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The Immersion Process: Cross-Cultural Language Learning

Rachel Lunsford

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THE IMMERSION PROCESS:
CROSS-CULTURAL LANGUAGE LEARNING

By

Rachel Lunsford

Submitted in Partial Fulfillment
of the Requirements for
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Approved:

Dr. Nina Moreno
Director of Thesis

Dr. Lara Ducate
Second Reader

Steve Lynn, Dean
For South Carolina Honors College

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Abstract: This study seeks to analyze the effects of motivation, awareness, and the immersion process through study abroad on foreign language production. Three participants were analyzed, two of which studied abroad and one who did not (my control case). Two of the three participants lacked the variable of awareness, measured as perception and reflection on language learning development, while only one participant (Participant M) who studied abroad in both Costa Rica and Spain, was made aware of her own learning process via a language learner's journal and monthly recorded conversations. By studying abroad in two Spanish-speaking countries, Participant M self-reported the effects of cross-cultural language learning. The results of the study also showed a greater increase in Spanish fluency as measured by improvements in grammar and speed of response by the two participants who studied abroad compared to the participant who did not go abroad. Although all three participants scored high in a motivation scale, and therefore, it would be predicted that all three would score high in the willingness to communicate (WTC) index, only the two participants who studied abroad exhibited more confidence in their Spanish-speaking abilities and were more likely to engage in conversation than the participant in the classroom setting. The results seem to indicate students who study abroad are more likely to maintain and improve their Spanish than students who are taught solely in a classroom setting.

Key Words: *Spanish, study abroad, language learning, Costa Rica, Spain, motivation, aptitude, awareness*

Introduction

The methodology of this study replicated Schmidt and Frota's (1986) case study, which detailed the process of second language acquisition (SLA) by R (Schmidt), an adult learner of Portuguese as a second language. The research tested the effectiveness of the immersion setting on exposure to second language (L2) and culture, by isolating and analyzing the variables of study abroad, motivation, and awareness based on Anderson's (2012) work on gains made during study abroad (SA), highlights the importance of looking at both the cognitive and motivational variables in connection with aptitude.

Participant M studied abroad in two Spanish-speaking countries, Costa Rica and Spain for extended periods of time. M studied in San José, Costa Rica during summer 2015 for five weeks, and Madrid, Spain during spring 2016 for four months. M lived with native host families both times and took classes in a local school.

As this study builds on previous research obtained from data collected during the study abroad in Costa Rica, this paper will focus on the additional analysis from Spain. The purpose of this paper is to compare and contrast cross-cultural language learning, specifically vocabulary, slang, and culture, in Spanish-speaking countries.

Self-Reporting

As Baltra (1981) pointed out, only the language learner himself/herself is in a position to observe and relate his/her experience. Learning a language is a unique cognitive process unlike any other. To understand how one learns a second language, a second language learner himself must be studied.

Self-reporting also allowed the variable of awareness, defined as cognitive processing of one's language learning process, to be manipulated in each participant. Only Participant M had awareness, and this is reflected in the Language Learner's Journal, recorded conversations with the host families, and by listening to podcasts/blogs of other study abroad students and language learners as they too were practicing a foreign language.

Background

Participant M was born in the United States and has been educated in American schools. Her mannerisms, style of learning, and experiences are all based on her experiences in the United States. While she has traveled to 20 countries, she has only lived abroad in Costa Rica and Spain.

Review of Literature

Prior Research on Textual Enhancement

Self-reporting is an essential component for this type of research because of the notion of "noticing the gap," an individual's ability to notice and understand the difference between their competence and a native's (Krashen, 1980, 1981, 1982, 1983). While Krashen believed this to be an unconscious process, Schmidt and Frota stressed the importance of consciously comprehending the input (awareness). Schmidt, in subsequent studies, investigated the impact of consciousness in SLA and concluded subliminal language learning is impossible (Schmidt 1990). Second language (L2) learning occurs by paying attention and noticing language forms, i.e., by being aware of these forms. This is why Participant M kept a Language Learner's Journal, recorded conversations with the host families, and by listened to podcasts/blogs of other study abroad students and language learners to reflect upon her awareness.

Along with awareness, this research seeks to isolate motivation as a key factor in SLA (Anderson, 2012). Gardner's (1985) approach to L2 motivation emphasized the sociocultural dimension from a macro perspective. Anderson's research concluded that anxiety was the only affective variable that correlated with oral proficiency (Anderson, 2012). In this research, anxiety was seen in connection with one's willingness to communicate (WTC).

These results are comparable to Connor-Linton's (2009) results in *The Georgetown Consortium Project: Interventions for Student Learning Abroad*. He found that students who had taken between 5 and 14 semesters of a target language before studying abroad and then studied either content courses in target language or target language courses felt more comfortable with the foreign language and advanced more in intercultural learning.

Research Questions

Based on the literature I have reviewed, the research questions guiding this study are:

1. To explore the effects and interactions of motivation, SLA, cultural competence, and the study abroad (SA) immersion process among three University of South Carolina students, as measured by improvement in the L2.
2. To serve as a case study of the cross-cultural effects of L2 learning on one participant, myself, who has studied Spanish in San José, Costa Rica and will be studying abroad in Madrid, Spain.

Method

Participants

There were three participants: Participant 1 (M), Participant 2 (A) also studying abroad (SA), but lacking awareness (AW), and participant 3 (B), the control case, taking a similar level Spanish class at U of SC, but lacking both the SA and AW components. Awareness is operationalized as the cognitive reflection of what one is learning. Participant M accomplished this by keeping a daily Language Learner's Journal and recording monthly conversations with her host family (Appendix A).

Participants	SA	AW
Participant 1 (M)	+	+
Participant 2 (A)	+	-
Participant 3 (B)	-	-

As Baltra (1981) pointed out, only the language learner is in a position to observe and relate the experience. As case studies, having three participants allows us to devote more time to studying, analyzing, and comparing data from each participant. This study, Pro00042706, was exempted by IRB in accordance with 45 CFR 46 et. seq.

Course Work

All three participants are in similar, advanced Spanish classes at the University of South Carolina. In addition, all three are also in the Honors College, so they each have a record of hard work, involving both aptitude and motivation to accomplish the task at hand.

Instruments

All three participants took Lengalia's achievement test in order to measure improvement from the study abroad experience or coursework at U of SC. Lengalia's test is composed of grammar, reading, and oral comprehension questions. The test has six levels of achievement: A1 (Basic User), A2, B1 (Independent User), B2, C1 (Proficient User), and C2.

In addition, the data and documents from this study includes Participant M's daily Language Learner's Journal, a series of audio recordings, and their transcripts, to be used as measures of qualitative reflection and quantitative improvement, following Schmidt's 1986 work.

Procedures

Testing

The pre and posttest Lengalia tests were administered over the period of one semester (approximately 4 months). The pretest was administered at the beginning of the four-month period, and the posttest at the end. The tests were not timed, so the participants could take the amount of time they deemed necessary to complete the tests to the best of their ability.

The Attitude/Motivation Test Battery (AMTB) was administered at the same time as the Lengalia test. The AMTB was composed of a series of 104 statements about an individual's desire and support to learn a foreign language (Appendix B). The individual would read a statement and then chose a rating between "Strongly Disagree" and "Strongly Agree." The individual was also asked to rank their feelings toward their current Spanish teacher and course. Examples of rating included "cheerless" to "cheerful" and "colorful" to "colorless." On average, both the Lengalia and AMTB tests together took approximately one hour per participant.

Pretest

The United States follows ACTFL (American Council on the Teaching of Foreign Languages) Guidelines, but Europe follows the European Mark. The participants took the European version of the test as M studied abroad for the longest period of time in a European country.

Before studying abroad, M achieved the B2 level, meaning that she could understand complex and abstract topics as well as being able to communicate with native speakers without a major strain.

Participant 1 received a score of B2; Participant 2 received a score of B1; Participant 3 received a score of B1.

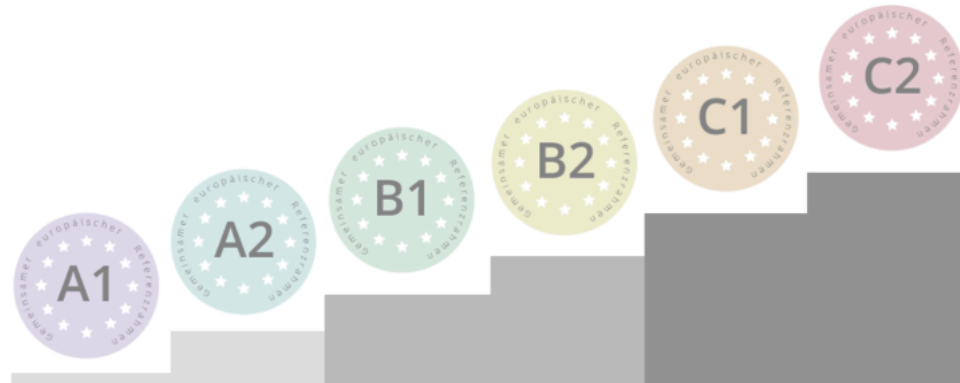
Posttest

The participants were administered the same Lengalia test at the end of the one semester (approx. 4 months). Upon returning to the United States, M retook Lengalia's achievement test and obtained the C1 level. At the C1 level, the speaker has a greater level of fluency and is able to read longer texts and understand implicit meanings. The speaker understands the connections in the language.

Participant 1 received a score of C1; Participant 2 received a score of B1; Participant 3 received a score of A1.

Quantitative Results

	Participant M	Participant A	Participant B
Pretest	B2	B1	B1
Posttest	C1	B1	A1



Source: *lengalia.com*

Noticing Results

Motivation Analysis

The three participants took the Aptitude/Motivation Test Battery (AMTB) to measure their motivation and willingness to communicate, WTC (Dörnyei, 2003). The three participants all yielded consistent results of high motivation and desire to learn and continue learning the Spanish language.

Qualitative Results

In both countries, Spanish is the native language, but culture and geographic location influences the dialect. According to Dr. Collier's (2008) *Handbook for Second Language Acquisition*, linguists generally consider dialect as a term "to talk about language differences over geographic space" (p. 9).

Dialectal variations between Spain and Costa Rica

Phonology

Based on one's dialect he/she will pronounce the same word differently. The dialects differ at all these levels: phonological, morphological, and syntactic. When one speaks a language, certain sounds are used to create words. Spanish has 24 phonemes, 5 vowels, and 19 consonants to do just that. The *Encyclopedic Dictionary of Applied Linguistics* describes phoneme as "the smallest sound segment which can differentiate meanings in a language." Phonological (sound) variations can be heard in the conversations with Participant M's host family in both Costa Rica and Spain. In English for example, we may use /p/ and /b/ to differentiate between the words *pat* and *bat*. But the /p/ may be pronounced differently based on the word. *Pat* uses a burst of air to produce the "p" sound while this is not needed to produce the "p" sound in *hop*.

A phonological distinction between Latin American and Peninsular Spanish is the /s/ versus the /θ/ phonemes. In Spanish, like other languages, one sound changes not only the pronunciation, but the meaning of the word, *casa* (house) versus *caza* (hunt). The terms *seseo* and *ceceo* are used to describe the distinction. *Seseo* refers to an accent in Spanish

that pronounces z as /s/ and c before e or i as /s/. So in the above example, *casa* and *caza* would be pronounced identically, both with an “s” sound. *Ceceo* pronunciations pronounce words that contain the graphemes “z, ce, ci,” and “s” with the interdental sibilant sound /θ/ which sounds like ‘the’ in the English word thin, which is the way many people speak in the south of Spain. *Distinguidores*, speakers in the central and northern parts of Spain, pronounce *casa* and *caza* differently, so the two words are distinguishable. In the former, the “z” is pronounced with the interdental /θ/ while in the latter, the letter “s” is pronounced as /s/ - the same sound we use in English for ‘s’ in ‘sun.’

Morphology

Morphology is the way one forms words to carry meaning. Diminutive suffixes are used to modify words to convey the meaning of something small or insignificant. For example, when speaking with the Costa Rica host family, the mother would consistently use a –tico ending in place of –tito. When a Spanish-speaking person in Madrid wishes to describe a puppy, the word *perro* (dog) changes to *perrito* (puppy), but in San Jose, it changes to *perrico*. Spain uses the –ito (or its allomorph –cito) endings as an example of one of its diminutive suffixes.

Syntax

Another dialectal variation in syntax between Spain and Latin America is the use of *vosotros* in Spain, versus *vos* in Costa Rica (phenomenon: ‘voseo’). *Voseo* is the use of *vos* as a second person singular pronoun and is used extensively as the primary form of the second person singular in Latin American Spanish. The Central American Spanish (including Costa Rica) also exhibits an extensive use of *vos*, though in Northern Central America the media use *tú* more frequently. In Nicaragua and Costa Rica, *tú* is used less frequently.

Lexicon

From everyday vocabulary to slang, each country has its variations. For example, in Spain, *coger* (to take, to grab) was used when talking about a mode of transportation or when passing a plate. “*Coge el plato*” (take the plate) is often said around the dinner table in Spain. However, in Costa Rica, *coger* has a vulgar connotation and *tomar* (to take) is used in its place.

Other examples include *ordenador* (computer, Spain) instead of *computadora* (computer, Latin America) and *coche* (car, Spain)/ *carro* (car, Latin America). While each word could be used and most Spanish people would understand what the other was saying, each would normally give the speaker a strange look. It was clear the speaker was not native when he used *computadora* for example, in Spain. Dialect can also be manifested with variations in phonology (sounds), morphology (word formation rules), and syntax (sentence formation rules).

Acculturation Process

Acculturation is the process of merging oneself with a new culture. This involves adapting to the new surroundings by incorporating some of the learned grammar,

vocabulary and mannerisms into one's existing patterns of speech and communication. Berry suggests four strategies by which people go through acculturation: integration, assimilation, separation and marginalisation (Berry, 2005). At different stages in one's time abroad, it is possible to go through multiple stages. Integration requires the least stress and generally achieves the best adaptations. Participant M believed integration was the strategy she pursued the majority of her time abroad based on self-evaluation and feedback from her host family. M was motivated to become more culturally aware and was encouraged by her host family to adopt these learned cultural understandings into her communication patterns. By the end of living and studying in Spain for four months, Participant M felt comfortable interacting and navigating the Spanish culture.

School

Participant M attended CUNEF (Colegio Universitario de Estudios Financieros) in Madrid, Spain during spring 2016. CUNEF is a top finance school in Spain, located on the outskirts of Madrid. It is a private school with approximately 1600 students, and a university network in 25 countries.

Classes

M took nine classes, six in English and three in Spanish at CUNEF. Grades for classes were mostly on the final exam (~70%) and in some classes, a mix of attendance, participation, and a project (~30%).

Each subject had two distinct sections: One period was a teacher-centered lecture and another period was a student-centered discussion. This division allowed students to learn the material first and then apply and analyze what they learned at a later time through discussion with other students, with the professor listening. Students were required to read several related articles to the discussion topic and analyze it using points from the class.

Students and Teachers

Participant M's classes were made up of a mix of Spanish, Erasmus, and other international students. Erasmus is the name for the study abroad program for European students. Along with the other five students from the University of South Carolina (U of SC), there were students from several countries, including Canada, Germany, Switzerland, France, and Hong Kong.

As a trend, Spanish students are extremely talkative, often talking over the professor. During my second week, I recorded this experience in the Language Learner's Journal. "Spanish students talk all during class, so at times, if you are not in the front row, it can be difficult to hear." Unless the professor chose to be harsh or rude, students would continue talking during the entire class.

Research shows that there is actually a reason behind this. It has been proven that Americans tend to leave a small gap between speaking turns (Adams, 2016). This way, the American is able to hear when the other person has finished speaking before they begin themselves. Spaniards do not leave this gap. They begin speaking by predicting

when this naturally occurring gap will occur, thus leaving no space. This can lead to Spaniards talking over one another if they incorrectly time their response.

The Spanish professors did not seem to be as bothered by the talking, but foreign professors were. They tended to have many rules for discipline, and would ask students to leave the room if they got a certain number of “marks.” This is not at all what classes are like at the University of South Carolina, so M had to adjust to this style of teaching.

Host Family

Participant M’s host family allowed her to practice Spanish at home and discuss culture. From conversations at dinnertime to watching soccer or movies in Spanish, they were always encouraging M to learn and become involved in the culture. They were also the best source for M to ask questions about the Spanish culture in addition to a constant source of practicing the target language.

Church

While in Spain, Participant M attended Immanuel Baptist Church, an international church with members from 40 different countries. Most of Spain is considered Catholic, and many families go to church for Christmas and maybe Easter in addition to having Catholic traditions in their weddings and baptismal. Active Christians are unusual in Spain, so religion was normally not a subject taught or spoken about in class.

Language Exchanges

Spain is one of the most popular countries where students come to study abroad or young adults come to teach English. Due to this, there are many opportunities to practice Spanish. One of the most popular ways is through language exchanges, where a group of people met for *tapas* and can practice Spanish. M attended several language exchanges as an additional way to practice Spanish and receive tips from others who had already spent extended periods of time in Spain.

Food

The days revolve around meals, with a two-hour lunch break for many students and employees. On my second day in Spain, I recorded asking my host family why meal times in Spain are so different (much later) compared to meal times in the United States. My host father answered that the difference has to do with “the time the sun sets and rises.” Entire families come home to eat together and some may even choose to take a quick nap before heading back to work, a *siesta*. This requires adults to work later into the evening, but many Spaniards believe the extended lunchtime is worth it. This is also a topic of discussion related to Spain’s low productivity rate.

Desayuno, or breakfast, is normally very quick as students and parents are hurrying to get to school/work on time. One of the most popular morning dishes is *Pan con Tomate*, a tomato paste served over toasted bread.

Almuerzo typically means lunch, but in Spain, it refers to a mid-morning snack. Coffee and breakfast biscuits (similar to crunchy wafer cookies) between the first and second

classes were what M typically observed students eating in the cafeteria between breakfast and lunch.

La comida (Lunch) was fairly large as it has to hold one over until dinner around 9pm. Typical dishes include *paella*, the famous Spanish dish of seafood served over a thick rice.

Empanadas are a typical *merienda* (mid-afternoon snack) as they could be premade, quick to heat, and could be held while working on something else.

La hora del aperitivo (tapas) is very important to the Spanish because their society is extremely social. This is the time to relax after work and catch up with friends before going home. They might have a quick snack with their drinks, *pulpo* (octopus) is one of the more expensive delicacies.

La cena (dinner) is normally eaten around 9pm at home with the entire family. Normally it is something light to coat the stomach, but not too much to keep them from falling asleep.

Travel

While in Madrid, M had the opportunity to travel around Spain and to other parts of Europe. In Spain, M traveled to Cadiz in the south and A Coruña in the north.

Cadiz is located in the south at the tip of the Atlantic Ocean before it becomes the Mediterranean Sea. The beaches of Cadiz are one of the most popular in the country and its Carnival is one of the Spain's top three known for its satirical acts and songs. Carnival runs for 10 days, spanning over two weekends.

A Coruña, part of the Galicia community, is located in the northwest corner of Spain. Galicia is home to the port for the majority of seafood in Western Europe. Galicia has a different dialect of Spanish that has Galician (the language from which Portuguese derived) influence, involving both lexical and phonological variations.

English Lessons

Participant M taught English lessons during spare time. This allowed M to consider how Spanish-speaking individuals learn English. This analysis of the reverse process made M consider how the two languages related, differed, and how each could be explained. It also gave M a unique opportunity to interact with Spaniards and learn about their daily lives, experiences, and work careers.

Pop Culture

One of the unique aspects of learning through immersion is processing pop culture in a foreign language. When listening to music or the radio, not only were the words in a different language, but the style of the music and the rhythm were uniquely Spanish. Spanish music is typically fast and update with an easy rhythm to dance. Many students listened to music in English as well. The music in English had a more cultured

connotation and was generally the type of music playing in upscale trendy stores such as Zara. Participant M also read books in Spanish, starting at lower levels like *Blancanieves y los siete enanitos* (*Snow White and the Seven Dwarfs*) and progressing to *Harry Potter y la piedra filosofal* (*Harry Potter and the Sorcerer's Stone*). The original name of the book was *Harry Potter and the Philosopher's Stone* across Europe, but was changed to *Harry Potter and the Sorcerer's Stone* for the U.S. market.

Participant M also watched the news and commentary on sports channels in Spanish. In both examples, Spanish is spoken at a rapid pace, and by the end of the four-month study abroad, M noted a significant improvement in the number of words understood. Her host family also enjoyed watching movies and would use English subtitles for M to clarify what she was hearing during the movie.

Discussion

Improvement in Target Language

Based on the results, we see that Participant M increased 1 level, Participant A stayed on the same level, and Participant B decreased by two levels. This shows that the extended time of Participant M's study abroad experience improved M's grammar, vocabulary, reading, and listening skills. Studying abroad reinforced Participant A's Spanish and provided a new source of confidence. Participant B may not have had a sufficiently challenging Spanish class as his level fell during the semester. Study abroad is clearly a positive, reinforcing factor in learning a foreign language as it engages a different type of learning.

Cultural Understanding

Everett and Tomasello, among other linguists support that core grammar can be shaped by culture (Collier, 2008). These findings support this idea based on the grammatical differences between Peninsular and Latin American Spanish. One's experiences have a large effect on the learning process, as these experiences are used to process the new information. Thus, if highly motivated individuals are the learners, they are more likely to work to connect past experiences and memories to the new information they are learning.

Motivation

A large part of mastering a language is feeling comfortable to speak and apply what is being practiced and learned. Anderson stressed the importance of overcoming anxiety, and this research has shown a connection between overcoming anxiety and WTC (Anderson, 2012). Participant M's self-reported study documented the new feeling of confidence that came from studying abroad. Studying abroad "forces" the learner to step outside of his or her comfort zone and speak in the target language to successfully navigate in the new culture. Confidence can lead to increased motivation to practice the target language, which can lead to improvements in oral, reading, and verbal skills.

Awareness

Short-term memory can hold up to seven thoughts at one period of time. In order to move a thought from short to long-term memory, the individual must consciously reflect on what he/she is learning. This is why it is so important for language learners to be aware of

what they are learning and notice the gap between their proficiency and a native speaker's proficiency (Baltra, 1981). An individual's second language learning history is also an important part of awareness because it can determine the individual's style of learning.

The way in which individuals learn a first language impacts the way in which they will learn additional languages. Contrary to some studies, Skutnabb-Kangas and Toukoma (1976) found that students between the ages of 10-12 could learn a second language the fastest. At this age, the native language and many of its grammatical aspects have been mastered, so the learner is able to apply this knowledge to the second target language he/she is acquiring. An additional support of this conclusion, studies by Perozzi have shown that a second language is best acquired from a firm and well-developed first language foundation (Perozzi, 1985; Perozzi & Sanchez, 1992).

Implications

In a 1986 case study by Schmidt and Frota, they concluded, "We believe that the approach used here has justified itself and could fruitfully be used by other researchers." In research studies by Connor-Linton (2009), Anderson (2012), Dörnyei (2009), all called for more research on the subject of SLA and the SA immersion process, specifically short-term SA (Grey, 2015). Minimal work has been done in the study of comparing L2 motivation with mainstream SLA research. This research will be used to explore the effects and interactions of motivation, SLA, cultural competence, and the SA immersion process, of three University of South Carolina students, as measured by improvement in the L2.

Limitations and Future Research

Limitations

This study involves only three participants, so while it demonstrates several trends, it cannot be generalized across a large population.

Suggestions for Future Research

Larger-scale studies are needed to state these trends apply to the general student population. Additionally, it would be interesting to analyze the effect of living with a host family in comparison to living alone; taking all classes in Spanish instead of a portion; and the effects of learning Spanish at different ages.

Conclusion

In conclusion, study abroad is a useful way to compile and practice practical aspects of language learning and speaking. It gives students the unique opportunity to regularly communicate with native speakers in their target language. In addition, motivation and awareness were also found to be important characteristics. It is necessary for a student to consciously listen and pay attention in order to assimilate what they are learning. In many cases, M would have to learn about a certain grammatical aspect in the classroom, hear it spoken, and notice the form before reproducing the grammatical aspect herself. Repetition is a key factor in the immersion process. With continued repetition, motivation

is extremely important so that a student does not become bored or discouraged while learning to the point where they give up.

Another unique aspect of study abroad is the exposure and first-hand awareness of a different culture. In order to be fully understood, many aspects of culture must be experienced, and not taught. Living with a host family can help accelerate the learning process of both the target language and the local culture.

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Dr. Nina Moreno served as Lunsford's mentor throughout the research process. Dr. Moreno's own research combines Second Language Acquisition (SLA) and the areas of Computer Assisted Language Learning (CALL) to study the impact of different types of feedback on various types of computer-delivered tasks. Dr. Moreno also works with the attentional framework and investigates the degrees of awareness that foreign language learners allocate to form/meaning in the input. More recently, she has begun exploring inter- and intra-ethnic linguistic attitudes among L1 (Level 1) Spanish speakers within the local Hispanic community. Dr. Moreno is well travelled. She teaches basic Spanish language, Special Topics, and masters level courses for U of SC.

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Appendix A

Language Learner's Journal *Excerpts*

February 27, 2016

Arriving for the first time at the Madrid airport.

After finally getting my bag, I walked out to find my host family waiting for me. They screamed, "Rachel, Rachel!" when I arrived and the little boy ran over to me. They kissed me on both cheeks...and the little boy grabbed my hand and pulled me along. The father got in his car and headed to work, the mother drove us home and served a delicious breakfast.

February 29, 2016

I had scheduled a tour of Madrid for my first weekend here. We had a small group---a Spanish tour guide, a guide-in-training, and a mother and daughter from London. After nearly three hours of crisscrossing the city center, we had seen nearly all of the major sites, from the oldest restaurant in the world to monuments depicting moments in Spanish history. I found it extremely interesting to learn how the histories of different countries intersect. Our guide pointed out specific instances when England and Spain crossed paths on behalf of the British tourists.

Later in the evening.

That night, I headed to the University Bible Study at Immanuel Baptist Church. I did not know anyone when I arrived, but the university group leader introduced himself. He took me around to meet the other members as well. I met a really nice girl. She is 21-years-old and in law school. In Spain, students can go straight to law school without first getting a bachelors degree. She had spent last year studying in Paris and could speak Spanish, English, and French.

March 18, 2016-March 26, 2016

Spring Break trip to five countries on a bus with 50 students from different countries.

This was an incredible trip! At the start, I only knew one other person, but by the end (after countless hours on a bus), we were all friends. I roomed with two girls from Colombia on my first night. I explored the Sacré-Coeur with a girl from Canada. I roomed with girls from Panama another night. I talked about life in the Netherlands with my tour guide in Amsterdam. I saw the same chocolate stores in Brussels exchange students at CUNEF told me about.

Appendix B

Attitude/Motivation Test Battery:
International AMTB Research Project
(Spanish version)

****Note: This is the English-language version of the Attitude/Motivation Test Battery (AMTB) for use with secondary school students studying Spanish as a foreign language. The items comprising each scale are presented in the ‘AMTB item-key’ document. The AMTB has been translated and used in our research in Brazil, Croatia, Japan, Poland, Romania, and Spain (Catalonia). Some findings from this research are presented in the document ‘Integrative Motivation and Second Language Acquisition’ (CAAL Talk, 2005). All of the documents mentioned above are available on this website. Copies of the AMTB in the other languages can be obtained from R. C. Gardner.**

The University of Western Ontario, Canada

Following are a number of statements with which some people agree and others disagree. Please circle one alternative below each statement according to the amount of your agreement or disagreement with that item. The following sample item will serve to illustrate the basic procedure.

- a. Spanish football players are much better than Brazilian football players.
- | | | | | | |
|----------|------------|----------|----------|------------|----------|
| Strongly | Moderately | Slightly | Slightly | Moderately | Strongly |
| Disagree | Disagree | Disagree | Agree | Agree | Agree |

In answering this question, you should have circled one alternative. Some people would have circled "Strongly Disagree," others would have circled "Strongly Agree," while others would have circled any of the alternatives in between. Which one you choose would indicate your own feeling based on everything you know and have heard. Note: there is no right or wrong answer.

1. I wish I could speak many foreign languages perfectly.
- | | | | | | |
|----------|------------|----------|----------|------------|----------|
| Strongly | Moderately | Slightly | Slightly | Moderately | Strongly |
| Disagree | Disagree | Disagree | Agree | Agree | Agree |

2. My parents try to help me to learn Spanish.
- | | | | | | |
|----------|------------|----------|----------|------------|----------|
| Strongly | Moderately | Slightly | Slightly | Moderately | Strongly |
| Disagree | Disagree | Disagree | Agree | Agree | Agree |

3. I don't pay much attention to the feedback I receive in my Spanish class.
- | | | | | | |
|----------|------------|----------|----------|------------|----------|
| Strongly | Moderately | Slightly | Slightly | Moderately | Strongly |
| Disagree | Disagree | Disagree | Agree | Agree | Agree |

4. I don't get anxious when I have to answer a question in my Spanish class.
- | | | | | | |
|----------|------------|----------|----------|------------|----------|
| Strongly | Moderately | Slightly | Slightly | Moderately | Strongly |
| Disagree | Disagree | Disagree | Agree | Agree | Agree |

5. I look forward to going to class because my Spanish teacher is so good.
- | | | | | | |
|----------|------------|----------|----------|------------|----------|
| Strongly | Moderately | Slightly | Slightly | Moderately | Strongly |
| Disagree | Disagree | Disagree | Agree | Agree | Agree |

6. Learning Spanish is really great.
- | | | | | | |
|----------|------------|----------|----------|------------|----------|
| Strongly | Moderately | Slightly | Slightly | Moderately | Strongly |
| Disagree | Disagree | Disagree | Agree | Agree | Agree |

7. If Japan had no contact with Spanish-speaking countries, it would be a great loss.
- | | | | | | |
|----------|------------|----------|----------|------------|----------|
| Strongly | Moderately | Slightly | Slightly | Moderately | Strongly |
| Disagree | Disagree | Disagree | Agree | Agree | Agree |

8. Studying Spanish is important because it will allow me to be more at ease with people who speak Spanish.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
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9. I have a strong desire to know all aspects of Spanish.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
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10. My Spanish class is really a waste of time.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
-------------------	---------------------	-------------------	----------------	------------------	----------------

11. I would get nervous if I had to speak Spanish to a tourist.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
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12. Studying foreign languages is not enjoyable.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
-------------------	---------------------	-------------------	----------------	------------------	----------------

13. I make a point of trying to understand all the Spanish I see and hear.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
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14. I don't think my Spanish teacher is very good.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
-------------------	---------------------	-------------------	----------------	------------------	----------------

15. Studying Spanish is important because I will need it for my career.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
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16. I never feel quite sure of myself when I am speaking in our Spanish class.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
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17. Knowing Spanish isn't really an important goal in my life.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
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18. I hate Spanish.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
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19. I feel very much at ease when I have to speak Spanish.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
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20. I would rather spend more time in my Spanish class and less in other classes.
 Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
21. I wish I could read newspapers and magazines in many foreign languages.
 Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
22. My parents feel that it is very important for me to learn Spanish.
 Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
23. I don't bother checking my assignments when I get them back from my Spanish teacher.
 Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
24. I feel confident when asked to speak in my Spanish class.
 Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
25. My Spanish teacher is better than any of my other teachers.
 Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
26. I really enjoy learning Spanish.
 Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
27. Most native Spanish speakers are so friendly and easy to get along with, we are fortunate to have them as friends.
 Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
28. Studying Spanish is important because it will allow me to meet and converse with more and varied people.
 Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
29. If it were up to me, I would spend all of my time learning Spanish.
 Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
30. I think my English class is boring.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
31. Speaking Spanish anywhere makes me feel worried.					
Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
32. I really have no interest in foreign languages.					
Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
33. I keep up to date with Spanish by working on it almost every day.					
Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
34. The less I see of my Spanish teacher, the better.					
Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
35. Studying Spanish is important because it will make me more educated.					
Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
36. It embarrasses me to volunteer answers in our Spanish class.					
Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
37. I sometimes daydream about dropping Spanish.					
Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
38. I would rather spend my time on subjects other than Spanish.					
Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
39. It doesn't bother me at all to speak Spanish.					
Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
40. I wish I could have many native Spanish-speaking friends.					
Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
41. I enjoy the activities of our Spanish class much more than those of my other classes.					
Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

42. I would really like to learn many foreign languages.
 Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
43. My parents feel that I should continue studying Spanish all through school.
 Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
44. I put off my Spanish homework as much as possible.
 Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
45. I am calm whenever I have to speak in my Spanish class.
 Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
46. My Spanish teacher has a dynamic and interesting teaching style.
 Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
47. Spanish is a very important part of the school program.
 Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
48. My parents have stressed the importance Spanish will have for me when I leave school.
 Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
49. Native Spanish speakers are very sociable and kind.
 Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
50. Studying Spanish is important because it will enable me to better understand and appreciate the Spanish way of life.
 Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
51. I want to learn Spanish so well that it will become natural to me.
 Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
52. To be honest, I really have little interest in my Spanish class.
 Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree

53. Native Spanish speakers have much to be proud about because they have given the world much of value.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
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54. It would bother me if I had to speak Spanish on the telephone.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
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55. It is not important for us to learn foreign languages.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
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56. When I have a problem understanding something in my Spanish class, I always my teacher for help.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
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57. My parents urge me to seek help from my teacher if I am having problems with my Spanish.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
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58. My Spanish teacher is one of the least pleasant people I know.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
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59. Studying Spanish is important because it will be useful in getting a good job.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
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60. It worries me that other students in my class seem to speak Spanish better than I do.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
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61. I'm losing any desire I ever had to know Spanish.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
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62. Learning Spanish is a waste of time.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
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63. I would feel quite relaxed if I had to give street directions in Spanish.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
----------------------	------------------------	----------------------	-------------------	---------------------	-------------------

64. I like my Spanish class so much, I look forward to studying more Spanish in the future.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
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65. If I planned to stay in another country, I would try to learn their language.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
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66. My parents are very interested in everything I do in my Spanish class.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
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67. I tend to give up and not pay attention when I don't understand my Spanish teacher's explanation of something.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
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68. I don't understand why other students feel nervous about speaking Spanish in class.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
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69. My Spanish teacher is a great source of inspiration to me.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
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70. I plan to learn as much Spanish as possible.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
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71. I would like to know more native Spanish speakers.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
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72. Studying Spanish is important because I will be able to interact more easily with speakers of Spanish.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
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73. I would like to learn as much Spanish as possible.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
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74. To be honest, I don't like my Spanish class.
 Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
75. I would feel uncomfortable speaking Spanish anywhere outside the classroom.
 Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
76. Most foreign languages sound crude and harsh.
 Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
77. I really work hard to learn Spanish.
 Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
78. I would prefer to have a different Spanish teacher.
 Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
79. Studying Spanish is important because other people will respect me more if I know Spanish.
 Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
80. I get nervous when I am speaking in my Spanish class.
 Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
81. To be honest, I really have no desire to learn Spanish.
 Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
82. I think that learning Spanish is dull.
 Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
83. I would feel comfortable speaking Spanish where both Japanese and Spanish speakers were present.
 Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
84. I look forward to the time I spend in Spanish class.
 Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree

85. I enjoy meeting people who speak foreign languages.
 Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
86. My parents encourage me to practice my Spanish as much as possible.
 Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
87. I can't be bothered trying to understand more complex aspects of Spanish.
 Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
88. Students who claim they get nervous in Spanish classes are just making excuses.
 Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
89. I really like my Spanish teacher.
 Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
90. I love learning Spanish.
 Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
91. The more I get to know native Spanish speakers, the more I like them.
 Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
92. I wish I were fluent in Spanish.
 Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
93. I have a hard time thinking of anything positive about my Spanish class.
 Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
94. I feel anxious if someone asks me something in Spanish.
 Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
95. I would rather see a TV program dubbed into our language than in its own language with subtitles.
 Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
96. When I am studying Spanish, I ignore distractions and pay attention to my task.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
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97. My Spanish teacher doesn't present materials in an interesting way.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
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98. I am sometimes anxious that the other students in class will laugh at me when I speak Spanish.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
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99. I haven't any great wish to learn more than the basics of Spanish.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
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100. When I leave school, I will give up the study of Spanish because I am not interested in it.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
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101. I would feel calm and sure of myself if I had to order a meal in Spanish.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
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102. Spanish is one of my favorite courses.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
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103. My parents think I should devote more time to studying Spanish.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
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104. You can always trust native Spanish speakers.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
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The purpose of this part of the questionnaire is to determine your feelings about a number of things. We want you to rate each of the following items in terms of how you feel about it. Each item is followed by a scale that has a label on the left and another on the right, and the numbers 1 to 7 between the two ends. For each item, please circle any one of the numbers from 1 to 7 that best describes you.

1. My motivation to learn Spanish in order to communicate with Spanish-speaking people is: WEAK ___ 1: ___ 2: ___ 3: ___ 4: ___ 5: ___ 6: ___ 7 STRONG

2. My attitude toward Spanish speaking people is:
UNFAVOURABLE ___ 1: ___ 2: ___ 3: ___ 4: ___ 5: ___ 6: ___ 7 FAVOURABLE

3. My interest in foreign languages is:
VERY LOW ___ 1: ___ 2: ___ 3: ___ 4: ___ 5: ___ 6: ___ 7 VERY HIGH

4. My desire to learn Spanish is:
WEAK ___ 1: ___ 2: ___ 3: ___ 4: ___ 5: ___ 6: ___ 7 STRONG

5. My attitude toward learning Spanish is:
UNFAVOURABLE ___ 1: ___ 2: ___ 3: ___ 4: ___ 5: ___ 6: ___ 7 FAVOURABLE

6. My attitude toward my Spanish teacher is:
UNFAVOURABLE ___ 1: ___ 2: ___ 3: ___ 4: ___ 5: ___ 6: ___ 7 FAVOURABLE

7. My motivation to learn Spanish for practical purposes (e.g., to get a good job) is:
WEAK ___ 1: ___ 2: ___ 3: ___ 4: ___ 5: ___ 6: ___ 7 STRONG

8. I worry about speaking Spanish outside of class:
VERY LITTLE ___ 1: ___ 2: ___ 3: ___ 4: ___ 5: ___ 6: ___ 7 VERY MUCH

9. My attitude toward my Spanish course is:
UNFAVOURABLE ___ 1: ___ 2: ___ 3: ___ 4: ___ 5: ___ 6: ___ 7 FAVOURABLE

10. I worry about speaking in my Spanish class:
VERY LITTLE ___ 1: ___ 2: ___ 3: ___ 4: ___ 5: ___ 6: ___ 7 VERY MUCH

11. My motivation to learn Spanish is:
VERY LOW ___ 1: ___ 2: ___ 3: ___ 4: ___ 5: ___ 6: ___ 7 VERY HIGH

12. My parents encourage me to learn Spanish:
VERY LITTLE ___ 1: ___ 2: ___ 3: ___ 4: ___ 5: ___ 6: ___ 7 VERY MUCH