

THE RELATIONSHIP BETWEEN ATTITUDES AND LISTENING PROFICIENCY IN THE KOREAN COLLEGE STUDENTS

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I . INTRODUCTION

In second language acquisition research method, age, aptitude, intelligence, and attitude have been proposed as the significant factors which can determine how successful a learner would be in learning a second language. Especially, the relationship between affective factors and second language acquisition has been an important object of investigation in the attempt to account for individual differences in learning second language. Particularly, attention has been focused on the relationship between integrative orientation and second language proficiency. Some studies show that integrative motivation is an affective variable which

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can influence second language proficiency (Gardner and Lambert, 1959, 1972 ; Anisfeld and Lambert, 1961 ; Spolsky, 1969 ; Gardner and Symthe, 1977 ; Bjorg, 1987 ; etc.). Other studies, however, show that integrative orientation is only slightly related, or even unrelated to language proficiency (Teitelbaum, Edwards, and Hudson, 1975 ; Oller, Hudson, and Liu, 1977 ; Oller and Chihara, 1978 ; Evans, 1982 ; Gras, 1983 ; etc.). A question is why can so many varying degrees of correlation between integrative orientation and second language proficiency occur ? Within current research, the answer to the question has often been believed to depend entirely on differing ESL settings. This explanation seems reasonable because most of the studies which investigate the relationship between integrative orientation and proficiency are conducted on a single ethnic group in a single EFL or ESL settings. However, it seems likely that when the integrative motivation of two ethnic groups toward the same target language is different, the relationship will be different. To be more specific, the learner's ethnicity can play a major role in the relationship between integrative orientation and proficiency. According to my American study (1985), it was strongly confirmed that integrative orientation was more closely related to second language proficiency in a more integratively oriented ethnic group than in a less oriented group.

The present study is primarily concerned with suggesting some answers to the questions which are still controversial or remain unanswered. First, 'Is it true that 'Integrative orientation is more closely related to foreign language proficiency in a more integratively oriented group than in a less oriented group ? ' Second, 'Does integrative motivation tend to be less strongly related to second language proficiency for science majors than for management majors in EFL settings ? ' Finally, EFL or ESL study has sometimes been believed to be inversely related to second language proficiency. Can this counter-intuitive result be true ? The present study is also concerned with comparing the results of this study which was conducted in EFL settings with those of my previous American study (1985) in ESL settings.

In order to attempt to answer the questions mentioned above, seventy-five students from two different majors attending Korea Maritime University during fall semester, 1988 participated in the present study. The same indirect attitude questionnaire used in the American study and a listening comprehension test were employed for the present study.

II. IMPORTANT PREVIOUS STUDIES

1. Integrative/Instrumental Dichotomy

From the late fifties, through the early seventies, Gardner and Lambert investigated most comprehensively the effect of attitudes and motivation on second language learning. A series of their studies, which were mainly conducted on the English-speaking high school students who were learning French as a second language in either Canadian or American settings, led them to believe that learner's attitude toward the target language and the speakers of the target language community, independent of intelligence and aptitude, determined how successful he would be in learning a second language. Their pioneering work (1972) introduced to second language learning the terms 'integrative and instrumental' orientation.

The orientation is said to be instrumental in form if the purposes of language study reflect the more utilitarian value of linguistic achievement, such as getting ahead in one's occupation. In contrast, the orientation is integrative if the student wishes to learn more about the other cultural community because he is interested in it in an open-minded way, to the point of eventually being accepted as a member of that other group (Gardner and Lambert, 1972 : 3).

According to them, the integratively motivated learner is more concerned with developing and maintaining personal ties with members of the language community. On the other hand, the instrumentally motivated learner is not interested in personal relationship with the speakers of the target language, but mainly interested in a better job and social recognition which will result from the study of a second language.

Of the two attitudinal orientations Gardner and Lambert assumed that an integrative orientation would be more conducive to second language achievement than an instrumental orientation. Most of their studies which were conducted in Canadian and American settings supported their assumption to a certain extent. However, the Philippine study of Gardner and Santos (1970) and the India study of Lukmani (1972) showed that the instrumental motivation was more highly correlated with second language achievement than integrative motivation.

Most of their studies which were focused on the relationship between attitude

and achievement in high school students were based upon an integrative-instrumental questionnaire of their own invention. In this questionnaire students were requested to rate both the importance of fourteen possible reasons for their having come to the United States and the importance of seven possible reasons for their having learned English on five-point scale. To be more specific, such reasons as 'to find out how people live in the United States,' 'to get to know Americans,' and to have a chance to live in another country, 'were classified as integrative motivation. On the other hand, such reasons as 'to get a degree,' 'to get training,' and 'to have a better job,' were categorized as instrumental motivation.

Notwithstanding the controversial integrative/instrumental dichotomy and some irrelevance of the direct questionnaire for the advanced learners of English in EFL settings, the studies by Gardner and Lambert seem to be important in second language learning research because they first indicated that attitudes and motivation held by learners toward the target language and the target language group were independent factors that could account for the noticeable individual differences in learning a second language.

2. Innovative Measure of Integrativeness

Spolsky (1969) was also concerned with the effect of learners' attitudes toward the target language group on second language proficiency. He held that learners' attitudes, especially advanced learners' attitudes toward the speakers of the target language could not be measured precisely with the direct method established by Gardner and Lambert. So, he developed an indirect questionnaire to measure the extent and degree of integrativeness indirectly but precisely. The questionnaire consisted of a list of thirty adjectives. It asked subjects to indicate how well each adjective described themselves, the way they would like to be, speakers of their own language, and speakers of the target language. From these ratings, it could be decided whether the subjects chose the native language group or the target language group as their reference group (according to Spolsky (1969), a reference group is one in which a subject desires to attain or maintain membership). If subjects chose the target language group as their reference group, it indicated that they were integratively oriented. A more detailed explanation of the indirect questionnaire will be provided in the next section.

Using the innovative indirect questionnaire, together with the integrative/instrumental questionnaire by Gardner and Lambert, Spolsky (1969) conducted a

study on four different groups of foreign students who were studying at the Universities of Indiana and Minnesota. Groups I and II were composed of students who had just arrived in the United States and were attending orientation seminars, while Group III consisted of students who were enrolled in their first semester. Group IV was made up of Japanese students at Indiana University. The results for the four groups combined showed that if a subject perceived himself as being more speakers of his native language, he tended to be less proficient in English, but, on the other hand, if a subject saw himself as being more like speakers of English, he usually achieved higher levels of proficiency. In other words, a subjects who chose the speakers of the target language as his reference group tended to be more proficient in the target language.

The results for the Japanese group, however, showed that there was no significant correlation between integrative orientation and proficiency in English. Spolsky just attributed the results to the fact that the Japanese subjects who were less proficient in English were more positively motivated. But he didn't take into serious consideration that depending on ethnicity the newly arrived students in the U.S. who were not proficient in English tended to show high degree of integrative orientation, like the Korean subjects in my American study.

At any rate, the work of Spolsky (1969) seems to be extremely important for the attitude-proficiency study in two respects. First, an innovative instrument which can perhaps measure the learners' attitudes toward the target language group in a more precise way was first developed. Second, the results of his study reconfirmed the significant effect of the learners' attitudes on attained language proficiency in second language learning.

3. Higher Correlation in ESL Settings

Oller and his associates (1977, 1978) conducted studies in ESL and EFL settings, on the assumption that positive attitudes toward the target language group would correspond to higher proficiency in the target language while negative attitudes toward the speakers of the target language community would produce lower proficiency in the target language.

In order to test their hypothesis, Oller, Hudson, and Liu (1977) at first studied forty-four Chinese graduate students who were attending the Universities of New Mexico and Texas at EL Paso. The results of their study revealed that the subjects had not only instrumental orientation, but also negative attitudes toward the target

language group. The results also showed that, contrary to their expectations, if a subject perceived himself as being more like speakers of his own language, he tended to achieve higher proficiency in the target language. In other words, proficiency (which was measured via a cloze test) increased with the higher degree of favorable attitudes toward Chinese people.

These unexpected results, however, demonstrated that an ethnic group could choose the speakers of the native language as its reference group and this anti-integrative orientation could perhaps be closely related to second language proficiency.

In order to compare the results of this study which was conducted in ESL settings with those of a study in EFL settings, Oller and Chihara (1978) studied one hundred and twenty-three Japanese adults enrolled in basic, intermediate, and advanced EFL classes at the Osaka YMCA in Japan. The same procedures which had been used by Oller, Hudson, and Liu (1977) in ESL settings were employed in this study. Some factor analyses showed that attitudinal orientation toward Japanese people was negatively correlated with a cloze test which was used as a criterion measure of attained EFL proficiency. That is, the more the Japanese subjects perceived speakers of their own language as being cheerful and optimistic, the less proficient they were on the cloze test (Factor 3). Other factor analyses indicated that integrative orientation was inversely related to the cloze test. In other words, the more the Japanese subjects saw native speakers of English as confident, broad-minded, modest, and shy, the worse they did on the cloze test. These results were inconsistent with those of the previous study (Oller, Hudson, and Liu, 1977). Oller and Chihara explained the results by suggesting that

Perhaps the contrasts in patterns of relationship for the Japanese subjects in the study and the Chinese subjects in that one can be explained by appealing to the differences between a foreign language context of learning and a second language context (p.67).

This explanation didn't take into account the subjects' ethnicity (or nationality) which might play an important role in the relationship between attitudes and proficiency. We can see the role of ethnicity in the relationship between these two in American study. Other factor analyses indicated that neither integrative motivation nor instrumental motivation was importantly related to the cloze test.

From these results Oller and Chihara concluded that an indirect Spolsky type questionnaire was a better predictor of the relationship between attitude and proficiency than a direct, Gardner-Lambert type questionnaire.

Though the studies of Oller and his associates (1977, 1978) didn't succeed in showing a significant relationship between integrative attitude and second language proficiency, they made some important contributions to the field of attitude-proficiency study. Since the works of Gardner and Lambert (1972) and Spolsky (1969), learners' attitudes toward the speakers of the target language have been believed to be always important in learning a second language. However, those of Oller and et al. (1977, 1978) demonstrated that learners' attitudes toward speakers of their own language could sometimes be conducive to learning a second language. Unlike the Gardner-Lambert work which was focused on the relationship between attitudes and achievement in high school students, Oller and his associates concentrated their studies on the relationship between attitudes and proficiency in the advanced learners in both ESL and EFL settings. Their studies also showed that the indirect questionnaire might be a better predictor of the relationships between attitudes and proficiency than the direct questionnaire. This was also confirmed by many studies which followed.

All the studies referred to in this section and others will be discussed and compared in detail with the current study.

III. METHOD

1. Subjects

The subjects that participated in the present study were composed of seventy-five male students attending Korea Maritime University. The students were enrolled in English conversation class during Fall semester of 1988.

Some of the previous attitude-proficiency studies showed that significant correlation between attitudes and foreign language achievement was found when subjects were grouped according to majors. In this study, thirty-six students are from Department of Shipping Management, and thirty-nine students from Department of Electronics and Communication.

2. Materials

1) Indirect Attitude Questionnaire

The indirect attitude questionnaire that was introduced by Spolsky (1969) in an attitude-proficiency study of foreign university students in the United States, was selected for the present study because it measured learners' attitudes in an easy and precise way. Furthermore, the questionnaire later used in the studies by Oller and his associates (1977, 1978), and Evans (1982), and Gras (1983) showed that it was a better measure of a attitude than the integrative-instrumental questionnaire employed by Gardner and Lambert. The indirect questionnaire is reproduced in its entirety in the Appendix A.

The indirect attitude questionnaire was in the form of four identity scales which consisted of four lists of thirty adjectives such as 'considerate', 'optimistic', 'friendly', 'logical', etc.. Each of these adjectives was rated on unipolar semantic differential scales from 'very well' to 'not at all'. On the first scale, subjects were asked to indicate how well each of thirty adjectives described themselves. The second scale asked subjects to rate how they would like to be on the same thirty adjectives. The third and fourth, respectively, asked subjects to rate their countrymen in general and Americans in general.

Since the indirect attitude questionnaire which was developed to measure the extent and degree of learners' integrativeness, was different from the direct questionnaire whose purpose was in discovering whether subjects were integratively or instrumentally oriented, the way in which the data were calculated was believed to be extremely important. For example, a subject rated himself ('2'), an ideal person ('5'), his countrymen in general ('4'), and Americans in general ('3') for the adjective 'sincere'. Following Oller, Hudson, and Liu (1977), the subject would be considered to have a favorable attitude toward his native language group because his rating for his countrymen is greater than his rating for Americans. That is to say, Americans ('3') minus his countrymen ('4') resulted in ('-1'). This negative value indicates that the subject didn't have an integrative attitude toward the target language group. On the other hand, Evans (1982), and Gras (1983) calculated the data by considering distance of countrymen from self minus distance of Americans from self. According to them, this subject is found to have an integrative attitude toward the speakers of the target language. Of these two analyses, the later seems to be more intuitively appealing in that the subject perceived himself as being closer to Americans than to his countrymen.

In order to have a more correct interpretation of the data from the indirect attitude questionnaire, three additional methods which were used by Spolsky

(1969), Evans (1982), and Gras (1983) were employed in this study. The first method was to subtract the difference between the American rating and the ideal from the difference between his countrymen rating and the ideal. The second was to subtract the correlation between the Americans and the ideal from the correlation of his countrymen and the ideal. The final method was to subtract the correlation between the Americans and the self from the correlation between his countrymen and the self. A more detailed explanation of these methods will be provided in the next section.

2) Test of Listening Comprehension

A cloze test has often been employed in studies which investigated the relationship between attitudes and attained language proficiency (Oller and his associates ; 1977, 1978, Teitelbaum, Edwards, and Hudson ; 1976, and Evans ; 1982). A cloze test, however, was not used in this study because it sometimes depended on reading comprehension alone. The reasons for adopting listening comprehension as a measure of attained language proficiency were twofold. The first reason was that for subjects who already had a considerable degree of reading comprehension through formal education of English in Second School, their speaking and listening abilities were more likely to covary with their attitudes in the EFL settings. The second reason was that it was perhaps almost impossible for a researcher to test oral comprehension accurately because of the lack of an exact instrument and the enormous amount of time.

The test of listening comprehension was composed of twenty-five multiple-choice items drawn from TOEFL Listening Comprehension Practice. The twenty-five items were divided into two different types : question-and statement-type, and conversation-type. Harris (1969) maintains that 'by means of the first type, a wide range of sentence type may be tested within a short space of time, and there is evidence that even a short test of this nature is both a reliable and a valid measure of general comprehension' (p.39).

However, it seems to me that some disadvantage of this type may be in the fact that listening comprehension is in part tested through the medium of reading. Another ten items of the listening comprehension test consisted of conversation type items which, I believe, could perhaps test students' listening comprehension abilities in the most effective way. Valette's good suggestion (1977) that different types of conversation test can properly be employed for adult second language learners deserves special attention here because all the subjects in this study

are college students. Harris (1969) also argues that the conversation-type test makes it easier to test the kind of colloquial language that abounds in casual conversation (p.40).

3. Administration of Test and Questionnaire

The indirect attitude questionnaire and the listening comprehension test were administered in the English Language Laboratory during November, 1988. The listening comprehension test was first given and later the indirect questionnaire was filled out with the presence of the researcher in the same period.

IV. RESULTS AND DISCUSSION

1. Average Scores of Proficiency Test

The average scores of listening proficiency test between management majors (Group 1) and electronics and communication majors (Group 2) are compared in Table 1. In order to find out more exact relationships between attitude and language proficiency, both groups of subjects, respectively, were divided into three small groups (group A,B,C), depending on the scores of their listening comprehension test. From Table 1, it was observed that Group 1 scored considerably higher than Group 2 on the test, and these higher average scores were always consistent across the three subgroups in the two Groups. The relationship between the scores of the proficiency test and the results of attitude questionnaire will be discussed later in this chapter.

Table 1. Average Scores of Listening Proficiency Test

Total	Levels of Proficiency		
	group A	group B	group C
M (36) 75.3	(12) 89.7	(13) 76.8	(11) 59.4
E (39) 70.7	(12) 88.0	(14) 72.9	(13) 51.3

M indicates management majors.

E indicates electronics and communication majors.

The numbers in the parentheses indicate numbers of subjects.

2. Separate-Scale Analysis

The purpose of the separate-scale analysis of identity scales in the attitude questionnaire was to elicit information on the overall integrative orientation by comparing favorable attributes with unfavorable ones toward the target language group.

Average scores and standard deviations of the subjects' ratings of Self, Ideal, their countrymen in general, and Americans in general for the thirty attributes of the identity scales are presented in Table 2 (ratings by management majors) and Table 3 (ratings by electronics and communication majors). In order to determine whether attributes are favorable or unfavorable toward Americans, it is necessary to differentiate positively valued traits from negatively valued traits. A given attribute is believed to have positively valued traits when subjects rate Ideal higher than Self for the attribute. Thus, positively valued traits can safely be said to be what subjects would like to have more of in that trait. Negatively valued traits, on the other hand, are conceived to be those which subjects want to have less of in that trait, and resulted from the subjects' having higher ratings of Self than Ideal.

Table 2 shows that only five out of thirty attributes (competitive', 'stubborn', 'nervous', 'dependable', and 'shy') were negatively valued by the subjects of Group 1. According to Table 3 the subjects of Group 2 rated such attributes as 'nervous', 'dependable', and 'shy' as negatively valued traits. An unexpected result is that the attribute 'dependable' was negatively valued by both Groups of the subjects. This probably was due to the fact that some of the subjects could not understand its correct meaning or might have confused 'dependable' with 'dependent'.

The relative degree of integrative orientation of the subjects toward Americans was indirectly determined when mean ratings for their countrymen were subtracted from mean ratings for Americans. If subjects rated Americans higher than their countrymen on positively valued traits or lower on negatively valued trait, it indicates that they had favorable attitudes toward the target language group, and thus they were believed to be integratively oriented. Table 2 shows that Americans were rated more favorably than Koreans on seventeen attributes while Koreans were rated more favorably on twelve, and there was no difference on one attribute.

Table 2. Means and Standard Deviations for Identity Scales (Group 1)

VARIABLE	SELF		IDEAL		KOREANS		AMERICANS		AMERICANS
	MEAN	SD	MEAN	SD	MEAN	SD	MEAN	SD	minus KOREANS
1. Busy	3.6	.9	3.7	.6	4.2	.8	2.8	.9	-1.4
2. Helpful	3.7	.7	4.5	.8	3.4	.6	2.5	.9	-.9
3. Economical	2.9	.8	3.9	.9	3.0	.7	3.8	.9	+.8
4. Confident	3.5	.9	4.5	.7	3.3	.9	4.1	.8	+.8
5. Competitive	3.6	.8	3.5	1.1	3.9	1.0	3.8	.9	-.1*
6. Broad-minded	3.5	.9	4.6	.9	3.3	.8	2.6	1.2	-.7
7. Intellectual	3.3	.7	4.4	.8	3.1	.9	3.	.9	0
8. Democratic	3.8	.9	4.6	.9	2.3	.8	4.2	.8	+1.9
9. Optimistic	3.5	.9	3.9	.9	2.9	.9	3.9	.9	+1.0
10. Businesslike	3.0	1.1	3.2	1.0	3.3	.9	.40	1.2	+.7
11. Stubborn	3.2	.8	2.9	1.1	3.5	.8	2.9	1.1	+.6*
12. Kind	3.6	.8	4.4	.8	3.5	.8	2.6	.9	-.9
13. Clever	3.3	.9	4.4	.8	3.6	.9	3.1	.9	-.5
14. Efficient	3.2	1.0	4.4	.9	3.1	1.1	4.1	1.2	+1.0
15. Considerate	3.8	.9	4.5	.8	3.5	.8	2.8	.9	-.7
16. Studious	3.3	.8	4.2	.9	3.4	.9	2.9	.9	-.5
17. Nervous	2.9	1.0	2.0	1.1	3.1	.9	3.2	1.1	-.1*
18. Tactful	3.1	.9	4.2	.8	3.2	.9	3.3	.8	+.1
19. Reasonable	3.4	.8	4.4	.8	2.9	.8	3.8	.9	+.9
20. Successful	3.3	.9	4.3	.9	3.4	.9	3.7	.9	+.3
21. Stable	3.3	1.2	4.6	.9	2.9	1.1	3.4	1.0	+.5
22. Friendly	3.9	.8	4.5	.7	3.6	.8	2.8	.8	-.8
23. Calm	3.3	.9	4.0	.8	2.9	.9	2.6	.9	-.3
24. Sincere	3.7	.9	4.3	.9	3.2	.8	3.1	.9	-.1
25. Fashionable	2.6	1.2	3.0	1.0	3.1	.9	4.3	1.2	+1.2
26. Dependable	2.6	1.0	1.8	1.1	.32	.9	2.2	.9	+.1*
27. Teachable	3.4	.8	4.3	.8	3.4	.8	3.5	.8	+.1
28. Happy	3.6	.9	4.5	.7	2.8	.7	3.3	.9	+.5
29. Logical	2.8	.9	4.1	.9	2.7	.8	4.2	.9	+1.5
30. Shy	2.9	.8	.25	.8	3.3	1.0	2.1	.9	+1.2*

* indicates Negatively Valued Traits.

- indicates Americans were rated more favorably than Koreans.

- indicates Koreans were rated more favorably than Americans.

A similar tendency was observed in Table 3, where the electronics and communication majors rated Americans more favorably than their countrymen on sixteen attributes while they rated Koreans more favorably on thirteen. This clearly indicates that both Groups of the subjects had almost the same attitudes toward Americans. The total average scores for both the Groups, however, revealed that the subjects of Group 1 were more integratively oriented than Group 2 (6.9 for the management majors, and 5.5 for the electronics and communication majors). These scores were far less than those given by Korean students attending the University of Texas at Austin (12.3). The result lends strong support to the claim that second language learners in ESL environments tend to be more integratively oriented than foreign language learners in EFL settings.

As seen from Table 2 and 3, both Group 1 and Group 2 consistently rated Americans more favorably than their countrymen on fifteen attributes ('economical', 'confident', 'democratic', 'optimistic', 'businesslike', 'tactful', 'reasonable', 'successful', 'stable', 'dependable', 'fashionable', 'teachable', 'happy', 'logical', and 'shy'). On the other hand, Koreans were rated more favorably than Americans on the attributes ('busy', 'helpful', 'competitive', 'broad-minded', 'kind', 'clever', 'considerate', 'calm', and 'sincere'). The only contrasts were on such attributes as 'stubborn', 'efficient', and 'studious'. Group 1 rated Americans more favorably than Koreans on 'stubborn', and 'efficient', while Group 2 judged their countrymen to be more stubborn and efficient but less studious. And finally, Group 1 thought their countrymen and Americans to be equally intellectual while Group 2 believed Koreans and Americans were to the same extent competitive.

In brief, the separate-scale analysis performed on data from the indirect questionnaire revealed that both management majors and electronics and communication majors were to a small degree integratively oriented but the former had a slightly higher degree of integrative orientation toward the target language group.

3. Inter-Scale Distance Analyses

In order to find out the more exact degree of integrative orientation, inter-scale distance analyses which were used by Spolsky (1969), Evans (1982), Gras (1983), and Lee (1985) were performed on the data of the indirect questionnaire.

The first of these analyses is to subtract the difference of subjects' ratings of Self and Americans from the difference of their ratings of Self and their country-

Table 3 Means and Standard Deviations for Identity Scales (Group 2)

VARIABLE	SELF		IDEAL		KOREANS		AMERICANS		AMERICANS minus KOREANS
	MEAN	SD	MEAN	SD	MEAN	SD	MEAN	SD	
1. Busy	3.2	.9	3.8	.8	3.8	.9	2.8	.8	- .1
2. Helpful	3.7	.7	4.6	.9	3.4	.8	2.6	.9	- .8
3. Economical	3.0	.9	3.9	.8	3.4	.9	3.6	.8	+ .2
4. Confident	3.4	.8	4.5	.9	3.3	.7	3.8	.8	+ .5
5. Competitive	3.7	1.0	4.2	.9	3.6	.9	3.6	1.1	0
6. Broad-minded	3.6	.9	4.6	.7	3.4	.9	2.8	1.2	- .6
7. Intellectual	2.8	.8	4.6	.7	3.1	.8	2.9	.9	- .2
8. Democratic	3.6	.8	4.5	.8	2.7	.8	4.2	.8	+1.5
9. Optimistic	3.3	.9	4.1	.9	3.0	.7	3.8	.8	+ .8
10. Businesslike	2.7	1.2	3.4	.9	2.8	.9	4.3	.8	+1.5
11. Stubborn	2.8	.9	3.2	1.1	3.6	1.0	3.2	.9	- .4
12. Kind	4.0	.8	4.6	.8	4.0	.8	2.9	.8	-1.1
13. Clever	3.2	.9	4.6	.9	3.5	.9	3.2	.9	- .3
14. Efficient	3.2	.9	4.8	.7	3.5	.9	3.4	1.0	- .1
15. Considerate	3.7	.8	4.7	.9	3.3	.8	2.9	.9	- .4
16. Studious	3.3	1.1	4.6	1.2	3.3	.9	3.4	1.1	+ .1
17. Nervous	2.9	.8	2.3	.9	3.0	.9	3.1	.9	- .1*
18. Tactful	3.3	1.0	4.6	.8	3.2	1.1	3.5	1.2	+ .3
19. Reasonable	3.4	.9	4.6	1.2	3.1	.9	3.9	.9	+ .8
20. Successful	3.3	.8	4.8	.8	3.4	.7	3.7	.8	+ .3
21. Stable	2.9	1.0	4.5	.9	3.0	1.0	3.5	.9	+ .5
22. Friendly	3.9	.7	4.7	.8	3.7	.8	2.9	.7	- .8
23. Calm	3.5	.9	4.3	.9	3.1	.9	2.8	.9	- .3
24. Sincere	3.6	.9	4.3	.9	3.3	.8	2.9	.8	- .4
25. Fashionable	2.6	1.0	3.3	1.2	3.1	.9	4.2	1.2	+1.1
26. Dependable	2.8	1.2	1.9	1.1	3.4	1.0	2.5	.9	+ .9*
27. Teachable	3.3	.9	4.6	.8	3.1	.9	3.4	.8	+ .3
28. Happy	3.6	.8	4.6	.8	3.2	.7	3.6	.8	+ .4
29. Logical	3.3	.9	4.5	.9	3.0	.8	4.0	1.0	+ 1
30. Shy	3.1	1.0	2.7	.9	3.3	.9	2.4	1.2	+ .9*

* * indicates Negatively Valued Traits.

'-' indicates Americans were rated more favorably than Koreans.

'+' indicates Koreans were rated more favorably than Americans.

men. The positive results from this calculation indicate subjects perceived themselves to be closer to Americans than to their countrymen. Conversely, the negative remainders indicate that subjects believed they were closer to their countrymen at the present time. The fact that subjects believed they were closer to Americans could perhaps safely be interpreted as an obvious indication that they were integratively oriented.

The data of the first and second columns in Table 4 were obtained by means of this calculation. Noticeable differences were observed, compared with the results from Table 1 and 2. The subjects of Group 1 perceived themselves to be closer to Americans on only seven attributes, whereas those of Group 2 judged themselves to be closer to Americans on eight. This strongly suggests that both groups of the subjects were not integratively oriented to a high extent. A possible explanation for the surprisingly high degree of inverse integrativeness shown by both groups of subjects is that most of college students at the present time tend to have unfavorable attitude toward Americans, not native speakers of English in general.

Another way to conduct the inter-scale distance analyses is to subtract the difference between subjects' ratings for Ideal and Americans from the difference between their ratings for Ideal and Koreans. The average scores of the third and fourth columns in Table 4 were obtained from this calculation of the data of the indirect questionnaire. The subjects of Group 2 felt that Americans were closer to Ideal on eight attributes while Group 1 believed Americans closer to Ideal on fifteen. They differed on seven attributes ('economical', 'democratic', 'optimistic', 'stubborn', 'studious', 'nervous', and 'tactful'). This suggests that both groups of subjects had widely different attitudes each other in terms of Ideal.

The results of two inter-scale distance analyses show that electronics and communication majors were considerably less integratively oriented than management majors.

Table 4. DKSAS and DKIAI Average Scores of Inter-Scale Distance Analyses

VARIABLE	DKSAS		DKIAI	
	M	E	M	E
1. Busy	-.4	-.4	-.4	-1.0
2. Helpful	-.9	-.8	-.9	-.8
3. Economical	-.7	-.2	+.8	-.2
4. Confident	-.4	-.3	+.8	+.5
5. Competitive	+.1	0	-.1	0
6. Broad-minded	-.7	-.6	+.7	-.6
7. Intellectual	.0	+.2	0	-.2
8. Democratic	-1.1	+.3	+1.9	-1.5
9. Optimistic	+.2	-.2	+1.0	-.8
10. Businesslike	-.7	-1.5	-.7	-.3
11. Stubborn	0	+.4	+.6	-.4
12. Kind	-.9	-1.1	-.9	-1.1
13. Clever	+.1	+.3	-.5	-.3
14. Efficient	+.8	+.1	-.1	-.1
15. Considerate	-.7	-.4	-.7	-.4
16. Studious	-.3	-.1	+.5	-.1
17. Nervous	-.1	-.1	+.1	-.1
18. Tactful	0	-.1	+.1	-.3
19. Reasonable	+.1	-.2	+.9	+.8
20. Successful	-.3	-.3	+.3	+.3
21. Stable	-.5	+.8	+.5	+.5
22. Friendly	-.8	-.4	-.8	-.8
23. Calm	-.3	-.3	-.3	-.3
24. Sincere	-.4	-.1	-.4	-.1
25. Fashionable	-1.1	-.2	-.7	-1.2
26. Dependable	+.3	+.2	+.6	+.4
27. Teachable	-.1	+.1	+.3	+.1
28. Happy	-.4	+.5	+.4	+.5
29. Logical	-.4	-1.3	+1.0	+1.3
30. Shy	-.5	-.4	-.3	-.5

DKSAS=Distance of Koreans from Self minus that of Americans from Self.

DKIAI=Distance of Koreans from Ideal minus that of Americans from Ideal.

'+' indicates that Americans were rated closer to Self/Ideal than Koreans.

'-' indicates that Koreans were rated closer to Self/Ideal than Americans.

4. Correlations with Proficiency

Table 5. Correlation of CIAIK and CSASK Scores with Proficiency Test Scores

		Total	Levels of Proficiency		
			group A	group B	group C
CIAIK	M	(36) -.02	(12) -.12	(13) -.25	(11) .43
	E	(39) -.01	(12) -.11	(14) -.27	(13) .34
CSASK	M	.08	-.28	.37	.39
	E	.05	-.23	.23	.33

CIAIK=Correlation of Ideal/Americans minus that of Ideal/Koreans.

CSASK=Correlation of Self/Americans minus that of Self/Koreans.

Correlation Significance at the .05 level

A Pearson product-moment correlation was computed to test the hypothesis that integrative orientation is more closely related to foreign language proficiency in a more integratively oriented group than in a less oriented group. Correlation analyses were performed on listening test scores and two composite attitude scores.

One of the two composite attitude scores that were analyzed with the listening test scores was the CIAIK scores that were calculated by subtracting the correlation of ideal and Koreans from the correlation of ideal and Americans. The results from this analysis are presented in Table 5. There was no significant correlation between the listening test scores and CIAIK scores for either of the two Groups as a whole. However, a significant positive correlation between attitudes and proficiency (.43) was found for management majors in group C. A positive correlation indicates that the more the subjects of the group desired to be like Americans, the higher the listening test scores they had. A slightly significant correlation (.39) also existed for the electronics and communication majors in group C. The result clearly demonstrates that the proficiency test scores improved with the higher degree of integrative orientation. On the other hand, a slightly significant but negative correlation (-.27) was found for the subjects of group B in Group 1. This simply indicates that for the subjects of this group proficiency test scores

increased with higher favorable attitudes toward Koreans, not the target language group.

A correlation analysis was also performed on proficiency test scores and composite attitude scores which were calculated by subtracting the correlation of Self and Americans. Table 5 shows that there was no significant correlation between proficiency test scores and CSASK scores either of the whole groups. Like the previous analysis, a slightly significant positive correlation was found for both of the groups C in Group 1 and 2. The results are consistent with those of the previous analysis, and provide strong support to the hypothesis that integrative orientation is more closely related to proficiency in a more integratively oriented group than in a less oriented group.

Another interesting tendency was observed in group A in either of the two different majors. Table 5 shows that a slightly significant but negative correlations ($-.28$, $-.23$) were found in these subgroups. As said before, this suggests that the more favorable attitudes toward their countrymen they had, the more proficient they were in English. But note that these are the subgroups with the lowest proficiency test scores in the entire population. At any rate, the results demonstrate that foreign language proficiency can sometimes inversely be related to integrative orientation.

The Pearson correlation analysis performed on proficiency test scores and two composite attitude scores revealed that there was no significant correlation for either of the two groups as a whole. However, significant positive correlation between proficiency and integrative orientation occurred for the most proficient groups of the two different majors. These results partially support the hypothesis of the present study.

V. CONCLUSION

In this study we attempted to investigate what kinds of attitudes Korean college students had toward the target language group (Americans), and whether there might be any significant correlations between language proficiency and learners' attitudes toward Americans and their countrymen, based on the data collected from thirty-six management majors and thirty-nine electronics and communication majors attending Korea Maritime University. In order to collect the data, we conducted a listening proficiency test and an indirect attitude questionnaire. From the analyses of the attitude questionnaire it was found that both groups of the subjects

had considerably more favorable attitudes toward their countrymen than toward their target language group. The results clearly provide evidence that foreign language learners tend to be anti-integratively motivated in the EFL settings. The correlation between proficiency test scores and attitude scores revealed that a significant positive relationship occurred for some subgroups of the two different majors and that in some of the subjects listening proficiency was inversely related to learners' attitudes.

Thus, the results of this study seem to lend some support to the claims that integrative orientation is more closely related to foreign language proficiency in a more integratively oriented group than in a less motivated group and that learners' attitudes can be inversely associated with their foreign language proficiency. The results also confirmed the claim that second language learners tend to be less integratively oriented in EFL settings than in ESL settings and integrative motivation tends to be less strongly related to second language proficiency for science majors than for management majors in EFL environments.

Furthermore, the results seem to have some implications for second language acquisition theory. More specifically, the findings of this study appear to lend some support to Krashen's (1982) affective filter theory. According to him, 'Input is the primary causative variable in second language acquisition, and affective variables act to impede or facilitate the delivery of input to the language acquisition device' (p. 32). In the current study integrative motivation is significantly related to proficiency for some groups of subjects, but this motivation is inversely, though significant, related to proficiency for some other groups of subjects. These results demonstrate that motivation, whether it is integrative or anti-integrative, can be an affective variable that may affect second language acquisition. Therefore, this study provides some evidence for the theory, though we take into account the fact that the present study was conducted in foreign language learning environments.

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APPENDIX I

INDIRECT QUESTIONNAIRE

Below is a list of words that can be used to describe people. Please indicate how well each word describes You(S) ; an Ideal person(I) ; your Countrymen in general(C) ; and Americans in general(A).

For example : very well well average a little not at all

	S	_____	_____	_____	_____	_____
Diligent	I	_____	_____	_____	_____	_____
	C	_____	_____	_____	_____	_____
	A	_____	_____	_____	_____	_____

If you marked in this way, it means that you are diligent on the average, an ideal person is very diligent, your countrymen in general are quite diligent, and Americans in general are a little diligent.

	very well	well	ave.	a lit.	not at all		very well	ave.	a lit.	not at all
	well				all		well			all
Busy	S	_____	_____	_____	_____	Democratic	S	_____	_____	_____
	I	_____	_____	_____	_____		I	_____	_____	_____
	C	_____	_____	_____	_____		C	_____	_____	_____
	A	_____	_____	_____	_____		A	_____	_____	_____
		_____	_____	_____	_____			_____	_____	_____
Helpful	S	_____	_____	_____	_____	Optimistic	S	_____	_____	_____
	I	_____	_____	_____	_____		I	_____	_____	_____
	C	_____	_____	_____	_____		C	_____	_____	_____
	A	_____	_____	_____	_____		A	_____	_____	_____
		_____	_____	_____	_____			_____	_____	_____
Economical	S	_____	_____	_____	_____	Business-like	S	_____	_____	_____
	I	_____	_____	_____	_____		I	_____	_____	_____
	C	_____	_____	_____	_____		C	_____	_____	_____
	A	_____	_____	_____	_____		A	_____	_____	_____
		_____	_____	_____	_____			_____	_____	_____
Confident	S	_____	_____	_____	_____	Stubborn	S	_____	_____	_____
	I	_____	_____	_____	_____		I	_____	_____	_____
	C	_____	_____	_____	_____		C	_____	_____	_____
	A	_____	_____	_____	_____		A	_____	_____	_____
		_____	_____	_____	_____			_____	_____	_____

	very well	well	ave.	a lit.	not at all		very well	well	ave.	a lit.	not at all
Competitive	S	—	—	—	—	Kind	S	—	—	—	—
	I	—	—	—	—		I	—	—	—	—
	C	—	—	—	—		C	—	—	—	—
	A	—	—	—	—		A	—	—	—	—
Broad-minded	S	—	—	—	—	Clever	S	—	—	—	—
	I	—	—	—	—		I	—	—	—	—
	C	—	—	—	—		C	—	—	—	—
	A	—	—	—	—		A	—	—	—	—
Intellectual	S	—	—	—	—	Efficient	S	—	—	—	—
	I	—	—	—	—		I	—	—	—	—
	C	—	—	—	—		C	—	—	—	—
	A	—	—	—	—		A	—	—	—	—
Considerate	S	—	—	—	—	Calm	S	—	—	—	—
	I	—	—	—	—		I	—	—	—	—
	C	—	—	—	—		C	—	—	—	—
	A	—	—	—	—		A	—	—	—	—
Studious	S	—	—	—	—	Sincere	S	—	—	—	—
	I	—	—	—	—		I	—	—	—	—
	C	—	—	—	—		C	—	—	—	—
	A	—	—	—	—		A	—	—	—	—
Nervous	S	—	—	—	—	Fashionable	S	—	—	—	—
	I	—	—	—	—		I	—	—	—	—
	C	—	—	—	—		C	—	—	—	—
	A	—	—	—	—		A	—	—	—	—
Tactful	S	—	—	—	—	Dependable	S	—	—	—	—
	I	—	—	—	—		I	—	—	—	—
	C	—	—	—	—		C	—	—	—	—
	A	—	—	—	—		A	—	—	—	—
Reasonable	S	—	—	—	—	Teachable	S	—	—	—	—
	I	—	—	—	—		I	—	—	—	—
	C	—	—	—	—		C	—	—	—	—
	A	—	—	—	—		A	—	—	—	—
Successful	S	—	—	—	—	Happy	S	—	—	—	—
	I	—	—	—	—		I	—	—	—	—
	C	—	—	—	—		C	—	—	—	—
	A	—	—	—	—		A	—	—	—	—
Stable	S	—	—	—	—	Logical	S	—	—	—	—
	I	—	—	—	—		I	—	—	—	—
	C	—	—	—	—		C	—	—	—	—
	A	—	—	—	—		A	—	—	—	—
Friendly	S	—	—	—	—	Shy	S	—	—	—	—
	I	—	—	—	—		I	—	—	—	—
	C	—	—	—	—		C	—	—	—	—
	A	—	—	—	—		A	—	—	—	—

APPENDIX II

LISTENING COMPREHENSION TEST

PART A

Directions : In Part A you will hear a short statement. It will be spoken only once. Listen carefully so you can understand what is said.

After you hear a statement read the four possible answers in your paper. choose the one that is closest in meaning to the statement.

1. Mary is older than Bob and John.
A. Bob is the oldest. B. Mary is the oldest.
C. Mary is the youngest. D. John is the youngest.
2. My father got up at 7 : 00 and left home at 8 : 00.
A. He got up at 8 : 00 B. He left home at 7 : 00.
C. He got up at 7 : 00. D. He left home at 7 : 30.
3. Julie sent a letter to John and Tom.
A. Julie wrote a letter B. Tom wrote a letter.
C. John wrote a letter. D. They wrote a letter.
4. There are a book and a pen on the paper.
A. The book is on the pen. B. The paper is on the pen and the book.
C. The pen is on the book. D. The book and the pen are on the paper.
5. Bill likes swimming and Patty likes skiing.
A. Patty likes swimming. B. Bill and Patty like skiing.
C. Bill and Patty like swimming. D. Patty likes skiing.
6. Dick has \$ 5.00 and John has \$ 15.00.
A. They have \$ 20.000. B. Dick has \$ 15.00.
C. They have \$ 15.00. D. John has \$ 5.00.
7. Sharon has two keys and three bags.
A. She has three keys. B. She has two bags.
C. She has five keys. D. She has three bags.
8. Pete likes English but not science or history.
A. He likes English and science. B. He likes history and English.
C. He likes English. D. He likes science.
9. Tom knew Mary and Jack were late.

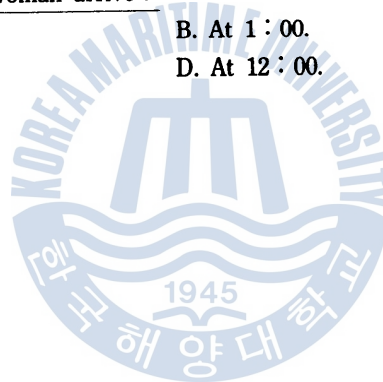
- A. Jack was on time. B. Mary was late.
c. Tom was late. D. Mary was on time.
10. This shirt costs \$5.00 but Jim has only \$4.00.
A. He needs on more dollar. B. He needs four more dollars.
C. He needs five more dollars. D. He needs nine more dollars.
11. Bob left at 12 : 00 and Pam left 30 minutes later.
A. Pam left first. B. Bob left at 12 : 00.
C. Pam left at 12 : 00. D. Bob left first.
12. Brian's 12 years old but Brett is three years younger.
A. Brian is younger. B. Brett is 12.
C. Brett is younger. D. Brian is 9.
13. Diana is more emotional than John and Bob.
A. John is more emotional than Diana.
B. Bob is more emotional than Diana.
C. Diana is more emotional than John.
D. John is more emotional than Diana.
14. John got here at 9 : 00 and stayed for two hours.
A. John came at 11 : 00. B. John left at 11 : 00.
C. John came at 2 : 00. D. John left at 9 : 00.
15. They have three bottles of beer but they want two more.
A. They want two bottles all together.
B. They want three bottles all together.
C. They want four bottles all together.
d. They want five bottles all together.

Part B.

Directions : In Part B you will hear short conversations between two people. Then a third voice will ask a question about the conversation. After you hear the question, read the four possible answers. Choose the best one.

16. A : Does John have your suitcase ?
B : No, Bob does.
C : Who has the suitcase ?
A. The woman. B. Bob.
C. The man. C. John.
17. A : Can I have borrow \$5 : 00. Nancy ?

- C : Whose umbrella is it ?
A. The man's office's B. The man's.
C. Karen's. D. The woman's.
24. A : I have \$ 8 : 00.
B : I have only \$ 5 : 00.
C : How much do the woman and man have altogether ?
A. \$ 13 : 00. B. \$ 8 : 00.
C. \$ 3 : 00. D. 5 \$ 00.
25. A : Will you be here at 12 : 00 ?
B : No, I'll be thirty minutes late.
C : When will the woman arrive ?
A. At 12 : 30 B. At 1 : 00.
C. At 11 : 30. D. At 12 : 00.



국문초록

본 연구는 대학 일학년 학생들이 자기자신은 물론 한국인과 미국인들에 대하여 어떠한 Attitudes를 가지고 있으며, 또한 Listening Proficiency in English와 그들이 지니고 있는 Attitudes가 영어학습에 어떤 상관관계를 가지는가를 실험 연구를 통해서 규명해 보고자 하였다.

이 실험연구에는 한국해양대학의 해운경영학과와 전자통신학과의 일학년 학생 75명이 참가하였으며, 학생들의 Attitudes를 측정하기 위해서는 Spolsky가 사용했던 Indirect Attitude Questionnaire를 이용하였고, Listening Proficiency를 Test하기 위해서는 TOEFL Comprehension Practic에서 25문항을 뽑아서 사용했다.

실험결과 명백히 드러난 중요한 4가지 사항은 다음과 같다.

첫째, 한국 대학생들 일반적으로 미국인에 대해서 보다 한국인에게 더 호감을 가지고 있으며, 해운경영과 학생들이 전자통신과 학생보다 한국인이 미국인보다 훨씬 이상형에 가깝다는 생각을 가지고 있었다.

둘째, Listening Proficiency Test의 점수가 가장 높은 Group에서 Attitudes와 Proficiency의 상관관계가 가장 높은 것으로 판명되어, 이것은 이전의 많은 연구결과와 일치하였다.

셋째, 전자통신과 학생들에게서 보다 해운경영과 학생들에게서 Attitudes가 Proficiency와 더 밀접한 관계를 가지고 있는 것으로 밝혀져 이것 또한 더 높은 상관관계가 과학계통의 학생들에게 보다 인문계통의 학생들에게서 발견된다는 기존의 이론을 뒷받침하였다.

넷째, ESL Settings에서 실시된 연구결과와 비교해 볼 때 본 연구의 영어 학습자들이 훨씬 낮은 Integrative Motivation를 가지고 있는 것으로 증명되어 이것 또한 기존의 연구결과와 일치하였다.

본 연구는 외국어 습득과정에서 학습자가 지니게 되는 동기나 태도가 학습성취도에 끼치는 영향을 다소나마 밝혀준 것으로 생각되어 영어교육 발전에 조금이나마 도움일 되기를 바란다.