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THE OH NO! SYNDROME: A LANGUAGE EXPECTATION
MODEL OF UNDERGRADUATES' NEGATIVE
REACTIONS TOWARD FOREIGN
TEACHING ASSISTANTS

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NAGESH RAO

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of the requirements for

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THE OH NO! SYNDROME: A LANGUAGE EXPECTATION MODEL
OF UNDERGRADUATES' NEGATIVE REACTIONS TOWARD
FOREIGN TEACHING ASSISTANTS

By

Nagesh Rao

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ABSTRACT

THE OH NO! SYNDROME: A LANGUAGE EXPECTATION MODEL OF UNDERGRADUATES' NEGATIVE REACTIONS TOWARD FOREIGN TEACHING ASSISTANTS

By

Nagesh Rao

The "Oh No! Syndrome" represents the reactions of U.S. undergraduates towards a foreign teaching assistant (TA) when s/he walks into class on the first day of a term. Since 1982, the Oh No! Syndrome has been studied as a "foreign TA language problem." It became apparent, however, that training the foreign TA alone would not get rid of the Oh No! phenomena. Researchers have argued recently that U.S. undergraduates play an equally important role for the existence of the Oh No! Syndrome.

To better understand the role of undergraduates in the Oh No! Syndrome, this study offered the Language Expectation Model (LEM) to explore undergraduates' affective, cognitive, and behavioral responses when they interact with a foreign TA on the first day of class. The LEM predicted that undergraduates have a strong negative expectation of their foreign TAs' language skills, that is, they will speak with an accent that is difficult to follow. Specifically, when undergraduates' expectations are confirmed, they should feel

angry and anxious, evaluate the foreign TA negatively, and should drop a class taught by a foreign TA. Conversely, when undergraduates' expectations are violated, they should be relieved and happy, evaluate the foreign TA favorably, and should stay in a class taught by a foreign TA.

Students were nested in a 2 x 2 x 2 design (confirmed versus violated expectations, strong versus weak expectations, chemistry lab lecture versus interpersonal communication lecture). Undergraduate students began the experiment by answering a questionnaire measuring their language expectations of foreign TAs. After watching a foreign TA lecture on a video tape, students evaluated the foreign TA on task, relational, and communication competence.

Results indicated that the data were consistent with most of the hypotheses. When expectations were confirmed, students felt more angry and anxious, evaluated the foreign TA less favorably, and were more likely to drop a class taught by a foreign TA, than when expectations were violated. Interestingly, when expectations were violated, students with strong expectations had more positive evaluations of foreign TAs than students with weak expectations, in certain cases.

The implications of these findings for: (1) the LEM, (2) training undergraduates to communicate more effectively with foreign TAs, and (3) future research were discussed.

To my parents Sarasa and Raghavendra Rao

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TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER ONE

INTRODUCTION

Sugmin is a fairy typical foreign teaching assistant
(TA). He is from Taiwan working on his doctoral degree in
chemistry in a fairly large U.S. university, and his only
source of income is a teaching assistantship from his
department. Sugmin is in charge of conducting lab sessions
for a 200 level undergraduate chemistry class. On the first
day of class, when Sugmin walks into class, there is a
strong murmur of disapproval. Students exchange glances and
fidget uneasily in their chairs. A few walk out of the
class.

The reactions of these undergraduates can be summed up
as, "Oh No! not another foreign teaching assistant!" This
reaction is labelled as the "Oh No! Syndrome," and defined
as the shared perception by undergraduate students that
their teacher is unlike other teachers, and may have
significant problems in speaking English. Foreign TAs,
however, constitute an important part of the instructional
faculty at many American universities (e.g., see Bailey,
1984, Bresnahan and Kim, 1991b). Several universities have
a substantial number of foreign TAs teaching a majority of

math and sciences courses (Rittenberg, 1992). For example, Michigan State University (MSU) is ranked 18th nationally in overall foreign student enrollment. In 1984, the number of foreign TAs constituted 25 percent of all TAs on campus. In 1991, they constituted a little more than 50 percent of all TAs. In addition, these foreign TAs were predominantly from four countries - 117 from the People's Republic of China (22.85%), 58 from South Korea (11.33%), 49 from India (9.57%), and 48 from Taiwan (9.38%). It is clear that there is a strong representation from mainland and Southeast Asia. It is also interesting to note that the remaining foreign TAs (240 in number, little less than 50%) are from 62 different countries from all over the world (all these figures are based on a Michigan State University Report of the Office of Planning and Budgets, Fall, 1991).

The Oh No! Syndrome is a significant and growing problem. While the number of foreign TAs appear to be increasing year after year (Rittenberg, 1992), there is a slow but increasing body of research indicating the hardened lack of receptivity to foreign TAs by U.S. students (e.g., see Bresnahan & Kim, 1991b, Rubin & Smith, 1990, Wol-Young, 1989). This indicates a need to conduct more systematic research which helps us understand these negative perceptions of foreign TAs, and aids in designing programs for both undergraduates and foreign TAs to make their interactions within and

outside the classroom more fruitful.

Research in the 1980's focused primarily on the foreign TAs' difficulties in speaking English, and on issues such as adjusting to the U.S. and to its class room culture (Bailey et al., 1984). Most of the research to date continues in the same vein with the assumption that the lack of language proficiency of foreign TAs is the primary cause of the Oh No! Syndrome. Consistent with this assumption, training programs were initiated in a number of universities foreign TAs' language skills.

It soon became apparent, however, that training foreign TAs alone would not suffice. A few researchers explained that undergraduates may have an equally important role in creating and maintaining the Oh No! Syndrome. For example, Bresnahan and Kim (1991a, 1991b) have investigated how personality traits (e.g., dogmatism, authoritarianism) play a significant role in influencing students' receptivity to foreign TAs. In addition, Rubin and Smith (1990) have shown that undergraduates perceive the foreign TAs' accents to be stronger than they are (based on standardized tests), and hence evaluate these TAs negatively. Thus, although the primary complaint of undergraduates is that they don't understand their foreign TAs undergraduate students are turned off and tend to drop classes taught by foreign TAs (even when the accent is low to moderate). Aligned with this logic, there now are a few programs (e.g., Michigan

State University's "Oh No! to O.k." program) assisting undergraduates in communicating more effectively with their foreign TAs (Rao, 1993).

Although there are many training programs for foreign TAs, and a few for undergraduates, theoretical foundations for these programs are still sparse. There is no research that directly explicates the Oh No! Syndrome, that is, research which explains the cognitive, affective, and behavioral processes of foreign TAs and undergraduates as they interact with each other in the classroom. Research to date often has been variable analytic in nature, and has offered limited conceptual understanding of this phenomenon. A model that explains the cognitive, affective, and behavioral processes of both undergraduates and foreign TAs will offer both theoretical focus and clearer direction for effective training programs.

The purpose of this thesis, therefore, is to offer a **Language Expectation Model** that explores the cognitive, affective, and behavioral processes of <u>undergraduates</u> when they encounter their foreign TA in class for the first time. It is called a Language Expectation Model as it is believed that the language (vocabulary, grammar, etc,.) and para-language (accent, style, etc,.) used by the foreign TA triggers off the processes described in the model. This thesis focuses only on the undergraduates' perspective as there are a number of researchers studying this issue as a

"foreign TA" problem (Briggs et al., 1990). Further, as a part of programmatic research in the future, this researcher eventually hopes to study the cognitive, affective, and behavioral processes of foreign TAs, as well as the interaction between undergraduates and foreign TAs within the class room.

To accomplish its purpose, this thesis is divided into six chapters. In this chapter (Chapter One), I provided an overview of the Oh No! Syndrome. In Chapter Two, I review literature relevant to the Oh No! Syndrome, and argue the need for defining the construct by offering a model. In Chapter Three, I map out the Language Expectation Model by drawing on a variety of theories which suggest links between the cognitive, affective, and behavioral processes of undergraduates when they meet their foreign TA for the first time in class. Specific hypotheses will be proposed from the explication of the model. In Chapters Four and Five, I present the methods and the results of a study which tests a part of the model. Finally, in Chapter Six, I suggest theoretical and training implications arising from the study.

CHAPTER TWO

LITERATURE REVIEW

Eleven years ago Bailey (1982) warned researchers that
training programs for foreign TAs were being created without
a systematic investigation of the Oh No! Syndrome. This
appears to be true even today. Research relevant to the Oh
No! Syndrome will be reviewed in three parts. First, I will
demonstrate how different participants in this drama -
undergraduates, their parents, university officials, and
government officials all see the Oh No! Syndrome as
primarily a "language proficiency" issue. In other words,
these members believe that the onus for the problem is
firmly on the shoulders of the foreign TAs, and that they
should improve their language skills. Second, I will show
that while there is some recent (and very useful) research
discussing the role of undergraduates in this equation, it
is limited in scope. Third, I will document that there is
almost no research illustrating how the foreign TAs perceive
the Oh No! Syndrome.

A focus primarily on the foreign TAs' language skills,
the lack of inclusion of the undergraduates' role, and the
lack of theoretical grounding in creating programs provides
support for a model to explicate the Oh No! Syndrome - the

Language Expectation Model.

Foreign TAs' Language Problem

There is no doubt that many of the foreign TAs in U.S. universities have difficulties in speaking English. However, it is surprising to see the number of training programs for improving the foreign TAs' language skills based on the assumption that the Oh No! Syndrome is nothing but a "foreign TA language problem." A recent annotated critical bibliography on this subject (Briggs et al., 1990) is comprehensive with 137 citations covering papers, dissertations, manuals, textbooks, videos, reports, and presentations (which include surveys, administration and policy, research, testing, and training). At least 125 of these citations are oriented towards explaining how and why the foreign TAs have a language problem, and the majority of them propose ad hoc solutions for improving their language skills.

Perception of Some Government Officials

State lawmakers often assume that the Oh No! Syndrome arises primarily because of language deficiencies of foreign TAs. Bresnahan and Kim (1991b) report the following testimony offered to the House Education Committee of the Ohio State Legislature by a State representative in May, 1985:

I first became aware of problems faced by students who
take classes from foreign-born teaching assistants when
my daughter told me about her difficulty understanding
her college math instructor. Although the instructor
has a thorough knowledge of the subject matter, his
limited experience in speaking English made it
difficult for him to convey that knowledge to the
students. Conversations with other college students
confirmed that this is not an isolated problem. In
fact, the problem is not restricted to Ohio. The
University of Pittsburgh granted tuition refunds
recently to students who complained they could not
understand the English spoken by two foreign-born
instructors.
[Proceedings of the House Education "Committee of the
Ohio State Legislature," May 21, 1985. Sponsor-
testimony by Barbara C. Pringle, State Representative
of the 11th House District]

In January, 1988, a bill was passed by the Michigan
State Senate that required a minimum proficiency level in
English for all foreign instructors (see Appendix A).
Although this bill was defeated in the Michigan House of
Representatives, it argued that anyone who taught in
publicly supported higher education should be able to
communicate in a manner that could be comprehended. In

addition, Thomas and Monoson (1989) report that at least twelve states have language proficiency legislation or policy aimed mostly at public universities, and nonnative English speakers in these universities.

Although the bills in the Ohio and Michigan Legislatures see the Oh No! Syndrome problem primarily as the language deficiency of foreign TAs, Bresnahan (1990) argues there are reasons for doubting this view. For example, she stresses the lack of formal complaints to the university by undergraduates indicating that the language proficiency issue may be exaggerated.

Perceptions of University Officials

Most university officials concur with the view of government officials in focusing on the language deficiencies of foreign TAs. Without any systematic research in the area (Bailey, 1982), training programs are being created in many universities. These programs have taken a variety of approaches - making the entrance tests in English for foreign TAs more stringent (Johncock, 1991), improving the language skills of foreign TAs (Anderson-Hsieh, 1990; Byrd & Constantinides, 1988; Sequeira & Constantino, 1989), teaching U.S. classroom culture (Boyd, 1989), and using theater and drama to improve the pronunciation skills of foreign TAs (Stevens, 1989). Of the 137 citations in the annotated bibliography offered by

Briggs et al. (1990), almost a half of them deal with training programs for foreign TAs. While these programs are valuable, they are not theoretically based and in most cases there is little done by way of evaluating them.

Further, university officials note that they are doing their best to maintain the quality of foreign TAs. In most universities, foreign TAs have to pass stringent tests at both the national level (like TOEFL - Test of English as a Foreign Language), and at the university level (conducted by English language centers in many universities) before being admitted into the university. However, most students are required to have some form of departmental monitoring to maintain the teaching standards. University officials argue that individual departments fail to keep up this monitoring process as it involves significant amounts of time and effort. In the State News (1989), a large midwestern university's student newspaper, university officials explained that if there is a problem, it has been in continued departmental monitoring (or the lack of) rather than in initial screening of candidates.

Perception of Parents

Parents play an important role in the interaction between undergraduates and foreign TAs. Parents provide tuition and boarding costs for most undergraduates. In addition, their tax dollars (in part) pay for the salaries

of both professors and politicians. Therefore, it is not surprising when undergraduates and/or their parents offer an argument as an irate consumer: "I pay for this education and I have a right to expect teaching assistants who can speak English fluently. You cannot expect me to work harder to understand foreign accents." However, as Bresnahan and Kim (1991b) note, "other than parental anecdotes about the misery of their kid's math class, systematic evidence about the attitudes of parents is rarely available" (p. 4). This clearly stresses the need for programmatic research in this area.

Perception and Role of Undergraduates

Several studies (Bailey, 1982, 1983, 1984; Inglis, 1988) suggest that undergraduates' attribute their frustration in a foreign TAs class mainly to the foreign TAs' poor speaking skills. Bailey (1982), in her dissertation, interviewed 392 students at the University of California, Los Angeles, who felt that their poor understanding of the subject matter was due to the foreign TAs English skills. Two more studies (Bailey, 1983, 1984) reinforced this view. Like Bailey (1982), Inglis (1988) also discovered that there was a strong positive correlation between foreign TAs' poor performance on standardized speaking tests and undergraduates' negative evaluations of them ($r=.61$). However, the lack of formal complaints by

undergraduates, and Bailey's (1984) call for systematic research stresses the need to also understand undergraduates' role in this issue.

Many researchers have done just that -- identified other factors responsible for the Oh No! Syndrome. Bresnahan (1990), and Bresnahan and Kim (1991a, 1991b) have conducted several systematic studies to explain the undergraduates' negative reaction to foreign TAs. Bresnahan (1990) surveyed attitudes towards foreigners among 350 undergraduates in a large midwestern university. This survey focused on three areas of student concern - interpersonal relationships, receptivity to foreign immigrants, and level of acceptance of foreign TAs. Results confirmed students' concern about the inability of foreign TAs to communicate effectively, and also suggested that these feelings are equally strong regardless of whether they originate from actual encounters or hearsay complaints of friends. It is likely, however, that attitudes created by indirect experience are easier to change than those created by direct experience (Fazio, 1990).

Further, Bresnahan (1990) indicates that language attitudes tend to be enduring and resistant to change. She cites Day's (1982) work who argues that children as young as 3.6 years of age in this study were able to differentiate high and low prestige dialects of English. Acknowledging the importance of language proficiency, Bresnahan and Kim

turned to other areas to provide a more comprehensive view
of the Oh No! Syndrome.

Bresnahan and Kim (1991a, 1991b) attempted to identify
personality characteristics of undergraduates to explain the
Oh No! Syndrome. In their first study, Bresnahan and Kim
(1991a) found a significant relationship between
undergraduates' level of authoritarianism (Altmeyer, 1988),
and their receptivity to foreign TAs (r =-.43). Altmeyer
(1988) defined authoritarianism as the level of an
individual's willingness to submit to established authority.
Results suggested that more authoritarian students were less
receptive to foreign TAs from China, Korea, and Taiwan who
generally used an authoritarian style of teaching. These
students also indicated that dealing with foreign TAs was
unpleasant and saw the discussion of foreign culture as
wasting their time in class.

Bresnahan and Kim (1991b) also studied the relationship
between three more individual traits (dogmatism,
individualism, and communal orientation) and receptivity to
foreign TAs. Dogmatism is the extent to which an individual
is open-minded across situations (Troidahl & Powell, 1972).
Individualism (Triandis et al. 1988) is the degree to which
an individual is oriented towards his/her own goals
(individualistic) compared to his/her group goals
(collectivistic). Communal orientation (Thompson &
DeHarpport, 1990) is the. extent to which individuals attempt

to resolve conflict to the mutual benefit of both parties.
Results indicated that undergraduates who were highly
dogmatic (close-minded) and focused on only their own goals
(individualistic and low communal orientation) were less
receptive to foreign TAs. From this Bresnahan and Kim
(1991b) argue that undergraduates also have a role to play
in the Oh No! Syndrome.

Rubin and Smith (1990) offer further support for this
argument. They discovered that undergraduates' negative
perceptions of foreign TAs were due more to the
undergraduates' stereotypical attitudes towards foreign TAs
rather than the actual accentedness of the TAs. Each
subject (N=92) listened to 4 minutes of a speech presented
as a classroom lecture by an university instructor. A
photograph of the instructor (Caucasian or Oriental) was
displayed while the subjects listened to their speech.
Students perceived the accentedness to be more acute than it
actually was based on standardized accent tests. Also, the
study showed that factors extraneous to the accent, like
course content and instructor ethnicity played a greater
role in creating the negative perceptions of the
undergraduates. From this, Rubin and Smith (1990) argue
that both undergraduates and foreign TAs own a part of the
Oh No! Syndrome, and training programs should be directed at
both groups.

        Several other researchers also suggest that the

language proficiency of foreign TAs alone does not explain
the Oh No! Syndrome. Instructors' ethnicity and educational
status (Brown, 1990), perceived low status of teaching in
research institutions, and ethnocentrism of undergraduates
(Constantinides, 1987) also play a significant role in this
issue.

From these studies, it can be concluded that most
undergraduates perceive the Oh No! Syndrome as a problem
with the language proficiency of foreign TAs. However, it
is clear that undergraduates who are highly dogmatic, highly
authoritarian, individualistic, and have low communal
orientation have a low receptivity to foreign TAs. In
addition, it is evident that factors other than accent
(instructor ethnicity, course content) play a significant
role in shaping the negative perceptions of undergraduates
towards foreign TAs.

Summary of Literature Review

The analysis of viewpoints offered by some state
governments, university officials, undergraduates and their
parents, and the foreign TAs make it apparent that the Oh
No! Syndrome is a problem at many levels. For some of the
state governments, undergraduates, and parents, it is purely
a problem of rectifying the language deficiencies of foreign
TAs. However, research indicates that undergraduates'
traits and expectations based on the foreign TAs

accentedness play a significant role in defining their attitudes towards foreign TAs. Both foreign TAs and undergraduates "own" this problem. Hence, undergraduates also need to be trained cross culturally to tackle the Oh No! issue. Finally, except for two studies (Jenkins, 1989; Wol-Young, 1989), there is no research on how foreign TAs perceive the Oh No! Syndrome and their own role in it.

This overview stresses the need for systematic research to identify the status of the Oh No! Syndrome at many levels. The most useful approach would be to involve all the concerned parties (foreign TAs, undergraduates and their parents, university officials, and the state government), identifying their perception of the problem from a variety of perspectives, and then suggesting changes oriented towards specific individuals and groups. However, before reaching this stage, it is important to study the individual components in a more systematic manner.

This thesis suggests one such approach. The fact that the foreign TAs' language skills needs further improvement is not questioned. There is a dire need, however, to understand the role of undergraduates' cognitive, affective, and behavioral processes during their interaction with foreign TAs. A Language Expectation Model (LEM) is proposed to explicate these processes, and offer a clearer picture of the Oh No! Syndrome. Such an approach has several advantages.

First, it will offer theoretical insights into the interaction between foreign instructors and their native students. Most studies so far have focused on only one or two of the processes; the cognitive or behavioral (e.g., Bailey, 1982, Byrd & Constantinides, 1992, Rubin & Smith, 1990). Affective responses of both foreign TAs and undergraduates largely have been ignored. The strength of the LEM is in its inclusion of all three processes - cognitive, affective, and behavioral. Second, the model also could be used to explain a number of interactions outside the classroom. With increasing global interdependence, there are more and more situations where a "foreign" person provides some sort of service (like the TAs) in a "native" country -- doctor-patient, business executives and clients (automobile industry, software industry, etc,.), diplomatic liaisons, etc,. Research findings, therefore, from the Oh No! Syndrome may be generalizable to other situations.

Third, these theoretical insights could be used to create new training programs for TAs and undergraduates and modify existing ones. There are a few programs that focus on improving the language skills and crosscultural awareness of foreign TAs, and enhancing the crosscultural sensitivity of undergraduates (e.g., Michigan State University's "Oh No! to O.K. program). Further, these training programs could be used to design programs in other areas listed above.

Diversity training and multiculturalism are buzz words today, but they do suggest important ways to improve global harmony. The LEM offers one way to assist this process. The LEM, however, is not the only way to explain the Oh No! Syndrome. Alternate explanations are suggested in the discussion chapter. It is necessary to test LEM's approach against rival explanations in the future.

CHAPTER THREE

LANGUAGE EXPECTATION MODEL

Introduction

The Language Expectation Model (LEM) focuses on three important factors to explicate the Oh No! Syndrome: 1) the language, and more specifically, the accent of the foreign TAs, 2) the expectations of the undergraduates, and 3) process by which the undergraduates' expectations influence their evaluation of foreign TAs' in the class room. The importance of looking at these issues is now discussed.

Let us recall Sugmin's situation from the introductory chapter in this thesis. When Sugmin walked into the lab, students notice that he is from a different country. It is likely that students' expectations of foreign TAs' language skills are evoked at this stage. Further, when Sugmin starts talking in an accent dissimilar to theirs, it may confirm their expectations. It is possible that the foreign TA may not look foreign (TAs from England, Australia, and other parts of Europe). In these cases, the expectations are sparked only when the TA starts speaking. Either way, it appears the foreign TAs' accent significantly influences undergraduates' perception and evaluation of their foreign

19

TA.

I first realized the important role expectations play
in our lives when Prof. Frank Boster, one of my teachers,
talked about Robert Rosenthal's work with the so-called
disadvantaged children (Afro-American, Mexican-American, or
any children who live in conditions of poverty). It was
generally believed that these children did poorly in school
because they are members of the disadvantaged group.
Rosenthal and Jacobson (1968) argued that the poor
performance of these students had more to do with the
teachers' expectations of these students than the students'
background. When teachers expect disadvantaged children to
do poorly, Rosenthal and Jacobson (1968) explained, they
communicate this expectation to the children in subtle ways
to influence the actual behavior of these students. In
other words, if my teacher expects me to perform poorly in
class and behaves accordingly, I may perform poorly simply
because of my teachers expectations. This is one example of
the "self-fulfilling prophecy" concept.

Rosenthal and Jacobson's (1968) study stresses the
significant role expectations play in our evaluation of and
behaviors towards others. Researchers in several other
areas reinforce this idea. For example, the nonverbal
expectancy violations model (Burgoon, 1978; Burgoon & Jones,
1976) suggests that we hold expectations about the nonverbal
behavior of others. Specifically, Burgoon and Aho (1982)

treat conversational distance as a message and explain how
confirming or violating conversational distance influences
judgments of source credibility, attraction, etc,. The
nonverbal expectancy violations model begins by assuming
that people have established expectations about the
distances to be maintained during conversations. The model
proposes, contrary to popular opinion, that there may be
positive evaluations in certain situations when expectations
are violated. Burgoon and Aho (1982) explain that positive
evaluations are likely depending on the reward power the
initiator of the violation has, and how extreme the
violation is. For example, if the initiator has higher
status, and deviates by moving closer than the expected
distance, it is likely that s/he will be evaluated more
positively than if s/he had maintained the normal distance
or deviated farther away from the norm. There is a
threshold, however. The initiator of the violation cannot
move too close to the person s/he is speaking to. This
would be a negative violation, and the initiator would be
evaluated negatively. If the initiator of the violation has
low reward value, s/he is likely to be evaluated negatively
if they do not maintain the expected distance. While this
model initially explained only the consequences of violating
conversational distance (Burgoon, 1983, 1985; Burgoon &
Jones, 1976), it was later extended to include a variety of
nonverbal behaviors (for example, immediacy behaviors; see

Burgoon & Hale, 1988).

There is considerable research directly related to the LEM in the area of language attitudes. The term language attitudes represents a number of empirical studies looking at the social evaluation of speakers based on various aspects of language (Giles & Powesland, 1975). Several studies (see Edwards, 1982; Ryan & Giles, 1982 for reviews) over the last three decades have shown that accentedness influences a variety of behaviors including recall of information about outgroup members (Gill & Badizinski, 1992), negative evaluation of outgroup members in their ability to succeed, intelligence, and social awareness (Arthur, Farrar, & Bradford, 1974), categorizing outgroup members to a lower status (Callan, Gallois, & Forbes, 1983), and possibility of integration with the majority (Lyczak, Fu, & Ho, 1976).

Overall, research in this area suggests that the language we speak and the way we speak it (pronunciation, accent, grammar, etc,.) influences the way we are evaluated. Lambert et al. (1960) has shown that subjective evaluations of speakers from minority groups are systematically influenced by stereotypes held about such groups. More directly, Rubin and Smith (1990) show that the Oh No! Syndrome is created more by undergraduates' stereotypical attitudes towards foreign TAs than the TAs' perceived language deficiency.

This discussion on the role of expectations and
language attitudes reinforces the need to systematically
study the undergraduates' cognitive, affective, and
behavioral processes during their interaction with a foreign
TA. Before offering the LEM, language expectation is
defined drawing on Burgoon and Walther's (1990) definition
of expectation, and Giles and Powesland's (1975) explication
of class-related language standard and context-related
language standard.

Language Expectations

Burgoon and Walther (1990) explain:

... communication expectancies are cognitions about the
anticipated behavior of specific others, as embedded
within and shaped by the social norms for the
contemporaneous roles, relationships, and context.
While expectancies have associated evaluations and
conative implications, we prefer to reserve the term
"expectancy" for what is predicted to occur rather than
what is desired (p. 236).

For the LEM, we are looking at the undergraduates'
cognitions about the anticipated behaviors of the foreign TA
in the classroom. Further, within the social norm of a
teacher-student relationship, students expect to be taught
by a teacher whose English is easy to understand. These
expectations are not focused on specific foreign TAs, but

are stereotype-based expectations with a common reaction to
all foreign TAs (Rubin & Smith, 1990). Hewstone and Brown's
(1986) definition of a stereotype with three essential
aspects is particularly relevant here:

1.   ... individuals are categorized, usually on the
     basis of easily identifiable characteristics such
     as sex or ethnicity.

2.   A set of attributes is ascribed to all (or most)
     members of that category. Individuals belonging
     to the stereotyped group are assumed to be similar
     to each other, and different from other groups, on
     this set of attributes.

3.   The set of attributes is ascribed to any
     individual member of that category. (p.29)

From this definition, we are stereotypical only when we
ascribe attributes to certain groups, and apply it to every
member from that group irrespective of individual
differences among these group members. With the Oh No!
Syndrome, the foreign TAs are categorized generally on the
basis of their nationality. Most often, they are from
countries who form the majority of TAs in most campuses in
the U.S. - People's Republic of China, Korea, Taiwan, and
India (Rittenberg, 1992). In these countries (except
India), students start learning English in their high
school, and rarely find situations to practice their
English. The attributes most likely ascribed to the

majority of the foreign TAs are: 1) they speak with a thick
and unintelligible accent, 2) their language skills are
poor, and 3) therefore, they are inept teachers. These
foreign TAs are differentiated from native TAs who are seen
to have proficient skills in English. While there are
foreign TAs from countries where English is widely spoken
(e.g., England, Australia, Jamaica, etc,.), these foreign
TAs constitute the minority and are generally not seen as a
"foreign TA" (Rittenberg, 1992). TAs from Korea, China, and
Taiwan (who tend to be the majority) are often seen as the
"foreign" TA.

There are three aspects of these stereotype-based
language expectations one can study - how they are created,
their manifestation in specific communication behaviors, and
how to change expectancies. The LEM will focus only on how
these expectancies are manifested in undergraduates'
cognitive, affective, and behavioral processes. Future
research will endeavor to study the other two aspects which
are equally important. There is substantial research
analyzing why undergraduates perceive foreign TAs
negatively, and many programs to train foreign TAs to
improve their English skills. The LEM, by focusing on
processual issues, will fill a lacunae in understanding the
Oh No! Syndrome.

Further, the LEM focuses on the undergraduates'
cognitive, affective, and behavioral processes only during

26

their first interaction with their foreign TA. There is
substantial evidence that we form impressions of others very
early in our initial interaction with others. For example,
Schneider, Hastorf, and Ellsworth (1979) suggest there are
six steps in interpersonal perception -- attention, snap
judgment, attribution, trait implications, impression
formation, and prediction of human behavior. They note that
one could form an impression of another within the first few
minutes of an interaction. In addition, Gudykunst (1991)
argues that in most situations, and especially in initial
intercultural encounters, people tend to interpret and
evaluate incoming messages before describing them. There
are times, he explains, where people don't describe at all.
Gudykunst (1991) offers an example where a girl refuses to
maintain eye contact during a conversation. A U.S. person,
he argues, is most likely to evaluate, "She's lying," before
trying to describe (she did not look me in the eyes when we
talked) and interpret (any number of possible
interpretations from "she is shy" to "she is lying") the
event.

In the specific case of the Oh No! Syndrome, studying
the initial interaction is particularly important as almost
40% of the undergraduates drop from their classes when they
encounter a foreign TA on the first day of class (Rubin &
Smith, 1990). The LEM focuses, therefore, only on the first
day of class when the undergraduates and the foreign TA meet

for the first time.

Language Expectation Model

The cognitive, affective, and behavioral processes of the undergraduates during their interaction with their foreign TA is mapped out in a flow chart or a decision tree form. Each of the links in the flow chart is discussed to its logical conclusion before going to the next possible route.

Identified as Foreign TA

When the teaching assistant walks into class first day of the term (or semester), s/he has to be recognized as a "foreign TA" (See Figure 1). This happens when the TA looks "foreign," that is, has physical features of a person from a country outside the U.S. The confirmation of the TA as foreign happens only when s/he starts speaking with an accent dissimilar to what the students expect in the U.S. One of two things happens here.

If the students have had experiences with foreign TAs before in a class room, or heard about them from peers, specific expectations are evoked. These expectations could be positive (foreign TAs are good teachers) or negative (they have terrible accents, and I will not learn anything from this class). As most of the foreign TAs from Korea, China, and Taiwan do have a thick accent, the expectations

Identify as Foreign TA

Language Expectations

Yes

No

Strong

Weak

Figure 1: Language Expectation Model -- Meeting the foreign
TA on the first day of class

generally are negative. The LEM focuses only on these negative expectations.

If the students: (1) have had no prior experience with a foreign TA as an instructor, (2) the university or their peers do not inform them that they will encounter a foreign TA, (3) have limited or no exposure to the media (especially television, and/or (4) they have had no experience with people from other countries, undergraduates will have no language expectations of their foreign TA. They do have other expectations like they would from any native TA - good knowledge of the subject, effective and entertaining communicator, and good interpersonal skills (Shepherd & Trank, 1986). With increasing number of foreign TAs teaching classes in the science departments (Rittenberg, 1992), publicity for this issue in most universities, and undergraduates telling each other about the Oh No! Syndrome, it is highly probable that there are very few undergraduates who have no language expectations of their foreign TA. However, it is still important to map out the processes for those undergraduates with no expectations.

The two possibilities, where students either have or don't have any expectations of their foreign TA are now explored. The processes for these two groups are very similar, barring a few exceptions. Again, each route is explained as the strength of the expectation varies across the two groups.

No Prior Language Expectations for Foreign TAs

If undergraduates do not expect their foreign TA to have a thick and different accent compared to their own, current information will play a significant role in their evaluations of the TA. Alloy and Tabachnik (1984), in their Expectation by Situational Framework, argue that social judgments of others is mediated by the existing knowledge/expectation of the situation and the incoming information. So, if there is low expectation in a situation, current information plays a significant role in evaluating the situation and the people involved.

When undergraduates have no language expectations of their foreign TA (see Figure 2), the foreign TA's evaluation is influenced by undergraduates' immediate perception of their TA's language skills. If the accent is perceived as understandable, then the undergraduates' expectations of the foreign TA is fairly positive (this foreign TA is o.k.). If undergraduates perceive the accent as severe, the Oh No! reaction is seen. The Oh No! or o.k. reaction is moderated by at least three factors (personality traits, course content, and peers' reactions) resulting in one of these behaviors. Almost 40% of these students will drop from this class (Rubin & Smith, 1990). Of others who stay, some complain constantly, and there are a few others who follow the TA's accent without trouble. The role of some of the undergraduates' personality traits, the course content, and

No Prior Expectations for Foreign TAs' Language Skills

Current Information Plays a Significant Role

**Perceive Severe
Accent**

**Perceive
Understandable
Accent**

Oh No!

O.k.

**Moderated by:
Personality Traits
Course Content
Peers' Reaction**

Figure 2: Language Expectation Model -- No prior language expectations for foreign TAs

peers' reaction are now discussed.

Bresnahan (1990) explains that personality traits like dogmatism, authoritarianism, and communal orientation influence undergraduates' reaction to foreign TAs. With the Oh No! reaction, if the undergraduates are open-minded, not authoritarian, and are group-oriented, they are <u>more</u> receptive to the foreign TAs' severe accent than those who are close-minded, more authoritarian, and not group-oriented.

Course content appears to moderate undergraduates' reactions to their foreign TA's severe accent (Rubin & Smith, 1990). If the subject taught by the foreign TA is a major for the undergraduate, s/he is more likely to pay attention, generally have a better grasp of the material, and complain <u>less</u> about the accent. There is, in addition, a motivation to learn as this is the undergraduate's major. Non-majors, however, are more likely to be frustrated, and maybe even drop the class.

The reactions of the undergraduate peers in the class room is a third and final moderating factor in the students' reaction to their foreign TA. There is substantial evidence that our social identity (e.g., Tedeschi & Reiss, 1981) and group dynamics (Sherif & Sherif, 1966) influences our decision making. Tedeschi and Ross (1981) explain that we engage in certain types of self-presentations to gain social awards, and avoid punishments. From their famous boys' camp

study, Sherif and Sherif (1966) showed that most of us want to belong to certain group(s) and be accepted by its members. This may, in addition, make us behave in ways we would consider wrong in other situations. In a series of experiments, Asch (1956) asked subjects to judge which of a set of three lines matched a fourth. The answer was pretty clear. This experiment was conducted in groups, and in certain conditions, every member (all confederates) apart from the subject answered incorrectly. Almost 75% of the subjects in this condition also answered incorrectly. Asch (1956) argues that it is extremely difficult to maintain a deviant view in the face of what appears to be an universal belief.

On the first day of the class, if there is a general murmur of disapproval by the undergraduates, it is very likely to influence other undergraduates who have no language expectations of their foreign TA. Such undergraduates (without expectations) may be inclined to believe that the Oh No! reaction is the appropriate behavior and may even decide to drop the class. It is also possible, however, that undergraduates in the class show no perceptible reaction, allowing the undergraduates without language expectations of their foreign TA make their own judgments.

Strong versus Weak Prior Expectations for Foreign TAs

Undergraduates may expect their foreign TA to have poor
language skills (in other words a strong accent) because
they have prior personal experience with a foreign TA who
had a strong accent. This personal experience could be
direct, that is, they have interacted with foreigners who
have strong accents, or the experience could be indirect,
that is, they heard about it from their peers. The source
of their expectation, whether it is direct or indirect, is
vital for attitude change. Fazio (1990) argues that
although attitudes based on direct and indirect experience
may be expressed equally strongly, attitudes created by
indirect experience are easier to change. Similarly, the
undergraduates may have a strong or weak language
expectation of their foreign TA. Undergraduates who have
only heard about the foreign TA's strong accent will have a
weak expectation as it based on indirect experience.
However, undergraduates who have taken classes from foreign
TAs with a strong accent are likely to have strong
expectations. Although the processes for undergraduates
with strong and weak expectations are the same, the
evaluation of the foreign TA varies across these two
conditions. The impact on evaluation is discussed in the
flow-charts.

The expectations of the foreign TAs language skills
(strong or weak) are either confirmed or violated. They are

confirmed when the undergraduates perceive the foreign TA's
accent to be severe. The expectations are violated when the
perceived accent is not as severe as expected. The
undergraduates' cognitive, affective, and behavioral
processes are different for these two decision routes.

Expectations confirmed. When undergraduates'
expectations of foreign TAs' language skills are confirmed,
there is an immediate negative affective response of anger,
anxiety, and frustration (see Figure 3). The students are
angry that they will not be able to understand their TA; not
learn anything; and they don't deserve this as they have
paid to be taught well. Bodenhausen (1993) offers an
excellent analysis of how emotions and arousal interface
with cognitions to influence stereotypic judgments of
outgroup members. In an intergroup situation with high
anxiety, like the interaction between undergraduates and
foreign TAs, Bodenhausen (1993) offers substantial evidence
that people are more likely to use heuristic strategies to
evaluate their communicator. Heuristic strategies are
mental short-cuts people take in making decisions. The
heuristic model of persuasion suggests that, " ... people
exert little cognitive effort in judging the validity of a
persuasive message, and, instead, base their agreement with
a message on a rather superficial (italics included)
assessment of a variety of extrinsic persuasion cues ..."

**Expectations of Foreign TAs Language
Skills (Strong vs Weak)**

Experimental
manipulation

Confirmed   Violated

Negative Affective   Positive Affective
Response   Response

Negative Attitudinal   Positive Attitudinal
Reaction   Reaction

Reinforce   Behavioral   Sub-typing   Behavioral
Existing   Intention   Intention
Expectations   (drop class)   (stay in class)

Moderated by:
Personality Traits
Course Content
Peers' Reactions

Figure 3: Language Expectation Model - Expectations of
foreign TAs' Language Skills

(Chaiken, 1987, p. 3). Further, in their Elaboration Likelihood Model, Petty and Cacioppo (1986) argue that a person's motivation and ability to process messages influences whether people systematically evaluate messages (central route), or use short-cuts (peripheral route).

It is likely that anxious and angry undergraduates may have the ability to evaluate their foreign TA more systematically. There is generally little motivation to do so, however. Undergraduates often assume that it is the foreign TAs' responsibility to change their accent to make themselves understandable (Bresnahan, 1990). That they use heuristic cues (e.g., severe accent) to evaluate their foreign TA, therefore, is not very surprising. Bodenhausen (1993) notes that a key component of the stereotyping process is the final judgment made by the member of one group about the member of another group. With the Oh No! Syndrome, the probable response would be a creation or reinforcement of a dislike towards all foreign TAs, and dropping the class if there is an option to take it with an American instructor later. This reaction would be consistent with other research on ingroup-outgroup interactions. For example, Wilder (1990) found, not surprisingly, that ingroup members exerted more influence on other members within the group than outgroup members. With the existing ethos that it is alright to drop a class taught by a foreign TA (Rubin & Smith, 1990), the undergraduates'

decision to drop a class is reinforced by other undergraduates who do the same.

The relationship between the emotional response and the cognitive evaluation/behavior, however, is not that simple. Bodenhausen (1993) explains that mediating processes, individual differences, and situational moderators influence the extent to which anger and anxiety results in negative evaluations of the communicator. With the Oh No! Syndrome, the strength of these negative evaluations differ for undergraduates with strong or weak expectations.

Alloy and Tabachnik (1984) argue that prior expectations interact with current information to influence social judgments of others. Smith (1991) offers an adapted model of the Expectation by Situational Information Interaction Framework which is shown in Table 1. Smith (1991) explains that "the effects of current information is strong when the data are nonambiguous, salient, or vivid, and weak when the data are ambiguous or inconsistent .... the effects of prior expectation will be strong when a schema is activated at the time of perceptual processing ..., and weak when no particular schema is available" (p. 7).

Alloy and Tabachnik's (1984) model can be adapted to explain the undergraduates' processes during the Oh No! Syndrome. When undergraduates have strong prior expectations of their foreign TA's poor language skills, and

Table 1

An expectation by situational informational interactional model of social judgment

<u>Current Situational Information</u>

	<u>WEAK</u>	<u>STRONG</u>
LOW	Cell 1: Refrain from social judgment or social judgment made with low confidence	Cell 3: Social judgment highly influenced by current situational information
<u>Prior</u> <u>Expectation</u>		
HIGH	Cell 2: Social judgment highly influenced by prior expectation	Cell 4: Case 1: Both prior expectation and current situational information imply similar social judgment -- social judgment made with high confidence Case 2: Prior expectation and current situational information imply different judgments -- cognitive dilemma

it is confirmed, they make a judgment with the highest confidence that their foreign TA has poor language skills and is an ineffective teacher (similar to Cell 4, Case 1 in Alloy & Tabachnik's framework). If undergraduates have weak prior expectations of their foreign TA's language skills, and it is confirmed, their negative judgment of the foreign TA is strongly influenced by the immediate foreign TA's language skills (similar to Cell 3 in Alloy & Tabachnik's framework). In both cases, the negative expectation of foreign TAs' language skills is reinforced, with undergraduates in Cell 4 with a stronger negative attitude towards foreign TAs than undergraduates in Cell 3.

Across the strong and weak conditions, the undergraduates' evaluation of their foreign TA is further moderated by: 1) undergraduates' traits like dogmatism and authoritarianism (Bresnahan, 1990); 2) course content (Rubin & Smith, 1990), and 3) peers' reactions (Asch, 1956; Sherif & Sherif, 1966; see discussion from an earlier section). The impact of course content across strong and weak expectations is explained in the hypotheses section.

Expectations violated. When a foreign TA violates the undergraduates language expectations by speaking in an understandable accent, there is generally a sigh of relief and happiness. Bodenhausen (1993) explains that like anger and anxiety, this positive arousal should also result in the

use of heuristic strategies to judge foreign TAs. He also

offers evidence to conclude, " ... happiness is likely to

reduce the capacity for systematic, elaborative thought and

to reduce the motivation for such mental activity" (p. 19).

Undergraduates' reliance on heuristic cues (e.g.,

understandable accent) may result in generally positive

evaluations of the foreign TA. Bodenhausen (1993) offers

some evidence that happiness may result in negative

evaluations of outgroup members. These studies, however,

looked only at the incidental effect of emotion (unrelated

to the context) on evaluations. It is likely that if the

affect is integral to the context (like the undergraduate-

foreign TA interaction), happiness may result in positive

judgments of the foreign TA. The strength of happiness will

depend on whether the undergraduate's prior expectations are

strong or weak.

Using Alloy and Tabachnik's (1984) framework, when

undergraduates' strong expectations of their foreign TA's

poor language skills are violated, prior expectations should

strongly influence evaluations to sub-type the foreign TA as

an exception. Weber and Crocker (1983) define sub-typing as

a process where "initial knowledge about the group is

represented by superordinate stereotypes in which uniform

trait attributions are made to the entire group. As

discrepant information is acquired, discriminations within

the group are made, leading to the development of subtypes"

(p. 962). In other words, all foreign TAs are seen as having poor language skills. When a foreign TA violates this stereotype, s/he is seen as an exception and subtyped. This suggests that the negative expectation of foreign TAs in general does not change. Undergraduates with weak expectations, however, are more likely to generalize their positive affective response to other foreign TAs. In other words, they are less likely to subtype their foreign TA as an exception.

Like before, the relationship between undergraduates happiness and the evaluation of the foreign TA is further moderated by: 1) undergraduates' traits like dogmatism, authoritarianism (Bresnahan, 1990); 2) course content (Rubin & Smith, 1990), and 3) peers' reactions (Asch, 1956; Sherif & Sherif, 1966; see discussion from an earlier section). The impact of course content across strong and weak expectations is explained in the hypotheses section.

The arguments offered so far can be concisely summarized. First, I argued that when undergraduates have no language expectations of foreign TAs, the language skills of the immediate foreign TA will play a significant role in how s/he is evaluated. If the foreign TA's accent is perceived as understandable, her/his communication skills is judged favorably. If it is perceived as unintelligible, negative evaluations are made. These positive and negative evaluations of the foreign TA are moderated by the

undergraduates' personality traits (like dogmatism and authoritarianism) and the course content.

Next, I pointed out how most undergraduates have expectations that their foreign TA will have inadequate language skills. These expectations are weak when they are based on hearsay from others, and strong when they are based on direct experience with foreign TAs as instructors and/or based on hearsay from others. When this expectation is confirmed, undergraduates become angry and anxious. This arousal influences the undergraduates to use stereotypical heuristic strategies to negatively evaluate their foreign TA. When this expectation is violated, the undergraduates are pleasantly surprised and happy. Again, this results in the undergraduates using heuristic cues to favorably evaluate their foreign TAs' intellectual and communication skills. The strength of these evaluations are influenced by the undergraduates' prior expectations (strong or weak) of their foreign TAs, and further moderated by situational and personality factors.

Hypotheses

The Language Expectation Model (LEM) offers several testable hypotheses. In an effort to be parsimonious and thereby get a better understanding of the processes involved, only a part of the model is tested in this thesis. The hypotheses here focus only on undergraduates with

language expectations (strong or weak) as it appears that most undergraduates expect their foreign TAs to have poor language skills. It is my wish to empirically test other parts of the model in the future, making modifications based on feedback given by foreign TAs, undergraduates, colleagues, and research relevant to this model.

The primary dependent variable in the LEM is the foreign TA's evaluation by the undergraduates. Shepherd and Trank (1986) framework, which explains how teachers are evaluated within three domains, is modified to measure the dependent variable. In the first domain, students rate their teacher's effectiveness on their fulfillment of the task goals. Shepherd and Trank (1986) explain that "teachers are expected to 'teach' a certain body of material that the students are expected to 'learn'" (p. 7). In other words, teachers are expected to be experts in the course content, and that content should be important intrinsically or pragmatically. The task goals are often clearly outlined in the class syllabus.

Secondly, teachers are judged on their fulfillment of relational goals. Shepherd and Trank (1986) explain:

> Teachers are expected to evidence caring for their
> students. Students expect teachers to evidence this
> caring in various ways: teachers are to be interested
> in what they do -- they are to give the sense that they
> want to be there and like their jobs; teachers are to

make themselves available to the student outside of the

classroom for individual help; ...; teachers should be

relatively "easy to talk to" and so on; ... (p. 7)

Undergraduates evaluate the extent to which teachers fulfill

these relational goals.

Finally, undergraduates judge their teachers on their

communicative goals, that is, how well teachers communicate

their expectations of the students in the class; explain

concepts and offer interesting and relevant examples; answer

questions; offer comments to assist students' learning; and

do it a level undergraduates understand and enjoy (Shepherd

& Trank, 1986).

In their study Shepherd and Trank (1986), using a

constructivist approach to communication (see Delia,

O'Keefe & O'Keefe, 1982 for explanation), argue that

undergraduates who are cognitively less complex tend to

evaluate their teachers similarly on task, relational, and

communicative skills. In this case, cognitive complexity

refers to the number of different constructs the students

have for their teachers. Conversely, undergraduates who are

cognitively more complex evaluate their teachers differently

on three skills. Based on complexity-extremity theory

(Linville, 1982; Linville & Jones, 1980) which explains how

stereotypes influence target evaluations, it is very likely

that the same argument applies to undergraduates evaluating

their foreign TA.

Complexity-extremity theory (Linville, 1982; Linville & Jones, 1980) argues that people have more complex representations of ingroup members than outgroup members as we have more experience with ingroups than outgroups. Further, there is a lesser chance to negatively evaluate an ingroup member as one has more dimensions for her/him, and negative dimensions are balanced by positive ones. For outgroup members, there are fewer dimensions to define them. When these dimensions are predominantly negative, there is a greater likelihood for extreme negative evaluations of outgroup members. With the Oh No! Syndrome, foreign TAs belong to an "outgroup" as undergraduates have limited interaction with them. In addition, as undergraduates appear to have negative stereotype-based expectancies of their foreign TAs language skills (Bailey, 1982; Bresnahan, 1990), it is likely that the foreign TAs' evaluations on task, relational, and communicative skills will be highly correlated. For example, the undergraduates' reasoning could be as follows: "I cannot understand my foreign TA. S/he has such a strong accent. She knows nothing about the subject, and does not know how to teach this class." When students' expectations are violated, evaluations of a foreign TA along task, relational, and communicative competence should not be highly correlated.

It is true, however, that undergraduates's prior expectations of their foreign TA's language skills (strong

or weak), the affective response of undergraduates, and other personality and situational variables influence undergraduates' evaluations of their foreign TAs. In Figure 3, a flow chart maps out when the negative expectations of foreign TAs' language skills are confirmed or violated. Several testable hypotheses are now offered, starting from the top of the chart going down. Further, within each set, hypotheses move from the simplest to more complex predictions.

Hypotheses about Affect/Emotion

When a teaching assistant walks into class on the first day of the term, and is labelled a foreign TA because of the way s/he looks and/or speaks, there is an immediate affective response. The valence of the affective response, positive or negative, will depend on whether the foreign TA subsequently confirms or violates the student's language expectation. Students should have a negative affective reaction (anger and anxiety) when the foreign TA confirms their expectations, and a positive affective response (relief and happiness) when the foreign TA violates the students' expectations. The affective response, therefore, is driven by the valence of the expectation.

H1: Students will have a more negative affective reaction towards a foreign TA when s/he confirms rather than violates their language expectations. Specifically:

a. students will experience higher levels of anger and anxiety when the foreign TA confirms rather than violates their language expectations.

b. students will experience higher levels of happiness when the foreign TA violates rather than confirms their language expectations.

Further, the intensity of students' affective reaction should depend upon the strength of their expectation (strong or weak prior expectations about the foreign TA's language skills). In general, students with strong expectations should have more extreme affective responses than students with weak expectations. In a related field, Sherif, Sherif, and Nebergall (1965) argue that people with high levels of ego-involvement react differently than people with low ego-involvement. Specifically, people with high ego-involvement tend to see viewpoints expressed close to their own as closer than they actually are (assimilation effect), and viewpoints expressed opposed to the receiver as further away than it actually is (contrast effect). When students' expectations are confirmed, they should therefore have a strong negative affective response and a weak positive affective response. Again, when students' expectations are violated, they should have a strong positive affective response and a weak negative affective response as it is a contrast effect in the opposite direction.

H2: Confirmation versus violation of expectations will exert stronger effects on the emotions of students who possess stronger prior expectations than on those with weaker prior expectations. Specifically:

    a.   when a foreign TA confirms prior expectations, students with strong prior expectations will experience higher levels of anger and anxiety than will students with weak expectations.

    b.   when a foreign TA violates prior expectations, students with strong prior expectations will experience lower levels of anger and anxiety than will students with weak expectations.

    c.   when a foreign TA violates prior expectations, students with strong prior expectations will experience higher levels of happiness and relief than will students with weak expectations.

    d.   when a foreign TA confirms prior expectations, students with strong prior expectations will experience lower levels of happiness and relief than will students with weak expectations.

Hypotheses about Evaluation of the Foreign TA

The simplest prediction is that evaluations of the foreign TA should the consistent with the students' prior expectations. Specifically:

H3: Students will have a less favorable evaluation of a foreign TA when s/he confirms rather than violates their language expectations.

However, three factors -- strength of prior expectations, confirmation versus violation of expectation, and course content -- interact to influence how a foreign TA is evaluated.

When a foreign TA confirms prior expectations, for nonmajors, the evaluation of their foreign TA should be negative. There should be no significant difference, however, in evaluation between students with strong and weak expectations. For example, if students who are communication majors take a class in chemistry, both students with strong and weak expectations should evaluate the foreign TA negatively at the same level as their expertise in the area is limited, and it is likely that having this knowledge is not crucial to their careers. However, for chemistry majors, students with strong expectations should evaluate the foreign TA more negatively than students with weak expectations. Students with strong prior expectations perceive/feel that their inability to comprehend the foreign TA influences their careers more

adversely than students with weak prior expectations.

H4: Strength of prior expectations, confirmation versus violation of expectations, and course content (major versus nonmajor) will interact in their effects on students' evaluation of a foreign TA. Specifically,

    a.   when a foreign TA confirms prior expectations, students with strong prior expectations will make more unfavorable evaluations of the foreign TA than will students with weak prior expectations, especially when the TA lectures on material that is within rather than outside of the students' major.

When a foreign TA violates students prior expectations, majors with strong or weak expectations should evaluate the foreign TA positively, and at similar levels. For example, chemistry majors with strong or weak prior expectations should be equally happy/relieved that they can understand their foreign TA fairly easily. However, nonmajors with strong prior expectations should be more happy/relieved than those with weak expectations. For example, communication majors taking a class in chemistry with strong expectations should be more relieved than those with weak expectations.

    b.   when a foreign TA violates prior expectations, students with strong prior expectations will make more favorable evaluations of the foreign TA than

will students with weak prior expectations,
especially when the TA lectures on material that
is outside of rather than within the students'
major.

Hypothesis about Subtyping the Foreign TA

These evaluations of a foreign TA are generalized to
other foreign TAs when a foreign TA confirms rather than
violates their language expectations. When the expectation
is violated, the positive evaluation of a foreign TA is
generalized to other foreign TAs only when students have
weak prior expectations. When students have strong prior
expectations, they are more likely to sub-type the specific
foreign TA by arguing that this foreign TA is an exception
by assuming that s/he has language skills atypical of the
whole group (Weber & Crocker, 1983). Consistency theories
(like cognitive dissonance, balance theory) would concur
with this view that people who are highly involved are more
likely to find ways to retain their original views.

H5: Confirmation versus violation of expectations and
    strength of expectations (weak versus strong) will
    interact in their effects on the extent to which
    students subtype their foreign TA, such that:

    a.   When a foreign TA confirms prior language
         expectations, students are likely not to
         subtype their foreign TA whether they have

strong or weak prior expectations.

b. When a foreign TA violates prior language expectations, students with strong prior expectations will be more likely to engage in sub-typing than will students with weak expectations.

Hypothesis about the Dimensions of Evaluation

The beginning of the hypothesis section explained how Shepherd and Trank (1986) differentiated the dimensions of evaluation. Confirmation or violation of prior expectation should influence the evaluation of a foreign TA along the three dimensions of task, communicative, and relational competence. In general, when a foreign TA confirms prior expectations, most students may agree that the foreign TA is competent but lacks communication skills. Thus, when a foreign TA confirms students prior expectations, students' evaluations of their foreign TA should be more favorable along the task dimension than for the relational and communicative dimensions.

H6: Confirmation versus violation of prior expectations should influence the effects on evaluations of a foreign TA along three dimensions (task, communicative, and relational competence). Specifically,

a. when a foreign TA confirms prior expectations, judgments of task competence

should be significantly more favorable than
judgments of communicative and relational
competence.

b.   when a foreign TA violates prior
expectations, judgments about the foreign TA
should not differ across the three
dimensions.

Hypotheses about Behavioral Intentions

In general, it is more likely that students will drop a
course if the foreign TA confirms rather than violates their
expectations.

H7: Students will be more likely to intend to drop a course
from a foreign TA when s/he confirms rather than
violates their language expectations.

However, confirmation versus violation should interact with
strength of expectations (weak versus strong) to influence
behavioral intentions. When expectations are confirmed,
students with strong expectations are more likely to drop
the class taught by a foreign TA than students with weak
expectations. When expectations are violated, students with
strong expectations are less likely to drop the course than
students with weak expectations.

H8: Confirmation versus violation of expectations should
interact with strength of expectations to influence
students' intentions to drop the course. Specifically:

a.   When expectations are confirmed,
       students with strong prior expectations
       are more likely to drop the course than
       students with weak expectations.

b.   When expectations are violated, students
       with strong prior expectations are less
       likely to drop the course than students
       with weak expectations.

Confirmation versus violation of expectations also
should interact with strength of expectations to influence
whether students will take a class with a foreign TA in the
future. When a foreign TA confirms prior expectations,
students with strong or weak expectations are likely not to
take a class with a foreign TA in the future.   When
expectations are violated, however, students with strong
expectations are likely not to take a class with a foreign
TA than students with weak expectations because the former
students are more likely to subtype their current foreign TA
as unusual and unlike other foreign TAs.

H9: Confirmation or violation of expectations and strength
     of expectations (weak or strong) will interact in their
     effects on whether students will take a class with a
     foreign TA in the future. Specifically:

     a.   When a foreign TA confirms prior language
            expectations, students are likely not to take
            a class with a foreign TA in the future,

whether they have strong or weak
expectations.

b.   When a foreign TA violates prior language
expectations, students with strong prior
expectations are more likely not to take a
class with a foreign TA than students with
weak expectations.

The nine hypotheses reflect the LEM as we move from the
top to the bottom. They are not, however, exhaustive.
Through empirical research, and alternate perspectives,
other factors and issues need to be addressed.

CHAPTER FOUR

METHODS

Overview

This study was conducted in two phases. In Phase 1, the degree of accentedness and undergraduates' expectations of foreign TA's language skills were pretested. One hundred and twenty four pretest participants watched one of two videotapes to determine two types of accent -- one that participants perceive as difficult to understand, and the other as easy to follow. In the first run (N=60), all the participants perceived the accent of both foreign TAs as difficult to follow; they saw no differences between the two foreign TAs' accents. In the second run (N=64), students did perceive one of the foreign TAs as easy to follow, and the other difficult as to understand. In Phase 2, 330 experimental participants watched a three to four minute videotape of a foreign TA on the first day of class, and evaluated him on task, relational, and communicative goals. Relevant statistical analyses were used to explain the relationship between undergraduates' expectations of their foreign TAs and the evaluations of foreign TAs.

Phase 1: Pretest for Stimulus Materials

Research participants. A total of 124 (60 in the first run and 64 in the second run) students from a large southwestern university participated in this phase. They were told that this was an exercise designed to learn students' perceptions of instructors on campus. The participants were offered extra credit for volunteering their time and responses.

Procedures. In Round 1, two classes were chosen for the pretest. The procedure was the same in both classrooms. A research assistant (White Caucasian Male) walked into the classroom at the beginning of class, and thanked the participants for participating in the research. A White male was chosen to collect data as the author is a foreign TA himself, and was anxious not to bias students' responses. After signing the consent forms, the participants were told that they would answer a questionnaire, watch a videotape of an instructor for a minute, and answer a questionnaire again to complete the experiment. In classroom 1 (N=28), participants watched a videotape of a foreign TA with a severe accent which is difficult to understand. In classroom 2 (N=32), participants watched a videotape of a foreign TA with an accent easy to follow.

The whole process (questionnaire - videotape - questionnaire) took about 15 minutes. After collecting both

questionnaires, the participants were debriefed, thanked again for their participation, and allowed to leave. During debriefing, it was explained that this was a pretest to see whether participants perceived the foreign TA's accent to be difficult or easy to follow. Participants were also requested not to share their experiences with other students as the researcher was planning to conduct similar research in the near future.

Stimulus materials. As most of the foreign TAs are from Asian countries, the stimulus for the pretest (videotape) was created by two Chinese male TAs, one whose accent was easy to follow and the other with a thick accent difficult to understand. The names of these TAs were suggested by staff from the International Teaching Assistants Training Center on Campus. After conversing with each TA for a few minutes, they appeared appropriate for the task. A script was created to simulate the first day of class in an interpersonal communication class. It included some personal information about the TA, and a brief introduction to the class and the syllabus (see Appendix B). Both TAs delivered their script like an instructor would on the first day of class (looking at their notes occasionally), and took about a minute to complete the narration. To maintain consistency, these two samples were videotaped in the same classroom, and around the same time

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in the evening (6 P.M.). There were no students in the class, and the TAs were videotaped from waist up only.

Measurement instruments. Before watching the videotape, participants answered a questionnaire about: (a) their demographic information, (b) the number of classes they have had from a foreign TA, (c) questions on whether they had heard anything about foreign TAs from roommates or friends, and if so, what the participants learned from them, and (d) four questions to measure how the participants saw themselves as students. After watching the videotape, participants responded to: (a) four questions to see if students' expectations of foreign TAs language skills were confirmed or violated, and (b) Troidahl's (1972) Dogmatism Scale. All questions were on a 5-point Likert-type scale, with 1 being the weakest reaction and 5 being the strongest reaction.

Results. Prior to viewing the videotapes, the 60 participants expected their foreign TA to speak with an accent fairly difficult to follow ($\underline{M}$=3.8; $\underline{SD}$=.88). After seeing the videotapes, a comparison of the cell means for confirmation of expectations (with 5 being expectations confirmed and 1 being expectations violated) suggested that there was no significant difference, $\underline{t}$(58)=.88; $\underline{p}$>.05, between the confirmed (Classroom 1; $\underline{M}$=3.4) and violated

(Classroom 2; $\underline{M}$=3.6) conditions. In other words, data from the two classes indicated that participants did not perceive the two foreign TAs as differing in terms of confirmation of expectations.

In Round 2, one of the two foreign TAs was replaced with another Chinese TA who has lived in the U.S. for the past 20 years. His accent was more comparable to the "American" accent. This TA was filmed with the same script in the same classroom, and around the same time in the evening (6 P.M.). Using the same procedures and measurements listed above, the pretest was conducted again in two new classes.

Prior to viewing the videotapes, the 64 participants in Round 2 also expected their foreign TA to speak with an accent fairly difficult to understand ($\underline{M}$=3.7). As anticipated, after viewing the videotapes, a comparison of the cell means for confirmation of expectations (with 5 being expectations confirmed and 1 being expectations violated) suggested that there was a significant difference, $\underline{t}$(62)=4.8; $\underline{p}$<.05, between the confirmed (Classroom 1; $\underline{M}$=3.4) and the violated (Classroom 2; $\underline{M}$=1.1) conditions. In other words, in Classroom 1, as expected, the foreign TA was perceived as difficult to follow, while in Classroom 2, the foreign TA was perceived as easy to follow.

Phase 2: Experimental Measures and Procedures

Research participants. A total of 330 students (from 15 different classes) in a large southwestern university participated in this phase. They were told that this was an exercise to learn students' perceptions of instructors on campus. Only 2 of the 15 instructors offered extra credit for participating. Preliminary analyses revealed no systematic differences between responses from students who received extra credit and those who did not on any of the dependent variables; hence responses have been combined in all analyses.

Procedure. The procedures, which were similar to those used in the pretest, were the same in all 15 classrooms. Three research assistants (one White male and two White females) collected the data. All three research assistants went through a one hour training session where the data collection process was simulated. A step-by-step instruction sheet provided to all three assistants discussed ways to handle possible difficulties.

In each class, the research assistant began by thanking the students for participating in the research. After signing the consent forms, the participants were told that they would answer a questionnaire, watch a videotape of an instructor for three to five minutes, and answer a questionnaire again to complete the experiment. If students

had participated in the same experiment in another class, they were requested not to participate again. The participants watched one of four videotapes: (a) the foreign TA with an accent difficult to follow teaching a chemistry lab, (b) the foreign TA with an accent difficult to follow teaching an interpersonal communication class, (c) the foreign TA with an accent easy to follow teaching a chemistry lab, and (d) the foreign TA with an accent easy to follow teaching an interpersonal communication class. Procedures for creating these four tapes are described in a later section.

The whole process (questionnaire – videotape – questionnaire) took about 25 minutes. After collecting both questionnaires, the participants were debriefed, thanked again for their participation, and allowed to leave. The debriefing process explained that this was an experiment to see how participants' language expectations of foreign TAs influenced their judgments of foreign TAs when these expectations were confirmed or violated. The research assistants answered questions that they were trained for, and for questions they could not answer, they provided the author's phone number. Participants also were requested not to share their experiences with other students as the researcher was collecting data in other classes.

Independent variables. The independent variables in this study are: (a) students' prior language expectations (strong or weak); (b) expectation confirmed or violated (severe or weak accent); (c) Lecture topic --chemistry or communication (major versus non major).

Students' prior expectations were measured by a set of six questions, with two questions each on expectations of foreign TA's communication competence, relational competence, and task competence. Further, students' strong versus weak expectations of foreign TA's language skills were created by using a median split (strong expectations = 3.5 or greater on the 5-point scale, and weak expectations = less than 3.5 on the 5-point scale) on the items measuring expectations.

Confirmation versus violation of expectations was operationalized by videotaping one foreign TA whose accent is difficult to follow and another foreign TA whose accent is easy to comprehend. The same two foreign TAs from the pretest were used for this part of the study. The scene in the tape was a simulation of the first day of class where the TA introduces himself, discusses the syllabus, and offers a brief introduction to the subject matter. Like the pretest, the videotaping was done in the same classroom, and at the same time in the evening (6 P.M.).

The lecture topic was operationalized by having each foreign TA teach both the chemistry lab and the

interpersonal communication class. The script for the two classes had a similar structure (personal introduction, discussion of the syllabus, and a brief introduction to the topic). The script for the Chemistry Lab (3 minutes; see Appendix C) was slightly shorter than the script for the interpersonal communication class (4 minutes; see Appendix D). Both TAs delivered their script like an instructor would on the first day of class, by looking at their notes and at the class intermittently.

Dependent variables. After watching the video tape (about three to four minutes), students answered: (a) a modified version of Watson, Clark, and Tellegen's (1988) positive and negative affect PANAS scales [a composite score was created for positive (6 items) and negative (6 items) emotions]; (b) a modified version of Shepherd and Trank's (1986) scales to evaluate instructors on task, relational, and communicative goals; and (c) a set of questions to assess whether students engaged in sub-typing (Weber & Crocker, 1983), whether they would drop a class taught by the foreign TA on videotape, and whether they would be likely to take classes with foreign TAs in the future. Students also answered: (a) four questions as a manipulation check to measure if the participants' expectations were confirmed or violated, and (b) ten comprehension questions to determine if they recalled what the foreign TA talked

about. All the questions were in a 5-point Likert-type
format (with 1 as low and 5 as high), except the
comprehension questions where the students respond true or
false to a set of statements (see Appendix E for pre and
post video questionnaires).

CHAPTER FIVE

RESULTS

Overview

The results section begins with a general description
of the profile of the participants, and descriptive data on
the experimental variables. This is followed by explaining
the results for each of the nine hypotheses. All the
hypotheses were analyzed using factorial analysis of
variance (ANOVA), except hypothesis 6 which was analyzed
using repeated measures analysis of variance.

Profile of the participants

Table 2 summarizes important characteristics of the
participants. The total number of participants was 330, of
which 192 were female and 137 male. The average age (in
years) was 25. The over representation of females and the
higher than normal average age is comparable to the
Department's male/female ratio (40/60) and the average age
of the students (27). There is a larger representation of
juniors and seniors (95 and 146) compared to the freshmen
and sophomores (21 and 67).

Based on an earlier survey, it appeared that it would
be possible to have an equal number of communication and

Table 2

Profile of the participants

Variable	Number	
Topic watched on videotape	Communication	173
	Chemistry	157
Sex	Female	192
	Male	137
	No Response	1
Age (average, in years)		25
Level	Freshmen	21
	Sophomore	67
	Junior	95
	Senior	146
	No Response	1
Ethnicity	Hispanic	78
	Caucasian	197
	African American	8
	Asian	10
	Native American	15
	Other	20
	No Response	2
Participants' Major	Communication	107
	Natural Sciences	42
	Other	176
	No Response	8

Note: N=330

natural science majors. This, however, was not reflected inthe final sample. Of the 330 participants, 107 were communication majors and only 42 were natural science majors. As this is an important factor for a few hypotheses, only data from these 149 students will be analyzed for hypotheses involving type of major.

Table 3 summarizes descriptive data (mean, standard deviation, and reliability) of all the experimental variables. All items are 5-point Likert-type questions with 5 indicating stronger responses to the question. The reliability of the items were fairly high, ranging from .74 to .89.

Manipulation Check

A manipulation check was performed to determine if students' expectations of foreign TAs' language skills were negative, and that these expectations were either confirmed or violated by the two foreign TAs in the study. Consistent with the predictions, students had a fairly strong negative expectation of their foreign TA's language skills before viewing the videotape ($\underline{M}$=3.5). After viewing the videotape, the cell means for the confirmation of expectations (5=confirmed; 1=violated) indicated that there was a significant difference between the confirmed ($\underline{M}$=4.01) and the violated ($\underline{M}$=1.80) conditions, $\underline{F}$(1,327)=525.46; $\underline{p}$<.001. Confirmation of expectations explained a significant portion of the variance (eta-squared=.62).

Table 3

Descriptive data on experimental variables

Variable	Mean	SD	Reliability
Language Expectation of foreign TAs (2)	3.31	1.05	.74
Negative Emotions (6)	2.25	1.03	.88
Positive Emotions (6)	2.09	.85	.86
Confirmed Expectations (2)	2.84	1.54	.93
Violated Expectations (2)	3.01	1.35	.90
Foreign TA's Task Competence (5)	3.18	.78	.77
Foreign TA's Relational Competence (5)	2.98	.82	.75
Foreign TA's Communication Competence (6)	3.19	.99	.84
Foreign TA's Competence on All Three Dimensions (16)	3.12	.73	.89
Drop this Class (1)	2.67	1.33	--
Subtyping (1)	3.17	.98	--
Classes with Foreign TAs in the Future (1)	2.95	1.25	--

Note: N=330; SD=Standard Deviation; Reliability=Alpha; Numbers within parentheses indicate the number of questions measuring the variable.

Hypotheses about Affect/Emotion

Hypothesis 1

The first hypothesis predicted that students will have a more negative affective response when the foreign TA confirms rather than violates their language expectations. There were two parts to Hypothesis 1. **Hypothesis 1a** predicted that students will experience higher levels of anger when expectations are confirmed rather than violated. To test this hypothesis, a oneway analysis of variance, analyzing the effects of confirmed versus violated expectations on negative emotions was performed. Results suggested that the data were consistent with the hypothesis. Students' level of anger was higher when the foreign TA confirmed ($\underline{M}$=2.62) rather than violated ($\underline{M}$=1.88) prior expectations, $\underline{F}(1,312)$=45.24; $\underline{p}$<.001. Confirmation of expectations, however, explained only a moderate portion of the variance on the levels of anger (eta-squared=.13).

Hypothesis 1b predicted that students will experience higher levels of happiness when the foreign TA violates rather than confirms students' language expectations. To test this hypothesis, a oneway analysis of variance which analyzed the main effects of confirmed versus violated expectations on positive emotions was performed. Results suggest that the data are not consistent with the

hypothesis. Levels of happiness did not differ when the foreign TA confirmed ($\underline{M}$=2.12) or violated ($\underline{M}$=2.06) prior expectations, $\underline{F}$(1,313)=.30; $\underline{p}$>.05.

Overall, the results indicated that while confirmation versus violation of expectations exerted main effects on negative emotions, there were no main effects for positive emotions.

Hypothesis 2

The second hypothesis predicted that expectations (confirmed versus violated) should interact with strength of expectations (strong versus weak) to influence emotions (positive and negative). The strength of expectations measure was created by a median-split on an aggregate score for prior expectations. Based on the distribution of scores for prior expectations (mean=3.31; median=3.5), students whose expectations were 3.5 or higher were grouped under "strong expectations," and students whose expectations were less than 3.5 were grouped under "weak expectations." Based on this grouping, there were 174 students with strong expectations, and 150 with weak expectations.

There are four parts to the second hypothesis. Hypothesis 2a and 2b, dealing with negative emotions, predicted that when a foreign TA confirms prior expectations, students with strong expectations will feel higher levels of anger and anxiety than students with weak

expectations. Further, when a foreign TA violates prior expectations, students with strong expectations should experience lower levels of anger and anxiety than students with weak expectations. To test this hypothesis, an analysis of variance which analyzed the effects of expectations and strength of expectations on negative emotions was performed.

The data were consistent with hypothesis 2a and 2b. The analysis of variance analysis indicated that both confirmation of expectations, $F(1,304)=47.18$; $p<.001$, and strength of expectations, $F(1,304)=5.38$; $p<.03$, exerted significant main effects on negative emotions. Further, there is a significant interaction between confirmation of expectations and strength of expectations, $F(1,304)=7.49$; $p<.01$. As interaction effects can override main effects, the interaction effect is interpreted first.

The cell means for negative emotions indicate that when expectations are confirmed, students with stronger expectations have stronger negative emotions than those with weak expectations (see Table 4). Further, when expectations are violated, students with stronger expectations have lower levels of anger and anxiety than those with weak expectations.

To reconfirm these conclusions, contrasts were fitted specifically to test hypothesis 2a and 2b (see Table 4). Results indicated that the data were consistent with the

predicted model, $F(1,304)=51.67$; $p<.05$, and the residual

explained variance was not statistically significant,

$F(2,304)=2.89$; $p>.05$.

Table 4

Cell means for negative emotions by confirmation of
expectations and strength of expectations

	Strength of expectations	
	Strong	Weak
Expectations		
Violated	1.86 (91) -2	1.91 (64) -1
Confirmed	2.87 (79) 2	2.32 (74) 1

Note: Numbers in parentheses reflect number of students.
         Numbers below parentheses indicate contrasts used
         to test the hypothesis specifically.

Hypothesis 2c and 2d, dealing with positive emotions,

predicted that when a foreign TA confirms prior

expectations, students with strong expectations will feel

lower levels of happiness and relief than those students

with weak expectations. Further, when a foreign TA violates

prior expectations, students with strong expectations should

experience higher levels of happiness and relief than those

students with weak expectations. To test this hypothesis, a

two-way analysis of variance exploring the effects of

expectations and strength of expectations on positive emotions was performed.

Results indicated that the data were not consistent with the hypothesis. While there was a main effect for strength of confirmation of expectations, $F(1,305)=13.76$; $p<.001$, there was no main effect for expectations, $F(1,305)=.16$; $p>.05$. There was a significant interaction between confirmation of expectations and strength of expectations for positive emotions, $F(1,305)=10.63$; $p<.01$. Although there is a significant interaction, the cell means (Table 5) clearly indicate that the data are not consistent with the predicted interaction for students with weak expectations. For students with strong expectations, the confirmation versus violation manipulation did significantly affect levels of positive emotions, $F(1,168)=4.46$; $p<.04$. For students with weak expectations, those who heard the foreign TA confirm expectations unexpectedly reported more positive responses than those who heard the foreign TA violate expectations, $F(1,137)=5.80$; $p<.02$.

Overall, like Hypothesis 1, the data are consistent with the hypothesis for negative emotions and not for positive emotions. Indded, the most positive response comes from students with weak expectations when a foreign TA confirms their expectations.

Table 5

Cell means for positive emotions by confirmation of
expectations and strength of expectations

	Strength of expectations	
	Strong	Weak
Expectations		
Violated	2.05 (91)	2.09 (65)
Confirmed	1.81 (79)	2.47 (74)

Note: Numbers in parentheses reflect number of students.

Hypotheses about Evaluation of the Foreign TA

Hypothesis 3

Hypothesis 3 predicted that the foreign TA is likely to
be evaluated more negatively if s/he confirms rather than
violates students expectations. To test this hypothesis a
oneway analysis of variance, which analyzed the main effects
of confirmed versus violated expectations on evaluations of
the foreign TA was performed. A composite measure of
evaluation, including all three dimensions of task,
relational, and communication competence, was used.
The results were consistent with the hypothesis. The
analysis of variance indicated that there was a significant
main effect for confirmation of expectations,
$F(1,313)=87.15$; $p<.001$, such that students whose
expectations were confirmed evaluated the foreign TA less

favorably ($\underline{M}$=2.78) than students whose expectations were violated ($\underline{M}$=3.45). Confirmation of expectation explains a moderate portion of the variance (eta-squared=.21).

A secondary analysis was performed to analyze the main effects of confirmed versus violated expectations on evaluations of the foreign TA on the three dimensions of competence (task, relational, and communication) separately (A factor analysis indicated that the three dimensions of competence were not unidimensional). The analysis of variance indicated that there was a significant main effect for confirmation of expectations such that students whose expectations were confirmed evaluated the foreign TA less favorably on task competence, $\underline{F}$(1,318)=10.73; $\underline{p}$<.002; eta-squared=.03, and communication competence, $\underline{F}$(1,318)=357.78, $\underline{p}$<.001; eta-squared=.53, than students whose expectations were violated. There were no significant effects, however, for confirmation of expectations on relational competence, $\underline{F}$(1,318)=1.49; $\underline{p}$>.05; eta-squared=.01.

Overall, students evaluate the foreign TA less favorably when their expectations are confirmed rather than when violated. They evaluate the foreign TA less favorably on task and communication competence when their expectations are confirmed rather than when violated. Specifically, they evaluate the foreign TA significantly more positively when their expectations are violated than confirmed. Students, however, evaluate the foreign TA similarly on relational

competence whether the foreign TA confirms or violates their expectations.

Hypothesis 4

Hypothesis 4 predicted that expectations (confirmed versus violated), strength of expectations (strong versus weak), and course content (major versus nonmajor) should interact in their effects on students' evaluations of their foreign TA. There were two parts to the fourth hypothesis.

Hypothesis 4a suggested that when a foreign TA confirms prior expectations, students with strong expectations will make less favorable evaluations of their foreign TA than students with weak expectations, especially if the foreign TA lectures on material that is within rather than outside the students' major. To test this hypothesis, a three-way analysis of variance crossing the factors of strength of expectations, confirmation of expectations, and course content was performed. The dependent measure was a composite measure of the three dimensions of foreign TA competence -- task, relational, and communicative competence. Course content was operationalized by matching the student's major with the topic they listened to on the video tape. Natural science majors who watched the chemistry lecture, and communication majors who watched the communication lecture were grouped under "Match." Conversely, natural science majors who watched the

communication lecture, and communication majors who watched
the chemistry lecture were grouped under "Mismatch." Hence,
only a subset of the entire sample was included in this
analysis (N=149).

Results from the analysis of variance suggested that
the data were not consistent with the hypothesis. There was
a significant main effect for confirmation of expectations,
$F(1,131)=49.56$; $p<.001$, and strength of expectations,
$F(1,131)=7.93$; $p<.01$. The main effect for course content was
not significant, $F(1,131)=.17$; $p>.05$, nor were the
confirmation of expectation by course content, $F(1,131)=.19$;
$p>.05$, or strength of expectation by course content
interactions, $F(1,131)=2.59$; $p>.05$. The 3-way interaction
for strength of expectations, confirmation of expectations,
and course content was also not significant, $F(1,131)=.91$;
$p>.05$. The confirmation of expectation by strength of
expectation interaction, however, was significant,
$F(1,131)=5.68$; $p<.02$.

Since neither the main effect nor the interactions
involving course content were significant, this hypothesis
was reanalyzed using the whole sample of 330. It was
predicted that when a foreign TA confirms prior
expectations, students with strong expectations should
evaluate the foreign TA less favorably than students with
strong expectations. When a foreign TA violates prior
expectations, students with strong expectations should make

more favorable evaluations of the foreign TA than students with weak expectations.

The results for the entire sample were consistent with this part of the hypothesis. There were significant main effects for strength of expectations, $F(1,306)=12.36$; $p<.002$, and confirmation of expectations, $F(1,306)=90.16$; $p<.001$. The 2-way interaction of strength of expectation by expectation on evaluation was statistically significant, $F(1,306)=4.32$; $p<.04$. Cell means are shown in Table 6. A contrast fitted to test the revised hypothesis indicated that the data are consistent with the hypothesis, $F(1,306)=91.25$; $p<.05$, but the residual explained variance was also significant, $F(2,306)=6.21$; $p<.05$.

Table 6

Cell means for foreign TA evaluation by confirmation of expectations and strength of expectations

	Strength of expectations	
	Strong	Weak
Expectations		
Violated	3.41 (90) 2	3.51 (68) 1
Confirmed	2.59 (77) -2	3.00 (75) -1

Note: Numbers in parentheses reflect number of students. Numbers below parentheses indicate contrasts used to test hypothesis specifically.

A secondary analysis was performed to analyze the effects of confirmation of expectation and strength of expectations on the three dimensions of competence (task, relational, and communication) separately. The 2-way interaction of strength of expectation by confirmation of expectation on evaluation was statistically significant for communication competence, $F(1,311)=7.51$; $p<.05$, and not significant for task competence, $F(1,311)=.85$; $p>.05$, and relational competence, $F(1,311)=3.03$; $p>.05$. When contrasts were fitted to test the hypothesis directly for task and relational competence (similar to the ones used in Table 6), the data were consistent with the hypothesis for task competence, $t(311)=3.46$; $p<.002$, and not for relational competence, $t(310)=1.68$; $p>.05$.

Although the contrasts indicated that the data were consistent with Hypothesis 4, a study of the cell means for the effects of confirmation of expectations and strength of expectations on task and communication competence suggested that the mean differences between strong and weak expectations is about the same for the violated condition. Contrasts were fitted to test this alternate model for task (Table 7) and communication competence (Table 8). Results indicated that the alternate model explained more variance (sum of squares for task competence=9.36; sum of squares for communication competence=164.43) than the original model (sum of squares for task competence=6.60; sum of squares for

Table 7

**Cell means for foreign TA evaluation on task competence by
confirmation of expectations and strength of expectations**

		Strength of expectations	
		Strong	Weak
Expectations			
	Violated	3.25 (92) 2	3.44 (68) 2
	Confirmed	2.89 (77) -3	3.24 (78) -1

Note: Numbers in parentheses reflect number of students.
Numbers below parentheses indicate contrasts used
to test hypothesis specifically.

Table 8

**Cell means for foreign TA evaluation on communication
competence by confirmation of expectations and strength of
expectations**

		Strength of expectations	
		Strong	Weak
Expectations			
	Violated	3.89 (93) 2	3.91 (69) 2
	Confirmed	2.25 (77) -3	2.69 (76) -1

Note: Numbers in parentheses reflect number of students.
Numbers below parentheses indicate contrasts used
to test hypothesis specifically.

communication competence=157.95).

Overall, course content does not appear to have any significant impact on the evaluation of the foreign TA. As this decision is based on fairly small sample sizes, it should be accepted cautiously. Results initially indicated that when expectations were confirmed, students with strong expectations did evaluate the foreign TA less favorably than students with weak expectations. Similarly, when expectations were violated, students with strong expectations evaluated the foreign TA more favorably than students with weak expectations. A secondary analysis suggested that there was no significant interaction between confirmation of expectation and strength of expectation on relational competence. For task and communication competence, however, when expectations were confirmed, students with strong expectations evaluated the foreign TA less favorably than students with weak expectations. When expectations were violated, there were no significant differences between students with strong and weak expectations in their evaluation of the foreign TA on task and relational competence. Evaluation of foreign TA on communication competence differed significantly when expectations were violated. In other words, Hypothesis 4 was supported fully when the foreign TA confirmed expectations, and partially supported when the foreign TA violated prior expectations.

Hypothesis about Subtyping the Foreign TA

Hypothesis 5

Hypothesis 5 predicted that strength of expectations (strong versus weak) and expectations (confirmed versus violated) should interact to affect the extent to which students subtype their foreign TA. Subtyping occurs when students see a foreign TA as an exception: "This foreign TA is not like other foreign TAs." In this study, it is defined specifically that for situations when a foreign TA violates exceptions, s/he is seen as exception. Hypothesis 5 has two parts that were tested with an analysis of variance for investigating the effects of strength of expectations and confirmation of expectations on subtyping.

Hypothesis 5a predicted that when a foreign TA confirms expectations, students with weak and strong expectations are equally likely not to subtype their foreign TA. Hypothesis 5b predicted that when a foreign TA violates expectations, students with strong expectations are more likely to subtype than students with weak expectations. Results indicated that the data were not consistent with the hypothesis. Both the main effects for confirmation of expectations, $F(1,308)=1.46$; $p>.05$, and for strength of expectations, $F(1,308)=.48$; $p>.05$, were not statistically significant. The predicted 2-way interaction between expectations and strength of expectations also was not statistically significant, $F(1,308)=2.88$; $p>.05$. As ANOVA picks up only

cross-over interactions, specific contrasts were fitted to test the hypothesis. Cell means are shown in Table 9, and results indicated that the data still were not consistent with the hypothesis, $t(308)=1.34$; $p>.05$.

Overall, the results suggested that students' likelihood of subtyping their foreign TA will not be affected by either whether the foreign TA confirmed or violated their expectations, or whether students had strong or weak expectations.

Table 9

Cell means for subtyping by confirmation of expectations and strength of expectations

		Strength of expectations	
		Strong	Weak
Expectations			
	Violated	2.95 (92) 2	2.84 (67) 0
	Confirmed	2.64 (78) -1	2.91 (75) -1

Note: Numbers in parentheses reflect number of students.
         Numbers below parentheses indicate contrasts used
         to test hypothesis specifically.

Hypothesis about the Dimensions of Evaluation

Hypothesis 6

Hypothesis 6 predicted that expectations (confirmation versus violation) should exert different effects on evaluations of a foreign TA along the dimensions of task, relational, and communicative competence. Specifically, Hypothesis 6a predicted that when expectations were confirmed, judgments of task competence should be significantly more favorable than judgments of communicative or relational competence. Further, Hypothesis 6b suggested that when expectations were violated, judgments about the foreign TA will not differ across the three dimensions.

To evaluate this hypothesis, a repeated measures analysis of variance was performed crossing the between-subjects factor of expectations (confirmed versus violated) and within-subjects factor of type of evaluation (task, relational, and communication). Results indicated significant main effects for the confirmed and violated conditions, $F(1,313)=72.9$; $p<.001$, and for the three types of competence, $F(2,626)=150.37$; $p<.001$. Both findings were qualified by a significant interaction between confirmation of expectations and the three types of competence, $F(2,626)=175.18$; $p<.001$.

Contrasts were fitted to interpret the interaction and test the hypothesis more directly. When the expectations were confirmed, results indicated that both the linear and

quadratic contrasts were statistically significant.
However, consistent with the prediction (Hypothesis 6a), the
linear contrast, $t(316)=10.39$; $p<.001$, explained more
variance than the quadratic contrast, $t(316)=3.46$; $p<.002$.
The linear contrast indicates that when expectations were
confirmed, judgments of task competence ($M=3.05$) were higher
than judgments of both relational ($M=2.90$) and communication
competence ($M=2.45$; see Table 10).

Table 10

Cell means for task, relational, and communication
competence by confirmation of expectations

	Competence		
	Task	Relational	Communication
Expectations			
Violated	3.33 (159)	3.04 (159)	3.90 (159)
Confirmed	3.05 (156)	2.90 (156)	2.45 (156)

Note: Numbers in parentheses reflect number of students.

When expectations were violated, the data were not
consistent with the hypothesis. Contrary to the prediction
(Hypothesis 6b), there were significant differences between
the task, relational, and communication competence. Both
the linear, $t(316)=10.14$; $p<.001$, and quadratic contrasts,

$t(316)=12.91$; $p<.001$, were again statistically significant. These results indicate, therefore, that when expectations are violated, students' evaluations of their foreign TA differ significantly across the three dimensions of task, relational, and communication competence. In particular, students evaluate the foreign TA more favorably on communication competence when he violates rather than confirms prior expectations.

Overall, for Hypothesis 6, there was a main effect for confirmation of expectations, and an interaction between expectations and the three dimensions of competence. However, the data were consistent with the hypotheses only when expectations were confirmed. Students evaluated their foreign TA more favorably on task competence than on relational and communication competence under this condition. When expectations were violated, contrary to the prediction, students evaluated the foreign TA on task, relational, and communication competence differently.

Hypotheses about Behavioral Intentions
Hypothesis 7

Hypothesis 7 predicted that students are more likely to drop the class taught by the foreign TA on video tape when s/he confirms rather than violates expectations. To test this hypothesis, a oneway ANOVA testing the effects of confirmation of expectations on dropping the class was

performed. Results indicated that the data are consistent with the hypothesis. A significant main effect for confirmation of expectations, $F(1,315)=35.23$; $p<.001$, indicated that students are more likely to drop the class when their expectations are confirmed ($M=3.76$) than when expectations are violated ($M=2.92$). Intentions to drop the class explained a moderate portion of the variance (eta-squared$=.10$).

Hypothesis 8

Hypothesis 8 predicted that confirmation of expectations and strength of expectations should interact to influence students' intentions to drop the course. Specifically, Hypothesis 8a predicted that when expectations were confirmed, students with strong expectations are more likely to drop the class taught by the foreign TA than students with weak expectations. Hypothesis 8b predicted that when expectations were violated, students with strong expectations are less likely to drop the course than students with weak expectations. To test this hypothesis, a two-way analysis of variance examining the effects of confirmation of expectations and strength of expectations on dropping the class taught by a foreign TA was performed.

Results indicate that while there is a main effect for confirmation of expectations, $F(1,310)=34.67$; $p<.001$, there is no main effect for strength of expectation, $F(1,310=1.42$;

$p>.05$. However, there is a significant interaction between confirmation of expectations and strength of expectations for dropping the class, $F(1,310)=4.07$; $p<.05$. Contrasts were fitted to test the hypothesis directly (see Table 11). Results indicated that the data were consistent with the hypothesis, $F(1,310)=36.29$; $p<.05$, and the residual explained variance was not statistically significant, $F(2,310)=1.51$; $p>.05$. Specifically, when expectations were confirmed, students with strong expectations were more likely to drop the class than students with weak expectations. Similarly, when expectations were violated, students with strong expectations were less likely to drop the class than students with weak expectations.

Table 11

<u>Cell means for dropping the class by confirmation of expectations and strength of expectations</u>

	Strength of expectations	
	Strong	Weak
Expectations		
Violated	2.87 (92) -2	2.99 (68) -1
Confirmed	3.97 (78) 2	3.51 (76) 1

Note: Numbers in parentheses reflect number of students. Numbers below parentheses indicate contrasts used to test hypothesis specifically.

Hypothesis 9

Hypothesis 9 predicted that confirmation of expectations and strength of expectations should interact to influence whether students intend to take classes with a foreign TA in the future. There were two parts to the ninth hypothesis. Hypothesis 9a predicted that when a foreign TA confirms expectations, students are equally likely not to take a class with a foreign TA in the future whether they have strong or weak expectations. Hypothesis 9b predicted that when a foreign TA violates expectations, students with strong expectations are more likely not to take a class with a foreign TA in the future than students with weak expectations. To test this hypothesis, a two-way analysis of variance investigating the effects of expectations and strength of expectations on avoiding taking classes with foreign TAs in the future was performed.

Results from the analysis of variance initially indicated that the data were not consistent with the hypothesis. While there were main effects for confirmation of expectations, $F(1,309)=13.15$; $p<.001$, and strength of expectations, $F(1,309)=25.13$; $p<.001$, the interaction effect was not significant, $F(1,309)=.06$; $p>.05$. As ANOVA picks up only cross-over interactions, however, contrasts were fitted to test the hypothesis (see Table 12).

Results from this analysis indicated that the data were consistent with the hypothesis, $t(309)=4.67$; $p<.001$.

Specifically, when expectations are confirmed, students with weak and strong expectations are equally likely not to take classes with a foreign TA in the future. However, when expectations are violated, students with strong expectations are more likely to avoid taking classes with a foreign TA in the future than students with weak expectations.

Table 12

Cell means for taking a class with a foreign TA in the future by confirmation of expectations and strength of expectations

	Strength of expectations	
	Strong	Weak
Expectations		
Violated	3.10	2.46
	(91)	(68)
	0	-2
Confirmed	3.62	2.91
	(78)	(76)
	1	1

Note: Numbers in parentheses reflect number of students. Numbers below parentheses indicate contrasts used to test hypothesis specifically.

Although the contrasts indicated that the data were consistent with Hypothesis 9, the mean differences between strong versus weak expectations looks about the same for both confirmed and violated conditions. As a subsidiary analysis, a oneway ANOVA exploring the effects of strength

of expectations on avoiding taking classes with foreign TAs in the future was performed for confirmed and violated conditions separately. Results indicated that there was a main effect for strength of expectations under both violated, $F(1,157)=16.09$; $p<.002$, and confirmed expectations, $F(1,152)=12.16$; $p<.002$. Violated expectations, however, explained a little more variance (eta-squared=.08) than confirmed expectations (eta-squared=.06), indicating a weak support for Hypothesis 9.

CHAPTER SIX

DISCUSSION

Overview

The discussion of the results is divided into several sections. It begins with a description of general patterns of findings across confirmed and disconfirmed hypotheses. This is followed by discussing the implications of these findings for the Language Expectation Model (LEM) and toward designing programs for students to communicate more effectively with their foreign TAs. Suggestions for future research are offered in the last section. Limitations of current research are noted within several sections.

General Patterns of Findings

Confirmed hypotheses. Most of the predictions in the LEM relate to expectations (confirmed versus violated) and the strength of expectations (strong versus weak). Students, in general, had fairly strong negative expectations that their foreign TA will have an accent that is difficult to follow. The LEM (Figure 3) predicts that (all other factors remaining constant) students will have a more negative affective, cognitive, and behavioral response when a foreign TA confirms rather than violates students'

language expectations.

Across most of the hypotheses, students express stronger negative reactions when a foreign TA confirms rather than violates students' prior language expectations. Specifically, students: (a) exhibit higher levels of anger and anxiety, (b) evaluate the foreign TA less favorably on task and communication competence, (c) are more likely to drop a class taught by a foreign TA, and (d) are more likely not to take a class with a foreign TA in the future, when a foreign TA confirms rather than violates students' language expectations of foreign TAs.

The LEM also predicts that strength of expectations (strong versus weak) will interact with expectations (violated versus confirmed). When a foreign TA confirms prior expectations, students with strong rather than weak expectations: (a) exhibit higher levels of anger and anxiety, (b) evaluate the foreign TA less favorably on task and communication competence, (c) are more likely to drop a class taught by a foreign TA, and (d) are more likely not to take a class with a foreign TA in the future.

However, when a foreign TA violates prior expectations, consistent with the predictions, students with strong expectations vary in their responses across different variables. Specifically, when a foreign TA violates prior expectations, students with strong rather than weak expectations are less likely to take a class with a foreign

TA in the future. In other cases, however, students with strong rather than weak expectations: (a) feel less anger and anxiety, and (b) are less likely to drop the course taught by a foreign TA than students with weak expectations.

Overall, the LEM's predictions for expectations (confirmed versus violated) and strength of expectations (strong versus weak) were confirmed. There were a few predictions, however, that were not confirmed.

Disconfirmed hypotheses. Data are not consistent with the hypotheses for positive affective responses. The LEM predicts that students would be more happy and relieved when a foreign TA violated rather than confirmed their expectations. Students, however, were equally happy and relieved whether the foreign TA confirmed or violated their expectations. It is understandable that the students were not happy or relieved when a foreign TA confirmed their expectations (mean=2.12). The positive affective response was, in fact, marginally lower when the foreign TA violated the expectations. A plausible explanation is that students felt that the foreign TA had done nothing extraordinary by violating their expectations. The foreign TA had just fulfilled the students' right to have a teacher whose accent is easy to follow. With strong negative expectations, students' reaction may have been, "About time we had more foreign TAs who can speak English in a way that is easy to

follow. We do pay lots of money to get this education," rather than, "Wow! we finally have a foreign TA who can speak fluently." In other words, the students' reaction may have been one of rightful indignation rather than happiness.

The LEM also predicts that expectations (confirmed versus violated) should interact with strength of expectations (strong versus weak) such that when a foreign TA confirms prior expectations, students with strong expectations will be less happy than students with weak expectations. Also, when a foreign TA violates prior expectations, students with strong expectations should be more happy than a student with weak expectations. While there was a significant interaction between expectations and strength of expectations, the data were not consistent with the model. When expectations were confirmed, students with strong expectations had the least positive affective response, as predicted. When expectations were confirmed, however, students with weak expectations had the most positive affective response. It is likely that the students' happiness had more to do with the confirmation of expectation and little to do with the foreign TA's severe accent. In other words, students with weak expectations were happy that what other students had mentioned was, in fact, true.

The LEM predicts that the students' area of expertise (operationalized as <u>major versus nonmajor</u>; chemistry versus

communication) should interact with expectations and strength of expectations to influence evaluation of their foreign TA. There are no significant main or interaction effects for major versus nonmajor. However, the researcher's expectation of obtaining a large sample for the two groups (chemistry and communication) was violated. The total sample is 330, of which 107 are communication majors, and only 42 are chemistry majors. This small sample's further division into one of six conditions (expectations x strength of expectations x confirmation of expectations) made the cell sizes very small, making interpretation of the results less useful.

Expectations (confirmed versus violated) did not interact significantly with strength of expectations (strong versus weak) to influence subtyping. In other words, students think that the foreign TA they watched on video is like other foreign TAs on campus. This was true whether the foreign TA confirmed or violated their expectations, and whether students had weak or strong expectations. As this study only simulated a classroom encounter, and only with a foreign TA on video tape, students' impressions of this foreign TA may not have generalized to other foreign TAs on campus. Also, subtyping was measured by only one question, and that item may not have captured the essence of the concept.

As noted before, when expectations were confirmed,

students with strong expectations evaluated the foreign TA less favorably on task and communication competence than students with weak expectations. However, when expectations were violated, contrary to the prediction, there were no significant differences between students with strong and weak expectations evaluating their foreign TA on task and communication competence. Consistent with the earlier findings on positive affective response, it is likely that students' rightful indignation (about time we had a foreign TA that could speak English fluently!) rather than prior expectations influences their judgment of foreign TAs when expectations are violated.

While there were a few significant effects for task and communication competence, there were no effects for relational competence. Students evaluated their foreign TA's on relational competence equally across confirmed and violated conditions, and across strong versus weak conditions. This is not surprising as students did not get a chance to evaluate the foreign TA after interacting with him. They only watched him on videotape. All the questions on relational competence were focused on interacting with students while task and communication competence items focused on the foreign TA's ability in his subject matter and his ability to communicate with the students in the classroom.

Implications for the Language Expectation Model

Since data were consistent with several of the hypotheses, there are several significant implications for the Language Expectation Model (LEM).

First, once the teaching assistant is identified as a "foreign TA," expectations regarding his/her accent are evoked (Figure 1). These expectations are clearly negative. That is, students expect the foreign TA's accent to be difficult to follow. Furthermore, these negative expectations range from moderately weak to very strong, with an average "fairly strong" response. From this study, it is clear that there are very few students who have no language expectations of their foreign TA.

Second, students' prior language expectations of their foreign TA are either confirmed or violated (see Figure 3). Data were altogether consistent with the model when students' expectations are confirmed rather than being violated. Students are more angry and anxious, evaluate the foreign TA less favorably, are more likely to drop the class taught by this foreign TA, and feel more strongly that they do not want to take classes with a foreign TA in the future.

However, when expectations are violated, students do not have a significantly stronger positive affective response than when their expectations are confirmed. At best, they are less angry and anxious when their expectations were violated. The model, therefore, has been

revised to reflect the students' sentiment when expectations are violated (see Figure 4). Even though students did not feel very happy and relieved, they evaluated the foreign TA more favorably, and were more likely to stay in class when expectations were violated rather than being confirmed. Although the students did not see their foreign TA as an exception (that is, no subtyping), it is still retained in the model as there was only a weak test of this variable (one-item measure) in this study (see Figure 4).

Of the three moderating variables, course content (major versus nonmajor) was the only variable tested in the study. As there were no significant effects for this variable, it has been removed from the model.

Suggestions for Training Students

The crux of the LEM is that students have strong negative expectations of foreign TA's language skills. The training of students, therefore, should focus on addressing students expectations of foreign TAs. Students can be trained (and are, in some universities) in at least three stages: (a) before they arrive at the university, (b) at freshmen orientation, and (c) through the four years in a university.

Before the students arrive at the university, it is important to send a letter explaining that they will have instructors from other countries. The number and profile of

**Expectations of Foreign TAs Language
Skills (Strong vs Weak)**

**Experimental
manipulation**

Confirmed   **Violated**

**More Negative
Affective Response**   **Less Negative
Affective Response**

**Negative Attitudinal
Reaction**   **Positive Attitudinal
Reaction**

**Reinforce   Behavioral   Subtyping   Behavioral
Existing   Intention   Intention
Expectations   (drop class)   (stay in class)**

**Moderated by:
Personality Traits
Peers' Reactions**

Figure 4: Revised Language Expectation Model -- Expectations
of Foreign TAs' Language Skills

foreign TAs should be provided. It should also be emphasized that foreign TAs' accent is <u>different</u>, and therefore <u>may</u> be <u>difficult</u> to follow. Strategies students can use when a foreign TA is not easy to follow need to be defined. For example, meeting a foreign TA during office hours helps. Foreign TAs are generally more relaxed and easier to follow outside of the classroom. It is also important to point out the benefits of having a class taught by a foreign TA (for example, learning about a new culture). It helps having a testimonial from the Provost's office that some of the best TAs on campus are foreign. If a foreign TA has won an excellence-in-teaching award, his/her photograph along with the letter adds a positive note to the issue. This letter should provide a more realistic expectation to students entering the university, and <u>offer them ways to communicate more effectively with their foreign TAs</u>.

At freshmen orientation, the information discussed above should be reinforced. In some universities, students meet a couple of foreign TAs in an informal setting, and learn more about the foreign TAs' background and culture. At this orientation, students are also told the classes they are most likely to have taught by a foreign TA. Again, where students can find help is explained (for example, some departments have "help hours," where a student can get help from any of the TAs available at the time). It helps if freshmen meet senior students who talk about both their

positive and negative experiences with foreign TAs, and more importantly <u>what steps they took to communicate more effectively with their foreign TA</u>.

During the four years at the university, these realistic expectations should be reinforced. Training programs already are available in a few universities to address this issue. The University of New Mexico has a "buddy" program, where a foreign TA is paired with a undergraduate student for 10 weeks. Each team has a number of goals to reach during these 10 weeks. They learn about each others' culture. The undergraduate student teaches the foreign TA about classroom etiquette, and what U.S. undergraduates expect in a classroom. The student also helps the foreign TA with his/her language skills. The undergraduate student gets 1 or 2 credits for participating in this program.

A program in Michigan State University meets groups of students in residence halls who have problems with their foreign TA. A foreign TA and an undergraduate student facilitate this session. The program is about an hour long, and a significant portion of the time is spent acknowledging the problems students have with foreign TAs (generally language and classroom teaching style problems). In a non-threatening atmosphere, students are asked if they know the problems foreign TAs face teaching in a different culture. Few students have thought about the Oh No! Syndrome from the

foreign TA's perspective. Students also are asked what foreign TAs and undergraduates can do to communicate more effectively with their foreign TAs. Again, while students have a number of suggestions for foreign TAs, they have not thought about what students themselves can do <u>to communicate more effectively with their foreign TA</u>. This program's goals is to raise awareness about the issue, let the students do some perspective-taking, and offer potential solutions. An important assumption of this program is that the Oh No! Syndrome ethos was created by students, and it is best changed by them.

Implications for Future Research

This study tested a model (LEM) to explain students' affective, cognitive, and behavioral processes interacting with their foreign TA on the first day of class. Apart from the interesting findings, there were many lessons learned about how to this study could have been conducted differently to make it a better study. Suggestions are also made to extend the scope of the LEM.

<u>How would I conduct this study differently now</u>? First, the simulation would be made more realistic for the students. In an actual classroom, students' "Oh No!" reaction is partly due to the difficulty in understanding the accent, and partly because their grades in the class

depend on the foreign TA. In other words, the foreign TA can reward or punish the student with grades. To simulate this in the future, data could be collected only in classes where the instructor agrees to give extra credit for participation. Students will be told that they will watch an instructor on the first day of class. Some of the questions will require students to recall what they watched on tape. If they got all the answers right, students will get the whole 5 points. For getting most of it right, students will get 3 points. If they have only a few right, students will get only one point.

Apart from simulating the reward/punishment concept in the classroom, offering extra credit contingent on recall performance also may reflect on the students' learning styles (more motivated students eager to earn more points, and less motivated ones not so eager to get points). After the students are debriefed, they will be told that this was just an experiment and that they will get all the 5 points.

Second, measurement problems should be addressed. More items would be added to measure subtyping, intention to drop the class, and to take classes with a foreign TA in the future. Further, Watson, Clark and Tellegen's (1988) PANAS scale could be revised to make the items more appropriate for the interaction between students and foreign TAs. To make this revision, several focus groups could be conducted with students to learn what they feel when a foreign TA

confirms or violates their expectations.

Finally, as much as access to students is a difficult issue, data should be collected in the chemistry (and other natural science departments) to see if there is an interaction between expectations, strength of expectations, the subject of the class, and the students' major.

<u>What should we do next</u>? A fruitful next step is to conduct a similar study in a different university for a comparative analysis. For example, the results from the University of New Mexico (UNM) could be compared to results from Michigan State University (MSU). There are several reasons for comparing results from different student bodies. First, students from UNM are from one of three cultures (Native American, Hispanic, and Anglo), and these three groups interact a lot. Students at MSU (Peltier, 1994) are predominantly White (73%), along with a moderately small representation of African American (7.4%), International Students (6.0%), Asian/Pacific Islanders (3.3%), and Hispanics (2.1%). Second, the average age of students at UNM is 28, while at MSU it is approximately 22 (Peltier, 1994). Third, UNM has a total enrollment of around 27,000 students while the enrollment at MSU is around 40,000. This influences class size, which is around 30 in the Department of Communication and Journalism at UNM, and it is around 100-150 students in freshmen and sophomore level classes,

and 50-75 students in the junior and senior level classes in the Department of Communication at MSU (Barkman, 1994). Finally, there are 700 foreign TAs at MSU (Rittenberg, 1992), while there are only 150 foreign TAs at UNM (International Student Office, UNM).

Given these student profiles at UNM and MSU, it is likely that students at MSU have stronger negative expectations of foreign TAs than students at UNM. A comparative analysis is also useful to show how different cultures (UNM versus MSU) view the world, and to design training programs to meet the needs of specific cultures.

It would help also to study the effects of peer responses on students' evaluations of foreign TAs. For example, a study might tape the accent of two foreign TAs (same gender, and from the same country) outside of class, and who are evaluated equally by different students. These two foreign TAs would lecture on the same topic to two different classes of about 40 students each. Each class has six students who are actually the researcher's confederates. In one class, the confederates provide only negative feedback verbally and nonverbally (making inappropriate comments, interrupting, etc.). In the other class, the confederates provide only positive feedback (supportive, friendly, etc.). Students (who are not confederates) evaluate the foreign TA in both classes. If the peer response heuristic is true, the foreign TA's accent in the

first class should be evaluated less favorably than his/her evaluation originally (more negatively by students with strong rather than weak expectations). Also, the accent should be more difficult to follow than from the taping outside of class (that is, without any peer response). The foreign TA's accent in the second class should be evaluated equally or more favorably than his/her original evaluation, and should be as easy or easier to follow than the taping done outside of class (and more favorably by students with strong rather than weak expectations).

These predictions are similar to Axsom, Yates, and Chaiken's (1987) predictions on the role of audience response as a heuristic cue in persuasion. They found that when a audience member's involvement in the message is low, other audience members' reaction would exert a greater persuasive impact than argument quality. Conversely, when a audience member's involvement in the topic is high, argument quality rather than other audience members' reaction would be more persuasive. The LEM would predict that whether expectations are confirmed or violated, students with weak expectations are more likely to watch other students' reactions to make up their mind about the foreign TA in question. Students with strong expectations are likely to show their feelings (anger or relief) immediately, and not depend on other students' feelings to express their own feelings.

110

<u>How can we extend the scope of the LEM</u>? The LEM's
scope can be extended in several ways. First, LEM's
predictions are restricted to students' affective,
cognitive, and behavioral responses to a foreign TA on the
first day of class. The model could be revised to study
students' responses over time. For example, students'
affective, cognitive, and behavioral responses could be
measured three times in a semester (at the beginning,
middle, and end) for two foreign TAs -- one who confirms
students' expectations, and another who violates students'
expectations. This will be very useful to track changes in
student responses (if any) over time.

Second, the usefulness of LEM in explaining how
students react to other types of teaching assistants could
be studied. For example, do students react differently to
female foreign TAs compared to male foreign TAs? How do
students react to foreign TAs from countries in Europe that
were under Soviet rule till recently (for example, former
East Germany, Poland, etc.)? These foreign TAs do not look
"foreign," but have accents that may not be easy to
understand. Also, how do students react to teaching
assistants who are Native American, African American, or
Hispanic?

On the other hand, does the ethnicity of the student
make a difference in their reactions to a foreign TA? Do
Hispanics, Native Americans, Asian Americans, and

international students react differently to foreign TAs
compared to Anglo students? Is there a difference between
male and female students among these different ethnic groups
to a foreign TA?

Third, the LEM could be applied to other contexts. For
example, many of the doctors today in general practice in
the U.S.A. are from countries other than the U.S.A. There
is anecdotal evidence that patients refuse to be attended by
doctors whose names look "foreign," or after the doctor
walks into the waiting room. This doctor-patient
interaction is similar to the foreign TA-student interaction
in many ways. The doctor and the foreign TA are: (a)
providing a service, health care and education, (b) from
outside the U.S., and likely to have accents different from
the accents common in the U.S., and (c) generally highly
competent in what they do. The student and the patient, on
the other hand: (a) have to pay a significant amount of
money to receive the service, (b) are not familiar with new
and different accents, and (c) may not be aware that the
service provider is very competent.

Going beyond the LEM. A next step would be to see how
students' language expectation influences their interaction
with a foreign TA in the classroom. For example, the first
day of class with a foreign TA could be taped (both video
and audio) to see if the self-fulfilling prophecy prediction

(mentioned in an earlier chapter as an alternate explanation for the Oh No! Syndrome) is true. Students expect their foreign TA to speak with an accent difficult to follow. Consistent with this expectation, students may exhibit their anger and anxiety verbally (asking questions that may be personally offensive to the foreign TA) and nonverbally (interrupting the foreign TA, asking questions in an aggressive tone, etc.), and make the foreign TA apprehensive and anxious. The foreign TA's accent may not be normally difficult to follow. However, the anxiety and apprehension created by the students may make the foreign TA's accent more difficult to understand. In other words, the foreign TA's difficulty in communicating clearly may have to do more with students' expectations of the foreign TA's accent than with the foreign TA's accent itself.

The LEM, however, may provide more precise predictions about foreign TA - U.S. student interaction than the general self-fulfilling prophecy hypothesis. The latter hypotheses would seem to suggest that students with strong expectations, in general, should be more likely than students with weak expectations to engage in behaviors promoting self-fulfilling prophecies. In contrast, the LEM predicts that students with strong expectations should be most likely to create self-fulfilling prophecies only when a foreign TA confirms prior expectations. This would be consistent with the self-fulfilling prophecy hypothesis.

When expectations are violated, however, students with strong expectations should be <u>least</u> likely to create self-fulfilling prophecies. The LEM predicts that students with strong expectations will evaluate the foreign TA more positively than students with weak expectations, but are less likely to show it openly. This would reduce the possibility of creating a self-fulfilling prophecy.
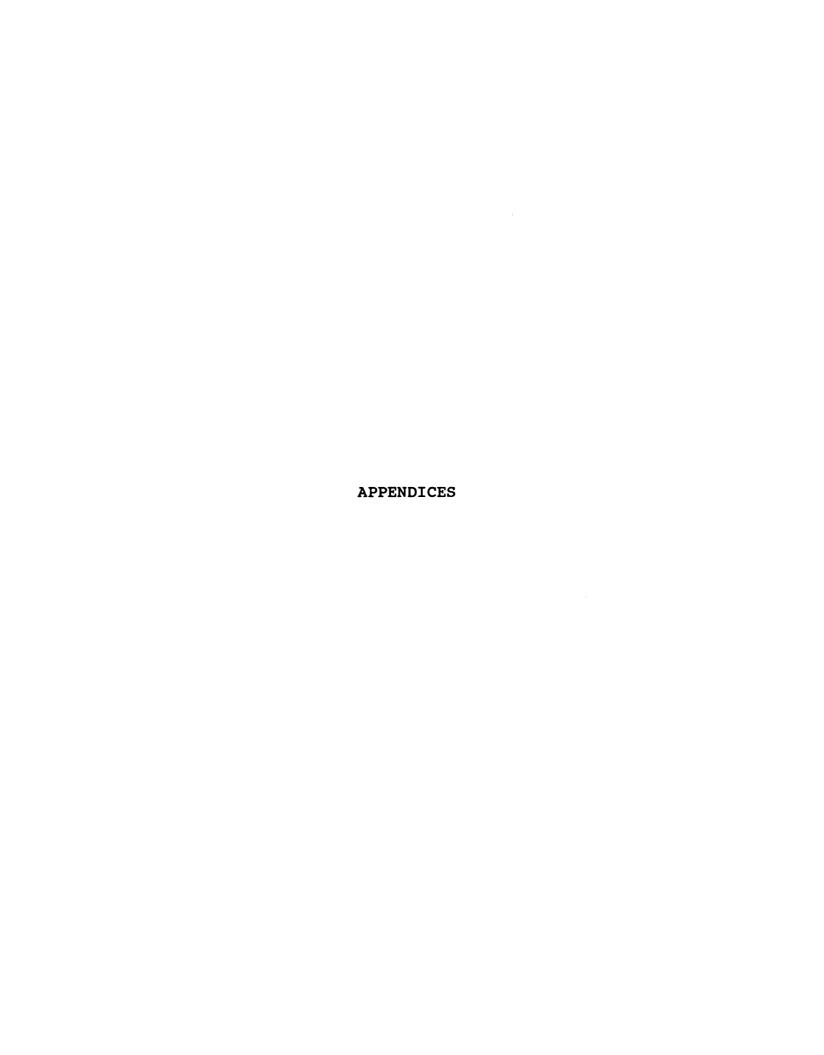
It would also be useful to study the Oh No! Syndrome using Uncertainty Reduction Theory (Berger & Calabrese, 1975; Gudykunst, 1983) which suggests that we feel uncertain in initial encounters with other individuals. Also, we attempt to reduce uncertainty during initial encounters either proactively (before we meet the individual for the first time) or retroactively (after meeting the individual for the first time). Undergraduates and foreign TAs, having been socialized in different cultures, are sure to feel uncertain in initial encounters, and probably use a variety of ways to cope with this uncertainty. Nelson (1989) found that undergraduates' felt less uncertain when foreign TAs used more personal examples. This does not suggest, however, what undergraduates need to do to reduce foreign TAs' uncertainty. It would be useful, for both and for training purposes, to understand the nature of uncertainty undergraduates and foreign TA feel interacting on the first day of class, and to analyze how they negotiate this uncertainty in the classroom.
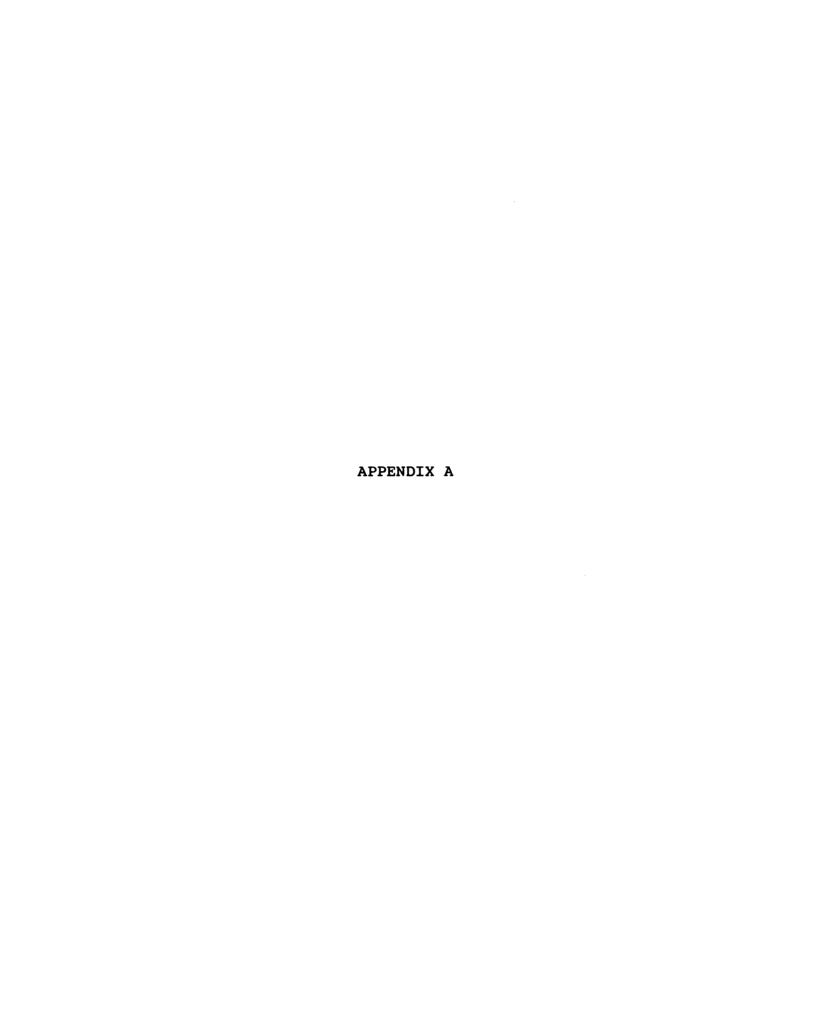
Concluding Remarks

This study began with a personal interest to see why students often evaluate their foreign TAs poorly. There was enough research predicting that if we only took care of the foreign TAs language skills, the "Oh No! Syndrome" would go away. After more than ten years of research, it is clear that training only the foreign TAs will not suffice.

As an initial step to support the argument that the Oh No! Syndrome is at least a two-way process (including both foreign TAs and students), this study offered the Language Expectation Model to explain the students' affective, cognitive, and behavioral processes when they encounter a foreign TA on the first day of class. As this study indicates, there is a lot of work yet to be done.

With more research and training of both the students and the foreign TAs, this researcher hopes to see the day when Sugmin (our friend from beginning of the study) walks into a class, and the students unanimously say, "Wow! a TA from Taiwan. We are so lucky!"

APPENDICES

APPENDIX A

Michigan Senate Bill No. 518

A bill to provide that certain instructors be orally proficient in the English language; and to prescribe the powers and duties of certain public officials.

THE PEOPLE OF THE STATE OF MICHIGAN ENACT:

(a) "Governing board" means a board of regents, board of trustees, board of governors, board of control, or other governing body of an institution of higher education.

(b) "Institution of higher education" or "Institution" means a college or university listed in section 4 of article VIII of the state constitution of 1963 or a community college or junior college established pursuant to section 7 article VIII of the state constitution of 1963.

(c) "Instructor" means a teaching assistant except those teaching a foreign language who provides classroom instruction to students enrolled full-time or part-time

in an institution of higher education. Instructor does not include a visiting scholar to the institution.

Section 2.   The governing board of an institution of higher education shall ensure that, not later than the commencement of the 1988-89 academic year, each instructor who is not orally proficient in the English language attains such proficiency before providing classroom instruction to students.

APPENDIX B

Pretest Interpersonal Communication Lecture Script

This is C&J 321, Interpersonal Communication, and if you don't belong to this class, please feel free to leave any time.

My name is _____ and I am from _____. I came to the U.S. to do my _____ (M.S., Ph.D.) in _____. Back home in _____, I studied _____. I have (mention family members here).

First, we will take a look at the syllabus. And then I will explain some basic issues about interpersonal communication.

Let us look at the syllabus. Like I said before, my name is _____, and please call me _____. This class meets Monday and Wednesday, 11 A.M. to 12:15 P.M. My offices are in 126 Marron Hall, and my phone number is 277-7571. My office hours are from 2:30 to 3:30 P.M. Tuesday, Wednesday, and Thursday, and also by appointment. If you want to leave a message with the department secretary, the number is 277-5305.

The objectives of this class are to introduce you to various theories in interpersonal communication, and see how they apply to real-life situations. The required text book
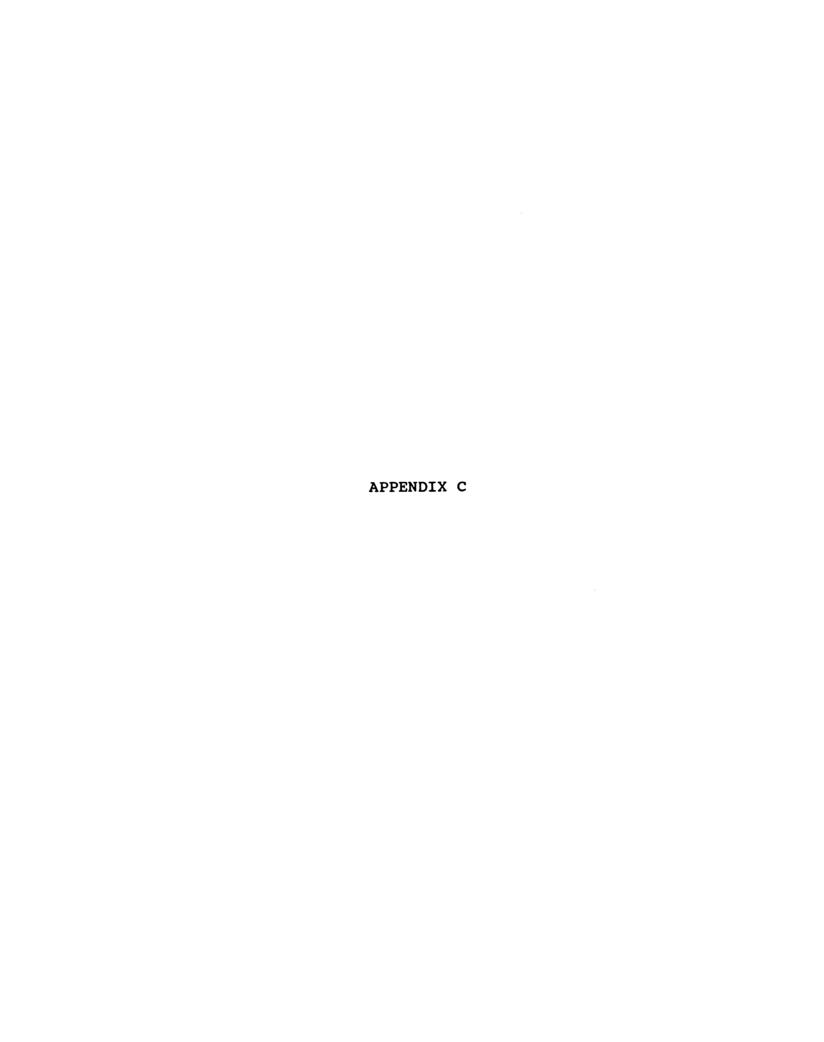
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Now

is Trenholm and Jensen's Interpersonal Communication.   I

will provide additional readings as the class progresses.

Now, let us turn to Page 2 of the syllabus.

APPENDIX C

APPENDIX C

Interpersonal Communication Lecture Script for the Study

This is C&J 321, Interpersonal Communication, and if
you don't belong to this class, please feel free to leave
any time.

My name is _____ and I am from _____.
I   came to the U.S. to do my _____ (M.S., Ph.D.) in

_____. Back home in _____, I studied

_____. I have (mention family members here).

First, we will take a look at the syllabus. And then I
will explain some basic issues about interpersonal
communication.

Let us look at the syllabus. Like I said before, my

name is _____, and please call me _____.
This class meets Monday and Wednesday, 11 A.M. to 12:15 P.M.
My offices are in 126 Marron Hall, and my phone number is
277-7571. My office hours are from 2:30 to 3:30 P.M.
Tuesday, Wednesday, and Thursday, and also by appointment.
If you want to leave a message with the department
secretary, the number is 277-5305.

The objectives of this class are to introduce you to
various theories in interpersonal communication, and see how
they apply to real-life situations. The required text book

is Trenholm and Jensen's Interpersonal Communication. I
will provide additional readings as the class progresses.

There will be three exams and five quizzes. Each quiz
has ten questions, and is worth 10 points. Each exam will
have 50 questions -- multiple choice and short essay -- and
worth 50 points. The grading scale is explained clearly in
the syllabus, and is based on a straight scale.

I don't take attendance, but from my experience, I know
there is a direct relationship between attendance and your
final grade. The more you attend, the better your grade.
The tentative schedule for the class is listed finally.

Any questions? **Wait for a couple of seconds and then
proceed.**

This class is interpersonal communication. Let us take
a couple of moments to understand what we mean by the two
key words "communication" and "interpersonal."

Communication is the symbolic transactional process to
create, modify, or reinforce the attitudes and behaviors of
others. Some key terms in this definition. Symbolic stands
for the fact that we use symbols, or a language to
communicate. When we use language, we are sending verbal
and nonverbal messages. Transactional stresses that there
are at least two parties communicating with one another. It
is a process because there are set of activities occurring
over time. We communicate primarily to persuade others,
that is, create, reinforce, or modify the attitudes and

behaviors of others. For example, right now, I am trying to create a positive attitude towards interpersonal communication.

The other half of the picture deals with "interpersonal." This looks at the communication between two people. This communication could be face-to-face or mediated. When it is mediated, it could be over the telephone, fax, e-mail, and so on.

I have given you a brief introduction to interpersonal communication. For next class, please read chapters one and two from the Trenholm and Jensen book. If you don't have any questions, we will meet on Wednesday.

APPENDIX D

APPENDIX D

Chemistry Lab Script for the Study

This is Analytical Chemistry 254, Section 3. If you don't belong to this class, please feel free to leave any time.

My name is _____ and I am from _____. I came to the U.S. to do my _____ (M.S., Ph.D.) in _____. Back home in _____, I studied _____. I have (**mention family members here**).

First, we will take a look at the syllabus. And then I will explain some basic issues about analytical chemistry.

Let us look at the syllabus. Like I said before, my name is _____, and please call me _____.

My office hours are from 2:00 to 3:00 P.M. every Wednesday. If you have any questions, please don't hesitate to come over and ask. Please feel free to ask me any question about the lecture also.

Because this is a chemistry lab, you know we will be dealing with a lot of chemicals and most of them are dangerous and toxic. So you have to be careful and your safety is our primary concern. Because of that you have to wear goggles all the time. You also have to wear lab coats all the time in the lab. Otherwise you could be hurt.

Let us talk about the grading system a little bit. There will be nine labs. Each lab is worth ten points, totalling up to 90 points. Labs 1 and 2 are compulsory, and after doing these labs, you are allowed to do the remaining 7 labs in any order you please. 10 more points are given for maintaining your record in a neat and orderly manner.

Any questions? **Wait for a couple of seconds and then proceed.**

Today, I will introduce you to how to do the first lab. The first lab is about titration. And as you know for titration we have to use a burette. A burette has four significance levels. We also have to weigh the primary chemical Calcium Carbonate. And you can get Calcium Carbonate from Gary in the stock room. You have to weigh the calcium carbonate using the balance. You need four significance figures because the burette has four significance levels. If you get only three, it is not perfect, and you need to try it again.

That is all I have to say today. So, good luck and let us get started.

APPENDIX E

APPENDIX E

Pre-Video Questionnaire

Number: _____

Please understand that the responses to these questions are voluntary. You are free to stop answering questions at any point in time. For those questions you answer, however, please react as you would normally and complete all the answers. Please do not write your name on any part of this questionnaire to insure anonymity.

Please circle or put a check mark for your responses

1.   Sex: _____Male   _____Female   2.   Age _____

3.   Level: _____ Freshmen
            _____ Sophomore
            _____ Junior
            _____ Senior

4.   Ethnicity: _____ Hispanic
                _____ Caucasian/Anglo
                _____ African American
                _____ Asian/Pacific Islander
                _____ Native American
                _____ Other _____
                                Please specify

5.   What is your major? _____

The next set of questions assess your expectations of instructors here at the University of New Mexico. While answering the questions, we would like you to predict the instructors' behaviors. That is, we want your answers to reflect what you expect your instructors will do rather than what you think they should do.
In general, I think the instructors will:

6.   Have a good grasp of the subject they teach.

_____	_____	_____	_____	_____
Strongly agree	Moderately agree	Neither agree nor disagree	Moderately disagree	Strongly disagree

7. Make the class fun and interactive.

Strongly agree	Moderately agree	Neither agree nor disagree	Moderately disagree	Strongly disagree

8. Allow and answer questions enthusiastically.

Strongly agree	Moderately agree	Neither agree nor disagree	Moderately disagree	Strongly disagree

9. Speak with an accent that is easy to follow.

Strongly agree	Moderately agree	Neither agree nor disagree	Moderately disagree	Strongly disagree

10. Have poor communication skills.

Strongly agree	Moderately agree	Neither agree nor disagree	Moderately disagree	Strongly disagree

11. Offer relevant examples to explain each important issue.

Strongly agree	Moderately agree	Neither agree nor disagree	Moderately disagree	Strongly disagree

Now, let us take the specific case of _foreign teaching assistants_. Again, while answering the questions, we would like you to _predict_ instructors' behaviors, that is, answer what they _will_ do rather than what you think they _should_ do.

In general, you expect your foreign teaching assistants will:

12. Have a good grasp of the subject they teach.

Strongly agree	Moderately agree	Neither agree nor disagree	Moderately disagree	Strongly disagree

13. Have poor communication skills; s/he will be difficult to understand.

Strongly agree	Moderately agree	Neither agree nor disagree	Moderately disagree	Strongly disagree

14. Allow and answer questions enthusiastically.

Strongly agree	Moderately agree	Neither agree nor disagree	Moderately disagree	Strongly disagree

15. Speak with an accent that is easy to follow.

Strongly agree	Moderately agree	Neither agree nor disagree	Moderately disagree	Strongly disagree

16. Make the class fun and interactive.

Strongly agree	Moderately agree	Neither agree nor disagree	Moderately disagree	Strongly disagree

17. Offer relevant examples to explain each important issue.

Strongly agree	Moderately agree	Neither agree nor disagree	Moderately disagree	Strongly disagree

18. How many of your classes so far (including the one you are taking now) have been taught by foreign teaching assistants?

_____ 0
_____ 1
_____ 2
_____ 3
_____ 4 or more classes

19. Has anybody (friends, classmates, room mates, etc,.) talked to you about what it is like to take a class taught by a foreign teaching assistant?

_____ No _____ Yes. If yes, what did they tell you about these classes?

Finally, a couple of questions about how you see yourself as a student

20. You always come prepared for class by reading the required chapters in the text book.

Strongly agree	Moderately agree	Neither agree nor disagree	Moderately disagree	Strongly disagree

21. You believe that learning is a two-way process; both the instructor and you as student expend equal amounts of energy to make it an enriched learning experience.

Strongly agree	Moderately agree	Neither agree nor disagree	Moderately disagree	Strongly disagree

22. You rarely participate in class discussions because you feel that it is the instructor's responsibility to impart information.

Strongly agree	Moderately agree	Neither agree nor disagree	Moderately disagree	Strongly disagree

23. You would label yourself as an active learner, one who puts a lot of your own effort in to the class.

Strongly agree	Moderately agree	Neither agree nor disagree	Moderately disagree	Strongly disagree

Number: _____

<u>Postvideo Questionnaire</u>

<u>**You just watched a foreign teaching assistant on the first day of class. Please answer the following questions assuming that this was your instructor for the semester, and this is the first day of class**</u>.

Please circle or put a check mark for your responses.

<u>The following scale consists of a number of words that describe different feelings and emotions. Read each item and then mark the appropriate answer in the space next to that word. Indicate to what extent you feel this way about your instructor in the videotape right now</u>.

1 = extremely
2 = quite a bit
3 = moderately
4 = a little
5 = very slightly
    or not at all

_____ interested	_____ irritable
_____ distressed	_____ alert
_____ excited	_____ ashamed
_____ upset	_____ inspired
_____ strong	_____ nervous
_____ guilty	_____ determined
_____ scared	_____ attentive
_____ hostile	_____ frustrated
_____ enthusiastic	_____ relieved
_____ proud	_____ afraid

21. This foreign TA was easier to understand than I expected.

Strongly agree	Moderately agree	Neither agree nor disagree	Moderately disagree	Strongly disagree
_____	_____	_____	_____	_____

22. I expected this foreign TA to speak with a thick accent, and just as I expected, he was very difficult to follow.

Strongly agree	Moderately agree	Neither agree nor disagree	Moderately disagree	Strongly disagree

23. My expectations were violated; this foreign TA spoke with an accent much easier to follow than I expected.

Strongly agree	Moderately agree	Neither agree nor disagree	Moderately disagree	Strongly disagree

24. This foreign TA confirmed my expectations; he spoke with an accent that was not at all easy to follow.

Strongly agree	Moderately agree	Neither agree nor disagree	Moderately disagree	Strongly disagree

25. This foreign TA does not appear to know the subject matter at all.

Strongly agree	Moderately agree	Neither agree nor disagree	Moderately disagree	Strongly disagree

26. It is easy to understand this foreign TA's accent.

Strongly agree	Moderately agree	Neither agree nor disagree	Moderately disagree	Strongly disagree

27. The foreign TA did not seem very interested in teaching the course.

Strongly agree	Moderately agree	Neither agree nor disagree	Moderately disagree	Strongly disagree

28. The foreign TA made the course goals clear to you

    Strongly   Moderately   Neither   Moderately   Strongly
     agree   agree   agree nor   disagree   disagree
                                disagree

29. This foreign TA's accent is difficult to understand.

    Strongly   Moderately   Neither   Moderately   Strongly
     agree   agree   agree nor   disagree   disagree
                                disagree

30. This foreign TA appeared relaxed, open, and comfortable.

    Strongly   Moderately   Neither   Moderately   Strongly
     agree   agree   agree nor   disagree   disagree
                                disagree

31. You think that your knowledge and skills will increase significantly after this class.

    Strongly   Moderately   Neither   Moderately   Strongly
     agree   agree   agree nor   disagree   disagree
                                disagree

32. This foreign TA communicated at a level you could easily follow rather than talk over your head.

    Strongly   Moderately   Neither   Moderately   Strongly
     agree   agree   agree nor   disagree   disagree
                                disagree

33. This foreign TA's accent is not very severe.

    Strongly   Moderately   Neither   Moderately   Strongly
     agree   agree   agree nor   disagree   disagree
                                disagree

34. You would feel very comfortable asking questions in this class.

    Strongly   Moderately   Neither   Moderately   Strongly
     agree   agree   agree nor   disagree   disagree
                                disagree

35. This foreign TA was not clear about what he considered to be important.

Strongly agree	Moderately agree	Neither agree nor disagree	Moderately disagree	Strongly disagree

36. This foreign TA would encourage you to see him if you were having difficulty in class.

Strongly agree	Moderately agree	Neither agree nor disagree	Moderately disagree	Strongly disagree

37. This foreign TA's presentation was interesting and challenging.

Strongly agree	Moderately agree	Neither agree nor disagree	Moderately disagree	Strongly disagree

38. This foreign TA has a totally unintelligible accent.

Strongly agree	Moderately agree	Neither agree nor disagree	Moderately disagree	Strongly disagree

39. This foreign TA is an expert in what he is teaching

Strongly agree	Moderately agree	Neither agree nor disagree	Moderately disagree	Strongly disagree

40. This foreign TA created a friendly and relaxed class room atmosphere

Strongly agree	Moderately agree	Neither agree nor disagree	Moderately disagree	Strongly disagree

The following set of questions ask you to recall specific issues about the foreign TA or what he talked about.

True or False?

41. _____ This foreign TA is from China.

42. _____ His name is Wu Ching.

43. _____ His office hours are from 2:30 to 3:30, Tuesday, Wednesday, and Thursday.

44. ----- He came to the U.S. to do his Master's in Communication.

45. ----- Interpersonal communication could be face-to-face or mediated.

46. ----- The objective of this class is to only learn how to apply interpersonal communication theories to real-life situations.

47. ----- There will be three exams and five quizzes in this class.

48. ----- Symbolic stands for the fact we use language to communicate with each other.

49. _____ The foreign TA said, "This is C&J 325, Interpersonal Communication."

50. ----- Communication is a process because we have at least two people interacting with each other.

These last set of questions are some general questions about the foreign TA and the class.

51. I would be very likely to drop this class.

Strongly agree	Moderately agree	Neither agree nor disagree	Moderately disagree	Strongly disagree

52. This foreign TA is an exception. I am sure other foreign TAs are not like him.

Strongly agree	Moderately agree	Neither agree nor disagree	Moderately disagree	Strongly disagree

53. I will avoid taking classes with a foreign TA again.

Strongly agree	Moderately agree	Neither agree nor disagree	Moderately disagree	Strongly disagree

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