The Interplay Between Motivation and Attitudes

in a Required English Program

SLS 600
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Empirical Study
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INTRODUCTION

In 1959, Gardner & Lambert broke new ground in the second language learning field by linking not only language aptitude but also motivation to success or failure in second language acquisition. (Gardner & Lambert, 1959; Tremblay & Gardner, 1995). They proposed the first theoretical model of the role of motivation in second language acquisition by distinguishing between integrative and instrumental orientations. Since that time, a multitude of researchers have created new models, each increasingly elaborate and each broadening the scope of the motivation construct. In addition, many models of second-language acquisition have now incorporated a motivation aspect. (Tremblay & Gardner, 1995).

Motivation has garnered such intense attention because in contrast to aptitude, "motivation...can presumably be enhanced in the appropriate social context." (Noels, 2001, p. 108). This study is a preliminary exploration of the attitudes of students in the English Language Institute (ELI) at the University of Hawai'i at Manoa and potential "enhancements" that might improve their motivation.

The ELI provides English language courses for international students currently enrolled at the university. The ELI offers both intermediate and advanced level courses in three academic language-use skill areas: reading, writing and listening/speaking. Specifically, the ELI courses offered are as follows:

- ELI 70 – intermediate listening/speaking
- ELI 80 – advanced listening/speaking
- ELI 72 – intermediate reading
- ELI 82 – advanced reading
- ELI 73 – intermediate writing
- ELI 83 – advanced writing (for graduate students)
- ELI 100 – advanced writing (for undergraduate students)

Students wanting to study at the University of Hawaii who have not met the minimum TOEFL score requirement of 250 on the computer exam or 600 on the paper exam are required to take the ELI Placement Exam before beginning their studies. The exam tests each of the three language-use skill areas and the results are used to determine which ELI courses (if any) the student must take in order to satisfy the university’s English proficiency requirement. For each of the skill areas, a student may place into the intermediate level, advanced level or qualify to be exempted from courses in that particular skill area. A student placing into an intermediate level course (for example, ELI 72) is automatically required to take the advanced level course (ELI 82) after completing the intermediate level course.

Thus, these courses are required by the university and many students do not enroll in them by choice. Except for the advanced writing classes, all ELI courses are credit/no credit. The students’ final scores do not affect their overall GPA at the university, nor do the ELI credits count towards the credits students need to graduate. The ELI helps international students cope with the challenges of academic study in English, and its existence allows the university to admit students whose TOEFL scores might otherwise keep them out. Nevertheless, due to the fact that ELI classes are often imposed on the students and do not have the same status as the regular academic classes, a study of ELI students provides an interesting opportunity to look at the impact of attitudes on motivation in required courses.

In fact, one of the authors of this study, Ryan, teaches in the ELI and has informally observed a very wide range of motivation among her students. Together, Ryan and Chu wondered what the causes and cures might be. We decided to investigate two ELI courses taught by Ryan, a section of ELI 80 (Advanced Listening/Speaking) and ELI 82 (Advanced Reading).
MOTIVATION AND SECOND-LANGUAGE LEARNING

Gardner (1985) developed his ideas on motivation into what he termed the Socio-Educational Model, which focuses on the importance of integrative motivation. Deci & Ryan (1985) then added an intrinsic/extrinsic dimension to the integrative/instrumental one. From that point on, the door was wide open as motivation became more intensively explored and a wider range of researchers began using a wider range of theoretical approaches. Numerous complex paradigms were set forward.

Crookes & Schmidt (1991) set the stage for this expansion by urging researchers to move away from the heavy dependence on Gardner & Lambert’s framework that characterized the first three decades of motivation studies after the seminal 1959 work. While Gardner & Lambert employed a social-psychological approach, Crookes & Schmidt felt that the field could benefit from educational psychology approaches that are more in accord with the definition of motivation that teachers actually use in the classroom. They explain that “When teachers say that a student is motivated, they are not usually concerning themselves with the student’s reason for studying, but are observing that the student does study, or at least engage in teacher-desired behavior in the classroom and possibly outside it.” (p. 480). Using the psychological work of Maehr & Archer (1987), Crookes & Schmidt identify several behavioral aspects of motivation, including the decision to be involved, persistence, continuing motivation, and activity level/effort. They also mention cognitive factors based on Keller (1983) that may affect motivation, such as interest, relevance (including need for affiliation, achievement and power), expectancy of success or failure, and outcomes (rewards and punishment). This latter category subsumes Deci & Ryan’s intrinsic/extrinsic theory.

Dörnyei (1994) takes up Crookes & Schmidt’s proposal. He attempts to “further understanding of L2 motivation from an educational perspective” and integrate various elements of motivation “into a multilevel L2 motivation construct.” (p. 273). First, Dörnyei describes a language level that includes the integrative and instrumental dichotomy. Next is a learner level,
which encompasses learners' needs for achievement and self-confidence, including low anxiety and feelings of self-efficacy. The third and final level relates to the learning situation, and contains course-specific components similar to Crookes & Schmidt's interest, relevancy, and expectance. The learning situation also involves teacher-specific elements (including affiliative drive, authority type, and teaching specifically directed at socializing motivation), and group-specific motivational components (including group cohesion and classroom goal structure).

These are just two selective examples of how the motivation concept in SLA began to grow in the 90's. Gardner himself could not resist this movement. In 1995, he worked together with Tremblay to broaden his Socio-Educational Model, incorporating several ideas from Crookes & Schmidt and Dönyei. Reminding us that most of the proposed theories are just that, theories, Tremblay & Gardner (1995) set out to provide empirical support for an expanded model. They included observable "motivational behavioral variables," including effort, attention, and persistence, as well as non-observable "motivational antecedents" which are comprised of expectancy, self-efficacy (which they relate to self-confidence and lack of anxiety), valence (values attached to outcomes), causal attributions (the reasons students perceive for their successes and failures), and goal-setting. Tremblay & Gardner studied secondary school students learning French in Canada and found many significant relationships among the various factors that provided "initial support for the development of more elaborate motivational theories of L2 learning." (p. 516).

Two other studies bear mentioning here. First, Okada, Oxford & Abo (1996) found that there is a relationship between motivation and the use of language learning strategies. They studied two groups of native English speakers in college in the United States. The first was studying Japanese and the second was studying Spanish. They found that the former was both more highly motivated and used many more strategies of varied types than the latter group. However, it remains to be seen if there is any causality to this relationship.
Finally, perhaps the most important article for this study is the recent work by Noels, Clement & Pelletier (1999) and Noels (2001). These researchers reformulated and expanded the concept of intrinsic and extrinsic motivation using Deci & Ryan’s (1985) Self-Determination Theory. Since intrinsic motivation involves choosing to engage in an activity because that activity is seen as enjoyable in its own right, it is the most “self-determined type of motivation.” (Noels, 2001, p. 110). Extrinsic motivation, on the other hand, has several different forms which vary in the amount of self-determination. External regulation is the least self-determined of the extrinsic types since “behavior is controlled by some source other than the individual.” (Noels, 2001, p. 110). The second type, introjected regulation, is more self-determined because it comes more from within the individual than from without. It develops when an individual internalizes outside pressure and engages in activity to, for example, reduce guilt that might ensue if the work was not done, or to impress others. The most self-determined type of extrinsic motivation is identified regulation. This occurs when “the individual performs a behavior because it is judged to be personally important. At this point the activity is incorporated into the self-concept, and the individual does the activity because it is consistent with what he or she values. The activity helps to achieve a goal that is meaningful for that person’s sense of self.” (Noels, 2001, p. 111).

In addition to the intrinsic and extrinsic categories, Deci & Ryan (1985) added a third type they called amotivation. People who are amotivated “believe there is no link between their action and consequences, but rather view factors outside of their control as the cause of what happens to them.” (Noels, 2001, p. 111). Amotivated individuals differ from externally regulated individuals in that they will probably not put much effort into any activities and would probably quit those activities as soon as they possibly could.

These two studies revealed similar results when they examined the connection between students’ motivations and their perceptions of their teachers’ communication styles. Noels (2001) studied native English speakers learning Spanish in a California university, and Noels et. al (1999) looked at native English speakers learning French in a summer immersion program in
Canada. Using questionnaires, these inquiries found that students who viewed their teachers as controlling had lower feelings of autonomy, intrinsic motivation, self-confidence, and a sense of enjoyment in the class, as well as greater feelings of anxiety and amotivation. Alternatively, if the teacher was perceived as informative (i.e., providing relevant and useful feedback), students’ motivation and confidence in their own abilities increased.

This more detailed analysis of intrinsic and extrinsic motivation outlined above allows for much greater depth in our understanding of the concept. We used this framework to develop our hypothesis that most of the ELI students felt either the least self-determined form of extrinsic motivation (external regulation), or amotivation since ELI courses are university requirements that some international students must take but that do not contribute to their pursuit of a degree.

ATTITUDES AND MOTIVATION

In sum, definitions of motivation include a concept of effort combined with desire, choices to engage in or avoid an activity, attention and persistence. Attitudes, on the other hand, are really feelings towards the activity, whether or not effort is involved. Attitudes are certainly an integral part of motivation (Chun, 1989), but the two concepts are not interchangeable.

Many previous studies used questionnaires alone to measure motivation. However, the problem with such approaches is that the questionnaires are usually anonymous and the researchers do not attempt to include observations of students’ effort and energy to corroborate the students’ self-reports of their attitudes and motivation. Thus, we chose to use more qualitative methods and triangulate our measures by also including classroom observations. These observations in turn led to our choosing to interview selected students who appeared outwardly highly motivated and some students who we observed to be highly amotivated.

The questionnaire is more representative of attitude and only indirectly representative of motivation. Even so, we did include some questions relating more to effort, and thus to motivation, in an attempt to compare attitudes and motivation.
RESEARCH QUESTIONS

We proposed the following research questions:

1. What is the attitude of the ELI students who participated in this study towards:
   a. The ELI program in general
   b. The specific ELI course (80 or 82) and the teacher
   c. The English language

2. How do the students' attitudes affect their motivation?

3. What do students identify as possible changes that could be made to improve their attitudes, and thus hopefully also their motivation?

METHODS

Subjects

30 students from the ELI program participated from Ryan's ELI 82 (advanced reading) and ELI 80 (advanced listening/speaking) courses. There were two students who were in both classes. The background of the subjects is presented in the table below:

Table 1: Background of Subjects

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<td>13</td>
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<td>14</td>
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<td>2</td>
<td>6</td>
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<tr>
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<td>2</td>
<td>3</td>
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<tr>
<td>French L1</td>
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<tr>
<td>Thai L1</td>
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<td>2</td>
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<tr>
<td>Other L1</td>
<td>2</td>
<td>1</td>
<td>3</td>
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1 As explained below, however, only 31 of the students participated in aspects of this study, and two students are in both courses, so the total number of individuals is actually only 29.
Procedures

A freewrite (Appendix A) about the ELI program was distributed during class. Students were asked to write about how they feel about the program in general and what they like or dislike about the program. The prompt of the freewrite was made to be as general as possible, so that students could choose the areas they wanted to focus on.

Observations were also conducted in this study for both classes. Since Ryan was the teacher of both classes, she observed the students over time. However, in order to make the observations more objective, Chu also observed both classes several times. A field record was used to collect the data in the observations. Classroom interactions, teacher's role, and students' behaviors in class were observed carefully in this study.

Based on the responses from students' freewrites and classroom observations, an anonymous questionnaire was made to investigate students' attitudes and motivation toward the ELI program in the University of Hawaii. Some of our questions on our questionnaire were adapted from Gardner (1985), Schmidt (1996), and Schumann (1998). The questionnaire was in the format of multiple-choice and Likert scales. It consisted of the following parts:

1) Attitude towards the ELI class in general:
2) Attitude towards the specific course (e.g. ELI 80) and the teacher.
3) Attitude towards the English language

The questionnaire was administered to the students in each class during the 12th week of the semester, which has 16 weeks. The subjects were asked to finish the questionnaires voluntarily at home, and return them in the next class. They were also informed that the questionnaire would not affect any of their grades.

Based on the researcher's classroom observations and the teacher's prolonged observations, four students were selected for the interviews. Through our observations, we felt that the 82 class
had better motivation overall, and the two least motivated students out of both classes were in the ELI 80 class. As a result, we selected two highly motivated students, and two unmotivated students in our interviews. One of the highly motivated students was in both the 82 and the 80 class; the other one was from the 80 class. The two unmotivated students were both from the ELI 80 class. The four subjects gave their consent to participate in the project. They were also told that their answers in the interviews would not affect any of their grades in the ELI.

It should be noted that one student dropped out of ELI 82 before the study began due to a family crisis, and one student in ELI 80 dropped out shortly after the preliminary stage of our study, classroom observations, began. Based on both the teacher’s and the observer’s opinions, we determined that this student had extremely low motivation, in terms of several factors described above, including effort, desire, persistence and attention. While it would have been nice to get a questionnaire from this student, we were unable to do so. However, we were able to interview him and get further information as to why he dropped. This is discussed below in the interview section.

The subjects were interviewed in English, and interviews were tape-recorded. The interview questions were developed from the freewrites and questionnaires, which reflect the iterative nature of the qualitative process. The subjects were asked how they feel about the English language, things they like or dislike about the ELI, and the suggestions they made for the ELI. Each interview lasted about 20-30 minutes.

RESULTS

Questionnaires

We received 17 questionnaires from the ELI 80 class, which had a total of 18 students at the time the questionnaires were handed out. Likewise, we received 11 questionnaires from the ELI 82 class, which had a total of 12 students when the questionnaires were handed out. Thus, for each class all students but one completed a questionnaire.
However, one serious caveat should be pointed out before we begin a discussion of the results. As noted earlier, two students are in both the 80 and 82 classes. They were asked to complete a questionnaire in each class, but because the questionnaires were necessarily anonymous and voluntary, we have no way of knowing if they both did. If they did, that would mean that their answers would count more than the other students in the total results.

Part One of the questionnaire (Appendix B) asks about the ELI program as a whole. The results for the first page, Section A, are tabulated in Figure 1. The first two graphs show the results in percentages for ELI 80 and ELI 82, respectively, and the third graph shows the total results for the two classes combined. Below the graphs are the questions themselves, with the most popular answer from the total results highlighted in bold. To the right of each question are numbers representing the exact number of students who answered each option.

Taken together, the results show relatively neutral attitudes toward the ELI. While only 1 student in ELI 80 likes ELI classes the most, the overwhelming majority of students like their ELI classes either the same as all their regular classes or more than some and less than others. Only 3 students in 80 liked their ELI classes least of all. However, surprisingly, even though all of the 82 students chose the more ambivalent b and c answers for the first question, the majority (7) then said they would definitely not take ELI classes if they were not required for the next question. This is more than the four 80 students who chose this answer, especially considering the fact that the 82 class had 6 fewer respondents.

Another surprise was that the majority of students in both classes chose answer c for question 3, indicating that when they do ELI homework, they “study hard and really try to learn the material.” This contradicts our observations in the classroom, which seems to show that some students may have been concerned that the questionnaires might in fact affect their grade, or that cultural values influenced how they felt they could answer the question. This might also explain why no one answered b, that they might not pass because they did very little homework.
1. Compared to my regular academic classes, I like my ELI class(es):
   a. The most
   b. About the same as all the others
   c. More than some, less than others
   d. Least of all

2. If I were not required to take ELI courses:
   a. I would definitely not take them
   b. I would take them anyway
   c. I don't know if I would take them or not
   d. I would take English language classes but not at the ELI

3. In my ELI class(es), I:
   a. Do the minimum amount of work necessary to pass
   b. Might not pass because I do very little homework and don't participate in class
   c. Study hard and really try to learn the material
   d. Work hard in some ELI classes but not in others

4. When I do ELI homework, I:
   a. Work very carefully, making sure I understand everything
   b. Put some effort into it, but not as much as I could
   c. Just do it as quickly as possible without worrying about the results
   d. Sometimes do it carefully and sometimes do it carelessly

5. After I get my ELI homework assignments back from the teacher, I:
   a. Rewrite them, correcting my mistakes
   b. Look them over and read the teacher's comments, but do not bother correcting mistakes
   c. Only look at the grade without reading the teacher's comments
   d. Put them away without looking at them and forget about them

6. When I am in ELI classes and the teacher asks a question, I:
   a. Volunteer answers as much as possible
   b. Answer some questions
   c. Only answer when I am very sure I know the right answer
   d. Never say anything

NUMBER OF STUDENTS

<table>
<thead>
<tr>
<th></th>
<th>80</th>
<th>82</th>
<th>TOTAL</th>
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<tr>
<td>82</td>
<td>8</td>
<td>6</td>
<td>14</td>
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<tr>
<td>TOTAL</td>
<td>5</td>
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In a similar vein, only 1 student in 82 answered c for number 4 (When I do ELI homework, I just do it as quickly as possible without worrying about the results). The rest of the students were evenly split among the other three answers indicating some effort on their parts when they do ELI homework. Also, question 5 asked students what they do when they get their homework back from the teacher, and no students answered either c or d (only look at the grade without reading the teacher's comments, or put them away without looking at them and forget about them, respectively). Most answered b, that they look at the homework they receive back from the teacher but do not bother correcting mistakes, while a surprising 36% of the total students said that they rewrote the homework and corrected their mistakes (even though this was not required as part of the course). This also seemed to contradict the teacher's observations of student behavior.

Finally, for question 6, only 1 student in 80 answered that he or she never says anything in class. The rest are fairly evenly divided into thirds among the other three answers (volunteer answers as much as possible, answer some questions, and only answer when I am very sure I know the right answer).

Section B of Part One also asks students about their attitudes towards the ELI program in general, but it employs a 7-point Likert scale. A 7 means "strongly agree" and a 1 means "strongly disagree." A 4 means "neither agree nor disagree." The results are shown in Figure 2. It is important to note that a high number does not necessarily show a positive attitude, since some of the questions are positive and some are negative.

One of the most notable aspects about this Likert scale is how close all the averages were to the center, showing a typical tendency for questionnaire respondents to avoid the extremes. The leads to the other most notable aspect of this section, how similar the averages for the two courses are for almost all of the questions. There are very few differences, and those that do exist are very slight. However, the differences occur in important areas. The greatest discrepancy relates to question 17 about the ELI textbooks. The 80 class found them more useful (4.4) than
1. I feel comfortable in ELI classes because all the students are non-native speakers.
   - ELI 80: 5.8
   - ELI 82: 5.6
   - Total: 5.6

2. I enjoy my ELI class(es).
   - ELI 80: 4.5
   - ELI 82: 5.1
   - Total: 4.8

3. ELI classes help me do better in my other academic courses.
   - ELI 80: 4.9
   - ELI 82: 4.7
   - Total: 4.9

4. ELI classes are fun.
   - ELI 80: 3.9
   - ELI 82: 4.6
   - Total: 4.2

5. I feel motivated to do well in my ELI classes.
   - ELI 80: 4.2
   - ELI 82: 4.6
   - Total: 4.4

6. The ELI placement test is a fair and accurate measure of my ability.
   - ELI 80: 3.7
   - ELI 82: 3.6
   - Total: 3.7

7. ELI classes should include more English language instruction (e.g., listening, pronunciation, grammar).
   - ELI 80: 4.9
   - ELI 82: 5.2
   - Total: 5.0

8. The other students in my ELI class(es) have about the same ability in English as I do.
   - ELI 80: 3.6
   - ELI 82: 3.5
   - Total: 3.6

9. At first I didn’t want to take any ELI classes, but now I’m happy I’m in.
   - ELI 80: 4.1
   - ELI 82: 4.2
   - Total: 4.1

10. ELI classes are easy.
    - ELI 80: 4.2
    - ELI 82: 4.7
    - Total: 4.4

11. We are not treated like adults in ELI classes.
    - ELI 80: 4.6
    - ELI 82: 3.8
    - Total: 4.3

12. ELI classes are a waste of time.
    - ELI 80: 3.7
    - ELI 82: 3.8
    - Total: 3.8

13. ELI classes are too big.
    - ELI 80: 3.7
    - ELI 82: 3.8
    - Total: 3.8

14. ELI classes are boring.
    - ELI 80: 4.1
    - ELI 82: 4.0
    - Total: 4.0

15. ELI teachers are qualified to teach English.
    - ELI 80: 5.0
    - ELI 82: 5.3
    - Total: 5.1

16. ELI teachers use their classes to practice teaching.
    - ELI 80: 4.7
    - ELI 82: 5.2
    - Total: 4.9

17. ELI textbooks are useful.
    - ELI 80: 4.4
    - ELI 82: 3.2
    - Total: 3.9

18. (not applicable)
    - ELI 80: 4.4
    - ELI 82: 4.5
    - Total: 4.5
the 82 class did (3.2). The second greatest discrepancy relates to item 11, which states “We are not treated like adults in ELI classes.” The 80 students overall slightly agreed with this statement (4.2) while the 82 students overall slightly disagreed (3.8). This matches with the results of the freewrites in which 3 students in ELI 80 mentioned feeling this way while none in 82 did (see Appendix A).

Also, the 82 students consistently show slightly more positive feelings towards the ELI in this section. They enjoy their ELI classes more than the 80 students do (5.1 to 4.5 respectively), have more fun (4.6 to 3.9) and feel more motivated to do well (4.6 to 4.2). They also viewed ELI classes as easier (4.7 to 4.2).

What about the numerous results that were the same for both 80 and 82? Both groups strongly agreed that they feel comfortable in ELI classes because all the students are non-native speakers. They also agreed that ELI classes help them to do better in their other academic courses. They only slightly disagreed with item 6, “The ELI placement test is a fair and accurate measure of my ability” and item 8, “The other students in my ELI class(es) have the same ability level as I do.” They were basically in the middle on the three negative statements about ELI expressed in items 12, 13, and 14. Interestingly, both classes agree with items 15 and 16 about ELI teachers which seem to contradict each other. (“ELI teachers are qualified to teach English” and “ELI teachers use their classes to practice teaching” respectively.)

The last section of Part One, Section 3, shown in Figure 3, was the only part of the questionnaire that induced strong responses from students. We drew heavily on the students’ freewrites to create this section, which asks students about the impact different changes to the ELI program would have on their attitudes. Students felt most strongly about the change suggested in item 1, “ELI credits counted towards the credits needed for graduation,” giving it an average rating of 2.0. In fact, no student in ELI 80 disagreed with this statement and only 1 student in 82 did. Similarly, a whopping 7 students in ELI 80 and 1 in 82 mentioned this factor in their
1. ELI credits counted towards the credits needed for graduation.
2. ELI courses were graded A–F instead of credit/no credit.
3. ELI courses were offered in the evenings.
4. ELI courses were never bigger than 10 students.
5. There were separate ELI courses for graduate and undergraduate students.
6. Students were allowed to vote on what they wanted to study in the ELI course.
7. ELI classes had less homework.

### FIGURE 4: COURSE SPECIFIC QUESTIONS

1. I like to answer the teacher's questions in this class.
2. I feel nervous when I am speaking English in this class.
3. My teacher pressures me to do my work.
4. My teacher treats me like an elementary school student.
5. My teacher wants the students to know that she is the boss.
6. My teacher asks the students what they want to learn.
7. My teacher is willing to change the course content if students aren't happy with it.
8. My teacher listens carefully to students when they have a problem in this class.
10. My teacher motivates students.
11. My teacher is more like a friend than an instructor.
12. The ELI 80/82 textbook was worth buying.

### AVERAGE ANSWER

(7=Always, 1=Never)

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<th>82</th>
<th>TOTAL</th>
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freewrites. No other suggestions were reported by more than 2 students in either class in the freewrites.

Items 2, 6, and 7 also got high agreement among all the students (suggesting grades for ELI classes instead of credit/no credit, allowing students to vote on what they want to study, and less homework). Students also slightly agreed with 4 and 5, suggesting that ELI classes have a maximum of 10 students, and that undergraduates be separated. The 80 class agreed a little bit more with this latter idea, although 82 has two graduate students while 80 has only one.

The next part of the questionnaire, Part Two, asked students for their opinions about the specific course, either ELI 80 or 82. These results are shown in Figure 4. This section exhibits the strongest pattern. It shows that for each and every question (3 through 11) relating to the teacher's approach, the students in 80 felt that the teacher was more controlling than the students in 82 did. The biggest difference between the classes for negatively worded statements are item 4 ("My teacher treats me like an elementary school student") and item 5 ("My teacher wants the students to know that she is the boss"). However, it should be noted that while the 80 class was a full point higher (closer to "always") than the 82 class, their total still averaged out to be below 4 (which equals "sometimes"). This means that although they felt less positive than the 82 class, they still had a somewhat positive feeling. The strongest difference for positively worded items was item 11 ("My teacher is more like a friend than an instructor") and item 10 ("My teacher motivates students."). The 82 class gave higher frequencies to these items, although here again the 80 class still had a positive viewpoint, just less so. Thus, the students in 80 found the teacher to be more controlling, but not strongly.

Finally, Part Three asked students about their attitudes towards the English language, and these results are shown in Figure 5. It is notable that despite the above findings, 80 students had more positive feelings about learning English in general, and also used English outside of class a lot more, including speaking, watching TV, and reading in English. For the last question, students were asked to choose an answer that most closely explained why learning English was
FIGURE 5: ATTITUDES TOWARDS THE ENGLISH LANGUAGE

1. I enjoy learning English.
2. English is interesting.

3. Why did you choose this scale?

AVERAGE ANSWER
(1=Very strongly agree, 7=Very strongly disagree)

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AVERAGE ANSWER
(1=Always, 2=Never)

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NUMBER OF STUDENTS

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4. Learning English is most important for me because:
   a. It will help me communicate with people from other countries/cultures.
   b. It will be useful in getting a good job.
   c. It will make me more knowledgeable
   d. Other people will respect me more if I know it.
   e. Other: _____________________________

Note: These graphs are in different scales, thus making the visual comparison more difficult.
most important to them. The top choice for both groups was a, although a much greater proportion of 80 students chose this answer, which related to an “integrative” orientation of wanting to “communicate with people from other countries/cultures.” The student in 80 and the student in 82 who chose c (“other”) also gave integrative reasons similar to a. We were surprised to see that only one student in each class chose b, which related to a more “instrumental” orientation of wanting to get “a good job.” The third answer (“It will make me more knowledgeable”) was chosen by a large number of 80 students (7) but only one 82 student.

In summary, the average answers for 80 and 82 students did not show very strong feelings, except when it came to the section on possible changes that could be made to the ELI. Overall the 82 group had a more positive attitude, both towards the ELI and towards the specific course. However, they did not feel as positive towards learning English as the 80 group did.

Interviews

In order to investigate in further detail about the factors that affect students’ motivation in English learning, interviews were conducted. Four students were interviewed about why they were motivated or unmotivated in the ELI program. From the information we gathered from the interviews, we organized some of the most important factors that affect students’ motivation into the following categories:

ELI credits do not count toward graduation

The most important factor that affects students’ motivation is probably that ELI is a non-credit course. Even though all the international students were required to take the course if they did not pass the ELI placement test, their credits in the ELI did not count toward graduation. According to one highly-motivated interviewee, she felt that it was really unfair that students from other foreign language classes can get credits, but the students from the ELI cannot. “English is also our foreign language, and I think we put a lot of efforts on it in the ELI, why can’t we get the credits?” She complained. An unmotivated student who refused to do any homework
and participate in class thinks that the main reason that he wasn’t motivated in ELI 80 is because it is a non-credit course. If ELI 80 could be changed to a credit course, he would work hard, and try to get a good grade in it. Thus, two out of four interviewees said that students would be more motivated in the ELI classes if the credits count toward graduation.

Homework

Most of the interviewees complained there was too much homework in their ELI classes. Even though the homework was not that difficult, students have to spend a lot of time on their ELI homework, not to mention that they have other assignments for their academic courses. It was interesting those students who were considered unmotivated think that the homework was too easy for them. They felt that the homework sometimes made them feel like they were in elementary school, and that it was a waste of time to do something they already knew. The student who dropped out even pointed out that the purpose of homework in the ELI is for getting a grade. "I feel like we are doing homework for grades. It’s like this, if you don’t understand English, but you do the homework, it’s all right; if you understand English, but you don’t do your homework, it’s not all right. It’s just the question of motivation, and it’s just the question of homework! The homework could have helped me, but in this sense, no.” The factor of homework also turned out to be one of the reasons that this interviewee dropped out of the ELI program during our research.

Levels of classes

All four interviewees considered that the levels in the ELI program were too mixed. In other words, they found that even though the ELI placement test distributed the students into different classes according to their performances on the test, there was still a great level difference in the class. First, there was no separation between graduate and the undergraduate students in the ELI class. Second, the levels in the class were not specific enough to place students according to their true English ability. One motivated interviewee who is a graduate student explained that he felt uncomfortable in the ELI class, because the level was too easy for
him. He even had to drop one of his ELI courses last semester, due to the reason that it was too basic for him. "It is easier to learn with a homogenous group than in a different group," he said.

The levels of class also affect students' motivation in the ELI. The more advanced students considered ELI a waste of time, learning what they already know. However, those who were in the average level of class found the course very useful for them.

Teacher's role and student participation

When being asked about the teacher's role in the class, it was interesting to find that both of the motivated students think that in the class, the teacher interacts with students and encourages students to speak in class. However, for the two unmotivated students, both of them think that the ELI teacher treated them like elementary or junior high school students. Moreover, they considered that the teacher always played a dominant role in the class. As one student described, he thought that in the ELI class, the teacher did the talking all the time. They did not have a lot of chances to practice speaking in the class. He thought it would be better if the teacher gives them more chances to speak in class and express their own opinions, even if their English is not very good. In sum, he thought that the ELI should emphasize more of student participation, instead of the teacher talking all the time in the class. By doing so, he would have more chances to practice speaking English, and be more motivated in the ELI course.

ELI placement test

Another factor that caused students' negative attitudes toward the ELI program is the ELI placement test. Most of the interviewees indicated that it did not test their actual English ability. They think TOEFL is a better test to evaluate their English proficiency. The students also complained that the test time was too long, and the test environment was not very good. Take the listening part on the test for example; one interviewee told us that there were too many people in the room, and he really could not hear anything. Needless to say, it also affected his performance on the test.
Attitude toward English and American culture

Unexpected results were found in the attitudes toward English and American culture. Originally, we expected to find students who were less motivated in class to have a negative attitude toward the English language and American culture. However, findings show that all the interviewees had a positive attitude toward English and culture. It was also interesting to find that the two motivated students seemed to have an instrumental motivation toward English. On the hand, the unmotivated students seemed to have an integrative motivation toward English learning. They wanted to learn English because they like English.

Suggestions for the ELI program

In order to find out what changes should be made in the ELI program to make students more motivated in the class, the subjects were also interviewed about their suggestions for the ELI. Most of them suggested that the ELI credits should be counted toward graduation, and the levels of the class should be separated according to their status (e.g., graduate and undergraduate) and a more specific evaluation of their English abilities.

As for the suggestions for classroom instructions, students provide many ideas teachers could consider in classroom instruction. One of them is that there should be more student participation in the classroom. Teacher should give students more chances to practice speaking English and express their own opinions by asking students to present articles that they considered practical for them. Some students also suggested using more audio-visual materials such as music and movies to make the class more interesting. One student also thought that they should have outdoor activities once in a while, so that they could practice using English in a real situation.

DISCUSSION

Our findings showed that the students’ strongest and most consistent opinions related to their attitude towards changes that could be made to the ELI program. In the freewrites, interviews, and questionnaires, students consistently mentioned their unhappiness that ELI credit
does not count towards graduation. In the interviews, students specifically said that this factor caused feelings of amotivation in the class. This strongly suggests that the school administration should consider whether it is possible to give credits for ELI classes to make students more motivated in learning English.

In terms of the individual courses, ELI 80 students overall reported less enjoyment of their course than ELI 82 students did, and also reported less motivation. This was consistent with our observations of the two classes, in which we found the 80 students acted less motivated. Thus, it does seem that their attitudes towards the class interacted with their motivation. In addition, ELI 80 students felt that the teacher was more controlling than the 82 students did. While this preliminary study cannot prove a causal relationship, this supports Noels et. al. (1999) and Noels’ (2001) findings that students’ attitudes towards their the teacher’s communicative style also affects motivation.

The question remains why students in ELI 80 feel less motivated and have less positive attitudes. Possibly this is because 80 is a listening/speaking course in which it is very difficult for students to gain a tangible sense of their progress. Without a continuous feeling of achievement and success, their motivation may be eroded (Crookes & Schmidt, 1991).

Also, 80 students may see the teacher as more controlling, even though it is the same teacher as the 82 class, because they feel that any time spent talking by the teacher takes away from their time to practice speaking English. Further, Ryan taught specific reading strategies in her reading course that were designed to help students cope with the academic reading in their regular university courses. Students were invited to bring in difficult readings to the class, and they were also required to apply the strategies learned in the 82 class to their academic readings in reading strategy logs. This might explain why the 82 students still maintained a more positive attitude and higher motivation than the 80 class even though they were much less happy about the 82 textbook. The 80 students may have felt less motivated since Ryan did not teach listening/speaking strategies explicitly to the ELI 80 class, nor did she make direct connections
between the 80 course and the students' other academic courses. As Okada et. al. (1996) showed, there could be a strong relationship between the use of learning strategies and motivation. Thus, attitudes are not the only factor causing or preventing motivation. There is obviously a complex relationship.

Finally, although there is not yet any empirical support for this hypothesis, we believe that class size may have played an important role here. The 80 class had 18 students at the end of the semester, while the 82 class had only 12. Perhaps the 82 students felt that the teacher listened more, was more open to students' suggestion, and was not so dominating because the smaller class size allowed them to get more one on one time with the teacher and more individualized feedback.

Another important finding about the students' attitudes is that it was not attitude towards English that influenced students' willingness to learn English at the ELI; on the other hand, it was the teacher and the course itself that played a more important role in students' motivation in a required English course. Thus, Gardner's integrative model would have been inadequate to explain what happens to motivation in required courses such as the ELI. Noels' expansion of the intrinsic/extrinsic construct was much more useful in this case and thus, we see the broadening of the motivational framework in the last decade as a very positive change.

The good news for teachers is that while they may not be able to make program-level changes, they do exert control over themselves and over many aspects of their courses. Using the findings above and ideas from other researchers (Crookes & Schmidt, 1991; Dörnyei, 1994; Noels, 2001; Okada et al., 1996; Oxford & Shearin, 1996; Schmidt, 1996), we came up with the following pedagogical suggestions for ELI teachers and administrators.

First, teachers need to give students more informative feedback in the classroom. In other words, teachers should have students regulate their own learning behavior and set goals, and they should give them clear feedback about their progress. This is especially important in a listening/speaking class in which progress is more difficult to see. Of course, smaller classes
would naturally help. Teachers should also make the goals of each lesson very clear to the students.

Second, it is important for the teacher to build students' confidence in using English in the class through encouraging comments and by developing a positive atmosphere, particularly through the use of group work. According to Noels' (2001) study of motivation, the more confident students feel about their own English, the less amotivation they feel.

Third, since many students complained that the levels of the class were too mixed, and that the ELI placement test did not measure their true English abilities, it is necessary to make sure the levels of students' English ability should match better with the levels of class. This also suggests that maybe the ELI administration should consider 1) adding more courses that meet the specific levels of students, and 2) adding a speaking component in the ELI placement test, instead of using the scores from the listening sections of the test to place students in a listening/speaking class.

Fourth, teachers could work with students to negotiate the syllabi. For example, at the beginning of the semester, teachers could discuss the syllabus with students and find out whether the syllabus meets their need for learning English. As shown by the numerous useful suggestions we got in the freewrites and questionnaires, and especially in the interviews, teachers should listen to students' ideas as much as possible throughout the entire course as they are an invaluable source of fresh ideas.

Fifth, teachers could consider linking the class with the English language community. Crookes & Schmidt (1991) also suggested that teachers should develop activities that address needs for power and achievement. Activities such as field trips or music could be helpful to motivate students in the ELI.

As Noels et al (1999) remind us, "By interacting with students in ways that develop their autonomy and competence, teachers may change the students' type of motivation, and thereby contribute to better learning."
LIMITATIONS AND SUGGESTIONS FOR FUTURE RESEARCH

Since this is an exploratory study, it has numerous limitations. Some of them have already been mentioned, such as the fact that not all students returned the questionnaires, two students were in both 80 and 82, and only four students were interviewed. In fact, the scope of the project as a whole was limited since Ryan’s 80 and 82 classes are only two sections out of many 80 and 82 courses offered during the Fall 2001 semester. Also, there are many other types of ELI classes as well. At this point of the study, then, these results can only be said to apply to Ryan’s ELI students, not to all ELI students in general.

However, it is difficult to know if these results can even be said to accurately represent Ryan’s students. As other researchers have pointed out (e.g., Crookes & Schmidt, 1991; Chun, 1989), self-report measures have questionable reliability. Students may be interested in making themselves look good, whether in their own or the teacher’s eyes, or try to answer similar questions consistently rather than truthfully. Although students were told both orally and in writing that participation in the questionnaires and the interviews was voluntary and would not have any impact on their grades, the students may have been wary nevertheless, especially since their own teacher participated in the study.

Further, individual students’ attitudes can change over time. (Chun, 1989). This study took place mainly in the second half of the semester, and may only have captured temporary feelings reflective of that time period. Also, sometimes attitude measures create a “reactivity effect” in which students’ opinions are actually changed by virtue of the administration of the measure itself. (Brown, 1988). In order to increase the reliability and validity of future studies, more questionnaires and interviews should be employed at various intervals during the semester among different groups of ELI classes. Also, it would be interesting to note the differences among students who were in their first ELI class and students who had already completed more than one ELI class.
The strength of this study lies in the fact that freewrites were used at the beginning to reduce the reactivity effect and gather initial open-ended information from students as to what was most on their minds. We then triangulated by using different methods of data collection, including observations, interviews, and questionnaires. This triangulation is important for qualitative studies in general (Davis, 1992) and is particularly important for attitude assessments (Chun, 1989).

Thus, future research should look at broader areas as discussed above, and also take advantage of statistical analyses that are beyond the scope of this paper. It would be useful to look at correlations among different classes and within each class, for instance. It would also be very interesting to note the relationship the self-report measures have to students’ overall proficiency levels, teacher ratings of motivations, and grades in the course. Future studies might also be able to control for more factors, such as age and cultural background. For example, a large number of Ryan’s students were from Asian backgrounds, and this may have affected the students’ approach to answering questions about their own effort in the class and the teacher’s style.

Finally, the most important arena of future research, we believe, lies in testing out the different motivational strategies for teachers suggested above. The results of such tests would be of immediate value to ELI teachers and students, and would help connect motivational research to the classroom. After all, that’s what attracted researchers to the study of motivation in the first place.
References


SAMPLE FREEWRITE PROMPT

Freewrite about your feelings about the ELI. What are things that you like? What are things that you dislike? What could be done to make the ELI better?
(X's equal number of mentions by different students)

MATERIALS
- Poor quality transparencies  X
- Teacher gives too many handouts  X

SUBJECT MATTER AND ASSIGNMENTS
- Subject matter not practical  X
- The subject matter is not relevant to my field  X
- Subject matter sometimes too hard  X
- Expected more English-language centered instruction (grammar etc.)  XX
- Listening and speaking should be separated into two classes.  X
  And speaking class should include pronunciation
- Want more listening-specific skills instruction  XX
- Not enough speaking practice  X
- Enjoyed the lectures  X
- Too many projects / too much homework  XXX
- Don't want to watch movies - don't have a TV or VCR  X
- Liked note-taking practice  X
- Didn't like note-taking practice, already know it  X
- Liked expert interviews  XXXXX
- Don't like presentations, already studied it  X
- Like presentations  XX
- Hate group work  X
- Want more group work  X
- Small group discussions are useful  X
- Should have more assignments involving listening outside of the class  X

INSTRUCTION
- The teacher treats us like elementary / compulsory school students  XXX
- ELI classes are like high school classes, and that's good  X
- It's good that the teacher takes attendance  X
- Teacher should not stop to make students pay attention  X
- Course is easy because teacher adjusts to non-native students  XX
- Teacher is exciting  X
- I like the way the teacher teaches  X
- Teacher should be more clear how she evaluates assignments  X
- Class is fun  X

CLASS MAKEUP
- Class levels are too mixed:
  - Graduates and undergraduates together  X
  - Different skill levels mixed together  X
- Too many students in each class  XX
- Class has good diversity of perspectives  X
- I made friends  X
- I feel comfortable / relaxed in class because all students are non-native  XXXXXX
  I learned how to participate better in classes  X

NEGATIVE GENERAL COMMENTS
- I don't like taking any ELI classes  X
- ELI credits should count towards graduation  XXXXXXXX
- ELI costs too much money for no credits  X
- "Credit" should be 70%, not 80%  X
ELI is a waste of time

The ELIPT is not a good measurement
   The ELIPT listening section is not fair – too fast
   Doesn’t just measure listening, also involves memorization
ELI classes have not helped me improve my English X
ELI instructors should be fluent English speakers X
Teacher quality varies too much from class to class X
Classes should be offered in the evenings X
There should not be two levels of listening X
Writing teachers don’t correct our grammar but should X

POSITIVE GENERAL COMMENTS
ELI classes help me with my other academic courses XX
ELI classes help me improve my English XX
(Some of) the classes are good XX
ELI 82(3) – Results of Freewrite on October 16, 2001

(X’s equal number of mentions by different students)

N=12
(*Two students are also in ELI 80, so their freewrites were counted in both tabulations. Their comments are indicated with an asterisk.)

Bold indicates items that overlapped with the ELI 80 comments exactly or almost exactly.

Italics indicates items that were similar to items collected from the ELI 80 freewrite

PERSONAL
I feel depressed because my English is so poor XX

SUBJECT MATTER AND ASSIGNMENTS
Subject matter will be useful for the future X
Expected more English-language centered instruction (grammar etc.) X
Listening and speaking should be separated into two classes, X*
And speaking class should include pronunciation
Vocabulary tests are too much work XXX
Liked studying prefixes/suffixes/root words XX
Freewriting is useful X
Liked prereading strategy insraction X
Guessing words in context useful, but I don’t use the skills outside of class X
Reading strategies helped a lot X
My reading speed and English ability have improved X

Liked presentation practice in ELI speaking classes
Hate group work X*

INSTRUCTION
ELI classes are like high school classes, and that’s good X*
I like this class X
This class is fun X

CLASS MAKEUP
Class levels are too mixed:
Different skill levels mixed together (because of bad placement test) XX*
Too many students in each class XX*
I like the diversity of students and the intercultural interaction that the teachers promote X

NEGATIVE GENERAL COMMENTS
There should be more ELI classes offered at different times – X
There are only offered early in the morning or late in the afternoon

ELI credits should count towards graduation XX*
Maybe ELI classes should have the A – F grading system X
The ELIPT is not a good measurement XX*

POSITIVE GENERAL COMMENTS
ELI classes are a good thing for international students (they help them develop English skills) X
ELI’s training system is good and effective X
ELI classes are usually not boring X
ELI classes are the right length X
ELI classes don’t overwhelm me – I can handle the homework X
ELI classes are useful X
I've learned a lot from my ELI classes so far
ELI teachers are patient and kind and encourage students to learn English
ELI teachers are sincere and try to help students using many methods
My friends also say their ELI classes are meaningful too
Writing and reading classes help me the most

**ELI classes help me with my other academic courses**
It's good that ELI classes don't have a final exam
(Some of) the classes are good

**NEUTRAL / DETAILED OVERALL COMMENTS**
ELI classes should be shorter, possibly offered before the regular semester begins
(Even though ELI classes are useful, my core classes are my priority)

ELI classes are not too hard

I did not want to take ELI classes at all in the beginning, but now I have changed my mind and I like ELI

Reasons why these students didn't want to take ELI classes in the beginning:

"I felt that ELI was an easy class. People do 'baby thing.' However, when I took ELI class, it isn't easy at all. I learned a lot from my ELI classes so far..."

"Before I joined ELI, I hated the institution because I had thought that all ELI students are like rats because ELI is the place where SLS students practice teaching for non-native students... I got angry when I found I have to join ELI. However, since I attended ELI, I have been changing my mind. I like ELI because..."

I have studied English in English Institute for a year in a university in CA and studied English in HELP at the UH for 4 months. I didn't want to take ELI courses. I think many students feel the same way as me. Many students don't have motivation for ELI. They want to concentrate on regular courses at UH. But, I think ELI classes and teachers are good. The problem is relationship between classes and students. Many students feel that they don't need to take ELI courses. Wasting time."
FREWRITES – FURTHER ANALYSIS

The ELI 82 class seems to feel more positive – they had many more positive comments than the ELI 80 group, and fewer negative comments. In addition, several 82 students who said they started ELI with negative attitudes have now come to feel good about ELI. Finally, some students in the 82 class felt comfortable enough to write about their personal feelings and frustrations, while none did in 80.

However, it should be noted that there are five fewer students in ELI 82.

RECURRING COMMENTS IN BOTH CLASSES
Comments that appeared two or more times (not including comments about specific homework assignments):

- ELI credits should count towards graduation (7 – 80, 1 – 82)
- ELI classes help me with my other academic courses (2 – 80, 3 – 82)
- Expected more English-language centered instruction (2 - 80, 1 - 82)
- Too many students in each class (2 – 80, 1 – 82)
- Class ability levels are too mixed (1 – 80, 1 – 82)
- The ELIPT is not a good measurement (1 – 80, 1 – 82)
- Class is fun (1 – 80, 1 – 82)

RECURRING COMMENTS IN 80 ONLY
- I feel comfortable/relaxed in class because all students are non-native (5 – 80)
- Too many projects / too much homework (3 - 80)
- The teacher treats us like elementary/compulsory school students (3 – 80)
- Course is easy because teacher adjusts to non-native students (2 – 80)
- ELI is a waste of time (3 – 80)

RECURRING COMMENTS IN 82 ONLY
- I feel depressed because my English is so poor (2 – 82)
- I didn’t want to take ELI classes in the beginning, but now I’ve changed my mind (3 – 82)
ELI QUESTIONNAIRE

This questionnaire is part of a research project being conducted by Chia-Hsien Chu and Mary Ryan on the attitudes of students in the ELI program. We are trying to find ways to make the ELI program better for students like you.

Please do not write your name on this paper. Your responses are anonymous and voluntary and will not affect your grade in any ELI course in any way. Please answer the questions completely and honestly.

After this research project is completed on December 18, 2001, you can get a copy of the results by emailing emchu918@yahoo.com.tw or mryan@hawaii.edu, or by coming to Moore 479.

PART ONE: THE ELI PROGRAM

A. Circle the letter of the answer that most closely describes how you usually feel. Please read all the answers before you choose, and choose only ONE.

1. Compared to my regular academic classes, I like my ELI class(es):
   a. The most
   b. About the same as all the others
   c. More than some, less than others
   d. Least of all

2. If I were not required to take ELI courses:
   a. I would definitely not take them
   b. I would take them anyway
   c. I don't know if I would take them or not
   d. I would take English language classes, but not at the ELI

3. In my ELI class(es), I:
   a. Do the minimum amount of work necessary to pass
   b. Might not pass because I do very little homework and don't participate in class
   c. Study hard and really try to learn the material
   d. Work hard in some ELI classes but not in others

4. When I do ELI homework, I:
   a. Work very carefully, making sure I understand everything
   b. Put some effort into it, but not as much as I could
   c. Just do it as quickly as possible without worrying about the results
   d. Sometimes do it carefully and sometimes do it carelessly

5. After I get my ELI homework assignments back from the teacher, I:
   a. Rewrite them, correcting my mistakes
   b. Look them over and read the teacher's comments, but do not bother correcting mistakes
   c. Only look at the grade without reading the teacher's comments
   d. Put them away without looking at them and forget about them

6. When I am in ELI classes and the teacher asks a question, I:
   a. Volunteer answers as much as possible
   b. Answer some questions
   c. Only answer when I am very sure I know the right answer
   d. Never say anything
B. For each of the statements below, please indicate your agreement or disagreement by putting an "X" in the appropriate column.

<table>
<thead>
<tr>
<th></th>
<th>Very Strongly Agree</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree Nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Very Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I feel comfortable in ELI classes because all the students are non-native speakers.</td>
<td></td>
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<tr>
<td>2. I enjoy my ELI class(es).</td>
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<tr>
<td>3. ELI classes help me do better in my other academic courses.</td>
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<tr>
<td>4. ELI classes are fun.</td>
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<tr>
<td>5. I feel motivated to do well in my ELI classes.</td>
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<tr>
<td>6. The ELI placement test is a fair and accurate measure of my ability.</td>
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<tr>
<td>7. ELI classes should include more English language instruction (e.g., listening, pronunciation, grammar).</td>
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<tr>
<td>8. The other students in my ELI class(es) have about the same ability in English as I do.</td>
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<tr>
<td>9. At first I didn’t want to take any ELI classes, but now I’m happy I’m in them.</td>
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<tr>
<td>10. ELI classes are easy.</td>
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<tr>
<td>11. We are not treated like adults in ELI classes.</td>
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<tr>
<td>12. ELI classes are a waste of time.</td>
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<tr>
<td>13. ELI classes are too big.</td>
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<tr>
<td>14. ELI classes are boring.</td>
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<tr>
<td>15. ELI teachers are qualified to teach English.</td>
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<tr>
<td>16. ELI teachers use their classes to practice teaching.</td>
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<tr>
<td>17. ELI textbooks are useful.</td>
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<tr>
<td>18. I think about what I have learned in this class when I am outside of class.</td>
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</tbody>
</table>
C. Circle the number that most closely matches **HOW YOUR ATTITUDE ABOUT THE ELI WOULD CHANGE IF:**

1. ELI credits counted towards the credits needed for graduation.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>I would like the ELI much more</td>
<td>No change</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>I would dislike the ELI much more</td>
</tr>
</tbody>
</table>

2. ELI courses were graded A – F instead of credit/no credit.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>I would like the ELI much more</td>
<td>No change</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>I would dislike the ELI much more</td>
</tr>
</tbody>
</table>

3. ELI courses were offered in the evenings.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>I would like the ELI much more</td>
<td>No change</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>I would dislike the ELI much more</td>
</tr>
</tbody>
</table>

4. ELI courses were never bigger than 10 students.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>I would like the ELI much more</td>
<td>No change</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>I would dislike the ELI much more</td>
</tr>
</tbody>
</table>

5. There were separate ELI courses for graduate and undergraduate students.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
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<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>I would like the ELI much more</td>
<td>No change</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>I would dislike the ELI much more</td>
</tr>
</tbody>
</table>

6. Students were allowed to vote on what they wanted to study in the ELI course.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>I would like the ELI much more</td>
<td>No change</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>I would dislike the ELI much more</td>
</tr>
</tbody>
</table>

7. ELI classes had less homework.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>I would like the ELI much more</td>
<td>No change</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>I would dislike the ELI much more</td>
</tr>
</tbody>
</table>

**Are there any other changes that would make you feel more positive about the ELI?**
## PART TWO: ELI 82

A. For each of the statements below, please indicate your agreement or disagreement by putting an “X” in the appropriate column.

<table>
<thead>
<tr>
<th></th>
<th>Always</th>
<th>Almost Always</th>
<th>Frequently</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Almost Never</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I like to answer the teacher’s questions in this class.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2. I feel nervous when I am speaking English in this class.</td>
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<tr>
<td>3. My teacher pressures me to do my work.</td>
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<tr>
<td>4. My teacher treats me like an elementary school student.</td>
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</tr>
<tr>
<td>5. My teacher wants the students to know that she is the boss.</td>
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</tr>
<tr>
<td>6. My teacher asks the students what they want to learn.</td>
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</tr>
<tr>
<td>7. My teacher is willing to change the course content if students aren’t happy with it.</td>
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<tr>
<td>8. My teacher listens carefully to students when they have a problem in this class.</td>
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<tr>
<td>10. My teacher motivates students.</td>
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<tr>
<td>11. My teacher is more like a friend than an instructor.</td>
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<tr>
<td>12. The ELI 82 textbook was worth buying.</td>
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</tr>
</tbody>
</table>
PART THREE: THE ENGLISH LANGUAGE
This section is NOT ABOUT THE ELI. It is about the English language.

A. Circle the number that most closely matches your agreement or disagreement with the following statements:

1. I enjoy learning English.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very strongly agree</td>
<td></td>
<td></td>
<td>Neither agree nor disagree</td>
<td></td>
<td></td>
<td>Very strongly disagree</td>
</tr>
</tbody>
</table>

2. English is interesting.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Very strongly agree</td>
<td></td>
<td></td>
<td>Neither agree nor disagree</td>
<td></td>
<td></td>
<td>Very strongly disagree</td>
</tr>
</tbody>
</table>

B. Circle the number that most closely matches how often you do the following:

1. I speak English outside of class.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
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<th>4</th>
<th>5</th>
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<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td></td>
<td></td>
<td>Sometimes</td>
<td></td>
<td></td>
<td>Never</td>
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</tbody>
</table>

2. In my free time, I watch TV in English.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
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<th>4</th>
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<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td></td>
<td></td>
<td>Sometimes</td>
<td></td>
<td></td>
<td>Never</td>
</tr>
</tbody>
</table>

3. In my free time, I read in English.

<table>
<thead>
<tr>
<th>1</th>
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<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td></td>
<td></td>
<td>Sometimes</td>
<td></td>
<td></td>
<td>Never</td>
</tr>
</tbody>
</table>

4. Learning English is most important for me because:
   a. It will help me communicate with people from other countries/cultures.
   b. It will be useful in getting a good job.
   c. It will make me more knowledgeable
   d. Other people will respect me more if I know it.
   e. Other: ____________