

AFFECTIVE VARIABLES AND ORAL ENGLISH PROFICIENCY
OF MEXICAN AMERICAN MIGRANT STUDENTS

A DISSERTATION
PRESENTED TO
the Faculty of the College of Education
The University of Houston

In Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

by
Valentina M. Flores
December, 1978

A C K N O W L E D G M E N T S

There were several persons that made this doctoral study possible and a sincere note of thanks is certainly in order. Among them were Dr. Zenobia Verner, Dr. Herbert Alston, Dr. John Gaa, Dr. Peter Gingiss, and Dr. Judith Walker for their time and effort in helping me prepare a meaningful study. Particular appreciation is extended to Dr. Alston for all the extra time, help and encouragement he provided. Many thanks to Monty Montgomery for all the time he devoted in typing and retyping of the manuscript. An expression of sincere gratitude is extended to my father and mother for their dream and unrelenting support in its realization.

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A B S T R A C T

This study attempted to replicate Gardner and Lambert's (1972) research in Canada concerning the importance of attitudes and motivation and second-language acquisition. The major focus of the study was to investigate a particular set of affective variables and their relationship to oral English proficiency of adolescent Mexican American migrant students. Attitudinal variables selected were the following: (1) attitude toward Anglo American culture; (2) identification with Anglo American culture; (3) lack of identification with either culture (anomie); (4) preference to associate with (a) Mexican Americans who usually speak Spanish, (b) Mexican Americans who usually speak English, (c) Anglo Americans who usually speak English, (d) Anglo Americans who usually speak Spanish; and (5) a motivational orientation for learning a second language, two dimensions of this orientation being instrumental and integrative.

Eighty eighth grade migrant students from three school districts in the Rio Grande Valley of Texas were selected to participate in the study. The subjects were

administered a battery of attitudinal and motivational questionnaires along with the Language Facility Test (ESL oral proficiency measure). Subjects were also asked to complete a form which requested such information as age, citizenship, first language spoken, self-rating of oral English, etc. Three English language arts teachers from the respective school districts were also asked to rate subjects' proficiency of oral English. Subject responses were tabulated and the scores of the independent affective variables were entered into a regression analysis formula along with the dependent variable, subjects' oral English proficiency scores as measured by (1) student self-rating, (2) teacher rating, and (3) the Language Facility Test.

Hypothesis 1 predicted that there would be a significant positive relationship between a student's attitudes toward Anglo American culture and his/her oral proficiency in English. The correlation coefficient between attitude toward Anglo Americans and oral English proficiency were not significantly different from zero. This hypothesis was not confirmed.

The second hypothesis predicted a significant positive relationship between student identification with Anglo American culture and oral proficiency in English.

This hypothesis was confirmed when correlated with all three measures used to assess oral English proficiency. A correlation coefficient of .2640 at the .009 level of significance was computed for student rating of oral English proficiency and desire for Anglo American identity. A correlation coefficient of .2158 at the .027 level of significance was found for teachers' rating of oral English proficiency and desire for Anglo American identity. A correlation coefficient of .2158 at the .027 level of significance was obtained for the Language Facility Test and desire for Anglo American identity.

The third hypothesis predicted a significant negative relationship between a student's feelings of anomie and oral proficiency in English. The correlation coefficient between the independent variable anomie and the dependent variable oral English proficiency was not significantly different from zero. Thus this hypothesis was not confirmed.

The fourth hypothesis predicted a significant relationship between a student's associative preference and oral proficiency in English; that is, the more a student prefers to associate with Anglo Americans or Mexican Americans who speak English, the more proficient the

student will be in speaking English. The other choices given as preference to associate with were (3) Anglo Americans who speak Spanish and (4) Mexican Americans who speak Spanish. The correlation coefficient between the independent variable, preference to associate with Anglo Americans or Mexican Americans who speak English, and the dependent variable, oral proficiency in English, was not significantly different from zero. This hypothesis was not confirmed; but a positive correlation was established between a preference to associate with Anglo Americans who speak Spanish and oral proficiency in English. A correlation coefficient of .250 at the .05 level of significance was found for this relationship.

Hypothesis 5 predicted a significant positive relationship between a student's motivational orientation, either instrumental or integrative, and oral proficiency in English. This relationship was confirmed only between the teachers' rating of subjects' oral proficiency in English and instrumental motivation. A correlation coefficient of .2103 at the .31 level of significance was computed for this correlation. This relationship was not confirmed as it pertained to integrative motivation to speak English and any/or all of the three measures used to assess oral English proficiency.

The sixth hypothesis predicted a significant positive relationship between a student's attitudes on each of the above mentioned variables considered as a group and oral proficiency in English. The correlation coefficient between the independent affective variables and the dependent variable oral English proficiency was not significantly different from zero.

What the results tended to indicate is that no relationship was established between the integrative motivational orientation for learning English as a second language and oral English proficiency. No conclusive evidence was established between the instrumental motivational orientation to learn English and oral English proficiency; but the data did show a trend in this direction. These findings tend to contradict Gardner and Lambert's Montreal studies in which they found a correlation between integrative motivation and proficiency in the second language. Social distance, socioeconomic status, and language status differences in the population investigated may account for the conflicting results.

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C H A P T E R I

INTRODUCTION TO THE STUDY

Introduction

Are affective factors in learning a second language related to language proficiency? According to much of the latest research in this area there is a strong case for a relationship between the two. Previous research in the area of second language learning has revolved around factors responsible for successful second language acquisition, and some of the factors found to be of importance in learning a second language are age, aptitude, method of instruction, and certain affective factors such as attitude, motivation, and empathy (Schumann, 1975).

One set of factors that has been most recently investigated and found to be of great importance is that dealing with affective variables. Many researchers in the area agree with Brown that,

Widespread interdisciplinary research in the affective domain of the psychology of language acquisition could lead to the construction of a comprehensive theory of second language acquisition as well as more effective approaches to language teaching. (Brown, 1973, p. 231)

Teachers usually have no control over age or aptitude and little control over methodology, but when affective factors such as attitudes and motivations are involved, they should have the knowledge and skills to facilitate learning. Research is needed to explore areas that will give teachers these skills and knowledge. In this regard Schumann suggests that "the affective domain seems to provide a particularly fruitful area in which differential success in second language acquisition can be studied" (Schumann, 1975, p. 232).

In the United States second language acquisition is a very important educational issue especially as it pertains to a large number of non-English and limited-English-speaking children. For many years these children have experienced an inordinately large percentage of failure in our public schools (U.S. Commission on Civil Rights, Report(2), 1971). There are, of course, many reasons for this, but one, no doubt, is due to the schools' failure to deal realistically and fairly with the question of language.

Wallace Lambert, Robert Gardner (1972) and collaborators in Canada have done much to shed light in this area. For the past 20 years, they have contributed much

of the research and theory. During the past few years several bilingual programs in the U.S. have depended heavily on the assumptions and theoretical models developed by these individuals. Some critics including Paulston (1974) and Garza and Okerman (1977) believe that these theoretical models and assumptions have too readily been generalized and assumed to be operationally sound and applicable for any specific target population. Paulston feels that this is an unwise step to take especially after considering the high attrition rate experienced by linguistically different minorities in the U.S. public schools. She further concludes that before such generalizations are made, populations in the U.S. whose social status, economic status, political status, historical status, language status and cultural background are different from those studied by Lambert and Gardner should be investigated. These factors, if considered when investigating a population, might very likely prove crucial.

In view of the dearth in research of the affective factors involved in the acquisition of English as a second language by the diverse linguistic and cultural populations in the United States, this study investigated a few of the factors that Lambert and Gardner identified

as important to the acquisition of a second language. The population of this study consists of a group of adolescent Mexican American migrant students in the Lower Rio Grande Valley of Texas.

Statement of Problem

The major focus of the study was to investigate a particular set of attitudinal and motivational variables and their relationship to oral proficiency in English as a second language by Mexican American eighth-grade migrant students in the Lower Rio Grande Valley of Texas. More specifically, this study investigated the influence of affective variables, separately and as a group, on the English proficiency of Mexican American, migrant, eighth-grade students. The affective variables investigated were (1) attitude toward the Anglo American culture, (2) identification with Anglo American culture, (3) lack of identification with either culture (anomie), (4) preference to associate with (a) Anglo Americans who usually speak English, (b) Mexican Americans who usually speak English, (c) Anglo Americans who usually speak Spanish, (d) Mexican Americans who usually speak Spanish. Another affective

variable investigated was that dealing with a motivational orientation for learning a second language; (5) the two dimensions of this orientation are (a) integrative and (b) instrumental.

Hypotheses

It was hypothesized that there is:

- (1) A significant positive relationship between a student's attitude towards the culture associated with the target linguistic group and proficiency in speaking a second language. Comparisons were made separately for English proficiency as measured by (1) teacher rating, (2) student rating and (3) instrument rating. That is, the more positive a student's attitude towards the culture associated with the target linguistic group, the more proficient the student will be in speaking the second language. Conversely, the more negative a student's attitude toward the culture associated with the target linguistic group, the less proficient the student will be in speaking the second language.

- (2) A significant positive relationship between student identification with the target linguistic group and proficiency in speaking a second language; that is, the more a student identifies with the target linguistic group, the more proficient the student will be in speaking the second language. Comparisons were made separately for English proficiency as measured by (1) teacher rating, (2) student rating and (3) instrument rating.
- (3) A significant negative relationship between a student's feelings of anomie and proficiency in speaking a second language; that is, the greater the anomie of the student, the less proficient the student will be in speaking the second language. Comparisons were made separately for English proficiency as measured by (1) teacher rating, (2) student rating and (3) instrument rating.
- (4) A significant relationship between a student's associative preference and proficiency in speaking a second language; that is, the more a student prefers to associate with Mexican

Americans who usually speak English and Anglo Americans who speak English, the more proficient the student will be in speaking the second language. Comparisons were made separately for English proficiency as measured by (1) teacher rating, (2) student rating and (3) instrument rating.

- (5) A significant positive relationship between a student's motivational orientation, either instrumental or integrative, and proficiency in speaking a second language; that is, the greater the motivation, either instrumental or integrative, the more proficient the student will be in speaking the second language. Comparisons were made separately for English proficiency as measured by (1) teacher rating, (2) student rating and (3) instrument rating.
- (6) A significant positive relationship between a student's attitudes on each of these dimensions considered as a group and proficiency in speaking a second language; that is, the more favorable a student's attitudes are on each and/or all of these dimensions considered as a group,

the more proficient the student will be in speaking a second language. Comparisons were made separately for English proficiency as measured by (1) teacher rating, (2) student rating and (3) instrument rating.

Scope of the Study

The major focus of the study was on the relationship between attitudes and second language proficiency. This study investigated affective learning theory as it related to second-language proficiency.

Language proficiency is another area that has recently received much attention especially as it concerns bilingual education public schooling in the United States. With the Bilingual Act of 1968, which provided linguistically different children with the opportunity of participating in bilingual public education programs, a plethora of studies concerning the definition as well as the measurement of language proficiency has fomented much controversy.

Language proficiency as seen by this study will be given a strict definition, and the instruments will measure accordingly. This study will address itself to

assessing certain affective variables as they relate to oral language proficiency.

Definition of Terms

- (1) Affective: In psychology this term usually refers to feelings or emotions and is set apart from thought. For purposes of this study motivation and attitudes are both considered to be affective. In most of the literature both attitudes and motivation are treated together and discussed under the heading of affective variables.
- (2) Anglo American: A person living in the United States of Caucasian racial background and not Mexican American.
- (3) Anomie: Feelings of alienation from one's own cultural group (Durkheim, 1897). For purposes of this study, anomie is referred to as feelings of alienation from either the native cultural group and/or from the target cultural group.
- (4) Attitude: "is a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the

individual's response to all objects and situations with which it is related" (Allport, 1967, p. 8).

- (5) Instrumental: In this study the term instrumental is used specifically as it relates to the motivation for learning a second language as defined by Gardner and Lambert. The motivation to learn a second language is instrumental when the aim "reflects the more utilitarian value of linguistic achievement such as getting a better position or becoming better educated" (Gardner and Lambert, 1972, p. 218).
- (6) Integrative: In this study the term integrative is used specifically as it relates to motivation for learning a second language as defined by Gardner and Lambert. The motivation to learn a second language is integrative when the aim is to "learn more about the language group, or to meet more different people" (Lambert and Gardner, 1972, p. 218).
- (7) Language Proficiency: "Generally refers to the degree to which an individual demonstrates his linguistic competence in a language, regardless

of how that language may have been acquired"

(Silverman, Noa, and Russell, 1976, pp. 9-10).

Language proficiency may be demonstrated through reading, writing, aural or oral language samples. For purposes of this study, the concern is with oral language proficiency.

- (8) Mexican American: A person living in the United States of Mexican ancestry.
- (9) Motivation: A complex intrinsic force in the developing personality which "arouses action, sustains the activity in progress and regulates the pattern of activity" (Young, 1961, p. 24). It may be a physiological (hunger, thirst, sex) or a psychological (a want, interest, or attitude) force (Melton, 1973). In this study the term motivation is used to designate those acquired interest factors which are psychological and attitudinal in nature.

Limitations of the Study

This study sampled only Mexican American eighth-grade migrant students in the Lower Rio Grande Valley of Texas and not the whole Mexican American student

population. Also great caution should be taken when making conclusions about second-language learners or English as a second language learners in reference to the study at hand. Thus conclusions should not be drawn to include the whole of the Mexican American population.

Organization of Study

Chapter I covers the introduction, the statement of the problem, hypotheses, scope of the study, definition of terms, limitations of the study and organization of the chapters.

Chapter II contains the theoretical framework which is the basis for this study. This chapter also includes a review of literature which is pertinent to the study at hand.

Chapter III provides a description of the study design, the instruments used, and the demographic, geographic and subject characteristics. This chapter also contains the directions for administering the instruments and the analysis of data.

Chapter IV lists the findings in relation to the hypotheses.

Chapter V summarizes the study, states conclusions, and makes recommendations for further study.

C H A P T E R I I

THEORETICAL FRAMEWORK AND REVIEW OF RELATED LITERATURE

Theoretical Framework

Much of the research on attitudes/motivation and second language learning is predicated on the theory that the learner's attitudes towards the target linguistic group and motivation to learn the second language account for a significant part of the large variation in the degree of proficiency attained by second-language learners. In their twenty years of research in this area Gardner and Lambert (1972) found two independent variables related to language achievement or proficiency. These two sets of variables were language aptitude and attitude or motivation. Consequently according to Gardner and Lambert's research there are two avenues for success in learning a second language:

- (1) a student having a high level of language aptitude can obtain a relatively high level of proficiency.

- (2) a student having the appropriate attitudes/
motivation can also achieve a high level of
proficiency.

Based on these findings and later research, Gardner and Lambert and their associates found attitude to be the single most important and most easily addressed factor in second-language learning (Gardner and Lambert, 1972). According to Gardner, Smyth, Clement and Glikzman (1976, p. 209):

A major implication of a theory of second-language acquisition stressing the importance of both motivation and aptitude follows from the fact that motivation can be changed much more readily than aptitude. Such a theory therefore suggests the possibility of increasing the student's second language achievement by altering his motivation. As described above, the student's motivation to learn a second language is intimately linked to his attitudes toward the second language group. Based on this relationship, one approach to altering motivation might involve changing a student's attitude toward the second language group thus increasing his motivation to acquire the second language.

This study uses Gardner and Lambert's research on attitudes and motivation as a theoretical framework. Their work is the basis for most studies dealing with attitudes and with the motivational orientations for learning and gaining proficiency in a second language.

Review of Literature

The issue concerning the identification of factors which influence success or achievement in second-language learning has fomented much discussion and research in recent years. Pimsleur (1962) posited that the two most important factors in second-language learning were verbal intelligence (aptitude) and motivation. Lambert, et al. (1961) reached a similar conclusion and so did Pimsleur's (1964) study on underachievement in foreign language classes. Two other studies, Kelly (1965) and Savignon (1962), did not find any significant correlation between motivation/attitude and achievement.

Other studies have shown that a strong correlation exists between attitudes and academic achievement. In his recent book, Human Characteristics and School Learning (1976), Bloom notes that affective factors are very important in school achievement. After reviewing the extensive literature in the area of school learning, he concludes that affective variables account for 25 percent of school achievement.

Other research on affective variables and language learning concerns a humanistic approach to language teaching. Attitude toward the classroom and teacher may

also be related to second-language learning (Krashen, 1978). Stevick (1976) mentions a "community learning approach" which sets high priority on the teacher exhibiting warmth and acceptance. According to this method individuals learn a language more rapidly if they are not busy defending themselves from someone else.

Naiman, Frohlich, and Stern (1975) interviewed students studying French as a second language in Toronto and found that comfort in the classroom and with the teacher correlated significantly with a test of oral French proficiency and a test of listening comprehension. Gardner, Smyth, Clement and Glikzman (1976) found students' assessment of the learning situation and environment was related to speech measures and grades. This study utilized seventh- through eleventh-grade Canadian students studying French as a second language.

Empathy is another affective factor that may be related to second-language learning (Schumann, 1975). Empathy can be defined as the ability to "place oneself in somebody else's shoes," that is, to be able to understand and feel what another person may be understanding and feeling. Guiora, Lane, and Bosworth (1967) found a .60 rank order correlation between French pronunciation

accuracy and scores on the Micro-Momentary Expression Device (MME) which was used to measure empathy. In using this instrument, subjects are asked to push a button every time they notice an individual change a facial expression on a film they are instructed to watch. Subjects who record the most changes are then rated as being more empathetic. In a later study Taylor, Guiora, Catford and Lane (1970) found a negative correlation between empathy as measured by the MME and pronunciation scores in Japanese; but they found a positive correlation between oral production and performance on the TAT Sensitivity to Feeling Test. Taylor et al. explain: "An interpretation of this result suggests that those individuals who are more aware of feelings are more sensitive to the details and specific aspects of the second language and reflect this in speaking" (p. 154). Guiora, Brannon and Dull (1972) studying Defense Language Institute students found that the MME score correlated with pronunciation scores with some languages such as Spanish, Russian and Japanese, but not with Thai and Chinese. Their explanation for these findings was that these results may have been due to the small sample size for Thai and Chinese.

Inhibition and extroversion/introversion may be other personality factors with affective aspects that are related to second language learning (Brown, 1973). Guiora (1970) working in the area of inhibition and second-language learning found that an experimental group given small amounts of alcohol did better than a control group on the aspect of pronunciation in a second language. Chastain (1975) found that outgoing college students (as measured by scores on the Crowne Scale of reserved versus outgoing personality) obtained higher grades than did reserved students. Wesche (1977) working in the area of extroversion investigated 37 Canadian civil servants involved in an intensive French course and found a correlation between "role-playing" and proficiency in listening comprehension and speaking skills. The subjects' ability to play the part of the character, "with speech characterized by prosodic expressions of feeling appropriate to the context and by accompanying gestures and facial expressions" (p. 359), was used as criterion to correlate with second-language learning skills.

Attitudes and Motivation

In 1959, Lambert and Gardner did research in the area and suggested that there appeared to be two major types of a motivational orientation for learning a second language: (1) integrative and (2) instrumental. Individuals who were learning a second language for integrative reasons did so because they wanted to know more about, be able to converse with and be part of a different cultural group. On the other hand, individuals who were learning a second language for instrumental reasons did so because it facilitated their aspirations for furthering their career and/or had other utilitarian reasons of this nature. Other reasons were mentioned but on the whole most tended to give preference for either an integrative or an instrumental motive.

From this work and later research Lambert and colleagues (Lambert and Gardner, 1959; Anisfeld and Lambert, 1961; Lambert et al., 1963; and Gardner and Lambert, 1972) have concluded that the presence of an integrative orientation is more related to success in second-language proficiency than is instrumental orientation. In other words, if the proficiency scores of individuals in a group learning a second language were

measured, very probably those more proficient in learning the second language would be integratively motivated.

Relying on the data collected from 75 eleventh-grade high school students in Montreal, Lambert and Gardner (1959) found integrative motivation to be a better predictor of French achievement than instrumental motivation. Working further on a different study investigating similar variables but expanding it to include 83 tenth-grade students of French, Gardner (1960) concluded that the integrative motive was especially important "for the development of communicative skills" (p. 215), while aptitude was important "in the acquisition of second language skills acquired through direct instruction" (p. 214).

Anisfeld and Lambert (1961) found that high school English-speaking Jewish students in Montreal learning Hebrew were instrumentally motivated in learning the second language. However since instrumental motivation in this case actually meant that the students were learning Hebrew in hopes of, "becoming a rabbi, a Hebrew teacher, or engaging in other Jewish professions which involve more participation in the Jewish culture and community" (p. 527), Anisfeld and Lambert interpreted this to mean that these students were integratively motivated

in learning the second language. In another study Lambert, Gardner, Barik and Tunstall (1963) investigated American students in Canada attending a six-week French summer school. After giving them a battery of tests, they found that achievement in French was correlated to the extent of these students' identification with French culture (integrative motivation).

Spolsky (1969), substantiating Lambert and Gardner's work, found that, "the extent to which foreign students newly arrived at American universities showed a greater desire to be like speakers of English than like speakers of their own language, was significantly correlated with their proficiency in English" (p. 271). In this study Spolsky worked with four groups of foreign students studying at four universities across the United States. The test used to measure language proficiency was the Test of English Proficiency, and direct and indirect questionnaires were utilized to measure the motivational orientation for learning English as a second language.

Lukmani (1972) working with lower middle-class female Marathi-speaking high school students learning English in Bombay, India, obtained opposite results. Her

results showed that: "Cloze test scores correlated significantly with instrumental motivation ($p < .001$) but not with integrative motivation" (p. 265). A cloze test consists of a written passage from which a number of words have systematically been deleted. A subject completing this test must usually make hypotheses about missing words from clues given in the text such as grammatical redundancies and lexical contextual references (Oller, 1973).

Researching language motivation in the Philippines, Gardner and Lambert (1972) found that Filipino students learning English who were tested and found to be instrumentally motivated and who received parental support were more successful in learning the language. Their explanation for this finding was: "Apparently when there is a vital need to master a second language, the instrumental approach is very effective, perhaps more so than the integrative" (Gardner and Lambert, 1972, p. 130).

In their intensive research in the area, Gardner and Lambert (1972) found that when two distinct language communities coexist side by side, certain ethnic stereotypes will evolve where these communities will then

see each other in a positive or negative way. Should the learner's community feel positive towards the target language community, it is believed that these feelings will be communicated to the learner and this should then enhance the learner's motivation for learning the language. If the opposite is the case, and the learner's community holds negative stereotypes of the target language community and they do not find a need or utility in learning the target language, Gardner and Lambert argue that the learner's acquisition of the second language will be inhibited.

Gardner, Smythe, Clement and Glikzman (1976) in a recent study confirmed the importance of an integrative motivation. Using approximately 5,000 students enrolled in grades seven to eleven French classes, they found an integrative motivation to be a better predictor of French proficiency than an instrumental motivation and that an integrative motivation tended to correlate more highly with their "speech" measure than with grades.

Oller, Baca and Vigil (1977), investigating the relationship between attained proficiency in English as a second language (ESL) and reasons for learning English, found Mexican American women studying in a Job Corps

vocational school to be instrumentally motivated. When attained proficiency was compared to attitudes toward the target language group, they found that as these women became more proficient in ESL, they appeared to become more negative toward Anglo Americans.

In another study Oller, Hudson and Liu (1977) studied Chinese students learning English as a second language. Although these students cited instrumental reasons for studying English, a positive correlation was established for those students who saw Anglo Americans as being "friendly, kind and reasonable" and a cloze test of English as a second language. In this study Oller and associates cite another study which they conducted in Japan on the acquisition of English as a foreign language. In this study they found no relationship between attitude and proficiency.

In Durkheim's (1897) Le Suicide, a famous treatise on suicide, he discusses a social disorder which he classifies and names as "anomie." Anomie according to Durkheim is referred to feelings of alienation or dissatisfaction with one's own cultural group. Later Srole (1951) and Williams (1952) extended the meaning to include dissatisfaction with society. Applying it to the

serious student of a second language and/or the bilingual student, anomie refers to the feelings of social uncertainty or dissatisfaction which characterize these individuals. Gardner and Lambert (1972, p. 16) on the subject of anomie state that:

We had two major reasons for measuring feelings of societal dissatisfaction or social uncertainty. First, it seemed possible to us that certain students with an integrative orientation toward another cultural group might have developed along the way a basic dissatisfaction with their own society and were thus perceiving language study as a way of examining a potentially better way of life, much as the more sensitive student activists were in the 1968-70 period when they expressed their dissatisfaction with the social system in a much more transparent and open way. Second, we felt that regardless of his attitudes toward society at the start of the language-learning process, the more advanced student of language might well find that his new skills permitted him to leave his own cultural group and become a member of the new group whose language he had nearly mastered. Thus, the new option opened to him might create disillusionment, a feeling of being lost somewhere between two cultures. With these ideas in mind, we developed a measure of each student's relative satisfaction with his own cultural group in contrast to the other, and adapted Leo Srole's scale of anomie (Srole, 1951) as an index of social incertitude.

Lambert, Gardner, Barik and Tunstall (1963) investigated American students taking an intensive six-week course in French at a Canadian university. They discovered that as these students became proficient in French

to the point of thinking in this language, their feeling of anomie markedly increased. These students would also try to make opportunities to speak English even though they had signed a pledge promising to use only French during the semester. Thus according to this study, feelings of anomie may be detrimental to continued success in learning a second language.

Summary

This chapter has presented the theoretical framework which is the basis for this investigation and a review of the literature on the relationship of a selected number of affective variables and proficiency in a second language. Attention was given to empirical studies that focused on the affective factors of anomie and two motivational orientations for learning a second language, integrative and instrumental. Other closely related studies cited were those dealing with attitudes towards the target linguistic group and their relationship to proficiency in a second language.

Based on several years of research, Gardner and Lambert (1972) present a strong case for integrative motivation being more important than instrumental motivation

when statistically correlating these factors to second-language proficiency. But after obtaining some conflicting results even they admit that in some cases an instrumental orientation may take precedence over an integrative one. These conflicting results bring to light the possibility that other factors may be at play. This is especially true after considering that both Lukmani (1972) and Oller (1977) found a significant positive relationship between instrumental motivation and proficiency in a second language. In these studies an intervening factor may be the different types of tests utilized to measure language proficiency. For instance Gardner and Lambert and et al. usually used written as well as oral tests of proficiency. Spolsky (1969) did the same. Lukmani and Oller utilized a cloze test which is a written measure. Certainly this should be considered when making any conclusions on these studies.

Other intervening factors may be those of socioeconomic status, social distance and geographical location where the second language is being acquired especially in the context of language(s) spoken in the area.

C H A P T E R I I I

METHODS AND PROCEDURES OF RESEARCH

This study was undertaken to investigate the relationship between selected affective variables and the oral English proficiency of second-language learners.

Subjects

Three school districts in the Lower Rio Grande Valley of Texas were chosen for the selection of eighty eighth-grade Mexican American migrant students. These children were randomly selected from the migrant programs in existence in their respective school districts. All children came from homes where the average income was less than \$3,338 since anything below this figure is considered poverty level. All students were native Spanish speakers and ranged in ages from 13 to 16 years. Thirty-three of these were male and forty-seven were female. All students were born in the United States.

Demographic Data

The following demographic information was gathered by using the Subject Data Sheet (Appendix 2). The questionnaire was used to get such information as: (1) school attended, (2) grade, (3) age, (4) sex, and birthplace. These variables were utilized to keep the group of subjects as homogeneous as possible. For instance, any student whose first or native language was any other than Spanish or who was born outside the United States was automatically disqualified as a subject or participant.

Geographic Data

The Lower Rio Grande Valley of Texas was selected as the location for the study because according to statistics on this population, the largest percentage of Mexican American migrant workers make this area their home base (Moore, 1971). The three school districts where the data was collected are located along the string of medium-sized cities that stretch from Brownsville to Rio Grande City. Population in each of the chosen cities is around 20,000. This

area is contiguous to Mexico, and is separated from it by the Rio Grande River. Migrant families make this area their home base, and thousands migrate to other states in search of agricultural related work during the months of April through October. Mexican Americans comprise about 79 percent of the population, while Anglo Americans comprise about 20 percent. Less than 1 percent of the population is black.

Developing and Selecting the Instruments

Attitudinal and Motivational Scales

All the attitudinal scales used in this study are a modification of scales developed by Gardner and Lambert (1972) except for the Association Preference Questionnaire (Appendix 3-4) and the Anomie Scale (Appendix 3-3). The Association Preference Questionnaire asks subjects to rate the four choices with preference for association. A description of the scales used in this study follows.

The Anomie Scale was developed by Leo Srole (1951) and modified by Gardner and Lambert (1972). This

scale contains twelve items and, according to Srole, measures:

the phenomena variously referred to as social dysfunction or disorganization, group alienation, demoralization, or what Durkheim called "anomie," which comprises one of the prime forces contributing to the formation of patterns of distance, discrimination and rejection toward out-groups in general and toward minority groups in particular. (Srole, 1951, p. 2)

According to Gardner and Lambert (1972), this instrument is useful in tapping anomie feelings experienced by a number of serious students of a second language and bilinguals.

The Attitude towards Anglo Americans Scale

(Appendix 3-1) contains fifteen items and measures the subject's feelings towards Anglo Americans. An example of the statements made is:

Anglo Americans are a very dependable people.

I								I
Agree	1	2	3	4	5	6	7	Disagree
	_____	_____	_____	_____	_____	_____	_____	

The Desire for Anglo American Identity Scale

(Appendix 3-2) contains six items and taps the subject's desire to identify with Anglo Americans.

The Rating of Integrative Orientations Scale

(Appendix 3-6) contains four items designed to measure the degree of integrative motivation for learning English as a second language.

This researcher has modified the above scales to conform to the language used by the population investigated. The changes were minor and were made to conform with the English proficiency level of the subjects. For example, a word may have been substituted because it was more applicable and meaningful to the population than the word that was used. In arriving at some consensus for the level of English used by the population, an eighth-grade language arts teacher from one of the school districts selected was asked to assign a short essay entitled: "Why I want to learn English." Two items from the Rating of Instrumental Orientation Scale were modified to conform to the reasons mentioned in these essays. Testing time for these scales took approximately 45 minutes.

The Language Facility Test (LFT)

The Language Facility Test was developed by John Daily (1968) and designed to measure oral language

proficiency. The test contains two scoring systems. One measures oral language proficiency in a native language and the other provides a diagnostic profile of ability to speak English (only the oral English measurement scale was used).

The Language Facility Test is administered individually to students. After reading a set of instructions to the subject, the examiner shows a series of three pictures and asks the subject to tell a story about each picture. Although instructions are provided for prompting the subject, the examiner can prompt only as specified. The session is taped and scored later.

Factors used in scoring are story completeness, organization verbs of action, and use of past or future tenses. Responses to each of the three pictures shown are assigned scores on a nine-point Likert scale according to detailed scoring criteria and examples at each level. Testing time for the LFT is approximately ten minutes.

Teacher Rating and Student Rating
of Oral English Proficiency

The teacher rating and student rating of oral English proficiency were used along with the Language Facility Test. Because of the controversy concerning language proficiency testing, it was considered that the results would be more reliable if the three measures yielded the same information. All teachers selected to rate subjects taught English language arts in their respective schools and had been the subject's teacher for nearly two school semesters. Consequently these teachers were well aware of subject's ability to speak English in the school environment.

Both teachers and students were asked on a questionnaire to rate the subject's oral English proficiency. Responses were assigned scores on a nine-point Likert scale.

Test and Scoring Procedures

Direction for Administering the Attitudinal and Motivational Scales

All subjects at each respective school district were brought together for the administration of questionnaires and scales. In all, three general sessions were held. Students were told that they did not have to participate if they really did not want to. A subject consent form was signed at this time. Students who did not wish to participate were given time to leave. General information about what was expected of them was dispensed along with the assurance that the examiner would answer any questions students might have regarding the instruments.

The examiner then proceeded to explain how students were to respond to Likert scales. The examiner went to the chalk board and wrote item 10 from the Subject Data Sheet (Appendix 2):

How well do you speak English?

Not at
All 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ 9__ Fluently

Using this item as an example, students were shown how to respond to the rest of the questionnaires.

Following this example students were asked to complete the Subject Data Sheet and continue writing the responses to the remaining questionnaires.

Oral Language Proficiency Measures

In measuring the language proficiency of each student, three measures were used: (1) a teacher rating, (2) a student self-rating, and (3) a standardized test to measure language proficiency--Language Facility Test (LFT). The LFT was administered individually to students and sessions were taped and scored later. This took ten minutes per student. (More explicit directions are given above.)

Analysis of Data

Analysis was accomplished by the utilization of regression analysis technique. Multiple regression is a method of analyzing the collective and separate contributions of two or more independent variables, x_i , to the variations of a dependent variable, y . According

to Kerlinger (1973), this analytical technique can be most effective and useful when applied to sociological and psychological, economic, political, and educational research.

Summary

This chapter has presented a description of the population studied, instruments utilized, the procedures followed, and the methods used in analysis of data. The subjects investigated were eighty eighth-grade Mexican American migrant students in three school districts in South Texas. The instruments utilized to measure attitudes and motivation were those developed and used by Gardner and Lambert (1972). Three measures were employed to rate oral proficiency in English. They were the Language Facility Test, a student self-rating scale, and a teacher rating. All data were gathered during a two-week period. Regression analysis was used to investigate the relationship between the affective variables and the measures of oral English proficiency.

C H A P T E R I V

ANALYSIS AND INTERPRETATION OF THE DATA

The primary purpose of this study was to determine whether adolescent Mexican American migrant students' attitudes towards the target linguistic group and motivation to learn a second language correlated with oral English proficiency. A number of short attitudinal scales were administered to students. Three measures were employed as criteria for measuring subjects' oral English proficiency: (1) subject's rating, (2) teacher rating, and (3) the Language Facility Test. Regression analysis was utilized to investigate the relationship between the affective variables and the three measures of oral English proficiency.

Hypothesis 1

It was hypothesized that there is a significant positive relationship between a student's attitude towards the culture associated with the target linguistic group and proficiency in speaking a second language.

Comparisons were made separately for English proficiency as measured by (1) teacher rating, (2) student rating, and (3) instrument rating. That is, the more positive a student's attitudes toward the culture associated with the target linguistic group, the more proficient the student will be in speaking the second language. Conversely, the more negative a student's attitude toward the culture associated with the target linguistic group, the less proficient the student will be in speaking the second language.

The measurement of this attitude was based on the subject's response to the Attitude towards Anglo Americans Scale. This is a fifteen-item questionnaire which taps the subjects' attitudes toward Anglo Americans. Eighty subjects' responses were tabulated and the data entered into a simple correlation coefficient formula (Pearson's), along with the corresponding subjects' oral English proficiency scores as measured by (1) student self-rating, (2) teacher-rating and (3) the Language Facility Test. The subjects' attitude scores were identified as the dependent variable (y) and the subjects' oral language proficiency scores as the independent variable (x).

The correlation coefficient for student rating of their oral English proficiency level and attitude scores was .020 at the .430 level of significance. This clearly indicated that the subjects' attitudes towards Anglo Americans was not significantly related to their oral proficiency in English.

When the scores were correlated for this hypothesis employing teacher's ratings of subjects' oral English proficiency and subjects' attitudes toward Anglo Americans scores, the result was a correlation coefficient of .0662 at the .280 level of significance. No significant correlation was found between the independent variable, attitude toward Anglo Americans, and the dependent variable, oral English proficiency as measured by the teachers.

The Language Facility Test was used as a third measure for assessing oral English proficiency and correlated with the subjects' attitude towards Anglo Americans. A correlation coefficient of .0474 at the .338 level of significance was obtained showing no relationship between scores obtained for attitudes towards Anglo Americans and oral English proficiency scores as measured by the LFT.

Hypothesis 2

It was hypothesized that there is a significant positive relationship between student identification with the target linguistic group and proficiency in speaking a second language; that is, the more a student identifies with the target linguistic group, the more proficient the student will be in speaking the second language. Comparisons were made separately for English proficiency as measured by (1) teacher rating, (2) student rating, and (3) instrument rating.

Measurement of student identification with the target linguistic group was based on ratings obtained from the Desire for Anglo American Identity Scale. This questionnaire contains six items. When computations were made correlating the eighty subjects' scores and subjects rating of their oral English proficiency level, the results were a correlation coefficient of .2640 at the .009 level of significance. A positive significant correlation was established for students' rating of their level of oral English proficiency and desire for Anglo American identity.

When teachers' ratings of students' oral English proficiency scores were correlated with scores obtained from the Desire for Anglo American Identity Scale, a positive significant correlation coefficient score of .2158 at the .027 level of significance was found.

The Language Facility Test scores were correlated with scores obtained from the above questionnaire, and the results were a positive significant correlation coefficient score of .2158 at the .027 level of significance. Hypothesis 2 was confirmed in all cases when the three different criterion measures for assessing oral English proficiency were used. Although the independent variable may account for about 4 to 9 percent of the variance in the dependent variable and even if it is significant, this may not be of practical significance.

Hypothesis 3

It was hypothesized that there is a significant negative relationship between a student's feeling of anomie and proficiency in speaking a second language; that is, the greater the anomie of the student, the less proficient the student will be in speaking the second

language. Comparisons were made separately for English proficiency as measured by (1) teacher rating, (2) student rating, and (3) instrument rating.

Anomie according to this study was measured by a twelve-item questionnaire: The Anomie Scale. Scores obtained from this scale were correlated with students' assessment of their level of oral English proficiency. A correlation coefficient of .1663 at the .070 level of significance was found. This correlation indicates that these variables were not significantly correlated.

When computations were made for correlating the teachers' rating of subjects' level of oral English proficiency and the above construct, no significant correlation was established. The correlation coefficient was .1306 at the .124 level of significance.

A third correlation was computed employing scores obtained from the Language Facility Test and the Anomie Scale. A correlation coefficient of .1518 at the .089 level of significance was obtained, and again no significant correlation was established.

Hypothesis 4

It was hypothesized that there is a significant relationship between a student's associative preference and proficiency in speaking a second language; that is, the more a student prefers to associate with Mexican Americans or Anglo Americans who usually speak English, the more proficient the student will be in speaking the second language. Comparisons were made separately for English proficiency as measured by (1) teacher rating, (2) student rating, and (3) instrument rating.

To assess this measure of associative preference, the subjects were asked to respond to a direct questionnaire inquiring with whom they liked to associate. Choices given were (1) Anglo Americans who speak English, (2) Mexican Americans who speak English, (3) Anglo Americans who speak Spanish, and (4) Mexican Americans who speak Spanish.

In order to assess the variable of associative preference, dummy variables were created. Dummy coding was chosen because it permits the use of a categorical variable on which the responses fall into mutually exclusive classes. A variable such as that of associative

preference may be dummy coded as a single variable and entered in a regression analysis to find the correlation between the categorical variable and the dependent variable. The number of dummy variables is always one less than the number of categories (Nie, Hull, Jenkins, Steinbrenner, and Hart, 1970).

In the present case a dummy variable, Dummy one, was created where Dummy one had a value of one if "preference to associate with Anglo Americans who speak English" received a higher rank than the other three choices and a value of zero otherwise. Dummy two was created where it had a value of one if "preference to associate with Mexican Americans who speak English" was ranked higher than the other three categories and zero otherwise. Dummy three was created so that it would receive a value of one if "preference to associate with Anglo Americans who speak Spanish" was ranked higher than the other three categories and zero otherwise. Dummy variables one, two, and three were then entered as a set in the regression analyses to predict each of the three dependent variables.

There was a significant multiple correlation between the dummy variable set and the students' rating

of their oral proficiency. A coefficient correlation of .310 at the .055 level of significance was computed for this correlation. This multiple correlation is based on the simple correlation between Dummy three and the student's ratings ($r=.250$, $p=.05$) where Dummy three was "a preference to associate with Anglo Americans who spoke Spanish" versus all the other preferences. The other two simple correlations between Dummy one and two and the students' ratings of language proficiency were not significantly different from zero. This is to say that there was a small ($r = .25$) but significant relationship between "a preference to associate with Anglo Americans who speak Spanish" and the student rating of their oral English proficiency. This result does not support the hypothesis advanced.

Hypothesis 5

It is hypothesized that there is a significant positive relationship between a student's motivational orientation, either instrumental or integrative, and proficiency in speaking a second language; that is, the greater the motivation, either instrumental or integrative, the more proficient the student will be speaking

the second language. Comparisons were made separately for English proficiency as measured by (1) teacher rating, (2) student rating, and (3) instrument rating.

Two instruments, the Rating of Instrumental Orientation Scale and the Rating of Integrative Orientation Scale, were employed to arrive at the measurement of these two motivational orientations for learning a second language. Each instrument contains four items, and the scores for each of the two instruments were then correlated independently with each of the three different ratings utilized in the assessment of the subjects' oral English proficiency level. In all, six correlational computations were computed for Hypothesis 4.

When correlating the students' self-rating of oral English proficiency and the motivational scores for the rating of instrumental orientation, a correlational coefficient of .0422 was found at the .355 level of significance. This correlation coefficient showed these variables were not significantly related.

A significant positive correlation was found between the teachers' rating of subjects' oral English proficiency level and an instrumental motivational orientation for learning a second language. A correlation

coefficient of .2103 at the .031 level of significance was established. (Though significant, this correlation may be of no practical value because of the small magnitude of significance.)

No significant relationship was established between the Language Facility Test's ratings of oral English proficiency and the scores obtained for the Rating of Instrumental Orientation Scale. A correlation coefficient score of .1675 at the .069 level of significance was obtained for this relationship.

No significant correlational relationships were established for an integrative orientations for learning English as a second language and any of the three measures used to assess oral English proficiency. A correlation coefficient of .0189 was established for students' self-rating of their oral English proficiency level and scores obtained from the Rating of Integrative Orientation Scale. This correlation was at the .434 level of significance.

Scores for teachers' rating of subjects' oral English proficiency level and scores for an integrative motivation for learning English as a second language yielded a correlation coefficient of .0355 at the .377 level of significance.

A correlation coefficient of .1286 at the .128 level of significance was obtained for the relationship between the Language Facility Test scores measuring oral English proficiency, and scores obtained utilizing the Rating of Integrative Orientation Scale.

Hypothesis 6

It was hypothesized that there is a significant positive relationship between a students' attitudes on each of these dimensions considered as a group and proficiency in speaking a second language; that is, the more favorable a student's attitudes are on each of these dimensions considered as a group, the more proficient the student will be in speaking a second language. Comparisons were made separately for English proficiency as measured by (1) teacher rating, (2) student rating, and (3) instrument rating.

All the independent affective variables and the scores obtained for students' perception of their level of oral English proficiency were entered in a correlation formula, and the results were a coefficient of .0595 at the .292 level of significance. This clearly

indicated that there was no significant relationship between these variables.

A correlation coefficient of .0981 at the .183 level of significance was found when correlating all the independent affective variables and the teachers' ratings of subjects' level of oral English proficiency. Again this correlation was not significant.

No significant correlation was established for the LFT's rating of oral English proficiency and the combined affective independent variables. A correlation coefficient of .1438 at the .092 level of significance was obtained, clearly showing no relationship between these variables.

Reliability Analysis of Instruments

Computations were done to analyze the reliability of instruments utilized in measuring the affective independent variables (Appendix 3). An alpha coefficient of .70 or higher indicates that the individual items on the test were producing similar patterns of responses made by different subjects, and that the items were indeed homogeneous.

TABLE 1
CORRELATION COEFFICIENTS BETWEEN AFFECTIVE VARIABLES
AND MEASURES OF ORAL LANGUAGE PROFICIENCY IN ENGLISH

	Student Rating	Teacher Rating	Instrument Rating
Attitude toward Anglo Americans	.430	.280	.338
Desire for Anglo American Identity	.009*	.027*	.027*
Anomie	.070	.124	.089
Instrumental Motivation	.355	.031*	.069
Integrative Motivation	.434	.377	.128
Combined Variables	.292	.183	.092

*Significant correlation.

TABLE 2
DESCRIPTIVE STATISTICS OF AFFECTIVE VARIABLES
N = 80 Cases

Variables	Mean	Standard Deviation
Attitude toward Anglo Americans	60.2875	13.3684
Desire for Anglo American Identity	22.9375	5.5103
Anomie	32.4500	7.9522
Instrumental Motivation	22.8750	4.9616
Integrative Motivation	19.1625	5.4481
Student Rating of Proficiency	6.5125	1.5178
Teacher Rating of Proficiency	6.5125	1.5911
Instrument Rating of Proficiency	6.5000	2.0867

1. An alpha coefficient of .77 was established for the Attitude towards Anglo Americans Scale
2. The alpha coefficient for the Desire for Anglo American Identity Scale was .65.
3. The Anomie Scale had an alpha coefficient of .41.
4. The Rating of Instrumental Orientation Scale had an alpha coefficient of .698.
5. The Rating of Integrative Orientation Scale had an alpha coefficient of .72.

Summary

The results of the statistical analysis indicate that on the whole no significant correlation was established between the independent affective variables and the dependent variable, oral proficiency of English as a second language measured by the (1) teacher rating, (2) student rating, and (3) instrument rating. This study attempted to replicate Gardner and Lambert's Canadian studies (1972) where they found that particular affective variables were related to proficiency in the second language. Most of the affective variables investigated were those dealing with an integrative motivation to learn a second language.

Hypothesis 1: No significant correlation was found between Mexican American migrant students' attitude towards Anglo Americans and oral proficiency in English.

Hypothesis 2: A significant positive correlation was found between all three measures used to assess oral proficiency in English and Mexican American migrant students' attitude towards identification with Anglo Americans.

Hypothesis 3: No significant correlation was established for migrant students' feelings of anomie and the dependent variable, oral proficiency in English.

Hypothesis 4: A significant positive relationship was established between the teachers' ratings of migrant students' oral English proficiency level, and students' attitudes to "associate with Anglo American students who speak Spanish." No significant relationship was established for either the student rating or the instrument rating of oral English proficiency when each was correlated with this attitude.

Hypothesis 5: A positive correlation was established between the teachers' ratings of subjects' oral English proficiency level and an instrumental orientation to speak English. No correlation was established

for an integrative orientation to learn English and any of the three measures used to assess oral proficiency in English.

Hypothesis 6: No significant correlation was established between the independent affective variables considered as a group and oral proficiency in English as a second language.

C H A P T E R V

SUMMARY, CONCLUSIONS, DISCUSSION, AND RECOMMENDATIONS

Summary

The major focus of the study was to investigate a particular set of affective variables and their relationship to oral English proficiency of adolescent Mexican American migrant students. Attitudinal variables selected were the following: (1) attitude toward Anglo American culture, (2) identification with Anglo American culture, (3) lack of identification with either culture (anomie), (4) preference to associate with (a) Mexican Americans who usually speak Spanish, (b) Mexican Americans who usually speak English, (c) Anglo Americans who usually speak English, (d) Anglo Americans who usually speak Spanish, and (5) a motivational orientation for learning a second language (two dimensions of this orientation are integrative and instrumental).

Eighty eighth grade migrant students from three school districts in the Rio Grande Valley of Texas were

selected to participate in the study. The subjects were administered a battery of attitudinal and motivational questionnaires along with the Language Facility Test (ESL oral proficiency measure). Subjects were also asked to complete a form which requested such information as age, citizenship, first language spoken, self-rating of oral English, etc. Three English language arts teachers from the respective school districts were also asked to rate subjects' proficiency of oral English. Subject responses were tabulated and the scores of the independent affective variables were entered into a regression analysis formula along with the dependent variable, subjects' oral English proficiency scores as measured by (1) student self-rating, (2) teacher rating, and (3) the Language Facility Test.

Conclusions

Hypothesis 1 predicted that there would be a significant positive relationship between a student's attitudes toward Anglo American culture and his/her oral proficiency in English. The correlation coefficient between attitude toward Anglo Americans and oral English proficiency were not significantly different from zero. This hypothesis was not confirmed.

The second hypothesis predicted a significant positive relationship between student identification with Anglo American culture and oral proficiency in English. This hypothesis was confirmed when correlated with all three measures used to assess oral English proficiency. A correlation coefficient of .2640 at the .009 level of significance was computed for student rating of oral English proficiency and desire for Anglo American identity. A correlation coefficient of .2158 at the .027 level of significance was found for teachers' rating of oral English proficiency and desire for Anglo American identity. A correlation coefficient of .2158 at the .027 level of significance was obtained for the Language Facility Test and desire for Anglo American identity.

The third hypothesis predicted a significant negative relationship between a student's feelings of anomie and oral proficiency in English. The correlation coefficient between the independent variable anomie and the dependent variable oral English proficiency was not significantly different from zero. Thus this hypothesis was not confirmed.

The fourth hypothesis predicted a significant relationship between a student's associative preference

and oral proficiency in English; that is, the more a student prefers to associate with Anglo Americans or Mexican Americans who speak English, the more proficient the student will be in speaking English. The other choices given as preference to associate with were (3) Anglo Americans who speak Spanish (4) Mexican Americans who speak Spanish. The correlation coefficient between the independent variable, preference to associate with Anglo Americans or Mexican Americans who speak English, and the dependent variable, oral proficiency in English was not significantly different from zero. This hypothesis was not confirmed; but a positive correlation was established between a preference to associate with Anglo Americans who speak Spanish and oral proficiency in English. A correlation coefficient of .250 at the .05 level of significance was found for this relationship.

Hypothesis 5 predicted a significant positive relationship between a student's motivational orientation, either instrumental or integrative, and oral proficiency in English. This relationship was confirmed only between the teachers' rating of subjects' oral proficiency in English and instrumental motivation. A correlation coefficient of .2103 at the .31 level of significance was

computed for this correlation. This relationship was not confirmed as it pertained to integrative motivation to speak English and any/or all of the three measures used to assess oral English proficiency.

The sixth hypothesis predicted a significant positive relationship between a student's attitudes on each of the above mentioned variables considered as a group and oral proficiency in English. The correlation coefficient between the independent affective variables and the dependent variable, oral English proficiency, was not significantly different from zero.

Discussion

When placed in the context of the underlying theory as well as other related empirical studies, the relationship between the affective variables investigated and oral proficiency in English, certain aspects appear to be significant to the field of second-language learning and motivation.

According to Gardner and Lambert (1972) most subjects in their language research studies were found to be either instrumentally or integratively motivated in

learning the target language. They defined integrative motivation as a preference to be like the valued members of the target linguistic group, and instrumental motivation as a preference to learn the target language for purely utilitarian or practical reasons such as obtaining a better job.

Their Canadian studies consistently found that an integrative motive was particularly important, "for the development of communicative skills" (Gardner 1960, p. 214). In fact almost all their studies, with few exceptions, showed that when statistically correlating integrative and instrumental motivation with second-language proficiency, a significant positive relationship was found between integrative motivation and proficiency in the second language.

Based on these findings, which make up the theoretical framework for much of the research concerning attitudes/motivation and proficiency in a second language, but utilizing a different population, this study replicated Gardner and Lambert's (1972) research concerning the importance of an integrative motivational orientation for learning a second language. Hypotheses 1, 2, 4 and part of 5 dealt with assessing the integrative motivation

aspect of the orientation to learn English and only part of Hypothesis 5 dealt with assessing instrumental motivation, the other aspect of this orientation. Again only one instrument was utilized in assessing instrumental motivation.

What the findings indicate is that there is no relationship between Mexican American migrant students' attitude toward Anglo Americans and proficiency in speaking English. The reason for these findings as opposed to the positive correlations that Gardner and Lambert found in Canada, may be due to such factors as difference between economic status of populations previously studied and the population studied in this investigation, and the social distance that exists between Mexican Americans and Anglo Americans in this geographic area.

Other researchers investigating this motivational orientation question, found that integrative motivation is not always related to proficiency in a second language. Oller, Baca and Vigil (1977), studying Mexican American women learning English as a second language in a Job Corps project in the southwestern United States, found this population to be instrumentally motivated in learning a second language. They concluded that integrative motivation may not be important in this setting

because of the political ill-feelings that exist between Mexican Americans and Anglo Americans, stating that their subjects probably "feel the oppressive weight of having been absorbed into a powerful political system in which they have traditionally had little power of choice" (p. 182). Lukmani (1972) also found that Marathi-speaking high school students learning English in Bombay, India, were also instrumentally motivated to learn the second language. This population was lower middle in social-status and she too felt that social distance and socio-economic status may account for these differences.

Even Gardner and Lambert (1972) obtained contradictory findings in their research. For example, the effect of integrative motivation did not relate to second-language proficiency (French) in the United States settings of Maine and Louisiana, and only a weak relationship was found in Connecticut. In the case of their research in the Philippines, they found instrumental motivation to be significantly correlated with proficiency in English. Their explanation for this finding was that since English is the language of commerce and Spanish the language used in the home, Filipinos may have a great urgency to learn English out of sheer practical necessity (Gardner and

Lambert, 1972). Krashen (1978) also notes that "When the practical value of second language proficiency is high, and frequent use necessary, instrumental motivation may be a powerful predictor of second language acquisition" (p. 10).

There are, of course, many similarities in population traits between this study and those mentioned above, especially as they relate to necessity to learn the second language, social distance and socioeconomic status. For instance, as in the Gardner and Lambert Philippines study (1972), Lukmani study (1972) and the Oller et al. study (1977), this population investigated must learn English as a second language in order to secure a comfortable station in life. These students probably realize that if they do not learn English, they have a lifetime of working the fields to look forward to, and to many this is not a pleasant prospect. Therefore, there is a great urgency to learn English. Social distance and socioeconomic status differences are other similarities in these studies. As in the Oller et al. (1977) study, political ill-feelings may be at play with this population (see Appendix 1). Mexican American migrants in South Texas are almost at the bottom rung of the social and

political ladder. They are ostracized in many respects from society. Poverty is one big chasm as is language, especially in respect to middle-class and upper-middle-class English-speaking Anglo Americans. This situation as Schumann (1976) contends could only lead to great social distance and according to his theory on this issue,

If the 2LL (second language learning) group's modal status is lower than that of the TL (target language) group, then the 2LL group will be subordinate in the relationship, and once again social distance will prevail. This situation will limit contact between the two groups such that the 2LL group may have little opportunity, need or desire to learn the target language. (p. 135)

From the results obtained in this investigation it would be most difficult to conclude that these migrant students are instrumentally motivated to learn English. Again as was previously mentioned, only one instrument was used to assess instrumental motivation to learn English. The Mexican American migrant students investigated may very well have been instrumentally motivated to learn English as a second language, but because they were only given one questionnaire relating to this orientation, this aspect may have been poorly assessed. Results from this questionnaire did show that a positive

correlation ($r=.2103$, $p=.031$) was found between teacher ratings of subjects' oral proficiency in English and instrumental motivation to learn English, but this correlation was of such small magnitude that it may be of no practical significance. In any case the fact remains that no correlation was found between integrative motivation to learn English and oral proficiency in English except for a weak relationship in Hypothesis 2. The relationship here may very well have been due to the type of questions asked. For example the question: Do you watch more Spanish-speaking television stations or English-speaking television stations? It is not at all doubtful that Mexican American migrant students in South Texas may prefer to watch American television stations more than they do Mexican Spanish-speaking television stations. This is due to the better quality and variety of programs shown on the American stations. Therefore if the students responded that they enjoyed watching English-speaking television more than they did the Spanish, this response might be more attributable to the reasons given above and not because they preferred to identify with Anglo Americans.

The construct anomie was another interesting aspect investigated. No correlation was established

between the Anomie Scale and oral proficiency in English. Gardner and Lambert (1972) found that feelings of anomie tended to deter from the second-language learning experience, especially in the case of many serious language students. Lambert, Gardner, Barik and Tunstall (1963) note that as the American study group of serious French as a second language students progressed in learning the second language to the point that they began to think in French, their feelings of anomie also increased. At the same time these students tried to develop stratagems to control or minimize such feelings. These were manifested in such behavior as using English even though they had pledged to use only French for the six-week study period.

One reason for the results obtained in the present study may be due to the difficulty in measuring this construct. Another reason may be that the scores of the Anomie Scale actually showed a neutral position. A third possibility may be that no relationship exists between these factors. A fourth possibility is that Mexican American migrant students in South Texas may not suffer from feelings of anomie. In several years spent in teaching this student population, this investigator found migrant students in South Texas to have very strong positive

feelings of self and group identity. Since the social distance between migrant Mexican Americans and Anglo Americans is so great and contact infrequent, this population may be so far removed from the majority culture that they do not suffer from feelings of anomie.

Another possibility for this conclusion may be the nature of the migrant program in which these students were participating. Migrant programs usually provide a very warm and understanding environment with a curriculum that includes a strong bicultural and bilingual component. Teachers chosen for these programs are usually very egalitarian in nature, and since for many migrant students, the teacher is the only contact with the dominant English-speaking social group, positive feelings may be communicated in this relationship.

An issue concerning the use of oral language as a criterion for measuring proficiency in English needs to be discussed as well. According to the literature there is a trend to support the idea that oral language proficiency in the second language may be more closely related to integrative motivation; and writing and reading skills in the second language more related to instrumental motivation.

Lukmani (1972) and Oller et al. (1977) both used cloze tests (writing) in assessing proficiency in English. If indeed this is corroborated in future studies, there is reason then to speculate further on the results of this investigation. That is, suppose these students were indeed instrumentally motivated? Results may have been different had the criterion for measuring proficiency been reading and writing as opposed to oral language.

The question of what type of oral proficiency criterion to use may be a basic problem when trying to extend Gardner and Lambert's work to a different population. Implicit in a theory relating attitudes/motivation and second-language learning should be language proficiency criterion for investigating different populations especially when socioeconomic status and social distance are different from those of Gardner and Lambert's Canadian studies.

It seems likely that migrant students' chances to speak English are poor. As a group their ability to speak English outside the classroom will be rare especially when taking the problem of social distance and ostracism into account. (Krashen (1978) contends that the effects of integrative motivation appear to be weaker in this

situation.) Inclusion into the dominant culture does not appear to be a great possibility with this population given the chasm that exists in socioeconomic status and social distance between these two groups. Although these students have more of an opportunity to read and write English in the classroom since these are the skills that are stressed in U.S. public schools, speaking English has more instrumental value to them as a means of employment. Consequently maybe oral language skills should be stressed more in classrooms with large Mexican American migrant population.

In summary, no relationship was found between the affective variables investigated in this study and oral proficiency in English, but as was stated previously, there may be other variables coming into play that Gardner and Lambert's theory did not take into consideration, and which may account for these findings. Other researchers, as did this one, investigated different populations and found no correlations between integrative motivation and proficiency in the target language. For example Schumann (1976), Lukmani (1972) and Oller et al. (1977) agree that social distance and social economic status may account for the conflicting results when comparing these studies

to those of Gardner and Lambert (1972) in Canada. The populations studied by these investigators were middle and upper-middle class in social status; and in almost all cases the subjects were the superordinate English Canadian learning the subordinate language, French. In all cases where the instrumental was found to be the motivating orientation, the subjects were the subordinate group learning the superordinate second language. Paulston (1975) and others agree that second-language research needs to take the aforementioned factor into consideration for future research.

Recommendations

As a result of the findings and conclusions of this study, the following recommendations are made for further research.

This study should be replicated with the following changes:

1. More questionnaires dealing with the aspect of instrumental motivation should be utilized to better analyze this orientation for learning English.

2. Reading and writing criteria for assessing English proficiency should be utilized as well as oral measures. Results may indicate that a correlation does exist between instrumental/integrative motivation and the type of instrument used to measure English proficiency. The findings of this investigation would not only be interesting but worthwhile as well in predicting successful second-language factors.
3. Attitudinal questionnaires to analyze how subjects feel towards Mexican Americans should be utilized. Such an addition could help better analyze the study at hand especially in determining whether the findings of this investigation actually show Mexican American migrant students to have neutral feelings towards Anglo Americans.
4. Subjects utilized in this study would be Anglo American students participating in the various bilingual programs across the United States learning Spanish, Mandarin, Japanese etc. Results may indicate that affective factors need to be given greater consideration in the language curriculums utilized in teaching this population.

5. A clarification of Gardner and Lambert's theory needs to be made, especially as it concerns their construct of motivation to learn a second language. Are the motivational orientations, instrumental and integrative, bipolar or are they two separate entities? Clarification of this issue would make discussion of this point more precise when dealing with the analysis of statistical computations.

A P P E N D I C E S

A P P E N D I X 1

OTHER INFORMATION CONCERNING CONDITIONS
IN THE RIO GRANDE VALLEY OF TEXAS

OTHER INFORMATION CONCERNING CONDITIONS IN
THE RIO GRANDE VALLEY OF TEXAS

Economic Information of the Region

Agriculture is the most important industry in the Lower Rio Grande Valley of Texas. Lately because of the economic boom occurring all over the Southwest, this area has witnessed an upsurge of other industries moving in, but on the whole the tourist industry is the largest of these. According to figures released recently by the Bureau of Economic Analysis in the Department of Commerce (1978) this area is reported to be the poorest in the United States with a per capita income of \$3,338, or 48 percent below the national average. The Anglo American community is considered to be economically well-off and those under the poverty guidelines are few. Mexican Americans are the poor in the community with migrant workers being at the bottom of the scale. The main source of farm work and maintenance in the Valley has been traditionally done by Mexican Americans (Moore, 1970).

Sociohistorical Information on the Region

In 1746 the Spanish government initiated the colonization of the Rio Grande Valley to protect its huge holdings in Mexico from Indian attacks and from possible French encroachment. The Rio Grande Valley later became a part of the province of Tamaulipas after Mexican independence from Spain. When Texas declared its independence from Mexico in 1836, the Rio Grande was made the legal boundary between Texas and Mexico. But because the Mexican landowners opposed a change of government in the Valley, no attempt was made to establish jurisdiction by the Lone Star State.

No Anglo American settlers lived in the area until after Texas joined the Union. But towards the end of the nineteenth century there was a great influx of Europeans and Americans who came to sell mercantile goods and to buy inexpensive land. Most of these were single men who ended up marrying the local daughters of the Mexican landowners. Soon more and more Anglo Americans poured in. By the early 1900s uncanny and shrewd speculators were at work trying to grab as many acres as they could from the Mexican American owners. Many of these deals

were based on bids made on confiscated land owned by Mexican Americans who could not pay their taxes. During Mexico's revolution which began in 1913, many poor Mexican peasants crossed the border to escape and settle there. At the same time many more Anglo Americans were lured to South Texas by huge speculating land investment companies.

By the 1930s the Valley's social structure of Anglo and Mexican Americans had been stratified with their predominating relationship having been determined by earlier historical events. The new landowners were mainly middle- and upper-class Anglo Americans, and the manual laborers were Mexican American (Madsen, 1964).

Political Information on the Region

Mexican Americans are slowly making themselves felt in the political structure in the Valley. It has been well documented that in the early part of the twentieth century, Mexican Americans were usually intimidated into voting for the individuals that the Anglo American boss favored (Madsen, 1964; Shelton, 1974; De la Garza, 1977). In recent years, however, Mexican Americans have been polarizing along ethnic lines and employing many of the tactics utilized by blacks in the early 1960s to gain

political strength. But migrant workers who make up the poorest subgroup within the Mexican American population are still having a hard time organizing or unionizing farm labor. Should this group try to strike in order to gain higher wages or ameliorate harsh working conditions, the rich landowners have no problems finding willing and able individuals from the overwhelming abundance of labor across the border in Mexico. The struggle to unionize has been going on for fifteen years and farm workers do not see a realization of this goal in the near future. (Private conversation with Farm Labor Leader Antonio Oredain.)

A P P E N D I X 2

SUBJECT DATA SHEET

SUBJECT DATA SHEET

1. Name: _____
2. School: _____
3. City and State: _____
4. Grade: _____
5. Age: _____
6. Sex: Male _____ Female _____
7. Where were you born?
United States _____ Mexico _____ Other _____
8. Where was your father born?
United States _____ Mexico _____ Other _____
9. Where was your mother born?
United States _____ Mexico _____ Other _____
10. How well do you speak English? (Please check one of the spaces below.)
Not at all 1____ 2____ 3____ 4____ 5____ 6____ 7____ 8____ 9____ Fluently
11. What language do you speak most of the time?
English _____ Spanish _____ Both _____
12. What language do your parents speak at home?
English _____ Spanish _____
13. What language do you speak at home?
English _____ Spanish _____

A P P E N D I X 3

QUESTIONNAIRES 1 THROUGH 6

QUESTIONNAIRE 1

ATTITUDE TOWARDS ANGLO AMERICANS SCALE

The following statements are opinions which have often been expressed by students about your age. It has been found that many people agree with each statement and many people disagree. There are no right or wrong answers.

Please read each statement, then place a checkmark on one of the seven spaces which best describes your opinion.

1. Anglo Americans contribute to the richness of our society.

I agree 1_____ 2_____ 3_____ 4_____ 5_____ 6_____ 7_____ I disagree

2. Anglo Americans have produced outstanding artists and writers.

I agree 1_____ 2_____ 3_____ 4_____ 5_____ 6_____ 7_____ I disagree

3. The more I get to know Anglo Americans, the more I want to be able to speak English.

I agree 1_____ 2_____ 3_____ 4_____ 5_____ 6_____ 7_____ I disagree

4. Anglo Americans are very democratic and fair in their politics and thinking.

I agree 1_____ 2_____ 3_____ 4_____ 5_____ 6_____ 7_____ I disagree

5. By bringing the old English ways of life to our society, Anglo Americans have contributed greatly to our way of life.

I agree 1_____ 2_____ 3_____ 4_____ 5_____ 6_____ 7_____ I disagree

6. Anglo Americans' undying faith in their religious beliefs is a positive force in this modern world.

I agree 1_____ 2_____ 3_____ 4_____ 5_____ 6_____ 7_____ I disagree

7. Anglo Americans have every reason to be proud of their race and traditions.

I agree 1_____ 2_____ 3_____ 4_____ 5_____ 6_____ 7_____ I disagree

8. If the United States should lose the Anglo American influence, it would indeed be a great loss.

I agree 1_____ 2_____ 3_____ 4_____ 5_____ 6_____ 7_____ I disagree

9. Anglo Americans are more polite than Mexican Americans.

I agree 1_____ 2_____ 3_____ 4_____ 5_____ 6_____ 7_____ I disagree

10. Anglo Americans are a very dependable people.

I agree 1_____ 2_____ 3_____ 4_____ 5_____ 6_____ 7_____ I disagree

11. Mexican American teenagers can gain much by associating with Anglo American friends.

I agree 1_____ 2_____ 3_____ 4_____ 5_____ 6_____ 7_____ I disagree

12. Anglo Americans set a good example for us by their family life.

I agree 1_____ 2_____ 3_____ 4_____ 5_____ 6_____ 7_____ I disagree

13. We can learn better ways of cooking, serving food, and entertaining from the Anglo American.

I agree 1_____ 2_____ 3_____ 4_____ 5_____ 6_____ 7_____ I disagree

14. Anglo Americans are giving and friendly to strangers.

I agree 1_____ 2_____ 3_____ 4_____ 5_____ 6_____ 7_____ I disagree

15. Mexican Americans should make a greater effort to meet Anglo American people.

I agree 1_____ 2_____ 3_____ 4_____ 5_____ 6_____ 7_____ I disagree

Please read each statement, then place a checkmark on one of the seven spaces which best describes your opinion. Remember that there are no right or wrong answers.

- Mostly English-speaking 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____ Mostly Spanish-speaking

- Mostly English speaking 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____ Mostly Spanish speaking

- | | | | | | | | | |
|------------|---|---|---|---|---|---|---|------------|
| Definitely | | | | | | | | Definitely |
| Yes | 1 | 2 | 3 | 4 | 5 | 6 | 7 | No |

- | | | | | | | | | |
|------------|---|---|---|---|---|---|---|------------|
| Definitely | | | | | | | | Definitely |
| Yes | 1 | 2 | 3 | 4 | 5 | 6 | 7 | No |

- Definitely
Yes 1 2 3 4 5 6 7 No
Definitely

- Enjoy It
Very
Much 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____ Do Not
Enjoy It
at All

QUESTIONNAIRE 3

Anomie Scale

Please read each statement, then place a checkmark on one of the seven spaces which best describes your opinion. Remember that there are no right or wrong answers.

1. In the U.S. today, public officials aren't really very interested in problems of the average man.

Strongly Agree 1____ 2____ 3____ 4____ 5____ 6____ 7____ Strongly Disagree

2. Our country is by far the best country in which to live.

Strongly Agree 1____ 2____ 3____ 4____ 5____ 6____ 7____ Strongly Disagree

3. The state of the world being what it is, it is very difficult for the student to plan for his career.

Strongly Agree 1____ 2____ 3____ 4____ 5____ 6____ 7____ Strongly Disagree

4. In spite of what some people say, the lot of the average man is getting worse, not better.

Strongly Agree 1____ 2____ 3____ 4____ 5____ 6____ 7____ Strongly Disagree

5. These days a person doesn't really know whom he can count on.

Strongly Agree 1____ 2____ 3____ 4____ 5____ 6____ 7____ Strongly Disagree

6. It is hardly fair to bring children into the world with the way things look for the future.

Strongly Agree 1____ 2____ 3____ 4____ 5____ 6____ 7____ Strongly Disagree

7. No matter how hard I try, I seem to get a bad deal in school.

Strongly Agree 1_____ 2_____ 3_____ 4_____ 5_____ 6_____ 7_____ Strongly Disagree

8. The opportunities offered young people in the United States are far greater than in any other country.

Strongly Agree 1_____ 2_____ 3_____ 4_____ 5_____ 6_____ 7_____ Strongly Disagree

9. Having lived this long in this country, I'd be happier moving to some other country now.

Strongly Agree 1_____ 2_____ 3_____ 4_____ 5_____ 6_____ 7_____ Strongly Disagree

10. In this country, it's whom you know, not what you know, that makes for success.

Strongly Agree 1_____ 2_____ 3_____ 4_____ 5_____ 6_____ 7_____ Strongly Disagree

11. The big trouble with our country is that it relies, for the most part, on the law of the jungle: "Get him before he gets you."

Strongly Agree 1_____ 2_____ 3_____ 4_____ 5_____ 6_____ 7_____ Strongly Disagree

12. Sometimes I can't see much sense in putting so much time into education and learning.

Strongly Agree 1_____ 2_____ 3_____ 4_____ 5_____ 6_____ 7_____ Strongly Disagree

QUESTIONNAIRE 4

Association Preference Questionnaire

With whom do you prefer to spend your time? Please rate by placing a 1, 2, 3, and 4 according to preference.

_____ Anglo Americans who speak English

_____ Mexican Americans who speak English

_____ Anglo Americans who speak Spanish

_____ Mexican Americans who speak Spanish

QUESTIONNAIRE 5

Rating of Instrumental Orientation Scale

Please read each statement, then place a checkmark on one of the seven spaces which best describes your opinion. Remember that there are no right or wrong answers.

I want to learn English because:

a. I think it will some day be useful in getting a good job.

Not My Feeling at All 1_____ 2_____ 3_____ 4_____ 5_____ 6_____ 7_____ Definitely My Feeling

b. I need it in order to finish high school.

Not My Feeling at All 1_____ 2_____ 3_____ 4_____ 5_____ 6_____ 7_____ Definitely My Feeling

c. I need it so I can interpret for my parents when they have business to discuss with English-speaking people.

Not My Feeling at All 1_____ 2_____ 3_____ 4_____ 5_____ 6_____ 7_____ Definitely My Feeling

d. It will help me live a better life with less trouble in the United States.

Not My Feeling at All 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____ Definitely My Feeling

QUESTIONNAIRE 6

Rating of Integrative Orientation Scale

Please read each statement, then place a checkmark on one of the seven spaces which best describes your opinion. Remember that there are no right or wrong answers.

I want to learn English because:

- a. It will help me to better understand Anglo Americans and their way of life.

Not My Feeling at All 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____ Definitely My Feeling

- b. It will help to make good friends more easily among English-speaking people.

Not My Feeling at All 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____ Definitely My Feeling

- c. It will help me to begin to think and behave as the Anglo Americans.

Not My Feeling at All 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____ Definitely My Feeling

- d. It will allow me to meet and talk with more and different people.

Not My Feeling at All 1_____ 2_____ 3_____ 4_____ 5_____ 6_____ 7_____ Definitely My Feeling

A P P E N D I X 4

TEACHER RATING SCALE

TEACHER RATING SCALE

Teacher (Name) _____

Student (Name) _____

City and State _____

Grade _____

Please rate how well _____ speaks English:

Not at

All 1____ 2____ 3____ 4____ 5____ 6____ 7____ 8____ 9____ Fluently

R E F E R E N C E S

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