

CROSS-CULTURAL STUDY ON PARENTAL EXPECTATIONS IN CHILD SECOND LANGUAGE LEARNING

Mitsue Allen-Tamai

(論文要旨)

第二言語習得における「動機」については Lambert と Gardner が提唱した道具的動機 (instrumental motivation) と統合的動機 (integrative motivation) に分類されて研究される場合が多い。本論文では異なる言語環境 (アメリカ, 日本) において子どもの外国語教育をすすめる親の期待 (動機) について研究した結果を報告している。

Motivation and Second Language Acquisition

Motivation is commonly regarded as an inner impulse, emotion or desire that stimulates one to a particular action and it has been considered to play an important role in learning a second language. A number of instructional, individual, and socio-cultural factors are considered to enhance or deter motivation. The most well-known researchers in this field are Gardner and Lambert and they have suggested two major types of motivation that are closely related to attitudes: these are called 'instrumental motivation' and 'integrative motivation'. If learners are instrumentally oriented, they care more about the utilitarian value of linguistic achievement. Learners learn their second language to get a better grade at school or a better job, or a promotion at work. They are extrinsically motivated and regard language learning as an instrument to get a reward. Because of this nature, Gardner and MacIntyre (1991) found that learners who have instrumental motivation often discontinue their efforts to learn a language after achieving their goal.

On the contrary, if learners have integrative motivation, they want to learn more about the cultural community in which the target language is spoken. They are interested in the community and they want to become its member. But as some researchers have pointed out, there are degrees of difference in this integrative motivation, depending on the

linguistic environment in which each learn is (Konishi, 1994).

It can be assumed that learners in Montreal who want to integrate in a French speaking community have much more intensified integrative motivation than those Japanese learners who want to be like an English speaking person. McDonough (1986) has suggested that there are two versions of integrative motivation: one is called 'assimilative' and the other is 'affiliative'. The former is a strong motivation in which learners want to assimilate themselves to a target language community and become a full member of the community, while learners with affiliative motivation simply want to have social contact with a speaker of the target language community.

Several researchers, including Gardner and Lambert, have examined the relationship between attained proficiency and learners' motivation and attitude in various foreign language contexts. They have reported confounding results in terms of the superiority of motivation type; for example, while Canadians in Montreal tend to be successful learners if they have more integrative motivation, Filipinos with high instrumental motivation are better language learners. It seems that strength of motivation, regardless of its type, decides the success of language learning.

Among those studies done by Gardner and Lambert (1972), one study has suggested a parental influence on children's language learning. Studying children learning French in Louisiana, where French language and traditions were still alive, the researchers found that parental encouragement was a major factor relating to proficiency. Their studies also suggest other factors that influence children's learning, such as their identification with the French teacher, their realization of the usefulness of knowing French, and their sensitivity to other people's feelings.

Then, why do parents send their children to a language school? What do they expect? What is their motivation? These are important factors that influence a child's attitude and motivation in participating in foreign language learning programs. アレン玉井 (1993) designed a questionnaire to examine what parents expected from her language institution. The questionnaire was given to 32 children aged four to twelve and to their mothers and she found that parents had more integrative motivation than instrumental ones.

In this paper, the author will examine parental motivation for their children's foreign language learning in five different contexts. As discussed previously, linguistic and sociocultural environments are very important and they are able to influence type and density of motivation. The research intent was to focus on understanding the two types of motivation; integrative and instrumental motivation.

Methods

1. Participants

There were 241 parents who participated in this research. They all sent their children to the foreign language education facilities described below. The researcher analyzed the replies only from those parents who could not speak the target language that their child was learning.

(1) Site 1 (a French bilingual school in the U. S. A.)

Beginning with classes for three-year-olds and going through the sixth grade, this private school offers children an integration of French and American educational models. The children in the five-year-olds' class begin the bilingual experience with instruction in both French and English. There were 17 children in the five-year-olds' class, and one native speaker of French.

(2) Site 2 (a Spanish bilingual class in the U. S. A.)

This bilingual program is a joint project of the Bilingual Education and Desegregation Offices. It is designed to bring Spanish and English speaking children together from kindergarten to grade six. There were 20 five-year-old children in one class, and half of them were Latino children.

(3) Site 3 (a Saturday Japanese language School in the U. S. A.)

American-Japanese children are learning Japanese as their second language for various reasons. The children, aged from six to seventeen, attend Japanese language classes every Saturday for eight hours.

(4) Site 4 (a Japanese kindergarten with English instruction in Japan)

The children in this kindergarten start taking a 15-minute English lesson once a week from age four. This private kindergarten is located in the center of Tokyo and it started English education more than 30 years ago.

(5) Group 5 (an English language education school in Japan)

Children in this organization take a one-hour lesson once a week after their regular school. English is taught by Japanese bilingual teachers in a small-sized class.

2. Questionnaire

Participants were asked to judge how important each question item was and to assign a number from 1 to 8 according to its importance, with 1 as the most important. The following were the question items;

We want our child to learn English now, so that

- (1) S/he can prepare for English classes in junior or senior schools.
- (2) S/he can take enough time to learn English effectively by starting early.
- (3) S/he can acquire English as an international language, which enables him to understand and make friends with all the children in the world.
- (4) S/he can realize the importance of English as an international language which can be used in his future.
- (5) S/he can acquire multi-perspectives through learning foreign languages and their cultures.
- (6) S/he can realize that there are similar patterns for ideas and behaviors in all people in spite of the language differences.
- (7) S/he can facilitate his cognitive development in an educational environment which is different from so-called cram schools.
- (8) S/he is given a chance to make a good friend in an English class.
(the name of each target language replaces English where appropriate)

Results

The questionnaires were analyzed to examine the types of motivation and are reported here respectively.

1. Integrative Motivation

The estimated mean and standard deviation (SD) for each of the five types of second language learning contexts is given Table 1.

Table 1. Mean and Standard Deviation of Integrative Motivation by Site

Site	1 (n=14)	2 (n=29)	3 (n=20)	4 (n=95)	5 (n=31)
Mean	23.64	20.21	18.40	25.20	22.13
SD	5.71	8.46	5.09	4.8	6.55

As this Table shows, some distributions show more variance than others; the variance of Site 2 (Spanish bilingual school) is the largest among the five sites (SD=8.46), meaning that there is the greatest variation in the parental expectation with regard to integrative motivation, while the variance of Site 4 (Japanese kindergarten) is the smallest (SD=4.80). This small variance may be explained by the nationality of the participants in Site 4, since Japanese are believed to be more homogeneous than Americans. However, the variance of Site 5 is not particularly small, indicating that as far as integrative motivation

is concerned, the Japanese parents who are placing their children in the university affiliated language program have relatively diverse expectations, whereas the Japanese parents who are sending their children to the kindergarten with English program show relatively small variation in their expectations.

2. Instrumental Motivation

Table 2 shows the estimated mean and standard deviation for each site.

Table 2. Mean and Standard Deviation of Instrumental Motivation by Site

Site	1 (n=14)	2 (n=29)	3 (n=20)	4 (n=95)	5 (n=31)
Mean	18.71	17.41	18.45	20.40	21.23
SD	4.68	6.21	6.00	2.40	3.18

The variance of Site 2 is the largest among the five (SD=6.21), while that of Site 4 is the smallest. The variance of Site 5 was the second smallest. Thus, unlike integrative motivation, parental expectations are relatively homogeneous in both Site 4 and 5, as far as instrumental motivation is concerned.

A one-way analysis of variance (ANOVA, hereafter) was used to examine whether integrative motivation differed among the parents in those five sites. The null hypothesis for this analysis is that all means of the integrative motivation for the five types of parental groups are equal, in the population. The ANOVA summary table presented below shows that there are statistically significant differences in integrative motivation among those five groups.

Table 3. ANOVA Summary for Integrative Motivation

Source of Variation	DF	SS	MS	F	P
MODEL	4	1136.83	284.21	8.21	.0001
ERROR	184	6371.46	34.63		
TOTAL	188	7508.29			

As seen in the table above, the results of the ANOVA indicate that there is a significant effect, ($F(4,184) = 8.21, p = .0001$) of integrative motivation on the parental expectation. The Bonferroni multiple comparison strategy was used to examine where the difference

exists and the parents in Site 4 (Japanese kindergarten with English program) were found to behave significantly different from those in both Site 2 (Spanish program) and Site 3 (Japanese Saturday School). However, these results were based on a family of tests; the overall alpha level for the family is $.05/5 (= .01)$ and thus the error rate is slightly conservative.

Likewise, another ANOVA was conducted to examine whether instrumental motivation differed among the parents in those five sites. The ANOVA summary table is presented below and the results of the ANOVA indicate that there is a significant effect, ($F(4,184) = 5.01, p = .0007$). This means that there are statistically significant differences in instrumental motivation among the five parental groups.

Table 4. ANOVA Summary for Instrumental Motivation

Source of Variation	DF	SS	MS	F	P
MODEL	4	314.75	78.69	5.01	.0007
ERROR	184	2891.06	15.71		
TOTAL	188	3205.81			

The Bonferroni test was again conducted to find where the differences were and the parents in Site 2 (Spanish program) were found to behave significantly different from those in both Site 4 (Japanese kindergarten with English program) and 5 (university affiliated English conversation facility). However, these results were again based on a family of tests, thus, they should be interpreted with some caution.

Discussion

The research results indicate that the parents in each group expressed quite different motivations in having their children participate in second language programs. Most of the parents evaluated the items for integrative motivation more highly than those for instrumental motivation, except those in Site 3 (Japanese Saturday School).

Looking at the differences between the estimated means of integrative and instrumental motivations, we can see that the parents in Site 1 (French bilingual school) and those in Site 4 (Japanese kindergarten) evaluated items for integrative motivation much more highly than those for instrumental motivation.

In comparing the two bilingual programs, we can see that the parents in the Spanish program (Site 2) did not evaluate integrative motivation as highly as those in the French

program (Site 1). The difference in motivation evaluation in the Spanish program was only 2.8. There were significant parental educational background differences between these two groups. It appears that in general, higher parental socio-economic status was associated with higher parental integrative motivation. Further research is necessary to clarify this suggested relationship.

Comparing two Japanese groups, those parents in Site 4 (a kindergarten) and in Site 5 (a university-affiliated language school), the parents in the latter site did not evaluate integrative motivation as highly as the other. Unlike the case above, there is not a significant difference in educational backgrounds of those parents in Site 4 and Site 5. In this case, age of their children is the major factor to cause the differences in their expectation. The parents in Site 4 have not yet come to expect utilitarian effects from their children's language learning, while those in Site 5 are likely to believe that their children should be successful in English in order to get good school grades and to obtain good careers.

There were two limitations on this study that should be noted. First, two question items were deleted from the Japanese questionnaire because they were not appropriate for them. One of them asks about the parents' interest in maintaining racial identity, and the other asks about the necessity to communicate with the native speakers of the target language. Although these are sometimes very important factor for parents in the United States to start language education for their children, the questions have little relevance to the parents living in the more homogeneous society like Japan.

Another limitation is that no attempt was made to experimentally control the educational backgrounds or socio-economic status of the participants in this study. However, this experimental limitation served to demonstrate the natural variations of homogeneity of each group. Educational backgrounds of Japanese parents showed little variation, while American counterparts showed a great difference. This factor may be noted as being related to particular practical problems faced by bilingual teachers in the United States.

Furthermore, it would be very interesting to conduct further research to examine the relation between parents' motivation and their child's attained proficiency.

Conclusion

The social status of each language in this study—Spanish, French, and Japanese in the United States and English in Japan—apparently influences parents' motivation. There are many factors involved in making foreign language learning successful. We need good

bilingual teachers, an effective curriculum, interesting materials, and linguistically rich environments. One suggestion from this study regarding English education to children in Japan comes from the results of Site 2 (the French bilingual program), because social status of these two languages in each country and educational backgrounds of parents are similar. The children in the French program were successfully acquiring French as their foreign language and they showed positive learning motivation when the researcher observed their class for six months. Although there are some differences in French education in America and English education in Japan, it is worth noting that the parents of French-bilingual children showed more integrative attitudes toward their children's second language learning. The researcher assumes that this affects children's motivation.

References

- アレン玉井光江 (1993). 親から見た児童英語教育『日本児童英語教育学会研究紀要第12号』 3-10.
- Beebe, L. (1987). *Issues in Second Language Acquisition: Multiple Perspectives*. Rowley, MA: Newbury House.
- Cummins, J. (1984). *Bilingualism and special education: issues in assessment and pedagogy*. Clevedon: Multilingual matters.
- Dulay, H., Burt, M., & Krashen, S. (1982). *Language Two*. Oxford: Oxford University Press.
- Fillmore, C., Kemper, D., & Wang, W., (1979). *Individual Differences in Language Ability and Language Behavior*. Academic Press.
- Gardner, R., & Lambert, W. (1972). *Attitudes and Motivation in Second Language Learning*. Rowley, MA: Newbury House.
- _____. (1973). Attitudes and Motivation: Their role in Second Language Acquisition. In J. Oller & J. Richards (Eds.), *Pragmatic Perspectives for the language Teacher*. Rowley, MA: Newbury House.
- _____. & MacIntyre, P. D. (1991). An instrumental motivation in language study: who says it isn't effective? *Studies in Second Language Acquisition*, 13, 57-72.
- 小西正恵 (1994). 第二言語習得における学習者要因 『第二言語習得研究に基づく最新の英語教育』 (監: 小池) 東京: 大修館.
- McDonough, S. H. (1986). *Psychology in Foreign Language Teaching (2nd ed.)*. London: Allen & Unwin.
- Oller, J., & Chihara T. (1978). Attitudes and Attained Proficiency in EFL: A Sociolinguistic Study of adult Japanese speakers. *Language Learning*, 28, 55-68.