Examining the role of language attitudes and motivation on the sociocultural adjustment and the job performance of sojourners in Spain

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Abstract

This research examines the interrelationships of a number of variables relevant to the functioning of individuals making cross-cultural transitions, and the relationship of these variables to indices of sociocultural adaptation and job performance. The study examined 127 British university students who worked as English instructors for a short-term intensive English as a foreign language program, known as Enjoy English, which takes place in Spain. The British instructors were assessed initially during the training period and again at the end of their 4-week teaching assignment. The instructors completed a personal profile on their demographic characteristics, along with a questionnaire composed of measures assessing various affective attributes related to the language and culture of Spain, reasons for accepting employment in Spain, contact with Spanish speakers, job-related attitudes, perceptions regarding differences between the cultures of Spain and Britain, and sociocultural adaptation. At the end of the program the supervisors, who are Spanish teachers of English (n = 49), were asked to assess the British instructors on measures of job performance (i.e., teacher effectiveness). The results provide evidence suggesting that previous experiences with the culture and communicative competence can facilitate the successful sociocultural adaptation of sojourners to foreign cultural environments, but that this is not necessarily indicative of effective job performance. These results revealed a number of important relationships relevant for individuals who are employed abroad as foreign language instructors, for others planning to travel abroad and take up temporary employment and/or those faced with the task of training and selecting potential employees.

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1. Introduction

Research focusing on cross-cultural adaptation has identified a number of factors that contribute to the successful cross-cultural transition of “cultural travellers” including immigrants and sojourners. One theoretical framework that has received increasing attention and support in the research literature is the cultural learning approach. This approach views cross-cultural adaptation as a learning process and emphasizes the central role of intercultural contact in the learning and acquiring of the social skills of the new culture (Bochner, 1972). Based on this model of cultural contact, many studies have focused on the importance of effective communication skills and the ability to establish personal relationships as two key components influencing cross-cultural adaptation (Gudykunst & Hammer, 1988; Hammer, Gudykunst, & Wiseman, 1978; Hannigan, 1990; McGuire & McDermott, 1988).

There is no doubt that one of the most important factors in determining effective communication with members of the host community, and arguably the most central one, is one’s facility to speak their language. Indeed, if individuals making cross-cultural transitions are to communicate successfully across cultures they will be required, at least to some extent, to speak the language of the receiving community. Language skills are relevant to the performance of daily tasks and are important in establishing interpersonal relationships in a foreign country as they affect the quality and quantity of intercultural interactions. Few studies, however, have focussed specifically on the relationship between variables relating to second/foreign language acquisition and culture learning, though a number of researchers have suggested that one’s level of proficiency or fluency in the language of the host country is associated with general adaptation to the new culture. This relationship has been often attributed to the newcomers’ increased ability to use the language in interactions with members of the receiving culture (Gullahorn & Gullahorn, 1966; Sewell & Davidson, 1961).

Studies have found that language fluency bears a straightforward relationship to socio-cultural adjustment; it is associated with increased interaction with members of the host culture and a decrease in socio-cultural adjustment problems (Ward & Kennedy, 1993a). For this reason, it seems important to examine the role of language-related variables in facilitating foreign language acquisition and communication competence.

A number of studies have suggested that the relationship between language fluency and social interaction is most likely a reciprocal one, with increased language competence leading to greater participation in the host community which, in turn, leads to improved proficiency in the host language (Church, 1982; Clément, Noels & Deneault, 2001). As cultural travellers become increasingly fluent in the language of the receiving community, their ability to participate in various intercultural experiences is increased. According to this view, the development of language fluency and other communication competencies and the development of interpersonal relationships with members of the receiving community appear to function dynamically in the ongoing process of culture learning. Thus, foreign language skills provide the migrant with the means to establish the interpersonal relationships and social support that have been shown to facilitate culture learning and socio-cultural adjustment (Ward, 2004).

Language-related variables are crucial to the culture learning process and to socio-cultural adaptation, since they are considered key elements in language acquisition and effective intercultural communication. Studies have demonstrated that attitudinal and
motivational variables influence how successful an individual will be in learning another language (Masgoret & Gardner, 2003). For example, studies by Gardner and his associates have focussed attention on a set of related measures known as Integrativeness, which refers to an individual’s attitudes toward the foreign language community, an openness to other cultural groups in general, and a willingness and interest in engaging in social interactions with members of the foreign language community (Gardner & Clément, 1990).

Numerous studies have demonstrated that integrativeness is positively associated with second language motivation and subsequent proficiency (Gardner, 1985, 2000; Masgoret & Gardner, 2003). The underlying dynamics have been attributed to the association of such variables with higher levels of intercultural contact and linguistic self-confidence. Linguistic self-confidence refers to the belief in being able to communicate in an adaptive and efficient manner when using the second language (Clément & Bourhis, 1996). Studies have demonstrated that one’s confidence in using a second language is an important predictor of foreign language proficiency (Clément, 1980; Clément, Dörnyei, & Noels, 1994).

Although numerous studies have investigated the importance of language-related attitudes and motivation to success in learning a second language in formal language learning contexts, little research has examined the role played by these variables in sojourning populations where language acquisition is often informal and incidental. The issue of second language acquisition is relevant to the sojourners’ facility in performing daily tasks and establishing interpersonal relationships in a foreign country since it plays a pivotal role in their ability to communicate with members of the second language community.

1.1. Contact with members of the host community

Contact with the host community has been shown to influence cross-cultural adaptation by providing sojourners with the opportunity to identify with members of the host community and gain a better understanding of the culture. Some researchers have considered positive interactions with members of the host community to be a necessary condition for effective sojourner adjustment (Brein & David, 1971; Klineberg & Hull, 1979). Church (1982) argues that a number of barriers may interfere in the establishment of effective communication between members of different cultures. These “barriers” may include language difficulties, attitudes toward the host culture, and/or inaccurate expectations about socio-cultural difficulties.

1.2. Affective variables related to the language and culture of the host community

Since effective communication skills have been shown to contribute to the successful socio-cultural adjustment of sojourners, it seems important to examine the role of second language proficiency in facilitating this communication. One model that focuses attention on a number of attitude and motivation variables that have shown to be important in second language acquisition is Gardner’s (1985, 2000) socio-educational model of second language acquisition. The attitude/motivation test battery (AMTB; Gardner, 1985) is composed of a set of measures assessing affective components that are associated with second language achievement in Gardner’s model. Research using the AMTB has demonstrated that a primary determinant of achievement in the second language is
motivation, and the other classes of variables such as integrativeness and attitudes toward the learning situation are important largely because they serve as foundations for this motivation (Gardner, 1985, 2000; Masgoret & Gardner, 2003).

Although this model and its associated measures have typically been applied to second language students in formal classroom learning situations, there is reason to believe that many of the same variables are related to the successful communication of sojourners. That is, although many sojourners do not receive formal instruction in the language spoken by their host community, it seems reasonable to predict that motivation and integrativeness along with other variables such as apprehension in using the language, will be associated with their success in acquiring the second language informally. This success may be partly due to the individual’s exposure to the language since those who have high levels of motivation and integrativeness and low levels of language use anxiety will tend to express a stronger interest in communicating and interacting with members of the other language community. This was demonstrated in a causal modeling study by Masgoret and Gardner (1999) which showed that positive attitudes toward the majority language and the majority language group lead to higher levels of contact with English-speaking Canadians in a sample of Spanish immigrants living in Canada.

1.3. Expectancies and perceived cultural differences

Sojourners’ expectations regarding the culture of the host community have frequently been regarded as important to cross-cultural adaptation (Bochner, 1986; Weissman & Furnham, 1987). This is reflected by many cross-cultural training techniques that assume adjustment will be facilitated by teaching newcomers what to expect in the host country (Kim, 1988; Landis & Brislin, 1983). Studies have suggested that such factors as general knowledge about a new culture (Pruitt, 1978) and previous experience abroad (Klineberg & Hull, 1979) play an important role in relation to cross-cultural adjustment. Similarly, a study by Parker and McEvoy (1993) found that greater international experience tended to enhance adjustment and the ability to deal with a new cultural environment. Further research has found that sojourner adjustment tends to increase over time as the individual acquires culture-specific knowledge and learns to deal with socio-cultural and psychological stress (Ward & Kennedy, 1994).

A small number of studies have considered the role of more general cultural expectations within the socio-cultural adaptation framework. One approach has been to consider the influence of sojourners’ expectations on their adaptation processes by focusing on their expectation-experience discrepancies. For example, Searle and Ward (1990) examined the “what-you-expect-is-what-you-get” phenomenon and found that expectations about cross-cultural difficulties were related to actual difficulties in sojourner adaptation. Similarly, Hawes and Kealey (1980) reported significant relationships between sojourners’ expectations of a positive sojourn and competent performance on overseas assignments in a sample of Canadian technical assistants. Both of these studies, however, relied on retrospective ratings of expectations whose accuracy may have been influenced by the actual experiences of sojourners.

A concept related to expectations is that of cultural distance which has been defined as the perceived similarities and differences between culture of origin and culture of contact. Ward and her colleagues have found consistent support for their “cultural fit” hypothesis through a series of studies demonstrating that sojourners, who perceive more similarities
between the host culture and their own, also experience higher levels of adjustment (Ward, Bochner, & Furnam, 2001, p. 95). These researchers have suggested that as cultural distance increases, individuals tend to have more difficulty learning new culture-specific skills that are needed for effective cross-cultural adjustment (Furnham & Bochner, 1986; Ward, 2001).

1.4. Cross-cultural transition and job performance

An additional variable related to the cross-cultural adjustment of sojourning workers is job performance. One theoretical model developed by Aycan (1997) distinguishes between three types of adjustment, psychological, socio-cultural, and work adjustment. According to this framework, work adjustment is defined as effective job performance, the success in accomplishing work goals, and organizational commitment to the local work unit. This conceptual model proposes that positive work adjustment is associated with the other two types of adjustment (i.e., psychological and socio-cultural) as well as a number of sojourner characteristics such as technical competence, previous experience abroad, social skills, and individual differences such as extraversion and cultural flexibility. Although this model has offered a valuable framework in which to conceptualize the cross-cultural adjustment of expatriates, researchers have also argued that this type of model tends to generalize adjustment processes to all or most of these individuals regardless of the location and the cultural environment in which they are employed (Ward, Bochner, & Furnham, 2001). According to this view, empirical research should focus on specific determinants of adjustment while considering culture specific characteristics of interest, such as the degree of difference between the host community and that of the sojourner as well as the nature of employment in question, that are particular to certain cross-cultural situations.

Most research on the job performance of sojourners has focused on what are considered expatriates, many of whom are employees in managerial and professional roles. These are individuals who have most frequently been relocated by their employers to work and live temporarily in countries where the organization is conducting business. Although other types of work-related travel that have not been studied, such as teaching English as a second language in another country, may differ in some ways, many of the socio-cultural problems that these sojourners encounter are similar to those experienced by business travelers.

Other types of related variables that have been proposed to influence the job performance of sojourning employees relate to their attitudes toward the job as well as their motivation for accepting employment. Although these attitudinal and motivational variables seem important, they have been given little attention by researchers and corporations, and this oversight has been considered to be a contributing factor to the high attrition rate of expatriate employees (Spiess and Wittmann, 1999).

A review of the literature reveals that research on sojourning populations tends to focus on predicting cross-cultural adjustment by examining pre-departure variables and monitoring the changes that occur over time. Much of this research has tended to focus on international business people or on international students who are studying abroad for a limited period of time (Redmond, & Bunyi, 1993; Rohrlitch, & Martin, 1991; Takai, 1989). This study investigates these relationships further by examining the adaptation of sojourners who are employed abroad as language instructors, and focuses attention on
how the influence of attitudes and motivation toward learning the language of the host community are related to their adjustment.

1.5. The current study

This study directs attention to a number of variables that are relevant to the cross-cultural transition of an increasingly common genre of sojourner, the foreign language instructor who travels abroad to take on employment for relatively short periods of time. The study focuses particularly on the relationships among variables that are relevant to the adjustment of sojourners working abroad as English instructors in Spain and includes affective variables related to the language and culture of the host community, contact with members of that community, perceived cultural differences, job-related attitudes, and reasons for taking on employment in Spain. This study is unique in that it examines the relationships between a number of relevant variables related to both language acquisition and culture learning, and the relationship of these variables to sojourner adjustment and job performance, and examines how these variables change over time.

The main objectives and guiding hypotheses of the study are

(1) To examine the relationships among affective variables relating to the language and culture of the host community. It is hypothesized that attitudinal and motivational factors similar to those consistently found in research dealing with formal second language learning contexts will emerge for sojourners whose language learning is largely informal and incidental. Moreover, these affective factors are expected to remain relatively stable over time.

(2) To examine the relationship between affective factors associated with the language and culture of the receiving community and the sociocultural adaptation of sojourners. In line with models of sojourner adaptation and theories of second language learning emphasizing the importance of social interaction, it is hypothesized that factors assessing attitudes towards the receiving community, and linguistic self-confidence to interact with members of the community will be positively related to sociocultural adjustment.

(3) To examine the relationship between a number of demographic and contextual variables, and measures assessing sociocultural adaptation and job performance. Although one objective of this analysis was to assess a number of variables for exploratory purposes, certain hypothesized relationships based on previous research will be examined. Based on the findings of the research mentioned above, it is hypothesized that demographic characteristics, such as previous experience with the host language, and contextual variables including cultural distance and contact with Spanish speakers will be related to positive sociocultural adjustment. It is also hypothesized that job-related attitudes will positively relate to higher levels of job performance.

(4) To assess the changes that occur in the sojourners’ attitudes and adaptation during their time abroad. Based on previous research assessing language-related attitudes and motivation it is hypothesized that foreign language proficiency will increase while language use anxiety will decrease over time. Similarly, previous research has demonstrated that sociocultural adaptation follows a learning curve pattern over time. Thus, it is predicted that positive adaptation will increase as sojourners learn to negotiate their new cultural environment.
The setting for the study involved a short-term intensive English as a Foreign Language program, known as Enjoy English, which has been operating in Spain since 1995. Enjoy English is a 4-week intensive activity-based program held during the month of July (4 h a day, 5 days a week). Each year this program involves approximately 1500 students (ages 5 to 14), 150 language instructors, and 50 supervising coordinators who are Spanish teachers of English. The program is activity-based and employs British university students who are recruited to work as English language instructors for groups of Spanish elementary students in a number of schools across Spain. The programmed activities are led by the English instructors, and these instructors are supervised by Spanish teachers of English. Both groups receive training prior to the beginning of the program.

Like many exchange or immersion programs, Enjoy English attempts to foster intercultural contact and is based on the premise that such contact promotes favourable intergroup relations that are conducive to foreign language acquisition. The British instructors stay with host Spanish families during the program. This exposure to members of the host community allows the instructors to learn more about the community, language, and culture of Spain.

2. Method

2.1. Participants

The sample consisted of 127 university students (104 females, 23 males) from Great Britain working abroad as English language instructors. They ranged in age from 18 to 36 years ($M = 20.87$, $SD = 2.44$). The supervisors of the program (49 Spanish teachers of English) completed measures assessing the job performance of the British instructors they supervised.

2.2. Procedure

The instructors were tested in two stages. The first testing session was conducted before the beginning of the language program, during the training period. During this testing session, participants completed a personal profile on their language history and their reasons for seeking employment in Spain, along with a questionnaire containing a self-report measure of Spanish proficiency, affective measures relating to the language and culture of Spain, perceived cultural differences, attitudes toward teaching English and expectations regarding the difficulties they anticipated in adapting to the Spanish cultural milieu.

The second testing session was conducted in the last week of the program. In this session, the instructors completed the same questionnaire based on their experiences after the training period and 4-week teaching assignment. The second questionnaire also included additional measures assessing contact within the community, and job-related attitudes.

Finally at the end of the program, the supervisors, who each supervised four instructors on average during the program, evaluated the job performance of each of the monitors they supervised based on several indices of teacher effectiveness.
2.3. Measures completed by the monitors

Participants were asked to provide information regarding the following five variables referring to their background characteristics.

2.4. Background characteristics

1. Number of languages: Participants were asked to indicate the languages, other than their native language, that they speak fluently.
2. Spanish studies: Participants were asked to report the amount of time (if any) that they had studied Spanish in school.
3. Time Spent in Spanish Milieu: Participants were asked to indicate how much time they had spent in a Spanish-speaking country.

2.5. Reasons for employment

Four items assessed the monitors’ reasons for participating in the program. Each item was presented using a 5-point scale ranging from Very Important (1) to Not at all Important (5). These four items assessed the extent to which sojourners accepted employment for the following reasons:

4. Summer employment.
5. Teaching experience.
7. Meet Spanish People.

2.6. Contact

The following two measures required participants to indicate their frequency of contact with both Spanish- and English-speakers in three areas: social activities, employment activities, and activities within the host family residence. Ratings were made on a 5-point scale ranging from “never” (1) to “very often” (5).

8. Spanish contact.
9. English contact.

2.7. Affective measures

The following nine single-item measures were adapted from the short form of the Attitude Motivation Test Battery (Mini-AMTB; Gardner, 1985). The items were presented using a 7-point scale format ranging from a negative response to a positive response.

10. Integrative orientation: This measure refers to one’s orientation to learn language in order to interact with members of the second language community.

\(^1\)For those scales containing more than one item, the Cronbach reliability coefficients are provided for both the pre- and post-test where applicable.
11. **Attitudes toward members of the Spanish community**: This measure assesses one’s reactions toward members of the Spanish-speaking community.

12. **Attitudes toward living with a Spanish family**: This measure asks respondents to indicate their attitude (or expected attitude) toward living with a Spanish family during their stay abroad.

13. **Interest in Foreign languages**: This measure requires respondents to indicate their general interest in learning foreign languages.

14. **Desire to learn Spanish**: This measure refers to the one’s particular desire to learn the foreign language to which one is exposed.

15. **Motivational intensity**: This measure refers to the amount of effort expended by the respondent to learn Spanish.

16. **Attitudes toward learning Spanish**: This measure requires respondents to indicate their feelings about learning Spanish.

17. **Instrumental orientation**: This measure assesses one’s orientation to learn Spanish for pragmatic reasons.

18. **Spanish use anxiety**: This measure assesses the respondents’ feelings of concern when faced with speaking Spanish. High scores indicate feelings of anxiety.

2.8. **Self-ratings of Spanish proficiency**

The following measure assessed self-ratings of proficiency in Spanish.

19. **CanDo** (pre-test, $\alpha = .95$, post-test, $\alpha = .94$). Participants rated their Spanish proficiency using a modification of the CanDo measure developed by Clark (1984). As used in this study, this 8-item measure required individuals to rate their ability to perform specific behaviours involving speaking and understanding Spanish. A sample speaking item is, “Speak Spanish well enough to order a meal in a restaurant.” Ratings were made on a 7-point scale ranging from “very difficult for me” (1) to “very easy for me” (7).

2.9. **Job-related attitudes**

The instructors completed four attitudinal measures developed to assess aspects relevant to the context of the Enjoy English program. The following measures were presented with the mini-AMTB items using a 7-point rating ranging from a negative response to a positive response.

20. **Attitudes toward teaching English**: This measure refers to the instructors’ general attitudes toward teaching English.

The following three single-item post-test measures were administered at the end of the program to assess the instructors’ attitudes toward the program. These measures were aggregated to form one measure assessing Attitudes toward the enjoy english program ($\alpha = .72$).

21. **Program evaluation**: This item refers to the instructors’ beliefs regarding the quality of the Enjoy English program.
22. **Recommend program**: This item assesses the degree to which the instructor would recommend the Enjoy English program.

23. **Personal experience**: This item refers to the degree to which the instructor considers his or her experience working in the Enjoy English program to be a valuable one.

### 2.10. Cultural differences

The following measure assessed the individual’s expectations and perceptions regarding differences between the heritage culture and the host culture.

24. **Cultural distance** (Ward & Searle, 1991; pre-test, $\alpha = .70$, post-test, $\alpha = .76$). This 7-item measure required respondents to indicate, using a 5-point scale, the extent of the differences they perceived between their own cultural backgrounds and that of Spanish cultural life on various dimensions (e.g., “values”, “family structure and family life”).

### 2.11. Socio-cultural adaptation

The following two ten-item measures were adapted from Furnham and Bochner (1982) and required participants to indicate, on a six-point scale, the degree of expected difficulty and actual difficulty they perceived in a number of situations during their stay abroad.

25. **Expected socio-cultural adaptation** ($\alpha = .80$). This scale was concerned with how much difficulty (positively keyed) the students expected to experience when they first arrived in the new country.

26. **Sociocultural adaptation** ($\alpha = .79$). This scale is based on the same items as the Expected Sociocultural Adjustment scale but assessed the amount of difficulty the individuals actually experienced in those same situations during their stay abroad.

### 2.12. Measures completed by the supervisors

The following two measures were obtained from the supervisors at the end of the 4-week program.

27. **Instructor’s relative job performance**: This measure required the supervisors to place each instructor that he or she supervised on a number line ranging from 0 (poorest performance) to 100 (highest performance) based on his/her relative job performance in relation to the other instructors.

28. **Supervisor’s evaluation of monitor teaching performance** ($\alpha = .94$). This scale required supervisors to assess monitors, on a 7-point scale ranging from “very poor” (1) to “excellent” (7), according to how well they performed the following eight teaching behaviours: Organization, Clarity, Enthusiasm, Rapport with Students, Promoting Self-Confidence, Promoting Autonomy, Encouraging Cultural Awareness, Promoting Language Interaction.

### 2.13. Analyses of the data

A number of statistical analyses were conducted to assess the hypotheses proposed above. To assess hypothesis 1, factor analyses were conducted on the affective variables
assessing language-related attitudes and motivation for both the pre- and post-testing periods. To address the second hypothesis, the factor scores obtained from the above analyses were correlated with the measure of sociocultural adaptation. Zero-order correlations were computed to address the third hypothesis examining the relationships between demographic and contextual variables, and the measures of sociocultural adaptation (expected and actual) and job performance. Finally, paired t-tests were conducted to assess the changes that occurred in the sojourners attitudes and sociocultural adaptation from the pre- to the post-testing period (Hypothesis 4).

3. Results

3.1. Relationship among language-related attitudes and motivation

One objective of this study was to examine the relationships among various affective variables that have been found to influence second language acquisition. Factor analyses were conducted in order to examine the underlying structure of the relationships among the language attitude and motivation measures.

The nine attributes assessed by the mini-AMTB plus the CanDo measure of Spanish proficiency, were subjected to a Principal Components analysis with varimax rotation. Analyses were conducted independently among the pre- and the post-test measures in order to examine the underlying structure of the relationships among the language attitude, motivation, and achievement measures in the sojourners. In addition to defining the major dimensions, a comparison between the pre- and post-test analyses provided additional information regarding the stability of the major dimensions over time.

Application of Cattell’s (1966) scree test suggested that three factors accounted for the correlations among the measures for both the pre- and the post-tests. These factors accounted for 63% and 69% of the variance for the pre- and post-tests, respectively. The varimax rotated factor matrices are presented in Table 1.

As shown in Table 1, Factor I obtained appreciable positive loadings (greater than .30) from seven variables, three measures of motivation (Desire to learn Spanish, Attitudes toward Learning Spanish, and Motivational Intensity), two measures of Integrativeness (Interest in Foreign Languages, Integrative Orientation), and the measures of Instrumental Orientation, and Self-Ratings of Spanish proficiency. This pattern of loadings suggests that individuals who were high on this dimension had an openness to identify with the host language community and a strong motivation to learn Spanish. Such individuals also tended to report higher levels of instrumental orientation, and Spanish proficiency. This factor is very similar to the Integrative Motive factor obtained in many studies of second language acquisition (see, for example, Clément, Gardner & Smythe, 1980).

In terms of the post-test measures, a similar structure emerged for Factor I. In addition to the same motivation and integrativeness measures that emerged on the pre-test, Attitudes toward Spanish People also obtained an intermediate loading on Factor I. This finding suggests that group specific attitudes, which usually form part of the Integrativeness component, tended to emerge only on the post-test since these attitudes may not have been clearly established by sojourners upon arrival in the foreign country.

Factor II from the pre-test data obtained high loadings from two variables. A high positive loading was obtained for Self-Reported Spanish Proficiency, while a high negative loading was obtained from the measure of Spanish Use Anxiety. These loadings suggest

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that individuals who reported low levels of anxiety in terms of communicating in Spanish, tended to consider their ability to speak and understand Spanish to be relatively strong. This factor describes the individual who is comfortable when using Spanish, and who perceives him or herself as proficient in the language. Consistent with Clément’s (1980) conceptualization, this factor is best defined as linguistic self-confidence. According to Clément (1980), linguistic self-confidence is defined by low levels of language-related anxiety, and positive perceptions regarding one’s proficiency in the second language.

Four additional variables defined Factor II in the post-test analysis, one measure of Integrativeness (Interest in Foreign Languages), and the three measures of Motivation (Desire to Learn Spanish, Motivational Intensity, and Attitudes toward Learning Spanish), suggesting that some changes occurred in this dimension from the pre-test to the post-test period. This structure suggests that at the end of the sojourners’ stay abroad, linguistic self-confidence had a positive motivational component such that those individuals who reported high levels of Motivation to learn the language tended to report low levels of Language Anxiety and high levels of self-reported language proficiency.

Two variables received high loadings on Factor III on the pre-test data. Positive loadings were obtained by two attitude measures, Attitudes toward Spanish People, and Attitudes toward living with a Spanish Family. The composition of this factor suggests that individuals who had positive attitudes toward Spanish people also reported favourable attitudes toward cohabitating with a Spanish family during their stay in Spain. This structure was also obtained with the post-test data suggesting that the Attitudes toward Spanish People factor is consistent across time.

### 3.2. Relationship of the factors with pre- and post-test indices of adaptation

The preceding factor analyses indicated how the various attitudinal and motivational measures relevant to second language learning related to one another. The purpose of the
present section is to investigate the relationships between these affective dimensions and socio-cultural adjustment.

Table 2 presents the correlations of the factor scores on the pre-test analysis with socio-cultural adjustment, in terms of expected (pre-test) and actual (post-test) experiences. As shown in the table, the correlations involving the linguistic self-confidence dimension are significant, and relatively consistent with one another from time 1 to time 2. Furthermore, the factor score for Attitudes toward Spanish People in the pre-test correlated positively with expected adaptation in the pre-test. If we direct attention to the correlations between these factor scores and the measure of adaptation in the post-test analysis (see lower section of Table 2), there are significant positive correlations involving the Attitudes toward Spanish People and Linguistic Self-confidence factors.

These results indicate that although there exists a clear relationship between language related attitudes and motivation and how well individuals adapt to a new culture, some factors are more highly related than others to indices of adaptation. While linguistic self-confidence consistently shows a strong positive relationship with socio-cultural adaptation in terms of both expected and actual experiences, Attitudes toward Spanish People shows a relatively weaker relationship. This is to be expected, however, since it is assumed that the operant factor relating to the role of language in the socio-cultural adaptation process is the individual’s language ability and ease of communication with members of the host culture. Although the two factors, Integrative Motive and Attitudes toward Spanish People, contribute to language proficiency they play a less prominent role in socio-cultural adaptation. Instead, it is the individual’s linguistic self-confidence that plays the primary role in adaptation.

3.3. Relationships between sojourner measures, socio-cultural adaptation and job performance

The preceding analyses indicate how language attitudes and motivation related to one another and to measures of socio-cultural adaptation. The purpose of this section is to assess the role played by a number of demographic and contextual variables relevant to cross-cultural transition as they relate to socio-cultural adaptation and job performance. Correlations were calculated between measures assessing cultural distance, contact with

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<th>Affective dimensions</th>
<th>Socio-cultural adjustment</th>
<th>Pre-test factors scores</th>
<th>Actual (post-test)</th>
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<td>Integrative motive</td>
<td>.14</td>
<td>.17</td>
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<tr>
<td>Linguistic self-confidence</td>
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<td>.35***</td>
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<tr>
<td>Attitudes toward Spanish people</td>
<td>.27**</td>
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<tr>
<th>Post-test factor scores</th>
<th>Expected (pre-test)</th>
<th>Actual (post-test)</th>
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<tr>
<td>Integrative motive</td>
<td>—</td>
<td>.17</td>
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<tr>
<td>Linguistic self-confidence</td>
<td>—</td>
<td>.41***</td>
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<tr>
<td>Attitudes toward Spanish people</td>
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<td>.33**</td>
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Note: **p < .01, two-tailed, ***p < .001.
the host and heritage communities, job-related attitudes, and indices of adjustment and job performance to investigate specific characteristics of the sojourners that relate to their success in both of these areas when making a cross-cultural transition. Furthermore, attention was directed toward three demographic variables relating to language and previous cross-cultural experiences, number of languages spoken, previous Spanish studies, and the amount of time spent in Spanish speaking countries.

The measures assessing contact and attitudes toward the program were only administered on the post-test, whereas the demographic variables were assessed on the pre-test only. In order to assess the job performance of the sojourners, a job performance score was calculated by summing the scores for the two sets of measures obtained from the supervisors (i.e., Monitor’s Relative Job Performance plus the Supervisors’ Evaluation of Monitor Teaching Performance). Thus, the following classes of measures were correlated with both expected and actual levels of socio-cultural adjustment as well as the aggregate measure of job performance:

(a) background characteristics (pre-test),
(b) reasons for employment (pre- and post-tests),
(c) Perceived cultural distance (pre- and post-tests),
(d) Job-related attitudes (pre- and post-tests),
(e) Contact (post-test).

Table 3 presents the correlations between the pre-test measures and measures of both socio-cultural adaptation (pre- and post-tests) and job performance. The results show significant relationships between all of the demographic variables assessing cross-cultural background characteristics and both expected and actual socio-cultural adaptation. This finding highlights the relevance of language-related variables in the process of successful cross-cultural adaptation. Moreover, these results are consistent with previous studies indicating that background variables such as general knowledge about a new culture (Pruitt, 1978), previous experience abroad (Kennedy, 1999; Klineberg & Hull, 1979), and greater international experience (Parker and McEvoy, 1993), tend to enhance adaptation and the ability to deal with a new cultural environment. The results also indicate that those individuals who reported a desire to interact with Spanish people as an important motivator for undertaking employment in Spain, also reported higher levels of both expected (pre-test) and actual (post-test) socio-cultural adjustment. Finally, a strong relationship was found between expected adaptation and one’s reported level of adaptation at the end of the program. This is consistent with what Searle and Ward (1990) have termed the “what-you-expect-is-what-you-get” phenomenon in which one’s expectations about cross-cultural encounters are related to the actual adaptation of sojourners.

In terms of job performance, however, Table 3 shows that none of the relevant sojourner measures examined in the pre-test, including socio-cultural adjustment, were associated with the supervisors’ evaluations of their job performance at the end of the program. This result is not consistent with Aycan’s (1997) model of expatriate adjustment, which proposes that such variables as cross-cultural experience and relational skills are antecedents of socio-cultural, psychological and work adjustment. Instead, the present finding suggests that although these sojourner characteristics are associated with positive cross-cultural adjustment in handling non-work-related difficulties associated with functioning effectively in the new society, this does not relate directly to effectiveness in
the work setting as assessed by supervisor evaluations. This inconsistency is likely due to the nature of the present employment situation. Aycan’s (1997) model, and the research it is based on, refer primarily to expatriate individuals in managerial positions who are most often required to interact with members of the host community in the foreign language as an important aspect of their job, whereas the present study focussed on sojourners employed to teach their native language to children of the foreign language community. Therefore, in the present context, effective communication in the workplace primarily involved the use of the sojourner’s native language, English.

When attention is directed toward the relationships between the post-test measures and those assessing socio-cultural adaptation at the end of the program (see Table 4), the results demonstrate a moderate relationship between Spanish contact and socio-cultural adjustment offering some support for the notion that contact with members of the new culture is an important component of adjustment for sojourners. As indicated in Table 4, relationships did exist between certain sojourner variables and their job performance when considering their responses on the post-test. Here, those individuals who reported wanting to learn about a new culture (i.e., Cultural experience) as an important reason for accepting employment, and who also reported having many Spanish contacts within the community, tended to be evaluated negatively by their supervisors, whereas those individuals reporting positive attitudes toward the program, and those who perceived very few discrepancies between their native culture and the Spanish culture tended to be evaluated positively.

These findings suggest that, at least in the present context, although sojourners who had more contact with members of the Spanish community tended to experience fewer difficulties functioning competently in that community, this contact as well as the desire to

<table>
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<tr>
<th>Sojourner variables</th>
<th>Socio-cultural adjustment</th>
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<tr>
<td>Pre-test variables</td>
<td>Pre-test (expected) n</td>
<td>Post-test (actual) n</td>
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<tr>
<td>Background Characteristics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of languages</td>
<td>118 .24** 102 .24* 96 .01</td>
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</tr>
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<td>Spanish Studies</td>
<td>118 .33*** 102 .29** 96 -.09</td>
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<tr>
<td>Time in Spanish Milieu</td>
<td>118 .31** 102 .26** 96 -.09</td>
<td></td>
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<tr>
<td>Reasons for employment</td>
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<tr>
<td>Summer employment</td>
<td>118 -.11 102 .07 96 .04</td>
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<tr>
<td>Teaching experience</td>
<td>118 .04 102 .06 96 .05</td>
<td></td>
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<tr>
<td>Cultural experience</td>
<td>118 .08 102 .10 96 -.05</td>
<td></td>
</tr>
<tr>
<td>Meet Spanish people</td>
<td>118 .23* 102 .26** 96 -.11</td>
<td></td>
</tr>
<tr>
<td>Perceived cultural differences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cultural distance</td>
<td>114 -.04 98 .01 92 -.05</td>
<td></td>
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<tr>
<td>Job-related attitudes</td>
<td></td>
<td></td>
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<tr>
<td>Atts. tw. teaching Eng.</td>
<td>118 .10 102 -.10 96 .04</td>
<td></td>
</tr>
<tr>
<td>Socio-cultural adjustment (expected)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Socio-cultural adjustment (pre-test)</td>
<td>—</td>
<td>102 .68*** 95 -.09</td>
</tr>
</tbody>
</table>

Note: * p<.05, two-tailed, ** p<.01, two-tailed, ***p<.001, two-tailed.
learn about the culture of Spain (Cultural experience) tended to have a negative impact on the supervisors’ evaluations of their job performance. As mentioned above, these findings are likely attributable to the job situation of the English instructors which did not require them to maintain any Spanish communication with members of the host community, aside from interactions with the host families with whom they were living.

Overall, these findings are consistent with, and lend support to, the facilitating role of effective communication to successful cross-cultural adaptation (Gudykunst & Hammer, 1988; McGuire & McDermott, 1988). Because of the importance of language to effective cross-cultural communication and the ability to establish contacts within the host community, it is not surprising that these variables play a significant role in one’s degree of adaptation to the new culture. These relationships converge with previous research by suggesting that language ability and a desire to communicate with members of the host language community tend to facilitate the sojourner’s participation in the host community (Gullahorn & Gullahorn, 1966; Sewell & Davidson, 1961). Moreover, these findings are consistent with research demonstrating relationships between both the sojourners’ degree of interaction, as well as their desire to socialize with host nationals, and positive indices of adaptation (Berry & Kostovcik, 1990; Furnham & Erdmann, 1995; Redmond & Bunyi, 1993). In terms of the relevant aspects of the current socio-cultural context, foreign language competence, previous experience abroad, and the desire to meet host nationals, appear to aid the sojourner to establish interpersonal relationships that are important to the process of socio-cultural adjustment (Ward, 1996).

3.4. Changes in attitudes and adaptation

Attention was also directed toward the changes that took place in the sojourners over the course of the program. These changes were assessed by comparing pre- and post-test

| Table 4 |
| Relationships between post-test measures and measures of socio-cultural adjustment and job performance |
| Sojourner variables | Socio-cultural adjustment | Job performance |
| Post-test variables | n | Post-test (actual) | n | Supervisor evaluation |
| Reasons for employment | | | | |
| Summer employment | 107 | .02 | 92 | -.07 |
| Teaching experience | 107 | .09 | 92 | -.03 |
| Cultural experience | 107 | -.03 | 92 | -.21* |
| Meet Spanish people | 107 | .12 | 93 | -.14 |
| Perceived cultural differences | | | | |
| Cultural distance | 106 | -.16 | 92 | -.27* |
| Job-related attitudes | | | | |
| Attitudes toward teaching English | 107 | .14 | 92 | -.02 |
| Attitudes toward the program | 107 | .01 | 92 | .30** |
| Contact | | | | |
| Spanish contact | 107 | .21* | 92 | -.23* |
| English contact | 107 | -.06 | 92 | -.06 |

Note: * p < .05, two-tailed, ** p < .01, two-tailed.
measures administered to the instructors before and after the 4-week work period. Paired t-tests of the pre and post-tests were conducted for all 16 measures relating to attitudes, motivation, and adjustment. These results are presented in Table 5.

When attention is directed toward those measures for which changes occurred over the duration of the program, it can be seen that individuals exhibited more interest in foreign languages, and tended to express more favourable attitude toward living with a Spanish family on the post-test. Furthermore, the monitors became less anxious about using Spanish, and reported significant improvements in their Spanish language proficiency in terms of both speaking and comprehension (t(98) = −8.14, p < .001). According to Clément (1980), these findings would suggest an increase in the instructors’ linguistic self-confidence. Further findings show that sojourners tended to consider the gaining of teaching experience as a less significant reason for taking on employment in Spain at the end of the program than then they did initially on the pre-test. The sojourners also showed improved levels of socio-cultural adaptation. This result is consistent with findings of other longitudinal studies of student sojourners (Ward & Kennedy, 1994; Ward, Okura, Kennedy, & Kojima, 1998), which have demonstrated that sojourner adjustment problems tend to decline over time.

4. Conclusion

In sum, these findings suggest that language ability, previous cross-cultural experience, motivation to undertake employment to acquire international contacts, and strong
expectations that one will function effectively in the new society, were related to socio-cultural aspects of adjustment in sojourners at the end of their stay abroad. Furthermore, those sojourners who tended to have more intergroup contact with the Spanish community also experienced fewer socio-cultural adjustment problems. In terms of the job performance of the sojourners, the results demonstrate that at least in the case of sojourners employed to teach English, a strong interest in undertaking employment to learn about another culture and to interact with members of that culture may not be conducive to success on the job. However, those who expressed positive attitudes toward the employment situation, and perceived the host culture to be very similar to their own, tended to be regarded as more effective English instructors.

The present study also directed attention to the cultural transition process that takes place during the cross-cultural sojourn by examining the changes that occur over time. Results revealed that the sojourners’ self-assessments of Spanish language proficiency increased over time, and their anxiety to use the language tended to decrease. Moreover, the results showed that sojourners’ integration into the host community increased as both their socio-cultural adaptation and their attitudes toward living with a Spanish family strengthened over the course of the sojourning period.

This study provides meaningful insights into the complex processes of sojourner adjustment. Not only does it provide many important implications for foreign language teachers travelling to another country to teach a foreign language, but also for others planning to travel abroad and take up temporary employment and/or those faced with the task of training and selecting potential sojourners. There is reasonable agreement between the present findings and those proposed in previous research in terms of the variables that relate to positive cross-cultural transitions in sojourners although the results referring to job performance are somewhat more complex.

These findings are consistent with, and lend support to, the facilitating role of effective communication to successful cross-cultural adaptation (Gudykunst & Hammer, 1988; McGuire & McDermott, 1988). Previous studies have consistently reported that effective communication, successful interpersonal relationships with members of the host community, and previous cross-cultural experiences are central predictors of effective cross-cultural adaptation. Similar results were observed in the present study, which found that such background characteristics were associated with the sojourners degree of socio-cultural adaptation. Furthermore those sojourners who initially expressed a desire to interact with Spanish people as a primary reason for undertaking employment, and those who reported a greater degree of contact with Spanish speakers at the end of the program, tended to report higher levels of socio-cultural adaptation. These relationships converge with previous research by suggesting that confidence with the host language, and a desire to communicate with members of the host community, tend to facilitate the sojourner’s participation in that community. The present study expanded on existing research by focussing attention on a number of specific affective components related to foreign language acquisition in addition to examining more general background constructs assessed in previous studies.

Although the findings relating to the successful socio-cultural adaptation of sojourners are largely consistent with existing research, there are additional considerations that must be taken into account in the relationships of the same variables to job performance. A number of studies (Harris, 1973; Hawes & Kealey, 1981; Stoner, Aram, & Ruben, 1972) have demonstrated strong associations between socio-cultural adjustment and job
performance. Other studies have demonstrated that job performance is only one related dimension of socio-cultural adjustment, and have emphasized the problems associated with equating these two concepts (Cui & Awa, 1992). These researchers suggest that although job performance is a related aspect of sojourner adjustment, socio-cultural adjustment is a more general process and cannot be meaningfully assessed by measures of job performance.

It should be noted that most studies examining job performance as a central aspect of socio-cultural adjustment have focused on expatriate executives whose job performance included variables relating to effective intercultural communication such as speaking a foreign language, understanding the business culture of the host country, establishing business relationships, and adjusting to foreign business practices (Cui & Awa, 1992). It seems reasonable to assume that the job performance for these individuals would be associated with many important aspects of socio-cultural adjustment since they are often required to have some understanding of the language and culture of the host community to function effectively in their jobs. In the present case, however, the sojourners were employed as English instructors who were encouraged to communicate only in English, and to relay information pertaining to their own culture.

One further discrepancy concerning the role of job performance in comparison to previous research involves the use of self-report measures as indicators of success on the job in many studies. Although the present study assessed job performance through objective measures completed by the supervisors of the program, a number of studies (for example, Cui & Awa, 1992) have assessed job performance by use of self-report measures assessing the sojourners satisfaction with work experiences and have equated these measures with indicators of effective job performance. However, an important distinction should be made in terms of the underlying constructs that are assessed because such self-report measures of satisfaction with work experiences may not be indicative of actual performance.

These results suggest that it is important for researchers to consider the type of job that is undertaken by the sojourner when attempting to examine the role of culturally oriented variables in determining job performance. Moreover, further consideration should be placed on clearly defining psychological constructs relating to job performance. Future research might consider whether the effects of variables relevant to socio-cultural adjustment and job performance vary among different types of sojourners employed for different professions whose performance depends on cross-cultural communication skills to varying degrees. Furthermore, attention should be directed to examining the relationship between multiple measures of job performance (i.e., supervisor ratings and self-report measures of job satisfaction). Further considerations of sojourners’ primary motives for relocating to take on employment in a foreign country would also contribute to existing knowledge relating to effective cross-cultural adjustment and job performance.

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