

Measuring Japanese Internationalization: A Survey of English Education and Attitudes (VII)

—Correlation of Data from 3rd Questionnaire—

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Summary

This paper gives results of a correlation analysis between selected items from the authors' 3rd questionnaire survey of Japanese college English teachers. In the general results, there was an indication of a chain of correlations between items on high school, college, and graduate school types (public/private) and type of institution the respondents are employed at. An inverted age factor was found for respondents holding English ability certification. In high school, instruction by native English teachers correlated with English listening and speaking fluency items. In college, both the frequency per week English classes were taken and the number of different English instruction types studied under influenced satisfaction towards English classes. Instruction by native English teachers correlated with preparation attitudes for those respondents going overseas for study or research. Theoretical or applied specialization in English tended to influence at a moderate level which respondents attended foreign or Japanese graduate schools. Finally, numerous moderate to strong correlations were discovered among the four English abilities (listening, speaking, reading and writing) at different educational stages and between other items in the analysis.

INTRODUCTION

Our most recent survey investigates data obtained from over 130 Japanese professionals who were members of the Japanese Association of College English Teachers (JACET) in 1990. Reporting of raw data and primary statistical results has already been covered in our two previous papers entitled *Measuring Japanese Internationalization: A Survey of English Education and Attitudes (VI)—Analysis of Japanese College English Teachers—(Part 1)* and *(Part 2)*. Research objectives, survey procedures, and results are given in those and previous papers (see REFERENCES) and will only briefly be reiterated here.

In the present paper, correlation analysis of 47 items drawn from the 3rd questionnaire is carried out to clarify relationships between these items. Table 1 contains a list of items included in the analysis. Besides a general study of the correlations between all items, in particular, this investigation concentrates on the following:

- 1) It is desirable to know if there are differences in responses from the professionals who have attended public, private or even foreign institutions. It is possible that respondents who attended different types of schools experienced a different English education and thus might have different attitudes towards that education and their own English abilities. Moreover, does working at a public or private school also influence such opinions and attitudes?
- 2) Does having been a member of the English Speaking Society (ESS) or similar group, or having been taught by a native English instructor in high school or college English classes change responses towards questions on satisfaction with English classes and/or attitudes on personal English ability?
- 3) At what levels are the correlated relationships between the separate English abilities of listening, hearing, reading and writing in high school, college, graduate school, and, if applicable, at the beginning and end of research overseas, and between the

Table 1: ITEMS included in Correlation Analysis

ITEM	NAME	ITEM	NAME
(Part One: Personal Information)			
1.	Work Place (Public/Private)	3.	English Ability Certification
2.	Age		
(Part Two: Overseas Information- 1)			
4.	Overseas Research Experience	6.	Total Time for Research
5.	Times Research Done		
(Part Three: High School)			
7.	High School Type (Pub./Pri.)	11.	Listening Abil. After H. S.
8.	Times English Studied/Week	12.	Speaking Abil. After H. S.
9.	ESS Member in H. S.	13.	Reading Abil. After H. S.
10.	Native Teacher in H. S.	14.	Writing Abil. After H. S.
(Part Four: Undergraduate)			
15.	College Type (Public/Private)	22.	Years Taught by Native T.
16.	College Degree	23.	Effectiveness of Native T.
17.	Times English Studied/Week	24.	Listening Abil. After Col.
18.	Num. of Instruction Types	25.	Speaking Abil. After Col.
19.	Satisfaction with Col. Eng.	26.	Reading Abil. After Col.
20.	ESS Member in College	27.	Writing Abil. After Col.
21.	Native Teacher in College	28.	Prep. for Overseas by Col.
(Part Five: Graduate)			
29.	College Type (Japan./Foreign)	33.	Speaking Abil. After Grad.
30.	College Type (Public/Private)	34.	Reading Abil. After Grad.
31.	Satisfaction with Grad. Eng.	35.	Writing Abil. After Grad.
32.	Listening Ability After Grad.		
(Part Six: Outside Study)			
36.	Years of Outside Study		
(Part Seven: Overseas Information- 2)			
37.	Preparation From School Study	43.	Speaking Ability- End
38.	Listening Ability- Beginning	44.	Reading Level- End
39.	Speaking Ability- Beginning	45.	Writing Level- End
40.	Reading Ability- Beginning	46.	Regularity Overseas
41.	Writing Ability- Beginning	47.	Frequency Overseas
42.	Listening Level- End		

educational levels for separate abilities?

4) Are there patterns to be drawn from the survey for professionals who have done research overseas in contrast to those who have not? Does such an experience affect attitudes towards English education? And, if so, does the length of time overseas and/or the frequency of conducting such research have any substantial effects.

Procedures for analysis and the results will be presented, followed by a short discussion.

METHODS

Data conversion

Wherever possible raw data were used as is in the analysis. For example, length of class periods, years of ESS membership and native English instruction, total length of research overseas, etc. were left in their original values. However, it was necessary to convert all multiple choice and yes/no responses into numerical values. Multiple choice responses (A to H) were assigned the numbers 1 to 8 and no/yes answers given a 1 or 2, respectively. Fill-in queries were also converted in the following manner:

ITEM 1: WORK PLACE, ITEM 7: HIGH SCHOOL TYPE, ITEM 15: COLLEGE TYPE, and ITEM 30: GRAD. SCH.- PUBLIC/PRIVATE. For each of these four items, respondents were divided by whether they are employed at or had attended during high school, undergraduate and graduate studies a public or private university in Japan. Those who work at or attended public institutions were allotted a 1, while those at private ones were given a 2 for each item.

ITEM 16: COLLEGE DEGREE. Respondents with degrees in a specialty of the English field were divided by whether the specialty was of a theoretical or applied type. The theoretical category included literature, linguistics, phonetics and philology, while the applied specialties included English education, TESOL/TEFL/TESL, oral/broadcast English and business correspondence. Theoretical types were given a 1, applied a 2.

ITEM 18: NUMBER OF INSTRUCTION TYPES. Respondents were asked to pick from a list of 13 common instruction types the ones they studied under in college. These were simply tallied to obtain this item, a number from 0 to 13.

ITEM 29: GRAD. SCH.- JAPANESE/FOREIGN. Since approximately half of the respondents stated attending a foreign university for graduate studies, this distinction was made into an item for correlation. Those attending a Japanese graduate school were allotted a 1, those in a foreign school were given a 2.

Correlations

All correlations were found using Pearson product-moment correlation formula. To achieve a correlation with the largest possible number of respondents for any pair of items, an overall sample number was not found by eliminating all data of respondents with non-responses and, instead, the sample number was calculated independently for each correlation. In this way, the N between any two items was adjusted for the calculation to eliminate non-responses and non-applicable data in both items. Thus N varies from the total number of respondents (134) to slightly above 20. Correlations with a sample rate below this were not carried out.

In this study, correlations of $r \geq 0.500$ were considered strong, and from 0.300 to 0.499 determined to be at moderate levels. Significance of the correlations was also calculated using Student's t test ($df = N - 2, \rho = 0$). Of course, the significance varies according to sample size and the following table is provided for frequently appearing sizes in this analysis.

Table 2: Significant correlation levels for various sample sizes

	N =	≥ 130	≥ 115	≥ 100	≥ 90	≥ 70	≥ 50	≥ 30	≥ 20
Alpha Level									
$\alpha \leq .01$	\pm	0.2252	0.2394	0.2565	0.2702	0.3061	0.3609	0.4629	0.5614
$\alpha \leq .05$	\pm	0.1723	0.1832	0.1965	0.2072	0.2351	0.2787	0.3610	0.4437

RESULTS

In the preliminary data analysis a low overall response rate was found for the survey as a whole (26%), see previous papers. In the intervening time between that analysis and the present correlation analysis, three additional questionnaires were received. It was decided to include these in this analysis making a total of 134 respondents and increasing the response rate to 27%.

A list of all correlations between items is provided in the APPENDIX. There were 15 very strong correlations ($r \geq 0.70$), over 45 strong ones ($r = 0.69$ to 0.50), approximately 125 moderate ones (45 between 0.49 and 0.40 , and 81 between 0.39 and 0.30) and over 150 weak, but significant ($\alpha \leq .05$), correlations ($r = 0.29$ to 0.18).

Part One: Personal Information

The first part asked for vital information and basic data concerning the respondents' English ability certification. There are three items ITEM 1: WORK PLACE, ITEM 2: AGE and ITEM 3: ENGLISH ABILITY CERTIFICATION.

ITEM 1: WORK PLACE. The first item correlated at a moderate level with only one other item- ITEM 30: GRAD. SCH.- PUBLIC/PRIVATE, 0.3987. While respondents who work at public institutions tend to have completed their graduate studies at a public school, those working at private institutions tended to come from private grad. schools. One important low, but significant, correlation was ITEM 46: REGULARITY OVERSEAS (0.2102). Respondents working in public institutions had a slightly greater tendency to go overseas regularly for research than their cohorts in private institutions. There were no strong correlations found for ITEM 1.

ITEM 2: AGE. This item had a moderate correlation with ITEM 3: ENGLISH ABILITY CERTIF., 0.3648. Age showed an influence on whether the respondents gained some type of ability certification (ex.,

STEP, TOEIC, TOEFL certificates or tour guide, translator licenses). The positive direction of the coefficient indicates that the younger professionals tended to answer more in the affirmative for ITEM 3 than did older respondents and, therefore, had obtained certification of this kind.

The only other significant correlation was with ITEM 37: PREPARATION FROM SCHOOL STUDY, -0.2484 . This was a weak trend for the older of those respondents who went overseas for research to feel less prepared for such research from all regular schooling than the younger professionals in the survey.

ITEM 3: ENGLISH ABILITY CERTIFICATION. Only ITEM 2: AGE had at most a moderate correlation with this item. Seven other items approached this level, and were significant to at least an alpha level of .05:

ITEM 24: LISTENING ABILITY AFTER COL.	-0.2653
ITEM 25: SPEAKING ABILITY AFTER COL.	-0.2081
ITEM 32: LISTENING ABILITY AFTER GRAD.	-0.2061
ITEM 33: SPEAKING ABILITY AFTER GRAD.	-0.2350
ITEM 38: LISTENING ABILITY AT BEGINNING	-0.2588
ITEM 39: SPEAKING ABILITY AT BEGINNING	-0.2852
ITEM 43: SPEAKING ABILITY AT END	-0.2273

These raise possibilities that the possession of English ability certification might have influenced attitudes towards the respondents' own listening and speaking abilities, especially for those who did research overseas, at least to a weak extent. The negative coefficient means that the respondents answering affirmative to ITEM 3 tended to choose categories indicating higher levels of fluency in listening or speaking English than did those who stated having no certification, albeit to low correlations. However, sister items ITEM 11: LISTENING ABILITY AFTER H. S., ITEM 12: SPEAKING ABILITY AFTER H. S., ITEM 42: LISTENING ABILITY AT END. did not reach significant levels.

Part Two: Overseas Information (1)

This section covers the first part of information on overseas research.

ITEM 4: OVERSEAS RESEARCH EXPERIENCE. This item only had one low level moderate correlation with ITEM 31: SATISFACTION WITH GRAD. ENG. (-0.3027). Respondents stating going overseas to conduct research tended to give more satisfied replies to satisfaction with English lessons in graduate school than those who had no overseas research experience. It should be noted here that of the 96 professionals who indicated doing research overseas, 49 (51%) stated studying at an overseas graduate school at least one year and, thus, satisfaction attitudes for ITEM 31 are towards either foreign graduate level English classes and/or Japanese ones depending on where the respondent studied.

Three more correlations with ITEM 4 reached significant levels, ITEM 27: WRITING ABILITY AFTER COL. (-0.2161), ITEM 29: GRAD. SCH.- JAPANESE/FOREIGN. (0.2376), and ITEM 33: SPEAKING ABILITY AFTER GRAD. (-0.2052).

ITEM 5: TIMES OVERSEAS. There was one strong and one moderate correlation with ITEM 5, the number of times a respondent had done research overseas of a duration greater than 2 months. As would be expected, this item and ITEM 6: TOTAL TIME OVERSEAS had a strong correlation, 0.5545 . More times spent overseas meant longer total time for all research done overseas. The moderate correlation with ITEM 29: GRAD. SCH.- JAPANESE/FOREIGN (0.3247) indicates that those attending a foreign grad. school tended to go overseas for research, including graduate studies, more times than those who didn't. Correlation with ITEM 46: REGULARITY OVERSEAS came close to a moderate level, 0.2892 . Some of those who have gone numerous times tend to continue going overseas for research regularly.

Finally, there were weak, but significant, correlations with ITEM 5

and listening abilities after graduation (ITEM 32, -0.2632), and at the beginning and end of research overseas (ITEM 38, -0.2556 and ITEM 42, -0.2962) and speaking ability at end of research overseas (ITEM 24, -0.2081). The negative direction signifies that respondents checking higher fluency levels tended to have done overseas research a greater number of times.

ITEM 6: TOTAL TIME OVERSEAS. Besides the strong correlation with ITEM 5, this item also correlated with ITEM 29: GRAD. SCH.-JAPANESE/FOREIGN to moderate levels, 0.4182 . Professionals in this survey who went to a foreign graduate school for at least one year indicated longer total overseas research durations, including the graduate studies. In addition, ITEM 31: SATISFACTION WITH GRAD. ENGLISH was also found to be at a moderate level, -0.3120 . Those expressing greater satisfaction with graduate English classes stated having had longer total times overseas for research than those who were less satisfied. Although lower than the correlation between ITEM 5 and ITEM 46: REGULARITY OVERSEAS, the level between ITEM 6 and 46 was also significant, 0.2189 .

Part Three: High School

The third part consisted of 8 items concerning high school. Strong, moderate and important weak correlations are explained below.

ITEM 7: HIGH SCHOOL TYPE. A high level moderate correlation was discovered between high school type and ITEM 10: NATIVE TEACHER IN H. S., 0.4901 . Specifically, while respondents who attended a private high school tended to indicate that they studied under a native English instructor in their high school, those going to public school tended not to be taught by such instructors. Another moderate correlation with ITEM 7, ITEM 15: COLLEGE TYPE (0.3600), showed that professionals in this study tended to continue on to the same type of school for college, public high school to public college and private high school to private college. A low, although significant, correlation was found with ITEM 8: TIME ENG. STUDIED

/WEEK (0.2495) which indicated that some respondents going to public high schools reported studying English in class less times per week than some of those going to private high schools. Finally, a word of caution is necessary for this item because in this survey only a relatively small number, 15%, of the respondents went to private high school.

A final very weak, but significant, correlation was with ITEM 20: ESS MEMBER IN COL., -0.1962 ; somewhat more of those attending a public high school tended to become ESS members in college than those who went to a private high school.

ITEM 8: TIME ENG. STUDIED/WEEK IN H. S. The only correlation with a rho greater than .3000 was with ITEM 31: SATISFACTION WITH GRAD. ENGLISH, -0.3094 . Here, those stating they had more English classes per week also chose more satisfied responses for English classes in graduate school than those who took less classes. Correlation with ITEM 31's sister item, ITEM 19: SATISFACTION WITH COL. ENGLISH was very low and below significant levels.

An important correlation near moderate level was the one with ITEM 10: NATIVE TEACHER IN H. S., 0.2999. Respondents having a higher frequency of English classes in high school also tended to have had instruction by a native teacher. However, the number of respondents having actually had native teacher instruction in high school was low, app. 14%.

ITEM 8 and English ability had weak, but significantly, correlated relationship:

ITEM 11: LISTENING ABILITY AFTER H. S.	-0.1989
ITEM 12: SPEAKING ABILITY AFTER H. S.	-0.2130
ITEM 13: READING ABILITY AFTER H. S.	-0.2741
ITEM 14: WRITING ABILITY AFTER H. S.	-0.2325

Respondents with higher frequencies of English classes per week showed tendencies to declare higher abilities, especially in reading, than those with lower frequencies of English classes per week. ITEM 26: READING ABILITY AFTER COL. was also found to have a low, but significant correlation with ITEM 8, -0.2265 .

One other correlation near moderate levels was with ITEM 22: YEARS TAUGHT BY NATIVE TEACHER IN COL., 0.2989. Those with more English classes per week tended to record that they had more years of instruction by a native teacher in college.

ITEM 9: ESS MEMBER IN H. S. There were one strong, five moderate and four other significant correlations. Table 3 lists these.

Being a member of the English Speaking Society in high school had a strong relationship with attitudes concerning the listening, speaking and, to a somewhat less extent, writing abilities of professionals involved in this series. Those who were members indicated more fluency in these three abilities than the respondents who were not, especially after high school. This attitude carried over, albeit at a lower correlation level, after college and for listening and speaking to the beginning of research overseas.

In addition, at moderate correlation levels, those who were members of ESS in high school tended to be members of the society in college. Finally, some members also stated having been taught by a native English instructor in high school.

Table 3: Significant Correlations in Strong and Moderate Groupings with
ITEM 9: ESS MEMBER IN H. S.

ITEM	r
ITEM 12: SPEAKING ABILITY AFTER H. S.	-0.5249
ITEM 11: LISTENING ABILITY AFTER H. S.	-0.4572
ITEM 14: WRITING ABILITY AFTER H. S.	-0.3056
ITEM 20: ESS MEMBER IN COLLEGE	0.3607
ITEM 24: LISTENING ABILITY AFTER COLLEGE	-0.3041
ITEM 25: SPEAKING ABILITY AFTER COLLEGE	-0.3211

ITEM 10: NATIVE TEACHER IN H. S. As with ITEM 9 this item also correlated substantially with ITEM 11: LISTENING ABILITY AFTER H. S. (-0.3966) and ITEM 12: SPEAKING ABILITY AFTER H. S. (-0.3610). ITEM 38: LISTENING ABILITY AT BEGINNING (-0.2778) and ITEM 39: SPEAKING ABILITY AT BEGINNING

(-0.2833) also correlated at significant levels with alpha levels less than .01.

However, as mentioned above, the number of professionals participating in this survey who experienced a native English teacher's instruction in high school was low, app. 14% of the total sample.

ITEM 11: LISTENING ABILITY AFTER H. S. There were four strong and seven moderate correlations with this item. The correlation with ITEM 10 is explained above. To more easily compare correlations of items on English abilities, a separate table has been provided near the end of the results section, Table 16 (pp. 28-29).

The strongest correlation was with ITEM 12: SPEAKING ABILITY AFTER H. S., followed by ITEM 24: LISTENING ABILITY AFTER COL. and ITEM 25: SPEAKING ABILITY AFTER COL. The final strong correlation was with ITEM 14: WRITING ABILITY AFTER H. S. Correlations in the upper moderate range were with ITEM 38: LISTENING ABILITY AT BEGINNING and ITEM 27: WRITING ABILITY AFTER COL. All of these and the remaining four moderate correlations had positive coefficients meaning that respondents indicating they had high levels of listening ability in English after high school also felt that they had higher levels in the corresponding items and, vice versa, those feeling they had lower ability also felt their corresponding abilities were low.

Besides the remaining four moderate correlations there were 11 others that reached significant levels, see APPENDIX for a complete listing.

ITEM 12: SPEAKING ABILITY AFTER H. S. Correlations with ITEMS 8, 9, 10 & 11 are explained above. Including these, with ITEM 12 there were five strong and seven moderate correlations. See Table 16 for correlations with other abilities. As in ITEM 11, this item also correlated with the other abilities in high school to at least moderate levels. Correlations with listening and speaking abilities after college (ITEMs 24 & 25) reached strong levels, similar to ITEM 11. All

correlations were in positive directions, except ITEM 9. See ITEMS 9 & 11 for more detailed explanations of these. There were five other correlations that reached significant levels, APPENDIX.

ITEM 13: READING ABILITY AFTER H. S. All strong (2) and moderate correlations (8) were with other English abilities and are given in Table 16. Correlations with ITEM 13 already explained are ITEMS 8, 11 & 12. The two strong correlations found were with writing abilities after high school and college. There were a total of eight moderate correlations with ITEM 13 and eight others that reached significant levels. All coefficients were positive except for ITEM 8, see above.

ITEM 14: WRITING ABILITY AFTER H. S. Besides the three strong correlations found above in ITEMS 11, 12 & 13, there was one other found with ITEM 27: WRITING ABILITY AFTER COL. Including the correlation with ITEM 9: ESS MEMBER IN H. S. explained above, there were twelve other moderate correlations. All except ITEM 9 had positive directions and were with other abilities, Table 16.

This item had the most correlations with other items in this analysis above the moderate level of any in the high school part. There were four other significant correlations.

Part Four: College

This part consists of 14 items concerning the type of college attended and degree obtained; English classes, ESS and native instructor experience; attitudes towards English classes and ability affections; and for those with overseas research experience, an item on how well they considered college English education prepared them for that research.

ITEM 15: COLLEGE TYPE. This is the sister item to ITEM 7: HIGH SCHOOL TYPE and there was a moderate correlation between them, explained above in ITEM 7. There were one strong, one moderate and four low, but significant, correlations with ITEM 15. The strong

correlation was with ITEM 30: GRAD. SCH.- PUBLIC/PRIVATE, 0.6660. Similar, but stronger, to the trend found for type of school attended at the high school and college level, there was a tendency for those who studied at either public or private undergraduate schools, and who went to a Japanese graduate school, to continue their graduate level studies at the same type of school.

ITEM 15 and ITEM 37: PREPARATION FROM SCHOOL STUDY (-0.2753) showed a near moderate correlation; respondents going to public colleges felt less prepared from all English education in regular schooling than did those attending private colleges to conduct their overseas research.

ITEM 16: COLLEGE DEGREE. Pertinent specialties in English were divided into two groups (applied and theoretical) to create this item. After eliminating the non-response and non-applicable responses, the numbers in these two specialties came to: 24, 25% for applied and 74, 75% for theoretical. See METHODS for more details. Of the two moderate correlations found, the one with ITEM 29: GRAD. SCH.- JAPANESE/FOREIGN (-0.3450) was the strongest. What this correlation means is that there was a tendency among professionals in this study for more of those taking degrees in applied areas of English to attend a foreign graduate school than those with degrees in theoretical aspects of English study.

The other moderate correlation with ITEM 16 was with ITEM 31: SATISFACTION WITH GRAD. ENG., 0.3080. Those with degrees emphasizing applied specialties indicated more satisfaction with English education in graduate school than those from theoretical areas did.

ITEM 17: TIMES ENG. STUDIED/WEEK IN COL. Among the significant correlations, there were two moderate and four low ones found. The highest moderate one was with ITEM 18: NUMBER OF INSTR. TYPES, 0.3935. Here, the more times per week English was studied in college classes, the larger number of different types of English instruction the respondent stated studying under. Another

moderate level correlation was with ITEM 19: SATISFACTION WITH COL. ENGLISH, -0.3370 . The relation between frequency of English classes per week and satisfaction with those classes was a trend that showed that the more English was studied in school per week, the more satisfied the respondents indicated being. The four low correlations were with ITEM 8: TIME ENG. STUDIED/WEEK IN H. S. (0.2095), ITEM 22: YEARS TAUGHT BY NATIVE T. IN COL. (0.2821), ITEM 44: READING ABILITY AT END (-0.2347) and ITEM 45: WRITING ABILITY AT END (-0.2281).

There were no significant correlations found between ITEM 17 and English abilities after college, as were found between ITEM 8: TIME ENG. STUDIED/WEEK IN H. S. and English abilities after high school.

ITEM 18: NUMBER OF INSTR. TYPES. Although no strong correlations were discovered, nine moderate and four other significant correlations were. Table 4 lists the moderate ones. The highest correlation was with ITEM 19: SATISFACTION WITH COL. ENGLISH; the higher the frequency of different English instruction types studied under in college, the more satisfied the respondents stated they were with those English classes. Satisfaction with graduate English courses (ITEM 31) came out in the same manner, although at a lower level. Other important relations were with

Table 4: Moderate Correlations with ITEM 18: NUMBER OF INSTR. TYPES.

ITEM	r
ITEM 19: SATISFACTION WITH COL. ENGLISH	-0.4559
ITEM 21: NATIVE TEACHER IN COLLEGE	0.3225
ITEM 22: YEARS TAUGHT BY NATIVE T. IN COL.	0.3941
ITEM 23: EFFECTIVENESS OF NATIVE T. IN COL.	-0.3220
ITEM 24: LISTENING ABILITY AFTER COLLEGE	-0.3617
ITEM 25: SPEAKING ABILITY AFTER COLLEGE	-0.3076
ITEM 28: PREPARATION FOR OVERSEAS FROM COL.	-0.3668
ITEM 31: SATISFACTION WITH GRAD. ENGLISH	-0.3059
ITEM 37: PREPARATION FROM SCHOOL STUDY	0.3267

listening and speaking levels after college (ITEMs 24 & 25) and preparation for overseas research from college and all school studies (ITEMs 28 & 37). In these the greater diversity in English class types taken, the higher the two abilities and the greater prepared the respondents felt.

ITEM 19: SATISFACTION WITH COL. ENG. There were one strong, four moderate and six other significant correlations with ITEM 19. The strong one was with ITEM 28: PREPARATION FOR OVERSEAS FROM COL. (0.5031) which denoted the relatively strong relationship between being satisfied with English classes in college and feeling prepared for research overseas. Two moderate ones are explained above in ITEMs 17 & 18. The other two were with ITEM 23: EFFECTIVENESS OF NATIVE T. IN COL. (0.3574) and ITEM 24: LISTENING ABILITY AFTER COL. (0.3392). There were trends for those who were taught by native English instructors in college to equate satisfaction of their English classes with the effectiveness of those teachers, and for those feeling more satisfied with the classes to indicate higher levels of listening ability than those who were less satisfied and indicated lower ability levels for listening.

ITEM 20: ESS MEMBER IN COL. Over 38% of the respondents were members in college and two moderate and three other correlations were found with this item. See ITEM 9 for one moderate correlation. This item and the responses of the 32 professionals who answered in the affirmative to going regularly overseas for research (ITEM 46) and who completed ITEM 47: FREQUENCY OVERSEAS correlated at a moderate level, 0.4000. In other words, of these respondents, the ones who were ESS members in college and who conduct research overseas regularly tend to do it more frequently than do those who weren't members. Both ITEM 7: HIGH SCHOOL TYPE and ITEM 15: COLLEGE TYPE were correlated at low levels with ITEM 20, see related items above. One further weak, but significant, correlation was with ITEM 25: SPEAKING ABILITY AFTER COL., -0.1920 .

ITEM 21: NATIVE TEACHER IN COL. Unlike the situation in high school where only 14% studied under a native English instructor, almost 90% had such an experience in college. The sole significant correlation with this item was with ITEM 28: PREPARATION FOR OVERSEAS FROM COL., -0.3414 . Those stating having been taught by a native instructor(s) in college and having gone overseas for research tended to give indications towards more preparation feelings for that research than those who weren't taught by a foreigner.

ITEM 22: YEARS TAUGHT BY NATIVE T. IN COL. Although there were no strong correlations with ITEM 22, four moderate and nine other significant ones were found. A moderate correlation with this item was ITEM 23: EFFECTIVENESS OF NATIVE T. IN COL., -0.3231 . The length of time in years a respondent spent learning under native instructors tended to develop attitudes towards an increase in effectiveness of the teacher(s). Another was with ITEM 18: NUMBER OF INSTR. TYPES, 0.3941 . A higher number of different instruction types and the experience of learning English by a native teacher in college for a greater number of years were directly related. ITEM 17: TIMES ENG. STUDIED/WEEK IN COL. also correlated in a similar, but weaker, manner, 0.2821 .

The remaining moderate correlations and most of the low ones concerned relationships between ITEM 22 and listening and speaking English abilities, Table 5. In all instances the trend was the more years the respondent reported studying under a native instructor, the higher level he gave for his abilities in listening to and speaking English. In addition, writing ability after college (ITEM 27) correlated at a low level. Likewise, a weak trend existed indicating that the greater the years professionals studied this way, the more satisfaction they derived from English in college, ITEM 19: SATISFACTION WITH COL. ENG. (-0.2187).

The last three significant correlations were with ITEM 7 and ITEM 8, explained above, and ITEM 29: GRAD. SCH.- JAPANESE/FOREIGN (0.2346), a weak trend indicating that while respondents with only one year or so of teaching by a native instructor in college tended to

Table 5: Significant Correlations with ITEM 22: YEARS TAUGHT BY
NATIVE TEACHER IN COLLEGE and English Abilities

ITEM	r
ITEM 24: LISTENING ABILITY AFTER COL.	-0.4603
ITEM 25: SPEAKING ABILITY AFTER COL.	-0.3469
ITEM 32: LISTENING ABILITY AFTER GRAD.	-0.3518
ITEM 11: LISTENING ABILITY AFTER H. S.	-0.2508
ITEM 12: SPEAKING ABILITY AFTER H. S.	-0.1966
ITEM 27: WRITING ABILITY AFTER COL.	-0.2473
ITEM 33: SPEAKING ABILITY AFTER GRAD.	-0.2809
ITEM 38: LISTENING ABILITY AT BEGINNING	-0.2980
ITEM 42: LISTENING ABILITY AT END	-0.2996

go to a Japanese graduate school, those with more years went in greater numbers to a foreign graduate school.

ITEM 23: EFFECTIVENESS OF NATIVE T. IN COL. There were two strong, seven moderate and seven low level correlations. Moderate correlations for ITEMS 18, 19 & 22 are described in their respective sections above. As in ITEM 22, the English ability items for listening and speaking correlated highly and frequently with this item, Table 6.

Table 6: Significant Correlations with ITEM 23: EFFECTIVENESS OF
NATIVE TEACHERS IN COL. and English Abilities

ITEM	r
ITEM 24: LISTENING ABILITY AFTER COL.	0.5631
ITEM 25: SPEAKING ABILITY AFTER COL.	0.5553
ITEM 32: LISTENING ABILITY AFTER GRAD.	0.4407
ITEM 33: SPEAKING ABILITY AFTER GRAD.	0.4083
ITEM 39: SPEAKING ABILITY AT BEGINNING	0.3007
ITEM 27: WRITING ABILITY AFTER COL.	0.2859
ITEM 38: LISTENING ABILITY AT BEGINNING	0.2579
ITEM 43: SPEAKING ABILITY AT END	0.2423
ITEM 45: WRITING ABILITY AT END	0.2413

Attitudes towards the effectiveness of native instructor(s) the respondents learned under were related directly with beliefs about their own listening and speaking abilities.

Another trend was with preparation for overseas research. Here, ITEM 28: PREPARATION FOR OVERSEAS FROM COL. (0.2641) and ITEM 37: PREPARATION FROM SCHOOL STUDY (0.3024) also related directly with affections in ITEM 23. Lastly, ITEM 31: SATISFACTION WITH GRAD. ENG. and ITEM 36: YEARS OF OUTSIDE STUDY correlated at low, but significant, levels, respectively, 0.2682 and -0.2638 .

ITEM 24: LISTENING ABILITY AFTER COL. There were eight strong, 16 moderate and six other significant correlations with ITEM 24, Table 7 and for those with other English abilities, Table 16 (pp. 28–29). Correlations with previously presented items are explained in the respective sections above. Besides trends with items already reported above, a trend with preparation for overseas research is noted, ITEM 28: PREPARATION FOR OVERSEAS FROM COL. and ITEM 37: PREPARATION FROM SCHOOL STUDY. Respondents stating greater fluency in listening comprehension tended to feel more prepared than those indicating less fluency. ITEM 31: SATISFACTION WITH GRAD. ENG. also had a similar trend.

Table 7: Strong and Moderate Correlations with ITEM 24: LISTENING ABILITY AFTER COL., except for other Abilities

ITEM	r
ITEM 23: EFFECTIVENESS OF NATIVE T. IN COL.	0.5631
ITEM 9: ESS MEMBER IN H. S.	-0.3041
ITEM 18: NUMBER OF INSTR. TYPES	-0.3617
ITEM 19: SATISFACTION WITH COL. ENG.	0.3392
ITEM 22: YEARS TAUGHT BY NATIVE T. IN COL.	-0.4603
ITEM 28: PREPARATION FOR OVERSEAS FROM COL.	0.4452
ITEM 31: SATISFACTION WITH GRAD. ENG.	0.3886
ITEM 37: PREPARATION FROM SCHOOL STUDY	0.3380

ITEM 25: SPEAKING ABILITY AFTER COL. A total of seven strong, 14 moderate and nine other significant correlations were found. Except for ITEM 23, see above, all strong ones were with other abilities, Table 16. Table 8 lists all strong and moderate correlations except those with other English abilities. As in ITEM 24 a direct relationship with preparation attitudes was noted.

Table 8: Strong and Moderate Correlations with ITEM 25: SPEAKING ABILITY AFTER COL., except for other Abilities

ITEM	r
ITEM 23: EFFECTIVENESS OF NATIVE T. IN COL.	0.5553
ITEM 9: ESS MEMBER IN H. S.	-0.3211
ITEM 18: NUMBER OF INSTR. TYPES.	-0.3076
ITEM 22: YEARS TAUGHT BY NATIVE T. IN COL.	-0.3469
ITEM 28: PREPARATION FOR OVERSEAS FROM COL.	0.4013
ITEM 37: PREPARATION FROM SCHOOL STUDY	0.3133

ITEM 26: READING ABILITY AFTER COL. Three strong, five moderate and six low, but significant, correlations were discovered. All strong and moderate ones were with other abilities, in particular, with reading and writing, Table 16. However, ITEMS 24 & 25, LISTENING and SPEAKING ABILITY AFTER COL. were at moderate levels. Although ITEM 19: SATISFACTION WITH COL. ENG. did correlate at a significant level (0.2300), no significant correlations with preparation items were noted. Other low correlations were ITEM 8: TIME ENG. STUDIED/WEEK (-0.2265) and ITEM 29: GRAD. SCH.- JAPANESE/FOREIGN, 0.2125.

ITEM 27: WRITING ABILITY AFTER COL. Strong, moderate and other significant correlations came to, respectively, 6, 11 and 7. All strong and moderate ones were with other abilities, Table 16. Other correlations already explained were: ITEM 4: OVERSEAS RESEARCH EXPER., ITEM 9: ESS MEMBER IN H. S., ITEM 19: SATISFACTION WITH COL. ENG., ITEM 22: YEARS TAUGHT BY NATIVE T. IN COL. and ITEM 23: EFFECTIVENESS OF NATIVE T.

IN COL. In addition, ITEM 46: REGULARITY OVERSEAS correlated at -0.2524 .

ITEM 28: PREPARATION FOR OVERSEAS FROM COL. There were two strong, four moderate and three other significant correlations found with ITEM 28, Table 9. As expected, this item and ITEM 37: PREPARATION FROM SCHOOL STUDY correlated strongly. ITEM 19 also correlated at this strength, respondents doing research overseas who were more satisfied with their college English classes felt more prepared for that research than those who were less satisfied.

In the same way, attitudes on listening and speaking abilities correlated moderately. In addition, the greater number of different types of English classes taken in college tended to make the respondents feel more prepared than those who had less variety of classes, ITEM 18. Finally, the experience of learning under a native teacher also increased preparation affections, ITEM 21.

Lower, but still significant, correlations were with ITEM 11: LISTENING ABILITY AFTER H. S. (0.2847), ITEM 23: EFFECTIVENESS OF NATIVE T. IN COL. (0.2641), and ITEM 38: LISTENING ABILITY AT BEGINNING, 0.2292.

Table 9: Strong and Moderate Correlations with ITEM 28:
PREPARATION FOR OVERSEAS FROM COL.

ITEM	r
ITEM 19: SATISFACTION WITH COL. ENG.	0.5031
ITEM 37: PREPARATION FROM SCHOOL STUDY	0.6823
ITEM 18: NUMBER OF INSTR. TYPES	-0.3668
ITEM 21: NATIVE TEACHER IN COL.	-0.3414
ITEM 24: LISTENING ABILITY AFTER COL.	0.4452
ITEM 25: SPEAKING ABILITY AFTER COL.	0.4013

Part Five: Graduate School

This part consists of seven items on type of graduate school-

Japanese/foreign and public/private, satisfaction with English classes and level of the four English abilities after completion of grad. studies.

ITEM 29: GRAD. SCH.- JAPANESE/FOREIGN. Because the number of respondents who attended a foreign institution for at least one year to conduct graduate level studies was large (49.5%), this item was created to explore what influences such a situation might have on other items in the survey. There were a total of seven moderate and 10 other significant correlations, Table 10. Correlations with previously explained items are given above.

Whether the respondent went to a Japanese or foreign grad. school tended to influence his satisfaction feelings towards the English classes he took (ITEM 31). In other words, those who studied English at this level in Japan reported being less satisfied with the classes than those who went abroad to study. The same trend was found with listening and speaking abilities, but not with reading or writing abilities after graduate school. At a low, but significant level, the same was true with ITEM 42: LISTENING ABILITY AT END (-0.2637) and ITEM 43: SPEAKING ABILITY AT END (-0.2909). Lastly, more of those who went to foreign grad. schools also stated they conduct research overseas on a regular basis than those who went to a Japanese grad. school. See APPENDIX for a complete listing of all significant correlations.

Table 10: Moderate Correlations with ITEM 29: GRAD. SCH.-JAPANESE /FOREIGN

ITEM	r
ITEM 5: TIMES OVERSEAS	0.3247
ITEM 6: TOTAL TIME OVERSEAS	0.4182
ITEM 16: COLLEGE DEGREE	0.3450
ITEM 31: SATISFACTION WITH GRAD. ENG.	-0.4635
ITEM 32: LISTENING ABILITY AFTER GRAD.	-0.4415
ITEM 33: SPEAKING ABILITY AFTER GRAD.	-0.4557
ITEM 46: REGULARITY OVERSEAS	0.3153

ITEM 30: GRAD. SCH.- PUBLIC/PRIVATE. This item correlated

strongly only with ITEM 15: COLLEGE TYPE (0.6660) and moderately only with ITEM 1: WORK PLACE (0.3987). Both are explained above in the respective items.

ITEM 31: SATISFACTION WITH GRAD. ENG. One strong, 10 moderate and seven other, significant correlations were found. See Table 11 for strong and moderate correlations and above items for the correlations with those coming before ITEM 31. Satisfaction of grad. English courses was directly related to attitudes for listening ability after grad. school to a strong degree and to speaking ability after grad. school to a moderate degree. In addition, ITEM 42: LISTENING ABILITY AT END and ITEM 43: SPEAKING ABILITY AT END had the same moderate relationships.

Correlations with ITEM 35: WRITING ABILITY AFTER GRAD. (0.2750) and ITEM 45: WRITING ABILITY AT END (0.2948) were significant and approached moderate levels.

Table 11: Strong and Moderate Correlations with ITEM 31:
SATISFACTION WITH GRAD. ENG.

ITEM	r
ITEM 32: LISTENING ABILITY AFTER GRAD.	0.5157
ITEM 4: OVERSEAS RESEARCH EXPER.	-0.3027
ITEM 6: TOTAL TIME OVERSEAS	-0.3120
ITEM 8: TIME ENG. STUDIED/WEEK	-0.3094
ITEM 16: COLLEGE DEGREE	0.3080
ITEM 18: NUMBER OF INSTR. TYPES	-0.3059
ITEM 24: LISTENING ABILITY AFTER COL.	0.3886
ITEM 29: GRAD. SCH.- JAPANESE/FOREIGN	-0.4635
ITEM 33: SPEAKING ABILITY AFTER GRAD.	0.4080
ITEM 42: LISTENING ABILITY AT END	0.4185
ITEM 43: SPEAKING ABILITY AT END	0.3881

ITEM 32: LISTENING ABILITY AFTER GRAD. There were five strong, 11 moderate and seven low, but significant, correlations. Table 12 shows those other than ones with English abilities which are

listed together in Table 16 (pp. 28–29). The strongest correlations were with listening and speaking after college and graduate school and writing ability after graduate school. Listening and speaking abilities at beginning and end of research overseas were, for the most part, in the upper moderate ranges. Also, listening, speaking and writing abilities after high school were found in the moderate range.

Finally, the correlation with ITEM 46 indicates a trend for those feeling their listening ability was high to go more regularly overseas for research than those feeling they have lower levels in this ability.

Table 12: Strong and Moderate Correlations with ITEM 32:

LISTENING ABILITY AFTER GRAD. except other Abilities

ITEM	r
ITEM 31: SATISFACTION WITH GRAD. ENG.	0.5157
ITEM 22: YEARS TAUGHT BY NATIVE T. IN COL.	-0.3518
ITEM 23: EFFECTIVENESS OF NATIVE T. IN COL.	0.4407
ITEM 29: GRAD. SCH.- JAPANESE/FOREIGN	-0.4415
ITEM 46: REGULARITY OVERSEAS	-0.3041

ITEM 33: SPEAKING ABILITY AFTER GRAD. Numbers of strong, moderate and other correlations were 6, 10 and 6, respectively. All strong correlations were with other abilities except reading, Table 16. Moderate ones, besides English abilities, are shown in Table 13. The ones with items coming before ITEM 33 are explained above. As with ITEM 32, this item correlated with ITEM 46: REGULARITY OVERSEAS in the lower moderate range.

Table 13: Moderate Correlations with ITEM 33: SPEAKING ABILITY AFTER GRAD. except other Abilities

ITEM	r
ITEM 23: EFFECTIVENESS OF NATIVE T. IN COL.	0.4083
ITEM 29: GRAD. SCH.- JAPANESE/FOREIGN	-0.4557
ITEM 31: SATISFACTION WITH GRAD. ENG.	0.4080
ITEM 46: REGULARITY OVERSEAS	-0.3093

ITEM 34: READING ABILITY AFTER GRAD. Three strong, eight

moderate and three other, significant correlations were noted. All strong and five of the eight moderate correlations were with other reading and writing abilities, Table 16. The other three moderate ones were with listening and speaking abilities after college and speaking ability after graduate school.

ITEM 35: WRITING ABILITY AFTER GRAD. There were five strong, 10 moderate and seven other, significant correlations. As in ITEM 34, all strong and nine of the ten moderate correlations were with other abilities. Here, though, the correlations were not with just one or two of the other abilities, but were spread out among all the different English abilities in the survey. The remaining moderate one was with ITEM 46: REGULARITY OVERSEAS (-0.3454). As in ITEMS 32 & 33, more respondents with higher abilities in writing after graduate school tended to state they go regularly overseas for research than those stating lower ability in writing.

Part Six: Outside Study

Only one item was selected for correlation study from Part Six:

ITEM 36: YEARS OF OUTSIDE STUDY. This was the total number of years English was studied outside of regular schooling and included such studies as cram schools, private lessons, self-study, etc.

Table 14: Moderate and Other Correlations with ITEM 36: YEARS OF OUTSIDE STUDY

ITEM	r
ITEM 41: WRITING ABILITY AT BEGINNING	-0.3873
ITEM 43: SPEAKING ABILITY AT END	-0.3320
ITEM 44: READING ABILITY AT END	-0.3173
ITEM 45: WRITING ABILITY AT END	-0.3403
ITEM 23: EFFECTIVENESS OF NATIVE T. IN COL.	-0.2638
ITEM 25: SPEAKING ABILITY AFTER COL.	-0.2189
ITEM 40: READING ABILITY AT BEGINNING	-0.2790

Seventy-nine respondents answered this query. Four moderate and three other, significant correlations were found, Table 14. Among the 57 respondents who did both outside studies and research overseas, there was a moderate tendency for them to relate the number of years of that outside study to their writing ability at the beginning and their speaking, reading and writing abilities at the end of research, including a somewhat weaker tendency towards reading ability at the beginning of overseas research and speaking ability after college in the same way.

Part Seven: Overseas Information (2)

The last part concerns only those respondents who had conducted research overseas for a period of two months or longer (72% of respondents) and consists of one item on preparation for that research from all regular school education, eight items on attitudes towards the four English abilities at the beginning and end of the research, and, lastly, two items on the regularity of doing such research and, if applicable, how frequently it is carried out.

ITEM 37: PREPARATION FROM SCHOOL STUDY. This item asked the respondents how well regular schooling prepared for research overseas from COMPLETELY PREPARED to DIDN'T PREPARE. One strong, five moderate and four other, significant correlations were found, Table 15. Explanation of these are given above in the respective items.

Table 15: Strong and Moderate Correlations with ITEM 37:
PREPARATION FROM SCHOOL STUDY

ITEM	r
ITEM 28: PREPARATION FOR OVERSEAS FROM COL.	0.6823
ITEM 18: NUMBER OF INSTR. TYPES	-0.3267
ITEM 19: SATISFACTION WITH COL. ENG.	0.4104
ITEM 23: EFFECTIVENESS OF NATIVE T. IN COL.	0.3024
ITEM 24: LISTENING ABILITY AFTER COL.	0.3380
ITEM 25: SPEAKING ABILITY AFTER COL.	0.3133

ITEM 38: LISTENING ABILITY AT BEGINNING. All strong (7) and six of the seven moderate correlations were with other English abilities, Table 16. The strongest was with ITEM 39: SPEAKING ABILITY AT BEGINNING followed by its sister item ITEM 42: LISTENING ABILITY AT END and then ITEM 41: WRITING ABILITY AT BEGINNING. The remaining moderate correlation was with ITEM 46: REGULARITY OVERSEAS (-0.3115).

ITEM 39: SPEAKING ABILITY AT BEGINNING. This item had six strong, 11 moderate and seven other, significant correlations. All strong and, except for ITEM 23: EFFECTIVENESS OF NATIVE T. IN COL. (0.3007), all moderate ones were with other abilities, Table 16. The strongest was with ITEM 38, followed, in order, by ITEM 43: SPEAKING ABILITY AT END and ITEM 41: WRITING ABILITY AT BEGINNING.

ITEM 40: READING ABILITY AT BEGINNING. Six strong, seven moderate and four other, significant correlations were noted. Again, all moderate to strong correlations were with other abilities, Table 16. The strongest were with ITEM 41: WRITING ABILITY AT BEGINNING and ITEM 44: READING ABILITY AT END and ITEM 45: WRITING ABILITY AT END.

ITEM 41: WRITING ABILITY AT BEGINNING. This item had strong, moderate and other, significant correlations, 6, 7, and 5, respectively. All strong and moderate correlations, except with ITEM 36: YEARS OF OUTSIDE STUDY (-0.3873) were with other abilities, Table 16. The strongest were with ITEM 45: WRITING ABILITY AT END and ITEM 40: READING ABILITY AT BEGINNING. ITEM 44: READING ABILITY AT END and ITEM 43: SPEAKING ABILITY AT END were next in strength.

ITEM 42: LISTENING ABILITY AT END. There were strong, moderate and low, but significant, correlations at frequencies of 4, 7 and 10, respectively. All strong and all moderate correlations, except

Table 16: Correlations between English Ability Items—Listening, Speaking, Reading & Writing (r/sample number)

	ITEM 11	ITEM 12	ITEM 13	ITEM 14
ITEM 11: LISTENING A. AFTER H.S.	/////	0.8519**	0.3875**	0.5071**
ITEM 12: SPEAKING A. AFTER H.S.	131	/////	0.4106**	0.5435**
ITEM 13: READING A. AFTER H.S.	130	130	/////	0.7143**
ITEM 14: WRITING A. AFTER H.S.	129	129	130	/////
ITEM 24: LISTENING A. AFTER COL.	129	129	129	129
ITEM 25: SPEAKING A. AFTER COL.	129	129	129	129
ITEM 26: READING A. AFTER COL.	130	130	130	130
ITEM 27: WRITING A. AFTER COL.	129	129	129	129
ITEM 32: LISTENING A. AFTER GRAD.	100	100	100	100
ITEM 33: SPEAKING A. AFTER GRAD.	100	100	100	100
ITEM 34: READING A. AFTER GRAD.	100	100	100	100
ITEM 35: WRITING A. AFTER GRAD.	100	100	100	100
ITEM 38: LISTENING A. AT BEGIN.	90	90	90	90
ITEM 39: SPEAKING A. AT BEGIN.	90	90	90	90
ITEM 40: READING A. AT BEGIN.	90	90	90	90
ITEM 41: WRITING A. AT BEGIN.	90	90	90	90
ITEM 42: LISTENING A. AT END	92	92	92	92
ITEM 43: SPEAKING A. AT END	92	92	92	92
ITEM 44: READING A. AT END	92	92	92	92
ITEM 45: WRITING A. AT END	92	92	92	92

	ITEM 38	ITEM 39	ITEM 40	ITEM 41
ITEM 11: LISTENING A. AFTER H.S.	0.4578**	0.3789*	0.2320*	0.2444*
ITEM 12: SPEAKING A. AFTER H.S.	0.3433**	0.4116**	0.2039	0.2256*
ITEM 13: READING A. AFTER H.S.	0.1446	0.2168*	0.3725**	0.2320*
ITEM 14: WRITING A. AFTER H.S.	0.2323*	0.3423**	0.3656**	0.3604**
ITEM 24: LISTENING A. AFTER COL.	0.5196**	0.4492**	0.2724**	0.3113**
ITEM 25: SPEAKING A. AFTER COL.	0.3916**	0.4819**	0.2070*	0.3061**
ITEM 26: READING A. AFTER COL.	0.1668	0.1193	0.3244**	0.1675
ITEM 27: WRITING A. AFTER COL.	0.2618*	0.3223**	0.3901**	0.3932**
ITEM 32: LISTENING A. AFTER GRAD.	0.4594**	0.4235**	0.0994	0.1888
ITEM 33: SPEAKING A. AFTER GRAD.	0.3991**	0.5110**	0.0654	0.2118
ITEM 34: READING A. AFTER GRAD.	0.1974	0.2050	0.3350**	0.2413*
ITEM 35: WRITING A. AFTER GRAD.	0.2975*	0.3983**	0.3518**	0.4689**
ITEM 38: LISTENING A. AT BEGIN.	/////	0.7689**	0.5456**	0.6116**
ITEM 39: SPEAKING A. AT BEGIN.	91	/////	0.6131**	0.7143**
ITEM 40: READING A. AT BEGIN.	91	91	/////	0.7840**
ITEM 41: WRITING A. AT BEGIN.	91	91	91	/////
ITEM 42: LISTENING A. AT END	91	91	91	91
ITEM 43: SPEAKING A. AT END	91	91	91	91
ITEM 44: READING A. AT END	91	91	91	91
ITEM 45: WRITING A. AT END	91	91	91	91

* alpha < .05. ** alpha < .01

ITEM 24	ITEM 25	ITEM 26	ITEM 27	ITEM 32	ITEM 33	ITEM 34	ITEM 35
0.6051**	0.5209**	0.2687**	0.4135**	0.3534*	0.3418**	0.1515	0.2500*
0.5129**	0.5443**	0.2939**	0.4292**	0.3107*	0.3637**	0.1945	0.2488*
0.2745**	0.2253**	0.5556**	0.4623**	0.0809	0.0617	0.4092**	0.2927**
0.4041**	0.4460**	0.4859**	0.6598**	0.2223*	0.2702**	0.3870**	0.4796**
/////	0.8744**	0.3392**	0.5848**	0.7042*	0.6606**	0.3567**	0.4856**
132	/////	0.3375**	0.6164**	0.6197*	0.7222**	0.3628**	0.4966**
132	132	/////	0.6412**	0.0681	0.0801	0.6336**	0.4174**
132	132	132	/////	0.3739*	0.4016**	0.5702**	0.7164**
100	100	100	100	/////	0.8820**	0.2695**	0.5274**
100	100	100	100	100	/////	0.3137**	0.5795**
100	100	100	100	100	100	/////	0.6598**
100	100	100	100	100	100	100	/////
91	91	91	91	75	75	75	75
91	91	91	91	75	75	75	75
91	91	91	91	75	75	75	75
91	91	91	91	75	75	75	75
93	93	93	93	76	76	76	76
93	93	93	93	76	76	76	76
93	93	93	93	76	76	76	76
93	93	93	93	76	76	76	76

ITEM 42	ITEM 43	ITEM 44	ITEM 45
0.2307*	0.2496*	0.0883	0.2042
0.1087	0.2786**	0.0980	0.1851
0.1093	0.2597*	0.3342**	0.2945**
0.1981	0.3625**	0.3821**	0.4395**
0.3882**	0.3462**	0.1969	0.3236**
0.2356*	0.3983**	0.1769	0.3081**
0.0667	0.0652	0.2310*	0.1964
0.1816	0.3182**	0.3526**	0.4112**
0.4925**	0.4896**	0.1233	0.1968
0.3580**	0.5297**	0.1378	0.2024
0.1360	0.1951	0.3839**	0.3434**
0.2853*	0.4800**	0.4724**	0.5743**
0.6702**	0.5576**	0.3503**	0.5057**
0.4523**	0.7333**	0.4867**	0.6157**
0.4324**	0.5357**	0.7717**	0.6809**
0.4657**	0.6592**	0.6608**	0.7854**
/////	0.6862**	0.5173**	0.6062**
93	/////	0.6651**	0.7779**
93	93	/////	0.8600**
93	93	93	/////

ITEM 31: SATISFACTION WITH GRAD. ENG., were with other abilities, Table 16. The strongest ones were with ITEM 39: SPEAKING ABILITY AT BEGINNING and ITEM 43: SPEAKING ABILITY AT END, followed by ITEM 45: WRITING ABILITY AT END.

ITEM 43: SPEAKING ABILITY AT END. Strong (8), moderate (9) and other significant (9) correlations were found. All strong and six of the nine moderate ones were correlated with other abilities, Table 16. The last three moderate correlations are given below:

ITEM 31: SATISFACTION WITH GRAD. ENG.	0.3881
ITEM 36: YEARS OF OUTSIDE STUDY	-0.3320
ITEM 46: REGULARITY OVERSEAS	-0.3115

See ITEMS 31 & 36 above for explanations of the first two. More respondents who indicated higher speaking abilities at the end of research overseas also tended to respond in the affirmative for this query concerning going overseas regularly as a researcher than those choosing lower fluency scales.

ITEM 44: READING ABILITY AT END. There were five strong, eight moderate and four weak, but significant, correlations. All strong and all but one moderate one were with other abilities, Table 16. The strongest were with ITEM 40: READING ABILITY AT BEGINNING and ITEM 45: WRITING ABILITY AT END, and these were followed by ITEM 43: SPEAKING ABILITY AT END and ITEM 41: WRITING ABILITY AT BEGINNING. The only moderate correlation not related to another ability was ITEM 36: YEARS OF OUTSIDE STUDY, see this item above.

ITEM 45: WRITING ABILITY AT END. The final English ability analyzed in this survey correlated strongly with eight items, moderately with six more, and lastly, with six low, but significant ones. All strong and, except for ITEM 36: YEARS OF OUTSIDE STUDY (see above), all moderate correlations were with other abilities, Table 16. The strongest one was with ITEM 44: READING

ABILITY AT END, followed by ITEM 41: WRITING ABILITY AT BEGINNING and ITEM 43: SPEAKING ABILITY AT END. Another rather high one was ITEM 40: READING ABILITY AT BEGINNING.

ITEM 46: REGULARITY OVERSEAS. Although there were no strong correlations, moderate ones amounted to six and other weaker, significant ones totaled ten. The moderate level correlations are listed in Table 17. Explanation of these have already been given in the above items. However, frequent moderate correlations with listening, speaking and writing after grad. school and at beginning or end of research overseas should be noted.

Table 17: Moderate Correlations with ITEM 46: REGULARITY OVERSEAS

ITEM	r
ITEM 29: GRAD. SCH.- JAPANESE/FOREIGN	0.3153
ITEM 32: LISTENING ABILITY AFTER GRAD.	-0.3041
ITEM 33: SPEAKING ABILITY AFTER GRAD.	-0.3093
ITEM 35: WRITING ABILITY AFTER GRAD.	-0.3454
ITEM 38: LISTENING ABILITY AT BEGINNING	-0.3115
ITEM 43: SPEAKING ABILITY AT END	-0.3115

ITEM 47: FREQUENCY OVERSEAS. The final item in Part Seven and the survey was a query for those answering ITEM 46 in the affirmative; the professionals who conduct research overseas on a regular basis were required to indicate how often they do such research. There was only one correlation with this item at a significant level which was with ITEM 20: ESS MEMBER IN COL., 0.4000. Of the 32 respondents completing this item this was a trend for the ones who were members of ESS in college to indicate a higher frequency of doing research overseas regularly than those who were not members.

DISCUSSION and CONCLUSION

The present correlation analysis has attempted to discover

significant trends and relations between responses on personal English education from high school through graduate level education and overseas research provided by the professionals participating in this survey. First, overall results will be considered and then results of the points for concentrated investigation specified in the introduction will be discussed.

Results in General

Part One: Although there were relatively few correlations of any strength or at significant levels, ones between ITEM 1: WORK PLACE and ITEM 30: GRAD. SCH.- PUBLIC/PRIVATE, and ITEM 2: AGE and ITEM 3: ENGLISH ABILITY CERTIF. deserve further comment. The first one shows the direct relationship between the type of institution, whether public or private, where a teacher found employment and the type of Japanese graduate school that the professional attended. In other words, to a significant extent those going to public grad. schools found positions at public universities; while those from private graduate schools obtained employment at private institutions.

The other correlation indicates an age factor in striving for and successfully obtaining some type of English ability certificate. The tendency is for greater numbers of younger professionals in the English field to have achieved such a certificate than older professionals in the same field.

One further point is the rather numerous low correlations of items concerning listening and speaking abilities with ITEM 3: ENGLISH ABILITY CERTIF., see ITEM 3 in RESULTS. Especially for those having correlations with listening and speaking abilities at the beginning of research and listening ability after college, near moderate level correlations were found suggesting a weak trend for English professionals with certificates to choose fluency levels higher than those without certificates.

Part Two: It was surprising to the authors that the first item in this part (ITEM 4: OVERSEAS RESEARCH EXPER.) had so few significant correlations. This will be discussed further in the section specifically

for overseas research discussion below. The remaining two items, ITEM 5: TIMES OVERSEAS & ITEM 6: TOTAL TIME OVERSEAS, will also be explained there.

Part Three: High school items correlated at both strong and moderate levels with numerous other items in the survey. First, high school and college types (public/private) were related. While those going to public high schools had the tendency to go on to public colleges and universities, those from private high schools continued on to private higher level institutions. Native instructor experience also showed differences between high school types. This correlation which almost reached strong levels showed that private high schools were more likely to provide native instructors for English classes than public ones. A note of caution for the above results is necessary, however, because the percentage of respondents going to private high schools was at 15% and whether these trends would be sustained for the population as a whole is questionable.

Both being an ESS member and having been taught by a native instructor affected attitudes towards English speaking and listening and abilities after high school. See the separate section below on ESS and native instructors for more details.

The last four items in this part concern the four English abilities and will be dealt with below in a special section concerning them.

Part Four: The part on college English education contained the greatest number of items for analysis and thus the most numerous strong and moderate correlations were found there. As with high school type, the trend continued and became stronger with college type and ITEM 30: GRAD. SCH.- PUBLIC/PRIVATE. Again, those going to public colleges for the most part entered a public graduate school and those from private colleges, a private graduate institution. A weak, but important, correlation between college type and ITEM 37: PREPARATION FROM SCHOOL STUDY needs to be reiterated. This is a minor trend among those who did overseas research for some respondents from public colleges to report feeling less prepared for

overseas research than the respondents who went to private colleges.

Differences in specialization in English, theoretical or applied, tended to influence to a moderate level whether the respondent went to a foreign or Japanese grad. school. The tendency was for more applied English specialists to attend a foreign school than theoretical specialists. One other moderate level relation was with satisfaction of graduate English, many applied English respondents stated being more satisfied with English classes than the theoretical specialists.

The number of times per week English was taught influenced attitudes towards those classes, ITEMS 17 & 19. To a moderate level, the more English was taught to these English professionals on a weekly basis the more satisfied they felt. In addition, the number of different instruction types had the same, and stronger, influence on satisfaction of English classes in college, the greater the number of different instruction types studied under, the more satisfied respondents were. ITEM 28: PREPARATION FOR OVERSEAS FROM COL. and ITEM 37: PREPARATION FROM SCHOOL STUDY and number of instruction types had a similar trend, the more variety in instruction, the more prepared the respondents who did research overseas felt. Influences between this and native teachers and ability affections are discussed below.

Satisfaction with English classes showed a strong and direct relationship with preparation for overseas research from college English education. Those more satisfied stated feeling more prepared than those less satisfied with English classes in college. Two more moderate relations are explained below in native instructor and English ability sections.

ESS, native instructor and English abilities are covered below. The final item in Part Four was preparation for overseas research from college English education. All important relationships have either been explained in the above paragraphs or are covered below.

Part Five: Items concerning graduate school attended and graduate level English education made up this part. In the first item analyzing differences in responses between those doing graduate work at

foreign schools and Japanese schools, numerous moderate level relationships came out. Besides the ones in Part(s) Two & Four and the sections below, this item had moderate relationships with satisfaction with graduate English (ITEM 31) and the frequency of conducting research overseas (ITEM 46). In the first, those going to Japanese grad. schools stated being less satisfied with English instruction there than those going to foreign schools. In the second, there is a tendency for some respondents who went to foreign institutions to do graduate research to go overseas on a regular basis for research.

The strong and moderate connections between satisfaction of grad. English and English abilities and between the English abilities themselves are explained below.

Part Six: Sufficiently strong relationships with the only item in this part are explained below in English abilities.

Part Seven: This part consists of items for those respondents who had done research overseas of at least two months. They are discussed in the final section below.

Particular Research Points

Public, Private and Foreign Schools: The first questions raised for special investigation in the introduction were if there are differences in responses from the professionals who have attended public, private or foreign institutions, and does working at a public or private school also influence such responses. It has been shown by the moderate to strong correlations between ITEM 7: HIGH SCHOOL TYPE and ITEM 15: COLLEGE TYPE, ITEM 15: COLLEGE TYPE and ITEM 30: GRAD. SCH.- PUBLIC/PRIVATE, and ITEM 30: GRAD. SCH.- PUBLIC/PRIVATE and ITEM 1: WORK PLACE that a chain relationship exists for students of English who subsequently become teachers of English to tend to remain in the same type of school (public or private) through college and graduate school and then to successfully gain employment in the same type of school as a English teacher. The

relationship is particularly strong between college and graduate school.

Next, it was found that although there is a difference in the experience of native teacher instruction between public and private high schools, albeit the percentage of respondents having this experience was low in any case, none was found for public and private colleges. In other words, even though most high schools overall didn't employ native instructors to any great extent, private high schools tended to use native speakers as instructors to a higher degree than public high schools did. However, this distinction disappeared in college where almost 90% of the professionals participating in this survey had such an experience.

No other differences between public and private schools, nor in attitudes towards the English education provided by them, nor in attitudes of respondents attending either type towards their own English abilities were brought out through correlation analysis.

The one area where several differences in English education, attitudes, etc. were found was in correlations with ITEM 29: GRADUATE SCHOOL- JAPANESE/FOREIGN. These topics will be covered below in the section Overseas Research.

ESS Membership and Native English Instructors: The second question looked for differences in responses due to having or lacking experience in being a member of the English Speaking Society or being taught by a native instructor in high school and/or college. ESS membership in high school surpassed 20% and important relationships were found between it and speaking, listening and writing abilities after high school and after college. Members in high schools had, to a moderately correlated extent, higher fluently feelings in these three English abilities than did those who weren't members. However, though a greater percentage of respondents joined the society in college, none of the above relationships were found at moderate or higher levels.

Experience of a native teacher brought somewhat more results. In high school the percentage of respondents experiencing native

teachers was low, but, moderate level correlations appeared with listening and speaking abilities after high school. Those who had a foreign instructor or instructors felt more fluent in these two abilities than did those not experiencing such instructors. In college, the number of respondents who were taught by natives increased to near 90%. Here, an important relationship with preparation feelings for overseas research from college English education was discovered. Those having been taught by a native instructor in college indicated higher preparation feelings than did those with no native teacher experience. The number of years taught by a native instructor and the respondents' opinions on the effectiveness of such an instructor(s) had strong and moderate level relationships with listening and speaking abilities after college and graduate school, and speaking ability at beginning of research overseas for those with such research. More years of study and more effective teaching by the foreigners tended to increase fluency attitudes for listening to and speaking English.

Listening, Speaking, Reading and Writing Abilities: Searching for differences in attitudes between these abilities and between the same abilities at different stages of educational development and what might cause them was an important part of this investigation. As can quickly be discerned from Table 16 and the table in the APPENDIX, the greatest number of and the strongest correlations were found with and between these items. First, let us look at each one of the four abilities separately and search for patterns in relationships with them in high school, college and graduate school.

Listening ability after high school (ITEM 11) had its strongest relationships with speaking ability after high school and listening and speaking ability after college, and one final one with writing ability after high school. Reading ability after high school was the lowest of the high school group and reading after college didn't reach moderate levels with this ability. Besides these, a moderate correlation with experience of having a native teacher in high school was found and is explained in the above section. Listening ability after college (ITEM

24) correlated the strongest with speaking after college and listening and speaking after grad. school, besides one with ITEM 11. Writing after college and grad. school was next and reading was found to be weakest. This item correlated at strong and moderate levels with many items besides other abilities. Satisfaction with college English and preparation for overseas research are of particular note. Listening ability after grad. school (ITEM 32) also correlated with other items in a similar manner. Satisfaction with grad. school English and this item had a strong relationship. However, correlation with reading ability after grad. school did not reach moderate levels.

Speaking abilities after high school, college, and graduate school correlated with many items in this survey in ways similar to the listening abilities. After high school fluency attitude towards this ability (ITEM 12) had strong connections with ESS membership and native teachers in high school, as explained above. Besides listening level after high school, the strongest relations were with writing after high school and listening and speaking levels after college. Speaking ability after college (ITEM 25) also had a very strong relationship with speaking ability after grad. school, besides the one with listening ability after college. Writing after college and listening after grad. school also approached these levels. Relations with reading abilities were notably lower. Other than these abilities, speaking fluency after college also strongly or moderately correlated with six more items, including effectiveness of college native instructors and preparation for overseas research. Speaking ability after graduate school (ITEM 33) followed similar trends for both other abilities and other items. Again, correlations with reading ability at this school level was much lower than these, although still moderate. Effectiveness of native college teachers also had an important relationship with ITEM 33, as did satisfaction of grad. English classes.

Reading abilities at the three school levels show somewhat different trends from the first two abilities, listening and speaking. Strong and moderate correlations were overall fewer and correlations with items other than abilities were also reduced. No moderate or stronger relationship was found between reading fluency after high school

(ITEM 13) and items other than those concerning ability. In addition, of the ones with abilities, only writing ability after high school and reading ability after college reached strong levels. Those between this item and listening and speaking after college and grad. school were either low or non-significant. Reading ability after college (ITEM 26) had the same trend, no items except other abilities had other than weak correlations with this item. Besides reading after high school and grad. school, only writing after college had a strong correlation. There were also no correlations whatsoever with listening and speaking abilities after grad. school. Reading fluency after graduate school (ITEM 34) also only correlated strongly or moderately with other abilities and the strong ones were with writing after grad. school and reading and writing after college.

Writing ability had stronger ties with listening and speaking abilities than reading ability had. However, in this ability's relationships with items other than abilities, it was closer to trends seen in reading ability. Writing ability after high school had the strongest relationships with, first, reading after high school, and then, writing after college and listening and speaking after high school and writing after graduate school. Also, it correlated moderately with ESS membership in high school as listening and speaking after high school did. Correlations above the weak level with ITEM 27, writing ability after college, were only with other abilities, however. Here, the strongest relationship was with writing ability after grad. school and then writing ability after high school. All three other abilities after college did reach strong correlation levels with this item, though. The last writing ability, ITEM 35, showed strong connections with the other abilities after graduate school, besides the one with writing after college. Except for the correlation with going overseas regularly, all other moderate ones were with other abilities.

Overseas Research: The fourth area in which patterns were particularly looked for was if responses were different from those who had done research overseas or not. In addition, did length of time or frequency of going to foreign countries for that research play a role in

respondents' attitudes?

The question of whether having an experience of this type of activity changes attitudes, and therefore responses, was dealt with in ITEM 4. As was noted in the RESULTS section, only one correlation was found, more respondents who answered affirmative to going overseas for research tended to give more satisfied replies to the item on satisfaction with graduate school English classes than did those who answered no to the research overseas query. It was also noted that because half of the respondents indicated going to a foreign graduate school, attitudes towards satisfaction of English classes were mixed between Japanese and foreign grad. school classes.

The above item is not the only one that can provide us with clues for the questions in this section, however. ITEM 29 which divides the respondents neatly in half into those doing graduate work overseas and those doing it at home can provide further clues. There were seven moderate correlations found. The stronger relationships were in satisfaction of English education at the graduate level, as was noted with ITEM 4, and listening and speaking abilities attained after graduate studies finished. In all three cases, higher satisfaction and higher fluency feelings were given by those attending the foreign schools. Besides differences in English specialization which gave indications as to which respondents went to foreign grad. schools, explained above in Part Four, the two remaining relationships showed direct connections between doing grad. work overseas and how many times a respondent had gone overseas for research and the total length of time all overseas research had taken. Both of these are, of course, influenced, to a greater or less degree, by the foreign graduate work itself.

Lastly, the overseas research group which comprised 72% of the professionals participating in this survey can be viewed as a group by itself and responses between its members compared. The number of times respondents have done such research and the total time for all overseas research (ITEMs 5 & 6), besides correlating strongly with themselves, showed moderate relationships with the type of graduate school, as explained above. One other, satisfaction with graduate level

English classes correlated moderately with the length of total time overseas, more satisfaction was derived the longer the time spent there.

Preparation attitudes for the research show more relevant results. Respondents reporting higher levels of preparation for overseas from college were more satisfied with college English classes, felt their listening and speaking abilities were higher after college, and stated having taken a greater number of different class types in college. Preparation affections from all schooling (ITEM 37) had the same trends for satisfaction with college English, listening and speaking ability after college, and the number of different English instruction types in college. One additional one was with effectiveness of native instructor(s) in college, those stating such teachers were more effective also had higher preparation feelings.

Concerning attitudes towards the four English abilities at the beginning of the research, it is noted that listening and speaking abilities have moderate to strong relationships with these two abilities after high school, college and grad. school, but only a low or non-significant level with writing and reading after each level of schooling. These trends becomes weaker for listening and speaking at the end of research except for with listening after grad. school which becomes stronger for both. Reading ability at the beginning shows only moderate correlations with itself and writing after high school, college and grad. school. Except for reading and writing after grad. school, all of these have weakened for the same ability at the end. Writing ability at the beginning had only moderate correlations with writing after high school, listening and speaking and writing after college and writing after graduate school. However, correlations with reading and writing after grad. school increased in strength at the end of research.

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Row, New York.

NOTES

1. Chukyo University, Dept. of Liberal Arts
2. Shotoku Gakuen Women's Junior College, Dept. of Commerce and Economics

APPENDIX

Correlation Matrix for All Items

	ITEM 1	ITEM 2	ITEM 3	ITEM 4	ITEM 5	ITEM 6	ITEM 7	ITEM 8
ITEM 1	/////	-0.0091	0.0612	0.0000	0.1763	0.0944	0.1834*	-0.0165
ITEM 2	132	/////	0.3648**	-0.0493	-0.1614	0.0890	0.1752	0.1212
ITEM 3	130	132	/////	0.1395	0.0812	0.1712	0.1503	0.1558
ITEM 4	132	134	132	/////	XXXXXX	XXXXXX	-0.0617	0.0431
ITEM 5	96	96	94	XXXXXX	/////	0.5545**	0.0616	-0.0523
ITEM 6	93	93	92	XXXXXX	93	/////	0.0231	-0.1627
ITEM 7	132	134	132	134	96	93	/////	0.2495**
ITEM 8	126	128	126	128	90	87	128	/////
ITEM 9	132	134	132	134	96	93	134	128
ITEM 10	132	134	132	134	96	93	134	128
ITEM 11	129	131	129	131	95	92	131	126
ITEM 12	129	131	129	131	95	92	131	126
ITEM 13	129	131	129	131	95	92	131	126
ITEM 14	129	130	129	130	95	92	130	125
ITEM 15	121	122	120	122	87	84	122	116
ITEM 16	96	98	98	98	69	68	98	94
ITEM 17	119	121	119	121	86	84	121	120
ITEM 18	131	133	131	133	96	93	133	127
ITEM 19	130	132	130	132	95	92	132	126
ITEM 20	131	133	131	133	96	93	133	127
ITEM 21	130	132	130	132	96	93	132	126
ITEM 22	102	104	102	104	73	70	104	100
ITEM 23	114	116	114	116	82	79	116	114
ITEM 24	130	132	130	132	96	93	132	126
ITEM 25	130	132	130	132	96	93	132	126
ITEM 26	130	132	130	132	96	93	132	126
ITEM 27	130	132	130	132	96	93	132	126
ITEM 28	88	88	86	XXXXXX	88	86	88	83
ITEM 29	98	99	97	99	77	74	99	94
ITEM 30	49	50	50	50	34	34	50	47
ITEM 31	88	89	87	89	69	66	89	86
ITEM 32	99	100	98	100	78	75	100	95
ITEM 33	99	100	98	100	78	75	100	95
ITEM 34	99	100	98	100	78	75	100	95
ITEM 35	99	100	98	100	78	75	100	95
ITEM 36	78	79	78	79	59	57	79	77
ITEM 37	92	92	90	XXXXXX	92	89	92	88
ITEM 38	91	91	89	XXXXXX	91	88	91	86
ITEM 39	91	91	89	XXXXXX	91	88	91	86
ITEM 40	91	91	89	XXXXXX	91	88	91	86
ITEM 41	91	91	89	XXXXXX	91	88	91	86
ITEM 42	93	93	91	XXXXXX	93	90	93	88
ITEM 43	93	93	91	XXXXXX	93	90	93	88
ITEM 44	93	93	91	XXXXXX	93	90	93	88
ITEM 45	93	93	91	XXXXXX	93	90	93	88
ITEM 46	93	93	91	XXXXXX	93	90	93	88
ITEM 47	32	32	31	XXXXXX	32	31	32	32

* alpha < .05, ** alpha < .01, XXXXXX inappropriate for correlation, ----- sample number

	ITEM 9	ITEM 10	ITEM 11	ITEM 12	ITEM 13	ITEM 14	ITEM 15	ITEM 16
ITEM 1	0.0332	0.1255	0.0276	0.0249	-0.0280	0.0460	0.1420	-0.0047
ITEM 2	0.0920	0.1590	-0.1659	-0.1115	0.0853	0.1604	0.1655	-0.1954
ITEM 3	0.1920	0.2157*	-0.2035*	-0.2220*	-0.0301	0.0338	0.1771	-0.2255
ITEM 4	0.1605	0.1608	-0.1187	-0.1092	-0.1135	-0.1837	-0.0136	0.0987
ITEM 5	-0.0396	0.0964	-0.0718	-0.0402	-0.0608	0.0011	0.1038	-0.0284
ITEM 6	-0.1134	-0.0286	0.0170	0.0653	0.0264	0.0624	0.1738	-0.1016
ITEM 7	0.1453	0.4901**	-0.2037*	-0.1365	-0.1407	-0.1254	0.3600**	0.0129
ITEM 8	0.2165	0.2999**	-0.1989*	-0.2130*	-0.2741**	-0.2325**	0.0549	-0.1819
ITEM 9	/////	0.2647**	-0.4572**	-0.5249**	-0.2069*	-0.3056**	-0.0515	0.0529
ITEM 10	134	/////	-0.3966**	-0.3610**	-0.0855	-0.1749	0.2348*	0.0129
ITEM 11	131	131	/////	0.8519**	0.3875**	0.5071**	-0.0405	0.0321
ITEM 12	131	131	131	/////	0.4106**	0.5435**	0.0068	0.0325
ITEM 13	131	131	130	130	/////	0.7143**	0.1695	-0.0861
ITEM 14	130	130	129	129	130	/////	0.0899	-0.0901
ITEM 15	122	122	119	119	119	119	/////	0.0097
ITEM 16	98	98	96	96	96	95	91	/////
ITEM 17	121	121	120	120	119	118	119	88
ITEM 18	133	133	130	130	130	129	131	97
ITEM 19	132	132	129	129	129	128	130	97
ITEM 20	133	133	130	130	130	129	131	97
ITEM 21	132	132	129	129	129	128	131	97
ITEM 22	104	104	103	103	103	102	103	77
ITEM 23	116	116	114	114	114	113	115	87
ITEM 24	132	132	129	129	130	129	130	96
ITEM 25	132	132	129	129	130	129	130	96
ITEM 26	132	132	129	129	130	129	130	96
ITEM 27	132	132	129	129	130	129	130	96
ITEM 28	88	88	87	87	87	87	87	64
ITEM 29	99	99	99	99	99	99	97	69
ITEM 30	50	50	50	50	50	50	48	37
ITEM 31	89	89	89	89	88	88	87	60
ITEM 32	100	100	100	100	100	100	98	69
ITEM 33	100	100	100	100	100	100	90	69
ITEM 34	100	100	100	100	100	100	90	69
ITEM 35	100	100	100	100	100	100	90	69
ITEM 36	79	79	78	78	77	77	73	54
ITEM 37	92	92	91	91	91	91	83	66
ITEM 38	91	91	90	90	90	90	82	65
ITEM 39	91	91	90	90	90	90	82	65
ITEM 40	91	91	90	90	90	90	82	65
ITEM 41	91	91	90	90	90	90	82	65
ITEM 42	93	93	92	92	92	92	84	67
ITEM 43	93	93	92	92	92	92	84	67
ITEM 44	93	93	92	92	92	92	84	67
ITEM 45	93	93	92	92	92	92	84	67
ITEM 46	93	93	92	92	92	92	84	67
ITEM 47	32	32	32	32	32	32	25	24

too small for correlation

	ITEM 17	ITEM 18	ITEM 19	ITEM 20	ITEM 21	ITEM 22	ITEM 23	ITEM 24
ITEM 1	0.0421	0.0254	0.1804*	-0.1515	-0.1568	0.0654	0.1398	0.0728
ITEM 2	-0.1794	0.1131	-0.0351	-0.0140	0.1628	0.1792	0.0710	-0.1427
ITEM 3	0.0158	0.0362	0.1430	0.0336	0.0517	0.1823	-0.0653	-0.2653**
ITEM 4	-0.0848	0.1287	-0.0152	0.0315	-0.1004	0.1459	-0.1336	-0.1411
ITEM 5	0.0850	0.1940	-0.0259	0.0785	-0.0907	0.1608	-0.1094	-0.1745
ITEM 6	0.0436	0.1838	-0.0328	0.1363	0.1066	0.0030	-0.1439	-0.1409
ITEM 7	-0.0175	0.0813	0.0954	-0.1962*	0.1456	0.2813**	-0.0432	-0.1593
ITEM 8	0.2095*	0.1663	0.0175	0.0202	0.0645	0.2989**	-0.0676	-0.1904*
ITEM 9	-0.0666	0.0711	0.0021	0.3607**	0.1787	0.1036	-0.0370	-0.3041**
ITEM 10	-0.0448	0.1079	0.0926	-0.0951	0.0011	0.1687	-0.0110	-0.2224
ITEM 11	-0.0458	-0.2294**	0.1553	-0.0592	-0.0735	-0.2508*	0.1428	0.6051**
ITEM 12	-0.0204	-0.1052	0.1177	-0.0183	0.0227	-0.1966*	0.1526	0.5129**
ITEM 13	-0.1685	0.0006	0.0988	-0.1673	0.0829	-0.0421	0.0493	0.2745**
ITEM 14	-0.1393	-0.0465	0.1423	-0.1610	0.0241	-0.0800	0.1555	0.4041**
ITEM 15	-0.0037	-0.1024	-0.0649	-0.1859*	0.1311	0.1375	-0.0586	-0.0826
ITEM 16	0.0173	-0.1244	0.0095	-0.0491	-0.1093	-0.1251	-0.0493	0.1305
ITEM 17	/////	0.3935**	-0.3370**	-0.0469	0.0587	0.2821**	-0.1265	-0.1082
ITEM 18	121	/////	-0.4559**	0.1012	0.3225**	0.3941**	-0.3220**	-0.3617**
ITEM 19	120	132	/////	-0.02124	-0.2132*	-0.2187*	0.3574**	0.3392**
ITEM 20	121	133	132	/////	0.0661	-0.0069	-0.1303	-0.1667
ITEM 21	120	132	131	132	/////	XXXXXX	XXXXXX	-0.1549
ITEM 22	95	104	103	104	XXXXXX	/////	-0.3231**	-0.4603**
ITEM 23	104	116	116	116	XXXXXX	103	/////	0.5631**
ITEM 24	120	132	131	132	131	103	115	/////
ITEM 25	120	132	131	132	131	103	115	132
ITEM 26	120	132	131	132	131	103	115	132
ITEM 27	120	132	131	132	131	103	115	132
ITEM 28	79	88	88	88	88	66	75	88
ITEM 29	95	99	98	99	98	79	87	99
ITEM 30	48	50	50	50	49	38	43	50
ITEM 31	82	89	88	89	88	72	78	88
ITEM 32	92	100	99	100	99	81	89	100
ITEM 33	92	100	99	100	99	81	89	100
ITEM 34	92	100	99	100	99	81	89	100
ITEM 35	92	100	99	100	99	81	89	100
ITEM 36	76	79	78	79	79	63	67	78
ITEM 37	84	92	91	92	92	71	79	92
ITEM 38	82	91	90	91	91	72	79	91
ITEM 39	82	91	90	91	91	72	79	91
ITEM 40	82	91	90	91	91	72	79	91
ITEM 41	82	91	90	91	91	72	79	91
ITEM 42	84	93	92	93	93	72	80	93
ITEM 43	84	93	92	93	93	72	80	93
ITEM 44	84	93	92	93	93	72	80	93
ITEM 45	84	93	92	93	93	72	80	93
ITEM 46	84	93	92	93	93	72	80	93
ITEM 47	30	32	32	32	32	27	28	32

* alpha< .05, ** alpha< .01, XXXXXX inappropriate for correlation, ----- sample number

	ITEM 25	ITEM 26	ITEM 27	ITEM 28	ITEM 29	ITEM 30	ITEM 31	ITEM 32
ITEM 1	0.0304	0.0547	0.0372	0.1872	0.0283	0.3987**	0.1028	0.0734
ITEM 2	-0.0783	0.0690	0.0235	-0.2011	0.0540	-0.2097	0.0825	-0.0849
ITEM 3	-0.2081*	-0.0189	-0.0088	-0.0145	0.2369*	-0.0299	-0.1011	-0.2061*
ITEM 4	-0.1597	-0.1134	-0.2161*	XXXXXX	0.2376*	-0.1693	-0.3027**	-0.1838
ITEM 5	-0.1271	0.0109	-0.1030	-0.1803	0.3247**	0.2736	-0.1896	-0.2632**
ITEM 6	-0.1023	0.2092	0.0269	-0.2084	0.4182**	-0.0248	-0.3120*	-0.2276
ITEM 7	-0.0968	-0.0939	-0.0821	-0.1657	0.1142	0.1686	-0.0345	0.0107
ITEM 8	-0.1894	-0.2265*	-0.1671	-0.0430	0.2094	-0.2007	-0.3094**	-0.2576*
ITEM 9	-0.3211**	-0.1596	-0.2155*	-0.1572	0.0756	-0.1790	-0.1064	-0.1916
ITEM 10	-0.2298	-0.1008	-0.1526	-0.0743	0.2240*	0.0356	-0.0524	-0.1225
ITEM 11	0.5209**	0.2687**	0.4135**	0.2847**	-0.0788	0.0418	0.1554	0.3534**
ITEM 12	0.5443**	0.2939**	0.4292**	0.1711	-0.0570	0.1072	0.0577	0.3107**
ITEM 13	0.2253**	0.5556**	0.4623**	-0.0142	0.0995	-0.0307	0.1121	0.0809
ITEM 14	0.4460**	0.4859**	0.6598**	0.1206	-0.0602	0.0058	0.1529	0.2223*
ITEM 15	-0.0836	0.0953	0.0089	-0.1932	0.2132*	0.6660**	-0.0333	0.0853
ITEM 16	0.1006	-0.1238	-0.0284	-0.0234	-0.3450**	-0.0283	0.3080*	0.2109
ITEM 17	-0.0896	-0.1781	-0.1576	-0.0281	-0.1139	0.1299	-0.1554	-0.1143
ITEM 18	-0.3076**	-0.0394	-0.1559	-0.3668**	0.1478	-0.1575	-0.3059**	-0.2434*
ITEM 19	0.2884**	0.2300**	0.2067*	0.5031**	0.0420	0.1728	0.2255*	0.2459*
ITEM 20	-0.1920*	-0.0333	-0.1071	-0.0758	0.0495	-0.1129	-0.1473	-0.1594
ITEM 21	-0.1136	0.0654	-0.0033	-0.3414**	0.1060	-0.0539	-0.1333	0.0588
ITEM 22	-0.3469**	-0.1902	-0.2473*	-0.1207	0.2346*	-0.1962	-0.2214	-0.3518**
ITEM 23	0.5553**	0.0536	0.2859**	0.2641*	-0.1467	0.1309	0.2682*	0.4407**
ITEM 24	0.8744**	0.3392**	0.5848**	0.4452**	-0.2458*	0.1423	0.3886**	0.7042**
ITEM 25	/////	0.3375**	0.6164**	0.4013**	-0.2576*	0.0327	0.2862**	0.6197**
ITEM 26	132	/////	0.6412**	0.1155	0.2125*	0.0648	0.0186	0.0681
ITEM 27	132	132	/////	0.2036	0.0139	-0.1304	0.0967	0.3739**
ITEM 28	88	88	88	/////	-0.1933	-0.0874	0.2327	0.1660
ITEM 29	99	99	99	70	/////	XXXXXX	-0.4635**	-0.4415**
ITEM 30	50	50	50	33	XXXXXX	/////	-0.1597	0.1602
ITEM 31	88	88	88	62	87	38	/////	0.5157**
ITEM 32	100	100	100	71	98	49	88	/////
ITEM 33	100	100	100	71	98	49	80	100
ITEM 34	100	100	100	71	98	49	80	100
ITEM 35	100	100	100	71	98	49	80	100
ITEM 36	78	78	78	52	61	26	57	62
ITEM 37	92	92	92	86	74	33	66	75
ITEM 38	91	91	91	85	74	33	66	75
ITEM 39	91	91	91	85	74	33	66	75
ITEM 40	91	91	91	85	74	33	66	75
ITEM 41	91	91	91	85	74	33	66	75
ITEM 42	93	93	93	87	75	34	67	76
ITEM 43	93	93	93	87	75	34	67	76
ITEM 44	93	93	93	87	75	34	67	76
ITEM 45	93	93	93	87	75	34	67	76
ITEM 46	93	93	93	87	75	34	67	76
ITEM 47	32	32	32	31	28	-----	27	28

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	ITEM 33	ITEM 34	ITEM 35	ITEM 36	ITEM 37	ITEM 38	ITEM 39	ITEM 40
ITEM 1	0.0349	0.0977	0.1073	0.0339	0.1614	-0.1619	-0.1278	-0.1280
ITEM 2	-0.0842	-0.0493	0.0121	-0.1503	-0.2484*	-0.0876	-0.0489	0.1294
ITEM 3	-0.2350*	-0.0592	-0.0479	0.1755	-0.1767	-0.2588*	-0.2852**	-0.0874
ITEM 4	-0.2052*	-0.0884	-0.1118	-0.0021	XXXXXX	XXXXXX	XXXXXX	XXXXXX
ITEM 5	-0.1950	-0.0495	-0.2055	0.0240	-0.1680	-0.2556*	-0.1629	-0.0646
ITEM 6	-0.1450	-0.0064	0.0121	-0.0977	-0.1134	-0.1120	-0.0271	0.0290
ITEM 7	-0.0107	-0.0389	-0.0230	-0.0854	-0.1626	-0.2344*	-0.1565	-0.1294
ITEM 8	-0.1926	-0.1128	-0.0774	0.0469	0.0186	0.0846	0.0562	0.1427
ITEM 9	-0.1749	-0.0179	-0.0729	-0.0420	-0.1223	-0.2413*	-0.2149*	-0.0529
ITEM 10	-0.1706	-0.0812	-0.1761	0.0420	-0.0581	-0.2778**	-0.2833**	-0.1421
ITEM 11	0.3418**	0.1515	0.2500*	-0.1488	0.2164*	0.4578**	0.3789**	0.2320*
ITEM 12	0.3637**	0.1945	0.2488*	0.0196	0.1292	0.3433**	0.4116**	0.2039
ITEM 13	0.0617	0.4092**	0.2927**	-0.0197	0.0035	0.1446	0.2168*	0.3725**
ITEM 14	0.2702**	0.3870**	0.4796**	-0.1433	0.0635	0.2323*	0.3423**	0.3656**
ITEM 15	0.0360	0.1700	0.1128	-0.0012	-0.2753*	-0.1151	-0.0514	0.0479
ITEM 16	0.1353	-0.0832	0.0717	0.0909	0.0664	0.0472	0.0586	-0.1132
ITEM 17	-0.0382	-0.0818	-0.1288	0.1912	-0.1050	0.0394	0.0363	-0.0847
ITEM 18	-0.2139*	-0.0461	-0.1493	0.1689	-0.3267**	-0.1198	-0.0464	-0.0985
ITEM 19	0.2239*	0.2772**	0.2163*	-0.0293	0.4104**	0.1742	0.1350	0.1383
ITEM 20	-0.1197	0.0063	-0.0860	0.0688	-0.0713	0.0665	0.0640	0.1133
ITEM 21	-0.0011	0.1083	0.0884	-0.0942	-0.2232	0.0776	0.1351	0.1441
ITEM 22	-0.2809*	0.0697	-0.0894	0.0484	-0.0809	-0.2980*	-0.2136	-0.0523
ITEM 23	0.4083**	0.0752	0.1181	-0.2638*	0.3024**	0.2579*	0.3007**	0.0802
ITEM 24	0.6606**	0.3567**	0.4856**	-0.1831	0.3380**	0.5196**	0.4492**	0.2724**
ITEM 25	0.7222**	0.3628**	0.4966**	-0.2189*	0.3133**	0.3916**	0.4819**	0.2070*
ITEM 26	0.0801	0.6336**	0.4174**	-0.0332	0.0816	0.1668	0.1193	0.3244**
ITEM 27	0.4016**	0.5702**	0.7164**	-0.1913	0.0567	0.2618*	0.3223**	0.3901**
ITEM 28	0.0969	0.1031	0.1959	0.0629	0.6823**	0.2292*	0.1449	-0.0702
ITEM 29	-0.4557**	-0.0322	-0.2012	0.0099	-0.1425	-0.2326	-0.2290	0.1537
ITEM 30	0.0194	0.1293	-0.0858	0.2648	-0.2490	0.0720	-0.1004	0.0355
ITEM 31	0.4080**	0.1054	0.2750*	-0.1461	0.1979	0.1990	0.2404*	0.0349
ITEM 32	0.8820**	0.2695**	0.5274**	-0.0464	0.1102	0.4594**	0.4235**	0.0994
ITEM 33	//////	0.3137**	0.5795**	-0.1353	0.0902	0.3991**	0.5110**	0.0654
ITEM 34	100	//////	0.6598**	-0.0093	0.0887	0.1974	0.2050	0.3350**
ITEM 35	100	100	//////	-0.1657	0.1185	0.2975*	0.3983**	0.3518**
ITEM 36	62	62	62	//////	-0.0308	-0.0943	-0.2216	-0.2790*
ITEM 37	75	75	75	57	//////	0.2972	0.2735**	0.0800
ITEM 38	75	75	75	57	90	//////	0.7689**	0.5456**
ITEM 39	75	75	75	57	90	91	//////	0.6131**
ITEM 40	75	75	75	57	90	91	91	//////
ITEM 41	75	75	75	57	90	91	91	91
ITEM 42	76	76	76	57	92	91	91	91
ITEM 43	76	76	76	57	92	91	91	91
ITEM 44	76	76	76	57	92	91	91	91
ITEM 45	76	76	76	57	92	91	91	91
ITEM 46	76	76	76	57	92	91	91	91
ITEM 47	28	28	28	21	32	32	32	32

* alpha < .05, ** alpha < .01, XXXXXX inappropriate for correlation, ----- sample number

	ITEM 41	ITEM 42	ITEM 43	ITEM 44	ITEM 45	ITEM 46	ITEM 47
ITEM 1	-0.0393	-0.1407	-0.1838	-0.1322	-0.0353	0.2102*	-0.1639
ITEM 2	0.1298	-0.0213	-0.0431	0.1399	0.0991	0.0060	0.1432
ITEM 3	-0.1168	-0.1468	-0.2273*	-0.0167	-0.0589	0.1557	-0.1485
ITEM 4	XXXXXX	XXXXXX	XXXXXX	XXXXXX	XXXXXX	XXXXXX	XXXXXX
ITEM 5	-0.0350	-0.2962**	-0.2081*	-0.1847	-0.1207	0.2892**	-0.0781
ITEM 6	0.0720	-0.2071	-0.1033	-0.0291	-0.0249	0.2189*	0.0455
ITEM 7	-0.0147	-0.1861	-0.0878	-0.1059	-0.0685	0.1263	-0.2237
ITEM 8	0.1219	-0.0221	-0.0869	0.0816	0.0255	-0.0231	0.0924
ITEM 9	0.0068	-0.1336	-0.1643	0.0498	-0.0158	0.1418	0.1755
ITEM 10	-0.1308	-0.1813	-0.2306*	-0.1137	-0.1393	0.1496	0.0367
ITEM 11	0.2444*	0.2307*	0.2496*	0.0883	0.2042	-0.1753	-0.0762
ITEM 12	0.2256*	0.1087	0.2786**	0.0980	0.1851	-0.0930	-0.0417
ITEM 13	0.2320*	0.1093	0.2597*	0.3342**	0.2945**	0.0000	-0.1347
ITEM 14	0.3604**	0.1981	0.3625**	0.3821**	0.4395**	-0.1643	-0.0116
ITEM 15	0.0966	-0.0288	0.0485	0.1475	0.0894	-0.1276	-0.1179
ITEM 16	0.0407	0.1400	0.1773	0.0297	0.0863	-0.1962	0.0753
ITEM 17	-0.0954	-0.2010	-0.1307	-0.2347*	-0.2281*	-0.1094	0.0220
ITEM 18	-0.0565	-0.2625*	-0.1556	-0.1587	-0.1992	-0.0753	-0.0396
ITEM 19	0.0389	0.2516*	0.1258	0.1912	0.2276*	0.2131	-0.0637
ITEM 20	0.0325	-0.0073	0.0765	0.1308	0.0394	0.0587	0.4000**
ITEM 21	0.1306	-0.1280	-0.0039	0.0631	0.0176	0.0550	-0.0136
ITEM 22	-0.1659	-0.2996*	-0.2143	-0.0539	-0.1104	-0.0486	-0.0609
ITEM 23	0.1624	0.2248*	0.2423*	0.2052	0.2413*	-0.0170	-0.0863
ITEM 24	0.3113**	0.3882**	0.3462**	0.1969	0.3236**	-0.2198*	-0.1175
ITEM 25	0.3061**	0.2356*	0.3983**	0.1769	0.3081**	-0.1975	-0.0666
ITEM 26	0.1675	0.0667	0.0652	0.2310*	0.1964	-0.0409	0.0519
ITEM 27	0.3932**	0.1816	0.3182**	0.3526**	0.4112**	-0.2524*	0.0151
ITEM 28	0.0086	0.1826	0.1370	-0.0404	0.1185	-0.0814	-0.2541
ITEM 29	-0.0369	-0.2637*	-0.2909*	0.0450	-0.1090	0.3153**	-0.0310
ITEM 30	0.0773	0.0075	-0.1714	-0.0295	-0.0144	0.1981	-----
ITEM 31	0.1162	0.4185**	0.3881**	0.2433*	0.2948*	-0.2303	0.1838
ITEM 32	0.1888	0.4925**	0.4896**	0.1233	0.1968	-0.3041**	0.2428
ITEM 33	0.2118	0.3580**	0.5297**	0.1378	0.2024	-0.3093**	0.3160
ITEM 34	0.2413*	0.1360	0.1951	0.3839**	0.3434**	-0.0984	0.1574
ITEM 35	0.4689**	0.2853*	0.4800**	0.4724**	0.5743**	-0.3454**	0.2691
ITEM 36	-0.3873**	-0.0897	-0.3320*	-0.3173*	-0.3403**	0.0267	-0.0253
ITEM 37	0.1036	0.1489	0.1343	-0.0330	0.0999	0.0065	0.0450
ITEM 38	0.6116**	0.6702**	0.5576**	0.3503**	0.5057**	-0.3115**	0.0392
ITEM 39	0.7143**	0.4523**	0.7333**	0.4867**	0.6157**	-0.2879**	0.1194
ITEM 40	0.7840**	0.4324**	0.5357**	0.7717**	0.6809**	-0.1458	0.1737
ITEM 41	/////	0.4657**	0.6592**	0.6608**	0.7854**	-0.2357*	0.0978
ITEM 42	91	/////	0.6862**	0.5173**	0.6062**	-0.2882**	0.2008
ITEM 43	91	93	/////	0.6651**	0.7779**	-0.3115**	0.2880
ITEM 44	91	93	93	/////	0.8600**	-0.2085*	0.2800
ITEM 45	91	93	93	93	/////	-0.2767**	0.1693
ITEM 46	91	93	93	93	93	/////	XXXXXX
ITEM 47	32	32	32	32	32	XXXXXX	/////

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