to France and she can speak French and English. It was the first time that I made a friend with someone who can speak other language. I was happy and felt envy at them. Then I became to think that I wanted to speak English and to talk with someone in English.

However I had never felt to want to go abroad. I decided to go abroad in my mind.

By the way, I don't think that I want to learn English

to get better job.

However I don't decide to what job is to be mine, my major is sociology, so the job might not need knowledge of English in the future.

The reason why I want to learn English, is not for my career, or job but, to communicate with other countries' people in English. That is all.

III

When this summer session started I wrote why I want to study English. I remember what I wrote. And I don't change my mind. Now I want to be able to communicate with other country people in English. Before school started, I was worried that I couldn't do it well. But a Taiwanese girl taked to me, then we became friends each other. We usually had a lunch together. We talked about ourselves, our countries and our English classes. I almost could communicate with her. But sometimes I couldn't hear her and I didn't know what I said in English. It was so sorry to me. Then it made me want to be able to speak in English.

I have never seen foreign movies without subtitles. But in L.A. I saw five movies without it. I almost could understand the stories. But especially "The Man without a Face" was most difficult to understand in detail. The experience made me happy. So I made up my mind to see movies in English on cable T.V. in Japan.

By the way, my major is Sociology. So I didn't study English so much after entrance to University. And Everything was fresh to me in this summer session.

Now I don't need to study English in my study. But I think sincerely if I can speak in English much better, I will be really happy. If I stop continuing to study English. I will forget English more and more. So after I go back Japan, I will study English by myself. Otherwise, when someone (who is my foreigner friend) I can't communicate with him or her.

Next year is the last year of my school life. I have to look for my future job. I intend to find the job that doesn't need to use English. But it is true that companies want to get employee who can speak in English better than the employee who can't. If the job doesn't need to use English, companies want to do that. I knew the truth, but I didn't want to study English. Because I didn't like to study English so much.

Now I don't think so. I'm interested in English. So I want to study English much more. It will be good for me. Maybe, I can find the better job.

SUBJECT #7

In my country I study English phonetics, generation English grammar, English literature, business English, American politics and Economy, current events English, an introduction of English, American literature and communication in different cultures.

And I take a teaching course to have English teacher's lincense for junior high school and high school. I don't decide to be a teacher, I'm very interesting in education, American politics and culture, other country culture.

To study above subjects and to satisfy my interest I need to study English. If I become a English teacher in junior high school or high school, I want to introduce students American culture and my experience in America, and next year I will go to junior high school to practice teaching, I will introduce.

These are reason why I study English, but there are other reason. English is common language for people who don't speak English. I want to have communication with them and study their culture and language. English is very convenient for us. I have been contacted with researchers in satellite realy to talk about our country and culuture, and discussion about them in a research institute of University of broadcasting. We talked with researchers in Thailand, Indonesia and Papua New Guinea in English. It was very interesting for me, but I couldn't speak my thought in English well and heard their speaking well.

I want to raise my English level and this is one of reason to study English here.

And in my English class in my university (KUIS: Kanda University of international studies), I have to speak English and discuss. Some of subjects is lectured in English. Then I need to raise my English level.

I had wanted to come to America and I had known that UCLA was good place to study. I will study hard to satisfy my purpose.

This is first visit to America and the area that English is spoken. Throgh this visit I want to learn English so that I can communicate with people who came from other countries and American people. I prefer to active class.

I want to study untill I can understand something well. I will neve give up untill I can do so.

I don't afraid that I take mistak in speaking English but I want to acquire correct English.

II

I think we will have many activities, if I could create

an English class. For example, we will talk about our countries culture, politics, economy and traditional techniques, etc. By comparing them to each other's country we will be able to understand each other more deeply. This is a big chance to do it, because there are students from many countries. I think we will be able to have very interesting class, very familiar class, serious class and joyful class.

To learn them, we will use, write pictures, maps, movies which show us our culture, books and etc. For that, our class would be active, talkative and thinking. We will be able to be good partners, I think.

In addition to above, we will have class to study writing correct English. Because we have some weak points in grammar. If we could clear it, we use English without any fear. In writing, reading or composition, we will be able to use correct English.

To understand each other (who came from different countries), we need to be able to use correct English.

If we could use correct English, we might be more talkative, and our class will be cheerful.

III

After this class, I want to study English. Because I want to make great progress in speaking English and I have to read textbooks written in English. To study my major and sub major I need to read many books. So I have to understand them well. In Los Angeles I had opportunities to hear English all day, so I want to keep their spoken English and to use them. But I have to study to be able to speak them, then I want to study English after this class.

I want to study Korean and Spanish after this class. Because I thought I need to be able to speak Spanish in America. I thought there are many people who speak Spanish in this country. The reason why I want to study Korean is that I had many Korean friends (include Korean-Americans) but I couldn't understand their words (of course they speak English, but sometimes they don't), so I want to speak and understand Korean.

Friendly and kind attitude of America changed me. I have become to try being kind and friendly to other people.

SUBJECT #8

I'm a student of a university in Japan. I major in English literature. So I have to learn English and to read stories in English smoothly. I like "Gone With the Wind". I've not read only in Japanese and in the movie so I'd like

to read that book fluently and understand the details of the story.

I've been a good student for my school days on the paper test. But I can't speak well and I want to communicate with people from other countries. I'm not a good English learner because I've been studying in the book. Japanese education of English emphasizes on writing, reading and grammar, you know. So I used to hesitate to pronounce words. I think I'm too shy when I speak English.

But I don't want to be like native speakers. I don't think... "I wish I were American." Because I'm proud of my nationality, Japanese. So I want to study English as a Japanese. My character or thought, what I am, is always based on my own country. It is why I don't want to marry a man who comes from any other country. But I want to make a lot of friends from many countries. It is very exciting and I need not to make my range of the vision narrow. English tests were important for me, but it doesn't matter for me as ever. Because I want to improve my skills of listening and speaking now. I want to communicate with English speakers.

I don't like to do something incompletely. But concerning about English speaking and listening. It is also important to make a progress little by little. So I won't give up no matter how slowly the progress is made. I think English test don't reflect my ability to communicate in English.

If people admire my English, I will not do my best. If people say that my English is very poor, I want to study very hard.

I'm interested in foreign culture. So I want to go sightseeing in L.A. and I want to know the way of life of L.A.

I have a problem when I read a sentence of English in a voice. I can't read that smoothly. I falter even at easy words. I want to improve that. That's a big problem for me.

English and our own culture is quite different. So if I learn and know English too much, I won't be an outsider of my culture.

In my future I would like to be a translator, interpreter or tour guide for English-speaking people, something like that. I was good at English when I was younger. I don't know, I liked English, so I was good at English or the opposite. But I like English now and I am interested in English language itself as well as practical English. I'm interested in the etymology, grammar I have not learned in my high school, the detail of structure of English, and so on.

They are very impressive for me because they are new

for me.

Since I was a child, I have thought my job to be one in the relation of English.

2 years later, I have to choose something as my profession. I can't know about the future but I intend to make a lot of efforts to master English and get the job I like.

II

I always want to describe my feeling but I can't do that well. I want to learn to express my thought exactly. And I want to a lot of time to reading the text in voice. Because I want to improve my reading skills. I know that this class is a writing and grammar class. But I'd like to improve my pronunciation and accent. So if I or any other student make a mistake in reading or speaking, please correct that mistake. I'm interested in the difference between AE and BE. I major in English literature, so I have to study British literature also.

I want to learn American custom and habit. What I mean is daily custom and, for example, christianity.

You know, almost all Japanese don't have religious life, so I don't know about religion in detail. If I want to know the United States, I have to know about christianity, I think. It is difficult for Japanese to understand that. I want to study many expression about one thing. What I mean is "I can say that in some way but I also can say that in another way." I want expand my English.

I want to write correct English. I think there are some expressions that are correct grammatically, but, are a little strange as English. I want to learn Englishlike English. I want to study English language history. I want to know that a word is originally from French, Latin or some language. I want to study grammar in detail.

I want to know why the grammar came out and why that became that structure. If I don't need for the daily conversation, I want to know about that.

I want to learn the technical names for grammar terms so that I can understand grammar in detail. After that, I probably can understand English grammar more easily.

I want to learn about Los Angeles. I want to know why America have become to be called as so dangerous place.

I want to know about gun control. It is so frightening that many citizens have guns everyday.

I want to imitate the good points of the United States, and to keep that of Japan. So I want to know either good and bad side of the U.S.

I want to know when I have to put article. Article

is very basic but very difficult. So please let me know which article is correct in that moment. And when I speak English, I forget to put article. For example, "when I was child,..." If I say so, correct my English.

I want to learn about idioms. Sometimes there are idioms of which I can't guess the meaning. It is very interesting to know that kind of meanings.

I want to know about your experiences. That seems to be very interesting and it is to practice listening. This homework -writing 4 or 6 pages- is very very hard for me. But I believe that it becomes a help for my writing skills, so I try to do that well as possible as I can. I want you to correct my mistake of grammar, spelling in this kind of assignments.

I want to learn about English very much. I came here to study English, so I don't worry about a big deal of homeworks. Please let me do much English tasks.

III

Before this class I thought that I want to improve speaking. But now I feel I have to and I want to improve my listening skill. Because I noticed that I can't communicate with someone if I can't understand him. In term of speaking, I have some grammertical skill, so I can communicate with someone even if my English is too easy or I often am at a loss for words. In a store or shop, I usually couldn't understand what the sales clerk said, and had to say "pardon?". I think it's ok that I ask again. But I want to be able to understand immidiately. So I intend to listen alot of English in Japan. For example, English conversation lecture of radio or listening FEN on radio (it is the only radio station that broadcasts in English everyday) or I will take a English conversation course individually. And I learned to ask again. Before I came here, I had noded or said "yes" even if I couldn't understand exactly. But in the U.S. I learned that I have a lot of trouble if I pretend to understand. It seems to be tiny thing maybe, but it is big for me.

Of course, I want to improve other skills.

I thought I had a lo of grammer skill.

But now I know it isn't fact. I noticed much grammertical things that I thought are so easy that I mastered it already. I want to assure my grammer and make my vocabulary increase.

Also I could know about America.

In general, Japanese, maybe also Asian, is tend to admire America or Europe without thinking.

To tell the truth, I was one of them.

But during this visit, I gradually notice America also has a lot of problem (and good point, of course).

It is the same as Japan. I can understand America is one country like Japan.

Thanks to your correcting my English composition, I noticed that I have to be more careful.

I hardly write English in my university, so I think I have to write English more often.

I want to improve my pronunciation also. I want to make me understood immediately.

Anyway I want to communicate in English smoothly. And I learned here that if I have to do, I can do. I was surprized about myself, that I didn't think I could call "411" and ask some number or something like that. I was glad to do that. Although I was afraid of it. My major is English literature, and I was not interested in it, because I was interested in English itself.

But now I think English literature is also a part of English and I have to study English (American) history to understand English.

I don't want to study English only because of future job, but because I want to enjoy English. I will continue to study English.

SUBJECT #9

I want to study English because I want to live foreign country someday. I have lived in Holland for 5 years with my family. I have been in there from 7 years old to 11 years old and went to Japanese elementary school in Holland. When I was there, I experienced a lot of valuable things. I went to many countries in west Europe, met many kinds of people, talked to theirs and learned some languages. I could speak Datch at that time but I can't speak any more. I really want to go Holland again and feel different culture. Since Dutch can speak English, I learn English. I want to go to many another country, too. I want to speak with my neighbor and communicate with them. That is one of my reason that why I want to study English.

I am a University student in my country and my major is English. There are many native speaker teachers in my school and I can talk to them anytime. It is nice for me and other students. There are many students who are majoring English, but all of them are Japanes. We don't talk English in out side of classes. I wanted to come here because I thought that I had to speak English only. To speak English is what I want to do. I can listen and understand what Americans say but I cannot speak English just like a native. I don't know how to explain myself in English. Native

speakers use many slang but I don't know it. I want to be a person who can speak own thoughts fluently and communicate with many kinds of people. Then I can learn their culture and how to live. I want to know many culture which are different from mine. It is very interesting for me.

I think that English tests reflect my ability of knowledge. It is important for me to develop my vocabulary and get speaking skills. If I knew vocabulary much more, I could speak English well. I don't like a test but it is good for me to know how many skills I have yet.

I want to learn English because I want to get a job which is connected with foreign countries. I want to be a diplomat. To be a diplomat, I should know many different culture and speak some languages. That is way I have come to U.C.L.A. I am pleased with this university and people live in here. I enjoy my life in here and I want to know more about English culture.

I will marry with a person who love me and I love him very much so I don't care if he can't speak Japanes. I will study his language and enjoy. I want to go his country and learn his culture.

II

If I could create an English class for a group of students exactly like me, the class would be like a place of discussion because students want to speak a lot in class. I want to be a good English speaker so that I want to learn how I express my feelings in English. When I talk with my friend in English, I always think a minute before I say. That because I don't know how to express my thoughts. I want to learn useful expressions and practice these expressions in class. When I talk with native speakers, they always tell jokes. Sometimes, I can't understand. I want to laugh. I also want to say jokes but I don't know. I want to learn casual English and how to use them. I can't speak English well because of a lack of vocabulary. I have to improve my vocabulary. I want to learn how to express my thought and I think, discussion is the best way to express own thought. I can practice to speak English in discussion.

I want to discuss American custom and habits and way of thinking. I also want to discuss other countries custom. I am interested in culture and custom. I can't learn about it in Japan. I can learn it from book but I want to know live customs from native people.

I would rather study about speaking than grammer because I can study grammer from books. We Japanes have only studied grammer in Japan, so that we want to study speaking English.

I want to learn informal conversation because I learned formal conversation with set phrase. I learned, "Hello. How are things going with you?" but I never learned, "Hey man, What's up?"

I like movies and I learn some phrases from a movie. So I want to see a movie or one scene and learn some phrases.

If I could know more expressions, I would be able to hear what other people say. If I could learn more vocabulary, I would be able to express my thoughts.

I want to learn about how to write English essay because it is very different from Japanese one. I know that an essay consists of some paragraphs and each paragraphs in composed of topic sentence, bridge, examples and restatement. I know these rules but I can't write correct English essay. Probably this essay is wrote in wrong English. I have to practice to write.

I am an English major so I study phonetics, morphology, linguistics and so on. I like phonetics. I want to practice pronunciation of English. I want to use a language laboratoy and listen tapes and pronounce it. I want you to correct my pronunciation. In Japan, there were so many students in a class so that teacher couldn't correct our pronunciation. I don't know how I pronounce English. I want to record my voice on tape and play back if I can. Then I sill see what is wrong and I can correct my pronunciation. In Japanese accent does not depend on the force of an utterance, rather on the relative height of tones so that I want to learn how to stress.

I like active class rather than lecture. What I expect of the class is that every students can participate and speak a lot. I want learn culture and habits, casual English, how to write, and how bad my pronunciation is. I like this class and I want to master English. To master a foreign language requires study effort so I'll try my best.

III

I'll continue to study English after this class because I want to improve my English. I think that to use English everyday is the most important for me to improve. I go to university in Japan and I'm English language major so that I can talk with my teachers and friends in English. I should use English in our conversations. Fortunately, there are many English books in my university library. I want to read these books everyday.

I want to improve my speaking skills the most. I want to be a person who can say everything in English. When I talk with American, I'm in trouble because I can't say

what I want to. I don't know how to say. That is why I want to improve my speaking skills.

I'll continue to study English because it will be good for my future occupation. One of my ambitions is to be a diplomat. I am interested in a diplomatic issue and international relations. I want to be active internationally. It is very good for me to speak English fluently because English is an official language in many countries. If I can speak English fluently, I will become a good diplomat.

I want to go to foreign countries and live in there because I want to know foreign customs. It is interesting for me to know the differences of these customs. The best way to know the foreign customs are to go there and speak to people. If I can speak English fluently, I'll know more about these customs.

I think that my way of thinking was changed because of your class. I learned a lot from you. Thank you very much.

SUBJECT #10

In Taiwan, it is very common to learn English language. When I was a student, I should know more about grammar, phrases, adjective clauses, etc. to get high scores in your exam. For this purpose, the teacher always teach the students the skills to pass the exam, and perhaps they don't understand what sentences means. We don't emphasize the pronunciation, accent, so we usually not good at listening and speaking.

Now, I graduated from Univ. and work in a CPA firm. Because my company is one member of a American CPA firm, I get most information there. During the leisure time, all employees must be trained on some professional issues in English. When you are in middle level, you should go to America, to accept the training courses.

After the training courses, you maybe an instructor on the topic which you learn abroad. So, the ability of listening is very important, and it is the first reason I want to learn English.

Secondly some of our clients are foreign companies. When we have an meeting, our manager and our in-charge have to report the results we find to the clients. The most important thing is to persuade the clients to accept our service. For doing this, communication skill plays a influential role. I think we will get the new client if we speak well.

Last but not least, I like american movies, songs, comic strips. If I can understand what they say, it is

easy for me to enjoy them. And I have no many choices to talk to Americans in Taiwan. I hope I can speak, listen more here than Taiwan. Base on the forward reasons, conversation is important for me.

After the grammer classes this week, I suggest that we might add somthig interestig to increase everyone's desire. When we are reading or talking, and making mistates in pronuciation or grammer, I hope you can correct us right away. It's very useful for everyone to remember it at the same time.

At last, I hope I can learn something from the courses and enjoy them, don't be so serious and everyone like your smile. Relax!

II

Due to work promotion, I study English here. I'm not a student at all; therefore, the exact grammer is not very important. I hope that my class has different traits including the following:

- Speak and discuss in the class.

In my memory, some Asian students are always shy to speak in public and keep silent. It's not a good way to improve English conversation ability because the teachers can't understand what you need and want. To encourage them to speak out and to increase the interest of courses are useful to let every students pay attentions and discuss.

- Practice listening and note-taking.

As an ESL student, when listening it's not easy to take a note. I hope I can catch some skills in taking a note. Note-taking is important and essential ability for students and workers. If you can write down the key points at the time of listening, you wouldn't miss the main idea of problems.

- Read the Newspaper about business and commercial.

Newspaper is a lively source to increase grammer and vocabulary words. We know worldwide news and interesting comic strips from it. Some of articles in newspaper are good samples to discuss in class. So we can get more imforation and improve grammer ability from reading newspaper.

- Understand the content of textbooks, and create an coversation with the content (word/tense/phase).

It's easy to remember to use the content again. When the students are taught about some kind of grammer, it's useful to stronger their memory to talk about a situation with the grammer.

Other than forward description is to read some articles, write short papers, etc. I also hope the teacher will

correct out mistake in pronouncing and grammar. I wish I will make a lot of progress after the program. The End.

III

I felt I made a little progress in English grammar. It was a good chance for me to learn English in America. Because of the classes, I corrected some of my original opinion in grammar, such as modals, conditional and I think my writing is better than it was. When I go back to Taiwan, I will seldom speak and write English in my daily life. It's a big problem because it is easy to forget them without practicing everyday. During the period, I got some ideas to keep my English well. I'll be used to reading English newspaper or magazines and listening to the radio or tapes, that will help me to keep them on my mind.

I think I have to increase English vocabularies to improve my reading and writing. It is a good method to use the flash cards. I can read vocabularies when I take a bus or wait for friends. If I improve my vocabularies, I will pay more attention to reading and writing. I also hope listening to the radio will be helpful. It is easy to train my listening skill in Taiwan without going to the language center. In conclusion, I got special experience in the section and enjoyed the classes.

APPENDIX C

The Needs Assessment List

This session, in this class, I want to:

- ___ Write correct English.
- ___ Read short stories about the United States.
- ___ Write about my impressions of this place.
- ___ Learn about American customs and habits.
- ___ Read about business and economics.
- ___ Study grammar in detail.
- ___ Learn about other English-speaking countries.
- ___ Study the history of the English language.
- ___ Learn vocabulary words.
- ___ Express my feelings in English.
- ___ See what other students are writing.
- ___ Speak a lot in class.
- ___ Read newspapers.
- ___ Study difficult points of grammar.
- ___ Learn the technical names for grammar terms.
- ___ Meet the other students in class.
- ___ Read university journals.
- ___ Meet American people.
- ___ Practice listening and note-taking.
- ___ Learn about Los Angeles.

If you could create an English class for a group of students exactly like you, what would the class be like?

APPENDIX D

Descriptives for All Questionnaire Items

Question #	Mean	Std Dev	Range	Minimum	Maximum
1	2.85	1.63	5.00	.00	5.00
2	3.70	1.42	4.00	1.00	5.00
3	1.65	1.35	5.00	.00	5.00
4	3.40	1.23	4.00	1.00	5.00
5	3.25	1.48	5.00	.00	5.00
6	3.80	1.06	3.00	2.00	5.00
7	4.00	1.38	4.00	1.00	5.00
8	2.35	1.35	4.00	.00	4.00
9*	1.65	1.53	4.00	.00	4.00
10	3.70	.98	4.00	1.00	5.00
11	2.80	1.79	5.00	.00	5.00
12	3.40	.99	4.00	1.00	5.00
13	3.90	.79	3.00	2.00	5.00
14	4.50	.83	3.00	2.00	5.00
15*	.35	.59	2.00	.00	2.00
16	2.85	.99	4.00	1.00	5.00
17*	1.70	1.26	4.00	.00	4.00
18*	2.75	1.59	5.00	.00	5.00
19	3.95	1.00	4.00	1.00	5.00
20	2.60	1.50	4.00	.00	4.00
21	4.55	.60	2.00	3.00	5.00
22	4.10	1.02	3.00	2.00	5.00
23*	2.80	1.77	5.00	.00	5.00
24	3.80	1.01	3.00	2.00	5.00
25*	.85	1.09	3.00	.00	3.00
26*	2.30	1.59	5.00	.00	5.00

Question #	Mean	Std Dev	Range	Minimum	Maximum
27	3.25	1.12	4.00	1.00	5.00
28	3.95	.89	3.00	2.00	5.00
29*	1.53	1.22	3.00	.00	3.00
30	3.40	1.27	4.00	1.00	5.00
31	3.70	1.34	5.00	.00	5.00
32*	1.75	1.12	5.00	.00	5.00
33*	1.80	1.15	4.00	.00	4.00
34	3.95	1.05	4.00	1.00	5.00
35	4.45	.69	2.00	3.00	5.00
36	3.40	.94	3.00	2.00	5.00
37	3.25	1.02	4.00	1.00	5.00
38	3.30	1.13	4.00	1.00	5.00
39*	2.00	1.56	5.00	.00	5.00
40*	3.15	1.35	4.00	1.00	5.00
41	3.55	1.28	4.00	1.00	5.00
42	3.50	1.36	4.00	1.00	5.00
43	3.75	1.21	5.00	.00	5.00
44	3.10	1.45	5.00	.00	5.00
45	4.10	1.33	4.00	1.00	5.00
46*	1.00	1.03	3.00	.00	3.00
47	3.30	1.34	5.00	.00	5.00
48*	2.50	1.54	5.00	.00	5.00
49*	1.80	1.47	5.00	.00	5.00
50	2.63	1.54	5.00	.00	5.00
51	1.90	1.17	3.00	.00	3.00
52	3.65	1.18	5.00	.00	5.00
53	3.70	1.22	4.00	1.00	5.00
54*	.95	1.10	4.00	.00	4.00
55	4.00	1.03	3.00	2.00	5.00

Question #	Mean	Std Dev	Range	Minimum	Maximum
56	4.40	.75	2.00	3.00	5.00
57	4.30	.80	2.00	3.00	5.00
58	3.20	1.06	4.00	1.00	5.00

Note: Numbers combine descriptive statistics for both administrations of the questionnaire.

* Indicates that the statement was intended to measure a lack of motivation. The higher the score, the lower the motivation.

APPENDIX E

Differences in Mean and Standard Deviation
between the First and Second Administration
of the Motivation Questionnaire

Item #	Admin.	Mean \bar{x}	SD	Mean Change \bar{x}	SD Change
1	1st	2.30	1.95		
	2nd	3.40	1.07	1.10	-.88
2	1st	3.80	1.55		
	2nd	3.60	1.35	-.20	-.20
3	1st	1.77	1.78		
	2nd	1.66	1.00	-.11	-.78
4	1st	3.60	1.26		
	2nd	3.30	1.34	-.30	.08
5	1st	2.80	1.62		
	2nd	3.50	1.18	.70	-.44
6	1st	4.00	1.11		
	2nd	3.55	1.01	-.45	-.10
7	1st	3.70	1.70		
	2nd	4.30	.95	.60	-.75
8	1st	2.20	1.23		
	2nd	2.50	1.51	.30	.28

Item #	Admin.	Mean \bar{x}	SD	Mean Change \bar{x}	SD Change
9	1st	3.33	1.87		
	2nd	3.11	1.26	-.22	-.61
10	1st	3.80	.79		
	2nd	3.60	1.17	-.20	.38
11	1st	2.90	1.91		
	2nd	2.70	1.77	-.20	-.14
12	1st	3.40	1.26		
	2nd	3.40	.70	.00	-.56
13	1st	4.11	.78		
	2nd	3.66	.86	-.45	.08
14	1st	4.50	.97		
	2nd	4.50	.71	.00	-.26
15	1st	4.88	.33		
	2nd	4.44	.72	-.44	.39
16	1st	2.80	1.23		
	2nd	2.90	.74	.10	-.49
17	1st	3.50	1.27		
	2nd	3.10	1.29	-.40	.02
18	1st	2.66	1.73		
	2nd	2.00	1.58	-.66	-.15

Item #	Admin.	Mean \bar{x}	SD	Mean Change \bar{x}	SD Change
19	1st	3.80	1.23		
	2nd	4.10	.74	.30	-.49
20	1st	2.40	1.57		
	2nd	2.75	1.58	.35	.01
21	1st	4.55	.72		
	2nd	4.66	.50	.11	-.22
22	1st	4.50	.97		
	2nd	3.70	.95	-.80	-.02
23	1st	2.55	1.94		
	2nd	1.88	1.76	-.67	-.18
24	1st	3.70	1.06		
	2nd	3.90	.99	.20	-.07
25	1st	4.22	1.09		
	2nd	4.33	1.00	.11	-.09
26	1st	2.60	1.96		
	2nd	2.80	1.23	.20	-.73
27	1st	3.20	1.13		
	2nd	3.50	1.19	.30	.06
28	1st	3.80	1.03		
	2nd	4.10	.74	.30	-.29

Item #	Admin.	Mean \bar{x}	SD	Mean Change \bar{x}	SD Change
29	1st	3.66	1.41		
	2nd	3.11	.92	-.55	-.49
30	1st	3.20	1.40		
	2nd	3.60	1.17	.40	-.23
31	1st	3.60	1.26		
	2nd	3.62	1.59	.02	.33
32	1st	3.80	.63		
	2nd	2.60	1.26	-1.20	.63
33	1st	2.90	1.17		
	2nd	3.12	.83	.22	-.34
34	1st	4.10	.88		
	2nd	3.80	1.23	-.30	.35
35	1st	4.40	.70		
	2nd	4.50	.71	.10	.01
36	1st	3.40	1.07		
	2nd	3.40	.84	.00	-.23
37	1st	3.10	1.10		
	2nd	3.40	.97	.30	-.13
38	1st	3.20	1.32		
	2nd	3.40	.97	.20	-.35

Item #	Admin.	Mean \bar{x}	SD	Mean Change \bar{x}	SD Change
39	1st	3.10	1.37		
	2nd	2.90	1.79	-.20	.42
40	1st	1.80	1.48		
	2nd	1.90	1.29	.10	-.19
41	1st	3.05	1.35		
	2nd	3.37	1.30	.32	-.05
42	1st	3.40	1.35		
	2nd	3.60	1.43	.20	.08
43	1st	4.00	.86		
	2nd	3.66	1.50	-.34	.64
44	1st	2.00	1.25		
	2nd	1.90	1.10	-.10	-.15
45	1st	4.10	1.29		
	2nd	4.00	1.41	-.10	.12
46	1st	4.11	1.16		
	2nd	3.77	.97	-.34	-.19
47	1st	3.20	1.69		
	2nd	3.40	.97	.20	-.72
48	1st	2.55	1.87		
	2nd	2.22	1.30	-.33	-.57

Item #	Admin.	Mean \bar{x}	SD	Mean Change \bar{x}	SD Change
49	1st	3.10	1.60		
	2nd	3.30	1.42	.20	-.18
50	1st	2.66	1.50		
	2nd	2.77	1.64	.11	.14
51	1st	3.60	1.43		
	2nd	2.60	1.35	-1.00	-.08
52	1st	3.88	.78		
	2nd	3.22	1.48	-.66	.70
53	1st	3.50	1.51		
	2nd	3.90	.88	.40	-.63
54	1st	4.44	.72		
	2nd	3.55	1.33	-.89	.61
55	1st	3.80	1.14		
	2nd	4.00	.94	.20	-.20
56	1st	4.50	.71		
	2nd	4.30	.82	-.20	.11
57	1st	4.15	.82		
	2nd	4.11	.92	-.04	.10
58	1st	3.00	1.25		
	2nd	3.40	.84	.40	-.41