

# Revisiting Beliefs about Foreign Language Learning<sup>1</sup>

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**Abstract:** Research on the beliefs of American university students about foreign language learning has been limited in three ways: First, students surveyed have generally been drawn only from beginning language classes. Second, research in this area has been conducted almost exclusively with students of French, German, and Spanish; the beliefs of learners of other languages — such as Arabic, Chinese, Japanese, and Russian — have been largely ignored. Third, published studies have focused on the beliefs of learners at only one institution, rather than at a number of institutions; the results of such studies are, therefore, also likely limited by the local conditions of the given institution. This paper presents an investigation of these three issues. The study is based on a survey of over 1,000 learners of 10 different languages at different levels of instruction in three different institutions. Data collected over a three-year period are analyzed in order to compare the beliefs about language learning reported by learners in the present study with those held by learners in Horwitz's 1988 study, "The Beliefs about Language Learning of Beginning University Students." Moreover, this paper presents comparisons of the beliefs of learners in their first year of instruction with the beliefs held by learners at other levels, of the beliefs of learners of commonly versus less commonly taught languages, and of the beliefs of learners at a public research institution with the beliefs of learners at small, private liberal arts colleges.

## Introduction

Students' beliefs about foreign language learning — including beliefs about the time needed to attain fluency, beliefs about relative abilities of children and adults or males and females to learn a foreign language, beliefs about the roles of risk taking and communication in foreign language learning, and other beliefs about the learning process — are of critical importance to the success or failure of any student's efforts to master a foreign language. Horwitz wrote:

Americans appear to hold strong beliefs about how languages are learned. Definite viewpoints on the best techniques for learning a language, the "right" age to begin language study, and the nature of the language learning process are the subject of airline magazine articles, Sunday supplement advertisements, and cocktail party small-talk ... If beliefs about language learning are prevalent in the culture at-large, then foreign language teachers must consider that students bring these beliefs with them into the classroom.... (Horwitz 1988, 283)

Mantle-Bromley agreed, arguing in her 1995 study of the value of "attitude intervention" in the foreign language classroom that students' counterproductive beliefs about foreign language studies may hinder success: "without a positive learning atmosphere, students may well gain little or nothing from new curricular infusions" (383). Furthermore, when learners' beliefs about language learning are at odds with those of their instructors, the results can be disastrous, as described by Oxford et al. (1991). In order to develop plans to overcome learners' counterproductive beliefs about foreign language learning, we must first understand exactly what those

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beliefs are.

Recent research on the beliefs of American university students toward the learning of a foreign language has been limited in three fundamental ways: First, students surveyed for such research have generally been drawn only from *beginning* language classes (e.g., Horwitz 1988, 1989, 1990; Kern 1995). Oh (1996) is one of the few researchers to date to address the issue of level of study, and she found level to be an important factor (see "Findings," below, for discussion). Second, research in this area has been conducted almost exclusively with students of French, German, and Spanish; the beliefs of learners and instructors of other languages — such as Arabic, Chinese, Japanese, and Russian — have not been the object of any published investigation.<sup>2</sup> Third, none of the published research thus far has been conducted at more than one institution; all published studies as of this date have surveyed learners at only one institution. The results of such studies are thus also likely limited by the local conditions of the given institution. The current project addresses all of these issues in a survey of over 1,000 learners of 10 different languages at three different institutions.

As noted above, virtually all the previous related research has been based almost exclusively on French, German, and Spanish (languages of Groups I and II difficulty, according to the Foreign Service Institute classification), on students studying only one of those languages (e.g., Holmquist 1993), or on students of a certain type (e.g., minority students [Davis & Markham 1991], low achievers [Wigzell and Al-Ansari 1993], or gifted students [Carlson 1981]). Research in this area involving less commonly taught languages has tended to focus on foreign nationals studying English in their own countries or in the United States (e.g., Wigzell and Al-Ansari 1993). Even among students of more commonly taught languages there may, in fact, exist significant differences in attitude. Horwitz surveyed students in first-year classes in French, German, and Spanish (1988) and noted general consensus among all the students of all three languages on virtually all of the questions in her survey. However, Horwitz did report that the overwhelming majority of students of Spanish and German believed that "learning a foreign language is mostly a matter of translating from English" while students of French disagreed with this same statement (1989, 62).

Although this was the only discrepancy among the beliefs reported by learners of the three different languages in her survey, it suggested the possibility that there may be differences in beliefs about language learning among learners of different languages, especially among learners of languages not included in that research project. Learners of the two Romance languages (both classified in the Foreign Service Institute Category I) included in the Horwitz study did not hold similar beliefs, so it cannot be assumed that

the difficulty of the language is the key factor in predicting the beliefs of the learners who study it. Furthermore, with regard to this particular item, learners of the most commonly taught language (Spanish) agreed with learners of the third most commonly taught language (German), while the learners of the second most commonly taught language (French) disagreed. The frequency with which a language is studied is also not the key factor in predicting learner beliefs: It cannot be assumed that learners of less commonly taught languages have beliefs similar to those held by learners of French, German, and Spanish. Beginning students of French, German, and Spanish very likely know other young people studying these languages; they may also know people from Quebec, Germany, or Puerto Rico; these students have also likely been exposed to more information in the mass media about cultures where these languages are spoken. Beginning students of Arabic, Russian, or Yoruba, however, may very likely not know any other students of these languages, may never have met anyone from Egypt, Russia, or Nigeria and may have little or no idea of the culture of these countries given that the American media rarely present information about these cultures beyond the reporting of political events.

None of the published studies on learner beliefs about foreign language learning has examined the beliefs of learners *not* in the first year of instruction. Learners change by virtue of the instruction they receive and we can only hope that the beliefs of students in intermediate, advanced, or even graduate level classes are different from the beliefs held by their peers in the introductory courses.

Lastly, none of the previous research projects in this area of inquiry has collected data from learners and instructors at more than one institution. Thus, the findings of Horwitz (1988, 1989, 1990) based on surveys of students at the University of Texas–Austin, and the findings of Kern (1995) based on surveys of students at the University of California–Berkeley, may not be generalizable to other institutions. It is interesting to note that both these institutions are large public schools with significant enrollments of students originally from the states of Texas and California, states with large hispanophone populations. Learners from these states may well have more exposure to bilingualism than learners in other states with less diverse populations. The measure of beliefs of students at these institutions, therefore, might well reflect beliefs pervasive among young people in the particular geographic region — a product, perhaps, of local social conditions rather than national educational factors.

It cannot be emphasized enough that the studies by Horwitz (1988, 1989, 1990) and Kern (1995) were groundbreaking studies in the investigation of learners' beliefs about language learning. The intention of this study is not to refute the claims made in those important papers,

but rather to consider issues that did not enter into their research designs as part of an effort to expand the focus of the ongoing inquiry into beliefs about language learning.

### Research Hypotheses

The present study was designed to determine whether learners at the first-year level of instruction hold beliefs similar to those held by learners at other levels of instruction, whether learners of more commonly taught languages hold beliefs similar to those held by learners of less commonly taught languages, and whether learners at large universities (research institutions) hold beliefs similar to those held by learners at small liberal arts colleges. Accordingly, the three research hypotheses were formulated as follows:

1. There is no relationship between beliefs about language learning and level of instruction.
2. There is no relationship between beliefs about language learning and language or type of language studied; specifically, learners of less commonly taught languages do not hold beliefs about language learning substantially different from those beliefs held by learners of more commonly taught languages.
3. There is no relationship between beliefs about language learning and the nature of the institution (large research institution or small private college) in which learners are studying.

### Procedure

The investigator of the present study chose to use a slightly modified version of a belief inventory designed by Horwitz, the "Beliefs About Language Learning Inventory" or BALLI (Horwitz 1988, 1989, 1990). The modified version of the BALLI differs from the BALLI only by virtue of the addition of 14 questions to the end of the instrument. These 14 questions had no order effect on the questions common to both instruments, because they were placed at the end of the modified version.<sup>3</sup> The discussion below, however, will focus only on data collected relevant to questions common to both the BALLI and the modified version of the BALLI. Although the slightly modified version of the BALLI was used to collect the data, the term "BALLI" will be used to refer to the instrument because the data presented for analysis and discussion here are only from the questions common to both inventories, that is, BALLI questions 1–34 (see Appendix A).

In the fall of 1992 (within the first three weeks of instruction as reported by Horwitz, 1989), the BALLI was administered to 330 students in up to three first-semester sections in each of nine different foreign languages (Arabic, French, German, Italian, Japanese, Russian, Spanish, Swahili, and Yoruba) at the University of Wisconsin–Madison. For those languages that had more than three sections of the first-semester course, three different class

times were randomly selected and the survey was administered in the first section of all those meeting at the selected class times. In the fall of 1993, the BALLI was administered to 212 students in up to three sections of third-semester classes in Arabic, French, German, Japanese, Russian, and Spanish at the same institution according to the same principles described above. Students in both the first- and third-semester classes were selected randomly, so they may have been included in both samplings. This is undoubtedly the case in the least commonly taught language in the group, Arabic, somewhat likely in Japanese and Russian, but unlikely in French, German, and Spanish due to the larger populations of students from which the sample was drawn in those languages. In the summer of 1995, the BALLI was administered to a total of 389 students of Arabic, French, Chinese, German, Italian, Japanese, Russian, and Spanish at the language schools of Middlebury College. In the fall of 1995, the BALLI was administered to 68 students of French, German, Russian, and Spanish at a private liberal arts college in the Appalachians. All told, there were 1,004 respondents in the present study:

Students in first-year courses	449
Students in second-year courses	323
Students in third-year courses	90
Students in fourth-year courses	31
Students in graduate courses	100
Students at a large research institution	545
Students at small, private liberal arts colleges	459
Students of Arabic	47
Students of Chinese	73
Students of French	220
Students of German	117
Students of Italian	57
Students of Japanese	137
Students of Russian	158
Students of Spanish	171
Students of Swahili and Yoruba (grouped together for size)	23
Students of commonly taught languages (French, German, and Spanish in this study)	508
Students of less commonly taught languages (Arabic, Chinese, Italian, Japanese, Russian, Swahili, and Yoruba in this study)	495
Males	463
Females	508
Students 17 or younger	19
Students ages 18–25	756
Students 26 or older	194

Note: Not all of the categories add up to the total number of respondents because not all respondents answered each question.

Approximately 51% of the respondents were female, 49% were male, and the overwhelming majority (75%) of the respondents were college age or slightly older (18–25 years old), with about 19% of the respondents 26 or older. In these respects, the demographic profile of the respondents (from all three institutions in which surveys were administered) is potentially similar to the demographic profile of many foreign language classrooms at the post-secondary level.

In her analysis of data collected on the BALLI, Horwitz grouped items according to the following categories:

- I. The difficulty of learning a foreign language: Items 3, 4, 6, 14, 24, and 28.
- II. Aptitude for language learning: Items 1, 2, 10, 15, 22, 29, 32, 33, and 34.
- III. The nature of the language learning process: Items 8, 11, 16, 20, 25, and 26.
- IV. Learning and communicative strategies: Items 7, 9, 12, 13, 17, 18, 19, and 21.
- V. Motivations for language learning: Items 23, 27, 30, and 31.

Horwitz did not include item 5 from the BALLI in the five categories above; accordingly, this same item is not included in the data analysis below. It is important to note that the grouping of items in Horwitz's five categories is not based on a factor analysis; indeed, a factor analysis failed to confirm this very classification system. Nonetheless, this author has used these five categories in order to facilitate comparison with studies by Horwitz (1988, 1989, 1990) and Kern (1995).<sup>4</sup>

For the present study, respondents were divided into groups in order to test the research hypotheses. First, the respondents were divided into the subgroup of all learners of commonly taught languages (CTLs) and the subgroup of all learners of less commonly taught languages (LCTLs). Next, the respondents were divided into those learners surveyed in the first year of instruction in the given language (FY) and those learners at any level above first year (NFY). Third, the respondents were divided into those at a large public research institution (RI) and those at a small private college (PC), with the PC group including both students at Middlebury College's language schools and students at the private liberal arts college. Two-sample *t*-tests were run for the items in each of Horwitz's five categories of beliefs, with  $\alpha$  set at a total of .05;  $\alpha$  was then divided by five, corresponding to the number of categories, and then again divided by the number of items in each given category, in order to determine if the mean response for each set of respondents (e.g., CTL, FY, RI) was significantly different from the mean responses of the corresponding set of respondents (LCTL, NFY, PC, respectively).<sup>5</sup>

## Findings

Two-sample *t*-tests provided an interesting perspective on the research questions with regard to each of Horwitz's five categories (beliefs about the difficulty of learning a foreign language, beliefs about the aptitude for language learning, beliefs about the nature of the language learning process, beliefs about learning and communicative strategies, motivations for language learning). Before proceeding to an examination of each research hypothesis, however, it is worthwhile to consider first an overview of the data collected in this study in comparison with the data collected by Horwitz (1988). Table 1 presents an overview of all the data collected by Horwitz, that is, data reflecting items 1–4 and 6–34, the data for the same items collected by this author (1992–1995), and the results of a two-tailed *t*-test indicating those items for which there was a significantly different response by the respondents in the two surveys. For the purposes of determining critical values for this two-tailed *t*-test,  $\alpha$  was set at a total of .05 and divided by 33 (the number of items being compared.) Data from Kern's 1995 study are *not* presented in Table 1 because the data as reported in that study represent learners of first- and second-semester instruction conflated into one group. An overview of all the data collected for the current study is presented in Appendices B and C.

As demonstrated by Table 1, differences in the means between the Horwitz study and the present study were found for 24 of the 33 items on the BALLI, or for roughly 73% of all the items in the BALLI. In the investigation of the research hypotheses listed above, the author will attempt to provide some possible explanations for the discrepancies in the results of the two different studies using the same survey instrument.

Each research hypothesis will now be examined in turn.

1. *There is no relationship between beliefs about language learning and level of instruction.*

The beliefs of learners at the first-year level of instruction are not consistently similar to the beliefs of learners at other levels of instruction for all items according to the statistical analysis of the data collected for each of Horwitz's five categories, as depicted in Tables 2 to 6. (Appendices B and C present all items and responses.)

There were certainly numerous instances in which the learners in the first year of language instruction held beliefs similar to those held by learners at the more advanced levels. This finding is consistent with that of Oh (1996), who reported in her dissertation that there were significant differences on some of the BALLI items between first-year and second-year students of Japanese (Oh 1996, 60–61). The statistical analysis in the present study demonstrated that in 11 of the 33 items (33% of all the items in Horwitz's five categories), learners at the first-year level held beliefs sig-

Table 1

## COMPARISON OF DATA COLLECTED BY HORWITZ (1988) AND RIFKIN (1992-1995)

Scale for All Items Except 4 and 14: Strongly Agree = 1; Agree = 2; Neither Agree nor Disagree = 3; Disagree = 4; Strongly Disagree = 5. For Items 4 and 14, see Appendix A.

Item	Cat.	Mean(H)	StDev(H)	N(H)	Mean(R)	StDev(R)	N(R)	(df)	TS	Sig.
1	II	1.802676	1.524034	299	1.6851	0.8438	997	1294	1.713555	
2	II	2.640678	2.283503	295	2.435	1.0338	1000	1293	2.188859	
3	I	1.808725	1.412054	298	1.7698	0.8027	999	1295	0.603823	
4	I	2.767677	2.046723	297	2.4498	0.8486	996	1291	3.905638	*
6	I	2.478261	2.06578	299	3.5876	0.9767	999	1296	-12.8471	*
7	IV	2.589226	2.189645	297	2.1842	0.9808	999	1294	4.519494	*
8	III	2.792763	2.358761	304	2.4634	0.9786	997	1299	3.52657	*
9	IV	3.939597	3.058286	298	2.5713	1.0408	996	1292	11.99581	*
10	II	2.281879	1.926706	298	4.2633	0.7817	999	1295	-26.1057	*
11	III	2.060201	1.760767	299	2.2661	0.9125	996	1293	-2.68207	
12	IV	2.89527	2.40116	296	2.1073	0.9257	997	1291	8.463075	*
13	IV	2.717172	2.325174	297	2.8927	1.0127	997	1292	-1.86398	
14	I	2.770035	2.351604	287	2.3049	0.9639	997	1282	4.965392	*
15	II	2.846154	2.376051	299	3.3195	1.1357	986	1283	-4.72599	*
16	III	3.100334	2.423081	299	2.4251	0.921	995	1292	7.22738	*
17	IV	1.35906	0.994784	298	3.4925	0.9976	997	1293	-32.4135	*
18	IV	2.672297	2.303073	296	1.4044	0.5525	999	1293	15.93417	*
19	IV	2.636364	2.313462	297	2.6743	1.1067	998	1293	-0.38965	
20	III	3.184397	2.455422	282	2.998	1.1829	993	1273	1.775271	
21	IV	2.107744	1.737765	297	3.3266	0.9994	995	1290	-15.2425	*
22	II	3.690236	3.057562	297	2.344	0.9606	997	1292	12.05639	*
23	V	2.535354	2.177647	297	3.676	0.9142	997	1292	-13.1158	*
24	I	3.491582	2.75648	297	2.1453	0.9975	998	1293	12.86468	*
25	III	1.989796	1.618076	294	3.6365	1.0846	996	1288	-20.2279	*
26	III	2.485401	2.165024	274	2.0111	0.8875	995	1267	5.448717	*
27	V	3.239865	2.720079	296	4.0522	0.8816	996	1290	-8.10631	*
28	I	2.459459	2.084856	296	2.4058	1.0205	961	1255	0.598616	
29	II	3.766892	3.101348	296	2.9667	1.1059	960	1254	6.730415	*
30	V	3.589041	3.019262	292	3.7469	0.8757	960	1250	-1.43472	
31	V	2.64094	2.195872	298	3.6844	1.028	960	1256	-11.2768	*
32	II	3.057432	2.542786	296	2.2607	0.9346	959	1253	8.096815	*
33	II	3.417808	2.685233	292	2.8704	0.8569	957	1247	5.464052	*
34	II	2.121212	1.763095	297	3.3626	0.7226	957	1252	-17.5533	*

Key: **Item** is the item number on the BALLI; **Cat.** refers to Horwitz's categorization of this item (into one of the five categories listed above); **Mean(H)**, **StDev(H)**, and **N(H)** identify the mean, standard deviation, and number of respondents for each item in Horwitz's study. **Mean(R)**, **StDev(R)**, and **N(R)** refer to the mean, standard deviation, and number of respondents for each item in the present study. **(df)** identifies the degrees of freedom for each item and **TS** the test statistic. An asterisk in the **Sig.** column indicates that the difference between the two means for the given item [Mean(H) and Mean(R)] is found to be significant, given  $\alpha = .0007575$  (.05 divided by 33 and divided in half again for this two-tailed test.)

nificantly different from those held by their peers at more advanced levels of instruction. The null hypothesis, that there is no relationship between beliefs about language learning and level of instruction, must be rejected because in one third of all the survey items learners at the first-year level held beliefs significantly different from those held by learners at different levels; one third of all the items is a sufficiently large proportion of all the items for us to conclude that we cannot assume that beliefs held by learners at the first-year level are always similar to beliefs held by learners at other levels. The practical implication of these differences is discussed below.

2. *There is no relationship between beliefs about language learning and language or type of language studied; specifically, learners of less commonly taught languages do not hold beliefs about language learning substantially different from those beliefs held by learners of more commonly taught languages.*

Once again, the statistical analysis of the data collected in this project demonstrated that learners of commonly taught languages do not necessarily hold beliefs similar to those held by learners of less commonly taught languages, but not with regard to all of Horwitz's five categories, as depicted in Tables 7 to 10.

Again there were numerous instances in which learners of commonly taught languages held beliefs similar to those held by their peers studying less commonly taught

languages. This was shown to be especially true for the beliefs of the second category, "beliefs about the aptitude for language learning," in which there were no significant differences between the two groups. Nonetheless, the statistical analysis identified eight instances in which the learners of commonly taught languages held beliefs significantly different from those held by learners of less commonly taught languages, for a total of approximately 24% of all the items in Horwitz's five attitude categories. Accordingly, the null hypothesis, that there is no relationship between beliefs about language learning and language or type of language studied, must be rejected. This finding is also supported by Kuntz (1996, 137-138) and by Oh (1996, 65-67). It is interesting, in this respect, to consider suggestions by Kuntz (1996, 134-136), Oh (1996, 66), and Sung and Padilla (1998), that it is possible that the individual language or the difficulty of the language, rather than the language group (commonly or less commonly taught languages) may be more important in shaping or predicting learners' beliefs.

3. *There is no relationship between beliefs about language learning and the nature of the institution (large research institution or small private college) in which learners are studying.*

The analysis of data reflecting the institutional affiliation of the learners ("RI" representing a research institution, "PC" representing a private liberal arts college) also demonstrated that in many instances learners at different

**Table 2**

CATEGORY I: THE DIFFICULTY OF LEARNING A FOREIGN LANGUAGE

Item No.	Mean FY	Mean NFY	t (df)	p < .0016
6	2.325	2.069	+ 4.138 (997)	.000
14	3.000	3.579	- 8.227 (984)	.000
24	3.446	3.790	- 5.049 (994)	.000

Key: FY = first year; NFY = not first year

**Table 3**

CATEGORY II: APTITUDE FOR LANGUAGE LEARNING

Item No.	Mean FY (first year)	Mean NFY (not first year)	t (df)	p < .001
2	2.617	2.287	+ 5.085 (998)	.000
15	2.531	2.339	+ 3.297 (993)	.001

Key: FY = first year; NFY = not first year

kinds of institutions hold different beliefs, as shown by Tables 11 to 15.

While there were, once again, numerous instances in which learners at research institutions held beliefs similar to those held by learners at the small private colleges, the statistical analysis identified 21 instances in which learners of these different kinds of institutions held beliefs that were significantly different. This represents nearly 66% of all the items in Horwitz's five categories. Accordingly, the null hypothesis, that there is no relationship between beliefs about language learning and the nature of the institution (large research institution or small private college) in which learners are studying, must be rejected. It is possible that the individual institution or location of the institution, rather than the nature of the institution, is an important factor in shaping or predicting learners' beliefs, as suggested by Kuntz (1996, 197) in her comparison of data for French, German, and Spanish at the University of

Wisconsin with data collected by Horwitz (1988).

## Discussion

Examining the data once again from the perspective of each research hypothesis, it is possible to determine certain differences in beliefs among the various groups of respondents. Thus, for example, based on the data collected for this study and reported in Tables 2 to 6, students in a first-year language class were more likely than peers enrolled in language classes at other levels to believe that it is easier to speak than understand a foreign language (item 24), that learning a foreign language is mostly a matter of translating from English (item 26), that making mistakes in the beginning will be a problem later on (item 19), that language laboratory practice is important (item 21), but less confident that they will ultimately learn to speak the target language well (item 6). Students in first-year classes are more likely than peers at more advanced levels

**Table 4**

### CATEGORY III: THE NATURE OF THE LANGUAGE LEARNING PROCESS

Item No.	Mean FY	Mean NFY	t (df)	p < .0016
26	3.928	4.153	- 4.026 (994)	.000

Key: FY = first year; NFY = not first year

**Table 5**

### CATEGORY IV: LEARNING AND COMMUNICATIVE STRATEGIES

Item No.	Mean FY	Mean NFY	t (df)	p < .00125
13	2.508	2.140	+ 6.101 (995)	.000
19	2.861	3.110	- 3.313 (991)	.001
21	2.159	2.495	- 5.570 (995)	.000

Key: FY = first year; NFY = not first year

**Table 6**

### CATEGORY V: MOTIVATIONS FOR LANGUAGE LEARNING

Item No.	Mean FY	Mean NFY	t (df)	p < .0025
27	2.560	2.288	+ 4.128 (959)	.000
31	2.366	2.180	+ 3.069 (957)	.002

Key: FY = first year; NFY = not first year

of instruction to disagree that some people are born with foreign language learning aptitude (item 2), but are also less inclined to self-identify as having foreign language aptitude themselves (item 15). Learners in first-year classes are less disposed than their peers at more advanced levels toward guessing when they don't know a word in the target language (item 13). Lastly, students in first-year classes are less optimistic than their peers in other classes that learning to speak the target language will help them

get a good job (item 27).

Some first-year students hold beliefs that are clearly not conducive to language learning. Instructors should try to address some of these counterproductive beliefs and attitudes in order to steer learners toward beliefs that are both more conducive to language learning success and more productive for the language learning experience itself. The fact that learners at more advanced levels of instruction do not share some of these counterproductive

**Table 7**

## CATEGORY I: THE DIFFICULTY OF LEARNING A FOREIGN LANGUAGE

Item No.	Mean CTL	Mean LCTL	t (df)	p < .0016
4	2.839	2.051	+ 16.550 (994)	.000
6	2.303	2.063	+ 3.898 (997)	.000
28	2.849	3.089	- 3.387 (958)	.001

Key: CTL = commonly taught languages; LCTL = less commonly taught languages

**Table 8**

## CATEGORY III: THE NATURE OF THE LANGUAGE LEARNING PROCESS

Item No.	Mean CTL	Mean LCTL	t (df)	p < .0016
8	2.705	2.434	+ 4.144 (994)	.000

Key: CTL = commonly taught languages; LCTL = less commonly taught languages

**Table 9**

## CATEGORY IV: LEARNING AND COMMUNICATIVE STRATEGIES

Item No.	Mean CTL	Mean LCTL	t (df)	p < .00125
12	3.062	2.720	+ 5.397 (995)	.000

Key: CTL = commonly taught languages; LCTL = less commonly taught languages

**Table 10**

## CATEGORY V: MOTIVATIONS FOR LANGUAGE LEARNING

Item No.	Mean CTL	Mean LCTL	t (df)	p < .0025
23	2.308	1.977	+ 5.307 (996)	.000
27	2.569	2.373	+ 5.095 (959)	.000
31	2.452	2.062	+ 6.606 (957)	.002

Key: CTL = commonly taught languages; LCTL = less commonly taught languages



beliefs may demonstrate that instructors are successful in re-educating their students with regard to such beliefs, but it is just as possible that those learners in first-year classes who hold such negative beliefs do not continue in their language classes. This kind of attrition could also account for the discrepancy in beliefs between first-year students and students in more advanced classes.

Looking at the data from the perspective of language studied, it is possible to determine a few beliefs particularly characteristic of each of the languages or language groups examined in the present study, as depicted in Table 16.

Examining the data in the table above, it is easy to see right away that students are perceptive with regard to the intellectual challenge they are taking on. Learners of Arabic, Chinese, and Japanese, all Category IV languages according to the Foreign Service Institute (FSI) classification of language difficulty, tended to identify the language they are trying to learn as very difficult (see item 4), while learners of Russian (a Category III language according to the FSI classification) tended to identify the language they are trying to learn as difficult, and learners of French, Italian, and Spanish tended to identify the language they are trying to learn as a language of moderate difficulty or as easy. The category of learners of African languages (Yoruba and Swahili) did not yield a clear response on this item, in contrast with all the other languages, perhaps because the two languages included in this group are very different from one another: Yoruba is classified as a Category III language, while Swahili is classified as Category I language (together with the Romance languages). Learners of these two languages may have given very different answers to the question posed in item 4, but their responses were collapsed into one group due to the small sample size for learners of these two languages in order to maintain the anonymity of the students responding to the survey.

Moving on to other questions in the BALLI, it is interesting to note that learners of Arabic are more likely than peers studying other languages to believe that they would approach a native speaker of Arabic to practice speaking the language (item 12), to believe that they will have many opportunities to use Arabic if they learn to speak it well (item 23), and to believe that one of their motivations for learning Arabic is to get to know its speakers better (item 31). Learners of Arabic are less likely than their peers studying other languages to believe that Americans value language learning (item 30). Beliefs characteristic of learners of Arabic may, in part, be attributable to the learners' recognition of the strategic value of Arabic in the world today, especially in light of continuing attention to Iraq and the Middle East in the years since the Gulf War.

Learners of Chinese are more likely than their peers to

believe in the importance of pronunciation (item 7), in the value of language laboratory practice (item 21), and in the prospect of opportunities to use the language if they learn it well (item 23). Learners of Chinese are less likely than their peers to believe that it is better to learn a foreign language in the country where it is spoken (item 11). Some of the characteristic beliefs of learners of Chinese may be attributed to the learners' recognition of the difficulties posed by the system of tones in Chinese, others, perhaps, by the learners' affective response to the crackdown in China in the years following 1989 (since the data were collected from 1992 to 1995).

Learners of French are less likely than their peers studying other languages to believe that the study of French will help them get a good job (item 27). These students may believe that other languages, such as Arabic or Spanish, carry more strategic or practical value, respectively, but may value the study of French for cultural reasons.

Learners of German are less likely than their peers studying other languages to believe in the importance of good pronunciation (item 7), in the prospect of opportunities to use German if they learn to speak it well (item 23), and in the likelihood of their knowledge of German helping them to get a good job (item 27). These learners, like the learners of French, may recognize that the study of German may not carry the strategic or practical value of Arabic or Spanish; they may also consider German linguistically close enough to English to warrant reducing the value they place on pronunciation, in comparison with the beliefs reported by learners of other languages.

Learners of Japanese are more likely than their peers studying other languages to believe that if they learn to speak Japanese well, it will help them get a good job (item 27). These learners are less likely to believe that it is easier to read and write Japanese than it is to speak it (item 28), indicative of their understanding of the complexities of the Japanese writing system as compared with the spoken language. Learners of Japanese are also less likely than their peers studying other languages to believe that it is easier for someone who already speaks one foreign language to learn another one (item 10). Perhaps learners of Japanese who had studied another language were surprised to find themselves working hard to learn Japanese despite expectations that it would be an easier task given their knowledge of another foreign language.

Learners of Spanish are less likely than their peers studying other languages to believe that they would approach a native speaker to practice speaking Spanish (item 12) and less likely to believe that getting to know native speakers of Spanish is an important motivating factor for them (item 31). Both these beliefs should give pause to instructors of Spanish, since there are probably more speakers of Spanish in the United States than speak-

**Table 11**

## CATEGORY I: THE DIFFICULTY OF LEARNING A FOREIGN LANGUAGE

Item No.	Mean RI	Mean PC	t (df)	p < .0016
4	2.545	2.338	+ 3.848 (994)	.000
6	2.486	1.828	+ 11.217 (997)	.000
14	3.082	3.600	- 7.312 (984)	.000
24	3.453	3.853	- 5.908 (994)	.000
28	2.826	3.127	- 4.245 (958)	.000

Key: RI = research institution; PC = private college

**Table 12**

## CATEGORY II: APTITUDE FOR LANGUAGE LEARNING

Item No.	Mean RI	Mean PC	t (df)	p < .0011
2	2.580	2.264	+ 4.883 (998)	.000
10	2.358	2.158	+ 3.475 (994)	.001
15	2.576	2.247	+ 5.703 (993)	.000
29	3.635	3.875	- 4.278 (958)	.000

Key: RI = research institution; PC = private college

**Table 13**

## CATEGORY III: THE NATURE OF THE LANGUAGE LEARNING PROCESS

Item No.	Mean RI	Mean PC	t (df)	p < .0016
16	3.335	3.678	- 5.490 (995)	.000
26	3.794	4.357	- 10.581 (994)	.000

Key: RI = research institution; PC = private college

**Table 14**

## CATEGORY IV: LEARNING AND COMMUNICATIVE STRATEGIES

Item No.	Mean RI	Mean PC	t (df)	p < .00125
7	2.617	2.282	+ 5.453 (995)	.000
9	4.130	4.421	- 5.962 (997)	.000
12	3.065	2.689	+ 5.933 (995)	.000
13	2.522	2.048	+ 7.978 (995)	.000
19	2.838	3.186	- 4.674 (991)	.000
21	2.494	2.168	+ 5.428 (995)	.000

Key: RI = research institution; PC = private college

Table 15

## CATEGORY V: MOTIVATIONS FOR LANGUAGE LEARNING

Item No.	Mean RI	Mean PC	t (df)	p < .0025
23	2.379	1.872	+ 8.269 (996)	.000
27	2.567	2.221	+ 5.322 (959)	.000
30	3.481	3.917	- 6.720 (958)	.000
31	2.462	2.031	+ 7.310 (957)	.000

Key: RI = research institution; PC = private college

ers of any other language represented in this study. It is, therefore, more likely for students of Spanish to come into contact with native speakers of Spanish than it is for students of the other languages represented in the study; it would be desirable, of course, to encourage learners of all foreign languages to look forward to opportunities to interact with native speakers, whether in the United States or abroad.

Lastly, it is especially important to identify numerous differences in the beliefs about language learning held by learners in a research institution and learners in small private colleges (as reported in Tables 11 to 15). Learners in the research institution were less likely than their peers at the small private colleges to believe that they will ultimately learn to speak the target language well (item 6), less likely to believe that some people are born with foreign language aptitude (item 2), and less likely to believe that they themselves have foreign language aptitude (item 15). They were similarly less likely than their peers in the small private colleges to believe that previous foreign language learning experience is indicative of success in future foreign language learning endeavors (item 10). Students at the research institution were less likely than their peers at the private colleges to believe in the importance of pronunciation (item 7) and the value of language laboratory practice (item 21). These students were also less likely to believe that they would approach a native speaker to practice speaking the target language (item 12) or that it is acceptable to guess if they don't know a needed word (item 13). Students at the research institution were less optimistic about opportunities to use the target language (items 23 and 27) than their peers at the private colleges and less interested in learning the target language to get to know its speakers better (item 31). It is possible that many of these beliefs may be attributed to larger class sizes (up to 25 students in each class) in the research institution; it would be interesting to collect data at a smaller research institution, one in which class sizes are more similar to those at the private colleges studied in the present investigation.

Students in the research institution were more likely

than their peers at the private colleges to believe that it is easier to speak than to understand a foreign language (item 24) and that it is easier to read and write in the target language than to speak and understand it (item 28), although this last belief clearly varies for learners of Japanese, regardless of the nature of the learners' institution, as noted above. Learners at the research institution were more likely than their peers at the private colleges to believe that learning a foreign language is mostly a matter of learning new vocabulary (item 16) or mostly a matter of translating from English (item 26), and that people who are good at math and science are not good at foreign language learning (item 29). In accordance with the beliefs held by many of these learners that guessing is not a useful strategy (item 13), learners at the research institution were more likely than their peers at private colleges to believe that errors lead to fossilization (item 19) and that one shouldn't say anything in the foreign language until one can say it correctly (item 9).

On virtually every point of comparison, learners at the research institution were more likely to hold beliefs counterproductive to successful language learning when compared with the beliefs more likely to be held by their peers at the small private colleges. It is true that the category of learners at a research institution consists, for the present study, entirely of learners at a single research institution, and the category of learners at private colleges consists of learners at only two colleges; therefore, it cannot be said that these findings are necessarily generalizable to other institutions. Nonetheless, on several of these items (items 2, 13, 19, and 28), learners at the University of Texas at Austin were shown to have similar beliefs (Horwitz 1988), as reported in Table 1. Moreover, for numerous items (items 2, 7, 9–10, 12–13, 15–16, 19, 21, 23–24, 26, 28–29, and 31), the trends reported in the present study correspond to those reported for learners of French at the University of California at Berkeley (Kern 1995), although this correspondence is not statistically confirmed here because Kern did not include raw data in his published study. It is, accordingly, quite possible that instructors at

research institutions may need to be especially vigilant with regard to learners' beliefs about language learning. It is impossible to determine, however, on the basis of the data collected for this study, whether these learners' belief systems are formed before they apply to college (thus determining, perhaps, or contributing to their decision to attend a research institution rather than a small college) or if they are a product of the educational system in the research institution itself. This certainly is an important area for future investigation.

### Practical Implications

It may be difficult to reduce to a sentence or two the practical implications of this study. The difference in beliefs among students surveyed by Horwitz (1988) and students surveyed by this author, was shown to be significant in 24 of the 33 items of the BALLI (or for approximately 73% of the items on that instrument.) While the differences were shown to be statistically significant, instructors examining the data may well wonder what, in fact, is the import of a statistical difference of one-half point or one point on a 5-point Likert scale. This author will not argue that instructors can look at that kind of difference and translate this knowledge into a particular pedagogical approach or decision, such as implementing more or fewer translation activities because the respondents in the current study viewed such activities as the most important part of language learning (item 26). In fact, it is important to note that the items in the BALLI do not bear inherent meaning relative to productive approaches to language learning. For instance, a woman who believes that women are better language learners than men (item 22) might have the self-confidence necessary to succeed at her language learning, making this item predictive of language learning success for her, while a man who believes the same thing might lack the self-confidence necessary to succeed at his language learning, making the same item predictive of language learning failure for him. Accordingly, as Horwitz has argued (1988), instructors and researchers cannot interpret the BALLI with sums of scores for the items in each category nor can they move on from any interpretation of the BALLI to concrete action plans.

An instructor of any foreign language teaches a particular language to particular students at a particular level in a particular institution. It cannot be argued that any study of learners outside a given instructor's class, no matter how large the sample size, is a reliable predictor of the beliefs characteristic of the students in that particular instructor's class. It is certainly not this author's intention to provide instructors reading the present study any concrete suggestions as to the nature of beliefs they might expect to encounter among the students in their classrooms.

Despite the lack of easily identified strategies or peda-

gogical decisions instructors could implement in the classroom on the basis of this research, the research does suggest very important considerations every instructor should take into account. First, every learner has a concrete set of beliefs, some of which may be productive, others counterproductive, for the language learning enterprise. The BALLI can be a useful instrument for engaging students in self-reflection about the language learning process and their attitudes toward this process. Instructors can administer the BALLI or some other survey instrument to collect information about their students' beliefs and make decisions based on the data they collect from their own classes as to whether, for example, they should engage the students in a discussion of the relative importance of pronunciation compared with grammar with regard to command of the spoken language at the given level of instruction. Second, on the basis of the data presented here, instructors can most certainly reject the notion that their students' beliefs can be reliably predicted by analyses of data collected among learners of languages other than the given target language, among learners at levels of instruction other than the given level of instruction, and in institutions different from the given institution. Third, the present study demonstrates that while previous research in the area of beliefs about language learning has been of fundamental importance to the language teaching field, this research has been limited in critically important ways. Researchers interested in continuing investigations in this area in the future should be certain to include a mix of languages in their research design (both commonly and less commonly taught languages), a mix of levels of instruction (both first year and other levels), and a mix of institutions (large and small, public and private) in order to make certain that their research is as broadly generalizable as possible. Inasmuch as many institutions and individuals are increasing the time, energy, and resources they dedicate to teaching less commonly taught languages, from Azeri to Zulu, working with learners who vary from conventional learner profiles and using materials and media that may depart from conventional instructional materials, it behooves the research community to broaden its focus to be inclusive of all the different kinds of languages, learners, and institutions that are part of the language-learning matrix in North America today.

### Conclusions and Suggestions for Further Research

The analysis of the data supports the rejection of the null hypotheses: In 99 items (three different analyses of the 33 items in all five of Horwitz's categories), the statistical analysis identified 40 instances in which learners of the different observed groups (FY/NFY, CTL/LCTL, RI/PC) held beliefs that were not similar to those of their peers in the group with which they were compared, representing near-

ly 42% of all the items in the three comparisons. The three different null hypotheses had different rejection rates. The first null hypothesis, that there is no relationship between beliefs about language learning and level of instruction, was rejected in 11 of the 33 items compared, for a rate of approximately 33%. The second null hypothesis, that there is no relationship between beliefs about language learning and language or type of language studied, was rejected in eight of the 33 items compared, for a rate of approximate-

ly 24%. The third null hypothesis, that there is no relationship between beliefs about language learning and the nature of the institution (large research institution or small private college) in which learners are studying, was rejected in 21 of the 33 items compared, for a rate of almost 66%. Thus, it would seem that the institutional affiliation of the learner is the strongest of the factors examined in the present study.

One must, however, be cautioned against leaping to

**Table 16**

CHARACTERISTIC BELIEFS, BY LANGUAGE STUDIED

Language or Language Group	Item No.	Mean for Learners of This Language	Mean for All Other Learners in Study	t (df)	p < .00016
African	3	2.3478	1.7561	+ 3.514 (997)	.000
Arabic	4	1.8298	2.4805	- 5.198 (994)	.000
Arabic	12	2.3191	2.9211	- 4.007 (995)	.000
Arabic	23	1.5745	2.1735	- 4.050 (996)	.000
Arabic	30	4.2326	3.6587	+ 3.600 (958)	.000
Arabic	31	1.7442	2.2849	- 3.733 (957)	.000
Chinese	4	1.6849	2.5103	- 8.266 (994)	.000
Chinese	7	2.0685	2.4946	- 3.603 (995)	.000
Chinese	11	2.5753	2.0703	+ 4.531 (998)	.000
Chinese	21	1.9452	2.3755	- 3.708 (995)	.000
Chinese	23	1.6986	2.1805	- 4.004 (996)	.000
Chinese	28	3.4028	2.9313	+ 3.499 (958)	.000
French	4	2.7890	2.3548	+ 6.829 (994)	.000
French	27	2.6215	2.3440	+ 3.527 (959)	.000
German	7	2.9483	2.3995	+ 5.768 (995)	.000
German	23	2.5690	2.0896	+ 4.923 (996)	.000
German	27	2.7339	2.3638	+ 3.587 (959)	.000
Italian	4	3.0000	2.4164	+ 5.105 (994)	.000
Japanese	4	1.9111	2.5343	- 8.192 (994)	.000
Japanese	10	2.5522	2.2216	+ 3.931 (994)	.000
Japanese	27	1.9600	2.4725	- 5.311 (959)	.000
Japanese	28	3.3280	2.9126	+ 3.946 (958)	.000
Russian	4	2.0000	2.5340	-0 7.431 (994)	.000
Spanish	4	3.1000	2.3160	+ 11.695 (994)	.000
Spanish	12	3.2294	2.8235	+ 4.813 (995)	.000
Spanish	31	2.5241	2.2055	+ 4.025 (957)	.000

unwarranted conclusions regarding the role that any of these factors (commonly or less commonly taught language, level of instruction, nature of institution) might play in shaping the beliefs of learners or as a predictor of learner beliefs, because the differences in beliefs on each of the items considered was not examined for that purpose. It is, of course, entirely possible that one of the factors considered in the present study may play an important role in shaping learner beliefs or may be an important predictor of learner beliefs, but that remains to be determined.

Furthermore, the present study has only considered these three factors (commonly vs. less commonly taught languages, level of instruction, and nature of institution), while other factors, such as demographic variables (gender or age, for example), learner variables (learning styles or personality traits, for example), other institutional variables (secular vs. religious orientation, for example) may play just as or more important roles than the factors considered here. The data in this study were collected from learners of certain less commonly taught languages; learners of other less commonly taught languages might be shown to have beliefs different from those demonstrated in the present study. The analysis for this study was designed in part around a contrast of learners at the first-year level and learners at all other levels of instruction; subsequent studies might show that there are significant differences in the beliefs held by learners at different levels of instruction above the first-year level.

Finally, the data for this study were collected in only three institutions, only one of which was a research institution; further research, with data collected at more institutions in more diverse locations, is certainly warranted to replicate or refute these findings. The data reported above suggest that learners at research institutions might be more likely to hold counterproductive beliefs about language learning, but these data were collected at a single research institution. It is possible that these beliefs are more reflective of that particular institution than an entire class of institutions; further studies should be conducted to determine if the pattern holds in other research institutions.

Even with all these reservations, the present study provides evidence suggesting that learner beliefs about foreign language learning are at least as diverse as the languages, levels, and institutions in which the learners are studying and that teachers and researchers cannot assume that beliefs identified in one group of learners are representative of the beliefs of learners of different languages, at different levels, or at different kinds of institutions. It is hoped that there will be more investigations in this area in order to help foreign language instructors and researchers better understand the factors that shape or can help predict the beliefs of foreign language learners, so that classroom instruction can be as effective and productive as possible.

While the research studies conducted by Horwitz (1988, 1989, 1990) and Kern (1995) were groundbreaking, they must serve as a point of departure, not a point of a rival, for future studies of learners' beliefs about language learning. This author welcomes a continuing discussion of learners' beliefs about language learning, a discussion as complex and varied as the learners, the variety of languages they study, the levels at which they study, and, most especially, the institutions in which they study. Research on beliefs of learners at the high school level before and after enrollment in different kinds of postsecondary institutions are particularly needed in order to help determine the source of the beliefs of students in a research institution. Furthermore, additional research is needed in the area of instructor intervention. Kern (1995) showed that changes in learners' beliefs in the course of a few weeks of instruction were shifts "away from those of their instructors .... [suggesting] that in certain domains teachers' beliefs bear little, if any relationship to students' beliefs" (81). Clearly, more research is needed to determine effective strategies for instructors to engage learners in a productive re-examination of beliefs about language learning. Such affective "re-education" might go far towards improving learner outcomes at any level of instruction, as suggested by Mantle-Bromley (1995), Oxford, Ehrman, and Lavine (1991), and others. Ongoing research in these areas will certainly improve the design and delivery of foreign language instruction for all languages.

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## Notes

1. The author thanks anonymous referees for their suggestions, and Al Cohen and Jim Wollack of the University of Wisconsin-Madison Testing and Evaluation Service for their statistical advice. All errors are the author's responsibility.
2. See, however, Kuntz (1996) and Oh (1996).
3. The modified BALLI has been called the Kuntz-Rifkin Inventory (BALLI) and is described by Kuntz (1996, 84–85, 273–75). The BALLI retains the sequence of the BALLI survey in order to ensure that any differences in the results cannot be attributed to a difference in the sequencing of questions; similarly, the wording of questions in the BALLI is retained in the BALLI in order to make comparisons between the data generated by the BALLI (Horwitz 1988, 1989, 1990; Kern 1995) and the data generated in this study. The BALLI also uses the same response scales as the BALLI.
4. It is not this author's intention to question the validity of this classification system or of the survey instrument itself, although others may certainly choose to do so. Rather, it is the author's intention to use the BALLI and Horwitz's classification system to examine more closely the assumptions underlying research on learners' beliefs about language learning.
5. It is important to note here that items are never compared with other items within the same category; similarly, items are never compared across category lines. Although comparisons are made on the same category several times on the basis of dif-

ferent populations examined (learners of commonly vs. less commonly taught languages; learners at a large public institution vs. learners at a small liberal arts college; learners in a first-year class vs. learners on any other level of instruction), the research design allows for no more than a 5% probability of a type I error with  $\alpha$  set at a total of .05.

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## Appendix A

### *Beliefs about Language Learning Inventory (BALLI)*

For questions 1–3, please read the following statements and mark your answer sheet with the one number which corresponds most closely to your assessment of each statement according to the following scale:

(A) strongly agree, (B) agree, (C) neither agree nor disagree, (D) disagree, (E) strongly disagree

1. It is easier for children than adults to learn a foreign language.
2. Some people are born with a special ability which helps them learn a foreign language.
3. Some languages are easier to learn than others.

\*\*\*\*\*

4. The language I am trying to learn is (A) a very difficult language, (B) a difficult language, (C) a language of medium difficulty, (D) an easy language, (E) a very easy language.

\*\*\*\*\*

For questions 5–13, please read the statements below and mark your answer sheet with the one number which corresponds most closely to your assessment of each statement according to the following scale:

(A) strongly agree, (B) agree, (C) neither agree nor disagree, (D) disagree, (E) strongly disagree

5. The language I am trying to learn is structured in the same way as English.
6. I believe that I will ultimately learn to speak this language very well.
7. It is important to speak a foreign language with an excellent accent.
8. It is necessary to know the foreign culture in order to speak the foreign language.
9. You shouldn't say anything in the foreign language until you can say it correctly.
10. It is easier for someone who already speaks a foreign language to learn another one.
11. It is better to learn a foreign language in the foreign country.
12. If I heard someone speaking the language I am trying to learn I would go up to them so that I could practice speaking the language.
13. It's okay to guess if you don't know a word in the foreign language.

\*\*\*\*\*

14. If someone spent one hour a day learning a language,

how long would it take him/her to become fluent? (A) less than a year, (B) 1–2 years, (C) 3–5 years, (D) 5–10 years, (E) you can't learn a language in 1 hour a day.

\*\*\*\*\*

For questions 15–34, please read the statements below and mark your answer sheet with the one number which corresponds most closely to your assessment of each statement according to the following scale:

(A) strongly agree, (B) agree, (C) neither agree nor disagree, (D) disagree, (E) strongly disagree

15. I have foreign language aptitude.
16. Learning a foreign language is mostly a matter of learning a lot of new vocabulary words.
17. It is important to repeat and practice a lot.
18. I feel self-conscious speaking the foreign language in front of other people.
19. If you are allowed to make mistakes in the beginning it will be hard to get rid of them later on.
20. Learning a foreign language is mostly a matter of learning a lot of grammar rules.
21. It is important to practice in the language laboratory.
22. Women are better than men at learning foreign languages.
23. If I get to speak this language very well, I will have many opportunities to use it.
24. It is easier to speak than understand a foreign language.
25. Learning a foreign language is different from learning other school subjects.
26. Learning a foreign language is mostly a matter of translating from English.
27. If I learn to speak this language very well, it will help me get a good job.
28. It is easier to read and write this language than to speak and understand it.
29. People who are good at math and science are not good at learning foreign languages.
30. Americans think that it is important to speak a foreign language.
31. I would like to learn this language so that I can get to know its speakers better.
32. People who speak more than one language well are very intelligent.
33. Americans are good at learning foreign languages.
34. Everyone can learn to speak a foreign language.



**Appendix B***Frequencies and Percentages for Each Item and Response Category*

	TOTAL		FY		NFY		CT		LCT		RI		PC	
<b>Item 01</b>	997		447		550		505		492		539		458	
SA	504	0.502	199	0.445	305	0.555	265	0.525	239	0.486	248	0.46	256	0.559
A	355	0.354	176	0.394	179	0.325	163	0.323	192	0.39	209	0.388	146	0.319
N	91	0.091	48	0.107	43	0.078	52	0.103	39	0.079	57	0.106	34	0.074
D	42	0.042	22	0.049	20	0.036	23	0.046	19	0.039	22	0.041	20	0.044
SD	5	0.005	2	0.004	3	0.005	2	0.004	3	0.006	3	0.006	2	0.004
<b>Item 02</b>	1000		449		551		506		494		541		459	
SA	171	0.170	52	0.116	119	0.216	91	0.18	80	0.162	72	0.133	99	0.216
A	424	0.422	181	0.403	243	0.441	194	0.383	230	0.466	209	0.386	215	0.468
N	243	0.242	122	0.272	121	0.22	135	0.267	108	0.219	155	0.287	88	0.192
D	123	0.123	75	0.167	48	0.087	63	0.125	60	0.121	84	0.155	39	0.085
SD	39	0.039	19	0.042	20	0.036	23	0.045	16	0.032	21	0.039	18	0.039
<b>Item 03</b>	999		448		551		506		494		541		458	
SA	402	0.400	159	0.355	243	0.441	189	0.374	213	0.431	224	0.414	178	0.389
A	477	0.475	236	0.527	241	0.437	265	0.524	212	0.429	264	0.488	213	0.465
N	77	0.077	37	0.083	40	0.073	38	0.075	39	0.079	33	0.061	44	0.096
D	34	0.034	12	0.027	22	0.04	12	0.024	22	0.045	15	0.028	1	0.002
SD	9	0.009	4	0.009	5	0.009	2	0.004	7	0.014	5	0.009	4	0.009
<b>Item 04</b>	996		447		549		504		492		538		458	
Very Diff.	131	0.130	49	0.11	82	0.149	11	0.022	120	0.244	50	0.093	81	0.177
Difficult	385	0.383	173	0.387	212	0.386	136	0.27	249	0.506	205	0.381	180	0.393
Medium	386	0.384	184	0.412	202	0.368	284	0.563	102	0.207	225	0.418	161	0.352
Easy	89	0.089	39	0.087	50	0.091	69	0.137	20	0.041	56	0.104	33	0.072
Very Easy	5	0.005	2	0.004	3	0.005	4	0.008	1	0.002	2	0.004	3	0.007
<b>Item 05</b>	999		449		550		505		494		540		459	
SA	10	0.010	4	0.009	6	0.011	8	0.016	2	0.004	7	0.013	3	0.007
A	158	0.157	59	0.131	99	0.18	121	0.24	37	0.075	95	0.176	63	0.137
N	233	0.232	133	0.294	100	0.18	165	0.327	68	0.137	148	0.274	85	0.185
D	431	0.429	187	0.416	244	0.444	193	0.382	238	0.482	215	0.398	216	0.471
SD	167	0.166	66	0.147	101	0.184	18	0.036	149	0.302	75	0.139	92	0.2
<b>Item 06</b>	999		449		550		505		494		541		458	
SA	269	0.268	78	0.174	191	0.347	120	0.238	149	0.302	82	0.152	187	0.408
A	399	0.397	199	0.443	200	0.364	194	0.384	205	0.415	211	0.39	188	0.41
N	223	0.222	125	0.278	98	0.178	115	0.228	108	0.219	160	0.296	63	0.138
D	94	0.094	42	0.094	52	0.095	70	0.139	24	0.049	79	0.146	15	0.033
SD	14	0.014	5	0.011	5	0.009	6	0.012	8	0.016	9	0.017	5	0.011
<b>Item 07</b>	997		448		549		504		493		540		457	
SA	153	0.152	61	0.136	92	0.168	61	0.121	92	0.187	61	0.113	92	0.201
A	414	0.412	175	0.391	239	0.435	212	0.421	202	0.41	204	0.378	210	0.46
N	260	0.259	125	0.279	135	0.246	130	0.258	130	0.264	167	0.309	93	0.204

Key: SA = strongly agree; A = agree; N = neither agree nor disagree; D = disagree; SD = strongly disagree; FY = first year; NFY = not first year; CT = commonly taught languages; LCT = less commonly taught languages; RI = research institution; PC = private college

	TOTAL		FY		NFY		CT		LCT		RI		PC	
D	155	0.154	80	0.179	75	0.137	92	0.183	63	0.128	97	0.18	58	0.127
SD	15	0.015	7	0.016	8	0.015	9	0.018	6	0.012	11	0.02	4	0.009
<b>Item 08</b>	<b>996</b>		<b>447</b>		<b>549</b>		<b>505</b>		<b>491</b>		<b>540</b>		<b>456</b>	
SA	135	0.134	52	0.116	83	0.151	49	0.097	86	0.175	52	0.096	83	0.182
A	411	0.409	180	0.403	231	0.421	199	0.394	212	0.432	235	0.435	176	0.386
N	224	0.223	106	0.237	118	0.215	124	0.246	100	0.204	124	0.23	100	0.219
D	198	0.197	95	0.213	103	0.188	188	0.372	80	0.163	113	0.209	85	0.186
SD	28	0.028	14	0.031	14	0.026	15	0.03	13	0.026	16	0.03	12	0.026
<b>Item 09</b>	<b>999</b>		<b>448</b>		<b>551</b>		<b>506</b>		<b>493</b>		<b>540</b>		<b>459</b>	
SA	9	0.009	4	0.009	5	0.009	6	0.012	3	0.006	8	0.015	1	0.002
A	24	0.024	13	0.029	11	0.02	12	0.024	12	0.024	17	0.031	7	0.015
N	82	0.082	47	0.105	35	0.064	50	0.099	220	0.446	53	0.098	29	0.063
D	464	0.462	216	0.482	248	0.45	244	0.482	226	0.458	281	0.52	183	0.399
SD	420	0.418	168	0.375	252	0.457	194	0.383	493	1	181	0.335	239	0.521
<b>Item 10</b>	<b>996</b>		<b>447</b>		<b>549</b>		<b>504</b>		<b>492</b>		<b>539</b>		<b>457</b>	
SA	181	0.180	66	0.148	115	0.209	103	0.204	78	0.159	83	0.154	98	0.214
A	487	0.485	219	0.49	268	0.488	249	0.494	238	0.484	255	0.473	2323	5.083
N	228	0.227	104	0.233	124	0.226	105	0.208	123	0.25	136	0.252	92	0.201
D	82	0.082	49	0.11	33	0.06	43	0.085	39	0.079	55	0.102	27	0.059
SD	18	0.018	4	0.009	9	0.016	4	0.008	14	0.028	10	0.019	8	0.018
<b>Item 11</b>	<b>997</b>		<b>448</b>		<b>549</b>		<b>504</b>		<b>493</b>		<b>539</b>		<b>458</b>	
SA	290	0.289	109	0.243	181	0.33	150	0.298	140	0.284	165	0.306	125	0.273
A	389	0.387	191	0.426	198	0.361	200	0.397	189	0.383	220	0.408	169	0.369
N	249	0.248	111	0.248	138	0.251	123	0.244	126	0.256	126	0.234	123	0.269
D	59	0.059	31	0.069	28	0.051	27	0.054	32	0.065	24	0.045	35	0.076
SD	10	0.010	6	0.013	4	0.007	4	0.008	6	0.012	4	0.007	6	0.013
<b>Item 12</b>	<b>997</b>		<b>448</b>		<b>549</b>		<b>504</b>		<b>493</b>		<b>540</b>		<b>457</b>	
SA	80	0.080	21	0.047	59	0.107	32	0.063	48	0.097	27	0.05	53	0.116
A	280	0.279	125	0.279	155	0.282	115	0.228	165	0.335	128	0.237	152	0.333
N	354	0.353	177	0.395	177	0.322	182	0.361	172	0.349	202	0.374	152	0.333
D	233	0.232	101	0.225	132	0.24	140	0.278	93	0.189	149	0.276	84	0.184
SD	50	0.050	24	0.054	26	0.047	35	0.069	15	0.03	34	0.063	16	0.035
<b>Item 13</b>	<b>997</b>		<b>447</b>		<b>550</b>		<b>505</b>		<b>492</b>		<b>540</b>		<b>457</b>	
SA	190	0.189	52	0.116	138	0.251	93	0.184	97	0.197	63	0.117	127	0.278
A	465	0.463	202	0.452	263	0.478	242	0.479	223	0.453	245	0.454	220	0.481
N	205	0.204	113	0.253	92	0.167	97	0.192	108	0.22	130	0.241	75	0.164
D	122	0.122	74	0.166	48	0.087	67	0.133	55	0.112	91	0.169	31	0.068
SD	15	0.015	6	0.013	9	0.016	6	0.012	9	0.018	11	0.02	4	0.009
<b>Item 14</b>	<b>986</b>		<b>442</b>		<b>544</b>		<b>499</b>		<b>487</b>		<b>534</b>		<b>452</b>	
> 1 Year	36	0.036	27	0.061	9	0.017	18	0.036	18	0.037	24	0.045	12	0.027
1-2 Years	212	0.211	119	0.269	93	0.171	122	0.244	90	0.185	130	0.243	82	0.181
3-5 Years	347	0.346	179	0.405	168	0.309	182	0.365	165	0.339	230	0.431	117	0.259
5-10 Yrs	183	0.182	61	0.138	122	0.224	76	0.152	107	0.22	78	0.146	105	0.232
Not Poss.	208	0.207	56	0.127	152	0.279	101	0.202	107	0.22	72	0.135	136	0.301

Key: SA = strongly agree; A = agree; N = neither agree nor disagree; D = disagree; SD = strongly disagree; FY = first year; NFY = not first year; CT = commonly taught languages; LCT = less commonly taught languages; RI = research institution; PC = private college

	TOTAL	FY	NFY	CT	LCT	RI	PC
<b>Item 15</b>	<b>995</b>	<b>446</b>	<b>549</b>	<b>505</b>	<b>490</b>	<b>538</b>	<b>457</b>
SA	142 0.141	50 0.112	92 0.168	67 0.133	75 0.153	57 0.106	457 0.186
A	423 0.421	170 0.381	253 0.461	210 0.416	213 0.435	198 0.368	225 0.492
N	318 0.317	178 0.399	140 0.255	169 0.335	149 0.304	214 0.398	104 0.228
D	89 0.089	35 0.078	54 0.098	46 0.091	43 0.088	54 0.1	35 0.077
SD	23 0.023	13 0.029	10 0.018	13 0.026	10 0.02	15 0.028	8 0.018
<b>Item 16</b>	<b>997</b>	<b>447</b>	<b>550</b>	<b>505</b>	<b>492</b>	<b>540</b>	<b>457</b>
SA	19 0.019	11 0.025	8 0.015	11 0.022	8 0.016	12 0.022	7 0.015
A	191 0.190	92 0.206	99 0.18	91 0.18	100 0.203	130 0.241	61 0.133
N	190 0.189	102 0.228	88 0.16	99 0.196	91 0.185	108 0.2	82 0.179
D	474 0.472	268 0.6	206 0.375	249 0.493	225 0.457	245 0.454	229 0.501
SD	123 0.123	77 0.172	46 0.084	55 0.109	68 0.138	45 0.083	78 0.171
<b>Item 17</b>	<b>999</b>	<b>448</b>	<b>551</b>	<b>506</b>	<b>493</b>	<b>540</b>	<b>459</b>
SA	621 0.619	292 0.652	329 0.597	312 0.617	309 0.627	329 0.609	292 0.636
A	357 0.356	150 0.335	207 0.376	183 0.362	174 0.353	199 0.369	158 0.344
N	17 0.017	5 0.011	12 0.022	8 0.016	9 0.018	10 0.019	7 0.015
D	3 0.003	0 0	3 0.005	3 0.006	0 0	2 0.004	1 0.002
SD	1 0.001	1 0.002	0 0	0 0	1 0.002	0 0	1 0.002
<b>Item 18</b>	<b>998</b>	<b>447</b>	<b>551</b>	<b>506</b>	<b>492</b>	<b>540</b>	<b>458</b>
SA	128 0.127	47 0.105	81 0.147	76 0.15	52 0.106	69 0.128	59 0.129
A	388 0.386	165 0.369	223 0.405	179 0.354	209 0.425	215 0.398	173 0.378
N	217 0.216	114 0.255	103 0.187	101 0.2	116 0.236	122 0.226	95 0.207
D	211 0.210	101 0.226	110 0.2	124 0.245	87 0.177	111 0.206	100 0.218
SD	54 0.054	20 0.045	34 0.062	26 0.051	28 0.057	23 0.043	31 0.068
<b>Item 19</b>	<b>993</b>	<b>445</b>	<b>548</b>	<b>503</b>	<b>490</b>	<b>537</b>	<b>456</b>
SA	108 0.108	57 0.128	51 0.093	58 0.115	50 0.102	68 0.127	40 0.088
A	283 0.282	141 0.317	142 0.259	151 0.3	132 0.269	176 0.328	107 0.235
N	193 0.192	86 0.193	107 0.195	86 0.171	107 0.218	103 0.192	90 0.197
D	321 0.320	129 0.29	192 0.35	162 0.322	159 0.324	155 0.289	166 0.364
SD	88 0.088	32 0.072	56 0.102	46 0.091	42 0.086	35 0.065	53 0.116
<b>Item 20</b>	<b>995</b>	<b>446</b>	<b>549</b>	<b>503</b>	<b>492</b>	<b>539</b>	<b>456</b>
SA	24 0.024	10 0.022	14 0.026	12 0.024	12 0.024	19 0.035	5 0.011
A	217 0.216	106 0.238	111 0.202	122 0.243	95 0.193	152 0.282	65 0.143
N	262 0.261	127 0.285	135 0.246	135 0.268	127 0.258	147 0.273	115 0.252
D	394 0.392	169 0.379	225 0.41	188 0.374	206 0.419	197 0.365	197 0.432
SD	98 0.098	34 0.076	64 0.117	46 0.091	52 0.106	24 0.045	74 0.162
<b>Item 21</b>	<b>997</b>	<b>447</b>	<b>550</b>	<b>504</b>	<b>493</b>	<b>538</b>	<b>459</b>
SA	175 0.174	94 0.21	81 0.147	77 0.153	98 0.199	74 0.138	101 0.22
A	448 0.446	226 0.506	222 0.404	217 0.431	231 0.469	228 0.424	220 0.479
N	258 0.257	96 0.215	162 0.295	151 0.3	107 0.217	152 0.283	106 0.231
D	88 0.088	24 0.054	64 0.116	45 0.089	43 0.087	64 0.119	24 0.052
SD	28 0.028	7 0.016	21 0.038	14 0.028	14 0.028	20 0.037	8 0.017

Key: SA = strongly agree; A = agree; N = neither agree nor disagree; D = disagree; SD = strongly disagree; FY = first year; NFY = not first year; CT = commonly taught languages; LCT = less commonly taught languages; RI = research institution; PC = private college

	TOTAL	FY	NFY	CT	LCT	RI	PC
<b>Item 22</b>	<b>997</b>	<b>446</b>	<b>551</b>	<b>505</b>	<b>492</b>	<b>538</b>	<b>459</b>
SA	12 0.012	4 0.009	8 0.015	8 0.016	4 0.008	5 0.009	7 0.015
A	50 0.050	19 0.043	31 0.056	23 0.046	27 0.055	25 0.046	25 0.054
N	408 0.406	188 0.422	220 0.399	196 0.388	212 0.431	230 0.428	178 0.388
D	306 0.305	153 0.343	153 0.278	162 0.321	144 0.293	175 0.325	131 0.285
SD	221 0.220	82 0.184	139 0.252	118 0.234	105 0.213	103 0.191	118 0.257
<b>Item 23</b>	<b>998</b>	<b>447</b>	<b>551</b>	<b>506</b>	<b>492</b>	<b>539</b>	<b>459</b>
SA	292 0.291	113 0.253	179 0.325	123 0.243	169 0.343	116 0.215	176 0.383
A	393 0.391	178 0.398	215 0.39	190 0.375	203 0.413	205 0.38	188 0.41
N	207 0.206	101 0.226	106 0.192	119 0.235	88 0.179	132 0.245	75 0.163
D	88 0.088	45 0.101	43 0.078	62 0.123	26 0.053	70 0.13	18 0.039
SD	18 0.018	10 0.022	8 0.015	12 0.024	6 0.012	16 0.03	2 0.004
<b>Item 24</b>	<b>996</b>	<b>446</b>	<b>550</b>	<b>505</b>	<b>491</b>	<b>539</b>	<b>457</b>
SA	34 0.034	19 0.043	15 0.027	15 0.03	19 0.039	27 0.05	7 0.015
A	147 0.146	89 0.2	58 0.105	80 0.158	67 0.136	98 0.182	49 0.107
N	187 0.186	93 0.209	94 0.171	84 0.166	103 0.21	110 0.204	77 0.168
D	407 0.405	164 0.368	243 0.442	203 0.402	204 0.415	212 0.393	195 0.427
SD	221 0.220	81 0.182	140 0.255	123 0.244	98 0.2	92 0.171	129 0.282
<b>Item 25</b>	<b>995</b>	<b>445</b>	<b>550</b>	<b>505</b>	<b>490</b>	<b>538</b>	<b>457</b>
SA	277 0.276	111 0.249	166 0.302	136 0.269	141 0.288	147 0.273	130 0.284
A	528 0.526	244 0.548	284 0.516	275 0.545	253 0.516	297 0.552	231 0.505
N	103 0.103	55 0.124	48 0.087	48 0.095	55 0.112	46 0.086	57 0.125
D	76 0.076	32 0.072	44 0.08	40 0.079	36 0.073	42 0.078	34 0.074
SD	11 0.011	3 0.007	8 0.015	6 0.012	5 0.01	6 0.011	5 0.011
<b>Item 26</b>	<b>996</b>	<b>446</b>	<b>550</b>	<b>506</b>	<b>490</b>	<b>539</b>	<b>457</b>
SA	6 0.006	1 0.002	5 0.009	2 0.004	4 0.008	4 0.007	2 0.004
A	67 0.067	38 0.085	29 0.053	41 0.081	26 0.053	57 0.106	10 0.022
N	125 0.125	67 0.15	58 0.105	65 0.128	60 0.122	94 0.174	31 0.068
D	469 0.467	226 0.507	243 0.442	245 0.484	224 0.457	275 0.51	194 0.425
SD	329 0.328	114 0.256	215 0.391	153 0.302	176 0.359	109 0.202	220 0.481
<b>Item 27</b>	<b>961</b>	<b>416</b>	<b>545</b>	<b>498</b>	<b>472</b>	<b>513</b>	<b>448</b>
SA	198 0.197	63 0.151	135 0.248	87 0.175	111 0.235	79 0.154	119 0.266
A	334 0.333	138 0.332	196 0.36	145 0.291	189 0.4	169 0.329	165 0.368
N	297 0.296	144 0.346	153 0.281	168 0.337	129 0.273	175 0.341	122 0.272
D	105 0.105	61 0.147	44 0.081	70 0.141	35 0.074	75 0.146	30 0.067
SD	27 0.027	10 0.024	17 0.031	19 0.038	8 0.017	15 0.029	12 0.027
<b>Item 28</b>	<b>960</b>	<b>416</b>	<b>544</b>	<b>489</b>	<b>471</b>	<b>512</b>	<b>448</b>
SA	81 0.081	25 0.06	56 0.103	49 0.1	32 0.068	51 0.1	30 0.067
A	275 0.274	109 0.262	166 0.305	156 0.319	119 0.253	163 0.318	112 0.25
N	284 0.283	154 0.37	130 0.239	129 0.264	155 0.329	149 0.291	135 0.301
D	235 0.234	106 0.255	129 0.237	130 0.266	105 0.223	122 0.238	113 0.252
SD	85 0.085	22 0.053	63 0.116	25 0.051	60 0.127	27 0.053	58 0.129

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	TOTAL	FY	NFY	CT	LCT	RI	PC
<b>Item 29</b>	<b>960</b>	<b>416</b>	<b>544</b>	<b>489</b>	<b>471</b>	<b>512</b>	<b>448</b>
SA	10 0.010	5 0.012	5 0.009	7 0.014	3 0.006	10 0.02	0 0
A	46 0.046	15 0.036	31 0.057	19 0.039	27 0.057	29 0.057	17 0.038
N	322 0.321	147 0.353	175 0.322	152 0.311	170 0.361	182 0.355	140 0.313
D	381 0.379	179 0.43	202 0.371	199 0.407	182 0.386	208 0.406	173 0.386
SD	201 0.200	70 0.168	131 0.241	119 0.243	89 0.189	83 0.162	118 0.263
<b>Item 30</b>	<b>960</b>	<b>416</b>	<b>544</b>	<b>488</b>	<b>472</b>	<b>512</b>	<b>448</b>
SA	14 0.014	5 0.012	9 0.017	7 0.014	7 0.015	7 0.014	7 0.016
A	139 0.138	70 0.168	69 0.127	80 0.164	59 0.125	108 0.211	31 0.069
N	205 0.204	101 0.243	104 0.191	94 0.193	111 0.235	118 0.23	87 0.194
D	380 0.378	159 0.382	221 0.406	199 0.408	181 0.383	190 0.371	190 0.424
SD	222 0.221	81 0.195	141 0.259	108 0.221	114 0.242	89 0.174	133 0.297
<b>Item 31</b>	<b>959</b>	<b>415</b>	<b>544</b>	<b>489</b>	<b>470</b>	<b>511</b>	<b>448</b>
SA	192 0.191	67 0.161	125 0.23	73 0.149	119 0.253	61 0.119	131 0.292
A	445 0.443	182 0.439	263 0.483	212 0.434	233 0.496	237 0.464	208 0.464
N	216 0.215	116 0.28	100 0.184	126 0.258	90 0.191	138 0.27	78 0.174
D	92 0.092	47 0.113	45 0.083	66 0.135	26 0.055	66 0.129	26 0.058
SD	14 0.014	3 0.007	11 0.02	12 0.025	2 0.004	9 0.018	5 0.011
<b>Item 32</b>	<b>957</b>	<b>416</b>	<b>541</b>	<b>486</b>	<b>471</b>	<b>510</b>	<b>447</b>
SA	37 0.037	8 0.019	29 0.054	18 0.037	19 0.04	19 0.037	18 0.04
A	265 0.264	127 0.305	138 0.255	136 0.28	129 0.274	152 0.298	113 0.253
N	485 0.483	205 0.493	280 0.518	245 0.504	240 0.51	249 0.488	236 0.528
D	125 0.125	63 0.151	62 0.115	64 0.132	61 0.13	74 0.145	51 0.114
SD	45 0.045	13 0.031	32 0.059	23 0.047	22 0.047	16 0.031	29 0.065
<b>Item 33</b>	<b>957</b>	<b>416</b>	<b>541</b>	<b>487</b>	<b>470</b>	<b>511</b>	<b>446</b>
SA	9 0.009	2 0.005	7 0.013	4 0.008	5 0.011	5 0.01	4 0.009
A	36 0.036	15 0.036	21 0.039	22 0.045	14 0.03	22 0.043	14 0.031
N	587 0.585	260 0.625	327 0.604	284 0.583	303 0.645	314 0.614	273 0.612
D	249 0.248	105 0.252	144 0.266	136 0.279	113 0.24	132 0.258	117 0.262
SD	76 0.076	34 0.082	42 0.078	41 0.084	35 0.074	38 0.074	38 0.085
<b>Item 34</b>	<b>960</b>	<b>416</b>	<b>544</b>	<b>488</b>	<b>472</b>	<b>512</b>	<b>448</b>
SA	213 0.212	93 0.224	120 0.221	112 0.23	101 0.214	104 0.203	109 0.243
A	506 0.504	231 0.555	275 0.506	267 0.547	239 0.506	285 0.557	221 0.493
N	124 0.124	52 0.125	72 0.132	52 0.107	72 0.153	64 0.125	60 0.134
D	104 0.104	34 0.082	70 0.129	50 0.102	54 0.114	52 0.102	52 0.116
SD	13 0.013	6 0.014	7 0.013	7 0.014	6 0.013	7 0.014	6 0.013

Key: SA = strongly agree; A = agree; N = neither agree nor disagree; D = disagree; SD = strongly disagree; FY = first year; NFY = not first year; CT = commonly taught languages; LCT = less commonly taught languages; RI = research institution; PC = private college

## Appendix C

### Counts for BALLI Items by Categories and by Languages

	T	FY	NFY	CT	LCT	RI	PC	Afr	Ara	Chi	Fre	Ger	Ita	Jap	Rus	Spa
<b>Item 01</b>	997	447	550	505	492	539	458	23	47	73	218	116	57	133	158	171
SA	504	199	305	265	239	248	256	11	21	36	118	64	25	63	82	83
A	355	176	179	163	192	209	146	10	20	24	72	36	21	62	55	55
N	91	48	43	52	39	57	34	2	4	9	20	10	5	4	15	22
D	42	22	20	23	19	22	20	0	2	3	7	6	5	4	5	10
SD	5	2	3	2	3	3	2	0	0	1	1	0	1	0	1	1
<b>Item 02</b>	1000	449	551	506	494	541	459	23	47	73	219	116	57	135	158	171
SA	171	52	119	91	80	72	99	4	7	9	40	19	13	16	31	32
A	424	181	243	194	230	209	215	9	23	40	90	46	19	71	68	58
N	243	122	121	135	108	155	88	6	10	15	54	31	18	28	31	50
D	123	75	48	63	60	84	39	3	6	6	23	17	6	16	22	23
SD	39	19	20	23	16	21	18	1	1	3	12	3	1	4	6	8
<b>Item 03</b>	999	448	551	506	494	541	458	23	47	73	219	116	57	134	158	171
SA	402	159	243	189	213	224	178	7	22	30	77	45	24	52	78	67
A	477	236	241	265	212	264	213	8	16	27	120	63	28	68	64	82
N	77	37	40	38	39	33	44	4	6	10	15	7	3	9	7	16
D	34	12	22	12	22	15	1	1	3	4	7	1	2	4	8	4
SD	9	4	5	2	7	5	4	3	0	2	0	0	0	1	1	2
<b>Item 04</b>	996	447	549	504	492	538	458	22	47	73	218	116	57	135	157	170
Very Diff.	131	49	82	11	120	50	81	1	14	30	7	1	1	44	30	3
Difficult	385	173	212	136	249	205	180	10	27	36	56	56	9	66	100	24
Medium	386	184	202	284	102	225	161	10	6	7	132	53	36	19	24	99
Easy	89	39	50	69	20	56	33	1	0	0	22	6	11	5	3	41
Very Easy	5	2	3	4	1	2	3	0	0	0	1	0	0	1	0	3
<b>Item 05</b>	999	449	550	505	494	540	459	23	47	73	218	116	57	135	158	171
SA	10	4	6	8	2	7	3	0	0	1	1	3	0	0	1	4
A	158	59	99	121	37	95	63	3	0	4	40	38	11	3	16	43
N	233	133	100	165	68	148	85	6	2	9	76	36	19	6	25	53
D	431	187	244	193	238	215	216	12	27	36	93	34	24	58	81	66
SD	167	66	101	18	149	75	92	2	18	23	8	5	3	68	35	5
<b>Item 06</b>	999	449	550	505	494	541	458	23	47	73	219	116	57	135	158	170
SA	269	78	191	120	149	82	187	2	22	28	65	21	17	33	46	34
A	399	199	200	194	205	211	188	14	18	32	84	41	20	58	63	6
N	223	125	98	115	108	160	63	6	5	11	44	34	14	34	38	37
D	94	42	52	70	24	79	15	1	2	1	25	19	4	8	8	26
SD	14	5	5	6	8	9	5	0	0	1	1	1	2	2	3	4

Key: T = total; FY = first year; NFY = not first year; CT = commonly taught languages; RI = less commonly taught languages; RI = research institution; PC = private college; Afr = African; Ara = Arabic; Chi = Chinese; Fre = French; Ger = German; Ita = Italian; Jap = Japanese; Rus = Russian; Spa = Spanish; SA = strongly agree; A = agree; N = neither agree nor disagree; D = disagree; SD = strongly disagree

	T	FY	NFY	CT	LCT	RI	PC	Afr	Ara	Chi	Fre	Ger	Ita	Jap	Rus	Spa
<b>Item 07</b>	997	448	549	504	493	540	457	22	47	73	218	116	57	135	158	170
SA	153	61	92	61	92	61	92	4	13	21	35	7	7	25	22	19
A	414	175	239	212	202	204	210	6	16	31	96	38	23	63	63	78
N	260	125	135	130	130	167	93	10	11	17	55	30	14	34	45	45
D	155	80	75	92	63	97	58	2	6	5	28	36	11	13	25	28
SD	15	7	8	9	6	11	4	0	1	0	4	5	2	0	3	0
<b>Item 08</b>	996	447	549	505	491	540	456	22	47	73	219	116	57	134	157	170
SA	135	52	83	49	86	52	83	0	13	19	26	7	9	24	21	16
A	411	180	231	199	212	235	176	13	17	27	84	56	26	56	73	59
N	224	106	118	124	100	124	100	5	8	19	52	24	9	34	25	48
D	198	95	103	188	80	113	85	4	8	7	53	23	11	17	32	42
SD	28	14	14	15	13	16	12	0	1	1	4	6	2	3	6	5
<b>Item 09</b>	999	448	551	506	493	540	459	22	47	73	219	116	57	135	158	171
SA	9	4	5	6	3	8	1	0	0	1	2	2	0	1	1	2
A	24	13	11	12	12	17	7	0	1	1	6	2	2	5	3	4
N	82	47	35	50	220	53	29	3	3	3	23	6	5	8	10	21
D	464	216	248	244	226	281	183	13	21	27	100	65	20	62	76	79
SD	420	168	252	194	493	181	239	6	22	41	88	41	30	59	68	65
<b>Item 10</b>	996	447	549	504	492	539	457	22	47	73	218	116	57	134	158	170
SA	181	66	115	103	78	83	98	0	9	11	45	20	12	16	30	38
A	487	219	268	249	238	255	2323	15	25	26	111	56	38	54	79	82
N	228	104	124	105	123	136	92	4	7	27	41	29	4	45	36	35
D	82	49	33	43	39	55	27	2	5	6	21	9	3	12	11	13
SD	18	4	9	4	14	10	8	1	1	3	0	2	0	7	2	2
<b>Item 11</b>	997	448	549	504	493	539	458	22	47	73	218	116	57	135	158	170
SA	290	109	181	150	140	165	125	9	14	6	67	41	20	35	55	42
A	389	191	198	200	189	220	169	9	16	28	85	42	22	58	56	73
N	249	111	138	123	126	126	123	3	14	31	56	26	8	33	37	41
D	59	31	28	27	32	24	35	1	2	7	9	5	6	8	8	13
SD	10	6	4	4	6	4	6	0	1	1	1	2	1	1	2	1
<b>Item 12</b>	997	448	549	504	493	540	457	22	47	73	218	116	57	135	158	170
SA	80	21	59	32	48	27	53	0	8	11	17	6	5	9	15	9
A	280	125	155	115	165	128	152	12	21	22	58	27	14	45	51	30
N	354	177	177	182	172	202	152	8	14	25	76	43	21	48	56	63
D	233	101	132	140	93	149	84	2	3	14	56	35	16	29	28	49
SD	50	24	26	35	15	34	16	0	1	1	11	5	1	4	8	19
<b>Item 13</b>	997	447	550	505	492	540	457	22	47	73	219	116	57	134	158	170
SA	190	52	138	93	97	63	127	3	13	22	44	16	13	20	26	33
A	465	202	263	242	223	245	220	14	25	35	115	49	22	51	76	78
N	205	113	92	97	108	130	75	3	6	13	33	36	17	43	25	28
D	122	74	48	67	55	91	31	2	3	3	24	13	5	17	25	30
SD	15	6	9	6	9	11	4	0	0	0	3	2	0	3	6	1

Key: T = total; FY = first year; NFY = not first year; CT = commonly taught languages; RI = less commonly taught languages; RI = research institution; PC = private college; Afr = African; Ara = Arabic; Chi = Chinese; Fre = French; Ger = German; Ita = Italian; Jap = Japanese; Rus = Russian; Spa = Spanish; SA = strongly agree; A = agree; N = neither agree nor disagree; D = disagree; SD = strongly disagree

	T	FY	NFY	CT	LCT	RI	PC	Afr	Ara	Chi	Fre	Ger	Ita	Jap	Rus	Spa
<b>Item 14</b>	986	442	544	499	487	534	452	22	47	22	216	114	57	131	157	169
> 1 Year	36	27	9	18	18	24	12	2	3	2	7	3	1	3	7	8
1-2 Years	212	119	93	122	90	130	82	5	9	8	58	24	18	25	25	40
3-5 Years	347	179	168	182	165	230	117	12	14	27	71	40	20	37	55	71
5-10 Yrs	183	61	122	76	107	78	105	1	13	13	29	19	10	37	32	28
Not Poss.	208	56	152	101	107	72	136	2	8	22	51	28	8	29	38	22
<b>Item 15</b>	995	446	549	505	490	538	457	22	47	73	219	116	56	133	158	170
SA	142	50	92	67	75	57	85	3	8	11	35	10	8	13	31	22
A	423	170	253	210	213	198	225	9	23	32	103	41	30	54	65	66
N	318	178	140	169	149	214	104	9	13	25	56	59	11	52	39	54
D	89	35	54	46	43	54	35	1	1	5	21	4	5	11	20	21
SD	23	13	10	13	10	15	8	0	2	0	4	2	2	3	3	7
<b>Item 16</b>	997	447	550	505	492	540	457	22	47	73	218	116	57	134	158	171
SA	19	11	8	11	8	12	7	1	0	0	5	2	1	2	4	4
A	191	92	99	91	100	130	61	7	9	14	39	24	13	29	28	28
N	190	102	88	99	91	108	82	9	10	11	45	17	9	22	30	37
D	474	268	206	249	225	245	229	4	23	36	106	59	28	57	76	84
SD	123	77	46	55	68	45	78	1	5	12	23	14	6	24	20	18
<b>Item 17</b>	999	448	551	506	493	540	459	22	47	73	219	116	57	135	158	171
SA	621	292	329	312	309	329	292	12	32	41	128	67	36	92	95	117
A	357	150	207	183	174	199	158	10	15	29	88	46	21	41	58	49
N	17	5	12	8	9	10	7	0	0	2	2	2	0	2	5	4
D	3	0	3	3	0	2	1	0	0	0	1	1	0	0	0	1
SD	1	1	0	0	1	0	1	0	0	1	0	0	0	0	0	0
<b>Item 18</b>	998	447	551	506	492	540	458	22	47	73	219	116	57	134	158	171
SA	128	47	81	76	52	69	59	4	6	5	34	13	5	15	17	29
A	388	165	223	179	209	215	173	7	14	29	77	38	23	60	75	64
N	217	114	103	101	116	122	95	8	20	17	38	27	13	31	27	36
D	211	101	110	124	87	111	100	3	3	14	59	33	14	27	26	32
SD	54	20	34	26	28	23	31	0	4	8	11	5	2	1	13	10
<b>Item 19</b>	993	445	548	503	490	537	456	22	47	73	218	116	57	133	157	169
SA	108	57	51	58	50	68	40	2	7	8	28	11	3	14	15	19
A	283	141	142	151	132	176	107	5	11	16	56	40	25	34	41	55
N	193	86	107	86	107	103	90	8	7	13	38	18	12	31	36	30
D	321	129	192	162	159	155	166	7	15	26	77	34	13	45	53	51
SD	88	32	56	46	42	35	53	0	7	10	19	13	4	9	12	14

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	T	FY	NFY	CT	LCT	RI	PC	Afr	Ara	Chi	Fre	Ger	Ita	Jap	Rus	Spa
<b>Item 20</b>	995	446	549	503	492	539	456	22	47	73	218	116	57	134	158	169
SA	24	10	14	12	12	19	5	0	1	0	4	4	2	3	6	4
A	217	106	111	122	95	152	65	4	3	8	46	26	14	33	33	50
N	262	127	135	135	127	147	115	9	14	18	72	23	14	35	37	40
D	394	169	225	188	206	197	197	8	20	35	77	53	24	50	68	58
SD	98	34	64	46	52	24	74	1	9	12	19	10	3	13	14	17
<b>Item 21</b>	997	447	550	504	493	538	459	22	47	73	218	116	57	135	158	170
SA	175	94	81	77	98	74	101	0	10	23	40	16	13	28	23	21
A	448	226	222	217	231	228	220	16	17	35	101	38	27	67	69	78
N	258	96	162	151	107	152	106	2	12	11	61	43	14	25	43	47
D	88	24	64	45	43	64	24	1	7	4	13	14	3	12	16	18
SD	28	7	21	14	14	20	8	3	1	0	3	5	0	3	7	6
<b>Item 22</b>	997	446	551	505	492	538	459	22	46	73	219	116	57	135	158	170
SA	12	4	8	8	4	5	7	0	0	1	3	2	0	2	1	3
A	50	19	31	23	27	25	25	2	3	1	12	2	6	7	8	9
N	408	188	220	196	212	230	178	9	16	30	80	46	19	57	81	70
D	306	153	153	162	144	175	131	9	14	19	71	39	26	40	36	52
SD	221	82	139	118	105	103	118	2	13	22	53	27	6	29	32	36
<b>Item 23</b>	998	447	551	506	492	539	459	22	47	73	220	116	57	134	158	170
SA	292	113	179	123	169	116	176	3	26	37	49	16	13	45	44	58
A	393	178	215	190	203	205	188	9	15	24	81	43	21	61	73	66
N	207	101	106	119	88	132	75	6	6	10	60	34	12	27	27	25
D	88	45	43	62	26	70	18	4	0	1	24	21	7	1	13	17
SD	18	10	8	12	6	16	2	0	0	1	6	2	4	0	1	4
<b>Item 24</b>	996	446	550	505	491	539	457	22	46	73	220	116	57	135	157	169
SA	34	19	15	15	19	27	7	2	2	2	4	4	2	2	9	7
A	147	89	58	80	67	98	49	4	5	9	33	23	9	20	20	24
N	187	93	94	84	103	110	77	9	7	18	34	21	7	31	31	29
D	407	164	243	203	204	212	195	6	21	31	97	37	22	58	65	69
SD	221	81	140	123	98	92	129	1	11	13	52	31	17	24	32	40
<b>Item 25</b>	995	445	550	505	490	538	457	22	47	73	220	116	57	132	158	169
SA	277	111	166	136	141	147	130	4	14	22	47	39	18	29	53	50
A	528	244	284	275	253	297	231	11	25	34	123	63	30	70	83	89
N	103	55	48	48	55	46	57	5	5	14	27	7	4	19	8	14
D	76	32	44	40	36	42	34	2	2	3	21	5	5	12	12	14
SD	11	3	8	6	5	6	5	0	1	0	2	2	0	2	2	2

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	T	FY	NFY	CT	LCT	RI	PC	Afr	Ara	Chi	Fre	Ger	Ita	Jap	Rus	Spa
<b>Item 26</b>	996	446	550	506	490	539	457	22	46	73	220	116	57	133	158	170
SA	6	1	5	2	4	4	2	0	0	1	2	0	1	1	1	0
A	67	38	29	41	26	57	10	0	0	2	14	14	5	6	13	13
N	125	67	58	65	60	94	31	4	4	5	22	19	10	19	18	24
D	469	226	243	245	224	275	194	13	20	31	111	52	24	63	73	82
SD	329	114	215	153	176	109	220	5	22	34	71	31	17	44	53	51
<b>Item 27</b>	961	416	545	498	472	513	448	22	43	72	214	109	52	125	157	166
SA	198	63	135	87	111	79	119	1	8	20	28	15	6	37	39	44
A	334	138	196	145	189	169	165	7	24	27	72	25	13	59	58	48
N	297	144	153	168	129	175	122	7	7	20	76	47	23	27	45	45
D	105	61	44	70	35	75	30	6	3	2	29	18	10	1	13	23
SD	27	10	17	19	8	15	12	1	1	3	9	4	0	1	2	6
<b>Item 28</b>	960	416	544	489	471	512	448	22	43	72	214	109	52	125	156	166
SA	81	25	56	49	32	51	30	2	2	2	19	12	3	5	18	18
A	275	109	166	156	119	163	112	4	16	12	80	32	9	32	46	44
N	284	154	130	129	155	149	135	11	10	26	50	30	19	32	56	49
D	235	106	129	130	105	122	113	4	10	19	57	31	16	29	27	42
SD	85	22	63	25	60	27	58	1	5	13	8	4	5	27	9	13
<b>Item 29</b>	960	416	544	489	471	512	448	22	43	72	214	109	52	125	156	166
SA	10	5	5	7	3	10	0	1	0	0	2	1	0	2	0	4
A	46	15	31	19	27	29	17	2	4	2	10	3	3	9	7	6
N	322	147	175	152	170	182	140	9	17	23	62	30	19	50	52	60
D	381	179	202	199	182	208	173	8	13	28	90	44	23	42	68	65
SD	201	70	131	119	89	83	118	2	9	19	50	31	7	22	29	31
<b>Item 30</b>	960	416	544	488	472	512	448	22	43	72	213	109	52	125	157	166
SA	14	5	9	7	7	7	7	0	0	1	4	2	2	3	1	1
A	139	70	69	80	59	108	31	5	2	2	35	14	10	22	18	31
N	205	101	104	94	111	118	87	8	5	22	39	25	9	36	31	30
D	380	159	221	199	181	190	190	6	17	29	38	41	20	44	65	75
SD	222	81	141	108	114	89	133	3	19	18	52	27	11	20	42	29
<b>Item 31</b>	959	415	544	489	470	511	448	22	43	72	214	109	52	124	156	166
SA	192	67	125	73	119	61	131	6	19	20	35	10	11	26	36	28
A	445	182	263	212	233	237	208	11	17	40	96	56	22	65	78	60
N	216	116	100	126	90	138	78	3	6	9	52	28	11	29	32	46
D	92	47	45	66	26	66	26	2	1	2	27	12	8	3	10	27
SD	14	3	11	12	2	9	5	0	0	1	4	3	0	1	0	5
<b>Item 32</b>	957	416	541	486	471	510	447	22	43	72	213	109	52	125	156	164
SA	37	8	29	18	19	19	18	2	2	2	7	2	0	4	9	9
A	265	127	138	136	129	152	113	4	14	19	55	26	19	34	38	55
N	485	205	280	245	240	249	236	12	20	42	114	58	24	65	77	73
D	125	63	62	64	61	74	51	3	4	7	25	18	8	15	24	21
SD	45	13	32	23	22	16	29	1	3	2	12	5	1	7	8	6

Key: T = total; FY = first year; NFY = not first year; CT = commonly taught languages; RI = less commonly taught languages; RI = research institution; PC = private college; Afr = African; Ara = Arabic; Chi = Chinese; Fre = French; Ger = German; Ita = Italian; Jap = Japanese; Rus = Russian; Spa = Spanish; SA = strongly agree; A = agree; N = neither agree nor disagree; D = disagree; SD = strongly disagree

	T	FY	NFY	CT	LCT	RI	PC	Afr	Ara	Chi	Fre	Ger	Ita	Jap	Rus	Spa
<b>Item 33</b>	<b>957</b>	<b>416</b>	<b>541</b>	<b>487</b>	<b>470</b>	<b>511</b>	<b>446</b>	<b>22</b>	<b>42</b>	<b>72</b>	<b>213</b>	<b>109</b>	<b>52</b>	<b>125</b>	<b>156</b>	<b>165</b>
SA	9	2	7	4	5	5	4	0	0	2	1	1	0	2	1	2
A	36	15	21	22	14	22	14	1	1	3	11	4	4	4	1	7
N	587	260	327	284	303	314	273	15	21	48	136	55	29	88	102	93
D	249	105	144	136	113	132	117	4	15	16	50	38	17	24	37	48
SD	76	34	42	41	35	38	38	2	5	3	15	11	2	7	15	15
<b>Item 34</b>	<b>960</b>	<b>416</b>	<b>544</b>	<b>488</b>	<b>472</b>	<b>512</b>	<b>448</b>	<b>22</b>	<b>43</b>	<b>72</b>	<b>213</b>	<b>109</b>	<b>52</b>	<b>125</b>	<b>157</b>	<b>166</b>
SA	213	93	120	112	101	104	109	5	13	22	53	24	3	26	32	35
A	506	231	275	267	239	285	221	13	20	25	114	61	34	65	81	92
N	124	52	72	52	72	64	60	3	6	16	27	11	7	22	18	14
D	104	34	70	50	54	52	52	1	4	9	18	10	7	11	22	22
SD	13	6	7	7	6	7	6	0	0	0	1	3	1	1	4	3

Key: T = total; FY = first year; NFY = not first year; CT = commonly taught languages; RI = less commonly taught languages; RI = research institution; PC = private college; Afr = African; Ara = Arabic; Chi = Chinese; Fre = French; Ger = German; Ita = Italian; Jap = Japanese; Rus = Russian; Spa = Spanish; SA = strongly agree; A = agree; N = neither agree nor disagree; D = disagree; SD = strongly disagree