

**ATTITUDES OF NINTH GRADERS IN A RURAL MIDDLE SCHOOL  
IN YAUCO, PUERTO RICO  
TOWARD THE ENGLISH LANGUAGE AND THE ENGLISH CLASS**

By

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## **Abstract**

The study examines the attitudes of ninth graders in a rural middle school in Yauco, Puerto Rico toward the English language and toward the English class. It also examines gender differences toward the English language and toward the English class. Four methods were used in this study: ethnographic participant-observation, questionnaires, tape-recorded oral interviews, and matched guise tests. The results shows: 1) the students had negative attitudes toward English as a medium of instruction and as a subject of study, 2) the students had positive attitudes toward English, particularly for instrumental reasons related to life goals and occupational ambitions, 3) the students had positive attitudes toward the English class, and 4) the boys had less positive attitudes toward the English language and toward the English class than girls. Finally, students on four different tracks did not have uniform attitudes toward the English language and toward the English class.

## **Resumen**

El estudio examina las actitudes de los estudiantes de noveno grado en una escuela rural intermedia en Yauco, Puerto Rico hacia el idioma y hacia la clase de Inglés. También se examina diferencias de género hacia el Inglés y hacia la clase. La metodología fue: observación etnográfica de participantes, cuestionarios, entrevistas orales y “matched guises”. Los resultados reflejaron que los estudiantes: 1) tienen actitudes negativas hacia el Inglés como medio de enseñanza y como clase de estudio, 2) tienen actitudes positivas hacia el Inglés, particularmente por razones instrumentales relacionadas a las metas de su vida y a sus ambiciones ocupacionales, 3) tienen una actitud positiva hacia la clase de Inglés, 4) varones tienen menos actitudes positivas hacia el idioma de Inglés y hacia la clase que las féminas. Finalmente, los estudiantes de los cuatro grupos no mostraron actitudes uniformes ni hacia el idioma de Inglés ni hacia la clase.

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## **Chapter I: Introduction**

The history of the English language in Puerto Rico begins after the Spanish-American War in 1898 when the island was ceded to the United States (US) by Spain as part of the Treaty of Paris. After this event, Puerto Ricans had to deal with the reality of having two languages: Spanish, which was the mother tongue from Spain, the first conqueror of the island, and English, the language of the new conquerors. This language history led to the creation of different language policies with regard to which language would be the medium of instruction in Puerto Rican schools. Algren de Gutiérrez (1987) explained seven language policies that started in 1898 with the Eaton-Clark policy, which stated that English was the medium of instruction in all grades with no Spanish. According to Pousada (1999), by the 1910's, the teaching of English was viewed as a manifestation of United States imperialism and English was viewed as a threat to Puerto Rican identity. The fact that the language policies of the time stated that English should be the medium of instruction in Puerto Rican public schools contributed to this view. The current language policy was established in 1949 and is known as the Villaronga policy. This policy states that Spanish should be the sole medium of instruction in every public school and that English should be used as the medium of instruction and taught as a subject. In the account of the language policies concerning English education in Puerto Rico and their effects on Puerto Ricans, Gutierrez (1987) pointed out that, over the years, as policies have changed, educators and politicians have continued to express opposition to the teaching of English in the Puerto Rican public schools.

According to Resnick (1993), the teaching of English in Puerto Rico has been a failure. In addressing this failure, Resnick suggested that “the apparent failure of the teaching of English as a second language derives from the conflict between language needs of Puerto Rico, which are

based on socio-cultural nationalism, and those of the United States, which are based on political nationalism” (p. 261). According to Epstein (as cited in Resnick, 1993) there is a paradox that exists in Puerto Rico concerning learning English as a second language in that “there seems to exist a clear need to learn English, but there is no urgency to make it a part of the national character” (p. 267).

Nowadays, and despite the fact that Puerto Ricans are constantly exposed to the English language through media, music, and magazines, English is not the most widely spoken language on the island. According to data provided for Puerto Rico by the 2000 US Census, in answer to the question about the language used at home, 14.4 % of the participants 5 years old and over speak only English at home. This relatively small population includes business professionals, English teachers, professionals in technology, and professionals in tourism, returnees, military personnel and private agencies. The remaining 85.6 % of the population speak languages other than English, primarily Spanish, 85.4 %. Of the participants that reported that they speak Spanish at home, 71.8 % reported that they speak English less than “very well.”

Given the changes in language policies over the years, the perception that the teaching of English has been a failure, the relatively small population of English speakers, the fact that Spanish is the official language on the island, and the fact that English is variably promoted by different political parties,<sup>1</sup> it seems reasonable to believe that Puerto Ricans are not neutral with respect to their feelings toward the English language and that their feelings and attitudes might have an effect on English language learning.

It is well known that language attitudes affect language use, and studies that have been conducted by Gardner, Lalonde and Moorcroft (1985) and Baker (1992) in contexts other than

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<sup>1</sup> Puerto Rico is a commonwealth of the US. There are three main political parties on the island: the PNP which supports statehood, the PPD which supports and the PIP which supports independence.

Puerto Rico suggest that attitudes toward a language will affect its learning as well as its use. In one study that has been conducted in Puerto Rico, this has been reported to be the case.

Torruellas (as cited in Schweers & Velez, 1999) conducted an attitude study in the early 1990's examining the attitudes of high school students in three private schools in the metropolitan area of Puerto Rico toward English. According to Schweers and Vélez, Torruellas found a classroom atmosphere of apathy and hostile resistance toward English that affected the English language learning process in the schools. The students questioned why they had to learn English since Spanish was their native and official language. The students also viewed English and Spanish as being in opposition to each other and as mutually exclusive languages. In the students' view, English threatened the existence of Spanish. The study showed that students also asked their teachers why they had to learn English if people in the US did not have to learn Spanish. In addition to studying in an atmosphere of resistance, particularly marked among the males, the students who tried to communicate in English in their classes were teased by their peers. This situation put teachers in a tense atmosphere in which the teachers insisted that the students use English while the students responded in Spanish and in which, in a majority of situations, the teachers ended up using Spanish to teach English. According to Schweers and Vélez, Torruellas suggested that these findings can be generalized to the whole educational system in Puerto Rico.

The Torruellas study was conducted among high school students in private schools in the metropolitan area of Puerto Rico. Before generalizing the findings of this study to the whole educational system in Puerto Rico, it might be important to conduct an attitude study among students at a different grade level in the public schools in a non-metropolitan area of Puerto Rico. I have looked for such a study, but even though there has been some research on attitudes toward

the learning of English on the island, it seems that most of this research has been conducted in the San Juan metropolitan area. In addition, I have not found any study that focuses on the attitudes of middle school adolescents between the ages of 12-15. As a Puerto Rican teacher of English in a public middle school in a non-metropolitan area of Puerto Rico, I can attest that I have to struggle everyday with a classroom situation that, in many ways, seems similar to the one described in Torruellas' study where attitudes might make a difference. .

### **Research Objectives**

Given my professional interest and the absence of research on the language attitudes of middle school adolescents, I became interested in conducting a study for my thesis with the following objectives that would describe the attitudes of ninth graders in a rural middle school in Yauco, Puerto Rico toward the English language and toward the English class. The objectives that guided this study were the following:

1. To describe the attitudes of ninth graders in a rural middle school in Yauco, Puerto Rico toward the English language.
2. To describe the attitudes of ninth graders in a rural middle school in Yauco, Puerto Rico toward the English class.
3. To compare and contrast the ninth grade boys and girls with respect to their attitudes toward the English language and toward the English class.

## **Chapter II: Review of Literature**

### **Adolescence as a Life Stage**

Adolescence is characterized by a great number of changes that children go through in their transition from childhood to puberty and adulthood. Proctor and Choi (1994) examined the changes that adolescents go through in their transition from elementary school to junior high school. This transition involves an abrupt change in school environment, social status, and self-perception. Proctor and Choi studied adolescents' adjustment to school transition, their self-esteem, and their self-adjustment. The participants for their study were students enrolled in regular classes in elementary and junior high schools within one school district of a mid-western college community. To measure the students' self-esteem and self-perception of their school-based competence, Proctor and Choi used two instruments: 1) the Piers-Harris Children's Self-Concept Scale-Revised and 2) the Perceived Competence Scale for Children. They measured the students' self-esteem and self-perception of competence at two points in time: 1) in May, at the end of sixth-grade of elementary school, prior to the students' transition to junior high school and 2) in November; two months into the beginning of seventh grade of junior high school. The results of this study suggested that even though students went through a transition period, they showed an overall increase in self-esteem and self perceived competence from elementary to junior high school. The researchers explained these results in terms of the students' expectations for graduating from elementary school and the increase in maturity involved in advancing to a junior high school. The results showed that the students had a positive change in self-esteem because it increases with age from late childhood to adolescence.

Beck (2003) described adolescence as a time of major changes in a teenager's life. During this life stage, a teenager goes through several drastic changes in the areas of physical,

intellectual, emotional, and social growth. The physical development of adolescence includes: the growth spurt in boys and girls, the rapid development of the sexual organs, the activation of the sweat glands, and the need to consume more food and more calories, among others. These physical changes may cause teenagers to begin comparing themselves to their peers, and by doing this, some of them may feel frustrated if they are not developing as rapidly as their friends (Louis and Nicholas, 1994, p. 18).

In spite of the negative reputation associated with adolescents, Beck points out a number of positive aspects of intellectual development that occur during adolescence. For example, 85% of adolescents from 12-14 years old experience a plateau in brain development; most adolescents from 10-14 years old make progress in intellectual development; they begin to develop formal operational reasoning, show growth in ability to reason and generalize after observing and analyzing data, improve ability to function creatively and effectively, and gain greater intellectual curiosity. Between 10-15 years old, adolescents develop attitudes about learning and work as well as toward adult values. At this stage, they start to decide what they like and do not like concerning school and their education. Unfortunately, even though they are concerned about their future and how they will earn a living, many teenagers decide to drop out of school at this stage.

Bucholtz (2002) describes adolescence, as it plays a central role in anthropology, with adolescence as a biological and psychological stage of human development. According to Bucholtz, western psychologists describe adolescence as a preparation for adulthood and a period of potential crisis brought by the uncertainties of the psychological and social transitions between life stages. Bucholtz also points out that the impact of modernity and economic development on youth creates psychological stress and that youth undergo identity crises as they

resolve psychological conflicts with their adult roles. These difficulties seem to be endemic to this life stage especially among adolescents who live in societies that are undergoing rapid cultural changes. Another factor that promotes psychological distress among adolescents is linked to the implementation of new educational structures among youth in changing societies. The stress of competition for educational access and social mobility is evident in more industrialized societies. According to Bucholtz, the psychological and physical disturbances in specific social and economic processes in industrialized societies are responsible for adolescent social crises. Furthermore, “the anthropology of adolescence considers development and change of an adolescent at two levels: individual and cultural. These two levels interact in the social stage of adolescence in particular cultural contexts in which the universal developmental arc of adolescence is shaped by specific processes of social, political and economic transformation, as well as by existing cultural practices” (p. 531).

In summary, during adolescence, teenagers are looking for their identity and trying to find out how they fit into the society in which they live. They also separate from the direct, day-to-day influence and control of their parents and minimize their dependence upon their parents for love, support, care, direction, and security. During adolescence, peer relationships become very important and strong, and adolescents replace their relationship with their parents with the new relationships with their peers. They also go through difficulties and experiment with things such as drugs, alcohol, and sex.

### **Attitudes toward Second Language Learning**

Two factors that affect second language learning are: Attitudes toward the second language and L2 and speakers’ motivation to learn it. Research has suggested that these two factors affect the success or failure of learning a second language.



Baker (1992) defined an attitude as a “hypothetical construct used to explain the direction and persistence of human behavior” (p. 10). Baker suggested that attitudes are inferred from the direction of external behavior and that “language attitudes may be constructed through the inspection of one’s own actions” (p. 11). Therefore, attitudes are a convenient way to explain and predict behavior patterns. Baker also explained that language attitudes have been examined from various points of view: pedagogical and social. The pedagogical aspects include: “language preference, reasons for learning a language, if the speaker has integrative or instrumental motivation to learn a second language, language teaching, and classroom processes in language lessons. The social aspects include language groups and communities, and the parents’ language attitudes” (p. 23), all of which may affect second language learning and second language proficiency.

Mantle-Bromley (1995) suggested that attitudes affect second language learning and that attitudes are an evaluative, emotional reaction. For example, Mantle-Bromley stated that through his/her attitudes a person may express his/her degree of like or dislike toward the attitudinal object. Concerning attitudes toward a language, “they might be reflected upon the attitudes toward a teacher, a class, a language, and the speakers of a language and towards the culture of the language” (p. 373).

Gardner (1972) was the first to study attitudes toward second language learning. His studies with French-Canadian and American students supported the hypothesis that attitudes influence second language learning. By using the Attitudes and Motivation Test Battery, a special test designed to measure subjects’ attitudes and motivation toward a second language, Gardner showed that attitudes play a major role in the successful learning of a second language. The results of a study conducted by Gardner, Smythe and Clément (1979) with students studying

French in Quebec showed that attitudes, as well as motivation, influenced second language learning among the subjects. The motivational and attitudinal factors measured in this study reflected integrative motivation and the subjects' oral proficiency in French.

A study conducted by Gardner, Lalonde and Moorcroft (1985) explained the validity of the Attitude/Motivation Test Battery and the results showed that attitudes and motivation influenced the rate of learning French vocabulary. The subjects of this study were 170 university students enrolled in an introductory psychology course who had previously studied French. The findings of this study suggested that the learners' attitudes and motivation influenced the rate at which second language material was learned as well as second language proficiency.

Mantle-Bromley (1995) replicated a previous study conducted by Mantle-Bromley and Miller (1991) in order to determine if secondary level students' attitudes toward Spanish could be improved by using an attitude change theory in lesson development. In order to study this, Mantle-Bromley used Gardner's socio-educational model of language learning (1985). The purpose of this study was to examine the affective component of attitudes toward learning French and Spanish as second languages and toward France and Spain as language cultures. The subjects of this study were middle-school seventh grade students in a nine-week Foreign Language Exploratory program. The data collection methods were a modified version of Gardner and Lambert's (1972) Attitude/Motivation Test Battery and a test called the Beliefs about Language Learning Inventory. The results of this study suggested that foreign language teachers play a major role and can make the difference in their students' attitudes toward second languages and second language cultures. The results suggested that students need a positive learning environment in order to feel motivated to learn a second language and that teachers can help them shape their attitudes and beliefs toward a second language. Foreign language teachers

can encourage students to have positive attitudes toward the second language and to achieve second language proficiency.

Lo Castro (2001) also published a study about attitudes toward learning a second language. The purpose of her study was to examine the attitudes of Japanese students learning English as a foreign language in Japan. The subjects of this study were students at the International Christian University in Mitaka, Japan. The data were collected in different ways: students wrote reactions in essay form; students took part in tape-recorded group discussions concerning their attitudes toward the English language, and students had to answer an attitude and motivation questionnaire. The results of this study revealed that the subjects had positive attitudes toward learning English; therefore, they wanted to be proficient in the English language. The results also showed that the subjects had a positive view toward English because they saw the connections between their English language ability and their future careers, graduate studies, travels, and life abroad in English speaking places. The findings of this study supported Gardner and MacIntyre (1991) who suggested that instrumental motivation and positive attitudes toward the target language lead to second language learning.

In addition to the studies about attitudes above, Hermann-Brennecke (2004) describes three hypotheses that suggest why people have attitudes toward a second language when they are learning it. The first hypothesis about the nature of language attitudes is the resultative hypothesis. This hypothesis is based on the assumption that the experience of success influences attitudes toward a language, a country, or people. In other words, progress in learning a language goes hand in hand with improvements of attitudes toward the target language and the target culture.

The second hypothesis that deals with language attitudes is the motivational hypothesis. It is based on the belief that attitudes as stable, motive like constructs decide how successful language learning will be. The motivational hypothesis is supported by Gardner (1972) which points to instrumental and integrative orientations when learning a language. The instrumental orientation involves learning a language because it is useful. The integrative orientation supports the interest in the target language group for its own sake and the learner seeks assimilation within the target language group.

The third hypothesis is the holistic hypothesis and it suggests that due to the mutual dependence dynamic of attitudes and language learning, attitudes can not be interpreted in only one way. Due to the relationship between the affective and cognitive factors when learning a second language, the study of attitudes needs a holistic interpretation. According to this hypothesis, attitudes only have a chance of becoming permanent and more positive if learning includes experiences that are personally relevant and if they become part of a person's personality. This processing takes place at the level of internalization where affective and cognitive processes blend together and mark human action.

### **Attitudes toward English in Puerto Rico**

Lladó-Torres (1984) conducted a language attitude study in order to find out about the problems that affect the teaching and learning of English in Puerto Rico. According to Lladó-Torres, problems related to pedagogical aspects such as: English teachers, teaching methods and materials affect the attitudes toward English. In addition, socio-political problems related to the importance of learning English, the importance of learning a second language, and students' political ideology as related to their perception of the value of learning English also affect students' attitudes as well as the learning of English on the island. All these problems were

considered in the study and were measured by a Language Attitude Questionnaire. The participants of this study were 184 fourth year public high school students from the six regions of the island: north, south, east, west, central and San Juan metropolitan. They were 17 years old and were born and raised in Puerto Rico. The results of this study revealed that Puerto Rican students, in general, have positive attitudes toward English. The results also suggested that students may react negatively or have negative attitudes toward certain books and materials, on the one hand, and teachers and teaching methods, on the other, but not toward the English language itself.

Clachar (1997a and 1997b) studied the attitudes of Puerto Rican students toward the English language. In the first study, Clachar focused on intergroup distinctiveness as a mechanism that blocks the learning and spread of English on the island. The study suggested that the English language situation in Puerto Rico is one of Spanish maintenance. In order to study this, Clachar performed an empirical analysis of intergroup distinctiveness. She defined intergroup distinctiveness as the factors that cause a group to behave as a distinctive and collective entity in intergroup situations. The participants in Clachar's study were 347 Puerto Rican university students. The data collection method included a Language Attitude Questionnaire that examined four factors related to the English language: attitudes toward the utility of English compared to Spanish, attitudes toward English as a status marker in Puerto Rico, attitudes toward the English language media, and attitudes toward the use of English in certain public domains in Puerto Rico and the effect of English on Puerto Rican cultural identity. The results of this study provided evidence of Puerto Rican tendencies toward intergroup distinctiveness. The participants exhibited three tendencies of intergroup distinctiveness: 1) ingroup ethnic identification and ingroup Spanish language, 2) ingroup ethnolinguistic vitality,

and 3) hard intergroup linguistic boundaries. According to Clachar's study, this intergroup distinctiveness has blocked the learning and spread of the English language on the island.

Clachar (1997b) examined Puerto Rican students' perceptions, concerns, and ambivalence toward the English language situation on the island. The purpose of this study was to encourage students to openly discuss their perceptions and opinions about the status of English in Puerto Rico through a dialogue journal. The sample for this study was eight Puerto Rican undergraduate students who were learning English as a second language at a Puerto Rican university. Clachar believed that the dialogue journal would motivate the students to focus on the English classroom situation, to construct an understanding of the English language situation on the island, and to amend their attitudes and practices with respect to the learning of English. The journal would also give the students the opportunity to reflect openly about the English language situation in Puerto Rico. The data was analyzed using five different topics obtained from the journal entries: the importance of English compared to Spanish, the status and prestige of English in Puerto Rico, the place of English in the media in Puerto Rico, the threat of English to Puerto Rican cultural identity, and the conflict over Puerto Rico's political future. The analysis of the data collected in the journals suggested that Puerto Rican students recognized the need to learn English and that they had the desire to learn it. The students also recognized two competing needs: 1) the need to protect the vernacular language: Spanish and the Puerto Rican culture and 2) the need to learn English for upward social mobility and obtaining a better job.

## **Motivation in Second Language Learning**

### **Integrative Motivation**

Research and theories of second language learning show that there is a close relationship between attitudes and a learner's motivation to learn a second language. Studies conducted by

Gardner and Lambert (1959) set the stage for research on motivation and suggested that there are two types of motivation: integrative motivation and instrumental motivation.

According to Gardner and Lambert (1959) integrative motivation is characterized by positive attitudes toward a target second language group, an interest in integrating to that group, and an interest in meeting people in the group in order to be accepted within the group. Gardner and Lambert (1972), led the way in the study of the role of motivation in second language learning by conducting studies in order to investigate the influence of integrative motivation in second language learning. Gardner administered the Attitudes/Motivation Test Battery to high school students' learning French in Canada and found that if learners have integrative motivation, their proficiency and learning in the second language will be better than if they do not have it.

Gardner, Smythe, and Clément (1979) also showed evidence of the influence of integrative motivation on L2 learning. The participants of this study were Canadian and American adult students studying French. By using a questionnaire to measure the subjects' attitudes toward French, researchers showed that the subjects' integrative motivation as well as their attitudes helped them to learn French.

### **Instrumental Motivation**

Instrumental motivation also affects second language learning. Instrumental motivation refers to the functional and utilitarian reasons a learner might have for learning a language, for example, to get a better job, to get a promotion, to pass a required examination, or to earn more money in a particular job. Lukmani (1972) studied the importance of instrumental motivation in second language learning and was the first to show the influence of instrumental motivation. The subjects of Lukmani's study were sixty girls from a graduating high school class in India,

where Marathi was the medium of instruction and English was studied as a second language for seven years. In order to gather data, Lukmani used three different tests: 1) an Indirect Questionnaire, 2) a Cloze Test, 3) and a Direct Questionnaire. These three tests included questions related to instrumental and integrative motivation to learn English. The results of this study revealed that students were highly motivated to learn English solely for instrumental reasons. Among the instrumental reasons were their concern with modernity and their desire to acquire new ideas through English. They also indicated that they had to learn English in order to get a good job, cope with university classes, travel abroad, and have access to international books, journals, etc. These findings showed that students were instrumentally motivated to learn English and that this motivation correlated with their English proficiency. In other words, the higher their instrumental motivation to learn and use English, the better their English proficiency.

Dörnyei (1990) conducted a survey in order to investigate the instrumental motivation of young adults learning English in Hungary, a European environment in which English is a foreign language. The data was collected by means of subjects' answers to a questionnaire that measured language use and subjects' intentions, beliefs, values, interests, and attitudes when learning English in Hungary. The results of this survey showed that instrumental motives significantly contributed to motivation in learning a foreign language in a foreign language environment.

Gardner and McIntyre (1991) showed that money, an instrumental motivation, could be an incentive for English speakers in Quebec to learn French. The subjects who participated in their experiment, were first year college students enrolled in an introductory psychology course who were informed that they would be paid \$10 if they were successful in their learning of English/French word pairs. None of the subjects had studied French since their first year of high



school. The reason for selecting these subjects was to be sure that they would not know the French vocabulary words to be tested. The results of this study showed that those subjects who had higher levels of instrumental motivation due to the anticipation of a financial reward learned more words than those who did not. These results supported Gardner's et. al. (1979) generalization that a learner's motivation facilitates L2 learning and that any factors that motivate an individual to learn, such as financial rewards, will result in successful language learning.

Crookes and Schmidt (1991) suggested that there are different motivational factors that affect the cognitive processing of a second language. One of the factors that affects second language processing is the learner's attention. In addition to this, they suggested that if teachers carry out pertinent and interesting activities and use interesting language materials for language learning, students will pay attention and will feel motivated to be engaged in the language learning process. Another factor that needs to be considered in second language learning motivation at the college level relates to classroom activities and the way second language teachers develop them and carry them out.

Crookes and Schmidt suggested that second language teachers should provide meaningful activities and meet students' needs in order to help them to learn a second language. They also explained the importance of the materials used and the careful curriculum design in the second language classroom. According to them, teachers who engage students in meaningful activities with interesting class materials help them to develop motivation to learn the second language and help to modify their attitudes toward second language learning.

Ames (1992) also described how students' motivation affects the way they carry out the language learning process and language learning activities. Ames pointed out that motivation is

closely related to quantitative changes in behavior such as higher achievement in a class and language learning. Therefore, if students are highly motivated, they will learn and achieve proficiency in a second language.

Dörnyei (1994) explained the importance of motivation in the foreign language classroom and suggested a model in order to motivate students in the L2 classroom. Dörnyei's model has three levels: the Language Level, the Learner Level, and the Learning situation level, corresponding to the three basic constituents of the second language learning process. These levels also show the three language aspects: the social dimension (when and where language is spoken), the personal dimension, and the educational subject matter dimension. The main purpose of this model is to provide a variety of motivational strategies in order to help language teachers understand what really motivates students in the second language classroom.

Tremblay and Gardner (1995) also investigated the importance and the role of different aspects of motivation in learning a second language. Their research presented a motivation model in order to measure the relationship between language attitudes and motivational behavior. The model aims to measure language attitudes using the following variables: goal salience, valence, self-efficacy, and the role of motivational behavior in the subjects' achievement of the French language. Their sample consisted of 75 high school students enrolled in French language courses. The data collected were the subjects' responses to a questionnaire that provided items for the different variables of the motivational model. The results of this study suggested that specific goals when learning a second language and the frequent reference to these goals led to higher levels of motivational behavior and to language learning. The results also showed that proficiency in the French language was influenced by the subjects' motivational behavior and that this is a determinant factor of language learning achievement.

Belmechri and Hummel (1998) studied the instrumental motivation of high school students in the French monolingual sector in Quebec City. The participants of the study were 93 francophone high school students in eleventh grade who were learning English as a second language. The method for collecting the data was a questionnaire designed for this particular population. After measuring the students' orientations and their motivations to learn English, the researchers reported that the subjects did not show an integrative orientation for learning English. Instead, they showed instrumental motivation to learn English in order to understand in school and to have a career. These findings suggested that instrumental motivation can lead to positive effects in learning a second language.

Another study, conducted by Noels, Pelletier, Clément, and Vallerand (2000), showed the influence of motivation on second language learning. This study was intended to investigate the influence of integrative and instrumental motivation in second language learning and the variables related to self-determination in learning a second language. The participants in this study were English speakers who were learning French as a second language at a French-English bilingual university. They responded to a questionnaire with three sections that included items to assess the subjects' motivation and self-determination. The results of this study supported the findings of previous motivation research in which instrumental motivation items turned out to be more important than integrative motivation. The results also suggested that students' self-determination to learn a second language has a significant influence on second language learning. Noels, Pelletier, Clément, and Vallerand explained these findings by suggesting that it is not enough for the students to learn a second language just for pleasure or because it is interesting. Students have to see and understand the usefulness and importance of that language in order to be successful and have positive attitudes toward the second language learning.

A final study, which examined the affective factors involved in language learning, proposed that motivation can be examined in three different ways. According to Brown (as cited in Ellis, 1985), there are three types of motivation: “(1) global motivation, which consists of a general orientation of the goal of learning a L2; (2) situational motivation, which varies according to the situation in which learning takes place (the motivation associated with classroom learning is distinct from the motivation involved in naturalistic learning); and (3) task motivation, which is motivation for performing particular learning tasks” (p. 117).

In order to study the attitudes of adolescents toward the English language and toward the English class, this study addressed the following research questions:

1. What are the attitudes of ninth graders in a rural middle school in Yauco, Puerto Rico toward the English language?
2. What are the attitudes of ninth graders in a rural middle school in Yauco, Puerto Rico toward the English class?
3. Are there similarities and/or differences between the ninth grade boys and girls in their attitudes toward the English language and toward the English class?

### **Chapter III: Methodology**

This chapter concerns the methodology that was used to study the attitudes of 70 ninth graders in a rural middle school in Yauco, Puerto Rico toward the English language and toward the English class. The first part of the chapter presents a description of the research site and the duration of the study, including a description of Yauco, Barinas, Yauco Middle School, the English classroom, and the researcher. The second part of the chapter describes the methods of data collection, including ethnographic participant-observation, questionnaires, tape-recorded oral interviews, and matched guise test. The description of the questionnaires, the tape-recorded oral interviews, and the matched guise tests includes the number of respondents and the procedure for administration.

#### **Research Site and Duration of the Study**

The data on which this thesis is based was collected in the English classroom of Yauco Middle School, which was located in Barinas, the largest *barrio* in Yauco. The data was collected from August 3<sup>rd</sup> to May 13<sup>th</sup> during the academic year 2004-2005, a period of ten months. To conduct this study and fulfill the requirements for the MAEE degree at the University of Puerto Rico, Mayagüez, I first obtained authorization from the principal of Yauco Middle School (See Appendix A). I then obtained consent from the parents for the students to participate by sending home with the students a consent form for the parents and the students to sign (See Appendix B). The consent form stated the purpose of the study and explained that participation was anonymous and voluntary. Since all parents and students agreed to participate, the participants in this study were the 70 students registered in the ninth grade. Finally, I informed my colleagues at the school that I was going to conduct this study by telling them what my goals were.

## Yauco

Yauco is a *pueblo*, or municipality, of Puerto Rico which is located on the southern coastal plain, in the southwestern part of the island. The name Yauco derives from the name that the Indians gave to the Coayuco River, a river close to the town. According to Rivera-Batiz and Santiago (1996), Puerto Rico can be divided into two main regions. The metropolitan area includes the major municipalities in the western, eastern and northern parts of the island; the non-metropolitan area is formed of the municipalities in the interior and in the southern part of the island. Rivera-Batiz and Santiago (1996) point out that most of the municipalities with the highest per capita income are in the metropolitan area of the island whereas most of the municipalities with the lowest per capita income are in the non-metropolitan area. According to this division, Yauco is a non-metropolitan municipality.

The territorial limits of Yauco are the *pueblos* of Adjuntas, Lares, and Maricao to the north; the Caribbean Sea to the south; Guayanilla to the east; and Sabana Grande and Guánica to the west (See Appendix C). The *pueblo* of Yauco has twenty *barrios*, including: Aguas Blancas, Algarrobos, Almacigo Alto, Almacigo Bajo, Barinas, Caimito, Collores, Diego Hernández, Duey, Frailes, Jácana, Naranjo, Quebradas, Rancheras, Río Prieto, Rubias, Sierra Alta, Susúa Alta, Susúa Baja, and Vegas. The urban center of Yauco is divided into two parts: Yauco Town North and Yauco Town South. The largest *barrio* is Barinas with approximately 8.7 square miles and the biggest aquifer in Puerto Rico.

Since one of the major products that Yauco produces is coffee, Yauco is known as *El Pueblo del Café* and is considered to be an agricultural municipality. According to local knowledge, the coffee produced in Yauco has been exported to the Vatican and is well known around the world

because of its high quality. In addition to coffee, Yauco also produces bananas, tobacco, and oranges and has light manufacturing of items such as textiles.

Since the mid 1980s, Yauco has developed commercially, and the 2000 Census reported that the population of Yauco had grown to 45,759<sup>2</sup>. Today, Yauco has commercial and shopping centers such as Yauco Plaza I and II, Yauco Shopping Center, Barinas Shopping Center, El and Cafetal Commercial Center. It also has a large number of small industries, for example a furniture factory, the Borinquen Biscuits Company, the Pastas Excelsior Company, a factory which produces industrial filters, and the Plastic Parts Corporation which manufactures plastic containers. Because of Yauco's growth and development, the 2005 Puerto Rican Day Parade in New York City was dedicated to Yauco. A lot of *yaucanos* went to the parade in order to take part in the parade and felt proud because their hometown was the Puerto Rican *pueblo* that was honored at this important event.

Yaucanos are people who have lived in Yauco for their entire lives, and they want to continue living in Yauco; they also have parents who were born and raised in Yauco. They are loyal to their *pueblo*. Yaucanos know each other for being good Christians, and good hosts in terms of community activities and for being cordial, friendly, cooperative, and family-oriented. They consider themselves to be humble, *humilde*, but proud people and hard workers. Since Yauco is a relatively small town where everyone knows everyone else, Yauconos also know each other for being *chismosos* and *entremetidos*; in other words, they like to gossip about other people; they are always concerned about what other people are doing, and they also like to talk about other people. They consider themselves to be hypocritical or two faced because, on the one

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<sup>2</sup> After the 2000 Census, the mayor of the town, the Honorable Abel Nazario, conducted a new census which revealed that the town has more than 53,300 inhabitants. The Census Office of the Federal Government approved this new census and now the town is considered an autonomous city.

hand, they are cordial and friendly, but on the other hand, they are more interested in the bad rather than good things that happen to others.

### ***Barrio Barinas***

According to the 2000 Census, *Barrio Barinas* has a population of 5,726 inhabitants and is the largest *barrio* in Yauco. According to the Encyclopedia Vox Dictionary of the Spanish Language, Barinas means either “cattle raising” or “center of communications.” Both definitions fit Barinas as there are a lot of cattle in the *barrio* and as the *barrio* is at the crossroads between Yauco and Guayanilla. Barinas is in a valley surrounded by low mountains (See Map, Appendix D). Since the Coayuco River runs through the *barrio* and since one of the most important aquifers in Puerto Rico is underneath the *barrio*, the *barrio* is subject to flooding during the rainy season. Since Barinas is mainly an agricultural community, the sugar industry was the main employer for many years, and the neighborhood had three main sugar mills: Hacienda Florida, San Rafael and María. Given the gradual disappearance of the sugar industry in Puerto Rico, the fertile lands of Barinas are nowadays used to grow bananas, plantains, and other vegetables.

In general, Barinas is a close-knit community where the residents know each other. Even though extended family members may live in separate residences, they live physically close together and spend most of their time together. The norms of interaction are that adults always acknowledge each other verbally with a greeting either in face-to-face interaction or from their cars. Nicknames are widely used among both adults and children, and children and adolescents play together after school and have strong friendship ties.



## **Yauco Middle School**

There are two public, community schools<sup>3</sup> in Barinas, Barinas Elementary School for K – 6<sup>th</sup> grade and Yauco Middle School for 7<sup>th</sup> – 9<sup>th</sup> grade. This study was conducted at the middle school, which has approximately two hundred students, all but a few of whom live in Barinas. It is located in a flood zone and is far away from main shopping centers or other possible student distractions. The school is at least fifty years old and has five main cement buildings one of which was the computer classroom (For map see Appendix E). The main building, Building A, has two levels and contains the principal's office, the school counselor's office, the lunchroom, the library, and the classrooms for Home Economics, Spanish, Music, and Industrial Arts. The social worker's office and the physical education classroom are located in Building B. The classrooms for Spanish and Social Studies are in Building C. The classrooms for English and Science are in Building D, and the classrooms for Mathematics, Social Studies, and Health are in Building E. Building F, which is located next to the basketball court, is a small cement building that holds the computer classroom.

The teachers and the students at the middle school follow a daily routine that includes starting school at 8:00 AM and ending school at 3:00 PM. The school day is divided into seven periods of classes; the first period is 60 minutes; the other periods are 50 minutes.

The first period is longer than the other periods because it includes time for homeroom.

During homeroom, homeroom teachers carry out a variety of duties. They keep students' records up to date; they introduce topics, which might be of relevance to teenagers, for discussion; they hold workshops related to future goals, education, decision-making situations, social problems, and adolescent problems. They deal with situations and problems in which their

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<sup>3</sup> Community schools are schools in which the community, which includes: parents, neighbors and people that live in the community where the school is located, can participate actively and be part of the school.

homeroom students get involved in other classes, and they are responsible for contacting parents for situations requiring discipline or academic counseling. Five of the seven periods are used for the core academic subjects: English, Spanish, Mathematics, Social Studies, and Science. Two of the periods are used for Health and Music. In Puerto Rico, the goals of the Department of Education include having English taught as a subject by a teacher who uses English as the medium of instruction. Other subjects are taught by teachers who use Spanish as the medium of instruction.

### **English Classroom**

From August, 2004 – March, 2005, this study was carried-out inside the classroom for English in Building C; from April, 2005 – May, 2005, this study was carried out in the computer classroom, a computer laboratory which doubled as the regular 9<sup>th</sup> grade English classroom.

The classroom for English in Building C did not have air conditioning, but it had one fan. In general, it was a very hot classroom. There were desks for 27 students, a teacher's desk, and two white-boards, for markers, not chalk. There was one computer, but it did not have a video data projector. However, the classroom did have a TV, a VCR, a radio, an overhead projector, and a screen to project transparencies. Since the classroom was located in an old building, it was difficult to maintain. On rainy days, the school grounds flooded so that it was impossible to open the door of the classroom and go either in or out. Even though I, as the ninth grade English teacher, tried to make the classroom look nice with pictures and decorations, the students did not find the classroom an attractive place to learn English. By contrast, the computer classroom was air-conditioned and contained 24 personal computers and abundant audiovisual and technology equipment, including a TV, a VCR, projectors, printers, scanners, and a laptop. The computer desks were organized in rows of seven seats and computers, and the

chairs had wheels, which allowed the students to roll through the classroom in their chairs even though they were not supposed to move the chairs away from the computer desks. The students were not very happy in the classroom for English in Building C, but they were very happy in the computer classroom.

To describe the interaction between me, the English teacher, and the students and the interaction among the students themselves, I have to point out that I tried to promote a student-centered English class. I encouraged my students to participate actively in the English class in several different ways. For example, my students had to read out loud to the class; they had to go to the white-board and do exercises related to vocabulary words and stories we were reading. In addition, they had to go to the front of the class and make oral reports on topics which I assigned. During class discussion, they participated actively by presenting their points of view and by answering the oral questions I asked them in order to check their understanding of class material. When they worked on the computers, they helped each other. The students received a lot of encouragement to participate in the class from both me, as their English teacher, and from their peers. I think the fact that they received this encouragement made them feel that they could at least try to speak English, and even those who thought they didn't know any English at all or who were very shy tried to participate in class. To reinforce their participation, I also orally acknowledged good jobs in front of the entire class and thanked the students for answering questions and for helping me in the class. I also worked as a team with the other English teacher. As English teachers, we were always looking for the best ways to help our students to learn English and to feel motivated in the class, and the students noticed this.

Even though I, as the English teacher, used English as the medium of instruction in my English class, most of the interaction that took place among the students was in Spanish.

Sometimes the students even mocked each other when they spoke English among themselves, but at least they sometimes tried to use their English. Most of the interaction between me and the students, however, was in English. They knew that if they approached me, they had to carry out the interaction in English because they knew that I did not want them to speak Spanish to me. Overall, I believe that the students felt free to express themselves in English in the English class.

### **Researcher**

I was the researcher in this study and, therefore, the primary collector and analyzer of the data. As the researcher, I played several roles. First, I am a Puerto Rican woman. Second, I was the only ninth grade English teacher at Yauco Middle School, which had two English teachers. I taught 8<sup>th</sup> and 9<sup>th</sup> grade, and my co-worker taught 7<sup>th</sup> and 8<sup>th</sup> grade. Third, I was born and raised in Yauco, but I have always lived in a *barrio* different from the one in which the school was located. Thus, I was an insider to the *pueblo* in which Yauco Middle School was located and to the English classroom in which this study took place, but I was an outsider to the *barrio* in which the majority of my ninth grade students and their parents lived. Similar to my ninth grade students, I was a product of the public schools in Yauco and a product of the public University of Puerto Rico in Mayagüez. I learned my English in the public schools.

At the time of the study, I was the English teacher for four groups of ninth grade students and the homeroom teacher for one of these groups. Since I was the only ninth grade English teacher, the ninth grade students asked me to be their *maestra consejera de la clase graduanda*, or counselor, for student activities and to take charge of school activities related to their graduation and honor ceremonies. As an English teacher, homeroom teacher, and counselor, I tried to be aware of my students' personal and academic needs. I gave them support whenever they needed it and tried to help them in matters concerning school, grades, and personal

development. I believe that the students had a close relationship with me because they knew that in addition to being their teacher and counselor, I was also their friend.

The students often told me that they liked the English class because I gave them a variety of projects to work on in the class and because they felt comfortable talking to me about subjects other than those directly related to the class. They said that they felt that I had a good rapport with them, and they liked the way I treated them both inside and outside class. Even though I was the students' friend, I maintained a respectful relationship with the students so that the students and I always knew that I was the teacher and they were the students.

### **Methods of Data Collection**

To collect data concerning the students' attitudes toward the English language and the English class, I used several methods, including: ethnographic participant-observation, questionnaires, tape-recorded oral interviews, and matched guise tests.

### **Ethnographic Participant-Observation**

In order to carry out this study the first thing I did was ethnographic participant-observation. Ethnography is defined as "a non-manipulative study of the cultural characteristics of a group in real-world rather than laboratory settings, utilizing ethnographic techniques and providing a socio-cultural interpretation of the research data" (Nunan, 1992, p. 230). According to Nunan, the techniques that are used in ethnography include: participant observation, non-participant observation, interviews, diaries and journals. I made use of participant-observation, journals, and interviews.

Since I was the English teacher, I was able to conduct ethnographic participant-observation in the English class, and I kept notes in a journal of all the spontaneous comments the students made about the English class during the English class. In order to find out if the

students' comments in the English class were unique to the English class or if they were characteristic of comments they made in the other classes, for example, the other language class, I also observed the Spanish class and kept notes in a journal of all the spontaneous comments the students made about the Spanish class during the class.

I observed the English class and kept the journal for the English class from August 3, 2004 – May 13, 2005. There were many days on which I did not observe any comments because I did not allow the students to sabotage the class with their negative comments about English. During these days, I gave them a lot of work to do and I tried to keep them on task. In addition to this, during tests days I did not allow them to talk in class while they were taking the test, and they knew that their grade would be affected if they did not follow my rules. My journal shows that I collected 129 comments from the English class. After analyzing them, I realized that 77 (60%) of them were repeats of six different comments. In order to report the comments I designed a tally sheet for the six most frequently made comments for the English class (See Appendix F).

I observed the Spanish class during November, 2004 for approximately five hours. During the first observation, I wrote down the comments that I heard. I then designed a comment checklist for the Spanish class (See Appendix G). I used the comment checklist for the next four observations. Finally, I tallied the number of times that the students made the different comments in the two classes.

### **Tape-Recorded Oral Interviews**

To give the students an opportunity to express attitudes toward English and the English class that might not be captured by an attitude questionnaire, I asked the students to participate in

an approximately 20 minute face-to-face, tape-recorded interview in Spanish which I conducted in the English computer classroom. I constructed an Interview Schedule with 20 open-ended questions for the tape-recorded interviews (See Appendix H; see Appendix I for an English translation of the Interview Schedule). The questions fit into four areas: questions related to the students' personal meaning of being a good citizen and school related questions (questions 1, 2, 3, 12, 13, 14, 15, 18, and 19); English language and English class questions (questions 7, 8, 9, 10, and 11,) future goals (questions 4, 5 and 20),) and the use of technology in the English class and in the other classes (questions 16 and 17).

Even though the participants in this study were the 70 students registered in the ninth grade at Yauco Middle School, the tape-recorded interview was anonymous and voluntary, so the only students who participated were those who volunteered to participate. In general, the students who participated were not the shy students in the class; instead, they were the students who participated willingly in other class activities such as making oral reports, helping the teacher, helping their classmates, and engaging, overall, in classroom participation. Between five and six students from each of four ninth grade tracks, more females (n=14) than males (n=11), for a total of 25 students participated in the tape-recorded interviews.

## **Questionnaires**

### **Socio-Demographic Questionnaire**

In order to describe the ninth grade students in terms of their socio-demographic characteristics, I used a written socio-demographic questionnaire developed by my advisor, Dr. Elizabeth Dayton, for use at the University of Puerto Rico, Mayagüez. To adapt Dayton's questionnaire for the ninth graders and to introduce the ninth graders to the task of answering a

written questionnaire, I piloted the questionnaire, omitted items that were on Dayton's questionnaire, and added items that were of relevance to the ninth graders.

The questionnaire had 47 closed-questions items which were organized into six categories: 1) socio-demographic information about the students (items 1-7), (2) elementary education of the students (items 8-10), (3) socio-demographic information about the mother (items 11-19), (4) socio-demographic information about the father (items 20-28), (5) English and media (items 29- 38), (6) life goals after graduating from high school (items 39-41).

The socio-demographic questionnaire was anonymous and voluntary. The respondents were the 70 ninth students registered in the ninth grade at Yauco Middle School. All 70 students were present the day I administered the questionnaire, and all agreed to participate. Since Spanish was the first language of the ninth grade students, the questionnaire was written and administered in Spanish (See Appendix J). The instructions to the questionnaire asked the students to answer the questions on the questionnaire. To administer the questionnaire, I read the instructions out-loud in Spanish and then asked the students to fill out the questionnaires. .

### **Attitude Questionnaire: Part I and II**

In order to study the attitudes of the ninth grade students toward the English language and toward the English class, I constructed, piloted, and administered an Attitude Questionnaire (See Appendix K). To construct and pilot the questionnaire, I consulted and followed Dornyei' (2003). The Attitude Questionnaire had two parts. Part I consisted of thirty statements to which the students had to respond using a four point Likert Scale of agreement (strongly agree, agree, disagree, strongly disagree). The thirty items formed four groups: (1) Goals of Ninth Grade Students after High School (items 5, 24, 25), (2) Comparison between English and Spanish



(items 15, 23, 8, 20, 17, 9, 26, 28, 14, 4, 11, 30), (3) Media and the English Class (items 13, 21, 18, 19, 27), and (4) Language and Identity (items 1, 2, 3, 6, 10, 22).

Part II of the Attitude Questionnaire presented the students with a list of occupations. The students had to indicate the occupations they would find to be the most desirable and the least desirable after they completed their education in the future. In order to prepare the list, I asked the students about the occupations they liked, were interested in, and wanted for their future. I also asked them about the occupations they did not like, were not interested in, and did not want for their future. After collecting a variety of occupations, I prepared a list and arranged the occupations in alphabetical order.

For Part I, I had a training session with the students and piloted the questionnaire in order to make sure that they understood the instructions and to make sure that they understood how to use a Likert Scale. For Part II, I had a training session with the students and piloted the questionnaire in order to make sure that the students understood the instructions, which asked them to choose the most desirable and the least desirable occupations and to write them in a space on the questionnaire.

The instructions for both Part I and Part II asked the students to respond in terms of what they thought the responses of most Puerto Rican ninth graders would be, not in terms of their own individual personal responses. I wrote the instructions this way because, as Romaine (1995) points out in a discussion of the limitations of self-reports and attitudes toward bilingualism, there “can be discrepancies between what people say and what they do” (p. 319). These discrepancies can be due to linguistic insecurity; to overcome the limitations of self-reports and the possibility of linguistic insecurity, I asked the students to focus on how other Puerto Rican ninth graders, not themselves, would answer the questions. The Attitude Questionnaire was

anonymous and voluntary. The respondents were the 70 students registered in the ninth grade at Yauco Middle School. Sixty-six students were present the day I administered the questionnaire, and all agreed to participate. Since Spanish was the first language of the students, the questionnaire was written and administered in Spanish. To administer the questionnaire, I read the instructions out-loud in Spanish and then asked the students to fill out the questionnaires<sup>4</sup>.

### **Matched Guise Tests**

The purpose of the matched guise tests was to gather information about the students' perception and evaluation of the English and Spanish languages. Each matched guise test had four components: the subjects, a reading passage, a tape with speakers reading the reading passage, and an instrument that the subjects used to respond to the speakers' voices on the tapes.

### **Subjects**

The subjects for each of the matched guise tests were the 70 ninth students registered in the ninth grade at Yauco Middle School. Sixty-four students (M=37; F=27) were present each of the two days I administered the matched guise tests.

### **Reading Passage**

The reading passage was a bilingual poem written in both English and Spanish which came from a picture book written for children titled The Desert is my Mother, by Pat Mora. It was a very simple and short poem, and I selected it in order to encourage the subjects to pay attention to the voices on the matched guise tapes instead of the reading passage.

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<sup>4</sup> I administered the Socio-Demographic Questionnaire and the Attitude Questionnaire to the same group of 70 students on different days because I had to take into account the attention spans of ninth graders, and I did not want to confuse them. Even though I did not correlate the two questionnaires, I organized them so that it would be possible to correlate them in the future.

## **Tapes**

To conduct the matched guise tests, I constructed two tapes. Each tape had two female educated speakers, for a total of four speakers. Each speaker provided two guises, or voices, reading the reading passage, once in English and once in Spanish. The tapes were constructed to alternate the two speakers and their two guises. The speakers on Matched Guise Tape #1, Speaker #1 and Speaker #2, were balanced bilinguals, with unaccented Spanish and English, who could pass as native speakers of both languages. In other words, they were equally fluent in both English and Spanish. Speakers #1 and #2 spoke softly in both of their guises and sounded almost exactly alike in both guises. The speakers on Matched Guise Tape #2 were bilinguals but were clearly language dominant native speakers of either English or Spanish. Speaker #3 was English dominant and had English accented Spanish; speaker #4 was Spanish dominant and had Spanish accented English. Speakers #3 and #4 did not speak softly in either of their guises and sounded completely different from each other in both guises. The following paragraphs show the speaker and guise order on both of the tapes and give a brief socio-demographic description of the speakers.

For Matched Guise Tape #1, Speaker #1 was between 30-40 years old, born and raised in Puerto Rico, educated, a college professor, and a balanced bilingual. Speaker #2 was between 35-45 years old, born and raised in Puerto Rico, educated, a graduate student, and a balanced bilingual. The speaker and guise order for Tape# 1 was the following: Speaker 1 (Spanish), Speaker 2 (English), Speaker 1 (English), Speaker 2 (Spanish).

For Matched Guise Tape # 2, Speaker #3 was between 40 – 60 years old, born and raised in the northeastern United States, educated, a college professor, an English dominant bilingual with English accented Spanish. Speaker #4 was between 20 – 30 years old, born and raised in Puerto

Rico, educated, a graduate student, and a Spanish dominant bilingual with accented English. The speaker and guise order for Tape #2 was the following: Speaker 3 (Spanish), Speaker 4 (English), Speaker 3 (English), Speaker 4 (Spanish).

### **Instrument, Task, and Instructions**

According to Dornyei (2003), a semantic differential measures peoples' reactions to stimuli, words, and concepts in terms of rating on bipolar scales defined with contrasting adjectives at each end. To measure the subjects' reactions to the voices of the speakers reading the reading passage, I constructed a four point semantic differential. The semantic differential had twenty bipolar scales; each scale had contrasting, positive or negative, traits at each end (See Appendix L). To encourage the subjects to pay attention while they were listening to the tapes and to read the traits carefully, I mixed up the scales so that the positive and the negative traits did not always appear on the same end of the scale. The traits on nineteen of the scales fell into four different categories; the trait on a twentieth scale was a distractor trait (antique-not modern-modern) to make sure that the subjects understood the task.

The four categories of the traits were: 1) Language Use and Education, 2) Integration to United States English Speakers; English as an International Outlook, 3) Life Goals, and 4) Puerto Rican Characteristics (See Appendix L). In Table 1, the traits are organized to show the positive on the right and the negative on the left. Each scale of the semantic differential had four points: strongly agree; agree; agree; strongly agree educated. For example: uneducated strongly agree-agree-agree-strongly agree. The students listened to the voices of the speakers reading the reading passage and circled strongly agree, agree, agree, or strongly agree to indicate their agreement that the voice was toward the positive trait end or the negative trait end of each of the twenty bipolar scales. The instructions for the matched guise tests were written in Spanish and

asked the students to listen carefully to the tapes and mark the 20 scales on the semantic differential for each guise.

Table 1. Matched Guise categories

Item #	<b>Category 1</b> <b>Language Use and Education</b>
#1	Difficult to understand/ easy to understand
#6	talk with high pitch/ talk with low pitch
#10	not intelligent-ignorant/ intelligent
#14	not nice to listen to/ nice to listen to
#15	does not sound like a teacher/ sounds like a teacher
#18	uneducated/ educated
	<b>Category 2</b> <b>Integration to US English Speakers;</b> <b>English as an International Outlook</b>
#9	does not want to travel around the world/ wants to travel around the world
#20	does not want to speak well to talk with US English speakers that live on the island/ wants to speak well to talk with US English speakers that live on the island
	<b>Category 3</b> <b>Life Goals</b>
#2	does not want a good job/ wants a good job
#11	lazy /hard-worker
#12	is not interested in earning more money/ earn more money
#16	unsuccessful-looser /successful

	<b>Category 4</b> <b>Puerto Rican Characteristics</b>
#4	one person-individual /group
#5	liar/ honest
#7	disrespectful / respectful
#8	sad/ happy
#13	untrustworthy/ trustworthy
#17	arrogant/ humble
#19	uninteresting/ interesting
#3 distractor	antique-not modern/modern

### **Administration of Matched Guise Tests**

To administer the matched guise tests, I first introduced the students to the matched guise tests and explained the task of the matched guise tests to them. To do this, I gave them a training session in which I prepared a tape using my voice, and I read a passage in English and in Spanish. The students did not know that it was my voice on the tape. I also prepared an instrument similar to the one I used in the matched guise test in which they had to evaluate my English and Spanish using a four-point semantic differential. The training session lasted about 50 minutes including the reading and careful explanation of how to use the scale. I used the same instructions that I used for the matched guise test and I felt confident that the students knew how to do the task. After the training session, I administered the matched guise tests for Matched Guise Tape #1 and Matched Tape #2 on two separate days three weeks apart. I conducted the tests under similar conditions in the classroom.

In conclusion, this chapter discussed the methodology that I used to conduct the study. It focused, first, on the research site and duration of the study, the English classroom, and the researcher. It focused, second, on the methods of data collection: ethnographic participant-observation, tape-recorded oral interviews, questionnaires, and matched guise tests. The Socio-Demographic Questionnaire provided information about the students that will be discussed in the next chapter. Participant-observation and tape-recorded interviews are two techniques that are used in ethnography. The ethnographic participant observation provided data about English as a medium of instruction and English as a subject in the English class. According to Fasold (1984), observation is “the least obtrusive method and the one designed to collect the most naturalistic data” (p. 152). Fasold also states that attitudes can be assumed to be the same as overt or observed behavior, or can be inferred from observed behavior (p. 152). The next chapter discusses the ethnographic participant observation data as a reflection of attitude. According to Romaine (1995), matched guise tests and attitude questionnaires are the most well-known ways to collect data on attitudes toward bilingualism. In this chapter, I have presented the Matched Guise Test #1 and the Matched Guise Test #2 and the Attitude Questionnaire that I used to collect data on attitudes toward the English language and the English class. Finally, the tape-recorded interviews gave the students the opportunity to express themselves about topics related to school and the English class. As shown in the next chapter, given the open-ended nature of the questions, the tape-recorded interviews provided data not captured by the other methods.

## **Chapter IV: Results and Discussion**

This chapter concerns the results and discussion of the instruments I used in order to study attitudes toward the English language and toward the English class. The first section of the chapter presents the participants' socio-demographic characteristics. The second section of the chapter presents the answers to research questions 1 and 2 from all its sources. The third section presents the answer to research question 3 from all its sources. Finally the last section of the chapter presents a summary and a discussion of the results.

### **Participants**

#### **Socio-Demographic Characteristics**

The participants for this study were the 70 Puerto Rican students, 36 males and 34 females, who were registered in the ninth grade at Yauco Middle School. Their ages ranged from 13 to 15 years old, but the majority were 14 years old. To gather data about the participants', the participants' parents, and the availability of English language media in the participants' homes, I used the Socio-Demographic Questionnaire.

Table 2 shows the socio-demographic characteristics of the students. As shown in the table, the majority of the students were born and raised in Yauco, Puerto Rico, with only four students reporting that they were born and raised in the United States. The majority of the students lived in the rural, or *campo*, area of Yauco, not the urban, or *pueblo*, area of the town. A little more than a third of the students reported that they had lived in the United States; of these students, 72% (18/25) had lived in the United States for one year or less. The majority of the students reported that they had attended a public elementary school; the ones that had not attended a public elementary school had attended a non-bilingual, private school. The majority



of the students reported that Spanish was their first, or native, language. Eighty-three percent of the students reported that their family used Spanish at home while 14% reported that their family used both Spanish and English at home.

In terms of their life goals after finishing high school, half of the participants (n=39) reported that they wanted to go to four-year college; a fourth (n=18) reported that they wanted to work immediately after finishing high school, and 19% wanted to go to a two-year college. Nobody indicated that they wanted to be unemployed. A majority of the students (74%) wanted to continue their studies in Puerto Rico, although 23% indicated that they wanted to study in the United States. Two thirds of the participants (66%) indicated that they wanted to work in Puerto Rico, either in Yauco (24%) or in another municipality (41%); one third would like to work in the United States (34%).

Table 2. Socio-demographic characteristics of the participants

Item	N	%
1. Born and raised in Yauco, Puerto Rico	66/70	94%
2. Lives in a rural area in Yauco, Puerto Rico	62/70	89%
3. Lived in United States	25/70	36%
4. Attended public elementary school	66/70	94%
5. Spanish is the first language	65/70	93%
6. Spanish is the only home language	58/70	83%

Table 3 shows the socio-demographic characteristics of the participants' parents. As shown in the table, the majority of the parents were born in Puerto Rico and had Spanish as a first language. Thirty-three percent of the students reported that their mothers spoke English

while 35% of the students reported that their fathers spoke English. Taking the mothers and the fathers together, Table 3 shows that a higher percent of the parents had completed junior high school than had completed high school and that a higher percent of the parents had completed high school than had completed college. Eighty-eight percent (119/136) had completed junior high school; 65% (80/124) had completed high school, and 31% (42/137) had completed college. Taking the mothers and the fathers separately, Table 3 shows that a higher percent of the mothers had completed junior high school, high school, and college than the fathers, so the mothers had more formal education than the fathers. Even though the mothers had more formal education than the fathers, only half (46%) of the mothers were working at the time of the study while 84% of the fathers were working at the time of the study. Roughly 39% of the working mothers worked for the Puerto Rican government; similarly, roughly 30% of the working fathers worked for the Puerto Rican government

Table 3. Socio-demographic characteristics of the participants' parents

Item	Mothers		Fathers		Total	
	N	%	N	%	N	%
1. Born and raised in Puerto Rico	65/70	93%	65/70	93%	130/140	93%
2. Spanish is the first language	67/70	96%	68/70	97%	135/140	96%
3. Speaks English	23/70	33%	23/66	35%	46/136	34%
4. Completed junior high school	63/69	91%	56/67	84%	119/136	88%
5. Completed high school	54/70	77%	30/54	56%	84/124	68%
6. Completed college	24/68	35%	18/69	26%	42/137	31%
7. Currently working	32/70	46%	57/68	84%	89/138	64%
8. Works for the PR government	11/28	39%	15/50	30%	26/78	33%

In addition to eliciting socio-demographic information about the participants and their parents, the socio-demographic questionnaire elicited information about the availability of English language media in the students' homes. A little more than half the students (37/70) reported that they had cable TV and/or satellite TV in English. Roughly 60% of the 37 students who had cable TV reported that they watched cable TV and/or satellite in English; 44% reported that they watched TV with English subtitles; 38% reported that they watched TV with closed captions in English. Sixty-eight percent of the students reported that they liked to watch movies in English, and 70% reported that they liked to watch movies in English with subtitles in Spanish. Sixty-four percent of the students reported that they had a computer at home, and half reported that they had *Messenger*. Fifty-one percent reported that they used *Messenger* in English compared to 41% in Spanish.

In summary, the majority of the participants were 14-year-old public school students in ninth grade who had been born and raised and lived in the rural, or *campo*, area of Yauco. They had been educated in the public schools; they spoke their first language, Spanish, at home, and they had relatively little experience outside of Puerto Rico in the United States. The majority of the participants' parents were born and raised in Puerto Rico, spoke Spanish as their first language and had, at least a junior high school education. Finally, more than half of the participants reported that they had cable TV and/or satellite TV at home. The majority of the students watched English language media.

Finally, in addition to the Socio-Demographic Questionnaire, I used the 2000 Census to find information that concerned the students' socio-economic status. According to the 2000 Census, the poverty level of Yauco was 52.7%. The socio-economic report for the school of the academic year 2004—2005 showed that 86% of the students were under the poverty level.

These data suggest that the overall socio-economic status of the student participants of this study was low.

#### **Four Ninth Grade Tracks**

Despite the fact that the ninth grade students formed a relatively homogeneous population in terms of their socio-demographic characteristics, they were organized, within the school, in terms of four academic tracks, according to a track system based on the score that they obtained on the Mathematics part of the standardized exam, *Pruebas de Habilidad General*<sup>5</sup>. As I was the only ninth grade English teacher, I taught all the ninth grade students, but I was the homeroom teacher for only one track, the students in 9-2. Table 4 shows the distribution of the students by track and gender. The students registered in the 9-1 and 9-2 tracks had the highest scores on the Mathematics part of the standardized test and the highest grades across the subject areas. In general, the students in 9-1 and 9-2 were more involved in school activities, such as contests inside and outside the school, for example, oratory contests, sports contests, science fairs, and spelling bees. The students registered in the 9-3 and 9-4 tracks had the lowest scores on the Mathematics part of the standardized test and the lowest grades across the subject areas. At the end of the second semester of the academic year 2004-2005, the average grade in English for 9-1 was an A, for 9-2 a B, and for 9-3 and 9-4 a C.

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<sup>5</sup> The standardized test or state test, "*Pruebas de Habilidad General*", are given to students in third, sixth, eighth and tenth grades in order to measure the students' knowledge in three subjects: Spanish, English, and Math. The purpose of the tests is to find out the students' academic percentile and to evaluate if the students qualify to receive scholarships. They are also used to place the students in the different groups within a grade.

Table 4. The distribution of ninth grade students by gender across four tracks.

Group	Boys	Girls	Total
9-1	11	7	18
9-2	9	9	18
9-3	9	8	17
9-4	7	10	17
TOTAL	36	34	70

The four tracks of ninth grade students were different not only in terms of their academic achievement, but also in terms of their classroom behavior and interaction. For example, according to the students in 9-3-a (dumb) and *no inteligente* (not intelligent). They made comments such as: *Missy, nosotros somos unos brutos, por eso no entendemos Inglés* (Miss, we are dumb, this is the reason why we do not understand English). They also contrasted themselves to the students from the 9-1 and 9-2 groups. They thought that the students from 9-1 and 9-2 were nerds but that the students from 9-3 and 9-4 were not. They also thought that the students from 9-1 and 9-2 were dumb because they behaved in their classrooms and did not talk while their teachers were giving classes. Some of their comments included: *No somos como los estofones de 9-1 que se portan bien y se pasan estudiando* (We are not like the nerds of 9-1 that behave and are always studying.) ; *Los estudiantes de 9-1 son unos bobos, Missy* (The students of 9-1 are fools, Miss.); and *Todo siempre es para los estofones de 9-1, siempre los llevan a giras y a nosotros no* (Everything is for the nerds of 9-1; they are always taken to field trips and we do not).

## **Results for Research Questions 1 and 2**

Research question 1 asked: What are the attitudes of ninth graders in a rural middle school in Yauco, Puerto Rico toward the English language? Research question 2 asked: What are the attitudes of ninth graders in a rural middle school in Yauco, Puerto Rico toward the English class? This section answers these two questions through the examination of the results for the ethnographic participant-observation data and Part I of the Attitude Questionnaire.

### **Ethnographic Participant-Observation**

As mentioned in the previous chapter, I collected 129 comments from the English class. Sixty percent of them were repeats of six different comments. Table 5 shows the tally sheet that I created to register these six most frequently made comments about the English class that students made during the English class through the academic year 2004-2005 and the number of times that I recorded them making the comments. First, the most salient observation to be made about the comments is that the students did not make any positive comments about the English class. Second, the comments can be divided into two groups. The first group includes comments such as *Teacher, say it in Spanish, in Spanish*, which are comments about English as the medium of instruction. In other words, the students made a request that the teacher use Spanish, not English, as the medium of instruction in the class and translate from English to Spanish. The second group includes comments such as *I hate English, I don't understand English; English is difficult; I am Puerto Rican; I don't need English*, which are negative comments about English as the subject of the class. In these comments, the students told the teacher that they hated English, the subject of the English class, and denied that they understood anything in English.

Table 5. Students' six most repeated comments in the English class

Students' comments in the English class	N	%
1. Maestra, en Español, digalo en Español. 'Teacher, say it in Spanish, in Spanish.'	25/77	32%
2. Maestra, yo odio el Inglés. 'Teacher, I hate English.'	20/77	26%
3. No entiendo nada. No entiendo Inglés. 'I don't understand anything. I don't understand English.'	15/77	19%
4. Yo no sé Inglés. 'I don't know English.'	10/77	13%
5. Soy puertorriqueñ@, no necesito (el) Inglés. 'I am Puerto Rican, I don't need English.'	4/77	5%
6. El Inglés es bien difícil. 'English is very difficult.'	3/77	4%

Table 6 shows the comments that the students made during the Spanish class and the number of times that I recorded them making the comments. As shown in the table, the most frequent comments the students made were the ones telling the teacher that they did not understand material and the ones asking the teacher, who had a high pitched, loud voice, not to scream. Different from the comments made in the English class, the comments made in the Spanish class did not include any comments about the Spanish language. Instead the comments, for the most part, were about not understanding the material in the class, but also included some comments showing that the students did understand what the teacher was talking about.

Table 6. Students' comments in the Spanish class

Students' comments in the Spanish class	N	%
1. Missy, no entiendo. 'Teacher, I don't understand.'	18/61	30%
2. Missy, no grite. No tiene que gritar. 'Teacher, don't scream. You don't have to scream.'	16/61	26%
3. No quiero escribir. 'I don't want to write.'	15/61	25%
4. Missy, yo lo sé. 'Teacher, I know it.'	5/61	8%
5. Missy, explique otra vez. 'Teacher, explain again.'	7/61	11%

A final observation from the comments involves how the students addressed the English teacher and the Spanish teacher. In Puerto Rico, to address the teacher, the normal word usage is to use *missy* in the English class and *maestra* in the Spanish class. As shown in Tables 5 and 6, the students used the Spanish word *maestra* in the English class but the English word *missy* in the Spanish class. One possible explanation has to do with respect. Perhaps the students respected the English teacher even though they had negative attitudes toward the English language while they did not respect the Spanish teacher even though they did not have negative attitudes toward the Spanish language.

In summary, attitudes can be assumed to be the same as overt or observed behavior, or can be inferred from observed behavior (Fasold, 1984). In this case, the observed behavior includes the comments that the students made during the English and the Spanish classes. Since these comments were negative and were directed towards the English language, on the one hand,



and towards English as a subject in the English classroom, on the other, I conclude that these comments reflected a negative attitude toward two components of the English class: the medium of instruction and the subject of the class. As we have seen in Tables 5 and 6, the students made different kinds of comments in the English and the Spanish classes. Since the students regularly made comments about hating English but never made comments about hating Spanish, I conclude that the students' comments about language in the English class were unique to the English class.

### **Attitude Questionnaire: Part I**

Table 7 shows the percent of students that chose "strongly agree" or "agree" for the items that concerned life goals (items 5, 24, 25). As shown in the table, 80% of the students agreed that Puerto Rican students are preparing to go to work as soon as they graduate from high school (item 5). Seventy-seven percent of the students also agreed that Puerto Rican students are preparing to attend a four-year college, such as the University of Puerto Rico, Mayagüez, as soon as they finish high school (item 25). Eighty percent of the students agreed that Puerto Rican students are preparing to be good professionals (item 24), which implies that they will earn a license through a four-year college degree to practice a profession.

Table 7. Life goals of ninth grade students after high school

Item	N=66	Percent strongly agree/ agree
5. Puerto Rican students are preparing to work as soon as they graduate from high school.	53/66	81%
24. Puerto Rican students are preparing to be good professionals.	53/66	80%
25. Puerto Rican students are preparing to attend a four-year college, such as the University of Puerto Rico or Inter-American University, as soon as they graduate from high school.	51/66	77%

Table 8 shows the percent of students who chose "strongly agree" or "agree" for the items that concerned the students' attitudes toward the English class and the English language and the Spanish class and the Spanish language (items 5/23, 8/20, 17/9, 11/30, 14/4, 7/29, 28/26). As shown in the table, more than three fourths of the students agreed that both English and Spanish are useful and necessary for their future (items 15/23), and more than three fourths of the students agreed that they will need to know both English and Spanish for the career or profession that they choose to study in the future (items 8/20). A comparison of the same four items shows that a higher percent of students agreed that English is useful for their future (88%) and that they will need to know English (86%) than believe that Spanish is useful for their future (77%) and that they will need to know Spanish (77%).

Overall, 62% of the students agreed that they hated the English language (item 28), but only 23% agreed that they hated the English class (item 14). However, a closer examination of item 28 across the different tracks shows that 53% (10/19) of the 9-1 students and 53% (8/15) of the 9-2 students agreed that Puerto Rican students hate the English language compared to 71% (12/17) of the 9-3 students and 73% (11/15) of the 9-4 students; thus, a higher percent of 9-3 and 9-4 students than of 9-1 and 9-2 students agreed that Puerto Rican students hate the English language. Similarly, for item 14, 16% (3/19) of the 9-1 students and 7% (1/15) of the 9-2 students agreed that Puerto Rican students hate the English class compared to 35% (6/17) of the 9-3 students and 33% (5/15) of the 9-4 students; thus, a higher percent of 9-3 and 9-4 students than of 9-1 and 9-2 students agreed that the students hated the English class. In summary, a higher percent of the students from the lower tracks (9-3 and 9-4) than from the higher tracks (9-1 and 9-2) agreed that Puerto Rican students hate the English language and the English class.

Since 62% of the students agreed that they hated the English language (item 28), but only 23% agreed that they hated the English class (item 14), it seems reasonable to conclude that the negative attitudes that the students have toward English are negative attitudes toward the English language not toward the English class. In fact, the majority of the students (65%) agreed that they liked to learn English in the English classroom (item 17), and only a third (33%) agreed that they found learning English in the English class boring (item 11). Less than half of the students (41%) agreed that they spent more time studying for subjects other than English (item 14).

In contrast to the difference in attitudes the students hold toward English and the English class, as reflected in the percent of agreement for item 28 (62%) and item 14 (23), the same percent of students who agreed that Puerto Rican students hate the Spanish language (31% for item 26) agreed that Puerto Rican students hate the Spanish class (29% for item 4). In addition, for these four items there did not seem to be a difference in percent of agreement across the four tracks. The majority of the students (69%) agreed that Puerto Rican students like to learn Spanish in the Spanish classroom (item 9); similarly, the majority of the students (65%) agreed that Puerto Rican students like to learn English in the English classroom (item 17). In contrast, almost half (47%) agreed that Puerto Rican students think that learning Spanish in the classroom is boring (item 30), while less than half of the students (33%) agreed that Puerto Rican students think that learning English in the classroom is boring (item 11). In addition, more than half of the students (62%) agreed that Puerto Rican students spend more time studying for subjects other than Spanish (item 29) while less than half of the students (41%) agreed that Puerto Rican students spend more time studying for subjects other than English.

Table 8. Attitudes toward language and classes: English and Spanish

	N=66		Percent strongly agree and agree	
Item	English		Spanish	
15/23. PR students think that learning English/Spanish is useful and necessary for their future.	58/66	88%	51/66	77%
8/20. PR students think that they need to know English/Spanish for their career or profession.	57/66	86%	51/66	77%
17/9. PR students like to learn English/Spanish in a classroom.	43/66	65%	45/66	69%
11/30. PR students think that learning English/Spanish in a classroom is boring.	22/66	33%	31/66	47%
14/4. PR students hate the English/Spanish class.	15/66	23%	19/66	29%
7/29. PR students spend more time studying for Science, Mathematics, and Social Studies classes than for English/Spanish classes.	27/66	41%	41/66	62%
28/26. PR students hate the English/Spanish language.	41/66	62%	20/66	31%

Table 9 shows the percent of students who chose "strongly agree" or "agree" for the items that concerned media in the English class (items 1, 18, 13, 19, 27). As shown in the table, almost all of the students agreed that Puerto Rican students like to watch movies (94%) and to play video games (83%) in the English class (items 21 and 18). Even though the majority of the students agreed that Puerto Rican students like to play video games in the English class, only half of the students (53%) thought that Puerto Rican students need to know English in order to play and to understand video games (item 13). More than half of the students (62%) agreed that Puerto Rican students want to learn English outside the classroom, without an English teacher, through playing Play Station and watching cable TV in English (item 27). By comparison, only

half of the students (50%) wanted to learn English in the English class with a teacher while engaging in activities such as reading stories, making oral reports, and doing projects (item 19).

A closer examination of item 19 suggests that the students across the four tracks (9-1, 9-2, 9-3, 9-4) are not consistent in their attitudes toward learning English inside a classroom, with a teacher, carrying out various activities. For example, only 16% (3/19) of the 9-1 students agreed that Puerto Rican students wanted to learn English inside the classroom with a teacher compared to 93% (14/15) of the 9-2 students, 47% (8/17) of the 9-3 students and 53% (8/15) of the 9-4 students; thus, a higher percent of 9-2, 9-3, and 9-4 students than of 9-1 students agreed that Puerto Rican students wanted to learn English in the English classroom with a teacher. A possible explanation for the finding that the highest track students in 9-1 showed the lowest percent of agreement with the statement that Puerto Rican students want to learn English inside a classroom, with a teacher, carrying out various activities is that in the 9-1 English classroom I challenged the 9-1 students with different activities more than I challenged the other three groups, and the students in 9-1 were constantly complaining about this fact and about the fact that I gave them different tests, different activities, and more work than I gave the students on the other three tracks. Typical comments that the 9-1 students made included: *¿Por qué nos da cosas diferentes?* (Why do you give us different things?), *Eso es mucho trabajo.*, *Maestra eso no es justo.* (That is a lot of work. Teacher, that is not fair.), *¿Por qué los exámenes de nosotros son distintos y tan largos?* (Why our tests are different and so long?), *¿Por qué nos exige tanto y a los demás grupos no?* (Why do you demand so much from us and to the other groups you do not?), *Más trabajo.....Hay no!* (More work... No way!).

Table 9. Media and the English class

Item	N=66	Percent strongly agree and agree
21. PR students like to watch movies in the English class.	62/66	94%
18. PR students like to play video games in the English class.	55/66	83%
13. PR students think that they need to know English in order to play and understand video games.	35/66	53%
19. PR students want to learn English inside a classroom, with a teacher, and carrying out activities such as: reading stories, doing oral reports and projects, etc.	33/66	50%
27. PR students want to learn English outside a classroom, without a teacher, and playing PlayStation and watching cable TV in English.	41/66	62%

Table 10 shows the percent of students who chose "strongly agree" or "agree" for the items that concerned the students' attitudes toward language and identity (items 2, 3, 10, 22, 6). As shown in the table for items 2, 3, and 10, almost all of the students agreed that Puerto Ricans who go to the United States must learn to speak English (94%), that Puerto Ricans who are born and raised in the United States but return to Puerto Rico must learn to speak Spanish (88%), and that Americans who come to Puerto Rico must learn to speak Spanish (92%). The high percent of agreement for items 2, 3, and 10 points to a strong agreement that language and country go hand-in-hand. In contrast, an examination of items 22 and 6 points to a weaker agreement that language and national identity go hand-in-hand. Only half of the students agreed that in order to be an American, a person should speak English (53%) (item 22) and that in order for a person to be a Puerto Rican, a person should speak Spanish (48%) (item 6). Taking the items that have to do with language and country together with the items that have to do with language and national identity, we can propose that the students strongly agreed that one should be able to use the

language of the majority in either Puerto Rico or the United States but more weakly agreed that language does not determine one's national identity.

A closer examination of items 6 and 22 across the tracks shows that the students may not have consistent attitudes about the relationship between language and national identity across the four tracks. For example, for item 6, 21% (4/19) of the 9-1 students and 33% (5/15) of the 9-2 students agreed that to be Puerto Rican, a person must speak Spanish compared to 65% (11/17) of the 9-3 students and 80% (12/15) of the 9-4 students; thus, a higher percent of 9-3 and 9-4 students than of 9-1 and 9-2 students agreed that to be Puerto Rican, a person must speak Spanish. Similarly, for item 22, 16% (3/19) of the 9-1 students and 47% (7/15) of the 9-2 students agreed that to be American, a person must speak English compared to 71% (12/17) of the 9-3 students and 80% (12/15) of the 9-4 students; thus, a higher percent of 9-3 and 9-4 students than of 9-1 and 9-2 students agreed that to be American, a person must speak English. To summarize, a higher percent of the students from the lower tracks (9-3 and 9-4) than from the higher tracks (9-1 and 9-2) agreed that to be a Puerto Rican, a person must speak Spanish and that to be an American, a person must speak English. Thus, a higher percent of the students from the lower tracks than from the higher tracks agreed with statements pointing toward language as determinant of one's national identity.

Table 10. Language and identity

Item	N=66	Percent of strongly agree and agree
2. Puerto Ricans who go to the United States must learn to speak English.	62/66	94%
3. Americans who come to Puerto Rico must learn to speak Spanish.	61/66	92%
10. Puerto Ricans who were born and raised in the United States and return to Puerto Rico must learn to speak Spanish.	58/66	88%
22. To be an American, a person must speak English.	35/66	53%
6. To be Puerto Rican, a person must speak Spanish.	36/66	48%

In summary, the results of the Attitude Questionnaire: Part I suggest that more than 85% of the ninth grade students think that learning English is useful and necessary for their future and that they need English for their profession or career. However, and even though the students seem to recognize the usefulness of the English language, 62% agreed in hating the language. In addition, the students associated English with the United States and Spanish with Puerto Rico as more than 90% agreed that Puerto Ricans who go to the United States must speak English and that Americans who come to Puerto Rico must speak Spanish. In contrast to the high percent of agreement that Puerto Ricans in the United States must speak English and that Americans in Puerto Rico must speak Spanish, a much lower (53%) percent agreed that to be an American a person must speak English and a much lower percent (48%) agreed than to be a Puerto Rican a person must speak Spanish. This lower percent of agreement points to a weaker association of language with identity then of language with place.

In addition to the findings of the participants as a group, the results also showed differences across the four tracks concerning the ninth graders attitudes toward the English language and the



English class. The findings suggest that across the four tracks ninth graders do not have uniform attitudes toward the English language, toward the English class, and toward the association between language and identity. A higher percent of the students on the lower two tracks than on the higher tracks agreed that Puerto Rican students hate the English language and hate the English class,. Moreover, the findings suggest that a higher percent of students on the lower two tracks also agreed that to be an American, a person must speak English and that to be a Puerto Rican, a person must speak Spanish. In other words, a higher percent of the students on the lower two tracks than on the higher two tracks agreed with statements associating language and national identity.

### **The Matched Guise Tests**

To analyze the data from the two Matched Guise Tests, I organized the nineteen bipolar scales on the semantic differential so that the positive and the negative traits always appeared at the same end of the scale. I then counted the number of subjects who had circled strongly agree, agree, agree, or strongly agree to indicate their agreement that a voice was toward the positive trait end or the negative trait end of each of the nineteen bipolar scales. I then combined the strongly agree and agree judgments that a voice was toward the positive trait end of each of the nineteen bipolar scales, and I combined the strongly agree and agree judgments that a voice was toward the negative end of each of the nineteen bipolar scales. Finally, I calculated the percent of positive responses for each of the nineteen bipolar scales.

Table 11 shows the results for Matched Guise Tape #1 by combining the results from all nineteen bipolar scales and showing the percent of subjects that judged positively the balanced bilinguals. Table 12 shows the results for Matched Guise Tape #2 by combining the results from all nineteen bipolar scales and showing the percent of subjects that judged positively the

language dominant bilinguals. Examining the tables together shows that 66% of the subjects agreed that the voices of the balanced bilinguals on Matched Guise Tape #1 were toward the positive trait end of the scales while only 55% of the subjects agreed that the voices of the language dominant bilinguals on Matched Guise Tape #2 were toward the positive trait end of the scales. Thus, the subjects evaluated the balanced bilinguals more positively than they evaluated the language dominant bilinguals.

Examining Tables 11 and 12 separately and taking Table 11 first, we see that the subjects made very little distinction between Speaker #1 (65%) and Speaker #2 (64%). They made a slightly larger distinction between the Spanish and the English guises and evaluated the Spanish guises of the two balanced bilinguals together (66%) slightly more positively than the English guises (64%). Finally, they evaluated Speaker #1's Spanish guise (67%) slightly more positively than her English guise (63%) and Speaker #2's English guise (65%) slightly more positively than her Spanish guise (64%). Table 12 shows that the subjects evaluated the English guises (57%) of the two language dominant bilinguals together more positively than the Spanish guises (53%) and that they evaluated Speaker #3 in both her English (59%) and her Spanish (57%) guises more positively than they evaluated Speaker #4. To summarize, for the balanced bilinguals, the subjects seem to have made an evaluation about language; they evaluated Spanish slightly more positively than English; for the language dominant bilinguals, the subjects seem to have made an evaluation about the speakers; they evaluated Speaker #3 slightly more positively in both of her guises than they evaluated Speaker #4.

Table 11. Percent positive evaluation for balanced bilinguals on Matched Guise Tape #1

	Speaker #1		Speaker #2		Total	
Language	N	%	N	%	N	%
English	760/1216	63%	791/1216	65%	1551/2432	64%
Spanish	820/1216	67%	775/1216	64%	1595/2432	66%
Total	1580/2432	65%	1566/2432	64%	3146/4864	66%

Table 12. Percent positive evaluation for language dominant bilinguals on Matched Guise Tape #2

	Speaker #3 English dominant		Speaker #4 Spanish dominant		Total	
Language	N	%	N	%	N	%
English	716/1216	59%	668/1216	55%	1384/2432	57%
Spanish	690/1216	57%	608/1216	50%	1595/2432	53%
Total	1406/2432	58%	1276/2432	52%	2682/4864	55%

Table 13 shows the percent of positive evaluation by all subjects of the English guises of the balanced bilinguals on Matched Guise Tape #1; Table 14 shows the percent of positive evaluation by all subjects of the Spanish guises of the balanced bilinguals on Matched Guise Tape #1. Taking the two tables together, we see that the subjects evaluated the balanced bilinguals more positively in their English guise (67%) than in their Spanish guise (60%) on the traits in Category #2 that involved integration to United States English speakers and English as

an international outlook and evaluated the balanced bilinguals more positively in their Spanish guise (64%) than in their English guise (58%) on the traits in Category #4 that involved Puerto Rican characteristics.

Table 13. Percent positive evaluation by all subjects for English guises of balanced bilinguals on Matched Guise Tape #1

English

Speaker	Category 1 Language Use and Education		Category 2 Integration to US English Speakers; English as an International Outlook		Category 3 Life Goals		Category 4 Puerto Rican Characteristics		Total	
	N	%	N	%	N	%	N	%	N	%
Speaker #1	266/34	69%	85/128	66%	175/256	68%	234/448	52%	760/1216	63%
Speaker #2	244/34	64%	86/128	67%	176/256	69%	285/448	64%	791/1216	65%
Total	510/78	66%	171/256	<b>67%</b>	351/512	69%	519/896	<b>58%</b>	1551/2432	64%

Table 14. Percent positive evaluation by all subjects for Spanish guises of balanced bilinguals on Matched Guise Tape #1

Spanish

Speaker	Category 1 Language Use and Education		Category 2 Integration to US English Speakers; English as an International Outlook		Category 3 Life Goals		Category 4 Puerto Rican Characteristics		Total	
Speaker #1	N	%	N	%	N	%	N	%	N	%
	256/384	67%	85/128	66%	182/256	71%	297/448	66%	820/1216	67%
Speaker #2	258/384	67%	69/128	54%	170/256	66%	278/448	62%	775/1216	64%
Total	514/768	67%	154/256	<b>60%</b>	352/512	69%	575/896	<b>64%</b>	1595/2432	66%

Table 15 shows the percent of positive evaluation by all subjects of the English guises of the language dominant bilinguals on Matched Guise Tape #2; Table 16 shows the percent of positive evaluation by all subjects of the Spanish guises of the language dominant bilinguals on Matched Guise Tape #2. Taking the two tables together, we see that the subjects evaluated the language dominant bilinguals more positively in their English guise (55%) than in their Spanish guise (48%) on the traits in Category #2 that involved integration to United States English speakers and English as an international outlook. They also evaluated the language dominant more positively in their English guise (57%) than in their Spanish guise (53%) on category four that involved Puerto Ricans characteristics.

Table 15. Percent positive evaluation by all subjects for English guises of language  
dominant bilinguals on Matched Guise Tape #2

Speaker	Category 1 Language Use and Education		Category 2 Integration to US English Speakers; English as an International Outlook		Category 3 Life Goals		Category 4 Puerto Rican Characteristics		Total	
Speaker	N	%	N	%	N	%	N	%	N	%
#3	230/384	60%	71/128	55%	154/256	60%	261/448	58%	716/1216	59%
#4	213/384	55%	71/128	55%	135/256	53%	249/448	56%	668/1216	55%
Total	443/768	58%	142/256	<b>55%</b>	289/512	56%	510/896	57%	1384/2432	57%

Table 16. Percent positive evaluation by all subjects for Spanish guises of language  
dominant bilinguals on Matched Guise Tape #2

Speaker	Category 1 Language Use and Education		Category 2 Integration to US English speakers; English as an International Outlook		Category 3 Life Goals		Category 4 Puerto Rican Characteristics		Total	
Speaker	N	%	N	%	N	%	N	%	N	%
#3	212/384	55%	69/128	54%	162/256	63%	247/448	55%	690/1216	57%
#4	201/384	52%	54/128	42%	123/256	48%	230/448	51%	608/1216	50%
Total	413/768	54%	123/256	<b>48%</b>	285/512	56%	477/896	53%	1298/2432	53%

To summarize, the subjects evaluated the balanced bilinguals more positively than they evaluated the language dominant bilinguals. For the language dominant bilinguals, the subjects

made an evaluation about the speakers and evaluated both of the guises of the English dominant speaker slightly more positively than they evaluated both of the guises of the Spanish dominant speaker. They also evaluated the English guises of the language dominant bilinguals more positively than the Spanish guises on the traits that involved integration to United States English speakers and English as an international outlook and on the traits that involved Puerto Rican characteristics. For the balanced bilinguals, the subjects made an evaluation about language and evaluated the Spanish guises slightly more positively than the English guises. However, they evaluated the English guises of the balanced bilinguals more positively than the Spanish guises on the traits that involved integration to United States English speakers and English as an international outlook while they evaluated the Spanish guises more positively than the English guises on the traits related to Puerto Rican characteristics.

### **Results of the Tape-Recorded Oral Interviews**

As pointed out in Chapter 3, the questions on the tape-recorded Interview Schedule (See Appendices H and I) fell into four areas. The first area concerned citizenship and school related questions. The second area included questions about the English language and the English class. The third area concerned the future goals of the students, and the fourth area concerned the use of technology in the English class and in other classes. In this section, I will report some of the statements that the students made in these four sections of the interview.

The first set of questions from the tape-recorded interviews concerned the definition of a good citizen and the school's role in promoting citizenship. The purpose of these questions was to have the students reflect on school and how school can help a person become a good citizen. In addition, I used these questions as introductory questions to set the stage for the questions concerning the English language and the English class.

In general, the students agreed in their answers as to what a good citizen is by reporting that a good citizen behaves correctly, follows and does not break the laws, and is a person who works and studies. The following is a sample of the students' responses: "*Cumplir con las leyes y estudiar.*"; (To follow the laws and study.), "*Ayudar a las personas, no cometer crímenes, no alterar la paz y trabajar.*"; (To help other people, to not commit crimes, to not disturb the peace and work), "*Ser buena persona es ser buen ciudadano.*"; (Being a good person is being a good citizen), and "*Alguien que no roba, estudia, no tiene problemas con nadie y siempre esta tranquilo.*" (Somebody who does not steal, studies, does not have problems with anyone and is always quiet.).

In general, the students also agreed in their answers to how the school is helping students become good citizens. According to the students, the school provides them with an education, teaches values, and provides necessary information and advice about how to be a good citizen. The following is a sample of the students' responses: "*Dándome educación y enseñándome valores.*"; (Giving me education and teaching values); "*Educándome y dándome las herramientas para mi futuro.*"; (Educating me and giving me the tools for my future) "*Si, porque alli es dónde uno aprende los valores.*"; (Yes, because we learn values in school); "*Si, aprendiendo las materias, a respetar, nos dan cosas fáciles para tener buen futuro.*"; (Yes, learning in the classes, to respect, giving us easy things in order to have a good future);. "*Si, los maestros nos ayudan y nos enseñan.*"; (Yes, the teachers help us and teach us); "*Si, me explican bien las cosas en el salón.*"; (Yes, they explain the things well in the classroom); "*Estudios y orientando a uno.*" (The studies and counseling the teachers give us). In summary, the students agreed in their answers concerning the meaning of being a good citizen and how the school fosters good citizenship.



The second set of questions concerned the questions related to the English language and the English class. I have included the transcripts of the students' answers to the questions that generated the most material about the English language and the English class (questions 5 and 9 on the Interview Schedule). These transcripts are organized in terms of the four tracks and in terms of gender (See Appendix M). The answers to these questions suggest that the students across the four tracks had positive attitudes toward the English language and the English class and that they recognized the importance of knowing English for their future. A sample of their responses to the question regarding the importance of and need for English in their future follows:

*“Si, ya que las recetas de la farmacia son en inglés todas y si tengo que comunicarme con un profesional en EU se me va a hacer más fácil.”*; (Yes because the medical prescriptions are in English and if I have to communicate with a professional in the US it will be easier for me.);

*“Aprender inglés es importante porque en algunas profesiones se necesita el inglés.”*; (It is important to learn English because you need English in some professions);

*“Si, saber inglés te da más oportunidades de trabajo, mejor comunicación con otras personas.”*; (Yes, it is important to know English because it gives you more job opportunities and you have better communication with other people.);

*“El inglés es importante por si vamos a lugares lejanos donde se habla inglés.”*; (English is important if we travel to distant places where English is spoken.);

*“Si necesito el inglés por si tengo que hablar con extranjeros.”*; (Yes I need English in order to talk to outsiders.);

*“Si tengo que aprender por si acaso hay alguien que no hable español.”*, (Yes, I need to learn it just in case somebody does not speak Spanish.);

*“Si, porque casi siempre los instrumentos son inglés y las recetas también.”* (Yes, because the instruments are in English and the medical prescriptions too).

Finally, these interviews also showed that students viewed English as a global, or international, language. The only part of this study where the students mentioned the English as a global language was in the tape- recorded interview. The following is a sample of the students' responses that show that they recognized English as a global language: "*Si, porque el inglés es importante porque es universal.*" (Yes, English is important because it is universal.); *Si, es muy importante, porque es un idioma universal.* (Yes it is very important because it is a universal language.); *Inglés es importante porque es un idioma universal.* (English is important because it is a universal language.); *El inglés es importante porque lo necesito para mi futuro, por si me toca trabajar e los EU.* (English is important because I need it for my future and if I have to work in the United states.); *El inglés es importante porque es un idioma universal.* (English is very important because it is a universal language).

The students also provided suggestions to make the teaching of English more effective, and they agreed that English teachers should give them a lot of oral reports and group work activities. They wanted to use the computer for various tasks and they wanted the English teachers to encourage them to be able to communicate more in the English class and avoid using the pencil and notebook technique. The following is a sample of the students' responses: "*Que cambien el currículo y que las clases sean más conversacionales.*"; (Change the curriculum and have more conversational classes,); "*Dar más trabajo conversacional y más palabras de vocabulario.*"; (Give more conversational work and more vocabulary words.); "*Pienso en el dinamismo, más hablar que escribir y el uso de la tecnología.*"; (I think about the dynamism, more talking, than writing, and the use of technology.); "*Diferentes tácticas , juegos interactivos, más dinámicas.*"; (Different tactics, interactive games, more dynamics.); "*Las clases las deben dar de otra forma, no solo libreta y libro.*"; (Classes should be conducted in

another way, not only notebook and book.); “*Sugiero hacer más proyectos y usar las computadoras.*”; (I suggest to do more projects and use the computers.); “*Las sugerencia es escribir menos y hablar más para captarla mejor.*”; (The suggestion is less writing and more talking in order to understand it better.); “*Usar más las computadoras y trabajos en grupo.*” (To use more computers and more group work). In summary, the answers to the questions related to English suggest that the ninth graders recognized the importance of English. They also suggest more oral practice, group work, and the use of technology in order to improve the teaching of English.

The third set of questions focused on the students’ life goals after graduating from high school. The answers to these questions suggest that they wanted to work and to be professionals; they did not see themselves as doing nothing or as being unemployed. These findings were similar to the results of the socio-demographic items related to life goals after graduating from high school. A sample of the responses to questions about their life goals after graduating from high school shows variation according to gender and track and suggests that the students from 9-1 and 9-2 had higher occupational ambitions and were more college bound than the students from 9-3 and 9-4. The following is a sample of the students’ responses: Female, 9-1: “*En el futuro quiero ser un profesional, me veo trabajando como abogada.*”; (I want to be a professional in the future; I see myself working as a lawyer); Male 9-2: “*Quiero ser un profesional, me veo trabajando abogacia, quiero estudiar ciencias políticas.*”; (I want to be a professional, I see myself working in law, I want to study political science.); Male 9-3: “*Quiero ser un profesional en el futuro, me veo haciendo algo y me gustaría ser músico.*”; ( I want to be a professional in the future, I see myself doing something. I would like to be a musician.); Male 9-4: “*Quiero ser un profesional, me veo trabajando como mecánico.*” (I want to be a

professional, I see myself working as a mechanic). In summary, the students' answers to the questions related to their life goals suggest that they want to be professionals in the future and that they do not want to be unemployed. The students from the 9-1 and 9-2 tracks also seemed to have higher occupational ambitions than the students from 9-3 and 9-4.

The fourth set of questions concerned the use of technology in the English class. The students answered questions related to the use of technology in the classroom and questions concerning whether or not technology could be a motivating tool in the English class and in the other classes, as well. In general, the majority of the students agreed that technology is an important tool that motivates and helps students to do something different not only in the English class but also in other classes. The following is a sample of the students' responses to the questions about technology in the classroom: *Sí cuando vean las computadoras se van a motivar.*"; (Yes, when they see the computers, they will feel motivated.); *"La tecnología ayuda en las clases porque hay mayor accesibilidad a los trabajos."*; (Technology helps in the classes because there is more accessibility to jobs.); *"El uso de la tecnología motiva a los estudiantes."*; (The use of technology motivates the students.); *"La tecnología provee nuevas actividades para que los estudiantes estudien y motiva porque es algo diferente."* (Technology offers new activities for the students to study and motivates because it is something different).

In summary, the answers to the questions suggest that the students recognized the importance of the English language. All of them agreed that they need English for their future and that the school is helping them in order to learn it. They also suggest that teachers should give more oral activities and group work activities instead of having students write all the time in the English class. The students also pointed out that they wanted to be professionals and work after graduating from high school. They did not see themselves as idle or not working, and they

agreed they needed English in order to be professionals. In addition to this, they also recognized that the use of technology in all the classes is a motivating tool that will help them learn something new and do different activities. Overall, the students' responses to the questions in the tape-recorded interviews were positive, and they all agreed about the usefulness and the benefits of knowing English. Finally, they pointed out that English is important because it is an international language. The students' responses to the tape-recorded oral interviews reflect a positive attitude toward the instrumental use of English for their future careers and a positive attitude toward English as a world or international language not linked to any particular country.

### **Results for Research Question 3**

Research question 3 asked: Are there similarities and/or differences between the ninth grade boys and girls in their attitudes toward the English language and toward the English class? There were gender differences in four places: (1) Attitude Questionnaire: Part I, (2) Attitude Questionnaire: Part II, (3) items of the Socio-Demographic Questionnaire related to life goals after graduating from high school, and (4) Matched Guise Tests.

#### **Attitude Questionnaire: Part I**

The section of Part I of the Attitude Questionnaire that showed gender differences was the section titled Attitudes toward Language and Classes: English and Spanish, particularly item 14: *Puerto Rican students hate the English class*, item 4: *Puerto Rican students hate the Spanish class*, and item 30: *Puerto Rican students think that learning Spanish inside a classroom is boring*. As we have seen, overall, 23% (15/66) of the students agreed with the statement for item 14: *Puerto Rican students hate the English class*. Examining this agreement by gender shows that 16% (5/32) of the girls but 29% (10/34) of the boys agreed with this statement. Similarly,

overall, 29% (19/66) of the students agreed with the statement for item 4: *Puerto Rican students hate the Spanish class*. Examining this statement by gender shows that 16% (5/32) of the girls but 41% (14/34) of the boys agreed with this statement. Finally, overall, 47% (31/66) of the students agreed with the statement for item 30: *PR students think that learning Spanish inside a classroom is boring*. However, examining this statement by gender shows that 31% (10/32) of the girls but 62% (21/34) of the boys agreed with this statement. In summary, through examining gender, we find that twice as many boys as girls agreed with the statements that Puerto Rican students hate the English and the Spanish classes and that learning Spanish inside a classroom is boring. In other words, more boys than girls had negative attitudes toward the English and Spanish class and toward learning Spanish inside the classroom.

### **Attitude Questionnaire: Part II**

Part II of the Attitude Questionnaire consisted of a list of occupations and asked the students to choose the three most desirable and the three least desirable occupations for boys and girls. Table 17 shows the most desirable occupations that the girls chose for themselves and the most desirable occupations that the boys chose for the girls. As shown in the table, the most desirable occupations that the girls chose for themselves included doctor, teacher, lawyer, nail technician, and cosmetologist. The first three of the most desirable occupations are gender neutral and require at least a four-year college degree; the last two are gender specific and do not require higher education. The occupations of doctor and lawyer require knowledge of English; the occupations of teacher (unless English teacher), nail technician, and cosmetologist do not. The most desirable occupations that the boys chose for the girls included teacher, lawyer, nail technician, nurse and secretary. The first two are gender neutral and require a four-year college degree; the last three are more specific than not to the female gender and do not require a four-

year college degree. The occupation of lawyer requires knowledge of English; the occupations of teacher (unless English teacher), nurse, secretary, and nail technician do not. In having occupational ambitions that require at least a four-year college degree and knowledge of English, the girls have higher occupational ambitions for themselves than the boys have for the girls.

Table 17. Most desirable occupations girls chose for girls and boys chose for girls

Girls for girls			Boys for girls		
	N	%		N	%
1. doctor	15/32	47%	1. teacher	12/34	35%
2. teacher	14/32	44%	2. nail technician	12/34	35%
3. lawyer	12/32	38%	3. lawyer	11/34	32%
4. nail technician	12/32	38%	4. nurse	10/34	29%
5. cosmetologist	8/32	25%	5. secretary	10/34	29%

Table 18 shows the most desirable occupations that the boys chose for themselves and that the girls chose for the boys. As shown in the table, the most desirable occupations that the boys chose for themselves included mechanic, doctor, pharmacist, engineer, and lawyer. The top item, mechanic, is gender specific to the male gender and does not require either a four-year college degree or knowledge of English. The other four are gender neutral and require at least a four-year college degree and knowledge of English. The most desirable occupations that the girls chose for the boys included policeman, engineer, doctor, mechanic, and lawyer. Two of the occupations, policeman and mechanic, are more specific than not to the male gender and require neither a four-year college degree nor knowledge of English. The other three occupations, engineer, doctor, and lawyer are gender neutral and require at least a four-year college degree

and knowledge of English. Similar to the girls, in having occupational ambitions that require at least a four-year college degree and knowledge of English, the boys have higher occupational ambitions for themselves than the girls have for the boys.

Table 18. Most desirable occupations boys chose for boys and girls chose for boys

Boys for boys			Girls for boys		
N		%	N		%
1. mechanic	16/34	47%	1. policeman	16/32	50%
2. doctor	12/34	35%	2. engineer	15/32	47%
3. pharmacist	12/34	35%	3. doctor	14/32	44%
4. engineer	11/34	32%	4. mechanic	10/32	31%
5. lawyer	10/34	29%	5. lawyer	7/32	22%

Table 19 shows the least desirable occupations that the girls chose for themselves and the least desirable occupations that the boys chose for the girls. As shown in the table, the least desirable occupations that the girls chose for themselves included janitor, welder, plumber, astronaut, and carpenter; all but astronaut are more specific than not to the male gender and require neither a four-year college degree nor knowledge of English. The least desirable occupations that the boys chose for the girls included carpenter, mechanic, plumber, body shop worker, and welder, all of which are specific to the male gender and require neither a four-year college degree nor knowledge of English.



Table 19. Least desirable occupations girls chose for girls and boys chose for girls

Girls for girls			Boys for girls		
	N	%		N	%
1. janitor	11/32	34%	1. carpenter	12/34	35%
2. welder	9/32	28%	2. mechanic	12/34	35%
3. plumber	9/32	28%	3. plumber	11/34	32%
4. astronaut	8/32	25%	4. body shop	10/34	29%
5. carpenter	8/32	25%	5. welder	9/34	26%

Table 20 shows the least desirable occupations that the boys chose for themselves and the least desirable occupations that the girls chose for the boys. As shown in the table, the least desirable occupations that the boys chose for themselves included janitor, policeman, nail technician, teacher, and carpenter. The least desirable occupations that the girls chose for the boys included janitor, plumber, welder, veterinarian, and nail technician. Taking the two sets of occupations together, we see that teacher and veterinarian require at least a four-year college degree and, perhaps, knowledge of English, but that the other occupations do not. Nail technician is gender specific for females; the other occupations are not.

Table 20. Least desirable occupations boys chose for boys and girls chose for boys

Boys for boys			Girls for boys		
N		%	N		%
1. janitor	23/34	66%	1. janitor	13/32	41%
2. policeman	12/34	35%	2. plumber	10/32	31%
3. nail technician	12/34	35%	3. welder	9/32	28%
4. teacher	7/34	21%	4. veterinarian	8/32	25%
5. carpenter	6/34	18%	5. nail technician	7/32	22%

To summarize, both the boys and the girls viewed their most desirable occupations as a mixture of gender neutral occupations such as doctor, lawyer, teacher, engineer, and pharmacist that require at least a four-year college degree and varying degrees of knowledge of English and gender specific occupations such as nail technician, cosmetologist, mechanic, and policeman that do not require a four-year college degree and require no knowledge of English. Both boys and girls seem to have higher ambitions for themselves than they do for members of the opposite gender.

Both the boys and the girls viewed their least desirable occupations as primarily gender specific occupations such as janitor, welder, plumber, carpenter, mechanic, body shop worker, and nail technician which require neither a four-year college degree nor knowledge of English. The least desirable occupations also included astronaut, which the girls rejected for themselves, and veterinarian, which the girls rejected for the boys, perhaps for reasons which involve ideas of gender appropriateness. Finally, the least desirable occupations also included both policeman and teacher, occupations which the boys rejected for themselves. Since these two occupations,

within a wider societal context, are usually associated with respectability, power, authority, and status, it is of interest that the boys rejected them. The fact that boys rejected policeman and teacher may be due to the fact that they were adolescents. Beck (2003) pointed out that adolescence is a time when adolescents develop attitudes toward school and learning, a time when friends become the center of adolescents' lives, and a time when adolescents reject authority figures. Perhaps the boys did not want to be teachers or policemen because, as adolescents, they are at a stage in their lives when they reject authority, and teachers and policemen represent authority figures.

Table 21 shows the three most desirable occupations chosen by the boys for boys across the four ninth grade tracks. As shown in the table, the most desirable occupations, which include architect, astronaut, doctor, engineer, and lawyer, for the boys in 9-1 and 9-2 are occupations which require at least a four-year college degree and knowledge of English. By contrast, the most desirable occupations, which include mechanic, plumber, welder, architect, and lawyer, for the boys in 9-3 and 9-4 are occupations which, for the most part, require neither a four-year college degree nor knowledge of English. In terms of occupational ambition, the boys in 9-1 and 9-2 seem to view themselves as future middle or upper-middle class professionals while the boys in 9-3 and 9-4 seem to view themselves as future working class or blue-collar salaried workers. The fact that students from the lower tracks preferred to work instead of going to college could be explained in terms of the track system in which they were organized.

Table 21. Three most desirable occupations chosen by boys for boys across four tracks

Group	Occupations	N	%
9-1	1. engineer	9/12	78%
	2. astronaut	6/12	50%
	3. architect	5/12	42%
9-2	1. lawyer	4/7	57%
	2. doctor	4/7	57%
	3. architect	2/7	29%
9-3	1. mechanic	5/7	71%
	2. lawyer	3/7	57%
	3. welder/architect	2/7	29%
9-4	1. mechanic	7/8	88%
	2. plumber	4/8	50%
	3. welder	3/8	38%

Table 22 shows the three most desirable occupations chosen by the girls for girls across the four ninth grade tracks. As shown in the table, the top three occupations for the girls from 9-1 through 9-4 include those such as doctor, lawyer, engineer, and teacher which require a four-year college degree and varying degrees of knowledge of English and those such as nail technician and cosmetologist which require neither a four-year college degree nor knowledge of English. In terms of their occupational ambition, the girls in 9-1 seem to view themselves as future middle or upper-middle class professionals. The girls in 9-2, 9-3, and 9-4 seem to view themselves either as future middle or upper-middle class professionals working in gender neutral professions or as “beauty workers” working in the gender specific beauty industry.

Table 22. Three most desirable occupations chosen by girls for girls across four tracks

Group	Occupations	N	%
9-1	1. doctor 2. lawyer 3. engineer	5/7 4/7 4/7	71% 57% 57%
9-2	1. doctor 2. teacher 3. nail technician	4/8 4/8 4/8	50% 50% 50%
9-3	1. teacher 2. lawyer 3. nail technician	6/10 7/10 5/10	60% 70% 50%
9-4	1. lawyer 2. cosmetologist 3. doctor	3/7 3/7 3/7	43% 43% 43%

To summarize, boys from 9-1 and 9-2 and girls from 9-1 have occupational ambitions consistent with a middle or upper-middle class. The boys from 9-3 and 9-4 have occupational ambitions consistent with a working or blue-collar class. The girls from 9-2, 9-3, and 9-4 have occupational ambitions consistent with a middle or upper-middle class, on the one hand, and the beauty industry, on the other. The occupational ambitions consistent with the middle and the upper-middle class point toward, at least, a four-year college degree and knowledge of English; the occupational ambitions consistent with the working class, blue-collar work, and the beauty industry point toward an education that stops after high school and does not require English. Across the four tracks, the girls seem to have more occupational ambition than the boys, which would point toward the girls having more positive attitudes toward a four-year college degree and knowledge of English than the boys.

### **Socio-Demographic Questionnaire: Life Goals after Graduating from High School**

The Socio-Demographic Questionnaire also contained questions asking about life goals after graduating from college (item 39-41). In order to see gender differences with respect to life goals, it is necessary to simultaneously examine the boys and girls and their responses to items 39-41 across the four ninth grade tracks.

Tables 23 and 24 show the males' and the females' responses to items 39-41 on the Socio-Demographic Questionnaire across the four ninth grade tracks. As shown on Table 23, with respect to item 39, the vast majority of boys in 9-1 (82%) want to attend a four-year college when they graduate. By contrast, the majority of boys in 9-3 (78%) and 9-4 (57%) want to go to work as soon as they finish high school, and the boys in 9-2 are divided between those who want to go to work as soon as they finish high school (44%) and those who want to attend a four-year college (33%). As shown on Table 24, with respect to item 39, the vast majority of the girls across tracks 9-1 (86%), 9-2 (89%), and 9-4 (80%) want to attend a four-year college when they graduate. The girls in 9-3 are divided between those who want to go to work as soon as they finish high school (25%) and those who want to attend a four-year college (50%).

Taking the four tracks together, 44% of the boys, but only 9% of the girls, want to go to work as soon as they finish high school. However, given that most of the boys who want to go to work come from the lowest 9-3 and 9-4 tracks while most of the girls who want to go to work come from the 9-3 track, this is a gender difference in percent primarily for the 9-3 track. Taking the four tracks together, 39% of the boys, but 76% of the girls, want to attend a four-year college when they finish high school. However, given that most of the girls (86%) and most of the boys (82%) on the 9-1 track want to attend a four-year college after high school, this is a gender difference that distinguishes the boys and the girls on the 9-2 and 9-4 tracks. As shown in Tables

23 and 24, with respect to item 40, more boys in 9-1 would like to study in the United States (55%) than in Puerto Rico (36%) whereas the majority of the boys in 9-2 (89%), 9-3 (89%), and 9-4 (86%) would like to study in Puerto Rico. By contrast, the vast majority of the girls across all four tracks in 9-1 (71%), 9-2 (78%), 9-3 (88%), and 9-4 (70%) would like to study in Puerto Rico, which suggests that perhaps the girls have stronger ties with their hometown and family than the boys do. On the 9-1 track there is a gender difference: more girls want to study in Puerto Rico (71%) while more boys want to study in the United States (55%).

As shown in Tables 23 and 24, with respect to item 41, 50% of the boys but only 21% of the girls across the four tracks want to work in the United States after they graduate from high school. Thirty-two percent of the girls but only 11% of the boys across the four tracks want to work in Yauco after they graduate; 47% of the girls and 39% of the boys want to work in a town other than Yauco after they graduate. There are gender differences between the boys and the girls in 9-1 and 9-2; the boys would like to work in the United States after they graduate; the girls would like to work in either Yauco or another town after they graduate. On the 9-3 track, 50% of the girls would like to work in Yauco and 29% of the boys would like to work in another town in Puerto Rico. On the 9-4 track, neither the boys nor the girls wish to stay in Yauco; the boys want to work in the United States; the girls want to work in another town.

In conclusion, the results from items 39-41 on the Socio-Demographic Questionnaire concerning life goals after graduating from high school revealed gender differences. On the 9-1 track, the majority of both the male and female students want to attend a four-year college after graduating from high school. The majority of males on the 9-1 track want to study in the United States and work in the United States after they graduate while the majority of the females on the 9-1 track want to study in Puerto Rico and work in Puerto Rico after they graduate. On the 9-2

track, 33% of the males want to attend a four-year college and 44% of the males want to go to work after they finish high school; they would like to study in Puerto Rico but work in the United States after they graduate. Similar to the females on the 9-1 track, the majority of the females (89%) on the 9-2 track want to attend a four-year college in Puerto Rico and work in their hometown, Yauco, after they graduate. On the 9-3 track, the majority of the males (78%) want to go to work as soon as they finish high school; they want to study in Puerto Rico, and they want to work in a town other than Yauco in Puerto Rico after they graduate. Half of the females on the 9-3 track want to attend a four-year college, study in Puerto Rico, and work in Puerto Rico after they graduate. Finally, 50% of the males on the 9-4 track want to go to work as soon as they finish high school; they want to study in Puerto Rico, but they want to work in the United States after they graduate. By contrast, the females on the 9-4 track want to attend a four-year college, study in Puerto Rico, and work in a town in Puerto Rico other than Yauco when they graduate.

To summarize, across the four tracks, the girls have occupational ambitions and life goals which, for the most part, require English and that are consistent with a positive attitude toward the English language and the English class. In addition, across the two highest tracks, the boys have occupational ambitions and life goals which require English and that are consistent with a positive attitude toward the English language and the English class. Finally, across the two lowest tracks, the boys have occupational ambitions and life goals which do not require English and that are not consistent with a positive attitude toward the English language and the English class. The boys on these two lowest tracks had a negative attitude toward the English language and the English class.



Table 23. Life goals for ninth grade boys across four tracks after graduating from high school

	9-1		9-2		9-3		9-4		TOTAL N=36	
ITEM	N=11	%	N=9	%	N=9	%	N=7	%	N=36	%
39. After graduating from high school I would like to:										
a. Work quickly	1/11	9%	4/9	44%	7/9	78%	4/7	57%	16/36	44%
b. Go to a 4 year university	9/11	82%	3/9	33%	1/9	11%	1/7	14%	14/36	39%
c. Study a 2 year career	1/11	9%	2/9	22%	1/9	11%	2/7	29%	6/36	17%
d. Be unemployed	0/11	0%	0/9	0%	0/9	0%	0/7	0%	0/36	0%
40. I would like to study in:										
a. PR	4/11	36%	8/9	89%	8/9	89%	6/7	86%	26/36	72%
b. EEUU	6/11	55%	1/9	11%	1/9	11%	1/7	14%	9/36	25%
c. Other	1/11	9%	0/9	0%	0/9	0%	0/7	0%	1/36	3%
41. After graduating from high school I would like to work in:										
a. My hometown	0/11	0%	1/9	11%	1/9	11%	2/7	29%	4/36	11%
b. Another municipality of PR	4/11	36%	2/9	22%	6/9	67%	2/7	29%	14/36	39%
c. EEUU	7/11	64%	6/9	67%	2/9	22%	3/7	43%	18/36	50%

Table 24. Life goals for ninth grade girls across four tracks after graduating from high school

	9-1		9-2		9-3		9-4		TOTAL N=34	
ITEM	N=7	%	N=9	%	N=8	%	N=10	%	N=34	%
39. After graduating from high school I would like to:										
a. Work quickly	0/7	0%	1/9	11%	2/8	25%	0/10	0%	3/34	9%
b. Go to a 4 year university	6/7	86%	8/9	89%	4/8	50%	8/10	80%	26/34	76%
c. Study a 2 year career	1/7	14%	0/9	0%	2/8	25%	2/10	20%	5/34	15%
d. Be unemployed	0/7	0%	0/9	0%	0/8	0%	0/10	0%	0/34	0%
40. I would like to study in:										
a. PR	5/7	71%	7/9	78%	7/8	88%	7/10	70%	26/34	76%
b. EEUU	1/7	14%	2/9	22%	1/8	13%	3/10	30%	7/34	21%
c. Other	1/7	14%	0/9	0%	0/8	0%	0/10	0%	1/34	3%
41. After graduating from high school I would like to work in:										
a. My hometown	3/7	43%	4/9	44%	4/8	50%	0/10	0%	11/34	32%
b. Another municipality of PR	3/7	43%	3/9	33%	3/8	38%	7/10	70%	16/34	47%
c. EEUU	1/7	14%	2/9	22%	1/8	13%	3/10	30%	7/34	21%

### Matched Guise Tests

Table 25 shows the results for Matched Guise Tape #1 by combining the results from all nineteen bipolar scales and showing the percent of female subjects that judged (strongly agree

and agree) that a voice was toward the positive trait end of the scales. Table 26 shows the results for Matched Guise Tape #2 by combining the results from all nineteen bipolar scales and showing the percent of female subjects that judged (strongly agree and agree) that a voice was toward the positive trait end of the scales. Examining the tables together, 69% of the female subjects agreed that the voices of the balanced bilinguals on Matched Guise Tape #1 were toward the positive trait end of the scales while only 58% of the female subjects agreed that the voices of the language dominant bilinguals on Matched Guise Tape #2 were toward the positive trait end of the scales. Thus, the female subjects evaluated the balanced bilinguals more positively than they evaluated the language dominant bilinguals.

Examining Tables 25 and 26 separately and taking Table 25 first, we see that the female subjects made very little distinction between Speaker #1 (69%) and Speaker #2 (68%). They also made very little distinction between the Spanish and the English guises and evaluated the Spanish guises of the two bilingual speakers together (68%) as positively as the English guises (69%). Finally, they evaluated Speaker #1's English guise (71%) slightly more positively than her Spanish guise and Speaker #2's Spanish guise (70%) slightly more positively than her English guise. Table 26 shows that the female subjects evaluated the English guises (62%) of the two language dominant bilinguals together more positively than the Spanish guises (53%) and that they evaluated Speaker #3 in both her English (70%) and her Spanish (56%) guises more positively than they evaluated Speaker #4. To summarize, for the balanced bilinguals, the female subjects made the same evaluations of the two speakers in both of their guises; for the language dominant bilinguals, the female subjects seem to have evaluated Speaker #3 more positively in both of her guises than they evaluated Speaker #4.

Table 25. Percent positive evaluation by females for balanced bilinguals on Matched Guise

Tape #1

	Speaker #1		Speaker #2		Total	
Language	N	%	N	%	N	%
English	363/513	71%	340/513	66%	703/1026	69%
Spanish	341/513	66%	359/513	70%	700/1026	68%
Total	704/1026	69%	699/1026	68%	1406/2052	69%

Table 26. Percent positive evaluation by females for language dominant bilinguals of

Matched Guise Tape #2

	Speaker #3 English dominant		Speaker #4 Spanish dominant		Total	
Language	N	%	N	%	N	%
English	359/513	70%	275/513	54%	634/1026	62%
Spanish	288/513	56%	259/513	50%	547/1026	53%
Total	647/1026	63%	534/1026	52%	1181/2052	58%

Table 27 shows the results for Matched Guise Tape #1 by combining the results from all nineteen bipolar scales and showing the percent of male subjects that judged (strongly agree and agree) that a voice was toward the positive trait end of the scales. Table 28 shows the results for Matched Guise Tape #2 by combining the results from all nineteen bipolar scales and showing

the percent of male subjects that judged (strongly agree and agree) that a voice was toward the positive trait end of the scales. Examining the tables together shows that 62% of the male subjects agreed that the voices of the balanced bilinguals on Matched Guise Tape #1 were toward the positive trait end of the scales while only 53% of the male subjects agreed that the voices of the language dominant bilinguals on Matched Guise Tape #2 were toward the positive trait end of the scales. Thus, similar to the female subjects, the male subjects evaluated the balanced bilinguals more positively than they evaluated the language dominant bilinguals. However, the male subjects evaluated both the balanced bilinguals and the language dominant bilinguals less positively than the female subjects did.

Examining Tables 27 and 28 separately and taking Table 27 first, we see that the male subjects made very little distinction between Speaker #1 (62%) and Speaker #2 (62%). However, they evaluated Speaker #1's Spanish guise (68%) more positively than her English guise and Speaker #2's English guise (64%) more positively than her Spanish guise. Table 28 shows that the male subjects evaluated the English guises (53%) of the two language dominant bilinguals together as positively as their Spanish guises (53%) and that they evaluated Speaker #3 in her Spanish guise (57%) and Speaker #4 in her English guise (56%) more positively than they evaluated Speaker #3 in the English guise and Speaker #4 in the Spanish guise. Since Speaker #3 is English dominant and Speaker #4 is Spanish dominant, we might have expected the male subjects to evaluate Speaker #3 more positively in her English guise than in her Spanish guise and Speaker #4 more positively in her Spanish guise than in her English guise. For the balanced bilinguals, the male subjects, similar to the female subjects, made the same evaluations of the two speakers in both of their guises; for the language dominant bilinguals, the male subjects

seem to have made an evaluation about the languages of the speakers; they evaluated Speaker #3 more positively in her Spanish guise and Speaker #4 more positively in her English guise.

Table 27. Percent positive evaluation by males for balanced bilinguals on Matched Guise

Tape #1

	Speaker #1		Speaker #2		Total	
Language	N	%	N	%	N	%
English	397/703	56%	451/703	64%	848/1406	60%
Spanish	479/703	68%	416/703	59%	895/1406	64%
Total	876/1406	62%	867/1406	62%	1743/2812	62%

Table 28. Percent positive evaluation by males for language dominant bilinguals on Matched

Guise Tape #2

	Speaker #3 English dominant		Speaker #4 Spanish dominant		Total	
Language	N	%	N	%	N	%
English	357/703	51%	393/703	56%	750/1406	53%
Spanish	402/703	57%	349/703	50%	751/1406	53%
Total	759/1406	54%	742/1406	53%	1501/2812	53%

To summarize, with respect to the balanced bilinguals, if the subjects as a whole had held more positive attitudes toward Spanish than toward English, they might have evaluated the

Spanish guises of the balanced bilinguals more positively than the English guises. If they had held more positive attitudes toward English than Spanish, they might have evaluated the English guises of the balanced bilinguals more positively than the Spanish guises. As shown in Tables 25 and 27, both the female and male subjects evaluated the Spanish guises of the balanced bilinguals as positively as they evaluated the English guises. In other words, they did not seem to favor one of the guises over the other. The gender difference was that the female subjects evaluated both of the guises of the balanced bilinguals more positively than the male subjects did.

With respect to the language dominant bilinguals, if the evaluations of the subjects had been influenced by the different language guises of the speakers, they might have evaluated the English guise of the English dominant bilingual more positively than the Spanish guise and the Spanish guises of the Spanish dominant bilingual more positively than the English guise. As shown in Table 26, the female subjects evaluated the English guise of the English dominant bilingual more positively than the Spanish guise; however, they also evaluated the English guise of the Spanish dominant bilingual more positively than the Spanish guise. As shown in Table 28, the male subjects evaluated the Spanish guise of the English dominant bilingual more positively than the English guise and the English guise of the Spanish dominant bilingual more positively than the Spanish guise. With the exception of the females' evaluation of the English dominant bilingual speaker, the subjects' evaluations of the language dominant bilinguals did not seem to be influenced by the different language guises of the speakers; instead, they were influenced by the speakers themselves. .

In conclusion, the evaluations that the male and female subjects made toward the guises of the balanced bilinguals, on the one hand, and the language dominant bilinguals, on the other, do not seem to have been influenced by attitudes toward language but by characteristics of the

individual speakers. For the balanced bilinguals these characteristics may have included gender; the female subjects evaluated both of the guises of the female balanced bilinguals more positively than the males did. For the language dominant bilinguals, these characteristics could have included fluency and language dominance.

### **Discussion of Results**

This study made use of four different methodologies to find out what the attitudes of ninth graders were toward the English language and the English class (Research Questions 1 and 2). Table 29 summarizes the results from the different methodologies. As shown in the table, some of the results were revealed by only one of the methodologies. For example, the result that the students had a negative attitude toward the English language as a medium of instruction and toward English as a subject of the English class was revealed only through the ethnographic participant-observation. The result that the students associated English with integration to United States English speakers and an international outlook was revealed only through the matched guise test, and the result that the students viewed English positively as an international, or global, language was revealed only through the tape-recorded interviews.

Other results were revealed by more than one methodology; in other words, the results from the different methodologies converged. For example, as shown by the ethnographic participant observation, the Attitude Questionnaire: Part I, and the tape-recorded interviews, even though the students might have had negative attitudes toward the English language, they did not have negative attitudes toward the English class. In fact, they liked the English class and had positive attitudes toward it. As shown by the Attitude Questionnaire: Part I, the tape-recorded interviews, and the matched guise tests, the students associated English with their future, life goals, and language use and education, which reflected a positive attitude toward English. These



findings converge with Clachar (1997) who reported that Puerto Rican college students recognized that they needed English for employment and social mobility. They also converge with Lladó-Torres (1984) who reported that Puerto Rican public school high school students, in general, had positive attitudes toward English but had negative attitudes toward specific components of the English class, including class materials, teachers, and teaching methods.

Finally, as shown in the Attitude Questionnaire: Part I, and the tape-recorded interviews, across the four tracks, the students did not have uniform attitudes toward the English language, the English class, or the association of language and national identity.

Table 29. Summary of the findings from four methodologies for research questions 1 and 2

FINDINGS	METHODOLOGIES			
	Ethnographic Participant Observation	Attitude Questionnaire: Part I	Matched Guise Tests	Tape-Recorded Interviews
1. Negative attitudes toward the English language as the medium of instruction in the English class.	X			
2. Negative attitudes toward English as the subject of the English class.	X			
3. Association of English with integration to United States English speakers and an international outlook			X	
4. Recognition of English as a world, or international, language,				X
5. Positive attitudes toward the English class.		X		X
6. Association of English with future, life goals, and language use and education, reflecting a positive attitude toward English		X	X	X
7. Across the four tracks, the students do not have uniform attitudes toward the English language or the English class.		X		X
8. Across the four tracks, the students do not have uniform attitudes toward the association between language and identity.		X		X

This study also made use of the four different methodologies to find out if there were gender differences in the attitudes of ninth graders toward the English language and the English class (Research Question 3). Table 30 summarizes the results that concerned gender. As shown in the table, some of the results were revealed by only one methodology. For example, the result that more boys than girls had a negative attitude toward the English class was revealed in the Attitude Questionnaire: Part I. This finding converges with a study that Torruellas carried out among high school students in Puerto Rico in the early 1990's. Torruellas (as cited in Schweers & Vélez, 1999) reported that, in contrast to the females, the males had marked negative attitudes toward the English language and toward the English class.

Other results were revealed by more than one methodology; in other words, the results from the different methodologies converged. Three of these results showed a relationship between gender and the four tracks of ninth graders. For example, as shown by the questionnaires and the tape-recorded interviews, across the four tracks, the girls had occupational ambitions and life goals which, for the most part, required English and were consistent with a positive attitude toward the English language and the English class. Similarly, the boys from the highest two tracks had occupational ambitions and life goals which required English and were consistent with a positive attitude toward the English language and the English class. In contrast, the boys from the two lowest tracks had occupational ambitions and life goals which did not require English. The boys on these two tracks also had a negative attitude toward the English language and the English class.

The finding that the girls from all four tracks had high occupational ambitions which were consistent with a four-year college degree, knowledge of English, and positive attitudes toward the English language and the English class converges with the finding that females in

Puerto Rico are the majority at different universities in Puerto Rico and that females, in contrast to many males, prefer to go to college after high school instead of working (López-Cabán, 2005). According to López-Cabán, Puerto Rican women are attending college in order to prepare themselves to be professionals and to have a better life. They do not see themselves as housewives and want to be ready to contribute to the demanding society in which they live.

The finding that the boys from the highest two tracks had occupational ambitions which were consistent with a four-year college degree, knowledge of English, and positive attitudes toward the English language and the English class and the finding that the boys from the lowest two tracks had occupational ambitions which were consistent with working immediately after college, not attending college, and negative attitudes toward the English language and the English class converges with research on tracking. According to Oakes (as cited in Mills, 1999), tracking systems can have a negative effect on students with low academic achievement on the lowest tracks because placement on a track can create negative self-perceptions in terms of motivation to learn and in terms of life chances and opportunities. Perhaps the students from the lowest two tracks wanted to work immediately after high school because they did not view themselves as college material. In addition, as Alvarado Vega (2005) pointed out, Puerto Rico students from low-income families, such as the students in this study, tend to lack interest in going to college or in obtaining higher education.

Table 30. Summary of the findings from four different methodologies for research question 3

FINDINGS	METHODOLOGIES			
	Socio-Demographic Questionnaire	Attitude Questionnaire: Part I	Attitude Questionnaire: Part II	Tape-Recorded Oral Interviews
1. More boys than girls had a negative attitude toward the English class.		X		
2. Across the four tracks, the girls had occupational ambitions and life goals which require English that are consistent with a positive attitude toward the English language and the English class.	X		X	X
3. Across the two highest tracks, the boys had occupational ambitions and life goals which require English that are consistent with a positive attitude toward the English language and the English class.	X		X	X
4. Across the two lowest tracks, the boys had occupational ambitions and life goals which do not require English. They had a negative attitude toward the English language and the English class.	X		X	X

To conclude, although this study supported the general findings of Clachar (1997) and Llado-Torres (1984) and the specific finding of Torruellas (as cited in Schweers & Vélez , 1999) that negative attitudes toward English were marked among males, this study does not support Torruellas' view that the English class is guided completely by negative attitudes. Although the students in this study had negative attitudes toward English as a medium of instruction and English as a subject of study, they had positive attitudes toward the English class and toward the instrumental use of English to obtain their life goals. They also recognized that English is a global language, and there is no evidence from this study that they believed that Spanish is threatened by English.

## **Chapter V: Conclusion**

This thesis addressed the attitudes that ninth graders at a rural middle school in Puerto Rico had toward English language and the English class. It also examined gender differences in the attitudes of the ninth graders toward the English language and the English class. The main findings were that the students had a negative attitude toward English as a medium of instruction and as a subject in the English class but had an overall positive attitude toward English and the English class. The ninth grade boys had less positive attitudes toward the English language and the English class than the girls. Finally, there were differences among the four tracks with respect to their attitudes toward the English language and the English class. This chapter addresses pedagogical implications of these findings, limitations of the study, and directions for future research.

### **Pedagogical Implications**

When I began my study, I had been teaching in the English classroom for four years at Yauco Middle School. I had heard the students make many negative comments such as the ones that are presented in the discussion of the ethnographic participant observation. These comments did not surprise me because the school is located in a rural non-metropolitan area of Puerto Rico, and I had no reason to believe that my students might hold positive attitudes toward English. It came as a surprise to find, as a result of this study, that, in general, the students had negative attitudes toward the English language as the medium of instruction and as the subject of the English class, but that they had positive attitudes toward the English class and toward learning English inside the classroom. In addition, I was surprised to find that the students had life ambitions consistent with a positive attitude toward English and consistent with the role of English as a global language. Thus, the first pedagogical implication of this study is that

teachers should not take at face value comments that their students make during a class. Teachers should be careful and should carryout classroom research to find out what is going on in their classrooms. Maybe, as in this study, negative comments made during class, are just part of a bigger picture.

A second pedagogical implication from this study is that teachers should consider students' differences in terms of tracks and gender to meet their individual needs. Due to the fact that students are different, teachers should do some type of a needs assessment with the students in order to find out their interests and needs and take them into consideration when selecting class materials and preparing class activities. Teachers should carryout interesting and pertinent activities according to the students' needs and help them learn English. In order to do this in Puerto Rico, teachers could analyze the *Curricular framework: English program* (2003) and adapt it to the students' individual needs. It is especially important to take individual needs into consideration when dealing with tracks where academic achievement varies from track to track. For example, perhaps boys on lower tracks who have the life goal of being mechanics could be motivated to learn English through a wider range of materials, including instruction manuals for car parts and how to fix and paint cars.

A third pedagogical implication from this study is that teachers should develop teaching materials and ideas based on their students' interests. For example, a finding in this study is that boys had more negative attitudes than girls toward the English language and the English class. Boys like video games. Perhaps they would develop better attitudes toward the English language and the English class if video games could be incorporated into the English class. Vargas and Irizarry (2004) suggested that the use of video games in the English class, especially by males,



promoted the use of English in an informal way among males. A teacher who uses video games inside the classroom may help students to have positive attitudes toward the English class.

### **Limitations of the Study**

The first limitation of this study has to do with the fact that I, the researcher, was also the English teacher. Perhaps the students answered the questionnaires and responded to the questions in the tape-recorded interviews according to what they thought I, the English teacher, would want to hear. In addition, as the English teacher, I had to keep the students on task as much as possible. As mentioned, sometimes I did not allow the students to talk in class. Perhaps this had an influence on the number of comments and the type of comments that I captured through ethnographic participant observation.

Second, the participants in this study were the 70 students registered in the ninth grade at Yauco Middle School. I tried to have all 70 students answer the Socio-Demographic Questionnaire and the Attitude Questionnaire and take part in the matched guise tests, but I could not control absences, so 70 students answered the Socio-Demographic Questionnaire, but 66 answered the Attitude Questionnaire and took part in the matched guise tests. In addition, I asked for volunteers to take part in the tape-recorded interviews, and 25 students volunteered. Perhaps if I had tape-recorded all 70 students, I would have gotten different responses concerning the questions.

Third, even though the same students answered the Socio-Demographic Questionnaire and the Attitude Questionnaire, I did not correlate the two questionnaires, so I can not report if, for example, the educational level of the parents or living in the United States affected the students' attitude toward the English language and the English class.

Fourth, as discussed in the chapter concerning methodology, I asked the students to respond to the Attitude Questionnaire in terms of what they thought the responses of most Puerto Rican ninth graders would be, not in terms of their own individual personal responses. I did this in order to try to overcome limitations of self-report data and linguistic insecurity. Despite this, I cannot be sure if the items on the questionnaire truly measured the students' attitudes.

Finally, my study concerned the attitudes of all the students registered in the ninth grade at one rural Puerto Rican middle school. My findings cannot be generalized to all ninth grade students in Puerto Rico.

### **Directions for Future Research**

There are several directions future researchers can take to contribute to a broader picture of the attitudes of ninth grade students toward the English language and toward the English class in Puerto Rico. One direction for future research builds on a suggestion by Schweers and Vélez (1999) to use an open dialogue approach with students in which they have the opportunity to identify and analyze their attitudes toward English. By doing this, teachers could give students an opportunity to express freely what they feel and think about English and talk about the English language and the English class.

Researchers could also broaden the study by selecting a number of schools from the four regions of the island: north-metropolitan area, south area, east area, and west area and administer the instruments used in this study. If they did this, researchers could compare the attitudes of the students across the island and see if there are any regional similarities or differences in terms of attitudes toward the English language and toward the English class. In addition to this, this study was conducted with ninth grade students. Researchers could do a cross-sectional study across educational levels: elementary, middle school, high school and college to study students'

attitudes and attitude change. A study as this would provide useful data concerning the analysis of the educational levels in which attitudes start to drop or increase and how attitude change takes place across the four levels.

Given the link between attitudes and motivation, teachers should also do research on how attitudes affect students' global, situational and task motivation in order to help students learn English. For example, while I was doing my study, I noticed that the negative comments that the students made about English as a medium of instruction and English as a subject of study occurred when I was trying to keep them on task. Classroom research could be done to find out if the negative comments are related to task motivation. If they are, a teacher could develop and evaluate materials designed to encourage positive attitudes toward English in the class to increase task motivation.

To conclude, given the directions for future research that I have mentioned here, I would like to call attention to the need for future research and for the collaboration of classroom teachers to carry out participant-observation and classroom research that would give us a broader picture of the attitudes that middle school and high school students have toward the English language and toward the English class. This would provide us, as teachers, with a sharper picture of the students' attitudes and help us find different strategies and techniques to meet the students' needs in the English class.

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**Appendix A**  
**Authorization Request to Conduct a Study in the School**

1 de agosto de 2004

A: Sra. Lilliam Ramírez  
Directora Esc. Ana. M. Negrón

De: Mayrín Irizarry  
Maestra de Inglés

Asunto: Autorización para llevar a cabo estudio en la escuela

Sra. Lilliam Ramírez:

Como es de su conocimiento estoy llevando a cabo estudios post graduados en la Universidad de Puerto Rico, Recinto de Mayagüez para completar mi grado de maestría. Para poder obtener el grado llevare a cabo un estudio (tesis) en la escuela. El estudio trata sobre las actitudes de los estudiantes hacia la clase de inglés y hacia el idioma de inglés. Por este medio solicito su permiso para llevar a cabo el estudio con mis estudiantes de noveno grado. El mismo consistirá de cuestionarios y entrevistas anónimas y tanto los padres como los estudiantes firmaran una hoja de consentimiento de participación libre, voluntaria y anónima en el estudio. Hago constar que relevo al Departamento de Educación de toda responsabilidad por cualquier reclamación que pueda surgir durante la duración de mi estudio. Espero contar con su cooperación y autorización.

Gracias anticipadas.

\_\_\_\_\_  
Mayrin Irizarry

Maestra de Inglés

\_\_\_\_\_Autorizo a llevar a cabo el estudio

VoBo. \_\_\_\_\_

\_\_\_\_\_No Autorizo a llevar a cabo el estudio

\*Se relevo al Departamento de Educación de toda responsabilidad por cualquier reclamación que pueda surgir como consecuencia de la administración de los cuestionarios, de la entrevista y de la información que se solicita y provea a través de los mismos.



## Appendix B

### CONSENT FORM

Students' Atitudes Toward the English Language and Toward the English Class  
in a Rural Community School in Yauco

A: Padres y Estudiantes de la Esc. Ana M. Negrón

De: Mayrín Irizarry  
Maestra de Inglés 9no grado

Saludos:

Mi nombre es Mayrín Irizarry Vicenti y soy estudiante de maestría en la Universidad de Puerto Rico, Recinto de Mayaguez. Me dirijo a ustedes ya que conduciré un estudio en nuestra Escuela Ana M. Negrón Intermedia. El estudio se basará en investigar y describir las actitudes de los estudiantes de noveno grado hacia la clase de Inglés y hacia el idioma de Inglés. El estudio incluirá cuestionarios anónimos para ser completados por los estudiantes y así llegar a conocer su base y actitudes hacia el Inglés; una entrevista grabada para recopilar información sobre las actitudes de los estudiantes hacia el Inglés y sobre sus metas futuras; también llevaré a cabo observaciones dentro y fuera de la sala de clases.

Como maestra educadora interesada en el aprendizaje del Inglés en la Isla, espero que lo que aprenda a través de mi estudio me enseñe a mi y a otros maestros a alcanzar el conocimiento idóneo para satisfacer las necesidades de nuestros estudiantes al aprender Inglés.

Como todo buen maestro, protegeré la privacidad y el anonimato de los estudiantes participantes en este estudio y gustosamente contestaré cualquier pregunta que surja después de recibir esta carta.

Gracias anticipadas por su atención y cooperación.

Atentamente,

\_\_\_\_\_  
Mayrín Irizarry

Padre:

\_\_\_\_ Acepto que mi hijo(a) participe de este estudio      Firma: \_\_\_\_\_ Fecha: \_\_\_\_\_

\_\_\_\_ No acepto que mi hijo(a) participe de este estudio      Firma: \_\_\_\_\_ Fecha: \_\_\_\_\_

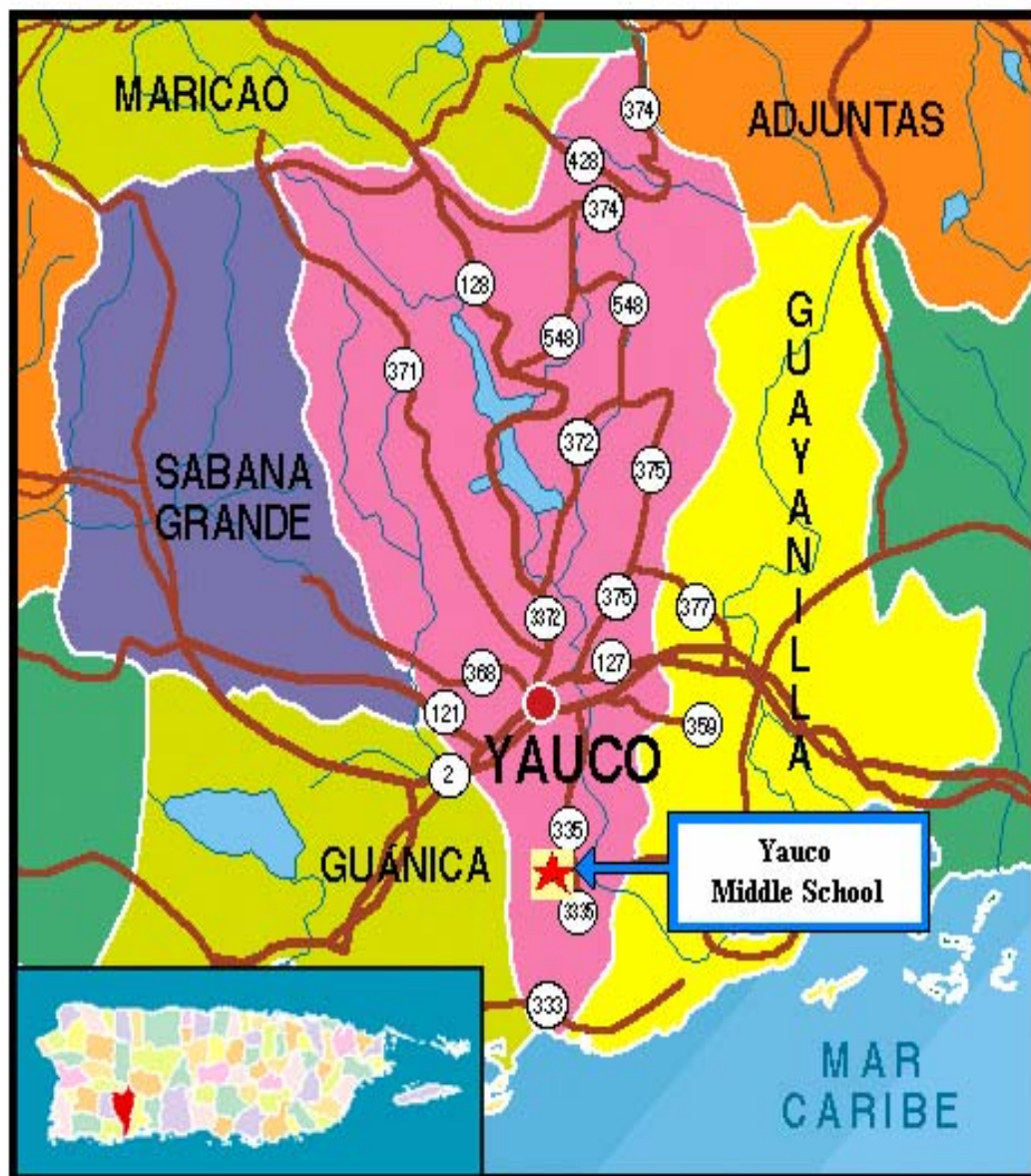
Estudiante: \_\_\_\_ Participaré en el estudio.      Firma: \_\_\_\_\_ Fecha: \_\_\_\_\_

\_\_\_\_ No participaré en el estudio.      Firma: \_\_\_\_\_ Fecha: \_\_\_\_\_

\*Se releva al Departamento de Educación de toda responsabilidad por cualquier reclamación que pueda surgir como consecuencia de la administración de los cuestionarios, de la entrevista y de la información que se solicita y provee a través de los mismos.

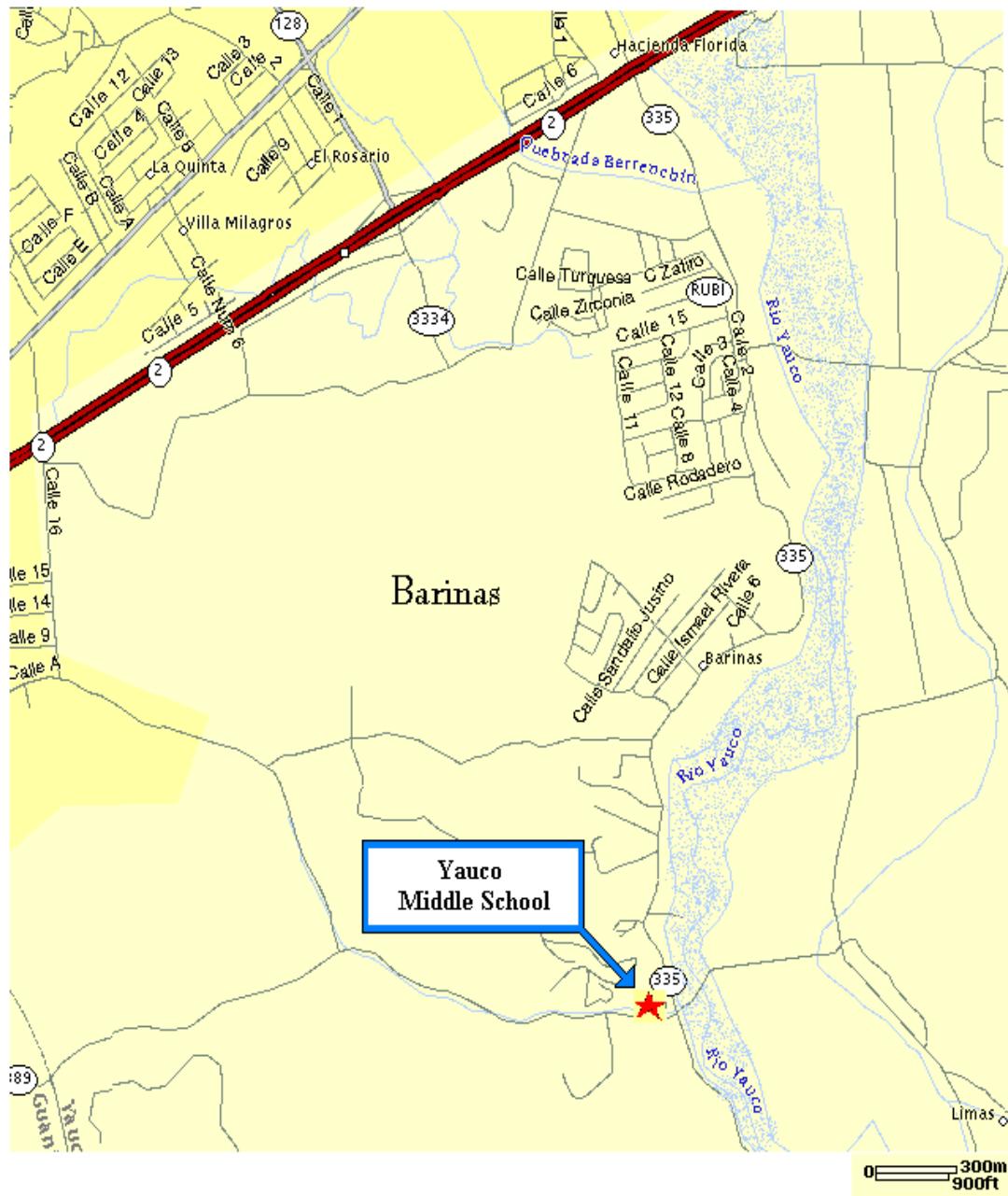
## Appendix C

Map of Yauco



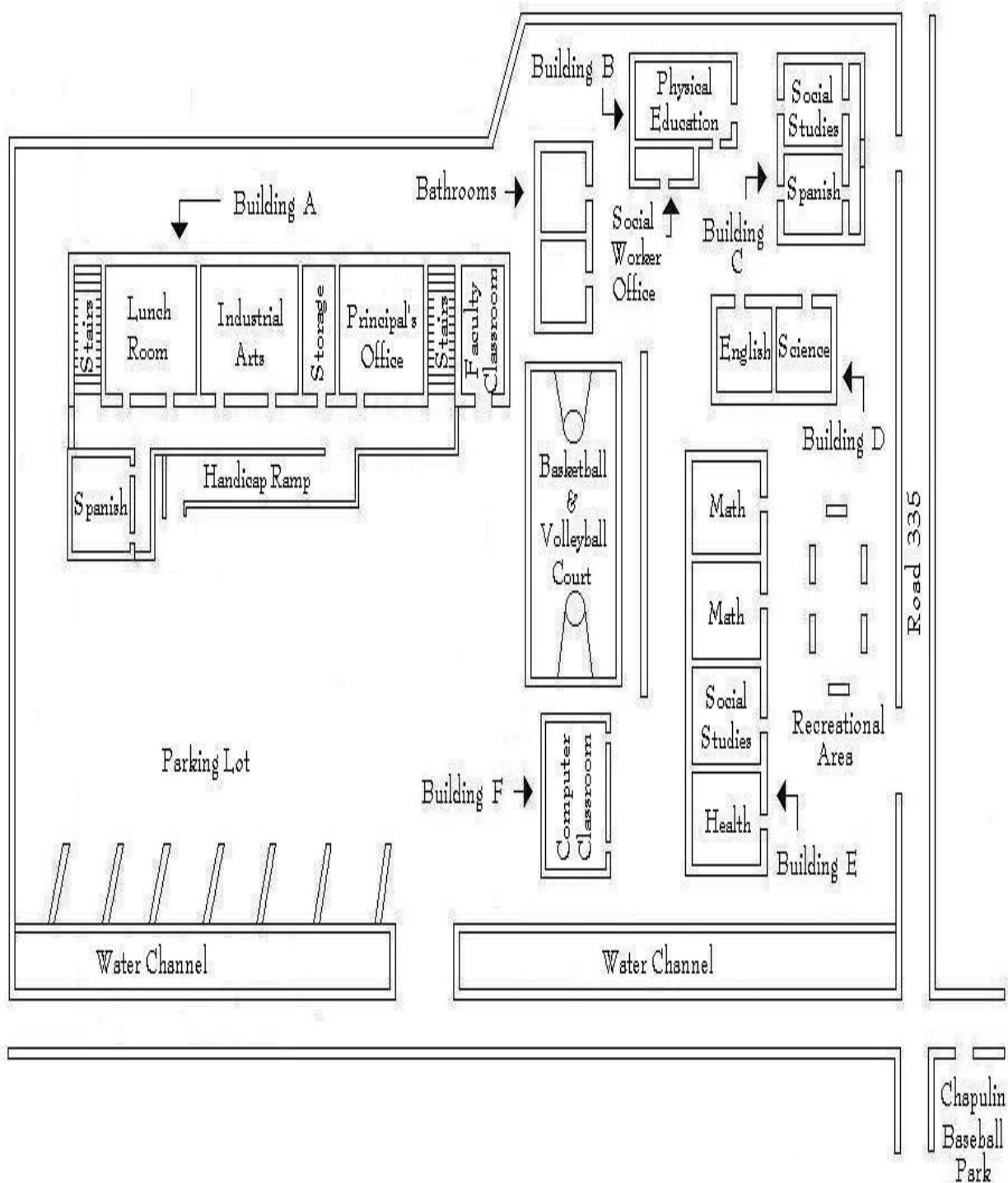
## Appendix D

### Map of Barinas



# Appendix E

## Floor Plan of Yauco Middle School



## Appendix F

### TALLY SHEET OF OBSERVATIONS ENGLISH CLASS

DATE\_\_\_\_\_

TIME\_\_\_\_\_

<b>Students' comments in the English class</b>	<b>Tokens checkpoint</b>
1. Maestra, en Español, dígallo en Español.	
2. Maestra, yo odio el Inglés.	
3. No entiendo nada. No entiendo Inglés.	
4. Yo no sé Inglés.	
5. Soy puertorriqueñ@, no necesito (el) Inglés.	
6. El Inglés es bien difícil.	
TOTAL	

## Appendix G

### OBSERVATION CHECKLIST SPANISH CLASS

DATE\_\_\_\_\_

TIME\_\_\_\_\_

<b>Students' comments in the Spanish class</b>	<b>Tokens checkpoint</b>
1. Missy, no entiendo.	
2. Missy, no grite. No tiene que gritar.	
3. No quiero escribir.	
4. Missy, yo lo sé.	
5. Missy, explique otra vez.	
Total	

## **Appendix H**

### ***INTERVIEW SCHEDULE: QUESTIONS FOR THE TAPE RECORDED ORAL INTERVIEWS-SPANISH***

1. ¿Qué es para tí ser un buen ciudadano?
2. ¿Piensas tú que la escuela te está ayudando y dándote las herramientas para que seas un buen ciudadano? ¿De qué forma?
3. ¿Piensas tú que necesitas ser un poco más responsable en la escuela?
4. ¿Qué te gustaría ser en el futuro? ¿Te ves como un profesional trabajando o haciendo nada?
5. ¿Piensas tú que necesitas saber inglés para la carrera o profesión que quieres ser en el futuro?
6. ¿Consideras tú que tus papás te ayudan y te apoyan para que te quedes en la escuela y sigas estudiando, aprendas inglés y vayas a la universidad?
7. ¿Qué sugerencias tú darías para que la enseñanza de inglés sea más efectiva?
8. ¿Cómo tú crees que la escuela te está ayudando a tí a que aprendas inglés y domines el idioma? ¿De qué forma?
9. ¿Consideras tú que es importante saber inglés o no es importante porque estamos en PR o que no lo necesitas de ninguna forma?
10. ¿Crees tú que las otras clases son igual de importantes que la de inglés o no son tan importantes?
11. ¿Que harías tú para motivar a tus amigos para que aprendan y vean la importancia del inglés?
12. ¿Crees tú que es de estofones estudiar?
13. ¿Alguna vez has aprendido algo en las clases, que querías aprender?
14. ¿Has tenido algún éxito real en la escuela?
15. ¿Alguna vez has tenido algún fracaso en la escuela?
16. ¿Crees tú que la tecnología ha hecho que tus compañeros cambien de actitud hacia la

clase de inglés?

17. ¿Consideras tú que la tecnología es una herramienta útil y necesaria para motivar a los estudiantes en las diferentes clases?
18. ¿Cuál tú crees que era el propósito de escuela abierta?
19. ¿Por qué fracasó el programa en la escuela?
20. ¿Crees tú que un hombre de verdad va a la escuela, estudia y se prepara para su futuro?



## **APPENDIX I**

### ***INTERVIEW SCHEDULE: QUESTIONS FOR THE TAPE RECORDED ORAL INTERVIEWS-ENGLISH***

1. What is a good citizen?
2. Do you think that this school is preparing you and giving you the necessary tools to be a professional and a good citizen?
3. Do you think that you need to be more responsible in school? In particular in which classes?
4. What do you want to do in the future? Do you see yourself working or doing nothing?
5. Do you think that learning English will help you in the future?
6. Do you think that your parents are encouraging you to be in school, learn English and go to college?
7. What suggestions do you have to make the teaching of English more effective?
8. How is the school helping you to learn English and be proficient in the language?
9. Do you think that learning English is important or that you don't need it at all because we are in Puerto Rico? Explain.
10. What about the other classes?
11. What would you do to encourage your friends to learn English and see its importance?
12. Do you think it is nerdy to study?
13. Did you learn anything in school you were interested in?
14. Have you ever had a real success in school?
15. Have you ever had a real failure in school?
16. Do you think that having technology in the English class changed your classmates' attitudes toward the English class?
17. Do you think that the use of technology in the classes including English could be useful and help the students to feel motivated in the classes?
18. What can you tell me about the Open School Program ("Escuela Abierta")? What was its purpose?
19. Why did the Program fail in our school?
20. Do you think that a real man go to school and prepare himself for his future?

## Appendix J

### CUESTIONARIO RÁPIDO Y ANÓNIMO: CARACTERÍSTICAS SOCIO-DEMOGRÁFICAS DE LOS ESTUDIANTES DE NOVENO GRADO © Dayton, 2004

#### FAVOR CONTESTAR LAS SIGUIENTES PREGUNTAS:

- |  |                     |                    |         |
|--|---------------------|--------------------|---------|
| 1. ¿Sexo?  | F__                 | M__                |         |
| 2. ¿Naci@ en?  | PR__                | EEUU__             |         |
| 3. ¿Criad@ en?   | PR__                | EEUU__             |         |
| 4. ¿Área de pueblo en que vives?                                       | campo__             | pueblo__           |         |
| 5. ¿Has vivido en los EEUU (o sus bases militares), por cuánto tiempo? |                     |                    |         |
| No__   | Sí-un año o menos__ | Sí-2-3 años__      |         |
| Si- 4-6 años__   | Sí-7-9 años__       | Sí-10 años o más__ |         |
|  |                     |                    |         |
| 6. ¿Tu primer idioma?  | Español__           | Inglés__           | Ambos__ |
| 7. ¿Idioma de tu familia?  | Español__           | Inglés__           |         |
| 8. ¿Escuela elemental (K-6)?   | PR__                | EEUU__             | Otro__  |
| 9. ¿Escuela elemental (K-6)?   | Privada__           | Pública__          |         |
| 10. ¿Escuela elemental (K-6) si privada?                               | Bilingüe__          | no bilingüe__      |         |
|  |                     |                    |         |
| 11. ¿Madre nacida en?  | PR__                | EEUU__             | Otro__  |
| 12. ¿El primer idioma de tu madre?                                     | Español__           | Inglés__           | Otro__  |
| 13. ¿Tu madre habla inglés?  | Si__                | No__               |         |
| 14. ¿Tu madre se graduó de escuela intermedia?                         | Si__                | No__               |         |
| 15. ¿Tu madre se graduó de escuela superior?                           | Si__                | No__               |         |
| 16. ¿Tu madre se graduó de la universidad?                             | Si__                | No__               |         |
| 17. ¿Tu madre es maestra?  | Si__                | No__               |         |
| 18. Tu madre trabaja?  | Si__                | No__               |         |
| 19. ¿En que trabaja tu madre?_____                                     | Gobierno__          | Privado__          |         |
|  |                     |                    |         |
| 20. ¿Padre nacido en?  | PR__                | EEUU__             | Otro__  |
| 21. ¿El primer idioma de tu padre?                                     | Español__           | Inglés__           | Otro__  |
| 22. ¿Tu padre habla inglés?  | Si__                | No__               |         |
| 23. ¿Tu padre se graduó de escuela intermedia?                         | Si__                | No__               |         |
| 24. ¿Tu padre se graduó de escuela superior?                           | Si__                | No__               |         |
| 25. ¿Tu padre se graduó de la universidad?                             | Si__                | No__               |         |
| 26. ¿Tu padre es maestro?  | Si__                | No__               |         |
| 27. ¿Tu padre trabaja?   | Si__                | No__               |         |
| 28. ¿En que trabaja tu padre?_____                                     | Gobierno__          | Privado__          |         |

29. ¿Tienes cable TV y/o satélite en tu casa? Si\_\_\_\_ No\_\_\_\_  
 30. ¿Ves cableTV y/o satélite en inglés? Si\_\_\_\_ No\_\_\_\_  
 31. ¿Ves TV con subtítulos en inglés? Si\_\_\_\_ No\_\_\_\_  
 32. ¿Ves TV con "closed captions" en inglés? Si\_\_\_\_ No\_\_\_\_  
 33. ¿Te gusta ver películas en inglés? Si\_\_\_\_ No\_\_\_\_  
 34. ¿Prefieres películas con subtítulos en ? Español\_\_\_\_  
 Inglés\_\_\_\_

35. ¿Cuanto del inglés que sabes lo aprendiste por ver programación en inglés?  
 \_\_\_\_todo \_\_\_\_ casi todo \_\_\_\_ alguno \_\_\_\_ ninguno\_\_\_\_

36. ¿Tienes computadora en tu casa? Si\_\_\_\_ No\_\_\_\_  
 37. ¿Tienes Messenger, como MSN o Yahoo? Sí\_\_\_\_ No\_\_\_\_  
 38. ¿Que versión de Messenger usas? Español\_\_\_\_ Inglés\_\_\_\_

39. Cuando me gradúe de cuarto año me gustaría:  
 trabajar rápido\_\_\_\_ ir a la universidad (4 años)\_\_\_\_  
 estudiar una carrera corta (2 años)\_\_\_\_ estar desempleado\_\_\_\_

40. Me gustaría estudiar en:  
 PR\_\_\_\_ EEUU\_\_\_\_ otro\_\_\_\_

41. Luego de graduarme me gustaría trabajar en:  
 mi pueblo\_\_\_\_ otro pueblo de la isla\_\_\_\_ EEUU\_\_\_\_

**Appendix K**  
**ATTITUDE QUESTIONNAIRE:**  
**ESTUDIANTES PUERTORRIQUEÑOS**  
**DE NOVENO GRADO Y SUS CLASES**

M\_\_\_\_\_

F\_\_\_\_\_

***PARTE I: ACTITUDES HACIA LA CLASE Y EL IDIOMA INGLÉS Y ESPAÑOL***

**I. INSTRUCCIONES:** Lee cada oración cuidadosamente y utiliza la siguiente escala para contestar lo que la mayoría de los estudiantes puertorriqueños contestarían.

**RECUERDA: NO ES TU CONTESTACIÓN, SI NO LA DE LOS DEMÁS ESTUDIANTES QUE CURSAN NOVENO GRADO EN PR.**

***ESCALA:***

***A= total mente de acuerdo***

***B= de acuerdo***

***C= en desacuerdo***

***D= totalmente en desacuerdo***

- \_\_\_ 1. Los estudiantes piensan que para ser cantante de reggeaton necesitan saber Inglés.
- \_\_\_ 2. Los estudiantes piensan que los puertorriqueños que van a los Estados Unidos deben aprender a hablar Inglés.
- \_\_\_ 3. Los estudiantes piensan que los americanos que vienen a Puerto Rico deben aprender a hablar Español.
- \_\_\_ 4. Los estudiantes odian la clase de Español.
- \_\_\_ 5. Los estudiantes de Puerto Rico se estan preparando para trabajar rápido luego de graduarse de cuarto año.
- \_\_\_ 6. Para ser puertorriqueño la persona tiene que hablar Español.
- \_\_\_ 7. Los estudiantes pasarían el tiempo estudiando sobre otras materias tales como; Ciencia, Español, Matemática y Estudios Sociales más que de Inglés.
- \_\_\_ 8. Los estudiantes piensan que necesitan saber Inglés para la carrera o profesión que quieren estudiar.
- \_\_\_ 9. A los estudiantes le gusta aprender Español en el salón de clases.
- \_\_\_ 10. Los estudiantes piensan que los puertorriqueños nacidos y criados en los Estados Unidos que regresan a Puerto Rico deben aprender a hablar Español.

- \_\_11. Los estudiantes piensan que aprender Inglés en el salón de clases es aburrido.
- \_\_12. Los estudiantes piensan que Daddy Yankee hablaría Inglés para ser abogado.
- \_\_13. Los estudiantes piensan que necesitan saber Inglés para poder jugar y entender los video juegos.
- \_\_14. Los estudiantes odian la clase de Inglés.
- \_\_15. Los estudiantes piensan que aprender Inglés es útil y necesario para su futuro.
- \_\_16. Los estudiantes piensan que aprender Español es más útil y necesario que aprender Inglés.
- \_\_17. A los estudiantes le gusta aprender Inglés en el salón de clases.
- \_\_18. A los estudiantes le gusta jugar video juegos en la clase Inglés.
- \_\_19. Los estudiantes quieren aprender Inglés en el salon de clases con una maestr@ y llevando a cabo actividades tales como: leer cuentos, informes orales, haciendo proyectos,etc.
- \_\_20. Los estudiantes piensan que necesitan saber Español para la carrera o profesión que quieren estudiar.
- \_\_21. A los estudiantes le gusta ver películas en la clase de Inglés.
- \_\_22. Para ser americano la persona tiene que hablar Inglés.
- \_\_23. Los estudiantes piensan que aprender Español es útil y necesario para su futuro.
- \_\_24. Los estudiantes se están preparando para ser buenos profesionales.
- \_\_25. Los estudiantes se están preparando para ir a estudiar 4 años en una universidad como el Colegio y la Interamericana luego de graduarse de cuarto año.
- \_\_26. Los estudiantes odian el idioma Español.
- \_\_27. Los estudiantes quieren aprender Inglés fuera del salón de clases sin maestr@ y jugando Play Station y viendo cable TV en Inglés .
- \_\_28. Los estudiantes odian el idioma Inglés
- \_\_29. Los estudiantes pasarían el tiempo estudiando sobre otras materias tales como: Ciencia, Inglés, Matemática y Estudios Sociales más que de Español.
- \_\_30. Los estudiantes piensan que aprender Español en el salón de clases es aburrido.

## PARTE II: OCUPACIONES

II. Selecciona las tres ocupaciones que los estudiantes puertorriqueños de noveno grado *prefieren* y *seleccionarían* y escríbelas en el espacio dado. Y selecciona las tres ocupaciones que los estudiantes puertorriqueños de noveno grado *NO prefieren y no seleccionarían* y escríbelas en el espacio dado. Escríbelas del 1 al 3 en orden de prioridad. **RECUERDA: NO ES TU CONTESTACIÓN, SI NO LA DE LOS DEMÁS ESTUDIANTES QUE CURSAN NOVENO GRADO EN PR.**

### OCUPACIONES

abogad@  
architect@  
astronauta  
carpenter@  
conserje  
cosmetologist@,  
dentist  
doctor@  
nurse@  
pharmaceutical@,  
physician  
joiner@  
engineer@  
teacher@  
mechanic@,  
plumber@  
police  
secretary@  
welder@.  
technician@ de unas  
veterinarian@

**ESCRIBE LAS 3 OCUPACIONES PREFERIDAS DE LOS ESTUDIANTES DE NOVENO GRADO Y LAS QUE LOS ESTUDIANTES DE NOVENO GRADO SELECCIONARÍAN.**

FEMENINO

MASCULINO

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**ESCRIBE LAS 3 OCUPACIONES QUE LOS ESTUDIANTES DE NOVENO GRADO *NO* PREFIEREN Y QUE NO SELECCIONARÍAN.**

FEMENINO

MASCULINO

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## Appendix L

Voice # \_\_\_\_\_

### MATCHED GUISE TRAITS ESCUCHA CUIDADOSAMENTE EL CASSETTE Y MARCA LA CARACTERÍSTICA EN LA ESCALA

1.	fácil de entender <b>STRONGLY AGREE</b>	AGREE	AGREE	difícil de entender <b>STRONGLY AGREE</b>
2.	no quiere un buen trabajo <b>STRONGLY AGREE</b>	AGREE	AGREE	quiere un buen trabajo <b>STRONGLY AGREE</b>
3.	anticuado <b>STRONGLY AGREE</b>	AGREE	AGREE	moderno <b>STRONGLY AGREE</b>
4.	grupo <b>STRONGLY AGREE</b>	AGREE	AGREE	persona sola-individual <b>STRONGLY AGREE</b>
5.	mentiroso <b>STRONGLY AGREE</b>	AGREE	AGREE	honesto <b>STRONGLY AGREE</b>
6.	hablar duro (fuerte) <b>STRONGLY AGREE</b>	AGREE	AGREE	hablar bajito-suave <b>STRONGLY AGREE</b>
7.	irrespetuoso <b>STRONGLY AGREE</b>	AGREE	AGREE	respetuoso <b>STRONGLY AGREE</b>
8.	triste <b>STRONGLY AGREE</b>	AGREE	AGREE	alegre <b>STRONGLY AGREE</b>
9.	quiere viajar alrededor del mundo <b>STRONGLY AGREE</b>	AGREE	AGREE	no quiere viajar <b>STRONGLY AGREE</b>
10.	bruto-ignorante <b>STRONGLY AGREE</b>	AGREE	AGREE	inteligente <b>STRONGLY AGREE</b>
11.	trabajador <b>STRONGLY AGREE</b>	AGREE	AGREE	vago <b>STRONGLY AGREE</b>
12.	ganar más dinero <b>STRONGLY AGREE</b>	AGREE	AGREE	no le interesa ganar más dinero <b>STRONGLY AGREE</b>
13.	desconfianza <b>STRONGLY AGREE</b>	AGREE	AGREE	confianza <b>STRONGLY AGREE</b>
14.	agradable al oído <b>STRONGLY AGREE</b>	AGREE	AGREE	no agradable al oído <b>STRONGLY AGREE</b>
15.	suena como maestro <b>STRONGLY AGREE</b>	AGREE	AGREE	no suena como maestro <b>STRONGLY AGREE</b>
16.	exitoso <b>STRONGLY AGREE</b>	AGREE	AGREE	fracasado-perdedor <b>STRONGLY AGREE</b>
17.	arrogante-chango <b>STRONGLY AGREE</b>	AGREE	AGREE	humilde <b>STRONGLY AGREE</b>
18.	.educado <b>STRONGLY AGREE</b>	AGREE	AGREE	mal educado- sin educación <b>STRONGLY AGREE</b>
19.	no interesante <b>STRONGLY AGREE</b>	AGREE	AGREE	interesante <b>STRONGLY AGREE</b>
20.	quiere hablar bien para comunicarse con personas de EU que viven en PR <b>STRONGLY AGREE</b>	AGREE	AGREE	no quiere hablar bien con otras personas de E.U. que viven en PR <b>STRONGLY AGREE</b>



## **Appendix M**

### **TAPE-RECORDED INTERVIEWS TRANSCRIPTIONS**

#### **QUESTIONS RELATED TO THE MEANING OF BEING A GOOD CITIZEN AND SCHOOL RELATED QUESTIONS**

*1. ¿Qué es para tí ser un buen ciudadano?*

##### **TRACK 9-1**

STUDENT #1: FEMALE: Estar al margen con la ley y hacer todas las cosas posibles buenas para ayudar a las personas.

STUDENT #2: FEMALE: Cumplir con las leyes y estudiar.

STUDENT #3: MALE: Ser un buen ciudadano es poder contribuir a la sociedad de una buena manera.

STUDENT # 4: FEMALE: Buen ciudadano es hacer las cosas bien para ser en el futuro grandes profesionales.

STUDENT #5: FEMALE: Dar todo lo que yo puedo y demostrar lo que soy.

STUDENT # 6: MALE: Llevarse bien con los demás y portarse bien.

STUDENT # 7: MALE: Ser responsable.

##### **TRACK 9-2**

STUDENT # 8: MALE: Ayudar a las personas, no cometer crímenes, no alterar la paz y trabajar.

STUDENT # 9: MALE: Trabajador, ayudar a los demás, ser respetuoso, amable, no cometer errores.

STUDENT # 10: FEMALE: Ser una persona de provecho.

STUDENT # 11: FEMALE: Ayudar a las demás personas y trabajar mucho.

STUDENT # 12: FEMALE: Ser humilde, respetuosa

STUDENT # 13: FEMALE : Ayudar a las personas, estar bien con todo el mundo, compartir y ser humilde.

**TRACK9-3**

STUDENT # 14: MALE: Ser buena persona es ser buen ciudadano.

STUDENT # 15: FEMALE: Ser una buena persona. ser una buena persona.

STUDENT # 16: MALE : Buen ciudadano es una persona honesta.

STUDENT # 17: FEMALE: Ser una buena persona.

STUDENT #18: FEMALE: Ser un buen ciudadano es una persona que siguelas leyes al pie de la letra.

**TRACK 9-4**

STUDENT # 19: MALE: Alguien que no roba, estudia, no tiene problemas con nadie y siempre está tranquilo.

STUDENT #20: FEMALE: Ser buena persona y no dañar la propiedad ajena.

STUDENT #21: MALE : Compartir con la gente y vivir en armonía.

STUDENT #22: MALE: Una persona que ayuda a las demás personas y sigue las leyes del país.

STUDENT #23: FEMALE: Una persona que sigue las leyes y ayuda a los demás.

STUDENT #24: FEMALE: Seguir las leyes y portarse bien.

STUDENT #25: MALE: Un buen ciudadano sigue las leyes y se porta bien.

2. *¿Piensas tú que la escuela te esta ayudando y dándote las herramientas para que seas un buen ciudadano? ¿De qué forma?*

**TRACK 9-1**

STUDENT #1: FEMALE: Si, poniendo orden y reglas en los salones y aconsejándonos cada vez que tenemos problemas.

STUDENT #2: FEMALE: La escuela nos está dando las herramientas necesarias enseñándonos valores y los maestros nos regañan cuando hacemos algo mal.

STUDENT #3: MALE : Dándome educación y enseñándome valores.

STUDENT # 4: FEMALE: Educándome y dándome las herramientas para mi futuro.

STUDENT #5: FEMALE: Puede ser, dándonos dinámicas, haciéndonos muchas actividades.

STUDENT # 6: MALE: Si, ayudándome en la conducta con los demás a llevarme bien y aprender.

STUDENT # 7: MALE: Algunas herramientas, cuando hay otras que no tienen nada.

***TRACK 9-2***

STUDENT # 8: MALE: Bueno hasta ahora sí, pero debería mejorar en tácticas de enseñanza, más equipos.

STUDENT # 9: MALE: Si, porque allí es donde uno aprende los valores.

STUDENT # 10: FEMALE: Si, por la educación y la enseñanza.

STUDENT # 11: FEMALE: Si, dándome hábitos de estudio.

STUDENT # 12: FEMALE: Si, ayudándome a estudiar y ser alguien de provecho.

STUDENT # 13: FEMALE : Si, porque los maestros ponen todo su entusiasmo para que seamos personas de bien.

***TRACK 9-3***

STUDENT # 14: MALE: Si, aprendiendo las materias, a respetar, nos dan cosas fáciles para tener buen futuro.

STUDENT # 15: FEMALE: Si, los maestros nos ayudan y nos enseñan.

STUDENT # 16: MALE : Si, con las computadoras, los libros y la educación.

STUDENT # 17: FEMALE: Si, educándome.

STUDENT #18: FEMALE: Si, con las computadoras, los libros, y toda la tecnología.

***TRACK 9-4***

STUDENT # 19: MALE: Si, me explican bien las cosas en el salón.

STUDENT #20: FEMALE: Estudios y orientando a uno.

STUDENT #21: MALE: Si, estudiar más y aprender más en las clases.

STUDENT #22: MALE: Si, por los estudios.

STUDENT #23: FEMALE: Si, educándonos y orientándonos.

STUDENT #24: FEMALE: Si, educándonos y orientándonos.

STUDENT #25: MALE: La escuela ayuda porque nos educa.

3. *¿Piensas tú que necesitas ser un poco más responsable en la escuela?*

**TRACK 9-1**

STUDENT #1: FEMALE: No, no necesito ser más responsable en la escuela.

STUDENT #2: FEMALE: Ser más responsable porque a veces no estudio para algunas exámenes. Tengo que poner mas atención en la clase de ciencia porque no pongo mucha atención a esa clase.

STUDENT #3: MALE: Ser ms responsable no porque ya soy responsable.

STUDENT # 4: FEMALE: No, porque considero que soy responsable en todas las clases.

STUDENT #5: FEMALE: Tengo que ser más responsable en inglés y en estudios sociales.

STUDENT # 6: MALE: Si, en la clase de salud hablo mucho.

STUDENT # 7: MALE: Si en salud porque fastidio mucho.

**TRACK 9-2**

STUDENT # 8: MALE: Mas o menos en matemáticas y estudios sociales.

STUDENT # 9: MALE: Si, tengo que ser más responsable en estudios sociales y matemáticas.

STUDENT # 10: FEMALE: Más responsable en matemática porque no estoy dando la talla.

STUDENT # 11: FEMALE: Ser más responsable en estudios sociales.

STUDENT # 12: FEMALE: Tengo que ser más responsable en la clase de inglés y de español.

STUDENT # 13: FEMALE : Tengo que ser más responsable y poner más empeño en español y Matemática.

**TRACK 9-3**

STUDENT # 14: MALE: Necesito ser más responsable en matemática.

STUDENT # 15: FEMALE: Si, más responsable en todas.

STUDENT # 16: MALE : Si, tengo que ser más responsable en estudios sociales.

STUDENT # 17: FEMALE: Tengo que ser más responsable en ciencia y matemática porque saco malas notas.

STUDENT #18: FEMALE: Tengo que ser más responsable en estudios sociales y en inglés porque no entiendo nada en inglés.

**TRACK 9-4**

STUDENT # 19: MALE Si, tengo que ser más responsable en español, estudios sociales porque son difíciles y no capto bien.

STUDENT #20: FEMALE: Si, en todas porque estoy mal, estoy colgá.

STUDENT #21: MALE: Tengo que ser más responsable en matemática.

STUDENT #22: MALE: Si, más responsable en todas las clases para aprender más.

STUDENT #23: FEMALE: Si tengo que ser más responsable en todas las clases.

STUDENT #24: FEMALE: Si, en todas las clases.

STUDENT #25: MALE: Si, tengo que ser más responsable en todas la clases porque estoy mal.

*12. ¿Crees tú que es de estofones estudiar?*

**TRACK 9-1**

STUDENT #1: FEMALE: No es de estofones estudiar. Estudiar es de personas responsables que quieren ser alguien en el futuro.

STUDENT #2: FEMALE: No es de estofones estudiar porque aunque uno no sea estofón, uno debe pensar en el futuro.

STUDENT #3: MALE: No es de nerds estudiar, cualquier persona que quiera ser alguien en el futuro tiene que estudiar para poder ir a la escuela superior y ser alguien de verdad.

STUDENT# 4: FEMALE: No, no es de estofones estudiar porque te esmeras en hacer las cosas bien y ser un buen profesional.

STUDENT #5: FEMALE: No es de estofones estudiar porque te va a ayudar en el futuro. Puede que se burlen de ti , pero tu estas trabajando y ellos en la calle.

STUDENT # 6: MALE: Si, pues uno es más inteligente.

STUDENT # 7 MALE: Si, pues uno es más inteligente.

### ***TRACK 9-2***

STUDENT # 8: MALE: No es de estofones estudiar. Es tu futuro, tienes que defenderlo y preocuparte por el

STUDENT # 9: MALE: No es de nerds estudiar, lo que nos critican no tienen profesión y nosotros queremos tener un futuro mejor.

STUDENT # 10: FEMALE: No es de estofones estudiar.

STUDENT # 11: FEMALE: No , no es de estofones estudiar, al contrario, te ayuda en las clases.

STUDENT # 12: FEMALE: Los estofones son los mas que saben y eso no está mal.

STUDENT # 13: FEMALE: No es de estofones estudiar porque hay que tener buenas notas.

### ***TRACK 9-3***

STUDENT # 14: MALE: No es de estofones estudiar porque si no estudias no tienes futuro.

STUDENT # 15: FEMALE: No es de estofones estudiar porque es para nuestro futuro.

STUDENT # 16: MALE: No es de estofones estudiar porque todo el mundo tiene que estudiar para sacar buenas notas.

STUDENT # 17: FEMALE: No es de estofones estudiar porque si una persona estudia va a tener un mejor futuro

STUDENT #18: FEMALE: No es de estofones estudiar porque para llegar a un buen futuro hay que estudiar.

### ***TRACK 9-4***

STUDENT # 19: MALE: Si es de estofones estudiar pero es algo bueno.

STUDENT #20: FEMALE: No es malo porque quieren tener un futuro.

STUDENT #21: MALE: No es de estofones estudiar.

STUDENT #22: MALE: No es de estofones estudiar porque hay que estudiar para tener un buen trabajo y seguir adelante.

STUDENT #23: FEMALE: No es de estofones estudiar porque hay que estudiar para sacar buenas notas.

STUDENT #24: FEMALE: No es de estofones estudiar porque hay que estudiar para tener un buen futuro.

STUDENT #25: MALE: No es de estofones estudiar porque hay que estudiar para poder pasar de grado

*12. ¿Alguna vez has aprendido algo en las clases, que querías aprender?*

**TRACK 9-1**

STUDENT #1: FEMALE: Aprendí algo en matemática y con ese conocimiento pude ayudar a mi mamá en una tarea de la universidad.

STUDENT #2: FEMALE: Aprendí en la clase de salud, las medicinas que curan algunas enfermedades. aprendí en la clase de salud, las medicinas que curan algunas enfermedades.

STUDENT #3: MALE: Aprendí las cosas que los maestros enseñan a diario. Las cosas que pasan en el salón me motivan a seguir.

STUDENT # 4: FEMALE: Aprendí en inglés los journals, a escribir y expresarme lo que sentimos.

STUDENT #5: FEMALE: Todo lo que he aprendido me ayuda en mi futuro

STUDENT # 6: MALE: En educación física aprendí deportes y luego entré al equipo de volleyball.

STUDENT # 7: MALE: En ciencia aprendí lo sexual para cuando vaya a tener un bebé.

**TRACK 9-2**

STUDENT # 8: MALE: Si aprendí en estudios sociales ciencias políticas e inglés por el idioma.

STUDENT # 9: MALE: Aprendí en ciencia sobre el sol y sobre los planetas.

STUDENT # 10: FEMALE: Cuando dí charlas del programa PESA relacionadas con educación sexual a jóvenes.

STUDENT # 11: FEMALE: Aprendí como hacer presentaciones en la computadora.

STUDENT # 12: FEMALE: No.

STUDENT # 13: FEMALE : Aprendí en ciencia lo del espacio.

**TRACK 9-3**

STUDENT # 14: MALE: En ciencia aprendí muchas cosas.

STUDENT # 15: FEMALE: Aprendí en inglés a hacer reportes orales.

STUDENT # 16: MALE : Aprendí en salud las diferentes enfermedades de transmisión sexual.

STUDENT # 17: FEMALE: Los trabajos que hacemos en las computadoras.

STUDENT #18: FEMALE: En la clase de ciencia aprendí la información sobre los planetas

**TRACK 9-4**

STUDENT # 19: MALE: En inglés he aprendido par de cositas bregar en las computadoras y bregar bien con la maestra.

STUDENT #20: FEMALE: Si, en inglés bregar en las computadoras.

STUDENT #21: MALE: Aprendí a hacer talent shows, dibujos y obras.

STUDENT #22: MALE: Si, hablar un poco en inglés y en la clase de matemática.

STUDENT #23: FEMALE: Aprendí en ciencia lo del sol y en inglés a hacer presentaciones en Power Point.

STUDENT #24: FEMALE: Aprendí en matemáticas y en la clase de salud como cuidarme.

STUDENT #25: MALE: Aprendí a usar la computadora en la clase de inglés.

*14. ¿Has tenido algun éxito real en la escuela?*

**TRACK 9-1**

STUDENT #1: FEMALE: Mis notas y mis logros.

STUDENT #2: FEMALE: .Gané en un talent show y mis notas

STUDENT #3: MALE: Si he tenido éxitos, he ganado spelling bees, competencias de ajedrez.



STUDENT # 4: FEMALE: Mi éxito ha sido en el baile

STUDENT #5: FEMALE: He tenido éxito en baile y en poesía.

STUDENT # 6: MALE: He tenido éxito en bailes y en deporte.

STUDENT # 7: MALE: Me he ganado premios en deporte y estoy en el cuadro de honor.

***TRACK 9-2***

STUDENT # 8: MALE: Mis éxitos han sido desde sexto grado en competencias de spelling bee, tarjetas de Navidad.

STUDENT # 9: MALE: Tuve éxito en ciencia que me ha motivado a seguir adelante.

STUDENT # 10: FEMALE: Me he destacado en el baile.

STUDENT # 11: FEMALE: He tenido éxito en baile.

STUDENT # 12: FEMALE: Mi éxito fue un trofeo por una maqueta.

STUDENT # 13: FEMALE : He tenido éxito en baile y en maqueta.

***TRACK 9-3***

STUDENT # 14: MALE: Mi éxito fue una medalla en un talent show.

STUDENT # 15: FEMALE: He tenido éxitos en talent shows y en poesía.

STUDENT # 16: MALE : No he tenido éxitos.

STUDENT # 17: FEMALE: Mi éxito fue que gané en el talent show.

STUDENT #18: FEMALE: No he tenido éxito.

***TRACK 9-4***

STUDENT # 19: MALE: No he tenido ningún éxito.

STUDENT #20: FEMALE: No he tenido ningún éxito.

STUDENT #21: MALE: No he tenido éxito.

STUDENT #22: MALE: No he tenido éxito.

STUDENT #23: FEMALE: No he tenido éxito.

STUDENT #24: FEMALE: No he tenido éxito.

STUDENT #25: MALE: No he tenido éxito.

*15. ¿Alguna vez has tenido algún fracaso en la escuela?*

**TRACK 9-1**

STUDENT #1: FEMALE :No, nunca he tenido fracasos.

STUDENT #2: FEMALE: No he tenido ningún fracaso.

STUDENT #3: MALE: Mi fracaso fue una mala nota.

STUDENT # 4: FEMALE: Mi fracaso fue en matemática y ya lo mejoré.

STUDENT #5: FEMALE: He fracasado en algunas cosas, cuando me voy en algún examen.

STUDENT # 6: MALE: No he tenido fracasos.

STUDENT # 7: MALE: No he tenido ningún fracaso.

**TRACK 9-2**

STUDENT # 8: MALE: No he tenido ningún fracaso.

STUDENT # 9: MALE: Fracaso que representé a la escuela y no ganamos.

STUDENT # 10: FEMALE: Competí en la semana del ambiente y no gané.

STUDENT # 11: FEMALE: Mi fracaso fue en ciencia.

STUDENT # 12: FEMALE: No he tenido fracasos.

STUDENT # 13: FEMALE : He fracasado cuando no me sale algo.

**TRACK 9-3**

STUDENT # 14: MALE: He fracasado en matemática en 7mo y 9no grado.

STUDENT # 15: FEMALE: No he tenido fracasos.

STUDENT # 16: MALE: No he tenido fracasos como tal.

STUDENT # 17: FEMALE: No he tenido fracaso.

STUDENT #18: FEMALE: No he tenido fracasos

**TRACK 9-4**

STUDENT # 19: MALE: No he tenido ningún fracaso.

STUDENT #20: FEMALE: No he tenido ningún fracaso.

STUDENT #21: MALE: No he tenido ningún fracaso.

STUDENT #22: MALE: No he tenido ningún fracaso.

STUDENT #23: FEMALE: No he tenido ningún fracaso.

STUDENT #24: FEMALE: No he tenido ningún fracaso.

STUDENT #25: MALE: No he tenido ningún fracaso.

*18. ¿Cual tú crees que era el propósito de escuela abierta?*

**TRACK: 9-1**

STUDENT #1: FEMALE: Aprendí un poco más.

STUDENT #2: FEMALE: Motivar a los estudiantes a venir a a la escuela y coger tutorías.

STUDENT #3: MALE: Ayudar a los estudiantes a que se interesen más en los estudios, en la escuela, que se interesen más en la cosas que son útiles para su futuro.

STUDENT # 4: FEMALE: Poder sacar a los estudiantes de las cosas malas que hay en la calle.

STUDENT #5: FEMALE Ayudar a los niños a que no estén en malos pasos y que estén mas tiempo en la escuela.

STUDENT # 6: MALE: Ayudaba a los estudiantes dándole tutorías y que no estuviesen en malos pasos.

STUDENT # 7: MALE: Cosas nuevas y diferentes y alejar los nenes de la calle y de los tecatos.

**TRACK 9-2**

STUDENT # 8: MALE: La escuela abierta era buena.

STUDENT # 9: MALE: La escuela abierta era buena pero fracasó porque los estudiantes no tenían interés.

STUDENT # 10: FEMALE: La escuela abierta tenía como propósito mejorar la educación de los estudiantes. Si funcionaba porque muchos estudiantes estaban en la escuela y no en la calle.

STUDENT # 11: FEMALE: La escuela abierta motivaba a estudiar y a aprender cosas nuevas en vez de estar en la calle.

STUDENT # 12: FEMALE: La escuela abierta era la motivación para aprender otras cosas.

STUDENT # 13: FEMALE: La escuela abierta tenía como propósito aprender sobre otras cosas y mejorar el aprovechamiento académico.

**TRACK 9-3**

STUDENT # 14: MALE: Escuela abierta era bueno.

STUDENT # 15: FEMALE: Ayudándonos a tener mejores notas y demostrar nuestros talentos.

STUDENT # 16: MALE : Ayudar en las notas y desarrollar talentos.

STUDENT # 17: FEMALE: Que los estudiantes en vez de estar en la calle estuvieran en la escuela aprendiendo.

STUDENT #18: FEMALE: La escuela abierta era para aprender cosas nuevas.

**TRACK 9-4**

STUDENT # 19: MALE: Si participé en escuela abierta para aprender Tae Kwan Do.

STUDENT #20: FEMALE: No sé que era escuela abierta.

STUDENT #21: MALE: La escuela abierta era para que los niños aprendan más.

STUDENT #22: MAL: Que los estudiantes aprendan más.

STUDENT #23: FEMALE: La escuela abierta ayudaba a que los estudiantes mejoraran sus notas.

STUDENT #24: FEMALE: La escuela abierta ayudaba a desarrollar los talentos.

STUDENT #25: MALE: La escuela abierta te ayudaba con las clases.

19. *¿Por qué fracasó el programa en la escuela?*

**TRACK 9-1**

STUDENT #1: FEMALE: Los estudiantes vagos que no le gusta estar en la escuela.

STUDENT #2: FEMALE: Fracasó porque hay muchos estudiantes que no son responsables y que no les interesa el estudio.

STUDENT #3: MALE: Fracasó por la poca matrícula, los estudiantes no se interesaban en las cosas que estaban dando y de verdad es una lástima.

STUDENT # 4: FEMALE: Fracasó porque los estudiantes no le daban la importancia a las cosas educativas. Hay algunos que no les importa.

STUDENT #5: FEMALE: Fracasó porque algunos nenes no le interesaba, entretenía a los estudiantes y que tuvieran experiencias nuevas.

STUDENT # 6: MALE: Lo tomaron a relajo.

STUDENT # 7: MALE: Fracasó porque hacen falta mas cosas.

**TRACK 9-2**

STUDENT # 8: MALE: Si le hubieran dado la prioridad, había que motivar a los estudiantes y alejarlos de las drogas y de la calle.

STUDENT # 9: MALE: Fracasó porque los estudiantes no tenían interés.

STUDENT # 10: FEMALE: Fracasó por la falta de matrícula.

STUDENT # 11: FEMALE: Fracasó porque muchos no aprovechaban el tiempo.

STUDENT # 12: FEMALE: Fracasó porque no le interesaba.

STUDENT # 13: FEMALE: Fracasó porque los estudiantes no se motivaron.

**TRACK 9-3**

STUDENT # 14: MALE: Fracasó porque no había muchos estudiantes, porque no les importaba

STUDENT # 15: FEMALE: No había muchos estudiantes interesados en su futuro y no les importaba.

STUDENT # 16: MALE: No había muchas elecciones , no había variedad y no se motivaban.

STUDENT # 17: FEMALE: Casi nadie venía, no había buenas materias.

STUDENT #18: FEMALE: Fracasó porque no le prestaron atención.

**TRACK 9-4**

STUDENT # 19: Fracasó porque no venía casi nadie a practicar. Los estudiantes no querían porque uno sale cansado y sin ánimo..

STUDENT #20: FEMALE: Lo perdimos porque los estudiantes no venían.

STUDENT #21: MALE: Los niños no asistían.

STUDENT #22: MALE: Los estudiantes no iban, no se interesaron en el programa.

STUDENT #23: FEMALE: Los estudiantes no iban y no se interesaban.

STUDENT #24: FEMALE: Fracasó porque los estudiantes no se interesaron.

STUDENT #25: MALE: Los estudiantes no se motivaron con el programa.

**ENGLISH LANGUAGE AND ENGLISH CLASS QUESTIONS**

7. *¿Que sugerencias tu darias para que la enseñanza de inglés sea más efectiva?*

**TRACK 9-1**

STUDENT #1: FEMALE: Que cambien el currículo y que las clases sean más conversacionales.

STUDENT #2: FEMALE: Dar más trabajo conversacional y más palabras de vocabulario.

STUDENT #3: MALE: Pienso en el dinamismo, más hablar, que escribir y el uso de la tecnología.

STUDENT # 4: FEMALE: Sugerencias para la clase, más inglés conversacional.

STUDENT #5: FEMALE: No escribiendo tanto y más trabajos en grupos.

STUDENT # 6: MALE: Hablar al frente, explicar traer nuevas cosas, películas y grabaciones.

STUDENT # 7: MALE: Usar más las computadoras y más reportes orales

**TRACK 9-2**

STUDENT # 8: MALE: Sugerencias para la enseñanza, diferentes tácticas, juegos interactivos, mas dinámicas.

STUDENT # 9: MALE: Las clases las deben dar de otra forma, no sólo libreta y libro

STUDENT # 10: FEMALE: Que den más trabajo en grupo y diferentes actividades.

STUDENT # 11: FEMALE: Más material mas divertido y ayudarnos en la clase.

STUDENT # 12: FEMALE: Nos da juegos, trabajos orales y trabajos en grupo.

STUDENT # 13: FEMALE: Dar más trabajos en grupo, mas reportes orales y presentaciones.

**TRACK 9-3**

STUDENT # 14: MALE: Sugiero hacer más proyectos y usar las computadoras.

STUDENT # 15: FEMALE: Sugiero que nos expliquen mejor las cosas y que nos ayuden.

STUDENT # 16: MALE: En vez de escribir mucho explicar más.

STUDENT # 17: FEMALE: Sugiero más trabajos y mas trabajos orales para que los estudiantes practiquen inglés.

STUDENT #18: FEMALE: Sugiero que den más reportes orales.

**TRACK 9-4**

STUDENT # 19: MALE: Las sugerencias es escribir menos y hablar más para captarla Mejor.

STUDENT #20: FEMALE: Usar más las computadoras y trabajos en grupo.

STUDENT #21: MALE: Enseñar más cosas, hablar al frente y usar la computadora.

STUDENT #22: MALE: Hablar más, usar las computadoras y trabajos en grupos.

STUDENT #23: FEMALE: Hablar más, usar las computadoras y mas trabajos en grupo.

STUDENT #24: FEMALE: Más reportes orales al frente, trabajos en grupo y utilizar la computadora.

STUDENT #25: FEMALE: Deberían dar más trabajos en las computadoras y orales.

8. *¿ Cómo tu crees que la escuela te esta ayudando a ti a que aprendas inglés y domines el idioma?*

**TRACK 9-1**

STUDENT #1: FEMALE: Cuando la maestra da trabajos de PP y tenemos que ir al frente a hablar, buscar palabras en el diccionario y dandonos trabajos.

STUDENT #2: FEMALE: Trayéndonos computadoras y tecnología para que nos intereseamos más en la clase.

STUDENT #3: MALE: El tener computadoras, aires y equipo nos motiva a aprender.

STUDENT # 4: FEMALE: La escuela nos motiva y nos da nuevas tecnologías.

STUDENT #5: FEMALE: Tener un buen maestro.

STUDENT # 6: MALE: La clase de inglés con la tecnología de las computadoras.

STUDENT # 7: MALE: La clase de inglés con las computadoras.

**TRACK 9-2**

STUDENT # 8: MALE: La escuela me ayuda a que aprenda inglés dando materiales, libros de texto y materiales.

STUDENT # 9: MALE: La escuela provee variedad de materiales como libros, computadoras que nos motivan.

STUDENT # 10: FEMALE: Trayendo nuevas técnicas y tiene mejores cosas.

STUDENT # 11: FEMALE: La maestra nos da conversación y hablamos.

STUDENT # 12: FEMALE: Tengo la oportunidad de aprender inglés.

STUDENT # 13: FEMALE: Tenemos un buen laboratorio.

**TRACK 9-3**

STUDENT # 14: MALE: Sugiero hacer más proyectos y usar las computadoras.

STUDENT # 15: FEMALE: Sugiero que nos expliquen mejor las cosas y que nos ayuden.

STUDENT # 16: MALE: En vez de escribir mucho explicar más.

STUDENT # 17: FEMALE: En la clase de inglés leemos, si no entiendo pregunto



STUDENT #18: FEMALE: Nos provee muchos materiales y computadoras.

**TRACK 9-4**

STUDENT # 19: MALE: La escuela me ayuda , me da materiales, un laboratorio y aprendemos inglés porque enseñan bien.

STUDENT #20: FEMALE: Dándome clases.

STUDENT #21: MALE: Mejorando la clase y los salones.

STUDENT #22: MALE: La escuela ayuda dando clases en inglés y trabajando con la tecnología.

STUDENT #23: FEMALE: Las escuela nos da materiales como los libros y la tecnología.

STUDENT #24: FEMALE: La escuela provee la clase de inglés y educándonos.

STUDENT #25: MALE: La escuela nos da tecnología y materiales.

9. *¿Consideras tú que es importante saber inglés o no es importante porque estamos en PR o que no lo necesitas de ninguna forma? Explica.*

**TRACK 9-1**

STUDENT #1: FEMALE: El inglés es muy importante porque si vamos a un lugar donde haya gente que hable solo inglés, si sabemos, nos podemos comunicar de lo más bien.

STUDENT #2: FEMALE: Aprender inglés es importante porque en algunas profesiones se necesita el inglés.

STUDENT #3: MALE: Aprender inglés es importante, lo necesito para el futuro y para mi carrera.

STUDENT # 4: FEMALE: El inglés es importante porque en muchos trabajos uno de los requisitos es saber inglés.

STUDENT #5: FEMALE: El inglés es importante para mi profesión. Quiero ser abogada y si tengo que atender personas de otras paises necesito el inglés.

STUDENT # 6: MALE: El inglés es importante para el futuro y si vas viajar a EU

STUDENT # 7: MALE: Es importante el inglés porque hay trabajos que son en inglés.

**TRACK 9-2**

STUDENT # 8: MALE: Aprender inglés es importante por si voy a EU me desenvuelvo mejor para mi profesión, si soy comisionado residente o si soy abogado en EU.

STUDENT # 9: MALE: El inglés es importante porque en todos los países se habla inglés.

STUDENT # 10: FEMALE: Aprender inglés es importante para mi futuro y mi profesión.

STUDENT # 11: FEMALE: Si, es muy importante, porque es un idioma universal.

STUDENT # 12: FEMALE: Si, es muy importante por los trabajos y por si vas a los EU.

STUDENT # 13: FEMALE: Aprender inglés es importante porque hay muchos gringos que vienen de EU a PR.

### ***TRACK 9-3***

STUDENT # 14: MALE: Todo el mundo debe aprender inglés porque se necesita para los trabajos.

STUDENT # 15: FEMALE: El inglés es importante porue si tu viajas a sitios donde se habla inglés lo necesitas.

STUDENT # 16: MALE: El inglés es muy importante, se necesita para todo.

STUDENT # 17: FEMALE: El inglés es importante porque es un idioma universal. El inglés importante porque lo necesito para mi futuro, por si me toca trabajar en los EU.

STUDENT #18: FEMALE: El inglés es importante por si hay que ir a la universidad.

### ***TRACK 9-4***

STUDENT # 19: MALE: Es importante aprender inglés porque es necesario cuando otras personas vengan de EU para que tu las entiendas.

STUDENT #20: FEMALE: Inglés es importante para mi futuro porque necesito saber inglés.

STUDENT #21: MALE: El inglés es importante y necesario porque si uno no sabe inglés por si en un futuro tenemos que hablar nada mas que inglés.

STUDENT #22: MALE: El Inglés es importante para cuando viaje y tenga que hablar con otras personas.

STUDENT #23: FEMALE: Inglés es importante por si tengo que atender a un gringo o por si viajo a EU.

STUDENT #24: FEMALE: El inglés es importante porque es un idioma universal.

STUDENT #25: MALE: El Inglés es importante por si tengo que viajar a comprar piezas de carros.

*10. ¿Crees tú que las otras clases son igual de importantes que la de inglés o no son tan importantes?*

**TRACK 9-1**

STUDENT #1: FEMALE: Si, son importantes. Siempre se aprende algo en cada clase.

STUDENT #2: FEMALE: Las otras clases si son importantes, depende de lo que uno vaya a estudiar.

STUDENT #3: MALE: Las otras clases son importantes porque depende de lo que uno vaya a escoger, cada clase tiene algo que nos va a ayudar en el futuro.

STUDENT # 4: FEMALE: Las otras clases son importantes porque necesitas saber de todo un poco.

STUDENT #5: FEMALE: Si son importantes, yo tengo que saber de todas las clases.

STUDENT # 6: MALE: Las otras clases son importnates porque siempre hay que saber de todo un poco.

STUDENT # 7: Si, porque para estudiar una profesión se necesita de todas las clases.

**TRACK 9-2**

STUDENT # 8: MALE: Las otras clases también son importantes por ejemplo español por la ortografía.

STUDENT # 9: MALE: Las las clases son importantes.

STUDENT # 10: FEMALE: Si, porque las otras clases son necesarias.

STUDENT # 11: FEMALE: Las otras clases son importantes.

STUDENT # 12: FEMALE: Las otra clases si son importantes y te van ayudar en el futuro.

STUDENT # 13: FEMALE : Las otras clases son importantes porque cada materia tiene su propósito

**TRACK 9-3**

STUDENT # 14: MALE: Las otras clases también son importantes.

STUDENT # 15: FEMALE: Las otras clases nos enseñan cosas para nuestro futuro.

STUDENT # 16: MALE : Las otras clases son importantes. Se necesita saber matemáticas y español en todos los trabajos.

STUDENT # 17: FEMALE: Las otras clases son importantes.

STUDENT #18: FEMALE: Las otras clases son importantes porque los trabajos son de todo.

**TRACK 9-4**

STUDENT # 19: MALE: Las otras clases son importantes, no tanto como el inglés. El inglés es más importante porque es otro idioma y hay que aprenderlo bien.

STUDENT #20: FEMALE: Las otras clases no. Solo matemáticas por los números.

STUDENT #21: MALE: Si son importantes porque en un futuro uno utiliza todo.

STUDENT #22: MALE: Las otras clases son importantes especialmente la matemática por los números.

STUDENT #23: FEMALE: Las otras clases son importantes por que hay que saber de todo.

STUDENT #24: FEMALE: Las otras clases también son importantes.

STUDENT #25: MALE: Las otras clases son importantes porque necesito saber de todo un poco.

*11. ¿Que harías tu para motivar a tus amigos para que aprendan y vean la importancia del inglés?*

**TRACK 9-1**

STUDENT #1: FEMALE: Dar actividades que le llamen la atención y dar actividades más conversacionales porque es lo más que le interesa.

STUDENT #2: FEMALE: Motivaría a mis amigos ayudándole en la materia y explicándole la importancia del inglés.

STUDENT #3: MALE: Ayudar a mis amigos hablándole en inglés, que hay más conversación.

STUDENT # 4: FEMALE: Ayudándolos y llevándolos donde personas que hablan inglés para que le hablen a ver si se motivan.

STUDENT #5: FEMALE: A mis amigos que pongan de su parte y que se esfuercen.

STUDENT # 6: MALE: Hablarle sobre el laboratorio, explicarle que entren a las clases que son importantes para su futuro.

STUDENT # 7: MALE: Que tienen que aprender inglés porque ahora en todas las escuelas y en todos los trabajos hay que saber inglés.

**TRACK 9-2**

STUDENT # 8: MALE: Les diría que aprendan inglés porque es importante su futuro.

STUDENT # 9: MALE: Que tienen que prestar atención a la maestra para que aprendan.

STUDENT # 10: FEMALE: Motivaría a mis amigos apoyándolos y siempre estando con ellos.

STUDENT # 11: FEMALE: Los motivaría y los aconsejaría para que aprendan inglés y se comuniquen con otras personas.

STUDENT # 12: FEMALE: Les diría a mis amigos que el inglés es muy importante.

STUDENT # 13: FEMALE: Apoyándolos y demostrándole la importancia del inglés.

**TRACK 9-3**

STUDENT # 14: MALE: Le aconsejaría a mis amigos que atiendan a la clase.

STUDENT # 15: FEMALE: Le aconsejaría a mis amigos que si quieren ser alguien en el futuro tienen que aprender inglés porque es importante. Es un idioma que se habla en todo el mundo.

STUDENT # 16: MALE: Aconsejándolos porque todos los trabajos buscan personas bilingües.

STUDENT # 17: FEMALE: Aconsejaría a mis amigos a que estudien mucho para que aprendan inglés.

STUDENT #18: FEMALE: A mis amigos les diría que tengan mucho interés en aprender inglés porque si en su futuro quieren un buen trabajo tiene que saber inglés.

**TRACK 9-4**

STUDENT # 19: MALE: Les diría que tienen que aprender inglés para su futuro.

STUDENT #20: FEMALE: A mis amigos les diría que estudien más.

STUDENT #21: MALE: Decirle que sigan estudiando y que sigan adelante.

STUDENT #22: MALE: Que vayan a la escuela y que atiendan a las clases.

STUDENT #23: FEMALE: Les diría a mis amigos que tiene que aprender inglés porque es importante.

STUDENT #24: FEMALE: Les diría a mis amigos que tienen que aprender inglés porque es un idioma universal.

STUDENT #25: MALE: Les diría a mis amigos que aprendan inglés porque es importante.

### **FUTURE GOALS**

4. *¿Qué te gustaría ser en el futuro? Te ves como un profesional trabajando o haciendo nada?*

#### **TRACK 9-1**

STUDENT #1: FEMALE: Si, quiero ser un profesional en el futuro. Me gustaría estudiar licenciada de farmacia. Me veo trabajando.

STUDENT #2: FEMALE: Si, quiero ser un profesional. Quiero ser doctora y me veo trabajando.

STUDENT #3: MALE : Quiero ser un profesional, maestro de educación física. Me veo trabajando.

STUDENT # 4: FEMALE: Quiero ser un profesional. Me veo trabajando haciendo cirugías.

STUDENT #5: FEMALE: En el futuro quiero ser un profesional, me veo trabajando como abogada.

STUDENT # 6: MALE: Quiero ser un profesional, me veo trabajando como maestro de educación física.

STUDENT # 7: MALE: Quiero ser un profesional y me veo trabajando como astronauta.

#### **TRACK 9-2**

STUDENT # 8: MALE: Quiero ser un profesional, me veo trabajando abogacía, quiero

estudiar ciencias políticas.

STUDENT # 9: MALE: Quiero ser un profesional. Me veo trabajando, quiero ser médico.

STUDENT # 10: FEMALE: Quiero ser una profesional. Quiero ser maestra de salud y me veo trabajando.

STUDENT # 11: FEMALE: Quiero ser un profesional, me veo trabajando como abogada.

STUDENT # 12: FEMALE: Quiero ser un profesional, me veo trabajando cuidando enfermos.

STUDENT # 13: FEMALE : Quiero ser un profesional, me veo trabajando como ginecóloga.

**TRACK 9-3**

STUDENT # 14: MALE: Quiero ser un profesional en el futuro, me veo haciendo algo y me gustaría ser músico

STUDENT # 15: FEMALE: Quiero ser un profesional en el futuro, me gustaría administrar una empresa.

STUDENT # 16: MALE : Quiero ser un profesional, veterinario y me veo trabajando.

STUDENT # 17: FEMALE: En el futuro quiero ser un profesional, me veo trabajando como pediatra.

STUDENT #18: FEMALE: En el futuro quiero ser un profesional. Me veo trabajando como enfermera de medicina nuclear.

**TRACK 9-4**

STUDENT # 19: MALE: Quiero ser un profesional, me veo trabajando como mecánico.

STUDENT #20: FEMALE: Quiero ser una profesional y me veo trabajando como paramédico.

STUDENT #21: MALE: Quiero ser un profesional me veo trabajando como mecánico.

STUDENT #22: MALE: Quiero ser un profesional y me veo trabajando como ingeniero eléctrico.

STUDENT #23: FEMALE: Quiero ser una profesional y me veo trabajando como secretaria de oficina.

STUDENT #24: FEMALE: Quiero ser una profesional. Me veo trabajando como maestra de salud.

STUDENT #25: MALE: Quiero ser un profesional, me veo trabajando de mecánico.

5. *¿ Piensas tu que necesitas saber inglés para la carrera o profesión que quieres ser en el futuro?*

**TRACK: 9-1**

STUDENT #1: FEMALE: Si, ya que las recetas de la farmacia son en inglés todas y si tengo que comunicarme con un profesional en EU se me va a hacer mas fácil.

STUDENT #2: FEMALE: Aprender inglés es importante porqu en algunas profesiones se necesita el inglés.

STUDENT #3: MALE: Aprender inglés es importante, lo necesito para el futuro y para mi carrera.

STUDENT # 4: FEMALE: El inglés es importante porque en muchos trabajos uno de los requisitos es saber inglés.

STUDENT #5: FEMALE: El inglés es importante para mi profesión. Quiero ser abogada y si tengo que atender personas de otras países necesito el inglés.

STUDENT # 6: MALE: Si me va ayudar porque si me llegan estudiantes extranjeros para que me entiendan.

STUDENT # 7: MALE: El inglés es importante porque si vas a EU hablan inglés.

**TRACK: 9-2**

STUDENT # 8: MALE: Si, saber inglés te da más oportunidades de trabajo, mejor comunicación con otras personas.

STUDENT # 9: MALE: Aprender inglés es importante porque aunque estamos en PR hay gente que se enferma y va a los hospitales y si no se inglés como los voy a a tender.

STUDENT # 10: FEMALE: Aprender inglés es importante para un futuro mejor comunicarme con otras personas.

STUDENT # 11: FEMALE: Debo aprender inglés para comunicarme con mis familiares que estan en EU.



STUDENT # 12: FEMALE: El inglés es importante para poderte comunicar con otras personas.

STUDENT # 13: FEMALE: Si vienen personas gringas tengo que ser bilingüe.

**TRACK 9-3**

STUDENT # 14: MALE: El inglés es importante por si vamos a lugares lejanos donde se habla Inglés.

STUDENT # 15: FEMALE: Si necesito el inglés por si tengo que hablar con extranjeros.

STUDENT # 16: MALE: Si, porque el inglés es importante porque es universal.

STUDENT # 17: FEMALE: Necesito saber inglés por si trabajo en los EU.

STUDENT #18: FEMALE: El inglés es importante por si hay que ir a la universidad.

**TRACK 9-4**

STUDENT # 19: MALE: Si tengo que aprender por si acaso hay alguien que no hable español.

STUDENT #20: FEMALE : Si, porque casi siempre los instrumentos son inglés y las recetas también.

STUDENT #21: MALE: Si es importante por si uno tiene que viajar a EU o si tengo un paciente que hable inglés.

STUDENT #22: MALE: Si, cuando tenga que viajar a otros países.

STUDENT #23: FEMALE: Si, porque si tengo que atender un gringo y porque algunos documentos son en inglés.

STUDENT #24: FEMALE: Necesito inglés porque en la universidad los libros son en inglés.

STUDENT #25: MALE: Si, porque si tengo que atender personas que hablen inglés.

20. *¿Crees tú que un hombre de verdad va a la escuela, estudia y se prepara para su futuro?*

**TRACK 9-1**

STUDENT #1: FEMALE: Si, va a la escuela y es una persona que piensa en su futuro y que quiere ser alguien en la vida.

STUDENT #2: FEMALE: Si, porque un verdadero hombre es el que estudia y quiere hacerse valer en le futuro.

STUDENT #3: MALE: Si, va a la escuela. Un hombre de verdad es una persona que quiere algo para su futuro y que quiere contribuir a la sociedad.

STUDENT # 4: FEMALE: Si, va a la escuela. Un hombre de verdad es una persona que quiere algo para su futuro y que quiere contribuir a la sociedad.

STUDENT #5: FEMALE: Si, porque le ayuda en el futuro y puede ganarse su propio dinero.

STUDENT # 6: MALE: Si, porque en un futuro va a poner en práctica todo lo aprendido y en un futuro podrá tener muchos triunfos.

STUDENT # 7: MALE: Si, porque cuando sale de la escuela un hombre hecho y derecho está bien preparado.

**TRACK 9-2**

STUDENT # 8: MALE: Un hombre de verdad estudia porque la deserción escolar no es lo mejor y se preocupa por su futuro.

STUDENT # 9: MALE: Cuando tengamos una familia, la podemas llevar al buen camino y no tendremos que depender del gobierno.

STUDENT # 10: FEMALE: Si porque hay otros que se creen hombres por estar en la calle y son

desertores escolares y un hombre de verdad estudia y se convierte en un profesional.

STUDENT # 11: FEMALE: Si, porque son los que estan estudiando y se están preparando profesionalmente para ayudar a las demás personas.

STUDENT # 12: FEMALE: Si, porque a veces los verdaderos hombres son los que son algo.

STUDENT # 13: FEMALE : Si, porque un verdadero hombre es el que estudia aprovecha el tiempo y no el que esta en la calle drogándose.

**TRACK 9-3**

STUDENT # 14: MALE: Si un hombre de verdad va a la escuela y asi uno va a tener un buen

futuro.

STUDENT # 15: FEMALE: Hay que estudiar, el que no estudia no llega a nada y esta en la calle.

STUDENT # 16: MALE : Uno va a la escuela a prepararse para tener un buen futuro.

STUDENT # 17: FEMALE: Un hombre real tiene una buena profesión.

STUDENT #18: FEMALE: Un hombre de verdad si va a escuela.

#### **TRACK 9-4**

STUDENT # 19: MALE: Si, porque tiene un buen futuro en aprender y ser alguien.

STUDENT #20: FEMALE: Si, va a la escuela porque quiere un buen futuro.

STUDENT #21: MALE: Si, para tener un buen futuro y para que los hijos de él aprendan más.

STUDENT #22: MALE: Si porque al ir a la escuela se prepara para tener un mejor futuro.

STUDENT #23: FEMALE: Si, porque un hombre de verdad va a la escuela y se prepara para tener un buen futuro.

STUDENT #24: FEMALE: Si, un hombre de verdad estudia para tener un buen futuro y darle un buen futuro a su familia.

STUDENT #25: MALE: Si, porque se interesa por su futuro y quiere ser alguien en la vida y no un queda'o.

### **QUESTIONS RELATED TO THE USE OF TECHNOLOGY IN THE ENGLISH CLASS AND IN THE OTHER CLASSES**

*16. ¿Crees tú que la tecnología ha hecho que tus compañeros cambien de actitud hacia la clase de inglés?*

#### **TRACK 9-1**

STUDENT #1: FEMALE: En algunos, ponen mas atención mas atención a la clase, le gusta más y es mas interesante.

STUDENT #2: FEMALE: La tecnología los motiva y entran al salón de clases. Las actitudes han cambiado, entran al salón por el aire.

STUDENT #3: MALE: Antes en el antiguo salon no estaban quietos, ahora hay mesas y se discute todo y se hacen trabajos y presentaciones en PP. Las actitudes cambiaron para bien.

STUDENT # 4: FEMALE: Las actitudes están iguales porque no le dan importancia

STUDENT #5: FEMALE: Algunos lo saben aprovechar y otros no.

STUDENT # 6: MALE: Si han cambiado antes no copiaba y ahora copio y termino rápido.

STUDENT # 7: MALE: Ayuda porque provee nuevas formas de aprender.

**TRACK 9-2**

STUDENT # 8: MALE: La tecnología no afecta en nada la motivación de mis compañeros.

STUDENT # 9: MALE: Si han cambiado, se han motivado con las computadoras.

STUDENT # 10: FEMALE: Se enfocan más en lo nuevo.

STUDENT # 11: FEMALE: Hemos cambiado para bien nos interesa mas la clase.

STUDENT # 12: FEMALE: Las actitudes han cambiado para bien porque le gusta el salón.

STUDENT # 13: FEMALE: Nos ha motivado más .

**TRACK 9-3**

STUDENT # 14: MALE: Han cambiado las actitudes porque ahora hay aire y tecnología.

STUDENT # 15: FEMALE: Hay computadoras y aire y los estudiantes se motivan más y dicen no voy a hacer corte porque hay aire.

STUDENT # 16: MALE: Se motivan con la tecnología.

STUDENT # 17: FEMALE La tecnología provee nuevas actividades para que los estudiantes estudien si y motiva porque es algo diferente.

STUDENT #18: FEMALE: Las actitudes cambiaron para mal, quieren solo coger aire y usar las computadoras.

**TRACK 9-4**

STUDENT # 19: MALE: La actitud sigue igual.

STUDENT #20: FEMALE: Están iguales las actitudes, ellos no cuidan las cosas.

STUDENT #21: MALE: Cambiaron por las computadoras porque hay más tecnología.

STUDENT #22: MALE: La tecnología es importante y motiva porque con las computadoras trabajan más.

STUDENT #23: FEMALE: Si, con las computadoras y el aire se motivan más.

STUDENT #24: FEMALE: Si, las actitudes han cambiado porque ahora se interesan en la clase.

STUDENT #25: MALE: La tecnología ayuda porque es algo diferente.

*17. ¿Consideras tú que la tecnología es una herramienta útil y necesaria para motivar a los estudiantes en las diferentes clases?*

**TRACK 9-1**

STUDENT #1: FEMALE: Si, que ahora ponen más atención a la clase estar en el salón y les gusta usar las computadoras.

STUDENT #2: FEMALE: La tecnología ayuda haciendo que los estudiantes trabajen en las computadoras y aprendan algo diferente.

STUDENT #3: MALE: La tecnología es una herramienta útil, a través de la computadora se hacen muchas cosas. Hay diferentes programas para todas las clases. Es una herramienta bastante útil para las clases.

STUDENT # 4: FEMALE: La tecnología es importante pero no para cambiar las actitudes, lo mismo se hace en un salón con tecnología que sin tecnología.

STUDENT #5: FEMALE: Depende no es muy importante, pero los estudiantes se motivan al ver la tecnología.

STUDENT # 6: MALE: Si, cuando vean las computadoras se van a motivar.

STUDENT # 7: MALE: Si pueden hacer formas diferentes, antes era aburrida.

**TRACK 9-2**

STUDENT # 8: MALE: La tecnología ayuda en las clases porque hay mayor accesibilidad a los trabajos.

STUDENT # 9: MALE: La tecnología nos ha ayudado a desarrollarnos mejor.

STUDENT # 10: FEMALE: La tecnología nos ayuda a desenvolvernó mejor y hacemos trabajos en computadoras.

STUDENT # 11: FEMALE: La tecnología si motiva, lo que tenemos aquí se usa con otros maestros.

STUDENT # 12: FEMALE: Si, te ayuda a hacer los trabajos.

STUDENT # 13: FEMALE: La tecnología ayuda y motiva mucho.

**TRACK 9-3**

STUDENT # 14: MALE: El uso dela tecnología motiva a los estudiantes.

STUDENT # 15: FEMALE: Le gusta usar la tecnología.

STUDENT # 16: MALE: Se motivan con la tecnología.

STUDENT # 17: FEMALE : La tecnología nos motiva mucho.

STUDENT #18: FEMALE: La tecnología ayuda si atienden a las clases.

**TRACK 9-4**

STUDENT # 19: MALE: Si los motiva porque uno esta más avanzado uno aprende más rápido.

STUDENT #20: FEMALE: Si es importante la tecnología porque uno se motiva más.

STUDENT #21: MALE: La tecnología es necesaria hay que aprender a usar las computadoras y tienen derecho a saber inglés.

STUDENT #22: MALE: La tecnología es importante y motiva porque con las computadores trabajan más.

STUDENT #23: FEMALE: La tecnología ayuda para hacer cosas diferentes.

STUDENT #24: FEMALE: La tecnología ayuda y motiva a los estudiantes porque es algo diferente.

STUDENT #25: MALE: La tecnología ayuda mucho y uno ve cosas diferentes.

17. ¿Consideras tu que la tecnología es una herramienta útil y necesaria para motivar a los estudiantes?

**TRACK 9-1**

STUDENT #1: FEMALE: Si, que ahora ponen más atención a la clase estar en el salón y les gusta usar las computadoras.

STUDENT #2: FEMALE: La tecnología ayuda haciendo que los estudiantes trabajen en las computadoras y aprendan algo diferente.

STUDENT #3: MALE: Hay diferentes programas para todas las clases. Es una herramienta bastante útil para las clases.

STUDENT # 4: FEMALE: La tecnología es importante pero no para cambiar las actitudes, los mismo se hace en un salón con tecnología que sin tecnología.

STUDENT #5: FEMALE: No es muy importante, pero los estudiantes se motivan al ver la tecnología.

STUDENT # 6: MALE: Si cuando vean las computadoras se van a motivar.

STUDENT # 7: MALE: Ayuda porque provee nuevas formas de aprender.

**TRACK 9-2**

STUDENT # 8: MALE: La tecnología no afecta en nada la motivación de mis compañeros.

STUDENT # 9: MALE: La tecnología nos ha ayudado a desenvolvernos mejor.

STUDENT # 10: FEMALE: La tecnología nos ayuda a desenvolvernos mejor y hacemos trabajos en computadoras.

STUDENT # 11: FEMALE: La tecnología si motiva, lo que tenemos aquí se usa con otros maestros.

STUDENT # 12: FEMALE: Si, te ayuda a ser los trabajos.

STUDENT # 13: FEMALE : La tecnología ayuda y motiva mucho.

**TRACK 9-3**

STUDENT # 14: MALE: El uso de la tecnología motiva a los estudiantes.

STUDENT # 15: FEMALE: Le gusta usar la tecnología.

STUDENT # 16: MALE : La tecnología es útil y necesaria y porque el inglés es universal.

STUDENT # 17: FEMALE: La tecnología provee nuevas actividades para que los estudiantes estudien si y motiva porque es algo diferente

STUDENT #18: FEMALE: La tecnología ayuda si atienden a las clases.

**TRACK 9-4**

STUDENT # 19: MALE : Los motiva porque uno esta más avanzado uno aprende mas rápido.

STUDENT #20: FEMALE: Si es importante la tecnología porque uno se motiva más.

STUDENT #21: MALE: La tecnología es necsaria hay que aprender a usar las computadoras y derecho a saber inglés.

STUDENT #22: MALE: Si, la tecnología los motiva.

STUDENT #23: FEMALE: La tecnología ayuda para hacer cosas diferentes.

STUDENT #24: FEMALE: La tecnología ayuda y motiva a los estudiantes porque es algo diferente.

STUDENT #25: MALE: La tecnología ayuda porque es algo diferente.

*19. ¿Consideras tu que tus papás te ayudan y te apoyan para que te quedes en la escuela y sigas estudiando, aprendas inglés y vayas a la universidad?*

**TRACK 9-1**

STUDENT #1: FEMALE: Si, mis papás me ayudan con las asignaciones y los trabajos.

STUDENT #2: FEMALE: Si, mis padres me ayudan llevándome a la escuela, ayudándome con las asignaturas.

STUDENT #3: MALE: Si, mis papás me han dado una base bien importante de venir siempre a la escuela me recogen y hay buena comunicación entre nosotros.

STUDENT # 4: FEMALE: Mis papás me ayudan diciéndome que voy bien en las clases, que me esfuerze más cuando saco mala nota y me dan regalos cuando saco buenas notas.

STUDENT #5: FEMALE: Si, mis papás me aconsejan y me apoyan.

STUDENT # 6: MALE: Si, mis padres me motivan, me felicitan y me regalan cosas cuando saco buenas notas.



STUDENT # 7: MALE: Si, me ayudan a estudiar.

**TRACK 9-2**

STUDENT # 8: MALE: Si, mis papás me aconsejan que estudie.

STUDENT # 9: MALE: Si, mis papás estudian conmigo todo el tiempo y me dan todo.

STUDENT # 10: FEMALE: Mis padres me ayudan a mejorar mi educación.

STUDENT # 11: FEMALE: Mis padres me motivan a que siga estudiando.

STUDENT # 12: FEMALE: Mis papás me ayudan a estudiar para que sea alguien y que no me salga de la escuela.

STUDENT # 13: FEMALE : Si, mis papás me aconsejan me compran todo lo que necesito para la escuela.

**TRACK 9-3**

STUDENT # 14: MALE: Mis papás me dan buenos consejos y que atienda a las clases.

STUDENT # 15: FEMALE: Mis papás me ayudan en las asignaciones y me explican.

STUDENT # 16: MALE : Si, mis papás me ayudan con las asignaciones y dándome lo que necesito.

STUDENT # 17: FEMALE: Mis papás no me ayudan mucho.

STUDENT #18: FEMALE: Mis padres me ayudan.

**TRACK 9-4**

STUDENT # 19: MALE: Mis papás me apoyan a que vaya a la escuela y sea responsable.

STUDENT #20: FEMALE: Si, mis padres me ayudan a estudiar.

STUDENT #21: MALE: Si mis padres me motivan y me dicen que vaya a la escuela y termine el 4to año.

STUDENT #22: MALE: Mis padres si me apoyan a que vaya a las clases.

STUDENT #23: FEMALE: Mis papás me apoyan y me dicen que estudie.

STUDENT #24: FEMALE: Si, mis papás me apoyan, me traen a la escuela y me ayudan en los trabajos.

STUDENT #25: MALE: Si, me apoyan y me aconsejan a que estudie.