

# *Attitudes and motivation in SLA among hispanics in New York City*

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## **Resumen**

El propósito de este trabajo es por un lado, describir las actitudes y motivaciones para aprender inglés como segunda lengua entre un grupo de inmigrantes hispanos residentes en Nueva York y por otro, señalar las posibles causas por las que los individuos encuestados no hablaban inglés después de haber vivido en Estados Unidos durante años. Se extrajeron conclusiones sobre qué actitudes producen motivación y cuáles parecen impedir que los inmigrantes aprendan inglés.

*PALABRAS CLAVES: Adquisición de segundas lenguas; actitud; motivación; motivación instrumental e integrativa; actitudes sociales y educativas.*

## **Abstract**

The purpose of this study is on the one hand, to describe the attitudes and motivation in Second Language Acquisition (SLA) among Hispanic immigrants in New York. On the other hand, to point out possible causes why the individuals questioned did not speak English after having lived in the US for many years. Conclusions are drawn concerning which attitudes lead to motivation and which ones hinder learning the target language.

*KEY WORDS: Second Language Acquisition (SLA); attitudes; motivation; instrumental and integrative motivation; social and educational attitudes.*

## **Introduction**

If someone from one of our countries asked us what strikes us most about New York City, we would probably answer: the mixture of races. The fact that New York is composed of different ethnic communities which often cluster together in districts (e.g Chinatown, Little Italy, Greenwich Village) surprises the tourist who comes to the Big Apple for the first time. Although some of these districts are famous all over the world, the visitor often misses the amazing fact that broad sections of the city are inhabited not only by people of the same race but often of the same nationality. If we take for example Hispanics, we could say that a great number of Dominicans live in the area between 137 St. and 200 St. approximately. Another example could be Argentinians who dominate some sections of Queens.

Taking a walk around one of these neighborhoods would transport us to a different country. We would perceive different smells, people speaking Spanish on the street, loud music, picturesque stores, signs in Spanish. Nothing would indicate that we are in the United States. There is no need to speak English. Everyone speaks Spanish in the area.

Considering these factors, the idea of this paper developed in our minds. The purpose of this study was to describe the attitudes and motivation in second language acquisition (SLA) among Hispanic immigrants in New York. The fact that so many of them do not speak English after having lived there so long attracted our attention. We wanted to know why they didn't speak the language used by the dominant group, what their attitudes towards the community were, and whether the language had anything to do with them. And if this were the case, which attitudes would lead to motivation?

According to Gardner and Lambert (1972) there are two kinds of motivation: instrumental and integrative. The former refers to the more utilitarian uses of linguistic achievement, such as getting a good job, higher education or better opportunities. This kind of motivation is more self-oriented in the sense that the individual benefits from it. The latter refers to willingness to integrate into the community. The individual is interested in learning more about the culture of the dominant group; he might be prepared to adopt aspects of behavior which characterize members of that community. His attitudes towards the members of the dominant group as well as his ethnocentric tendencies are believed to determine how successful he will be in learning the new language.

## **Method**

### *Subjects*

Twenty-four subjects in the second of four levels of English at the Educational Opportunity Center in Manhattan took part in this study. The center where they studied endeavors to improve the quality of life for thousands of disadvantaged adults throughout the metropolitan area through educational and vocational training. The subjects received ten instructional hours a week for a period of four months. They were mainly immigrants from the Dominican Republic. In addition, there were some Puerto Ricans, one Ecuadorian, one Guatemalan, one Somalian and one Ethiopian. Their ages ranged from 20 to 60, the average age being 32. Their stay in the U.S. varied from some months to 33 years, the mean being 11 years. They were all women with the exception of one man. Most of them were housewives and their typical activities included picking up their children at school, cleaning house and so on. Most of them lived in Hispanic neighborhoods.

### *Materials and Procedures*

For the purpose of this study, the subjects were given a questionnaire divided into two broad sections: social attitudes and educational attitudes. These two main parts intended to measure their attitudes towards the dominant group, i.e. the mainstream American community and its language. Given the fact that we were more interested in their attitudes towards the community, more questions were developed for the first section of this questionnaire. Social attitudes encompass attitudes which focus on the cultural implications of SLA. Some of these are: attitudes towards the community, ethnocentrism, anomie, and so on. These may influence success in the acquisition of the target language (TL) —in this case English. On the other hand, educational attitudes include attitudes towards learning the language, the effort involved in learning it, self-concepts as learners and other educational aspects. The variable concerning the teacher and the course was omitted because one of the researchers was the individuals' language instructor. We thought this factor could bias her students in answering some questions regarding her teaching.

The questions were elaborated on the basis of Gardner and Lambert's work. However, many of them were created by us, taking into consideration some of the ideas in current literature related to this topic.

Considering the subjects' low level of education (an average of seven years of schooling), we presented the material in a way they would be able to understand. However, we faced many difficulties while trying to get them to answer the questions. Not only did they have trouble understanding the questions but also understanding the concepts behind them. Many times it was necessary to translate some of the questions. Nevertheless, this did not help much. Having considered their level of English, we gave them the option of answering in Spanish since we were mainly interested in their level of motivation, not their competence in the language. We found that their writing skills in Spanish were also very weak. It was difficult for them to express their ideas and thoughts in writing too. Without any doubt one of the most striking findings while doing this project was the individuals' illiteracy. We wonder up to what point this may be affecting their learning. We will talk about this issue later in this paper.

## **Results**

According to the data collected on social attitudes, most of the subjects agreed on the fact that their country of origin was the best place to live. However, they were aware that in the U.S. there were more opportunities and advantages for them (education, higher standard of living and so on). Half the subjects wished to stay in the U.S. and half wished to move to another country in the future or if possible, go back to their countries of origin. It was obvious that they missed their countries and so, when asked what they missed most, they answered in the following order: climate, friends and people in general, traditions, family, food and culture.

Their two main reasons for going to the U.S. were: a) jobs and b) better opportunities (financial and educational). However, most of them would not consider staying forever. They dreamed of going back to their countries. They wished to stay in the U.S. for a few years and some for a short period of time until they made some money. Some others, however, wanted to live in the U.S. forever, mostly because their families and friends lived there or because they did not want to go back to the life they'd had in their countries. There, these people would be very poor and lack many of the facilities they have in New York.

Only half of them wanted to become American citizens (four subjects were already). The rest were immigrants with green cards who might be interested in working and making money without the commitment of becoming American citizens.

All these data showed that at least half the subjects were not planning to stay in the U.S. forever. Therefore, as Schumann suggests, it is possible that this factor prevented them from acquiring contacts with people from the dominant group and thus limited their opportunities to practice English and get to know the other culture.

With respect to their attitudes towards the U.S., American people and American culture, our subjects thought American families were nice. However, they considered American society too liberal in its customs and that was one of the reasons they did not quite understand it. They also saw differences. Some of the main differences were customs, culture, food, way of life, friendliness and human warmth. One of the things they considered quite different was the aspect related to feelings. Many of them thought Americans were colder than Hispanics in the way they related to people.

Once again, job opportunities and education came into play when the subject expressed what they liked about the U.S. Other factors were facilities, food and people, in that order.

When asked to describe American people using a pair of options, most of them chose positive characteristics. They considered American people interesting, good-looking, honest and smart. They also thought they were kind, pleasant, friendly, polite, successful and secure as well as leaders, mature, stable, happy, popular and ambitious.

It was interesting to note that some of the subjects perceived Americans as ugly, dishonest, immature, unpleasant and followers. We were surprised to see that nearly half of them thought Americans were lazy, especially when we have the concept that Hispanics are the ones viewed as lazy. Considering the data above, we observed an obvious contradiction. While they rejected many aspects of American life, they also viewed Americans as a model.

Nearly all subjects considered themselves foreigners in the U.S. One reason for this could be the fact that at least half of them felt discriminated against because of their race and low language proficiency in situations in which Spanish is not spoken, for example hospitals. In spite of the fact that they felt like foreigners, they stated that they liked foreigners. Among all the ethnic communities in New York, they felt most attached to Hispanics. In fact, nearly all of them lived in Hispanic neighborhoods, with almost no English-speaking neighbors. That was one of the reasons why most of them spoke Spanish at home. However, a sort of change was taking place. Since their children went to bilingual or English schools, more English was being spoken at home. The children were probably getting more input in English from their peers, teachers, TV and so on.

The fact that Hispanics live in communities populated by Spanish-speakers makes it difficult for them to practice English, if they speak any. In fact, our own experience tells us that other foreigners such as Asians living in Hispanic communities are so integrated into those communities that instead of using English as the language of communication, they learn a kind of pidgin Spanish. This may be due to commercial reasons. Many Asians are settling down in Hispanic neighborhoods, opening restaurants, delis, fish markets, dry cleaners and so on. This makes them feel the necessity of speaking the predominant language in the community. We have observed that they even write the names of their merchandise in Spanish.

Considering all these issues, we can conclude that cohesiveness and size, social factors mentioned by Schumann (1978), had a great influence in Hispanics learning English. Hispanics insulate themselves from the rest of the communities in New York by living in certain neighborhoods, missing the chance to integrate with people who speak English. Their everyday lives take place in their communities, having intragroup contact mainly. The only time they have intergroup contact is when they are forced by circumstances to speak with people from the dominant group: for instance going to the doctor, having a special appointment, talking to their children's teachers and so on. All this reduces their opportunities to practice the language.

All the subjects came to the U.S. looking for better opportunities and not precisely looking for a new culture or integration into the American community. When asked about the benefits they would get from adapting to this culture, more than half thought that integrating into the community would be fruitful in the sense that they would communicate better with Americans and in the long run would learn more about their own rights. It was interesting to notice that they were only motivated to converge with the community to advance their own interests. This does not mean that they do not want to contribute to American society but that they want to do it their way by getting better educations and working hard. As we can observe, they were not interested in adapting to American society by changing their culture, way of life, way of thinking, values, customs and so on. In fact, the data collected showed that even those who had been in New York for years kept certain traditions such as festivities, food, religion and family ties. They did not seem to have adopted much of the American way of life and traditions. In fact, in our opinion, they perceived themselves as different and did not seem to bother to adopt values that did not appeal to them. It may be that some Spanish values such as family relationships, friendship, social life (going out, dancing, being in the street, music) are so different from those of the dominant group that these prevent cultural integration. We have the impression that Hispanics

value more the material things they get in the U.S. than non-material things such as spiritual and human aspects of life. The perceptions that Hispanics and Americans have of life are quite different. It is true that many Hispanics have adopted the materialistic aspects of American culture, but it is also true that they resist accepting non-material values which are not theirs. All the social machinery operates in a way that permits densely-populated ethnic communities to have social institutions run by people who speak their own languages (churches, schools, clubs, recreational facilities and so on) so that it is not odd that these people do not feel the need to learn the language of the dominant group.

Another piece of information which corroborated this lack of interest in integrating was the fact that they rejected the idea of marrying Americans.

Language was one of the main traditions to be kept when they were asked which language they would choose to speak if given the option. The data reflected the fact that although they wanted to keep their native language, they also realized the importance of knowing the language spoken by the dominant group. Awareness of the importance of speaking English becomes more obvious when considering the fact that they wanted their children to learn it at school. They knew this was essential if they were to take advantage of all the opportunities offered in the U.S. Almost everyone was in favor of bilingual education because of the advantages of speaking two languages. When the subjects were asked if they would send their children to bilingual schools, half said yes because that way the children would learn about both languages and both cultures. This is good considering the fact that they live in a multicultural situation. Meanwhile, the other half thought that going to bilingual schools would affect their level of proficiency in English because they perceive learning two languages as a difficult task. They thought their children should not waste their time learning Spanish at school when they could learn it at home. They were also doubtful about the effectiveness of bilingual education. Some people thought bilingual teachers were not well trained. In short, they wanted their children to integrate into American society without losing their cultural roots.

Related to this topic was the issue of having Spanish as a second official language in states such as California, Florida, New York and so on. The majority approved of this for varied reasons. One of the most important ones was the great number of Hispanics living in these states. Having Spanish as the second official language would benefit them in many ways. Since most of them were not proficient enough in English, they needed Spanish at least for official purposes. In our opinion, it is utopian to think that these people can learn English overnight, as seems to be implied by the new policy in

California, for example. They live in communities where Spanish is predominant and their level of education is low because they barely attended school. These individuals' illiteracy would prevent them from learning the four language skills in English even if they were motivated to do so. Perhaps they could understand and speak English fluently but they wouldn't be able to read or write it. One of the researchers was very surprised by the level of illiteracy in the class. For instance, some of the subjects had writing skills at a very low level in either language.

In relation to one of the main reasons why the subjects came to this country—that is, job opportunities—we found out that out of 24 people only 4 were working.

Their jobs were cleaning, working at a factory, computer programming, and one unspecified job. Of these people, only the programmer seemed to enjoy her job. The others were dissatisfied with their occupations. One of the subjects happened to be an accountant but his profession had nothing to do with his job because he cleaned offices in a bank. When asked what kind of jobs they would like to do in the future, most of them answered that they wished to have clerical positions such as secretaries or receptionists. Others wanted to design or make clothes, work with children, and very few aspired to have cleaning jobs. Unfortunately, this is the most common kind of job they can get. Finally, out of the four people who were working, three were surrounded by Spanish speakers and only one was in a situation where there were English speakers. A great number of subjects stated that they would prefer to work with English speakers and some with both. They did not show a preference for working with Hispanics only.

The subjects' expectations regarding their educational, economic and cultural development were very high. For instance, they dreamt about getting good educations so that they could get good jobs in the future. Some of them hoped to go to college. However, this was very improbable if we consider the fact that they had been living in the U.S. for so many years without learning the language and without getting an education. So it sounded a bit unrealistic to have these high expectations. With this, we do not mean that it is impossible for all of them to get into the educational system. In fact, two of them have B.A.'s.

Finally, when we ask ourselves why these people did not speak English, we should also keep in mind a very important factor which is crucial in the process of learning or acquiring a language: the political, cultural or social dominance of the target language group.

According to Lizabeth England (1982), Americans grow up with the idea that the U.S. is a place for the tired, the poor and the huddled masses of the

world. They see themselves as all-accepting, willing to have anyone immigrate, seek refuge and become an American. They think of themselves as a melting pot. The myth of the melting pot is based upon the commitment to integrate the dominant group. Melting means integrating and integrating means having positive attitudes towards the dominant group, i.e. mainstream Americans. The process of melting implies becoming indistinguishable from others, losing one's individuality.

Since many Hispanics come to the U.S. looking for better opportunities for them and their children (which are relatively easy to find in the States), when they get what they want, they do not see the need to integrate. It is true that this is more applicable to individuals without careers. Professionals seem to be more aware of the price to be paid if they want to get equal employment and educational opportunities like the average American citizen enjoys. They know they have to integrate into the society, adopting its values and way of life.

Since the political, educational, social and cultural institutions in the United States are predominantly administered by mainstream Americans, minority groups are becoming aware of the importance of uniting to become strong and participate more actively in all aspects of American life. They know that the stronger they are, the more their traditions and values will be preserved and respected.

Even though we did not ask them any directly political questions, we could see from the data examined that they were becoming politically conscious. They intended to fight against standardization; this is one of the reasons why they did not integrate.

With respect to educational attitudes and in particular the subjects' attitudes towards learning the language, we found that they had had little schooling in the U.S. or in their countries of origin. Only four had some kind of higher education; most of them hadn't studied English before coming to the U.S. Their first contact with the language in a classroom situation was taking place at the Educational Opportunity Center. The average amount of time they had studied English was 6 months. Some of them had lived in the U.S. for many years (up to 33) without considering the possibility of learning English. It seemed as though they had only recently realized the importance of speaking English, particularly if they wanted to have good jobs, better opportunities, and most important, help their children with their studies.

As mentioned in other sections of our paper, their reasons for studying English were highly instrumental plus some others: to meet and converse with members of the dominant community, to get closer to native Americans, to get social power and travel, in that order.

Data showed that the students were motivated to study English. They studied to learn and not just to pass the course. They devoted an average of 10 hours a week to their homework. The subjects seemed to enjoy the class and find it interesting. They were always willing to participate in the activities the teacher provided and said they frequently thought about concepts discussed in class. They planned to continue studying English until they became fluent speakers. The individuals' opinions of their language skills ranged from very good to poor, the mean being average or poor.

The fact that the subjects' families encouraged them to study English seemed to affect their attitudes towards learning the language. Another factor was the fact that some members of their families, especially their children, were probably fluent speakers of English.

As we have seen, these individuals showed fairly good perseverance in language studying. However, we suspected that apart from some of the social factors previously examined which affected their learning, there were other educational variables which came into play. Their low level of education was certainly an obstacle. Since their level of literacy was not very high in either language, many of them found it difficult to receive formal instruction.

We wonder up to what point these subjects had chances to practice the language outside the classroom given the fact that they lived in very closed Hispanic communities. The classroom might be the only place where they found the opportunity to speak the language. They might listen to the language on TV or on the radio but they were not producing anything.

## **Conclusion**

To sum up, the subjects questioned had one of the two motivations proposed by Gardner and Lambert: instrumental. As we have seen, these individuals were studying English mainly as a means to get a series of practical benefits.

Viewing the results in a broad sense, we can conclude that the subjects did not have an integrative motivation because many of them dreamt about going back to their countries and, most importantly, they wanted to preserve their culture, values and language. In general they had positive attitudes towards Americans and the U.S. It seems to us that they did not reject American culture totally: they just took what they thought could benefit them. Hispanics felt protected in their communities and only on rare occasions felt forced to adapt to the other culture or to interact with the dominant group. However, it is true

that these occasions were important in their lives. They were aware of the problems of not speaking the language: being relegated to unskilled jobs, problems of intimidation or not being able to help their kids with their studies. That was why they were learning the language but, in general, they did not feel the need to use it. Thus it is not surprising to see that length of residence in the U.S. had very little to do with SLA.

With respect to formal instruction in the second language, it is clear that these people were at least instrumentally motivated to learn the language. The first step had been taken, but our feeling was that they needed something other than motivation. We thought that illiteracy was affecting their learning of the language. If the problem was not motivation per se, what other factors were hindering their language learning in a classroom situation? We thought that the way ESL programs were planned was affecting second language learners who had a low level of literacy. If we want to provide them with an effective second language instruction, we should assess their native language literacy needs first. To this end, literacy instruction is not compensatory but developmental in the sense that we should plan programs starting from where students feel secure and move on from there. To sum up, program planners should take into consideration the uses of literacy and oral language in different domains if they want to provide individuals with effective instruction.

On the other hand, the fact that Hispanics are becoming stronger as an ethnic group and that their language is widely used in some states is creating frictions between Hispanics and the dominant group. In our opinion, the campaigns to make English the exclusive official language are counterproductive because the more they pressure people not to speak Spanish, the more they will. Trying to impede the use of someone's mother tongue is like taking away part of his identity. The way one perceives the world has a great deal to do with the first language one learned. Although learning a second language provides different ways of looking at the world, it is well known that in intimate or crucial moments, one always goes back to one's native tongue. We wonder up to what point an individual can acculturate. Acculturating to the dominant group (*integration*), means *denying some of one's values*. It seems to us that in order to achieve complete integration one has to deny one's culture, which is very difficult to do.

For future research, it would be worthwhile to include interviews to corroborate the reliability of our data. It is our impression that some individuals had some kind of integrative motivation besides the instrumental one. To find out more about this through interviews would be appropriate.

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**QUESTIONNAIRE: ATTITUDES THAT AFFECT MOTIVATION IN SLA**

Name: ..... Sex: F M Age: .....  
Years in the U.S. .... Born in ..... Citizenship .....  
Address: .....

**SOCIAL ATTITUDES**

I. I am studying English because: (Check one or several)

- ..... 1) I can get a good job.
- ..... 2) I can understand the American people and their way of life.
- ..... 3) I can meet and converse with members of the community.
- ..... 4) I can improve my education.
- ..... 5) I can get closer to native Americans.
- ..... 6) I can help my children with their studies.
- ..... 7) I can travel.
- ..... 8) I can get social power.
- ..... 9) Any other personal reason (specify).

II. Answer the following questions:

1) Advantages of speaking English

.....  
.....  
.....

2) Disadvantages of not speaking English

.....  
.....  
.....

3) Personal satisfactions you would experience if you spoke English well

.....  
.....  
.....

4) Why is learning English important to you?

.....  
.....  
.....

5) On what occasions do you use English?

.....  
.....  
.....

6) Do you work? If yes, what kind of job do you have?

.....  
.....  
.....

7) Do you like your job? YES or NO, Why?

.....  
.....  
.....

8) If you aren't working, what kind of job would you like to have?

.....  
.....  
.....

9) What would you like to do in the near future?

.....  
.....  
.....

10) Are your partners at work English speakers mainly?

.....  
.....  
.....

III. Agree or disagree with the following statements

1. My country of origin is the best place to live .....

.....

2. Opportunities of young people are better here .....

.....

3. After living in this culture, I would like to move to another country ..

.....

4. Sometimes I can't see the reason of spending so much time in education and learning English .....

.....

IV. Answer the following questions

1. Would you like go back to your country? YES or NO, Why?

.....  
.....  
.....

2. What do you miss most from your country? (Circle one or several)
  - a) People   b) Food   c) Traditions   d) Climate   e) Friends
  - f) Other (specify) .....
  
3. Why did you come to the U.S.? .....  
 .....  
 .....
  
4. Would you consider staying permanently in the U.S.? .....  
 .....
  
5. If you are not an American citizen, would you like to become one?  
 YES   NO, Why? .....
  
6. Do you have a green card? YES   NO
  
7. Which country would you like to live in? .....  
 .....  
 .....

V. Answer the following questions:

1. Do you know the lyrics of the American anthem? YES   NO
  
2. What do you think of American families? .....  
 .....
  
3. Do you like foreign people? YES   NO
  
4. Do you consider yourself a foreigner in this country? YES   NO

5. Do you ever feel discriminated? YES NO (if yes, tell us on what occasions) .....  
.....
6. What language do you speak at home? (Circle)  
— Spanish — English — English and Spanish — Other
7. Is your neighborhood mainly Hispanic? YES NO
8. Do you have any English-speaking neighbors? YES NO
9. How do yo feel when you are unable to communicate in English?  
.....  
.....
10. If you have children which language do you think they should use at shool? (circle).....
11. If you have children, would you consider sending them to a bilingual school? YES NO, Why? .....  
.....
12. What's your attitude towards Americans? (Check one or several)
- I like them.
  - I don't understand them.
  - I don't like their way of life.
  - I like their way of life.
  - I envy them.
  - I would like to become one of them.
  - Other (specify) .....

13. Do you see any differences between American families and your family? YES NO, Which ones? .....
- .....
14. Of all the ethnic communities in New York (Chinese, Japanese, Korean, African, Italian, Hispanic, White American...) which one do you feel more attached to? .....
- .....
15. What's your favorite food? .....
16. Of the American food you have tried what do you like the most? .....
- .....
17. Do you think you would benefit if you adapted some aspects of the American culture? YES NO, Why? .....
- .....
18. What do you do in your free time? .....
- .....
19. What are your activities on a typical day? .....
- .....
- .....
20. What do you like about the U.S.? (Check one or several)
- |                                    |   |  |
|------------------------------------|---|--|
| <input type="checkbox"/> People    | <input type="checkbox"/> Job opportunities    | <input type="checkbox"/> Facilities      |
| <input type="checkbox"/> Food      | <input type="checkbox"/> Cultural events      | <input type="checkbox"/> Parties         |
| <input type="checkbox"/> Education | <input type="checkbox"/> American way of life | <input type="checkbox"/> Other (specify) |

21. What don't you like about the U.S.?  
.....
22. What's your attitude towards Americans?  
.....
23. What programs do you watch on TV?.....  
.....
24. What's your favorite TV channel? .....
25. What's your favorite radio station? .....
26. Which newspapers, magazines, comics... do you read?  
.....  
.....
27. Do you watch any soap operas? If yes, which ones?  
.....  
.....
28. Name three newspapers  
.....
29. Name three actors/actresses you like  
.....
30. Who is your favorite singer? .....
31. Name three of your very close friends  
.....

32. Where do you go when you travel?  
 .....
33. With what community would you like to be associated? (White, Japanese, etc.) .....
34. Do you like living in this country? YES NO Why?  
 .....  
 .....
35. How long do you plan to live here?  
 for a short time       for ever  
 for a few years       until I make enough money to go back
36. Is your best friend American? YES NO
37. If given the option in which language would you prefer to speak?  
 .....
38. Do you think it would be good to have Spanish as the second official language in States such as California, Florida and New York? YES NO Why?  
 .....
39. Are you in favor of bilingual education? YES NO Why?  
 .....
40. In which ways is the United States different from your home country?  
 .....  
 .....
41. In what way do you think Hispanics can contribute to American society? .....
42. Do you keep some of the traditions of your home country? Which ones? .....
43. Why did you or your parents leave your/their home country? .....
- .....

44. Do you see any difference between American people and people in your country? .....
- .....
45. Do you know any English-speaking people? .....
- How many? .....
46. Are any of these very good friends of yours? .....
47. How friendly are you with them? .....
- .....
48. Do you consider American people? ..... (Circle one)
- |             |               |
|-------------|---------------|
| Interesting | Boring        |
| Prejudiced  | Unprejudiced  |
| Brave       | Cowardly      |
| Handsome    | Ugly          |
| Friendly    | Unfriendly    |
| Honest      | Dishonest     |
| Stupid      | Smart         |
| Kind        | Cruel         |
| Pleasant    | Unpleasant    |
| Polite      | Impolite      |
| Sincere     | Insincere     |
| Successful  | Unsuccessful  |
| Secure      | Insecure      |
| Dependable  | Undependable  |
| Permissive  | Strict        |
| Leader      | Follower      |
| Mature      | Immature      |
| Stable      | Unstable      |
| Happy       | Sad           |
| Popular     | Unpopular     |
| Hardworking | Lazy          |
| Ambitious   | Not ambitious |

49. Would you like to see more Hispanics involved in American business and politics? YES NO Why?  
.....
50. Would you like to work with Hispanics or with English-speaking Americans? .....  
.....
51. Would you have married an English-speaking American?  
YES NO MAYBE
52. Do you want your children to grow up speaking English? YES NO
53. When you are thinking, do you think in Spanish or in English?  
.....
54. If someone asks you for your nationality, what would you say?  
.....

### **EDUCATIONAL ATTITUDES**

1. Do you ever dream in English? (Circle one)  
..... sometimes ..... rarely ..... never
2. Did you study English before coming to the United States? YES NO
3. How long have you studied English in a classroom situation? .....  
..... Where? .....
4. Do you plan to continue your language studies until you become a fluent speaker? YES NO

5. Have you gone to school in the U.S. (High school, College, elementary school...)? .....
6. Have you been attending English classes regularly since you arrived in the U.S.? .....
7. In my English class I study... (Circle one)
  - more than my other classmates
  - less than my other classmates
  - the same
8. Do you think about the words and ideas discussed in class? Circle one
  - every now and then
  - almost never
  - very frequently
9. If you didn't study English here at E.O.C. you would probably...
  - not bother learning English at all
  - try to study somewhere else
  - learn it from the street
  - none of these (explain)
10. How many hours a week do you spend studying English at home? (Approximately) .....
11. The effort you make while studying English is just to: (Circle one)
  - pass the course
  - learn
12. After I finish the ESL courses here I will probably...
  - try to use my English as much as possible
  - make no effort to remember my English
  - continue to improve my English
  - none of these (explain) .....

- 13. When you have homework to do you... (Circle)
  - do it immediately
  - get bored
  - postpone it
  - none of these (explain) .....
  
- 14. During your English classes you... (Circle one)
  - enjoy the class
  - have to make an effort to listen to your teacher
  - daydream
  - get bored
  
- 15. If I knew enough English I would read newspapers and magazines
  - often       not very often       never
  
- 16. I find studying English... (Circle one)
  - very interesting      — interesting      — not interesting at all
  
- 17. In your opinion your language abilities are (Write an X)
 

Very good	Good	Average	Poor	Bad
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  - speaking .....
  - reading .....
  - writing .....
  - understanding.....
  
- 18. Did your parents/children/husband encourage you to study English?
 

.....
  
- 19. How do they feel about your learning English? .....
 

.....
  
- 20. Do you parents/husband/children speak English fluently? .....
  
- 21. Do you speak English with friends of your family? .....