The impact of culture on student attributions for performance: A comparative study of three groups of EFL/ESL learners

Abstract

This paper describes a cross-cultural comparative study concerned with learners’ attributions for success and failure in learning English as a foreign/second language. The study investigated perceived reasons for doing well or poorly on actual language learning tasks under a variety of teaching conditions, looking at how learners judge their successes and failures, and their range of attributions. Using a set of questionnaires, 355 Thai first-year university students, 350 Japanese first-year university students and 298 Malaysian first-year university students were asked to what they attributed their success or failure in chosen tasks. The results of the questionnaire uncovered striking similarities across the three groups, indicating a lack of the self-enhancement/self-protective bias proposed in previous (Western) studies, and suggesting a possible attributional cultural bias that extends to a number of Asian cultures. If this bias does indeed exist, the study suggests that it should be taken into consideration when considering language teaching methodology and the learning environment.

Conclusion: Major tourist attraction sites showed high number of P Knowlesi infection calling for establishment of effective preventive measures against this monkey related malaria in Sabah.