Orientations and Motivation in Foreign Language Learning: A Study of Japanese College Students

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Introduction

Motivation has been the focus of much research on second language acquisition. Following the dominance of Gardner's social psychological theory for many years and subsequent criticism (e.g. Dörnyei, 1990; Crooks and Schmidt, 1991), researchers' efforts are now directed at expanding the theory of language learning motivation by incorporating a wider range of psychological variables (Dörnyei, 1994; Oxford, 1996). Despite the criticism Gardner's theory does offer a useful framework for considering factors that make students want to learn a second language and how they relate to the amount of effort exerted and the outcome of learning.

According to Gardner's theory, the kind of motivation or the goal sought by an individual is distinguished from the intensity of motivation. The goal which is also referred to as orientation is a reason or class of reasons for studying a second language while motivation is regarded as efforts or persistence demonstrated in the process of striving to attain the goal. In earlier studies in the second language learning context in Canada, Gardner and Lambert (1959) identified two types of orientations, integrative and instrumental. Integrative orientation is characterized by a desire to learn about and communicate with the second language group and even become a member of the second language community[1], while instrumental orientation refers to pragmatic reasons for learning a second language such as getting ahead in one's occupation (Gardner and Lambert, 1972).

Gardner's social educational model (1985) predicts that integrative motive consisting of the three constructs; integrativeness, attitude towards the learning situation and motivation, will result in language learning outcome. Furthermore integrativeness, composed of integrative orientation, attitude towards the target language group, and interest in foreign languages, contributes to language learning outcome with motivation as a mediating variable (Fig.1).

Gardner and his group were criticized for "creating a false split" between integrative and instrumental motivation (Oxford, 1996, p.3), as well as for emphasis on integrative motivation as the most important primary type of motivation in the second language learning. Belmechri and Hummel (1997) argues, for example, that the exclusion of other types of motivation aside from integrative in the social educational model is problematic. Some researchers questioned the generalizability of the theory to other contexts (Clément and Kruidenier, 1986). Research has shown that instrumental motivation was more important in various foreign language (FL) learning contexts (Dörnyei, 1990; Samimy and Tabuse, 1992; Clément, Dörnyei & Noels, 1994)[2] as Dörnyei (1990) points
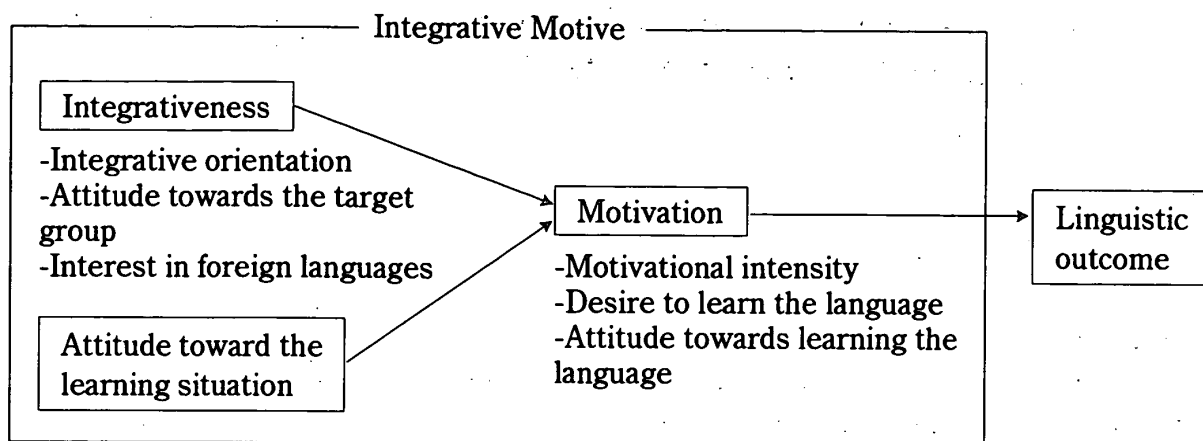
Fig.1 Part of Gardner(1985)'s Socio-educational Model

out that in foreign language situations "affective predispositions toward the target language community are unlikely to explain a great proportion of the variance in language attainment. (p.49)"

Clément and Kruidenier (1983)'s suggestion appears to be significant. They emphasized the need to operationally define orientations "within an experimental context which permits the emergence of other orientations characterizing a given population.(p.276)"

Research on orientations and their relation to motivation

Clément and Kruidenier (1983) investigated the influence of the milieu on the emergence of orientations with eight groups differing in ethnicity, milieu and the target language in Canada. Through repeated factor analyses, instrumental, friendship, travel and knowledge orientations were shown to be common to all groups from various unilingual and multilingual contexts. Ely (1986) attempted to discover which orientations predict the greatest motivational strength among university students of Spanish in the United States. A 17-item orientation questionnaire which Ely developed from a descriptive survey was administered to 75 students. A factor-analysis indicated the existence of two clusters that Ely did not label but admitted resemblance to integrative and instrumental orientations. A subsequent multiple regression analysis showed that both orientations predicted the strength of motivation.

Belmechri and Hummel (1997) repeated Kruidenier and Clément (1986)'s study in Quebec City among learners of English as a second language. In Kruidenier & Clément (1986), high school students' orientations identified were friendship, travel, prestige, and knowledge/respect. In Belmechri and Hummel (1997)'s study with 95 high school students, a factor analysis based on the same questionnaire revealed eleven orientations, and five of them — travel, school (instrumental), friendship, understanding, and career(instrumental) — were shown to be predictors of motivation through a multiple regression analysis. The authors explained that the eleventh factor(friendship), which included items, "Being at ease with L2 people" and "Thinking and behaving like anglophone people" was not labeled "integrative" due to the negative loadings on two

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other items, "Become a member of the L2 community," "Help understand anglophones' lives.

Studies of motivation with Japanese learners of English

While the bulk of research on motivation has been accumulated (mainly in North America), a surprisingly small amount of research has been conducted with Japanese learners of English. Koizumi and Matsuo (1993) examined attitudinal and motivational changes of Japanese 7th grade students learning English and reported a negative change over the first seven months after matriculation. Kurahachi (1993, 1994) studied the effects of communicative approach on learning and motivation, while Tachibana et al. (1996) made a cross-national comparison of attitudes and motivation between Japanese and Chinese high school learners of English.

On orientations, Sawaki (1997) made a study of 57 Japanese university students using a 39-item self-report questionnaire which she developed from a descriptive survey of students in the same university. Factor analyses of orientation items yielded 8 factors. Among them four factors were shown to predict motivational strength and one of them, "Significance of English proficiency for real-life communication" was shown to predict proficiency. As these students majored in English and American literature, some factors seemed to reflect their academic interest in studying English.

More research on orientations and motivation is needed with different groups of Japanese learners of English (e.g. different age groups, institutions, college majors), as this may be of a great practical value for course and material design.

In future research particular attention needs to be paid to sample size when using factor analyses since much of the research conducted to date has had a less than ideal item/sample ratio. In a series of studies on Japanese students' L2 communication tendencies, the researcher undertook an exploratory survey of Japanese students' orientations in the learning of English as a foreign language.

Objectives of the study

The objectives of the study include: 1)to identify the reasons for learning English pertinent to Japanese university students whose major is not English language or literature and investigate which reasons are perceived to be most important, 2) to reduce the reasons into several general orientation factors and analyze the significance of these orientations in this context, and 3) to investigate which of the factors best predict motivation as well as proficiency.

Method

Informants

The participants of the study were 389 Japanese students majoring in informatics at a coeducational university in Osaka. They are freshmen who selected English as the primary foreign language to study out of seven choices. As a demographic study revealed 16 had spent over three months in English speaking countries, they were eliminated from

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the sample. This left 372 (269 or 73% males and 101 or 27% females, 2 unknown) as a final sample.

Procedure

A questionnaire including a 37-item orientation section was administered to the Japanese university freshmen in April 1998. The questionnaire also assessed their motivational intensity, desire to learn the language, and some other psychological variables. The students had taken an institutional TOEFL three weeks before the questionnaires were administered.

A measure of orientations

Following Ely (1986) we first attempted to discover the types of orientations that are relevant in this particular context through a descriptive survey. Ninety-seven students (49 freshmen and 48 sophomore) of the same department were asked to indicate the three most important reasons why they decided to take English. From the content analyses of this data, 45 separate categories were derived, from which 25 were selected for the final questionnaire. Some other items were adapted from Clément & Kruidenier (1983), Dörnyei (1990), and Clément, Dörnyei and Noels (1994). Quite a few overlaps were found between the student-derived reasons and those derived from past research. The researcher added a few items to check relevance; e.g. for work in an international organization such as UN; for travel in Asian and African countries. Being an exploratory study, it seemed best to test the widest range of reasons. The resulting instrument comprising 37 items with 7-point Likert scales was administered to the students. They were asked to rate the degree of importance of each of the 37 reasons.

Motivation measures

As measures of motivation, 7-items on Motivational Intensity (Cronbach's $a=.88$) and 7-items on Desire to Learn English ($a=.78$) were taken from Gardner and Lambert (1972). Here again 7-point Likert scales were adopted which differed from the original format (with three multiple choice answers) and students were asked to rate the degree to which each statement applied with regard to their reasons for taking English.

Analyses and Results

The following analyses procedures were taken.
(1) Factor analyses to determine which reasons clustered together to form general orientations. (2) Comparison of the levels of endorsement on each item (3) Correlational analyses to find out which orientation clusters are most closely related to motivation measures and TOEFL scores. (4) Multiple regression analyses to find out which clusters of orientations best predict the motivation. The SPSS 8.0.1 for Windows was used for the analyses. (5) Path analyses among salient orientation factors, motivation and proficiency. The SPSS AMOS 3.6.1 was used for the path analyses.

Factor analysis of orientations

A factor analysis of orientation items was conducted to delineate clusters that would define general orientations. A principal component factor analysis with a Varimax rotation (using a minimum Eigen value of 1.0) yielded 8 factors. Through the examination of 7 factor, and 9 factor solutions as well as the percentages of explained variance, it was concluded that the best interpretation was obtained with a 9 factor solution. The rotated factor matrix is shown in Table 1.

Factor 1 obtained appreciative loadings (greater than .4) from nine items:(1) "It will allow me to meet and converse with more and varied people," (4) "It will allow me to get to know various cultures and peoples," (5) "It will help me acquire new ideas and broaden my outlook," (9) "I will be able to participate more freely in the activities of other cultural groups", (11) "I'd like to make friends with foreigners," (20) "It will help me send information about myself and Japan to the world," (21) "I would like to make friends with some native speakers of English," and (29) "I want to be able to enjoy reading English books and magazines." This factor shows interest in different cultures, willingness to interact with people in foreign countries, and therefore is labeled *Intercultural friendship*.

Factor 2 obtained appreciative loadings from five variables; three of them were related to travel: (7) "I would like to travel to North America and UK," (8) "I would like to travel to Australia and New Zealand," and (13) "It will help me if I should travel to Asian and African countries." The other two (28) and (29) indicated interest in English through media. Combining these two aspects this factor was labeled *Travel and passive sociocultural*.

Factor 3 was determined by appreciative loadings from six items including one that shows identification: (3) "I would like to think and behave like Americans/British," and some that show favorable attitudes to Anglo-Americans: (25) "It will help me understand Americans/British people and their way of life," (31) "I have an interest in American/British cultures," and (34) "I like Americans/British people." The other two, (4) and (5) were the ones also loaded on Factor 1. Factor 3 reflects interest in the clearly-identified target culture and a positive attitude towards its population and therefore was labeled, *Interest in Anglo/American Culture*. This is most similar to Gardner's integrative orientation.

Factor 4 is defined by eight items. The most strongly loaded items are (17) "English is a subject I've been studying since junior high school," and (30) "English is a required subject." The following four items indicate the students' perception of social importance of the language: (12) "It will make me appear more cultured," (27) "English is everywhere in Japan and I feel familiar with it," (37) "We need to learn it to be a modern educated person," and (33) "English is the language that is spoken by the greatest number of people in the world." The last two items show the students' attitudes toward learning the language: (32) "I like studying languages," and (19) "English was a subject I received good grades in at junior and senior high schools." The latter is indicative of a possibility that achievement motivates learners rather than the other way around. All the items were related to English leaning in educational contexts. This factor, therefore, was labeled, *Academic importance of English*.

Table 1
Factor Analysis of Orientation Items: Principal Component Analysis with Varimax Rotation

	Factor								
	1	2	3	4	5	6	7	8	9
1. Meet and converse with varied people	.76	.14	.17	.10	.15	.05	.14	.04	-.01
2. Useful in getting a good job	.16	.09	.22	.24	.66	-.06	-.04	.24	.20
3. Think and behave like Americans/British	.16	.12	.68	.05	.23	.22	.20	.00	.02
4. Know various cultures and peoples	.61	.24	.46	-.09	.13	.13	.01	-.04	.11
5. Acquire new ideas and broaden my outlook	.54	.18	.44	-.04	.21	.17	.02	.05	.14
6. No specific purpose, but useful	-.12	.04	-.03	.23	.05	-.11	.04	.82	.06
7. Travel to North America and UK	.24	.78	.27	-.07	.17	.15	.06	.11	.00
8. Travel to Australia and New Zealand	.28	.76	.14	-.05	.21	.20	-.06	.15	-.05
9. Participate in activities of other cultures	.63	.30	.26	.06	.12	.28	-.00	.06	.08
10. Need it for my future career	.35	.06	.12	-.01	.66	.23	-.07	-.04	.13
11. Make friends with foreigners	.73	.39	.02	.00	.20	.15	.16	.03	.10
12. Make me appear more cultured	.05	.08	.15	.45	.43	.12	-.08	.37	-.03
13. Help me in travel to Asian/African countries	.29	.50	.19	.04	.16	.19	.07	.30	.12
14. No clear purpose but want to speak English	.12	.12	-.08	.19	.02	-.02	.09	.81	.02
15. Favorite musicians are Americans/British	.15	.06	.21	-.02	.02	.13	.89	.06	.07
16. Music in the English-speaking world	.14	.13	.16	-.02	.06	.08	.90	.07	.07
17. A subject at junior high school	-.04	.06	.07	.80	.00	-.04	.10	.12	.08
18. Use the internet	.11	.10	-.04	.19	.25	.10	.16	.05	.76
19. Good grades in at high schools	.20	.16	-.01	.52	.36	.17	.21	-.04	.37
20. Send information to the world	.47	-.08	.29	.19	.15	.44	.10	-.07	.23
21. Make friends with native speakers	.69	.37	.14	.06	.14	.12	.24	-.05	.07
22. Take some English Certificate Exams	.10	.36	-.10	.35	.51	.14	.09	-.00	.18
23. Live in a foreign country some day	.22	.34	.26	-.13	.29	.54	.17	-.09	-.02
24. Work in an international organizations	.09	.22	.20	.04	.31	.75	.11	-.02	-.02
25. Understand Americans/British people and life	.29	.26	.67	.03	.03	.31	.15	-.12	.05
26. Volunteer activities in developing areas	.25	.14	.19	.09	-.02	.79	.06	-.04	.16
27. English is everywhere in Japan	.31	-.01	.21	.56	.18	.14	-.00	.10	.02
28. Understand English films and drams	.32	.60	.24	.20	-.10	.04	.31	-.03	.23
29. Enjoy reading English books and magazines	.41	.52	.25	.11	-.04	.11	.25	-.14	.33
30. English is a required subject	-.20	-.13	-.12	.63	-.13	-.02	-.16	-.00	.13
31. Interest in American/British cultures	.34	.33	.64	.13	.05	.13	.20	.26	.05
32. Like studying languages	.25	.27	.29	.40	.40	.24	.16	-.12	-.10
33. English is the language of the world	.28	.16	.27	.42	.34	-.14	-.07	-.19	.25
34. Like Americans/British people	.22	.23	.57	.31	.07	.18	.29	.23	.04
35. Get information and knowledge in English	.41	.14	.38	.08	.11	.27	.06	.00	.59
36. Want to study abroad in future	.23	.35	.26	-.14	.45	.38	.19	-.11	.03
37. To be a modern educated person	.05	.05	.33	.55	.26	-.05	-.11	.24	.26

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Factor 5 was defined by six variables. Two were related to future career: (2) "I think it will someday be useful in getting a good job," and (10) "I'll need it for my future career." Three of the rest reflect the students' pragmatic reasons for learning the language: (22) "I want to take some English Certificate Exams," (36) "I want to study abroad in the future," and (12) "It will make me appear more cultured." It would be best to call this factor, *Instrumental Orientation.* This factor includes item (32) "I like studying languages."

Factor 6 receives loadings from four variables two of which are related to interest in working in the international community, — (24) about desire to work in an international organizations and (26) on interest in volunteer activities in developing areas of the world. The rest, (20) and (23) also indicate interest in the world outside Japan. This factor, therefore is referred to as, *Work in the international community/international-mindedness.* The items (20) "It will help me send information about myself and Japan to the world," (24), and (26) are the ones the researcher added.

Factor 7 are defined by two items, (15) and (16) both of which reflect students interest in Angle-American music. This factor was called *American/British Music.*

Two factors that determined Factor 8 — (6) "I don't have any specific purpose, but it would be useful," and (14) "I have no clear purpose but I want to be able to speak English" — reflect a vague sense of the necessity for studying English without a clear goal. Let us therefore call this factor, *Vague sense of necessity.*

The last factor was labeled *Information* because the two items that load on this factor are concerned with the need to learn English to acquire information — (18) "I need it when I access the internet," and (35) "It will help me to get information and knowledge in English." The fact that the students' major was informatics make this factor particularly pertinent to them.

It is noteworthy that three cultural orientations, *Intercultural friendship, Interest in Anglo-American culture and Travel* were identified, although travel could be classified as a kind of instrumental motivation. They may appear similar to these noted by Clément and Kruidenier (1983)'s, in which orientations common to the eight different contexts studied were "friendship," "travel," and "understanding". Also they resemble Belmechri and Hummel's (1997) "travel," "friendship," and "understanding". However the definition of each factor shown here is slightly different from that of past research. Factor 3 is defined as interest in and positive attitudes toward the target language cultures. The target group was clearly identified as American/British and it is similar to Gardner (1985)'s integrative orientation. On the other hand Factor 1, *Intercultural friendship* indicates broader interest in different cultures and willingness to interact with people (not necessarily Americans/ British), reflecting the role of English as a lingua franca (different from Canadian contexts). *Travel/ passive sociocultural* orientation also reflects interest in other cultures with a focus on traveling to different parts of the world.

Endorsement

The second analysis considers the level of endorsement of each item to analyze the students' perception. This demonstrates how each item is perceived as pertinent/

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important by students. Some of the items which are perceived to be most important and least important are shown in Table 2. Comparison of the mean scores of the items shows that items clustered in *Instrumental* and *Intercultural friendship* orientations (items 2, 1, 4, and 5) are perceived to be most important by students. The two items that are related to the vague recognition of necessity or lack of clear goals (items 14 and 6) were also among the ones perceived most relevant by students. On the other hand, some *Interest in Anglo-American culture* items indicating identification with the target group (items 3, 34 both taken from past research) were perceived to be relatively unimportant by students. Three of the four items in Factor 6, *Work in the international community* (items 24, 26 and 20), were the ones the researcher added and all of them were among the items perceived to be least important by students. Generally the orientation items derived from the students' descriptive survey are perceived as important.

Table 2-a Items perceived to be most important/relevant by students

Item number		Item summary	Endorsement (S.D.)
1.	(2)	Someday useful in getting a good job	4.76 (1.59)
2.	(28)	Want to understand English films and drams.	4.75 (1.90)
3.	(33)	English is spoken by the greatest number of people	4.74 (1.67)
4.	(1)	To meet and converse with more and varied people	4.52 (1.73)
5.	(4)	To get to know various cultures and peoples	4.51 (1.77)
6.	(5)	Will help me acquire new ideas and broaden my outlook.	4.48 (1.68)
7.	(14)	No clear purpose but want to be able to speak English	4.32 (1.63)
8.	(6)	No specific purpose, but would be useful	4.31 (1.61)

Table 2-b Items perceived to be least important/relevant by students

Item number		Item summary	Endorsement (S.D.)
1.	(24)	Wish to work in an international organizations	2.42 (1.66)
2.	(26)	Interested in volunteer activities in developing areas of the world	2.79 (1.59)
3.	(3)	To think and behave like Americans/British	2.91 (1.63)
4.	(20)	Send information about myself and Japan to the world	3.08 (1.63)
5.	(36)	Want to study abroad in future	3.08 (1.89)
6.	(32)	Like studying languages	3.18 (1.64)
7.	(19)	Received good grades in junior and senior high schools	3.19 (1.81)
8.	(34)	Like Americans/British people.	4.00 (1.56)

Correlations between orientations and other variables

In order to examine how orientation clusters are related to strength of motivation, and proficiency, Pearson Product Moment Correlations between these variables were calculated and the results are shown in Table 3. The scores on Motivational Intensity and

Desire to Learn L2 aggregated to represent measures of motivation. Factor scores calculated from the previous factor analysis accounted for measures of orientations.

Table 3 Correlations between Orientations, Motivation, and TOEFL Scores

	Motivation	TOEFL
Orientations		
1. Intercultural friendship	.68**	.24**
2. Travel	.60**	.21**
3. Anglo-American culture	.60**	.20**
4. Academic importance	.38**	.18**
5. Instrumental	.72**	.31**
6. International interest	.55**	.19**
7. American/British music	.29**	.11*
8. Vague sense of necessity	.05	-.03
9. Information	.33**	.12*
Motivation (Motivational Intensity + Desire to Learn L2)		.37**

** p<.01   * p<.05

Table 3 shows that most of the orientations except Factor 8 (*Vague sense of necessity*) are significantly correlated with strength of motivation. Instrumental orientation shows the highest correlation with motivation followed by *Intercultural friendship, Travel* and *Interest in Anglo/American culture. Instrumental orientation* was most highly correlated with TOEFL scores among the nine orientations. Motivation has a fairly high correlation with TOEFL scores.

Multiple regression analyses

A stepwise multiple regression analysis was performed to find out which clusters of orientations best predict the motivation. The dependent variable was motivation and nine orientation factors were independent variables.

Table 4 The result of Stepwise Multiple Regression analysis (Dependent Variable: Motivation)

Step	Orientations entered	R^2	beta	t	P
1	Instrumental Orientation	.53	.47	11.04**	.000
2	Intercultural Friendship	.62	.40	9.55**	.000

** p<.01   * p<.05   F=259.4 (p<.001)

The result indicates that the two orientations, *Instrumental* and *Intercultural friendship* are both fairly strong predictors of motivation.[3]

The question of whether proficiency is the cause or result of motivation has been long debated. Let us hypothesize that proficiency is a result of the amount of effort one expends in learning the languages as in Gardner's social educational model. To examine whether TOEFL scores can be predicted by motivation measure and the two types of orientations, a path analysis was computed based on a hypothesized path model. In this model proficiency measured by TOEFL was the endogenous variable and motivation and two salient orientations (*Intercultural Friendship* and *Instrumental*) the predictor variables. The results appear on Fig. 2.
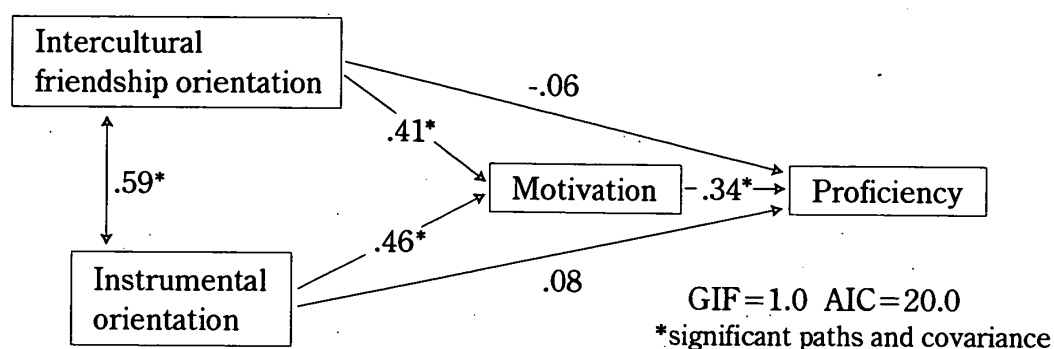

Fig.2 **Result of Path Analysis**

As hypothesized, a direct path from motivation to proficiency was at a significant level and motivation was shown to be the predictor of proficiency. There were no direct paths from the two orientations to proficiency. This indicates motivation affects proficiency directly, but orientations do not. Orientations can affect proficiency indirectly through the mediation of motivation.

Discussion

Factor analysis of orientation items yielded nine factors which represent the ethnolingusitic situation in which Japanese college students are placed. *Intercultural friendship* orientation is indicative of the role of English as a lingua franca and the interest Japanese learners have in interacting with people from different cultures using English. Similarly *Interest in Anglo-American culture* is related to interest in different cultures and people, but in this case the target cultures were specified as the U.S. and Britain. Students, however, did not have a desire to identify with the target groups. *Travel and passive sociocultural* also seem to be a culturally driven reason as well as having some pragmatic focus on travel. It is not surprising that these three factors were highly correlated with each other (See Note 3). These cultural factors seem to represent the learners' willingness to understand different cultures and interact with people overseas, to have contact with the rest of the world including British and American cultures.

Higher endorsement on factors/items indicate that these orientations are perceived to be pertinent/ relevant by the students. In this sense neither working in the international

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organizations nor identifying with the second language community was perceived as an important goal of learning English. Yet, those who are interested in working overseas seem to be highly motivated to study as the high correlation with motivation indicates. Relatively high endorsement on the items that are clustered and labeled as *Vague sense of necessity* to learn the language indicates that for many students English is an academic subject which they have been encouraged to study without having a clear objective. They feel vaguely it will become a necessity to use English in the "internationalized" society, but they do not have a clear idea of how they are going to use it. It is noteworthy that this perception has no correlation with motivation or proficiency, while clearer orientations have significant correlations with motivation and proficiency. The emergence of orientation factor, *Information* signifies the environment in which students are placed; they feel it is becoming increasingly important to use English on the web. This orientation was significantly correlated with motivation and proficiency.

Multiple regression analyses showed that *Instrumental* and *Intercultural friendship* orientations are fairly good predictors of motivation and therefore can be called most important in the sense that they induce students to work harder. Similarly all other orientations except *Vague sense of necessity* were significantly positively correlated with motivation. The students who have higher scores on orientations, particularly *Instrumental* and *Intercultural Friendship* orientations tend to make a greater effort and have a desire to learn. As mentioned earlier, past research conducted in foreign language contexts tended to emphasize the importance of instrumental orientation. The result of current research not only confirms this but indicates the significance of culturally and interactionally driven orientations as well. Subsequently a path analysis was conducted to examine the relations between the two salient orientations, motivation and proficiency. The results confirmed causal relations proposed in Gardner's model, although here intergrativeness was replaced with two orientations which had been operationally defined as most important in the Japanese English learning context. The significant paths show that those who study English for intercultural communication as well as for some pragmatic reasons tend to work harder and as a result tend to have higher proficiency. The correlation between the two orientations indicate those who have one tend to have the other.

The above-mentioned causal relationships among the variables, however, are not definitive. Further research is certainly needed to determine the relationship between orientations, motivation and proficiency in L2 among wider groups of Japanese learners of English. In addition to quantitative research, qualitative analyses using interviews and classroom observations will be necessary to have a better understanding of students motivation, beliefs and emotions about learning the language. Meanwhile an expansion of the social psychological model is underway and will offer a more comprehensive picture of language learning motivation.

Notes
This paper is a revised version of the author's oral presentation at the Symposium on

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1. Gardner's definition of integrativeness has dropped the connotation of identification as MacIntyre (1998) points out that Gardner (1985) defines integrativeness as "being comprised of a positive attitude toward the L2 community and a desire to affiliate with members of the L2 community without the desire to be like members of the L2 community."

2. Sometimes a distinction is made between second language learning (SL) and foreign language learning contexts (FL); the former refers to the situation in which the target language is spoken in the community as a majority/minority or official language and the latter refers to the situation in which the target language is not commonly used in the community as a means of communication.

3. Orientation clusters 1, 2 and 3 are highly correlated with each other (in the low .80s) but a statistics expert consulted assured us that a problem of multicolinearity is not observed in the SPSS output data.

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