

**THE IMPACT OF PREVIOUS RELOCATION ON
STUDENTS' ATTITUDES TOWARDS SPANISH:
A SURVEY INVESTIGATION OF UNIVERSITY
UNDERGRADUATES**

by

Mellany Corbin

A thesis submitted to the Faculty of the University of Delaware in partial fulfillment of
the requirements for the degree of Master of Arts in Spanish Literature and Pedagogy

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ABSTRACT

This study investigated a possible correlation between the individual variables of relocation experience and students' attitudes towards Spanish. A survey was distributed to a sample of 331 students at all levels of Spanish study at a Major Research University in the Northeast. Previous research indicated that the reason for relocation may affect the students' academic performance with certain relocations such as those for voluntary reasons were associated with improved academic performance. The results of the study indicated that about 60 percent of the relocations involved a change of state, which is consistent with the University of Delaware population that has a majority enrollment of out-of-state students. Most participants had only relocated once, and of those participants who had only relocated once, 92 percent indicated university enrollment as their reason for relocation. In order to quantify responses to questions on a Likert scale, responses to these questions were totaled to form an "attitude score". It was found that there was a positive correlation between the attitude score of those participants who were Spanish majors/minors and those who were not Spanish majors/minors. In comparing the attitude scores in relation to the reasons for relocation, the results for most categories did not differ. Categories of interest were divorce/separation and decreased income because these groups yielded attitude scores that were lower and higher, respectively, from the rest. While previous

research supports a negative relocation effect for divorce/separation, it seems uncharacteristic for a population who relocated due to decreased income. The attitude scores for type of relocation also identified two groups from the rest of the categories: relocations that involved a change of country and those participants who had never relocated. Contrary to the original hypothesis, the population who had never relocated revealed the highest attitude score. Similarly, participants who had relocated out of the country had a higher attitude score. The correlation coefficient between the attitude score and reasons for relocation and the attitude score and types of relocation did not reveal statistically significant findings; therefore, the study did not support the null hypothesis that previous relocation affects foreign language learners' attitudes towards Spanish.

Chapter 1

INTRODUCTION

Although the influence of relocation on attitudes towards Spanish is a new area of study, researchers have devoted decades to explore the connection between relocation and its effects on academic performance in general (Alcock, 2009; Alston, 1996; Burt, 1993; Blakeman, 1993; Edwards, 2001; Engel et al., 2010; Evans, 1996; Greene, 1961; Mann, 1972; Mehana & Reynolds, 2004; Rumberger, 2002; Swanson, 1999; Whalen, 1973). Relocation affects roughly one in six Americans each year according to the U.S. Census Bureau report so it is important to understand its impact (2000). It used to be assumed that relocation mostly impacted military families and migrant workers, but that view has changed with an increasingly mobile inner-city population (Evans, 1996; Popp et al. 2003). With such a large percent of Americans affected by relocation, it becomes necessary to observe its effects.

The impact of the effects of mobility on academic performance remains inconclusive due to the numerous variables that affect mobility. Studies that report a correlation between low academic achievement and relocation also acknowledge the influence of other factors such as poverty (De la Torre & Gwynne, 2009; Alvarez, 2006; Paik, 2002; Mao, 1997; Schuler, 1990), family instability (Engel 2010; Adam,

2002; Bowen, 1989; Eckenrode, 1995), and gaps in curriculum (Alcock, 2009; Dixon & Hayden, 2008; Smith, 2008; Engec, 2006).

Other research supports a positive effect of relocation on academic performance (Evans, 1996; Burt, 1993; Blakeman, 1993; Mann, 1972; Greene, 1961) and a correlation between high academic achievement enhanced by relocation (Whalen, 1973). Some researchers noted that the reason for the move determines the outcome such that voluntary moves will most likely result in more positive effects than involuntary moves (Mehana & Reynolds, 2004; Rumberger, 2002; Edwards, 2001; Swanson, 1999).

It is widely accepted that moving involves a high level of stress and anxiety (Dixon & Hayden, 2008; Edwards, 2006; Alston, 1996; Jalongo, 1994; Pittman, 1994; Hausman & Reed 1991; Mann, 1972). Some researchers suggested that this period of transition may shape students' identities (Alcock, 2009; Dixon & Hayden, 2008; Blakeman, 1993) because they have the opportunity to rediscover themselves in a new environment. Thus, relocation incites the process of "adaptation" during which the student undergoes social, psychological and academic changes in coping with the new environment (Rumberger 2002; Rupsiene & Kucinskiene 2005).

Similar to the formation of identity and adaptation that occur because of relocation, second language acquisition includes these elements through the process of acculturation (Dörnyei, 2009; Noels, 2009; Jiang et al., 2009; Mantero, 2007; Julé, 2004). Jiang et al. defined acculturation as "the culture change initiated by the

conjunction of two or more autonomous cultural systems,” a process that has a positive effect on second language acquisition (2009, p482). Taylor and Henao’s research showed that “intercultural competence” is possible without international experience, thus it is a crucial part of the foreign language classroom (2005, p.23).

Researchers have concluded that individual differences affect the outcomes of second language acquisition (Kinging, 2009; Dörnyei, 2005, Gardner, 1985). Gardner found that motivation and attitude are "influential in second language acquisition because they orientate the individual to seek out opportunities to learn the language" (1985, p56). Evidence showed that integrative motivation, in which the language learner seeks to communicate with and possibly assimilate to the target language community, is the most effective for language acquisition and that attitude is one of the main constituents to integrative motivation (Dörnyei, 2009).

Although relocation and attitude are variables that affect student academic achievement, more research is needed on the effects of these variables on second language acquisition. The purpose of this study is to explore the relationship between relocation and attitude in the context of Spanish language study at the undergraduate level. It is important to consider the possibility that previous relocation may impact students’ current attitudes towards learning a second language.

Chapter 2

REVIEW OF THE LITERATURE

The main reasons students move tend to be associated with family changes such as divorce (Engel 2010; Adam, 2002; Bowen, 1989; Eckenrode, 1995) or job termination (Mao, 1997; U.S. Census Bureau, 2009), transition to the university (Burt, 1993), betterment such as upward economic movement and improved living conditions (Alcock, 2009; U.S. Census Bureau, 2000), and poverty (De la Torre & Gwynne, 2009; Alvarez, 2006; Paik, 2002; Mao, 1997; Schuler, 1990).

Another type of relocation is that resulting from military service. Military deployment and relocation is distinct from civilian mobility because this type of relocation tends to occur more frequently (Bowen, 1989). While deployment presupposes a higher level of stress and anxiety (Engel et al., 2010), the military programs and the bases abroad provide a social network and preparation for the move (Alston, 1996). As a result, mobility doesn't hinder achievement of students in military families as much as in civilian families (Engel et al., 2010; Mehana & Reynolds, 2004) and may even aid in the development of coping strategies (Whalen, 1973).

It is notable that certain populations are more prone to the negative effects of moving. Edwards identified these vulnerable groups: non-Caucasian children, younger

children, and children with a predisposition to viewing the experience/social interactions as negative (2001). School districts and communities with high mobility rates are also vulnerable to low academic achievement; these include military bases (Whalen, 1973), areas with migrant workers (Alcock, 2009; Evans, 1996), and low-income communities (Blakeman, 1993).

In examining the effects of mobility on students, research shows a correlation between civilian mobility and low academic performance (Engel 2010; De la Torre & Gwynne, 2009; Dixon & Hayden, 2008; Smith, 2008; Alvarez, 2006; Engec, 2006; Adam, 2002; Paik, 2002; Mao, 1997; Eckenrode, 1995; Schuler, 1990; Bowen, 1989). Alcock attributed the low achievement of highly mobile students to “distraction due to need to adapt to new environment, distraction due to need to make new friends, distraction due to negative academic placement, differences between teacher expectations, and gaps in the curriculum” (2009, p136). Curriculum disruptions and slow transfer of records hinder students’ adjustment (Alcock, 2009; Dixon & Hayden, 2008; Smith, 2008; Engec, 2006).

Despite overwhelming research on the negative effects, some studies maintain that positive effects of relocation on academic performance exist (Evans, 1996; Burt, 1993; Blakeman, 1993; Mann, 1972; Greene, 1961). Regarding students’ transition to the university, Burt found that although students experienced homesickness, it did not affect academic performance (1993). One explanation for this positive result is that voluntary relocation (such as attending a university) yields more positive effects than

involuntary relocation (Mehana & Reynolds, 2004; Rumberger, 2002; Edwards, 2001; Swanson, 1999). Greene found that students who had a high number of voluntary moves scored higher on their state's standardized test and tended to have fewer absences and that students who had moved greater distances tended to have comparatively higher social adjustment scores and earned better grades in biology, Spanish, and music (1961). Still, research is inconclusive as to the relation between mobility and core subjects (Dixon & Hayden, 2008; Smith et al., 2008; Mehana & Reynolds, 2004; Rumberger, 2002; Edwards, 2001; Evans, 1996).

Other studies concluded that relocation may illuminate prior academic strengths or weaknesses (Alcock, 2009; Edwards, 2001). The fact that mobility affected individuals in different ways “led to the logical conclusion that student mobility had a compounding or magnifying effect on both positive and negative issues” (Alcock, 2009, p147).

Chapter 3

THE STUDY

Since there are many variables that affect relocation research, it is difficult to fully grasp the influence of mobility on academic performance. This investigation sought to isolate those variables that have been previously identified in order to examine the relationship between students' attitudes towards learning Spanish and their previous relocation experience. The definition of relocation experience used in this study was any move that involved at least a change of neighborhood that occurred during the years the student was enrolled in school, which includes kindergarten through the current university enrollment. The focus on these school years recognized the research on moving and its effect on academics as well as the process of adaptability during relocation and during second language acquisition. Recognizing the importance of the transition to the university, living on campus was also considered a move. This definition included any relocation during the transition to the university whether it is on or off campus. The relocation discussed in this study encompassed the research conducted on mobility; these were considered synonymous terms.

Research Questions

How does previous relocation affect foreign language learners' attitudes towards Spanish?

Are students who have relocated more inclined to study Spanish?

Are students who have never relocated less inclined to study Spanish?

Hypothesis

Students who have never previously relocated will not have a more positive attitude towards Spanish and will not be more likely to continue language study.

Participants and Site

The study targeted a sample of students who were enrolled in Spanish 100, 200, 300, and 400-level courses during the fall semester of 2010 at the University of Delaware. Students ages 20-24 constituted a more mobile population so this group warrants investigation (U.S. Census Bureau, 2000). Students at the 100 level provided insights as to their interest in continuing their study of the language because these courses are needed to fulfill the graduation requirements of the College of Arts and Sciences. Level 200 may be the first Spanish courses that some students take at the university if they have Advanced Placement credits or have completed the university's placement exam. Students enrolled in 300-level courses included those students who studied Spanish as a major or minor. Finally, the 400-level Spanish courses are the most advanced course offerings for undergraduate students so this group represented those who have continued to study the language. Participation in the survey was based

upon class enrollment and willingness to participate. Five classes from each undergraduate level – 100, 200, 300, and 400 – were selected randomly to participate in the survey. The researcher visited the respective classes to administer the survey, pending student consent. This randomly-selected sample of students provided insights representative of the University of Delaware population enrolled in Spanish during the fall semester of 2010.

Research Design

The study used a quantitative descriptive design to determine the correlation between certain variables. This design described and interpreted the current state of these variables. Conducting a survey provided insight into the students' attitudes. In this case, the survey examined students' responses to determine whether a correlation exists between students' relocation experiences and their current attitudes towards Spanish.

Instrumentation

The survey was distributed in the middle of the semester so that students had time to acclimate themselves to their current Spanish course. The researcher randomly selected five classes from each level – 100, 200, 300, and 400 – for a total of twenty classes. After obtaining permission from the instructor, the researcher visited each of those classes to administer the survey. The survey asked for the students' age, sex, number of moves, and current Spanish course. It elicited brief explanations of students' reasons for moving and their interest in continuing Spanish study at the

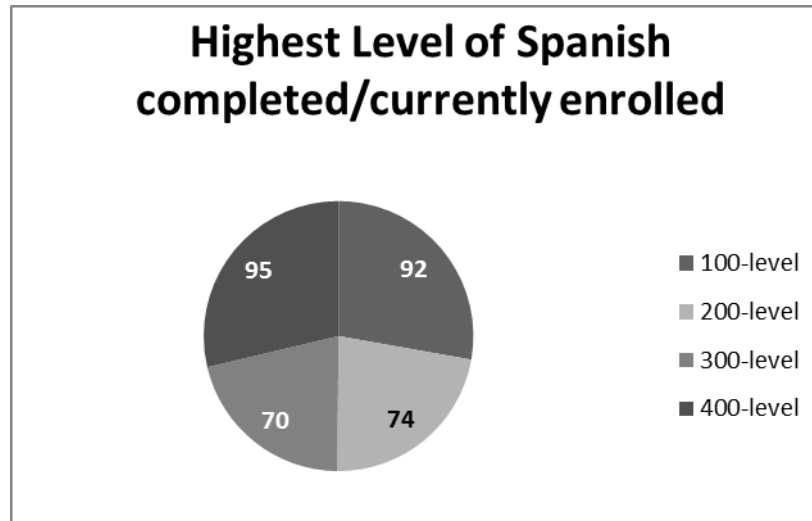
university and beyond. The responses of those students who have relocation experience were of particular interest.

Chapter 4

RESULTS

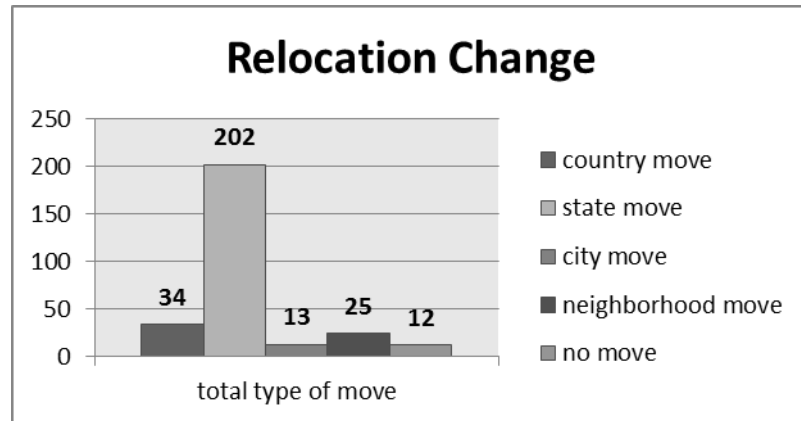
To describe the characteristics of the sample data, the numbers of responses were totaled for questions 1-7 (see Appendix A) out of the total 331 participants. There were 221 participants who were Spanish majors or minors and 112 participants who were not Spanish majors or minors. Considering that the graduation requirement for many programs is to complete the 100 level and that only Spanish majors and minors must continue to the 200-level and beyond, it is not surprising that roughly two-thirds of the total sample have selected Spanish as a major or a minor. There were 92 survey participants at the 100-level, 74 participants at the 200-level, 70 participants at the 300-level, and 95 participants at the 400-level (see Figure 1). The random selection of classes did not take into account the size of the classes so the number of participants for each level is not equal. It also did not account for students who were absent on the day of the survey or students enrolled in multiple courses. Each student was only permitted to participate once.

Figure 1 Highest Level of Spanish Completed or Currently Enrolled



Question 4 asked participants to check the type of relocations that applied to them – whether it involved a change of country, a change of state, a change of county, a change of city, and/or a change of neighborhood. To accurately compute the percentage of participants who identified with each category, it was necessary to subtract all categories that were geographically smaller from each total. For example, a change of county overlapped a change of neighborhood so the number of those participants for a change of county is the difference between the two totals. These adjusted totals are reflected in Figure 2. Consistent with the University of Delaware student population where 69% come from out-of-state, the sample showed that most students had moved out of state (University of Delaware 2009).

Figure 2 Relocation Change



Question 5, as shown in Figure 3, asked participants for the total number of relocations in order to test the hypothesis that students who have never previously relocated will not have a more positive attitude towards Spanish and will not be more likely to continue language study. The data showed that most students, about 38%, had only moved once from the age of enrollment in kindergarten through the present. Those students who never moved comprise the smallest category at only 3.6% of the sample population.

Figure 3 Total Number of Relocations

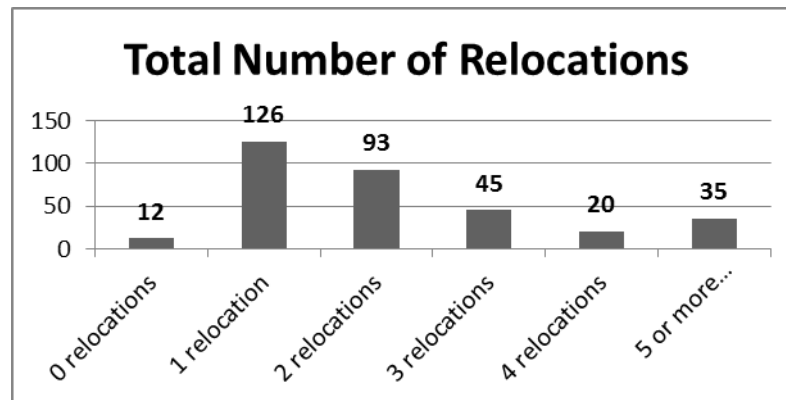
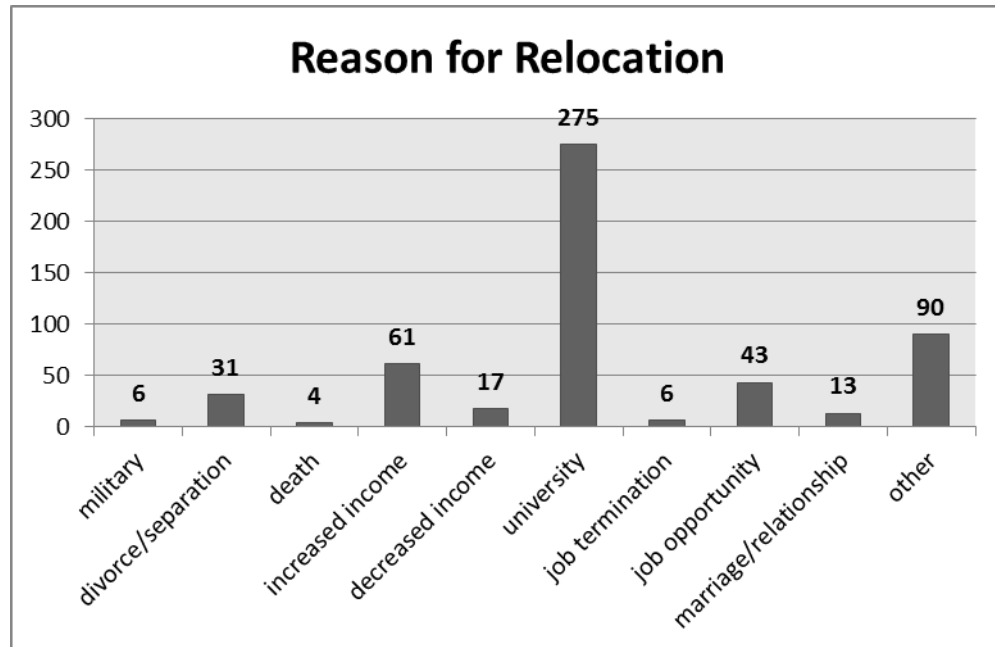


Figure 4 reflects the responses for question 6 in which students selected all of the categories that applied to their relocation experience(s). 275 students, or 50.37% of the sample population, selected “university enrollment” as one of their relocations. Upon further investigation, 92% of those students who marked the university as a reason for relocation only had one relocation. In other words, the majority of the sample had only moved once during their school years and that move was to the university. Although research shows that one in six Americans relocates every year, the sample population proved relatively immobile until attending the university. This finding could be significant for future research.

Figure 4 Reason for Relocation



In response to question 7, 56.8% of the sample population had never studied a language other than Spanish. If distributed to another population, it would be best to add the quantifier “foreign” so that the question reads “Have you ever studied a foreign language other than Spanish?”. The results of this question are not as clear without this specification.

Questions 8-19 targeted students’ attitudes towards the Spanish language, Hispanic cultures, and plans for future Spanish study using a five-level Likert Scale. The responses were assigned numerical values: strongly agree (2), agree (1), neutral/I

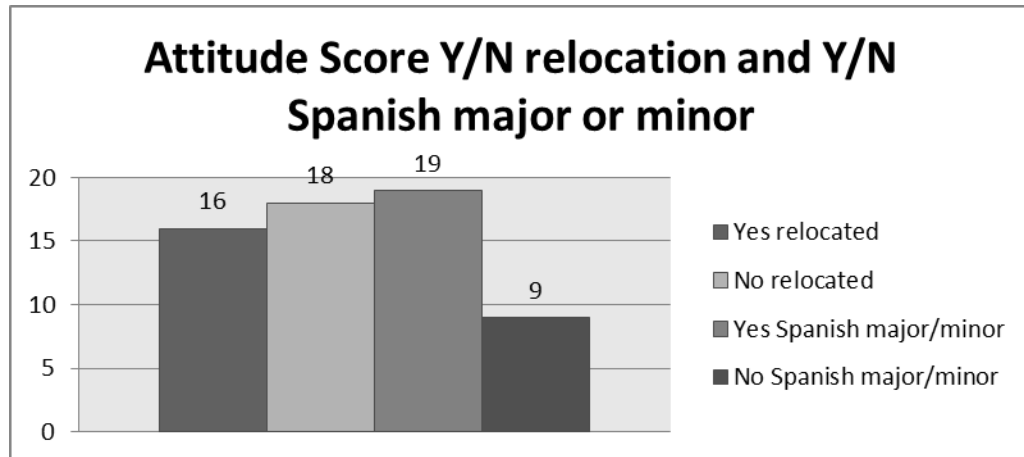
don't know (0), disagree (-1), and strongly disagree (-2). The scale adds points for favorable attitude responses and subtracts points for unfavorable attitude responses. For consistency with the favorable/unfavorable determination, the responses to question 8 used the following scale: strongly agree (-2), agree (-1), neutral (0), disagree (1), and strongly disagree (2). The summation of the responses for questions 8-19 provided an "attitude score" for each student. The attitude score served as a basis for correlational statistics.

Attitude score

In Figure 5, the attitude score of several populations was calculated to look for patterns in the data. Between those participants who had never relocated and those who had relocated at least once, there was not a significant difference in attitude score. It is possible that the small sample of students who never relocated influenced the results. This is an area for further research.

The attitude score of students who study Spanish as a major or minor is significantly higher than that of students who do not study Spanish as a major or minor. Because of previous research showing a correlation between attitude and motivation, these are not surprising results. Students who are more motivated to continue study of the target language will have a higher attitude score, or more positive attitude, towards it.

Figure 5 Average Attitude Score for Yes/No Responses for Relocation and Spanish major/minor



In Figure 6, it is important to note that the attitude score for the different reasons for relocation did not vary, with the exception of the divorce/separation and the decreased income responses. This is consistent with previous research findings which showed that there are groups that experience negative mobility effects such as divorce/separation, death in the family, decreased income, and job termination. Although it is debated whether mobility is the cause of negative effects or simply a part of the problem, it is important to remember that relocation is accompanied by psychological, social, and academic changes. The results of this study showed that those participants who identified a divorce/separation as a reason for relocation experienced a more negative attitude towards Spanish. The sample size for this group

was 31 students so the results can be indicative of an area for future research.

Conversely, 17 students responded that they relocated due to decreased income, yet they have the highest attitude score of all the groups. Although not known, this result may be explained by another factor such as relocation type.

Figure 6 Average Attitude Score for Reason for Relocation

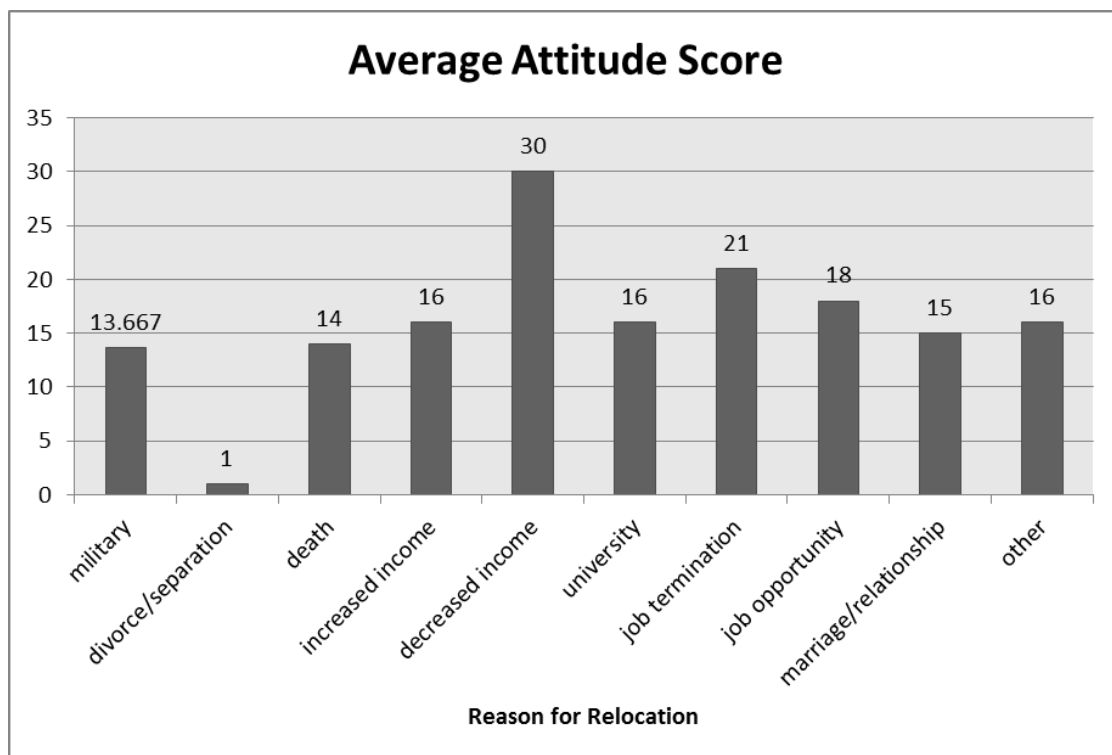
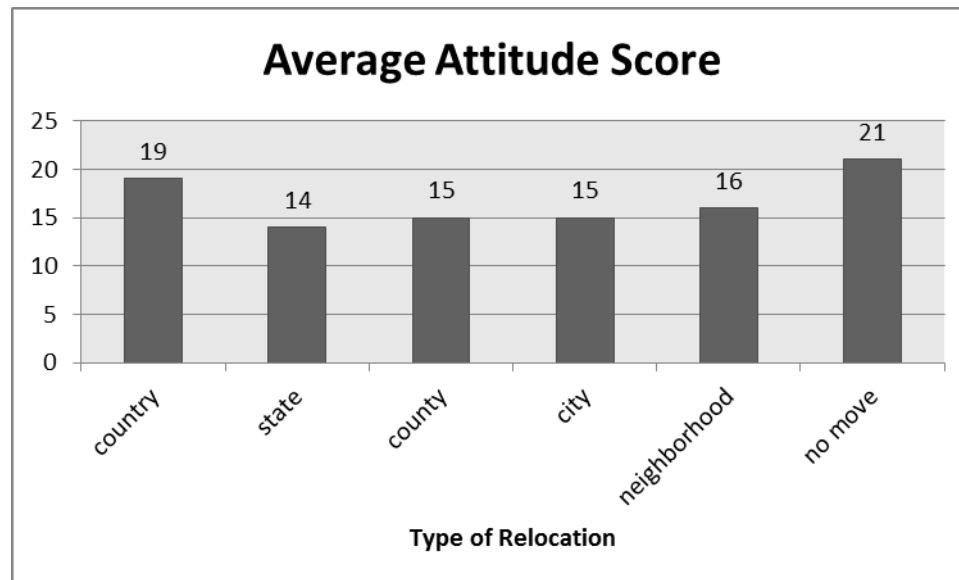


Figure 7 shows that there is not a significant difference in the attitude score between the groups for type of relocation. It is surprising that the attitude score for the “no moves” category was higher than the mean for the other categories, but further investigation revealed that two-thirds of the participants who had never moved were also Spanish majors or minors. These results are inconclusive due to the small sample, but this could be an area for future research. The 34 participants who responded that they had relocated out of the country also showed a higher attitude score. Perhaps there is a connection between their experiences with another culture that allowed them to have a more positive attitude towards Spanish.

Figure 7 Average Attitude Score for Type of Relocation



To determine correlation

To further explore possible correlations between the types of relocation and attitude score and the reasons for relocation and attitude score, the correlation coefficient was determined for each of these categories. Tables 8 and 9 include the correlation coefficient for each category. Since the results are close to 0, they are not significant.

Table 1 Correlation Coefficients for Type of Relocation

<u>Type of Relocation - correlation</u>	<u>Correlation coefficient</u>
country & attitude score	0.13
state & attitude score	0.03
county & attitude score	0.02
city & attitude score	-0.01
neighborhood & attitude score	-0.02

Table 2 Correlation Coefficients for the Reason for Relocation

<u>Reason for Relocation - correlation</u>	<u>Correlation coefficient</u>
military & attitude score	0.00
divorce/separation & attitude score	0.00
death & attitude score	0.00
increased income & attitude score	0.00
decreased income & attitude score	0.04
university & attitude score	-0.02
job termination & attitude score	0.09
job opportunity & attitude score	0.12
marriage/relationship & attitude score	-0.01
other & attitude score	0.03

To determine statistical significance

Since the correlations between the reasons for relocation and the types of relocation and attitude score did not yield significant findings, it was not necessary to conduct a t-test for each of these. However, due to earlier questions regarding the

attitude score of those participants who indicated a change in country as the type of relocation, a t-test between this group and the other types of relocation (change of state, county, city, and neighborhood) was performed. The test used a two-tail test for the independent groups because it did not specify which mean would be higher; therefore, it was a more prudent option. The p value was 0.015178 so there is not a statistically significant difference between these groups. To test the original hypothesis, a t-test was conducted between the attitude scores of those participants who had relocated and those participants who had never relocated. Again, the test used a two-tail test for independent groups. The p value of 0.0260480 showed no statistical significance. Further research is needed due to the small sample population of those students who had never relocated.

Chapter 5

DISCUSSION

The results of this study disprove the hypothesis because the findings revealed that there were no significant differences in attitudes towards Spanish between those students who had previously relocated and those who had never relocated. The small sample population of those students who never relocated raises doubt about the results. This group also consisted primarily of Spanish majors and minors so future research is needed to explore a possible correlation between students who have never relocated and their attitudes towards Spanish.

In examining the reasons for relocation, the mean attitude scores for the categories of divorce/separation and decreased income were distinct from the other reasons for relocation. Future research should investigate whether there is a correlation between divorce/separation and a more negative attitude towards Spanish and whether there is a correlation between decreased income and a more positive attitude towards Spanish.

The type of relocation also requires further investigation. Participants who indicated that their relocation experience included a move outside the country showed a higher attitude score than other types of relocation (a change of state, county, city, and neighborhood). There is a possible connection between the formation of identity

through relocation and through foreign language study, but this is inconclusive at present.

This survey was distributed to a sample of the student population at the University of Delaware. As stated previously, 69 percent of the enrolled students at the University of Delaware come from out-of-state. It would be interesting to conduct the same survey at a university with a higher international population or a higher in-state population. Perhaps a different population would yield different results. Repeating this study with secondary schools or elementary schools may also reveal new insights, since the majority of the participants indicated “university enrollment” as their only relocation. It may also prove valuable to investigate a possible correlation between relocation and attitude with other foreign languages.

Chapter 6

CONCLUSION

This study investigated the correlation between the individual variables of relocation experience and students' attitudes towards Spanish. Since the United States is becoming an increasingly mobile society, it is important to look at the impact of relocation. Previous research indicated that the reason for relocation may affect the students' academic performance. Voluntary relocations such as those associated with university enrollment and increased income showed a positive impact on academic performance. With this in mind, we set out to establish connections between types and frequency of relocation and perceptions about the importance of language study among college students enrolled in Spanish courses at various levels.

Study results revealed that there were no significant differences in the attitude score between different reasons for relocation. Contrary to the original hypothesis, the population who had never relocated revealed the highest attitude score. Similarly, participants who had relocated out of the country had a higher attitude score. It was surprising that those who indicated decreased income as a reason for relocation yielded a higher attitude score, given that what we know from prior research would expect a lower attitude score from this group. Upon closer investigation, the correlation coefficient between the attitude score and reasons for relocation and the attitude score

and types of relocation did not reveal statistically significant findings; therefore, the study did not support the null hypothesis that previous relocation affects foreign language learners' attitudes towards Spanish.

The research findings revealed that college populations in the United States are relatively immobile and that most of the students' first relocation was a result of university enrollment. As such, it is important for educators to keep in mind that the transition to the university incorporates aspects of relocation in the process of adaptation to university life. They should be sensitive to students' needs during this process. In the foreign language classroom, it is of particular interest to understand this population because students may not be familiar with relocation and, by extension, may not be familiar with other cultures. It is essential to incorporate culture into the curriculum. The study identified that divorce/separation may have a negative effect on attitude towards Spanish so teachers should be aware that this change may have an impact beyond those within the family itself. Another group of interest is the relocation that involved a change of country. In other words, students who relocated internationally tended to show a higher attitude score. This may be an advocate for study abroad programs. Since the null hypothesis was disproved, the study showed that there was not a correlation between relocation and attitude towards Spanish. Relocation alone is not a factor that affects students' attitudes so teachers should not have a different expectation for students with relocation experience as opposed to those without relocation experience. Further research is needed to explore the

relocations that occur because of decreased income and international relocations, as these groups may provide valuable insights to the field of foreign language education.

Appendix A
CONSENT FORM

Mellany Corbin
Department of Foreign Languages and Literatures
University of Delaware

Moving/Relocation and Attitudes Survey

The Department of Foreign Languages and Literatures is investigating the correlation between moving or relocation experience and students' attitudes towards language learning. For the purposes of this study, a move or relocation is defined as any that occurred after reaching the age of enrollment for kindergarten (usually age 4 or 5) that involved at least a change of neighborhood. Recognizing the importance of the transition to the university, living on campus will also be considered a move.

We want to learn your honest opinions. There are no correct answers to the survey questions. Your participation is voluntary and confidential. We request, but do not require, that you answer every question. This will allow the analysis to be more reliable and meaningful. At any point, you may choose to stop and not submit your results.

If you have any questions concerning the study, you may contact Mellany Corbin <mcorbin@udel.edu>, Dept. of Foreign Languages and Literatures, University of Delaware. If you have any questions about your rights as a subject or about any issues concerning the use of human subjects in research, please contact IRB Chair, University of Delaware (302-831-2137).

This survey should take about 5 minutes to complete. You must be at least 18 years of age in order to participate. If you choose to participate in the survey, you will have the option to be entered into a drawing to win one of four gift cards to restaurants on Main Street. Your information will not be associated with your survey responses, and your participation in the drawing is voluntary. Thank you for taking the time to complete this survey.

By signing below, you acknowledge that you are at least 18 years old and have read the above information.

participant

If you would like to be entered into the drawing, please write your name and valid e-mail address in the spaces provided.

name

e-mail address

Appendix B

SURVEY

Moving/Relocation and Attitudes Survey

Department of Foreign Languages and Literatures

University of Delaware

1. I am a Spanish major or minor.
 - a) Yes
 - b) No

2. What is the highest university-level Spanish course that you have taken or are currently taking? Circle one.
 - a) 100 level
 - b) 200 level
 - c) 300 level
 - d) 400 level

3. Have you ever moved or relocated, including the transition to the university?
 - a) Yes
 - b) No. If no, skip to question 7.

4. Mark all that apply. Did the move or relocation involve ...
 - ☐ A change of country
 - ☐ A change of state
 - ☐ A change of county
 - ☐ A change of city
 - ☐ A change of neighborhood

5. How many times have you moved or relocated? Circle one.

- a) 1
- b) 2
- c) 3
- d) 4
- e) 5+

6. Mark all that apply. Why did you move or relocate?

- ☐ Military relocation
- ☐ Divorce or separation
- ☐ Death in the family
- ☐ Increased income
- ☐ Decreased income
- ☐ University enrollment
- ☐ Job termination
- ☐ Job opportunity
- ☐ Marriage or relationship
- ☐ Other

7. Have you ever studied a language other than Spanish?

- a) Yes
- b) No

Please check the box that best represents your response to the following questions.

8. I am only taking a Spanish course to fulfill a graduation requirement.

Strongly Agree Agree Neutral Disagree Strongly Disagree

9. I would like to take more Spanish courses in the future.

Strongly Agree Agree Neutral Disagree Strongly Disagree

10. I would like to use Spanish after I complete this course.

Strongly Agree Agree Neutral Disagree Strongly Disagree

11. I would like to use my Spanish skills in my career.

Strongly Agree Agree Neutral Disagree Strongly Disagree

12. I think that learning Spanish is important in today's society.

Strongly Agree Agree Neutral Disagree Strongly Disagree

13. I think that it is important to learn about other cultures.

Strongly Agree Agree Neutral Disagree Strongly Disagree

14. I enjoy learning Spanish

Strongly Agree Agree Neutral Disagree Strongly Disagree

15. I enjoy learning about other cultures.

Strongly Agree Agree Neutral Disagree Strongly Disagree

16. I enjoy meeting people from other countries.

Strongly Agree Agree Neutral Disagree Strongly Disagree

17. I would like to travel to other countries.

Strongly Agree Agree Neutral Disagree Strongly Disagree

18. I would like to devote more time to learning Spanish.

Strongly Agree Agree Neutral Disagree Strongly Disagree

19. Learning Spanish is one of my life-long goals.

Strongly Agree Agree Neutral Disagree Strongly Disagree

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