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INTERCULTURAL COMMUNICATION NEEDS OF MISSISSIPPI  
AGRICULTURAL STUDENTS, EMPLOYERS,  
AND HISPANIC WORKERS

By

Rosa Elena Vozzo

A Dissertation  
Submitted to the Faculty of  
Mississippi State University  
in Partial Fulfillment of the Requirements  
for the Degree of Doctor of Philosophy  
in the Department of Curriculum and Instruction

Mississippi State University

August 2006

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2006

INTERCULTURAL COMMUNICATION NEEDS OF MISSISSIPPI  
AGRICULTURAL STUDENTS, EMPLOYERS,  
AND HISPANIC WORKERS

By

Rosa Elena Vozzo

Approved:

---

Sue Minchew  
Associate Dean and Professor  
Curriculum and Instruction  
(Director of Dissertation)

---

Dwight Hare  
Professor  
Curriculum and Instruction  
(Dissertation Co-Chair)

---

Burnette Wolf Hamil  
Associate Professor  
Curriculum and Instruction  
(Committee Member)

---

Robert E. Wolverson, Sr.  
Professor  
Foreign Language  
(Committee Member)

---

Patricia M. Lestrade  
Associate Professor  
Foreign Language  
(Committee Member)

---

Linda Coats  
Interim Department Head and  
Associate Professor  
Graduate Coordinator  
Curriculum and Instruction

---

Richard Blackburn  
Dean of College of Education

Name: Rosa Elena Vozzo

Date of Degree: August 5, 2006

Institution: Mississippi State University

Major Field: Curriculum and Instruction

Major Professor: Dr. Sue Minchew

Title of Study: INTERCULTURAL COMMUNICATION NEEDS OF MISSISSIPPI  
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WORKERS

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Candidate for Degree of Doctor of Philosophy in Education

As the inclusion of Hispanic labor in the Mississippi workforce increases, it is necessary to prepare our students to communicate with these workers. The purpose of this study was to determine the attitude toward Spanish speakers, their culture, and the study of Spanish among agricultural students at Mississippi State University. The study also sought to discover cultural differences that could affect communication between American managers and the Hispanic workforce.

The Friedman (1997) questionnaire was administered to 204 students in the College of Agriculture and Life Sciences. Additionally, open interviews were conducted with 10 participants: four Mexican Hispanic workers, two community leaders, two students, a crew leader, and a farmer.

In regard to students' attitude toward foreign language learning, the results suggested that agricultural students at Mississippi State University have a positive attitude toward study of the language. Results revealed that students have considerably

high instrumental motivation, but not integrative motivation. The results also revealed that the students have fairly stereotypical perceptions of native Spanish speakers and their culture; among the most marked stereotype found was the perception that Spanish speakers are hard workers. A few of the stronger stereotypes found in previous studies and portrayed by the media, were not so obvious in this study. Among these the perceptions of Hispanics as lazy (Cozens 1981; Jackson, 1995; Marin, 1984) and tardy (Friedman 1997; Marin 1984; Ortuño, 1991) the former was not found in this study, students surveyed were undecided about the latter. Like previous studies (Cozens, 1981; Friedman, 1997; Jackson, 1995, Marin 1984) this study revealed that American students surveyed tended to think of Hispanics as poor, dirty, conservative, and non-materialistic. They also assumed Hispanics live in non-developed areas. Interviews revealed Americans assume that everybody is literate in his or her own language, and that Spanish is the only language among Mexicans and Central Americans. American interviewees also had difficulty recognizing hierarchy among workers, and a different connotation in alcohol consumption. In addition, they did not understand that in the Hispanic culture respect is more personal than in the USA.

## DEDICATION

To Dr. Ann Wiltrout and Dr. Marcela Garma

In Memory

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# CHAPTER I

## INTRODUCTION

The teaching of Spanish as a second language has become increasingly important in the United States. In order to serve the growing Spanish-speaking community, fields as diverse as industries, law enforcement agencies, medical facilities, and social service agencies need a workforce with certain proficiency in Spanish. Farm owners, golf course superintendents, nursery managers, landscape companies, chicken farms, forestry industry, and other managers of agricultural related enterprises need Spanish so that they can communicate with the growing number of Spanish-speaking workers (Billikopf, 2002).

According to Terrien and Ramirez (2000), the largest minority group in the United States is Hispanic, which has surpassed Blacks as both the fastest growing minority group and the largest minority in the United States. According to the National Agricultural Workers Survey (US Department of Labor, 2000) in 1998, 80% of the national farm work forces were Hispanic, and 90% of these were Mexican immigrants. These immigrants generally have low levels of formal education and often speak little or no English (Rothenberg, 1998). Recently, Hispanic farm workers have been settling in small towns in the southeast more than ever. From the mid 1960s to the 1970s, Hispanic-American workers steadily displaced the traditional African-American workers in the

southeast. By the early 1990s, fewer than 1 in 10 farm workers in the southeast region had been born in the United States, and nearly 70% of the Hispanic farm workers were undocumented immigrants, with little or no English proficiency (Rotherberg, 1998). A similar scenario has been reported for workers in ground maintenance and landscape. According to Fullerton and Tossi (2001), employment of workers in grounds keeping and related services is expected to grow faster than the average for other occupations through the year 2010. Despite the fact that the Hispanic workforce has grown with such momentum, managers have been slow in updating their management style (Ratcliff, 2003). Ratcliff argued the reason for this delay is not only because of the language barrier, but also due to cultural differences. Beardall in an interview with Ratcliff (2003), stated “despite the growing numbers of Hispanic workers and the demonstration of their work ethic and perseverance in America, stereotypes do still exist” (p. 2). He believed that educating managers about Hispanic culture and what motivates Hispanic workers would help dissipate the myths upon which stereotypes are built and expose the path to a better management style.

Upon completion of their university degrees, students in agricultural-related fields find themselves having to manage crews of Spanish speaking workers, but they are not prepared in the Spanish language. In 1999, looking for solutions to this growing problem in our area, Mississippi State University (MSU) began a two-semester Spanish course designed to teach agricultural students the foundations of Spanish necessary in their everyday tasks. Discussion among faculty from the College of Agriculture and Life Sciences, and from the Foreign Languages Department helped to determine the scope,

content, and format of the course. The faculty decided on a two-semester course, emphasizing a vocabulary adapted to fulfill the needs of students and employers. The researcher developed the course, and since only a semester of Spanish is required for the students' major, their enrollment in the second semester class is based on their perceived needs for the language. Since 1999, the second semester class did not have an enrollment high enough to keep the section open for only one semester. There is no complete textbook to teach Spanish for agriculture-related activities. The instructor based the course on agriculture-related glossaries, lists of words, phrases, and task-oriented lesson plans. These lesson plans were developed after discussing the topics with students and professors in the agricultural field. At this time, teaching materials are needed that incorporate not only the Spanish grammar and vocabulary in the technical field, but also the cultural differences that could compromise communication. General Spanish programs lack vocabulary and tasks specific for this important segment of our student population. Also, cultural information addressed in these existing programs does not incorporate the culture of the Latin-American agricultural workforce.

As research into culture and its relationship to language learning have progressed, the importance of culture as a basis for communication has been increasingly stressed (Damen, 1987; Kramsch, 1983; Seelye, 1985, 1993). Another benefit of teaching culture in the classroom is directly related to the task of helping language learners challenge and re-evaluate their built-in stereotypes about other cultures in order to comprehend and/or accept their value (Brooks, 1968; Damen, 1987; Heusinkveld 1985; Kramsch, 1983; Lado, 1957; Peck, 1998; Seelye, 1985, 1993). Roberts, Bryam, Barro, Jordan, and Street

(2001) considered that students who learn to understand their own culture and others' cultural points of view could experience a change in self-concept, openness toward other cultures, and a desire to interact with them, leading to better communication. Following these assumptions, teaching materials that fulfill the language requirement and also provide cultural information related to the workers' social group could increase the communicative abilities of students planning to work in agricultural-related enterprises.

### **Statement of Purpose**

The purpose of this study is to determine the attitude among agricultural students at Mississippi State University toward Spanish speakers, their culture, and the study of language. Additionally, the study will identify cultural differences that could affect communication between American managers/crew leaders and the Hispanic workforce.

The study was guided by the following research questions:

*Research Question 1:* What are the attitudes of MSU agricultural students toward learning Spanish?

*Research Question 2:* What type of motivation to study Spanish do the agricultural students have?

*Research Question 3:* How stereotypical is the attitude of MSU agricultural students toward Spanish speakers and their culture?

*Research Question 4:* Are there any cultural misunderstandings that could compromise communication between Hispanic immigrant farm workers and employers in the area?

*Research Question 5:* If cultural misunderstandings exist, which are they?

### **Rationale for the Study**

Agricultural enterprises all over the United States heavily depend on the Hispanic work force (US Department of Labor, 2000). There is a lack of practical cultural information in relation to the culture of poverty of the Latin American immigrant in the majority of the commercial materials used to teach Spanish. Additionally, student attitudes toward learning a language and the social group identified with the target language influence the way they function in the language (Gardner & Lambert, 1972). The questioning of conventional stereotypes and analysis of different perspectives within a culture could facilitate understanding as well as eliminate misinformation and the faulty perceptions of their members (Seelye, 1985, 1993).

Developing language-teaching materials appropriate to a specific discipline, and at different competency levels, is a very costly and time-consuming endeavor. In order to maximize time, resources, and, most of all, students' productivity, teachers are obligated to make choices while designing their own teaching materials. According to Tomlinson (1998), for teachers working as designers, it should be a primary concern to understand not only the characteristics of good language instructional materials, but also the students' and community's needs.

The importance of students' attitudes toward the language and of their perceptions of the target group's culture has been established in the literature review. However, before steps can be taken to create culture-based materials dealing with these factors, students' attitudes must be identified. No study has been found addressing attitudes of

college agricultural Spanish students toward the study of the language or toward Spanish speakers.

### **Limitations**

For the purpose of the study, the following limitations are noted:

1. Students of agricultural-related majors being surveyed are limited to students taking beginner level courses related to their major at MSU.
2. This study is limited to the collection of data in summer and fall 2005.
3. Workers being interviewed were limited to Hispanic workers actually living in the state of Mississippi and working in agricultural related activities who have lived in the United States more than six months.
4. The study examines attitudes and makes no attempt to verify if these self-reported attitudes translate into behavior.
5. The study may be subject to response bias in that the subjects may have responded in a socially acceptable manner.

### **Definition of Terms**

*Agricultural students:* for the purpose of this study, agricultural students are students majoring in a degree offered by the College of Agriculture and Life Sciences excluding Animal Science.

*Anglos:* For the purpose of this study, Anglo is an English-speaking person, especially a white North American who is not of Hispanic or French descent.

*Attitude:* According to Thurstone (1928), attitude is “the sum total of a man’s inclinations and feelings, prejudice and bias, preconceived notions, ideas, fears, threats, and convictions about any specific topic” (p. 531). Savignon (1997) added

Discussing L2 learning, attitude has come to include *conscious mental position* as well as a full range of often-subconscious feelings or emotions (for example, security, self-esteem, self-identity, motivation). Together they [all these factors] are referred sometime as affective variables. (p. 109)

*Culture:* For the purpose of this study, the definition proposed by Seelye (1985) is used: “Culture is a broad concept that embraces all aspects of the life of a man” (p. 26). The culture instruction that involves general aspects of life is usually called little c, while culture instruction that portrays the high aspect of a culture, usually in the form of fine arts, is called Big C.

*Hispanic:* According to the U.S. Census Bureau (2000),

Hispanics or Latinos are those people who classified themselves in one of the specific Spanish, Hispanic, or Latino categories listed on the Census 2000 questionnaire –Mexican, Mexican Am., Chicano," "Puerto Rican", or "Cuban" -as well as those who indicate that they are "other Spanish/Hispanic/Latino." Persons who indicated that they are "other Spanish/Hispanic/Latino" include those whose origins are from Spain, the Spanish-speaking countries of Central or South America, the Dominican Republic or people identifying themselves generally as Spanish, Spanish-American, Hispanic, Hispano, Latino, and so on. (p. 1)

*Instrumental Motivation:* Ramage (1990) described instrumental motivation as a determination to acquire another language to achieve goals such as a good job or social recognition.

*Integrative Motivation:* According to Ramage (1990) integrative motivation reflect the desire to become more like valued members of the target community.

*Language for Specific Purpose (LSP):* According to Richards (2001), in contrast to students learning language primarily for mastery of the language for its own sake or in order to pass a general examination, the LSP student is usually studying a language in order to carry out a particular role. Robinson (1980) stated that the goal of an LSP course is to prepare the learners to carry out a specific task or set of tasks. This movement is known in the European English- language teaching as English for Specific Purposes (ESP). In the United States, Brown (2001) defined ESP as English for Special Purposes and according to his definition these

programs are specifically devoted to professional fields of study. A course in English for Agriculture or in Business Writing would fall under the general definition of ESP. Usually ESP courses are differentiated from Vocational/Technical English in that ESP refers to disciplines in which people can get university majors and degree, while Voc/Tech refers to trades and non-other baccalaureate certificate programs. (p. 123)

In this study ESP will be used as English for Specific Purposes (broader meaning that includes technical/vocational and baccalaureate programs). On the same order, Language for Specific Purpose (LSP) will include the same concept, but it will apply to foreign languages in general. It is important to notice that most of the studies on LSP have been done for English. In the literature review, ESP is used to address characteristics of the LSP in general.

*Materials:* According to Tomlinson, (1998)“anything that is used to help to teach language learners. Materials could be a handout, a newspaper, a paragraph written on a whiteboard; anything which presents or informs about the language being learned” (p. xi).



*Material development:* Tomlinson (1998) described material development as “anything, which is done by writers, teachers or learners to provide sources of language input and to explore those sources in ways which maximise the likelihood of intake”(p. 2).

*Needs analysis:* “Procedures used to collect information about learners’ needs are known as needs analysis” (Richards, 2001, p. 51).

*Second language (L2):* The language that is learned or acquired through training is one’s second language. In the present study, with exception of the Hispanic participants, the second language is Spanish.

*Stereotypes:* socially shared generalizations about people who are members of a particular group or social category.

*Target language:* the language being learned. In this study, the target language is Spanish.

## CHAPTER II

### LITERATURE REVIEW

The literature review is presented in the following areas: (a) language for specific purposes, (b) culture, and (c) attitude and motivation. The chapter concludes with a summary.

#### **Language for Specific Purposes**

The teaching of languages for specific purposes became an important activity in the last three decades. Over 30 years ago, the Council of Europe (1969) recognized the need to remove language barriers in order to achieve a better understanding among the countries of Europe. It was considered that the only way to develop meaningful language programs for so many languages was by obtaining information about societies' needs. Trying to determine what language or languages were necessary to teach, to whom, and at what level was a major consideration. The concern in making language learning more relevant to the learners' needs led during this period to the emergence of the languages for specific purpose (LSP) movement, known in English teaching as English for specific purposes (ESP). After the Second World War, English became the language for trading and scientific expansion. As a result, the beginning of the LSP movement is mostly discussed in terms of ESP. Richards (2001) considered that the ESP approach to language teaching began as a response to the following concerns:

The need to prepare growing numbers of non-English background students for study at American and British universities from 1950's.

The need to prepare materials to teach students who had already mastered general English, but now needed English for use in employment, such as non-English background doctors, nurses, engineers, and scientists.

The need for materials for people needing English for business purposes.

The need to teach immigrants the language needed to deal with job situations. (p. 28)

Hutchinson and Waters (1987) cited three factors as having influenced the emergence of ESP: (a) the end of the Second World War with the consequence of an expansion in scientific, technical and economic activities leading to the increment in economic power of the United States; (b) the revolution in linguistics, by which revolutionary pioneers in the discipline started focusing on the ways in which language is used in real communication; (c) an increase in the attention to the ways in which learners acquire the new language. They concluded that the focus on the learners' needs became as important as the method employed to disseminate the knowledge.

Establishing the differences between a general English course and an ESP course, Richards (2001) stated that:

In a General English course the goal is usually an overall mastery of the language that can be tested on a global language test, [while] the goal of an ESP course is to prepare the learners to carry out a specific task or set of tasks. (p. 33)

Strevens (1988) defined ESP as a form of English teaching that is molded according to the following absolute characteristics: (a) designed to meet the learner's specific needs; (b) related in content to particular disciplines, occupations or activities; (c) centered on the language appropriate to those activities in semantics, syntax, discourse and lexis; and (d) is in contrast with General English. Also, he added that ESP may be,

but is not necessarily, restricted as to the language skills to be learned (e.g., reading or writing only), and not taught by any pre-ordained methodology. In their definition of ESP, Dudley-Evans and St. John (1998) removed as an absolute characteristic the concept that ESP is in contrast with General English. They also added that ESP is likely to be designed for adult learners; and that although it is mainly used for intermediate or advanced students, it could be used with beginners. Johns and Price-Machado (2001) defined ESP as:

A movement based on the proposition that all language teaching should be tailored to the specific learning and language use needs of identified groups of students and also sensitive to the sociocultural contexts in which these students will be using English. (p. 43)

Bolten (as cited in Schmidt, 1997) considered that there is no clear-delineation between general language and special-subject language. He argued that special-subject language is used for describing a lexicological-terminological system and for describing performance in a communicative-pragmatic way. As an example he presented a newspaper article on a political discussion of abortion. He pointed out that in such a situation there is an overlapping of several categories, medical, political, social and general language. To avoid this he suggested using academic language in educational contexts, language for professional purposes in a professional context, and informal subject language for uses between experts and non-experts.

Brown (2001) considered language for specific purposes (vocational or professional) as one of the activities that could lead to deeper student motivation by tapping into the needs and drives of the students, and by giving them a more balanced and realistic perspective of their options. Strevens (1988) claimed the following as some

of the most appealing characteristics of ESP: (a) focused on the learner's need without time waste, (b) relevant to the learner, (c) successful in imparting learning, and (d) more cost-effective than general English.

Savignon (1997) questioned the lack of LSP programs in academic settings, and considered those to be more prevalent in private settings. She pointed out how the need for bilingual professionals has motivated private schools or companies to form their own teams of specialists to provide the materials and the L2 training their associates required.

Sadow (1981) argued that:

There are many thousands of students in majors such as Criminal Justice, Human Services, Recreation, Nursing, Pharmacy and Allied Health, Rehabilitation, Business, and Engineering whose effectiveness in their chosen professions could be vastly enhanced by knowledge of a foreign language. These students, more than most liberal arts majors, would be likely to put into use what they learn in class and do so after they learn it. Yet, only the most motivated students made their way into language classes. (p. 3)

Schmidt (1997) stressed the difficulties of teaching and designing a course in which learners have to be prepared in a very short period of time to carry out very specific tasks, which often demand a lot of responsibilities. Widdowson (1983) suggested that a main failure when designing a specific purpose language course is related to a lack of theoretical motivation for course design. He argued that designers of such courses often collapse the distinction between aims and objectives. As a result, the descriptions of the target behavior, usually derived from needs analysis of the specific purpose language situation, become the course context. He considered a final result is that the course designed ends being a very narrowly focused training exercise, in which learners were

taught specific behavior without strategies for enabling them to adapt to new, unspecified situations.

### **Culture**

In the foreign language class, a valuable learning experience is to understand and accept cultural differences. It is believed that we cannot talk about communicative competence without considering the different perspectives of other cultures, which may heighten or inhibit communication. Traditionally, teaching foreign languages was considered as the teaching of four basic skills: listening, speaking, reading, and writing. It was believed that after learning these skills, students would be ready to learn the culture. In this context, culture was seldom stressed, and students seldom perceived its benefits. By the beginning of the twentieth century, language instructors began to realize that cultural knowledge should be one of the basic goals of a language course. Actually, communicative competence has been redefined and widely acknowledged in terms of cross-cultural understanding or intercultural communication (Savignon, 2001).

#### *Role of Culture in the Foreign Language Classroom*

The role of culture learning in the foreign language classroom has been widely discussed. Following are some of the advantages resulting from the integration of culture and language studies.

##### Promote communicative competence

The ability to interact with other people has been considered to depend not only on language skills, but also on the comprehension of social norms, cultural habits and expectations necessary to construct meaning. According to Politzer (1959), “by teaching

the language without teaching at the same time the culture in which it operates, we are teaching meaningless symbols or symbols to which the student attaches the wrong meaning” (p.101). Thanasoulas (2001) considered that:

Culture not only dictates who talks to whom, about what and how the communication proceeds, it helps to determine how people encode messages, the meanings they have for messages, and the conditions and circumstances under which various messages may or may not be sent, noticed, or interpreted . . . Culture is the foundation of communication. (p. 8)

According to Byram (1989), culture is a way of sharing knowledge, meanings, events, products and actions among the members of a community. He considered a lack of referents related to these norms to compromise communication to dangerous levels. Lewald (1968) pointed out that unless the students are learning the language in the target culture, the cultural referents necessary to understand a native speaker must be learned in the classroom. Similarly, Galloway (1987) pointed out that developing students’ language skills without the cultural context in which the language is used might simply provide students with the illusion that they are communicating. The potential for miscomprehension as a result of students being confronted with a topic regarding another culture for which they do not have a context scheme has been suggested (Carrell & Eisterhold, 1983; Chiang & Dunkel 1992; Liddicoat 1997). To illustrate this point, Seelye (1985) discussed the case of the Eskimos, who have different words for snow. This proliferation of words reflects not only the importance that snow has for the group, but also how they can see different types of snow others cannot. Taking a more folk approach, Pérez-Erdelyi (1981) presented the case of Lupita, a migrant worker’s hospitalized little girl, who talks excitedly about seeing the “green woman with long

black hair” who, wailing, threatens, “to take her away”. Listening to the girl, Pérez-Erdelyi reflected:

How would an Anglo therapist interpret Lupita’s problem? A symptom of profound conflict with her mother? Incipient psychosis? A little knowledge of the Mexican culture would reveal that the girl is talking about the legendary llorona, belief in whom is as prevalent among Mexican children as the jolly, fat man with white beard is among Anglo children. (p. 88)

According to these arguments, culture and communication are linked, with culture taking a very active role in communication.

#### Promote analysis of native culture

Students should become aware of what it means to be part of their own culture before starting to study a second culture. Thanasoulas (2001) considered that by reflecting upon their values, traditions, customs, and rituals, students start preparing themselves to reflect upon the own values, expectations, and traditions of others with a higher degree of objectivity. Byram, Gribkova, and Starkey (2002) pointed out that:

An intercultural dimension involves learners in sharing their knowledge with each other and discussing their opinions. There need to be agreed rules for such discussions based on an understanding of human rights and respect for others. Learners thus learn as much from each other as from the teacher, comparing their own cultural context with the unfamiliar contexts to which language learning introduces them. (p. 26)

In order to accomplish these goals, learners should bring a considerable knowledge of their own culture as well as the culture studied.

#### Promote empathy toward other people and cultures

Thanasoulas (2001) considered that apart from enhancing and enriching communicative competence, cultural competence could also lead to empathy and respect



toward different cultures as well as promote objectivity and cultural discernment.

Regarding this idea, Lado (1957) pointed out “we can expect trouble in the fact that members of one culture usually assume that their ways of doing things, of understanding the world around them, their forms and meaning, are the correct” (p. 59). Kirch (1970) stated, “a unique advantage to foreign language learning is that it allows students to get inside a foreign culture without leaving their own shores” (p. 415). He considered that an important part of FL instruction is to motivate students to see culture through its own unique verbal symbols. Roberts, Bryam, Barro, Jordan, and Street (2001) pointed out that the process of learning to understand one’s own and other cultural points of view challenge learners’ sense of self, their cultural identity, and their view of the world. As a result, they may experience a change in self-concept, which ideally will result in greater openness toward other cultures and a desire to interact with them. Roberts (1992) surveyed more than 700 entering college students in Michigan, and found that over 80% of the students considered that there were benefits from learning about other cultures. According to her finding, students tended to define culture as a total way of life, and they felt that language study would help to reduce ethnocentrism and to accept others’ points of view. Friedman (1997) found that students who have studied Spanish have fewer stereotypical perceptions of native speakers than those who have not studied Spanish. Lambert (1999) considered that the goal of producing general cultural relativism might be too broad for most language teaching. He pointed out that “there is no necessary link between possessing immense amounts of information, or even empathy, and approval of another culture” (p. 68), and that “the relationship between knowledge, empathy and favorableness is not automatic” (p.76). According to his point of view, the main goal

should be to enhance the language learner's approval of that country, since a positive attitude toward the country enhances language learning.

#### Increase student motivation

According to Friedman (1997), the integration of language and culture in foreign language classes should be the goal of foreign language education; she added:

We do a great disservice to our students when we remove the cultural context from the language learning process. When they [the students] lose the context of language they lose the very basis they need to actually communicate in the target language. They also lose one of the most motivating aspects of foreign language study: learning about other people's culture. (p. 1)

Chastain (1976) noted that an important reason for teaching culture in a FL classes is related to the curiosity the students have in relation to the people who speak the language they are studying. He considered that "this curiosity" strongly motivates the students to continue their studies. Ramage (1990) found that motivational and attitudinal factors, in addition to grade level and course grade, successfully discriminate between discontinuing and continuing students. Robinson (1981) studied perceptions held by teachers, students, and parents regarding the socio-cultural goals of language education. She found that the three groups agreed in viewing "general enjoyment" as one of the benefits of studying culture. Similarly, Lambert (1999) considered that students see the study of culture as a welcome relief from study of grammar and vocabulary. He proposed that by increasing students' enjoyment of the material presented, we could increase the motivation to learn the language.

### *The Teaching of Culture*

Several approaches to culture teaching have been proposed. These approaches have evolved as a result of new ways of defining culture and the role of culture in foreign language teaching. Four paradigms have been identified in culture/language teaching. These paradigms derived from the following approaches to teaching culture: (a) the traditional method to teaching culture, (b) the cultural studies' approach, (c) the culture as practices' approach, and (d) intercultural language teaching (Crozet, Liddicoat, & Lo Bianco, 1999).

#### The traditional approach

This approach is considered the most traditional paradigm for teaching culture in the FL classroom. It considers the teaching of culture easily attainable through the teaching of literature. According to Crozet, Liddicoat and Lo Bianco (1999) this paradigm also seems to be associated with the view of language learning by itself. In this paradigm language learning expectations are considered the bases of reading and knowledge of literature. This paradigm mainly uses educated native speakers who presumably control similar knowledge of literature as models. Minimal contact with native speakers of the target language is expected, and the contact with the learned language is mainly through written text.

Critics of this approach felt that it was intended only to promote high culture, and they expressed the need of a wide variety of cultural elements to be introduced to the students. In regard to this idea, Brooks (1968) emphasized that as long as we provide our students with only "the facts of history and knowledge of the sophisticated structures of

society, or examples and appreciative comments on artistic creations, we have not yet provided them with an intimate view of where life's action is" (p. 207). Lange (1998) felt that this "traditional belletristic" way of teaching, with its emphasis on "high culture" as opposed to "popular culture," continues to exist in college and university foreign language departments, "mainly because the academy purposefully intends to present the culture's highest achievements" (p. 3). He speculated that a second reason might be that "emphasis on high culture lends greater intellectual status to the language and literature department, elevating it above the ranks of language teaching" (p. 3).

#### The culture as studies approach

This paradigm sees culture in lieu of area studies, stressing mainly the learning of facts about countries. With this approach, culture becomes embedded in the knowledge of history, geography, and institutions of the target language studied. Crozet, Liddicoat, and Lo Bianco (1999) considered this paradigm "to be less focused on an educated knowledge than the literary studies paradigm, but still related to educated knowledge" (p. 8). This approach considered communication, or at least contact with the target language people, as a goal for language learning. Critics of this approach felt that the transmission of factual cultural information, which focuses mainly on statistical and institutional information rather than focusing on habits and folklore of everyday activities, leaves the learner to a set of facts to be learned by memorization (Huebener, as cited by Thanasoulas, 2001). Critics of information-centered and fact-finding considered it hazardous since it views culture as a closed and complete construct (Savignon, 1997; Seelye, 1985; Sellami, 2000).

### The culture as practices approach

This approach gained popularity in the 1980s as result of the work of such anthropologists as Nostrand (1974) and Gumperz (1982) and the cross-cultural training methods of Damen (1987). It describes cultures in terms of the practices and values, which exemplify the group, and considers culture as a collective way of acting though language. According to Crozet, Liddicoat, and Lo Bianco (1999), this view of cultural competence “leaves the learner primarily within his/her own cultural paradigm, observing and interpreting the words and actions of an interlocutor from another cultural paradigm” (p. 9). In this approach the view of culture becomes connected to language. However, some dimensions of this approach were identified to cloud the connection between culture and language, specifically what is called cross-cultural training. In many cases of cross-cultural training, culturally based practices are presented to people who don’t know the language of other cultures and are not involved in learning the language (Crozet, Liddicoat, & Lo Bianco, 1999). Also, Lambert (1999) pointed out that there is not necessarily a connection between the amount of information to empathy to the cultural group and to the approval of its culture. Another criticism of this paradigm is that it tends to present cultures as relatively static and homogeneous, leading to the possibility of stereotyping the target culture. Guest (2002) cautioned about the excessive uses of a contrastive analysis of cultures which could result in:

- (a) Oversimplifying the richness and variety within cultures.
- (b) [Reducing] cultural understanding to discrete declarative propositions about culture.
- (c) The reduction of an entire culture to a few convenient ‘essences’ . . . [That could be] employed by nationalists, racists, and other extremists to support exclusionary agendas.

(d) Cross-cultural paralysis. . . . [when] members of one culture who are hypersensitive to perceived differences begin to feel that interaction with members of another culture is a minefield of potential problems. (p.154-5)

He pointed out that as the twenty-first century begins, cultural boundaries and identities are becoming increasingly blurred and “a transcending of cultural categories, rather than rigidly-defined unique and distinct traits, seems to be a global norm” (p.155).

### The intercultural language teaching approach

This paradigm differs from the previous ones in that it approaches culture with a deeper understanding of links between language and culture (Kramsch, 1993). The objective is to develop a learner who is aware of cultural aspects of communication among any societies and/or languages and someone who has the skills to apply this understanding. This paradigm differs significantly from the previous ones in its approach to teaching culture based on a renewed understanding of the nature of cross-cultural interactions and a deeper understanding of the links between language and culture. Crozet, Liddicoat, and Lo Bianco (1999) pointed out that the aims of intercultural language teaching is to support the development of intercultural competence through the learning of foreign languages and, by extension, to how language and culture connect in one’s first language and in the target language. Roberts et al. (2001) considered this link to be very important. According to their view, people construct culture in their everyday lives, and language is their instrument.

Meyer (1991) considered three different levels of intercultural competence in terms of trainee positioning: (a) the intra-cultural or mono-cultural level, where the learner positions himself/herself inside his own culture and views the world from within;

(b) the inter-cultural level where the learner is between his/her own culture and views the world from both perspectives; and (c) supra-cultural (trans-cultural) level in which the learner positions himself above his own culture. This last level of supra-cultural competence is difficult to obtain in a foreign language classroom. Byram, et al. (2002) proposed a version of intercultural competence based in five levels: (a) acquisition of knowledge, (b) skills of discovery and interaction, (c) attitudes and values (relativizing self and valuing others), (d) skills of interpreting and relating, and (f) critical cultural awareness. Byram, et al. (2002) proposed the learning to be redirected to a more hands-on experience type of approach toward the target language community and its ways of life. Sellami (2000) proposed a model for intercultural communication based in three stages: (a) what culture is or means: a component aimed to identify cultural phenomena; (b) how culture is or what it means, stressing explanation and analysis of cultural phenomena and cultural meaning; and (c) why culture is. In this third part the learner develops the ability to make relative his/her culture and the learned culture and to adopt multiple perspectives. Sellami conceived the first stage to be appropriate for beginners' levels learning about the target language by accumulating factual information about the new culture. The second stage implies deeper level of study and is suitable for intermediate levels. In this stage the learner probes cultural elements and views them from a comparative standpoint. The third stage should be adopted at advanced levels. It expects the learners' experience of the target culture to be deep, and understanding and acceptance of others are considered the expected outcomes.

According to Knapp and Knapp-Potthoff (as cited in Schmidt 1997), intercultural communication is a dynamic process involving, to a certain extent, the expectations of

being different and not necessarily reflecting the cultural patterns of the cultures being involved. This recognition led to the notion of mediation for “a third place” between two different cultures (Kramsch, 1993; Neuner, 1994). When more than two cultures are being mediated, “a third place” is considered inappropriate, this ultimate level of intercultural communication has been called “a meeting place”. (Crozet, Liddicoat, & Lo Bianco, 1999). Kramsch (1998) pointed out how traditionally language teachings have established the native speaker as a norm for authentic language use, and the difficulties this presents at the moment of evaluating culture learning, where reality is viewed through the students’ own language and cultural filters. Neuner (1994) considered three groups of factors influencing the way learners interpret a second culture: (a) dominant social and political factors, including the ideological attitude toward the second language, historical, cultural, socio-economical, socio-political, esthetic, and ethnic norms; (b) factors of socialization as could be family, school, neighborhood, friends, and media; (c) individual factors as age, personal experience, cognitive development, and needs. A similar point of view was previously addressed by Saphonova (as cited in Savignon & Sysoyev, 2002). She considered that by the time the students start learning a foreign language, they have already formed concepts, stereotypes, and expectations about the second language and culture. Savignon and Sysoyev (2002) considered this expectation “not fixed and immutable” (p. 510), and that they will influence the way learners comprehend the second culture. They considered that:

if a dialogue of culture occurs wherever cultures are in contact, each participant in the dialogue will create yet a third image of a L2 culture, or C3. The creation of C3 is inevitable and may result in false stereotypes, generalizations, and even negative attitude toward the L2 culture. (p. 510)



According to Savignon and Sysoyev (2002) and Leather (2001), a way to avoid generalizations is by training the students for a dialogue of cultures considered essential to intercultural communication.

### *Planning for Culture Instruction*

Standards for foreign language instruction in schools and universities in the United States, Europe, and Australia have been extensively discussed in recent years. Seelye (1985) described seven different goals of cultural instructions that delineate from a common “supergoal” which asserts that: “All students will develop the cultural understandings, attitudes and performance skills needed to function appropriately within a society of the target language and to communicate with the culture bearer” (p. 49). According to these goals, students should learn from the cultural activities to be able to comply with the supergoal. In 1996, American foreign language-teaching associations created a total of 11 standards for foreign language teaching in the United States. These criteria were revised and expanded in 1999 and became a reference for teachers and administrators. The standards included culture as a basic skill and emphasized the understanding of the cultural perspectives instead of the surface elements. The American Council of Teachers of Foreign Languages Standards (1999) stated that:

Language and communication are at the heart of human experience. The United States must educate students who are linguistically and culturally equipped to communicate successfully in a pluralistic American society and abroad. This imperative envisions a future in which ALL students will develop and maintain proficiency in English and at least one other language, modern or classical. Children who came to school from non-English backgrounds should also have opportunities to develop further proficiencies in their first language. (p. 1)

Instead of discussing instruction in light of the traditional four basic skills of reading, writing, listening, and speaking, the standards promote five important goals known as the 5 C's. These goals are: Communication about a variety of topics, better understanding of the target Cultures, Connections to other disciplines, Comparisons of language and culture and Communities at home and around the world (ACTFL, 1999). Similarly, the Council of Europe (1998) developed a framework for learning, teaching and assessing modern languages which links the concepts of plurilingual and pluricultural competence. In a similar manner, The National Language and Literacy Institute of Australia has invested considerable effort into research and analysis of foreign language and culture interactions in order to promote intercultural harmony as a goal in the FL classroom (Crozet, Liddicoat, & Lo Bianco, 1999). Lange (1998) considered that all this attention to planning cultural instruction had little impact in colleges and universities, but he considered "that there is an indirect effect that ultimately will be felt" (p. 10). Lambert (1999) suggested that theorists are not certain how culture should be infused into language instruction, what items to include, or to what effect. In the same way, Ueber and Grosse (2001) considered that two of the biggest problems that foreign language instructors and cross-cultural trainers have when teaching culture are: (a) what to teach from a broad universe of culture, and (b) how to teach the most important items in a limited period of time. Young (1997) considered that even though the United States National Standards for Foreign Language emphasized the integration of culture and foreign language as a key objective in language teaching, an analysis of the culture instruction in the most popular foreign language textbooks suggested that the cultural information in those books was short of achieving the cultural goals expressed in the FL

standards. Young reviewed a random sample of 19 of the most current post-secondary Spanish textbooks; she concluded that textbooks are failing in integrating cultural perspective involving meaning, attitudes, values and ideas. Moore (1991) studied the cultural context of six of the most used Spanish textbooks for beginning college students. She found that 92 % of the selections contained some cultural information that was generalized and mainly intended to indicate norms of behavior in the Spanish-speaking world. No explanation of how these patterns of behavior developed, and how they might be different among people of different religions, ages, gender and socio-economical level. A previous study by Ramirez and Kelly (1990) found that culture instruction in high school Spanish textbooks used in the state of New York was superficial. They found that 48% of the information was in pictorial form of people with a caption giving the name and nationality of the person, 15% was pictures of monuments with a short caption to highlight the cultural feature of the picture, 31 % used short narrative and 5% used maps or drawings (p. 49). Ueber and Grosse (1991) investigated Spanish and French business texts, and found the cultural context to be “basic” and “limited”. Lange (1998) evaluated three of the most popular college level Spanish textbook and found that one of them treated culture as a process hypothesis refinement, while the other two presented culture as information to be learned. He considered this to be evidence that the concept of learning culture in foreign language classrooms is still evolving, and added that “while teachers and students might wish for firmer guidelines and more supportive materials, this absence of *a priori* limits permit experimentation and innovation, with teachers and students working together to establish objectives, determine content, and evaluate outcomes” (p. 26).

*Culture in Language for Specific Purposes Programs*

Teaching culture in a language course designed for a specific profession presents another set of challenges. In this situation the instructor is confronted not only with the need for integration of the language and the general culture of the target group, but also of the professional culture. Regarding this idea, Johns and Price-Machado (2001) posed the following questions:

How is a good working and communicative relationship established among professionals from different cultures who are negotiating or presenting papers in English? What kinds of problems and relationships exist between L2 workers and their supervisors? How should a person use language to be polite, give orders, or perform other English language functions within the target context . . . How does a pilot establish contact with and give clear messages to air controllers? (p. 47)

Schmidt (1997) emphasized how “it is a widespread myth that the working conditions of a profession are independent of the cultural surrounding in which it is performed” (p. 135). She considered that closer comparisons would show that teachers, bank clerks and nurses among others do different tasks in different countries with different salaries and different social status. As an example she compared nurses in Germany and Australia. She pointed out that in Australia the nursing profession is a prestigious one, well-paid and requiring long training at the university level, while German nurses get a non-academic training, are low-paid and find themselves at the bottom of the hospital hierarchy. She stressed that these differences affect job expectations with the potential for miscommunication. Leather (2001) suggested that the most productive way of looking at cross-cultural encounters between cultures is by studying the differences in professional-academic cultures, which could be potentially in

conflict. Ratcliff (2003) complained of the lack of management practices adapted to the needs of Hispanics, and blamed it on a lack of intercultural training of non-Hispanic employees and managers.

### **Attitude and Motivation**

Many studies have researched the role that attitude and motivation play in the acquisition of a second language. Lambert (1963) proposed:

The learner's ethnocentric tendencies and his attitudes toward the other group are believed to determine his success in learning the new language, and that his motivation to learn is thought to be determined by his attitude and his orientation toward learning a second language. (p. 114)

Gardner and Lambert (1972) published the results of a ten-year research program and part of their conclusion was that success in language learning was dependent upon the learner's affective predisposition toward the target linguistic-cultural group. This research led to the conceptualization of "integrative motivation", defined as a high level of drive on part of the individual to acquire the language of a valued second-language community in order to facilitate communication with that group. Integrative motivation has been considered different than instrumental motivation, in that the second considers the learner's interest in learning a foreign language to be associated with the pragmatic and utilitarian benefits of language proficiency, which could be better jobs or higher salaries. Bartley (1970) researched high school Canadian students enrolled in modern foreign languages (Spanish, French, and German) and found that motivational and attitudinal factors were associated with persistence in foreign language studies. Gardner and Smythe (1975) found that motivational and attitudinal differences among high school students were more consistent in predicting continuation and discontinuation than

differences in aptitude. Gardner (1985) proposed that much of the research showed differences in motivation that were related to differences in attitudes toward other language groups (integrativeness) and/or toward the learning situation. In addition, he argued that differences in motivation, not attitudes, were responsible for differences in achievement. A laboratory study performed by Gardner, Lalonde, and Moorcroft (1985) used a French/English paired associates learning paradigm, and demonstrated more rapid learning for subjects classified as having relatively high levels of integrative motivation than for those with low levels. In a subsequent study employing the same paradigm, Gardner and MacIntyre (1991) investigated the effects of integrative and instrumental motivation on the learning of French/English vocabulary, and found that both integrative- and instrumentally- motivated subjects learned the vocabulary faster than subjects not so motivated. Gardner and MacIntyre showed that motivation based on monetary rewards positively influence foreign language achievement. McDonough (1981) suggested that the traditional integrative concept includes two different aspects: (a) a desire for wider social connection and (b) a desire to belong to a certain community group by acquiring the psychological characteristics of this group. Graham (as cited in Dornyei 1990) introduced the term “assimilative motivation” referring to the drive to become an indistinguishable member of the community. He considered this to be different from integrative motivation in that it involves a desire to establish a social relationship with the target language community without implying or requiring direct contact with the target-language peer group.

Gardner and MacIntyre (1991) base their theory on studies conducted primarily among English-speaking Canadians learning French. This setting is an example of what

can be considered a second-language acquisition process, where the language is mastered by direct contact with the host community and may or may not be supplemented with formal instruction. Several studies have been conducted in a foreign language learning (FLL) setting in which the target language is taught in school as an academic subject rather than acquired by direct contact with the target group. Ramage (1990) argued, “Interest in culture and in learning the language thoroughly including reading, writing, and speaking it distinguished continuing students from discontinuing students” (p.189). Kraemer (1993) found that motivation to learn Arabic among students in Israel was related to needs for national security rather than integrative motivation. Dornyei (1990) investigated the components of motivation in a foreign language-learning environment. He concluded that instrumental and especially integrative motivations are broad tendencies or subsystems rather than straightforward universals, comprising context-specific groups of related components. He added:

The integrative Motivational Subsystem is a multifaceted dimension of motivation in FLL, consisting of four loosely related components: (1) interest in foreign languages, cultures, and people; (2) desire to broaden one’s view and avoid provincialism, (3) desire for a new stimuli and challenges; and (4) desire to integrate into a new community. This last component\_ whence the term “integrative” comes\_ is, in fact, partly instrumental and only partly integrative in FLL contexts. (p. 69)

Dornyei concluded that in FLL contexts, and particularly when the target language is an international language (non regional/tribal) the subsystem is not so much determined by attitude toward the target language community as by more general disposition to the values the target language conveys. Savignon (1997) considered that Insights into the importance of attitudinal variables have led instructors to look for ways of promoting positive feelings toward L2 culture. She considered that many curricula

now give attention to small-c culture as opposed to big-C culture, which she hoped would increase students desire to learn a new language. Niederhauser (1997) suggested that South Korean attitudes toward foreign languages and cultures could be related to the amount of information about the history of current affairs of other countries. She theorized that since college courses that emphasize understanding other cultures are relatively scarce in Korean colleges; many students adopt the image of foreigners portrayed by the South Korean media, which she considers often to be less than balanced in their reports about the influence of foreigners on Korean culture.

Wright (1999) researched the influences on learner attitudes toward foreign languages and culture and found that there is a significant difference in attitude toward language and French culture among post elementary students taking French as a foreign language in the United Kingdom as opposed to those not taking French classes. Also, she found a significant difference in attitude toward foreign culture between males and females. She reported that inside school influences were seen to be stronger determinants on attitude than outside- school influences. Spolsky (1989) reported a more positive attitude toward the speakers of the target language among females. Gardner and Lambert (1972) found higher motivation among female learners than male learners. Ludwig (1983) reported male learners as having higher instrumental motivation than female. Almost 10 years later, Bacon and Finnenman (1992) found that female learners of Spanish as a second language at the university level had stronger instrumental motivation than males. Roberts (1992) reported the results of a study aimed to determine the attitudes toward foreign languages of entering university freshman in Michigan. In her study, she included differences in attitude by sex, racial/ethnic heritage, and initial



declaration of major. These majors included: undecided, business, engineering, social sciences, pre-med/vet, and communication. She found students' perceptions across categories to be substantially similar. The main difference was between race/ethnic heritage and perceptions concerning culture and jobs. While the Caucasian students considered culture to be the main reason to study a language, African-American students mentioned a relationship between job security and language studies more than any other single demographic group. Specifically, 46% of African-American versus 32.4% of other minorities and 26.9% of Caucasians perceived job security as the main benefit of studying a foreign language.

Robison and Nocon (1996) investigated the hypothesis that training in ethnographic techniques and face-to-face contact with the speakers of the second culture would produce positive effects on students' desires to study the language of the group. They found students' changes in attitudes toward the study of Spanish, and an increasing desire to communicate with local Spanish-speakers. Also, they reported students' increasing awareness of their own culture and the culture experienced from the local Spanish speakers. Regarding these results, the authors referred the controversy in psychology in relation to motivation and attitude changes. This controversy consists of two opposite sets of beliefs: (a) a change in attitude will produce behavioral changes, and (b) changes in behavior will result in changes in attitudes. They explained that the value of ethnographic interviewing by students is the ability to comply with both criteria by changing both behavior and attitude.

### **Attitude toward Hispanics by Anglos**

Even though different Hispanics' stereotypes have been widely portrayed, when searching for studies identifying attitudes toward Hispanics by Anglos, only a handful of references were available. Marin (1984) found that Anglos used positive and negative characteristics to describe three main Hispanic groups: Mexican, Chicanos, and Puerto Ricans. They considered Hispanics to be aggressive, poor, and lazy. As favorable characteristics, they included "family-oriented" and "proud." A study by Fairchild and Cozens (1981) produced similar results; Hispanics were viewed as lazy, cruel, ignorant and pugnacious, but also family-oriented and tradition loving.

Jackson (1995) studied the perceptions toward Hispanics of 265 Anglo college students at a large midwestern university. She found that of 36 characteristics and 12 values identified as stereotypical of Hispanics, only 4 might be interpreted as positive. These characteristics were strong family orientation, tradition-loving, religious, and old-fashioned. Hispanics were considered to place greater values on salvation and religious, mystical experiences than Anglos. Twenty-six of the remaining characteristics were unequivocally negative. Among these are uneducated, poor, rebellious, physically violent, dirty/smelly, noisy, and criminally inclined. Also, they were viewed as placing less value on physical fitness, mature love, recognition by community, a good life for others, national greatness, delaying pleasure to achieve success, the pursuit of knowledge, good health, economic prosperity, and financial independence. Other characteristics were more ambiguous such as being less conservative, materialistic, competitive, self-centered, progressive and individualistic. Friedman (1997) compared perceptions toward Spanish-speakers and their culture between students taking Spanish college classes at

Indiana State University and those who were not taking Spanish courses. She found that students taking Spanish classes have less stereotypical views of Hispanics. Students taking Spanish classes were less likely to consider Spanish-speaking people as having a different hygiene routine, as being more politically extreme or as more uneducated than Caucasians.

Woodroffe and Spencer (2003) in describing Hispanics' families considered them to balance a sense of individualism with *familismo*; that is, Hispanics consider family matters to be more important than institutional matters. Ortuño (1991), comparing Americans and Hispanics using the Kluckhohn model, indicated that Hispanics see human nature as a mixture of good and evil, that they are very loosely scheduled (polychronic time), and that they consider competition of little importance, and in some cases even unacceptable. It is her impression that in Hispanic society, wealth and nobility is by nature prestigious and powerful, being transmitted for generations and limited to a few, normally by means of absolutist governments. Also, she pointed out how for Hispanics, friendship is deep, and sometimes as is in the case of *compadrazgo*, friends are elevated to the level of family members.

## Summary

The literature review showed the importance of teaching culture in the foreign language classroom, especially in foreign language programs designed to address learners' specific needs, as is a program in language for the professions. In these programs, culture should be addressed not only in a general way, but also in terms of professional culture. Teaching culture has evolved from the memorization of a set of facts to a cross-cultural approach. In this approach, students are presented with the opportunity to explore their own culture and the target culture, and compare them while engaging in discussions or "dialogue of cultures." Students need the information, skills and attitude necessary to accomplish these goals. The literature review also suggested that a productive way of looking at cross-cultural encounters between cultures is by looking at the differences in professional cultures, which could be potentially in conflict. Also, the lack of management practices adapted to the needs of Hispanics could be traced to a lack of intercultural training for non-Hispanic employees and managers. Even though the teaching of culture in the foreign language classroom is known to be important, the literature review showed that textbooks have been slow in adapting to these new requirements for cultural instruction.

The importance of students' attitudes toward studying a language, their perceptions of the speakers and the culture of the target group, and their relationship to motivational effects have also been established in the literature review. Regarding these results, the following points were established: (a) by increasing motivation to study the language, learners will learn more about the culture which, in turn, will produce a change in attitudes toward studying the language and toward speakers of the target language;

(b) a positive attitude toward the speakers of the target language will increase motivation to study the language; and (c) other than wanting to be associated with the target group, the learners' need to study the language for a general/utilitarian disposition to the values that the target language conveys could act as a powerful motivator.

## CHAPTER III

### MATERIALS AND METHODS

This chapter describes the research design employed for the study and the rationale behind participants' selection, data collection, and data analysis. The questionnaire and the interviewer are also presented.

#### **Research Design**

This research is considered prescriptive because it is intended to provide suggestions (Gall, Borg, & Gall, 1996). Also, this research may be considered descriptive because it involves “collecting data in order to test hypotheses or to answer questions concerning the current status of the subject of the study” (Gay, 1992, p. 249). The research consisted of two parts. The methodology for the first part used mainly quantitative data-gathering methods, and it was designed to answer research questions 1, 2, and 3. Open questions were used at the end of the questionnaire to determine students' background and demographical information. The methodology for the second part used qualitative data-gathering methods, and it was designed to answer research questions number 4 and 5. For the first part, quantitative and qualitative data were gathered from the Mississippi State agricultural-majoring students by questionnaire (see Appendix A). For the second part, qualitative data were gathered from interviews with student-workers, immigrant workers, and community leaders in direct contact with Hispanic agricultural

workers. Approval from the Institutional Review Board Committee (IRB) at Mississippi State University was obtained (see Appendix B).

In the qualitative research, the researcher is considered to be the instrument (see Appendix C). I am a native from the Dominican Republic with 10 years experience teaching Spanish at Mississippi State University. I have taught the Spanish for Agricultural students since 1999, when I developed the course. I have an MA in Foreign Languages (Mississippi State University, 1995), and a background in Fisheries (MS Wildlife and Fisheries, Mississippi State University, 1990; Aquaculture Specialist, Centro Latinoamericano de Acuicultura, Pirassununga, Sao Paolo, Brazil, 1986). In the Dominican Republic, I worked for 7 years as an Extension Agent for the Ministry of Agriculture, Department of Aquaculture, integrating traditional farm crops with aquaculture activities, and as an official technical translator (English/Spanish; Portuguese/Spanish). Currently, I am coordinator of Freshman Spanish courses and instructor of Agricultural Spanish I and II, Business Spanish I, and Advanced Spanish II at Mississippi State University. Also, I work as intercultural coordinator for the Parish Council and as a first grade Sunday school teacher at Saint Joseph Catholic Church.

### **Part I: Quantitative Data. Data Collection**

The quantitative part of this study was aimed to determine the attitude among agricultural students at Mississippi State University toward Spanish-speakers, their culture, and the study of the language.

### *Participants*

All the participants in the first part of this research were students enrolled in courses at Mississippi State University. From the lower-level courses offered by the School of Agriculture during the fall semester 2005, 12 sections were conveniently selected from the online fall 2005 courses' offering. Professors were informed of the research by letter, asking for their collaboration. The Dean of the School of Agriculture and Life Sciences was also notified. Of these sections, one course did not meet the minimum enrollment and was closed. Professors of 4 of the sections moved to another school. I was unable to contact the new professors for three of these sections. Professors in 8 sections confirmed their willingness to participate in the study. Upon their confirmation, the questionnaires and students' consent forms were mailed to the professors. I estimated 204 students were enrolled in these 8 sections. Of these, 137 questionnaires were returned. From the returned questionnaires 18 were uncompleted questionnaires, and an international student filled out 1 questionnaire. These 19 questionnaires were not used in the analysis. The 118 questionnaires were analyzed.

Of the 118 participants, 111 were male, 6 were female and 1 did not include the information; 113 were Caucasian, 4 African American, and 1 did not include the information. In this group, all the students answering the questionnaire were born in the United States. In the group, 72 were born in Mississippi, 14 in Tennessee, 9 in Alabama, 7 in Louisiana, 4 in Georgia, 2 in each Texas, Missouri, California, Arkansas; and 1 in each Wyoming, and Illinois. Two students did not report this information. Some 7.6% of the students reported having family members from another country. These countries are Austria, Canada, Ireland, Italy, Poland, and Switzerland. All but one student, who



considered Ebonics as his native language, reported English as their native language. A group of 67% of the students reported taking Spanish classes during a period ranking from 6 months to 3 and one half years. Some 14% of the students reported taking French classes from a period between 6 months and 2 years. Within the same group of students, 41% reported traveling to another country from a period ranging between 3 days and 1 month; one student reported being in Mexico for 6 months. The country of choice for 97% of the group was Mexico. Only 3 students reported having exchange students living at their houses. These exchange students were from Spain, Finland, and France. Some 40% of the students reported speaking with Spanish speakers regularly, 47% stated they speak to Spanish speakers several times, 11% said they speak with Spanish speakers seldom, 2% reported they never have spoken with Spanish speaker. Also, 36% of the students reported having personal contact with people from another country. Of this group, 21 students (18%) specified having personal contact with people from the target group. That was determined by looking for such adjectives as Latino, Hispanic, Mexican, or Chicano in the answers. Only answers from the group of students identified as having contact with people from the target group are reported. Table 1 shows students' self reports of how their contact with Hispanics changed their opinion about Hispanics and their country and about themselves and the United States.

Table 1 Self reported attitudes of students who reported contact with Hispanics

About Hispanics	About their country	About themselves	About the United States
They want a better life for themselves and their families (18)	They are so poor (9)	We have to be grateful for the things we have here (8)	People in the United States take things for granted (6)
They have to work hard to get money (11)	They need to fix thing there, so people don't have to come here (1)	I realized some people have a difficult time (7)	
They are hard workers (9)		She taught me the value of hard work (1)	
First generation of Mexicans are hard workers but their children are lazy (1)			
The Mexicans I know only drink and smoke pot (1)			

Numbers in parentheses indicate the number of students expressing the opinion. Some students reported more than one of these opinions per category.

### *Questionnaire*

A slightly modified version of the Friedman (1997) questionnaire was used.

The original questionnaire was designed by Friedman (1997) to answer the following questions among others: “(1) what are students’ attitudes toward learning a foreign language? (2) How stereotypical are students’ ideas of Spanish speakers and their culture?” (p. 100). In this part of my research, the questionnaire was used to determine the attitude toward the study of foreign language including motivation among agricultural students of Mississippi State University. In this part, three variables were measured: (a)

attitude toward foreign language, (b) integrative motivation, and (c) instrumental motivation. Also, the questionnaire was used to determine attitude toward Spanish speakers and their culture among agricultural students at Mississippi State University.

One problem in documenting the role of attitude is the difficulty in measuring attitudes (Savignon, 1997). Oppenheim (1992) and Thurstone (1928) agree that because attitude is a psychological construct, there is an inherent difficulty in measuring it. This is compounded because attitude is not overt. Also, the researcher cannot be sure if the individual is expressing his or her true attitude rather than a “socially acceptable” attitude (Gay, 1996; Oppenheim, 1992). Friedman (1997) reported students’ avoidance of responding to certain questions perceived as generalizations. She considered this to be a result of the social belief that making generalizations is inappropriate. Both Gay (1996) and Oppenheim (1992) recommend using every effort to increase honesty of responses by giving appropriate directions to those completing the instrument.

There are four basic types of scales used to measure attitude: Likert scales, semantic differential scales, Thurstone scale, and Gutman scales (Gay, 1996; Oppenheim, 1992). The first two are used more often (Gay, 1996). The questionnaire used in this research includes a combination of Likert and semantic differential scales.

Friedman’s (1997) Attitude toward Spanish people, language and culture questionnaire included: (a) attitude toward learning a foreign language (b) attitude toward the Spanish speakers and their culture, (c) Student’s demographical, and background information. Each is examined below.

Attitude toward foreign language (Questionnaire section I)

Friedman (1997) designed this part of the questionnaire to determine attitude toward foreign languages. She measured three variables: attitude toward foreign language study, integrative motivation, and instrumental motivation. In creating the questionnaire, she followed Gardner and Lambert 's theory that proposes two types of motivation: Integrative, which implies the reason for a person to study a FL is a desire to integrate with the target community, and instrumental motivation, which relates to an utilitarian reason such as a better job, monetary rewards, or fulfillment of degree requirements. Friedman used Elaine Horwitz's (1987) Belief About Language Learning Inventory (BALLI) as a starting point to develop the questions in this part of the questionnaire. Questions Q 8 and Q 12 came directly from BALLI, while questions Q 1 and Q 5 were modified from questions in BALLI. Questions Q 1, Q 6, Q 8, and Q 10 were designed to create instrumental motivation. Higher positive scores for this variable indicate that the students think that foreign language study is beneficial for them, but not that they want to associate with members of the target culture. Questions Q 7, and Q 13 were designed to evaluate integrative motivation. Lower scores in Q 7 indicate high integrative motivation, for Q 13 higher scores indicate integrative motivation. Questions Q 2, Q 3, Q 4, Q 5, Q 9, Q11, and Q 12 were designed to assess attitudes toward foreign language study. The higher the score the more positive students' attitudes are toward studying a foreign language (Friedman, 1997).

Attitude toward Spanish speakers (Questionnaire sections II, III)

These two sections were designed to identify attitudes toward Spanish speakers. The dependent variable is the student's perceptions of Spanish speakers and their culture. Friedman (1997) designed the questionnaire based on Brown's proposition that "stereotypes are an evidence of the existence of attitudes toward the culture which are based on insufficient knowledge, misinformed stereotyping, and extreme ethnocentric thinking" (Brown 1987, p.112). The generalizations that she used on the statements were based on common American stereotypes of Spanish speakers. She used four questions to create the dependent variable and 27 statements in a 1 to 5 Likert Scale. The questions she used to create the dependent variable were Q 41, Q 46, Q 55, and Q 62. The average score is used to identify attitudes. The lower the score, the more stereotypical the student's perceptions are. If students agree with the statements, they will be agreeing with a common stereotype. Questions Q 41, Q 46, Q 55, and Q 62 are an exception in which if they disagree with the statement, they agree with the stereotype. Also, a list of adjectives for semantic differentiation was used. Friedman adapted the list of adjectives for questions Q 23 to Q 29 from *Strategies for Learning Spanish*, Saz (1996) and questions Q 30 to Q 35 from Clavijo (1984) (see Appendix A, questionnaire section II). She used the same adjectives and applied them to people from the USA to form a basis for contrast.

### Background information (Questionnaire section IV)

This section of the questionnaire was designed to determine background data and students' exposure to Hispanic culture or other cultures (see Appendix A, questionnaire section IV). Friedman designed the questions to be fairly open-ended; she explained that in analyzing the responses, she coded them as a yes or no questionnaire. She coded 0 for yes and 1 for no. The higher the number, the more exposure to the target group the learner had had. In discussing the results, she suggested that the questionnaire might not be an accurate measurement of the students' background since some of the questions did not elicit enough information to determine the degree of exposure of some of the students. In order to fit this research, two questions were added to Friedman's questionnaire. These questions are marked with an asterisk (\*). Also, and for the same reason, two questions were deleted from the original questionnaire.

### **Analysis of Data**

After data collection, the results were analyzed as follows: A descriptive statistical analysis was used to describe the background of the population and previous exposure to the target culture. A descriptive statistical analysis was also used to analyze the results from the questionnaire's closed-ended questions. Information was tabulated and number, percentages, and frequencies for each item were determined. For questions 14 to 39, adjectives for semantic differentiation, a scale of 1 to 5 was used. A zero value was assigned to the choice in the media of the continuum; new values were assigned in the following order: 2, 1, 0, -1, -2. Using the frequency distribution results for each one of the questions, frequencies for each value were added, and values along the continuum

were summarized. The resultant value indicates either a positive or negative attitude (Gay, 1996).

Analysis of the questionnaire was used to answer the following research questions:

*Research Question 1:* What are the attitudes of MSU agricultural students toward learning a foreign language?

Questionnaire questions Q 2, Q 3, Q 4, Q 5, Q 9, Q 11, and Q 12 are designed to assess attitudes toward foreign language study and were used to answer this research question. Higher scores on these questions relate to a more positive attitude toward studying a foreign language, with exception of Q 9 for which lower means indicate a more positive attitude.

*Research Question 2:* What type of motivation to study foreign languages do MSU agricultural students have?

Questionnaire questions Q 1, Q 6, Q 8, and Q 10, designed to evaluate instrumental motivation, and Q 7, and Q 13, designed to evaluate integrative motivation, were used to answer this research question. Lower means on the items in each category indicate high motivation for that category, with exception of questions Q 1 and Q 13 in which higher means indicate higher motivation for their category.

*Research Question 3:* How stereotypical is the attitude of MSU agricultural students toward Spanish speakers and their culture?

Questionnaire questions Q 14 to Q 71 were used to answer this research question.

Q 14 to Q 39 is a list of adjectives for semantic differentiation, with the same

adjective applied to both cultures, Anglo and Hispanic. Q 40 to Q 71 is a list of common stereotype that Americans have of Spanish speakers. If the students agree with the statement, it will be agreeing with the stereotype, with the exception of Questions Q 41, Q 46, Q 55, and Q 62 in which agreeing with the statement imply a disagreement with the stereotype.

### **Reliability and Validity for the Quantitative Study**

The reliability of the Friedman instrument ranged from  $\alpha = .7163$  to  $.7427$ . Dr. Friedman considered this reliability to be high enough to support face validity. For this study, content validity was also established by a panel of experts who confirmed that the generalizations used on the statements were based on common American stereotypes of Spanish speakers. On this panel were Dr. Ana María Hernández de López, PhD in Latin American Literature from the University of New York at Buffalo, and PhD in Latin American History from the Universidad Complutense, Madrid, Spain; Dr. Hernández de López taught Spanish and Latin American literature at Mississippi State University for 30 years. Also, on the panel was Diana Carolina Cifuentes de Puentes, who has an MS in Foreign Languages, Mississippi State University. She is an instructor at North Park University, Chicago, IL, where she teaches Spanish and English as a second language to Hispanic immigrants. The third member of the panel was Dr. Erin Holloway. Dr. Holloway has an MS in Foreign Languages, Mississippi State University, and a JD from Western California School of Law. Dr. Holloway worked for the office of the US attorney as a Hispanic advocate in San Diego, CA. She teaches Spanish and Hispanic Civilization at Mississippi State University.



## **Part II: Qualitative Data. Data Collection**

The qualitative part of the study was aimed at identifying cultural differences that could affect communication between American managers/crew leaders and the Hispanic workforce.

### *Participants*

The interviews were conducted with: (a) two Mississippi State University students actually working in agricultural-related activities and in contact with members of the Hispanic work force as part of their work, (b) four Hispanic workers, (c) one American farmer, (d) one American crew leader, and (e) two community leaders. The rationale for interviewing these groups is that: (a) students already working in the proposed area and in contact with immigrants have developed a sense of cultural differences and similarities between cultures; (b) immigrant workers and their managers or crew leaders could identify differences and similarities between them and give suggestions to address any possible misunderstanding; and (c) community leaders in close contact with both social groups (immigrant workers and American employers) are aware of their difficulties and could be able to share their findings and provide suggestions. It was considered especially important to include a church leader, since Hispanics are recognized for valuing church guidance. Also, it is important to mention that none of the Hispanic workers interviewed work with the students or crew leader, and neither for the farmer interviewed.

Participants were contacted either personally or by phone. In most of the cases, an appointment was set, followed by a phone call confirming the appointment. Interviews were taped and when appropriate, notes were taken. The interview began with questions

designed to elicit background information and to guide the interview toward the topic (see Appendices D and E). The goal of these interviews was to identify cultural differences that could compromise communication. Interviews were conducted as follows: All interviews were audio taped, with the exception of one as requested by the interviewee. In this case, abundant notes were taken. The interviews lasted from 45 minutes to 3 hours. Interviews were transcribed. Tapes were kept as reference for any later clarification. All interviewees read and signed a consent form. A copy of the consent form was offered to the interviewee to be kept as part of their records. Two of the Hispanic workers interviewed expressed concern about not understanding the meaning of the consent form. Their school age children read it for them in the presence of the researcher. Later on, the researcher addressed any concerns. Concerns were expressed about the possibility of being recognized in the publication. Interviewees were assured that no descriptions of their community or place of work were being used in the publication of the results. It was agreed that a general geographical description would be used. They were assured that pseudonyms were being used to describe each participant. Also, they were informed that their bosses were not being interviewed for the same project. Following is a description of each participant in the study.

### The interviewees

#### Hispanic workers

I interviewed four Hispanic workers. All the interviewees were from Mexico. There were three males and one female. They have very low levels of English proficiency with the exception of the female, who could be categorized as having intermediate proficiency. Three of the participants considered themselves living permanently in Mississippi, they have permanent jobs in the company where they work, and they have children enrolled in Mississippi public schools. One of the participants was identified as a migrant worker, working in seasonal jobs in and out the state.

#### Sandra

Sandra is 42 years old. She has worked in a nursery for 7 years. Sandra is married, and her husband and older son are agricultural workers also. She is the only participant that came to Mississippi directly from Mexico. She has been in Mississippi for 8 and one half years. She is taking English lessons at her church.

#### Alberto

Alberto is 39 years old. He works in landscape and is married with three children attending Mississippi public schools. Alberto has been in the United States for 20 years, but he has lived in Mississippi only three years. Previously, he lived in California, where he worked picking fruits and vegetables.

#### José

José is a 31 year old-seasonal migrant agricultural worker. He is single. He came to Mississippi 8 months ago with his father and uncle. He has been in the United States for 16 years. Previously he worked in Texas, California, Ohio, and Georgia, where he

worked planting and picking onions, and fruits, and planting pine trees. In Mississippi he worked planting trees and picking sweet potatoes.

#### Pedro

Pedro works in a golf course. He is married and three of his kids are enrolled in Mississippi public schools. His older son works with him. His wife also works in the golf course as a maid. He has been in the United State for 27 years and in Mississippi for 10 years. Previously he worked in California, Washington, and Oregon.

#### Crew leader

##### Antonio

Antonio is 58 years old. He works as a crew leader and has been in Mississippi for 17 years. He speaks English fluently.

#### Anglo-American farmer

##### Mr. Smith

Mr. Smith has a small farm. Permanently he employs one Salvadorian worker. Seasonally he employs between five and eight other Hispanics workers. He considered that in the last 10 years he has employed more than 60 Hispanic workers, mainly Mexicans, but several Guatemalans.

## Students

Marta

Marta is Hispanic. She works as a translator for a landscape business.

Thomas

Thomas is American. During the summer, Thomas works in a golf course as an assistant to the superintendent.

## Community leaders

Diana

Diana is Hispanic. She works as a Spanish schoolteacher in a community with a high influx of Hispanic agricultural workers. She maintains close ties with the farmers and workers. While in school in Mississippi, she worked on a farm in order to pay for her university degree.

María

María is American. She lived and studied in a Latin-American country for several years. For 20 years, she has been involved in activities serving Hispanics through the Catholic Church ministries. She is working in Hispanic ministries in an area with a high concentration of migrant and non-migrant Hispanic workers.

It is important to point out that previously to the beginning of this research, the researcher knew two of the interviewees. Thomas, one of the student-workers was my student in a previous semester. Also, I met Diana in 1988 when she was working on her college degree.

### **Analysis of Data**

After data collection, all interview audiotapes were transcribed into typed manuscripts. As the first participant's interview was read, themes that developed were listed in a chart. Subsequent participant interviews were read and each emerging theme was added to the chart. Each interviewee was coded as Hispanic worker (HW1-4), student worker (SW1-2), crew leader (CrL-1), farmer (F1), and community leaders (ComL1-2). These codes were assigned to each one of the themes as it matched. When all the interviews were read, 11 themes have been recorded in the chart. Of these themes all the participants mentioned 5. The other 6 themes were not mentioned by all the participants. The second part of the analysis consisted of the sub-categorization of themes. Each theme was broken down into subcategories, and "quotes" from the interviews were written under each subcategory. Finally, the quotes were translated into English and used to support the results of the study.

### **Reliability and Validity for the Qualitative Study**

These were the steps I followed in order to establish validity. Participants were chosen purposefully. This allowed me to interview informants with enough experience in the area. Participants were assured of anonymity. They were made to feel comfortable during the interview, reducing the risk of untrue accounts. During interviews, and as the interview progressed, interviewees were asked to clarify information the researcher considered could create inaccuracy at the moment of analyzing the data. I followed the steps for analysis of data presented in the design of the study. This allowed me to relate each interview to the next, creating a blueprint to be used for reporting the results. This

triangulation among the interviews used to relate patterns, increased both validity and reliability (Patton, 1990).

According to Patton (1990), external validity deals with the generalizability of the study. Results of descriptive studies are not generalizable to other populations, but they can be generalized to theoretical positions where further tests of the findings could be conducted. Choosing participants purposefully helped me to establish external validity.

Gay (1992) defines reliability as the consistency of results if the study was to be replicated. The main goal in establishing reliability is to minimize the biases of the researcher and to eliminate as many errors as possible. The same process used to increase validity was used to increase reliability in this study. By maintaining a systematic method of analysis of the data, and clarifying with the participants any information that could cause misunderstanding at the moment of analysis of the interviews, I feel I reduced the risk of misinterpretation of the data.

## CHAPTER IV

### RESULTS

This chapter is divided into 3 sections. These sections are: (a) introduction, (b) Agricultural Students' Attitudes toward the Spanish Language and Spanish Speakers, and (c) Identification of Cultural Differences between Managers/Crew Leaders and Hispanic Immigrant Workers.

#### **Introduction**

The purpose of this study was to determine the attitude toward Spanish-speakers and their culture, and the attitude toward the study of the Spanish language, among agricultural students at Mississippi State University. In addition, the study was intended to identify cultural differences that could affect communication between Anglo managers/crew leaders and the agricultural Hispanic workforce. The study was guided by five research questions. The first part of the study was designed to answer research questions 1 to 3. The second part of the study was designed to answer research questions 4 and 5. For the first part of the study, questionnaires were collected from 118 students taking agricultural-related courses during the fall 2006 semester at Mississippi State University. For the second part of the study, 10 interviews were conducted with 4 Hispanic workers, 1 crew leader, 2 community leaders, 2 university students working in agricultural related enterprises, and 1 farm owner.



**Part I: Agricultural Students' Attitudes toward the Language  
and Spanish Speakers**

**Research Question # 1**

What are the attitudes of MSU agricultural students toward Spanish learning?

The general attitude of MSU agricultural students toward Spanish learning was determined by looking at Q 2, Q 3, Q 4, Q 5, Q 9, Q 11, and Q 12 in the students' questionnaire (see Appendix A). For these particular questions the means and frequency distributions were examined (see Appendix H). Percentages were rounded to the nearest integer. It is important to point out that the questions used a five-point Likert scale with 1=strongly agree, 2=agree, 3=undecided, 4=disagree, and 5=strongly disagree. Table 2 shows means and standard deviation for these questions.

Table 2 Means and standard deviation for questions used to measure attitude toward studying Spanish

Question	mean response	Standard deviation
Q 2: People have to have special ability for learning Spanish	2.06*	.94
Q 3: It is difficult to learn a foreign language	2.26*	.99
Q 4: People that speak more than one language are more intelligent than average	3.20*	1.08
Q 5: Learning Spanish is a painful experience.	3.22*	1.19
Q 9: I have special ability for learning Spanish	2.78**	1.03
Q 11: It is necessary to go abroad to successfully learn Spanish.	3.09*	1.15
Q12: Learning Spanish takes more effort than other academic subjects	2.64*	1.02

\* Higher means indicate positive attitude. \*\* Lower means indicate positive attitude

Following is the frequency distribution for each of the questions used to identify attitude toward foreign language study.

Q 2: People have to have special ability for learning Spanish.

Most agreed with this question. That is, 80% agreed that some people have to have special ability for learning Spanish (see Figure 1).

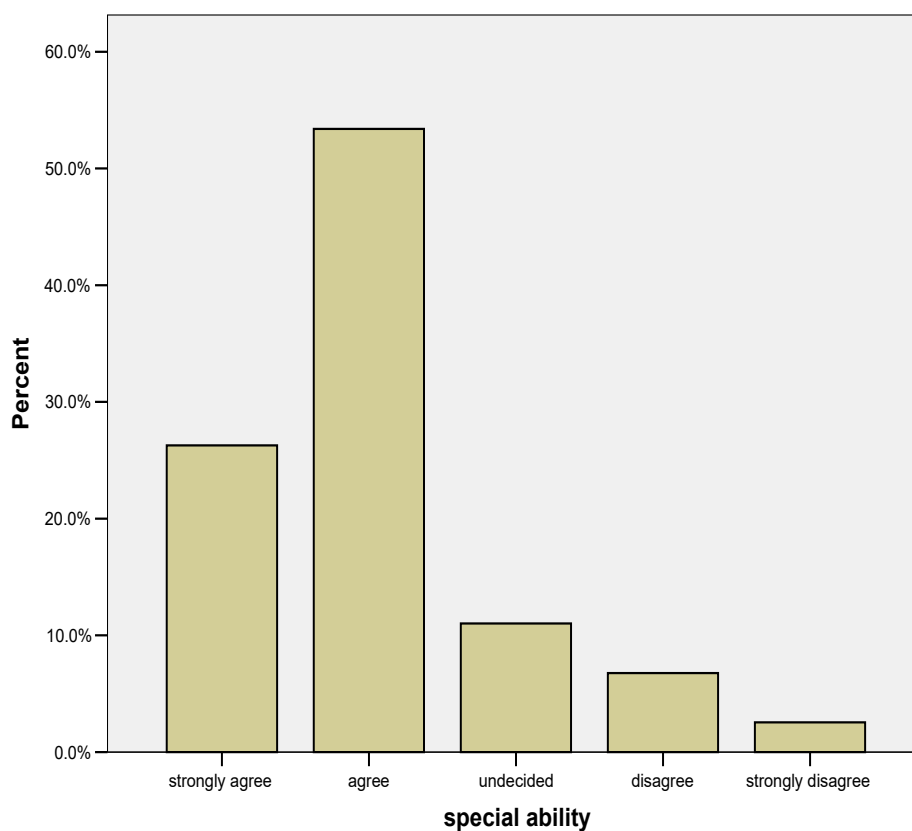


Figure 1 Some people have special ability for learning Spanish

Q 3: It is difficult to learn a foreign language.

Some 48 % of students agreed with the statement that is difficult to learn a foreign language, and 21 % of the agricultural students strongly agreed with this statement.

Overall, nearly 7 in 10 students agreed that it is difficult to learn a foreign language (see Figure 2).

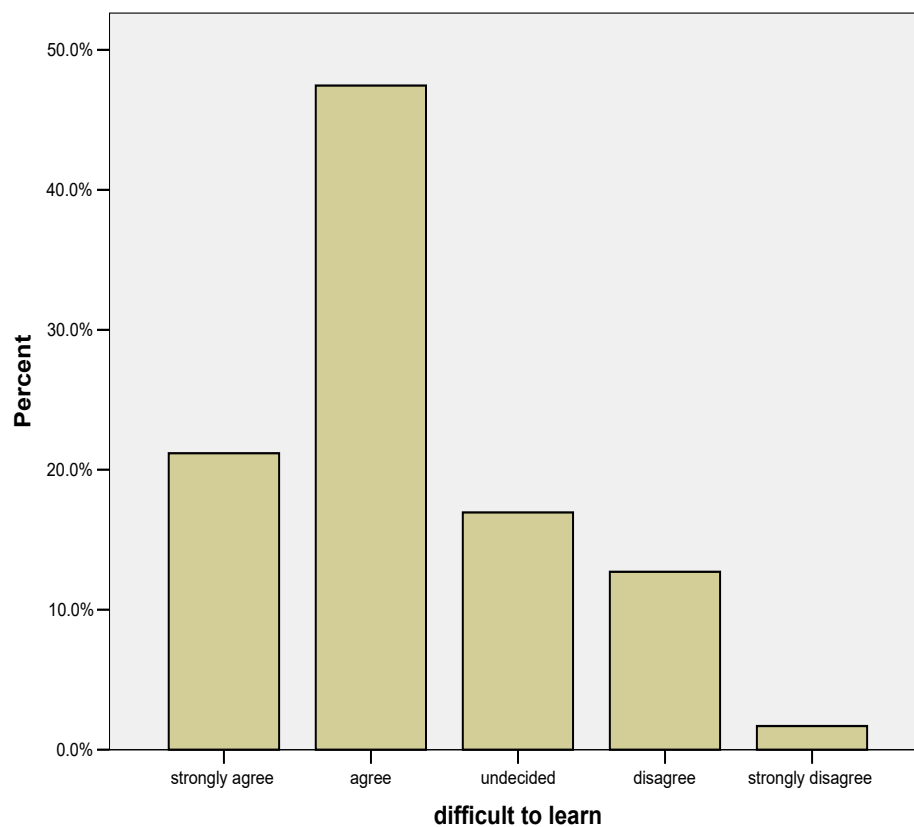


Figure 2 It is difficult to learn a foreign language

Q 4: People that speak more than one language are more intelligent than average.

In this sample, 43% of the students disagreed with the statement that people who speak more than one language are more intelligent than the average, while 25% of the students were undecided, and approximately 32 % of the students considered that people who speak more than one language are more intelligent than the average. Overall, there was little consensus on this question (see Figure 3).

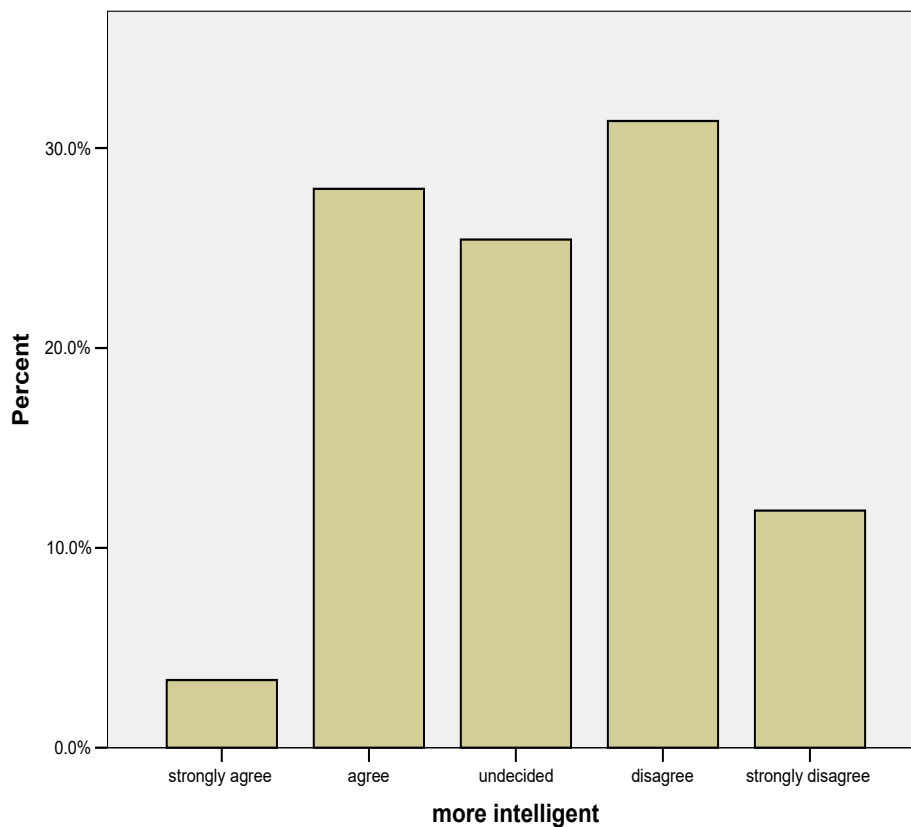


Figure 3 People that speak more than one language are more intelligent than average

Q 5: Learning Spanish is a painful experience.

Half of the students disagreed that learning Spanish is a painful experience, while 25% of the students had not decided whether or not they believed the learning process to be painful (see Figure 4).

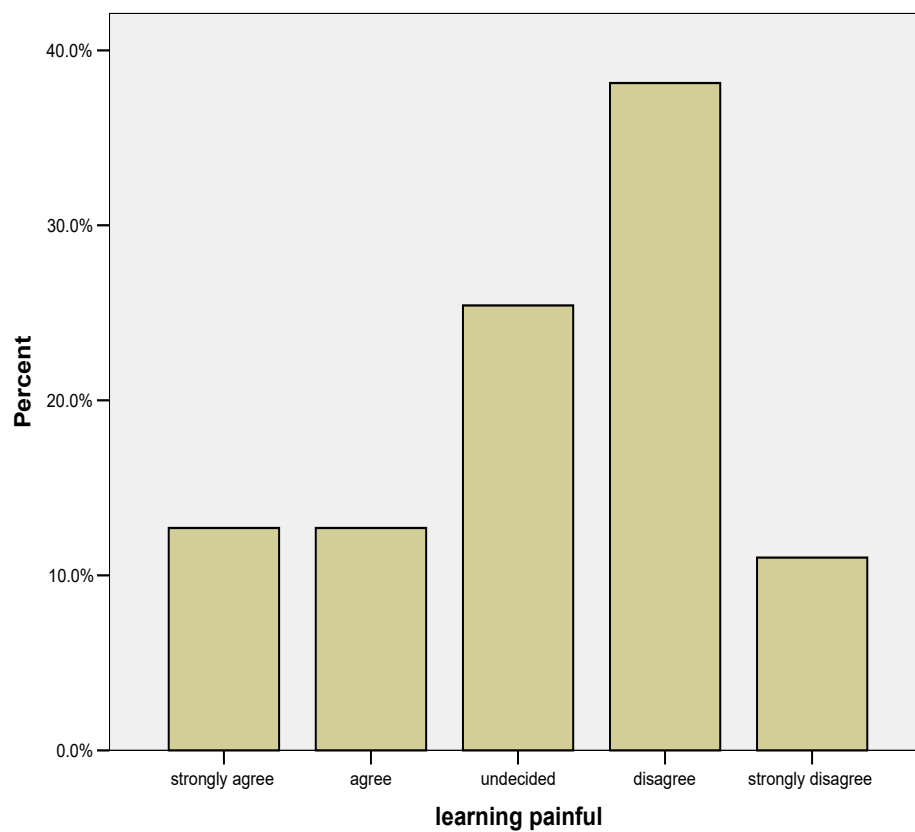


Figure 4 Learning Spanish is a painful experience

Q 9: They have special ability for learning Spanish.

In this question, 41% of the agricultural students agreed with the statement they have special ability for learning Spanish, and 33% of the students had not decided whether or not they personally had a special ability for learning Spanish, and 26% felt that they did not have a special ability for learning Spanish (see Figure 5). Overall, there was no consensus for this question.

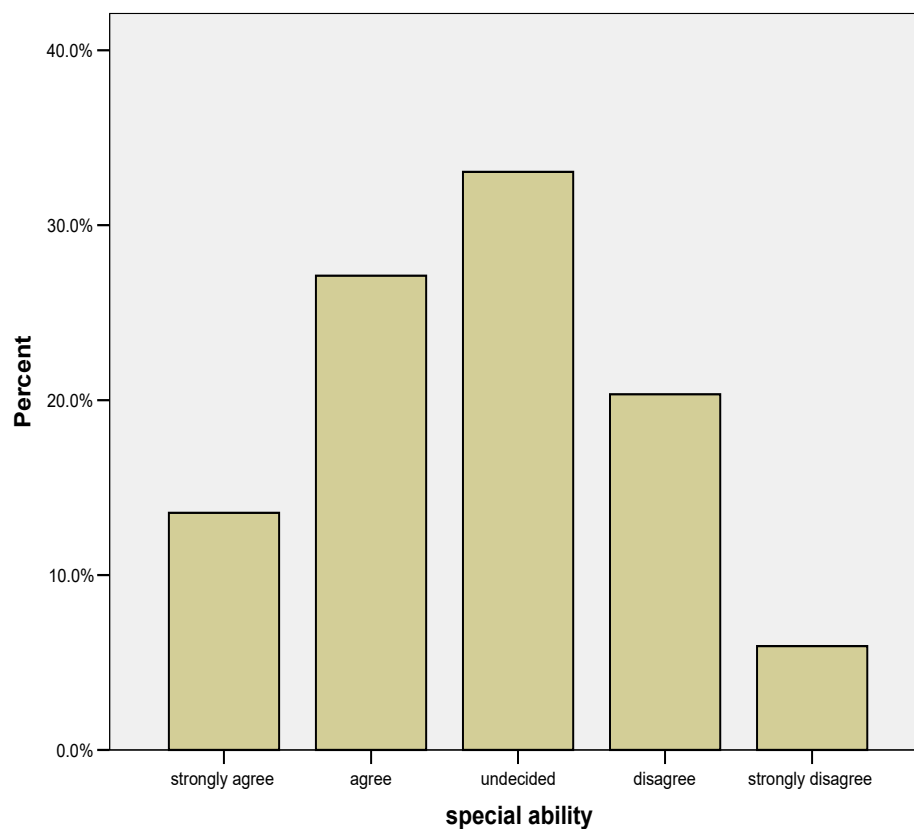


Figure 5 They have special ability for learning Spanish

Q 11: It is necessary to go abroad to successfully learn Spanish.

The percentage of students agreeing, or disagreeing with this statement is almost even, while close to 25% of the students were undecided whether or not is necessary to go abroad to successfully learn Spanish (see Figure 6).

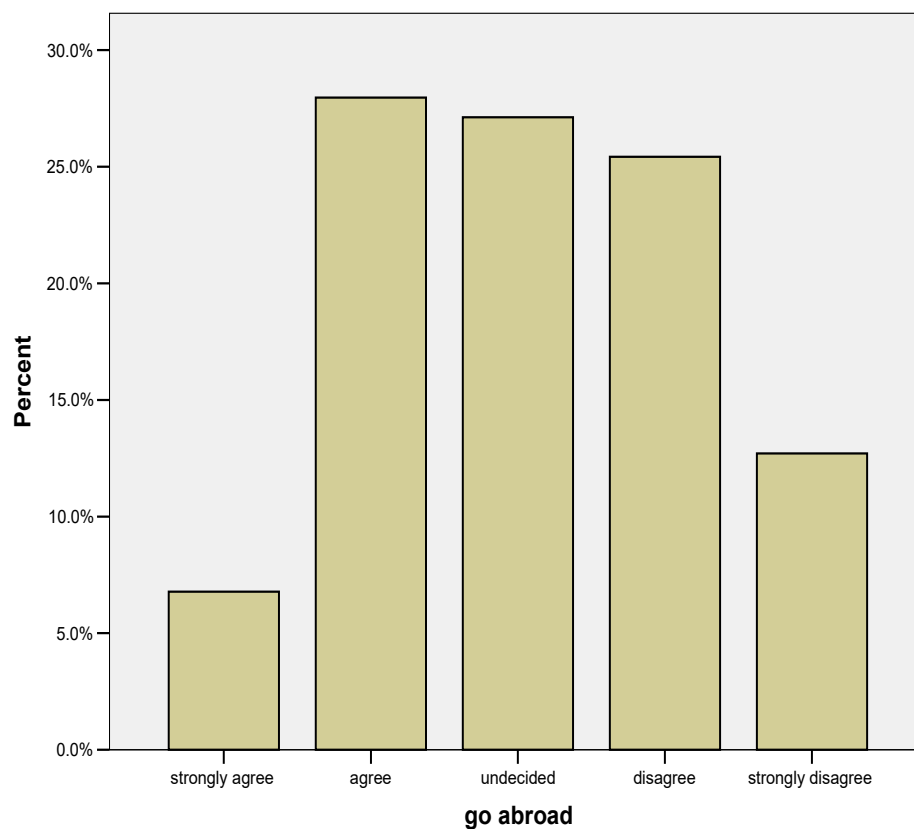


Figure 6 It is necessary to go abroad to successfully learn Spanish

Q12: Learning Spanish takes more effort than other academic subject.

In this question, 49 % of the students felt that learning Spanish takes more effort than learning other academic subjects. Some 28% of the students had not decided whether more effort was involved, while 22% of the students did not feel that it takes more effort (see Figure 7).

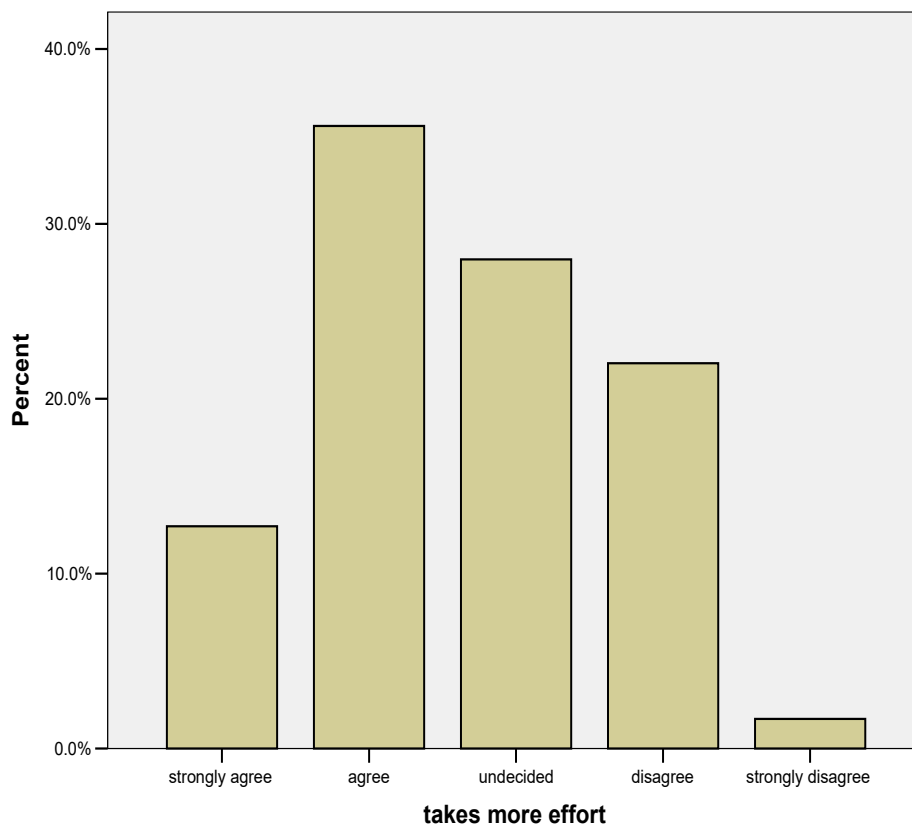


Figure 7 Learning Spanish takes more effort than other academic subjects



*Answer to Research Question #1*

What are the attitudes of MSU agricultural students toward Spanish learning?

After examining the means and distribution for the questions designed to identify attitude toward studying Spanish, it appears that the Agricultural students at MSU have a fairly positive attitude toward the study of Spanish. Even though most of the students seem to agree that it is difficult to study a foreign language, only 25% of the students agreed that learning Spanish is a painful experience. Similarly, 80% of students felt that people must have special abilities to learn Spanish, and almost half of them viewed learning Spanish as taking more effort than other academic subjects, but at the same time only 26% of the students considered themselves as not having the necessary ability for learning Spanish. Also, it is important to notice that when asked if people who speak a second language are more intelligent than the average, 43% of the students disagreed with the statement. This could mean students consider people need special abilities, but not that they need to be more intelligent than the average person to learn a language. Students did not seem to agree that it is necessary to study abroad in order to be a successful Spanish learner.

**Research Question # 2**

What type of motivation to study Spanish do MSU agricultural students have?

In order to determine the types of motivation students in Agricultural fields have toward Spanish learning, the means and distribution of responses for Q 1, Q 6, Q 7, Q 8, Q 10, and Q 13 were determined. Percentages were rounded to the nearest integer. It is

important to notice that the questions used a five-point Likert scale with 1=strongly agree, 2=agree, 3=undecided, 4=disagree, and 5=strongly disagree. The questions Q 1, Q 6, Q 8, and Q 10 detect levels of instrumental motivation. For these questions higher means indicate higher instrumental motivation, with the exception of Q 1, in which lower means indicate higher instrumental motivation. Integrative motivation was determined by examining Q 7, and Q 13. On Q 7, lower means indicate higher integrative motivation while for Q 13, higher means indicated higher integrative motivation.

### *Instrumental Motivation*

Table 3 shows means and standard deviation for questions used to determine instrumental motivation.

Table 3 Means and standard deviation for questions used to measure instrumental motivation

Question	mean response	Standard deviation
Q 1: Studying Spanish is unnecessary because everywhere you go, people speak English.	3.89**	1.05
Q 6: It is important for people from the US to speak Spanish.	3.04*	1.18
Q 8: If I learn to speak Spanish well, I will have better opportunities for a good job.	1.97*	1.03
Q 10: Learning Spanish can be helpful later in life.	2.13*	1.02

\* Lower means indicate higher instrumental motivation

\*\* Higher means indicate higher instrumental motivation

Following is the frequency distribution for each one of the questions used to measure instrumental motivation.

Q 1: Studying Spanish is unnecessary because everywhere you go, people speak English.

A majority of 77% of the students disagreed that studying Spanish is unnecessary because everywhere you go, people speak English. Only 13 % of students agreed with this statement, and 10 % were undecided (see Figure 8).

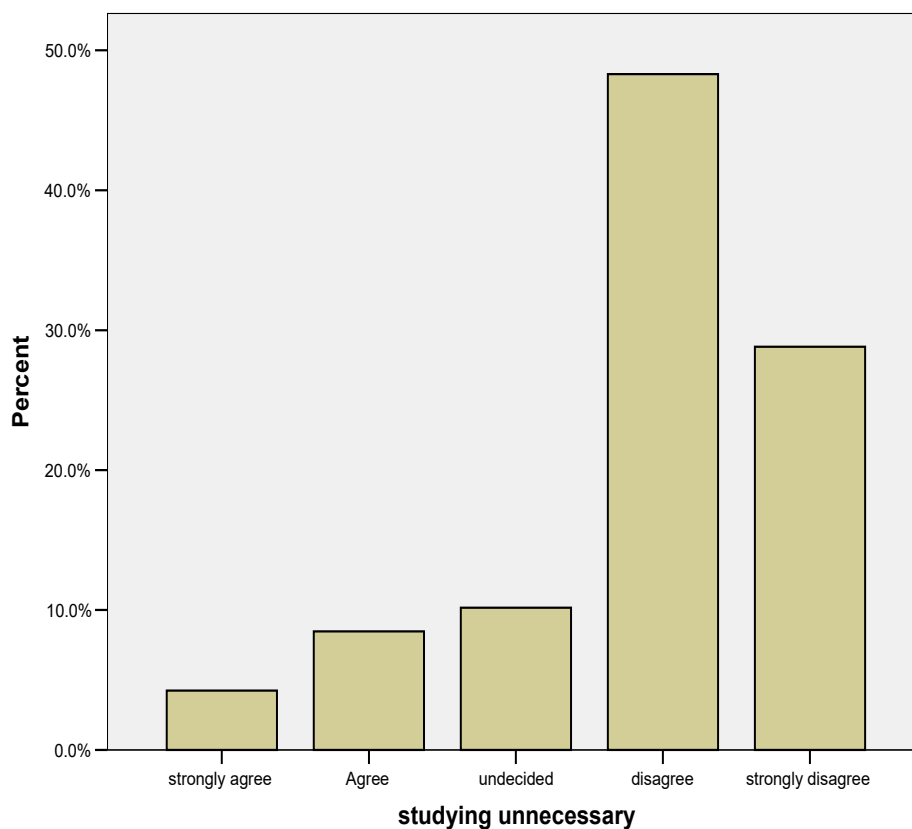


Figure 8 Studying Spanish is unnecessary because everywhere you go, people speak English

Q 6: It is important for people from the US to speak Spanish.

In this question, 40% of the students agreed that is important for people from the US to speak Spanish, while 25 % were undecided, and 35 % disagreed (see Figure 9).

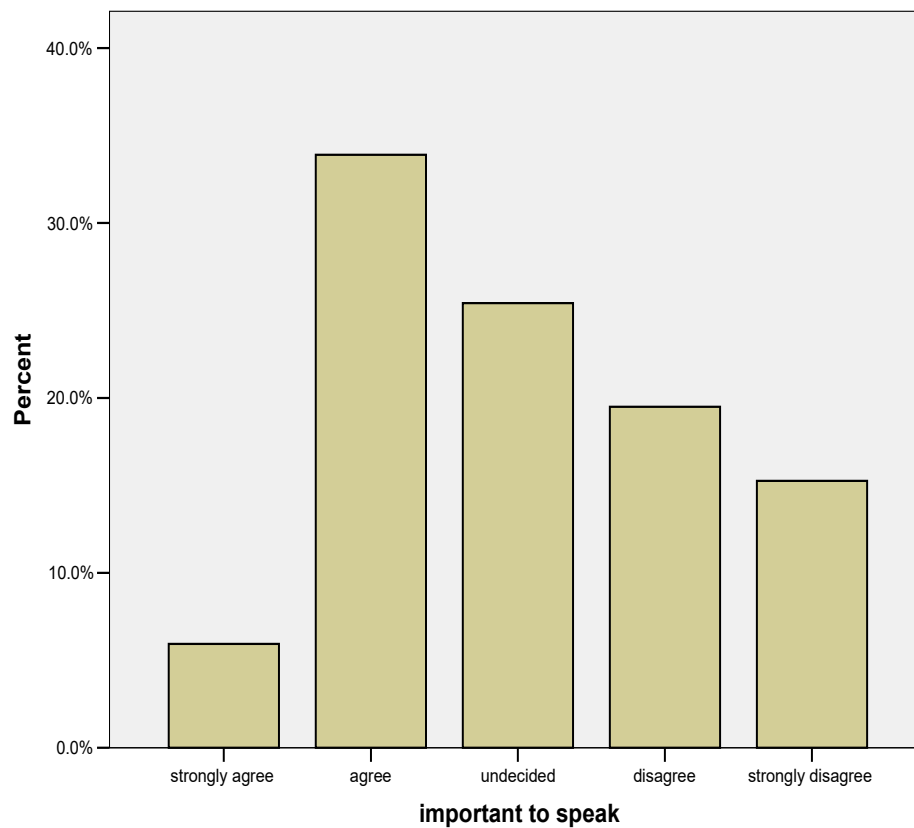


Figure 9 It is important for people from the US to speak Spanish

Q 8: If I learn to speak Spanish well, I will have better opportunities for a good job.

In this group of students, 83% agreed that if they learn to speak Spanish well, they will have better opportunities for a good job, 7% were undecided, and 10% disagreed with the statement (see Figure 10).

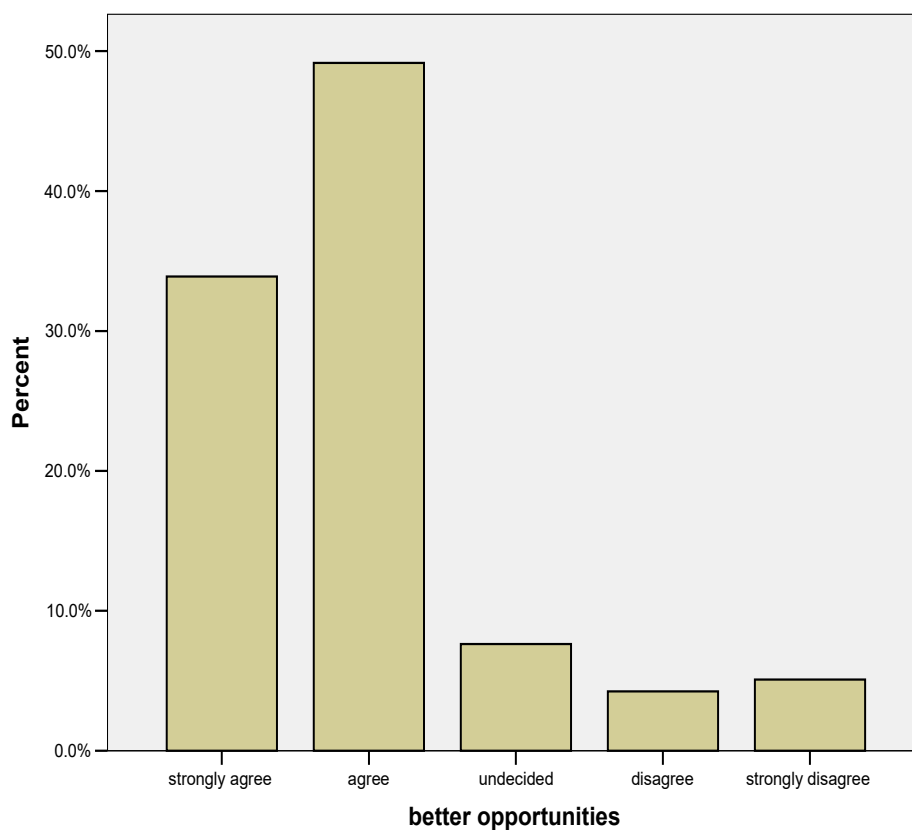


Figure 10 If I learn to speak Spanish well, I will have better opportunities for a good job

Q 10: Learning Spanish can be helpful later in life.

Some 74% of the students agreed that learning Spanish can be helpful later in life.

Less than 10% of the students disagreed with this statement (see Figure 11).

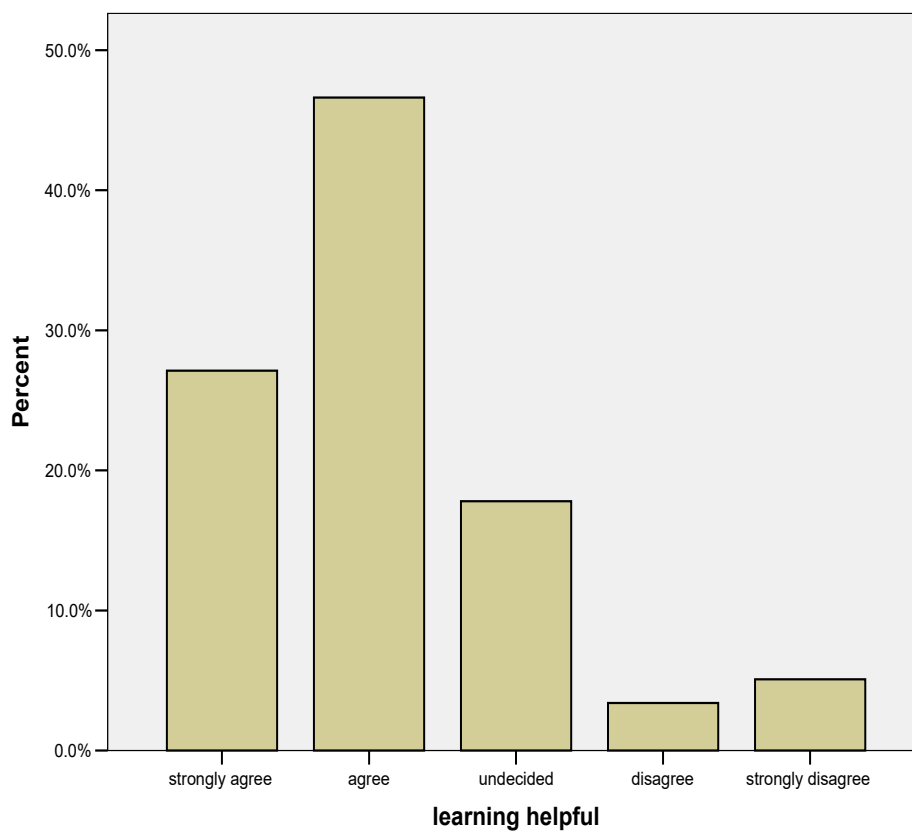


Figure 11 Learning Spanish can be helpful later in life

*Integrative Motivation*

Table 4 shows means and standard deviation for questions used to determine integrative motivation.

Table 4 Means and standard deviation for questions used to measure integrative motivation

Question	Mean response	Standard deviation
Q 7: I get irritated trying to understand foreigners who don't speak English well.	2.57**	1.22
Q 13: Being able to talk with foreigners in Spanish is exciting.	2.61*	1.11

\* Lower means. Indicate higher integrative motivation

\*\* Higher means indicated higher integrative motivation

Following is the frequency distribution for each one of the questions used to identify integrative motivation:

Q 7: I get irritated trying to understand foreigners who don't speak English well.

More than 50 % of the students agreed in getting irritated trying to understand foreigners who don't speak English well, the rest of the students were divided equally among those undecided and those that disagreed with the statement (see Figure 12).

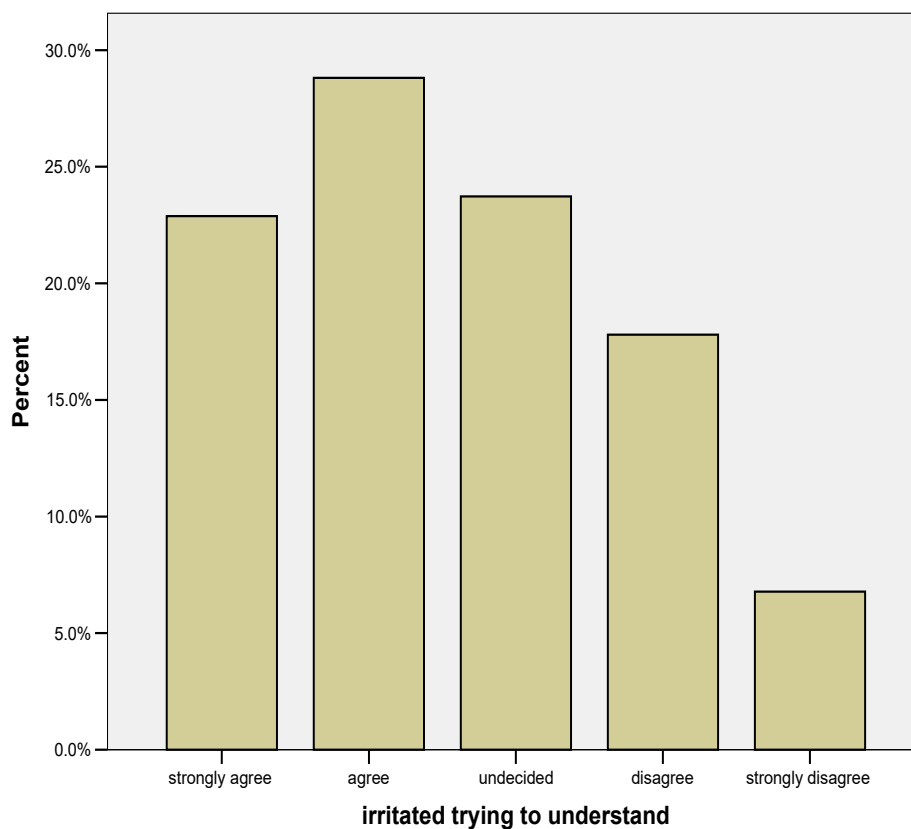


Figure 12 I get irritated trying to understand foreigners who don't speak English well



Q 13: Being able to talk with foreigners in Spanish is exciting.

In this question, 56 % the students agreed that being able to talk with foreigners in Spanish is exciting, while 24 % were undecided. Only 20 % disagreed that being able to speak with foreigners in Spanish is exciting (see Figure 13).

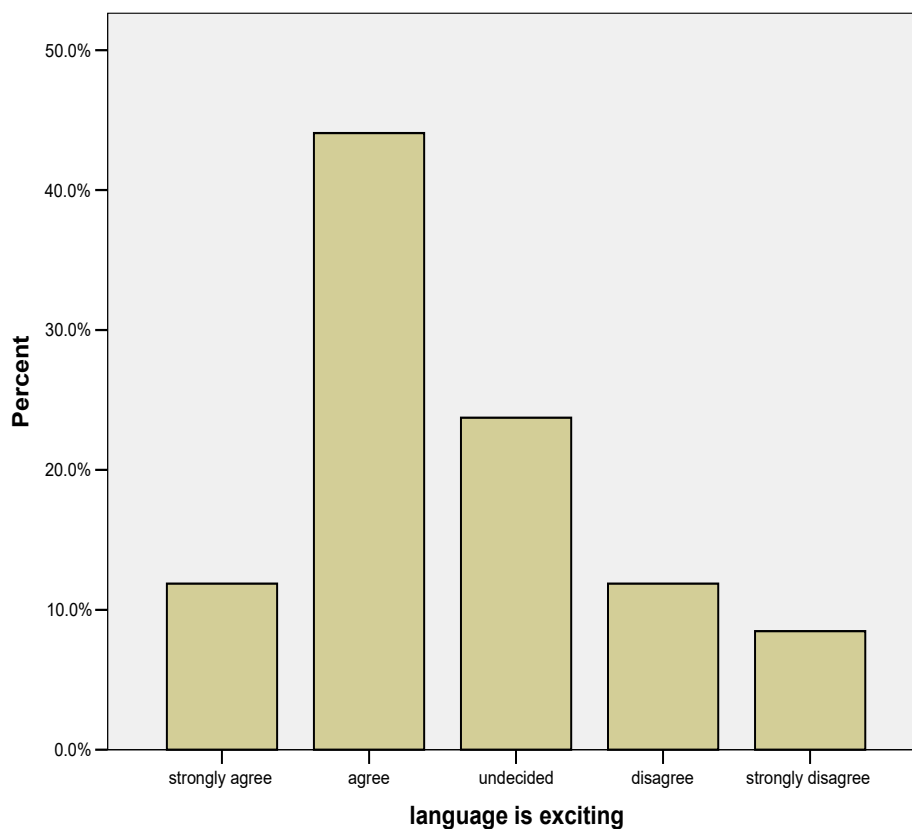


Figure 13 Being able to talk with foreigners in Spanish is exciting

### *Answer to Research Question # 2*

What type of motivation to study Spanish do MSU agricultural students have?

After examining the means and frequency distribution of questions designed to identify type of motivation, it appears that the motivation to study Spanish language of

Agricultural students at MSU is instrumental motivation. A high percentage of the students (77%), disagreed with the statement that is unnecessary for people from the United States to study Spanish because anywhere you go people speak English. Similarly, 74% of the students surveyed felt that learning Spanish can be beneficial later in life. The stronger question to support instrumental motivation is considering the knowledge of the language as helpful in their jobs. In this sample, 83% of the students felt that learning Spanish could help them find a better job. On the other hand, it appears that agricultural students at MSU do not hold high integrative motivation. Even though 56% of the students considered that being able to talk to Spanish speakers in their language is exciting, when asked if they get irritated by not understanding foreigners unable to speak in English, 50% of the students agreed with the statement.

### **Research Question # 3**

How stereotypical is the attitude of MSU agricultural students toward Spanish speakers?

To answer the question, mean responses were determined for questions Q 40 to Q 71. Percentages were rounded to the nearest decimal. These questions also used a five-point Likert scale with 1=strongly agree, 2=agree, 3=undecided, 4=disagree, and 5=strongly disagree. In this case, the lower scores identified student's perceptions of the Hispanics as more stereotypical, except for Q 41, Q 46, Q 55, and Q 62, in which case higher score imply agreement with the stereotype. Also, Questions Q 14 to Q 29, a series of adjectives for semantic differentiation between Hispanics and Anglos were analyzed.

For this part, a scale 1 to 5 was used; new values were assigned in the following order: 2, 1, 0, -1, -2. Frequencies for each value were added, and values along the continuum were totaled. The resultant absolute value was used as a measure of a positive or a negative attitude.

*Attitude toward Spanish-Speakers*

Descriptive Statistics and frequency distributions for Q 14 to Q 71 are given in appendices I and J. Means and standard deviation for responses to questions Q 40 to Q 71 used to identify attitude toward Spanish-speakers are shown in Table 5.

Table 5 Mean response for each statement in Q 40 to Q 71

Stereotype	mean response	Standard deviation
Q 40: The food in Spanish-speaking countries is similar to the food in the US.	3.76*	.84
Q 41: People from Spanish-speaking countries work harder than people from the US.	3.00 **	1.05
Q 42: People from Spanish-speaking countries tend to be more violent than people in the US.	3.09*	.77
Q 43: Families in the Spanish-speaking countries are bigger than families in the US.	2.15*	.83
Q 44: People in the Spanish-speaking countries are poorer than people in the US.	2.03*	.82
Q 45: There is a lot of professional people in the Spanish-speaking countries.	2.89*	.85
Q 46: Most people in Spanish-speaking countries live in less-developed areas.	2.21**	.70
Q 47: Cities in the Spanish-speaking countries are not as well developed as in the US.	2.15*	.83
Q 48: The houses in Spanish-speaking countries are not as modern as houses in the US.	2.28*	.88
Q 49: Daily hygiene routines are different in Spanish-speaking countries than in the US.	2.31*	.92
Q 50: People in the US are on time more than people in Spanish-speaking countries.	3.05*	.76
Q 51: People are closer to their families in Spanish-speaking countries than in the US.	2.59*	.93
Q 52: Most of the food in the Spanish-speaking countries is spicy.	2.44*	.80
Q 53: Most Spanish-speaking countries have dictators.	3.03*	.84
Q 54: Women in Spanish-speaking countries are more likely to work outside the home than women in the US.	3.17**	.98
Q 55: People in the Spanish-speaking countries drink more alcohol than people in the US.	2.97*	.92
Q 56: Men in the Spanish-speaking countries are "macho".	3.27*	.85

Table 5 (continued)

Stereotype	mean response	Standard deviation
Q 57: Spanish-speaking culture is more violent than the US culture.	3.02*	.83
Q 58: In Spanish-speaking countries, many generations of families tend to live in the same house.	2.12*	.71
Q 59: People in the US are more materialistic than people in Spanish-speaking countries.	1.91*	.77
Q 60: People in Spanish-speaking countries are political extremists.	3.14*	.70
Q 61: Education is just as important to people in Spanish-speaking countries as it is to people in the US.	3.08**	1.10
Q 62: Respect for one's elders is more important in Spanish-speaking countries than in the US.	2.75*	1.00
Q 63: Personal hygiene is less important in Spanish-speaking countries than in the US.	2.61*	.92
Q 64: People in Spanish-speaking country aren't usually well educated.	3.38*	.78
Q 65: People in Spanish-speaking countries have a lot in common with people in the US.	3.15*	.84
Q 66: The governments in Spanish-speaking countries are unstable.	2.75*	.89
Q 67: Spanish-speakers living in the US tend to be on welfare.	3.08*	.85
Q 68: Spanish-speakers who live in the US should speak English fluently.	2.09*	1.02
Q 69: In school, only English should be used to teach Spanish-speakers.	2.75*	1.17
Q 70: English should be the only official language of the US.	2.08*	1.21
Q 71: In areas of the US with large populations of Spanish-speakers, Spanish translations should be provided for government and public services.	2.61*	1.15

\* Indicates that lower means is a more stereotypical attitude

\*\* Indicates that higher means is a more stereotypical attitude

Following is the frequency distribution for each one of the questions used to identify attitude toward Spanish-speakers.

Q 40: The food in Spanish-speaking countries is similar to the food in the US

Of these students, 69% disagreed that food in Spanish-speaking countries is similar to the food in the US. 24% of the students had not decided whether is similar or not, while only 7% agree (see Figure 14).

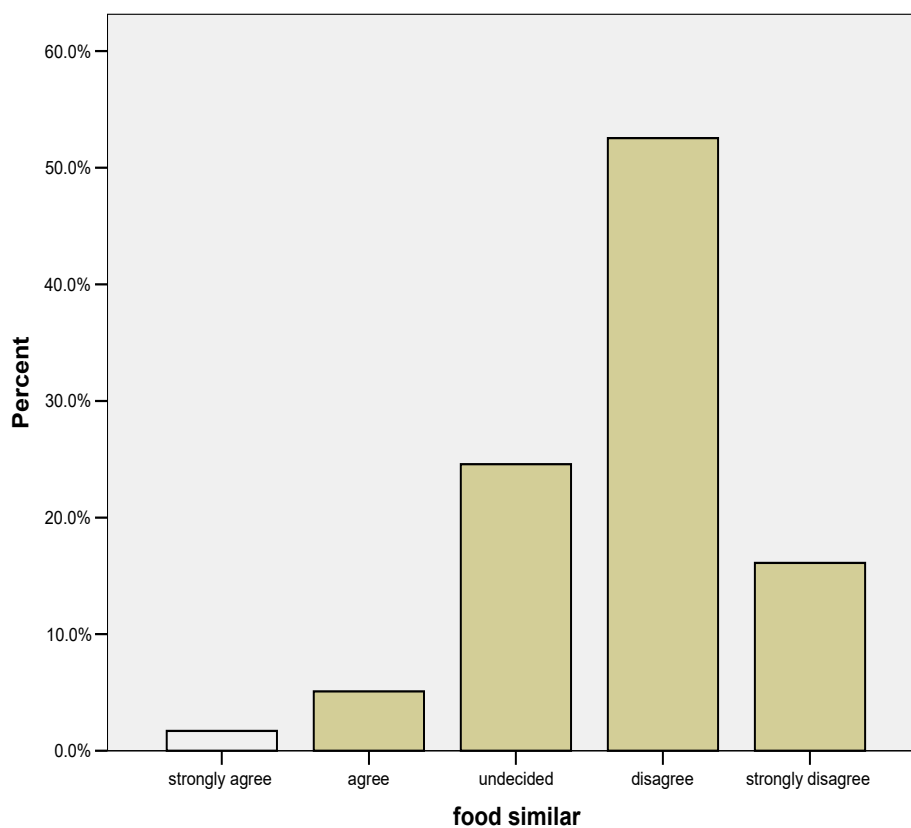


Figure 14 The food in Spanish-speaking countries is similar to the food in the US

Q 41: People from Spanish-speaking countries work harder than people from the US.

Some 40% of the students agreed that people from the Hispanic country work harder than people from the US, while 24% of the students are undecided whether the statement is true. Some 36% of the students disagreed (see Figure 15).

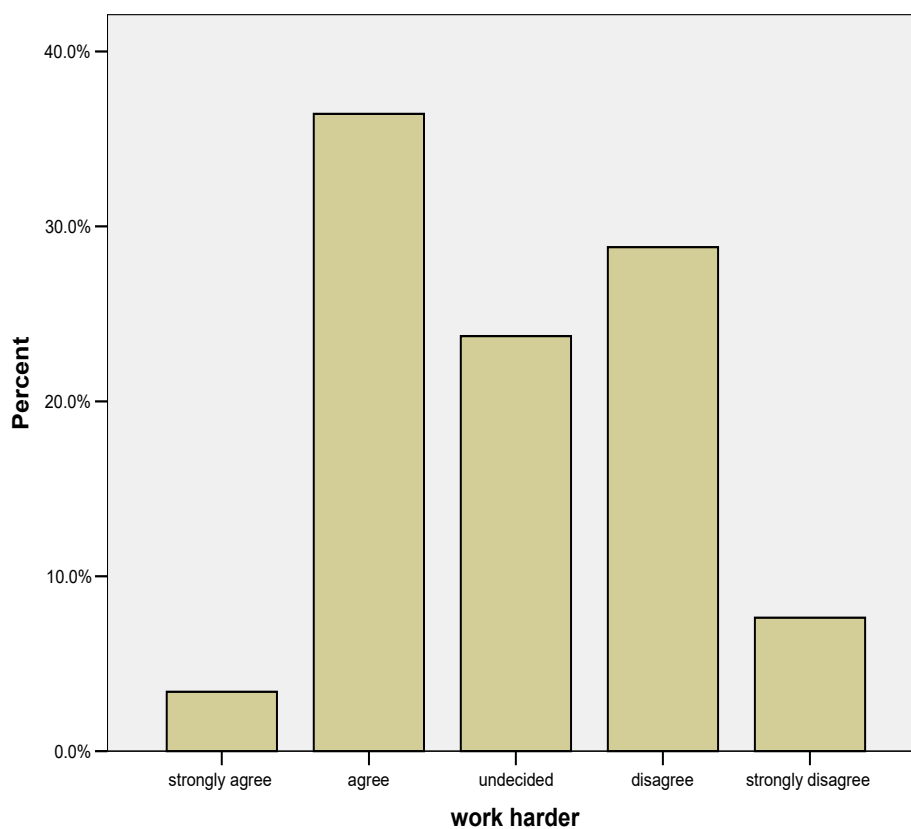


Figure 15 People from Spanish-speaking countries work harder than people from the US

Q 42: People from Spanish-speaking countries tend to be more violent than people in the US.

More than half of the students, or 58%, are undecided whether people from the Hispanic country are more violent than people from the US. Some 27% of the students disagreed whether the statement is true, and 15% of the students agreed with statement (see Figure 16).

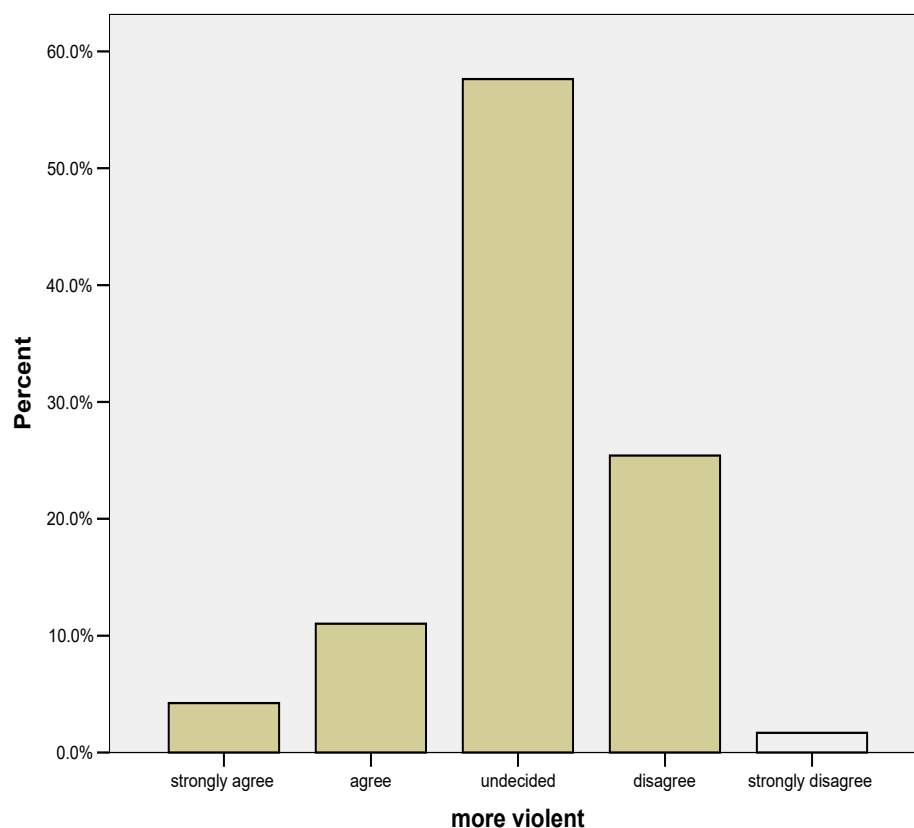


Figure 16 People from Spanish-speaking countries tend to be more violent than people in the US



Q 43: Families in the Spanish-speaking countries are bigger than families in the US .

The majority of the students (73%) agreed that families in the Hispanic speaking countries are bigger than families in the US, 20% of the students are undecided whether the statement is true, and only 7% disagreed (see Figure 17).

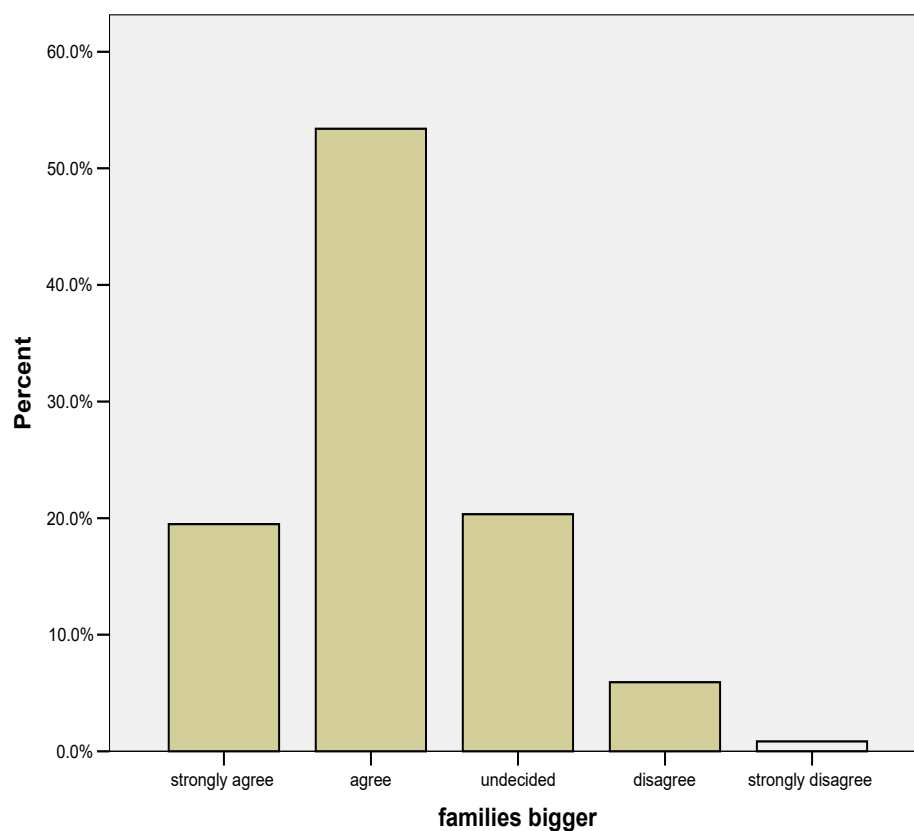


Figure 17 Families in the Spanish-speaking countries are bigger than families in the US

Q 44: People in the Spanish-speaking countries are poorer than people in the US.

Most agreed with this statement, that is 75% of the students believe people in Spanish-speaking countries are poorer than the people in the US, 22% had not decided whether they are poorer or not. Only 3% of the students disagreed with this statement (see Figure 18).

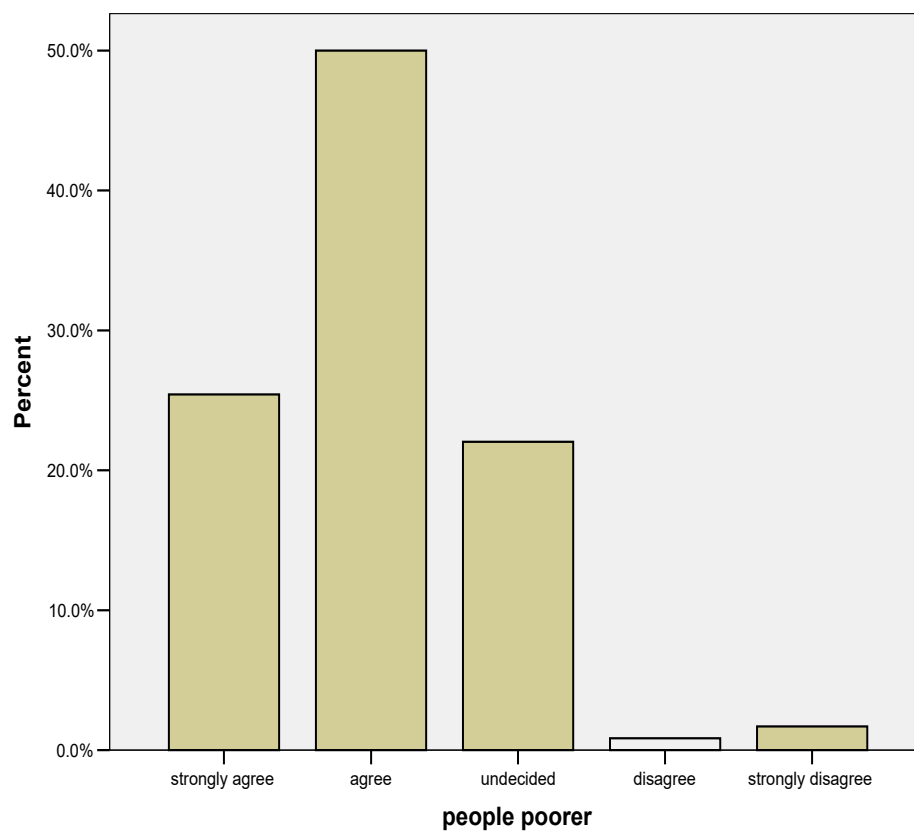


Figure 18 People in the Spanish-speaking countries are poorer than people in the US

Q 45: There are a lot of professional people in the Spanish-speaking countries.

In this question, 47% of the students are undecided whether there are a lot of professional people in the Spanish-speaking countries, while 30% agreed there are a lot of professionals in the Hispanic speaking countries, and 23% of the students disagreed (see Figure 19).

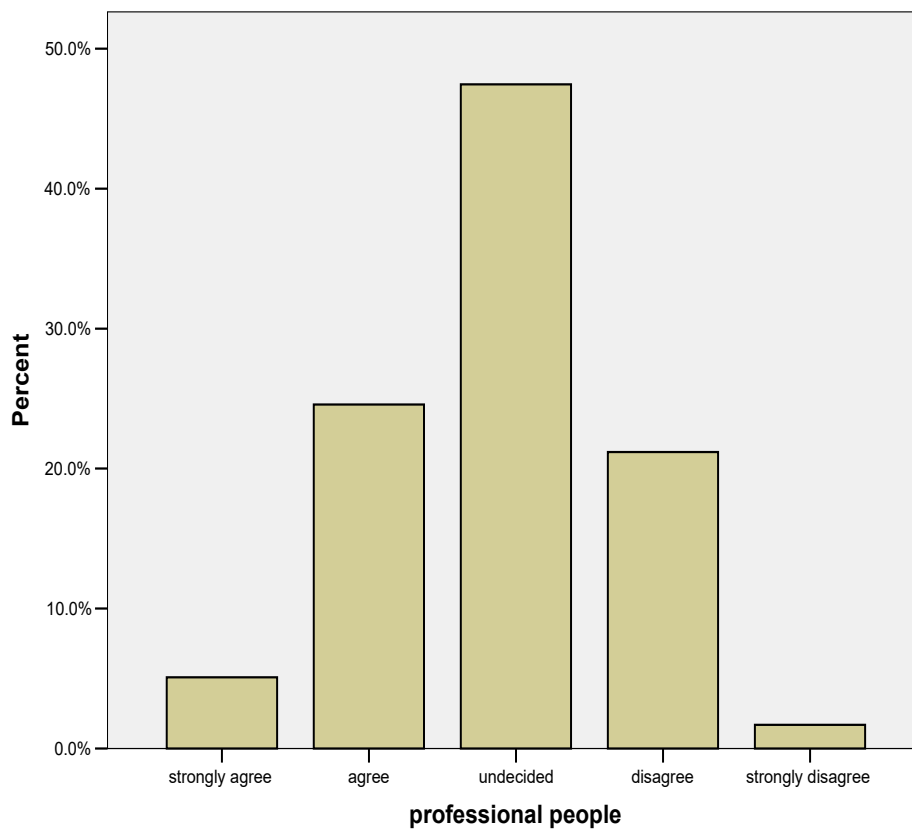


Figure 19 There are a lot of professional people in the Spanish-speaking countries

Q 46: Most people in Spanish-speaking countries live in less-developed areas.

Of the students in this sample, 71% believe people in Spanish speaking countries live in less developed areas than the people in the US, and 25% of the students are not sure whether the statement is true (see Figure 20).

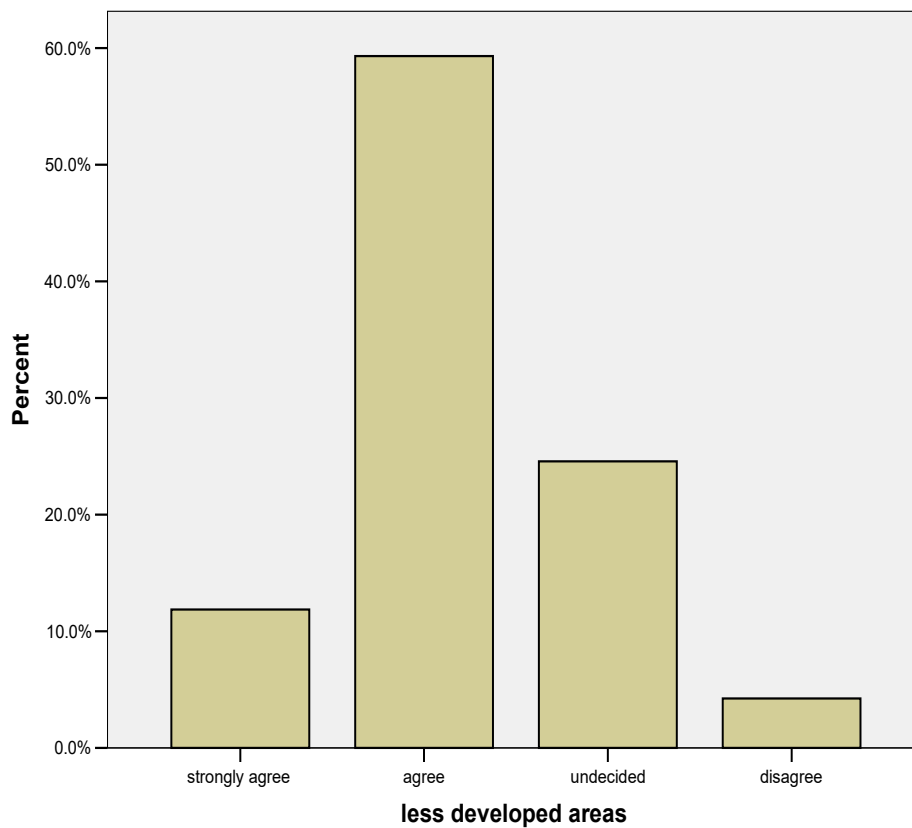


Figure 20 Most people in Spanish-speaking countries live in less-developed areas

Q 47: Cities in the Spanish-speaking countries are not as well developed as in the US.

A majority of 73% of the students agreed that cities in Spanish-speaking countries are not as well developed as in the US, while 20% were undecided with this statement, and 7% disagreed (see Figure 21).

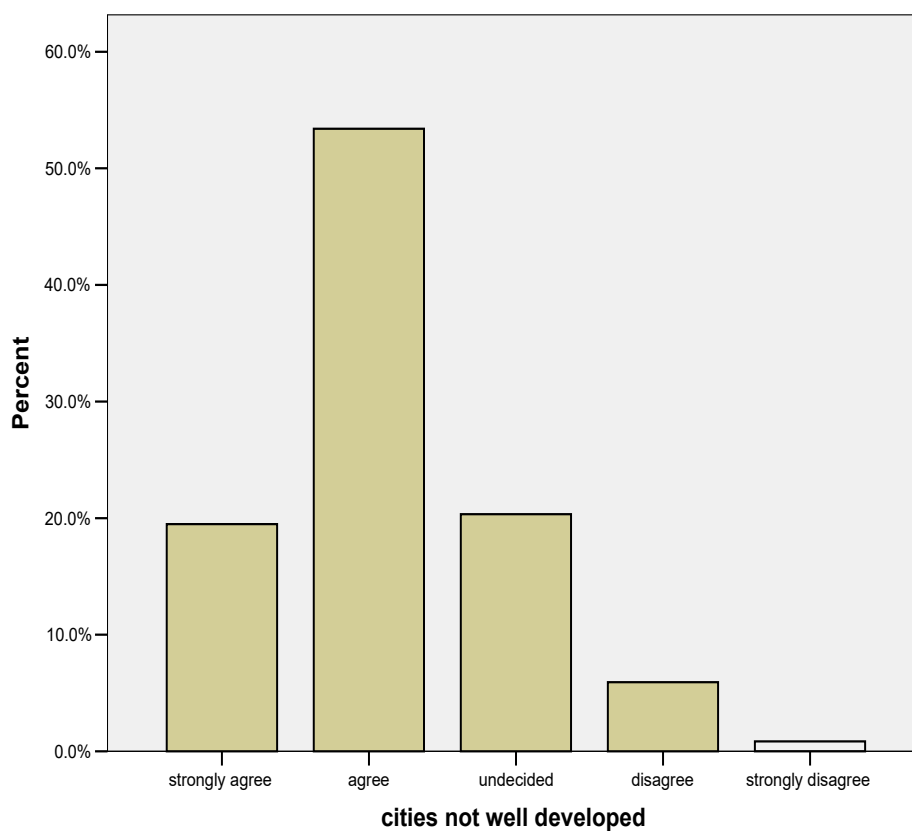


Figure 21 Cities in the Spanish-speaking countries are not as well developed as in the US

Q 48: The houses in Spanish-speaking countries are not as modern as houses in the US.

In this question, 62% of the students agreed that houses in Hispanic Speaking countries are not as modern as houses in the US, while 31% were undecided whether the statement is true or not (see Figure 22).

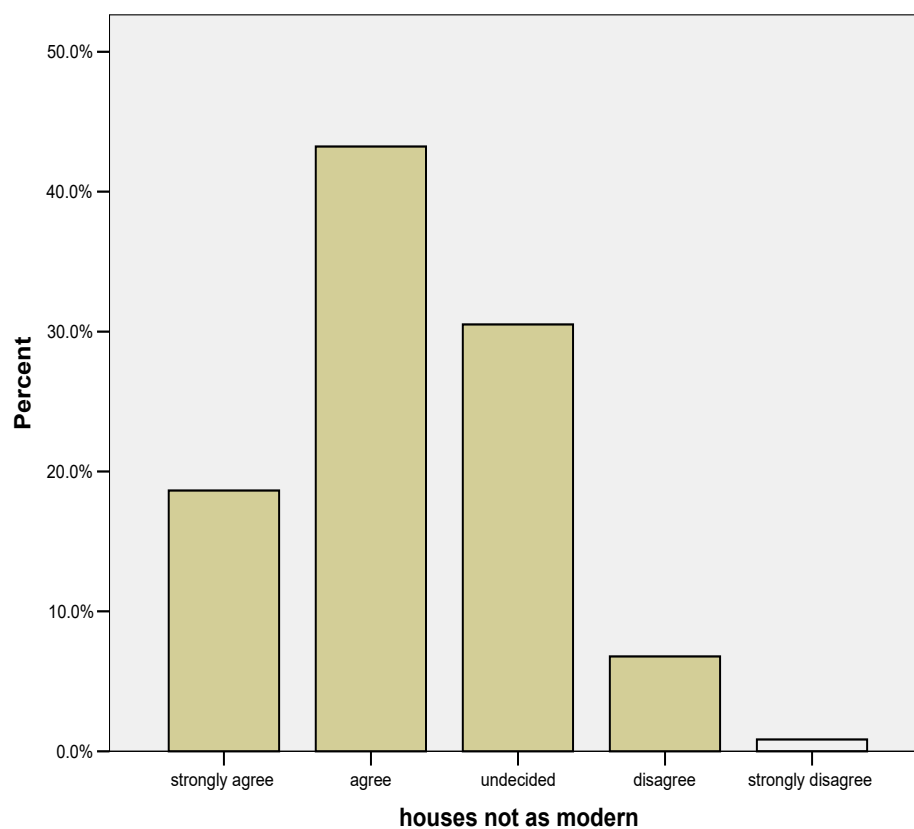


Figure 22 The houses in Spanish-speaking countries are not as modern as houses in the US

Q 49: Daily hygiene routines are different in Spanish-speaking countries than in the USA.

Some 59% of the students agreed that daily hygiene routine in the Hispanic Speaking countries is different than the US, while 30% is undecided, and 11% disagreed (see Figure 23).

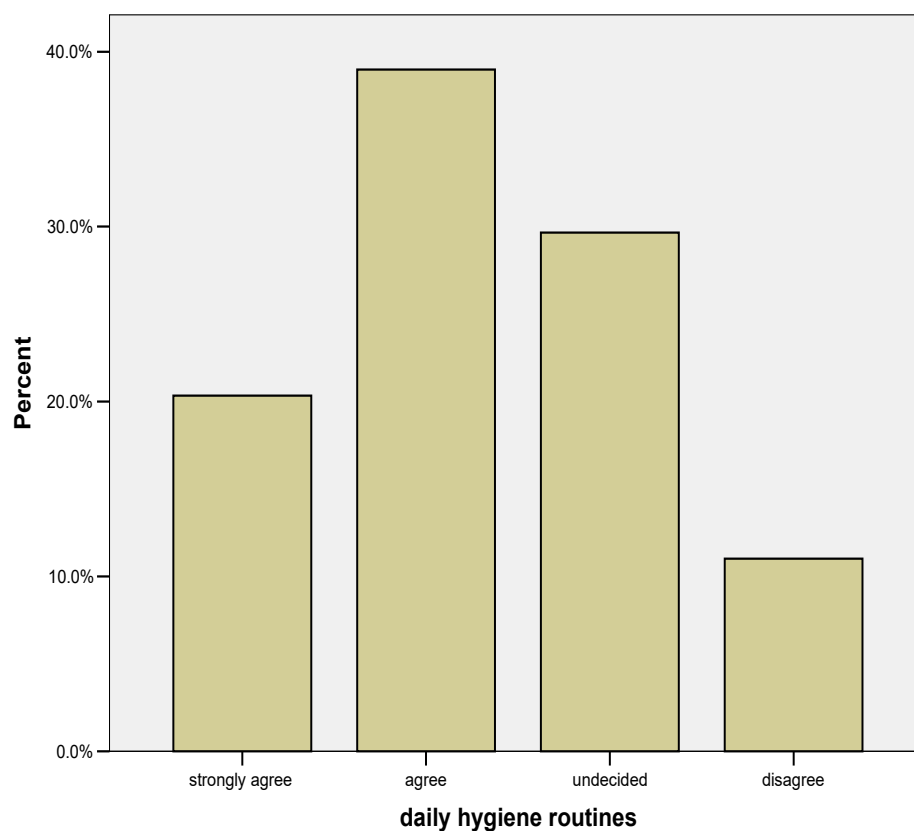


Figure 23 Daily hygiene routines are different in Spanish-speaking countries than in the US

Q 50: People in the US are on time more than people in Spanish-speaking countries.

Some 63% of the students are undecided whether people in Spanish-speaking countries are on time more than the people in the US, 22% disagreed with the statement, and 15 % of the students agreed that people in the US are on time more than people in the Spanish-speaking countries (see Figure 24).

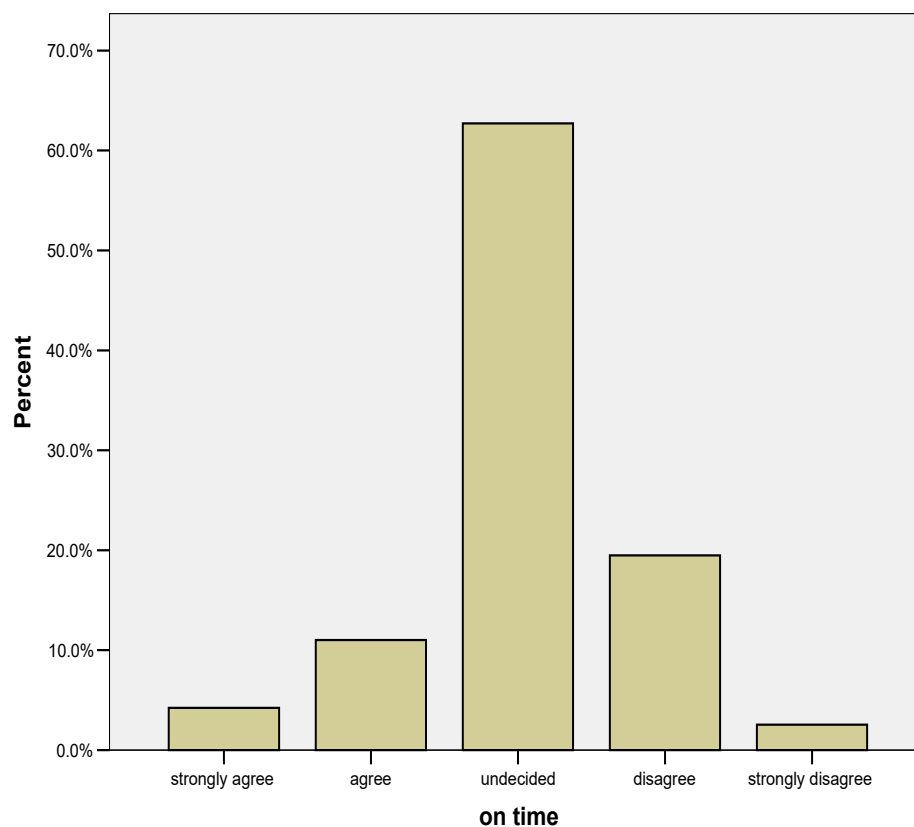


Figure 24 People in the US are on time more than people in Spanish-speaking countries



Q 51: People are closer to their families in Spanish-speaking countries than in the US.

Almost half of the students, or 48%, agreed that people in the Spanish-speaking country are closer to their families than people in the US. Some 37% of the students cannot decide if people in the Spanish-Speaking countries are closer to their families than people in the US (see Figure 25).

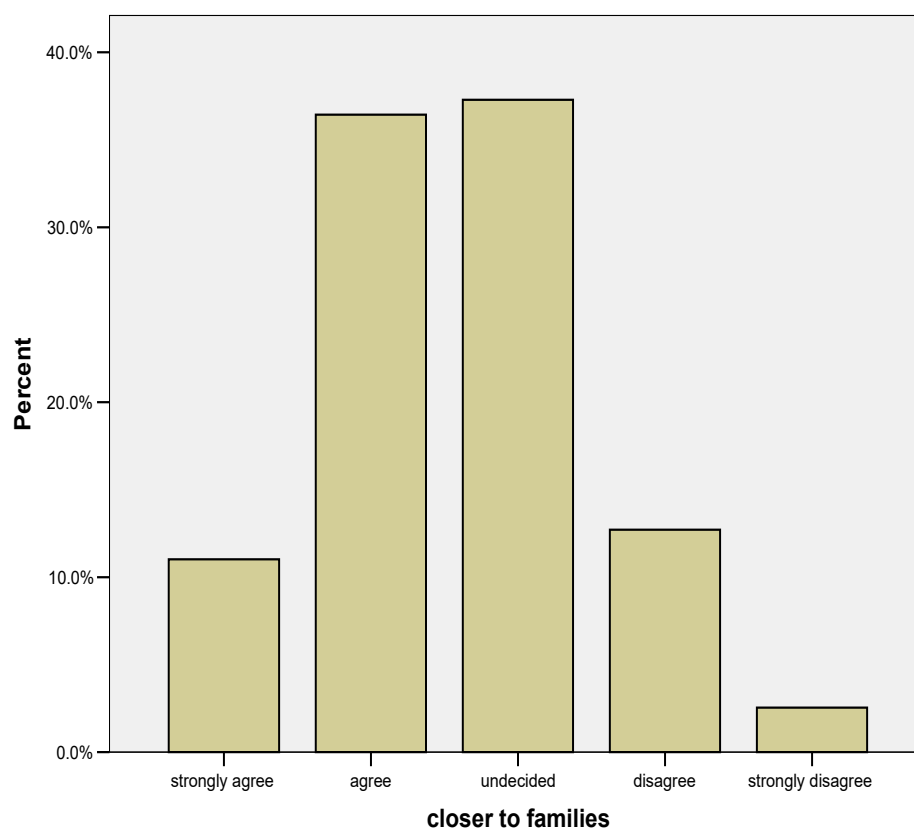


Figure 25 People are closer to their families in Spanish-speaking countries than in the US

Q 52: Most of the food in the Spanish-speaking countries is spicy.

Some 59% of the students agreed in considering the majority of the food in Spanish speaking countries to be spicy, while 30% are undecided with the statement; and 11% disagreed (see Figure 26).

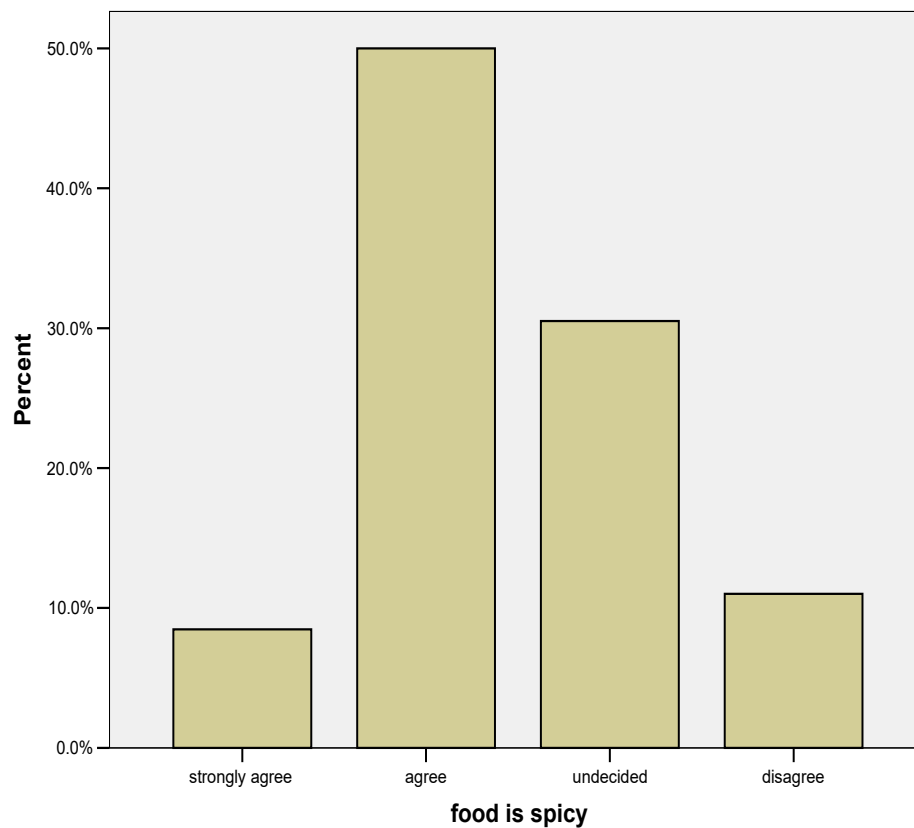


Figure 26 Most of the food in Spanish-speaking countries is spicy

Q 53: Most Spanish-speaking countries have dictators.

A little more than half of the students, or 52% were undecided whether most Spanish-speaking countries have dictators or not. Similar amount of students agreed (23%) or disagreed (25%) with the statement (see Figure 27).

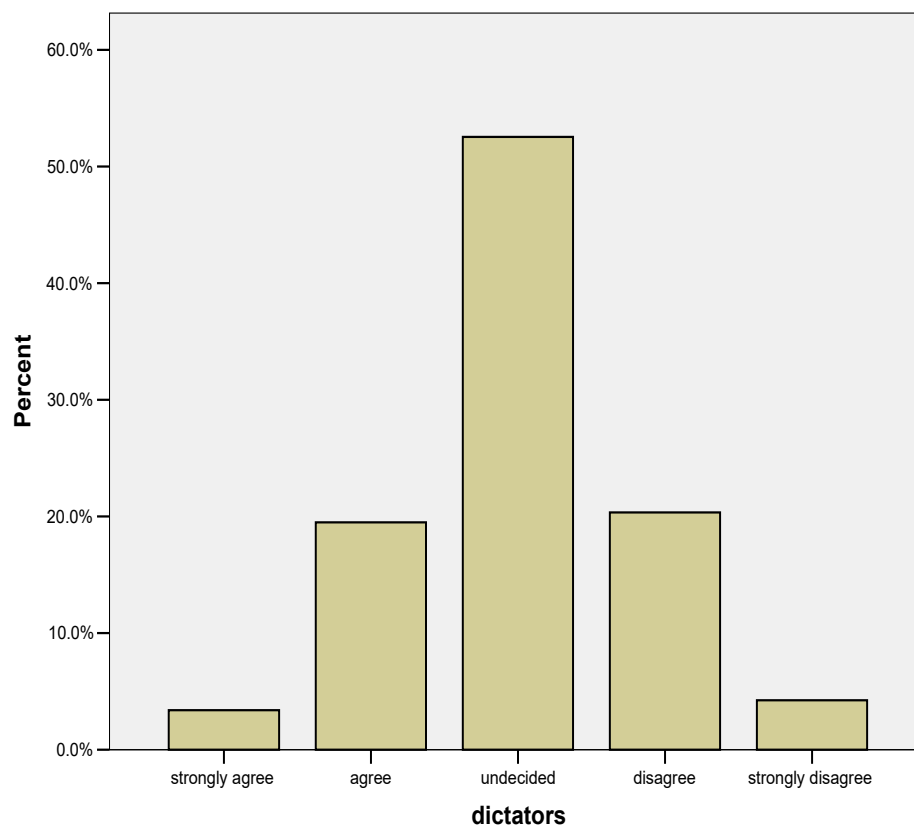


Figure 27 Most Spanish-speaking countries have dictators

Q 54: Women in Spanish-speaking countries are more likely to work outside the home than women in the US.

Some 37% of the students are undecided whether women from the Hispanic countries are more likely to work outside the house than women from US, 38% of the students disagreed, while 25% of the students agreed (see Figure 28).

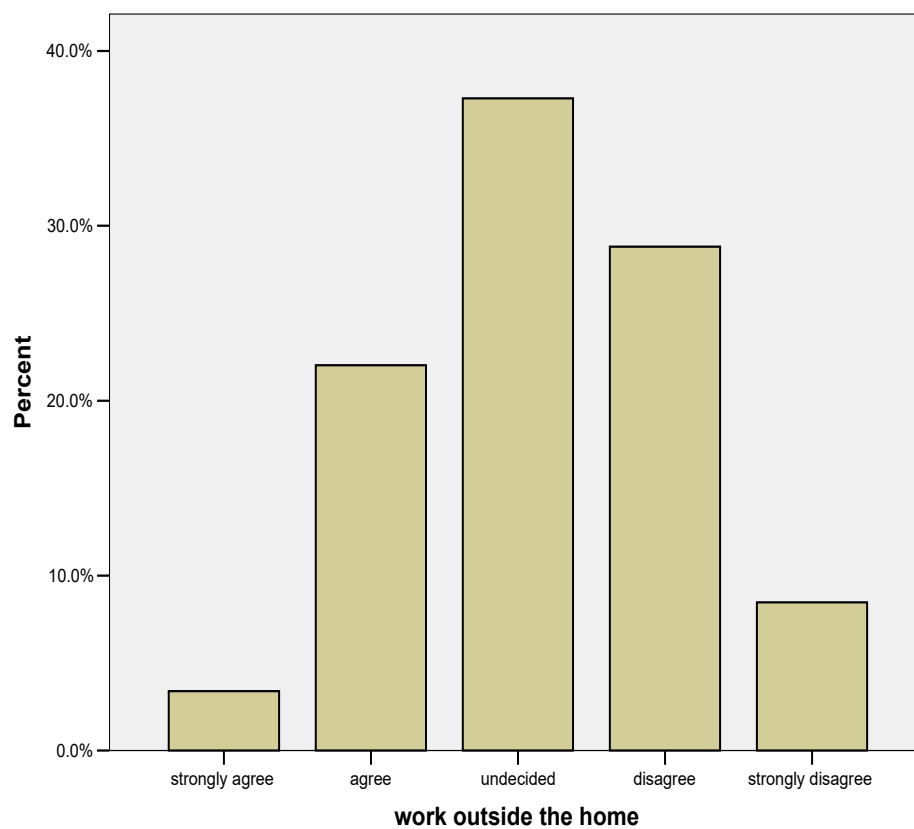


Figure 28 Women in Spanish-speaking countries are more likely to work outside the home than women in the US

Q 55: People in the Spanish-speaking countries drink more alcohol than people in the USA.

A little more than half of the students, or 52, are undecided whether people from the Hispanic countries drink more alcohol than people from US. Twenty six percent of the students agreed the statement is true, and 22% of the students disagreed (see Figure 29).

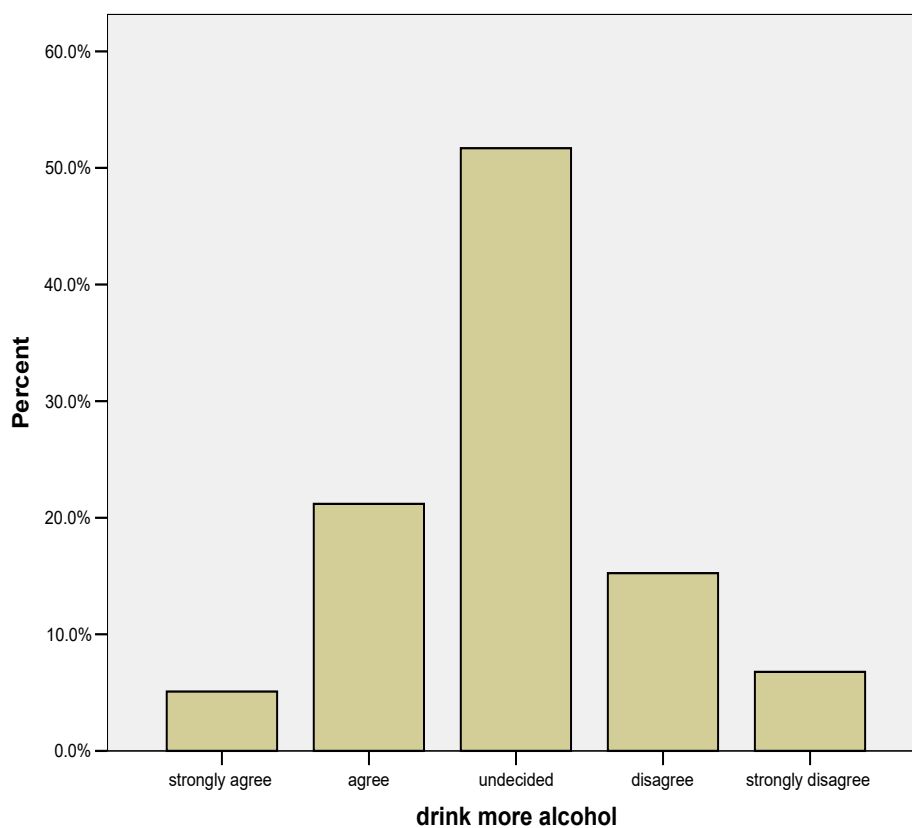


Figure 29 People in the Spanish-speaking countries drink more alcohol than people in the US

Q 56: Men in the Spanish-speaking countries are “macho”.

Half of the students (50%) are undecided whether men in Spanish speaking countries are “macho”, while 36% disagreed, and 14% agreed (see Figure 30).

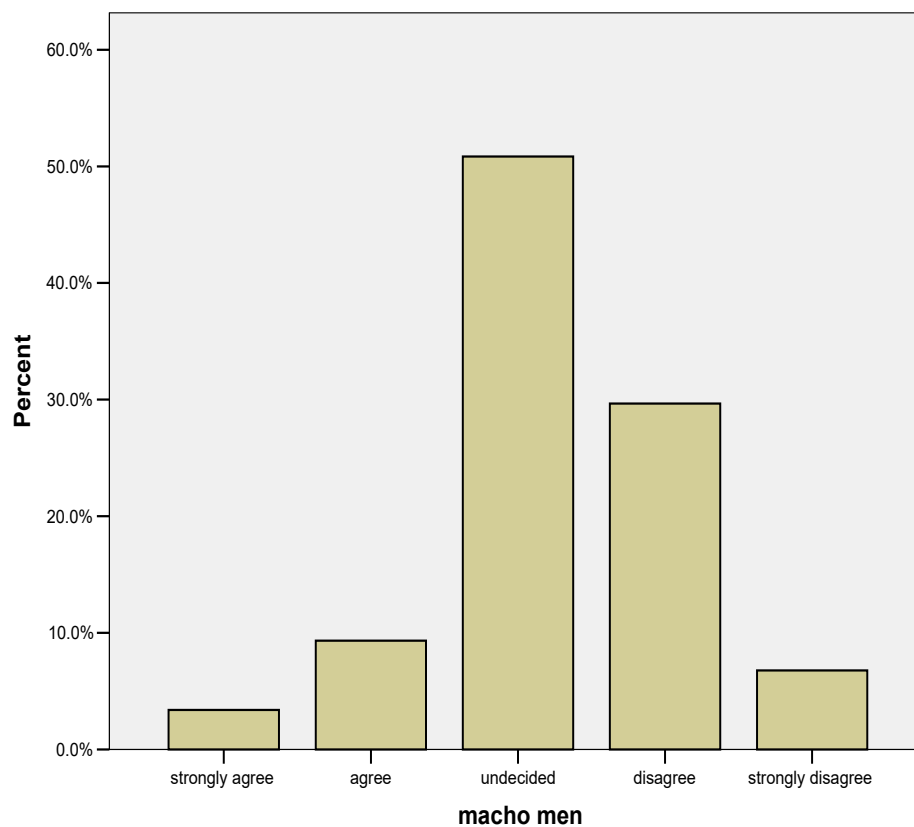


Figure 30 Men in the Spanish-speaking countries are “macho”

Q 57: Spanish-speaking culture is more violent than US culture.

In this question, 55% of the students are undecided whether Spanish-speaking culture is more violent than US culture, 24% of the students disagreed with the statement, while 21% of the students agreed that Spanish-speaking culture is more violent than US culture (see Figure 31).

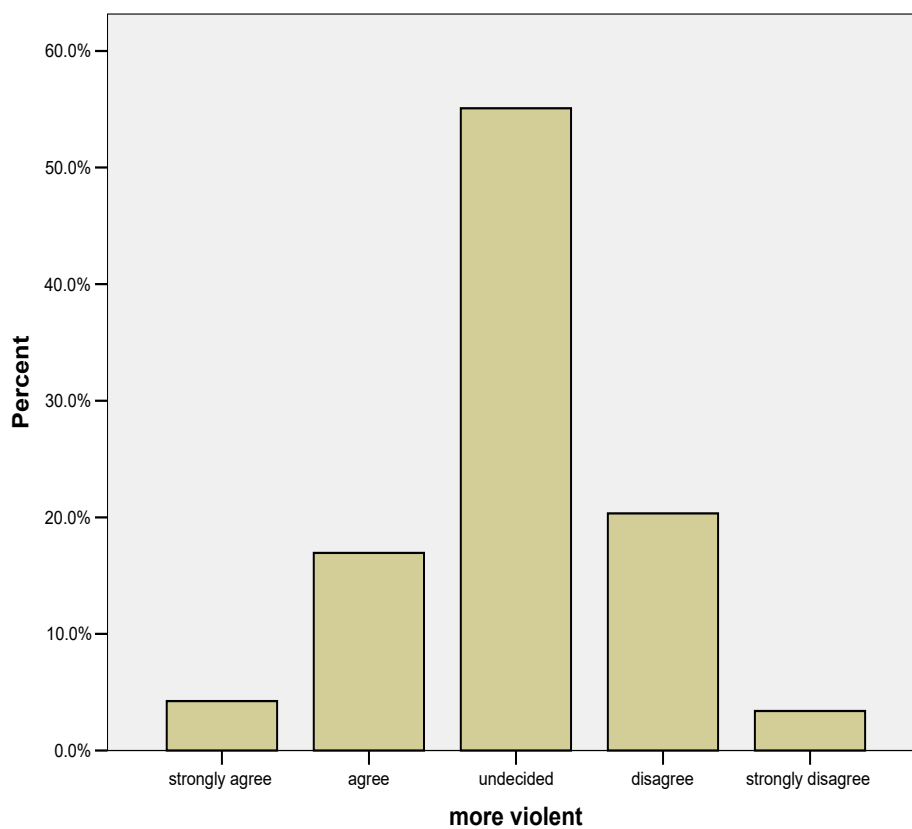


Figure 31 Spanish-speaking culture is more violent than the US culture

Q 58: In Spanish-speaking countries, many generations of families tend to live in the same house.

A majority of the students, that is 79% believed, that in Spanish-speaking countries, many generations of family tend to live together, while 16% were undecided whether this statement is true or not, and only 5% disagreed (see Figure 32).

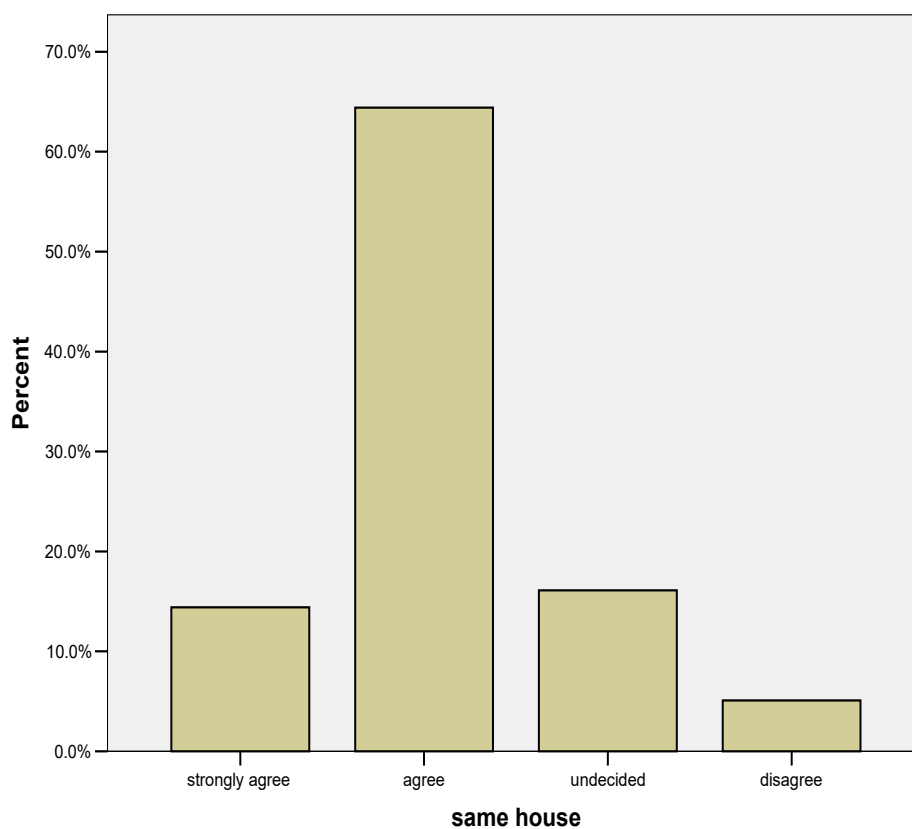


Figure 32 In Spanish-speaking countries, many generations of families tend to live in the same house



Q 59: People in the US are more materialistic than people in Spanish-speaking countries.

Some 80% of the students agreed that people from the US are more materialistic than people from the Spanish-speaking country, 18% were undecided. Only 2% of the students disagreed with this statement (see Figure 33).

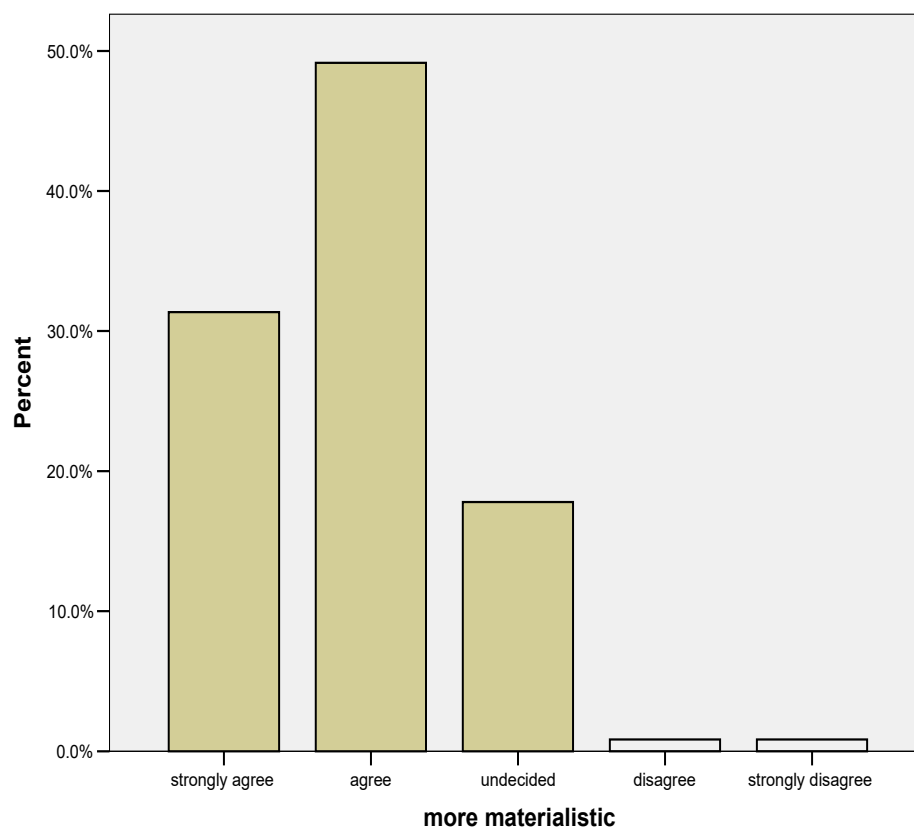


Figure 33 People in the US are more materialistic than people in Spanish-speaking countries

Q 60: People in the Spanish-speaking countries are political extremists.

Some 64% of the students were undecided whether people in the Hispanic speaking countries are political extremists, 24% of the students disagreed that people in the Hispanic countries are political extremists, and 12% agreed with the statement (see Figure 34).

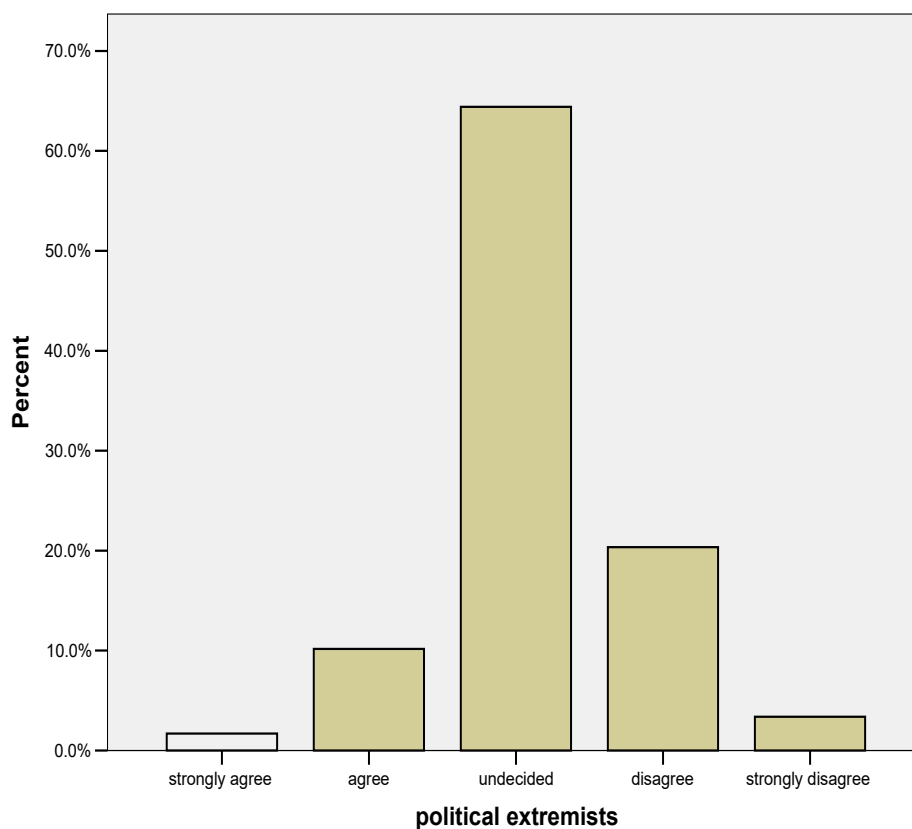


Figure 34 People in Spanish-speaking countries are political extremists

Q 61: Education is just as important to people in Spanish-speaking countries as it is to people in the US.

Some 42% of the students considered education is not as important for Spanish-speaking people as it is to US people, while 31 % considered is as important for Spanish-speakers as it is for US people, and 27% were undecided (see Figure 35).

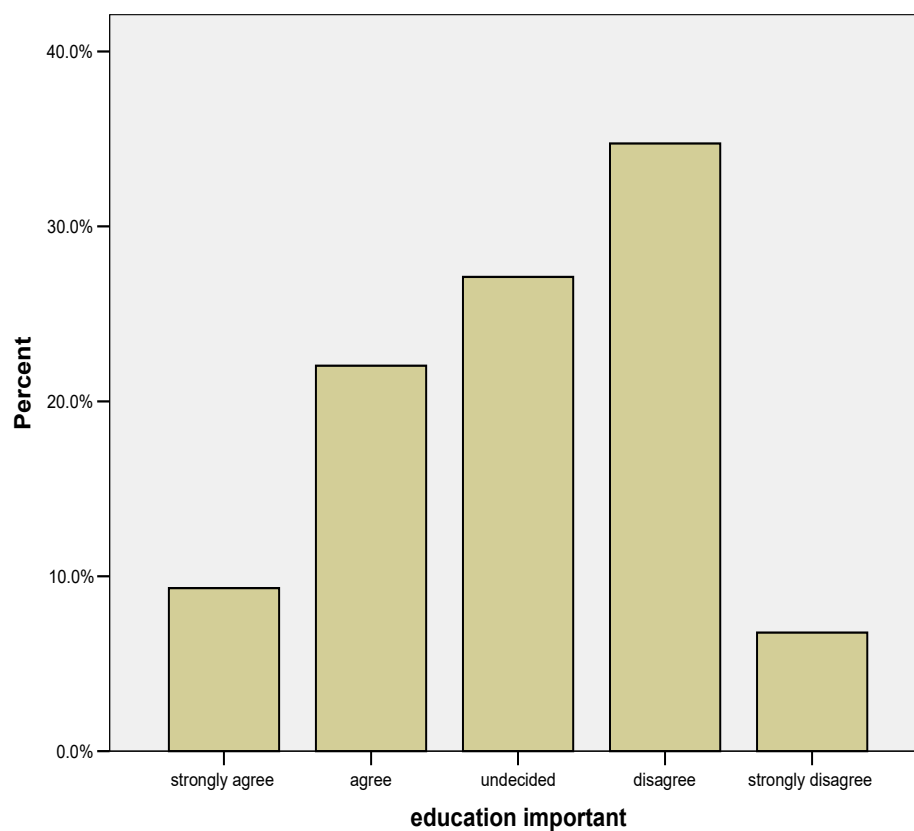


Figure 35 Education is just as important to people in Spanish-speaking countries as it is to people in the US

Q 62: Respect for one's elders is more important in Spanish-speaking countries than in US.

In this group, 44% of the students agreed that respect for elders is more important in Spanish-speaking countries than in the US, while 36% of the students were undecided whether respect for one's elders is more important in Spanish-speaking countries than in the US, and 20% disagreed (see Figure 36).

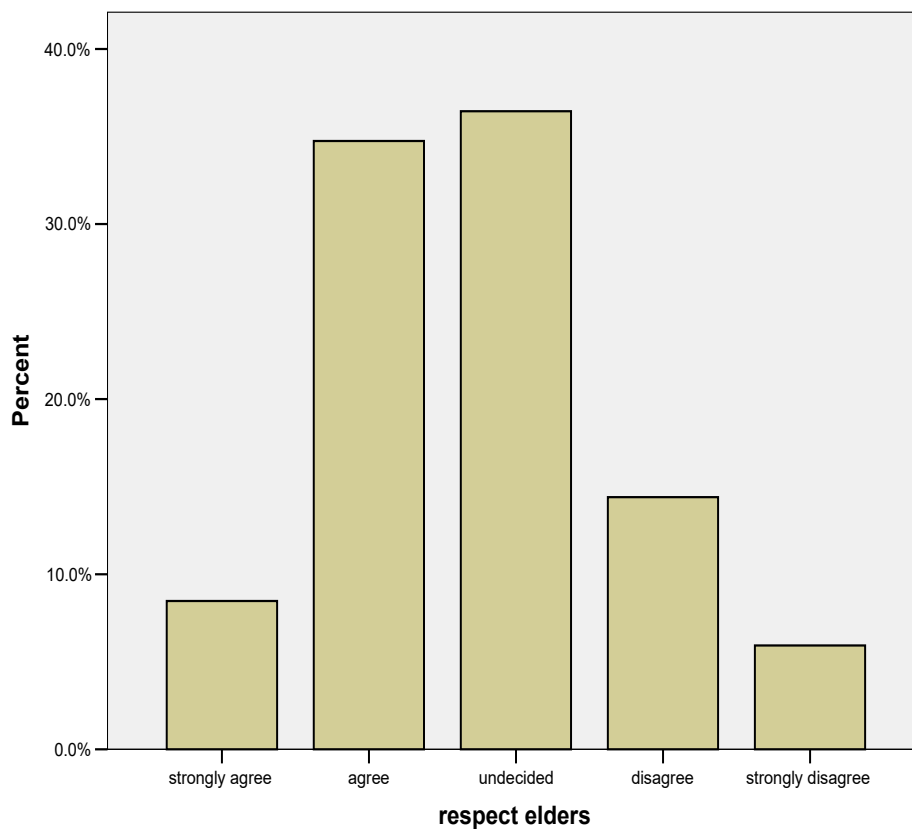


Figure 36 Respect for one's elders is more important in Spanish-speaking countries than in the US

Q 63: Personal hygiene is less important in Spanish-speaking countries than in the US.

A little more than half of the students (51%) considered that personal hygiene is less important in Spanish-speaking countries than in the US. Thirty two % were unsure whether the statement is true or not (see Figure 37).

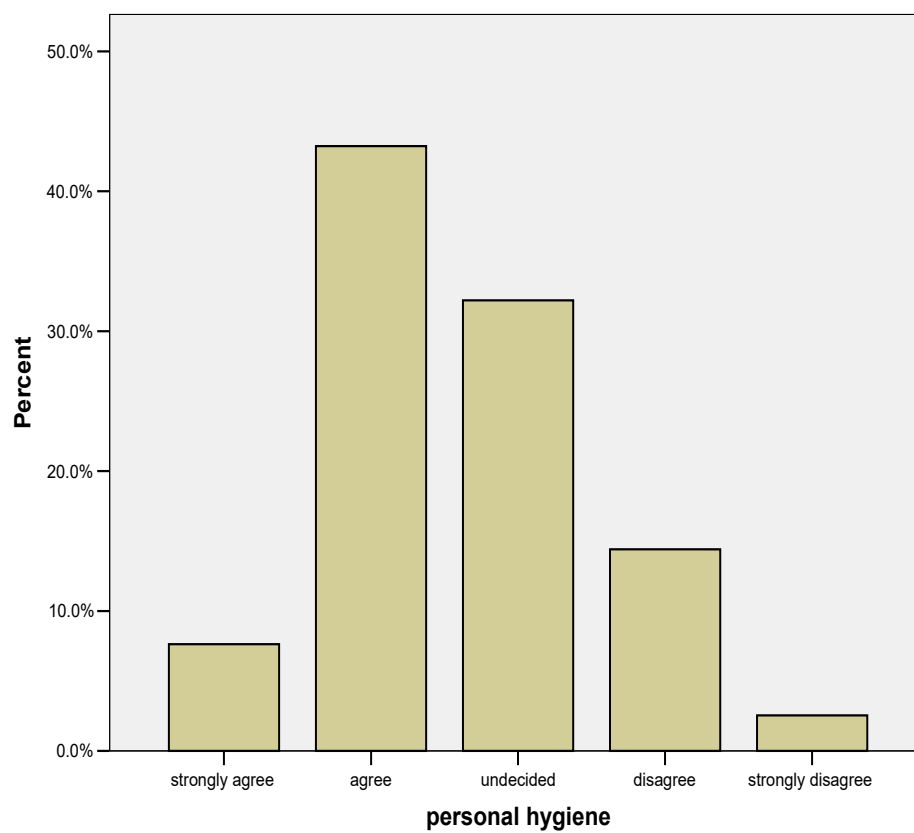


Figure 37 Personal hygiene is less important in Spanish-speaking countries than in the US

Q 64: People in Spanish-speaking countries aren't usually well educated.

Some 46% of the students disagreed with the statement that people in the Hispanic speaking countries aren't usually well educated, while 42% of the students were undecided whether people from Hispanic speaking countries aren't usually well educated (see Figure 38).

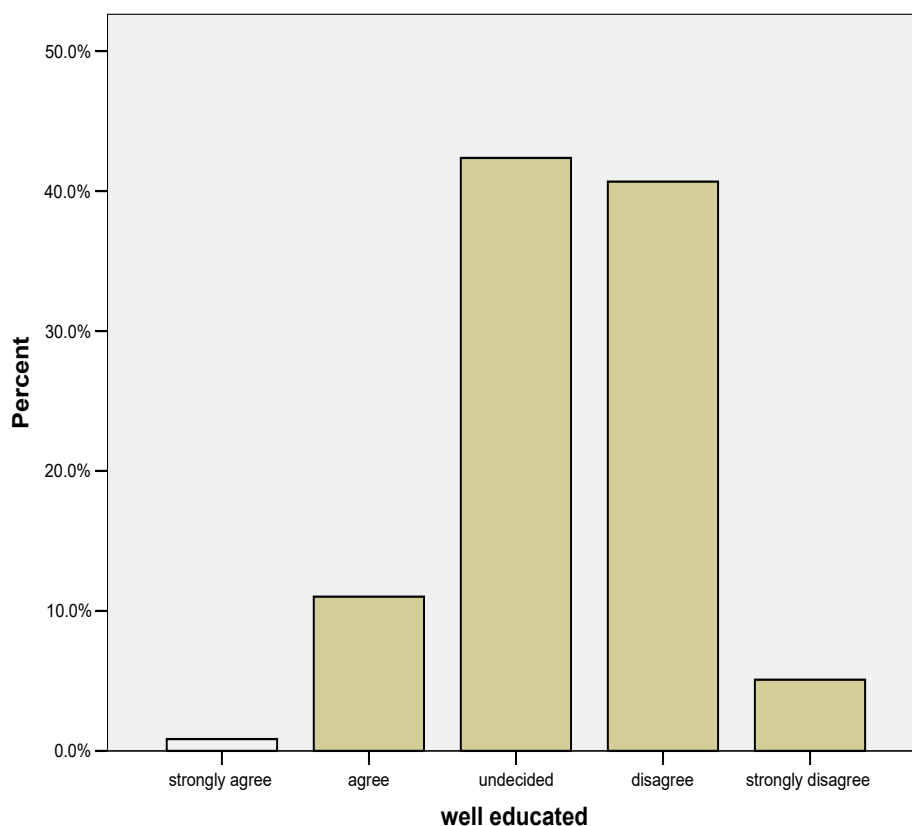


Figure 38 People in Spanish-speaking countries aren't usually well educated

Q65: People in Spanish-speaking countries have a lot in common with people in the US.

For this question, 42% of the students were undecided when considering if people in the Spanish-speaking countries have a lot in common with people in the US. Some 35% disagreed with this statement, 23% agreed (see Figure 39).

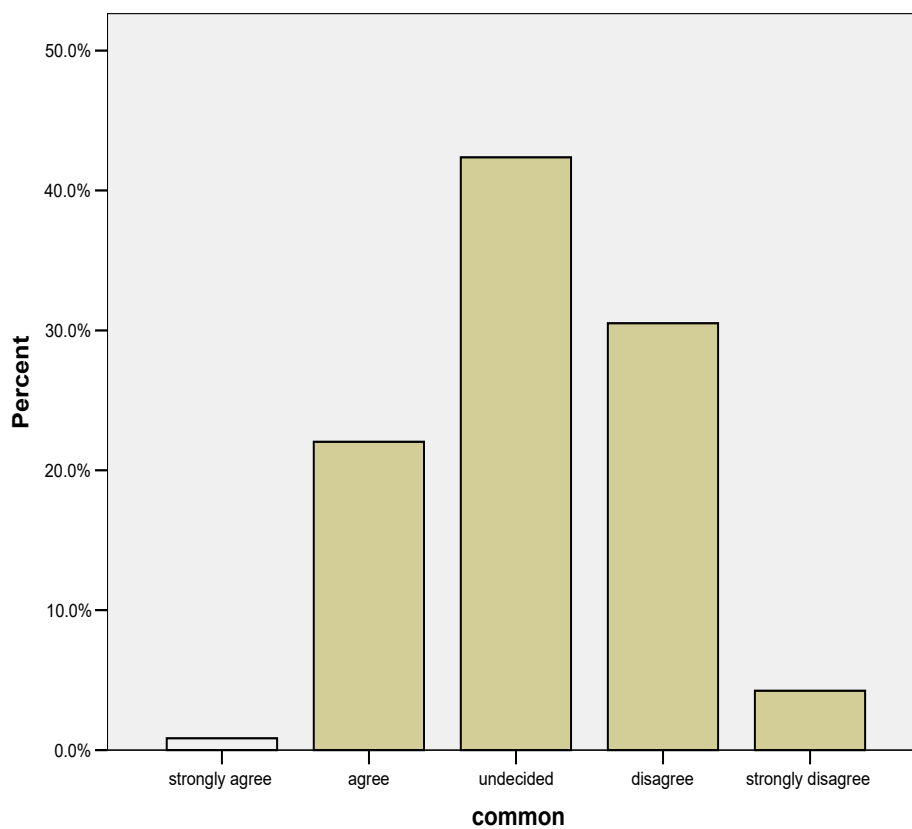


Figure 39 People in Spanish-speaking countries have a lot in common with people in the US

Q 66: The governments in Spanish-speaking countries are unstable.

Some 47% of the students are undecided whether governments in Hispanic countries are unstable or not, while 39% of the students agreed and 14% disagreed with this statement (see Figure 40).

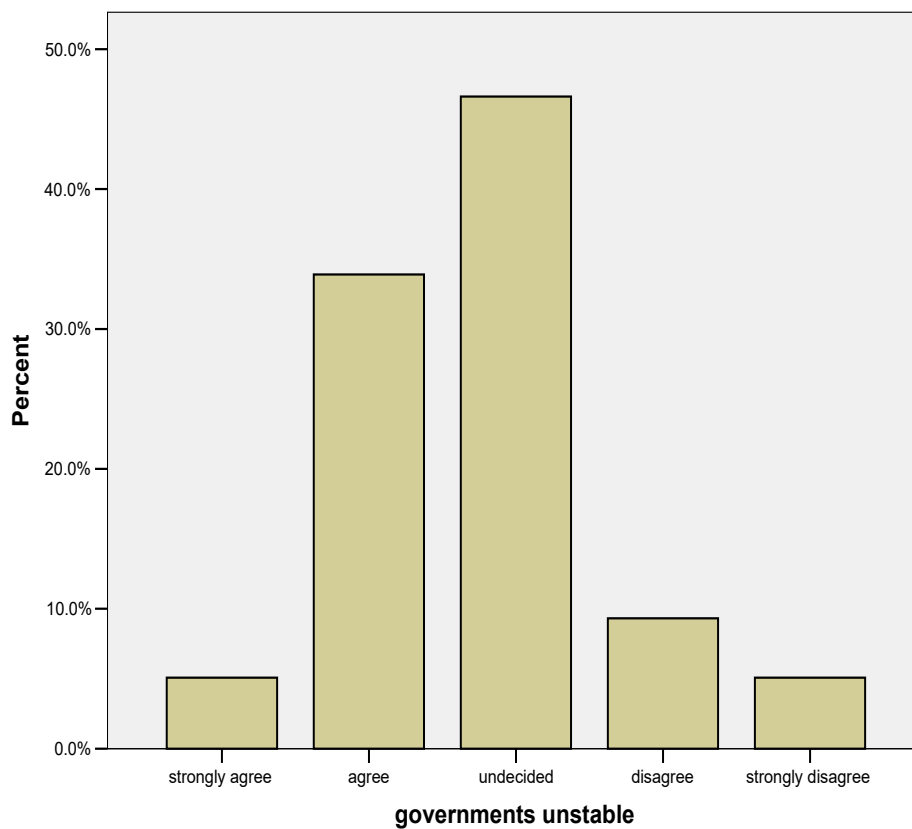


Figure 40 The governments in Spanish-speaking countries are unstable



Q 67: Spanish-speakers living in the US tend to be on welfare.

Half of the students have not decided if Spanish-speakers living in the US tend to be on welfare; 30% of the students didn't agree, and 20% agreed in that Spanish speakers in the USA have the tendency to live from welfare (see Figure 41).

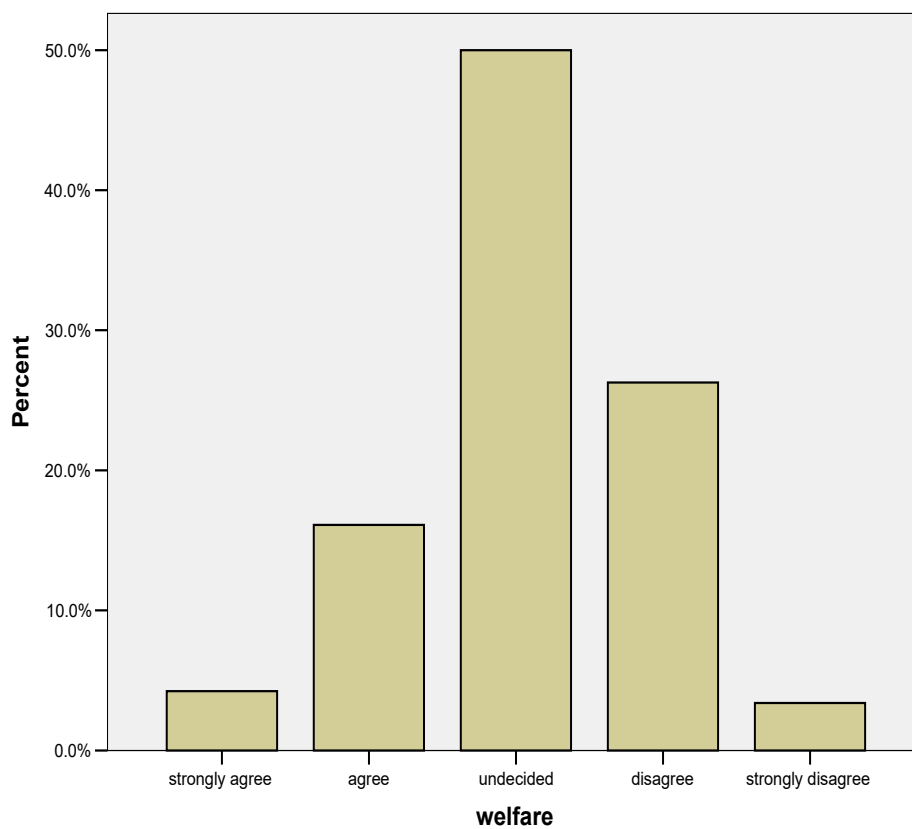


Figure 41 Spanish-speakers living in the US tend to be on welfare

Q 68: Spanish speakers who live in the US should speak English fluently.

A majority of the students (71 %) agreed that Spanish-speakers living in the US should speak English fluently, 19% were undecided. Only 1 in 10 students did not consider that Spanish speakers who live in the US should speak English fluently (see Figure 42).

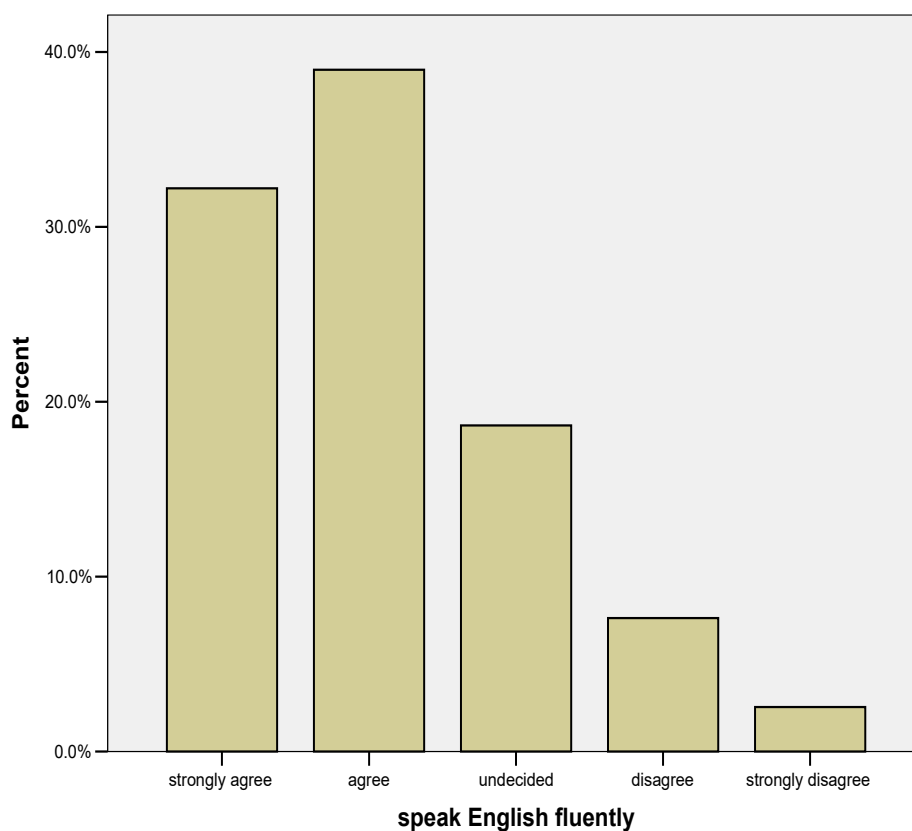


Figure 42 Spanish speakers who live in the US should speak English fluently

Q 69: In School, only English should be used to teach Spanish-speakers.

Some 40% agreed that, in American schools, only English should be used to teach Spanish-speakers, 30% of the students were undecided and 30% disagreed with the statement (see Figure 43).

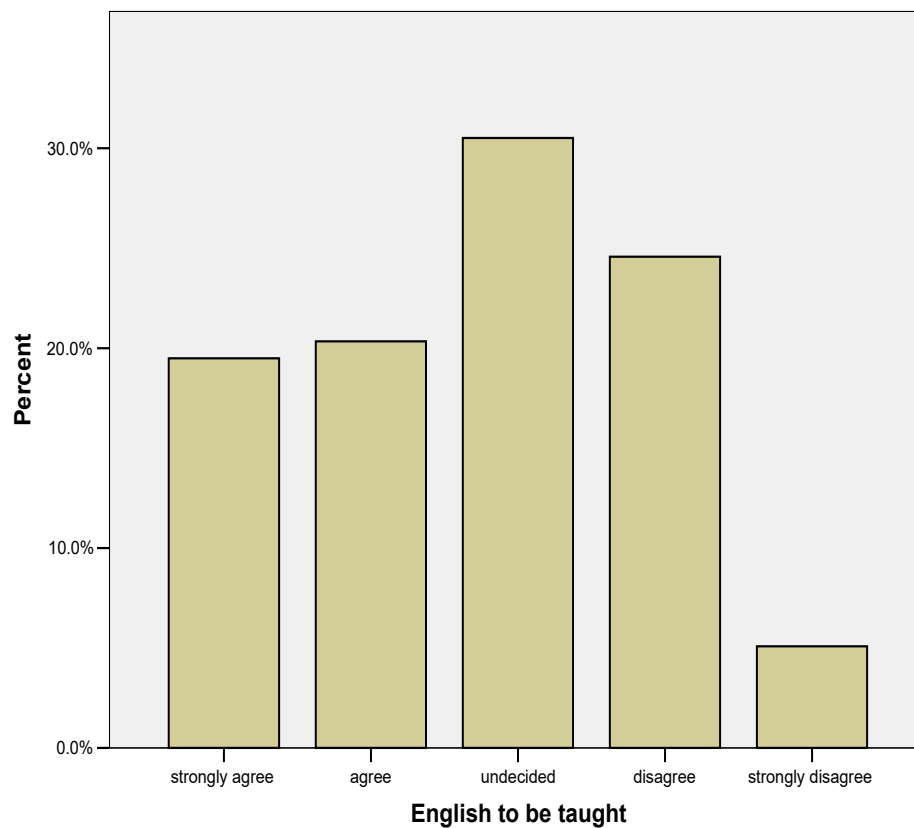


Figure 43 In school, only English should be used to teach Spanish-speakers

Q 70: English should be the only official language of the US.

Of this group, 67% of the students agreed that English should be the only official language in the US, 16% were undecided, and 17% disagreed (see Figure 44).

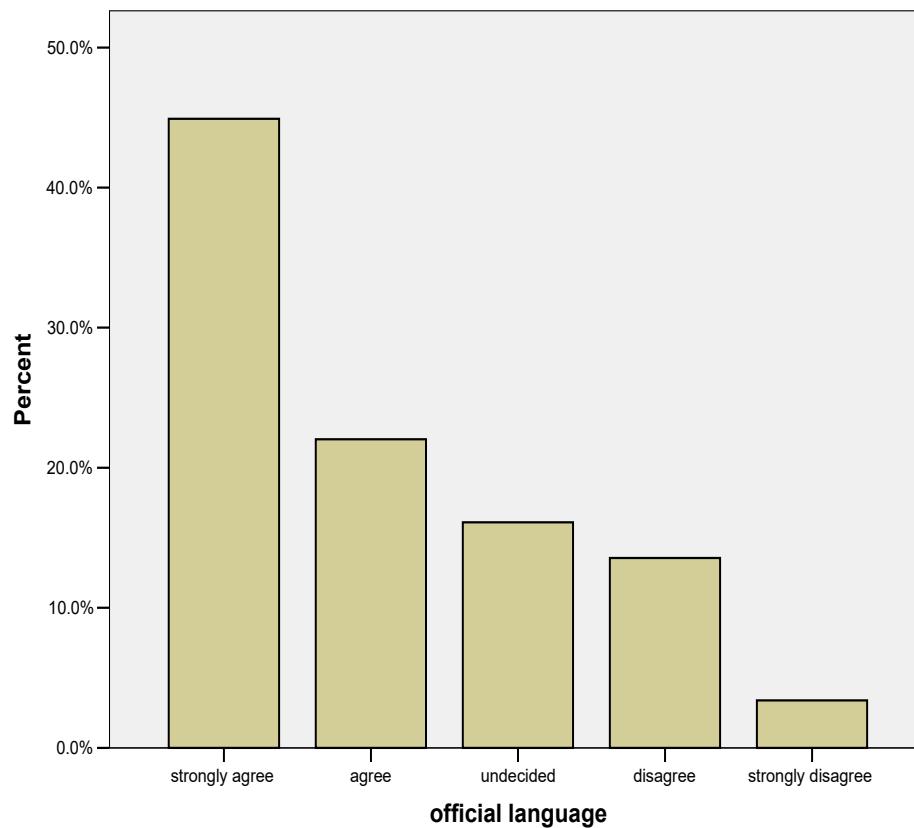


Figure 44 English should be the only official language of the US

Q 71: In areas of the US with large populations of Spanish-speakers, Spanish translations should be provided for government and public services.

Some 55% of the students surveyed agreed that the government and public services should provide translations for Spanish-speakers in areas of high concentration of Spanish-speakers in the US the United States, 22% were undecided, and 23% disagreed with this statement (see Figure 45).

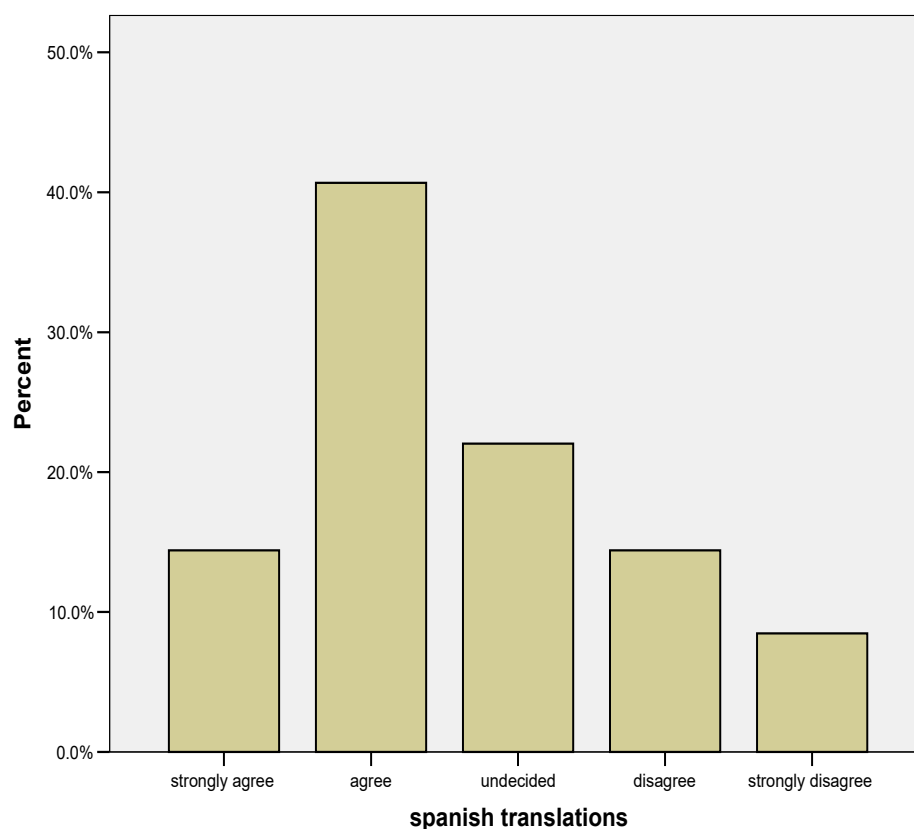


Figure 45 In areas of the US with large populations of Spanish-speakers, Spanish translations should be provided for government and public services

*Comparisons of Adjectives for Semantic Differentiation*

In order to determine the stereotypes MSU agricultural students hold for native Spanish-speaking individuals and other Americans, a semantic differentiation scale was used for the following: religious, violent, materialistic, polite, traditional, emotional, ambitious, violent, hardworking, honest, and reliable. Table 6 show the results for adjectives students considered to be in the same side of the continuum for both people from the USA and Spanish-speakers. Higher absolute values indicated a more stereotypical attitude (See appendix I for descriptive statistics, frequency distributions, and semantic differentiation scale).

Table 6 Absolute values for each adjective on the same side of the continuum as they were associated with people from the United States and with Spanish-speakers

Adjectives	Absolute Value	
	People from the United States	People from Spanish-speaking countries
Religious	68	24
Peaceful	33	24
Polite	33	25
Traditional	63	83
Emotional	45	08
Reliable	60	31
Hardworking	53	117
Casual	27	76
Honest	51	01

Table 7 shows the results for adjectives students considered to be in the opposite side of the continuum for both people from the US and Spanish-speakers. Higher absolute values indicated a more stereotypical attitude.

Table 7 Absolute values of each adjective on the opposite side of the continuum as they were associated with people from the United States and with Spanish-speakers

Adjectives	People from the United States	People from Spanish-speaking countries	Adjectives
Ambitious	65*	27**	Non-ambitious
Clean	72*	41**	Dirty
Fun loving	53*	23**	Serious
Materialistic	104*	81**	Non-materialistic

\* Absolute value associated with the adjective in the column to the left.

\*\* Absolute value associated with the adjective in the column to the right.

### *Answer to Research Question #3*

How stereotypical is the attitude of MSU agricultural students toward Spanish-speakers and their culture?

Results of the questionnaire suggest that Mississippi State University agricultural students hold some highly stereotypical beliefs. In order to reach this conclusion, the analysis of the means and frequency distribution for questions 40 to 71 was used. Also,

absolute values of adjectives for semantic differentiation as applied to Americans (Q 14-26), and to Spanish speakers (Q 27-39) were used.

Accordingly to the means for questions 40 to 71, the higher stereotypical beliefs held by MSU agricultural students include the belief that people in the US are more materialistic than people from Spanish-speaking countries. Also, they considered that English should be the official language in United States, and that Spanish speakers living in the US should be fluent in English. Similarly, they believe Spanish speakers were overall poorer than others in the United States. An examination of the frequency distribution for each of the questions pointed to a much more stereotypical attitude than by looking at the means. By looking at the frequency distribution, it was observed that students considered people from Spanish speaking countries to be poorer (75%), to have bigger families (73%), with many generations of families living in the same house (79%), in houses not as modern (62%), in less developed areas (71%) of cities not as well developed (73%) as in the United States. Students considered that in Spanish-speaking countries food is different (64%) and more spicy (59%), daily hygiene routine different (59%) with personal hygiene less important (51%) than in the United States. A high percentage of students were undecided whether or not people from the Spanish-speaking countries are more on time than people from US (63%), men are macho (50%), people drink more alcohol (52%), tend to live on welfare (50%), are political extremists (64%), have a more violent culture than the US (55%), have unstable governments (42%), are not usually well educated (42%) or weather there are a lot of professionals in Spanish-speaking countries (47%). Also, students did not consider that education is as important



(42%), or that women are more likely to work outside (38%) in Spanish-speaking countries as compared to the US. Students felt that people from Spanish-speaking countries are closer to their families (48%), work harder, and (40%), respect the elderly (44%) more than people from the US. Also, they considered people from the US to be more materialistic (80%) than Spanish speakers. In relation to policies related to Spanish speakers in the United States, students considered that Spanish speakers who live in the US should speak English fluently (71%), English should be the only language used to teach Spanish speakers (40%), and that in areas with large populations of Spanish speakers, translations to English should be provided by the government and public services (55%). Finally, the majority of the students agreed that English should be the official language in the US (67%).

By examining the absolute value of each one of the adjectives for semantic differentiation, it seems that the highest stereotype agricultural students at MSU have of the people from the United States is that Americans are materialistic. The adjective materialistic, with an absolute value of 104 is 1.41 times higher than the closest value which is of 72 for cleanness and 3.8 times higher than the lower value of 27 for casual. Other higher stereotypes for American were religious (68), ambitious (65), traditional (63) and reliable (60). In the lower end were peaceful (33), polite (33), and casual (27). Results for the same adjectives applied to Spanish-speakers indicated they saw Spanish speakers as hardworking (117) which was 117 times higher than the lowest value for honesty (01) and 1.4 times higher than the closest value for traditional (83). Adjectives in the lower end were unemotional (08), serious (23), religious (24), polite (25), non-

ambitious (27), and reliable (31). Looking at the adjectives side by side, it shows that four of the adjectives did not fall at the same end of the continuum as students rated them for people of the United States and Spanish speakers (see Table 7). These adjectives are clean/dirty, ambitious/non ambitious, fun loving/serious, and materialistic/non-materialistic. Also, by looking at the adjectives which students rated at the same end of the continuum for both groups (see Table 6), students seems to consider the Spanish speakers as working harder, more casual, and more traditional than people from the US. They considered Americans to be more religious, unemotional, reliable, and honest than people from Spanish-speaking countries.

## **Part II: Identification of Cultural Differences between Managers/Crew Leaders and Hispanic Immigrant Workers**

### **Research Questions #4 and #5**

Are there any cultural misunderstandings that could compromise communication between Hispanic immigrant farm workers and employers in the area? If cultural misunderstandings exist, which are they?

For this part of the study, interviews were transcribed, and themes that developed were listed in a chart. Subsequent participant's interviews were read, and each emerging theme was added to the chart. Quotes from the interviews were used to support each theme. Thomas and Mr. Smith's interviews were the only interviews in English. Afterward, I chose the quotes to be used in the narrative. I translated them to English. Then, the whole "road map" was transformed to a narrative form. Even though the chart was organized in order, with the first theme the one most mentioned in the interviews, in

the narrative form, themes were reorganized. When reorganizing the themes, I followed a sequence based not only on how many times a theme was mentioned, but also in what was more important for this study. Also, as I kept adding sub-themes and categories, some of the quotes started to blend across groups. To avoid chopping the description, I only labeled the main themes in the narrative.

*Oral Communication Non-Existent to Very Limited*

The most recurrent theme throughout the study was the language limitation. All the participants seemed to agree that the English skills of the first generation Hispanic workers in the state of Mississippi vary from non-existent to very limited. This is consistent with findings at the national level (US Department of Labor, 2000). In this study, the Hispanic workers considered their English skills to be minimal. Also, they rated themselves as having poor abilities to learn English. During the interviews, it seemed they needed to stress their own lack of formal education in both languages, English and Spanish.

Pedro:

*No asistí a la escuela. El ingles, lo poquito que agarro es con la gente que me junto. Nunca estudié . . . a veces uno se siente como desvalido . . . iba a ir a la clase de ingles, pero no hayo tiempo.*

I never went to school, the little bit of English I know I catch it from the people I meet . . . I didn't study, I feel so powerless sometimes . . . I wanted to take English classes, but I don't have time.

Alberto:

*Yo no estudié ninguna lengua, sólo español, sólo un poquito de español. Usted sabe, en el rancho de mi papá todos los niños trabajamos. Uno lo ayudaba para conseguir dinero. Quiero que estos sean diferentes, le digo que quiero que vayan a la escuela.*

I did not study any language but Spanish, and it is just a little bit of Spanish. You know, in my father's house all the children worked since young. We helped him to get some extra money. I would like my kids to be different than me; I would like them to do well in school.

José:

*Cuando llegue a este país, tenía mejor español, ahora se me olvida como leer . . . nunca estudié nada . . . ni estudié español.*

When I came to this country, I knew a little more Spanish, Now I am forgetting how to read it . . . I never studied anything . . . not even Spanish.

Sandra, the only female in the Hispanic workers' group, considered herself lucky. She went to school "all the way" to 6<sup>th</sup> grade. Also, she goes to English classes once a week in her church. In Spanish, she communicates in a very articulate way, and she did not have problems understanding the consent form. She was almost proud when she mentioned that people went to interview her and her children before this study, and they considered her English good.

*No conozco mucho del inglés, pero puedo hablar un poco. Empiezo a entender más ahora. Mis hijos me ayudan también. Ellos quieren que yo vaya a las clases de inglés de la iglesia. Ellos dicen que yo debo aprender a hablarlo si quiero un trabajo más bueno. También un hombre vino a hacer una entrevista y me dijo que mi inglés era más bueno que otros trabajadores mexicanos que viven aquí. El dijo que yo hice algo bueno cuando decidí aprender inglés.*

I don't know too much English, but I can talk a little bit. I start to understand much more now. My kids are helping me too. They wanted me to go to the English classes in the church. They said that I should learn it if I wanted a better job. Also, the man who came to interview me before said my English is better than other workers around here. He said I did a good thing when I decided to learn it.

José, the only migrant worker in the study, said he would like to learn English, in order "to understand the *patron* (boss)." In a previous segment of his interview, José

stated, “I don’t need English to be an agricultural worker, it is every day the same thing [routine].” When asked why he changed his mind, he said:

*. . . si aprendo inglés puedo entenderme con el patron. Si entiendo al patron seria un mayordomo.*

If I learn English, I could understand the *patron*. If I understand the *patron*, I could be a *mayordomo* (crew leader).

Also, leaders, students and the farmer expressed their concerns about the workers’ lack of English skills; they talked with a mix of sorrow and admiration:

Diana:

*Su español es muy pobre; no sé como sobreviven. Me piden que vaya con ellos a la escuela de los hijos y que les traduzca. También , ellos se sienten como perdidos en la iglesia y el supermercado.*

Their English is so poor; I don’t know how they survive. They ask me to go with them to their children’s school and translate for them. Also, they feel lost at church and in the supermarket.

Antonio:

*Ellos llegan al trabajo y se ponen muy contentos porque puedo ayudarlos. A veces, si llego tarde, se quejan que empezaron el día mal porque no sabían de seguro que le dijo Mr. \_\_\_\_.*

They come to work and they are so happy I could help them. Sometimes, If I arrive late to work, they complain their day started bad, because they were not sure what Mr.\_\_\_\_ said.

María:

*Ellos llegan a este país buscando una vida mejor. Son muy fuertes, pero a veces son tan vulnerables, no comprenden el inglés, pero ellos tratan , son muy agradecidos.*

They come to this country looking for a better life. They are so strong, and at the same time so vulnerable, they don’t understand English, but they try [to communicate], they are so grateful.

Thomas:

You get to think they want to know more English, but you can tell they can't learn, so . . . they ask us, and we help them out.

A difficult to believe scenario started to be revealed. These workers spend their life working in an environment where communication is mainly by signs, a few broken commands, and the need to rely on friends, family members and even strangers to decode their world. Asking more specifics about their everyday activities produced a picture of silence.

Alberto:

*Cuando uno entra a la oficina e como entrar a la escuela y ahi hay un pizarrón y ellos no le dicen nada a uno, ellos nomas escriben . . . Y eso está escrito en inglés.*

Once you enter the office is as if you enter school. There is a blackboard and they [the bosses] only write your job description there. They don't tell you anything, they only write . . . and they write in English.

Pedro expressed the almost same sentiment:

*Si uno tiene que cortar el zacate, they write on the board "mow the green" uno se acostumbra a ver las palabras.*

If one has to cut the grass, they write on the board "mow the green". You just get used to see the words.

Maybe, the best description came in the voice of Thomas:

They will come to us for clarification if they were not sure. Actually, I think there was one guy, we did have to tell him, because I don't think he could read . . . and he kept asking everyone to tell him, and I told him that I would tell him how to do it, I told him, "don't worry, we will get you right."

When asked if he knows how to read English, Pedro explained how he figures out the first word of a job description and tries to memorize it. He said he knew that the M

and W (mow) means, “to cut the *zacate* (grass)”, because they [the bosses] use “prune” to “cut the bushes”. Then, he will match that information with the time of the day, and weather condition, and he will establish a pattern. He stressed that it worked out well because “almost every day we do the same jobs.”

This “guessing” system is only good if the job follows a routine. If a more detailed description is needed, then the supervisors have to rely on translators.

Thomas:

Detail was hard to get your point across as far as in a higher budget golf course, a higher end golf course. People expect pristine condition. Detail was hard to get across . . . I understand you did this, but we expect you to do it better . . . neat . . . more crisply more [clean].

Thomas and Mr. Smith seem to believe the majority of the problems they have in the field are not related to poor work ethics but to lack of communication.

Mr. Smith:

I think they want to do a good job, because they have very good work ethics.

Thomas:

When something goes wrong, it is probably that the explanations were the wrong ones, because they all have a very good work ethic.

### Summary

Probably the main cultural difference that I noticed at the moment of analyzing the results of these interviews was related to the American assumption that every adult is literate in his or her own language. Interviews point out to the fact that workers not only do not know how to speak English; workers are barely literate or not literate at all in their own language. This will make communication more challenging not only because

employers cannot give verbal commands, but also, in some cases, they cannot give written commands.

*Inadequate Uses of Their Spanish*

Marta:

*Su español es un poco diferente, ellos usan algunas palabras nativas, y al pasto le llaman zacate.*

Their Spanish is a little bit different, they use some native words, and they call the grass Zacate.

Thomas:

They spoke a little bit of English, pretty decent Spanish, but I think it is actually their native language [a native language]. Like American Indians.

Diana:

*A veces se burlan de mi. me dicen “maestra, esa palabra sólo existe en el diccionario. Lo decimos de esta manera” y me enseñan palabras que nunca había oído antes.*

Sometimes they [Mexicans workers] make fun of me. They say “teacher, that word only exist in the dictionary. We say it this way”, and they teach me words I never heard before.

María:

*Son muy pobres y no son los latinos tradicionales que vemos por aquí, son de grupos indígenas diferentes.*

They are very poor, and they are not the traditional Latin Americans that we see around here, they are from different indigenous groups.

Marta expressed some concerns about the command of the Spanish language of some of the immigrant workers at her place of work. She mentioned the specific case of a worker in need of medical treatment. She felt overwhelmed trying to explain the details of his insurance plan. It was her feeling that her choices of words, even though they were in Spanish, did not make sense to the employee. Diana had a similar opinion. She said, “It



is more difficult to get your point across to the men.” In her experience, men from a group of Hispanic workers with whom she socialized have less communication skills than the women. She said that it happens not only if they try to use their limited English, but also conversing in Spanish. Her explanation is that while the men go to the field, work, come back home, and drink some beer before going to sleep, women actually engaged in conversation with each other. Also, she added, “Women go to do grocery, talk to their “almost bilingual” children, and work as maids.” This type of workday allows them more interactions with educated English speakers. María expressed her worries about people not being patient enough to try to understand the Hispanics as they attempted to speak English. She expressed pride in a group of women meeting weekly for English and parental skills classes.

### Summary

Independent of the ability to understand English or being literate in Spanish, a second problem related directly to the workers’ knowledge of Spanish came into the scenario while analyzing the interviews. Results of the interviews pointed out a second factor compromising communication, the assumption not only by Americans, but also by native Spanish speakers, of Spanish as a standardized language. Not recognizing the influence of native ethnic languages, or dialects, produced communication problems. Interviews also pointed out how in recent years, Mississippians are seeing people from Latin-American countries who do not have Spanish as their primary language. These newcomers bring not only a third language (other than English and Spanish), but also a different culture.

*Discrimination*

Discrimination was reported in several forms: (a) Mexican against Mexicans or Guatemalan, mainly Indian (native), (b) African-American against Hispanics, and (c) Anglos against Hispanics. Also, discrimination at the work place was reported. The following excerpts better illustrate these cases.

Thomas:

One problem that we did run into was that some of our guys from Veracruz would discriminate against the Guatemalan. You know because he was Indian instead of Mexican, or whatever, but there were certain guys that we could not pair him with, because they will discriminate against him, big time. And so, I mean, he wasn't bringing it on himself, he is a nice guy, hard worker, one of our best workers, but there were certain guys that we could not pair him with.

María:

*Algunos de los trabajadores recién llegados son muy pobres. Ellos no han tenido la oportunidad de una educación. Se visten diferente y se ven tan limpios como los otros. Otros mexicanos no los invitan a nuestras fiestas . . . ellos vienen de todas maneras.*

Some of the new workers arriving are very poor. They didn't have the opportunity for an education. They dress different and they don't look as clean as the others. The other Mexicans don't invite them to their party . . . They come anyway.

Thomas:

We hear stories about them [African-Americans] discriminating the Mexicans out of the work place. The company provided me a little cabin on the lake during the summers, and they always wanted to come over to my house to fish, during the summer the fishing was horrible where my house was, and there was a bridge going into town that a bunch of people fish around, and the fishing is excellent there, but they didn't want to go out there because there were some problems with different people.

María:

*Yo estaba en un lugar esperando mi turno cuando algunas personas empezaron a hablar malamente de los hispanos, y yo dije, no me quedo aqui, no me quedo si ustedes van a hablar mal de los mexicanos.*

I was in a place waiting when some people started speaking badly about the Hispanics, and I say I don't stay here; I don't stay if you are going to speak bad about the Mexican.

While I was interviewing him, José complained repeatedly “they look really bad at us in some places.” When I asked which places, the answer was “Wal-Mart, gas station, and here at MacDonald’s.” He asked me in a very defiant way, “Do you like problems?” When I shook my head, he said:

*A nadie le gustan los problemas. A veces nos ven retefeo. Principalmente cuando uno va a pagar y se pasa tiempo contando el dinero. Nos miran de una manera que da miedo . . . a veces nos llaman cochinos.*

Nobody likes [to get in] trouble, sometimes they look at us in a very, very ugly way. Mainly when we are getting ready to pay [at the store] and we spend some time counting the money, they look at us in a very scary way [scary was explained later on as impatient] . . . Sometimes they call us *cochinos*.

This wasn't the first time the word *cochino* came out in the interviews, when I asked him to explain the meaning of the word, he answered in English they say “dirty Mexican”.

Two other participants used the same words in the same context. Sandra explained how she felt after one of her kids came home complaining of being harassed in school.

*Le dijeron que él era un cochino y tortilla eater. El es solo un crio, no es un cerdo o una basura, él es un crio.*

They told him he was a cochino tortilla eater. He is just a kid, he is not a pig or a piece of trash, he is just a kid.

When asked if she knew who was calling him names, she said Americans and *pochos* (chicanos). Also, Pedro used the word “*cochino*” to express part of his belief of

Americans' perceptions of Mexicans. He referred to a problem at work as a result of being accused by student workers of not cleaning the equipment:

*ellos trajeron una bandita de americanos, los estudiantes que vienen a trabajar durante el verano. Ellos van a la Universidad, y aqui hacen lo mismo que uno. Será que vienen para juntar dinero y ayudarse con sus estudios, y será que no le han hecho una junta o será que no le han explicado bien, como hacer las cosas. En cuanto salen se avientan en sus pick up y se largan corriendo bien rápido. Cuando el jefe se queja que el equipo no esta limpio ellos dicen que los mexicanos no lo limpiaron. Nosotros limpiamos, ello no limpian sus cosas. De hecho ellos nos tienen por cochinos, de vera que nos tienen por cochinos. A veces le digo al mayordomo y él me dijo que ha ido a las casas de ellos y que ellos son los cochinos. El me dijo "en tu casa todo es limpio, las ropas de tu esposa están limpias y tu trailer es limpio". Nos dijo, "para que vean no mas para comenzar, la mujer de uno de ellos tiene como diez gatos y la casa está llena de pelos y mierda de gatos" . . . y siempre nos tienen a nosotros por cochinos siendo que los gringos son más cochinos que los puercos . . . uno se siente mejor si sabe que lo entienden a uno, cada uno tiene sus cosas . . . usted sabe lo malo y lo bueno.*

They hired *una bandita* (a little gang) of American students to work during the summer, they go to college, but they do the same work we do. I think they come to work during the summer to get money for their college payments. I believe the crew leader didn't have a meeting with them to explain to them how to do things. Every day after finishing work, they just jump in their truck and run as fast as possible. When the boss complained that the equipment wasn't clean, they said the Mexican did not clean it. We did clean our things. They didn't clean their things. They [the bosses] believed the Mexicans are *cochinos*, they really believe we are *cochinos*. I talked to the crew leader and he told me not to worry. He said, he has been in their houses and [that] they are the *cochinos*. He told me: "in your house everything is clean, your wife's clothes are clean, your trailer is clean. Only to start, let me tell you that the wife of one of them has like 10 cats, their house is full of cat's hair, and cat's poo" . . . I don't know why they call us *cochinos*, they are the *cochinos* . . . It makes me feel good to know some of them understand that everybody has their own things . . . you know good and bad.

### Summary

Discrimination was reported in several forms. The main cause of discrimination among different Latin American groups was related to social class differences among the groups. Hispanics discriminate against native groups; they felt that these groups don't

follow the social rules for cleaning/dressing the rest of them used. Similarly, discrimination came from Anglos, who considered Hispanics dirty or too prone to drink.

### *Drinking*

Drinking problems was not only mentioned by all the participants, but also was observed in two of the interviews. I arrived at one of the interviews to find the participant with a can of beer near by. I asked in a casual way if he was having a party. I suggested I could return another day, and he replied “We have a party every day, I need at least two beers to cool down after such a hot day, that is how we do it.” The wife confirmed this information. Also, when interviewing José, he expressed he feels people judge him. José said, “They [people at the supermarket] look at our boxes of beer, as if we should not buy them.”

### Driving too fast, drinking and driving

All community leaders, the crew leader and the farmer agreed that drinking and driving, and driving too fast were big problems that need to be addressed. They expressed concern with accidents.

María:

*Yo pienso que uno de los mayores problemas está relacionado con el alcohol. Ellos no aceptan que el alcoholismo es una enfermedad. Es triste cuando los ves como se matan o se lastiman en los highways. Luego, las familias no saben que hacer. Que pueden hacer sin dinero y un padre o marido que los ayude?*

I think one of their main problems is alcohol related. They don't accept that alcoholism is a disease. It is sad when you see them getting killed or hurt in the

road. Then, their families don't know what to do. What can they do without money and a father or husband to help them out?"

Antonio:

*Me preocupa que me van a llamar para decirme que uno de ellos se mató.*

I am worried that they will call me to say one of them got killed.

Diana:

*A veces, las mujeres me llaman porque necesitan ir a hacer sus diligencias; yo les pregunto donde estan los maridos. Ellas siempre me contestan de la misma manera: Maestra, si no están trabajando, están bebiendo."*

Sometimes, the women call me because they need to go to run errands; I ask them where their husbands are. They always answer in the same way: "Teacher, if they are not working, they are drinking."

### Summary

Drinking was acknowledged in all the interviews. In a way or another, all the interviewees mentioned that drinking problems exist. While the workers considered drinking to be a way of relaxation, the community leaders, farmer and crew leaders saw it as a potential for accidents. Particularly drinking and driving seemed to be a big concern among the farmer, the crew leader and the community leaders interviewed. Workers seemed to be very defensive, and considered it a violation of their right for people to judge their drinking. More than a legal or human problem, they saw it as part of their culture. No incidents of drinking at the work site were reported.

*Mississippi Is Better Than Other States*

During the interviews, all the Hispanics participants were eager to let me know how much they like working in Mississippi. Even though they considered the pay to be lower than in other places, they felt that overall Mississippi is a good place to work.

José:

*. . .trabajé con mi papá plantando pinos en Georgia, después un amigo nos dijo que en Mississippi había trabajo y que era más facil para vivir . . . es malo que ganamos menos . . .*

My father and I worked planting pine trees in Georgia, then a friend told us we could get a job in Mississippi, and [he told us] that life was easier here . . . the bad thing is that here we make less money.

The main reason they considered Mississippi a good place to work was related to the need of having their family with them. Antonio, Pedro, and Alberto lived in the United States for more than a decade before they were able to bring their wives and children. They explained how they did not want their kids growing up in California or any other States with “dangerous schools.” They pointed out the need to protect the kids from drugs and gangs. Also, they talked about their problems with “farmer unions”, “abuses in the field” “and “competition for the few good jobs”.

Marta:

*El nieto de uno de los trabajadores vino a trabajar con nosotros, el hablaba un inglés perfecto, él fue a la escuela en California. Su papá lo mandó para aca porque no quería que el muchacho se metiera en problemas en California.*

The grandson of one of the workers came to work with us, he spoke perfect English, and he went to school in California. His father sent him here because he didn't want the boy to get in trouble in California.

Alberto:

*Hace como un año que traje mi señora y los niños de México. No quería que se criaran en California, es mejor aquí para ellos. Yo llegue y me gusto, yo le dije que los iba a traer al norte.*

A year ago, I brought my wife and kids from Mexico, [When I was living in California] I didn't want them in California, it is better for them here. I came, I liked it, so I told them they were coming to the north.

José

*En California teníamos problemas con todo el mundo. Las cosas son tan malas que hasta tu propia raza saca provecho de ti.*

In California, we have problems with everybody. Things are so bad there that even your own people take advantage of you.

Alberto

*Cuando estaba alla, me entristecía ver gente de tu propio rancho agarrar beneficio de uno.*

When I was there [California], it was sad to see people from your own *rancho* take advantage of you (it was explained in this sentence 'rancho' means 'village').

Mr. Smith told me that several years ago, he had difficulties getting the type of help he needed. He said he had to rely on a contractor to get the workers. He told me that in the last few years, he had as many workers as he needed, and that they were right at his door. He pointed out that none of them came directly from Mexico, but from California and Texas.

### Summary

Even though this is not a cultural difference, I considered this theme to be extremely important. Most of the immigrant workers have been living for long time in other states before coming to Mississippi, but they choose Mississippi as the place where they want to stay and to bring their family to live with them. This fact is very important



for several reasons: (a) it stressed that most of these workers have been living in the United States before coming to Mississippi, and that their cultural background may already be influenced by their stay in other places inside the United States, and (b) it shows the workers have a motivation to stay in the State of Mississippi. If the workers are happy here, they will like to settle and consequently do their best to adapt at work and in the community.

### *Other Topics*

Several other topics came out less frequently; I considered these topics to be relevant even though their frequency in the interview was lower, and participants in all the groups did not mention them.

#### Americanization

Describing how the workers were handling a specific work task, Thomas used the word “Americanized” to imply they were doing a good job.

There are a few [workers] that you can tell they are kind of Americanized . . . they kind of get the American mentality of what we are doing.

#### Feeling at home here

Alberto:

*yo estoy muy a gusto aqui. Después que traje mi familia, me siento a gusto aqui. No me hace falta nada de México.*

I like it here. After I brought my family I like here. I don't miss anything from México.

Missing family members

Pedro:

*Lo que más anelo de México es mi madrecita . . . casi no puedo esperar para verla a ella otra vez.*

The thing I miss the most from Mexico is my mother . . . I can't wait to see her again.

Antonio:

*Quiero traer mis hermanos. No sólo porque hay más trabajo, también porque me hacen falta.*

I want to bring my brothers here, not only because there is work, but also because I miss them.

Lack of community support

Pedro:

*En otros sitios ellos tienen muchas cosas free para los crios, aqui no hayas nada.*

In other places, they have a lot of free stuff for the kids here you can't find anything.

Fear of the future

Sandra:

*Yo no sé que pasará luego, yo sólo deseo que pueda mantener a mi familia aqui conmigo.*

I don't know what is going to happen next, I just wish I could keep my family here, with me.

José:

*No me siento a gusto sin un rancho. Me preocupa que tenga que irme de regreso sin dinero para un ranchito.*

I don't like not having a place. I worry I may have to go back without money for a ranchito [little house].

Bosses being grateful for the help

María:

*En mucho casos el patron está muy agradecido; los trabajadores no tienen que pagar renta o utilidades. Las personas se sienten muy agradecidas.*

In many cases the patron is so grateful; they [the workers] don't have to pay rent, or utility. The people are so grateful.

Antonio:

Mr. \_\_\_ *no podra mantener el negocio sin nosotros.*

Mr. \_\_\_ couldn't keep the business without us.

Marta:

*Yo pienso que el superintendente los necesita. A veces, él me pregunta si ellos están contentos. El de verdad trata de hacerlos sentirse bienvenidos.*

I think the superintendent needs them. Sometimes, he asked me if they are happy here. He really tries to make them feel welcome.

*Answer to Research Questions # 4 and # 5*

Are there any cultural misunderstandings that could compromise communication between Hispanic immigrant farm workers and employers in the area? If so, which ones are they?

Results of the interviews confirm differences affecting the way employers and Hispanic workers communicate. The main differences noticed were the assumptions that everybody knows how to read and write in their own language. Similarly, problems were identified as caused by the assumption that Spanish is the first language for all people in Latin America. The interviews pointed out a new wave of immigrants including natives from several Central American and Mexican groups with their own language and culture.

Even though these people speak Spanish, they often use their own language to communicate among them. In addition, their Spanish is tinted by the uses of native words or by misuses of the language. This has caused communication problems with the American who may believe they are hearing standardized Spanish. In addition, in the Mexican hierarchical society, these groups represent the bottom of the hierarchy, and it is not unusual to see them being discriminated against by Mexican co-workers of Hispanic descent, who consider themselves a step above in the hierarchy. In a different case of discrimination, Pedro's report about his feelings in relation to being accused of not cleaning the equipment after work represents a clear example of cultural misunderstanding and false perception of others' actions. It is well known that Americans base their value systems on three assumptions: (a) people apart from their social and educational differences are basically the same, (b) each person should be judged by his own individual merits, and (c) these merits are revealed through the person's actions. Condon (1997) noted that in Mexico it is the uniqueness of the individual that is valued. He considered this quality to be closer to the notion of soul rather than character and added, "This inner quality which represents the dignity of each person must be protected at all costs; any action or remark that may be interpreted as a slight to the person's dignity is to be regarded as a grave provocation" (p. 18). In this report, it seems that the student worker failed to understand that in Mexico the matter of respect seems to be more personal and circumstantial, while in their own American culture, respect is a "matter of principle to which the individuals commit themselves" (Condon, 1997, p.18).

Another cultural problem identified was in reference to the differences in the way Hispanics and Americans view the uses of alcohol. While the Americans considered drinking as socially irresponsible, the Hispanics considered it as part of their own way of living.

Finally, the concept of Americanization expressed by Thomas indicated a point of view traditionally used to describe foreigners adapting to the American way of doing things. It doesn't necessarily mean the foreigner is assimilating to the new culture; it may simply be that the person is just trying to play by one of the hundreds of new rules of the new culture.

### **Summary**

Data suggest that Agricultural students at Mississippi State University have a positive attitude toward the study of Spanish and a more negative attitude toward the Spanish speakers. It is important to notice that by looking strictly at the means, it's difficult to get a picture of whether the attitudes were positive or not. By displaying the same data in bar charts, and by using the frequency distributions, it was easier to see the whole picture. Results also suggest a high instrumental motivation and a fairly low integrative motivation. That means students want to study the language for the benefit the language brings, but not to be associated with the target group.

Results from the interviews pointed out several cultural differences that could potentially hinder communication. Among these are: (a) Americans assume everybody is literate in their own language, (b) they falsely assume that Spanish as is spoken in the

fields is a standardized language without influence from languages from different ethnic native central American groups, (c) they had difficulty recognizing hierarchy among the different groups of workers from different countries, social groups or ethnicity, (d) they failed to recognize that in the Hispanic culture respect is more personal than in the US culture, and (e) they failed to recognize that in the Hispanic culture, alcohol consumption has a different connotation than in the US.

## CHAPTER V

### DISCUSSIONS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter starts with discussions and conclusions including justifications. All is completed with some general recommendations and recommendations for future research.

#### **Discussions and Conclusions**

As the influx of Hispanics laborers in the Mississippi workforce increases, the need to prepare our students to understand cultural differences and to value diversity among their employees' population also increases. The purpose of this study was to determine the attitude toward Spanish speakers and their culture, and toward the study of language among agricultural students at Mississippi State University. The study also sought to discover cultural differences that could affect communication between American managers/crew leaders and the Hispanic workforce.

For the first part of the study, a slightly modified version of the Friedman (1997) questionnaire was administered to a sample of 204 students enrolled in 8 sections of lower level courses in the School of Agriculture and Life Sciences at Mississippi State University during the fall 2005 semester. Of these 204 questionnaires, 137 questionnaires were returned. There were 18 uncompleted questionnaires, and an international student completed 1 questionnaire. These 19 questionnaires were not used in

the analysis. The instrument consisted of a 5 point Likert scale with 'strongly agree' and 'strongly disagree' as the endpoints. The questionnaire addressed three factors: attitude toward the study of the language, including integrative and instrumental motivation, attitude toward Spanish speakers and their culture, and background information.

For the second part of the study, open interviews were conducted with 10 participants; these participants were four Mexican Hispanic workers, two students, two community leaders, a farmer, and a crew leader. Of the four Hispanic workers, three were males and one female, all with very low levels of English proficiency with exception of the female. She could be categorized as having intermediate proficiency. Three of the Hispanic workers considered themselves living permanently in Mississippi State. One of these participants identified himself as migrant worker, working in seasonal jobs in and out of the state. The community leaders were both females, one a Hispanic schoolteacher and the second one an American Catholic Church ministry leader. Another participant was a Hispanic crew leader, who considered himself as a Mississippi permanent resident. Two other participants were Mississippi State students with part time work in agriculturally related jobs. The last interviewed was a Mississippi farmer who regularly employs Hispanic workers.

In regard to students' attitudes toward foreign language learning, the results for this group suggested that agricultural students at Mississippi State University have a positive attitude toward the study of language. It also revealed that students have considerably high instrumental motivation, but not integrative motivation. These results indicate that Agricultural students at Mississippi State University are aware of the



importance of studying foreign language in order to improve the possibility of getting better jobs, but are not interested in being associated with the target group. Results of the study also revealed that the students have fairly stereotypical perceptions of native Spanish speakers and their culture.

Among the most marked stereotypes found in this study was considering Spanish speakers as hard workers. This study found that a few of the stronger stereotypes that resulted from previous studies, and portrayed by the media, were not so obvious among this group of students. Among these was Hispanics as being lazy (Cozens 1981; Marin, 1984; Jackson, 1995), which was mentioned before, but was not found in this study; or Hispanics as not being on time (Marin 1984; Friedman 1997; Ortuño, 1991), for which students in this study were undecided. Among the stereotypes portrayed in these previous studies that were also present in this study were considering Hispanics to be conservative, dirty, and non-materialistic. Also, probably the strongest stereotype was considering Hispanics as being poor and living in non-developed areas, in houses and cities not as modern as in the USA, and with a strong family orientation. According to the population who answered this questionnaire, these results don't look surprising. By looking at the background information of the students, the majority seemed to have a low exposure to the Hispanic culture other than by means of their sporadic contact with Hispanics at work, and/or a short vacation in Mexico. Considering that they work in agricultural activities, mainly in the field, it is safe to say that these students' knowledge of the Hispanic community is mainly through their relationship to this specific segment. If this is

the case, their answers reveal their perception of this specific group, which is mainly poor and hardworking.

Results from the interviews suggested that cultural misunderstanding exists. Among these, the most common mentioned was that the workers not only have a low proficiency in English, but also, in some of the cases, they have not mastered Spanish or are completely illiterate in the Spanish language. The assumption that workers could read the language may cause confusion at the moment of giving instructions or training the new workers. Also, employers or translators in Spanish/English/Spanish may not be aware of the meaning of words borrowed from ethnic dialects, or that the workers cannot read in Spanish. This could cause serious misunderstanding. Ratcliff (2003) pointed out that workers might even hide the fact they cannot read the language as a way of saving face. There have been reported situations in which workers take material home and ask other family members to read it for them. I experienced this first hand trying to explain to the workers the IRB consent form, and having to rely on their own children to read and explain the form to them; at the moment, I was in the room, and I could hear what the children explained to their parents. I could make comments if necessary. I cannot imagine the innumerable mistakes that could potentially occur if parents rely on very young children to translate, and or explain advanced instructions to them. Another set of problems was the perception of the workers as being considered dirty. In the Latin American culture, the code of honor is very much attached to the person as an individual (Condon, 1991; Doyle, Fryer, & Ceres, 2006). Any questioning to the individual self should be avoided. Another cultural conflict observed in the interviews is related to the

workers' consumption of alcohol. This cultural problem seems to be producing a lot of hard feelings mainly among workers and members of the community. Efforts should be made to improve communications to create a better understanding of the USA regulations in relation to drinking and driving and drinking in public places. Workers should be made aware of the implications of a DUI offense on their records in addition to the danger involved in drinking and driving. Finally, the workers reported themselves as being happy in Mississippi. They rated Mississippi as a safe place to bring their families. I consider this to be a very important issue. If the workers feel safe and happy, they will have the motivation needed to adapt to their environment. This, in turn, will assure a low turn over of employees, increasing the retention of trained workers, and, as a consequence, increasing productivity.

### *Justifications*

The most troublesome problem of this first part of the research is the amount of undecided answers in questions intended to identify attitudes toward Hispanics. Even though students were assured anonymity and the researcher did not administer the questionnaire, the possibility of students' bias answering the questions exists. Students may have worried that the researcher, who is the only Spanish for Agricultural students' instructor at Mississippi State University and Hispanic, may judge them on the basis of what they said. If this is the case, and students have a negative attitude, they may hide it by an undecided answer. Another explanation is that because the statements were too obviously stereotypes and generalizations, students may be inclined not to answer for fear

of judging in such an extreme point of view. Conttrel (2004), while measuring students, faculty, and staff ethnocentrism and cultural awareness, found that students at Mississippi State University showed higher levels of multicultural awareness and lower levels of ethnocentrism than faculty and staff. This could explain students' avoidance of deciding on questions that are obviously stereotypes. Another troublesome aspect is the lower number of females and African Americans in the study. The percentage of white males in the study seems to relate to those of agricultural students at the university level. It is important to note that in all the years offering the Agricultural Spanish courses at Mississippi State University, only 1 African American male enrolled in the class. A few females have taken the class, none of them African American.

In the second part of the research, the lower number of interviews is a main consideration. I did not pretend to understand all the complex interactions among the groups studied; rather, my intentions were to investigate the main culprits of miscommunications among the groups.

### **Recommendations**

In a course designed to teach language for special purposes, efforts should be made to integrate the language and the culture. Activities should be designed in order to reach cultural competence. Woodroffe (2003) considered that cultural competence starts with the recognition of a need for change in thought and behavior in aspects regarding the outsider culture. She added that once the process starts, it is necessary to maintain a continuous growth in order to reach cultural competency. It is our job as foreign language and culture trainers to instill in the students the importance of culture in

communication. Students should be taught since the first day of class the connection between culture and language proficiency. They should be allowed not only to ask freely about the topics dealing with their own profession, but also they should be provided with the information they lack, due to their own cultural monolithic point of view, which they cannot see or do not have the background necessary to recognize. It is important to discuss and understand that culture is not static, and that as time and circumstances change, people's ways of living also change. Specific stereotypes could be discussed in class. Students should be guided to understand that a stereotype is not always bad, but how we use the knowledge from that stereotype is what will make a difference in our relationships to others.

Byram, Gribkova and Starkey (2002) considered the intercultural dimension in language teaching to be associated to the following:

- helping the learners to understand how intercultural interactions take place,
- how social identities are part of all interactions,
- how their perceptions of other people's perceptions of them influence the success of communication,
- how they can find out for themselves more about the people with whom they are communicating. (p. 14)

This point of view implies that the role of teacher as a language and culture facilitator is more than a basket-full of facts; it implies that the teacher should take a much more active role. As language and culture teachers, we should be able not only to provide facts about the culture, but also to provide patterns usually followed by the members of the culture, and to encourage the students' analysis and contrast of these to their own. The choice of topics should be determined mainly by the students' existing perceptions of

other countries and cultures. Results from the study point out that agricultural students at Mississippi State University, do indeed have stereotypical perceptions toward Hispanics. The results point out the need to include in these classes more information about the ordinary, mundane aspects of the culture. Crozet, Liddicoat, and Lo Bianco (1999) agreed that what the vast majority of users of any language take for granted and consider as a normal way of thinking, doing things, or simply being--in other words the mundane activities within a culture--are the ones that offer a greater potential for conflict. This potential for conflict is usually overlooked because within our own cultural frame we do not assume these activities to be problematic. Specifically, this study pointed out the need to teach students in the agriculturally related fields to understand the importance of the concept of respect among Hispanics, and how this concept varies considerably from the American point of view. Students should be guided to understand that in the Latin culture, respect and pride are highly valued, and that they are intimately related to the individual's own self. One way to better understand this concept could be by looking at some of the Hispanic traditions, proverbs and Hispanic songs. By looking at how authentic materials from the popular culture portray honor, respect, and pride, we could guide the students to understand how and why these Hispanic values are different from our own. It is important to consider that when using authentic materials, learners should be encouraged to understand not only the context, but also the intention. Materials from different origins within the target culture and the first culture should be used together in order to enable the students to compare and analyze the material critically.

We as teachers in a more general sense should provide the students with the tools they need to accomplish these goals. We need not only to focus on what to teach, but also, we should teach our students how to learn. Learning strategies should be considered part of any language course. Students should be trained in how to learn foreign language, and how to understand culture. By not only pointing out differences, but also understanding the reasons behind these differences, we can empower the students to function in both cultures.

Finally, I consider it necessary to point out that when teaching culture, not only the students' attitudes and perceptions are important. Teachers should examine their own attitudes toward teaching language, toward the target culture, and, most of all, their sensitivity to other cultures in general.

### **Future Research**

Future research that could provide valuable information to be used in the Spanish for Agriculture courses is a study of the relationship between the Hispanic workers'-contractors and the workers and employers. These middlemen seem to have an influence in the way daily activities related to Hispanic workers are performed. In some cases, the middlemen are not only responsible for contracting the workers, but also they are the ones who do the training of new employees and discuss salaries and job benefits. It will be interesting to study the communication patterns among these three groups. Moreover, future research could involve testing attitudes of agricultural students at one of the Mississippi traditionally African-American colleges. It would be interesting to establish comparisons between the attitudes of Caucasians and African-American students toward

the target group. Also, it could be useful to compare the attitudes toward the target group, and toward the study of the Spanish language among students of different majors, gender, and social groups at Mississippi State University.

Another interesting topic for further research includes motivation for studying the languages taught at Mississippi State. In this era of globalization, students are demanding skills that could be practical in their lives as professionals. Recently, business and engineering majors at Mississippi State demanded that the university offer courses in Chinese. These students considered that in their field, and under the new patterns of trading, the need to communicate in Chinese would be a valuable asset to their resume. Surveys to identify students' needs and wants could be incorporated as regular evaluations among students on campus.

Finally, I consider a need to evaluate how foreign languages are being taught at Junior High and High school levels. Students' interest in language studies should be developed early in their school years. It is important to point out that in the State of Mississippi, where foreign language studies are not a requirement for admittance to the university, foreign language studies are not as stressed as other subjects. An evidence of this is the lack of courses in foreign language teaching methodology by the Colleges of Education and Arts and Sciences. Also, The College of Education should consider requiring 12 hours of foreign languages for teacher candidates. Teaching English as a Second Language should also be added to the curriculum of teacher candidates.

Mississippi State is integrating rapidly into the new global patterns of business. Asian car manufacturing, a European helicopter company, and other high tech businesses



are calling Mississippi home. It is our responsibility as foreign language teachers to provide opportunities for students to develop the skills necessary to successfully compete in this new world order, where intercultural business has a common place in our society. Students' development of an intercultural perspective will ultimately depend on the choices teachers make in their teaching.

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APPENDIX A  
STUDENTS' QUESTIONNAIRE  
(MODIFIED FRIEDMAN'S  
SURVEY)

NetID \_\_\_\_\_

### Students' Survey

This survey contains questions about your attitudes and feelings regarding language and culture. This information will be kept confidential. Please, answer the questions honestly. Remember that there are no rights or wrong answers, just your own experiences, feelings and opinions.

**I. Please indicate how much you agree or disagree with the following statements by writing the corresponding number on the line provided at the beginning of the statement**

**1= Strongly agree**

**2 = Agree**

**3= Undecided**

**4= Disagree**

**5= Strongly disagree**

1. \_\_\_\_\_ Studying Spanish is unnecessary because everywhere you go, people speak English.
2. \_\_\_\_\_ People have to have special ability for learning foreign languages.
3. \_\_\_\_\_ It is difficult to learn a foreign language.
4. \_\_\_\_\_ People that speak more than one language are more intelligent than average.
5. \_\_\_\_\_ Overall learning Spanish is a painful experience.
6. \_\_\_\_\_ It is important for people from the US to speak Spanish.
7. \_\_\_\_\_ I get irritated trying to understand foreigners who don't speak English well.
8. \_\_\_\_\_ If I learn to speak Spanish well, I will have better opportunities for a good job.
9. \_\_\_\_\_ I have special ability for learning Spanish.
10. \_\_\_\_\_ Learning Spanish can be helpful later in life.
11. \_\_\_\_\_ It is necessary to go abroad to successfully learn Spanish.
12. \_\_\_\_\_ Learning Spanish takes more effort than other academic subjects.
13. \_\_\_\_\_ Being able to talk with foreigners in Spanish is exciting.

**II. Each pair of words represent opposite ends of a five-point scale. Please indicate which is closest to the way you feel by circling that number.**

**People from the United States tend to be:**

- |                   |           |                   |
|-------------------|-----------|-------------------|
| 14. religious     | 1 2 3 4 5 | not religious     |
| 15. violent       | 1 2 3 4 5 | peaceful          |
| 16. materialistic | 1 2 3 4 5 | not materialistic |
| 17. impolite      | 1 2 3 4 5 | polite            |
| 18. traditional   | 1 2 3 4 5 | non-traditional   |
| 19. emotional     | 1 2 3 4 5 | unemotional       |
| 20. not ambitious | 1 2 3 4 5 | ambitious         |
| 21. reliable      | 1 2 3 4 5 | unreliable        |
| 22. hard-working  | 1 2 3 4 5 | lazy              |
| 23. formal        | 1 2 3 4 5 | casual            |
| 24. clean         | 1 2 3 4 5 | dirty             |
| 25. fun loving    | 1 2 3 4 5 | serious           |
| 26. honest        | 1 2 3 4 5 | corrupt           |

**Native Spanish Speakers tend to be:**

- |                   |           |                   |
|-------------------|-----------|-------------------|
| 27. hard-working  | 1 2 3 4 5 | lazy              |
| 28. violent       | 1 2 3 4 5 | peaceful          |
| 29. materialistic | 1 2 3 4 5 | not materialistic |
| 30. serious       | 1 2 3 4 5 | fun loving        |
| 31. impolite      | 1 2 3 4 5 | polite            |
| 32. not ambitious | 1 2 3 4 5 | ambitious         |
| 33. formal        | 1 2 3 4 5 | casual            |
| 34. religious     | 1 2 3 4 5 | not religious     |
| 35. clean         | 1 2 3 4 5 | dirty             |
| 36. honest        | 1 2 3 4 5 | dishonest         |
| 37. emotional     | 1 2 3 4 5 | unemotional       |
| 38. reliable      | 1 2 3 4 5 | unreliable        |
| 39. traditional   | 1 2 3 4 5 | non-traditional   |

**III. Please indicate how much you agree or disagree with the following statements by writing the corresponding number on the line provided at the beginning of the statement**

**1= Strongly agree**

**2 = Agree**

**3= Undecided**

**4= Disagree**

**5= Strongly disagree**

40. \_\_\_\_\_ The food in Spanish speaking countries is similar to the food in the US.
41. \_\_\_\_\_ People from Spanish-speaking countries work harder than people from the US.
42. \_\_\_\_\_ People from Spanish-speaking countries tend to be more violent than people in the US.
43. \_\_\_\_\_ Families in the Spanish –speaking countries are bigger than families in the US.
44. \_\_\_\_\_ People in the Spanish-speaking countries are poorer than people in the US.
45. \_\_\_\_\_ There is a lot of professional people in the Spanish-speaking countries.
46. \_\_\_\_\_ Most people in Spanish-speaking countries live in less-developed areas.
47. \_\_\_\_\_ Cities in the Spanish-speaking countries are not as well developed as in the US.
48. \_\_\_\_\_ The houses in Spanish-speaking countries are not as modern as houses in the US.
49. \_\_\_\_\_ Daily hygiene routines are different in Spanish-speaking countries than in US.
50. \_\_\_\_\_ People in the US are on time more than people in Spanish-speaking countries.
51. \_\_\_\_\_ People are closer to their families in Spanish-speaking countries than in the US.
52. \_\_\_\_\_ Most of the food in the Spanish-speaking countries is spicy.
53. \_\_\_\_\_ Most Spanish-speaking countries have dictators.

54. \_\_\_\_ Women in Spanish-speaking countries are more likely to work outside the home than women in the US.
55. \_\_\_\_ People in the Spanish-speaking countries drink more alcohol than people in the US.
56. \_\_\_\_ Men in the Spanish-speaking countries are “macho”.
57. \_\_\_\_ Spanish-speaking culture is more violent than US culture.
58. \_\_\_\_ In Spanish speaking countries, many generations of families tend to live in the same house.
59. \_\_\_\_ People in the US are more materialistic than people in Spanish-speaking countries.
60. \_\_\_\_ People in Spanish-speaking countries are political extremists.
61. \_\_\_\_ Education is just as important to people in Spanish –speaking countries as it is to people in US.
62. \_\_\_\_ Respect for one’s elders is more important in Spanish-speaking countries than in US.
63. \_\_\_\_ Personal hygiene is less important in Spanish-speaking countries than in US.
64. \_\_\_\_ People in Spanish –speaking country are not usually well educated.
65. \_\_\_\_ People in Spanish-speaking countries have a lot in common with people in US.
66. \_\_\_\_ The governments in Spanish-speaking countries are unstable.
67. \_\_\_\_ Spanish-speakers living in the US tend to be on welfare.
68. \_\_\_\_ Spanish-speakers who live in the US should speak English fluently.
69. \_\_\_\_ In school, only English should be used to teach Spanish-speakers.
70. \_\_\_\_ English should be the only official language of the US.
71. \_\_\_\_ In areas of the US with large populations of Spanish-speakers, Spanish translations should be provided for government and public services.

**IV. Biographical Information: Now to help us to classify your answers, please provide the following information**

1. Where were you born?

Country \_\_\_\_\_

City \_\_\_\_\_

State \_\_\_\_\_

2. Where have you lived? (List all cities, states and countries)

\_\_\_\_\_

3-What is (are) your native language (s)?

\_\_\_\_\_

4-Think about the family you grew up with.

Did anyone come from another country? Yes No

Who? \_\_\_\_\_

Where? \_\_\_\_\_

-Did anyone speak another language? Yes No

Who? \_\_\_\_\_

Which language? \_\_\_\_\_

5-Did you ever have a foreign exchange student live with your family? Yes No

Country/countries? \_\_\_\_\_

For how long? \_\_\_\_\_

6-\*Did you ever work with a foreigner? Yes No

From which country/countries? \_\_\_\_\_

For how long? \_\_\_\_\_

7-Have you ever studied Spanish? Yes No

Where? \_\_\_\_\_

From how long? \_\_\_\_\_

How would you rate your overall abilities in this language?

**(Circle one)** Excellent Good Fair Poor

8-Have you ever studied another language besides Spanish? Yes No

Which one? \_\_\_\_\_

For how long? \_\_\_\_\_

How would you rate your overall abilities in this language?

**(Circle one)** Excellent Good Fair Poor



9-How often have you spoken to native Spanish speakers?

(Circle one) never .... few times ...several times .....regularly  
other\_\_\_\_\_

10-\*Have you traveled to any Spanish-speaking country? Yes No

For how long?\_\_\_\_\_

11. Have you ever had any personal contact with someone from a country other than the United States? Yes No

If yes, did that contact affect your opinion of the person and/or the person's country? Yes No

How? \_\_\_\_\_  
\_\_\_\_\_

12. Did that contact affect your opinion of yourself and/or your country?

Yes No

How? \_\_\_\_\_  
\_\_\_\_\_

13. Your Gender\_\_\_\_\_ Ethnic group\_\_\_\_\_



Department of Foreign Languages  
 P.O. Box FL · Mississippi State, MS 39762-5720  
 Phone: (662) 325-3480 · Fax: (662) 325-8209

February 28, 2005

Dr. Lauren Friedman  
 xxxxxxxxxxxxxxxxxxxxxxx.  
 xxxxxxxxxxxxxxx

Dear Dr. Friedman,

I am writing to ask your consent to use the questionnaire that you designed to determine student's attitudes towards Spanish speakers and their culture as part of my research, "Intercultural Spanish Communication Needs of Mississippi Agricultural Students, Workers and Employers".

The purpose of my study is: 1) to determine student's attitudes towards Spanish speakers, Spanish culture and towards the study of the language. 2) to identify cultural differences that could affect communication between American managers/crew leaders and the Hispanic workforce. In order to complete the first part of my project, I need to conduct a survey of a population of approximately 200 students taking agricultural related courses. The objective is to determine their attitude towards Spanish speakers and their culture. With your permission, I will like to incorporate your questionnaire since it was successfully used to determine college student attitudes at Indiana University.

With your consent and to fit my study, two questions were added to part IV and two were deleted from the same section (see annex). While doing my research I will follow all the guidelines stated by the Institutional Review Board for the Protection of Human Subjects in Research (IRB).

Thank you for your attention in this matter.

Sincerely,

Rosa Vozzo  
 Foreign Language Instructor

*Approved*  
*Rosa Vozzo*  
 3/4/05

APPENDIX B  
INSTITUTIONAL REVIEW BOARD (IRB)  
LETTER OF APPROVAL



June 7, 2005

Rosa Vozzo Foreign Languages Mailstop  
9517

Re: IRS Docket #05-117: Intercultural Spanish Communication Needs of Mississippi Agricultural Students, Workers and Employers

Dear Ms. Vozzo:

The above referenced project was reviewed and approved via expedited review for a period of June 7, 2005 through May 15, 2006 in accordance with 45 CFR 46.110 #7. Please note the expiration date for approval of this project is May 15, 2006. If additional time is needed to complete the project, you will need to submit a Continuing Review Request form 30 days prior to the date of expiration. Any modifications made to this project must be submitted for approval prior to implementation. Forms for both Continuing Review and Modifications are located on our website at <http://www.msstate.edu/dept/compliance>.

Any failure to adhere to the approved protocol could result in suspension or termination of your project. Please note that the IRS reserves the right, at anytime, to observe you and any associated researchers as they conduct the project and audit research records associated with this project.

Please refer to your docket number (#05-117) when contacting our office regarding this project.

We wish you the very best of luck in your research and look forward to working with you again. If you have questions or concerns, please contact me at 325-3294 or at [tarwood@research.msstate.edu](mailto:tarwood@research.msstate.edu).

A handwritten signature in cursive script that reads "arvVood".

Tracy S. ArvVood  
Director

cc: Sue Minchew

APPENDIX C  
CURRICULUM VITAE

## ***CURRICULUM VITAE***

### **ROSA ELENA MOLINA-ACHECAR de VOZZO**

P.O. Drawer FL, Foreign Language Department

Mississippi State University

Mississippi State, MS 39762

Phone: (662) 325-2406

E-mail: rev1@ra.msstate.edu

### **EDUCATION**

#### **MA Foreign Languages (Spanish), 1998**

Mississippi State University

#### **MS Wildlife and Fisheries, 1991**

Mississippi State University

#### **Aquaculture Specialist; 1986**

Centro Regional Latinoamericano de Acuicultura

Pirassuninga, Sao Paulo, Brazil

#### **BS Biology, 1985**

Universidad Autónoma de Santo Domingo

Santo Domingo, Dominican Republic

### **WORK EXPERIENCE**

1999- Present

Spanish Instructor/Coordinator of First Year Spanish Courses.

Department of Foreign Languages.

Mississippi State University.

1998-1999

Spanish Lecturer

Department of Foreign Languages.

Mississippi State University.

1996-1998

Spanish Teaching Assistant

Department of Foreign Languages.

Mississippi State University.

- 1985-1992            Extension Project Leader  
Division of Aquaculture,  
Ministry of Agriculture.  
Dominican Republic.
- 1980-1984            Student Worker (Lab. Teaching Assistant).  
Biology Laboratory  
Universidad Autónoma de Santo Domingo.  
Dominican Republic

#### RESEARCH AND PRESENTATIONS

- 1997            Lituma, Un Guardia Que No Llego a Teniente: Cronología del Personaje de Mario Vargas Llosa. Paper presented at the Mississippi Foreign Language Association Annual Conference.
- 1996            Razones y Pasiones en el Loco de los Balcones de Mario Vargas Llosa. Paper presented at the Mississippi Foreign Language Association Annual Conference.
- 1995            Supplementation of Commercial Feeds with Beef Liver for Indoor Nursery Culture of Freshwater Prawns *Macrobrachium rosenbergii*. Journal of the World Aquaculture Society, vol. 26, No.1. March 1995 (co-authors J. Heinen and L. D'Abramo)
- 1990            Assessment of Practical Diets for the Indoor Nursery Culture of the of Freshwater Prawns *Macrobrachium rosenbergii*. Paper presented at the Annual Meeting of the World Aquaculture Society, Nova Scotia, Canada, July 1990.
- 1990            Assessment of Practical Diets, Artificial Habitat Quality and Quantity, and Stocking Density for Nursery Culture of the Freshwater Prawn, *Macrobrachium rosemergii*. Master's Thesis. Mississippi State University.
- 1986            Cultivo del Camarón de Agua Dulce *Macrobrachium rosemergii*: Condición en la República Dominicana. Paper presented at El Centro Regional Latinoamericano de Acuicultura, Pirassununga, Brazil (co-author J. Romero)

1985. Los Culicidos de la Ciudad de Santo Domingo: Taxonomía y Distribución. (co-author Andres Zaglul-Criado). Thesis to fulfill the requirements for the degree of *Licenciado en Biología* (Biology Bachelor). Universidad Autónoma de Santo Domingo.

### **SERVICES PERFORMED**

- 2001-present Coordinator of Freshman Spanish Courses and Graduate Teaching Assistant Supervisor. Department of Foreign Languages, Mississippi State University.
- 2006 Developed (with Dr. B. Bourdine) and taught the course “Survival Spanish for Sweet Potatoes Growers” Mississippi Extension Service, Houston, Mississippi.
- 2004 Translated from English to Spanish (with María Arun Kummar) the “Tropical Tree Seed Manual” a 900 pages reference book published by The Forest Service, United State Department of Agriculture (USDA/FS)
- 2002 and 2003 Resident Director of the Foreign Language Department and International Business Summer Study Abroad Program. San Jose, Costa Rica.
- 2001 Conducted a teaching methodology workshop for the Mississippi Foreign Language Association. Mississippi State University.
- 1999 Developed two courses of Spanish for agricultural students.  
Performed with La Compañía de Teatro “Pequeño Teatro Hispano” the role of “Leonor” in the Play *No Hay Burlas con el Amor de Calderon de la Barca*.
- 1987-1992 Developed instructional materials for small-scale farmers interested in developing fish farms and integrated agriculture/fish systems. Ministry of Agriculture, Department of Aquaculture, Dominican Republic
- 1991-1992 Served as liaison for the Ministry of Agriculture and the Japanese International Cooperation Agency (JICA), and the Chinese Mission in the Dominican Republic.



1985-1986                      Coordinated the distribution of fish and prawn stock to small-scale farmers. Department of Aquaculture, Ministry of Agriculture, Dominican Republic.

#### **UNIVERSITY COURSES TAUGHT**

##### Mississippi State University

Spanish I, II, III, IV

AG Spanish I, II

Business Spanish I, II

Advanced Spanish I, II

Advanced Spanish Laboratory I, II

Summer Immersion Program–Spanish (with Dr. David Eddington)

Foreign Language Teaching Methodology (with Dr. Marcela Garma)

##### Other

Elementary Biology Laboratory. Universidad Autónoma de Santo Domingo. Dominican Republic

#### **GRANTS AND SCHOLARSHIPS**

2003	Schillig Grant (\$1,950). Preparing Culturally Appropriated Materials to Teach Spanish to Agricultural Students.
2001	Schillig Grant (\$2,500). Using Video to Improve Foreign Language Listening Comprehension and Cultural Awareness.
1988	Scholarship from The International Bank (BID)/Latin American Scholarship Program to study English as a Second Language and to pursuit graduate studies in the United States.
1986	Scholarship from United Nations Food and Agriculture Organization (UN-FAO) for training and research in Brazil.

**MEMBERSHIP IN PROFESSIONAL  
AND HONOR SOCIETIES**

Phi Kappa Phi.  
Spanish Honor Society – Sigma Delta/ Epsilon Gamma  
Chapter.  
American Council of Teachers of Foreign Languages.  
Modern Language Association.  
Mississippi Foreign Language Association.  
Mississippi Educational Computer Association.  
Dominican-American Round Table.

**LANGUAGES**

Spanish – Native language  
English – Fluent  
Portuguese – Reading comprehension

**OTHERS**

Saint Joseph Catholic Church  
Member of the Parish Council  
First Grade Catechism Teacher

APPENDIX D  
INTERVIEW PROTOCOL FOR ANGLOS

### Interview Protocol For Anglos

**Project:** A study of intercultural Spanish communication needs of Mississippi agricultural students, workers and employers.

**Date:**

**Time of interview:**

**Interviewee:**

**Position:**

#### Introduction to the interview

I am conducting this interview in order to determine any differences in cultural misunderstanding that could compromise communication between Hispanics immigrant farm workers and employers in this area. My interest is to find out information that could help managers and crew leaders to better communicate with their Hispanic workers. I will start by asking you a few questions. It is important to mention that in this type of research there are not wrong answers, just your own experience and opinions.

1. Where were you born?

Country \_\_\_\_\_

State \_\_\_\_\_

2. Where have you lived?

3. Have you studied a language other than your native language (English) \_\_\_\_\_

if yes, which one? \_\_\_\_\_ How long? \_\_\_\_\_

In your family. Did anyone come from another country? \_\_\_\_\_

Which country? \_\_\_\_\_

4. Did you ever have a foreign exchange student living in your house? \_\_\_\_\_ from  
which country \_\_\_\_\_

5. Have you ever traveled to a Spanish speaking country? \_\_\_\_\_

which one? \_\_\_\_\_ For how long? \_\_\_\_\_

6. Do you have Hispanics immigrants working in your business/farm?/Do you work with Hispanic immigrants? \_\_\_\_\_ How many? \_\_\_\_\_

7. Tell me more about these Hispanic workers?

Where are they from? \_\_\_\_\_

\_\_\_\_\_

How are they selected to work at your business? \_\_\_\_\_

Do they stay all year/temporary workers?

\_\_\_\_\_

When did you start employing/working with Hispanics?

\_\_\_\_\_

APPENDIX E

INTERVIEW PROTOCOL FOR HISPANIC WORKERS

### Protocolo para la Entrevista a Hispanos

**Proyecto:** *Necesidades de comunicación intercultural en español entre estudiantes de agricultura, empleados y empleadores en el estado de Mississippi.*

**Fecha:**

**Hora de la entrevista:**

**Entrevistado:**

**Posición:**

#### Introducción a la Entrevista

Yo estoy haciendo esta entrevista para determinar si hay algunas diferencias culturales que puedan causar confusiones que a su vez produzcan problemas de comunicación entre los trabajadores agrícolas hispanos y sus empleadores en el área de Mississippi. Mi interés es encontrar información que pueda ayudar a los supervisores y jefes de cuadrilla a comunicarse mejor con los trabajadores hispanos. Voy a empezar con algunas preguntas. Es importante que le explique que en este tipo de investigación ninguna respuesta que usted me dé será considerada incorrecta. Lo que me interesa son sus experiencias y opiniones.

1. ¿Cuánto tiempo ha estado en los Estados Unidos?

2. ¿Dónde nació usted?

País \_\_\_\_\_

Estado \_\_\_\_\_

Pueblo \_\_\_\_\_

3. ¿En qué otro sitio ha vivido usted?

\_\_\_\_\_

4. ¿Ha estudiado otro idioma que no es el español? \_\_\_\_\_

Si la respuesta es sí, ¿Cuál? \_\_\_\_\_ ¿Por cuánto tiempo? \_\_\_\_\_

5. ¿Que hacía usted en su país antes de venir a Los Estados Unidos?

6. ¿Qué cosas le gustan de este país?

7. ¿Qué cosas le hacen falta de su país?
8. ¿Me podría contar un poco de sus problemas en el trabajo?
9. ¿Le parece a usted que los americanos lo entienden? \_\_\_\_\_



APPENDIX F  
STUDENTS' CONSENT FORM

## **Students' Consent Form**

**Title of Study:** *Intercultural Spanish Communication Needs of Mississippi Agricultural Students, Workers and Employers*

**Study Site:** *Mississippi State University*

**Name of Researcher(s) & University affiliation:**

*Rosa Vozzo – Foreign Languages Department, Mississippi State University*

*Dr. Sue Minchew- College of Education*

**What is the purpose of this research project?**

*The purpose of this study is to determine the attitude toward Spanish speakers and their culture and toward the study of language among agricultural students at Mississippi State University. Additionally, the study will identify cultural differences that could affect communication between American managers/crew leaders and the Hispanic workforce.*

**How will the research be conducted?**

*From the beginner-level courses offered by the School of Agriculture during the spring semester 2005, 12 sections will be randomly selected. Professors will be informed of the research by letter, asking for their collaboration in allowing the researcher to run the questionnaire. The Dean of the School of Agriculture and Life Sciences will also be notified. All the students enrolled in these sections (expected n= 200) will be offered the questionnaire to complete voluntary.*

**Are there any risks or discomforts to me because of my participation?** *No*

**Does participation in this research provide any benefits to others or myself?**

*Yes. It will allow me to gather information useful in preparing materials to teach Spanish to students majoring in agricultural related professions.*

**What are alternative procedures or courses of treatment that might be advantageous to me?**

*None. You may choose to not fill out the questionnaire, or stop filling out at any moment you consider. You may also refuse to answer any question you do not wish to answer.*

**Will this information be kept confidential?**

*Yes, the questionnaire will be codified. No names or personal information will be used in the publication of the results. Also, "please note that these records will be held by a state entity and therefore are subject to disclosure if required by law."*

**Who do I contact with research questions?**

*If you should have any questions about this research project, please feel free to contact Rosa Vozzo at 325-2406. For additional information regarding your rights as a research subject, please feel free to contact the MSU Regulatory Compliance Office at 662-325-5220.*

**What if I do not want to participate?**

*Please understand that your **participation is voluntary**, your **refusal to participate will involve no penalty or loss** of benefits to which you are otherwise entitled, and you **may discontinue your participation** at any time without penalty or loss of benefits.*

You will be given a copy of this form for your records.

1. *Additional costs to the subjects that may result from participation are: none*
2. *The consequences of a subject's decision to withdraw early: none*
  - a. *Significant new findings developed during the course of the study, which may relate to the subject's willingness to continue participation, will be provided to the subject. Yes, Immediately.*
3. *The approximate number of subjects in the study. Approximately 200*

\_\_\_\_\_  
Participant Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Investigator Signature

\_\_\_\_\_  
Date

APPENDIX G

HISPANIC WORKERS' CONSENT FORM

## **Formulario de Autorización para trabajadores Hispanos**

**Título del Estudio:** *Necesidades de comunicación intercultural en español entre estudiantes de agricultura, empleados y empleadores en el estado de Mississippi.*

**Lugar del Estudio:** *En la Universidad de “Mississippi State University”*

**Nombre del/los investigador(es) y Universidad a la que están Afiliado(s):**

*Rosa Elena Vozzo - Universidad “Mississippi State University”*

*Dr. Sue Minchew - Universidad “Mississippi State University”*

### **¿Cuál es el propósito de esta investigación?**

El propósito de este estudio es determinar la actitud hacia las personas que hablan español, hacia la lengua y hacia la cultura hispana de los estudiantes de agricultura de la Universidad “Mississippi State”. También, el estudio identificará las diferencias culturales que podrían causar problemas de comunicación entre gerentes/ supervisores y trabajadores hispanos

### **¿Cómo se hará la investigación?**

Esta parte del estudio consiste de entrevistas que se harán a personas trabajando en el área agrícola. Entrevistaré a trabajadores hispanos, supervisores y jefes de cuadrilla americanos y a líderes de la comunidad hispana. La entrevista se grabará y luego será transcrita y analizada. Cualquier información que pueda identificarlo como participante de esta entrevista sera omitida en la publicación de los resultados.

### **¿Hay algún riesgo o molestia asociado con mi participación en el estudio? No**

### **¿Mi participación en este estudio produce algún beneficio para mi o para otros?**

Su participación en este estudio nos ayudará a determinar situaciones relacionadas con la manera en que los americanos hablan el español que puedan causar problemas de comunicación con los trabajadores agrícolas latinos trabajando en el Estado de Mississippi. Cuando tengamos esta información podremos preparar materiales informativos para los estudiantes de agricultura y para los agentes de extensión del Estado de Mississippi.

### **¿Cuáles alternativas o procedimientos podrían producir ventajas para mí?**

En este caso, su única alternativa es no hacer la entrevista o detener la entrevista en cualquier momento que usted considere necesario. También usted tiene la libertad de negarse a contestar cualquier pregunta que considere inoportuna.

### **¿Esta información se mantendrá confidencial?**

Esta información se mantendrá confidencial. El formulario será codificado. Su nombre no será usado en ningún papel o artículo que se publique. Debo explicarle que esta información se mantendrá en los archivos de una institución estatal y por lo tanto está sujeta a divulgación si así lo requiere la ley.

### **¿A quién debo contactar si tengo preguntas con relación a esta investigación?**

Si usted tiene alguna pregunta con relación a esta investigación favor de comunicarse con Rosa Vozzo al teléfono (662) 325-2406. Para información adicional en relación a sus derechos como participante en esta investigación, siéntase libre de comunicarse con la Oficina Regulatoria de La Universidad “Mississippi State University” al número de teléfono (662) 325-5220

**¿Qué sucede si yo no quiero participar de este estudio?**

*Debo explicarle que su participación es voluntaria, su negación a participar en este estudio no le causará daños o pérdidas de beneficios que usted tiene a este momento y usted puede terminar la investigación en cualquier momento que usted decida sin que sea penalizado por ello.*

Le dare copia de este formulario para que usted lo guarde con sus papeles.

***Este estudio tiene riesgos para el participante que no se han determinado al momento*** no

***Las consecuencias causadas por la decisión del participante de terminar la investigación es:*** no hay ninguna consecuencia para el participante

***Si hay alguna nueva información que se relacione con la disposición del participante de continuar este proyecto el participante sera informado*** sí, sera informado inmediatamente.

***El número aproximado de participantes en este estudio es de*** 10

\_\_\_\_\_  
Firma del Participante

\_\_\_\_\_  
Fecha

\_\_\_\_\_  
Firma del Investigador

\_\_\_\_\_  
Fecha

APPENDIX H  
DESCRIPTIVE STATISTICS AND FREQUENCY  
DISTRIBUTIONS FOR QUESTIONS 1 TO 13

### Descriptive Statistics and Frequency Distributions for Questions Q1 to Q 13.

#### Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
studying unnecessary	118	1.00	5.00	3.8898	1.05234
special ability	118	1.00	5.00	2.0593	.93637
difficult to learn	118	1.00	5.00	2.2627	.99079
more intelligent	118	1.00	5.00	3.2034	1.08257
learning painful	118	1.00	5.00	3.2203	1.19211
important to speak	118	1.00	5.00	3.0424	1.17956
irritated trying to understand	118	1.00	5.00	2.5678	1.21584
better opportunities	118	1.00	5.00	1.9746	1.02500
special ability	118	1.00	5.00	2.7797	1.10272
learning helpful	118	1.00	5.00	2.1271	1.01734
go abroad	118	1.00	5.00	3.0932	1.14718
takes more effort	118	1.00	5.00	2.6441	1.01716
language is exciting	118	1.00	5.00	2.6102	1.10966
Valid N (listwise)	118				

#### Frequency Distributions for Questions Q1 to Q 13.

##### special ability

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	31	26.3	26.3	26.3
agree	63	53.4	53.4	79.7
undecided	13	11.0	11.0	90.7
disagree	8	6.8	6.8	97.5
strongly disagree	3	2.5	2.5	100.0
Total	118	100.0	100.0	

##### difficult to learn

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	25	21.2	21.2	21.2
agree	56	47.5	47.5	68.6
undecided	20	16.9	16.9	85.6
disagree	15	12.7	12.7	98.3
strongly disagree	2	1.7	1.7	100.0
Total	118	100.0	100.0	



**more intelligent**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	4	3.4	3.4	3.4
agree	33	28.0	28.0	31.4
undecided	30	25.4	25.4	56.8
disagree	37	31.4	31.4	88.1
strongly disagree	14	11.9	11.9	100.0
Total	118	100.0	100.0	

**learning painful**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	15	12.7	12.7	12.7
agree	15	12.7	12.7	25.4
undecided	30	25.4	25.4	50.8
disagree	45	38.1	38.1	89.0
strongly disagree	13	11.0	11.0	100.0
Total	118	100.0	100.0	

**important to speak**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	7	5.9	5.9	5.9
agree	40	33.9	33.9	39.8
undecided	30	25.4	25.4	65.3
disagree	23	19.5	19.5	84.7
strongly disagree	18	15.3	15.3	100.0
Total	118	100.0	100.0	

**irritated trying to understand**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	27	22.9	22.9	22.9
agree	34	28.8	28.8	51.7
undecided	28	23.7	23.7	75.4
disagree	21	17.8	17.8	93.2
strongly disagree	8	6.8	6.8	100.0
Total	118	100.0	100.0	

**better opportunities**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	40	33.9	33.9	33.9
agree	58	49.2	49.2	83.1
undecided	9	7.6	7.6	90.7
disagree	5	4.2	4.2	94.9
strongly disagree	6	5.1	5.1	100.0
Total	118	100.0	100.0	

**special ability**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	4	3.4	3.4	3.4
agree	15	12.7	12.7	16.1
undecided	34	28.8	28.8	44.9
disagree	43	36.4	36.4	81.4
strongly disagree	22	18.6	18.6	100.0
Total	118	100.0	100.0	

**learning helpful**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	32	27.1	27.1	27.1
agree	55	46.6	46.6	73.7
undecided	21	17.8	17.8	91.5
disagree	4	3.4	3.4	94.9
strongly disagree	6	5.1	5.1	100.0
Total	118	100.0	100.0	

**go abroad**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	8	6.8	6.8	6.8
agree	33	28.0	28.0	34.7
undecided	32	27.1	27.1	61.9
disagree	30	25.4	25.4	87.3
strongly disagree	15	12.7	12.7	100.0
Total	118	100.0	100.0	

**takes more effort**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	15	12.7	12.7	12.7
agree	42	35.6	35.6	48.3
undecided	33	28.0	28.0	76.3
disagree	26	22.0	22.0	98.3
strongly disagree	2	1.7	1.7	100.0
Total	118	100.0	100.0	

**language is exciting**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	14	11.9	11.9	11.9
agree	52	44.1	44.1	55.9
undecided	28	23.7	23.7	79.7
disagree	14	11.9	11.9	91.5
strongly disagree	10	8.5	8.5	100.0
Total	118	100.0	100.0	

APPENDIX I  
DESCRIPTIVE STATISTICS, FREQUENCY DISTRIBUTIONS  
AND SEMANTIC DIFFERENTIATION SCALE FOR  
QUESTIONS 14 to 39

**Descriptive Statistics, Frequency Distributions, and Analysis of Adjective for  
Semantic Differentiation for Questions 14 to 39.**

**Descriptive Statistics for Questions 14 to 39.**

**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
US religious	118	1.00	4.00	2.1864	.88626
US peaceful	118	1.00	5.00	3.3220	.97736
US not materialistic	118	1.00	5.00	2.1271	1.09034
US polite	118	2.00	5.00	3.2797	.76108
US non-traditional	118	1.00	5.00	2.4661	.86412
US unemotional	118	1.00	5.00	2.6186	.87627
US ambitious	118	1.00	5.00	3.5508	.93915
US unreliable	118	1.00	5.00	2.4915	.90342
US lazy	118	1.00	5.00	2.5508	.97488
US casual	118	1.00	5.00	3.2288	.91904
US dirty	118	1.00	5.00	2.3898	.95214
US serious	118	1.00	5.00	2.5508	.90202
US corrupt	118	1.00	5.00	2.5678	.93807
NSS lazy	118	1.00	5.00	2.0085	1.06615
NSS peaceful	118	1.00	5.00	3.2034	.89212
NSS not materialistic	118	1.00	5.00	3.6864	1.02698
NSS serious	118	1.00	5.00	2.8051	.89880
NSS polite	118	1.00	5.00	3.2119	.92313
NSS ambitious	118	1.00	5.00	2.7712	1.20122
NSS casual	118	1.00	5.00	3.6441	1.02553
NSS not religious	118	1.00	5.00	2.9068	1.15461
NSS dirty	118	1.00	5.00	3.3475	.93715
NSS dishonest	118	1.00	5.00	2.9915	.78985
NSS unemotional	118	1.00	5.00	2.9322	.91267
NSS unreliable	118	1.00	5.00	2.7373	.86160
NSS non-traditional	118	1.00	5.00	2.3305	1.02160
Valid N (listwise)	118				

**Frequency Distributions, and Analysis of Adjective for Semantic  
Differentiation for Questions 14 to 39.**

**US religious**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	25	21.2	21.2	21.2
	2.00	27	22.9	22.9	44.1
	3.00	57	48.3	48.3	92.4
	4.00	9	7.6	7.6	100.0
Total		118	100.0	100.0	

**Religious**

**Non-religious**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>-2</b>	<b>-1</b>	<b>0</b>	<b>1</b>	<b>2</b>
25	27	57	9	0
-50	-27	0	9	0

$$(-77) + (9) = -68$$

**US peaceful**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	3	2.5	2.5	2.5
	2.00	21	17.8	17.8	20.3
	3.00	46	39.0	39.0	59.3
	4.00	36	30.5	30.5	89.8
	5.00	12	10.2	10.2	100.0
Total		118	100.0	100.0	

**Violent**

**Peaceful**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>-2</b>	<b>-1</b>	<b>0</b>	<b>1</b>	<b>2</b>
3	21	46	36	12
6	21	0	36	24

$$(60) + (-27) = 33$$

**US not materialistic**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	39	33.1	33.1	33.1
	2.00	43	36.4	36.4	69.5
	3.00	23	19.5	19.5	89.0
	4.00	9	7.6	7.6	96.6
	5.00	4	3.4	3.4	100.0
	Total	118	100.0	100.0	

<b>Materialistic</b>		<b>Non materialistic</b>		
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>-2</b>	<b>-1</b>	<b>0</b>	<b>1</b>	<b>2</b>
39	43	23	9	4
-78	-43	0	9	8

$$(-121) + (17) = -104$$

**US polite**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	14	11.9	11.9	11.9
	3.00	65	55.1	55.1	66.9
	4.00	31	26.3	26.3	93.2
	5.00	8	6.8	6.8	100.0
	Total	118	100.0	100.0	

<b>Impolite</b>		<b>Polite</b>		
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>-2</b>	<b>-1</b>	<b>0</b>	<b>1</b>	<b>2</b>
0	14	65	31	8
-0	-14	0	31	16

$$(47) + (-14) = 33$$

**US non-traditional**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	11	9.3	9.3	9.3
	2.00	57	48.3	48.3	57.6
	3.00	36	30.5	30.5	88.1
	4.00	12	10.2	10.2	98.3
	5.00	2	1.7	1.7	100.0
	Total	118	100.0	100.0	

<b>Traditional</b>		<b>Non-traditional</b>		
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>-2</b>	<b>-1</b>	<b>0</b>	<b>1</b>	<b>2</b>
11	57	36	12	2
-22	-57	0	12	4

$$(-79) + (16) = -63$$

**US unemotional**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	8	6.8	6.8	6.8
	2.00	49	41.5	41.5	48.3
	3.00	44	37.3	37.3	85.6
	4.00	14	11.9	11.9	97.5
	5.00	3	2.5	2.5	100.0
	Total	118	100.0	100.0	

<b>Emotional</b>		<b>Unemotional</b>		
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>-2</b>	<b>-1</b>	<b>0</b>	<b>1</b>	<b>2</b>
8	49	44	14	3
-16	-49	0	14	6

$$(-65) + (20) = -45$$



**US ambitious**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	3	2.5	2.5	2.5
	2.00	10	8.5	8.5	11.0
	3.00	42	35.6	35.6	46.6
	4.00	45	38.1	38.1	84.7
	5.00	18	15.3	15.3	100.0
	Total	118	100.0	100.0	

**Not ambitious****Ambitious**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>-2</b>	<b>-1</b>	<b>0</b>	<b>1</b>	<b>2</b>
3	10	42	45	18
-6	-10	0	45	36

$$(81) + (-16) = 65$$

**US unreliable**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	19	16.1	16.1	16.1
	2.00	35	29.7	29.7	45.8
	3.00	52	44.1	44.1	89.8
	4.00	11	9.3	9.3	99.2
	5.00	1	.8	.8	100.0
	Total	118	100.0	100.0	

**Reliable****Unreliable**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>-2</b>	<b>-1</b>	<b>0</b>	<b>1</b>	<b>2</b>
19	35	52	11	1
-38	-35	0	11	2

$$(-73) + (13) = -60$$

**US lazy**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	20	16.9	16.9	16.9
	2.00	32	27.1	27.1	44.1
	3.00	49	41.5	41.5	85.6
	4.00	15	12.7	12.7	98.3
	5.00	2	1.7	1.7	100.0
	Total	118	100.0	100.0	

**Hardworking****Lazy**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>-2</b>	<b>-1</b>	<b>0</b>	<b>1</b>	<b>2</b>
20	32	49	15	2
-40	-32	0	15	4

$$(-72) + (19) = -53$$

**US casual**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	2	1.7	1.7	1.7
	2.00	22	18.6	18.6	20.3
	3.00	52	44.1	44.1	64.4
	4.00	31	26.3	26.3	90.7
	5.00	11	9.3	9.3	100.0
	Total	118	100.0	100.0	

**Formal****Casual**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>-2</b>	<b>-1</b>	<b>0</b>	<b>1</b>	<b>2</b>
2	22	52	31	11
-4	-22	0	31	22

$$(53) + (-26) = 27$$

**US dirty**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	21	17.8	17.8	17.8
	2.00	45	38.1	38.1	55.9
	3.00	40	33.9	33.9	89.8
	4.00	9	7.6	7.6	97.5
	5.00	3	2.5	2.5	100.0
	Total	118	100.0	100.0	

<b>Clean</b>		<b>Dirty</b>		
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>-2</b>	<b>-1</b>	<b>0</b>	<b>1</b>	<b>2</b>
21	45	40	9	3
-42	-45	0	9	6

$$(-87) + (15) = -72$$

**US serious**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	15	12.7	12.7	12.7
	2.00	38	32.2	32.2	44.9
	3.00	53	44.9	44.9	89.8
	4.00	9	7.6	7.6	97.5
	5.00	3	2.5	2.5	100.0
	Total	118	100.0	100.0	

<b>Fun-loving</b>		<b>Serious</b>		
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>-2</b>	<b>-1</b>	<b>0</b>	<b>1</b>	<b>2</b>
15	38	53	9	3
-30	-38	0	9	6

$$(-68) + (15) = -53$$

**US corrupt**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	19	16.1	16.1	16.1
	2.00	29	24.6	24.6	40.7
	3.00	56	47.5	47.5	88.1
	4.00	12	10.2	10.2	98.3
	5.00	2	1.7	1.7	100.0
	Total	118	100.0	100.0	

<b>Honest</b>			<b>Corrupt</b>		
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
<b>-2</b>	<b>-1</b>	<b>0</b>	<b>1</b>	<b>2</b>	
19	29	56	12	2	
-38	-29	0	12	4	

$$(-67) + (16) = -51$$

**NSS lazy**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	46	39.0	39.0	39.0
	2.00	41	34.7	34.7	73.7
	3.00	19	16.1	16.1	89.8
	4.00	8	6.8	6.8	96.6
	5.00	4	3.4	3.4	100.0
	Total	118	100.0	100.0	

<b>Hardworking</b>			<b>Lazy</b>		
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
<b>-2</b>	<b>-1</b>	<b>0</b>	<b>1</b>	<b>2</b>	
46	41	19	8	4	
-92	-41	0	8	8	

$$(-133) + (16) = -117$$

**NSS peaceful**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	3	2.5	2.5	2.5
	2.00	17	14.4	14.4	16.9
	3.00	62	52.5	52.5	69.5
	4.00	25	21.2	21.2	90.7
	5.00	11	9.3	9.3	100.0
	Total	118	100.0	100.0	

<b>Violent</b>			<b>Peaceful</b>	
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>-2</b>	<b>-1</b>	<b>0</b>	<b>1</b>	<b>2</b>
3	17	62	25	11
-6	-17	0	25	22

$$(47) + (-23) = 24$$

**NSS not materialistic**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	4	3.4	3.4	3.4
	2.00	8	6.8	6.8	10.2
	3.00	38	32.2	32.2	42.4
	4.00	39	33.1	33.1	75.4
	5.00	29	24.6	24.6	100.0
	Total	118	100.0	100.0	

<b>Materialistic</b>			<b>Not materialistic</b>	
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>-2</b>	<b>-1</b>	<b>0</b>	<b>1</b>	<b>2</b>
4	8	38	39	29
-8	-8	0	39	58

$$(97) + (-16) = 81$$

**NSS serious**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	9	7.6	7.6	7.6
	2.00	30	25.4	25.4	33.1
	3.00	58	49.2	49.2	82.2
	4.00	17	14.4	14.4	96.6
	5.00	4	3.4	3.4	100.0
	Total	118	100.0	100.0	

<b>Serious</b>			<b>Fun loving</b>		
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
<b>-2</b>	<b>-1</b>	<b>0</b>	<b>1</b>	<b>2</b>	
9	30	58	17	4	
-18	-30	0	17	8	

$$(-48) + (25) = -23$$

**NSS polite**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	7	5.9	5.9	5.9
	2.00	14	11.9	11.9	17.8
	3.00	49	41.5	41.5	59.3
	4.00	43	36.4	36.4	95.8
	5.00	5	4.2	4.2	100.0
	Total	118	100.0	100.0	

<b>Impolite</b>			<b>Polite</b>		
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
<b>-2</b>	<b>-1</b>	<b>0</b>	<b>1</b>	<b>2</b>	
7	14	49	43	5	
-14	-14	0	43	10	

$$(53) + (-28) = 25$$

**NSS ambitious**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	24	20.3	20.3	20.3
	2.00	23	19.5	19.5	39.8
	3.00	33	28.0	28.0	67.8
	4.00	32	27.1	27.1	94.9
	5.00	6	5.1	5.1	100.0
	Total	118	100.0	100.0	

**Not ambitious****Ambitious**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>-2</b>	<b>-1</b>	<b>0</b>	<b>1</b>	<b>2</b>
24	23	33	32	6
-48	-23	0	32	12

$$(-71) + (44) = -27$$

**NSS casual**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	2	1.7	1.7	1.7
	2.00	15	12.7	12.7	14.4
	3.00	33	28.0	28.0	42.4
	4.00	41	34.7	34.7	77.1
	5.00	27	22.9	22.9	100.0
	Total	118	100.0	100.0	

**Formal****Casual**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>-2</b>	<b>-1</b>	<b>0</b>	<b>1</b>	<b>2</b>
2	15	33	41	27
-4	-15	0	41	54

$$(95) + (-17) = 76$$

**NSS not religious**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	15	12.7	12.7	12.7
	2.00	26	22.0	22.0	34.7
	3.00	45	38.1	38.1	72.9
	4.00	19	16.1	16.1	89.0
	5.00	13	11.0	11.0	100.0
	Total	118	100.0	100.0	

<b>Religious</b>			<b>Not-religious</b>		
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
<b>-2</b>	<b>-1</b>	<b>0</b>	<b>1</b>	<b>2</b>	
15	26	45	19	13	
-30	-26	0	19	13	

$$(-56) + (32) = -24$$

**NSS dirty**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	1	.8	.8	.8
	2.00	18	15.3	15.3	16.1
	3.00	55	46.6	46.6	62.7
	4.00	27	22.9	22.9	85.6
	5.00	17	14.4	14.4	100.0
	Total	118	100.0	100.0	

<b>Clean</b>			<b>Dirty</b>		
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
<b>-2</b>	<b>-1</b>	<b>0</b>	<b>1</b>	<b>2</b>	
1	18	55	27	17	
-2	-18	0	27	34	

$$(61) + (-20) = 41$$



**NSS dishonest**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	4	3.4	3.4	3.4
	2.00	18	15.3	15.3	18.6
	3.00	78	66.1	66.1	84.7
	4.00	11	9.3	9.3	94.1
	5.00	7	5.9	5.9	100.0
	Total	118	100.0	100.0	

<b>Honest</b>			<b>Dishonest</b>	
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>-2</b>	<b>-1</b>	<b>0</b>	<b>1</b>	<b>2</b>
4	18	78	11	7
-8	-18	0	11	14

$$(-26) + (25) = -01$$

**NSS unemotional**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	10	8.5	8.5	8.5
	2.00	17	14.4	14.4	22.9
	3.00	68	57.6	57.6	80.5
	4.00	17	14.4	14.4	94.9
	5.00	6	5.1	5.1	100.0
	Total	118	100.0	100.0	

<b>Emotional</b>			<b>Unemotional</b>	
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>-2</b>	<b>-1</b>	<b>0</b>	<b>1</b>	<b>2</b>
10	17	67	17	6
-20	-17	0	17	12

$$(-37) + (29) = -8$$

**NSS unreliable**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	7	5.9	5.9	5.9
	2.00	39	33.1	33.1	39.0
	3.00	53	44.9	44.9	83.9
	4.00	16	13.6	13.6	97.5
	5.00	3	2.5	2.5	100.0
	Total	118	100.0	100.0	

<b>Reliable</b>			<b>Unreliable</b>	
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>-2</b>	<b>-1</b>	<b>0</b>	<b>1</b>	<b>2</b>
7	39	53	16	3
-14	-39	0	16	6

$$(-53) + (22) = -31$$

**NSS non-traditional**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	28	23.7	23.7	23.7
	2.00	39	33.1	33.1	56.8
	3.00	39	33.1	33.1	89.8
	4.00	8	6.8	6.8	96.6
	5.00	4	3.4	3.4	100.0
	Total	118	100.0	100.0	

<b>Traditional</b>			<b>Non-traditional</b>	
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>-2</b>	<b>-1</b>	<b>0</b>	<b>1</b>	<b>2</b>
28	39	39	8	4
-56	-39	0	8	4

$$(-95) + (12) = -83$$

APPENDIX J  
DESCRIPTIVE STATISTICS AND FREQUENCY  
DISTRIBUTIONS FOR QUESTIONS 40 to 71

### Descriptive Statistics and Frequency Distributions for Questions Q 40 to Q 71.

#### Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
food similar	118	1.00	5.00	3.7627	.84406
work harder	118	1.00	5.00	3.0085	1.05000
more violent	118	1.00	5.00	3.0932	.77335
families bigger	118	1.00	5.00	2.1525	.83336
people poorer	118	1.00	5.00	2.0339	.81579
professional people	118	1.00	5.00	2.8983	.85124
less developed areas	118	1.00	4.00	2.2119	.70228
cities not well developed	118	1.00	5.00	2.1525	.83336
houses not as modern	118	1.00	5.00	2.2797	.87594
daily hygiene routines	118	1.00	4.00	2.3136	.92171
on time	118	1.00	5.00	3.0508	.76065
closer to families	118	1.00	5.00	2.5932	.93587
food is spicy	118	1.00	4.00	2.4407	.80109
dictators	118	1.00	5.00	3.0254	.84187
work outside the home	118	1.00	5.00	3.1695	.98106
drink more alcohol	118	1.00	5.00	2.9746	.91951
macho men	118	1.00	5.00	3.2712	.85396
more violent	118	1.00	5.00	3.0169	.82672
same house	118	1.00	4.00	2.1186	.70613
more materialistic	118	1.00	5.00	1.9068	.77335
political extremists	118	1.00	5.00	3.1356	.70305
education important	118	1.00	5.00	3.0763	1.10288
respect elders	118	1.00	5.00	2.7458	1.00585
personal hygiene	118	1.00	5.00	2.6102	.91553
well educated	118	1.00	5.00	3.3814	.78359
common	118	1.00	5.00	3.1525	.84355
governments unstable	118	1.00	5.00	2.7542	.88614
welfare	118	1.00	5.00	3.0847	.85311
speak English fluently	118	1.00	5.00	2.0932	1.02104
English to be taught	118	1.00	5.00	2.7542	1.17624
official language	118	1.00	5.00	2.0847	1.20948
spanish translations	118	1.00	5.00	2.6186	1.15410
Valid N (listwise)	118				

### Frequency Distributions for Questions Q 40 to Q 71.

#### food similar

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	2	1.7	1.7	1.7
agree	6	5.1	5.1	6.8
undecided	29	24.6	24.6	31.4
disagree	62	52.5	52.5	83.9
strongly disagree	19	16.1	16.1	100.0
Total	118	100.0	100.0	

#### work harder

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	4	3.4	3.4	3.4
agree	43	36.4	36.4	39.8
undecided	28	23.7	23.7	63.6
disagree	34	28.8	28.8	92.4
strongly disagree	9	7.6	7.6	100.0
Total	118	100.0	100.0	

#### more violent

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	5	4.2	4.2	4.2
agree	13	11.0	11.0	15.3
undecided	68	57.6	57.6	72.9
disagree	30	25.4	25.4	98.3
strongly disagree	2	1.7	1.7	100.0
Total	118	100.0	100.0	

**families bigger**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	23	19.5	19.5	19.5
agree	63	53.4	53.4	72.9
undecided	24	20.3	20.3	93.2
disagree	7	5.9	5.9	99.2
strongly disagree	1	.8	.8	100.0
Total	118	100.0	100.0	

**people poorer**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	30	25.4	25.4	25.4
agree	59	50.0	50.0	75.4
undecided	26	22.0	22.0	97.5
disagree	1	.8	.8	98.3
strongly disagree	2	1.7	1.7	100.0
Total	118	100.0	100.0	

**professional people**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	6	5.1	5.1	5.1
agree	29	24.6	24.6	29.7
undecided	56	47.5	47.5	77.1
disagree	25	21.2	21.2	98.3
strongly disagree	2	1.7	1.7	100.0
Total	118	100.0	100.0	

**less developed areas**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	14	11.9	11.9	11.9
agree	70	59.3	59.3	71.2
undecided	29	24.6	24.6	95.8
disagree	5	4.2	4.2	100.0
Total	118	100.0	100.0	

**cities not well developed**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	23	19.5	19.5	19.5
agree	63	53.4	53.4	72.9
undecided	24	20.3	20.3	93.2
disagree	7	5.9	5.9	99.2
strongly disagree	1	.8	.8	100.0
Total	118	100.0	100.0	

**houses not as modern**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	22	18.6	18.6	18.6
agree	51	43.2	43.2	61.9
undecided	36	30.5	30.5	92.4
disagree	8	6.8	6.8	99.2
strongly disagree	1	.8	.8	100.0
Total	118	100.0	100.0	

**daily hygiene routines**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	24	20.3	20.3	20.3
agree	46	39.0	39.0	59.3
undecided	35	29.7	29.7	89.0
disagree	13	11.0	11.0	100.0
Total	118	100.0	100.0	

**on time**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	5	4.2	4.2	4.2
agree	13	11.0	11.0	15.3
undecided	74	62.7	62.7	78.0
disagree	23	19.5	19.5	97.5
strongly disagree	3	2.5	2.5	100.0
Total	118	100.0	100.0	

**closer to families**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	13	11.0	11.0	11.0
agree	43	36.4	36.4	47.5
undecided	44	37.3	37.3	84.7
disagree	15	12.7	12.7	97.5
strongly disagree	3	2.5	2.5	100.0
Total	118	100.0	100.0	

**food is spicy**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	10	8.5	8.5	8.5
agree	59	50.0	50.0	58.5
undecided	36	30.5	30.5	89.0
disagree	13	11.0	11.0	100.0
Total	118	100.0	100.0	

**dictators**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	4	3.4	3.4	3.4
agree	23	19.5	19.5	22.9
undecided	62	52.5	52.5	75.4
disagree	24	20.3	20.3	95.8
strongly disagree	5	4.2	4.2	100.0
Total	118	100.0	100.0	

**work outside the home**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	4	3.4	3.4	3.4
agree	26	22.0	22.0	25.4
undecided	44	37.3	37.3	62.7
disagree	34	28.8	28.8	91.5
strongly disagree	10	8.5	8.5	100.0
Total	118	100.0	100.0	



**drink more alcohol**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	6	5.1	5.1	5.1
agree	25	21.2	21.2	26.3
undecided	61	51.7	51.7	78.0
disagree	18	15.3	15.3	93.2
strongly disagree	8	6.8	6.8	100.0
Total	118	100.0	100.0	

**macho men**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	4	3.4	3.4	3.4
agree	11	9.3	9.3	12.7
undecided	60	50.8	50.8	63.6
disagree	35	29.7	29.7	93.2
strongly disagree	8	6.8	6.8	100.0
Total	118	100.0	100.0	

**more violent**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	5	4.2	4.2	4.2
agree	20	16.9	16.9	21.2
undecided	65	55.1	55.1	76.3
disagree	24	20.3	20.3	96.6
strongly disagree	4	3.4	3.4	100.0
Total	118	100.0	100.0	

**same house**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	17	14.4	14.4	14.4
agree	76	64.4	64.4	78.8
undecided	19	16.1	16.1	94.9
disagree	6	5.1	5.1	100.0
Total	118	100.0	100.0	

**more materialistic**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	37	31.4	31.4	31.4
agree	58	49.2	49.2	80.5
undecided	21	17.8	17.8	98.3
disagree	1	.8	.8	99.2
strongly disagree	1	.8	.8	100.0
Total	118	100.0	100.0	

**political extremists**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	2	1.7	1.7	1.7
agree	12	10.2	10.2	11.9
undecided	76	64.4	64.4	76.3
disagree	24	20.3	20.3	96.6
strongly disagree	4	3.4	3.4	100.0
Total	118	100.0	100.0	

**education important**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	11	9.3	9.3	9.3
agree	26	22.0	22.0	31.4
undecided	32	27.1	27.1	58.5
disagree	41	34.7	34.7	93.2
strongly disagree	8	6.8	6.8	100.0
Total	118	100.0	100.0	

**respect elders**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	10	8.5	8.5	8.5
agree	41	34.7	34.7	43.2
undecided	43	36.4	36.4	79.7
disagree	17	14.4	14.4	94.1
strongly disagree	7	5.9	5.9	100.0
Total	118	100.0	100.0	

**personal hygiene**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	9	7.6	7.6	7.6
agree	51	43.2	43.2	50.8
undecided	38	32.2	32.2	83.1
disagree	17	14.4	14.4	97.5
strongly disagree	3	2.5	2.5	100.0
Total	118	100.0	100.0	

**well educated**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	1	.8	.8	.8
agree	13	11.0	11.0	11.9
undecided	50	42.4	42.4	54.2
disagree	48	40.7	40.7	94.9
strongly disagree	6	5.1	5.1	100.0
Total	118	100.0	100.0	

**common**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	1	.8	.8	.8
agree	26	22.0	22.0	22.9
undecided	50	42.4	42.4	65.3
disagree	36	30.5	30.5	95.8
strongly disagree	5	4.2	4.2	100.0
Total	118	100.0	100.0	

**governments unstable**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	6	5.1	5.1	5.1
agree	40	33.9	33.9	39.0
undecided	55	46.6	46.6	85.6
disagree	11	9.3	9.3	94.9
strongly disagree	6	5.1	5.1	100.0
Total	118	100.0	100.0	

**welfare**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	5	4.2	4.2	4.2
agree	19	16.1	16.1	20.3
undecided	59	50.0	50.0	70.3
disagree	31	26.3	26.3	96.6
strongly disagree	4	3.4	3.4	100.0
Total	118	100.0	100.0	

**speak English fluently**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	38	32.2	32.2	32.2
agree	46	39.0	39.0	71.2
undecided	22	18.6	18.6	89.8
disagree	9	7.6	7.6	97.5
strongly disagree	3	2.5	2.5	100.0
Total	118	100.0	100.0	

**English to be taught**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	23	19.5	19.5	19.5
agree	24	20.3	20.3	39.8
undecided	36	30.5	30.5	70.3
disagree	29	24.6	24.6	94.9
strongly disagree	6	5.1	5.1	100.0
Total	118	100.0	100.0	

**official language**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	53	44.9	44.9	44.9
agree	26	22.0	22.0	66.9
undecided	19	16.1	16.1	83.1
disagree	16	13.6	13.6	96.6
strongly disagree	4	3.4	3.4	100.0
Total	118	100.0	100.0	

**spanish translations**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	17	14.4	14.4	14.4
agree	48	40.7	40.7	55.1
undecided	26	22.0	22.0	77.1
disagree	17	14.4	14.4	91.5
strongly disagree	10	8.5	8.5	100.0
Total	118	100.0	100.0	