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海外打工旅遊者跨文化經驗、動機及語言學習之研究

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摘要

本研究旨在探討海外打工旅遊者之參與動機，跨文化體驗以及當時所處之環境影響其語言學習態度，以及參與者在海外打工旅遊時所遇到之語言困難和其克服的方式。本研究以混合型方法進行研究，即量化與質化研究兩者並進。研究對象為 97 位曾參與過海外打工旅遊者，他們透過 Google Docs 網站填寫線上問卷，而訪談研究對象則由 97 位填寫問卷之研究對象中隨機抽樣 4 位進行訪談。量化數據由 Google 文件進行分析，質化數據則由研究者自行編碼分析。研究結果顯示參與者參與海外打工旅遊動機與目標主要為體驗當地文化和生活方式以及學習語言。參與者在參與海外打工旅遊時，具有正面學習語言的態度，即使遇到語言困難，仍會使用簡單字彙或肢體語言克服。參與者亦認為跨文化經驗確實對其語言學習有所幫助，例如：在商店消費、結交外國朋友等，皆使參與者於參與海外打工旅遊後語言能力之提升，數據亦顯示參與海外打工旅遊時間的長短也會影響參與者的語言學習態度和對文化衝擊的感受。

關鍵詞：參與動機、語言學習態度、語言學習困難、跨文化體驗、海外打工旅遊者

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A Study of Students' Motivation, English Learning Attitude, Difficulties and Cross-cultural Experience when Participating in Working Tourism Programs

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Abstract

The aims of this study are to investigate the participants' participative motivation for taking part in the Work and Travel USA and the Working Holiday programs, and to explore whether or not working overseas influences their English learning by means of cross-cultural experiences and the language environments. This study also looks at the language difficulties which participants encountered and the ways they deal with those difficulties so as to provide guidance to future participants. This study uses a mixed model research model in which quantitative and qualitative approaches have been simultaneously conducted. Ninety-seven participants from the WAT USA and WH programs responded to the online questionnaire, and the researcher afterwards randomly chose 4 interviewees from among these respondents for more in depth data gathering. The quantitative data was calculated using Google Docs, and the qualitative data was transcribed, coded and analyzed by the researcher. The results show that the motivations and goals of participants for working overseas are mainly to develop independence, to experience local culture and life styles and to learn English.

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Participants' learning attitudes are generally positive while working overseas, even if they encounter language difficulties such as being unable to understand what foreigners say, especially initially. Participants tend to feel that everyday interactions advance their language learning, as do cross-cultural experiences. Moreover, the results show that the length of time the participants stay in the target countries affects their language learning attitude and cross-culture adjustment.

***Keywords: participative motivation, English learning attitude,
English learning difficulties, cross-cultural experience,
working tourisms***

Introduction

The “Work and Travel USA Program” and “Working Holiday Schemes” have been a trend in recent years in Taiwan. These programs create an opportunity for Taiwanese between the ages of 18 and 35 to go abroad. Uriely and Reichel (2000) define working tourists as people who work overseas temporarily. The Ministry of Foreign Affairs [MOFA] (2010) states that there are seven countries which have signed with Taiwan to cooperate in the working holiday program, namely, The United States of America, New Zealand, Australia, Japan, Germany, Canada, and South Korea. However, it is not certain what motivates the participants to join the working holiday programs, whether is for money, enjoying the foreign environment, or some other goal.

In 2011 there was news about a public university graduate of Taiwan who went to Australia to be a butcher leading to considerable discussion in Taiwanese society. Most people thought that making money was his motive because the average salary in Taiwan is quite low. Although he later explained that he chose to go to Australia for other reasons, people insist that “Taiwanese labors in Australia” was due to inferior salary in Taiwan. However, some of my students who have participated in the “Work and Travel USA Program” say that their English proficiency improved and they really enjoyed the local English-language culture. Because of these different opinions toward working tourism, the researchers were curious to know the motivation behind it. Moreover, each person who works overseas will have different experiences adapting to the different environments in which they will live. They may encounter culture shock, which may cause confusion and

anxiety. Therefore, the researchers also investigate how the participants faced language difficulties and cross-culture experience while abroad.

Purposes of This Study

With the increasing growth of multiculturalism in society, both global perspective and cross-cultural literacy are key and indispensable tools to understanding our world. Therefore, the researchers have chosen to investigate the participants' motivation for taking part in the Work and Travel USA Program and Working Holiday Scheme. In addition, since previous studies hardly mention the influence of language learning through working overseas, the researchers also explore whether or not working overseas influenced one's English learning by means of cross-cultural experiences and the language environment.

Moreover, since people, whether they major in English or not, may join working overseas programs, different people may encounter different difficulties while working overseas. Thus, the researchers look more deeply into the language difficulties which participants encounter and the ways they try to overcome these difficulties.

Because of the limited numbers of subjects, most previous studies in this field chose qualitative research methods to collect and analyze data. However, the researchers thought that the use of quantitative methods may be valuable in helping us to further understand the larger experience of Taiwanese participating in Work and Travel and Working Holiday programs. Thus, in the current study, the researchers employ both qualitative and quantitative

research methods to deeply investigate the participants' language learning experiences of working overseas.

Research Questions

Based on the above objectives, four research questions have been developed:

1. What were the participants' motivations for taking part in working overseas programs?
2. What were the participants' language learning attitudes while working overseas?
3. What language difficulties did the participants encounter and how did they overcome the difficulties?
4. How did cross-cultural experiences help and benefit the participants' language learning?

Literature Review

According to Brown (2001), one can interpret "motivation" in varying ways, and he defines it as the extent to which you make choices about (a) goals to pursue and (b) the effort you will devote to that pursuit. According to former studies (Lin, 2009; Newlands, 2004; Wu, 2010), the participants' participative motivations for working overseas are mainly due to eight factors: money making, local culture and life experience, to earn money for further travel in the host country before returning to Taiwan, language learning through work and life style, escaping the Taiwanese status quo, making foreign friends, benefiting the future career, and independently developing

one's personality.

The motivation behind the goals pursued could be that people have needs to be satisfied, for example, physiological needs, self-fulfillment, the actualization of skills and knowledge. Maslow's needs hierarchy (1970) asserts that every single person has necessities which need to be satisfied. When one of the necessities is attained, the person will pursue other necessities which are found further up the hierarchy. When a person's fundamental needs are satisfied, he or she tends to desire progressively more esoteric and specialized things. The pyramid of Maslow's hierarchy needs is as follows (Figure 1):

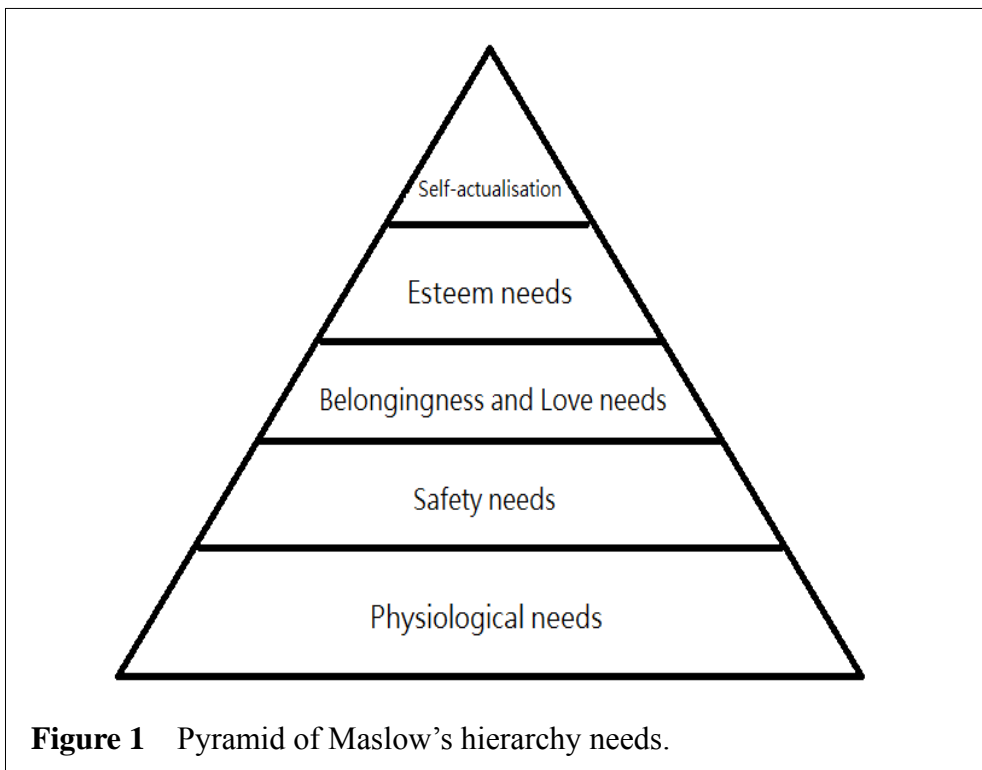


Figure 1 Pyramid of Maslow's hierarchy needs.

As can be seen from Figure 1, Maslow (1970) classifies the necessities of human beings into five layers, and he places each of them from the very basic needs to the final fulfillment in order, namely, at the bottom, physiological needs (e.g., air, food, water, shelter), safety needs (e.g., security from immediate or potential danger), belongingness and love needs (e.g., affection through friendship, marriage, family), esteem needs (e.g., the need to be respected and consider oneself important), and self-actualization (e.g., self-fulfillment, the actualization of skills, knowledge, etc.) at the top (Maslow, 1970; Brown, 2001).

Maslow's theory states that if people are satisfied with the basic necessities in daily life, they will be able to pursue further and higher levels which include employment, friendship, confidence, and final self-fulfillment. In other words, when physical needs, safety, affection needs are met, people will ultimately seek self-actualization. Therefore, as far as the researcher is concerned, the theory totally conforms to the stages of working overseas from participants' preparations to accomplishment. Once the basic necessities of participants are satisfied, the participants will seek the higher levels of necessities and try hard to achieve their goals.

An individual who takes part in the Work and Travel USA programs or Working Holiday schemes will inevitably experience a different host culture. Newlands (2006) indicates that an interest in visiting another culture in another country may be a more significant motivator of working overseas. Language is the most visible and available expression of that culture. By means of language, people communicate with members of a culture. Since only through language can one become fully immersed into the local context, interact with local people, and grow to understand the customs and culture.

Yağiz (2013) defines “Culture as a body of knowledge of common beliefs, behaviors and values appear to be the factor to establish and interpret meaning in both verbal and nonverbal language” (p.953).

To conclude, in light of the related literature mentioned above, the culture of the host countries will be experienced when the individuals are outside of their home countries. Participants, therefore, who work overseas, must experience the host culture through language, customs, laws, habits and food. However, acculturation is something not every single participant will find easy. According to Lysgaard’s (1955, cited by Black & Mendenhall, 2003) theory of “The U-curve of Cross-cultural Adjustment”, people who are in a foreign culture for two to nine months or more will encounter culture shock. Nine months later they will gradually begin to adjust and accept the culture. After this stage they are likely to fully recover and develop self-confidence in the new culture. All in all, people who take part in working overseas programs will experience cross-cultural experiential learning. It is clear that the individual's social adaptation needs lead to a balance in his or her relationship with his environment, colleagues and employers, which of course will increase the sense of achievement motivation, and will help the subject in exploiting his energies and abilities to the possible fullest extent if he or she wants to be immersed in the new country (AlZboon, 2013).

Newlands (2006) interviewed some employers of Working Holiday schemes in New Zealand. One of the respondents noted that giving instructions to some Korean and Japanese working holiday makers at work led to language difficulties, and another employer complained that he did not have sufficient time to explain the nuances of the English language to staff.

As can be seen, communicating is the problem between employers and employees who are from different countries, especially if their native tongues are from different language families. In addition, Lin (2009) indicates that racial discrimination may be caused by language difficulties when there are repeated misunderstanding amongst the foreign co-workers. He states that the misunderstandings became so troublesome that for a time he found he grew to dislike contact with them. Lin also mentions that because of language difficulties, participants tend to work in labor intensive jobs like farm work since their English is not good enough to work in retail or service industry positions, such as a cashier.

In other words, language difficulties can affect oversea working participants' learning attitudes. Sheu (2002) indicates that there is positive correlation between attitude and learning. Once the attitude of individuals becomes positive, learning will become more efficient. Moreover, attitudes, generally, are individuals' positive or negative feelings about objects, issues, people and the expressed beliefs held about them (Gardner, 1985). Bhaskar and Soundiraraj (2013) infer that "it is motivation that lies with attitudes towards other ethnicities and language learning contexts" (p. 111). Positive attitudes towards the L2 and its speakers can be expected to enhance learning; however, negative attitudes impede it. L2 proficiency achieved by individual learners is influenced by learners' attitude.

Attitudes and motivation have a very clear link with the language learning process. Gardner (1985) believes that students with positive attitudes and high level of motivation will be more successful compared to those with negative attitudes and no motivation. In addition, both motivation and positive attitude need to coexist together in order to achieve a successful

language learning experience. Language learners who have positive attitudes towards L2 learning are those who expend the effort of communicating to acquire L2 skills. They also tend to be friendly, open-minded, and willing to adapting to the target culture (Knell & Chi, 2012).

Methods

In this study, the researcher has employed mixed model research including both quantitative and qualitative approaches conducted simultaneously. In a mixed method study, a researcher generally conducts a series of semi-structured interviews with a small number of people and also carries out a large-scale survey (Spratt, Walker & Robinson, 2004).

Participants

The participants in the current study consist of 97 people, all of whom had joined Working Holiday schemes or Work and Travel USA programs. The researchers afterwards chose four interviewees randomly from the respondents who responded to the questionnaire for more in-depth interview. As for the sampling selection, the researchers chose the participants by means of snowball sampling from social networks such as Facebook, and people whom the researchers already knew from their vicinity. Since the participants who have worked overseas are spread throughout Taiwan, some logistical complications arose and in the end less than 100 people went online to Google Docs to response to the questionnaire.

Table 1

Background information of participants in the samples I

		<i>N</i>	%
1. Gender	Male	53	55
	Female	44	45
2. Current age	24-27	53	55
	20-23	21	22
	28-31	20	21
	32-34	3	2
3. Major	English related departments	23	24
	Engineering and computer science	23	24
	Management	12	12
	Business	11	11
	Hospitality and leisure	9	9
	Digital design	8	8
	Other	6	6
	Medicine	4	4
	Foreign language (Except English)	1	1
4. The highest education	University/College	81	84
	Master	14	14
	Senior High	2	2
	Doctor	0	0
	On-the-job Program	0	0

As can be seen from Table 1, a total of 97 respondents filled in the questionnaire, including 53 males and 44 females. Their current ages range from 24 to 34, with the majority between 24 and 27 years old. Twenty-four percent of these participants majored in English related departments, while electrical, mechanical, and chemical engineering along with computer major account for another 24%. As for the education levels of the participants, the great majority of them had bachelor degrees, 14% of them had master

degrees, and 2% had only high school degrees.

Table 2

Background information of participants in the samples II

		<i>N</i>	%	
1. Times of participating WAT programs/WH schemes	Once	89	92	
	Twice	8	8	
		The first time:		
2. Educational level while participating WAT programs/WH schemes	University/College	95	99	
	Master	2	1	
		The second time:		
		8	100	
		The first time:		
		21	26	
		22	25	
		23	13	
		24	9	
		20	8	
		25	6	
		26	3	
		27	3	
3. Age of participating in WAT programs/WH schemes	28	1	1	
	29	1	1	
	30	1	1	
	18	1	1	
			The second time:	
			22	3
			24	2
			25	1
			26	1
			34	1

Table 2

Background information of participants in the samples II (continued)

		<i>N</i>	%
	The first time:		
	Student	81	84
	Service industry	6	6
	Job-waiting	3	3
	Medical/Health care	2	2
	Education	1	1
4. Occupation before participating in WAT programs/WH schemes	Engineer	1	1
	Fishing	1	1
	Business	1	1
	Manufacture	1	1
	The second time:		
	Service industry	5	63
	Student	3	37
	Student	27	28
	Medical/Health care	14	14
	Service industry	10	10
	Manufacture/Supplier	8	8
	Information technology	8	8
	Other	5	5
	Job-waiting	4	4
	Logistics/Retail	4	4
5. Current occupation	Education/Research	3	3
	Business	4	4
	Government institutions	2	2
	Transportation/Tourism	2	2
	Entertainment/Publishing	2	2
	Media/Public relations/	2	2
	Architecture	1	1
	Art	1	1
	Sometimes	42	43
6. Frequency of English using at current occupation	Usually	33	34
	Always	13	13
	Seldom	8	8
	Never	1	1

As can be seen in Table 2, a majority of the participants took part in WAT programs or WH schemes once, and a few of them participated twice. None of them, however, joined the program or scheme more than twice. As for the education levels of the participants the first time they worked overseas, most of them had university or college degrees, and 2% had already finished their master. In addition, eight participants worked abroad twice, and all of these participants' educational level was university or college during the second time they worked overseas. The ages of those participating in the WAT programs or WH schemes ranged from 18 to 30 the first time, with the proportion of 21-year-old participants being the highest amongst them. The ages were somewhat higher, between 22 and 34, for the participants who joined the programs or schemes a second time. Three of these eight participants were aged 22.

In terms of participants' "occupation" before participating in WAT programs or WH schemes, most of them were students before they worked overseas. Most of the participants in this study participated in WAT programs, and since only students can participate in that program, the majority of the people in this study were students before working abroad. The second largest group in this study consists of those who worked in the service industry before going abroad. Regarding those who went abroad a second time, five of them worked in the service industry and the rest were students while they were in Taiwan. In terms of the current occupations of the participants, a quarter of them are students, and the second largest group are those who work in the medical or health care field. Moreover, a majority of the participants use English in their current occupations, and almost half of them

report using English at work or at school from time to time. In this case, only one of them never used English in the subject's current job.

Table 3

Background information of participants in the samples III

		<i>N</i>	%
1. County/countries you went to for WAT/WH (If you have participated more than once, there will be more than one answer.)	America	73	75
	Australia	27	28
	Canada	2	2
	New Zealand	0	0
2. The longest time you have participated in WAT programs/WH schemes	1-3 months	75	77
	3-6 months	11	11
	9-12 months	5	5
	6-9 months	3	3
	More than one	3	3
3. Did you post blogs on any websites while you were working overseas?	Yes	5	5
	No	92	95

As shown in Table 3, most of the participants joined WAT programs and went to the USA, while more than a quarter took part in WH schemes and went to Australia. Since Canada has only recently begun to allow WH schemes for Taiwanese students, only 2% of participants joined WH schemes that sent them to Canada. In light of the responses, the participants most commonly worked overseas for 1-3 month periods, followed by 3-6 month periods. While staying abroad, five members posted blogs, the rest did not.

Questionnaire

The questionnaire was an online one adopted from Lin's (2009) study.

Before using it, it was also inspected by Professional experts and was then tested in a pilot study. It contains five parts: background information, the difficulties of language use and ways the participants overcame difficulties, language learning attitudes between working overseas and living in Taiwan, the reasons for working overseas, and how cross-cultural learning influenced the subjects' English learning. The questionnaire has a total of 48 items, which have served as the source of most of the data used in this study. Participants responses were ranked using a five-point Likert scale (one to five points are in order as follows: strongly disagree, somewhat disagree, neither agree nor disagree, somewhat agree, and strongly agree).

Interview

The other instrument adopted was an in-depth interview. The interview format designed by Lu (2009) served as the reference frame for the author's interview. The purpose of the interview was to gather more specific and detailed information of the participants' overseas working experiences. The researcher chose 4 interviewees from the questionnaire respondents. Hereafter they will be referred to by fictitious names to protect their anonymity, namely, Harley, Peggy, Kel and Emily. Table 4 shows the background information of these interview participants.

Table 4

Background information of interview participants

Participants	Gender	Major	Working country	Working period
Harley	M	Information and communication	USA	2.5 months
Peggy	F	English	USA	2.5 months
Kel	F	English	USA	3 months
Emily	F	Leisure, recreation and tourism management	Australia	One year

The interviews were semi-structured. The interview guide contains 8 questions designed to explore the subjects' participative motivation, the process from preparation to working overseas, the influence of their language learning, their learning attitudes, language difficulties and cross-cultural experiences. During the interview, the researcher did not play a leading role and avoided being judgmental, but rather sought to allow the participants to express themselves and respond to questions in their own manner.

Results

Reasons and motivations for participating in WAT Programs/WH

Schemes

According to the quantitative data generated from the responses of the participants, in terms of the participative motivation of the participants, the first three motivators are "to develop an independent personality" (M=4.70), "to learn language by means of work and life style" (M=4.43), and "to experience local culture and life style"(M=4.41).

Table 5

Means and percentage of the responses regarding the reasons why the participants took part in WAT programs/WH schemes

Questions	Mean	Percentage (%)				
		SD	D	NC	A	SA
Item 40: The motivation for participating in WAT programs/WH schemes :						
Making money and saving money	1.69	58	27	6	7	2
Experiencing local culture and life style	4.43	1	6	1	32	60
Paying for further travel after finishing work	2.68	31	24	4	29	12
Learning language by means of work and life style	4.41	3	1	1	41	54
Escaping status quo (e.g. avoid parents' supervision...etc)	1.57	74	10	2	11	2
Making friends from different countries	4.27	0	3	10	43	43
Benefiting the future career	4.10	3	6	13	32	45
Developing independent personality	4.70	0	0	1	28	71
Item 41: The goals of participating in WAT programs/WH schemes :						
Making money and saving money	1.57	70	15	3	10	1
Experiencing local culture and life style	4.20	19	1	0	22	59
Paying for further travel after finishing work	2.28	49	15	1	26	8
Learning language by means of work and life style	4.07	16	0	0	28	56
Making foreign friends	3.80	16	2	4	39	38
Benefiting the future career	3.68	18	4	11	27	40
Developing independent personality	4.10	15	0	1	26	58

Table 5

Means and percentage of the responses regarding the reasons why the participants took part in WAT programs/WH schemes (continued)

Questions	Mean	Percentage (%)				
		SD	D	NC	A	SA
Item 42: What I obtained the most while participating in WAT programs/ WH schemes :						
Pay	1.90	51	29	5	11	4
Experiencing various cultures and local life style	4.63	1	2	0	27	70
Progress of language abilities	4.31	0	3	5	49	42
Progress of language abilities	4.31	0	3	5	49	42
Making friends from all over the world	4.36	0	2	5	47	45
Benefiting job seeking and future career	3.96	1	7	20	39	33
Becoming more independent	4.56	0	0	3	38	59

According to Table 5, the participants' responses to item 40, regarding the motivation and goals which initially inspired them to take part in WAT programs or WH schemes, only a few of the participants chose to go and work overseas in order to make or save money, and the mean was only 1.69. A majority of them (85%) made clear these desires were not behind their decision to go abroad. Also, less than half of the participants (41%) wished to work overseas in order to make money to finance further travel after finishing work ($M=2.68$). Similarly, the great majority of them (84%) did not seek to escape the status quo by means of working overseas ($M=1.57$), although a lot of participants (77%) thought that working overseas could benefit their future career ($M=4.10$). In addition, Table 5 shows that experiencing local culture and life style, learning language by means of work and daily life, making foreign friends, and developing an independent personality, are ranked as the

most important; the means for each response is higher than 4.27.

The responses to item 41, which tried to clarify the goals that the participants hoped to achieve by going abroad, shows that their goals are similar to their motivation. The first three goals are experiencing local culture and life style (M=4.2), developing independent personality (M=4.1), and learning language by means of work and life (M=4.07). A great majority of the participants (86%) chose making foreign friends from different countries as one of their motivations (M=4.27), but only 77% of them list it as a goal (M=3.80).

In terms of what the participants most gain by working overseas, as elicited by item 42, most participants (97%) have chosen experiencing various cultures and local life styles (M=4.63); the majority of them (97%) feel they successfully gained more independence (M=4.56); 92% of them have selected making friends from all over the world (M=4.36); 91% of them indicate making progress in English (M=4.31); and finally, almost three-fourths of them (72%) thought working overseas would benefit their future job search and career (M=3.96). Only a few (15%) thought the pay they received during the program or scheme was an important benefit (M=1.90).

All 4 interview participants report that they wanted to experience living in foreign countries and broaden their outlook by means of taking part in WAT programs or WH schemes. Three of them specifically wanted to learn English or make progress in English abilities. As can be seen from the data, living in the foreign countries and language learning is what mainly motivated the participants to work overseas. The other motivation was simply

a desire for living in a foreign country and experiencing a different life style in comparison with Taiwan, as the interview data shows:

Emily: I wanted to experience a different life and to make progress in my English ability. (Emily, Oct. 17).

Harley: The main reason that I participated in WAT program was to learn English and broaden my view rather than to pay for my further trip. (Harley, Sep. 23).

Peggy: As for the reasons of participating in WAT program, one was to experience different life in the foreign country, and the other was to increase my English ability. (Peggy, Oct. 1).

Kel: I wanted to look around in the foreign country because I was enchanted with living overseas. (Kel, Oct. 12).

Analysis of language learning attitudes while working overseas

Learning attitudes are like learners' perceptions of themselves and of the learning situation (Wesely, 2012). The questionnaire items in Table 6 investigate the participants' perceptions/attitude about themselves and their language learning while they worked overseas. If the attitude of individuals is positive, learning will become more efficient. Table 6 shows that most of the participants had a positive attitude toward the target language.

Table 6
Means and percentage of the responses regarding language learning attitudes while working overseas

Questions	Mean	Percentage (%)				
		SD	D	NC	A	SA
Item 22: When I participated in WAT program/WH scheme, I liked to talk to foreigners because I could practice oral skills.	4.51	1	0	3	39	57
Item 23: When I participated in WAT program/WH scheme, I liked to talk to foreigners. Talking to them did not distress me even if my grammar was not totally correct.	4.34	0	2	1	58	39
Item 24: When I participated in WAT program/WH scheme, I liked to talk to foreigners. If the vocabulary I wanted to use was new, I would communicate with them by means of body language.	4.51	1	1	4	34	60
Item 25: When I participated in WAT program/WH scheme, I liked to talk to foreigners. If the vocabulary I wanted to use was new, I would use simple words to express what I wanted to say.	4.63	1	0	0	33	66
Item 26: When I participated in WAT program/WH scheme, I liked to talk to foreigners. I always listened to them until they finished, even if I did not understand what they said.	4.72	1	1	1	19	78
Item 27: When I participated in WAT program/WH scheme, I was afraid of talking to foreigners because I could not express what I wanted to say.	2.96	22	24	8	30	16

Table 6

Means and percentage of the responses regarding language learning attitudes while working overseas (continued)

Questions	Mean	Percentage (%)				
		SD	D	NC	A	SA
Item 28: When I participated in WAT program/WH scheme, I was afraid of talking to foreigners because I was afraid that I would make some grammar mistakes.	2.96	22	21	3	49	5
Item 29: When I participated in WAT program/WH scheme, I was afraid of talking to foreigners because my vocabulary was insufficient.	3.51	21	13	3	21	42
Item 30: When I participated in WAT program/WH scheme, I was afraid of talking to foreigners because I did not understand what they said.	2.90	20	30	3	36	11
Item 31: When I participated in WAT program/WH scheme, I thought being situated in an English environment would improve my English ability.	4.62	1	1	3	25	70
Item 32: After I participated in WAT program/WH scheme, I found that I made progress in my English oral ability.	4.38	1	0	7	43	48
Item 33: After I participated in WAT program/WH scheme, I found that I was not that afraid of speaking English.	4.43	1	0	4	44	51

According to item 22, when the participants were working overseas, most of them (96%) liked to talk to foreigners because it enabled them to practice oral skills. The responses of item 23 shows that almost every participant (97%) did not think that talking to foreigners was distressing, even if their grammar was not totally correct ($M=4.34$). As it is visible in the responses to items 24($M=4.51$) and 25 (4.63), the participants used body language or simple words to communicate with foreigners when they did not know the appropriate vocabulary. Even though the participants did not understand what the foreigners said, on item 26, most of the participants (97%) said they still listen to them until they had finished their statement ($M=4.72$).

The participants seem to feel that language difficulties influenced their learning attitudes. Forty-six percent of the participants responded on item 27 that they were afraid of talking to foreigners because they could not express what they wanted to say ($M=2.96$). According to the responses to item 28, more than half of the participants (54%) were afraid of talking to foreigners because they were afraid of making grammar mistakes($M=2.96$) while almost half (43%) did not have this fear. Similarly, on item 29 ($M=3.51$), more than 60% of the participants indicate that they were afraid of talking to foreigners because of insufficient vocabulary whereas 34% considered their vocabulary sufficient. Almost half of the participants (50%) were not afraid of talking to foreigners, even if they did not understand what foreigners said, while most of the remainders (47%) were afraid of talking to foreigners because of poor listening comprehension ($M=2.90$).

Whether they were initially afraid of speaking to foreigners or not,

according to item 31, nearly all of the participants (95%) thought that by the end of their stay abroad they had made progress in their English abilities (M=4.62). In addition, on item 32, 91% of them indicate that they thought they made progress in their English oral abilities after the programs or schemes (M=4.38). This means that taking part in WAT programs or WH schemes seems to improve the participants' perception of their English abilities. Furthermore, the responses to item 33 showed that 95% of the subjects found that they were not that afraid of speaking English after participating in the programs or schemes (M=4.43).

Language learning attitudes between English majors and non-English majors while working overseas

These attitudes of both groups are compared and analyzed in Table 7.

Table 7

Means of the responses regarding language learning attitudes between English majors and non-English majors while working overseas

Questions	Mean of the responses of English majors	Mean of the responses of non-English majors
Item 22: When I participated in WAT program/WH scheme, I liked to talk to foreigners because I could practice oral skills.	4.61	4.47
Item 23: When I participated in WAT program/WH scheme, I liked to talk to foreigners. Talking to them did not annoy me even if the grammar was not totally correct.	4.26	4.36

Table 7

Means of the responses regarding language learning attitudes between English majors and non-English majors while working overseas (continued)

Questions	Mean of the responses of English majors	Mean of the responses of non-English majors
Item 24: When I participated in WAT program/WH scheme, I liked to talk to foreigners. If the vocabulary I wanted to use was new, I would communicate with them by means of body language.	4.35	4.55
Item 25: When I participated in WAT program/WH scheme, I liked to talk to foreigners. If the vocabulary I wanted to use was new, I would use simple words to express what I wanted to say.	4.70	4.61
Item 26: When I participated in WAT program/WH scheme, I liked to talk to foreigners. I always listened to them until they finished, even if I did not understand what they said.	4.61	4.77
Item 27: When I participated in WAT program/WH scheme, I was afraid of talking to foreigners because I could not express what I wanted to say.	2.39	3.14
Item 28: When I participated in WAT program/WH scheme, I was afraid of talking to foreigners because I was afraid that I would make some grammar mistakes.	2.35	3.19

Table 7

Means of the responses regarding language learning attitudes between English majors and non-English majors while working overseas (continued)

Questions	Mean of the responses of English majors	Mean of the responses of non-English majors
Item 29: When I participated in WAT program/WH scheme, I was afraid of talking to foreigners because the vocabulary I learned was insufficient.	2.48	3.82
Item 30: When I participated in WAT program/WH scheme, I was afraid of talking to foreigners because I did not understand what they said.	2.09	3.15
Item 31: When I participated in WAT program/WH scheme, I thought being situated in an English environment would improve my English ability.	4.48	4.66
Item 32: After I participated in WAT program/WH scheme, I found that I had made progress in my English ability.	4.39	4.38
Item 33: After I participated in WAT program/WH scheme, I found that I was not that afraid of speaking English.	4.57	4.39

The mean scores of item 22 to 26 are over 4.26 for English-majors and non-English-majors alike. It seems that both groups of participants had positive language learning attitude when they were in the WAT program and WH scheme. However, for item 23, English-major's perception of their

grammar ability is lower than non-English-majors. They also feel they rarely use body language when communicating with foreigners compared with non-English-majors, according to item 24.

The results of items 27 to 30 indicate that non-English-majors have a greater fear than English-majors when communicating with foreigners. According to item 27, more non-English majors tend to be afraid of talking to foreigners because of being unable to express what they want to say ($M=3.14$). The mean of English majors to the response of this item is 2.39. For item 28, only some of the English majors consider themselves to be afraid of talking to foreigners because of grammar errors ($M=2.35$), but more non-English majors feel this way ($M=3.19$) than English majors. Item 29 shows non-English majors tend to be afraid of talking to foreigners because of insufficient vocabulary ($M=3.82$). However, fewer English majors feel this way ($M=2.48$) than non-English majors. As item 30 demonstrates, likely, more non-English majors are afraid of talking to foreigners because they cannot follow what they are saying ($M=3.15$); unlike non-English majors, fewer English majors seem to be this way ($M=2.09$).

As for improving their English by living abroad, most of the participants of each group thought they made progress in their English oral abilities after participating in WAT programs or WH schemes. Item 31 shows that most of the participants in the groups of English majors ($M=4.48$) and non-English majors ($M=4.66$) agree that being abroad helps their language skills. As can be seen from item 32, the means of both groups are 4.39 for English majors and 4.38 for non-English majors. As in item 33, a majority of the participants are less afraid of talking to foreigners compared with their attitude before

participating in working overseas programs. The mean of English majors ($M=4.57$) is somewhat higher than non-English majors ($M=4.39$).

To summarize the results of items 22 to 26, most of the participants, whether English majors or not, tended to agree with each item. This means that the attitudes towards speaking to foreigners for these two groups are positive and active. As for non-English majors in this study, the means are higher than 4.36, and most of them agree that they made progress in their English abilities. Although most of the English majors and non-English majors think that their English abilities progress, there are significant differences between these two groups, especially in items 27 to 30. It seems that the non-English-majors' perceptions toward their English abilities and confidence are lower than the English-major ones. They perceive themselves as not being good at English grammar, vocabulary or listening.

Language difficulties encountered by the participants while working overseas

Since the age of the participants is fairly wide, between 18 and 35, and they came from quite different majors—some being English major while others majored in hard sciences—it seems reasonable that different people would encounter different kinds of difficulties while working overseas. Therefore, the researcher strove to explore the language difficulties which participants encountered, and the ways they sought to overcome those difficulties. The means and percentage of the answers chosen for each item in this section are displayed in Table 8.

Table 8

Means and percentage of the responses of language difficulties the participants encountered and the ways they overcame them

Questions	Mean	SD	Percentage (%)			
			D	NC	A	SA
Item 14: When I participated in WAT program/WH scheme, I had ever encountered racial discrimination by foreigners.	2.77	18	29	13	39	1
Item 15: When I participated in WAT program/WH scheme, I did not have other social contact with my local co-workers except at work because of different languages between us.	3	10	34	5	47	3
Item 16: When I participated in WAT program/WH scheme, I found that I could not understand what foreigners said because they spoke too fast.	4.04	5	9	5	37	43
Item 17: When I participated in WAT program/WH scheme, I felt frustrated when I ordered meals at the restaurants.	3.34	11	21	2	55	11
Item 18: When I participated in WAT program/WH scheme, I smiled back when I did not understand what foreigners said.	4.42	4	4	2	25	65
Item 19: When I participated in WAT program/WH scheme, I had to use body language to communicate with foreigners.	3.94	8	14	4	22	52
Item 20: When I participated in WAT program/WH scheme, cultural differences caused misunderstanding while communicating.	3.46	6	20	11	47	15
Item 21: When I participated in WAT program/WH scheme, it was hard to communicate with foreigners because of my insufficient language ability.	3.90	4	11	3	54	28

In terms of racial discrimination, item 14, 40% of the participants agreed with it, and this item had the lowest mean ($M= 2.77$) in this section of questionnaire. It seems that racial discrimination may be not as common as people generally think. The difficulties that the participants feel affected their communication with foreigners are the speed of foreigners talking (item 16, $M=4.04$) and insufficient language ability (item 21, $M=3.9$). As for the participants' ways of responding to the communication difficulties they encountered, smiling back (item18, $M=4.42$) and using body language (item 19, $M=3.94$) are reported as the most popular strategies they applied. In addition, on item 15 ($M=3$), half of the participants (50%) report that when they participated in WAT programs or WH schemes they did not have social contact with their local co-workers outside of work due to languages differences. Thus, because of less contact with co-workers or local people after work, they had less opportunity to face the cultural barriers, as the data of item 20 shows that 44% of the participants apparently did not find that language or cultural differences created a barrier to contact with co-workers outside of work.

According to the responses of the 4 interview participants, 3 of them encountered racial discrimination, including from their local co-workers and supervisors. However, the other one thought foreigners treated her well and she did not experience racial discrimination. As the interview data shows below:

Emily: I think the hardest thing to get used to in a foreign culture is racial discrimination. One of my supervisors asked me to clean the rooms which few co-workers wanted to clean and the rooms were really hard to clean. For example, cleaning the long-stay

room was time-consuming, and my supervisor would especially ask me to clean them. Therefore, I thought it was the so-called racial discrimination. (Emily, Oct. 17).

Harley: I feel that racial discrimination still exists in Americans' minds, and it was hard to understand why they would like to do that. (Harley, Sep. 23).

Peggy: I encountered some racial discrimination at the beginning. (Peggy, Oct. 1).

Kel: I thought my foreign co-workers were nice to me, and racial discrimination did not happen to me. (Kel, Oct. 12).

As for language difficulties, 4 interview participants encountered the same difficulties while working overseas. Three of them worked in the USA, and 1 of them, Emily, worked in Australia. Therefore, she encountered not only foreigners' fast speaking, but also the strong accent. Additionally, the other 3 participants also felt confused by Americans' fast talk:

Emily: From the beginning of the scheme, I felt frustrated because I could not follow their fast speaking and could not get used to the strong Australian accent. (Emily, Oct. 17).

Peggy: The local co-workers spoke really fast, so I really could not understand what they said initially. Thus, it was somewhat hard to get along with them at first, but it got better afterwards. (Peggy, Oct. 1).

Kel: When the co-workers and I were chatting, they spoke too fast that I was unable to interrupt them. Even though I could understand what they said, I was just unable to say something because of my slow pace of speaking. (Kel, Oct. 12).

Once the participants encountered the abovementioned difficulties, they tried to figure them out and overcome the problems. All of them seem to have found some ways to solve the difficulties they encountered.

Harley: Actually, when I did not understand what the foreigners said, I usually smiled back. (Harley, Sep. 23).

Peggy: I always asked the foreigners to repeat once again when I did not know what they said. (Peggy, Oct. 1).

Kel: I always said 'Huh?' or asked foreigners to say it again if I could not catch their words. (Kel, Oct. 12).

Emily: I, afterwards, gradually got used to what foreigners said, and my accent somewhat turned into Australian accent too. (Emily, Oct. 17).

Emily indicates that immersion in an English only environment causes a person to gradually get used to the speaking pace and different accents. Since Emily had worked overseas for one year, she had much more opportunity to put herself in an English only environment and to experience different culture than the others.

In regards to communication, when the participants could not express what they wanted to say, they always tried to use simple words or body language to further communicate with foreigners. Here are some examples:

Emily: Sometimes, I was not sure whether the foreigners could understand what I said, or I could not express what I wanted to say with success. Therefore, I always relied on using simple words or body language. (Emily, Oct. 17).

Kel: If I was unable to express something in one word, I would try to use many words I know to express what I mean to the foreigners. Afterwards, they could guess what I tried to say and even told me what the words were. (Kel, Oct. 12).

Harley: I used simple words or body language to communicate with foreigners. (Harley, Sep. 23).

Peggy: When I did not know how to express what I thought, I always tried to use simple words to express myself. (Peggy, Oct. 1).

Differences in the language difficulties experienced by English majors and non-English majors

In this study, the researcher assumed that non-English majors may have more problems in using English when they went abroad. Table 8 lists the different language difficulties that the two different groups encountered.

Table 9

Means and percentage of the responses to questions about language difficulties made by English majors and non-English majors, and how they coped

Questions	Mean of the responses of English majors	Mean of the responses of non-English majors
Item 14: When I participated in WAT program/WH scheme, I encountered racial discrimination.	3.13	2.66
Item 15: When I participated in WAT program/WH scheme, I did not have other social contact with my local co-workers except at work because of language differences.	3.57	2.81
Item 16: When I participated in WAT program/WH scheme, I found that I could not understand what foreigners said because they spoke too fast.	3.70	4.15
Item 17: When I participated in WAT program/WH scheme, I felt frustrated when I ordered meals in restaurants.	2.87	3.49
Item 18: When I participated in WAT program/WH scheme, I smiled back when I did not understand what foreigners said.	4.00	4.55
Item 19: When I participated in WAT program/WH scheme, I had to use body language to communicate with foreigners.	3.17	4.18
Item 20: When I participated in WAT program/WH scheme, cultural differences caused misunderstanding while communicating.	2.96	3.62
Item 21: When I participated in WAT program/WH scheme, it was hard to communicate with foreigners because my language ability was insufficient.	3.61	3.99

In Table 9, the data shows that the means of non-English majors' responses to item 16, 17, 20 and 21 (questions regarding language difficulties) are higher than English majors. In item 18, more non-English majors tended to smile back when they did not understand what foreigners said than English majors. Moreover, the data for item 19 also shows that more non-English majors ($M=4.18$) used body language to communicate with foreigners compared with English majors ($M=3.17$). We can conclude that due to their limited English abilities, non-English majors use more body language and smile back as strategies to communicate with foreigners. In addition, item 14 shows that the English major participants ($M=3.13$) think that they encountered more racial discrimination than non-English majors ($M=2.66$) did. Because of this reason, the data shows that English majors ($M=3.57$) had less social contact with their co-workers outside of work, as item 15 indicates, compared with non-English-major participants ($M=2.81$).

To sum up, both groups of participants had certain level of difficulties while working overseas. When comparing the language difficulties which English majors and non-English majors encountered while working overseas, the latter seems to have had more language difficulties than English majors. This can especially be seen in situations like ordering meals at restaurants, using body language to communicate with foreigners, having misunderstandings while communicating with foreigners because of different cultures. These problems are probably caused by generally insufficient English abilities. However, as shown on item 15, non-English majors seemed to have closer relations with their co-workers in spite of the different languages, an area where English majors had more concerns. All in all,

insufficient English abilities gave non-English majors some language difficulties, whereas English majors had fewer language difficulties because of the longer period of learning English.

In interview data, as for the educational background of the 4 interviewees, 2 of them were English majors, and the others were non-English majors. One of the English majors cares more about accuracy of grammar than the others. She had been learning English for approximately 10 years. As the interview data shows below:

Peggy: Sometimes I, more or less, cared about whether I used the grammar properly or not, even though I have learned English for such a long time. Therefore, I was somewhat afraid of talking to foreigners. (Peggy, Oct. 1).

In terms of the responses from Peggy, it can be seen that she was afraid of making mistakes in grammar in spite of the long time she had been studying English. Unlike Peggy, the others paid less attention to grammar. In fact, they did not seem to care about it much at all. As the interview data shows below:

Kel: Oh, when I talked to foreigners, I did not care about grammar at all. Actually, foreigners did not mind if I used grammar incorrectly. They could almost always understand what I said, so it was unnecessary to worry about the accuracy of grammar. (Kel, Oct. 12).

Emily: Not really. I thought foreigners could more or less understand, so I did not worry about grammar that much. (Emily, Oct.17).

Harley: I was not afraid of making grammar mistakes. Sometimes my foreign co-workers helped me correct it, so I could learn how to use it correctly instead. (Harley, Sep. 23).

The non-English majors, Harley and Emily, unlike Kel and Peggy, did not have as much English learning experience. Therefore, English became not only one of both Harley and Emily's obstacles but also a challenge for them. As mentioned above, neither of them was afraid of talking to foreigners due to incorrect grammar. Therefore, their learning attitudes were quite positive:

Harley: Although English was one of my obstacles, I thought it was a challenge rather than a threat for me. (Harley, Sep. 23).

Emily: English was one of my obstacles while working overseas because I was not an English major. However, even though I made some mistakes in English, I was not afraid of speaking English to foreigners. (Emily, Oct. 17).

Analysis of the influences on English learning of the cross-cultural experiences achieved via participating in WAT programs/WH schemes

As for cross-cultural experience, people cannot help but first think about the different currency between the two countries. Table 10 shows that in item 43, many of the participants (80%) indicates that they felt confused about the

use of local currency before participating in WAT programs or WH schemes (M=3.88), but they learned to use it appropriately after a period of time. In item 44, most of the participants (94%) found that they absorbed a lot of new vocabulary in supermarkets and restaurants (M=4.46), the highest among these question items in this section. Most of the participants also thought that making foreign friends helped them learn English, as shown in item 45 (M=4.41). In addition, items 46, 47 and 48, show that a majority of the participants (84%) learned English by means of local slang or idioms (M=4.23), 79% learned English by means of watching local TV programs (M=3.95), and 70% learned English by means of listening to the local radio programs (M=3.85).

The responses of the questionnaire in this section makes it clear that living and working in an English environment benefitted the participants' cross-culture experience and language learning, whether through local currency, shopping and eating, making foreign friends, learning local slang or idioms, watching TV or listening to the radio.

Table 10

Means and percentage of the responses regarding the influences on English learning of Cross-cultural experience via participating in WAT programs/WH schemes

Questions	Mean	Percentage (%)				
		SD	D	NC	A	SA
Item 43: I felt confused about the use of local currency before participating in WAT program/WH scheme, but I learned how. (e.g., USD of cent, penny, nickel, quarter, dollar, etc.)	3.88	9	4	5	53	29
Item 44: When I participated in WAT program/WH scheme, I learned a lot of new words as a consumer at the supermarket or in restaurants.	4.46	3	0	0	41	56
Item 45: When I participated in WAT program/WH scheme, making foreign friends helped me learn English because the mutual language was English.	4.41	4	1	1	37	57
Item 46: When I participated in WAT program/WH scheme, I learned English by means of local slang or idioms.	4.23	5	1	7	39	47
Item 47: When I participated in WAT program/WH scheme, I learned English by means of watching local TV programs.	3.95	6	4	8	52	30
Item 48: When I participated in WAT program/WH scheme, I learned English by means of listening to the local radio programs.	3.85	8	4	15	39	33

The interview data also shows that the participants indicate that they made progress in their English abilities, especially listening and oral skills, compared with their English abilities before going abroad. Additionally, all of them also changed their personal attributes to one degree or another, which means that they became braver about speaking English to foreigners after participating in the WAT programs or WH schemes. As the interview data shows below:

Emily: I learned some slang and idioms from local people and it was hard for me to learn from the textbook. Also, I was not afraid of talking to foreigners anymore after I came back from Australia. (Emily, Oct. 17).

The researcher: So, overall, did participating in this program or scheme influence your English ability?

Emily: Yes, besides being braver to speak to foreigners, my listening comprehension progressed and the size of my vocabulary increased too. Like what I said above, I gradually got used to what foreigners said after a period of time. Therefore, I could understand most the conversations among people. As for the increase in the amount of vocabulary, since I always browsed English websites to look for jobs and places to live, the amount of vocabulary accumulated without my really noticing it. (Emily, Oct. 17).

According to the responses from Emily, her language learning experiences were various, and some of them could not have occurred while working in the USA. In this case, Emily feels she made progress in English probably by means of experiential learning, such as looking for jobs and accommodation. Since the participants who worked in the USA knew in advance what their jobs and accommodation would be, they were unable to have the same language learning experiences which Emily had. However, not only Emily, but also the rest of the 3 interviewees seemed to make progress in their listening and speaking skills too, although their language learning experiences may be less intensive than Emily's.

Here is an example:

Harley: My listening skill progressed significantly. Mainly, I was not afraid of speaking English to foreigners like before, and of course my listening and speaking abilities progressed. (Harley, Sep. 23).

Kel: My listening ability improved a lot, and so did my oral ability. However, I think the biggest influence was that I was no longer afraid of communicating with people like I had been before when I was nervous and shy to talk to people. Therefore, I became much more confident and braver after I got back from the USA. (Kel, Oct. 12).

Peggy: I think my listening ability really improved. Also, my pronunciation of English got much better. I was good at imitating how foreigners pronounced words, and then

mimicking their accent. Besides, I was much braver to speak English to foreigners. (Peggy, Oct. 1).

In addition to the language learning experiences which the participants had, there were different cross-cultural experiences which they met for the first time. As for Peggy, working in a café as a waitress was a first-time experience for her, as was having international potluck parties. Sightseeing and participating in the local culture festival also made her feel excited. Harley thought working with foreigners and teasing each other was really unforgettable. He also enjoyed the parties and sightseeing. Kel was into lying on the ground and watching the stars at night because she thought it was hard to do the same thing in Taiwan. Finally, looking for jobs and accommodation were special experiences for Emily. She also went to church every weekend and she really liked the friendly people there. Here are some interview excerpts which illustrate these points:

Peggy: Having international potluck parties with people from different countries and working at café were things I had never done before I went to the USA. ...I was also bound for famous Mt. Rushmore to see the statues of the four American ex-presidents, and I went to Bear Country which was just like an ordinary zoo. ...The small town, Wall, where I worked had a traditional festival every August, which was called the Sturgis Motorcycle Rally. During that time, there was a crowd of motorcyclists who rode the motorcycles and gathered at the same place.

Harley: The most special experiences were communicating with my co-workers, teasing each other, or sharing something fun at

work. We also had employee parties and the parties which we held. Besides, I also went sightseeing in some places which the government recommended and went to the market when I had a day-off. (Harley, Sep. 23).

Kel: Since the place I worked was in the countryside, sometimes my friends and I would lie on the floor and watch the clear, big, and beautiful stars in the sky. It was so memorable! (Kel, Oct. 12).

Emily: Although looking for jobs and accommodation didn't go smoothly at first, I still thought they were special experiences...I thought everyday was a surprise because I met different customers every single day. Some of them were really friendly since they knew that I was not a native speaker. I also met people from Taiwan, and I felt so warm. In addition, I went to the church every week and those people were really nice to me. (Emily, Oct. 17).

Discussion

According to the quantitative and qualitative data generated from the responses of the participants, in terms of the participative motivation of the participants, the first three motivators are "to develop an independent personality", "to learn language by means of work and life style", and "to experience local culture and life style". Most of the participants did not take making money as their main motivation when working abroad. According to Maslow's needs hierarchy theory (1970), the participants, in this study, had

satisfied the basic necessities. That is, they seemed to not lack money. Therefore, they could seek higher levels of necessities and further achieve their goals, which might be working overseas, experiencing local culture, and the like.

Compared with Newlands' (2004) and Lin's (2009) findings with this study, there is one mutual motivation which is to experience a new culture. Lin's findings correlate well with the present study because he also found two overlapping motivations, which are "to learn language" and "to experience different culture." Newlands' findings also match quite well with the present study if we consider the category "to challenge my abilities" to be similar to "to develop independent personality" in this study.

According to Wu (2010), language proficiency is the main factor which employers or working holiday makers themselves consider when working holiday makers apply for jobs. The participants who take part in WAT programs or WH schemes invariably encountered language difficulties due to different languages and cultures. As can be seen in the quantitative findings, 40% of the participants encountered racial discrimination from foreigners. In the qualitative data, three of the respondents reported that they encountered racial discrimination, sometimes from local co-workers and supervisors. As Lin (2009) stated, racial discrimination may be due to language difficulties since there may be some misunderstanding amongst participants themselves and foreign co-workers. One of the interview participants, Peggy, encountered racial discrimination at the beginning, but racial discrimination seemed to not happen to her afterwards. Therefore, in light of what Lin mentions, racial discrimination might not really happen to the participants but be perceived due to different languages which may cause misunderstandings.

In other words, racial discrimination may be due to participants' language abilities rather than foreigners' discriminating against participants' races.

In this case, according to Chaney and Martin (2007), the participants might encounter culture shock because of different food, homesickness, lack of a sense of security, racial discrimination, or difficulties in language. As for the language difficulties while communicating with foreigners, some findings come to light through analysis of the quantitative data. Most of the participants smiled back when they could not understand what foreigner said. Eighty percent of them thought foreigners spoke too fast and thought their English abilities were insufficient. Among the participants, most of the non-English majors thought foreigners spoke too fast, and also most of them thought their English abilities insufficient. Therefore, from the participants' perception, it can be inferred that they thought it was, initially at least, hard to communicate with foreigners. Moreover, it also could be inferred that the textbooks which students used in the school may not have instructed them sufficiently about how to use authentic language in daily life, such as daily conversation, and the like. Thus, the participants seemed to feel frustrated and struggled to communicate with foreigners. However, although the participants encountered those difficulties, they still managed through the use of body language and simple words.

As can be seen in the qualitative data, most of the participants in the WAT programs felt confused by Americans' fast speaking, and others who took part in WH schemes had difficulties not only with fast speaking of Australians' but also with their strong accent. When dealing with difficulties like these, one of the four interviewees usually smiled back when

he did not understand what foreigners said, and the others would continue the conversation until the end, doing their best to understand through various means, for example, by asking the foreigner to repeat the sentence once more. All agreed that when they could not express what they wanted to say, they would use simple words or body language. All in all, as Wu (2010) states, language proficiency is really essential when participants in overseas work programs apply for jobs.

Because of language difficulties, participants tend to work as farm laborers since their English is not good enough to work in retail or service industry positions such as a cashier (Lin, 2009). Therefore, with less language difficulties participants encounter less racial discrimination, have fewer misunderstandings while communicating with foreigners, and even get better jobs. That is, non-English majors should make more efforts in their English abilities before taking part in WAT programs or WH schemes.

Almost every participant liked to talk to foreigners because they could practice their oral skills even if their grammar was not totally correct. Moreover, most of the participants thought they made progress in their English abilities, including their English oral abilities, after being situated in an English environment, and they thought they were not as afraid of speaking English after participating in working overseas programs as they had been before.

In accordance with the qualitative findings, all of the interview participants tended to make progress in their English abilities, especially listening and oral skills. In addition, most of them seemed to not worry about the accuracy of their grammar while talking to foreigners, although one of them did. As for their language learning attitudes, in this case, the researcher

would like to focus on the participant who participated in WH scheme for one year in Australia. Her language learning attitude tended to be positive, and the size of her vocabulary had accumulated without her even realizing it. Due to the period of working overseas being longer than that of others, and because she had to look for jobs and accommodations herself, she had some different language learning experiences than those who worked in the USA (who had their jobs and accommodations arranged for them in advance). However, even though the maximum period of their working overseas stay was only four months, the other 3 participants thought that they still made progress in their English abilities too, especially listening and speaking skills.

To summarize, the findings show that most of the participants seemed to have positive language learning attitudes. Therefore, their learning tended to be efficient and they thought they improved their English abilities, especially oral and listening skills. All in all, our findings agree with those of Sheu (2002): there is a positive correlation between attitude and learning.

Conclusion

According to the quantitative results, the motivations and goals of most participants (over 85 % of the participants) for working overseas were mainly to develop independence, to experience local culture and life style and to learn English. Participants' learning attitudes were generally positive ($M > 4.00$) while working overseas, even if they encountered language difficulties such as being unable to understand what foreigners said, especially initially. Participants ($M > 4.40$) thought everyday interactions advanced their

language learning, as did cross-cultural experiences (over 85% of the participants). Moreover, the results show that the length of time the participants stayed in the target countries also affects their language learning attitude and cross-culture adjustment.

Lave (1988) points out that apprentice tailors must learn how to iron, cut, and sew garments by means of authentic activities, and so do language learners. According to our quantitative findings, most of the participants made progress in their English abilities after being situated in an English environment, including the non-English majors. This conforms to what Lin (2007) indicates. Lin found that if individuals learn a language in an appropriate and authentic language environment, most of them will probably make progress.

Due to some interesting features in the qualitative findings, the researcher would like to focus on Emily's experiences since she was in a language environment for one year. She felt frustrated initially because she could not follow the fast pace of speaking used by foreigners, and could not get used to the strong Australian accent. However, as time went by, she gradually adapted to their speaking pace and grew to understand what they said, and her accent even became somewhat Australian. That is, language needs to be firmly contextually embedded (Brown, 2007). Moreover, as Hsiao (2006) points out, during the time he participated in a WH scheme in New Zealand he found that in order to overcome the language barrier, after leaving work he placed himself into a whole English-speaking environment. Afterwards, he thought his English ability made progress by means of immersing himself in an environment full of English. It can be seen that the

longer period participants work, the better progress in language they may have.

Thus, the language environment influences individuals' language abilities a great deal. Therefore, there is the positive correlation between working period and improvement of language abilities. When participants stay overseas longer, their language abilities will improve more.

The findings agree with what Askeland (2003) indicates: experiential learning, which is interaction between the person and environment, provides a model to realize both the person and his or her relationship to the environment. Therefore, learning may be regarded as the process of adjusting behavior in response to experience. Additionally, as for the theory of "The U-curve of Cross-cultural Adjustment" by Lysgaard (1955), it seems not extremely proper for either Work and Travel USA programs or Working Holiday schemes due to the limited working period. Therefore, participants who participate in WAT programs are only likely to undergo the stage "honeymoon" because the maximum working period for WAT participants is four months; working holiday makers could undergo the stages of "honeymoon", "culture shock" and partial "adjustment" since the working period lasts one year. In terms of the theory, according to Emily's experiences, she seemed to go through culture shock more than the rest of them who participated in WAT programs.

A new culture must be experienced once an individual has left the home country. Participants of working tourism must experience various facets of the host culture such as language. According to the findings, every participant admitted that they made progress in English, cross-cultural experiences

seemed to bring positive influences to most of the participants, and they seemed to accept the host culture with greater adaptation, except when faced with racial discrimination and difficulties in language.

Suggestion

The findings derived from this study may provide several pedagogical implications for school administrations, language teachers and learners. Since the language environment influences individuals' language abilities a great deal, school administrations and teachers could provide a firmly contextually based appropriate and authentic language environment like "English situated-learning classroom" because interaction between the person and environment provides a model of experiential learning. Every classroom can be an English village that provides a context to immerse language learners in a certain situation to use the language to achieve a communication purpose.

Most of the participants of this study pointed out that immersing themselves in an environment full of English helped their English abilities to progress. However, not everyone can go to English-speaking countries to stay for a period of time, but technology can provide a similar environment for language learners. There are lots of English learning websites on the Internet, as are radio or TV programs from English speaking countries that help language learners to immerse themselves in an English only environment with the help of any technology devices like cell phone, tablet, computer and so on. They can advance their four skills without stepping foot out of their room.

However, what the technologies can't offer is the cross-cultural experiences. As this experience is very valuable and useful for young people,

MOE, school administrations, language teachers could attempt to raise learners' curiosity about the target culture, for example, showing English films sharing activities, holding English spoken countries' customs and festival activities, which would provide examples and opportunities for cross-cultural communication. Having the ability to communicate and negotiate among different social cultures is a very important soft power in our globalized society. Moreover, schools or communities can hold activities such as speeches from the local foreign residents, inviting international student exchange, providing international volunteer or oversea practicum opportunities to learners, which could also give the youth the chances to experience different culture and life style, which could surely broaden their horizons.

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