INFORMATION TO USERS

This manuscript has been reproduced from the microfilm master. UMI films the text directly from the original or copy submitted. Thus, some thesis and dissertation copies are in typewriter face, while others may be from any type of computer printer.

The quality of this reproduction is dependent upon the quality of the copy submitted. Broken or indistinct print, colored or poor quality illustrations and photographs, print bleedthrough, substandard margins, and improper alignment can adversely affect reproduction.

In the unlikely event that the author did not send UMI a complete manuscript and there are missing pages, these will be noted. Also, if unauthorized copyright material had to be removed, a note will indicate the deletion.

Oversize materials (e.g., maps, drawings, charts) are reproduced by sectioning the original, beginning at the upper left-hand corner and continuing from left to right in equal sections with small overlaps. Each original is also photographed in one exposure and is included in reduced form at the back of the book.

Photographs included in the original manuscript have been reproduced xerographically in this copy. Higher quality 6" x 9" black and white photographic prints are available for any photographs or illustrations appearing in this copy for an additional charge. Contact UMI directly to order.

UMI
A Bell & Howell Information Company
700 North Zeib Road, Ann Arbor, MI 48106-1346 USA
313/761-4700 800/521-0600
THE ROLE OF BELIEFS AND ANXIETY IN THE ATTRITION OF
AFRICAN-AMERICAN STUDENTS IN FOREIGN LANGUAGE STUDY

DISSERTATION

Presented in Partial Fulfillment of the Requirements
for the Doctor of Philosophy in the Graduate
School of the Ohio State University

By
Rosalynn Taylor Lucas, B.A., M.A.T.

* * * * *

The Ohio State University
1995

Dissertation Committee:
C.R. Hancock
G.A. Jarvis
T.A. Morgan

Approved by
Charles R. Hancock
Adviser
College of Education

Department of Educational Studies
To Mara
ACKNOWLEDGMENTS

I express my sincere appreciation to Dr. Charles R. Hancock for his support and guidance with this research. I also thank Dr. Gilbert Jarvis and Dr. Terrell Morgan for their suggestions and encouragement. Gratitude is expressed to the Graduate School of The Ohio State University which provided a grant through the GSARA program that helped to make this research possible.

To my parents, Gloria and Joseph Taylor, I express gratitude for the countless things that they have done to help me achieve my goals. To my husband, Jerry, without whom this would not be possible, I offer my sincerest appreciation for his never-ending faith in me and his support of my endeavors. I also thank my friends Missy Pence, Michaela Ueland, and Tracey Szakal for their support and their willingness to baby-sit. Without their assistance this would still be a work in progress.
VITA

June 1, 1965 .................. Born – Richmond, Virginia

1987 ........................ B.A., University of Virginia, Charlottesville, Virginia

1987-1989 .................. Graduate Teaching Assistant, Department of Spanish, Italian, and Portuguese, University of Virginia, Charlottesville, Virginia

1989 ........................ M.A.T., University of Virginia, Charlottesville, Virginia

1989-1991 .................. Middle Tennessee State University, Murfreesboro, Tennessee

1992-1993 .................. Graduate Teaching Associate, Educational Studies, The Ohio State University, Columbus, Ohio

FIELDS OF STUDY

Major Field: Education
Studies in Foreign and Second Language Education

Minor Field: Spanish Linguistics
TABLE OF CONTENTS

DEDICATION ......................................... ii
ACKNOWLEDGMENTS ................................. iii
VITA ................................................ iv
LIST OF TABLES ..................................... viii

CHAPTER                                      PAGE
I. THE PROBLEM ....................................  1
   Introduction .................................  1
   Statement of the Problem .................  4
   Significance of the Problem .............  5
   Purpose of the Study ....................  10
   Primary Research Questions ............  10
   Secondary Research Questions ..........  11
   Definition of Terms ......................  12
   Description of Concepts .................  14
   Assumptions ................................  16
   Limitations ................................  16
II. REVIEW OF THE LITERATURE ...................  18
   Introduction ...............................  18
   Foreign Language Learning and Identity  18
   The Role of Anxiety in Second Language Acquisition .........................  21
   Psychological Conceptions of Anxiety ...  21
   Foreign Language Anxiety ...............  24
   The Effects of Foreign Language Anxiety .  28
   Student Beliefs about Language Learning ...........................................  35
   Student Attitudes toward Language Learning ........................................  40
   Motivation in Language Acquisition ....  44
   The Research of Gardner and Lambert ....  45
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional Motivational Research</td>
<td>49</td>
</tr>
<tr>
<td>Criticisms of Motivational Research</td>
<td>52</td>
</tr>
<tr>
<td>Relevant Theories of Second Language Acquisition</td>
<td>57</td>
</tr>
<tr>
<td>Lambert's Social-Psychological Model</td>
<td>57</td>
</tr>
<tr>
<td>Clément's Social Context Model</td>
<td>58</td>
</tr>
<tr>
<td>Gardner's Socio-Educational Model</td>
<td>59</td>
</tr>
<tr>
<td>Student Attrition</td>
<td>60</td>
</tr>
<tr>
<td>African-American Students and Foreign Language Study</td>
<td>65</td>
</tr>
<tr>
<td>The Inclusion of Cultural Information on People of African Descent</td>
<td>71</td>
</tr>
<tr>
<td>Conclusion</td>
<td>76</td>
</tr>
<tr>
<td>III. PROCEDURES</td>
<td>78</td>
</tr>
<tr>
<td>Population</td>
<td>78</td>
</tr>
<tr>
<td>Sample Selection</td>
<td>79</td>
</tr>
<tr>
<td>Instrumentation</td>
<td>80</td>
</tr>
<tr>
<td>Questionnaire Design</td>
<td>81</td>
</tr>
<tr>
<td>Data Collection</td>
<td>93</td>
</tr>
<tr>
<td>Pilot Study</td>
<td>96</td>
</tr>
<tr>
<td>Data Analysis</td>
<td>100</td>
</tr>
<tr>
<td>Null Hypotheses</td>
<td>101</td>
</tr>
<tr>
<td>IV. RESULTS</td>
<td>103</td>
</tr>
<tr>
<td>Introduction</td>
<td>103</td>
</tr>
<tr>
<td>Characteristics of the Student Participants</td>
<td>104</td>
</tr>
<tr>
<td>Student Self-Ratings of Language Skills</td>
<td>116</td>
</tr>
<tr>
<td>Student Beliefs about Language Learning</td>
<td>119</td>
</tr>
<tr>
<td>Foreign Language Classroom Anxiety</td>
<td>132</td>
</tr>
<tr>
<td>The Relationship between Anxiety and Beliefs</td>
<td>136</td>
</tr>
<tr>
<td>Reasons for Continuing Foreign Language Study</td>
<td>143</td>
</tr>
<tr>
<td>Reasons for Stopping Foreign Language Study</td>
<td>151</td>
</tr>
<tr>
<td>Afro-French and Afro-Hispanic Culture in the Foreign Language Classroom</td>
<td>160</td>
</tr>
<tr>
<td>African-American Foreign Language Teachers</td>
<td>166</td>
</tr>
</tbody>
</table>
Profile of African-American Foreign Language Students ................. 170
African-American Students who Planned to Continue Studying a Foreign Language ................. 172
African-American Students who Planned to Stop Studying a Foreign Language ................. 175
Review of the Null Hypotheses ................. 178
Conclusion ................. 184

V. SUMMARY AND CONCLUSIONS ................. 187

Summary ................. 187
Discussion of the Results of African-American Students who Stop Studying a Foreign Language ................. 192
Pedagogical Implications ................. 202
Potential Areas of Future Research ................. 206
Conclusion ................. 209

REFERENCES ................. 212

APPENDICES

A. University Demographics ................. 231
B. Student Questionnaire ................. 233
C. Foreign Language Administrator Questionnaire ................. 244
D. Survey Instructions ................. 246
# LIST OF TABLES

<table>
<thead>
<tr>
<th>TABLE</th>
<th>DESCRIPTION</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Distribution (by percentages) of Survey Respondents by Race, Gender, Language, and Decision to Continue or Stop Foreign Language Study</td>
<td>104</td>
</tr>
<tr>
<td>2.</td>
<td>Distribution (by percentages) of Survey Respondents by University Classification</td>
<td>107</td>
</tr>
<tr>
<td>3.</td>
<td>Distribution (by percentages) of Students by Reported Grade Point Average (GPA)</td>
<td>109</td>
</tr>
<tr>
<td>4.</td>
<td>Distribution (by percentages) of Students by Expected Grade in their Current Foreign Language Course</td>
<td>110</td>
</tr>
<tr>
<td>5.</td>
<td>Distribution (by percentages) of Students by Number of Previous Courses Taken in the Current Foreign Language</td>
<td>111</td>
</tr>
<tr>
<td>6.</td>
<td>Frequency of Foreign Language Experiences Outside of the Classroom Reported by White and Continuing and Stopping African-American Students</td>
<td>114</td>
</tr>
<tr>
<td>7.</td>
<td>Students Self-Ratings of Language Skills in Six Areas (by percentages)</td>
<td>117</td>
</tr>
<tr>
<td>8.</td>
<td>Student Responses (by percentages) to the Belief Items in Section 1 of the Survey</td>
<td>121</td>
</tr>
<tr>
<td>9.</td>
<td>Responses (by percentages) of African-American Spanish and French Students to Selected Belief Items</td>
<td>131</td>
</tr>
</tbody>
</table>
10. Anxiety Classifications of Students (by percentages) based on the Total Score of Anxiety Items in Section 2 of the Survey ........................................ 134
11. Distribution (by percentages) of High- and Low-Anxiety Students by Expected Grade in their Current Foreign Language Course ........................................ 135
12. High and Low Anxiety Students' Self-Ratings of Language Skills in Six Areas (by percentages) ...................... 137
13. Correlations between Anxiety Scores and Belief Items ........................................ 139
14. Percentages of White and African-American Students Indicating Each Reason as Applicable to Their Decision to Continue Studying a Foreign Language ........................................ 145
15. Percentages of High- and Low-Anxiety Students Indicating Each Reason as Applicable to their Decision to Continue Studying a Foreign Language .......................... 147
16. Percentages of High- and Low-Anxiety African-American Students Indicating Each Reason as Applicable to their Decision to Continue Studying a Foreign Language ........................................ 148
17. Frequency of Reasons Provided by Students for Their Decisions to Continue Studying a Foreign Language ........................................ 150
18. Percentages of White and African-American Students Indicating Each Reason as Applicable to their Decision to Stop Studying a Foreign Language ........................................ 153
19. Percentages of High- and Low-Anxiety Students Indicating Each Reason as Applicable to their Decision to Stop Studying a Foreign Language ........................................ 155

20. Percentages of High- and Low-Anxiety African-American Students Indicating Each Reason as Applicable to their Decision to Stop Studying a Foreign Language ........................................ 157

21. Frequency of Reasons Provided by Students for their Decisions to Stop Studying a Foreign Language ........................................ 159

22. Student Ratings of Knowledge of Afro-French or Afro-Hispanic Culture (by percentages) ........................................ 161

23. Student Reports of the Frequency with which Afro-French or Afro-Hispanic Culture is Discussed in the Foreign Language Classroom (by percentages) ........................................ 162

24. Ratings of Knowledge of Afro-French or Afro-Hispanic Culture by African-American and White Students at Predominantly Black and Predominantly White Universities (by percentages) ........................................ 163

25. Student Reports of the Frequency with which Afro-French and Afro-Hispanic Culture is Discussed in the Foreign Language Classroom at Predominantly Black and Predominantly White Universities (by percentages) ........................................ 164

26. Student Reports of the Extent of their Interest in Learning about Afro-French or Afro-Hispanic Culture (by percentages) ........................................ 165

27. Number of African-American Foreign Language Teachers Reported by Students (by percentages) ........................................ 167
28. Number of African-American Foreign Language Teachers Reported by African-American French and Spanish Students (by percentages) ................................ 169

29. Number of African-American Foreign Language Teachers Reported by African-American Students at Predominantly Black and Predominantly White Universities (by percentages) .............................. 169
CHAPTER I
THE PROBLEM

Introduction
African-American students have historically been under-represented in foreign language study at the secondary school level. In 1959 the National Association of Secondary School Principals recommended that the study of modern foreign languages be open to all interested students (Hubbard, 1968, 1980). Despite this recommendation, the study of foreign languages has traditionally been elitist (Hubbard, 1980; Ramage, 1990), with foreign language study reserved only for high-achieving students. During the 1960s, some researchers suggested that foreign language study had little place in urban schools where the students were functioning at low academic levels (Conant, 1961; Ausubel & Ausubel, 1963). Many administrators, counselors, and foreign language teachers have held to the belief that African-American students do not need a foreign language, "for they would not go to college,
would not travel abroad, would fail the course anyway, or if successful, foreign language study would be a waste of time" (Hubbard, 1980, p. 76).

Current high school exit requirements, college entrance requirements, and increasing African-American college enrollments mean that a large number of African-American students are studying a foreign language (FL) while in high school. At the postsecondary level, degree requirements have a strong influence on enrollment figures. Most students, at both the high school and university level, enroll in FL courses to fulfill requirements (Ramage, 1990; Reinert, 1970; Speiller, 1988). A Modern Language Association survey of FL entrance and degree requirements, conducted in 1987–88, found that of the 1,481 four-year institutions surveyed, 58.1% reported a FL requirement for a Bachelor of Arts degree (Brod & Lapointe, 1989). The figures for the 1988–89 academic year show that 76.8% of the schools surveyed have a language requirement for at least some of their students (Huber, 1992).

In institutions of higher education, a 1986 survey (Brod, 1988) found a total FL enrollment of 1,003,234
students, an increase of 3.9% over the 1983 statistic. FL enrollments in higher education peaked in 1968, declined during the 1970s, and rose by 8.5% between 1980 and 1986. A survey conducted in 1990 (Brod & Huber, 1992) showed a total enrollment of 1,184,100, the highest enrollment recorded to date. The 1990 enrollment exceeded the 1986 figures by 18%.

Trends in FL degrees received tend to mirror trends in enrollment. The percentage of bachelor's degrees conferred in foreign languages declined from 2.38% of the total degrees granted in 1970-71 to .97% in 1983-84. In 1983-84 the percentage increased again to 1.02% and to 1.03% in 1986-87. In 1989-90, FL degrees accounted for 1.08% of the total number of bachelor's degrees conferred that year (Digest of Educational Statistics, 1992). FL enrollment and degree statistics have increased steadily since the early 1980s, with the large number of students currently studying a FL in part reflecting the high percentage of universities requiring some FL study as a prerequisite for graduation.
Statement of the Problem

The increase in enrollment and in the number of degrees conferred has been a boon for the field of foreign languages; yet, a problem exists when the status of African-American students is examined more closely. African-American students are being lost at an increasingly high rate from FL study, and, proportionally, they major in foreign languages only half as often as their white counterparts.

While 1.04% of the degrees given to whites in 1989-90 were in foreign languages, this figure is only .55% for African-Americans. These 334 FL degrees constitute 2.95% of the total FL degrees conferred in 1989-90 (Digest of Educational Statistics, 1992) and African-Americans have typically received about 3% of the degrees conferred in foreign languages (Carnegie Foundation for the Advancement of Teaching, 1988).

Some researchers have examined the role of student attitudes in the attrition of FL students, but researchers have seldom focused specifically on African-American students. Often, research on student attitudes has been done using local samples of high school students (Ramage, 1990; Reinert, 1970; Speiller,
The research on attitudes that has focused on African-American subjects has been conducted exclusively at predominantly Black colleges and universities (Clowney & Legge, 1979; Davis & Markham, 1991; LeBlanc, 1972), and there has been no anxiety research focusing uniquely on African-American students.

The beliefs and anxiety of African-American students concerning FL study should be researched in order to provide a framework for the examination of their decisions to continue or cease their FL study. Such a framework, once established, can be useful to the profession as researchers continue to address the problems of enrollment and achievement of African-American FL students.

**Significance of the Problem**

Learner characteristics have long been among the variables determined by various researchers to be influential in language learning (Stern, 1983). Stevick (1980) posits that a learner's internal variables may prove to be more problematic for second language acquisition (SLA) than external obstacles. In
light of the current movement toward more communicative approaches to classroom teaching, there is a renewed interest in the learner's role in second language acquisition. A communicative method requires more effort on the part of the student (Dubin & Olshtain, 1986). Learners become the focal point and they often take a more active role in the FL classroom. Within a communicative framework, the FL learner takes on a new role and students' attitudes toward language learning become a factor in their successful language acquisition.

Attitude may be one of the most important learner variables. Gardner (1979, 1980, 1985, 1988a, 1988b) has long been one of the leading researchers into the role of attitudes and motivation in SLA. He maintains that attitudes and motivation influence how active a role a student takes in SLA (Gardner, 1989). Savignon (1983) also posits a highly significant role for attitude in language acquisition, and states that:

If all the variables in L2 acquisition could be identified and the many intricate patterns of interaction between learner and learning context described, ultimate success in learning to use a
second language would most likely be seen to depend on the attitude of the learner (p. 110).

Anxiety is another important intrinsic learner variable in foreign language study. Research indicates that anxiety has an effect on the language learning process. One researcher (Horwitz, 1991) states that FL classroom anxiety accounts for 25% of the variance in final grades, and that it might account for a higher percentage of the variance in a measure of language proficiency. Students also frequently report they feel that anxiety affects their performance (Horwitz, Horwitz, & Cope, 1991; Phillips, 1992; Price, 1991), and researchers have acknowledged the psychological ramification of these reports. Students' perceptions that anxiety influences the language learning process may be more important than its actual affects on language acquisition (Bailey, 1983, Kleinmann, 1977; Phillips, 1992). If students believe that their level of anxiety in the FL classroom affects their ultimate achievement in the language, that belief alone may negatively impact their actual levels of acquisition. Research implies that a student's attitude toward learning a FL and that student's level of anxiety in
the language learning context are important variables in a learner's SLA from the perspective of both the FL learner and the FL teacher.

Teachers must be prepared to address the needs of the diverse students found in their classrooms. Despite the concern for the learner in the FL classroom, one large group of students has virtually been ignored in terms of specific research initiatives. African-American students are present in a large number of language classrooms, yet their attitudes and interests have generally not been studied. It becomes increasingly important to examine the needs of these students when projected population increases for the group are considered.

It is estimated that by the year 2000 there will be 35,440,000 African-Americans in the United States, representing an increase of 14.6% since 1990 (Wright, 1990). This population increase will affect the composition of the American classroom, and the educational system must be ready to provide for the needs of students. Knowing more about the beliefs and attitudes that these African-American students bring
into the FL classroom may help teachers to better educate them.

The ranks of FL teachers at both the secondary and university levels are not reflective of the demographic realities of many American classrooms, and more African-American FL teachers are needed (Cole, 1983; Hubbard, 1979; Irvine, 1990). African-American students need FL instructors who can serve as role models. This could include any instructor of African descent, but an African-American FL teacher with a shared cultural background may be an especially good role model for African-American FL students. In order to produce more African-American teachers, it is first necessary to enroll and keep these students in the FL classes for periods long enough to assure language proficiency sufficient to become classroom instructors. The field of FL education must find ways in which to encourage African-American students to continue their FL studies, but such goals cannot be achieved without greater knowledge of the needs, including beliefs and attitudes, of the students.
Purpose of the Study

The purpose of this study is to research the beliefs and levels of anxiety of African-American FL students, as well as to examine the factors they identify as reasons underlying their decisions to continue or not continue with their FL study. This investigation may lead to a better understanding of their decisions and thus enable FL educators to make FL classes more responsive to African-American students' needs. This study attempts to distinguish the beliefs and levels of anxiety of continuing African-American students from those who elected not to continue their FL study beyond the minimum college requirement level.

Primary Research Questions

1. In what ways do the beliefs of African-American students toward FL differ from those of their non-African-American classmates?

2. In what ways do the beliefs of African-American students who intend to continue studying a FL beyond the requirement level differ from the beliefs of those who chose not to continue their FL study beyond the minimum required courses?
3. Is there a significant difference between reported levels of anxiety by race of student?

4. Is there a significant difference between the levels of anxiety of African-American students who intend to continue their FL study beyond the requirement level and those who plan to cease their study of a FL?

5. What factors do African-American students identify as being most influential in their decisions to continue or discontinue FL study beyond the requirement level?

**Secondary Research Questions**

1. Do the beliefs of African-American students of Spanish differ from the beliefs of African-American students of French?

2. Do the levels of anxiety of African-American students of Spanish differ from the levels of anxiety of African-American students of French?

3. What is the relationship between the beliefs and levels of anxiety of African-American FL students?
4. What do African-American students identify as their expectations about their chances for successful learning in FL classes?

5. Does exposure to African-American FL teachers during their study affect African-American students' decisions to continue FL study?

6. Does the inclusion of Afro-Hispanic or Afro-French cultural elements in the FL curriculum affect African-American students' decisions to continue FL study beyond the minimum required levels of study?

**Definition of Terms**


Afro-French and Afro-Hispanic cultural elements: Material included in the curriculum that addresses the contributions of people of African descent to the literature, history, language, and culture of the French- or Spanish-speaking people.
Beliefs: The opinions students hold about foreign languages and aspects of FL learning as assessed by the Beliefs About Language Learning Inventory (Horwitz, 1988).

Continuing Students: Those students who indicated on the survey that they intended to enroll in another course in the same foreign language they were studying at the time of the survey administration.

Foreign Language Anxiety: The tension and apprehension students feel toward FL learning as assessed by the Foreign Language Classroom Anxiety Scale (Horwitz, 1991).

Historically and Predominantly Black Institutions: Colleges or universities with a student population of which more than 50% is of African descent.

Requirement level: The level of FL study required by a university for all or some of its students as a prerequisite for graduation.

Stopping students: Students who indicated on the survey that they did not plan to enroll in another course in the foreign language being studied.
Description of Concepts

Attitude is a complex psychological construct. Although agreement among researchers as to a precise definition of attitude is not uniform, the general consensus is that it refers to an affect for or against an object. Attitudes are believed to be determined by a set of both positive and negative beliefs an individual may hold toward a given object. Attitudes are learned and, although they tend to be consistent, it is possible to change them. They cannot be measured directly, and so must be inferred from beliefs or behaviors (Fishbein & Ajzen, 1975; Lett, 1977; Mueller, 1986).

Beliefs are subjective judgments regarding an object which are often created based on "residues of past experiences" (Fishbein & Ajzen, 1975, p. 143). Because most attitude measures seek to isolate the affective component from belief statements, Mueller (1986) maintains that subjects can be asked what they believe about an object rather than their attitudes toward it.

A behavior is an "observed overt act" (Fishbein & Ajzen, 1975, p. 12). Although it is generally assumed
that attitudes influence behavior, they are distinct constructs and a relationship between the two should not be expected. Attitudes reflect a general predisposition but are not related to any specific behavior, and they are only one factor determining particular behaviors (Fishbein & Ajzen, 1975; Mueller, 1986).

Behavioral intention is a function of both an individual's attitude toward that behavior and that person's perception of social expectations regarding that behavior. Despite its distinction from behavior, intention to perform a behavior is, however, the best predictor of that actual behavior (Fishbein & Ajzen, 1975; Gardner, Gliksman, & Smythe, 1978).

Anxiety is another complex construct that has several subtypes and components. Trait anxiety, or general anxiety, is a general predisposition to become anxious in any situation. There are also specific types of anxiety such as test anxiety, which involves an impaired performance on an examination caused by a preoccupation with failure. Another component of anxiety may be communication apprehension, or a general fear of oral communication.
Assumptions
The proposed study is based on the following assumptions:
1. The responses given by the subjects are honest ones.
2. The subjects are willing to complete and are capable of completing the questionnaire.
3. An acceptable rate of response for statistical analysis will received from the schools selected to participate in the study.

Limitations
1. The schools used in this study were not randomly selected.
2. The students in this study were not all at the same level of proficiency in their second language, although language proficiency was not measured directly for any subject in the study.
3. The administration of the instrument may vary slightly between classes because different instructors administered the surveys. However, all instructors were requested to follow the guidelines provided by the researcher.
4. All sections of the particular courses surveyed at an institution were not included in the study.
CHAPTER II
REVIEW OF THE LITERATURE

Introduction
This chapter provides an overview of the literature relating to affective variables pertinent to successful SLA. The impact of a second language on a learner's identity is examined. The role of language classroom anxiety and student beliefs in second language learning are reviewed. In addition, student attitudes and motivation, and rates of student attrition are examined. The chapter ends with a review of literature on the African-American student and foreign language study.

Foreign Language Learning and Identity
Many researchers agree that the social-psychological aspects of SLA are important to a learner's ultimate success (Gardner, 1985; Jakobovits, 1968; Taylor, Meynard, & Rheault, 1977). The proponents of Counseling Learning have also examined
the psychological aspects of SLA. Curran (1976) and Rardin and Tranel (1988) maintain that learning a FL involves developing a new self. A student is involved both intellectually and emotionally in the learning process, which changes the student's identity and their view of the world, according to this perspective.

A student's native language is an important part of his/her identity (Gardner, 1979; Giles, Bourhis, & Taylor, 1977; Guiora, 1983; Rardin & Tranel, 1988). Language not only helps to establish social identity, by marking an individual as a member of a group (Giles, Bourhis, & Taylor, 1977), but it also determines the way the world is viewed. One's native language determines one's sense of reality and limits one's understanding of the world (Guiora, 1983; Reinert, 1970). Language is instrumental in "holding together our psychological integrity" (Guiora, 1983, p. 8).

Learning a different language involves accepting alternative ways of conceiving and experiencing reality. To acquire another language, one must integrate these alternative conceptions into one's own cultural conceptions (Gardner, 1979). Attempting to accept these alternatives without losing psychological
integrity brings into play an individual's psychological defense system (Guiora, 1983). Clarke (1976) has gone so far as to refer to this state in SLA as "an environmentally induced schizophrenia" (p. 379) due to the psychological conflict resulting from the attempt to reconcile two different perspectives of reality represented by two languages.

Taylor, Meynard, and Rheault (1977) conducted a survey of 246 French-speaking Canadian students at four universities to determine the role language plays in threatening ethnic identity. They reported that students who felt a threat to their cultural identity had lower levels of fluency in English. The researchers stated that there is "some indication that threat to identity forms a separate motivational issue which should be distinguished from the already established factors of instrumental and integrative motivation" (p. 116). This study serves to further highlight the psychological ramifications of the interaction of a student's first and second languages. It also supports a primary assumption of this study, that students of different ethnic backgrounds may
approach FL learning differently, and the need for further research in this area.

The Role of Anxiety in Second Language Acquisition

Psychological Conceptions of Anxiety

Anxiety is a psychological construct defined as "a state marked by heightened self-awareness and perceived helplessness" (Sarason, 1980, p. 7). It often occurs when an individual feels incapable of handling a difficult situation and anticipates failure (Sarason, 1980). Anxiety can indirectly affect performance by interfering in the processes necessary for learning to occur (Tobias, 1980). One theory predicts that anxious students perform more poorly on complex tasks, but better on simpler tasks when compared with non-anxious students (Spence & Spence, 1966).

It is generally accepted that anxiety has both facilitating and debilitating effects. Facilitating anxiety can motivate the learner, but debilitating anxiety may lead the learner to avoid the anxiety-producing situation (Bailey, 1983). Facilitating and debilitating anxiety were initially viewed as opposite
endpoints of a continuum, until Alpert and Haber (1960) conducted a study of the relationship between anxiety and academic achievement in which over 300 university students were administered six anxiety scales. Based on the results of that study, Alpert and Haber concluded that debilitating and facilitating anxiety may not be at opposite ends of a continuum, but they may be uncorrelated constructs; thus a student "may possess a large amount of both anxieties, or of one but not the other, or none of either" (p. 213). Another researcher (Scovel, 1991) maintained that both types of anxiety work together to enhance learning.

Spielberger (1966) posited that anxiety and intelligence are independent, but that, while it may have a facilitative effect for very bright students, it has a cumulative debilitating effect on the performance of students with low aptitude. These conclusions are based on a report of a series of five studies examining the relationship between anxiety and recall, intelligence, academic achievement, rote learning, and concept formation. Gardner (1979) has maintained that anxiety and aptitude are also independent variables in the field of SLA.
Many researchers have focused on the effects of test anxiety, a specific type of anxiety, on students. Individuals with high levels of test anxiety tend to perform more poorly on complex tasks when the task is accompanied by an evaluation of the student's performance (Sarason, 1980; Tobias, 1980; Wine, 1980). A highly test-anxious individual has a fear of negative evaluation that hinders performance on difficult tasks, but this same individual may perform as well as a less anxious person if there is no fear of evaluation (Sarason, 1980). The effect of a fear of negative evaluation is particularly evident when a student perceives the task, or the evaluation thereof, as related to measures of achievement or intelligence (Tobias, 1986).

The performance of students with high levels of test anxiety may be hindered by the fact that they often divide their attention between the test and negative self-evaluations (e.g., how poorly they are doing compared to others). The self-preoccupations of highly test-anxious students cause them to focus less attention on the test than their less anxious
In the field of psychology, anxiety is viewed as a complex construct with potentially negative effects on the learning process. Students may have general, or trait, anxiety; or they may only be anxious in certain situations, e.g., during a test. Although intelligence and anxiety are believed to be independent, the effects of anxiety may differ based on a student's level of intelligence. Anxiety can have facilitating or debilitating effects on learning, or the two uncorrelated constructs can work together to produce a more beneficial learning situation for the learner.

**Foreign Language Anxiety**

Researchers agree that FL anxiety is a situation-specific construct, distinct from trait anxiety (Horwitz, Horwitz, & Cope, 1991; MacIntyre & Gardner, 1991c, 1991d). Horwitz, Horwitz, and Cope (1991) propose that FL anxiety is "a distinct complex of self-perceptions, beliefs, feelings and behaviors related to classroom language learning arising from the uniqueness of the language learning process" (p. 31). They
contend that FL anxiety has three components: communication apprehension, test anxiety, and fear of negative evaluation. Other researchers (Aida, 1994; MacIntyre & Gardner, 1991a), however, have found that test anxiety is more an aspect of general anxiety than of specific FL anxiety. Young (1990) also suggests that anxiety related to speaking is not completely due to a fear of speaking the FL, but also to communication apprehension and a fear of negative evaluation by both peers and instructors.

Many researchers agree that learning a second language can be an anxiety-provoking experience. Curran maintains that SLA involves giving up one's "security and comfort in English sounds...[and] learning to communicate comfortably and securely...in this new value system" (Curran, 1976, pp. 20-21). From a Counseling-Learning perspective, SLA involves denying your own identity, which can result in feelings of powerlessness, defenselessness and disloyalty (Rardin & Tranel, 1988). Scovel (1991) posits that anxiety may play an even larger role in formal language learning than it does in naturalistic acquisition.
Within a social-psychological framework, a learner must identify with and seek to be like the target language (TL) group to some extent, at least linguistically, to be successful (Lambert, 1963). Advancing toward bilingualism involves advancing to biculturality, and this process may cause anxiety in the learner. "Cultural xenophobia" (Goldin, 1987, p. 152) may also be a source of anxiety for students who may feel some apprehension about learning another language and thus being associated with the native speakers of that language, whom society may view as second-class citizens. Students may feel their place in society is threatened by such an association.

MacIntyre and Gardner (1991a, 1991b, 1991d) contend that FL anxiety is not a factor in the initial stages of SLA. They conclude that beginning students may experience feelings of anxiety that are "undifferentiated" (1991b, p. 303). Negative experiences in the FL classroom consolidate to form FL anxiety, which is in turn sustained by the same negative experiences that led to its development. When coupled with a negative self-concept in the language, FL anxiety leads to poor performance, which completes
the cycle by reinforcing the student's feelings of anxiety.

The greatest source of anxiety in the FL classroom reported by students is speaking the language in front of others (Goldin, 1987; Horwitz, Horwitz & Cope, 1991; MacIntrye & Gardner, 1991b; Price, 1991; Young, 1992). FL students, who are competent speakers in their native languages, are required to communicate using a medium in which they may have difficulty expressing even the simplest concepts and they know that they will make mistakes. They may also be anxious about the standards by which they are being evaluated. Students may not completely understand the standards, or may feel they cannot achieve these standards, or may worry that they are not even aware of some standards of correct usage of the FL (Horwitz, 1989; Horwitz, Horwitz, & Cope, 1991). Curran (1978) considers the special risk in speaking a FL, as opposed to reading or writing, claiming that when learning to speak a FL one is "linguistically naked" (p. 127). Horwitz, Horwitz, and Cope (1991) acknowledge that any performance in the L2 is likely to challenge an individual's self-concept as a competent
communicator and lead to reticence, self-consciousness, fear, or even panic....Probably no other field of study implicates self-concept and self-expression to the degree that language study does (p. 31).

FL anxiety is a complex concept that interacts with the acquisition of a second language, sometimes producing negative effects on the individual language learner.

The Effects of Foreign Language Anxiety

Researchers agree that some anxiety may be helpful in the learning task (Chastain, 1975; Young, 1992). In a study of avoidance behavior among groups of ESL students, Kleinmann (1977) found that while avoidance of certain linguistic features may be a group-level phenomenon, facilitating anxiety can be a mediating factor. Facilitating anxiety was found to be significantly correlated with the use of the passive voice among native speakers of Arabic, as well as with the use of direct object pronouns and infinitive complements for Spanish and Portuguese students.

Researchers have found that FL anxiety can have deleterious effects on both the acquisition of and
performance in the TL (Gardner, Day, & MacIntyre, 1992; Gardner & Smythe, 1975; Gardner, Smythe, & Brunet, 1977; Horwitz, Horwitz, & Cope, 1991; MacIntyre & Gardner, 1991b, 1991c, 1991d; Mantle-Bromley & Miller, 1991). In a study of affective variables, researchers found that language anxiety was significantly negatively correlated with all objective measures of achievement, and even larger correlations were found between FL anxiety and self-ratings of proficiency (Gardner & MacIntyre, 1993).

In studies of risk-taking in the classroom, it was found that students who are uncomfortable in their language classes take fewer risks in communicating and participate in class less often than students who feel more comfortable (Ely, 1986; Samimy & Tabuse, 1992). It may also cause students to appear unprepared in the classroom (Horwitz, Horwitz, & Cope, 1991). Anxiety may interfere with the processing of input, with concentration and with the effective use of short-term memory (MacIntyre & Gardner, 1991c).

Studies have shown that high-anxiety students perform more poorly on oral exercises. Phillips (1992) studied forty-four third semester French students and
found that the students who were more anxious (as measured by the Foreign Language Classroom Anxiety Scale) performed more poorly on an oral exam consisting of both a role play and a free speech on a given topic. They tended to say less, use simpler constructions, and use fewer authentic L2 structures. In another study, ESL students in an anxiety condition were judged by native speakers as providing less interpretive information than students in the non-anxiety condition when asked to provide descriptions of pictures (Steinberg & Horwitz, 1986).

FL anxiety was found to be significantly related to poorer performance on a vocabulary production task in which students had to provide both written and oral responses. The students in this study were randomly assigned to either a high or low pressure condition. The subjects in the high pressure group were instructed that they could not stop speaking or writing for more than 15 seconds, or they would be given the next item. The students in the high pressure condition produced fewer correct responses on a paired associates task in which they were asked to choose the correct English
equivalent of a French noun from five alternatives (MacIntyre & Gardner, 1991a).

In another study, MacIntyre and Gardner (1991b) used focused essays to manipulate students' levels of anxiety. Students were divided into two groups and asked to write an essay that recalled an experience using French in which they felt "either relaxed and very confident or very nervous and apprehensive" (p. 298). They found that those students who were assigned to the relaxed essay group later rated themselves significantly higher on self-ratings of speaking proficiency. This finding led the authors to conclude that students could potentially increase their self-confidence if they could be taught to focus on any experiences they may have had with the FL that they viewed as successful, and thus begin to view themselves as more proficient language learners. Such a hypothesis may have support among psychologists who have studied anxiety (e.g., Spielberger, 1966).

Gardner, Day, and MacIntyre (1992) examined the effects of motivation and induced anxiety on a computerized vocabulary learning tasks. Anxiety was induced by videotaping the subjects and placing a
monitor behind the computer screen so that students could see their face as they were being filmed. Although the researchers determined that the attempts to induce anxiety were unsuccessful, they discovered that measures of anxiety were negatively correlated with measures of motivation and integratively motivated subjects reported the least amount of anxiety. These results led the researchers to suggest a continuum with anxiety and motivation at opposite endpoints. They maintain that such a continuum would support much of the current L2 data, including their finding that integratively motivated students are less anxious.

In another study in which researchers attempted to induce FL anxiety, MacIntyre and Gardner (1994) found that increases in anxiety reduced student scores on both recognition and recall of newly-learned vocabulary. The research also showed that students in whom anxiety was not induced consistently performed better on learning tasks than those students in whom anxiety was induced.

Horwitz, Horwitz, and Cope (1991) used the Foreign Language Classroom Anxiety Scale (FLCAS) to study the anxiety levels of seventy-five university students
enrolled in introductory college Spanish courses. The FLCAS, which is described in more detail in chapter 3, is an instrument designed to measure a student’s level of FL anxiety. These researchers contend that students with debilitating FL anxiety can be classified based on the common characteristics they share. The students who scored high in anxiety reported that they were afraid to speak the FL, especially in front of others. They reported fearing not understanding everything they heard, not being able to discriminate between TL sounds, making mistakes, and being negatively judged by others.

The study showed that 48% of these students said they felt more tense and nervous in their language class than in their other classes. More than half of the students in the study reported that their FL class made them so nervous they forgot things they knew and that they worried about getting left behind because the class moved quickly. Speaking without previous preparation was a source of anxiety for 49% of the students and another 42% reported being anxious about their FL class even when they were prepared for it. Another 62% of the seventy-five subjects stated that
they were never sure of themselves when speaking the
FL.

In interviews with anxious students, Price (1991) found that the students in her study related that they put forth greater effort in their FL courses than in their other courses, but they obtained fewer results and felt less in control. Most anxious students also reported that the transition from high school to more demanding university courses produced anxiety (Price, 1991). In a survey of 244 high school and college Spanish students, Young (1990) reported that at least half of the students surveyed said they volunteered less because they were afraid of making a mistake. More than two-thirds of the students stated they would not be as self-conscious if they felt that making mistakes were more accepted (Young, 1990). Making mistakes may be especially difficult for students who are conditioned by our educational system that silence may be preferable to error (Goldin, 1987).

While anxiety may have facilitative effects, many of the effects of FL anxiety, especially high levels of it, are debilitating. The fear and nervousness of anxious FL students often results in poor performance
and negative classroom experiences. These negative experiences produce more anxiety about learning a FL, thus creating an endless cycle. FL anxiety may be an important factor in a student's classroom language acquisition, and it is important that FL teachers be aware of the potential effects of anxiety on student performance and on student attitudes toward language learning.

**Student Beliefs about Language Learning**

The beginning FL student enters the classroom with a set of preconceived notions regarding FL learning (Cooper, 1985; Goldin, 1987). Students may unconsciously adopt the ideas about language learning that exist in the society in which they live (Gardner, 1979; Prokop, 1975; Stevick, 1980; Strevens, 1987). Stevick (1980) claims that "most of us are 'born losers' (or at least born underachievers) even before we first set foot in a language classroom," (p. 233). This concept is echoed by Strevens (1987) who claims that there may exist a "national myth" (p. 22) of FL failure in the United States and that students' expectations of poor performance may negatively affect
their achievement. Learners who believe they will not succeed may be unwilling to devote the necessary time, energy, and attention to the task of SLA. Consequently, they are unlikely to learn the TL, resulting in a self-fulfilling prophecy. Strevens, like Gardner (1979), proposes that the success in SLA in bilingual areas may be due to a societal expectation of successful language learning.

The beliefs that learners bring with them into the classroom may often be the cause for their anxieties (Horwitz, Horwitz, & Cope, 1991; Young, 1991). Students may have unrealistic expectations or ideas concerning SLA and these ideas may clash with the realities of the FL classroom (Cooper, 1985; Horwitz, 1989). Learners may also have ideas about classroom activities that may not reflect current language teaching theory. For example, they may expect that grammar should be the focus of the course and that conversation is beyond their level, especially in beginning courses (Goldin, 1987). Students may also be convinced that errors in the FL are to be avoided and may have difficulty accepting that these errors are an integral part of the learning process (Goldin, 1987).
In an attempt to further examine student beliefs, Horwitz (1988) administered the Beliefs About Language Learning Inventory (BALLI) to 161 first semester German, French, and Spanish students at the University of Texas. Horwitz found that at least 86% of the students agreed with the statement that "some languages are easier to learn than others," yet less than 20% of the Spanish students reported that they were studying an easy language and only 5% of French and German students considered their FL to be an easy one. Nevertheless, more than 50% of the students agreed that they would successfully learn to speak their language well. A little more than 40% of the students in each language group stated that it was possible to become fluent in two years or less by studying the FL for one hour a day.

While almost half of the students agreed that some people possess a special aptitude for learning foreign languages, fewer (an average of 35%) stated that they possessed such an aptitude. Yet about three-fourths of the students agreed that everyone could learn to speak a FL. More than 80% of the students reported that FL learning is different from other school subjects.
About half of the students surveyed reported that it was all right to guess a word if you didn't know it, but half also maintained that mistakes that were allowed early on would be difficult to correct later. Interestingly, 70% of German and 75% of Spanish students agreed that learning a FL is mostly a matter of translating from English, while only 15% of the French students agreed with this item.

Luppescu and Day (1990) warn that results from studies using the BALLI may not be supportable because Horwitz failed to validate the instrument. Although such a conclusion is possible from a quantitative viewpoint, this statement would seem to indicate a lack of understanding of the nature of the BALLI. Luppescu and Day were seeking to develop an instrument that contained items that allow for discrimination between subjects and analysis of a single variable, thus meeting quantitative standards. The BALLI, in contrast, has a much more qualitative nature and is not intended to be used in a manner such as Luppescu and Day have described. Because the BALLI is a more qualitative instrument, it should be judged by qualitative criteria.
Within a qualitative paradigm, a researcher seeks to provide descriptions and meaning. The goal is to "make sense' of the data in ways that will...lead to a maximal understanding" (Lincoln & Guba, 1985, pp. 224-225). The BALLI seeks to provide a fit between the data collected and what actually occurs, between what students say they believe and what they really do believe (Bogdan & Biklen, 1992). The issue of internal validity in a quantitative framework is replaced by the issue of credibility within a qualitative paradigm (Denzin & Lincoln, 1994; Lincoln & Guba, 1985). Credibility, or truth value, deals with establishing confidence that the findings are true for the subjects and contexts involved in the study. The author of the BALLI attempted to fulfill this criterion during the development of the instrument, which is further discussed in chapter 3. Although the BALLI may be a hybrid instrument with both qualitative and quantitative characteristics, it produces results which are qualitative in nature; and, consequentially, it should be held to more qualitative standards.

The beliefs students hold may be another determinant of ultimate SLA success. Students who
believe they will not succeed may fail simply because they expect to do so. Beliefs or expectations that do not correspond to classroom experiences may also negatively affect student performance. The BALLI, and other instruments like it, may be useful in examining student beliefs and helping to determine what role those beliefs occupy in FL learning.

Student Attitudes toward Language Study

Much of the research on attitudes and motivation has been intertwined and treated almost as a single phenomenon in SLA research. Consequently, it is sometimes difficult to separate the overlapping results. In addition, much of the research that has claimed to focus on both attitudes and motivation has, in reality, examined student motivational orientations with the understanding that attitudes influence motivation. Some researchers, however, have focused simply on the construct of attitude in their research.

Student attitudes may be the crucial variable in the acquisition of a first and second language, the major variation being between levels of attained proficiency (Spolsky, 1969). Research has shown that
attitude and motivation are independent of aptitude and account for different portions of the variance in measures of FL achievement (Gardner, 1989; Gardner & Smythe, 1975; Gardner, Smythe, & Clément, 1979; Raymond & Roberts, 1983). Some researchers posit that sufficient amounts of either can lead to successful SLA (Anisfeld & Lambert, 1961; Gardner & Lambert, 1975; Jakobovits & Nelson, 1970). Gardner (1989) maintains that the integrative motive is the basis for maintaining student interest in the language, while aptitude provides the cognitive foundation for future language learning.

Several studies have found that students have generally positive attitudes toward FL study (McEwan & Minkle, 1979; Morello, 1988; Papalia, 1978; Roberts, 1992). More than 60% of students in one study reported that learning a FL would be beneficial to all students (Mueller & Miller, 1970). Students with more positive attitudes may be more successful language learners. Students with positive attitudes had a faster rate of learning, worked harder, and were more interested in learning (Gardner, Lalonde, & Moorcroft, 1985). They devoted more time to their courses (Mueller & Miller,
1970) and achieved higher levels of proficiency (Lambert, Gardner, Barik, & Tunstall, 1963; Mantle-Bromley & Miller, 1991; Prokop, 1975). Positive attitudes have also been linked to a lack of classroom anxiety (Muchnick & Wolfe, 1982).

Studies have shown that students generally have positive attitudes toward the cultural component of the course as well (Glisan, 1987; Morello, 1988; Walker, 1973). In a study of university freshmen, Roberts (1992) found that the more high school language study students had the more important the cultural component of the curriculum was to them. Roberts also reported that the students studied held a strong belief that "a greater understanding of culture is a primary reason for foreign language study, not just a by-product" (p. 281).

Developing oral skills was also found to be important to learners (Frey & Sadek, 1971; Glisan, 1987; Morello, 1988; Walker, 1973). Yet students often reported not being pleased with their progress in developing these skills. In one study, over 300 beginning university Spanish students were asked to rate their skills from very good to poor in six areas:
speaking, aural comprehension, writing, reading, grammatical knowledge, and vocabulary knowledge (Glisan, 1987). The researcher found that for each area more than half of the students rated their language skills as fair or poor. Students may also be displeased with the amount of effort they must put into their FL classes and the grades they receive (Hildman & Johnson, 1982; Jakobovits, 1968; Lafayette, 1971).

Many students have negative feelings regarding the FL requirement (Jakobovits, 1968; Papalia, 1978; Walker, 1973). They may feel that they are being forced to study a subject which is irrelevant and will be of no future use. Some students feel that the requirement is pointless because it does not provide them with enough time in which to learn the language. Some research has indicated that attitudes become more negative and motivation declines as a result of continued language study, especially when completing a FL requirement (Morello, 1988; Samimy & Tabuse, 1992).

Student attitudes are generally very stable, especially attitudes toward the course, native speakers of the TL, and those attitudes regarding interest in the FL (Smith & Massey, 1987). In a study of Canadian
students of German, Prokop (1975) found that those students whose attitudes were stable had the highest levels of proficiency and that increases in attitude scores were associated with increases in proficiency. Researchers have maintained that students must have some positive experiences in order to maintain a positive outlook (Jakobovits & Nelson, 1970). Achieving some FL goals may also serve to provide positive reinforcement that could result in more positive attitudes (Hermann, 1980).

**Motivation in Language Acquisition**

The construct of motivation is defined differently by different researchers, but it is generally agreed that motivation is a necessary component of SLA. Gardner's conceptualization of motivation as goal-directed behavior involved attitudes, a desire to learn the TL, and the amount of effort expended to that end (Gardner, 1979; Gardner, 1985; Gardner & Smythe, 1975). Gardner distinguished between motivation and orientation; the former involved a focused effort while the latter referred to the reasons for FL study. Jakobovits (1969) distinguished between interest, which
is internal, and motivation, which for him stems from an external source. He claimed that motivation is necessary when students lack an intrinsic desire for FL study. Despite these distinctions, the term motivation is often used as a cover term for all of these components. Regardless of differences in their concepts of motivation, researchers agree that motivation is an important variable in successful SLA.

The Research of Gardner and Lambert

The pioneering work in the area of attitudes and motivation was done by Gardner and Lambert (1959, 1972). Despite its potential lack of generalizability, their work served to bring attitudes and motivation to the forefront of the research on second language learning. As a result of a twelve year project, Gardner and Lambert (1972) developed a theory of second language learning. This theory accounts for the fact that, if one examines history, it becomes evident that people have acquired a second language under certain conditions, regardless of aptitude. The theory proposes that a learner's motivation to learn is directly related to his/her attitudes toward the target
language group, the people of other cultural groups in general, and the task of learning another language.

A learner's orientation to the learning task may be viewed as either instrumental or integrative. Gardner and Lambert recognized as an integrative orientation any rationale for study that "reflected an inquisitiveness and genuine interest in the people comprising a cultural group, ... or a desire to meet with and possibly associate with that group" (p. 14). In contrast, instrumental motivation is characterized by "a desire to gain social recognition or economic advantages through knowledge of a foreign language" (p. 14). The instrumentally oriented learner is not interested in the target culture or any interpersonal relationships with the cultural group, but is motivated to learn a new language for the more tangible benefits that can result from knowledge of a FL.

An earlier study of English-speaking high school students learning French in Montreal revealed that French achievement was partly determined by orientation (Gardner & Lambert, 1959). Integratively oriented students were more successful than those with an instrumental orientation. To determine whether the
Canadian results were affected by the bilingual and bicultural setting, Gardner and Lambert extended their study to other geographical areas. Three regions in the United States were selected: Louisiana, Maine, and Connecticut. Maine was selected because of its active French-American subculture, as was Louisiana. Connecticut was selected to represent a more typical U.S. community. American high school students were examined using the same basic battery of tests as those used in Canada, the Attitude/Motivation Test Battery (AMTB). The AMTB is a battery of over fifty tests developed by Gardner and his colleagues. Portions of the AMTB are frequently used in research into the areas of attitudes and motivation.

The results indicated that American students generally had negative attitudes toward French-speaking people. The Louisiana study showed that ethnocentrism and negative attitudes toward the target cultural group were negatively related to a student's language achievement. The ethnocentrism the Maine students felt was associated with an instrumental motivation, but did not affect their achievement because, unlike the Louisiana students, it did not include negative
attitudes toward French people. Only in Connecticut did students show an integrative orientation toward learning French. These students sought to identify with the TL culture, and they also realized the potential usefulness of their studies.

Gardner and Lambert did discover a subgroup of students who fell into a special category. These students were academically talented and tended to achieve high marks in their FL courses, yet they did not have any special motivation. They viewed their FL courses as other courses and were driven by a desire for general academic success. These students did not, however, score any higher on proficiency measures than other students. Their success was limited to the facets of language learning more closely related to general academic achievement, classified as cognitive/academic language proficiency (CALP) by Cummins (1980), and did not extend to the more communicative aspects of the language.

These studies were also extended to the Philippines, in another attempt to cross-validate the research findings. In the Philippines, learning English is crucial to one's future and determines the
potential of increasing one's standing in society. The majority of the students in this study who were most successful in acquiring a language in a second language context were found to have an instrumental orientation. The instrumental approach appears to be most effective when there is a real need to learn to speak another language.

All of these studies support the notion that attitudes and motivation are important factors in foreign language achievement and that they are independent of intelligence and aptitude. An integrative orientation has generally been found to be most useful in SLA and students of classroom FL may profit most by adopting an integrative outlook.

Additional Motivational Research

While Gardner has continued to investigate the affects of integrative and instrumental orientations on SLA, other researchers have also examined the issue of motivation and many have used the AMTB to conduct their research.

Muchnick and Wolfe (1982) found that integratively oriented students were more successful in attaining
native-like phonology. The instrumentally oriented students succeeded in the areas of grammar and vocabulary, while showing less promise with their communicative skills. Other studies have also found an integrative orientation to be useful to SLA. Integratively motivated students have a faster rate of learning (Gardner, Day, & MacIntyre, 1992; Gardner & MacIntyre, 1991). They are more willing to take risks in the language, volunteer more, and view all language experiences as more positive (Gliksman, Gardner, & Smythe, 1982). They also aim to achieve higher levels of proficiency (Dörnyei, 1990; Prokop, 1975). Integratively motivated students tend to seek to maximize any language opportunity (Gliksman, Gardner, & Smythe, 1982).

Not all studies of motivation have obtained similar results. In a study of kindergarten children, Strong (1984) found that an integrative orientation did not enhance target language proficiency. Some studies have found an instrumental orientation to be more effective. Gardner and MacIntyre (1991) propose that an instrumental motivation, while it may be effective, is only useful until the goal has been attained. An
integrative motivation may be more stable due to its attitudinal base.

Several researchers have examined the relationship between attitudes, motivation and proficiency using cloze tests as the indicator of language proficiency (Chihara & Oller, 1978; Lukmani, 1972; Oller, Baca, & Vigil, 1977; Oller, Hudson, & Liu, 1977; Pierson, Fu, & Lee, 1980; Teitelbaum, Edwards, & Hudson, 1975). These studies all found that an instrumental motivation was more highly associated with their measures of proficiency. A major drawback of these studies is their use of a cloze test as a measure of proficiency. A cloze test is not a measure of second language proficiency, but of reading comprehension at best (Weir, 1990). Gardner and Lambert (1972) used both more varied and more communicative measures of proficiency in their studies. A cloze test is a more limited measure of grammatical knowledge and, as such, would be expected to be more closely related to an instrumental rather than an integrative orientation (Muchnick & Wolfe, 1982).

Many of these studies also used indirect measures to examine the relationship between attitudes and
levels of proficiency (Chihara & Oller, 1978; Oller, Baca, & Vigil, 1977; Oller, Hudson, & Liu, 1977; Pierson, Fu, & Lee, 1980). In these measures, taken from Spolsky (1969), students must indicate how well a list of adjectives describe themselves, themselves as they would like to be, other native speakers of their first language and speakers of the TL. The researchers maintain that these measures are easier to interpret than Gardner's measures and that they provide comparable results, but Au (1988) claims that these indirect methods are not appropriate measures of an integrative orientation.

Criticisms of Motivational Research

Despite the importance of Gardner's work and the extensions thereof, these studies are not without flaw and have been criticized by many other researchers. Au (1988) has questioned the theoretical justification of the AMTB, claiming that although often used in studies, it is rarely used in its entirety. He expressed concern about the validity of partial uses of the AMTB. Gardner and MacIntyre (1993) have shown that the subscales of the AMTB have both construct and
predictive validity and that, although the subscales are correlated, they measure distinct components of attitudes and motivation, enabling them to be used independently.

Concern has also been expressed about the way in which instrumental and integrative orientations have been defined, and indeed different researchers have defined the same elements differently (Clément & Kruidenier, 1983; Oller, Hudson, & Liu, 1977; Oxford & Shearin, 1994; Ramage, 1990; Strong, 1984; Teitelbaum, Edwards, & Hudson, 1975). Gardner maintains that such ambiguities could be resolved through empirical examinations of the relationships between reasons for FL study and the elimination of those reasons that prove to be ambiguous.

Researchers have recognized that integrative or instrumental motivations are not sufficient for all learning contexts. They have complained that Gardner's concepts of integrative and instrumental orientation have so overwhelmed the research in motivation that other areas of motivation have gone unexamined (Crookes & Schmidt, 1991; Dörnyei, 1994, Oxford & Shearin, 1994; Teitelbaum, Edwards, & Hudson, 1975). Clément and
Kruidenier (1983) have proposed that there may be some reasons (e.g., travel, friendship, and knowledge) that may not fall into either category and should be examined as separate motivational orientations. Dörnyei (1990) has also claimed that a student's need for achievement may be especially important in FL contexts because SLA takes on more academic characteristics.

It has been proposed that instrumental and integrative orientations are not necessarily distinct within the learner, and when there is no contact with the TL group they may fuse or cluster in different manners (Clément, Gardner, & Smythe, 1977; Dörnyei, 1990; Muchnick & Wolfe, 1982). Cultural knowledge may become an important orientation for individuals without contact with members of the TL group (Clément & Kruidenier, 1983). In one study, Gardner acknowledges that "there are complex reasons for studying another language and potentially more than two basic orientations" (Gardner & MacIntyre, 1993, p. 162).

The ability to make judgments regarding the nature of a causal relationship has been questioned by other researchers (Upshur, Acton, Arthur, & Guiora, 1978).
Gardner and associated claim that integratively motivated students attain higher levels of proficiency due to their more active classroom behaviors (Gliksman, Gardner, & Smythe, 1982). Au (1988) maintains the possibility that integratively motivated students may be more active learners as a result of their higher levels of proficiency. These students may be integratively motivated because of their linguistic talents. Skehan (1991) posits a bidirectional model, that "motivation both causes, and is caused by, success" (p. 283). In later works, Gardner (1988a, 1988b) also expresses support for a dual model of causation.

Many of the criticisms posed have been addressed by Gardner (1988b). He has stated that an integrative motive is only a hypothetical construct that does not exist. Rather, it is simply a cover term for a variety of attitudinal and motivational variables affecting SLA. He also acknowledges that it is not the only factor in SLA and it does not account for all of the variance in measures of L2 proficiency. Gardner (1985) also maintains that any motivation is important, not
simply an integrative one, although that may often be
the most effective.

Gardner's work has also come under criticism from
Oiler and associates. Oiler and Perkins (1978)
challenge the validity of self-reported attitude
information claiming that there are three possible
sources of extraneous variance in these measures.
Approval motive and self-flattery are two of these
potential sources of variance in the responses.
Students may provide responses that they deem as
socially acceptable or responses that reflect beliefs
or behaviors they personally view as desirable.
Response set is another source of potential variance.
Oiler and Perkins define response set as a tendency to
provide consistent responses regardless of the actual
beliefs held. They state that once a student has
committed to a certain view that student will give
responses that are consistent even if those responses
do not reflect his/her true beliefs. No support was
found for Oiler and Perkins' claims in later studies
(Gardner, 1980; Gardner & Gliksman, 1982; Upshur,
Acton, Arthur, & Guiora, 1978). Despite these and
other criticisms, Gardner's work has been recognized
as an important contribution to the study of attitudes and motivation (Dörnyei, 1994, Oxford & Shearin, 1994).

**Relevant Theories of Second Language Acquisition**

Three relevant theories include a role for attitudes and motivation in foreign and second language learning: Lambert's Social-Psychological Model, Clément's Social Context Model, and Gardner's Socio-Educational Model. Each of these models incorporates the role of a learner's internal variables in his/her ultimate level of SLA.

**Lambert's Social-Psychological Model**

Lambert (1963) developed a social-psychological theory of language learning which proposes that an individual successfully acquiring a second language gradually adopts various aspects of behavior which characterize members of another linguistic-cultural group. The learner's ethnocentric tendencies and his attitudes toward the other group are believed to determine his success in learning the new language. His motivation to learn is thought to be determined by
his attitudes and by his orientation toward learning a second language (p. 114).

Lambert maintains that as a learner's proficiency in the L2 develops so does that learner's sense of connection with the TL social group. Increases in proficiency bring with them an increased connection with the target culture. A successful learner seeks to identify linguistically with native speakers of the TL group, seeking to embrace the language and style of speech of the group members.

**Clément's Social Context Model**

Clément has put forth a theory that encompasses the concepts of anxiety and self-confidence (Clément & Kruidenier, 1985; Clément, Gardner, & Smythe, 1980). He proposes a model of SLA that comprises both a primary and a secondary motivational process. If there is no contact with the TL group, the primary process directly influences SLA. This process consists of integrativeness and a fear of assimilation. These two variables determine the contact situation.

The secondary process proposed by Clément becomes effective if there is contact between the language
groups. He ascertains that self-confidence determines motivation, which in turn determines both the linguistic and non-linguistic outcomes of language learning. These are also influenced by language aptitude. According to Clément, the non-linguistic outcomes then influence a learner's behavioral intentions regarding continued language study.

Gardner's Socio-Educational Model

Gardner (1985) maintains that although students may approach it as such, language is not like other school subjects. Because language involves the acquisition of behaviors that are not a part of one's native culture, the factors in language learning are unique. In Gardner's model, the social milieu determines the cultural beliefs regarding language learning. A student's cultural beliefs will influence and mediate the effects of the four components of individual differences. These factors include intelligence, language aptitude, motivation and FL anxiety. All four factors are important in formal learning situations, but Gardner proposes that intelligence and aptitude are less crucial in informal
situations. Individual differences determine both the linguistic and non-linguistic outcomes. Attitudes are assumed to be an underlying determinant of motivation and have no direct affect on achievement. The model is dynamic because the resulting non-linguistic outcomes affect any subsequent affective variables.

The models, briefly described here, address the role of a student's beliefs, attitudes, motivation, or anxiety in his/her language acquisition. All of these factors are related to the level of proficiency a learner attains when studying a FL, but they can also be responsible for a learner's decision to cease their study of a FL.

**Student Attrition**

The attrition of FL students is a major problem for the field of second language acquisition. Despite increased enrollments, Starr (1979) proposed that as much as 60% of enrollments may be concentrated in the first two years of language study. Starr (1979) and Jakobovits (1969) have lamented that students often "endure that most difficult and least rewarding phase of a program without gaining access to the natural
rewards that make such study tolerable" (Starr, 1979, p. 11). Although many students report that learning a FL is worthwhile (Mueller & Miller, 1970; Ramage, 1990; Reinert, 1970), they are nonetheless unwilling to persist in their study beyond the point mandated by their curriculum. Early researchers proposed that attrition would be a problem in FL education as long as requirements existed (Jakobovits, 1969; Lafayette, 1971).

The main reason many students give for studying a FL is a requirement (Frey & Sadek, 1971; Glisan, 1987; Minert, 1991; Papalia, 1970; Ramage, 1990; Reinert, 1970; Turner, 1974). Gardner, Smythe, Clément, and Gliksman (1976) reported that for many students "when such external pressures on the student are removed his attitudes and intrinsic motivation to pursue language study are insufficient to maintain an interest in remaining in the course" (p. 204). Consequently, many researchers have found high rates of attrition among students who have fulfilled their requirements. Lafayette (1971) maintained that approximately 66% of all students drop out after their second year of high school FL study. In a more recent study, Minert (1991)
reported an attrition rate of 65% among FL students. Other reported rates of attrition range from 45% to 67% (Myers, 1978; Ramage, 1990; Reinert, 1970). These results indicate that attrition after the completion of the requirement is a serious problem in the area of FL education.

Researchers have found that attitudes and motivation play a more important role in students' decisions to cease or continue their FL study than do grades, aptitude, or other measures of achievement (Clément, Smythe, & Gardner, 1978; Clément, Gardner, & Smythe, 1980; Gardner & Smythe, 1975; Mueller & Harris, 1966; Ramage, 1990). Negative classroom experiences and expectations of failure are also crucial factors in student decisions (Cooper, 1985; Myers, 1979; Torres, et al., 1970). Those students who view their FL learning experience negatively may seek to cease their FL study at the first opportunity (Phillips, 1992).

Drop-outs may have different attitudes toward their FL experiences than those students who decide to continue (Lafayette, 1971). In a study of eighth graders, Bartley (1970) found that low attitude scores were associated with a high probability of dropping
out. The scores of students who stopped their FL study averaged 20 points lower than the scores of those who continued. When high school students were asked to rank the reasons for their decisions to discontinue their language study, a scheduling conflict with other courses was ranked as the primary reason. Other highly ranked reasons include the perceived difficulty of the next course, a displeasure with their level of progress, and a lack of interest in learning to use the language (Hildman & Johnson, 1982; Lafayette, 1971; Minert, 1991; Papalia, 1970; Speiller, 1988; Torres, et al., 1970). The effect that language courses have on a student's overall grade point average was cited as another reason for discontinuing FL study (Lafayette, 1971; Minert, 1991). In another study, students cited the unexpected difficulty of the course and amount of effort required as reasons for discontinuing their language study (Hildman & Johnson, 1982). Students decide to cease their language study for a variety of reasons, including scheduling conflicts and low FL grades, but their attitudes toward and beliefs about learning a FL may be an important factor in their decision.
Those students who chose to continue their FL study were found to have positive attitudes, higher levels of FL aptitude and less FL anxiety (Gardner, Smythe, Clément, & Gliksman, 1976). They are interested in a thorough understanding of the language and culture (Ramage, 1990), are influenced by their interest in speaking and traveling (Myers, 1978, 1979; Speiller, 1988), and are more satisfied with their FL courses (Lafayette, 1971). Some claim that those who are instrumentally motivated continue (Speiller, 1988), while other studies have shown that the continuing student has an integrative motivation (Gardner & Smythe, 1975).

In a study of middle and high school French students, Lafayette (1971) found that almost 90% of the students who chose to continue felt that the study of French was beneficial compared to less than 50% of the drop-outs. More than half of the continuing students reported their French study as very enjoyable, while less than one-fourth of the drop-outs felt this way. Minert (1991) found that main difference between continuing and drop-out students was their FL grade averages. He reported that continuing students
maintained a grade-point average of 3.2, while the average for drop-outs was 2.8 on a 4.0 scale.

While language requirements are often cited by students as the main reason for studying a FL, the fulfillment of such requirements is equally responsible for the decisions of many students to cease their FL study. The attitudes a student has toward language learning, as well as a student's classroom experiences, can influence the decision to continue learning a FL. Thus, student attitudes may be crucial to solving the problem of student retention beyond the requirement level in FL courses.

African-American Students and Foreign Language Study

As stated previously, there are only a few studies that have focused exclusively on African-American FL students. Two of these studies focused on student achievement. Kollaritsch (1971) studied forty-five African-American university students in eight different foreign languages and found that 68% of the students were receiving a grade of A or B in their language classes, and only 9% were making a grade below a C. Their average grades in Spanish, French, and German
classes were 2.92, 2.36, and 2.89, respectively, on a 4.0 scale. Their FL grades were significantly higher than their grades in their other courses. Kollaritsch reports that even if African-American students have problems with their other courses they can be successful language students, despite traditional beliefs to the contrary.

In another study (Brigman & Jacobs, 1981), minority students were found to have lower grade point averages than non-minority students both in their language courses and overall. Almost 45% of the minority students in this study had FL grades of C or below, compared to 32% of non-minority students. But when the researchers controlled for the differences in high school achievement and scholastic aptitude, there were no significant differences in FL achievement for minority and non-minority students. These studies seem to indicate that African-American students can be successful FL learners, especially if they are properly prepared for the courses. Hubbard (1975) maintained that the myth that FL holds special problems for the African-American student must be dispelled.
Davis (1992) identified only three studies of African-American student attitudes in the past twenty years. All three were conducted at historically Black colleges and universities; the results are summarized below.

LeBlanc (1972) conducted a survey of more than 900 students in the fall of 1971 at fifty-seven southeastern predominantly Black institutions. She found that while students stated they were generally pleased with the FL programs at their schools, they were relatively divided regarding their satisfaction with their progress in the language (33.4% were satisfied and 38.3% were not). Almost 54% of the students said the FL requirement should be omitted, while 33.4% said they would take a FL even if it were not required.

Having their classes relate to their areas of interest was important for a majority of the students. More than 65% reported being interested in learning to speak the FL and 75% expressed a desire to visit a country where the TL was spoken. Potential usefulness in a career was cited as a motivating factor for almost 55% of the respondents. Almost 68% of the students
were interested in being able to "get a better perspective of my own image and cultural identity through exposure to a foreign language and culture" (p. 217).

In 1979, Clowney and Legge published the results of another survey administered to approximately 200 African-American FL students at 40 different institutions. In this survey, 56% of the students rated "helpful in enriching background and broadening cultural horizons" (p. 266) as an important reason for their choice of a FL. Half of the students also stated that the language they chose would be helpful for travel, another 30% said it would be useful in a job. But college requirements were reported to be the most influential factor in their choices. When questioned regarding their interests, more than 40% of the students expressed "great interest" in conversing with native speakers, reading current literary works, and writing letters.

The students in this study were generally positive about their FL classes. They reported that the time they spent studying the FL was beneficial and that they found their classes enjoyable. They also stated that
there was no special skill necessary for FL learning. While 82% of the students indicated that it was important to speak a language with correct pronunciation and grammar, 34% reported a willingness to sacrifice accuracy for the opportunity to speak the language more. The students also indicated that they would desire more cultural discussions both in the FL (64%) and in English (59%).

In a more recent study designed to examine the attitudes of first- and second-year FL students, as well as foreign language faculty and administrators, Davis (Davis, 1990; Davis & Markham, 1991) surveyed 815 students at seventy-six historically Black institutions across the country. Of the students surveyed, 83% had studied a FL in high school, and more than 75% continued the study of that language in college. A majority of the students were female (72%) and more than 65% had studied a FL in high school for two years or more.

Approximately 80% of the students reported that they found their FL classes enjoyable and 77% said they enjoyed speaking a foreign language. A majority of the students reported that they would study a FL even if it
were not a requirement. Only 17% of those surveyed did not like their FL classes and 67% of them reported that the material was being presented too fast or that the material was too confusing.

The students stated that they were learning to appreciate the foreign culture through studying the FL and they wanted more cultural information included in the course. They also reported a desire to speak the language more in class, consistent with the fact that the ability to converse with native speakers was indicated as a primary motivating factor in FL study for more than 80% of the students. Only 15% reported that they felt that FL study was irrelevant, while more than 75% were of the opinion that it would be beneficial professionally.

In a study of entering freshmen, Roberts (1992) examined the attitudes of African-American students as part of her larger study. She found that African-American students mentioned culture as a reason for FL study less often (68.5%) than other minorities (72.7%) or their white counterparts (81.9%). More than 46% of African-American students reported job opportunities as an important reason for FL study, more than any other.
group. Roberts concluded that African-American students held different beliefs regarding FL study, and that they were more instrumentally oriented, than both other minority and white students.

These studies have provided some introductory information on the attitudes of African-American FL students. However, more research is needed in order to adequately address the specific problem of African-American student retention. Further, knowledge of attitudes will be useful in the planning and preparation of courses that are more appealing and more meaningful to African-American FL students.

The Inclusion of Cultural Information on People of African Descent

For many years, some FL educators have commented on the importance of incorporating the works of native speakers of African descent into the French and Spanish classroom (Bostick, 1972a, 1972b; Cobb, 1971; Cook, 1934, 1938; Deutch, 1969; Jackson, 1978; Mills, 1939; Rivers, 1934); yet such material is seldom included in textbooks and will often have to be developed by the teacher (Kennedy, 1984). Cook (1938) claimed that the
French teacher could have a powerful motivating tool by informing his students of the millions of Black native speakers of French. Bostick (1972a) proposed that the study of other persons of African descent may be a means of assisting students in "recognizing and dignifying his personal self-concept and intellectual capabilities" (p. 44). Rivers (1934) also pointed out that learning another language may provide the African-American student with access to more reliable perspectives of the contributions made in the world by people of African descent.

Despite Davis' (1990) finding that 40% of the students indicated that the courses could be made more relevant through the inclusion of Afro-French or Afro-Hispanic themes, he "concluded tentatively that many students had never given thought to the notion that there are black native speakers of French and Spanish" (p. 116). It may, however, be very important for African-American FL students to consider the existence of native speakers of African descent, and it may be equally important for instructors to include Afro-French and Afro-Hispanic cultural elements into the FL curriculum.
Within the wider field of education, researchers have already begun to examine content integration as a part of multicultural and multiethnic education. Banks (1993) defined content integration as "the extent to which teachers use examples and content from a variety of cultures and groups to illustrate key concepts, principles, generalizations, and theories in their subject area or discipline" (p. 20).

Steele (1992) concluded that "the process of identifying with school" (p. 72) is a crucial factor in understanding the underachievement of African-American students at all educational levels. He claimed that identifying with school is especially difficult for African-American students because school does not value them nor their culture, and thus identifying with school involves denying the value of oneself and one's culture. He states that "for too many black students school is simply the place where, more concertedly, persistently, and authoritatively than anywhere else in society, they learn how little valued they are" (Steele, 1992, p. 78).

Another important aspect of multicultural education is the recognition that each student belongs
to several cultural groups, including ethnic, cultural and religious groups. Membership and socialization in these groups, while it may not determine a student's behavior, will certainly make students more prone to certain behaviors (Banks, 1993). Hancock (1994b) states that a student's culture "shapes and guides his or her behavior. It also serves as a measuring stick for judging the correctness or appropriateness of a given action or reaction." (p. 17).

Clark (1982) proposed that through the cultural enhancement of the curriculum, "Black students will develop an affinity for their cultural and linguistic linkages with Black people of the world and will appreciate more fully the value and relevance of their foreign language experience" (p. 23). In light of this goal, the African Cultural Elements in Language Learning (AFCELL) project was undertaken at Hampton University, in conjunction with four other historically Black universities. It attempted to integrate well-prepared, culturally appropriate materials on the cultures of Black francophone and hispanophone peoples into the curriculum of elementary and intermediate level foreign language classes. When the AFCELL
program was implemented at Hampton University and the other universities, students reported being extremely pleased with the materials (Clark, 1980, 1982).

The addition of culturally relevant materials may well draw more African-Americans to these courses and may enhance both their performance in the classroom and their interest in the subject. Kennedy (1984) has proposed that a lack of identification with the traditional cultural content of many FL courses may be a cause for the attrition of African-American students. One outcome of an addition of culturally relevant materials to the curriculum may be that more African-American students will decide to major or minor in foreign language courses. At present, the students choosing to follow that route are very few in number. Brigman and Jacobs (1981) found that only 3% of the students in their study planned to major or minor in a FL. The results were almost the same ten years later for Davis and Markham (1991), who found 4% interested in minoring, but only .005% of their students planning to major in a FL.

The inclusion of materials concentrating on the contributions of people of African descent may serve to
dispel student's feelings of anomie as proposed by Lambert (1963) and others (Davis, 1992; Kennedy, 1984).

In 1979, Clowney and Legge found that 57% of African-American students felt a threat to their cultural identity from the study of a FL. More recently (Davis, 1990), only 6.5% of the students felt that they were endangering their cultural identity.

The inclusion of African elements to the curriculum, while it has obvious benefits for the African-American FL student, will benefit all students (Hancock, 1994b; Kennedy, 1984). Such information will "enhance and give dimension to any classroom" (Kennedy, 1984). But a sense of a connection with the speakers of the language being studied may be especially important to the retention and success of African-American students in FL classrooms.

Conclusion

Research indicates that student beliefs, attitudes and motivation, as well as anxiety, affect not only students' levels of attained proficiency, but also their decisions to continue FL study. It is also reasonable to conclude that African-American students
may approach the task of SLA with different attitudes and beliefs from those of other students. They may have distinct needs and interests in the FL classroom that must be addressed in order to decrease the rates of attrition among this group of students. Given the need to establish baseline data in this area that has received relatively little research emphasis during the past, the present study is justified, particularly as the basis for a future line of research related to improving instruction and retention of African-American students in foreign language study.
CHAPTER III
PROCEDURES

Population

The population from which the sample was drawn consisted of college students in their final semester or quarter of required FL study in both French and Spanish at four-year institutions. The students were at the point in their college careers where they were able to decide whether or not they would continue to study a foreign language in school. The population included students attending universities that have a language requirement for at least some portion of the student body. The responses of students who indicated that their first language was not English or indicated their race as other than Black or white were not analyzed in this study. Such data was saved for future research.
Sample Selection

The sample size was set at 1000 students. Both French and Spanish students at three universities were surveyed. Subjects were drawn from three universities, including one predominantly Black and two predominantly white institutions. Classes at each school were randomly selected to participate in the study. The Ohio State University, the University of Virginia, and Howard University were selected as participating schools in this study based on size and the availability of African-American language students. Approximately 500, 300 and 200 language students at each respective university were included.

The Ohio State University is a large, public institution located in Columbus, Ohio, with an undergraduate enrollment of approximately 37,000. Almost 2600 of the students are African-American. The University of Virginia, located in Charlottesville, Virginia, is a medium-sized public university. The University enrolls more than 11,000 undergraduate students, over 1300 of whom are African-Americans. The third institution involved in this study is Howard University. Located in Washington, D.C., Howard
University is the largest predominantly Black university in the country. It is a private institution with an enrollment of almost 77,000 students, 90% of whom are African-American. More information concerning the institutions involved in this study is presented in Appendix A.

**Instrumentation**

This study consists of a single written student survey questionnaire that was completed by all subjects. (See Appendix B.) The survey identifies students' beliefs about and anxiety concerning FL learning. In addition, the survey identifies those factors that students report as influential in their decisions to continue or discontinue studying a FL at this point in their studies. The questionnaires also solicit background information about each subject.

The use of a questionnaire was determined to be the best means by which to solicit the opinions and feelings of a large sample of students. Sudman and Bradburn (1982) contend that "alternative collection procedures may often be as good as, and sometimes better than, face-to-face interviewing" (p. 279). They
also posit that a self-administered attitude questionnaire may yield more candid responses than telephone or face-to-face interviews in which the subject may attempt to please the researcher.

There are, however, drawbacks of using a questionnaire comprised of closed items; for example, the respondents have no opportunity to clarify questions or to explain their responses (Sheatsley, 1983). They may, in an attempt to make their responses fit the categories, be forced into giving a response that may not exactly convey their opinions (Babbie, 1990). Despite these drawbacks, a decision was made by the researcher to use this approach to data collection, particularly given the geographical distance separating the three participating institutions.

**Questionnaire Design**

Based on survey research methods (Babbie, 1990; Borg & Gall, 1979; Dillman, 1983; Fowler, 1984; Sudman & Bradburn, 1982), efforts were made to increase the accuracy of the responses by creating a well-formatted survey with sufficiently large, clear type. To decrease confusion on the part of the respondent, the
The questionnaire is a ten-page instrument, divided into six sections. It is printed on one side of white 8 1/2 x 11 paper and stapled together. The survey was not reduced when photocopied because reduction has been found to reduce the response rate.
Sections 1 and 2 are each two pages long, sections 3, 4, and 5 are one page each, and section 6 is two pages in length.

The front cover of the questionnaire contains the title and a brief explanation of the purpose of the survey. Students were informed that their participation was voluntary and their responses would not affect their course grade. They were encouraged to give answers that reflected their true feelings.

Section 1 contains 18 items borrowed from the Beliefs About Language Learning Inventory (BALLI) (Horwitz, 1988). Researchers acknowledge that employing previously used questions has the advantage of providing comparative data (Fowler, 1984; Lett, 1977; Sudman & Bradburn, 1982). The BALLI is a 5-point Likert-type scale "developed to assess student opinions on a variety of issues and controversies related to language learning" (Horwitz, 1988, p. 284). It examines student beliefs in five areas: the difficulty of language learning, FL aptitude, the nature of language learning, learning and communication strategies, and motivations and expectations.
The items included in the present questionnaire appear with the same wording and in the same order, with two exceptions, to ensure comparability of the data and avoid any order effects on the results (Babbie, 1990; Sudman & Bradburn, 1982). Items 20 and 21, originally 3 and 8, respectively, were placed at the end of Section 1 because they use a slightly different response format and it was deemed preferable to place these items at the end to maintain the continuity of response format as much as possible (Sudman & Bradburn, 1982).

The original 34-item inventory was developed with the input of FL teachers, students, and teacher educators. Each group was asked to provide their own beliefs and those of others in free responses. Horwitz generated these responses into the items used in the inventory, maintaining the original wording whenever possible. The items do not have right or wrong responses, but rather, reveal the opinions of the subjects. Unlike a true Likert scale, this scale does not yield a composite score; instead, it provides descriptions of students' beliefs (Horwitz, 1988).
This researcher included three additional items in this section to solicit information not encompassed by the BALLI items. Item 17 asks students whether they would take a FL if it were not required. This item assesses whether students find FL study worthwhile (Davis & Markham, 1991; Morello, 1988). Item 18 assesses whether students expect to succeed at learning a FL. Item 19 determines whether studying a foreign language and culture endangers one's own cultural identity. This item has been used previously in studies of African-American student attitudes toward FL study (Clowney & Legge, 1979; Davis & Markham, 1991). It was included here to determine if the attitudes of African-American students have changed over time and if they differ from white students' attitudes.

Section 2 consists of 20 items taken from the Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz, Horwitz, and Cope (1991). As with the previous section, the items appear in the same order and with the same wording as they are found in the original scale. The FLCAS was placed after the BALLI in an attempt to reduce question order bias. The items dealing with anxiety may be perceived by
respondents as more threatening than those regarding their language learning beliefs (Babbie, 1990; Sudman & Bradburn, 1982).

The original FLCAS is a 5-point Likert scale containing 33 items. The FLCAS was developed as a standard instrument for the measurement of FL anxiety as an outgrowth of a "Support Group for Foreign Language Learning" at the University of Texas. The scale is a "self-report measure [that] assesses the degree of anxiety, as evidenced by negative performance expectancies and social comparisons, psycho-physiological symptoms, and avoidance behaviors" (Horwitz, 1991, p. 37). The FLCAS was developed based on student reports and experiences, the experiences of counselors and FL teachers, a review of the literature on anxiety, and other anxiety measures (Horwitz, 1991; Horwitz, Horwitz, & Cope, 1991).

In both sections 1 and 2 the Likert scales were presented using abbreviations instead of numerals thereby encouraging the students to report whether they agreed or disagreed with an item and reducing the temptation for students to rate the items on a numerical scale. The directions and the key for the
abbreviations were listed at the beginning of each section and students were instructed to circle the appropriate response.

At the end of Section 2, students were asked if they were planning to continue studying a FL. Such a measure of student intentions was validated in a previous study where the intention to continue FL study was found to correspond to actual behavior with 95% accuracy (Clément, Smythe, & Gardner, 1978). Other researchers have discovered that self-reported behavioral intentions can provide a close approximation to subject's actual behavior (Tittle & Hill, 1967). The students who answered "yes" to this item were instructed to continue to Section 3, while those answering "no" were directed to skip to Section 4.

Both Sections 3 and 4 consist of ten possible reasons, derived from previous attitude and attrition studies (Ludwig, 1983; Ramage, 1990; Reinert 1970; Speiller, 1988), for the respondent's decision to continue or cease FL study. In order to obtain more complete information, the students were instructed to tell whether each item applies to them, rather than to check all reasons that apply (Sudman & Bradburn, 1982).
Students were also given an opportunity to add additional items if they desire.

After completing the above sections, all students completed Section 5. There are three questions in this section concerning native speakers of French or Spanish who are of African descent. Using response categories recommended by Sheatsley (1983), students were asked to rate their current knowledge of the culture of native speakers of African descent, the frequency with which Afro-French or Afro-Hispanic culture is discussed in class and the extent of their interest in learning about these cultures.

As previously stated, research indicates that African-American students positively identified with and preferred Afro-oriented cultural material when it was presented in their classes. Researchers contend that the inclusion of this material makes FL study a more relevant and more meaningful experience for African-American students (Clark, 1980, 1982; Clowney & Legge, 1979; Davis & Markham, 1991). The present study may also show that some non-minority students in the survey value such information in their language
courses, or have other interesting reactions to the inclusion of African-based cultural material.

The fourth question in section 5 examines the exposure students have had to African-American FL teachers and will be used in an attempt to determine the effect that African-American FL role models have on students' FL beliefs and their decisions to continue FL study. Horwitz (1990) contends that it may be important for students to have role models to provide them with the opportunity to see other people like themselves who have successfully learned a FL. She maintains that this may help to alleviate a common belief that only "unusual people" learn to speak another language.

Section 6 requests personal data from the students. It has been suggested that demographic information be obtained last because respondents may view personal data as threatening (Babbie, 1990; Dillman, 1983; Sudman & Bradburn, 1982). This section contains ten items and solicits information about the students' gender, race, their level in school, and their native language. Students were asked to estimate their overall grade point average and what grade they
expect to receive in their current language course. It should be noted, however, that a course grade may not be a true indication of achievement because it may be influenced by factors other than student performance, such as attendance (Chastain, 1975; Raymond & Roberts, 1983). Grades may also be influenced by classroom anxiety, in addition to ability, as they reflect a combination of classroom behaviors (Gardner, 1979). Grades are, however, currently a uniform data point that will be available in all three institutions and for all subjects; therefore, it was solicited for possible use during data analysis.

Information was obtained regarding the students' history of FL study. A chart was provided on which students were instructed to mark a box to indicate the grades (K-12) or the year in college during which they took courses and the languages they had studied (Clark, 1981). They were then asked to circle the number of previous university level courses taken in the language currently being studied, primarily as an attempt to determine how long it had taken students to fulfill the language requirement. Another item in Section 6 allows students to describe any additional experience they
might have had with the foreign language outside of the classroom.

Students were also asked to rate their own abilities in six areas: each of the four skill areas and grammatical and vocabulary knowledge. Hancock (1994c) states that self-assessment "relates to the notion of metacognition in which an individual is presumed to know more about how s/he learns than anyone else" (p. 238). Despite a criticism that these measures lack reliability, self-assessment is part of a growing trend of alternative assessment in language study. Language teachers and researchers are searching for new ways to assess student performance that encompass the current views of language competence (Hancock, 1994a).

Self-ratings have been found to be valid and reliable measures of language proficiency. In one study, 300 Swedish students were asked to rate their ability to perform in six skill areas and were then tested on these items by teachers. The teacher-student correlations were generally between .60 and .97 (von Elek, 1985). In another study (Clark, 1981), two student assessments of speaking correlated .59 and .63
with a Foreign Service Interview. Reading assessments had a correlation of .50 and .60 with the Modern Language Association Cooperative FL tests and a listening assessment correlated .59 with the same test. Self-assessments were also found to be reliable measures of proficiency when used as a part of a study on language attrition among Dutch students of French producing reliability coefficients of above .80 (Weltens, Van Els, & Schils, 1989). Student self-ratings of proficiency have also been used as placement tests. LeBlanc and Painchaud (1985) administered a self-assessment questionnaire to 200 language students before they took a placement test. The two measures had a correlation of .53 and the researchers reported that student self-assessments were equally effective in placing students as the standardized tests that had previously been used.

Researchers have concluded that students tend to give honest answers when they will not be rewarded, or penalized, for their assessments (Clark, 1981; LeBlanc & Painchaud, 1985; von Elek, 1985). Clark (1981) stated that “it could with some justification be argued that the self-appraisal scales could properly be viewed
as criterion measures in their own right, against which the relatively less face- and content-valid standardized proficiency tests should be compared, rather than the other way around" (p. 27).

Data Collection

The surveys were administered early in 1995 at each of the three universities identified above. Approximately six weeks before the survey administration, an initial mailing was sent to the Spanish and French coordinators of the elementary language courses at each institution requesting their participation in the study. This mailing included an introductory letter outlining the purpose and importance of the study, a brief description of the procedure, a timetable of the study, and an indication that they would be contacted by phone for clarification (Borg & Gall, 1979).

The mailing also included a one-page abstract of the study, a copy of the survey, and a brief questionnaire designed to obtain information regarding the university's language requirements. (See Appendix C.) Specific information was requested about the
sections of the last course in the required sequence, including course descriptions and emphases. This information was collected to provide some general information on the language programs and the FL requirements at the different universities. A list of the sections, class meeting times, instructor names, and enrollment figures was also obtained so that survey materials could be prepared.

Within one week of the receipt of this information, the coordinators were contacted via telephone to confirm receipt of the letter, clarify the procedures, answer any questions, and determine their willingness to participate (Borg & Gall, 1979). In addition, the coordinator was asked to designate a contact person (possibly the course preceptor or a particular teaching assistant or instructor) to assist with the distribution and collection of the surveys. This person was then contacted through an introductory letter, as well as a follow-up phone conversation, to explain the study and request their help in the survey administration. The contact person was offered a small monetary reward for their assistance.
The instructors of each of the participating classes received a letter notifying them of the selection of their class(es) to participate in this study. The letter included information on when they should expect to receive their surveys, when they should administer them and the amount of class time they should allow. The instructors were asked to notify the contact person if they felt they would be unable to participate in the study. Each instructor received a pencil engraved with the words "Thank you for your help!" with this initial mailing. Previous researchers have found that including an incentive such as a pencil may increase response rates (Minert, 1991; Schrier, 1989).

Each instructor was given a time span of at least four class meetings within which they were asked to administer the surveys to their students. It was deemed preferable to allow the instructors some flexibility in the survey administration in an attempt to increase receptivity and thus response rates among the classroom instructors.

The surveys was mailed to the contact person for distribution approximately one week before the date on
which the instructors were told to expect them to ensure a timely receipt. The contact person was sent a return address label and postage for the return of the surveys. The surveys were separated into packets labeled with the names of the instructors and the class meeting times. Each packet included an instruction sheet (see Appendix D) and the appropriate number of surveys for that class.

If the surveys were not returned within 3 weeks, follow-up phone calls were made to remind the contact person of the importance of their cooperation to the success of the study (Babbie, 1990; Borg & Gall, 1979).

**Pilot Study**

The pilot study was conducted in November 1993 using students enrolled in French and Spanish 104 at The Ohio State University. Surveys were sent to the instructors of ten classes (five in each language) and seven of these instructors returned their surveys. The resulting response rate was 70%, classified by Babbie (1990) as very good. Slight changes were made in the data collection procedures, and are outlined above, in an attempt to obtain an even higher rate of response.
Of the 113 surveys returned, 12 subjects were excluded due to race or L1. Only 10 subjects (less than 9%) did not complete all of the information requested; as a result, the instructions were deemed to be clear and the response categories unambiguous. Because the pilot study was conducted approximately seventeen months prior to the actual study, no precautions were taken to ensure that students who participated in the pilot study were not participants in the actual study.

After the pilot study, some changes were made in the survey content. The six items from the FLCAS section of the questionnaire with the lowest part-whole correlation were eliminated. The remaining items each had a correlation above .60 with the total score and all of the correlations were significant at the .001 level. To determine the overall reliability and the internal consistency of the scale, Cronbach's α coefficient was calculated. It is "unquestionably the preferred estimate of reliability for Likert-type scales" (Lett, 1977, p. 285). The pilot study produced a value of .95, very similar to the α = .93 computed by Horwitz (1991).
Horwitz (1991) established the construct validity of the scale in a prior study. The FLCAS was correlated with several other scales, including Speilberger's State-Trait Anxiety Inventory, McCroskey's Personal Report of Communication Apprehension, Sarason's Test Anxiety Scale, and Watson and Friend's Fear of Negative Evaluation Scale. It was determined that FL anxiety could indeed be discriminated from these other constructs. Despite a moderate association with test anxiety, a partial correlation determined that test anxiety was not a confounding variable in the relationship between FL anxiety and FL achievement (Horwitz, 1991).

The resulting 20-item scale had only four positively keyed items so two additional items were reworded for a total of six positively keyed items. Only those items that could easily be changed without altering the wording (i.e., through the addition of one word) were rekeyed. An attempt was made to include more positively keyed items to help alleviate an acquiescence response set while maintaining the original wording as much as possible to retain the comparability of the data (Sudman & Bradburn, 1982).
There were some minor revisions in the belief scale. Because this scale does not yield a composite score, individual items were examined more qualitatively. The percentages of students who agreed and disagreed with each item in the pilot study were compared with those obtained previously by Horwitz (1988). For the most part percentages were found to be comparable, with only a few exceptions. Because this scale examines student beliefs and was examined in an attempt to establish trends, discrimination among students is not important for purposes of the present study.

The response categories in Sections 3, 4 and 5 were also revised. The lists in Sections 3 and 4 were shortened to contain 10 items each (Sheatsley, 1983). Additionally, the section soliciting personal data from the students was also revised. This section was altered in an attempt to provide more efficient response categories. Most revisions were made in an attempt to make the survey as short as possible without losing information necessary to the study (Babbie, 1990; Borg & Gall, 1979; Sudman & Bradburn, 1982).
Data Analysis

The data was analyzed using several quantitative procedures, including descriptive statistics, student's t-tests, and correlations. Qualitative research methods were also employed in examining the data. From a qualitative perspective, data analysis involves working with the data in order to "create explanations, pose hypotheses, develop theories, and link [this] story to other stories. To do so, [one] must categorize, synthesize, search for patterns, and interpret the data... collected" (Glesne & Peshkin, 1992, p. 127).

The first section of the questionnaire, which includes items from the BALLI, does not yield a single score; instead, it provides "descriptions of discrete student conceptions of language learning" (Horwitz, 1988, p. 284). The items in this section will be examined for general trends in beliefs and for differences by race, language studied, and continuing status. The data will be presented as percentages in tabular form. The responses given in sections 3, 4, and 5 will also be examined for trends and
relationships with other variables, and will be presented in a similar manner.

The second section includes items from the FLCAS. This section produces a single composite score ranging from 20 to 100. Each item is scored from 5 to 1, with the exception of six items, which are scored in the opposite direction. A higher score on this scale represents a higher level of anxiety. Each student's total score on the anxiety scale will be computed. Then mean levels of anxiety will also be calculated and the results will be analyzed by race and continuing status. A correlation will be computed for the relationship between anxiety and beliefs.

Null Hypotheses

1. The beliefs of African-American students toward FL do not differ from those of their white counterparts.
2. The beliefs of continuing students do not differ from the beliefs of students who chose not to continue their FL study.
3. The race of a student does not have an effect on his/her level of FL anxiety.
4. The levels of anxiety of continuing African-American students do not differ from the anxiety levels of those African-American students who chose not to continue their FL study.

5. The beliefs of African-American students of Spanish do not differ from the beliefs of African-American students of French.

6. The levels of anxiety of African-American students of Spanish do not differ from the levels of anxiety of African-American students of French.

7. There is no relationship between the beliefs and the level of anxiety of FL students.

8. African-American students do not expect to succeed in their FL classes.

9. The exposure to African-American FL teachers does not affect African-American students' decisions to continue FL study.

10. The inclusion of Afro-Hispanic or Afro-French cultural elements in the FL curriculum does not affect African-American students' decisions to continue FL study.
CHAPTER IV

RESULTS

Introduction

Approximately 1000 survey questionnaires were mailed as a part of the present research. Of these, 746 surveys were returned completed and 663 were used in the current analysis. A total of eighty-three surveys were omitted. Of these, seventy-three were not included because the students completing them indicated their race as other than Black or white, or because they were not native speakers of English. Another eight surveys were excluded from the present study because the respondents gave no indication of their ethnic orientation. Only two surveys were eliminated due to a lack of additional information completed on the survey.

The responses were tallied and the results are presented in this chapter. The results are most often in the form of percentages. Where it was appropriate, means were calculated and t-tests were performed. The
t-tests were used to determine the differences between the mean responses of African-American and white respondents. Additional t-tests were performed to examine differences within the group of African-American students, between the responses of those students who indicated they planned to continue studying a FL and those who said they did not plan to continue their FL studies.

**Characteristics of the Student Participants**

The final section of the survey obtained mostly demographic information from the students. This information is presented here first because it provides an overview of the students participating in this research. Overall, more than 60% of the students completing the survey were females and 60% were studying Spanish (see Table 1). Only 36% were planning to continue their FL studies after completing their current FL course, while almost two-thirds of the students surveyed indicated that they planned to cease their study of a FL. When asked to indicate their race, 76% of the students reported their race as white and 24% indicated that their race was Black.
Table 1

**Distribution (by percentages) of Survey Respondents by Race, Gender, Language, and Decision to Continue or Stop Foreign Language Study**

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>White</th>
<th>Af-Amer*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>n=663</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>39</td>
<td>43</td>
<td>28</td>
</tr>
<tr>
<td>Female</td>
<td>61</td>
<td>57</td>
<td>72</td>
</tr>
<tr>
<td>Spanish</td>
<td>60</td>
<td>58</td>
<td>66</td>
</tr>
<tr>
<td>French</td>
<td>40</td>
<td>42</td>
<td>34</td>
</tr>
<tr>
<td>Continuing</td>
<td>36</td>
<td>33</td>
<td>44</td>
</tr>
<tr>
<td>Stopping</td>
<td>64</td>
<td>67</td>
<td>56</td>
</tr>
</tbody>
</table>

**Note.** The percentages in the tables may not total 100 due to rounding.

*Af-Amer is used throughout the tables as an abbreviation for African-American.*
There were 160 African-American students included in this analysis. Among these respondents, 72% were female and 66% were studying Spanish. African-American students were less likely to say they planned to cease their FL study, with only 56% reporting an intention to stop compared to 67% of the white student group. Of the African-American students who participated in this research, 64% were attending a predominantly Black university; the other 36% were students at a predominantly white institution. All of the white respondents were students at a predominantly white university.

The information obtained regarding the students' current class level within the university shows that approximately two-thirds of the students in this research project completed their FL requirement within their first two years of college (see Table 2). The results indicate that African-American students wait longer to fulfill their FL requirements. Responses show that 25% more white students were freshmen than African-Americans. Continuing African-American students were more likely to complete their FL requirement earlier than stopping African-American
Table 2  
Distribution (by percentages) of Survey Respondents by University Classification

<table>
<thead>
<tr>
<th>Class</th>
<th>Freshman</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>38</td>
<td>28</td>
<td>15</td>
<td>19</td>
<td>662</td>
</tr>
<tr>
<td>White</td>
<td>44</td>
<td>26</td>
<td>13</td>
<td>17</td>
<td>503</td>
</tr>
<tr>
<td>Af-Amer</td>
<td>19</td>
<td>35</td>
<td>23</td>
<td>23</td>
<td>159</td>
</tr>
<tr>
<td>Continuing</td>
<td>27</td>
<td>39</td>
<td>21</td>
<td>13</td>
<td>70</td>
</tr>
<tr>
<td>Stopping</td>
<td>13</td>
<td>31</td>
<td>25</td>
<td>30</td>
<td>89</td>
</tr>
</tbody>
</table>
students. Proportionally, more than twice as many African-American continuing students were freshmen as stopping African-American students, and two-thirds of continuing students completed their requirement within their first two years of college. More than half of those African-American students who planned to stop studying a FL were in either their junior or senior year.

The survey provided students with five ranges of grade point averages and asked them to indicate the category which most closely estimated their current overall grade point average (GPA). Almost 60% of the survey respondents reported having a GPA of 3.0 or higher (see Table 3). When race was considered, it was found that just over 50% of African-American students reported a GPA of 3.0 or above. The results also indicate a difference between the reported averages of continuing and stopping African-American students. The students who reported they planned to continue studying a FL had higher overall averages than those who indicated their intention to stop, with 60% of the former having a GPA of 3.0 or above, compared to 44% of the latter.
**Table 3**

Distribution (by percentages) of Students by Reported Grade Point Averages (GPA)

<table>
<thead>
<tr>
<th>Students</th>
<th>3.5 or above</th>
<th>3.0 - 3.4</th>
<th>2.5 - 2.9</th>
<th>2.0 - 2.4</th>
<th>1.9 or below</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>20</td>
<td>39</td>
<td>30</td>
<td>9</td>
<td>1</td>
<td>661</td>
</tr>
<tr>
<td>White</td>
<td>21</td>
<td>41</td>
<td>29</td>
<td>8</td>
<td>1</td>
<td>502</td>
</tr>
<tr>
<td>Af-Amer</td>
<td>18</td>
<td>34</td>
<td>33</td>
<td>14</td>
<td>2</td>
<td>159</td>
</tr>
<tr>
<td>Continuing</td>
<td>21</td>
<td>39</td>
<td>28</td>
<td>10</td>
<td>1</td>
<td>71</td>
</tr>
<tr>
<td>Stopping</td>
<td>15</td>
<td>30</td>
<td>36</td>
<td>17</td>
<td>2</td>
<td>88</td>
</tr>
</tbody>
</table>
Students were also asked to indicate the grade they expected to receive in their current FL course. Table 4 shows that 89% of the students responded that they expected to receive an A or a B in their current FL course and 84% of all African-American students expected to receive a B or better in their FL courses. Among continuing and stopping African-American students, 97% of the continuing students expected an A or a B, compared to 72% of students who planned to

Table 4
Distribution (by percentages) of Students by Expected Grade in their Current Foreign Language Course

<table>
<thead>
<tr>
<th>Students</th>
<th>Expected Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
</tr>
<tr>
<td>Total</td>
<td>39</td>
</tr>
<tr>
<td>White</td>
<td>38</td>
</tr>
<tr>
<td>Af-Amer</td>
<td>43</td>
</tr>
<tr>
<td>Continuing</td>
<td>62</td>
</tr>
<tr>
<td>Stopping</td>
<td>27</td>
</tr>
</tbody>
</table>


Another 26% of stopping students said they expected to receive a C in their current FL class.

One item in section 6 obtained a brief summary of students' previous FL studies. The responses indicate that, on average, the students completing this survey reported beginning their FL study in the 7th grade. The only group whose mean start was earlier was African-American students who planned to continue studying a FL. This group reported an average 6th grade start. The mean number of years the current FL was studied was 5 years for white students and 6 years for African-American students, both continuing and stopping. The white students being surveyed reported having studied only one FL. Most African-American students reported an average of two languages studied; however, the average number of languages studied for African-American stopping students was only one.

The survey also obtained information regarding how long it took students to complete their FL requirement. The majority of the students participating in this study needed two or three FL courses to complete their FL requirements (see Table 5). Only 15% of the students were able to complete their FL requirement
Table 5
Distribution (by percentages) of Students by Number of
Previous University Courses Taken in the Current
Foreign Language

<table>
<thead>
<tr>
<th></th>
<th>Number of Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Students</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
</tr>
<tr>
<td>White</td>
<td>14</td>
</tr>
<tr>
<td>Af-Amer</td>
<td>16</td>
</tr>
<tr>
<td>Continuing</td>
<td>17</td>
</tr>
<tr>
<td>Stopping</td>
<td>16</td>
</tr>
</tbody>
</table>

with only one course. More African-American than white students in the survey, 42% as compared to 15%, needed to complete the entire sequence of four courses to fulfill their requirement. Among African-Americans, continuing students generally required fewer courses to complete the necessary FL sequence than did those students who intended to cease their FL study.
The students completing this survey were asked if they had had experiences with any FL outside of the classroom. Although the survey provided some examples for the students, the information reported reflects the students' perceptions of what is considered language experience and as such will vary, as will the extent and frequency of the experiences reported. It should also be noted that the experiences are with any FL and not just the language currently being studied.

In response to this item, 46% of white and 43% of African-American students reported having some type of experience. Almost 60% of African-American continuing students reported having some additional experience compared to only 30% of stopping students. The experiences reported are summarized in Table 6. Among white students, travel, speaking, and media were the three most frequently mentioned areas of experience. Some students also reported studying or living abroad, reading or writing in another language, and experience on the job. The most frequently reported experiences among African-American students were speaking, media, and travel. Although travel was still among the three types of experiences reported most often, it was
Table 6
Frequency of Foreign Language Experiences Outside of the Classroom Reported by White and Continuing and Stopping African-American Students

<table>
<thead>
<tr>
<th>Experiences</th>
<th>White (n=232)</th>
<th>Af-Amer (n=68)</th>
<th>Af-Amer Continuing (n=41)</th>
<th>Af-Amer Stopping (n=27)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Travel</td>
<td>128</td>
<td>16</td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td>Media</td>
<td>67</td>
<td>28</td>
<td>20</td>
<td>8</td>
</tr>
<tr>
<td>Television / Movies</td>
<td>61</td>
<td>26</td>
<td>18</td>
<td>8</td>
</tr>
<tr>
<td>Music</td>
<td>6</td>
<td>2</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Speaking</td>
<td>87</td>
<td>46</td>
<td>25</td>
<td>21</td>
</tr>
<tr>
<td>Relatives</td>
<td>31</td>
<td>11</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Friends/Neighbors</td>
<td>56</td>
<td>35</td>
<td>20</td>
<td>15</td>
</tr>
<tr>
<td>Job-Related</td>
<td>13</td>
<td>16</td>
<td>11</td>
<td>5</td>
</tr>
<tr>
<td>Living/Studying Abroad</td>
<td>11</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Neighborhood</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Reading</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Writing</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
mentioned by only 23% of the African-Americans who reported having some type of additional experience, compared to 56% of white students. Some African-American students also stated job-related experiences and three students reported having lived in a neighborhood where another language was frequently spoken.

In general, the students in this survey reported a GPA of 3.0 or better and expected to receive an A or a B in their FL course as well. Most required two or three courses to complete their language requirement and the majority were college freshmen or sophomores. About half of the students reported having some type of additional experience with the FL outside of the classroom. The responses of African-American students were similar to the overall responses. The reported GPAs for African-Americans was lower than that for whites, but they still expected to receive high grades in their FL courses. African-American students had a tendency to take longer to complete their language requirement. Many of them were juniors or seniors and many completed a full sequence of four courses to fulfill the requirement. The African-American students
who planned to continue their FL study had higher GPAs, expected higher FL grades, and completed their requirements earlier than those students who intended to stop their FL study.

**Student Self-Ratings of Language Skills**

The survey asked students to rate their skills in six areas: speaking, listening, reading, writing, grammatical knowledge, and vocabulary knowledge. The students were to respond that their skills were excellent, good, fair, or poor in each of these areas. Table 7 shows the percentages of students indicating each rating, as well as the mean ratings, for each of the six aforementioned areas.

In most areas, the majority of the students, both African-American and white, rated their language skills between good and fair. Speaking skills were the major exception: over 65% of all students rated their speaking abilities as fair or poor. Reading skills received the highest ratings with 68% of the students indicating their abilities as excellent or good. Writing skills were next, with 58% of the students ranking their skills as excellent or good. Students
Table 7

Student Self-Ratings of Language Skills in Six Areas
(by percentages)

<table>
<thead>
<tr>
<th>Students</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>n</th>
<th>Mean*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Speaking</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>3</td>
<td>30</td>
<td>52</td>
<td>15</td>
<td>498</td>
<td>2.79</td>
</tr>
<tr>
<td>Af-Amer</td>
<td>5</td>
<td>25</td>
<td>56</td>
<td>14</td>
<td>158</td>
<td>2.79</td>
</tr>
<tr>
<td>Continuing</td>
<td>7</td>
<td>30</td>
<td>52</td>
<td>11</td>
<td>71</td>
<td>2.68</td>
</tr>
<tr>
<td>Stopping</td>
<td>3</td>
<td>21</td>
<td>60</td>
<td>16</td>
<td>87</td>
<td>2.89</td>
</tr>
<tr>
<td><strong>Listening</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>8</td>
<td>41</td>
<td>42</td>
<td>10</td>
<td>498</td>
<td>2.53</td>
</tr>
<tr>
<td>Af-Amer</td>
<td>8</td>
<td>50</td>
<td>32</td>
<td>9</td>
<td>158</td>
<td>2.43</td>
</tr>
<tr>
<td>Continuing</td>
<td>13</td>
<td>51</td>
<td>26</td>
<td>10</td>
<td>71</td>
<td>2.34</td>
</tr>
<tr>
<td>Stopping</td>
<td>5</td>
<td>49</td>
<td>37</td>
<td>9</td>
<td>87</td>
<td>2.51</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>16</td>
<td>50</td>
<td>30</td>
<td>4</td>
<td>498</td>
<td>2.23</td>
</tr>
<tr>
<td>Af-Amer</td>
<td>20</td>
<td>53</td>
<td>23</td>
<td>4</td>
<td>158</td>
<td>2.11</td>
</tr>
<tr>
<td>Continuing</td>
<td>24</td>
<td>55</td>
<td>17</td>
<td>4</td>
<td>71</td>
<td>2.01</td>
</tr>
<tr>
<td>Stopping</td>
<td>17</td>
<td>51</td>
<td>29</td>
<td>3</td>
<td>87</td>
<td>2.18</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>10</td>
<td>49</td>
<td>34</td>
<td>7</td>
<td>498</td>
<td>2.37</td>
</tr>
<tr>
<td>Af-Amer</td>
<td>8</td>
<td>44</td>
<td>41</td>
<td>7</td>
<td>158</td>
<td>2.47</td>
</tr>
<tr>
<td>Continuing</td>
<td>9</td>
<td>54</td>
<td>36</td>
<td>1</td>
<td>71</td>
<td>2.28</td>
</tr>
<tr>
<td>Stopping</td>
<td>7</td>
<td>36</td>
<td>46</td>
<td>11</td>
<td>87</td>
<td>2.62</td>
</tr>
<tr>
<td><strong>Grammatical Knowledge</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>10</td>
<td>38</td>
<td>45</td>
<td>8</td>
<td>498</td>
<td>2.51</td>
</tr>
<tr>
<td>Af-Amer</td>
<td>13</td>
<td>36</td>
<td>43</td>
<td>8</td>
<td>158</td>
<td>2.47</td>
</tr>
<tr>
<td>Continuing</td>
<td>19</td>
<td>41</td>
<td>36</td>
<td>4</td>
<td>71</td>
<td>2.25</td>
</tr>
<tr>
<td>Stopping</td>
<td>8</td>
<td>32</td>
<td>49</td>
<td>10</td>
<td>87</td>
<td>2.64</td>
</tr>
<tr>
<td><strong>Vocabulary Knowledge</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>8</td>
<td>46</td>
<td>41</td>
<td>6</td>
<td>498</td>
<td>2.46</td>
</tr>
<tr>
<td>Af-Amer</td>
<td>10</td>
<td>47</td>
<td>36</td>
<td>8</td>
<td>158</td>
<td>2.39</td>
</tr>
<tr>
<td>Continuing</td>
<td>14</td>
<td>49</td>
<td>32</td>
<td>4</td>
<td>71</td>
<td>2.27</td>
</tr>
<tr>
<td>Stopping</td>
<td>7</td>
<td>46</td>
<td>39</td>
<td>8</td>
<td>87</td>
<td>2.48</td>
</tr>
</tbody>
</table>

*A higher mean indicates a lower rating of knowledge.*
were almost evenly divided when rating their skills in vocabulary knowledge and listening as excellent or good vs. fair or poor. Slightly more than half of the students rated their grammatical knowledge as fair or poor.

At least 60% of the continuing African-American students rated their skills as excellent or good in all areas except speaking, in which 63% rated their skill as fair or poor. Consistent with the overall results, the largest percentages of continuing students, 79%, rated their skills as excellent or good in the area of reading. Those students who did not plan to continue their FL study also rated their reading skills as excellent or good. Just under 55% also rated their listening skills and their vocabulary knowledge as excellent or good. Stopping students were less confident regarding their abilities in writing and their grammatical knowledge. Almost 60% of them rated their skills in these areas as fair or poor. Speaking skills again received a low rating from the students; 76% of the stopping students rated their speaking abilities as fair or poor.
The mean self-ratings of those students who indicated their intention to continue their FL study were compared to the mean ratings of those students who planned to cease their FL studies. The differences between these means were significant for two of the six skill areas, writing and grammatical knowledge. Both of these areas produced differences that were significant at $p<.01$, the $t$ values being 2.93 and 3.08, respectively.

The results consistently show that students rated their reading skills highest of the six areas and speaking skills lowest. There was almost no difference in the self-ratings of students by race, but there was some difference when the ratings of continuing and stopping African-American students were examined.

**Student Beliefs about Language Learning**

The first section of the survey contained twenty-one items that assessed students' beliefs about learning a FL. Most of the items were taken from Horwitz' (1988) Beliefs about Language Learning Inventory (BALLI). In her analysis of the results using this instrument she grouped the items into five
categories. Those same groupings were used to examine the results of the current research. There were three additional items added to the BALLI items and they are analyzed separately from the other items.

The percentages of both white and African-American students giving each response are provided in Table 8. Student's t-tests were performed to examine the differences between the mean responses of African-American and white FL students for each item. The African-American and white students in this study had significant differences on fourteen of the twenty-one items in this section of the survey. For those items which produced significant differences, the levels of significance are indicated in the table.

In the area of language learning difficulty there were four items. There was only one significant difference between African-American and white students: 59% of African-American students indicated that they believed they would ultimately learn to speak the language well, but only 40% of white students indicated such a belief. Over 85% of all students reported that "some languages are easier to learn than others", but very few students, only about 15%, classified their
Table 8

Student Responses (by percentages) to the Belief Items

in Section 1 of the Survey

<table>
<thead>
<tr>
<th>Students</th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
<th>n</th>
<th>Mean</th>
<th>t/</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Difficulty of Language Learning</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Some languages are easier to learn than others.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>31</td>
<td>57</td>
<td>9</td>
<td>3</td>
<td>0</td>
<td>503</td>
<td>1.85</td>
<td></td>
</tr>
<tr>
<td>Af-Amer</td>
<td>28</td>
<td>59</td>
<td>10</td>
<td>3</td>
<td>1</td>
<td>160</td>
<td>1.91</td>
<td>.88</td>
</tr>
<tr>
<td>Continuing</td>
<td>30</td>
<td>59</td>
<td>7</td>
<td>4</td>
<td>0</td>
<td>71</td>
<td>1.86</td>
<td></td>
</tr>
<tr>
<td>Stopping</td>
<td>26</td>
<td>58</td>
<td>12</td>
<td>2</td>
<td>1</td>
<td>89</td>
<td>1.94</td>
<td>.72</td>
</tr>
<tr>
<td>3. I believe that I will ultimately learn to speak this language very well.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>12</td>
<td>28</td>
<td>31</td>
<td>25</td>
<td>5</td>
<td>503</td>
<td>2.85</td>
<td></td>
</tr>
<tr>
<td>Af-Amer</td>
<td>22</td>
<td>37</td>
<td>26</td>
<td>13</td>
<td>3</td>
<td>160</td>
<td>2.38</td>
<td>4.91**</td>
</tr>
<tr>
<td>Continuing</td>
<td>38</td>
<td>46</td>
<td>13</td>
<td>3</td>
<td>0</td>
<td>71</td>
<td>1.80</td>
<td></td>
</tr>
<tr>
<td>Stopping</td>
<td>9</td>
<td>29</td>
<td>36</td>
<td>20</td>
<td>6</td>
<td>89</td>
<td>2.84</td>
<td>7.11**</td>
</tr>
<tr>
<td>20. The language I am trying to learn is:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1) a very difficult language</td>
<td>2</td>
<td>22</td>
<td>61</td>
<td>14</td>
<td>1</td>
<td>500</td>
<td>2.92</td>
<td></td>
</tr>
<tr>
<td>2) a difficult language</td>
<td>3</td>
<td>20</td>
<td>63</td>
<td>12</td>
<td>2</td>
<td>159</td>
<td>2.91</td>
<td>.23</td>
</tr>
<tr>
<td>3) a language of medium difficulty</td>
<td>0</td>
<td>24</td>
<td>56</td>
<td>17</td>
<td>3</td>
<td>71</td>
<td>2.99</td>
<td></td>
</tr>
<tr>
<td>4) an easy language</td>
<td>5</td>
<td>17</td>
<td>69</td>
<td>8</td>
<td>1</td>
<td>88</td>
<td>2.84</td>
<td>1.31</td>
</tr>
<tr>
<td>5) a very easy language</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21. If someone spent one hour a day learning a language, how long would it take him/her to become fluent?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1) less than a year</td>
<td>8</td>
<td>32</td>
<td>33</td>
<td>15</td>
<td>12</td>
<td>495</td>
<td>2.56</td>
<td></td>
</tr>
<tr>
<td>2) 1-2 years</td>
<td>7</td>
<td>29</td>
<td>31</td>
<td>13</td>
<td>19</td>
<td>156</td>
<td>3.08</td>
<td>1.35</td>
</tr>
<tr>
<td>3) 3-5 years</td>
<td>7</td>
<td>31</td>
<td>35</td>
<td>10</td>
<td>17</td>
<td>71</td>
<td>2.99</td>
<td></td>
</tr>
<tr>
<td>4) 5-10 years</td>
<td>7</td>
<td>28</td>
<td>28</td>
<td>16</td>
<td>21</td>
<td>85</td>
<td>3.18</td>
<td>.98</td>
</tr>
</tbody>
</table>

Note. SA=Strongly Agree, A=Agree, N=Neither Agree nor Disagree, D=Disagree, SD=Strongly Disagree
*p<.05. **p<.01.
Table 8 (continued),

<table>
<thead>
<tr>
<th>Students</th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
<th>n</th>
<th>Mean</th>
<th>/t/</th>
</tr>
</thead>
</table>

**Foreign Language Aptitude**

1. Some people are born with a special ability which helps them learn a foreign language.

<table>
<thead>
<tr>
<th></th>
<th>12</th>
<th>47</th>
<th>19</th>
<th>15</th>
<th>6</th>
<th>503</th>
<th>2.56</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Af-Amer</td>
<td>6</td>
<td>29</td>
<td>29</td>
<td>26</td>
<td>11</td>
<td>160</td>
<td>3.08</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5.30**</td>
</tr>
<tr>
<td>Continuing</td>
<td>6</td>
<td>30</td>
<td>25</td>
<td>27</td>
<td>13</td>
<td>71</td>
<td>3.11</td>
</tr>
<tr>
<td>Stopping</td>
<td>6</td>
<td>28</td>
<td>31</td>
<td>25</td>
<td>10</td>
<td>89</td>
<td>3.06</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>.32</td>
</tr>
</tbody>
</table>

7. I have foreign language aptitude.

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>35</th>
<th>40</th>
<th>14</th>
<th>6</th>
<th>503</th>
<th>2.84</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Af-Amer</td>
<td>9</td>
<td>44</td>
<td>29</td>
<td>9</td>
<td>6</td>
<td>157</td>
<td>2.59</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2.90**</td>
</tr>
<tr>
<td>Continuing</td>
<td>19</td>
<td>54</td>
<td>25</td>
<td>1</td>
<td>1</td>
<td>69</td>
<td>2.13</td>
</tr>
<tr>
<td>Stopping</td>
<td>1</td>
<td>39</td>
<td>34</td>
<td>16</td>
<td>10</td>
<td>88</td>
<td>2.95</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5.64**</td>
</tr>
</tbody>
</table>

16. Everyone can learn to speak a foreign language.

<table>
<thead>
<tr>
<th></th>
<th>14</th>
<th>59</th>
<th>11</th>
<th>14</th>
<th>2</th>
<th>502</th>
<th>2.30</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Af-Amer</td>
<td>22</td>
<td>52</td>
<td>13</td>
<td>10</td>
<td>3</td>
<td>160</td>
<td>2.21</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1.07</td>
</tr>
<tr>
<td>Continuing</td>
<td>25</td>
<td>59</td>
<td>11</td>
<td>3</td>
<td>1</td>
<td>71</td>
<td>1.96</td>
</tr>
<tr>
<td>Stopping</td>
<td>19</td>
<td>46</td>
<td>15</td>
<td>16</td>
<td>4</td>
<td>89</td>
<td>2.40</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2.90**</td>
</tr>
</tbody>
</table>

**Communication Strategies**

4. It is important to speak a foreign language with an excellent accent.

<table>
<thead>
<tr>
<th></th>
<th>6</th>
<th>31</th>
<th>29</th>
<th>30</th>
<th>4</th>
<th>502</th>
<th>2.94</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Af-Amer</td>
<td>18</td>
<td>28</td>
<td>31</td>
<td>22</td>
<td>1</td>
<td>160</td>
<td>2.61</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3.66**</td>
</tr>
<tr>
<td>Continuing</td>
<td>25</td>
<td>25</td>
<td>32</td>
<td>17</td>
<td>1</td>
<td>71</td>
<td>2.41</td>
</tr>
<tr>
<td>Stopping</td>
<td>13</td>
<td>30</td>
<td>31</td>
<td>26</td>
<td>1</td>
<td>89</td>
<td>2.76</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2.15*</td>
</tr>
</tbody>
</table>

5. You shouldn't say anything in the foreign language until you can say it correctly.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>4</th>
<th>10</th>
<th>58</th>
<th>27</th>
<th>502</th>
<th>4.08</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Af-Amer</td>
<td>4</td>
<td>13</td>
<td>13</td>
<td>49</td>
<td>21</td>
<td>159</td>
<td>3.72</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4.74**</td>
</tr>
<tr>
<td>Continuing</td>
<td>6</td>
<td>14</td>
<td>14</td>
<td>42</td>
<td>24</td>
<td>71</td>
<td>3.65</td>
</tr>
<tr>
<td>Stopping</td>
<td>2</td>
<td>12</td>
<td>13</td>
<td>56</td>
<td>17</td>
<td>88</td>
<td>3.77</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>.74</td>
</tr>
</tbody>
</table>

6. It's o.k. to guess if you don't know a word in the foreign language.

<table>
<thead>
<tr>
<th></th>
<th>14</th>
<th>57</th>
<th>17</th>
<th>10</th>
<th>2</th>
<th>503</th>
<th>2.28</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Af-Amer</td>
<td>8</td>
<td>40</td>
<td>24</td>
<td>18</td>
<td>9</td>
<td>160</td>
<td>2.81</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6.20**</td>
</tr>
<tr>
<td>Continuing</td>
<td>11</td>
<td>41</td>
<td>21</td>
<td>17</td>
<td>10</td>
<td>71</td>
<td>2.73</td>
</tr>
<tr>
<td>Stopping</td>
<td>6</td>
<td>39</td>
<td>27</td>
<td>19</td>
<td>9</td>
<td>89</td>
<td>2.87</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>.75</td>
</tr>
</tbody>
</table>
Table 8 (continued),

<table>
<thead>
<tr>
<th>Students</th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
<th>n</th>
<th>Mean</th>
<th>/t/</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. If you are allowed to make mistakes in the beginning it will be hard to get rid of them later on.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>10</td>
<td>35</td>
<td>15</td>
<td>33</td>
<td>8</td>
<td>503</td>
<td>2.95</td>
<td></td>
</tr>
<tr>
<td>Af-Amer</td>
<td>18</td>
<td>39</td>
<td>14</td>
<td>21</td>
<td>8</td>
<td>160</td>
<td>2.63</td>
<td>2.92**</td>
</tr>
<tr>
<td>Continuing</td>
<td>18</td>
<td>37</td>
<td>13</td>
<td>20</td>
<td>13</td>
<td>71</td>
<td>2.72</td>
<td></td>
</tr>
<tr>
<td>Stopping</td>
<td>17</td>
<td>42</td>
<td>15</td>
<td>22</td>
<td>4</td>
<td>89</td>
<td>2.56</td>
<td>.81</td>
</tr>
</tbody>
</table>

The Nature of Language Learning

8. Learning a foreign language is mostly a matter of learning a lot of new vocabulary words.

| White             | 4  | 30 | 15 | 44 | 7  | 501| 3.21 |     |
| Af-Amer           | 7  | 33 | 15 | 35 | 11 | 160| 3.11 | .94 |
| Continuing        | 8  | 27 | 17 | 35 | 13 | 71 | 3.17 |     |
| Stopping          | 6  | 37 | 12 | 35 | 10 | 89 | 3.07 | .54 |

10. Learning a foreign language is mostly a matter of learning a lot of grammar rules.

| White             | 3  | 41 | 22 | 30 | 3  | 503| 2.88 |     |
| Af-Amer           | 10 | 44 | 17 | 26 | 4  | 160| 2.69 | 2.07*|
| Continuing        | 7  | 38 | 17 | 32 | 6  | 71 | 2.92 |     |
| Stopping          | 6  | 48 | 17 | 20 | 2  | 89 | 2.52 | 2.38*|

12. Learning a foreign language is different from learning other school subjects.

| White             | 21 | 62 | 8  | 10 | 0  | 503| 2.09 |     |
| Af-Amer           | 24 | 48 | 7  | 18 | 3  | 160| 2.29 | 2.12*|
| Continuing        | 21 | 45 | 11 | 20 | 4  | 71 | 2.42 |     |
| Stopping          | 26 | 52 | 3  | 17 | 2  | 89 | 2.18 | 1.38|

13. Learning a foreign language is mostly a matter of translating from English.

| White             | 1  | 14 | 19 | 51 | 15 | 503| 3.64 |     |
| Af-Amer           | 1  | 13 | 21 | 48 | 18 | 160| 3.67 | .34 |
| Continuing        | 1  | 13 | 11 | 55 | 20 | 71 | 3.79 |     |
| Stopping          | 1  | 13 | 28 | 42 | 16 | 89 | 3.57 | 1.43|

Motivations and Expectations

11. If I get to speak this language very well, I will have many opportunities to use it.

| White             | 13 | 34 | 20 | 27 | 6  | 503| 2.79 |     |
| Af-Amer           | 34 | 35 | 12 | 16 | 3  | 160| 2.17 | 5.93**|
| Continuing        | 56 | 32 | 6  | 6  | 0  | 71 | 1.61 |     |
| Stopping          | 19 | 35 | 17 | 24 | 6  | 89 | 2.62 | 6.06**|
Table 8 (continued),

<table>
<thead>
<tr>
<th>Students</th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
<th>n</th>
<th>Mean /t/</th>
</tr>
</thead>
<tbody>
<tr>
<td>14. If I learn to speak this language very well, it will help me get a good job.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>10</td>
<td>25</td>
<td>28</td>
<td>25</td>
<td>12</td>
<td>503</td>
<td>3.04</td>
</tr>
<tr>
<td>Af-Amer</td>
<td>15</td>
<td>27</td>
<td>28</td>
<td>22</td>
<td>8</td>
<td>160</td>
<td>2.81</td>
</tr>
<tr>
<td>Continuing</td>
<td>23</td>
<td>32</td>
<td>32</td>
<td>8</td>
<td>4</td>
<td>71</td>
<td>2.39</td>
</tr>
<tr>
<td>Stopping</td>
<td>9</td>
<td>22</td>
<td>25</td>
<td>33</td>
<td>11</td>
<td>89</td>
<td>3.15</td>
</tr>
<tr>
<td>15. I would like to learn this language so that I can get to know its speakers better.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>8</td>
<td>33</td>
<td>26</td>
<td>26</td>
<td>8</td>
<td>503</td>
<td>2.92</td>
</tr>
<tr>
<td>Af-Amer</td>
<td>14</td>
<td>37</td>
<td>26</td>
<td>19</td>
<td>4</td>
<td>160</td>
<td>2.62</td>
</tr>
<tr>
<td>Continuing</td>
<td>24</td>
<td>48</td>
<td>21</td>
<td>6</td>
<td>1</td>
<td>71</td>
<td>2.13</td>
</tr>
<tr>
<td>Stopping</td>
<td>7</td>
<td>28</td>
<td>29</td>
<td>7</td>
<td>8</td>
<td>89</td>
<td>3.01</td>
</tr>
<tr>
<td>Additional Items</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. I would take a foreign language even if it were not required.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>13</td>
<td>29</td>
<td>13</td>
<td>25</td>
<td>19</td>
<td>503</td>
<td>3.09</td>
</tr>
<tr>
<td>Af-Amer</td>
<td>25</td>
<td>33</td>
<td>10</td>
<td>21</td>
<td>11</td>
<td>160</td>
<td>2.60</td>
</tr>
<tr>
<td>Continuing</td>
<td>51</td>
<td>39</td>
<td>7</td>
<td>1</td>
<td>71</td>
<td>1.69</td>
<td></td>
</tr>
<tr>
<td>Stopping</td>
<td>4</td>
<td>28</td>
<td>17</td>
<td>31</td>
<td>19</td>
<td>89</td>
<td>3.33</td>
</tr>
<tr>
<td>18. I expect to succeed at learning a foreign language.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>14</td>
<td>48</td>
<td>23</td>
<td>11</td>
<td>3</td>
<td>503</td>
<td>2.40</td>
</tr>
<tr>
<td>Af-Amer</td>
<td>28</td>
<td>48</td>
<td>16</td>
<td>5</td>
<td>4</td>
<td>160</td>
<td>2.10</td>
</tr>
<tr>
<td>Continuing</td>
<td>52</td>
<td>42</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>71</td>
<td>1.55</td>
</tr>
<tr>
<td>Stopping</td>
<td>8</td>
<td>52</td>
<td>26</td>
<td>8</td>
<td>7</td>
<td>89</td>
<td>2.54</td>
</tr>
<tr>
<td>19. The commitment to the study of a foreign language and the culture of its people endangers one's own cultural identity.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>1</td>
<td>4</td>
<td>6</td>
<td>31</td>
<td>57</td>
<td>503</td>
<td>4.40</td>
</tr>
<tr>
<td>Af-Amer</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>28</td>
<td>63</td>
<td>160</td>
<td>4.44</td>
</tr>
<tr>
<td>Continuing</td>
<td>4</td>
<td>6</td>
<td>6</td>
<td>15</td>
<td>69</td>
<td>71</td>
<td>4.39</td>
</tr>
<tr>
<td>Stopping</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>37</td>
<td>57</td>
<td>89</td>
<td>4.48</td>
</tr>
</tbody>
</table>
language as an easy one to learn. More than 60% of the students said their language was of medium difficulty, while 24% said their language was difficult or very difficult.

When questioned about their FL aptitude, more than 50% of the African-American students indicated that they had FL aptitude, compared to less than 40% of the white students. However, African-Americans were less likely to agree that some people have a special ability which helps them learn a FL. Both of these differences were significant at the .01 level. Approximately 75% of both groups agreed that everyone can learn a FL.

Based on the responses given, African-American students possess very different strategies for communicating in the FL. All four items in this section resulted in differences that were significant at the .01 level when t-tests were conducted on the mean responses of African-American and white students. African-American students indicated that they were less willing to take risks in the FL classroom. Over 70% of the white students agreed that it was "o.k. to guess if you don't know a word," but less than half of the African-American students reported agreement and more
than twice the percentage indicated their disagreement. Almost half of the African-Americans reported that one's FL accent was important. They also expressed a belief that if mistakes are allowed early they may be difficult to correct later. In addition, African-American students were more likely than their white counterparts to state that you should wait to say things until you can say them correctly.

The next set of four items dealt with the nature of language learning. More African-American than white students said they did not view FL learning as different from other school subjects, 21% compared to 10%. African-Americans were more likely to agree that learning grammatical rules constitutes a large part of learning a FL. For both of these items the differences by race were significant at $p<.05$. Over 65% of both groups of students reported that FL learning was not a matter of translating from English, and 50% of all students said they disagreed that FL learning was "mostly a matter of learning a lot of new vocabulary words."

There were three items included under the heading of motivation and expectations. The significance level
for the differences between African-American and white students was $p<.05$ for all of these items. African-American language students were generally more optimistic about the rewards of FL study. Over 40% of the African-American students said they thought their FL would help them get a good job compared to 35% of white students. Almost half of the African-American students reported they thought they would have many opportunities to use their FL. When compared with white students, a larger percentage of African-Americans reported that they were interested in getting to know the speakers of the FL they were studying.

There were three additional items added to the survey. On two of these items, the differences were significant at $p<.01$. Almost 60% of the African-American students surveyed said they would study a foreign language even if it were not required of them. White students were less inclined to do so; only 42% of them responded in this manner. Over 75% of African-American students indicated that they expected to succeed at learning a FL, compared to 62% of white students. The third item added to the survey inquired about the perception that learning a FL is a threat to
one's cultural identity. The students in this study reported very little danger to their cultural identity from FL study: only 5% of the students stated agreement with this item.

When the responses of continuing African-American FL students were compared to those of African-American students who indicated their intention to stop studying a FL, there were statistically significant differences on ten of the twenty-one items. Those students who planned to continue studying a FL were more likely to indicate that they believed they would ultimately learn to speak the FL very well, 84% compared to 35% of stopping students. More continuing students also reported that they had FL aptitude, 70%, and that everyone can learn to speak a FL, 84%. Smaller percentages of stopping students agreed with these items, only 39% said they had language aptitude and 65% responded that everyone can learn a second language.

Continuing and stopping African-American FL students differed significantly on only one item regarding communication strategies. Half of those students who said they planned to continue studying a FL responded that speaking with an excellent accent was
important to speaking a FL. There was also one significant difference in the responses regarding the nature of language learning. The results show that 60% of those students who reported an intention to stop studying a FL agreed that "learning a FL is mostly a matter of learning a lot of grammar rules," but only 45% of the continuing students agreed with this item.

For all three items dealing with motivations and expectations, the differences between continuing and stopping students were significant at p<.01. Based on the responses given, continuing African-American students were more likely to agree that if they learned to speak the language well they would have many opportunities to use it. Almost 90% of continuing students compared to 54% of stopping students expressed agreement with this item. Those students who planned to continue FL study also agreed that it would help them get a good job. Only 31% of stopping students agreed with this statement compared to 55% of continuing students. Over 70% of the continuing students reported a desire to get to know the speaker of the FL they were currently studying, but only 35% of stopping students reported such a desire.
Almost all of the students, 90%, who planned to continue their FL studies reported they would take a FL without being required to do so, only 32% of students who intended to cease their FL studies said they would study a FL without a requirement. Almost 95% of the continuing students reported that they expected to succeed at learning a FL. Although a smaller percentage of stopping students agreed with this statement, a majority, 60%, did say they felt they would be successful FL learners.

The responses given by African-American French students were compared to those of African-American Spanish students. This comparison yielded only three significant results (see Table 9). Spanish students were more likely to agree that if they learned to speak the language well, they would have many opportunities to use it and that it would help them get a good job. Spanish students were also more likely to report that the language they were studying was an easy one.

In general, the survey results show that African-American and white students hold very different beliefs about most of the aspects of FL learning addressed by the BALLI. African-American students were more
Table 9
Responses (by percentages) of African-American Spanish and French Students to Selected Belief Items

<table>
<thead>
<tr>
<th>Students</th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
<th>n</th>
<th>Mean</th>
<th>/t/</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. If I get to speak this language very well, I will have many opportunities to use it.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spanish</td>
<td>42</td>
<td>36</td>
<td>10</td>
<td>10</td>
<td>3</td>
<td>106</td>
<td>1.96</td>
<td></td>
</tr>
<tr>
<td>French</td>
<td>24</td>
<td>30</td>
<td>15</td>
<td>28</td>
<td>4</td>
<td>54</td>
<td>2.57</td>
<td>3.25**</td>
</tr>
<tr>
<td>14. If I learn to speak this language very well, it will help me get a good job.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spanish</td>
<td>19</td>
<td>25</td>
<td>31</td>
<td>21</td>
<td>4</td>
<td>106</td>
<td>2.65</td>
<td></td>
</tr>
<tr>
<td>French</td>
<td>7</td>
<td>30</td>
<td>22</td>
<td>24</td>
<td>17</td>
<td>54</td>
<td>3.13</td>
<td>2.49*</td>
</tr>
<tr>
<td>20. The language I am trying to learn is:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1) a very difficult language</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2) a difficult language</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3) a language of medium difficulty</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4) an easy language</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5) a very easy language</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spanish</td>
<td>2</td>
<td>16</td>
<td>66</td>
<td>13</td>
<td>3</td>
<td>106</td>
<td>2.99</td>
<td></td>
</tr>
<tr>
<td>French</td>
<td>4</td>
<td>28</td>
<td>58</td>
<td>9</td>
<td>0</td>
<td>53</td>
<td>2.74</td>
<td>2.20*</td>
</tr>
</tbody>
</table>

*p<.05. **p<.01.
optimistic about their abilities and their success as FL learners, as well as about the usefulness of speaking a FL. They expressed more interest in learning a FL, but results show they take fewer risks in the classroom than do white students. The results also show that those African-American students who indicated their intention to continue studying a FL were confident about their abilities as FL learners. As with African-American and white students, continuing and stopping African-American students had different motivations for learning a FL. African-American students, and continuing African-American students in particular, reported that they would be interested in learning a language even without being required to do so. The differences in the beliefs of African-American and white students and those of continuing and stopping African-American students indicate that these groups of students are approaching the task of learning another language from varying perspectives.

Foreign Language Classroom Anxiety

The second section of the student survey included twenty items that examined students' levels of FL
anxiety in the classroom. The items in this section could be summed to produce a total score, with the lowest possible score being 20 and the highest possible being 100. The possible scores were divided into three equal groupings representing high, medium, and low anxiety. The anxiety scores in this study ranged from 24 to 100.

Regardless of race, the majority of students, approximately 60%, were in the medium anxiety group (see Table 10). There were no significant differences between the mean anxiety scores of white and African-American FL students. Among the African-American students, the responses of continuing students indicated that they had lower levels of FL anxiety. More than 25% of the stopping students were in the high anxiety group, compared to 14% of the continuing group. Over 20% more continuing than stopping students were in the low-anxiety group. The mean anxiety score for continuing African-American students was ten points lower than the mean for those students who intended to stop studying a FL. The t-test for the differences between mean anxiety scores for continuing and stopping African-American respondents was significant at the .01
Table 10

Anxiety Classifications of Students (by percentages)
based on the Total Score of Anxiety Items in Section 2
of the Survey

<table>
<thead>
<tr>
<th>Anxiety Rating</th>
<th>Students</th>
<th>High</th>
<th>Medium</th>
<th>Low</th>
<th>n</th>
<th>Mean*</th>
<th>/t/</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>White</td>
<td>24</td>
<td>60</td>
<td>16</td>
<td>503</td>
<td>62.08</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Af-Amer</td>
<td>20</td>
<td>59</td>
<td>21</td>
<td>160</td>
<td>59.79</td>
<td>1.69</td>
</tr>
<tr>
<td></td>
<td>Continuing</td>
<td>14</td>
<td>54</td>
<td>32</td>
<td>71</td>
<td>54.28</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Stopping</td>
<td>26</td>
<td>63</td>
<td>11</td>
<td>89</td>
<td>64.19</td>
<td>4.07***</td>
</tr>
</tbody>
</table>

*A higher mean indicates a higher level of anxiety.
*p<.05. **p<.01.

level. Although there was little difference by race in levels of classroom anxiety, the African-American students who planned to continue their study of a FL showed lower levels of FL anxiety than did those African-American students who planned not to continue studying a FL.

The results of the survey indicated that a student's level of anxiety also affects that student's
perception of his/her accomplishments in the FL classroom. Anxiety is related to the grades students expect to receive in their FL classes (see Table 11). When the responses of students with high levels of FL classroom anxiety were compared to the responses of students with low levels of anxiety, the results indicated that high-anxiety students expected lower grades than students in the low-anxiety group. Almost all of the low-anxiety students reported expecting an A or B in their FL course, with more than 70% expecting

Table 11
Distribution (by percentages) of High- and Low-Anxiety Students by Expected Grade in their Current Foreign Language Course

<table>
<thead>
<tr>
<th>Anxiety Level</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>72</td>
<td>24</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>115</td>
</tr>
<tr>
<td>High</td>
<td>18</td>
<td>58</td>
<td>21</td>
<td>3</td>
<td>0</td>
<td>153</td>
</tr>
</tbody>
</table>
to receive an A. More than 50\% fewer high-anxiety students expected to receive an A in their current FL course and 21\% more expected to receive a C or a D.

Anxiety is also related to students' self-ratings of their language skills. Students with high levels of FL anxiety rated their skills lower in each of the six skill areas than the low-anxiety students (see Table 12). The largest difference was found in the area of speaking skills where 68\% of the low-anxiety group rated their skills as excellent or good, compared to only 10\% of the high-anxiety group. Approximately 30\% more low-anxiety students said their skills in listening and their vocabulary knowledge were excellent or good. Ratings of reading skills, which were generally highly rated by all students, had the smallest differences when levels of anxiety were considered.

The Relationship between Anxiety and Beliefs

The correlations between the anxiety scores and items on the belief scale were calculated. Higher levels of anxiety were found to be significantly correlated with seventeen of the twenty-one belief
Table 12

High- and Low-Anxiety Students' Self-Ratings of Language Skills in Six Areas (by percentages)

<table>
<thead>
<tr>
<th>Students</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>n</th>
<th>Mean</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Speaking</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low</td>
<td>11</td>
<td>57</td>
<td>30</td>
<td>2</td>
<td>114</td>
<td>2.22</td>
<td>13.01**</td>
</tr>
<tr>
<td>High</td>
<td>0</td>
<td>10</td>
<td>54</td>
<td>36</td>
<td>155</td>
<td>3.26</td>
<td></td>
</tr>
<tr>
<td><strong>Listening</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low</td>
<td>13</td>
<td>54</td>
<td>27</td>
<td>5</td>
<td>114</td>
<td>2.25</td>
<td>5.80**</td>
</tr>
<tr>
<td>High</td>
<td>4</td>
<td>32</td>
<td>45</td>
<td>19</td>
<td>155</td>
<td>2.79</td>
<td></td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low</td>
<td>25</td>
<td>48</td>
<td>25</td>
<td>2</td>
<td>114</td>
<td>2.04</td>
<td>2.35**</td>
</tr>
<tr>
<td>High</td>
<td>17</td>
<td>45</td>
<td>32</td>
<td>6</td>
<td>155</td>
<td>2.27</td>
<td></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low</td>
<td>11</td>
<td>55</td>
<td>33</td>
<td>1</td>
<td>114</td>
<td>2.25</td>
<td>4.11**</td>
</tr>
<tr>
<td>High</td>
<td>7</td>
<td>39</td>
<td>39</td>
<td>15</td>
<td>155</td>
<td>2.61</td>
<td></td>
</tr>
<tr>
<td><strong>Grammatical Knowledge</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low</td>
<td>17</td>
<td>38</td>
<td>39</td>
<td>6</td>
<td>114</td>
<td>2.35</td>
<td>3.54**</td>
</tr>
<tr>
<td>High</td>
<td>6</td>
<td>30</td>
<td>50</td>
<td>14</td>
<td>155</td>
<td>2.70</td>
<td></td>
</tr>
<tr>
<td><strong>Vocabulary Knowledge</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low</td>
<td>16</td>
<td>54</td>
<td>26</td>
<td>4</td>
<td>114</td>
<td>2.18</td>
<td>5.09**</td>
</tr>
<tr>
<td>High</td>
<td>5</td>
<td>35</td>
<td>52</td>
<td>8</td>
<td>155</td>
<td>2.63</td>
<td></td>
</tr>
</tbody>
</table>

*p<.05.  **p<.01.
items (see Table 13). As a student's level of anxiety increased, so did the likelihood that the student would not be optimistic regarding their success at learning a FL. Students with higher levels of FL anxiety, based on their survey scores, were more apt to report a belief that learning a FL required a special ability that not everyone, including themselves, possessed. They said that the language they were learning was a difficult one. They were less willing to take risks in the FL classroom. They indicated that they should not say anything until they could say it correctly and that they should not guess a word they did not know.

The more anxious students were also less likely to see the future benefits of studying a FL, reporting that it would not help them get a good job, nor would they have many opportunities to use the language. These students, who often viewed FL learning as mostly a matter of translating from English and learning grammar rules, were generally not interested in getting to know the speakers of the FL. They were also more likely to indicate that learning a FL might endanger their own cultural identity.
Table 13

Correlations between Anxiety Scores and Belief Items

<table>
<thead>
<tr>
<th>Belief Item</th>
<th>Total</th>
<th>White</th>
<th>Af-Amer</th>
<th>Af-Amer Continuing</th>
<th>Af-Amer Stopping</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>-.10**</td>
<td>-.06**</td>
<td>-.18*</td>
<td>-.19</td>
<td>-.18</td>
</tr>
<tr>
<td>2</td>
<td>.04</td>
<td>.05</td>
<td>-.10</td>
<td>.08</td>
<td>-.26*</td>
</tr>
<tr>
<td>3</td>
<td>.29**</td>
<td>.40**</td>
<td>.24**</td>
<td>.41**</td>
<td>.23*</td>
</tr>
<tr>
<td>4</td>
<td>.10**</td>
<td>.14**</td>
<td>.12</td>
<td>.23</td>
<td>.03</td>
</tr>
<tr>
<td>5</td>
<td>-.17**</td>
<td>-.26**</td>
<td>-.23**</td>
<td>-.31**</td>
<td>-.18</td>
</tr>
<tr>
<td>6</td>
<td>.11**</td>
<td>.16**</td>
<td>-.04</td>
<td>-.07</td>
<td>-.03</td>
</tr>
<tr>
<td>7</td>
<td>.31**</td>
<td>.43**</td>
<td>.41**</td>
<td>.53**</td>
<td>.44**</td>
</tr>
<tr>
<td>8</td>
<td>.04</td>
<td>.06</td>
<td>.04</td>
<td>-.11</td>
<td>.19</td>
</tr>
<tr>
<td>9</td>
<td>-.07</td>
<td>-.10*</td>
<td>.09</td>
<td>-.05</td>
<td>.25*</td>
</tr>
<tr>
<td>10</td>
<td>-.08*</td>
<td>-.12**</td>
<td>.02</td>
<td>.01</td>
<td>.03</td>
</tr>
<tr>
<td>11</td>
<td>.19**</td>
<td>.27**</td>
<td>.05</td>
<td>.10</td>
<td>.04</td>
</tr>
<tr>
<td>12</td>
<td>-.09*</td>
<td>-.13**</td>
<td>-.11</td>
<td>.08</td>
<td>-.30**</td>
</tr>
<tr>
<td>13</td>
<td>-.09*</td>
<td>-.12**</td>
<td>-.10</td>
<td>-.19</td>
<td>-.03</td>
</tr>
<tr>
<td>14</td>
<td>.11**</td>
<td>.15**</td>
<td>.00</td>
<td>.03</td>
<td>-.02</td>
</tr>
<tr>
<td>15</td>
<td>.15**</td>
<td>.20**</td>
<td>.04</td>
<td>.14</td>
<td>-.02</td>
</tr>
<tr>
<td>16</td>
<td>.15**</td>
<td>.20**</td>
<td>.24**</td>
<td>.46**</td>
<td>.15</td>
</tr>
<tr>
<td>17</td>
<td>.26**</td>
<td>.39**</td>
<td>.16*</td>
<td>.29*</td>
<td>.17</td>
</tr>
<tr>
<td>18</td>
<td>.30**</td>
<td>.41**</td>
<td>.29**</td>
<td>.39**</td>
<td>.35**</td>
</tr>
<tr>
<td>19</td>
<td>-.12**</td>
<td>-.16**</td>
<td>-.04</td>
<td>-.09</td>
<td>.01</td>
</tr>
<tr>
<td>20</td>
<td>-.23**</td>
<td>-.31**</td>
<td>-.24**</td>
<td>-.30**</td>
<td>-.21*</td>
</tr>
<tr>
<td>21</td>
<td>.03</td>
<td>.05</td>
<td>.00</td>
<td>-.11</td>
<td>.10</td>
</tr>
</tbody>
</table>

Note. A positive correlation indicates that as levels of anxiety increase a student is more likely to disagree with the item.

*p<.05. **p<.01.
Belief Items
1. Some people are born with a special ability which helps them learn a foreign language.
2. Some languages are easier to learn than others.
3. I believe that I will ultimately learn to speak this language very well.
4. It is important to speak a foreign language with an excellent accent.
5. You shouldn't say anything in the foreign language until you can say it correctly.
6. It's o.k. to guess if you don't know a word in the foreign language.
7. I have foreign language aptitude.
8. Learning a foreign language is mostly a matter or learning a lot of new vocabulary words.
9. If you are allowed to make mistakes in the beginning it will be hard to get rid of them later on.
10. Learning a foreign language is mostly a matter of learning a lot of grammar rules.
11. If I get to speak this language very well, I will have many opportunities to use it.
12. Learning a foreign language is different from learning other school subjects.
13. Learning a foreign language is mostly a matter or translating from English.
14. If I learn to speak this language very well, it will help me get a good job.
15. I would like to learn this language so that I can get to know its speakers better.
16. Everyone can learn to speak a foreign language.
17. I would take a foreign language even if it were not required.
18. I expect to succeed at learning a foreign language.
19. The commitment to the study of a foreign language and the culture of its people endangers one's own cultural identity.
20. The language I am trying to learn is:
   1) a very difficult language
   2) a difficult language
   3) a language of medium difficulty
   4) an easy language
   5) a very easy language
21. If someone spent one hour a day learning a language, how long would it take him/her to become fluent?
   1) less than a year
   2) 1-2 years
   3) 3-5 years
   4) 5-10 years
   5) You can't learn a language in 1 hour a day.
The correlations between anxiety scores and belief items were also computed for African-American students. When only the responses of those African-American students who said they planned to continue studying a FL were included, there were seven items that produced significant correlations with levels of classroom anxiety. As the anxiety level of continuing African-American students increased, so did the likelihood that they would report a lack of confidence in their ability to learn a FL. They were more likely to say they did not have FL aptitude and did not expect to succeed. They were also more likely to report that not everyone can learn to speak a FL. They viewed the language they were learning as difficult and said they would not have studied a FL without a requirement.

African-American students who planned to stop studying a FL also had seven beliefs that were correlated with high levels of FL anxiety. For stopping students, higher anxiety increased the chances they too would feel doubtful about themselves as FL learners. They were more likely to report that some languages were easier than others, but their language was a difficult one. They often said they would not
succeed in learning to speak the FL and felt they lacked FL aptitude.

Many of the beliefs that students held were related to their levels of FL classroom anxiety as measured by this survey. In general, higher levels of anxiety were associated with negative views of language learning abilities and the idea that the language being studied was a difficult one to learn. High anxiety was also related to a lack of purpose for learning a FL based on the survey items.

Levels of anxiety affect FL students in different ways. Students with higher levels of anxiety are more likely to stop studying the FL after the completion of the FL requirement. They are less likely to see themselves as competent and successful language learners, they expect to receive lower grades in their FL courses and they provide lower self-ratings of their language skills. These results show that FL anxiety is related to students' perceptions of themselves as language learners and their expectations for their achievement.
Reasons for Continuing Foreign Language Study

Those students who indicated they were planning to continue studying a FL were asked to tell whether or not each of the reasons provided was a factor in their decision to continue. Each student provided multiple responses in this section and a summary of the responses is presented in Table 14.

Almost all students cited an interest in the target culture and a desire to travel as reasons for continuing their FL study. Learning to speak, read, and write the target language was also cited by over 95% of the students surveyed. All of the African-American students indicated that the importance of knowing a second language was a factor in their decision to continue studying a FL. A larger percentage of African-American than white students said they were continuing their FL study because they thought it would be important to their careers. In general, satisfaction with the progress made in the FL class was identified as a factor by a rather low percentage of students, 61%, relative to other reasons. Despite the fact that students did not indicate being pleased with their progress as a reason for continuing,
over 80% of the students cited enjoying their FL classes as important to their decision.

The responses to items 9 and 10 of this section provide information on potential FL majors and minors. While almost half of the white continuing students said they were planning to minor in a FL, only 25% of the African-American continuing students gave this response. The percentages of students planning to major were very small. Only 2% of all the white students in this study said they were planning to major in the FL, and only 1% of all the African-American students were potential majors. The two African-American students who said they intended to major in a FL were both females. One was a French student and the other was studying Spanish. Of those African-Americans intending to minor, fourteen were female and four were males. The females were primarily Spanish students; only two were studying French. The males were evenly divided with two each studying Spanish and French.

When the responses of students with high and low levels of FL classroom anxiety are considered, they show that anxiety generally has little affect on why
Table 14

Percentages of White and African-American Students

Indicating Each Reason as Applicable to their Decision to Continue Studying a Foreign Language

<table>
<thead>
<tr>
<th>REASONS</th>
<th>AF-AMER</th>
<th>WHITE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I would like to travel to a country where this language is spoken.</td>
<td>93</td>
<td>99</td>
</tr>
<tr>
<td>2. It is important to know how to speak a foreign language in today's world.</td>
<td>100</td>
<td>98</td>
</tr>
<tr>
<td>3. I am interested in learning to speak this language.</td>
<td>99</td>
<td>100</td>
</tr>
<tr>
<td>4. I am interested in learning more about the culture of the countries where this language is spoken.</td>
<td>96</td>
<td>92</td>
</tr>
<tr>
<td>5. I am pleased with my level of progress.</td>
<td>61</td>
<td>61</td>
</tr>
<tr>
<td>6. I am interested in learning to read and write in this language.</td>
<td>97</td>
<td>97</td>
</tr>
<tr>
<td>7. This language will be important to my career.</td>
<td>70</td>
<td>60</td>
</tr>
<tr>
<td>8. I enjoy my foreign language class.</td>
<td>86</td>
<td>84</td>
</tr>
<tr>
<td>9. I am planning to major in this language.</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>10. I am planning to minor in this language.</td>
<td>25</td>
<td>49</td>
</tr>
</tbody>
</table>

Note. The percentages do not total 100 because students gave multiple responses to the items in this section.
students continue studying a FL (see Table 15). The responses differed on only a few items. The most substantial difference concerned a student's satisfaction with his/her progress in the FL. Only 24% of the high-anxiety students said they were continuing for this reason, yet 78% of the students in the low-anxiety group cited this as a reason. High-anxiety students were more likely to report that they were continuing because the language would be important to their careers, but less likely to continue because they enjoyed their FL classes. Almost all of the lower anxiety students said their enjoyment of their classes was a reason for continuing. Students with high levels of anxiety were less likely to say that they planned to major in the FL, but it did not affect the percentages of students who reported they intended to minor in the FL. When the results are considered, levels of FL anxiety would seem to have only a minimal role in determining why students continue to study a FL after the completion of the language requirement.

The responses of African-American high- and low-anxiety students were also examined (see Table 16). They gave responses that reflected those discussed
Table 15
Percentages of High- and Low-Anxiety Students Indicating Each Reason as Applicable to their Decision to Continue Studying a Foreign Language

<table>
<thead>
<tr>
<th>REASONS</th>
<th>HIGH</th>
<th>LOW</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I would like to travel to a country where this language is spoken.</td>
<td>94</td>
<td>97</td>
</tr>
<tr>
<td>2. It is important to know how to speak a foreign language in today's world.</td>
<td>97</td>
<td>97</td>
</tr>
<tr>
<td>3. I am interested in learning to speak this language.</td>
<td>97</td>
<td>100</td>
</tr>
<tr>
<td>4. I am interested in learning more about the culture of the countries where this language is spoken.</td>
<td>91</td>
<td>96</td>
</tr>
<tr>
<td>5. I am pleased with my level of progress.</td>
<td>24</td>
<td>78</td>
</tr>
<tr>
<td>6. I am interested in learning to read and write in this language.</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>7. This language will be important to my career.</td>
<td>70</td>
<td>64</td>
</tr>
<tr>
<td>8. I enjoy my foreign language class.</td>
<td>61</td>
<td>93</td>
</tr>
<tr>
<td>9. I am planning to major in this language.</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>10. I am planning to minor in this language.</td>
<td>33</td>
<td>36</td>
</tr>
</tbody>
</table>

Note. The percentages do not total 100 because students gave multiple responses to the items in this section.
Table 16

Percentages of High- and Low-Anxiety African-American Students Indicating Each Reason as Applicable to their Decision to Continue Studying a Foreign Language

<table>
<thead>
<tr>
<th>REASONS</th>
<th>HIGH</th>
<th>LOW</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I would like to travel to a country where this language is spoken.</td>
<td>80</td>
<td>96</td>
</tr>
<tr>
<td>2. It is important to know how to speak a foreign language in today's world.</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>3. I am interested in learning to speak this language.</td>
<td>90</td>
<td>100</td>
</tr>
<tr>
<td>4. I am interested in learning more about the culture of the countries where this language is spoken.</td>
<td>80</td>
<td>100</td>
</tr>
<tr>
<td>5. I am pleased with my level of progress.</td>
<td>20</td>
<td>74</td>
</tr>
<tr>
<td>6. I am interested in learning to read and write in this language.</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>7. This language will be important to my career.</td>
<td>60</td>
<td>87</td>
</tr>
<tr>
<td>8. I enjoy my foreign language class.</td>
<td>40</td>
<td>96</td>
</tr>
<tr>
<td>9. I am planning to major in this language.</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>10. I am planning to minor in this language.</td>
<td>30</td>
<td>30</td>
</tr>
</tbody>
</table>

Note. The percentages do not total 100 because students gave multiple responses to the items in this section.
earlier, but anxiety appeared to have a greater affect among African-American students. Not only were high-anxiety students less likely to say they were continuing their language study because they were pleased with their progress in the FL or because they enjoyed their FL classes, but they were also less likely to continue because knowing a FL would be important to their careers. Fewer high-anxiety students indicated that they were interested in traveling to a country where the language was spoken or learning about the culture. The results indicate that anxiety was a larger factor in the reasons underlying African-American students' decisions to continue their FL studies than it was for white students.

The students were given the opportunity to provide any additional reasons they felt were pertinent to their decision to continue studying a FL. A total of thirty-three students provided additional reasons and a summary of the reasons is provided in Table 17. The reason for continuing in FL classes cited by the largest number of students was simply the enjoyment they get from their language classes. Usefulness in their future professions and the ability to communicate
Table 17
Frequency of Reasons Provided by Students for their Decisions to Continue Studying a Foreign Language

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Af-Amer</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>I enjoy my FL classes</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Speaking a FL will be useful in my profession</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>I want to be able to communicate with others</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>I want to be fluent</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>I have friends and/or relatives who are</td>
<td></td>
<td></td>
</tr>
<tr>
<td>native speakers</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>I am interested in other cultures</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>I want to study or travel abroad</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Learning a FL comes easily to me / Learning a FL is not</td>
<td></td>
<td></td>
</tr>
<tr>
<td>difficult for me</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>I want to continue after graduation</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>I want to minor, but there is no time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>in my schedule</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>I want to read literature without translation</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>I do not want to waste the time I have</td>
<td></td>
<td></td>
</tr>
<tr>
<td>invested in learning a FL</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>
with others were mentioned by five students each. Students also wrote about their desire to become fluent in the FL. Another two students reported that they planned to continue studying a FL after graduation. Two others expressed a desire to minor in the language, but complained that they did not have time to do so given the requirements for their majors.

The results indicate that many continuing students recognize the importance of knowing a second language and want to learn to speak the FL. Although they enjoy their FL classes, many are not progressing as well as they would like. A student's level of FL anxiety does not appear to have much affect on the reasons behind that student's decision to continue studying a FL. The information obtained also exemplifies the problem of recruiting FL majors, especially among African-American students.

**Reasons for Stopping Foreign Language Study**

The students who reported their intention to cease their FL study at the end of their current course were also provided with a list of potential factors in their decision to stop studying a FL. Each student was again
instructed to mark all the factors that were applicable to their situation. Table 18 shows that the completion of the FL requirement was cited by almost all students as being a factor in their decision to cease their FL study. The reason given by the next largest group of students, approximately 80%, was the need to devote more time to their other classes. Just under 50% of all students reported that the perceived difficulty of the next level was also a factor in their decision.

Two-thirds of the African-American students responded that an inability to speak the FL as well as they would like was a reason for stopping. One-third also stated that the status of their FL grades influenced their decisions to cease their language study. More than 50% of the white students said they felt that studying a FL was too time consuming, and that this was one of their reasons for not continuing their FL study, but less than 40% of African-American students indicated this as a factor. A larger percentage of white students also indicated that they were not continuing their FL study because they found their FL classes boring.
Table 18

Percentages of White and African-American Students Indicating Each Reason as Applicable to their Decision to Stop Studying a Foreign Language

<table>
<thead>
<tr>
<th>Reason</th>
<th>AF-AMER</th>
<th>WHITE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I will have completed my foreign language requirement.</td>
<td>97</td>
<td>99</td>
</tr>
<tr>
<td>2. I cannot speak the foreign language as well as I would like.</td>
<td>66</td>
<td>58</td>
</tr>
<tr>
<td>3. Studying a foreign language is too time consuming.</td>
<td>39</td>
<td>51</td>
</tr>
<tr>
<td>4. It is not important to be able to speak another language.</td>
<td>19</td>
<td>24</td>
</tr>
<tr>
<td>5. I think the next level will be too difficult.</td>
<td>47</td>
<td>48</td>
</tr>
<tr>
<td>6. My foreign language grades are too low.</td>
<td>33</td>
<td>27</td>
</tr>
<tr>
<td>7. I am not pleased with the teaching methods/teaching materials.</td>
<td>27</td>
<td>22</td>
</tr>
<tr>
<td>8. Foreign language class is too boring.</td>
<td>17</td>
<td>28</td>
</tr>
<tr>
<td>9. I need to devote more time to my other courses.</td>
<td>80</td>
<td>79</td>
</tr>
<tr>
<td>10. There is not enough emphasis on culture.</td>
<td>30</td>
<td>21</td>
</tr>
</tbody>
</table>

Note. The percentages do not total 100 because students gave multiple responses to the items in this section.
The responses of high- and low-anxiety students suggest that anxiety may affect the reasons students cite for their decisions to stop studying a FL (see Table 19). Completing the FL requirement and needing more time for other classes were important reasons for stopping regardless of anxiety level. A lack of emphasis on culture, displeasure with the teaching methods, and the lack of importance of speaking a FL are items that showed some differences. Higher anxiety students were more likely to report these as factors in their decisions.

Some of the other reasons showed substantial differences between the responses of students in the high- and low-anxiety groups. Over 80% of the high-anxiety students reported that one reason they were stopping was because they could not speak as well as they would like, but only 24% of the low-anxiety group cited this as a reason for stopping. At least 50% more students with high levels of anxiety indicated that they were stopping because they felt the next level would be too difficult or because studying a FL was consuming too much of their time. Another 43% of the high-anxiety students said that their FL grades were
Table 19

Percentages of High- and Low-Anxiety Students
Indicating Each Reason as Applicable to their Decision
to Stop Studying a Foreign Language

<table>
<thead>
<tr>
<th>Reason</th>
<th>HIGH</th>
<th>LOW</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I will have completed my foreign language requirement.</td>
<td>99</td>
<td>100</td>
</tr>
<tr>
<td>2. I cannot speak the foreign language as well as I would like.</td>
<td>82</td>
<td>24</td>
</tr>
<tr>
<td>3. Studying a foreign language is too time consuming.</td>
<td>70</td>
<td>20</td>
</tr>
<tr>
<td>4. It is not important to be able to speak another language.</td>
<td>28</td>
<td>11</td>
</tr>
<tr>
<td>5. I think the next level will be too difficult.</td>
<td>70</td>
<td>17</td>
</tr>
<tr>
<td>6. My foreign language grades are too low.</td>
<td>43</td>
<td>13</td>
</tr>
<tr>
<td>7. I am not pleased with the teaching methods/teaching materials.</td>
<td>31</td>
<td>15</td>
</tr>
<tr>
<td>8. Foreign language class is too boring.</td>
<td>28</td>
<td>24</td>
</tr>
<tr>
<td>9. I need to devote more time to my other courses.</td>
<td>83</td>
<td>72</td>
</tr>
<tr>
<td>10. There is not enough emphasis on culture.</td>
<td>29</td>
<td>11</td>
</tr>
</tbody>
</table>

Note. The percentages do not total 100 because students gave multiple responses to the items in this section.
too low for them to continue studying a FL. The results indicate that levels of anxiety are a factor in many of the reasons students give for ceasing to study a FL.

The results for African-American high- and low-anxiety students show similar patterns (see Table 20). Completing the FL requirement is the main reason students report stopping their FL study regardless of their anxiety level, along with needing more time for their other courses. Larger percentages of high-anxiety students indicated they were stopping because they could not speak as well as they would like, because FL study is too time consuming, and because the next level might be too difficult for them. Over half of the high-anxiety students said they were stopping because their FL grades were too low. Many others said that their displeasure with the teaching methods or a lack of emphasis on culture were factors in their decision to stop studying a FL.

Stopping students were also given an opportunity to provide additional reasons they felt were relevant to their decision not to continue studying a FL. A total of ninety students, fourteen African-American and
Table 20

Percentages of High- and Low-Anxiety African-American Students Indicating Each Reason as Applicable to their Decision to Stop Studying a Foreign Language

<table>
<thead>
<tr>
<th>Reason</th>
<th>HIGH</th>
<th>LOW</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I will have completed my foreign language requirement.</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>2. I cannot speak the foreign language as well as I would like.</td>
<td>95</td>
<td>36</td>
</tr>
<tr>
<td>3. Studying a foreign language is too time consuming.</td>
<td>64</td>
<td>0</td>
</tr>
<tr>
<td>4. It is not important to be able to speak another language.</td>
<td>18</td>
<td>9</td>
</tr>
<tr>
<td>5. I think the next level will be too difficult.</td>
<td>73</td>
<td>9</td>
</tr>
<tr>
<td>6. My foreign language grades are too low.</td>
<td>59</td>
<td>9</td>
</tr>
<tr>
<td>7. I am not pleased with the teaching methods/teaching materials.</td>
<td>36</td>
<td>9</td>
</tr>
<tr>
<td>8. Foreign language class is too boring.</td>
<td>23</td>
<td>18</td>
</tr>
<tr>
<td>9. I need to devote more time to my other courses.</td>
<td>86</td>
<td>73</td>
</tr>
<tr>
<td>10. There is not enough emphasis on culture.</td>
<td>36</td>
<td>0</td>
</tr>
</tbody>
</table>

Note. The percentages do not total 100 because students gave multiple responses to the items in this section.
seventy-six white, provided additional reasons for their decision (see Table 21). Many of the factors mentioned by students were reiterations of the reasons provided on the original list. The reason most often provided by students was a lack of time in their schedules. Students wrote that they did not have time to take more FL classes due to the requirements of their majors or other general graduation requirements. Many other students cited a feeling that knowledge of a FL was not necessary or useful. Another fourteen students reported they did not like or were not interested in their language classes. Some others thought their FL classes were too demanding or too difficult and still other students cited issues related to the methods of instruction or the teachers. Graduation was mentioned by seven students and eight reported they felt that one had to either start at an earlier age or be immersed in the language to truly learn to speak a FL.

Overall, the responses indicate that completion of the FL requirement is the primary reason students stop studying a FL. Many others stop because they do not like their FL classes or because they feel the
Table 21

Frequency of Reasons Provided by Students for their Decisions to Stop Studying a Foreign Language

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Af-Amer</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is not enough time in my schedule</td>
<td>1</td>
<td>19</td>
</tr>
<tr>
<td>Knowing a FL is not useful/not necessary</td>
<td>5</td>
<td>13</td>
</tr>
<tr>
<td>I am not interested in/don't like learning another language</td>
<td>1</td>
<td>13</td>
</tr>
<tr>
<td>FL class is too demanding/too difficult</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>I have some problems with teachers/teaching methods</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>I want to learn another language</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>I am graduating</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>I already know the basics</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>There is no point because immersion is the best way to learn</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>I do not have enough confidence to continue</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>You need to start learning a FL at an early age to be successful</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>I plan to learn on my own</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Becoming fluent takes too long</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>I have no desire to major/minor in a FL</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

n=14
n=76
investment of time and energy is too much for knowledge they may view as unimportant. Still other cease their FL studies because of the scheduling constraints facing many college students. A student's level of FL classroom anxiety also affects many of the reasons students cite for their decisions to stop studying the FL.

Afro-French and Afro-Hispanic Culture in the Foreign Language Classroom

In section 5 of the survey, students were asked some questions regarding Afro-French and Afro-Hispanic culture. The first item asked students to rate their current knowledge in these areas. Despite the fact that more than 75% of all students rated their knowledge of Afro-French or Afro-Hispanic culture as fair or poor, there were differences based on the students' race (see Table 22). African-American students were more likely to rate their knowledge of Afro-based culture as excellent or good, 24% compared to 13% of whites. A larger percentage of white students, 18% more, rated their cultural knowledge as poor. There was little difference between the ratings
Table 22
Student Ratings of Knowledge of Afro-French or Afro-Hispanic Culture (by percentages)

<table>
<thead>
<tr>
<th>Students</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>2</td>
<td>11</td>
<td>31</td>
<td>56</td>
<td>490</td>
</tr>
<tr>
<td>Af-Amer</td>
<td>3</td>
<td>21</td>
<td>38</td>
<td>38</td>
<td>159</td>
</tr>
<tr>
<td>Continuing</td>
<td>6</td>
<td>21</td>
<td>39</td>
<td>34</td>
<td>71</td>
</tr>
<tr>
<td>Stopping</td>
<td>1</td>
<td>20</td>
<td>36</td>
<td>42</td>
<td>88</td>
</tr>
</tbody>
</table>

of cultural knowledge of African-American continuing and stopping students; 27% and 21%, respectively, reported their cultural knowledge as excellent or good.

Table 23 shows that 37% of African-American students reported that Afro-French or Afro-Hispanic culture was mentioned regularly or often, compared to only 8% of white students. More than 50% of the white students in the survey said that Black culture was never mentioned in their FL classes. A larger percentage of African-American continuing students indicated that Afro-French and Afro-Hispanic culture
Table 23

Student Reports of the Frequency with which Afro-French or Afro-Hispanic Culture is Discussed in the Foreign Language Classroom (by percentages)

<table>
<thead>
<tr>
<th>Frequency of Discussion</th>
<th>Students</th>
<th>Regularly</th>
<th>Often</th>
<th>Seldom</th>
<th>Never</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>White</td>
<td>2</td>
<td>6</td>
<td>40</td>
<td>52</td>
<td>496</td>
</tr>
<tr>
<td></td>
<td>Af-Amer</td>
<td>21</td>
<td>16</td>
<td>36</td>
<td>27</td>
<td>160</td>
</tr>
<tr>
<td>Continuing</td>
<td></td>
<td>24</td>
<td>18</td>
<td>35</td>
<td>23</td>
<td>71</td>
</tr>
<tr>
<td>Stopping</td>
<td></td>
<td>19</td>
<td>13</td>
<td>37</td>
<td>30</td>
<td>89</td>
</tr>
</tbody>
</table>

was mentioned regularly or often and more stopping students reported that such cultural information was never mentioned in their FL courses.

Initially, the above results appear to indicate differences based on students' race, but further investigation revealed that these differences could better be attributed to the racial orientation of the institution as a whole (see Tables 24 and 25). African-American and white students at predominantly
white universities gave approximately the same results. When the university is considered, more students at a predominantly Black university rated their knowledge as good or fair, but 60% of the African-American students at predominantly white institutions rated their knowledge of Afro-French or Afro-Hispanic culture as poor. Over 50% of the African-American students at the predominantly Black institution said that Black culture was mentioned regularly or often in their classes, but

Table 24
Ratings of Knowledge of Afro-French or Afro-Hispanic Culture by African-American and White Students at Predominantly Black and Predominantly White Universities (by Percentages)

<table>
<thead>
<tr>
<th>Students/School</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>Af-Amer/Black</td>
<td>3</td>
<td>25</td>
<td>45</td>
<td>26</td>
<td>102</td>
</tr>
<tr>
<td>Af-Amer/White</td>
<td>4</td>
<td>12</td>
<td>25</td>
<td>60</td>
<td>57</td>
</tr>
<tr>
<td>White/White</td>
<td>2</td>
<td>11</td>
<td>31</td>
<td>56</td>
<td>490</td>
</tr>
</tbody>
</table>
Table 25

Student Reports of the Frequency with which Afro-French or Afro-Hispanic Culture is Discussed in the Foreign Language Classroom at Predominantly Black and Predominantly White Universities (by percentages)

<table>
<thead>
<tr>
<th>Students</th>
<th>Frequency of Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Regularly</td>
</tr>
<tr>
<td>Af-Amer/Black</td>
<td>33</td>
</tr>
<tr>
<td>Af-Amer/White</td>
<td>0</td>
</tr>
<tr>
<td>White/White</td>
<td>2</td>
</tr>
</tbody>
</table>

none of the African-American students at the white universities responded that these cultural elements were discussed regularly and only 7% responded often. Almost 60% of these students stated that Black culture was never discussed in their FL classrooms.

The African-American students in this study expressed an interest in learning more about Afro-French and Afro-Hispanic culture. Table 26 shows that 58% of them said they were very interested and only 9%
Table 26

**Student Reports of the Extent of their Interest in Learning about Afro-French or Afro-Hispanic Culture (by percentages)**

<table>
<thead>
<tr>
<th>Students</th>
<th>Very</th>
<th>Fairly</th>
<th>Not at all</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>11</td>
<td>47</td>
<td>43</td>
<td>495</td>
</tr>
<tr>
<td>Af-Amer</td>
<td>58</td>
<td>34</td>
<td>9</td>
<td>160</td>
</tr>
<tr>
<td>Continuing</td>
<td>82</td>
<td>15</td>
<td>3</td>
<td>71</td>
</tr>
<tr>
<td>Stopping</td>
<td>38</td>
<td>48</td>
<td>13</td>
<td>89</td>
</tr>
</tbody>
</table>

indicated no interest at all. More than 80% of African-American continuing students indicated being very interested in learning more about the culture, compared to less than 40% of those who intended not to continue studying a FL. More stopping than continuing students reported being fairly interested. Another 13% of African-American stopping students said they were not interested at all, only 3% of the continuing
students were in this category. White students, however, expressed only limited interest in Black culture. Only 11% indicated they were very interested and more than 40% said they were not interested at all.

In general, the frequency with which Afro-French and Afro-Hispanic culture is discussed in the FL classroom and students' perceptions of their knowledge thereof are directly related to the type of university the students attended. The type of university attended did not, however, affect African-American students' interest in learning more about the culture of native speakers of African descent. Most African-American students, regardless of their school, reported at least some degree of interest in learning more about this culture. White students reported substantially less interest in learning about Afro-French or Afro-Hispanic culture.

**African-American Foreign Language Teachers**

Section 5 of the survey also examined the number of African-American language teachers students had encountered in their FL studies. Half of all the African-American students and nearly 80% of the white
Table 27
Number of African-American Foreign Language Teachers Reported by Students (by percentages)

<table>
<thead>
<tr>
<th>Students</th>
<th>Number of Teachers</th>
<th>1-2</th>
<th>3-4</th>
<th>5+</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>79</td>
<td>18</td>
<td>1</td>
<td>1</td>
<td>499</td>
</tr>
<tr>
<td>Af-Amer</td>
<td>50</td>
<td>34</td>
<td>12</td>
<td>4</td>
<td>160</td>
</tr>
<tr>
<td>Continuing</td>
<td>59</td>
<td>27</td>
<td>11</td>
<td>3</td>
<td>71</td>
</tr>
<tr>
<td>Stopping</td>
<td>52</td>
<td>40</td>
<td>7</td>
<td>1</td>
<td>89</td>
</tr>
</tbody>
</table>

students reported that they had never had an African-American FL teacher (see Table 27).

There was very little difference between the number of African-American teachers encountered by continuing and stopping African-American students. More than half of the students in both groups reported never having an African-American FL teacher. The responses of stopping students indicated that they were more likely to have had one or two African-American teachers, and continuing students were more likely to
have had three or more African-American FL teachers during their language study.

The results also indicate that African-American students of Spanish were less likely to have an African-American FL teacher (see Table 28). Almost 60% of the African-American students of Spanish had never had an African-American teacher, compared to 31% of the French students. Almost 40% of the African-American students of French reported having three or more African-American language teachers, with only one-tenth as many Spanish students in this category. Those African-American students who attended a predominantly Black university also had more African-American FL teachers (see Table 29). While 70% of the students at Howard University said they had had an African-American teacher, only 14% of the African-American students at the predominantly white universities reported such information. More than 85% of the students at the white universities had never had an African-American FL teacher.

In summary, the university attended seemed to affect the number of African-American FL teachers reported by students. Those students who attended a
Table 28
Number of African-American Foreign Language Teachers
Reported by African-American French and Spanish Students (by percentages)

<table>
<thead>
<tr>
<th>Language</th>
<th>None</th>
<th>1-2</th>
<th>3-4</th>
<th>5+</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>French</td>
<td>31</td>
<td>30</td>
<td>31</td>
<td>7</td>
<td>54</td>
</tr>
<tr>
<td>Spanish</td>
<td>59</td>
<td>37</td>
<td>2</td>
<td>2</td>
<td>106</td>
</tr>
</tbody>
</table>

Table 29
Number of African-American Foreign Language Teachers
Reported by African-American Students at Predominantly Black and Predominantly White Universities (by percentages)

<table>
<thead>
<tr>
<th>School</th>
<th>None</th>
<th>1-2</th>
<th>3-4</th>
<th>5+</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>86</td>
<td>14</td>
<td>0</td>
<td>0</td>
<td>57</td>
</tr>
<tr>
<td>Black</td>
<td>30</td>
<td>46</td>
<td>18</td>
<td>6</td>
<td>103</td>
</tr>
</tbody>
</table>
predominantly Black university had more African-American FL teachers than those students who attended a predominantly white university. It should be noted, however, that the university attended is not the only factor: most of these students had also studied a FL at the HS level and the low numbers of African-American FL teachers reported may indicate a shortage of African-American FL teachers at this level as well.

Profile of African-American Foreign Language Students

There were 160 African-American FL students who participated in this study, comprising 24% of the total number of students. Almost three-fourths of the African-American students were female and two-thirds were studying Spanish. Most of the African-American students studied a FL for six years and began in middle school. More than 40% of them needed to complete the entire sequence of four courses to complete their language requirement. Half of the African-American students participating in this research reported that they had never had an African-American FL teacher.

The responses to the belief items outline the beliefs that African-American students hold regarding
FL learning. Most African-Americans responded that some languages are easier to learn than others and many said that they were learning a language of medium difficulty. They were less likely than white students to say that some people are born with special language learning abilities. African-American students reported that learning a FL was different from learning other school subjects and they disagreed that it was mostly a matter of translating from English. However, they were divided on whether or not FL learning was mostly a matter of learning new vocabulary. Just under 50% of the African-American students stated that it was important to speak a FL with an excellent accent and that it was a good strategy to guess a word you did not know. More than half indicated that mistakes that are allowed early may become difficult to correct later. African-Americans also reported that they were willing to take a risk and speak without waiting to be sure they could say everything correctly. Over 90% of the African-American students participating in this survey stated that studying a FL did not endanger one's own cultural identity. Many African-American students held
these beliefs regardless of their decision to continue or stop studying a FL.

The African-American students who indicated their plans to continue their FL study and those who reported that they planned to stop differed in several areas. They held some different beliefs, had different levels of anxiety, and rated their language skills differently. They also reported different class levels, had different GPAs, and expected to receive different grades in their current courses. Profiles of continuing and stopping African-American FL students, highlighting these and other differences, are presented below to provide a better description of these students.

African-American Students who Planned to Continue Studying a Foreign Language

The students who responded that they intended to continue studying a FL after they completed their current course, and thus completed their FL requirement, comprised 44% of the African-American students who participated in this study. The majority of these students were completing their language
requirement within their freshman or sophomore years at college. They reported a GPA of 3.0 or higher and almost all of them expected to receive an A or B in this FL course. Many of these students said they had had some experience with a FL outside of a classroom.

On self-ratings of language abilities in six areas, they generally rated their skills as excellent or good. At least 60% rated their skills as such in the areas of listening, writing, grammatical and vocabulary knowledge. Almost 80% said their skills were excellent or good in the area of reading abilities, but only 37% reported their speaking skills as excellent or good. When anxiety scores were determined, very few continuing students were in the high-anxiety group. More than half of the students had scores that would placed them in the medium anxiety group and almost another third could be classified as having low anxiety.

Based on the responses given, the continuing students in this survey indicated the following set of distinct beliefs about FL learning. They stated that they expected to succeed at learning a FL and they would ultimately learn to speak the FL well. They
indicated that everyone can learn to speak a FL and that they had FL aptitude. They also responded that they would take a FL without being required to do so. The results show that continuing students were interested in getting to know the speakers of the language they were studying and they said that if they learned to speak the FL well they would have opportunities to use it and it would help them get a good job.

Continuing African-American FL students reported that one of the main reasons they continued studying a FL was because it was important to be able to speak a FL in today's society. They were also interested in learning to speak, read, and write the language, and possibly traveling to a country where that language is spoken one day. The continuing students who showed high levels of FL classroom anxiety were less likely to state that they were interested in travel or learning about the culture. Only 40% of the high-anxiety continuing students said they were continuing because they enjoyed their FL classes.

Regarding Afro-French and Afro-Hispanic culture, continuing students generally rated their knowledge as
fair or poor. Almost 60% said that such cultural information was seldom or never discussed in their FL classes, but they were very interested in learning about it.

African-American Students who Planned to Stop Studying a Foreign Language

Of the African-American students who participated in this study, eighty-nine of them said they planned to stop studying a FL after they completed their current language course. Almost 70% of this group were Spanish students and 67% were female. Most of these students were completing their FL requirement in their last two years of college study. They reported lower cumulative grade averages than continuing students, less than half reported a GPA of 3.0 or higher. Only 72% expected an A or B in the current FL course and 26% expected to receive a C in this course.

When asked to rate their language abilities, stopping students rated themselves lower than did continuing students. Almost 70% of the stopping students rated their reading skills as excellent or good and just under 55% also rated their listening
skills and their vocabulary knowledge well. A majority of the stopping students rated their skills as fair or poor in the areas of writing and grammatical knowledge. More than 75% of stopping students said their speaking skills were fair or poor. Stopping students also had higher anxiety scores than continuing students. More stopping students were in the medium anxiety group and 26% of them were labeled as high-anxiety FL students.

African-American students who planned to stop studying a FL had beliefs that differed from continuing African-American students on ten of the twenty-one items. Most of these differences are delineated in the previous section. One additional important difference concerns the nature of language learning. Stopping students stated that learning a FL was mostly a matter of learning grammar rules.

The students who planned to stop studying a FL after the present course reported that the completion of the FL requirement was a factor in their decision not to pursue any subsequent FL courses. Needing to devote more time to their other classes was cited by 80% of the students. The results suggest that these were the two main reasons students chose to cease their
FL study. Approximately two-thirds of the students were also dissuaded by the fact that they could not speak as well as they would like to be able to. Just under 50% were inhibited by their perceptions of the difficulty of the next level. A smaller group of students said they were stopping because FL study was too time consuming. When levels of classroom anxiety were considered, larger percentages of high-anxiety students cited every reason as pertinent to their decision to stop studying a FL except completion of the language requirement which was cited by 100% of both high- and low-anxiety students. Over 50% more high-anxiety students reported that not speaking as well as they would like, the difficulty of the next level, the time required by FL study, and their FL grades were important to their decisions to cease their study of a FL.

Almost 80% of stopping students rated their knowledge of Afro-French and Afro-Hispanic culture as fair or poor. Most of them said that such information was discussed in their language classes either seldom or never. When asked if they were interested in learning more about these cultures, many of them
reported being very interested, almost half said they were only fairly interested and 13% said they were not interested in learning this cultural information at all.

**Review of the Null Hypotheses**

The first hypothesis stated that the beliefs of African-American students toward FL did not differ from those of their white counterparts. This hypothesis was rejected because African-American students were found to hold beliefs that differed from those of white students on fourteen of the twenty-one items on the belief scale. African-Americans were more likely to state that everyone, including themselves, could learn a FL. They also felt that knowing a FL would be beneficial and useful to them. They were more concerned with precision when speaking the language and were cautious about making mistakes although they were willing to guess a word they did not know. The African-American students surveyed were more likely than white students to report that they would take a FL without being required to do so.
Hypothesis 2 was also rejected. The beliefs of continuing African-American students did differ from the beliefs of those African-American students who chose not to continue their FL study on approximately half of the items included in the survey questionnaire. Continuing students were more likely to say that they would succeed in learning to speak the FL and they indicated that everyone could learn to speak a FL. The responses of continuing students suggest that they felt a FL would be more practical and expressed more of an interest in getting to know native speakers than stopping students. Stopping students were less likely to agree that an excellent accent was important to speaking a FL and more likely to agree that learning a FL consists largely of learning grammar rules. These results indicate some clear differences in these two sets of beliefs.

The third hypothesis concerned the effect that a student's race had on his/her level of FL anxiety. The results obtained from this survey failed to reject this hypothesis. The mean levels of reported FL classroom anxiety did not differ significantly for African-American and white students. Another hypothesis
maintained that there was no relationship between levels of anxiety and students' decisions to continue their FL study. The survey results revealed that there was in fact a significant difference between the mean scores obtained on the anxiety items of continuing and stopping African-American students. The students who said they intended to continue to study a FL had a mean anxiety score that was approximately ten points lower than that of stopping students, causing the researcher to reject this hypothesis.

The fifth hypothesis posited that the beliefs of African-American students of Spanish did not differ from the beliefs of African-American students of French. It was not rejected because the results supported this hypothesis. The beliefs of African-American students of Spanish and French showed significant differences on only three of the items.

The next hypothesis maintained that there would be no difference in the level of FL classroom anxiety reported by African-American Spanish and French students. The results show that the difference in the mean anxiety scores for French and Spanish students was not significant. The mean score for Spanish students
was 59.75 compared to a mean score of 60.57 for French students. These results indicate that this hypothesis should not be rejected either.

The seventh hypothesis stated that there is no relationship between the beliefs and the level of anxiety of FL students. The results found a student's level of anxiety to be correlated with seventeen of the twenty-one belief items. High levels of anxiety were correlated with beliefs that indicated an avoidance of mistakes and fewer risk-taking behaviors in the FL classroom. Higher anxiety was also related to expectations of failure and a lack of purpose for learning a FL. Thus, this hypothesis must be rejected.

Hypothesis 8 held that African-American students did not expect to succeed in their FL classes. However, when asked if they expected to succeed at learning a FL, over three-fourths of the African-American students indicated that they did in fact expect to be successful and only 9% of them disagreed with this statement. Continuing students were even more optimistic about their success, with almost 95% of them indicating agreement. Only 15% of the students who were planning to stop studying a FL said they would
not be successful. Another item asked students if they thought they would ultimately learn to speak the language very well. This item can also be taken as a measure of success in light of previous research which has found that many students report learning to speak the FL as a primary goal. Almost 60% of African-Americans responded positively to this item. Just under 85% of continuing African-American students expressed agreement with this item and 38% of stopping students agreed. Although the percentages of students reporting agreement to the second item dropped for all groups, the results still indicate that African-American students, especially those who stated their intentions to continue studying a FL expect to be successful language learners. Even many of those students who intend to stop studying a FL said they thought they would be successful. Based on these results, the null hypothesis that African-American FL students do not expect to succeed must be rejected.

The ninth hypothesis contended that the exposure to African-American FL teachers did not affect African-American students' decisions to continue FL study.
Based on the survey responses, this hypothesis cannot be rejected. More than half of both continuing and stopping African-American students reported never having had an African-American FL teacher. Of the twenty students who indicated their intention to major or minor in a FL, sixteen of them had never had an African-American language teacher. Apparently the lack of African-American FL teachers as role models did not affect the decisions of the students participating in this study.

Hypothesis 10 stated that the inclusion of Afro-Hispanic or Afro-French cultural elements in the FL curriculum did not affect African-American students' decisions to continue FL study. This hypothesis was rejected. The results indicated that, although a student's knowledge of this cultural information did not appear to affect their decisions to continue or stop studying a FL, their reports of the frequency with which such information was discussed in the FL classroom did appear to be related to their decisions to continue FL study. Those students who said they planned to continue with a FL were more likely to report that such cultural elements were mentioned
regularly or often in their FL classes, while the students who intended to stop were more likely to report seldom or never.

Conclusion

The results reported in this chapter indicate that African-American and white FL students have differing beliefs regarding learning another language. There were, however, no significant differences in the amount of FL classroom anxiety these student reported and they gave many of the same reasons for continuing and stopping their FL study. Proportionally, only half as many African-American students reported their intentions to major or minor in the FL. Although the differences in their reported knowledge of Afro-French and Afro-Hispanic culture in the classroom were based more on the university attended than on the race of the student, African-American students were more interested in learning about these cultural elements than were the white students who participated in this survey.

When the responses of the African-American students who planned to continue studying a FL were compared to the responses of those who intended to
cease their FL study, it was found that these two
groups of students held many different beliefs about FL
learning. They also exhibited different levels of FL
classroom anxiety. A majority of both groups of
students reported their Afro-French and Afro-Hispanic
cultural knowledge as fair or poor, but continuing
students were more likely to perceive that such
knowledge was discussed with more frequency in the FL
classroom. The responses indicate that a much larger
percentage of continuing students indicated they were
very interested in learning more about this aspect of
the FL culture, while those students who planned to
stop studying a FL were less interested, and some of
them said they were not interested at all.

The results also show that levels of FL classroom
anxiety are not only related to the beliefs students
hold, but also affect students' expected grades, their
self-ratings of their language skills, and the reasons
behind their decisions to continue or stop studying a
FL. The profiles reveal that not only do African-
American FL students differ from their white
counterparts, but they also differ among themselves
based on their decision to continue or cease their FL study.
CHAPTER V
SUMMARY AND CONCLUSIONS

Summary

This study examined the beliefs and levels of anxiety of over 650 FL students in their final semester or quarter of required French or Spanish at three universities. African-American and white students had different sets of beliefs regarding FL learning, though they had similar levels of FL classroom anxiety. Among the African-American students who participated in this study, there were differences between those who said they intended to continue studying the language after completing their FL requirement and those who planned to stop studying a FL. These two groups of students had different beliefs and showed different levels of FL anxiety.

The responses of the African-American FL students who indicated that they planned to continue studying a FL beyond the level required by their universities show that they expected to be successful language learners and believed that knowing how to speak the FL would be
both practical and beneficial. Most of these students reported that they would have studied a FL without a requirement. Their responses indicate that continuing African-American students felt less anxious in their FL classes than the African-American students who intended to stop studying a FL.

A relationship was found between the levels of FL anxiety and the grades students expected to receive in their FL courses, their ratings of their language skills, and the reasons students stopped studying the FL. Students with higher levels of FL classroom anxiety expected to receive lower grades and rated their skills lower in each of six areas examined. The students whose survey responses placed them in the high-anxiety group were more likely to say they were stopping because of their low levels of achievement or because of the time consuming nature of learning a FL. Students with high levels of FL anxiety were also less likely to indicate their interest in majoring or minoring in the FL.

In general, African-American FL students reported lower cumulative grade point averages than the white survey respondents. The African-American students in
this study who indicated they planned to stop studying a FL had lower overall grade point averages and expected to receive lower grades in their current FL courses than the African-American students who planned to continue. They also took more courses to fulfill their language requirement and completed the requirement later in their college careers. The stopping African-American students reported having fewer experiences with another language outside of the classroom. When asked to provide self-ratings of their language skills in six areas, the African-American students who planned to stop gave lower ratings in each area.

Students were asked to indicate factors that were important in their decisions to continue or stop studying a FL. African-American and white continuing students chose to continue for basically the same reasons, primarily wanting to learn to speak the language. Other reasons for continuing to study a FL included an interest in learning to read and write the language, a desire to travel to a country where the language is spoken, an interest in learning more about the culture, and the enjoyment of the FL class itself.
The primary reasons students gave for their decision to stop their FL studies were the completion of the language requirement and the need to devote more time to other courses. A larger percentage of the African-American respondents indicated that they were stopping because of their lack of speaking proficiency, but more white students reported they were stopping because FL study was too time consuming.

The study also examined students' knowledge of and interest in Afro-French and Afro-Hispanic culture. Most students reported that their knowledge of such cultural information was either fair or poor. African-American students who attended predominantly white universities rated their cultural knowledge more poorly than the African-American students at a predominantly Black institution. The same was true when students were asked to indicate the frequency with which these elements were included in the cultural discussions in their FL classes. The majority of the students reported that these cultural elements were seldom or never discussed in their classes. African-American students at a predominantly Black university were more likely to report that this cultural information was
discussed with a greater frequency in their FL courses. The majority of the students reported that these cultural elements were seldom or never discussed in their classes. African-American students at a predominantly Black university were more likely to report that this cultural information was discussed with a greater frequency in their FL courses. The type of school attended did not, however, appear to affect students' levels of interest in learning about Afro-French or Afro-Hispanic culture. African-American FL students expressed more interest in learning about Afro-French and Afro-Hispanic culture than did white FL students, and continuing African-American students expressed more interest than those who planned to stop studying a FL.

The survey results provide much information regarding the characteristics of the survey participants. This information may be useful in determining why some students decide to stop studying a FL after they have completed their FL requirement and how these students differ from those who choose to continue their language study. This chapter also
examines the implications of these results on classroom practices and on future research projects.

Discussion of the Results of African-American Students who Stop Studying a Foreign Language

The survey results showed differences between the African-American FL students who chose to continue studying a FL and those who decided to cease their FL study. Some of these differences may be important factors when determining why some students drop-out. Students who plan to stop studying a FL do so for a variety of reasons, including their beliefs and their levels of classroom anxiety.

More than half of the students who participated in this research indicated that they planned to cease their study of a FL. African-American FL students had an attrition rate of 56%, while 67% of the white students indicated their plans to stop studying a FL.

The African-American and white students who chose to stop studying a FL did so for the same reasons according to the results of the survey, mainly the completion of the language requirement. A lack of progress with speaking skills was also a frequently
mentioned reason for the decision not to enroll in more FL courses. For many students this may be an important point, several researchers have found that speaking was a main goal for most FL students. If this holds true, then students who aim to learn to speak the FL and are not pleased with their progress may indeed leave their FL study if they feel that they are not achieving their goals. Such a lack of progress may be especially frustrating for students who would expect to be fluent. When the total number of years these students had studied a FL in high school and college is considered, the responses of more than two-thirds of the students surveyed imply that they would expect to be fluent at the completion of the college FL requirement.

The African-American language students who stated their intention to stop studying a FL reported lower overall grade point averages and expected to receive lower grades in their current FL course than those African-American students who said they intended to continue studying a FL. A student with a lower GPA who expects to receive a low grade in a FL course may opt not to continue taking courses that may further jeopardize his/her cumulative GPA.
Stopping students completed their language requirements later in their college careers, with some stopping students needing more courses to fulfill their requirement. Students who are completing their FL requirement later have likely already chosen a major, and a minor if they intend to have one, and as such are not seeking an area in which to specialize. They may also feel more pressure to complete their major courses or other graduation requirements. Such time constraints were mentioned by 80% of the African-American stopping students as being a factor in their decisions not to enroll in more FL classes. The fact that the students who indicated their plans to cease their FL study had to take more FL classes to complete their requirement may have affected their opinions of FL classes. Previous researchers have found that positive attitudes toward FL learning diminish as the length of required FL study increases (Morello, 1988; Samimy & Tabuse, 1992).

The students who said they intended to stop studying a FL also reported fewer experiences with a FL outside of the classroom. The results suggest that the continuing students in this study were more motivated,
and previous research has determined that more motivated students may seek out and maximize opportunities to use the language (Gliksman, Gardner, & Smythe, 1982).

The students who planned to stop studying a FL indicated much less of an interest in learning about Afro-based culture than those students who stated their intention to continue studying a FL. In general, stopping students also reported that such cultural information was discussed less frequently in their FL classes, and all of the African-American stopping students who attended a predominantly white university stated that this type of cultural information was seldom or never included in the cultural discussions in their FL classes.

These data would seem to reflect differences in student perceptions rather than real differences because many of these stopping and continuing students were in the same classes. It may be that continuing African-American students look more closely for cultural information with which they can identify. If they have decided to continue studying the language they may already recognize the importance of such a
connection with it. The stopping students may not realize that such a connection could make FL study more relevant and more interesting for them.

Stopping students may also be less attentive. Their attention could be divided due to their higher levels of anxiety. Research (Mueller, 1980; Sarason, 1980; Wine, 1980) has shown that some types of situation-specific anxiety can cause portions of a student's attention to be diverted away from the course material and preoccupied with thoughts of potential failures. Thus, higher anxiety stopping students may be devoting less attention to the task of learning both the FL and the cultural material than continuing students.

The responses of continuing and stopping African-American students indicated that they held some different beliefs regarding FL learning. The differences between the beliefs of continuing and stopping students seem to focus not so much on language learning processes, as on students' perceptions of their abilities and expectations of their success as FL learners, as well as their motivations to learn the language. The students who planned to continue
studying a FL were more optimistic that they had the necessary abilities to learn a FL and expected to be successful at doing so. The results indicate that continuing students believed they had FL aptitude and would ultimately learn to speak the FL they were studying. Almost all of the continuing students reported that they expected to be successful in learning a FL. Based on their responses, stopping students did not hold these beliefs. Stopping African-American students were more likely to report that learning a FL is mostly a matter of learning grammar, a belief that would appear to be unique to this group of students.

Continuing students also exhibited more motivation to learn the FL. The responses of continuing and stopping students revealed that significantly larger percentages of continuing students reported that they thought learning to speak the FL would help them get a good job. They said they would have opportunities to use the language and they expressed an interest in getting to know the speakers. Continuing students also reported that they would study a FL without being required to do so. The responses of stopping students
suggest that they did not have as many reasons to continue studying a FL. They seemed to lack any motivation for learning the FL, outside of completing the language requirement.

The results of this survey indicate that the beliefs a student holds regarding language learning are important because they influence the way that student approaches the task of learning a FL. Beliefs may affect levels of acquisition achieved in the classroom for those students who begin their FL study believing they will not be successful. Some beliefs directly affect how anxious a student becomes in the language classroom. Other beliefs may affect anxiety indirectly if they do not correspond with the practices within the FL classroom. Some combinations of beliefs also have the potential to produce FL anxiety in students.

Almost 85% of the students who participated in this survey responded that some languages are easier to learn than others; yet, only 9% of the students classified their language as an easy one to learn. Anxiety may result if a student feels that some languages are easy, but he/she is studying a difficult one.
The students whose responses to the belief items indicate that they have fewer expectations of success and perceive themselves as less able learners would have more reasons to be anxious about learning a FL. These students may be more threatened by the very nature of FL learning. Learning a FL is an anxiety-provoking experience that challenges one's self-concept and promotes feelings of helplessness and insecurity in even the most successful learners (Curran, 1976; Horwitz, Horwitz, & Cope, 1991; Rardin & Tranel, 1988). Beliefs that increase the levels of anxiety can have harmful effects on FL learning because anxiety has been found to have negative effects on both a student's performance in the classroom and the amount of FL learning that occurs (Gardner, Day, & MacIntyre, 1992; Gardner & MacIntyre, 1993; Gardner & Smythe, 1975; Gardner, Smythe, & Brunet, 1977; Horwitz, Horwitz, & Cope, 1991; MacIntyre & Gardner, 1991a, 1991b, 1991c, 1991d, 1994; Mantle-Bromley & Miller, 1991; Phillips, 1992).

The results of this study also suggest that anxiety may be a determining factor in a student's decision to cease their FL studies. The students who
chose to stop had higher levels of FL classroom anxiety than those who decided to continue studying a FL. The survey results imply that certain beliefs are linked to anxiety. For stopping students, three items were related to increases in anxiety and also helped to distinguish this group from continuing students. These items involved expectations for success and perceptions of FL aptitude.

The effects of anxiety were also present in the responses given by students for the reasons underlying their decisions to stop studying a FL. Students who were found to have high levels of FL anxiety were more affected by their lack of speaking ability and the difficulty of the next level. It could be concluded that their high levels of FL anxiety, as measured by the survey, have lowered their perceptions of self as a competent FL learner.

The stopping students rated their language skills more poorly than continuing students. There was no causation established in this study, but this researcher would posit that the students who choose to stop do so because it is their perception that they are not achieving well. These students may hold beliefs
regarding learning a FL that corroborate their lack of achievement. It is perhaps true that stopping students do not put forth as much effort as those students who intend to continue, but this may also be due to the fact that they feel they are among the group of people who are unable to learn a FL. If a student expects to fail, then he/she may not invest the time and energy required to succeed in the FL classroom.

High levels of FL classroom anxiety were also found to be related to low self-ratings of language skills. While high levels of anxiety undoubtedly inhibit performance in the FL, anxiety may also affect a student's perception of his/her abilities. Students who are competent FL learners, but who also exhibit high levels of anxiety, may perceive their abilities as being less than they actually are and thus provide low self-ratings of their language abilities.

The responses students provided could be interpreted to indicate that if an African-American student believes that he/she is unlikely to be a successful FL learner, that student is more inclined to exhibit higher levels of FL classroom anxiety. This anxiety may in turn lead to poor performance and less
language acquisition, which may cause even higher levels of anxiety. It may also alter the student's perception of his/her FL abilities. These higher levels of anxiety may lead the student, who doubts his/her ability to succeed and who may have no motivation to learn the FL, to decide to cease the study of a FL at the earliest possible time, i.e., when the language requirement has been completed.

**Pedagogical Implications**

The results obtained from this survey indicate that there are several areas that warrant being addressed in the FL classroom. Some of these changes may help increase the number of African-American students that continue their FL study, and all of these suggestions should prove beneficial to any FL student by affording them more positive experiences when learning a FL.

An attempt should be made to encourage students to complete their language requirements earlier. Among African-Americans, the students who fulfilled their requirements earlier were more likely to continue studying a FL. Adequate placement may also be a key to
retaining students. Those who complete their requirement more quickly may maintain their positive attitudes and thus be more willing to continue FL study after completing the requirement.

Attempts must be made to help students lower their levels of anxiety in the FL classroom. Previous research (Gardner, Day, & MacIntyre, 1992; Gardner & Smythe, 1975; Gardner, Smythe, & Brunet, 1977; Horwitz, Horwitz, & Cope, 1991; MacIntyre & Gardner, 1991a, 1991b, 1991c, 1991d; Mantle-Bromley & Miller, 1991) has shown that anxiety can have negative effects on language acquisition, and the present results indicate that high levels of anxiety are significantly related to a student's decision to cease their FL study. Anxiety reduction may be an important goal for the FL classroom.

It may also be useful to determine early what students believe about language learning and address these beliefs, especially if they are contrary to the method of language teaching being employed. FL instructors should make students aware of the instructional approach being used in the classroom (e.g., grammar-based or communicative) and the role and
responsibilities of the student within that approach. It is also the responsibility of the instructor to be sure that teaching, testing, and grading emphases are consistent with the approach used. Students who hold beliefs that do not reflect, or are contrary to, the classroom practices may become anxious if their expectations of how FL learning should occur are not met. Knowledge and understanding of what they can expect in the classroom and what will be expected of them could help alleviate some sources of student anxiety.

It is equally important to address stopping students' apparent lack of motivation or purpose for learning the FL. Educators must help students see the value of learning a FL. Students need a reason to learn the language, and any reason should prove to be more advantageous than simply fulfilling a language requirement. A motivation to learn the FL may be even more important to student retention than levels of FL anxiety. The results show that 70% of the high-anxiety continuing students reported that they were continuing to study a FL because it would be important to their future careers.
Addressing students' speaking proficiency will also be important in the FL classroom. Speaking ability appeared to be a central goal for the students participating in this study. All of the continuing students reported that their interest in learning to speak the language was one of the reasons they continued studying the FL. Stopping students indicated that their lack of speaking abilities was one reason for their decisions to stop studying the FL. It is important that FL instructors help students set realistic goals for their accomplishments in learning to speak the FL. Students should also learn to evaluate themselves accurately and not use their competency in their native language as a guide for assessing their second language proficiency.

The results of this research suggest that it may be helpful to attempt to alter students' expectations for their success as FL learners and their perceptions of their FL learning abilities. Instructors should find ways in which they can facilitate students in focusing on their successes instead of their failures and see themselves more positively. It is possible
that having African-American role models as instructors could be useful in achieving this goal.

Another problem to address is the lack of Afro-French and Afro-Hispanic cultural content taught in FL classes, especially at predominantly white colleges and universities. The inclusion of these cultural elements could serve to make the classes more relevant and interesting, not only for continuing African-American students, but also for those students who decide to stop studying a FL, despite their statements in this study that they were not interested. Including Black cultural elements also provides a more accurate view of the native speakers of the language and such information should be a part of language study for all FL students.

Potential Areas of Future Research

Many of the elements that have pedagogical implications are also areas in which further research is needed. Because it was previously known, and supported again here, that anxiety can have negative effects on FL learning and performance, FL education researchers need to know more about FL anxiety and its
relationship to students' beliefs. The results here would indicate that addressing beliefs may be another way to lower the levels of FL anxiety felt by students and thereby enhance their performance and increase their language learning success. Continued research is necessary in order to understand FL classroom anxiety and develop ways to reduce it. Additional study of students' beliefs regarding FL learning will also be important to the field of language acquisition.

More research needs to be done to examine the relationship between students' levels of FL classroom anxiety and their self-ratings of their language skills. It should be determined whether the students who have decided to stop their FL studies provide lower self-ratings of their language skills because they actually have lower levels of achievement or because they perceive the situation as such. If students have set unattainable goals for their FL acquisition, they may perceive that they are not achieving because they are not as progressing as quickly as they had thought they might, and this may result in increased anxiety levels.
The causal relationship between anxiety and skill ratings must also be examined. Does anxiety inhibit a student's ability to develop his/her language skills or do poor performance and low levels of acquisition cause students to be anxious in the FL classroom, or is it, as this researcher posits, a bi-causal relationship. Students may begin their language study with some anxiety about learning a FL. This anxiety may negatively affect their performance in their language classes and may interfere with the learning process. A cyclical relationship may develop if this lack of achievement in the classroom, in turn, produces more FL anxiety for the students.

More research is needed regarding MacIntyre and Gardner's (1991b) theory that a student's self-concept as a language learner can be increased through concentrating on their positive experiences with the language. If this theory holds, learners can draw upon their positive experiences not only to see themselves as more proficient language learners, but also to reduce the anxiety they may feel about learning a FL.

Researchers should also examine the effects of African-American FL teachers as role models for
African-American students. The presence of African-American FL teachers will provide African-American language students with examples of successful language acquisition. Such examples may help strengthen African-American students' self-concepts as language learners.

Any research done on these topics will serve both FL learners and FL educators by providing further understanding of the processes involved in learning a second language and uncovering ways in which educators can facilitate students in the task of learning another language.

Conclusion

This study showed that college-level African-American FL students often have characteristics that differ from those of their white counterparts. They also often differ among themselves when intentions to continue or cease FL study are considered. The responses provided on the survey indicate that race may not be the central factor in student's decisions to stop studying a FL or in their perceptions of themselves as competent language learners. Other
factors such as anxiety, beliefs, and motivation may be more pertinent to the problem of retaining students past the required level of FL study.

The results of this study show that FL classroom anxiety is a key element in FL learning. Anxiety affects the way students view their possibilities for success and their accomplishments within the FL classroom. It affects the grades they expect to receive, and perhaps do receive; their self-ratings of their language skills; their decisions to stop studying a FL; and the factors underlying that decision. High levels of FL anxiety also diminished the levels of enjoyment of FL classes reported by continuing students. Anxiety levels are also related to many of the beliefs that students hold regarding FL learning.

Student levels of motivation are also important to retaining students beyond the required level of FL study. The responses of many of the stopping students showed that they saw little, if any, reason to learn the FL. Addressing this problem may be an important step towards the goal of retaining students beyond required FL study.
These factors must be addressed both in the FL classroom and in future research into FL education. Addressing these areas may increase student retention and make FL study more appealing and enjoyable for all FL students, including African-Americans. It may also lead to enhanced levels of acquisition and performance, which in turn would help many students achieve their goals of learning to speak another language.
REFERENCES


questionnaire data. Second Language Research, 6, 125-134.


Speiller, J. (1988). Factors that influence high school students' decision to continue or discontinue the study of French and Spanish after levels II, III, and IV. *Foreign Language Annals, 21*, 535-545.


APPENDIX A

University Demographics
### Summary of University Statistics

<table>
<thead>
<tr>
<th></th>
<th>Ohio State University</th>
<th>University of Virginia</th>
<th>Howard University</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total enrollment</strong></td>
<td>50,623</td>
<td>17,708</td>
<td>10,736</td>
</tr>
<tr>
<td><strong>Undergraduate enrollment</strong></td>
<td>37,044</td>
<td>11,392</td>
<td>7,668</td>
</tr>
<tr>
<td><strong>Percentage of African-American Students</strong></td>
<td>7%</td>
<td>12%</td>
<td>90%</td>
</tr>
<tr>
<td><strong>Rating of entrance into the university</strong></td>
<td><strong>moderately difficult</strong></td>
<td><strong>very difficult</strong></td>
<td><strong>moderately difficult</strong></td>
</tr>
<tr>
<td>Students scoring over 500 on SAT - Verbal</td>
<td>36%</td>
<td>83%</td>
<td>17%</td>
</tr>
<tr>
<td>Students scoring over 500 on SAT - Math</td>
<td>62%</td>
<td>95%</td>
<td>32%</td>
</tr>
<tr>
<td>Female students</td>
<td>47%</td>
<td>52%</td>
<td>60%</td>
</tr>
<tr>
<td>1992 freshmen who returned in 1993</td>
<td>81%</td>
<td>97%</td>
<td>75%</td>
</tr>
<tr>
<td>Students who graduate</td>
<td>54%</td>
<td>90%</td>
<td>45%</td>
</tr>
<tr>
<td>Students who graduate in 4 years</td>
<td>20%</td>
<td>77%</td>
<td>21%</td>
</tr>
<tr>
<td><strong>Admissions:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applications received</td>
<td>15,076</td>
<td>15,849</td>
<td>6203</td>
</tr>
<tr>
<td>Students accepted</td>
<td>85%</td>
<td>34%</td>
<td>48%</td>
</tr>
<tr>
<td>Accepted students who enrolled</td>
<td>41%</td>
<td>50%</td>
<td>47%</td>
</tr>
<tr>
<td>Freshmen in top 10% of graduating class</td>
<td>24%</td>
<td>74%</td>
<td>n/a</td>
</tr>
<tr>
<td>Freshmen in top 25% of graduating class</td>
<td>52%</td>
<td>95%</td>
<td>n/a</td>
</tr>
</tbody>
</table>

Complied from *Peterson's guide to four-year colleges, 1995*
APPENDIX B

Student Questionnaire
Student Reactions to Foreign Language Study

This questionnaire is designed to examine various feelings and beliefs students have concerning foreign languages and their foreign language classes, as well as the reasons students choose to study or not study a foreign language. This survey is being given to both French and Spanish students and the responses you give may help make foreign language classes more appealing to students. This study is part of ongoing research in the area of college and university language teaching.

Although your participation in this study is voluntary, your responses are important. Please complete all sections, giving honest answers about how you really feel. This survey will not have any effect on the grade you receive in this course.

Thank you for your cooperation in this research!!
SECTION 1

Please read each statement below and circle the answer that best reflects your honest views. There are no right or wrong answers.

SA - strongly agree
A - agree
N - neither agree nor disagree
D - disagree
SD - strongly disagree

1. Some people are born with a special ability which helps them learn a foreign language.  
   (SA A N D SD)

2. Some languages are easier to learn than others.  
   (SA A N D SD)

3. I believe that I will ultimately learn to speak this language very well.  
   (SA A N D SD)

4. It is important to speak a foreign language with an excellent accent  
   (SA A N D SD)

5. You shouldn't say anything in the foreign language until you can say it correctly.  
   (SA A N D SD)

6. It's o.k. to guess if you don't know a word in the foreign language.  
   (SA A N D SD)

7. I have foreign language aptitude.  
   (SA A N D SD)

8. Learning a foreign language is mostly a matter of learning a lot of new vocabulary words.  
   (SA A N D SD)

9. If you are allowed to make mistakes in the beginning it will be hard to get rid of them later on.  
   (SA A N D SD)

10. Learning a foreign language is mostly a matter of learning a lot of grammar rules.  
    (SA A N D SD)

11. If I get to speak this language very well, I will have many opportunities to use it.  
    (SA A N D SD)

12. Learning a foreign language is different from learning other school subjects.  
    (SA A N D SD)
13. Learning a foreign language is mostly a matter of translating from English.  SA  A  N  D  SD
14. If I learn to speak this language very well, it will help me get a good job.  SA  A  N  D  SD
15. I would like to learn this language so that I can get to know its speakers better.  SA  A  N  D  SD
16. Everyone can learn to speak a foreign language.  SA  A  N  D  SD
17. I would take a foreign language even if it were not required.  SA  A  N  D  SD
18. I expect to succeed at learning a foreign language.  SA  A  N  D  SD
19. The commitment to the study of a foreign language and the culture of its people endangers one's own cultural identity.  SA  A  N  D  SD
20. The language I am trying to learn is:  1  2  3  4  5
   1) a very difficult language
   2) a difficult language
   3) a language of medium difficulty
   4) an easy language
   5) a very easy language
21. If someone spent one hour a day learning a language, how long would it take him/her to become fluent?  1  2  3  4  5
   1) less than a year
   2) 1-2 years
   3) 3-5 years
   4) 5-10 years
   5) You can't learn a language in 1 hour a day.
SECTION 2

Please read each statement below and circle the answer that best reflects your feelings. There are no right or wrong answers.

SA - strongly agree
A - agree
N - neither agree nor disagree
D - disagree
SD - strongly disagree

1. I never feel quite sure of myself when I am speaking in my foreign language class. SA A N D SD
2. I don't worry about making mistakes in language class. SA A N D SD
3. It frightens me when I don't understand what the teacher is saying in the foreign language. SA A N D SD
4. I keep thinking that the other students are better at languages than I am. SA A N D SD
5. I am usually at ease during tests in my language class. SA A N D SD
6. I start to panic when I have to speak without preparation in language class. SA A N D SD
7. I don't worry about the consequences of failing my foreign language class. SA A N D SD
8. In language class, I can get so nervous I forget things I know. SA A N D SD
9. It embarrasses me to volunteer answers in my language class. SA A N D SD
10. Even if I am well prepared for language class, I feel anxious about it. SA A N D SD
11. I feel confident when I speak in foreign language class. SA A N D SD
12. I can feel my heart pounding when I'm going to be called on in language class. SA A N D SD
13. I don't feel very self-conscious about speaking the foreign language in front of other students. SA A N D SD

14. Language class moves so quickly I worry about getting left behind. SA A N D SD

15. I feel more tense and nervous in my language class than in any other class. SA A N D SD

16. I get nervous and confused when I am speaking in my language class. SA A N D SD

17. When I'm on my way to language class, I feel very sure and relaxed. SA A N D SD

18. I get nervous when I don't understand every word the teacher says. SA A N D SD

19. I feel overwhelmed by the number of rules you have to learn to speak a foreign language. SA A N D SD

20. I get nervous when the teacher asks questions which I haven't prepared in advance. SA A N D SD

Are you planning to continue studying this foreign language? (Circle one)

If YES ---> Please complete section 3.

If NO ---> Please go immediately to section 4.
SECTION 3

This section is only for students who are planning to CONTINUE studying a foreign language.

Listed below are 10 possible reasons for your decision to continue studying a foreign language. Please indicate whether or not each reason applies to your decision. Please respond to each item 1 through 10, you may add additional information in item 11 if you choose.

1. I would like to travel to a country where this language is spoken. YES NO
2. It is important to know how to speak a foreign language in today's world. YES NO
3. I am interested in learning to speak this language. YES NO
4. I am interested in learning more about the culture of the countries where this language is spoken. YES NO
5. I am pleased with my level of progress. YES NO
6. I am interested in learning to read and write in this language. YES NO
7. This language will be important to my career. YES NO
8. I enjoy my foreign language class. YES NO
9. I am planning to major in this language. YES NO
10. I am planning to minor in this language. YES NO
11. Other (please describe): 

Please go to section 5.
SECTION 4

This section is only for students who are NOT PLANNING TO CONTINUE studying a foreign language in the future.

Listed below are 10 possible reasons for your decision not to continue studying a foreign language. Please indicate whether or not each reason applies to your decision. Please respond to each item 1 through 10, you may add additional information in item 11 if you choose.

1. I will have completed my foreign language requirement. YES NO

2. I cannot speak the foreign language as well as I would like. YES NO

3. Studying a foreign language is too time consuming. YES NO

4. It is not important to be able to speak another language. YES NO

5. I think the next level will be too difficult. YES NO

6. My foreign language grades are too low. YES NO

7. I am not pleased with the teaching methods / teaching materials. YES NO

8. Foreign language class is too boring. YES NO

9. I need to devote more time to my more other courses. YES NO

10. There is not enough emphasis on culture. YES NO

11. Other (please describe):

Please continue to section 5.
SECTION 5

Please answer the following questions based on your foreign language experience. Circle the appropriate answer.

1. How would you rate your current knowledge of the culture of the Black populations that are native speakers of the language you are studying? A B C D
   A) Excellent
   B) Good
   C) Fair
   D) Poor

2. On the average, how often is Afro-French / Afro-Hispanic culture mentioned in the foreign language courses you have taken? A B C D
   A) Regularly
   B) Often
   C) Seldom
   D) Never

3. How interested are you in learning about Afro-French / Afro-Hispanic culture? A B C
   A) Very
   B) Fairly
   C) Not at all

4. How many African-American foreign language teachers have you had? (If you are not sure of the exact number, please estimate). A B C D
   A) none
   B) 1-2
   C) 3-4
   D) more than 4
SECTION 6

In order to know more about the people who participated in this survey, some personal details are necessary. Please provide the following information about yourself. Circle or write in the appropriate information.

1. Gender
   - Male
   - Female

2. Race
   - White
   - Black
   - Other: ____________________________ (specify)

3. Class
   - Freshman
   - Sophomore
   - Junior
   - Senior
   - Graduate student

4. Are you a native speaker of English?
   - Yes
   - No

5. What is your overall GPA?
   (Estimate if necessary.)
   - 1) 3.5 or above
   - 2) 3.0-3.4
   - 3) 2.5-2.9
   - 4) 2.0-2.4
   - 5) 1.9 or below

6. What grade do you expect to receive in this language course?
   - A
   - B
   - C
   - D
   - F

7. Please record your history of foreign language study. Place an "X" in the appropriate box(es) to indicate all the foreign languages you have studied and in which grades in elementary, middle, and high school and during which years in college (Freshman, Sophomore, Junior, Senior).

| K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Fr | So | Jr | Sr |
|---|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|
| EX: Latin |   |   |   | X | X | X |   |   |   |    |    |    |    |    |    |
| French |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
| Spanish |   |   |   |   |   |   |   | X | X | X |    |    |    |    |    |
| German |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
| Latin |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
| Other: |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
8. Since you have been a college student, how many other courses have you taken in THIS language?

9. Please rate your own ability in each of the following areas in the language you are currently studying. Circle the number that best indicates your self-assessment of your ability:

1) Excellent
2) Good
3) Fair
4) Poor

Speaking 1 2 3 4
Listening 1 2 3 4
Reading 1 2 3 4
Writing 1 2 3 4
Grammatical Knowledge 1 2 3 4
Vocabulary Knowledge 1 2 3 4

10. Have you had any additional experience with any foreign language outside of the classroom? (For example: travel, speaking the language with relatives, watching foreign language TV programs, etc.)

If yes, please describe:
APPENDIX C

Foreign Language Administrator Questionnaire
FOREIGN LANGUAGE ADMINISTRATOR QUESTIONNAIRE

Please provide the following information regarding the foreign language program at your university.

1. For which students is a foreign language a requirement?

2. What are the total foreign language credit hours required by your university (for a student with no previous courses in this language)?

   _____ semester hours  _____ quarter hours

3. What is the language course students must complete in order to fulfill the requirement?

   Please provide a brief description of this course and the grade breakdown. If there are sections of this course with different emphases (e.g., reading, speaking, culture), please provide this information for each variation.
   [For your convenience, you may include a copy of the syllabus or information from the course bulletin if they provide the above information.]

4. Please provide a tentative listing of the class meeting days and times, instructors' names, and projected enrollments for the Spring semester for all sections of the course listed in question 3.

Name:__________________________________________________________

Title:__________________________________________________________

Institution:_____________________________________________________

Date:__________________________________________________________

THANK YOU FOR YOUR TIME AND ASSISTANCE!!
APPENDIX D

Survey Instructions
STUDENT REACTIONS TO FOREIGN LANGUAGE STUDY

SURVEY INSTRUCTIONS

Enclosed in this packet are the necessary materials for you to administer this survey to your class. It is very important that you allow your students 20-25 minutes to complete the survey in order to get complete and accurate responses.

Please read the paragraphs below to your students and then hand out the surveys. After the students have completed the surveys, please collect them and return them in this envelope to Dr. Cheryl Krueger.

PLEASE READ THE FOLLOWING PARAGRAPHS ALOUD TO YOUR STUDENTS.

You are being given a survey that examines student attitudes to foreign language classes and why students choose to continue or stop studying a foreign language. This questionnaire is part of a study being done by a graduate student at the Ohio State University. It should take you 20 or 25 minutes to complete the survey.

When you receive your survey, please read the information on the front cover and then begin. Please complete all the appropriate sections and answer as honestly as possible. The responses you give on this survey will in no way affect the grade you receive in this course.