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ATTITUDE AND ACHIEVEMENT IN THE STUDY
OF ENGLISH AS A FOREIGN LANGUAGE IN
THE UNIVERSITY ORIENTATION PROGRAM
OF THE
AMERICAN UNIVERSITY OF BEIRUT

By

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A THESIS

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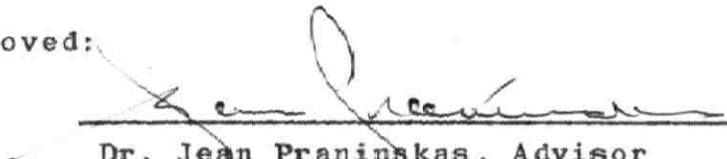
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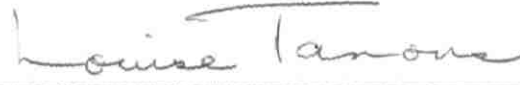
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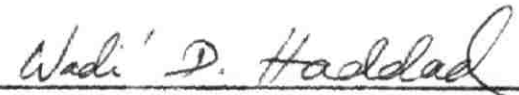
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CHAPTER I

INTRODUCTION AND BACKGROUND

Purpose of the Study

Thomas Brown introduces a very significant psychological principle in what Milton Rosenberg describes as a "well known bit of contemptuous doggerel":

I do not love thee Dr. Fell.
The reason why I cannot tell;
But this I know and know full well,
I do not love thee Dr. Fell.

Not infrequently, people still experience emotions that are as obscure in their reasons for being as those experienced by Thomas Brown in the Seventeenth Century. However, a thorough examination of these emotions coupled with a deep probing into one's self will lead to some understanding of the meaning of these emotional experiences, and the relationship they bear to other psychological processes.

It is obviously impossible to determine the factors that led to Thomas Brown's antipathy toward

Dr. Fell, since Brown is beyond investigation; but it is quite feasible to question people today about their reactions to another cultural community, and consequently identify the positivity or negativity of their attitudes.¹ Getting to know people's attitudes toward another culture, people, or language, including the Dr. Fells in their lives, can be of major significance in learning the language of that foreign community.

Having come across a study by W.E. Lambert et al., entitled A Study of the Roles of Attitudes and Motivation in Second-Language Learning, the author thought it pertinent to duplicate part of the study to test the applicability of its results under different circumstances. The present research was designed to examine the attitudinal correlates of foreign language learning among students attending the University Orientation Program of the American University of Beirut. These students are required to follow an intensive course in English - a foreign language for all of them - and, theoretically, to

¹Milton J. Rosenberg, "Inconsistency Arousal and Reduction in Attitude Change," Current Studies in Social Psychology, ed. Ivan D. Steiner and Martin Fishbein (New York: Holt, Rinehart and Winston, Inc., 1965), p. 121.

use English at all other times during a period extending from one semester, to one academic year, and sometimes extending beyond that to a summer session. This situation appeared particularly likely to highlight the attitudinal features of language learning.

The purpose of this study is to determine the significance of attitudes as factors of achievement in language learning. It must be emphasized right from the start that this study does not claim to be as extensive as that which was carried out by Professor Lambert and his colleagues. Lack of experience of the author in the field of attitude measurement, inadequacy of certain tests of achievement, as well as shortage of time, account for this fact. Nevertheless it seems appropriate at this point to give a detailed description of the Lambert study.

Detailed Description of the Lambert Study:

A Study of the Role of Attitudes and Motivation in Second-Language Learning was conducted in various regional settings in the United States, two of them bi-cultural and a third more representative of typical urban American cities. The bi-

cultural setting permitted an examination of attitudes working two ways: attitudinal dispositions of American students toward linguistic minority groups in their immediate environment, and the attitudes of members of the cultural minority group toward the general American culture about them. The interest was focused on comparing the importance for second language learning of intellectual ability and language learning aptitude, on the one hand, and social attitudes toward the 'other' language group and motivation to learn the language, on the other. Attention was first directed to an examination of how these variables affect the language learning of American students who come from homes where only English is spoken.

The plan was to select two communities in the United States where Americans and Franco-Americans would be in close enough social contact so that both cultural groups would have formed attitudes toward one another and, within each group, individual differences in favorableness and unfavorableness of attitudes would be apparent. Thus, the purpose was to study bi-cultural communities where attitudes toward members of the other cultural group would be prominent. A third setting which would not be bi-

cultural in this sense was also selected to determine if attitudes toward a clearly foreign linguistic-cultural group - the French people - would also play a role in language learning.

Two samples of students were chosen from bi-cultural communities in Louisiana and Maine. A third sample of students was drawn from the public school system of Hartford, Connecticut. The Connecticut setting did not have a distinctive sub-community of Franco-Americans in its immediate environment comparable to those in the Louisiana and Maine districts studied. Thus, the Hartford students were not expected to have a distinctive linguistic-cultural group in their immediate experience toward which favorable or unfavorable attitudes would have developed through direct contact.

A large battery of tests was designed to measure French achievement, language aptitude, and various motivational characteristics. Tests of achievement in French were given to the students early in the year and near the end of the year. Grades in French were obtained from teachers. Fifty-seven measures were obtained for each student. The French achievement scores were standardized in order to remove the effect of differential length of

training. Because of the possibility that some other important variables (such as attitude, intelligence, aptitude, and motivation) might also show systematic variation with level of training, it was decided to standardize the scores on all variables for all levels before combining them. The tests were then intercorrelated and factor analyzed.

The results obtained from the analyses of the three samples of English-speaking American students illustrate the roles played by two independent determinants of achievement in French study. These two determinants represent an aptitude-intelligence dimension on the one hand, and an attitudinal-motivational dimension on the other. This independence means that there is little or no correlation between ^{and} aptitude/social motivational variables. That is, knowing a student's aptitude, a person cannot predict the student's motivation or attitudes, and vice versa. However, one could make a better prediction from a knowledge of the student's aptitude and his attitudinal disposition toward the other group as to how well he would do in language study, than from a consideration of one of these elements alone.

Concern with the attitudinal factor of language study can be explained by the fact that it

offers an opportunity to improve the language learning process by changing students' orientations toward particular linguistic-cultural groups and thereby, modifying their motivation to learn a second language. Some psychologists tend to regard intellectual capacity as fixed by heredity, while attitudes and motivations are regarded as modifiable.

The second phase of the investigation was concerned with the roles of language-learning aptitude, motivation and attitudes in the linguistic development of potentially bilingual Franco-American students, those coming from homes in which French was the major language spoken. Two samples of Franco-American high school students were chosen from the Louisiana and Maine settings. The Maine students had had a mean of 9.9 years of formal French instruction, while the Louisiana students had had a mean of 1.1 years of French instruction in their schools. In Maine, the French students are essentially segregated in the sense that they obtained their education in a Catholic parochial school, while in Louisiana, French students obtained their education in a public school system. The two samples of students were administered a battery of tests designed to measure their proficiency in various French language skills, their moti-

vation to acquire French, their degree of language aptitude, and their attitudes toward the Franco-American, European French, and American cultures. Fifty-seven measures were obtained for each student.

With the shift of attention from the American to the Franco-American student learning French, several changes appear in the roles played by a student's intellectual capacity and his social attitudes in language learning. A Franco-American student's attitudes toward his own linguistic group and the American culture around him influence his progress in mastering both English and French. If he faces and resolves his cultural conflict so that he can view himself as both American and French, he will develop good skill in both languages. If he resolves the conflict by emphasizing either his French or American heritage, he reflects this form of adjustment by developing a dominance in one language at the expense of the other. Incidentally, when the attitudes of the Franco-American students from Louisiana were compared with those of the students from Maine, it became clear that the community studied in Maine enjoys a comparatively dynamic and distinctively French existence while the Louisiana group seemed to be more rapidly merg-

ing into the general American society. For example, the Maine Franco-Americans show superiority over the American students in their skills, whereas the Louisiana Franco Americans show little or no advantage in French over American students.

Furthermore, on examining the stereotypes both American and Franco-American students hold of French people, it was found that all groups except one have generally unfavorable stereotypes of French people. Again, the Franco-Americans from Maine were the exception. They gave evidence of a basic pride in their French heritage. The consequences of holding negative stereotypes toward the very people whose language one is supposed to learn became apparent in this analysis.

Finally, the results indicated that achievement in foreign language training is not the central goal for most American students. Rather, it is incidental to the more challenging goal of trying to find and prepare one's way for the future.²

Having given a detailed description of the investigation, it seems quite appropriate at this point to touch at other closely related studies.

²W.E. Lambert et al., A Study of the Roles of Attitudes and Motivation in Second-Language Learning (Mimeographed, McGill University, 1962.)

Related Studies

"Language has become an increasingly important field of study during this century. There has been a growing concern with it on the part of anthropologists, literary critics, philosophers, psychologists, and sociologists, to say nothing of linguists proper".³ Since the present study is concerned with teaching English as a foreign language, exploring what social-psychologists have contributed to the field of foreign language learning seems to be a worth while effort. An important point that should be kept in mind while reading the research work on language is that "languages are far from neutral carbon copies of each other in terms of their interaction with human values, traditions, and aspirations. Languages 'represent' particular national histories and particular national goals much more definitely than such avowedly representational cultural forms as painting or sculpting."⁴ It is with this exciting

³Roger W. Brown et al., Language, Thought, and Culture (Ann Arbor: The University of Michigan Press, 1958), p. V.

⁴Joshua A. Fishman, "Bilingual Sequences at the Societal Level," On Teaching English to Speakers of Other Languages, ed. Carol J. Kreidler (Illinois: National Council of Teachers of English, 1966), p. 139.

and challenging medium that the following research studies are concerned,

The first study was carried out in 1959 with English-speaking Montreal high school students who were studying French as a foreign language. All of the students were examined for the following: language learning aptitude⁵ and verbal intelligence, attitudes toward the French community, intensity of motivation to learn French, and orientation toward learning the language. The study indicated that achievement in foreign language learning was related to two independent factors, aptitude and intelligence, as well as to an appropriate orientation toward the French linguistic-cultural group. The fact that these factors are independent means, first, that they do not correlate, and second, that a person without aptitude can learn the language well if his attitudes and motivation are strong. Similarly, a person with unfavorable attitudes and motivation can

⁵Carroll's 'Spi-Lambda Foreign Language Aptitude Battery' includes: (1) number learning, (2) phonetic script, (3) spelling clues, (4) words in sentences, and (5) paired associates. From Robert C. Gardner and Wallace E. Lambert, "Motivational Variables in Second-Language Acquisition", Canadian Journal of Psychology, 1959, Vol. 31, No. 4, p. 268.

learn the language well if his aptitude is strong. A logical conclusion is that a person who has the aptitude as well as a positive orientation, is almost guaranteed to do well in the process of learning a foreign language.⁶

These significant findings were confirmed and extended by Robert Gardner in 1960. Gardner used a larger sample of students, and included more measures of language achievement in his study. This study revealed the same independent factors that were revealed by Lambert. In addition to that, Gardner found out that aptitude and intelligence were especially important for acquiring such language skills as grammar and vocabulary, while the kind of orientation, the degree of motivation, and the intensity of attitudes were important for acquiring the audio-lingual skill. He also found that a student's orientation toward the other linguistic-cultural group is developed within the family, but it is not related to the parents' skill in French, nor to the number of French acquaintances that the parents had.⁷

⁶W.E. Lambert, "Motivation and Language Learning: Psychological Aspects." Paper prepared for the Southern Conference on Language Teaching, New Orleans, Louisiana, February 22-24, 1968, p. 6.

⁷Lambert, A Study of the Roles of Attitudes and Motivation in Second-Language Learning, pp. 3-4.

The interplay of aptitude, motivation, and attitudes was also confirmed in a study conducted by Anisfeld and Lambert. The subjects were Jewish high school students who were studying Hebrew at parochial schools in Montreal. They were examined for their orientation toward learning Hebrew, their attitude toward the Jewish culture and community, and their language aptitude and verbal intelligence. These were compared with measures of achievement in the Hebrew language at the end of the year. The results confirm the conclusions drawn before that both intellectual capacity and attitudinal orientation affect success in language learning. This study, however, explored the effect of social class on attitudinal measures. Students from the middle class showed a relationship between "acculturation" into the Jewish tradition and achievement, while students from the lower class did not.⁸

Peal and Lambert conducted a study to find out the relationship between bilingualism and intelligence. The subjects were ten-year old monolingual and bilingual students. Bilingual children were found to have more favorable attitudes toward both language communities than monolinguals. The parents

⁸Moshe Anisfeld and Wallace E. Lambert, "Social and Psychological Variables in Learning Hebrew," Journal of Abnormal and Social Psychology, 1961, Vol. 63, No. 3, pp. 524-529.

of bilingual children were also found to have more favorable attitudes toward both language communities than the parents of monolinguals. This fact suggests that development of linguistic skills, which is enhanced by favorable attitudes toward the other linguistic-cultural community, is influenced by the attitudes of the parents toward the language community.⁹ (The relationship between intelligence and bilingualism is irrelevant to this study; that is why the emphasis was focused on minor findings.)

Gardner conducted a study on the role played by motivational variables on second-language acquisition. The results of the study indicate that an "integrative orientation, positive attitudes toward the language group, and a high degree of motivation interact to account for some success in second language achievement and ... that a strong motivation to learn the second language follows from a desire to be integrated with a valued language community." These two factors were found to be independent, which means that students with either linguistic aptitude or strong integrative motive will tend to

⁹Elizabeth Peal and Wallace E. Lambert, "The Relation of Bilingualism to Intelligence," Psychological Monographs: General and Applied, 1962, No. 546, Vol. 76, No. 27, pp. 1-23.

be successful in second language acquisition. Moreover, those students who incorporate the two factors will be even more successful.¹⁰

Feenstra has conducted the most recent research in this field in an English-Canadian community. The subjects were grade nine high school students. The results of the study emphasize the importance of attitudes toward the other language group and the degree of language achievement; and the direct relationship between parents' attitudes toward French Canadians and their children's achievement in learning French.¹¹

What is the significance of these findings for teachers of second or foreign languages? Lambert answers this question very explicitly: "For those who have to stay at the front lines with students, perhaps they will see somewhat more clearly the significance of their role as interest stimulators, convincing students that foreign language is much more than maze learning, that it is the code of a different and interesting social group. The challenge

¹⁰R.C. Gardner, "Motivational Variables in Second-Language Learning," Paper prepared for the Indiana University-Purdue University Foreign Language Conference, March 11-13, 1965.

¹¹Lambert, "Motivation and Language Learning: Psychological Aspects," pp. 10-11.

is to go beyond the mere achievement motives of students and to link language teaching with more appropriate and more productive motives."¹²

The Present Study

Far from the Montreal, Connecticut, Maine, and Louisiana setting, this study was conducted in a completely different environment. The cosmopolitan campus of the American University of Beirut presented the living laboratory in which this study was conducted. The American University of Beirut is a private, non-sectarian institution of higher learning, which functions under a charter from the State of New York. Over three-fourths of its students are from the Arab countries of the Middle East and North Africa. Sixty-five percent of the faculty are from the Middle East, twenty-five percent from the United States and Canada, and ten per cent from Western Europe.

The educational philosophy of this institution is similar to that of an American University, but its program is adapted to the particular needs

¹²Ibid., p. 14.

and educational demands of the Middle East. The University has four faculties: The Faculty of Arts and Sciences; The Faculties of Medical Sciences; The Faculty of Engineering and Architecture; and The Faculty of Agricultural Sciences. However, the sample of students which was chosen for this study does not belong to any of the above mentioned faculties. The students belong to a special program called the University Orientation Program.

"The University Orientation Program is a program established to meet the needs of certain students who are deficient in English, but who are otherwise qualified to enter the University." Two major factors determine a student's acceptance in this program: (1) a minimum score on the English Entrance Examination, and (2) the approval of the members of the staff of the program.

The University Orientation Program is a full time, non-credit program that extends for one or two semesters, and sometimes goes even beyond that to a summer session. Successful completion of the program entitles the students to enter regular classes of the University.

During the first semester, the program consists of twenty-five hours of English per week, plus

Cultural Orientation. English includes "intensive oral practice, pronunciation, grammar, reading and composition, and the development of skills for the comprehension of written and spoken English."¹³ In the second semester, the students are divided into Arts and Sciences and are given approximately twenty hours of English and five to ten hours of discipline. Arts and Sciences disciplines include Mathematics, Physics, Chemistry, Biology, and History.

Different academic, social, cultural, and athletic activities are sponsored intended to help the students to enrich their life at the American University of Beirut. Educational films are presented to the students regularly. These have different purposes: "to communicate information, to change attitudes, to develop skills, to whet interest, or to raise problems."¹⁴ They also provide the student with another opportunity for practicing listening to and understanding the target language. Debates and discussions of social issues are sponsored from time to time, as well as trips to museums,

¹³School of Arts and Sciences Catalogue 1966-1967, with Announcements for 1967-1968 (Beirut: American University of Beirut), p. 157.

¹⁴James W. Brown, Richard B. Lewis, and Fred F. Hareleroad, A-V Instruction Materials and Methods (2nd ed. rev.; New York: McGraw-Hill Book Co., 1959), p. 179.

cultural centers, historical places, and other areas of Lebanon.

The original plan of the author was to select a community or group at the University which would be in close enough contact so that differences in favorableness or unfavorableness of attitudes would be apparent. This is one of the main reasons for basing this study on the students of the University Orientation Program. Another reason is that they are the only group who take ^{the} English Entrance Examination twice in such a short period of time. This adds objectivity to their measures of achievement, especially since all of them are exposed to more or less the same educational experiences. A third reason for selecting this sample of students at the University, is based on the assumption that all students in the University Orientation Program know a minimum of two languages. This presents a ground for comparisons between different languages, cultures, and people.

Students of the University Orientation Program, like many students of the American University of Beirut, are in an interesting social-psychological situation. They come from different parts of the world to study at the American University of Beirut.

In order to accomplish this task they need to master the English language. They need enough English to pursue their studies; they frequently do not want any more than that amount. They are especially interested in mastering the written language so they can read text and reference books and write acceptable papers. They are usually well selected and well motivated for their educational program.

Before dealing with the subjects, a glance at the nationality of those students who did not answer the questionnaire would give the reader a complete picture of the study group: two Bulgarians, one Cypriot, one Iranian, one Iraqi, five Jordanians, two Kuwaiti, one Sudanese, and five Turks. The two Bulgarians, one Sudanese, and one Iraqi represent the total number of students from these three countries in the University Orientation Program.

The Respondents

Biographical Information:

1. Nationality: The influence of cultural and social background may make itself felt in many subtle ways. It is expected that the more one student's national culture differs from another's, the

more he will differ from the other in behavior and attitudes. The following table represents the nationalities of the subjects.

TABLE 1
NATIONALITIES OF STUDENTS

Nationality	Number of Respondents
Afghani	24
Bahraini	4
Bolivian	2
Chinese	2
Cypriot	2
Greek	1
Iranian	1
Jordanian , ,	20
Kuwaiti	1
Lebanese	3
Moroccan	6
Qatari	1
Syrian	3
Turkish	5

2. Age: The youngest students were in their late teens (18 years old), and the oldest in their late thirties (37 years old). The following table represents the age range of the subjects.

TABLE 2

AGE OF STUDENTS

<u>Age Range</u>	<u>Number of Respondents</u>
Below 20	31
20-22	25
23-25	5
26-28	5
29-31	4
32-34	2
Above 34	1

3. Sex:

<u>Sex</u>	<u>Number of Respondents</u>	<u>Percentage</u>
Female	5	7%
Male	68	93%

4. Religion:

<u>Religion</u>	<u>No. of Respondents</u>	<u>Percentage</u>
Christian	13	18%
Moslem	60	82%

5. Native Language:

TABLE 3

NATIVE LANGUAGE OF STUDENTS

<u>Native Language</u>	<u>Number of Respondents</u>
Arabic	35
Chinese	2
Greek	3
Persian	18
Push to	8
Spanish	2
Turkish	5

Personal Characteristics:

In addition to such relatively easily ascertainable characteristics as nationality, age, sex, religion, and native language, certain complex characteristics and past experiences were taken into

account, because of their assumed bearing on the student's attitudes.

1. Years of Studying English: There was a significant difference between the number of years of studying English. However, it must be kept in mind that the number of years has not been indicative of achievement, since methods of teaching, hours of study, and students' motivation are better determiners of language acquisition. The number of years ranged from two to thirteen. However, fifty-eight of the respondents studied English between six and eight years.

2. Number of Languages Spoken by Respondents: Respondents know (that is, read and write) between two and four languages.

<u>Number of Languages</u>	<u>Number of Respondents</u>
2	39
3	27
4	7

3. Interest in Association with Americans: The extent to which students were interested to know Americans is quite reflective of their attitudes. But due to exaggerations in some of the answers, the author is led to believe that the meaning of the term 'know' is ambiguous, at least in the context of

the question, and to at least seven per cent of the respondents who stated that they knew about a thousand Americans, and one respondent who stated that he did not know any Americans. However, 33% of the respondents stated that they knew between one and ten Americans, and 24% stated that they knew between eleven and twenty Americans, which seems quite reasonable. Other answers ranged from 21 to 150. Seven per cent of the respondents gave no answer to this question.

When they were asked how many of these Americans are really good friends of theirs, 32% of the respondents answered, 'None'; 22% answered one to two; 12% answered three to four; 4% answered five to six; the other answers ranged from 20 to 100. Five per cent of the respondents gave no answer to this question.

A tentative conclusion that can be drawn from this bit of information is that students are more reluctant to say that they do not know any Americans, rather than saying that they do not have any good American friends, as shown by the difference in their answers for the two questions.

In order to determine whether the subjects have the chance to practice their English in their

home towns the following question was asked: "Have you ever had the opportunity to hear English used by friends of the family?" 53% of the students answered in the affirmative, while 47% answered negatively. In the same line, the students were asked the following question "Did you learn your English primarily at home or in school?" 88% of the respondents answered in school; 11% at home; and one respondent did not give an answer.

Before giving a detailed description of the procedure, it seems appropriate to give an explicit statement of the hypothesis.

The Hypothesis

The role of social attitudes in learning foreign languages has caught the attention of social scientists and teachers of language during the past few years. Research studies indicate that the attitude of a student of a foreign language toward the other language community, and his willingness to identify with its people play an important role in his acquisition of the other language. Students holding favorable attitudes toward the other language community are found to be more successful in acquiring

the language than those holding unfavorable attitudes, indicating that there is a reciprocal transfer of attitude from the linguistic community to the language. Looking at it from this point of view, the language has potential positive or negative reinforcing value.

The hypothesis underlying this study is that there is a positive relationship between attitudes toward the American linguistic-cultural community and language achievement in the case of students who are studying English as a foreign language at the University Orientation Program of the American University of Beirut.

Similar hypotheses have received substantial support in previous studies in the United States and Canada. Certain studies have predicted that "favorable attitudes toward the other linguistic-cultural group should bring about more achievement in language learning."¹⁵ However, it must be noted that psychological principles established in one linguistic community cannot be automatically generalized beyond that specific community.¹⁶

¹⁵Wallace B. Lambert et al., "Attitudinal and Cognitive Aspects of Intensive Study of a Second Language," Journal of Abnormal and Social Psychology, 1963, Vol. 66, No. 4, p359.

¹⁶George A. Miller, "Speaking in General," Current Studies in Social Psychology, p. 93.

CHAPTER II

PROCEDURE

Measurement of Attitude

As was mentioned before, the present study does not claim to be as comprehensive and detailed as the original study on which it is modeled. Consequently, the questionnaire used in the present study to measure students' attitudes is not as lengthy and extensive as the one used in the original study. As a first step in simplifying and adapting the questionnaire, the author resorted^{to}/a survey of the field of attitudes and attitude measurement. Following is a resume of the survey in this field.

It does not seem necessary here to consider the complex arguments which have developed around the concept of attitudes, and the many variations of the term. Among the numerous definitions of attitudes encountered by the author, that given by William Lambert and Wallace Lambert seems to be the most appropriate for the purposes of this study: "An attitude is an organized and consistent manner of thinking, feeling, and reacting with regard to people,

groups, social issues, or, more generally any event in one's environment."¹⁷

An attitude consists of three essential components that center about a single object: "the beliefs about the object - the cognitive component; the affect connected with the object - the feeling component; and the disposition to take action with respect to the object - the action tendency component."¹⁸ An attitude is said to be formed when the above mentioned components are so interrelated that certain emotions and reaction tendencies become regularly and consistently associated with a particular way of thinking about certain persons or events. In the early stages of the development of an attitude, its components are not fixed; rather, they can be modified by new experiences. In the later stages of its development, the attitude becomes inflexible and stereotyped. If a person's attitude becomes firmly fixed, he tends to group people or events into his

¹⁷William W. Lambert and Wallace E. Lambert, Social Psychology (New Jersey: Prentice-Hall, Inc., 1964,) p. 50.

¹⁸David Krech, Richard S. Crutchfield, and Egerton Ballachey, Individual in Society (New York: McGraw-Hill Book Company, Inc., 1962), p. 146.

pattern of thinking, without differentiating or recognizing their individuality.

People, in general, are not fully conscious of their attitudes, nor of the extensive influence attitudes have on their social, political, linguistic, and cultural behavior. But on very close self-analysis, people can detect the functioning of certain attitudes within themselves. For example, if a person has developed a strong negative attitude toward Americans, he tends to evaluate any action by an American in a stereotyped manner. However, if he examines himself critically, he can usually recognize his reactions of suspicion or hatred as he hears or reads about such activities.

The Development of Attitudes:

How do attitudes come into existence? In the above mentioned definition of attitudes, it was emphasized that an attitude is an "organized" and "consistent" way of thinking, feeling, and reacting with regard to events and persons in one's environment. This definition implies that attitudes are "learned modes of adjustment", which in its turn implies that their development follows standard principles of learning. In order to explain how attitudes are learned, the three interrelated prin-

ciples of association, transfer, and need satisfaction will be used.¹⁹

The essential components of attitudes are thoughts and beliefs, feelings or emotions, and tendencies to react. Feelings and reaction tendencies are learned through association and need satisfaction. In other words, people learn to fear and avoid persons, events, or things, that are associated with unpleasant experiences. On the other hand, they like and approach things associated with pleasant experiences. People are satisfying their need of pleasure by avoiding certain things and seeking others.

An interesting study conducted by B. Lott and A. Lott with grade school children illustrates how attitudes toward others are learned through both association and need satisfaction.²⁰ The hypothesis posed by the study was that a child develops positive attitudes toward others if he is pleasantly surprised in their presence. The children were organized in

¹⁹W.W. Lambert and W.E. Lambert, op.cit., p.61.

²⁰Bernice E. Lott and A.J. Lott, "The Formation of Positive Attitudes toward Group Members," Journal of Abnormal and Social Psychology, 1960, Vol. 61, No.2, pp. 297-300.

groups, and each group was given an interesting game to play. During the games, children in some groups received toys as prizes, while others did not. After a period, the teacher asked each child to name two children with whom he would like to spend a holiday. The results indicate that those children who had received toys named more members of their group as holiday friends than did those who got no toys. That is to say that positive attitudes developed toward play-group members when playing together was associated with a pleasant experience - which confirms the hypothesis.

Another experiment conducted by B. MacKenzie supports these findings. She found out that contact under favorable conditions reduces prejudice. Less prejudice against Negroes was found among white students who were in contact with Negroes of relatively superior economic and educational status.²¹ Similarly, negative attitudes are developed when a person experiences disappointment or failures in the presence of others. Facing political defeat, or social disgrace, members of a whole community some-

Barbara MacKenzie, "The Importance of Contact in Determining Attitudes toward Negroes", Journal of Abnormal and Social Psychology, 1948, Vol. 43, No. 4, pp. 417-441.

times develop negative attitudes toward another community whom they associate with the political defeat, or social disgrace.

While feelings and reaction tendencies are learned through association and need satisfaction, thoughts and beliefs are acquired through transfer. Rosenthal conducted an experiment predicting that attitudes are very commonly learned through transfer. The subjects were teen-agers who were living in a midwestern American community that had no Jewish or Negro residents. It was established that anti-semitism and prejudice toward Negroes were as strong among these teen-agers, as in other cities which were heavily populated by Jews and Negroes.²² The unfavorable attitudes were acquired here through transfer, not through association. Likewise, when a close friendly relationship exists between a teacher and his students, thoughts and beliefs, as well as feelings and reaction tendencies, are transferred to the students.

However, people do not acquire all the attitudes that they are exposed to. They are quite selective, which indicates that need satisfaction

²²Judy F. Rosenblith, "A Replication of 'Some Roots of Prejudice'," Journal of Abnormal and Social Psychology, 1949, Vol. 44, pp. 470-489.

plays an important role in the transfer of attitudes. In order to satisfy their needs for affection and belonging, children usually adopt the attitudes of their parents. As adults, people change existing attitudes, or adopt new ones, when they leave one group and join another. Thus attitudes are altered or adopted according to the needs of the individual.²³ This indicates that attitude modification is of great significance to parents and educators, as well as to social-psychologists.

The Modification of Attitudes:

A knowledge of how attitudes change or can be made to change is of great significance to educators. This is especially true in periods of political, economic, social, scientific, and technological transformation, or upheaval.

At first glance, the modifiability of attitudes might seem to be a simple matter. Since attitudes are learned, it should be quite easy to replace one attitude by another, or to alter an undesirable one by learning another. But the process is much more complicated than this, since attitudes are not as easily modified or replaced as they are learned.

²³W.W.Lambert and W.E. Lambert, op.cit., p. 63.

Once attitudes are developed, they become integral parts of an individual's personality which affect his over-all behavior. However, purposeful attempts to change attitudes may succeed in modifying the thought-belief component, without affecting feelings and reaction tendencies, which might lead the attitude to revert to its former state in the future.²⁴

Certain attitudes are anticipated to be particularly resistant to change. These are: (1) Attitudes that are developed early in life, either at home, or through experiences in groups, (2) Attitudes that are acquired by association and transfer, (3) Attitudes that provide need satisfaction, and (4) Attitudes that are integrated into one's personality and behavior.²⁵ People tend to change their own attitudes, without being aware of it, when logical inconsistencies in their beliefs and feelings are brought to their attention.

There are two major kinds of attitude change. First, there is a change in the direction or sign of the attitude, for example, a change from positive to negative attitudes. Second, there is a change in the degree of positivity or negativity of an attitude.

²⁴Ibid.

²⁵Ibid., p. 64.

Controlling all factors involved, the latter is always easier to produce than the former.²⁶

Some factors that are believed to determine the modifiability of attitudes are: intelligence, persuasibility, self-defensiveness, and cognitive needs and styles of the individual. In a group situation, it is believed that the degree of modifiability of the attitude is related to the extent of group support that the attitude has. Thus it would be difficult to change an attitude that is supported by the group, if a person values his membership in this group.²⁷

Social psychologists realize that if attitudes are to be replaced or modified, the new ideas and beliefs that are supposed to be learned must be very skillfully presented, usually in the form of persuasive communications. "Whether new information will change attitudes depends upon the nature of the communication situation, the characteristics of the communicator, the medium of the communication, and the form and content of the message."²⁸

²⁶ Krech et al., op.cit., pp. 215-216.

²⁷ Ibid., pp. 220-225.

²⁸ Ibid., p. 246.

Research dealing with methods of attitude modification led to the realization that certain methods are more useful than others under different conditions, with different people, and in different contexts. The contributions of personal experience, schooling, mass media, individual personality, cultural background, and socio-economic class, to the development of attitudes must be explored in order to bring about constructive attitude change.

Attitudes and Learning:

Attitudes play an essential role in determining behavior; for example, they affect a person's judgment and perception of others, and they also influence one's speed and efficiency of learning. "Attitudes function as a type of filter, letting congenial ideas enter into memory easily, but stopping or distorting the meaning of ideas that run counter to personal values." With this assumption, Jones and Aneshansel conducted an experiment on segregation. The subjects were two groups of white college students in the south: one clearly pro-segregation, the other anti-segregation in attitudes, as measured by a well devised questionnaire. Both groups were asked to

learn thoroughly eleven brief statements arguing against segregation. The statements were of this type: "The Negro points up the greatest disparity between the theory and our practice of democracy." Each subject read the statements aloud, and then tried to recall as many as possible. This procedure was followed five times and the subject's efficiency of recall was reported for each trial. The results of the experiment indicate that students who were against segregation learned the antisegregation arguments more efficiently than those who favored segregation. In other words, statements that were in accordance with existing attitudes were more easily assimilated.²⁹

This evidence is of major educational significance. By getting to know the attitudes of students, it is possible for a teacher to do something about the prediction and control of their behavior, and hence, influence their speed and efficiency of learning. The growing awareness of the fact that attitudes tend to determine behavior more than "cognitive understanding of the world", makes the importance and

²⁹ Edward E. Jones and Jane Aneshansel, "The Learning and Utilization of Contravalent Material," Journal of Abnormal and Social Psychology, 1956, Vol. 53, pp. 27-33.

value of attitude measurement more obvious.³⁰

The Measurement of Attitudes:

"The measurement of attitudes is exceedingly difficult because of their subjective nature. Measurement requires objectification of attitudes, which is not easy to obtain without affecting their meaning."³¹ Social psychologists have developed a variety of devices for inferring and measuring attitudes. The usefulness of a measuring technique is determined by its capacity to compare the measured elements with reliability. Because of the nature of the subject matter, social scientists encounter much more difficulty than natural scientists in designing their measuring devices. People and their attitudes change from time to time, which makes it all the more difficult for social psychologists to determine the reliability of their instruments of measurement.

Furthermore, people's evaluative or emotional reactions to other people or situations cannot be measured directly, but must always be inferred from behavior.

³⁰ H.H. Remmers, Introduction to Opinion and Attitude Measurement (New York: Harper and Brothers, 1954), p. 15.

³¹ Emory S. Bogardus, The Making of Public Opinion (New York: Association Press, 1951), p. 197.

Behavior can take the form of verbalized symbols or overt actions. When asked to indicate their attitudes, most people give partial, shallow, and often misrepresentative pictures of their attitudes. Still, psychologists must infer psychological principles and measure attitudes from this distorted picture of the individual's thoughts, feelings, and reaction tendencies.³²

"Since an attitude is a hypothetical, or latent, variable rather than an immediately observable variable, attitude measurement consists of the assessment of an individual's responses to a set of situations"³³ The set of situations is usually a number of statements about a person, event, or thing, to which the individual responds with a set of specified response categories, example, 'agree' and 'disagree'. "The value assigned to an individual's response to a given item is called an item score, and the number derived from his item scores represents his position on the latent attitude variable."³⁴

³² W.W.Lambert and W.E.Lambert, op.cit., p. 52.

³³ Marvin E. Shaw and Jack M. Wright, Scales for the Measurement of Attitudes (New York: McGraw-Hill Book Company, 1967), p. 15.

³⁴ Ibid.

An attitude may be described as either favorable or unfavorable. But it is usually not enough to describe the direction or sign of an attitude. It is often necessary to specify the degree of favorability or unfavorability of the attitude. Attitude scales usually range from extreme unfavorableness, to zero (that is, absence of attitude), to extreme favorableness.

The intensity of an attitude is usually indicated by how far it is marked from the neutral position. Attitudes on one side of the continuum indicate negative reactions which arouse responses of fear and avoidance. Attitudes on the other side of the continuum indicate positive reactions which arouse responses of pleasure and approach. The neutral area of the attitude continuum, however, poses a problem of interpretation. Several solutions have been proposed for this problem. "First, one may consider the statement that an attitude is neutral to be self-contradictory, indicating the presence of a response predisposition on the one hand and the lack of a predisposition on the other. From this viewpoint, the neutral position on the attitude continuum represents no attitude toward the object in question. A second, alternative interpretation

which may be given to the neutral point is that it represents the point of balance in positive-negative evaluative conflict, thereby reflecting an ambivalent attitude ... A third interpretation is based on neutral range scores achieved by inconsistent responses. It is that the subjects possessing such scores do not have integrated, clearly defined attitudes regarding the object."³⁵

The number of scales on the attitude continuum has long been a subject of controversy. For purposes of brevity, it will be mentioned here that the number of scales is relative to the kinds of attitude that are being measured. That is, some attitude objects provide ground for more differences in opinion and intensity of attitudes than others, thus requiring more scales on the attitude continuum. With respect to any object or concept, an individual may have a positive, negative, or neutral attitude.

Before coming to a detailed description of the questionnaire, a list of definitions and clarification of important terms used in this study seems quite pertinent and essential.

³⁵ Ibid., pp. 7-8.

Definition of Terms Used

Ethnocentrism: "A generalized attitude which predisposes the individual to reject members of groups other than his own and to exalt the superiority of his own group, especially his ethnic and national group."³⁶

Instrumental Orientation: "An instrumental orientation toward language learning emphasizes "the utilitarian aspects of second language achievement while disregarding any interest in the other language group."³⁷

Integrative Orientation: An integrative orientation toward language learning emphasizes learning a foreign language "in order to learn more about, or to meet members of, the other language group."³⁸

Key to Abbreviations:

UOP: University Orientation Program

EEE: English Entrance Examination

AID: United States Agency for International Development.

³⁶Krech et al., op.cit., p. 213.

³⁷Lambert, A Study of the Roles of Attitudes and Motivation in Second-Language Learning, p. 7.

³⁸Ibid.

The Questionnaire:

The questionnaire was intended to measure two major things, mainly, the students' ethnocentric tendencies, and their attitude toward the American language, culture, people, and foreign policy. It was found necessary to measure the students' ethnocentric tendencies because these bare a marked effect on the students' attitudes toward other national and ethnic groups. However, the major part of the questionnaire centered around measuring the students' attitudes toward the American linguistic-cultural community, since it is with this aspect of the students' attitude that the study is basically concerned.

The questionnaire (see Appendix I) is divided into five main parts: (1) Biographical information, (2) A scale to measure the degree of agreement or disagreement with a set of statements, (3) Multiple-choice questions, (4) Two open-ended questions, and (5) A scale to measure the degree of agreement or disagreement with another set of statements. The scales are composed of statements of varying degrees of positivity and negativity. Some of the statements are positively worded, while others are negatively worded.

All in all the questionnaire measures thirteen

variables. However, the statements or questions were not grouped according to the variables being measured for two reasons: (1) So that students would not be aware and conscious of what was being measured, and (2) So that the answers could be compared for consistency of response. Following is a description of the thirteen variables, and a listing of the items used to measure the different ones:

1. Ethnocentrism scale:

The following items were designed to measure ethnocentrism as defined above:

IIA.

- a. My country is by far the best country to live in.
- b. The opportunities offered to young people in my country are far greater than in any other country.
- c. ^{*}I will be happier if I leave my country and move to some other country.
- d. My country may not be perfect, but our way of life has brought us as close as human beings can get to a perfect society.
- q. The worst danger to my country during the past twenty years has been the result of its exposure to foreign influences and ideas.

Two items that were intended to measure ethnocentrism were disregarded in the final analysis.

^{*}Since this statement is negative, its item score was inverted.

These are:

- e. It is only natural and right for each person to think that his family is better than any other.
- o. Sometimes I cannot see much sense in putting so much effort into education and learning.

The former was disregarded because most of the students said it is 'natural' but not 'right'. In other words, the statement was ambiguous. The latter statement was disregarded because it was found that it has no relationship to ethnocentrism as defined in this study.

2. Preference for Respondent's culture over American culture scale: Five items were designed to compare the Respondent's culture with the American culture. Agreement with the following items reflects a strong personal preference for respondent's culture, while disagreement reflects a comparative dissatisfaction with it and preference for the American culture:

IIA.

- f. Family life is more important to us than it is to the Americans.
- g. Compared to the people of America, we are considered to be more sincere and honest.
- h. Compared to us, the Americans are an unimaginative people.

- i. Our people are better mannered than the the American people,
- j. The American people would benefit greatly if they adopted many aspects of our culture.

3. Attitude toward the American people:

Four items were designed to find out the positivity or negativity of the respondent's attitude toward the American people. Agreement with the following items reflects a positive attitude toward the American people, while disagreement reflects a negative attitude:

IIA.

- k. Americans are very democratic in their politics and philosophy.
- l. Americans have every reason to be proud of their race.
- m. The more I get to know Americans, the more I want to be able to speak their language.
- n. Americans have every reason to be proud of their traditions.

4. Instrumental Orientation:

The students were asked to indicate the extent to which each instrumental reason for studying English was descriptive of their own feelings. A score high/indicates that instrumental reasons are characteristic of the individual, a low score that they

are not. The instrumental reasons are:

IIB.

- a. I think that it will be useful to me some-day in getting a job.
- d. I need it for higher education.
- g. In our present society, one needs a good knowledge of at least one foreign language.

5. Integrative Orientation:

The orientation of a student is integrative if, for example, he is oriented to learn more about the other cultural community, as if he desired to become a potential member of the other group.

Statements designed to measure integrative orientation are:

IIB.

- b. It will help me to understand the American people and their way of life better.
- e. I need it to further my international understanding.
- f. It will allow me to meet and converse with more and different people.

A fourth integrative statement included in the questionnaire was:

- c. It enables me to begin to think and behave as the Americans do.

However, this item was disregarded in the final analysis because most of the students did not respond

to it.

6. Motivational Intensity and Desire to Learn English:

Nine multiple-choice statements were designed to measure the amount of effort and enthusiasm that students show in their attempt to acquire the language. The intensity of motivation to learn English is measured in terms of work done for assignments, future intentions to make use of the language, amount of practice given to the language, and eagerness to pay attention in class. The items used to measure motivation and desire to learn English are the nine multiple-choice questions that appear on pages four and five of the questionnaire (See Appendix I).

7. Desire for American Identity:

Four Yes-or-No questions were designed to determine whether the students wanted to identify with the American people, or not:

III.

11. Do you want your children to grow up speaking English?
12. Would you think of getting married to an American?
13. Do you ever listen to programs in English on the radio?
14. Do you think there should be an English television channel in your country?

High scores in these items were considered to indicate a strong desire to belong to the American culture.

8. Americans as Individuals:

The students were asked to give their general impression of Americans as individuals. They were required to choose between these three alternatives:

- a. I like most of them.
- b. I like some of them.
- c. I do not particularly like any of them.

9. Respondent's people as Individuals:

The students were also asked to give their general impression of the people of their own country as individuals.

They were also asked to give their general impression of the people of Lebanon as individuals. However, since this did not have a direct bearing on the study, it was disregarded.

10. Preferred Language:

The students were asked to indicate in which language they prefer to speak, and in what language they primarily think. These two questions are very ambiguous, because students might think in English when they are speaking to their English teacher, but

not on any other occasion. One item which was used to measure the preference for the **English** language over the **students'** language was the following:

- p. English, contrary to my native language, can be used to express scientific ideas.

11. Desire to Live in America:

Students were asked if they had the opportunity, would they like to live in America permanently, for a short time, or would they not like to live there at all.

12. America's Foreign Policy:

The statements that were used to measure the positivity or negativity of the students' attitudes toward America's foreign policy were:

v.

1. The only way peace can be maintained is to keep America so powerful and well armed that no other nation will dare to attack it.
2. In view of America's moral and material superiority, it is only right that it should have the biggest say in deciding United Nations Policy.
4. Other nations have done some very fine things **but** it takes America to do things in a big way.
5. ^{*}The American ideal of bigger, faster, and

* Since the other statements are positive, the item scores of this statements is inverted.

more does not appeal to me.

6. America is in every way the greatest nation in the world.
7. The hatred of the United States by other countries is caused mostly by envy of its greatness.
9. ^{*}America is one of the last places I would choose to live in if I had the choice.
10. ^{*}I would not care particularly if I never heard of the United States again.

The following two items were disregarded in the final analysis: (The first because of the possible ambiguity of the word 'friendly'; and the second because of the possible ambiguity of the whole statement)

3. In my opinion, the United States should give up trying to be on friendly terms with other countries.
8. Americans are a mixture of all nationalities and are neither better nor worse than the nationalities that go into making them.³⁹

13. Attitude toward the English Entrance Exam:

Students were asked to evaluate the EEE as a measure of one's knowledge of the English language.

^{*}Since the other statements are positive, the item scores of these statements are inverted.

³⁹These items used to measure the attitude of students toward America's foreign policy were chosen from different attitude scales in Shaw's Scales for the Measurement of Attitudes, pp. 198-209.

Since achievement is based on the scores of the EEE, students' attitude toward it is quite pertinent to detect.

Administration of the Questionnaire:

Forty-one of the questionnaires were given by the author personally to UOP students on March 27th, 1967, at the beginning of three language laboratory sessions. The author had a chance to speak to the students at that time, explaining to them the importance of the study, requesting them to return the questionnaire, and assuring them that the results would be kept confidential and anonymous. The rest of the questionnaires were placed in the post office boxes of the other fifty students on March 28th, 1967. The ninety-one questionnaires were accompanied by self-addressed envelopes.

Fifty-six responses were received in the first seven days. When the flow of returns started to drop off, follow up letters were sent. They read as follows:

Dear Fellow Student,

This is just to remind you of the questionnaire which you received last week. As was mentioned before, the success of my thesis depends on your cooperation. If for one reason or another you don't want to fill in the questionnaire, please send it back with a convincing statement explaining your reasons.

It will only take you ten minutes to answer all of the questions. Do kindly spare me ten minutes.

Thank you.

Yours sincerely,

Vivian Kanazi'

These follow up letters were quite effective. Seventeen responses resulted from this reminder. Out of the ninety-one questionnaires that were distributed there were eighteen non-returns which means that 80% were answered. It should be noted at this point, that the questionnaires were accepted readily, if not enthusiastically, by a good number of students. However, a minority opposed it vehemently.

Measurement of Achievement

For the purpose of this study, achievement is defined dogmatically in terms of scores obtained on a standardized examination. Specifically, it is the measure of progress during the course of a semester based on the scores obtained on an English Examination at the beginning and at the end of the semester. The sole measure of achievement used in this study is the difference in scores in two admin-

istrations of the English Entrance Examination - one before the learning was to take place and one after.

The English Entrance Examination is designed to test the candidate's English language proficiency in three main areas: vocabulary, reading comprehension, and grammatical structures. There is no formal grammar, but the test does require recognition of improper usage. General language aptitude is measured for example by the candidate's skill in learning and making inferences from an artificial language. There are also items which test skill in the use of the dictionary.

In the comprehension of written English, stress is placed on understanding not only value judgments, emotional biases and stylistic innuendos, but also on understanding the precise, quantitative language of the natural and social sciences. The ability to reach conclusions in English on the basis of information presented is considered important. Stress is also placed on the ability to read an expository passage quickly, to locate the topic sentence or the main idea, to identify transitions, to follow the development and logic of the passage, and to summarize the main idea.

It should be noted at this point that it is only the students' deficiency in English that does not permit them to be regular university students. Whether they are deficient in the language or not is determined by the previously described English Entrance Examination. (See sample questions of the EEE in Appendix II).

CHAPTER III

RESULTS

Interpretation of Data

Attitude scales differ in "method of construction, method of response, and basis for interpreting scores." The items in an attitude scale are usually not significant in themselves; the significance, rather, lies in the total score or in the subscores that the individual obtains in a number of variables. However, the separate items must elicit responses that are psychologically related to the attitudes being measured, whether this relationship is evident or not. In fact, "there is a considerable advantage in using terms that, on the surface, have no bearing on the attitude being measured. This may prevent the respondent from concealing or distorting his attitude."⁴⁰

The scales in this study were intended to provide a measure of degree or intensity of the thoughts, feelings, and reaction tendencies of the students. The students were given the opportunity to agree or disagree with certain statements, thus

⁴⁰C.Selltiz et al., "Attitude Scaling," Attitudes: Selected Readings, ed. Maria Jahoda and Neil Warren (London: Penguin Books, 1966), p. 305.

indicating the direction of their attitudes. The intensity of the response is reflected in whether the respondents strongly agree, agree, are uncertain, or neutral, disagree or strongly disagree with the items. The items were constructed to represent the three components of attitudes. For example, the statement "America is in every way the greatest nation in the world" permits the respondents to express their thoughts and beliefs about America. The degree of agreement or disagreement reflects the intensity of the response. The statement "The more I get to know Americans, the more I want to be able to speak their language" allows the expression of reaction tendencies. The statement "I would not care particularly if I never heard of the United States again" allows the expression of feelings and emotions with regard to America.

Some of the statements were positively stated, while others were negatively stated. This helped in determining whether the students really thought about the questions, or whether they had the tendency to comply - that is, agree with any statement, whether it is favorable or unfavorable. The students were expected to agree with the statements in one form, and disagree with those in the opposite form. Agree-

ment or disagreement with the first set of statements was indicated as follows:

- 3 For definite agreement
- 2 For moderate agreement
- 1 For definite disagreement
- 0 For neutral or indifferent.

To facilitate measurement, the above mentioned numbers were converted to item scores in the following manner:

- 2 - definite agreement
- 1 - moderate agreement
- 2 - definite disagreement
- 0 - neutral or indifferent.

For unfavorably worded statements, the item scores were reversed as follows:

- 2 - definite agreement
- 1 - moderate agreement
- 2 - definite disagreement
- 0 - neutral or indifferent.

To exemplify, supposing that a student marked the following two statements - one of which is positively stated, and the other negatively stated - with the number three indicating definite agreement:

- a. My country is by far the best country to live in.
- c. I would be happier if I leave my country and move to some other country.

The item score assigned to the first statement would be 2, while that assigned to the second statement would be -2.

The author became aware of the absence of a measure for "moderate disagreement", in the first set of statements, while assigning values to the intensity of response. However, due to the many difficulties encountered in administering the questionnaire, it was impossible to avoid this error by having students reanswer this part of the questionnaire. This may be considered one of the weaknesses of this study.

Each response in the multiple-choice questions was assigned an item score. However, due to the variability in the order of scores assigned to the items, it seems necessary to spell out the scores attributed to each item:

1. Compared to other students in my English class, I think I:

3 a. do more studying than most of them.

2 b. do about as much studying as most of them.

- 1 e. do less studying than most of them.
2. I think about the words and ideas I learn in my English class:
- 3 a. very frequently
- 2 b. once in a while
- 1 c. hardly ever
3. On the average, I spend about the following amount of time doing home study in English:
- 3 { a. more than twenty hours per week
b. between fifteen and twenty hours per week
- 2 { c. between ten and fifteen hours per week
d. between five and ten hours per week
- 1 e. less than five hours per week
4. Considering how I go about studying English, I can honestly say that I:
- 3 a. really try to learn English
- 2 b. do just enough work to get along
- 1 c. will pass on the basis of luck or intelligence because I do very little work.
5. After I complete my studies at the university, I will probably:
- 3 { a. try to use my English as much as possible.
b. continue to improve my English (by reading English books, newspapers and so on).
- 2 c. try not to use the English I learned.
- 1 d. make no attempt to remember my English.

6. During my English classes, I
- 3 a. become wholly absorbed in the subject matter
 - 2 b. listen ~~but~~ not with interest
 - c. have to force myself to keep listening to the teacher
 - 1 d. have a tendency to daydream about other things
 - e. become completely bored.
7. I read newspapers and magazines written in English:
- a. every day
 - 3 b. about three times a week
 - c. once a week
 - 2 d. once a month
 - 1 e. never.
8. I find studying English
- 3 a. very interesting
 - 2 b. somewhat interesting
 - 1 c. not interesting at all.
9. To what extent is the English taught in the classroom useful to you outside the classroom:
- a. of great use
 - 3 b. of some use
 - 2 c. of little use
 - 1 d. of no use.
11. Do you think of getting married to an American?
- 1 a. Yes
 - 1 b. No

12. Do you want your children to grow up speaking English?
1 a. Yes
-1 b. No
13. Do you ever listen to programs in English on the radio?
1 a. Yes
-1 b. No
14. Do you think there should be an English television channel in your country?
1 a. Yes
-1 b. No
15. What is your general impression of the Americans as individuals? (Do not give your reactions to the best or worst members, you have known)
3 a. I like most of them.
2 b. I like some of them
1 c. I don't particularly like any of them.
16. What is your general impression of the people of your own country as individuals?
3 a. I like most of them
2 b. I like some of them
1 c. I don't particularly like any of them.
18. Which language do you prefer to speak?
1 a. My native language.
3 b. English
2 c. It depends on the occasion

19. When you are thinking, do you think primarily in your native language or in English?
- 1 a. Always in my native language
 - 3 b. Always in English
 - 1 c. Mostly in my native language
 - 2 d. Mostly in English
20. If you have the opportunity, would you like to live in America?
- 3 a. Would like to live there permanently
 - 2 b. Would like to live there for a short time
 - 1 c. Would not like to live there
21. I think that the English Entrance Exam is:
- 3 a. a very good measure of one's knowledge of the English language
 - 2 b. a good measure of one's knowledge of the English language
 - 1 c. a bad measure of one's knowledge of the English language

In the last part of the questionnaire, the following item scores were assigned to the intensity of response, depending on the wording of the statements:

<u>Positively Worded Statements</u>	<u>Negatively Worded Statements</u>
2 - Strongly Agree	-2 - Strongly Agree
1 - Agree	-1 - Agree
0 - Uncertain	0 - Uncertain
-1 - Disagree	1 - Disagree
-2 - Strongly Disagree	2 - Strongly Disagree

To exemplify, taking two statements that differ in favorability and unfavorability of wording, the following scores would be assigned to the different degrees of agreement and disagreement:

4. Other nations have done some very fine things but it takes America to do things in a big way.

Strongly Agree; Agree; Uncertain; Disagree; Strongly Disagree
2 1 0 -1 -2

5. The American ideal of bigger, faster, and more does not appeal to me.

Strongly Agree; Agree; Uncertain; Disagree; Strongly Disagree
-2 -1 0 1 2

The 2 and -2 scores are very significant. They represent dynamic opinions, that is, students who indicate them possess conviction and are likely to accompany opinion with definite action, either for or against the attitude object.

For the purposes of this study the variables were divided into two parts: pro respondent's community; and pro-American community, as follows:

Pro respondent's community: (1) Ethnocentrism scale, (2) Preference for respondent's culture over American culture scale and (3) Respondent's people as individuals; Pro-American community: (1) Attitude toward the American people, (2) Integrative Orientation, (3) Motivation and desire to learn English, (4) Desire for American identity, (5) Americans as individuals, (6) Preferred language, (7) Desire to live in America, and (8) America's foreign policy.

Two variables are neither pro-respondents' community, nor pro-American community: Instrumental orientation and Attitude toward the English Entrance Examination.

The total subscore of each variable was computed by adding the subscores assigned to the responses of all the separate items. The thirteen variables mentioned above and the two scores of the English Entrance Examination were intercorrelated using Pearson's product-moment correlation coefficients by means of a computer program on IBM 1620.

An example extracted from the students' scores will justify and clarify the reason why the

variables were intercorrelated with the scores on the EEE and not with the difference between them, which indicates achievement. One of the respondents got a score of 270 on the first EEE, and a score of 438 on the second. This means that his achievement is 168 points; while another student got a score of 485 on the first EEE, and a score of 655 on the second. This means that his achievement is 170 points. Looking at the achievement of the two students on its surface value gives the impression that both students have had the same degree of achievement. However, it is obvious that it is much easier for a student with 270 to increase his score by 168 points than it is for the student with a score of 485.

The correlations obtained from the computer are presented in Table 4. Variables one to fifteen as they appear in the table are:

1. Ethnocentrism scale
2. Preference for respondents' culture over American culture scale
3. Attitude toward the American people
4. Rating of instrumental orientation
5. Rating of integrative orientation
6. Motivational intensity and desire to learn English

7. Desire for American identity
8. Attitude toward Americans as individuals
9. Attitude toward respondents' people as individuals
10. Preferred language
11. Desire to live in America
12. Attitude toward America's foreign policy
13. Attitude toward the English Entrance Examination
14. Score on the first English Entrance Examination
15. Score on the second English Entrance Examination.

As shown in Table 5, the correlations of some variables are significantly different from zero at the $\alpha = 0.05$ level. However, since at the five per cent level the lowest correlation that is significantly different from zero is .23, the correlations between the different variables will be divided accordingly into: no correlation (below .23), very low correlation (between .23 and .45), and moderate correlations (above .50).

FIRST CORRELATION MATRIX

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1		.23*	-.02	.18	.03	0.00	-.08	-.09	.21	-.18	-.15	-.17	-.02	-.04	-.07
2			-.37*	-.05	0.00	-.16	-.11	-.34*	.05	-.14	-.21	-.34*	-.25*	.11	.22
3				.26*	.17	.21	.20	.44*	0.00	.38*	.33*	.60*	.18	-.08	-.23*
4					.10	-.01	.09	.14	.12	.06	.20	.18	-.02	.12	.02
5						.34*	.22	.11	.16	.31*	-.07	-.07	-.15	-.20	-.22
6							.21	.23*	.08	.21	.14	.27*	.10	-.38*	-.43*
7								.25*	-.09	.17	.24*	.33*	-.11	-.13	-.02
8									.26*	.25*	.15	.45*	.39*	-.15	-.29*
9										-.05	-.04	-.12	.22	-.10	-.15
10											.06	.34*	.06	-.14	-.26*
11												.52*	.09	-.10	-.07
12													.14	-.28*	-.28*
13														-.16	-.13
14															.72*
15															

* Significantly different from zero at the $\alpha = 0.05$ level.

1. There is no correlation shown between such variables as:

- a. Ethnocentrism and preferred language.
- b. Rating of instrumental orientation and rating of integrative orientation.
- c. Motivational intensity and desire to learn English, and preferred language.
- d. Rating of integrative orientation and proficiency in the language as measured by the second BEE.

2. There is a very weak relationship between such variables as:

- a. Ethnocentrism and preference for respondents' culture over American culture.
- b. Rating of integrative orientation, and motivational intensity and desire to learn English.
- c. Desire for American identity and attitude toward Americans as individuals.
- d. Motivational intensity and desire to learn English, and proficiency in the language as measured by the second BEE.

3. There is a moderate relationship between these two variables:

- a. Attitude toward America's foreign policy and attitude toward the American people.
- b. Desire to live in America and attitude toward America's foreign policy.

Using Pearson's product moment correlation again, the eight pro-American variables were correlated

with the difference between the two English Entrance Examination scores, which is the measure of achievement.

The correlations obtained from the computer are presented in Table 5. The variables that appear in the table are:

3. Attitude toward the American people
5. Rating of integrative orientation
6. Motivational intensity and desire to learn English
7. Desire for American identity
8. Attitude toward Americans as individuals
10. Preferred language
11. Desire to live in America
12. Attitude toward America's foreign policy
- A. Achievement (Difference between the scores of the two EEE)

Attitude toward the American People:

It is clear from the table that the students' attitude toward the American people has a very low negative correlation with achievement in English. It is therefore impossible to predict a student's achievement from knowing his attitude toward the American people.

Rating of integrative orientation:

It is obvious from the table that the students' integrative orientation does not correlate significantly with achievement. One can safely conclude that in the case of the UOP students achievement and integrative orientation are two independent factors. It may be assumed therefore that a student may gain proficiency in the English language without having a desire to identify with members of the American linguistic-cultural group. This finding presents a clear reversal of the findings of Lambert and Gardner.

Motivational intensity and desire to learn English:

The students' motivation and desire to learn English has a very low negative correlation with achievement in the language. Knowing the motivational intensity of a student and his desire to learn English does not permit a prediction of his achievement.

Desire for American identity:

It is clear from the table that the students' desire for American identity does not correlate significantly with achievement in the English language. In other words knowing the students' desire for

TABLE 5

SECOND CORRELATION MATRIX

	3	5	6	7	8	10	11	12	A
3									
5	.17								
6	.21	.34							
7	.20	.22	.21						
8	.44	.11	.23	.25					
10	.38	.31	.21	.17	.25				
11	.33	-.07	.14	.24	.15	.06			
12	.60	.07	.27	.33	.45	.34	.52		
A	-.26*	-.12	-.24*	.10	-.26*	-.23*	.00	-.11	

* Significantly different from zero at the $\alpha = 0.05$ level.

American identity as measured by the four yes-no questions would not enable a person to predict their achievement in the language. Achievement and desire for American identity are two independent factors.

Attitude toward Americans as individuals:

The students' attitude toward Americans as individuals has a very low negative correlation with achievement in English. It is therefore impossible to predict a student's achievement from knowing his attitude toward Americans as individuals.

Preferred language:

This variable has very little bearing on the achievement of the students. In other words, knowing a student's preferred language does not allow a prediction of his achievement. The low correlation between achievement and preferred language may be due to the wording of the statements that measured preferred language. (See page 50)

Desire to live in America:

The students' desire to live in America has no correlation whatsoever with their achievement in the English language. This means that knowing the students' desire to live in America allows no prediction of their achievement. Desire to live in

America and achievement are two independent factors.

Attitude toward America's foreign policy:

The students' attitude toward America's foreign policy has no significant correlation with achievement in the English language. That is to say, achievement and attitude toward America's foreign policy are two independent factors in the case of students of the University Orientation Program.

Data Not Reducible to Statistics

One other aspect of the questionnaire merits attention. As was mentioned before, the students were asked to answer two open-ended questions.

These questions are:

1. What advantages do you think there are for being able to speak English?
2. What disadvantages do you think there are for not being able to speak English?

For one reason or another, 37% of the respondents did not answer the second question, while 32% wrote that the answer to this question was the opposite to that of the first question. Thirteen percent of the students merely negated the statements that they gave in the first question, while the rest

of the respondents gave answers that are neither representative of the group, nor of any significance, so they were disregarded.

However, the respondents did give detailed and pertinent answers to the first question. The advantages for being able to speak English are given below according to their frequency of occurrence in the students' answers. For example, the first advantage listed below was mentioned by 57% of the respondents, while the last one was mentioned by one student only:

1. For communicating with English-speaking people, and for improving international understanding (A person can communicate with foreign business men, scientists, economists, engineers, politicians, etc.)
2. English is the language of science and education (It would enable a person to have a great diversity of books and other written material, which are not found in his own language, at his disposal, especially scientific and technological texts).
3. For purposes of higher education (Most of the important universities have English as their language of instruction).
4. It is useful in getting a job.
5. One can understand the history and culture (that is, customs, thoughts, ideas, and behavior) of the English-speaking people better.
6. It is useful in many foreign countries, if the person does not know the native language of that country (one can travel with ease).

7. It helps a person to be up-to-date as far as current events and facts about the world are concerned, and not to be restricted to the limitations of his native language.
8. To be able to read and understand the opinions of others about his own country, and to be able to exchange ideas.
9. It has the same advantages as being able to speak German or French.
10. For social prestige.
11. To be able to translate books and articles, and to help in guiding tourists in one's country.
12. To be able to enjoy movies.
13. To be able to live in America.
14. To be able to have an American girl friend.
15. To be able to figure out what Britishers or Americans are trying to say about him.

One of the students distinguished between the disadvantages of not being able to speak English in the Middle East and in South America, by saying:
"In the Middle East:

1. One cannot obtain a good job.
2. One cannot study in a good school.

In South America:

It is completely different. There is no real disadvantage for the person who cannot speak English."

One of the students gave a long answer to this question that deserves to be quoted here:

"It would be difficult for me to answer this question and the next one by pointing out specific point [sic] so would you please accept the following analogy as an answer for both questions.

'Suppose that you, your darling, and a lot of people were inside a big building with all its secret gates closed. Inside this building you had every requisite thing for survival, and a radio set too. This set would be a good means for delivering the signs of the outer world. At the beginning you would listen to this set eagerly; then you would become eager enough to take your way through the corridors of your building so as to get rid of this comfortable jail. By intuition, you were led to one of the secret gates; and fortunately, you found the key in its hole.'

The English language, my dear [sic], is a key, remember, not the only key, for opening my outer world. I am not just a curious person whose aim is to see new faces or unfamiliar things. Indeed, curiosity is just a small part of my motive; the crucial part is life itself; in other words, I am seeking for life, the complete life wherever it exists.

made
N.B. I might/[sic] some grammatical or other mistakes. My excuse which you may accept is that I am still a student in his first year."

CHAPTER IV

CONCLUSION

Speculations About the Results

The results of this study are in variance with all that is known about the subject. The fact that attitudes and achievement are found to be unrelated in this study, and in contrast to the findings of the Lambert study, may be due to a number of factors: (1) Language learning orientation, (2) Cultural differences, (3) Political situation, (4) Respondents' suspicions about the nature of the questionnaire, (5) 'neutral' or 'indifferent' attitude, and (6) Other factors.

There are marked differences between the situation in the University Orientation Program, and that in which Lambert conducted his study. The UOP student, in general, may have a variety of goals for enrolling in the American University of Beirut. Almost certainly, he wants to acquire new knowledge and skills, which will be of importance for his subsequent career. He might regard his experience at the University as an opportunity for personal growth,

and for enriching his understanding of the world.

Various agencies and organizations concerned might have other expectations about the outcomes of his education. His government, for example, might be concerned with the use he will later make of his education. The University, like the student, is interested in his acquisition of the kind of knowledge and skills included in the curriculum he is following. These factors indicate that the UOP student, in general, in contrast to Lambert's subjects, look at learning English as a foreign language as making him better educated, or as equipping him with a useful skill for his future occupation, with little regard to the culture or people represented by the foreign language.

The results indicate that proficiency in foreign language learning is not the central goal for most UOP students. Their motivational intensity and desire to learn English is apparently incidental to the more challenging long-term drive of trying to find and prepare their way for the future. Other motivational constructs such as the need for promotion, or fear of failure, seem appropriate as short-term goals. The fact that all of the students have demonstrated some progress in learning English during

the course of the semester indicates that English must have been a great goal to them.

The second factor to be considered is that students' attitudes toward the American linguistic-cultural community is markedly influenced by their national and cultural background. "Members of a nation, despite ethnic, racial, religious, or individual differences among them, do resemble one another in certain fundamental patterns of belief and conduct more than they resemble members of other nations."⁴¹ Most of the students are away from their national-cultural background. It is believed that the nationality of a person who is away from his own country becomes an important part of his own identity. While Lambert's students in his studies were all Americans or Franco-Americans, the seventy-three UOP students are of fourteen different nationalities.

The third factor to be considered is the present political situation. Almost a year ago, the Arab-Israeli hostilities culminated in a war to the bitter loss of the Arabs. The defeat was

⁴¹Gordon W. Allport, The Nature of Prejudice (Cambridge: Addison-Wesley Publishing Company, Inc., 1954), p. 116.

quick and costly and the disgrace was harsh and severe. The tragedy of Palestine was restaged but this time the audience clapped more enthusiastically, applauding the victory of the minority over a ruthless giant on three fronts.

The excuses of the loser are as old as man's vanity. And the Arab, emotional as he is, looked for an alibi in his frustration. The long moral and economic support of Israel by the West, and especially by the United States, provided him with this alibi, and hence the accusation that the Western powers (the United States and Britain) intervened militarily by air-covering Israel. Although the accusation was officially denied later, the grudge lingered on in the Arab hearts, sprouting into anti-Americanism. The Near Easterner sensing the dangers of the Israeli plans for expansion and feeling with his Arab neighbor, shared with him this resentment to the West.

The students are in a position where they must study English, due to commitments of various kinds, but the war has introduced a situation that may have brought about a radical change in their attitudes toward Americans. Neutral or positive attitudes toward the United States may have changed

to negative attitudes for the majority of these students due to June and post-June events. These attitudes may be temporary, but in the meantime the lack of correlation observed in this study may reflect the students' ability to study and learn English in spite of anti-American attitudes.

It has been maintained, by many psychologists, that people's attitudes toward their own nation will determine, to a great extent, what position they will take in situations where the nation's interests are threatened. In The Two-Way Mirror, Richard Morris found that foreign students who experience a gain in national status react favorably to the people and situations which produce or accompany the gain, while those who lose status react unfavorably. Thus, people's evaluative or emotional reaction to other people or situations are reflected by the extent to which they feel that they themselves are accepted or valued by other people, or in other situations.

A brief look at some editorial comments that were written in June, 1967, and that concentrated on the Middle East crises, and criticized the "Western power policy" may give the reader a better understanding of the political situation.

Columnist Michel Abu Jawdeh of the daily An-Nahar wrote, "The voice of the sound American mind, calling for U.S. restraint from using force against Arabs for the sake of Israel, must be raised always higher in Washington and prevent President Johnson from becoming another Anthony Eden in the Middle East ... Arabs know well that Israel will not start the war ... unless the United States is fully on its side. The United States has no right to resort to force against Egypt and the Arabs, because Arabs have taken no action against it."

An editorial entitled "Statesmanship" appeared in The Daily Star on June 4, 1967. It read, "At the outbreak of the crisis - triggered by Israel - President Johnson aligned the United States squarely on the side of the Zionist State ... One cannot see the motives which guide the reasoning of the United States. It seems to be completely oblivious to its interests in the area. It cannot possibly be ignorant of the judicial aspects of the case. Why is it so blind to the truth?"

On June 10, 1967, the following paragraph appeared in The Economist: "No substantial body of pro-Arab opinion seems to exist in the United States.

Few American scholars, explorers or men of action have made it a hobby to love the Arabs as a certain type of Englishman has. The Friends of the Middle East did make a forlorn attempt this week to press the Administration to insist that the cease-fire should include a return of the Israeli and Arab armies to their previous positions, but theirs was almost a solitary voice... Determined though it was on this occasion to play fair with the Arab states if the Arab states would give it a chance, a Democratic Administration would have difficulty in being truly indifferent to Israel."⁴²

Experiences encountered by the author might further explain the findings. A few students made it a point to discuss the questionnaire with the author. It was obvious from what they said that they did not realize that they could voice a negative attitude. Others were very suspicious of the nature and purpose of the questionnaire. One student wrote:

"If you wanted to know my attitudes and my ideas toward Americans, you did not have to call this paper, which I think is just to find out people's ideas toward the Americans, a research paper for M.A. thesis. You had the opportunity - and you still have it - to ask me directly. I could be very well wrong in doubting the purpose of this

⁴²"The Americans Play it Cool", The Economist, 1967, Vol. 223, p. 1096.

paper in which case I would highly appreciate it if you would spare a few minutes to convince me that this paper is really what you say and not what I think."

Others opposed the questionnaire so bitterly that they went and reported it to the Dean of Men at the University. It is interesting to note that many letters addressed to the author were attached to the questionnaire. Excerpts from four different letters follow:

"I received your letter about questionnaires and my reason isn't because I am afraid or anything else, but because I lost the questionnaire somewhere, so if you please send me another one."

"I thank you deeply for your confidence in me. I have tried my best to be objective in answering your "strange" questionnaire. I would be glad to give you any further information in future."

"There should be some good people, Americans if possible, who would be open to others, and consider themselves, as any human being from any part of the world. As the ... do. And the smile that they show usually should be permanent."

"I am sorry for delaying your questionnaire. No good reason is available. I have revised some questions because I think it will be easier for me to answer those questions properly. I do hope you won't be angry at my delaying your questionnaire. If you have more questions, I will be at your service always. Best wishes to the success of your thesis."

In this study, each individual student is a number of check marks on multiple-choice questions,

and rating scales, and a number of punched holes on IBM cards. This process of abstraction and quantification is necessary to find general relationships, but it inevitably entails a loss of concreteness, or vividness, and of the many unique answers and reactions that make up any one student's attitude.

The insignificant correlations observed in this study are mainly due to the fact that most of the answers were checked for 'neutral' or 'indifferent'. This may be explained in three ways: (1) The students checked the 'neutral' or 'indifferent' position as an "escape mechanism"; because they did not want to convey their real attitude; or (2) They felt it was the easiest way out, since it did not demand much thinking, or (3) The students' lack of vocabulary caused them to misunderstand some of the statements.

"The subject whose neutral reaction is manifested in an unstressed way, may be considered emphatic because he may not give vent to the outward expression of his real attitude though he might be covertly emphatic in this respect."⁴³ Statistically

⁴³Gorachand Kunda, "The Rationale for a New Technique of Attitude Measurement," Indian Journal of Psychology, 1962, Vol. 37, No. 3, pp. 148-149.

the zero point exists and is valid, but psychologically the logic or the definition of the neutral point is not always applicable. "In statistics the zero point exists between the positive and the negative, but in psychology the positive and the negative are qualitative and not quantitative entities."⁴⁴ For example, if student A has four "Strongly Agree" and four "Strongly Disagree" answers, while student B has eight "Neutral or Indifferent", apparently the two seem to belong to the same attitude group, and hence the difference between their attitudes is not known.

Other factors which must be considered is that the students were asked to reveal their attitudes in a questionnaire addressed to somebody they do not know. Moreover, they had to identify themselves by writing their names. Seventy-one per cent of the UOP students are AID (United States Agency for International Development) students. It is quite possible that this fact caused the students to refrain from expressing genuine attitudes toward the United States, and consequently led them to give what might be described as a "harmless" and accept-

⁴⁴Ibid.

able answer.

All the data of this study was obtained through questionnaires. Consequently, some of the answers may not be objective and reliable. People do not always reveal their attitudes. In fact, they learn through experience with others to keep certain of their attitudes hidden from casual acquaintances, or even, close friends. This, by itself, is another important factor that explains the results of this study.

Suggestions for Future Research

Studies in this Field

This study is far from complete. Since it is the first study of its type in this part of the world, it provides a challenge to verify and extend the findings reported. The following suggestions may be useful for further research in the field:

1. The two questions that must always be asked in connection with psychological measuring instruments are: Do they give consistent results, and do they measure what they set out to measure. It is advisable to validate the questionnaire by asking certain people who stand at opposite poles

in respect to the given issue, and some who have an intermediate position, to answer the questionnaire before it is administered.

2. As was mentioned before, the June war and post June war events had a marked influence on the attitudes of the majority of the students toward the American linguistic-cultural community. It is advisable to include a section to discover if, and to what extent, students' attitudes changed.

3. It is recommended that students' attitudes be tested at the beginning and end of the semester to find out whether there is a change of attitude as students get more proficient in the language.

4. If possible, different tests testing students' achievement in the different language skills should be utilized; such as tests measuring the ability to understand, speak, read, and write.

5. In order to get more objective and reliable answers, the students should not be required to write their names in the questionnaire.

6. The students should be told to resort to the "neutral" or "indifferent" attitude when, and only when, they are really neutral or indifferent.

The present situation in the Middle East pre-

sents a unique and interesting field for social-psychological studies, especially in the field of foreign-language learning. The findings of this study are tentative.

This study should be considered as an exploratory analysis of variables suspected to be pertinent for a given sample of students, at a particular time in history. However, it provides a challenge to verify and extend its findings.

APPENDIX I

THE QUESTIONNAIRE

Dear fellow student,

The attached questionnaire is a major part of my thesis for my M.A. in "The Teaching of English as a Foreign Language". The success of my work depends on your cooperation. Be assured that your name will, under no circumstances, be connected with the answers you give. Your honest reply will be highly appreciated.

Yours sincerely,

Vivian Kanazi'

I. Information about yourself

1. Name ----- Nationality -----
2. Age ----- Sex ----- Religion -----
3. What is your first (native) language? -----
4. How many languages do you know (that is, read and write?) -----
5. What are these languages? -----
6. Where did you study English and for how long? -----
 - a. Name of place ----- Number of school years -----
----- Number of hours per week -----
 - b. Name of place ----- Number of school years -----
----- Number of hours per week -----
 - c. Name of place ----- Number of school years -----
----- Number of hours per week -----

II. Instructions

A. The following statements are opinions which have often been expressed by students. You are requested to mark each statement in the left-hand margin according to your agreement or disagreement as follows:

3	- definite agreement
2	- moderate agreement
1	- definite disagreement
0	- neutral or indifferent

- a. My country is by far the best country to live in.
- b. The opportunities offered to young people in my country are far greater than in any other country.
- c. I would be happier if I leave my country and move to some other country.
- d. My country may not be perfect, but our way of life has brought us as close as human beings can get to a perfect society.
- e. It is only natural and right for each person to think that his family is better than any other.
- f. Family life is more important to us than it is to the Americans.
- g. Compared to the people of America, we are considered to be more sincere and honest.
- h. Compared to us, the Americans are an unimaginative people.
- i. Our people are better mannered than the American people.

- | | | |
|---|---|------------------------|
| 3 | - | definite agreement |
| 2 | - | moderate agreement |
| 1 | - | definite disagreement |
| 0 | - | neutral or indifferent |

- j. The American people would benefit greatly if they adopted many aspects of our culture.
- k. Americans are very democratic in their politics and philosophy.
- l. Americans have every reason to be proud of their race.
- m. The more I get to know Americans, the more I want to be able to speak their language.
- n. Americans have every reason to be proud of their traditions.
- o. Sometimes I cannot see much sense in putting so much effort into education and learning.
- p. English, contrary to my native language, can be used to express scientific ideas.
- q. The worst danger to my country during the past twenty years has been the result of its exposure to foreign influences and ideas.

B. Read each reason stated below carefully and indicate the extent to which it describes your own reason for studying English:

- a. I think that it will be useful to me someday in getting a job.
- b. It will help me to understand the American people and their way of life better.
- c. It enables me to begin to think and behave as the Americans do.

- d. I need ~~it~~ for higher education.
- e. I need it to further my international understanding.
- f. It will allow me to meet and converse with more and different people.
- g. In our present society, one needs a good knowledge of at least one foreign language.

III. Instructions

Place a check-mark (✓) to the left of the statement which is most applicable to you. Please try to be as frank and as accurate as possible. Remember that this study is strictly confidential, and that the information you give will only be seen by the thesis-writer.

1. Compared to other students in my English class, I think I:
 - a. do more studying than most of them.
 - b. do about as much studying as most of them.
 - c. do less studying than most of them.
2. I think about the words and ideas I learn in my English class:
 - a. very frequently
 - b. once in a while
 - c. hardly ever
3. On the average, I spend about the following amount of time doing home study in English:

- a. more than twenty hours per week
 - b. between fifteen and twenty hours per week
 - c. between ten and fifteen hours per week
 - d. between five and ten hours per week
 - e. less than five hours per week
4. Considering how I go about studying English, I can honestly say that I:
- a. really try to learn English
 - b. do just enough work to get along
 - c. will pass on the basis of luck or intelligence because I do very little work.
5. After I complete my studies at the university; I will probably:
- a. try to use my English as much as possible
 - b. continue to improve my English (by reading English books, newspapers and so on)
 - c. try not to use the English I learned
 - d. make no attempt to remember my English.
6. During my English classes, I
- a. become wholly absorbed in the subject matter
 - b. listen but not with interest
 - c. have a tendency to daydream about other things
 - d. have to force myself to keep listening to the teacher
 - e. become completely bored.

7. I read newspapers and magazines written in English:
- a. every day
 - b. about three times a week
 - c. once a week
 - d. once a month
 - e. never.
8. I find studying English
- a. very interesting
 - b. somewhat interesting
 - c. not interesting at all.
9. To what extent is the English taught in the classroom useful to you outside the classroom:
- a. of great use
 - b. of some use
 - c. of little use
 - d. of no use.
10. Did you learn your English primarily at home at home or in school?
- a. home
 - b. school
11. Do you want your children to grow up speaking English?
- a. Yes
 - b. No
12. Would you think of getting married to an American?
- a. Yes
 - b. No

13. Do you ever listen to programs in English on the radio?
- ___ a. Yes
- ___ b. No
14. Do you think there should be an English television channel in your country?
- ___ a. Yes
- ___ b. No
15. What is your general impression of the Americans as individuals? (Do not give your reactions to the best or worst members, you have known)
- ___ a. I like most of them.
- ___ b. I like some of them
- ___ c. I don't particularly like any of them.
16. What is your general impression of the people of your own country as individuals?
- ___ a. I like most of them
- ___ b. I like some of them
- ___ c. I don't particularly like any of them.
17. If you are not Lebanese, what is your general impression of the people of Lebanon as individuals?
- ___ a. I like most of them
- ___ b. I like some of them
- ___ c. I don't particularly like any of them.
18. Which language do you prefer to speak?
- ___ a. My native language
- ___ b. English
- ___ c. It depends on the occasion

19. When you are thinking, do you think primarily in your native language or in English?
- a. Always in my native language
 - b. Always in English
 - c. Mostly in my native language
 - d. Mostly in **English**
20. If you have the opportunity, would you like to live in America?
- a. Would like to live there permanently
 - b. Would like to live there for a short time
 - c. Would not like to live there
21. I think that the English Entrance Exam is:
- a. a very good measure of one's knowledge of the English language
 - b. a good measure of one's knowledge of the English language
 - c. a bad measure of one's knowledge of the English language
22. Have you ever had the opportunity to hear English used by friends of the family?
- a. Yes
 - b. No
23. About how many **Americans** do you know? _____
24. About how many **Americans** are really good friends of yours? _____

IV.

1. What advantages do you think there are for being able to speak English?
2. What disadvantages do you think there are for not being able to speak English?

V. Instructions

Following is a list of statements, if you strongly agree with a statement as it stands, please draw a line under the words "Strongly Agree"; if you strongly disagree with the statement, underline the words "Strongly Disagree"; and so on, for "Agree", "Uncertain", and "Disagree."

Since this is a survey of opinions, it is desired that you indicate your own personal opinions regarding these statements, regardless of whether you think other people might agree or disagree with you. Please fill these forms out independently.

1. The only way peace can be maintained is to keep America so powerful and well armed that no other nation will dare to attack it.

/Strongly Agree/Agree/Uncertain/Disagree/Strongly Disagree

2. In view of America's moral and material superiority, it is only right that it should have the biggest say in deciding United Nations Policy.

/Strongly Agree/Agree/Uncertain/Disagree/Strongly Disagree

3. In my opinion, the United States should give up trying to be on friendly terms with other countries.

/Strongly Agree/Agree/Uncertain/Disagree/Strongly Disagree

4. Other nations have done some very fine things but it takes America to do things in a big way.

/Strongly Agree/Agree/Uncertain/Disagree/Strongly Disagree

5. The American ideal of bigger, faster, and more does not appeal to me.

/Strongly Agree/Agree/Uncertain/Disagree/Strongly Disagree

6. America is in everyway the greatest nation in the world.

/Strongly Agree/Agree/Uncertain/Disagree/Strongly Disagree

7. The hatred of the United States by other countries is caused mostly by envy of its greatness.

/Strongly Agree/Agree/Uncertain/Disagree/Strongly Disagree

8. Americans are a mixture of all nationalities and are neither better nor worse than the nationalities that go into making them.

/Strongly Agree/Agree/Uncertain/Disagree/Strongly Disagree

9. America is one of the last places I would choose to live in if I had the choice.

/Strongly Agree/Agree/Uncertain/Disagree/Strongly Disagree

10. I would not care particularly if I never heard of the United States again.

/Strongly Agree/Agree/Uncertain/Disagree/Strongly Disagree

APPENDIX II

SAMPLE QUESTIONS OF THE ENGLISH ENTRANCE EXAMINATION^{*}

PART I. DIRECTIONS:

Each item below is incomplete. It is followed by four answer choices. One of these choices best completes the item. On the answer card blacken the letter corresponding to the best choice, making sure that the number of the question is the same.

1. He was very sick, ~~but~~ now he is
 - A best.
 - B better.
 - C good.
 - D more better.
2. The teacher
 - A let me do it against my will.
 - B ~~made~~ me to do it against my will.
 - C made me do it against my will.
 - D compelled me to do it against my will.

^{*}Taken from Syllabus of English Entrance Examination with Practice Questions, distributed by Office of Tests and Measurements, American University of Beirut, 1967 Ed.

3. Twins generally resemble
- A each other very much.
 - B the other very much.
 - C another very much.
 - D. one other very much.
4. Lazy students
- A make little progress.
 - B get little progress.
 - C do little progress.
 - D avail little progress.

PART II. DIRECTIONS:

Each numbered sentence below contains a blank space. Following the sentence there are five other words. Choose the best word for the blank, and blacken its letter on the answer card.

5. The bottle is too small to ___ a whole liter of water.
- A continue
 - B contain
 - C drink
 - D develop
 - E dry
6. Has he done his work? Yes, he ___
- A did
 - B can
 - C has

D had

E done

7. A person who is always late is never ____

A prudent

B watchful

C punctual

D detained

E awry

PART III. DIRECTIONS:

Each underlined part in the following selection has a number. On the lower part of the page, find the same number and decide which one of the choices is the best one to use in place of the underlined part. On the answer card blacken the letter corresponding to the best choice, making sure that the number there is the same. If you decide that the underlined part is correct as it appears in the selection, blacken choice A, indicating that you believe NO CHANGE should be made.

John goes to Tripoli yesterday. In Tripoli he
had luncheon with his friend George. I suppose he
returns tomorrow. If he has done, he will find Samia's
invitation waiting for him. It will be unexpected,
and I don't know whether he would accepted it or not.

8	9	10
<u>A NO CHANGE</u>	<u>A NO CHANGE</u>	<u>A NO CHANGE</u>
B went	B at	B will return
C go	C to	C would return
D has gone	D by	D shall return

11	12	13
<u>A NO CHANGE</u>	<u>A NO CHANGE</u>	<u>A NO CHANGE</u>
B have	B awaiting	B will accept
C have done so	C awaited	C accepted
D does	D waits	D is accepting

PART IV. DIRECTIONS:

Read the following paragraph and then answer the questions which follow it by blackening the appropriate letters on the answer card.

"Men are clearly superior to women in a few

things - weight-lifting, shouting, and inflicting bodily harm, for example - but, disloyal to my sex as it may seem, I am convinced that women's superiorities outweigh those of men." (Extract from a speech.)

14. The paragraph expresses the speaker's idea that, in general,
- A men are superior to women.
 - B women are superior to men.
 - C men may be superior to women.
 - D women may be superior to men.
 - E both sexes are equal; neither is superior.
15. The sex of the speaker is
- A either male or female.
 - B probably female.
 - C probably male.
 - D definitely female.
 - E definitely male.
16. The speaker believes that men are superior to women.
- A in a great many ways.
 - B in three ways only.
 - C in no ways.
 - D in most ways, but not all.
 - E in some ways, but not most.

PART V. DIRECTIONS:

Read each numbered sentence and decide which one of the four choices agree with it. Blacken the letter of your choice on the answer card, making sure that the number of the question is the same.

17. If the letter arrives before Wednesday, we go by sea; if not, we go by air. Today is Sunday:
- A If the letter arrives on Wednesday, we go by air.
 - B If the letter arrives later than Tuesday, we go by sea.
 - C. If the letter arrives tomorrow, we go by air.
 - D If the letter arrives on Thursday, we go by sea.
18. The speech, entitled "The Success Story of Roger Jones", was a total failure.
- A The speech was about Roger Jones.
 - B Roger Jones was a total failure.
 - C The speech concerned a total failure.
 - D The speech was given by Roger Jones.

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