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Attitudinal And Motivational Factors That Most Influence A Change Of Attitude Toward The Learning Of Spanish Language And Culture

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ATTITUDINAL AND MOTIVATIONAL FACTORS THAT MOST INFLUENCE A
CHANGE OF ATTITUDE TOWARD THE LEARNING OF SPANISH
LANGUAGE AND CULTURE

A Dissertation

Presented To

The School of Graduate Studies

Department of Curriculum, Instruction and Media Technology

Indiana State University

Terre Haute, Indiana

In Partial Fulfillment

of the Requirements for the Degree

Doctor of Philosophy

by

Lucy Campbell

December 2008

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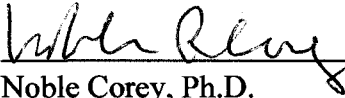
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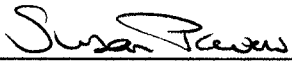
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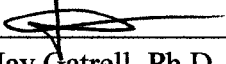
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ABSTRACT

This study aimed to investigate Indiana State University's *Foreign Language program* for Spanish 102 regarding attitudinal and motivational factors that influence student's changes of attitude toward different aspects of the Hispanic culture. This program requires students to take a foreign-language course for two semesters in order to meet overall graduation requirements. This research was based on Dr. Robert C. Gardner's (1985a, 2005) *Attitude and Motivation Investigations* theory. It used the Attitude/Motivational Test Battery (AMTB) instrument developed by Gardner (2004) to measure factors on Attitude and Motivation. These 5 factors were as follows: 1) Attitude toward the learning situation, 2) Integrativeness, 3) Motivation, 4) Instrumental orientation, and 5) Integrative orientation.

The instrument was administered to 97 Indiana State University Spanish 102 students enrolled in the spring of 2008 semester. The instrument responses for the sixth day of class (pretest) were compared to the responses for the last day of class (posttest) for the same students to measure a change among these factors. Final examination grade scores were used to study the degree of foreign language and culture proficiency associated with attitudinal and motivational factors in attitude change towards the learning of Hispanic language and culture.

Correlation analysis was conducted to identify the relationship between final exam scores and each one of the pretest and posttest scores of the 5 attitudinal and

motivational factors. Multiple regression analyses were conducted to evaluate how pretest factors 1-to-5 scores predict the final examination scores and how posttest factors 1-to-5 scores predict final examination scores. Finally, a MANOVA across all five factors was conducted to find a significant difference among age, sex and the 5 attitudinal and motivational factors that significantly influence the change of attitude towards the learning of Spanish language and culture.

The results revealed that the degree of attitude and motivation towards the different aspects of the Hispanic language and culture of students did not have a significant change during the examined semester. Moderate and weak positive correlations were found between pretest and posttest four factors and final exam scores. No significant correlation was found between *Instrumental orientation* factor and final scores for either pretest or posttest. None of the pretest or posttest factors was found to be significant predictor of final exam scores. The *Motivation* factor for pretest was found to be the only significant factor among all factors.

The results revealed significant main effects for gender. No significant main effect for age was observed. Interaction between gender and age was statistically significant when combined with all factors together. There was a significant effect of gender for pretest and posttest factor 5— *Integrative orientation*, but no significant effect on gender or age for the remaining four factors. In examining the interaction between gender and age for each one of the five factors, no significant interaction was observed.

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Chapter 1

INTRODUCTION

This study aimed to investigate Indiana State University's *Foreign Language program* for Spanish 102 regarding attitudinal and motivational factors that influence student's changes of attitude toward different aspects of the Hispanic culture. In the 2000-2001 school year, the Languages, Literatures, & Linguistics Department at Indiana State University implemented a program—through the *Basic Studies Foreign Language program*—which requires students to take a foreign language course for two semesters in order to meet overall graduation requirements. Beyond the linguistic objectives, the main goals of the *Foreign Language program* at Indiana State University are for students to learn how to

- examine issues of cultural differences, social values, and relationships;
- critically evaluate systems to compare and contrast the target language and culture with their own culture; and
- develop an awareness and sensitivity to cultural differences among people of the world.

In short, the program aims to guide students by reflecting on their language and cultural learning. Also, this program intends for students to develop learning skills as a

foundation for building a successful academic career. Hence, the present study examines attitudes toward Hispanic culture by applying concepts derived from experts in the field of social psychology (Gardner, 1985a). Research has shown that among the chief causes of *ineffective* foreign language learning are the negative emotional, motivational, and social-cultural factors that interfere with the reception and processing of the comprehension process (Gardner), that is, ways in which students perceive other people of the culture represented by the target language.

Numerous studies claim that when students understand a foreign culture, they have an advantage in learning the language of that particular foreign culture. Also, students respond positively toward the culture they are studying when foreign-language instruction is characterized by multicultural sensitivity lessons which utilize the *attitude change theory* (Mantle-Bromley & Miller, 1991).

Albarracin, Johnson, and Zanna (2005) recently discussed a theory of attitude change relevant to this study. These authors suggest that attitudes can be formed through cognitive, affective, and behavioral processes and expressed through cognitive, affective and behavioral responses. They argue that in the cognitive process the individual would interpret stimuli using the existing knowledge and would ultimately store the resulting perceptions or judgments in his memory.

They refer to the *affective process* as the feelings, moods, emotions and sympathetic, nervous-system activity the individual experiences. Finally, Albarracin et al. (2005) point out that behavioral theories have been used to explain responses and actions of an individual toward an object: “Although behavior has served as an outcome variable

in a wide range of attitude theories and research, it has also taken an important role in theories of the determinants of attitudes” (p. 126).

College students often do not wish to participate during class, particularly those who have had little to no exposure to the target language being learned. Observant, attentive teachers soon discover a link between students that exhibit elements of a poor self-concept and hostility toward the teacher. These factors increase the strength of students’ negative attitudes toward foreign-language culture.

History of the Topic

The curriculum of the *Foreign Language program* focused on responding to the necessity of education in the 21st century. One strategic goal of ISU as a whole was the “enhancement and advocacy of multicultural and international values” (*Indiana State University Strategic Plan for the 21st Century* (2000, p. 18). Through language, the Basic Studies (BS) curriculum claims that it can provide a learning experience in which students would be afforded the opportunity to gain the basic, practical skills and cultural knowledge necessary for success in a multicultural environment.

This program became part of the General Education Program at ISU and students are required to take a foreign language before they graduate. The elementary foreign language courses were to be divided into two, semester-based classes, referred to as 101 and 102.

In 101 (beginning level of the target language), students study five chapters of a selected, introductory-level language textbook. Through the study, students develop the necessary communicative components of the target language (listening, speaking, reading, and writing), while at the same time examining the target-language culture. In

102, students continue the study of the communicative components of the target language and explore its cultural aspects in more detail.

Course requirements were predetermined by the steering committee, which is composed of foreign-language instructors from the Languages Literatures and Linguistics Department at Indiana State University. Under these requirements, students of Spanish 101 and 102 will

- take four exams (where the four communicative components of the language and cultural component are assessed),
- conduct an oral presentation in the target language,
- write a cultural research paper (in English),
- carry out (with a classmate) an oral interview in the target language in Spanish 102 only,
- write 5 journal entries in English, reflecting on the process of language learning, and
- take a comprehensive, final examination.

The *Basic Studies* curriculum has an emphasis on integrating the common goals of general education and multicultural studies within the development of critical thinking skills to reach overall objectives of communicative competences, cultural awareness, sensitivity to diversity, and holistic application of strategies and skills for lifelong learning. *Standards for Foreign Language Learning* (National Standards, 1996) and the common goals of ISU's General Education Program were considered upon the creation of the Basic Studies curriculum.

Instead of outlining learning objectives, the syllabi outline realistic outcomes.

Students should be able to do the following:

- *Understand* most spoken target language intended for beginning-level college students, (regarding topics related to their daily lives).
- *Speak* in simple sentences in the target language about familiar topics with sufficient accuracy in pronunciation and grammar so as to be understood by persons accustomed to interacting with students of the target language.
- *Read* simple, edited articles on cultural topics (in Spanish), with an understanding of the main idea and some of the supporting details.
- *Communicate* in written, target language on a familiar topic with sufficient accuracy in grammar, spelling, punctuation, and vocabulary so as to be understood by persons accustomed to interacting with students of the target language.
- *Behave* appropriately in frequently-encountered social situations and demonstrate an understanding of significant cultural traits of the target-language speaking world (customs, lifestyles, attitudes, geography, and famous people).

Need for this Study

There is a lack of reliable, well validated tools to collect and analyze students' attitudes toward Hispanic culture at Indiana State University. While we find several measures of various aspects on attitude change, such as the results documented in 2004 by the Languages, Literatures & Linguistics Department scholars at ISU, there is much more work to be done in this area—especially in identifying attitudinal and motivational

factors in students' changes of attitude toward the Spanish language and cultures within this educational program. ISU general education program goals are aimed to help students to engage in critical thinking practices regarding different cultures. Therefore, it is important to identify the effectiveness of the instructional process of this program in achieving changes in students' attitudes.

The foreign language curriculum at ISU has been designed by language instructors and professors with experience in language education. It is intended to address the needs of students today and to complete the University's General Education goals. Students who experience the program are encouraged to continue with the study of the language because this will increase their marketability when seeking employment after graduation. The program recognizes and fulfills the need for a proficiency-oriented approach with student-centered lessons. Online activities, films, role playing, reading, listening, writing and oral activities are utilized throughout the lessons.

The program seeks to address the need of communicative competence by expanding the focus on the pragmatic application of foreign language study for professional, business, and private use. Due to the intentions of the program (listed above), it was important to discover the attitudinal and motivational factors that most influence students' language-learning experience of people of Hispanic countries. If factors that significantly influence the changes of attitude in students toward Hispanic culture were identified, the University must then create ongoing learning experiences that support and hone that positive change of attitude.

Statement of the Problem

Does the Languages, Literatures & Linguistics *Basic Studies Foreign Language program* at Indiana State University influence the attitude change in students toward the foreign language culture of Spanish?

Hypotheses

The hypotheses for this study were:

- There is a significant change of, pretest to posttest Attitudinal/motivational factors in the learning of Spanish Language and Culture among students who experience the *Foreign Language Program* at Indiana State University.
- There is a significant relationship between final exam grade scores and attitudinal/motivational factors that influence the change of attitude towards the learning of Spanish Language and Culture.
- There is a difference among how sex, age, ethnicity and the attitudinal/motivational factors significantly influence the change of attitude towards the learning of Spanish Language and Culture.

Limitations

The following were possible limitations of the study concerning sampling and procedures:

- The validity of measuring attitude relying on self-report measurement (which overtly asks participants to describe their attitudes) has been questioned by the Social-Psychology field (Albarracin et al., 2005).
- Attitude response to symbolic situations can be expressed with a non-verbal response, which cannot be measured by this study (LaPiere, 1934).

- Regarding ISU's political/legal frames, students are required to complete General Education classes in order to graduate. Part of General Education is the *Basic Studies* curriculum. Foreign-language classes are often composed of students who don't have an interest in foreign language classes and are simply taking the class because they must do so to graduate. It is difficult to teach someone who does not want to learn because he or she has no interest in the subject. The program would greatly benefit from increased support from the undergraduate General Education advisors who could take additional steps to motivate students to learn a foreign language.

Delimitations

The following were possible delimitations of the study concerning sampling and procedures:

- A significant number of Spanish 102 students dropped out after the first few days of class. All Spanish 102 students were invited to participate in the pretest and posttest of the study.
- Attitudinal and motivational factors that most influence students' changes of attitudes toward the Spanish language and cultures within this educational program were measured through 5 independent variables.
- A preliminary assessment of the achievement of the goals of the program was conducted in 2002. It is found in the Language, Linguistics and Literatures Department program files and it suggests positive results for the first year (2000-2001).

Assumptions

The following assumptions apply to the current research study:

- Students who participated in this survey responded honestly to each item of the survey.
- Students who are engaged in the *Foreign Language program* at Indiana State University will
 - understand and express foreign language meanings through listening, speaking, reading, and writing (using appropriate grammar),
 - express needs, feelings, and opinions through learning journal questions,
 - engage in basic conversations through carefully-prepared oral exercises in the target language,
 - examine issues of cultural differences, societal values, and relationships,
 - critically evaluate their own cultures and value systems through comparison and contrast to the target-language and culture,
 - examine prejudices toward the target language and target culture and develop a more accepting attitude regarding the differences,
 - think more effectively and develop openness, sensitivity and tolerance toward other languages and cultures,
 - write learning journal entries in English reflecting on their learning experiences. The learning journals (written in English) promote

students' *metacognitive* and *affective reflection* on the process of language and culture learning.

- include specific information about the language-learning strategies for each of the learning skills they utilize.

Chapter 2

LITERATURE REVIEW

The purpose of foreign language study in many universities in the United States is to prepare students to communicate with different cultures—most commonly the Hispanic culture with which students will have contact in the near future. Many studies explore the relationship of foreign language learning and achievement (Gardner, 1985a). However, there isn't evidence of studies exploring attitudinal/motivational factors among American students who take the Spanish language as a requirement for graduation. Many scholars in the field of language education find many misconceptions among American students regarding their interest in studying a foreign language (Mantle-Bromley, 1995). One of these misconceptions is that immigrants are responsible for learning English before they come or while they are in the US, so there is no need for English-speaking individuals to study a foreign language. According to Gardner, "North Americans are often considered to be poor learners of second language largely, they believe, because there is little need for learning another language" (p. 3). Mantle-Bromley, argues that some students enter their foreign language classrooms with attitudes, beliefs, and expectations that "may actually prove harmful to their success" (p. 383) in the study of a

foreign language. These arguments concerning foreign language study may contribute to students' poor attitudes regarding learning a foreign language.

This study aimed to investigate Indiana State University's *Foreign Language program* for Spanish 102 regarding attitudinal and motivational factors that influence student's changes of attitude toward different aspects of the Hispanic culture. In order to explore students' change of attitudes regarding Hispanics, it was necessary to clarify variables that may affect this change. The following aspects of the culture have been identified as variables for this study:

- Attitude toward the learning situation
 - Evaluation of the course
 - Evaluation of the instructor
- Integrativeness
 - Attitudes toward the target language group
 - Interest in foreign language
- Motivation
 - Motivational intensity
 - Attitudes toward learning the target language
 - Desire to learn the target language
- Instrumental orientation
- Integrative orientation

In this chapter, attitude theories concerning foreign-language learning were discussed from the language attitude perspective. Concepts of "culture" in foreign

language learning were also explored. Findings of similar research regarding students' change of attitudes toward the study of a foreign language culture were shared.

Attitude

“Definitions of attitude have varied over the years, although they have centered on evaluation that is associated with, or directed toward, a particular entity or *attitude object*” (Albarracín et al., 2005, p. 744). Gardner (1985a) and Baker (1992) use abstract words such as mental readiness, affective reactions, individuals' beliefs, individuals' opinions and a target object toward which the subject acquires some type of relationship. For this study, the most appropriate definition of attitude as related to motivation, as used by Chambers (1999) is

the set of values which a pupil brings to the foreign language learning experiences. It is shaped by the pay-offs that she expects; the advantages that she sees in language learning. The values which a pupil has may be determined by different variables, such as experience of learning the target language, of the target language community, experience of travel, the influence of parents and friends and the attitudes which they may demonstrate and articulate. (p. 27)

Baker (1992), points out two components of language attitudes: an instrumental orientation and an integrative orientation. The first has to do with “pragmatic” and “utilitarian motives” (p. 32) where the individual is motivated to learn a foreign language because he or she believes that it is important “for vocational reasons, status, achievement, personal success, self enhancement, self actualization, or basic security and survival” (p. 32). The second component, according to Gardner (1985a), refers to the individual's “identification” or “attachment” with the target language and its culture.

Furthermore, Gardner and Lambert (1959) argued that students whose orientation was “integrative” were generally better motivated to be engaged in the learning of the target language.

Another important aspect concerning this research was the classification of attitudes as educational or social. The first classification, according to Gardner (1985a), has to do with the educational aspects of the language, in the case of this study to students’ attitudes toward Spanish course materials, small group discussion within the class, and teacher-student interaction during and after class. The second classification, Social attitudes, revolves around the learning of a foreign language within a cultural context. Gardner theorizes that

Attitudes toward French Canadians, ethnocentrism, and anomie, for example, gain their significance because they refer to the individual’s attitudinal disposition towards social groups, in group or out-group, which might influence second language acquisition....educational and social attitudes appear to play a role in the second language learning process. (p. 42)

The exploration of ISU students’ attitudes and interests towards Hispanic culture and language suggests an exploration of the social attitudes to which Gardner refers.

This study, as is the case with many others that research language attitude, acknowledges Gardner’s (1979, 1983, 1985a) social-psychological theory of second language acquisition model as a theoretical foundation which can illustrate the relationship between attitudes toward a target language and language acquisition. Gardner points out four variables which relate to students’ foreign language acquisition: Social milieu, individual differences, language acquisition contexts, and outcomes.

Gardner (1985a) examines the social milieu from which the individual comes. He argues that the community where the individual lives passes on to the individual beliefs about language and culture. The individual differences refer to what students bring to the classroom, such as their individual levels of intelligence, language aptitude, level of motivation, and anxiety. For the language acquisition context, Gardner explains that students can acquire language in a formal and informal context.

The formal context, Gardner (1985a) explains, refers to student language learning which occurs in a classroom, when the instructor presents the language with exercises of grammar and vocabulary using training, instruction and drills. The informal approach has to do with learning a foreign language in an environment in which instruction is not the primary methodology. Individuals learn language by watching television in the target language, talking to people in the target language or simply by listening to a radio programming for both learning and pleasure (Baker, 1992).

Finally, Gardner (1979, 1983, 1985a) discusses two different possible outcomes, linguistic outcomes and non-linguistic outcomes,¹ which students can develop from the language learning experience. The element of the model that Gardner proposes shows an interactive and cyclical process in language learning affecting each other. Baker (1992) sees the importance of this model:

The mention of attitudes suggests that the model is not static but dynamical and cyclical. Outcomes feed back into the model. The experience of the classroom or film affects attitude which affects motivation which, in a never ending cyclical

¹ According to Baker (1992), an example of bilingual proficiency could be student's fluency of vocabulary and pronunciation of the foreign language and non-linguistic outcomes are the student's beliefs, cultural values, self-concept and attitude.

process, then affects continued experience in the classroom or other environment.

(p. 40)

All these variables interconnect, creating a relationship of the individual with his or her own language and culture and the new language and culture. This justifies the proposal of this study—that students who come to ISU attend Spanish classes with an attitude that may become affected by their participation in the ISU Foreign language program.

Attitude Change

Scholars argue when students have the chance to be involved in a language learning experience connected to a different culture—while they also have the chance to analyze their own culture—a change of attitude can occur (Friedman, 1997). Scholars in the language field claim that when a person's own evaluation or appraisal of an object, person or event experience inconsistencies or understand a difference a change of attitude could arise. Triandis (1971) argues that a change of attitude can be attributed to the types of communication to which the individual is exposed:

If a communication changes a person's cognitive component, there will be a tendency for the affective component to change. Similarly, an experience that changes a person's way of feeling about the attitude object will tend to change his cognition about it. (p. 72)

In short, learning about different cultures can be an important aspect of students' learning processes in general. Whether or not they change their attitudes toward a different culture, they are encouraged to think and make distinctions about the world around them.

Culture

Many scholars define culture by accommodating their interpretations of the term to their own needs. Scholars have been struggling to define culture within the current curriculum. However, many foreign language programs acknowledge that culture has many components, and it must be taught within the context of the foreign language learning.

Tang (2006), in his article *Beyond behavior: Goals of cultural learning in the second language classroom*, points out the Hammerlian model as one of many formulated to be followed by today's foreign-language programs. This model explains culture within the parameters of achievement culture, informational culture, and behavioral culture. Another model advocated by many scholars is the concept of culture with big "C" and culture with small "c" and the concept of culture with "K". Each one of the above promotes the study of culture in a different way:

- Culture with a big "C" refers to the study of formal cultural aspects of art, history, literature and acknowledged writers and language scholars.
- Culture with a small "c" refers to the study of cultural customs, colloquial uses of language, and understanding and communicating with people who speak the target language.
- Culture with "K" refers to the study of language usage by the young generation (et. al. communicating messages by phone text message using abbreviated symbols instead of a complete sentence) (Mir, 2005).
- Also, many foreign language programs support the study of culture parallel to the "5 C's" (Communication, Culture, Connections, Comparisons,

Communities) from the *Standards for Foreign Language learning in the 21st century*. The cultural component states:

Cultural understanding is an important part of world languages education. Experiencing other cultures develops a better understanding and appreciation of the relationship between languages and other cultures, as well as the students' native cultures. Students become better able to understand other people's points of view, ways of life, and contributions to the world².

However, there are scholars who argue that the communicative element of the language is neither sufficient nor realistic because the lack of available time for instruction, the lack of teacher preparation to teach culture, and/or the context in which teaching culture takes place is inappropriate (Schulz, 2006).

Tang (2006) advocates that today students are studying the “Three Ps” (perspectives, products, and practices) as the *Culture* component suggested in the *Standards for Foreign Language learning in the 21st century*:

- Standard 4: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
- Standard 5: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
- Standard 6.4.4: Analyze the changes in practices between the Roman Empire and the later societies in which Latin was used.

² The final edition of the Indiana Academic Standards for Foreign Language was published in 2001 and continues to be used in foreign language development programs.

Tang (2006) and other scholars argue that the approach to teaching culture is still a puzzle and no one knows if the identified culture elements are appropriate, inclusive and definitive. However, the different components of culture should be presented relative to each other. According to Tang a group of ideas, values and practices of a particular cultural group are interconnected and each one of these elements play an important role in identifying the characteristics of this particular cultural group.

Moreover, scholars concur in the importance of teaching culture as part of a foreign-language program:

Culture, therefore, plays a crucial role in effective communication not only because it represents the sum total of shared ethnic experiences but also because it shapes the life experiences of the individual who plays a part in it as a member of a giving, cultural community. (Tang, 2006, p. 88)

The recognition of the importance of studying “culture” as part of the American curriculum is significantly evident in higher education. It is found to be an important part of the Indiana State University curriculum. The Foreign Language program at Indiana State University is designed after the University’s Strategic Initiatives which read:

In an increasingly global world, holistic growth and development for ISU students must include an appreciation for and comfort with diversity and multicultural issues. The University and each member of its community must continue the activities and commitments that have led to the achievements reported in the NCA Self-Study Report and that will make an ISU education a distinctive experience characterized by an awareness of ethnic, cultural, and international values.

(Indiana State University, 2000, p. 24)

The department's curriculum (which complements the multicultural studies element of the University General Education Program) has its own cultural point of view which was an important part of this study. According to the Foreign Language program, the students of Spanish, in the process of language acquisition, would not only be faced with new vocabulary, grammar and pronunciation but would also be encouraged to accomplish many tasks including examining, evaluating, comparing, and developing awareness toward the target culture. They will do the following: Examine issues of cultural differences, social values, and relationships, critically evaluate systems to compare and contrast the target language and culture with their own culture, and develop an awareness and sensitivity to cultural differences among peoples of the world.

This study acknowledged the point of view from which the Hispanic culture is examined and the way students are encouraged to study it in this program. However, the Foreign Language program has never officially defined what culture is or what dimensions of culture students ought to acquire. Instead, its curriculum encourages students to write learning journals in their native language so students are free to express their thoughts about culture. Calvin and Rider (2004), in their article *Not Your Parents' Language Class: Curriculum Revision to Support University Language Requirements* claim "The learning journals in English, promote student metacognitive and affective reflection on the process of language and culture learning" (p. 15). ISU students have the chance to reflect upon what culture means for them. Students write three reflective learning journals throughout the semester and a final reflection on their final examination. These journals address the department's program standards: communication skills, cultural awareness, diversity, and holistic application.

Some of the questions for Spanish 102 students regarding the above departmental standards ask students for a reflection about cultural aspects of the language.

Some of the series of questions regarding culture for the first week of class are the following:

- Describe your emotions as you begin this course and the role that your previous language experience has on those emotions. For example, are you confident or unsure of yourself? Excited or resigned? Do you have fears about learning a language?
- Have you had other successes that will help you with language learning? Have you had any opportunities to apply your knowledge of the foreign language since you last studied it?
- What is culture? From where does it come? How do we learn our culture? How do we know what is considered appropriate behavior in our culture?
- Have you found yourself thinking about a new perspective or different value system since you began this class? Describe your thinking.

Ten percent of the Spanish students' final examination grade is a question—formulated in English—on their final journal entry reflection of what they have learned about culture. These questions are labeled *Cultural awareness* and *Holistic application of learning*. For the final examination, students are encouraged to revise their four, semester language journal entries and complement their reflections after the instructor's feedback. They are expected to respond with a final, revised version (in English) of what they think about the Hispanic culture. The questions are divided in two sections. The first

section contains questions addressing cultural awareness, and the second section contains questions addressing a holistic application of learning:

Cultural Awareness:

- What are some of the most interesting aspects of Hispanic culture and values and in what way has learning about them made you more aware of your own culture and values?
- How has this course changed or expanded your perceptions about Spanish speaking people, their language, and their culture(s)?
- How has it changed or expanded the way you might behave toward or interact with Hispanics? When describing the change, be sure to explain or explore the ideas and attitudes you had *before* this class and whether that affected your prior interaction with native Spanish-speakers.
- How has what you have learned influenced the way you would react toward OTHER foreign cultures?

Holistic Application of Learning:

- Discuss the strategies and/or skills developed during the language learning process in this course which may have influenced your learning in
 - other subjects on campus this semester, or
 - may have prepared you for other subjects in the future.
- Describe a possible setting in which you might apply your new cultural and language knowledge for your present or future enjoyment or your own enrichment.

There is no evidence of what type of feedback, if any, instructors are providing their students throughout the semester. However, there is a rubric to evaluate this graded component of the final examination which helps students better organize their thoughts.

For this study, it was necessary to explore a definition within the parameters of the foreign language program's cultural standards expectations. The following definition from Bonvillain's (2003) *Language, Culture and Communication* book, contains some of these elements: "An implicit, often non-conscious, construction of reality that is created, shared, and transmitted by members of a group" (p. 70).

This research took into consideration the above definition of culture within the University *Foreign Language program* cultural standards in the modified version of the Attitude/Motivation Test Battery (AMTB) survey instrument to investigate the students' changes of attitude toward the Hispanic people's language and culture.

There are many scholars who argue that English-speaking North American' students come to the Spanish classrooms with many misconceptions of the Hispanic culture and with very little knowledge of what the Spanish culture really is. Among them is Sunnarborg (1992) who affirms: "Many of the students that second language teachers encounter will have an appalling ethnocentrism, and most will have misconceptions of the cultures that they are studying" (p. 2). Yet, many educational and political institutions are aware of the business value of learning and understanding foreign cultures. Also, many Americans see this as a necessity to improve technology and the Country's economy (Hadley, 1993). Hadley points out the increase of college enrollments in 1991 by the Modern Language Association surveys. Also, she argues that people's lack of knowledge about foreign culture is the cause of their negative views

toward different cultures. She advocates that, in spite of this nation still being seen as a nation of “monolinguals,” a cultural understanding within language programs needs to be developed “valuing the ethnic and cultural diversity must continue to be a high priority in education as our students learn to live in an increasingly independent world” (p. 356).

Mantle-Bromley (1995) claims that students do come to the foreign-language classes with preconceived attitudes toward foreign-language cultures that can affect their learning process about different cultures. Also, she argues, that teachers have the potential to create a positive classroom environment by creating lessons that aim at positive attitude-change toward culture. She argues that many teachers in the United States classrooms do not know how or what to teach about culture. Also, she states that teachers can’t seek to change students’ attitudes toward a culture because they are not aware of what students think about the language and culture. Mantle-Bromley and Miller (1991) suggests some ideas about teacher’s classroom performance in their study “qualitative observations and data collection demonstrated this teacher’s inability to maintain a constructive learning environment” (p. 397).

In general, teachers limit their cultural teaching to pointing out cultural information such as geography, food, and/or music but do not know how to teach students to appreciate and respect different values and norms or better understand and respect culture. This too often results in a lack of change of attitude of the students regarding different cultural groups (Acheson, 2002). Sullivan (2006), points out the proper preparation of foreign language teachers and the validity of foreign language programs. He refers to the *American Council on the Teaching of Foreign languages* (ACTFL) and the *National Council for the Accreditation of Teacher Education* (NCATE)

as institutions promoting guidelines which advocate the design and assessment of foreign language programs at the high school and higher education program levels. Sullivan contends that these institutions have approved and revised standards for teachers' accreditation, which are too broad, time consuming and difficult to endeavor to do—especially in higher education where professors need time for research “Stakeholders should have a voice in shaping the purpose and direction of the program and its curriculum” (p. 592).

Finally, there is a broad dimension of what culture actually is and what it represents. In The Foreign Language program at Indiana State University, students are experiencing language and culture. Also, students are certainly responding to this program by reflecting and writing on different elements of cultures. Hence, in the process of acquiring foreign language cultural elements, learners face many factors that vary from that with which they are acquainted. Also, learning about different culture can be seen as a difficult challenge, especially in the area of understanding different elements of culture. There is more to learn in the area of foreign-language cultural teaching and a need for an appropriate, cultural content organization.

Earlier Findings an Attitude Change Toward Culture

The following findings agree with Gardner's (1985a) attitude change theory. According to Gardner's Socio Educational Model, there are four variables that intertwine with one another in the change of attitude: social milieu, individual differences, language acquisition contexts, and outcomes. He claims that cultural beliefs influence the degree to which these variables affect language and cultural acquisition. Friedman (1997)

conducted a study based on Gardner's attitude change theory to explore the relationship between Spanish-language study and attitudes. She posed the following questions:

- What are students' attitudes toward learning a foreign language?
- How stereotypical were the students' ideas of Spanish speakers and their culture?
- What factors were related to these attitudes?
- Was there a difference between the attitudes of first and fourth semester Spanish Students?
- If so, what factors contributed to the change in attitude? (p. 101)

For the first question, she found that students' attitudes toward foreign language learning were "fairly" negative. However, she claims that students' attitudes toward foreign-language learning could improve if students have increased exposure to the target language. She also claims that attitudes toward the Spanish class and toward the teacher influence the development of positive attitudes to foreign language learning.

For the second question, she found that students have "fairly" stereotypical perceptions of native Spanish speakers. She also found that the increase of a variable such as integrative motivation and age at time of study of a foreign language, contributed to less stereotypical perceptions of Spanish speakers. For the next question, she found that instrumental motivation, which measures the practical reason students study a foreign language, attitudes toward Spanish class, and attitudes toward the teacher, professional group, age, was a factor related to attitude change.

Finally, she discovered attitudes toward foreign-language study improved as students spent more time in the foreign language program. However, this wasn't the main factor for the students' change of attitudes toward the Spanish class. Therefore, my

study seeks to identify factors that most influence students' change of attitude to the Spanish language and culture.

Mantle-Bromley (1995) conducted a study to gauge the effects of multicultural lessons on attitudes of Spanish students toward the Spanish language and culture. This scholar also used Gardner's attitude change theory. From Gardner's theory, the study pointed out that "direct exposure to the object of the attitudes is only one of the various methods used to improved attitudes" (p. 418). Mantle-Bromley's study concluded that after students took Spanish lessons, some students' attitudes were "less than positive" towards Spanish speakers and their culture during the first weeks of attending the multicultural lessons. Mantle-Bromley's study results also indicated that students' attitudes were more positive when multicultural sensitivity lessons, using the attitude change theory, were incorporated into the curriculum. Her study also pointed out some benefits related to positive attitude toward the target language and culture:

1. positive attitudes are related to increased achievement in second language acquisition;
2. positive attitudes keep students in the language program longer; and
3. positive attitudes increase desired student behaviors in the classroom (p. 424).

In 2003, Gardner partnered with Masgoret, from Victoria University of Wellington, to investigate the relationship of second language achievement to five attitude/motivation variables from Gardner's socio educational model. They used Gardner's Attitude/Motivation Test Battery and other measures of second-language achievement. They found out that integrativeness, attitudes toward the learner situation, motivation, integrative orientation, and instrumental orientation are positively related to

achievement in a second language. They also found that motivation has an important role in the achievement of mastery of a second language. It found high correlation to achievement compared to other variables. Motivation was also found to be influenced by other variables, like attitudes toward the learning situation and integrativeness (Masgoret & Gardner, 2003).

In 2006, Hernandez investigated three variables using Gardner's change of attitude theory: integrative motivation, instrumental motivation, and the need to fulfill a foreign language requirement. He intended to predict scores on a simulated oral proficiency interview and to predict the desire to enroll in a foreign language class after the completion of the school foreign language requirement. Hernandez's study found integrative motivation and the foreign language requirement to be significant predictors of students' willingness to continue with the study of the Spanish language. Also, it was found that integrative motivation was a significant predictor of oral proficiency. Hernandez also points out Gardner and Lambert's (1959) early concept on integrative motivation: "interest in foreign languages, and desire to interact with native speakers of the target language and culture, and positive attitudes toward these people and their culture" (p. 605).

Price and Gascoigne (2006) conducted an investigation and found evidence on the current perceptions and cultural beliefs of college students toward the study of foreign language and culture. At the University of Nebraska at Omaha, students strongly support the study of foreign language and culture. Positive student arguments are related to cultural understanding and the benefits that cultural knowledge can bring.

African-American students at the University of Texas at Austin suggested the inclusion of foreign language requirement (Moore, 2005).

Finally, attitudes toward the study of foreign language and culture have been recognized as influential factors in the degree of success experienced by language-learning students. Further, earlier studies show that attitude can be influenced when students obtain a better understanding of the target language and culture.

Conclusion

Attitude toward a foreign language culture can be seen from different angles in the field of foreign language and culture. This research was built on the works of previous investigations which refers to the reactions an individual may acquire toward an object of study. Moreover, this study lends support to Gardner's (1979, 1983, 1985a) social-psychological theory. According to Gardner, students' attitudes toward language and culture can be influenced by the environment from whence the student comes, individual differences, the environment where the language is taught and the eventual outcomes.

On the other hand, this study examined the difficulty of defining what the term *culture* really signifies. Nevertheless, the change of students' attitudes toward the culture and language of Hispanics were the aspects this study attempted to investigate.

Indiana State University's foreign language program advocates the study of the foreign language culture of Spanish, following Indiana State University's current Strategic Initiatives cultural components. Also, the program follows the guidelines suggested by *Standards for Foreign Language learning in the 21st century* for the study of foreign language and culture.

Therefore, students are exposed to the cultural component of the Spanish language. Also, they are responsible for sharing their reaction to different cultures in their learning language journals where they are examining, evaluating, comparing, and developing awareness toward the target culture.

There has not been an official report of student's attitudes regarding the foreign language and culture of Spanish (or other foreign languages) in recent years at Indiana State University. Other recent studies show that variables such as social milieu, individual differences, language acquisition contexts, and outcomes are possible influences on students' changes of attitude toward a foreign culture. Previous studies show a significant improvement of students' positive attitudes toward other cultures when students were engaged in the process of learning the foreign language and culture.

Chapter 3

METHODOLOGY

This study investigated attitudinal and motivational factors that influence the change of attitude toward the learning of Spanish language and culture in students who experience the Foreign Language program at Indiana State University. It used the English-language version—modified into the study of the foreign culture and language of Spanish—of the Attitude/Motivational Test Battery (AMTB) instrument developed by Gardner (1985a) to measure factors such as:

- Attitude toward the learning situation
 - Evaluation of the course
 - Evaluation of the instructor
- Integrativeness
 - Attitudes toward the target language group
 - Interest in foreign language
- Motivation
 - Motivational intensity
 - Attitudes toward learning the target language
 - Desire to learn the target language

- Instrumental orientation
- Integrative orientation

The AMTB instrument responses for the sixth day of class, Spanish 102 students for spring 2008 (pretest) were compared to the last day of class (posttest) for the same students to measure a change among these factors. Final examination grade scores were used to study the degree of foreign language and culture proficiency associated with attitudinal and motivational factors in attitude change towards the learning of Hispanic language and culture. Finally, this research studied the score difference between pretest posttest of the attitudinal and motivational factors and sex, age, and ethnicity.

Research Questions and Hypotheses

The research questions for this study were:

1. Do attitudinal and motivational factors in the learning of Spanish language and culture in students who experienced the Foreign Language program at Indiana State University change?
2. What is the relationship between final exam grade scores and attitudinal and motivational factors that influence the change of attitude towards the learning of Spanish language and Culture?
3. What is the difference among sex, age, ethnicity and the attitudinal/motivational factors that significantly influence the change of attitude towards the learning of Spanish Language and Culture?

The hypotheses for this study were:

1. There is a significant change, pretest to posttest attitudinal and motivational factors in the learning of Spanish language and culture in students who experienced the *Foreign Language program* at Indiana State University.
2. There is a significant relationship between final exam grade scores and attitudinal and motivational factors that significantly influence the change of attitude towards the learning of Spanish language and culture.
3. There is a difference among sex, age, ethnicity and the attitudinal/motivational factors that significantly influence the change of attitude towards the learning of Spanish Language and Culture.

Sample Procedure

The sample population for the study was Indiana State University Spanish 102 students enrolled in the spring of 2008 semester. According to Indiana State University Spring 2008 bulletin of classes, 6 sections of Spanish 102 were offered for that term with approximate enrollments of 30 students per class for a total of 180 students. All students were invited to participate in the study. Sex, age and ethnic group factors were considered for the study.

Instruments

The AMTB measuring instrument (English version) was designed to measure the non-linguistic aspects of learning a foreign language. “Non-linguistic goals emphasize such aspects as improved understanding of the other community, desired to continue studying the language, and interest in learning other languages, etc.” (Gardner, 1985b. p. 1).

The AMTB measurement instrument (English Version) measures the non-linguistic—attitudinal and motivational—aspects associated with students that are learning English as a second language (not U.S. students). It was originally designed by Gardner in 1958 for French language research in Canada in elementary and secondary education. It has been modified for different class levels and revised by Gardner himself and his colleagues in recent years. Its reliability and validity has been reported in Gardner's previous literature as well as its attitudinal/motivational characteristics associated with foreign language proficiency (Gardner, 1985a).

For this study, the AMTB measuring instrument (English Version) was changed due to the new context. The heading of the modified AMTB instrument for this study contained general information regarding sex, age, and ethnic group (from the point of view of family descendent):

- The sex factor had two values; male and female.
- The age factor had three values; age 18 to 24, age 25 to 34, and age 35 and up.
- The ethnic group factor from the point of view of family descendent had two values; Hispanic and non-Hispanic.

The word English in each one of the statements of the instrument was changed to Spanish. Also, the word teacher was changed to instructor for the college setting. The AMTB measuring instrument (English Version) contained 104 questions sorted into twelve sub-scales or categories. Seventy-six questions sorted into 5 sub-categories were adopted as factors for this study.

The statements in the instrument were positively and negatively worded. It used a six-item Likert scale ranging from *Strongly Disagree* (1) to *Strongly Agree* (6). These sub-categories include the following:

- 10 items on “Spanish Course Evaluation”
- 10 items on “Spanish Instructor Evaluation”
- 8 items on “Attitude Toward Spanish-speaking people”
- 10 items on “Interest In Foreign Languages”
- 4 items on “Integrative Orientation”
- 10 items on “Motivational Intensity”
- 10 items on “Attitudes Toward Learning Spanish”
- 10 items on “Desire to learn Spanish”
- 4 items on “Instrumental Orientation”

Each sub-scale was shown to have strong construct validity (Masgoret & Gardner, 2003).

Gardner, in the Canadian Association of Applied Linguistics/Canadian Linguistics Association joint plenary talk in 2005, explained the AMTB internal consistent reliability results. The AMTB reliability was examined in four different countries. His results suggested that if the researcher pays attention to adapting the full AMTB to other cultural settings, the results gained will be consistent with the results gained in Canada. Also, he argued that the AMTB instrument could provide further support for the validity of his proposed attitudinal and motivational model, the socio-educational model (Gardner, 2005).

The final examination for the Spanish 102 students consisted of two aspects: the communicative skills and the cultural skills. The communicative skills assessed the speaking, listening, grammar/structure, writing and reading components of the target foreign language. The cultural skills assessed the students' cultural awareness, diversity sensitivity and holistic application toward the target foreign language. The cultural awareness section contained factually-oriented questions tested in a matching, multiple choice, or true false manner. Also, it was related to practices, customs, geographical information, people, and products of the target language. Students received the questions related to the diversity sensitivity and holistic application toward Spanish in advance and in English for the essay component of the exam. Students responded to these questions—in advance in English—for 10% of their final examination grade. Scores for the final exam were graded on a scale of 100 points which signified 20% of their total class grade.

Data Collection Procedure

A cover letter with sufficient copies of the modified version of the AMTB measurement instrument was given to each Spanish 102 instructor requesting his or her participation in the study. The letter explained the purpose of the study and the method of data collection. The letter stated the specific dates when the instrument needed to be administered (the sixth day of class and the final day of class). It also stated the approximate time for completion.

According to the *Gardner AMTB Technical Report* (Gardner, 1985b), the AMTB test takes approximately 30 minutes. The subjects were encouraged to provide their immediate reaction response to each statement as accurately as possible by the written instructions given in the instrument. It was assumed that the respondents honestly

marked the alternatives given in the instrument. The instrument also requested that students not write their names in the instrument, but, instead write the three last numbers of their ISU identification card number to ensure confidentiality. Finally, each participant's final examination score was provided by instructors labeled with participant's three last numbers of his or her ISU identification card number. To increase the accuracy of the time when the test should be given, a letter with instructions was provided to each instructor.

Statistical Analysis

The data for this study was coded using the Statistical Package for Social Science (SPSS). The instrument's Likert scale was entered into the SPSS program from *Strongly Disagree* (1) to *Strongly Agree* (6) for the positively worded questions. It was reversed from *Strongly Agree* (1) to *Strongly Disagree* (6) for the negatively worded questions.

The following measures were used to answer the study questions:

1. *Do attitudinal and motivational factors in the learning of Spanish language and culture in students who experienced the Foreign Language program at Indiana State University change?*

The Independent variables were the following factors: 5 AMTB survey instrument sub-categories. The dependent variables were pretest and posttest scores of the attitudinal and motivational factors that significantly influence the change of attitude towards the learning of Spanish language and culture in students who participated in the *Foreign Language program* at Indiana State University. These 5 factors were: Attitude toward the learning situation, Integrativeness, Motivation, Instrumental orientation, and Integrative orientation.

Five Repeated Measures Analysis of Variance ANOVA between pretest scores and posttest scores were run for each one of the 5 AMTB instrument sub-categories to generate a significant change in the factors.

2. *What is the relationship between final exam grade scores and attitudinal and motivational factors that influence the change of attitude towards the learning of Spanish language and Culture?*

A correlation was run to identify the relationship between final exam scores and pretest scores of attitudinal and motivational factors that significantly influenced the change of attitude towards the learning of Spanish language and Culture. A second correlation was run to identify the relationship between final exam scores and posttest scores of these factors. A multiple regression analysis for pretest scores and final examination scores was conducted as means of analyzing the contribution of each of these 5 factors as predictors of final exam scores. Also, another multiple regression test was run for posttest scores and final examination scores to find out what factors on the posttest are predictors of final examination scores.

3. *What is the difference between sex, age, ethnicity and the attitudinal/motivational factors that significantly influence the change of attitude towards the learning of Spanish Language and Culture?*

A Multivariate Analysis of Variance MANOVA was conducted to look for a significant difference between age, sex and ethnicity, and the 5 attitudinal and motivational factors.

Chapter 4

RESULTS

The results of this research were presented in three sections. The first examined whether or not attitudinal and motivational factors have changed in the learning of Spanish language and culture among students who experienced the Foreign Language program at Indiana State University. The second part investigated the relationship between final exam grade scores and attitudinal and motivational factors that influence the change of attitude towards the learning of Spanish language and culture. The third section examined the difference between sex, age, ethnicity and the attitudinal/motivational factors that significantly influence the change of attitude towards the learning of Spanish Language and Culture.

One hundred and twenty students participated in the pretest and 97 students participated in the posttest. A total of 23 students, who participated in the pretest, dropped the class during the semester. Hence, only 97 pretest and posttest responses were used in this investigation. The ethnicity variable was omitted due to an absence of non-Hispanic from the point of view of family descendent participants. Distribution of participants by gender, age, and ethnicity is shown on table 4.1. Data for this study were entered in an Excel file then, translated into SPSS for analysis. The instrument's Likert

scale was entered into these computer programs from *Strongly Disagree* (1) to *Strongly Agree* (6) for the positively worded questions. The negatively worded questions were reversed from Strongly Agree (1) to Strongly Disagree (6).

Change in Attitudinal and Motivational Factors

To answer question one, 5 AMTB survey instrument sub-categories were entered as the independent variables. The dependent variables were pretest and posttest scores of the attitudinal and motivational factors that significantly influence the change of attitude towards the learning of Spanish language and culture in students who participated in the Foreign Language program at Indiana State University. These 5 factors were as follows: Attitude toward the learning situation, Integrativeness, Motivation, Instrumental orientation, and Integrative orientation.

Five Repeated Measures Analysis of Variance ANOVA at the .01 level of significance between pretest scores and posttest scores was conducted for each one of the 5 AMTB instrument sub-categories to generate a significant change pretest to posttest in the factors. There was no difference pretest to posttest in factor 1—Attitude toward the learning situation, $F(1, 96)=.409, p > .01$. A minimal effect size (.004) was observed. There was no difference pretest to posttest in factor 2—Integrativeness, $F(1,96)=.382, p>.01$. A minimal effect size (.004) was observed. There was no difference pretest to posttest in factor 3—Motivation, $F(1, 96)=.925, p>.01$. A minimal effect size (.010) was observed. There was no difference pretest to posttest in factor 4—Instrumental orientation, $F(1, 96)=.915, p>.01$. A minimal effect size (.009) was observed. There was no difference pretest to posttest in factor 5—Integrative orientation, $F(1, 96)=.040, p>.01$.

No effect size (.0) was observed. Descriptive statistics for pretest and posttest factors and ANOVA results are presented in tables 4.1 and 4.2.

Table 4.1

Distribution of Participants by Gender, Age, and Ethnic Group From the Point of View of Family Descendent

Gender	Age	Ethnic group		Number (n=97)
		Hispanic	Non-Hispanic	
Male	18 to 24	0	0	51
	25 to 34	0	0	10
Female	18 to 24	0	0	30
	25 to 34	0	0	6

Table 4.2

Descriptive Statistics for Pretest and Posttest factors

Factors	# of items	Mean	SD
Pretest Attitude toward the learning situation	20	83.20	15.97
Posttest Attitude toward the learning situation	20	84.19	17.85
Pretest Integrativeness	18	74.73	14.28
Posttest Integrativeness	18	75.45	15.59
Pretest Motivation	30	124.21	28.18
Posttest Motivation	30	122.19	30.86
Pretest Instrumental orientation	4	17.13	3.80
Posttest Instrumental orientation	4	16.77	4.33
Pretest Integrative orientation	4	18.60	4.05
Posttest Integrative orientation	4	18.53	3.78

Table 4.3

Repeated Measures ANOVA Results

Factors	F	Sig.	Eta squared
Attitude toward the learning situation	.40	.52	.004
Integrativeness	.38	.53	.004
Motivation	.92	.33	.010
Instrumental orientation	.91	.34	.009
Integrative orientation	.04	.84	.000

It is interesting to note that since the instrument's Likert scale was used, the responses below 4 indicate distinct agreement (Slightly Agree (4) to Strongly Agree (6)). Statements at or below 3 indicate distinct disagreement (Strongly Disagree (1) to Slightly Disagree (3)) with the statement. Most preferred and least preferred pretest and posttest statements for the Test Battery (AMTB) instrument are shown from Table 4.4 to Table 4.8.

Table 4.4

Means for Pretest and Posttest Factor 1: Attitude Toward the Learning Situation

Pre	Post	Statements
Most Preferred Positively Worded Statements		
4.5	4.6	I look forward to going to class because my Spanish instructor is so good.
4.2	4.4	My Spanish instructor has a dynamic and interesting teaching style.
4.0	4.0	My Spanish instructor is a great source of inspiration to me.
4.7	5.0	I really like my Spanish instructor.
Most Preferred Negatively Worded Statements		
4.7	4.5	My Spanish class is really a waste of time.
4.0	4.0	To be honest, I really have little interest in my Spanish class.
4.3	4.2	To be honest, I don't like my Spanish class.
4.5	4.5	I have a hard time thinking of anything positive about my Spanish class.
5.0	4.9	I don't think my Spanish instructor is very good.
4.9	4.8	The less I see of my Spanish instructor, the better.
5.4	5.1	My Spanish instructor is one of the least pleasant people I know.
4.8	4.8	I would prefer to have a different Spanish instructor.
4.4	4.6	My Spanish instructor doesn't present materials in an interesting way.
Least Preferred Positively Worded Statements		
2.6	3.0	I would rather spend more time in my Spanish class and less in other classes.
3.2	3.4	I enjoy the activities of our Spanish class much more than those of my other classes.
3.4	3.4	I like my Spanish class so much, I look forward to studying more Spanish in the future.
3.5	3.7	I look forward to the time I spend in Spanish class.
3.0	3.3	Spanish is one of my favorite courses.
3.4	3.5	My Spanish instructor is better than any of my other instructors.
Least Preferred Negatively Worded Statements		
3.1	3.8	I think my Spanish class is boring.

Table 4.5

Means for Pretest and Posttest Factor 2: Integrativeness

Pre	Post	Statement
Most Preferred Positively Worded Statements		
4.6	4.5	If United States had no contact with Spanish-speaking countries, it would be a great loss.
4.1	4.0	Most native Spanish speakers are so friendly and easy to get along with, we are fortunate to have them as friends.
4.0	4.0	I wish I could have many native Spanish speaking friends.
4.0	4.1	Native Spanish speakers are very sociable and kind.
3.5	4.0	Native Spanish speakers have much to be proud about because they have given the world much value.
4.0	4.0	I would like to know more native Spanish speakers.
4.1	4.2	The more I get to know native Spanish speakers, the more I like them.
5.0	5.0	I wish I could speak many foreign languages perfectly.
3.7	4.0	I wish I could read newspapers and magazines in many foreign languages.
5.0	5.1	If I planned to stay in another country, I would try to learn their language.
4.2	4.2	I enjoy meeting people who speak foreign languages.
Most Preferred Negatively Worded Statements		
4.4	4.1	I really have no interest in foreign languages.
4.4	4.4	It is not important for us to learn foreign languages.
4.5	4.5	Most foreign languages sound crude and harsh.
Least Preferred Positively Worded Statements		
2.8	2.9	You can always trust native Spanish speakers.
3.9	3.9	I would really like to learn many foreign languages.
Least Preferred Negatively Worded Statements		
3.9	3.8	Studying foreign languages is not enjoyable.
3.6	3.8	I would rather see a TV program dubbed into our language than in its own language with subtitles.

Table 4.6

Means for Pretest and Posttest Factor 3: Motivation

Pre	Post	Statement
Most Preferred Positively Worded Statements		
4.5	4.3	I make a point of trying to understand all the Spanish I see & hear.
4.2	3.8	When I have a problem understanding something in my Spanish class, I always my instructor for help.
4.3	4.4	I really work hard to learn Spanish.
4.0	3.9	When I am studying Spanish, I ignore distractions and pay attention to my task.
4.1	4.1	Learning Spanish is really great.
4.0	4.2	I really enjoy learning Spanish.
3.9	4.1	Spanish is a very important part of the school program.
4.2	4.0	I plan to learn as much Spanish as possible.
4.2	4.1	I want to learn Spanish so well that it will become natural to me.
4.3	4.1	I would like to learn as much Spanish as possible.
4.9	4.8	I wish I were fluent in Spanish.
Most Preferred Negatively Worded Statements		
4.9	4.8	I don't pay much attention to the feedback I receive in my Spanish class.
5.0	4.7	I don't bother checking my assignments when I get them back from my Spanish instructor.
4.1	3.8	I put off my Spanish homework as much as possible.
4.5	4.4	I tend to give up and not pay attention when I don't understand my Spanish instructor's explanation of something.
4.4	4.4	I hate Spanish.
4.6	4.5	Learning Spanish is a waste of time.
4.1	4.2	I think that learning Spanish is dull.
4.4	4.3	I sometimes daydream about dropping Spanish.
4.4	4.1	I'm losing any desire I ever had to know Spanish.
4.3	4.3	To be honest, I really have no desire to learn Spanish.
Least Preferred Positively Worded Statements		
3.8	3.4	I keep up to date with Spanish by working on it almost every day.
3.6	3.8	I love learning Spanish.
3.8	3.7	I have a strong desire to know all aspects of Spanish.
2.0	2.3	If it were up to me, I would spend all of my time learning Spanish.

Table 4.6, continued

Least Preferred Negatively Worded Statements		
3.8	3.8	I can't be bothered trying to understand the more complex aspects of Spanish.
3.2	3.3	I would rather spend my time on subjects other than Spanish.
3.6	3.7	When I leave school, I will give up the study of Spanish because I am not interested in it.
3.7	3.8	Knowing Spanish isn't really an important goal in my life.
3.9	3.7	I haven't any great wish to learn more than the basics of Spanish.

Table 4.7

Means for Pretest and Posttest Factor 4: Instrumental Orientation

Pre	Post	Statement
Most Preferred Positively Worded Statements		
4.0	3.8	Studying Spanish is important because I will need it for my career.
4.8	4.5	Studying Spanish is important because it will make me more educated.
4.5	4.4	Studying Spanish is important because it will be useful in getting a good job.
Least Preferred Positively Worded Statements		
3.7	3.9	Studying Spanish is important because other people will respect me more if I know Spanish.

Table 4.8

Means for Pretest and Posttest Factor 5: Integrative Orientation

Pre	Post	Statement
Most Preferred Positively Worded Statements		
4.7	4.7	Studying Spanish is important because it will allow me to be more at ease with people who speak Spanish.
4.7	4.5	Studying Spanish is important because it will allow me to meet and converse with more and varied people.
4.5	4.5	Studying Spanish is important because it will enable me to better understand and appreciate the Spanish way of life.
4.5	4.6	Studying Spanish is important because I will be able to interact more easily with speakers of Spanish.

Relationship Between Final Exam Grade Scores and Attitudinal
and Motivational Factors

To answer question two in this section of the results, 5 correlations tests were conducted to identify the relationship between final exam grade scores and each one of the pretest scores of the 5 attitudinal and motivational factors. In addition, 5 more correlations were performed to identify the relationship between final exam scores and posttest scores of each one of the 5 factors. This study found positive correlation across each one of the 5 factors of the pretest with final exam scores and each one of the 5 factors of the posttest with final exam scores:

- a moderately positive correlation between the measure of pretest factor 1— Attitude toward the learning situation ($r=.34, p<.01$) and final exam scores;
- a weakly positive correlation between the measure of pretest factor 2— Integrativeness ($r=.26, p<.01$) and final exam scores;

a moderately positive correlation between the measure of pretest factor 3—
 Motivation ($r=.38, p<.01$) and final exam scores;

no significant correlation between the measure of pretest factor 4— Instrumental
 orientation ($r=.15, p>.01$) and final exam scores;

a weakly positive correlation between the measure of pretest factor 5—
 Integrative orientation ($r=.25, p<.01$) and final exam scores;

a weakly positive correlation between the measure of posttest factor 1—Attitude
 toward the learning situation ($r=.28, p<.01$) and final exam scores;

weakly positive correlation between the measure of posttest factor 2—
 Integrativeness ($r=.29, p<.01$) and final exam scores;

a moderately positive correlation between the measure of posttest factor 3—
 Motivation ($r=.37, p<.01$) and final exam scores;

no significant correlation between the measure of posttest factor 4— Instrumental
 orientation ($r=.19, p>.01$) and final exam scores; and

a weakly positive correlation between the measure of posttest factor 5—
 Integrative orientation ($r=.28, p<.01$) and final exam scores.

Overall, these analyses found weak to moderate positive correlation in each one of the pretest scores factors and the posttest scores factors. The correlations ranged from .38 to .15 for the measure of the relationship between final exam scores and each one of the pretest and posttest scores of the 5 attitudinal and motivational factors. However, no significant correlation was found for the Instrumental orientation factor for either pretest or posttest. Descriptive statistics results for correlation between subscales of pretest and posttest factors with final exams are presented in table 4.9. See also correlation results

between sub-scales of pretest and posttest factors with final examination scores on table 4.10.

Table 4.9

Descriptive Statistics Results for Correlation between Subscales of Pretest and Posttest Factors with Final Exams

Factors	Mean	SD
Pretest Attitude toward the learning situation	83.20	15.97
Final exams	65.45	18.60
Pretest Integrativeness	74.73	14.28
Final Exams	65.45	18.60
Pretest Motivation	124.21	28.18
Final Exams	65.45	18.60
Pretest Instrumental orientation	17.13	3.80
Final Exams	65.45	18.60
Pretest Integrative orientation	18.60	4.05
Final Exams	65.45	18.60
Posttest Attitude toward the learning situation	84.19	17.85
Final exams	65.45	18.60
Posttest Integrativeness	75.45	15.59
Final Exams	65.45	18.60
Posttest Motivation	122.19	30.86
Final Exams	65.45	18.60
Posttest Instrumental orientation	16.77	4.33
Final Exams	65.45	18.60
Posttest Integrative orientation	18.53	3.78
Final Exams	65.45	18.60

Table 4.10

Correlation Results Between Subscales of Pretest and Posttest Factors with Final Exams

Factors	<i>r</i>	Sig.
Pretest Attitude toward the learning situation and final exams	.34	.001*
Pretest Integrativeness and final exams	.26	.010*
Pretest Motivation and final exams	.38	.00*
Pretest Instrumental orientation and final exams	.15	.14
Pretest Integrative orientation and final exams	.25	.013*
Posttest Attitude toward the learning situation and final exams	.28	.004*
Posttest Integrativeness and final exams	.29	.003*
Posttest Motivation and final exams	.37	.00*
Posttest Instrumental orientation and final exams	.19	.06
Posttest Integrative orientation and final exams	.28	.005*

* $p < .01$

Multiple regression analyses were conducted to evaluate how pretests factors 1 to 5 scores predict the final examination scores and how posttest factors 1 to 5 scores predict final examination scores. The predictor variables were pretest Attitudinal and Motivational 5 factors' scores for the first multiple regression test and posttest Attitudinal and Motivational 5 factors' scores for the second while the criterion variable was the final examination scores for both tests. There was a significant linear relationship between the criterion variable and the entire set of predictor variables in the first multiple regression analyses, $F(5, 91)=4.262, p<.01$. There was a significant linear relationship between the

criterion variable and the entire set of predictor variables in the second multiple regression analyses, $F(5, 91)=3.667, p<.01$.

Multiple regression analyses for each one of the pretest and posttest factors yielded the following results: Pretest factor 1—Attitude toward the learning situation was found to be no significant predictor of final exam scores, $R^2=4.262, p>.01$. Pretest factor 2—Integrativeness was found to be no significant predictor of final exam scores, $R^2=4.262, p>.01$. Pretest factor 3—Motivation was found to be a significant predictor of final exam scores, $R^2=4.262, p<.01$. Pretest factor 4—Instrumental orientation was found to be no significant predictor of final exam scores, $R^2=.262, p>.01$. Pretest factor 4—Integrative orientation was found to be no significant predictor of final exam scores, $R^2=4.262, p>.01$. Posttest factor 1—Attitude toward the learning situation was found to be no significant predictor of final exam scores, $R^2=3.667, p>.01$. Posttest factor 2—Integrativeness was found to be no significant predictor of final exam scores, $R^2=3.667, p>.01$. Posttest factor 3—Motivation was found to be no significant predictor of final exam scores, $R^2=3.667, p>.01$. Posttest factor 4—Instrumental orientation was found to be no significant predictor of final exam scores, $R^2=3.667, p>.01$. Posttest factor 4—Integrative orientation was found to be no significant predictor of final exam scores, $R^2=3.667, p>.01$.

Motivation factor for pretest was found to be the only significant factor among all factors. Therefore, Motivation is the highest predictor of final exam scores in this research. Motivation is consistent with previous research using the AMTB test instrument which had demonstrated to be a direct determinant of second language learning and should be the most relevant variable of the 5 factors (Gardner, 1985a).

The first sample multiple determination coefficient was .145. About 14% of the variance of the final exam scores in the sample can be accounted for by pretest Attitude and Motivational 5 factors' scores. The second sample multiple determination coefficient was .122. About 12% of the variance of the final exam scores in the sample can be accounted for by posttest Attitude and Motivation 5 factors' scores. All predictors, pretest 5 factors and posttest 5 factors were important for improved prediction.

Multicollinearity was revised by examining the Pearson Product-Moment Correlation Matrix of all independent variables with each other. The majority of those correlations were very low— .385 the highest for pretest factors as predictors of final exam scores and .315 the highest for posttest factors as predictors of final exam scores. The tolerance values for the pretest factors were as follows: .280 Attitude toward the learning situation, .231 Integrativeness, .174 Motivation, .385 Instrumental orientation, and .222 Integrative orientation.

Tolerance value on the pretest Motivation factor was lower than .20. Therefore, there is a lack of multicollinearity for this factor. The tolerance results for the posttest factors yield a lack of multicollinearity for Integrativeness and Motivation: .311 Attitude toward the learning situation, .178 Integrativeness, .108 Motivation, .315 Instrumental orientation, .246 Integrative orientation. However, multicollinearity does not reduce the predictive power or reliability of the model as a whole; it only affects calculations regarding individual predictors. Therefore, multicollinearity does not appear to be a major problem in this research.

Difference Between Sex, Age and the Attitudinal and Motivational Factors

Finally, to answer the third research question as to the difference between sex, age and the attitudinal/motivational factors that significantly influence the change of attitude towards the learning of Spanish Language and Culture, a 2 (gender groups) x 2 (age groups) Multivariate Analysis of Variance MANOVA across all 5 factors was conducted to look for a significant difference between age, sex and the 5 attitudinal and motivational factors.

At the multivariate level, significant main effects of gender, $\lambda=.873$, $F(1, 96)=2.593$ were observed. No significant main effects of age, $\lambda=.938$, $F(1, 96)=1.176$ were observed. Interaction between gender and age, $\lambda=.115$, $F(3, 93)=2.322$ was statistically significant at .05 sig. level when combined with all the factors. Multivariate tests of significance for main effects and interaction across all factors together are shown in Table 4.11.

Table 4.11

Multivariate Test for Gender and Age Across All 5 Factors

	λ	F	Sig.	η^2
Gender	.873	2.593	.031*	.127
Age	.938	1.176	.327	.062
Gender x Age	.885	2.322	.05*	.115

* $p<.05$

It is interesting to examine the results on observed power in the test. The multivariate test across all factors together show high observed power for gender (.776) and the combination of gender and age (.772) but low observed power for age (.400).

Therefore, there is a possibility of lack of statistical power to define these differences in this research.

Results of the multivariate tests revealed a significant effect on gender for pretest and posttest factor 5— Integrative orientation ($p < .05$), but no significant effect on gender or age for the reminding 4 factors. In examining the interaction between gender and age for each one of the 5 factors, no significant interaction was observed. Significant values are summarized in Table 4.12.

Table 4.12

MANOVA Summary for the Effects of Gender and Age and Attitudes and Motivation

		<i>F</i>	<i>df</i>	η^2	<i>Sig.</i>
Gender	Attitude toward the learning situation Factor 1	3.080	1	.032	.083
	Integrativeness Factor 2	.897	1	.010	.346
	Motivation Factor 3	3.781	1	.039	.055
	Instrumental orientation Factor 4	.161	1	.002	.690
	Integrative orientation Factor 5	6.989	1	.070	.010
Age	Attitude toward the learning situation Factor 1	.009	1	.000	.926
	Integrativeness Factor 2	1.211	1	.013	.274
	Motivation Factor 3	.665	1	.007	.417
	Instrumental orientation Factor 4	.106	1	.001	.745
	Integrative orientation Factor 5	.142	1	.002	.707
G x A	Attitude toward the learning situation Factor 1	.498	1	.005	.482
	Integrativeness Factor 2	.108	1	.001	.743
	Motivation Factor 3	.376	1	.004	.541
	Instrumental orientation Factor 4	.608	1	.007	.437
	Integrative orientation Factor 5	3628	1	.038	.060

In examining the mean difference between age, sex and the 5 attitudinal and motivational factors, the multivariate analysis of variance descriptive analysis revealed a significant decrease in the pretest and posttest factor 3— Motivation between male and females ($M= 2.02$). Pretest and posttest factor 4— Instrumental orientation ($M=-.36$) and pretest and posttest factor 5— Integrative orientation ($M=-.07$) revealed low means scores too. Pretest and posttest factor 1— Attitude toward the learning situation ($M=.98$) and pretest and posttest factor 2— Integrativeness ($M=.72$) means were higher than the overall means scores. Mean and standard deviations values of factor by gender and age group are presented in Table 4.13.

Five repeated measures ANOVA between pretest scores and posttest scores were conducted for each one of the 5 AMTB instrument sub-categories to generate a significant change pretest to posttest in the factors. The results revealed that the degree of attitude and motivation towards the different aspects of the Hispanic language and culture of students did not have a significant change during the examined semester.

Correlation analysis was conducted to identify the relationship between final exam scores and each one of the pretest and posttest scores of the 5 Attitudinal and Motivational factors. Moderate and weak positive correlations were found between pretest and posttest 4 factors and final exam scores. No significant correlation was found between *Instrumental orientation* factor and final scores for either pretest or posttest.

Table 4.13

*Mean Differences and Standard Deviation Values for 5 Factors by Gender and Age**Groups*

Factors	Gender	Age	M	SD
Factor 1	Male	18 to 24	2.47	17.44
		25 to 34	5.90	14.57
	Female	18 to 24	-2.03	11.43
		25 to 34	-4.66	10.26
Factor 2	Male	18 to 24	2.01	12.42
		25 to 34	-.50	13.15
	Female	18 to 24	.00	9.29
		25 to 34	-4.66	11.16
Factor 3	Male	18 to 24	1.47	23.20
		25 to 34	.30	22.32
	Female	18 to 24	-6.23	15.18
		25 to 34	-14.50	13.20
Factor 4	Male	18 to 24	.07	4.20
		25 to 34	-.40	3.62
	Female	18 to 24	-1.16	2.90
		25 to 34	.00	3.03
Factor 5	Male	18 to 24	.05	3.61
		25 to 34	2.30	5.01
	Female	18 to 24	-.66	2.70
		25 to 34	-2.16	2.40

Multiple regression analyses were conducted to evaluate how pretests factors 1 to 5 scores predicted the final examination scores and how posttest factors 1 to 5 scores predicted final examination scores. None of the pretest or posttest factors was found to be significant predictor of final exam scores. Motivation factor for pretest was found to be the only significant factor among all factors.

Multivariate Analysis of Variance MANOVA across all 5 factors was conducted to find a significant difference between age, sex and the 5 attitudinal and motivational factors that significantly influence the change of attitude towards the learning of Spanish language and culture. The results revealed significant main effects for gender. No significant main effects of age, were observed. Interaction between gender and age, was statistically significant when combined with all factors together. There was a significant effect of gender for pretest and posttest factor 5— Integrative orientation, but not significant effect on gender or age for the remaining 4 factors. In examining the interaction between gender and age for each one of the 5 factors, no significant interaction was observed.

Chapter 5

SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents a summary of the investigation, a discussion of the findings, some conclusions, and recommendations for further research in the area of attitude and motivation toward the learning of Spanish language and culture.

Summary

This study aimed to investigate Indiana State University's *Foreign Language program* for Spanish 102 regarding attitudinal and motivational factors that influence students' changes of attitude toward different aspects of the Hispanic culture. This program requires students to take a foreign-language course for two semesters in order to meet overall graduation requirements.

The research questions for this study were the following:

- Do attitudinal and motivational factors in the learning of Spanish language and culture in students who experienced the *Foreign Language program* at Indiana State University change?
- What is the relationship between final exam scores and attitudinal and motivational factors that influence the change of attitude towards the learning of Spanish language and culture?

- What are the differences among sex, age, ethnicity and the attitudinal/motivational factors that significantly influence the change of attitude towards the learning of Spanish language and culture?

This research was based on Gardner's (1985a, 2005) *Attitude and Motivation Investigations* theory. It used the Attitude/Motivational Test Battery (AMTB) instrument developed by Gardner (1985b) to measure factors on Attitude and Motivation. The following sub-categories were used as the 5 factors of this study:

- Attitude toward the learning situation
- Integrativeness
- Motivation
- Instrumental orientation
- Integrative orientation

The instrument was administered to 97 Indiana State University Spanish 102 students enrolled in the spring of 2008 semester. To answer the first research question, the instrument responses for the sixth day of class (pretest) were compared to the responses for the last day of class (posttest) for the same students to measure a change among these factors. *Five Repeated Measures* ANOVA between pretest scores and posttest scores were conducted for each one of the 5 AMTB instrument sub-categories to generate a significant change pretest to posttest in the factors.

To answer the second question, correlation analysis was conducted to identify the relationship between final exam scores and each one of the pretest and posttest scores of the 5 attitudinal and motivational factors. Multiple regression analyses were conducted to

evaluate how pretest factors 1-to-5 scores predict the final examination scores and how post-test factors 1-to-5 scores predict final examination scores.

Finally, to answer the third question, *Multivariate Analysis of Variance* MANOVA across all 5 factors was conducted to find a significant difference among age, sex and the 5 attitudinal and motivational factors that significantly influence the change of attitude towards the learning of Spanish language and culture.

Discussions and Conclusions

For research question one—Do attitudinal and motivational factors in the learning of Spanish language and culture in students who experienced the Foreign Language program at Indiana State University change?—no significant change from pretest factors scores to posttest factor scores was found. However, the *means* scores of the AMTB statements revealed a great number of *Slightly Agree* to *Strongly Agree* pretest and posttest with most preferred statements indicating a stable, positive attitude and motivation on the 5 sub-categories throughout the semester. *Means* for pretest and posttest factor 5—Integrative Orientation—were *Slightly Agree* to *Strongly Agree* for all the positive statements. This research did not find least preferred negatively statements for this factor.

According to Gardner (1985a), Integrative Orientation refers to the individual's "identification" or "attachment" with the target language and its culture. Gardner's socio-educational model is not only based on the contribution of motivation to the development of second language learning; but also, the connection of all factors examined in this research. The input of Attitudinal and motivational factors in second

language learning help to build a relationship of the student with his or her own language and culture and the new language and culture.

Most students agree from the sixth day of class to the end of the semester that studying Spanish language and culture is important because it will allow them to—

- to be more at ease with people who speak Spanish,
- to meet and converse with people of other cultures,
- to better understand and appreciate the Spanish way of life, and
- to be able to interact more easily with speakers of Spanish.

It is important to highlight that the foundations on the process of acquisition of attitudinal and motivational factors that influence ISU 102 Spanish students' changes of attitude toward different aspects of the Hispanic culture is unknown. Perhaps, the Languages, Literatures, & Linguistics Department at Indiana State University—which requires students to take a foreign language course for two semesters in order to meet overall graduation requirements—has been successful throughout the first semester of exposure to the Spanish language and culture.

Spanish students examined the Integrative Orientation aspect of Spanish language and cultural learning with their regular written journals and final examination questions. For example, they are asked to write their thoughts on issues of cultural differences and social values. Also, they examine relationships and develop awareness and sensitivity to cultural differences among peoples of the world. However, there is no evidence in the program of instructor-student feedback on this issue. Students receive a number grade for each journal entry, and at the end of the semester they are asked, again to discuss Integrative Orientation aspects in their final examinations.

For research question two— what is the relationship between final exam grade scores and attitudinal and motivational factors that influence the change of attitude towards the learning of Spanish language and Culture?—Correlation Analysis yielded moderate and weak positive correlations with final exam scores for the following:

- pretest and posttest factor 1— Attitude toward the learning situation
- pretest and posttest factor 2— Integrativeness
- pretest and posttest factor 3— Motivation
- pretest and posttest factor 5— Integrative orientation

No significant correlation was found between pretest and posttest factor 4— Instrumental Orientation. According to Baker (1992), instrumental orientation refers to the “pragmatic” and “utilitarian motives;” where the individual is motivated to learn a foreign language because he or she believes that it is important “for vocational reasons, status, achievement, personal success, self enhancement, self actualization, or basic security and survival” (p. 32).

The results of the correlation analysis indicated that students in this present study who agree with statements on attitude and motivation aspects of the language from the beginning to the end, tend to do well on the final exam scores. This finding provides some evidence that positive relationship between students’ motivation and attitudes in language learning are being achieved by the Foreign Language Program. This section of the study also suggests that instrumental orientation is not necessary to attain good final exam scores. Whether the motives of learning Spanish language and culture are “pragmatic” or “utilitarian” should not be an issue to complete the language requirement

in the department. Students can complete the two-semester language requirement whether or not they believe the following:

- Studying Spanish is important because I will need it for my career.
- Studying Spanish is important because it will make me more educated.
- Studying Spanish is important because it will be useful in getting a good job.
- Studying Spanish is important because other people will respect them more if they know Spanish.

Multiple Regression Analyses were conducted to evaluate how pretest factors predicted the final examination scores and how posttest factors predicted final examination scores. None of the pretest or posttest factors was found to be a significant predictor of final exam scores. Motivation factor for pretest was found to be the only significant factor among all factors. This finding, in this section of the investigation, suggests that effects of motivation on Spanish language and cultural learning are consistent with second-language achievement. Furthermore, it accentuates the validity of the AMTB test battery on attitudinal/motivational factors that influence the changes of attitude towards the learning of Spanish language and culture (Masgoret, Bernaus, & Gardner, 2001). On the other hand, these results raise more questions on the links between all the other variables and final examination scores. A possible reason may be that attitude and motivational factors in language learning are not appropriately fostered throughout the semester.

For research question three—What is the difference between sex, age, ethnicity and the attitudinal/motivational factors that significantly influence the change of attitude towards the learning of Spanish language and culture?—the MANOVA test results

revealed significant main effects for gender. No significant main effects for age were observed. Interaction between gender and age was statistically significant when combined with all factors together. There was a significant effect of gender for pretest and posttest for the Integrative orientation factor, but not significant effect on gender or age for attitude toward the learning situation, integrativeness, motivation, and instrumental orientation factors. In examining the interaction between gender and age for each one of the 5 factors, no significant interactions were observed.

Findings in this part of the study indicate that it doesn't matter how old the students are who participate in the Foreign Language program at Indiana State University, male and female students are likely to have a high interest in taking the language because of integrative orientation factors. Gardner and Lambert (1959, 1972) agree that second-language students' motivation to acquire the target language is linked to their desire to have a contact with, and perhaps to identify with, members from the target-language community. These scholars go on to say that Integrative orientation refers to "identification" or "attachment" with the target language and its culture. This factor appears to be an element highly valued by students who participate in the Foreign Language program at Indiana State University. These findings suggest a degree of success in the Foreign Language program in fostering students' understanding of significant cultural traits of Spanish speakers and their customs, lifestyles, attitudes, geography, and famous people. Also, students seem to be comparing and contrasting cultural aspects of their own culture with the Spanish language and culture. Thus, Spanish 102 male and female students engaged in the Foreign Language program agree that

- Studying Spanish is important because it will allow them to be more at ease with people who speak Spanish.
- Studying Spanish is important because it will allow them to meet and converse with more and varied people.
- Studying Spanish is important because it will enable them to better understand and appreciate the Spanish way of life.
- Studying Spanish is important because they will be able to interact more easily with speakers of Spanish.

Hence, the more students wish to learn the language because of their desire to have contact with, and perhaps to identify with members from the target-language community, the more they are likely to learn the language. Also, the more integrative the students are, the more willing they will be to interact with Hispanic members of the university and local community.

Recommendations

The study of Attitudinal and Motivational factors that most influence a change of attitude toward the learning of Spanish language and culture at Indiana State University has raised a great number of questions that require further research:

- Do students really develop a degree of sensitivity towards the Spanish speaking people and their culture when they participate in the Basic Studies Foreign Language program at ISU? If so, when is this changing taking place? Are these changes measurable?

Studies in this field demonstrated that negative emotional, motivational, and social-cultural factors interfere with the reception and processing of the comprehension process of the foreign language (Gardner, 1985a).

- Are final examinations truly measuring students' development of the necessary communicative components of the target language (listening, speaking, reading, and writing) in conjunction with the exploration of its cultural aspects?
- What aspect of the Spanish language and culture in the Basic Studies Foreign Language program at ISU are considered the appropriate aspects to be examined? How are these aspects designed and implemented in their curriculum?

Given that attitude is a set of values which a pupil brings to the foreign language learning experiences (Chambers, 1999), it is highly recommended that positive attitude towards the learning of Spanish language and culture be assessed carefully. Perhaps, the coordinators of the program should work together in designing and implementing a rubric containing a more controlled instructor-student learning journal interaction on attitudes and motivation toward the language learning.

Gardner's socio-educational model of second-language acquisition proposes motivation as the direct determinant in foreign language learning that can be influenced by the attitudinal and motivational factors studied in this research; and, that consequently, they have an indirect affect on foreign language achievement (Gardner, 2000). Future research should be oriented toward investigating attitudinal and motivational factors from the beginning to the end of the Basic Studies Foreign Language program and ideally with

the participation of Indiana State University's vast number of graduate students who are majoring in foreign language education and have taken undergraduate, foreign-language classes as a requirement.

Also, a study of attitude and motivation should be conducted with the participation not only of the students but the instructors. Consideration for further research would be time students dedicate preparing for classes, study strategies, schedules, materials and technology and their impact on students' Spanish and cultural learning. Moreover, it is important to consider the most preferred statements on integrative orientation. Instructors, administration and curriculum designers should take into consideration the integrative orientation aspect of attitude and motivation in the learning of a foreign language. The results of this research have opened doors for the Basic Studies Foreign Language program to foster activities where students have the opportunity to be fully engaged with Hispanic faculty, students and members of the community.

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