

*L1 and L2 Attitudes and Willingness to Communicate in Taiwanese Middle School
Bilingual Program*

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Abstract

Early pedagogical experiences can greatly influence students' future motivations for language learning. However, while the majority of Taiwanese language learners are school aged children, most academic research still target university students. Noting such knowledge gap, this study is conducted in an EFL Taiwanese bilingual school environment to (a) assess correlations between attitudes and Willingness to Communicate (WTC) for both Chinese (L1) and English (L2); and (b) examine how students' WTC with peers and adults compare in L1 and L2. For this purpose, a 36 question 4 point-Likert survey was distributed to 58 seventh grade students at a private Elementary and Middle School in Northern Taiwan. Results indicate that attitude has a moderate positive correlation to WTC in L2 but not in L1. Mean values further reveal students are more WTC in task-based activities in L2, which is consistent with findings on how students are more WTC with teachers in L2 but more WTC with peers in L1. Informed with the above, this paper will provide insights to ways educators can better strengthen young learners' WTC in the classroom.

Keywords: Willingness to Communicate, Taiwanese bilingual program, L1 WTC, L2 WTC, Language attitude

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Introduction

The Taiwanese Ministry of Education (MOE) altered their policy in 2005 to mandate English education from grade three (Chang 2008). Acknowledging this change, public schools started increasing their English classes while many private schools began developing bilingual programs. These bilingual programs are interesting because they are relatively new and are just graduating their third and at most, fourth wave of eighth graders that can attest to their effectiveness. Early researchers have already found students to be at grade level for both languages. For instance, a recent study comparing the Mandarin proficiency of 7th grade bilingual students with those from monolingual schools suggest similar language abilities which proves current programs to be successful (Hu 2014). However, the studies were focused on passive skills measured by written tests and did not account for communicative competence in either languages which, is critical for practical language use.

Therefore, this study examines students' willingness to communicate (WTC) as it positively correlates to communicative competence. The study participants are seventh grade bilingual students; these young learners are particularly worth examining because they are ripe for WTC strengthening and WTC positively correlates to target language communicative competence (MacIntyre and Charos, 1996; Hashimoto, 2002; Yashima 2002). Empirical support include a survey by MacIntyre, Baker, Clément, and Dovovan (2003) on 6th to 9th grade learners of French that found WTC can increase dramatically between 7th – 8th grade but plateaus after 8th grade due to growing anxiety. The finding supports studies that have determined anxiety to be one of the most influential factor for L2 WTC in EFL contexts (Peng and Woodrow, 2010; Yashima, 2002; Yashima et al. 2004, Yashima, 2012). Another research of interest investigated the English learning motivation of 2,783 Korean students grades three to twelve in 14 different schools. Researchers found language learning motivation consistently decreased until Grade 9 but increased from Grades 10 to 12 (Kim 2006). Considering motivation is closely related to WTC (MacIntyre et al. 2003), pinpointing changes in student's motivation for WTC in L1 and L2 in various classroom context (with teachers or peers) can also help educators better target student needs to maximize teaching effectiveness.

As teachers can greatly influence the development of learner WTC (Dörnyei, 2009) and quality of learning experience influences young learners' motivation for learning L2 more than university students (You and Dörnyei 2016), by identifying where students have the highest WTC, Taiwanese middle school bilingual programs can identify areas for improvement. Whether in teaching style or curriculum, the goal is to optimize Taiwanese English education to give students a solid foundation to enter high schools and universities anywhere in the world.

Literature Review

Immersion/Bilingual Education

Immersion and bilingual education involves instructing students across content areas using two languages; including core subject areas such as math, science, social studies etc. The benefits of these programs are proven as research on early English immersion programs have found that immersion students scored higher than students in more

traditional language programs on oral English proficiency and indices of literacy (Finnemore, 2006; Knell, 2010). Coupled with the fact immersion students excel in L2 compared to their non-immersion peers with no long term or detrimental effects on their L1 ability (Genesee, 1987; Knell, 2010; Swain & Lapkin, 1982), the programs have shown that humans are able to learn multiple languages effectively and without significant language attrition. In addition to language ability alone, immersion students also show lower levels of language anxiety than non-immersion students (Knell and Chi, 2012) which is a huge inhibitor of WTC.

Willingness to Communicate in L1

The concept of Willingness to Communicate (WTC) originates from Gerald M. Phillips' research on reticence (1965). According to Phillips (1984), "People avoid communication because they believe they will lose more by talking than by remaining silent" (Keaten and Kelly, 2000 p. 134). Building upon this idea, McCroskey and Richmond (1980) identified communication apprehension as an important subset of reticence. They defined it as "an individual's level of fear or anxiety with either real or anticipated communication with another person or persons" (p. 78). To measure communication apprehension, McCroskey developed the Personal Report of Communication Apprehension Scale which later evolved to the Willingness To Communicate Scale. In congruently, first models of WTC in L1 were mostly constructed through a hierarchy of antecedents moving from personality traits to communication-related variables (MacIntyre et al, 1996).

Willingness to Communicate in L2

In the past decade, researchers shifted their attention towards L2 WTC after discovering its pedagogical value as a strong predictor for learners' communicative competence (MacIntyre et al. 2003; Yashima, 2002). MacIntyre et al.'s (1998) heuristic pyramid-shaped model is one the first L2 WTC models that constructed factors influencing WTC as a combination of "transient and enduring influences" (p. 546). The six layer triangular shaped model sets up with a foundation of traits factors such as personality and builds up to situational factors such as behavioral intentions. As WTC becomes more prevalent in second language research, more and more studies have explored the topic both quantitatively and qualitatively from both trait and state perspectives (Hashimoto, 2002; Richmond and McCroskey, 1998; Yashima, 2002). Directly relating to pedagogy, however, recent research include studies on internal factors influencing WTC such as student self-efficacy within the classroom (Matsuoka, 2005), different types of learning such as cooperative learning (Fushimo, 2010) and classroom constructs (Peng and Woodrow, 2010). These all lend a deeper understanding of the factors influencing communication.

Language learning and motivation

Gardner and Lambert (1959) were among the first to publish substantial research on learner's motivation. In their theory, integrative motivation was said to be the most powerful factor for learning L2. However, as English became a lingua franca over the past four decades, critics started questioning its practicality regarding EFL learners who have little opportunity to interact with the L2 community (Meierkord, 2012).

This paved way for the current popularized model of language learning motivation called “L2 Motivational Self System” (Dörnyei 2005, 2009). Dörnyei’s outlines three main components: *ideal L2 self*, *ought to self*, and *L2 learning experience*. The ideal L2 self relates to the learners’ own desired self-image using L2; ought to self refers to externally constructed expectations learners feel they should possess to avoid negative outcome (a student would respond to a teacher’s question because they don’t want to lose participation points); finally learning experience relates to the curriculum, methodology, instructor and peer group etc. (Dornyei 2009). The system explains that motivation stems from the learners’ desire to close the gap between the *ideal self* and *ought to self*. Since its creation, Dornyei’s model has received much empirical support (Csize’r and Luka’cs 2010; Lamb, 2009; Taguchi, Magid and Papi, 2009). To illustrate, Taguchi et al. (2009) found a positive correlation between the ideal L2 self and integrative motivation in three Asian contexts through a comparative study on the L2 Motivational Self System among Japanese, Chinese, and Iranian learners of English; Csize’r and Luka’cs’ (2010) research on motivational and attitudinal dispositions of German and English bilingual students in Germany also found that student’s *Ideal L2 self* to be a strong predictor for motivated language learning behavior.

Methodology

Participants

The participants in this study include 58 bilingual English and Chinese learners from a private Elementary and Middle School in Northern Taiwan. The participants are in seventh grade, age 12- 13 who have been in the bilingual program for more than 5 years. As such, the participants’ oral language proficiency range from intermediate to advance level. However, since most students grew up in monolingual Taiwanese families, their primary language at home is still Chinese. Which, act as an appropriate representation of the middle school bilingual school status quo in Taiwan. Of the 58 students 32 were male, and 26 were female.

Procedure

Prior collecting data, the researcher contacted the school and obtained permission from the English department to conduct the survey. Two classes were then administered the questionnaires within a week on two different days afterschool at the end of the semester in the 2016- 2017 academic year. Participants filled in the online survey in the classrooms.

Before giving students the survey link, ([https://docs.google.com/forms/d/e/1FAIpQLSe9ltGJ8B21TXSfhMh03DYoGZJPto-g4ewN68uZ6-kL428-TQ/viewform?usp=sf link](https://docs.google.com/forms/d/e/1FAIpQLSe9ltGJ8B21TXSfhMh03DYoGZJPto-g4ewN68uZ6-kL428-TQ/viewform?usp=sf_link)), students were informed of the objective of the study and were given 20 minutes to fill out the questions. They were told that the survey is anonymous and will not affect their academic assessment. The data collected was then synthesized from Google Forms into SPSS for analysis.

Instrumentation

The survey was created by synthesizing several measurement tools from previous studies. Students rated how strongly they felt about each item on a four point scale, which differed from the standard five point scale surveys to encourage students to have an opinion. The survey is divided into five parts that will be discussed in the following sections.

Section 1: Demographics and Self-Rated Communicative Language Competence. Students were asked their age, years in the bilingual program, and to rate their English and Chinese proficiency levels as well as how often they speak the two languages at school.

Section 2 & 3: Willingness to Communicate in the Classroom (English Cronbach alpha = 0.8 and Mandarin Cronbach alpha = 0.6).¹ L1 and L2 WTC was measured with a short modified version of Peng and Woodrow's (2010) survey used to study WTC inside and outside of the classroom adapted from MacIntyre et al. (2001). While the original scale measured L2 WTC in listening, speaking, reading, and writing, the modified survey focused on speaking and cherry picked items that assessed how often students choose to communicate with their teacher and peers in the indicated language. The items are on a 4-point Likert scale ranging from "Almost never willing" to "Almost always willing." Higher scores equates to higher WTC in the indicated language.

Section 4 & 5: Attitude Towards English (English Cronbach alpha =0.78 and Mandarin Cronbach alpha =.86). This section was adapted from Yashima's (2002) survey investigating Japanese learner's WTC in an EFL context. 3 items were chosen from his *Motivational Intensity* survey section and 3 items from his *Desire to Learn English* sections in which he adopted from Gardner and Lambert (1972). Two additional questions were added to assess students' attitude towards communicating in the languages.

In terms of differentiating teachers and peers, 3 items were selected from Yashima's (2002) survey to reflect students' WTC with teachers (English *Cronbach alpha* = .63 and Chinese *Cronbach alpha* =.68) and 2 question were selected to reflect students' WTC with peers (English *Cronbach alpha* =.73 and Chinese *Cronbach alpha* =.89)

Results

The objectives of this study were to (a) assess the correlations between attitude and WTC for both L1 and L2 in an EFL bilingual school environment; and (b) examine how students' WTC with peers and adults compare in L1 and L2; Each of these objectives will be discussed in turn.

Relationship between attitude and WTC for English and Chinese

Table 1: Results of t-test and Descriptive Statistics for attitudes towards English and Chinese

	Attitude towards language						95% CI for Mean Difference	t	df
	English			Chinese					
	M	SD	n	M	SD	n			
Attitude	3.12	.411	59	3.32	.57	59	-.385, -.021	2.23*	58
WTC	3.47	.65	59	2.70	.68	59	-.972, -.568	7.62*	58

* $p < .05$

T-tests were obtained on summed scores of students' attitude towards Chinese (ACH) and English (AEN) as well as Willingness To Communicate (WTC) with Chinese (WCH) and English (WEN). The findings indicate that both students' attitude towards (p = .030) and WTC (p = 0) with Chinese and English are significantly significant, thus very different and worth exploring.

Comparing mean values, ACH (M = 3.32) and WCH (M = 3.47) are greater than AEN (M = 3.12) and WEN (M=2.7). This suggests students not only feel more positively towards Chinese, but are more willing to communicate in Chinese as well. Nonetheless, Spearman rho correlation tests revealed that while students may have more affinity towards Chinese, their attitude towards Chinese has no statistical significance nor correlation to their WTC in the language.

AEN and WEN ($r = .58$; $P = 0$) on the other hand, revealed a statistically significant moderate correlation relationship. While all 7 survey items relating to AEN showed a significant relationship with students' WEN, there is a stronger, moderate correlation between AEN and WTC for academic related or teacher directed activities such as Q1 "Speaking in a group about your summer vacation in English inside the classroom" ($r = .55$; $P = 0$), followed by Q7 "How willing would you be to act in a play in English inside the classroom" ($r = .47$; $P = 0$); and a weaker correlation between AEN and WEN with non-academic related activities such as Q3 "A stranger enters the room you are in, how willing would you be to have a conversation if he talks to you first in English" ($r = .273$; $p = .36$), followed by Q5 "Talking to a friend in English while waiting in line inside the classroom" ($r = .289$; $p = .26$), and Q6 "playing a game in English, for example Monopoly inside the classroom" ($r = .35$; $P = 0$).

Adult vs. Peer WTC correlations in English and Chinese

Table 2: Results of Descriptive Statistics for Willingness to Communicate survey questions

	Willingness to Communicate Survey Summary					
	English			Chinese		
	M	SD	n	M	SD	n
1. Speaking in a group about your summer vacation	2.71	.95	59	3.65	.69	59
2. Speaking to your teacher about your homework assignment	2.89	.90	59	3.53	.84	59
3. A stranger enters the room you are in, how willing would you be to have a conversation if he talks to you first	2.58	.97	59	3.46	.84	59
4. You are confused about a task you must complete, how willing are you to ask for instructions or clarification	2.97	.83	59	3.46	.88	59
5. Talking to a friend while waiting in line	2.41	1.0	59	3.64	.74	59
6. Playing a game, for example Monopoly	2.80	1.0	59	3.52	.84	59
7. How willing would you be to act in a play	2.56	.99	59	3.05	1.1	59

T-tests indicated the P value to be $< .05$ for all combinations of WTC: WTC with Teachers in English (WTCTE), WTC with Teachers in Chinese (WTCTC), WTC with Peers in English (WTCPE), and WTC with Peers in Chinese (WTCPC). Thus, student WTC with peers and adults is significantly different for both languages and within the languages as well. Comparing mean values, students indicated the highest WTC in Chinese but within Chinese, more so with peers ($M = 3.64$) than teachers ($M = 3.51$). This is opposite from English WTC where the mean values indicate that students are more WTC with teachers (3.08) than peers (2.6). Furthermore, AEN also has a higher statistical significant correlation ($P=0$) with teachers ($r=0.61$) over peers ($r = .49$). With ACH, there is only statistically significant ($p=0$) weak correlation between ACH and WTCTC ($r = .38$).

An examination of independent survey items provide further insight on how students are more willing to speak to their teachers than peers in English and more willing to speak to their peers than teachers in Chinese. This is evident in how the two highest mean values for English WTC are for Q4 “You are confused about a task you must complete, how willing are you to ask for instructions or clarification in English inside the classroom” ($M = 2.97$) followed by Q2 “Speaking to your teacher about your homework assignment” ($M=2.89$). The lowest mean value is for the question “Talking to a friend in English while waiting in line inside the classroom” (2.41) indicating students are less motivated to use English as their social language even

though they are in a bilingual program. Though, further research needs to be conducted to support and confirm this claim. In terms of Chinese, mean values of survey questions indicate that students are more willing to talk to peers than teachers. In regards to Chinese, the mean value for “Talking in a group about your summer vacation” (M=3.65) and “Talking to a friend in Chinese while waiting in line inside the classroom” (M= 3.64) were the highest whereas “How willing would you be to act in a play in Chinese inside the classroom” (M= 3.065) was the lowest. Notice here, also that the lowest mean value for WTCCH is still higher than the highest mean value for WTCEN.

Finally, there is no statistically significant correlation between students’ self perceived WTC in Chinese evaluated by the question, “what level is your Chinese” and WTCCH and WTC PeersCh. Yet, there is a statistically significant ($P=0$) weak correlation between students’ self-perceived WTC in English evaluated by the question, “what level is your English” and WTCEN ($r = .39$) and WTC PeersEn ($r = .28$).

Discussion

The purpose of this study is to explore student attitudes towards L1 versus L2 and how it relates to their WTC with teachers and peers in the Taiwanese middle school bilingual program context. The results indicate that while ACH and WCH do not correlate, student attitudes towards L2 do correlate with their WTC in L2. Correlation results also reveal that attitude positively relates to students WTC with teachers and peers in English.

Relationship between attitude and WTC for English and Chinese

In this study, students were asked a series of questions to gauge their attitude towards Chinese and English. For Chinese (the students’ native language), attitude holds no correlation to their WTC in Chinese. Which, is consistent with past studies claiming native language WTC is grounded in trait or personality related volitional choices (McCroskey and Baer, 1985; McCroskey and Richmond 1990). Which, explains why attitude towards L1 doesn’t hold significance for WTC because attitudes cannot change predispositions. For English, data suggested a moderate statistically significant correlation. This reinforces the idea that for L2, both trait and state variables affect L2 WTC (MacIntyre et al.,1999). State level influences of WTC in regards to L2 most likely account for the moderate correlation as students experience more uncertainty in L2 communication, allowing attitude towards a language to have increased influence on WTC (MacIntyre et al., 1998).

Additionally, the analysis found a higher correlation between AEN and WTC for task-oriented activities such as Q4 “You are confused about a task you must complete, how willing are you to ask for instructions or clarification.” It is plausible that this can be attributed to Taiwanese students’ culture and motivations. Wen and Clément (2003) found that most Chinese students’ are motivated by fitting in and “accomplishing tasks so as to gain approval of the immediate public and, thus, feel emotionally secure” (p.31). In regards to accomplishing tasks, Warden and Lin (2000)’s study also brought to light a new factor of “required motivation”. From surveying 567 Taiwanese language learners, they found that students’ motivation for accomplishing

tasks stem from the fact that it is required more than from integrative purposes or interest. One possible explanation is that Taiwanese students “[orient] towards an appreciation – or at least has imparted some type of conditioning , - that predisposition them to being sensitive to requirements” (Warden and Lin, 2000 p 544). Therefore, in English classrooms, students’ would be more motivated to speak in activity based circumstances where participation is required for their grades and less often, with each other for social purposes. The requirement theory may also explain why in English, students have a higher WTC mean value in regards to responding to a stranger’s question than speaking with peers in line. While this finding may directly contradict McCroskey & Richmond (1990)’s finding that conversational objects and the degree of familiarity impacts students’ WTC; it seems that in Asian contexts, the fact that students are required to respond to a stranger motivates them to do so, more than in situation where they have the choice to engage in conversation with a familiar classmate. Lastly, from the “L2 Motivational Self System” perspective, the higher WTC during task-based activities can be attributed to students possibly not developing a strong *Ideal L2 self* as their motivation is determined by the *Ought to self* to satisfy requirements such as perform during exams (Csizér and Dörnyei, 2005). Finally, to address the fact that the lowest mean value for WCH is still higher than the highest mean value for WEN, this may also be attributed to the fact that Taiwanese learners treat learning English as a required academic subject rather than a tool for social survival or cultural integration (Warden and Lin, 2000).

Adult vs. Peer WTC correlations in English and Chinese

In regards to adult vs. peers WTC, data indicate that Taiwanese bilingual students are more WTC with teachers than peers in English but more WTC with peers than teachers in Chinese. This may be attributed to several reasons. Firstly, each bilingual classroom in the school has three teachers, one of them is American who doesn’t speak Chinese. To communicate with teachers, students have to use English, which coincides with research that found Taiwanese students respond to required motivation. Furthermore, the American teachers may also be more student centric and activity based in their teaching methods thus students are required to speak up. It has been shown that Chinese students are less willing to communicate in public because of their philosophy and culture (Wen and Clement 2003). In the Chinese classroom, Chinese teachers tend to take on an authoritative role, where, “the whole process of learning and education was oriented to the mechanical memorization of ideals of antiquity, principally the Four Books and Five Great Classics” (Pratt, 1992 p. 302). This teaching method is not adopted in the English classroom. As the English teachers treat students more like equals, students’ tendency to communicate with them also increases. For Chinese, it is the opposite, this is evident in the data as well. Since social hierarchy is a lot stronger in Chinese classrooms, students naturally are also more willing to speak to peers than teachers.

Lastly, empirical support on Taiwanese students lacking integrative motivation in L2 learning also informs this study (Warden and Lin, 2000). As students have low L2 WTC with peers, one can deduct they are not trying to assimilate into the L2 language community and thus do not see the value in using the language with peers to practice socializing. Circling back to Dörnyei’s (2005) “L2 Motivational Self System” construct, it is also possible that WTC is not part of students’ *ideal L2 self*. As educators, it is then our duty to facilitate the growth of this form of *ideal L2 self*. One

theorist suggest doing so through stringing the *ought to L2 self* with the *ideal L2 self*, which leverages the learners' sense of obligation that is strong in Chinese communities. Once learners have a "more-internalized instrumentality [that] is closely associated with the ideal L2 self...he or she can imagine a prosperous ideal English self and thus create promotion-based instrumentality (such as being offered a decent job, gaining promotion)" (Kim, 2009, p. 49). In this way, when a learner's L2 learning goals intersects with their life goals, the *ought to L2 self* becomes internalized and transforms to the *ideal L2 self*. In other words, Kim argues for developing students' emotional attachment to their *ought to L2 self*. Emotional attachment is important because just though the *out to L2 self* or out of requirement motivation, learners may cognitively understand why schools require them to develop L2 WTC but lack the emotional drive to want to succeed in it.

Conclusion

McCroskey and Richmond (1990) modeled WTC to be a construct of both state (situational) and trait (predisposition) variables. In Taiwan where students are greatly influenced by traditional values grounded in Confucianism and submission to authority, this can explain why students in general have higher WTC in Chinese among peers rather than with adults. Naturally, as Csikszentmihalyi and McCormack (1986) have claimed, time spent with teachers can be a very critical opportunity for students to develop positive attitudes toward learning. This is most likely why English classroom teachers are able to alter students' tendencies to speak more to teachers than they do to peers in the classroom. However it seems as though in English, students still find little motivation and tendencies to speak to each other. Nonetheless, though students are taught using different methods in English and Mandarin, students do not seem to reject the more traditional, teacher centric way of learning because they still scored high in both their attitude and language proficiency in Mandarin. Yet, this may also be due to the fact that Chinese is their native language since students' attitude towards Chinese doesn't really affect their WTC nor attitude.

Nonetheless, evidence that Taiwanese learners have low L2 integrative motivation is worth noting - as seen in how they have low L2 WTC with peers - because most EFL teaching materials are created based on Western studies that place integrative motivation in primary importance. Many current English lessons are based upon supposed real life situations such as conversing with friends, going to the zoo, or navigating an airport that lends less significance to Taiwanese language learners. In future curriculum planning, teachers may have to rethink their motivational stimulants to incorporate L2 WTC into students' *ideal L2 self*. One method may be to use materials that portray students as effective L2 users in action and not native speakers (which they will realistically never become) or as tourists. Doing so should help strengthen learners' *ideal L2 self*. Knowing Taiwanese students respond to "required" and instrumental motivation, educators can also leverage activities that put student in circumstances where they required to practice speaking such as facilitating discussions or assigning points to participation. Educators can also motivate students more effectively by emphasizing the relationship between WTC and future requirements such as attending international conferences or networking in English if they are to work with international counterparts. Some activities include setting up face time meetings with sister schools abroad, having students design English tours of

their city, or even assigning interview projects where they have to find a foreign professional to interview.

Finally, to further investigate students' attitudes and motivations for WTC, more qualitative research needs to be conducted on young learners' *ideal L2 self*. It would also be interesting to evaluate the differences between Chinese and English language teachers in the classroom as well as exactly how and why students have the responses they indicated on the survey. Finally, researchers can also explore methods teachers are currently using to employ meaningful learning in the Taiwanese context as well as how students feel about the various methods across content areas/language.

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Appendix A: Survey

Willingness to Communicate in Bilingual (Inside Classroom)

Background information

This section of the survey serves to give us knowledge on your demographics background, please select the appropriate answer.

1. **1. What is your gender**
Mark only one oval.
 - Male
 - Female
2. **2. What level is your Chinese?**
Mark only one oval.
 - Beginner
 - Option 2
3. **2. What level is your Chinese?**
Mark only one oval.
 - Beginner
 - Option 2
4. **When did you enter the bilingual program?**
Mark only one oval.
 - First grade
 - Second grade
 - Third grade
 - Fourth grade
 - Fifth grade
5. **How often do you speak English at school**
Mark only one oval.
 - Never
 - Rarely
 - Sometimes
 - Often
 - Always
6. **How often do you speak Chinese at school**
Mark only one oval.
 - Never
 - Rarely
 - Sometimes
 - Often
 - Always

Speaking English inside the classroom

This survey is made up of statements about your feelings towards communicating with other people in English. Please choose how often you choose to speak in English in each of the classroom scenarios.

7. **1. Speaking in a group about your summer vacation in English**
Mark only one oval.
 - Almost never willing
 - Sometimes willing
 - Willing half of the time
 - Usually willing
 - Almost always willing
8. **2. Speaking to your teacher about your homework assignment in English**
Mark only one oval.
 - Almost never willing
 - Sometimes willing
 - Willing half of the time
 - Usually willing
 - Almost always willing
9. **3. A stranger enters the room you are in, how willing would you be to have a conversation if he talks to you first in English**
Mark only one oval.
 - Almost never willing
 - Sometimes willing
 - Willing half of the time
 - Usually willing
 - Almost always willing
10. **4. You are confused about a task you must complete, how willing are you to ask for instructions or clarification in English**
Mark only one oval.
 - Almost never willing
 - Sometimes willing
 - Willing half of the time
 - Usually willing
 - Almost always willing
11. **5. Talking to a friend while waiting in line in English**
Mark only one oval.
 - Almost never willing
 - Sometimes willing
 - Willing half of the time
 - Usually willing
 - Almost always willing

Speaking Mandarin inside the classroom

This survey is made up of statements about your feelings towards communicating with other people in Chinese. Please choose how often you choose to speak in Chinese in each of the classroom scenarios.

14. 1. Speaking in a group about your summer vacation in Chinese

Mark only one oval.

- Almost never willing
 Sometimes willing
 Willing half of the time
 Usually willing
 Almost always willing

15. 2. Speaking to your teacher about your homework assignment in Chinese

Mark only one oval.

- Almost never willing
 Sometimes willing
 Willing half of the time
 Usually willing
 Almost always willing

16. 3. A stranger enters the room you are in, how willing would you be to have a conversation if he talks to you first in Chinese

Mark only one oval.

- Almost never willing
 Sometimes willing
 Willing half of the time
 Usually willing
 Almost always willing

17. 4. You are confused about a task you must complete, how willing are you to ask for instructions or clarification in Chinese

Mark only one oval.

- Almost never willing
 Sometimes willing
 Willing half of the time
 Usually willing
 Almost always willing

18. 5. Talking to a friend while waiting in line in Chinese

Mark only one oval.

- Almost never willing
 Sometimes willing
 Willing half of the time
 Usually willing
 Almost always willing

19. 6. Play a game in Chinese, for example Monopoly

Mark only one oval.

- Almost never willing
 Sometimes willing
 Willing half of the time
 Usually willing
 Almost always willing

20. 7. How willing would you be to be an actor in a play in Chinese

Mark only one oval.

- Almost never willing
 Sometimes willing
 Willing half of the time
 Usually willing
 Almost always willing

English language motivations

This survey is composed of statements about how you feel towards learning English and English as a language itself. Please read the questions carefully and select the option that best reflects how you feel

21. 1. I enjoy speaking English with my classmates

Mark only one oval.

- Strongly disagree
 Disagree
 Neither agree or disagree
 Agree
 Strongly Agree

22. 2. I often think about the words and ideas which I learn about in my classes in English

Mark only one oval.

- Strongly disagree
 Disagree
 Neither agree or disagree
 Agree
 Strongly Agree

23. 3. After I graduate from college, I will continue to study English and try to improve

Mark only one oval.

- Strongly disagree
 Disagree
 Neither agree or disagree
 Agree
 Strongly Agree

24. 4. If someone needs help with English, I am excited to help them

Mark only one oval.

- Strongly disagree
 Disagree
 Neither agree or disagree
 Agree
 Strongly Agree

25. 5. During classes in English, I am absorbed in what is taught and concentrate on my studies

Mark only one oval.

- Strongly disagree
 Disagree
 Neither agree or disagree
 Agree
 Strongly Agree

26. 6. I find my classes in English more interesting than other subjects

Mark only one oval.

- Strongly disagree
 Disagree
 Neither agree or disagree
 Agree
 Strongly Agree

27. 7. When the teacher asks me a question in English, I try to respond

Mark only one oval.

- Strongly disagree
 Disagree
 Neither agree or disagree
 Agree
 Strongly Agree

28. 8. I would like the number of classes in English at school increased (adapted)

Mark only one oval.

- Strongly disagree
 Disagree
 Neither agree or disagree
 Agree
 Strongly Agree

Chinese language motivations

This survey is composed of statements about how you feel towards learning Chinese and Chinese as a language itself. Please read the questions carefully and select the option that best reflects how you feel

29. **1. I enjoy speaking Chinese with my classmates**
Mark only one oval.

Strongly disagree
 Disagree
 Neither agree or disagree
 Agree
 Strongly Agree

30. **2. I often think about the words and ideas which I learn about in my classes in Chinese**
Mark only one oval.

Strongly disagree
 Disagree
 Neither agree or disagree
 Agree
 Strongly Agree

31. **3. After I graduate from college, I will continue to study Chinese and try to improve**
Mark only one oval.

Strongly disagree
 Disagree
 Neither agree or disagree
 Agree
 Strongly Agree

32. **4. If someone needs help with Chinese, I am excited to help them**
Mark only one oval.

Strongly disagree
 Disagree
 Neither agree or disagree
 Agree
 Strongly Agree

33. **5. During classes in Chinese, I am absorbed in what is taught and concentrate on my studies**
Mark only one oval.

Strongly disagree
 Disagree
 Neither agree or disagree
 Agree
 Strongly Agree

34. **6. I find my classes in Chinese more interesting than other subjects**
Mark only one oval.

Strongly disagree
 Disagree
 Neither agree or disagree
 Agree
 Strongly Agree

35. **7. When the teacher asks me a question in Chinese, I try to respond**
Mark only one oval.

Strongly disagree
 Disagree
 Neither agree or disagree
 Agree
 Strongly Agree

36. **8. I would like the number of classes in Chinese at school increased**
Mark only one oval.

Strongly disagree
 Disagree
 Neither agree or disagree
 Agree
 Strongly Agree