

**ATTITUDES OF BASIC TRACK STUDENTS TOWARDS ENGLISH AT THE
UNIVERSITY OF PUERTO RICO AT MAYAGUEZ**

By

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Abstract

This thesis examined the attitudes toward English of 238 Puerto Rican students enrolled in the Basic English sequence, including the Pre-Basic course, at the University of Puerto Rico, Mayagüez Campus. The thesis also examined differences in attitudes across the semesters. Finally, it investigated if there was a difference in attitudes between the students admitted to the Pre-Basic and the Basic course. I utilized two instruments to collect the data: questionnaires and journal writing. Results showed that the 238 students hold a positive attitude toward English and loyalty to Spanish, that their attitudes toward English oscillated, and that students admitted to Pre-Basic and Basic have different needs which influence their attitudes. The students admitted to the Basic course hold a more positive attitude toward English than the students admitted to the Pre-Basic course.

Resumen

Esta tesis examina las actitudes hacia el inglés en 238 estudiantes puertorriqueños, matriculados el segundo semestre de 2004-2005 en la secuencia de los cursos de Inglés básico (Ingl 3101-3102, Ingl 3201-3202) e incluyendo Inglés pre-básico (Ingl 0066); quienes pertenecen a la Universidad de Puerto Rico, Recinto Universitario de Mayagüez (UPRM).

También investiga si cambian las actitudes de estos estudiantes a través de los semestres. Por último, explora si existe alguna diferencia en actitudes entre los estudiantes admitidos a los cursos de Inglés pre-básico y básico. Para recoger los datos utilizamos dos instrumentos: cuestionarios y un diario.

Los resultados muestran que: los 238 estudiantes manifiestan actitud positiva hacia el inglés y lealtad hacia el español; su conducta en cuanto al inglés fluctúa entre distintos niveles de positivo durante los semestres; los estudiantes admitidos a los cursos pre-básico o básico tienen diferentes necesidades que influyen en sus actitudes. Además, los aceptados a básico tienen una actitud más positiva hacia el inglés que los admitidos a pre-básico.

Dedication

To my family: Porfirio, Carmen, Shelly, Javy, Kizzy.

My husband José Juan,

My precious baby Ian Iosef.

And my nieces, Janet, Sandra, Denise, and Jeanny

I love you all...

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Chapter I: Introduction

In spite of over 100 years of association with the United States (US), most Puerto Ricans on the island are not fluent in English. According to the 2000 census, language use on the island of Puerto Rico (PR) by those five years of age and older is reported to be as follows: 85.4% use Spanish and 14.4% use English. The reality is that only a small portion of Puerto Ricans speak English, and most of those who speak English are not near native speakers. With these numbers in mind, it is interesting to look at a particular population: Puerto Rican university students.

Students from public and private schools on the island admitted to the University of Puerto Rico at Mayagüez (UPRM) have had 12 years of English by the time they graduate from high school, yet many are still struggling to learn English at the university level. The UPRM has three English tracks: Basic, Intermediate, and Advanced English. For the purpose of this study, it is important to define the Basic English track. A student is placed on the Basic English track if he/she:

- 1) scores less than 470 on the ESLAT. He/she would then take Pre-Basic (INGL 0066), Basic I-II (INGL 3101-3102) and English Composition and Reading I and II (INGL 3201-3202).
- 2) scores between 470-570 on the ESLAT, he/she would take Basic I and II (INGL 3101-3102) and English Composition and Reading I and II (INGL 3201-3202).

In 2007, almost half of the students (47.5%) admitted to UPRM were placed in the Basic English track; of these 496 (19.5%) were placed in Pre-Basic, and 712 (28%) were placed in Basic English, evidence that English language learning from first to twelfth

grades is not as successful as it should be for many students in Puerto Rico. Nevertheless, all of them have to tackle a two-year English course requirement at the university level.

According to Pousada (2003), students are enrolling in the university with “un nivel bajo de inglés, una carga enorme de malas costumbres de aprendizaje, pobres actitudes hacia el inglés y pocas expectativas de cambiar la situación” [low level of English, an enormous amount of poor learning habits, poor attitudes toward English, and little hope of changing this condition] (Pousada, 2003, ¿Cuál es la situación actual del inglés en la UPR, Río Piedras?, ¶ 2). Pousada has found low English proficiency students at UPR, Río Piedras have difficulties with listening comprehension, writing compositions, and speaking. She proposed changing the curriculum so that students begin their first year English courses with an emphasis on oral skills while also teaching them reading and writing.

There is evidence that Puerto Rican students do not meet with any more success in college than in high school. Arzán (as cited in Pousada, 1999), compared students’ English as a Second Language Achievement Test (ESLAT) scores at the University of Puerto Rico’s Río Piedras Campus at the beginning of their university education with their ESLAT scores at the end of their two-year English requirement. The students who began with the lowest scores “did not even catch up to where the high scorers had started” (p.52).

According to Arzán, reasons that may have contributed to the lack of success in English include the students’ bad experiences, fossilized mistakes, or a possible interruption of the two-year English requirement. In addition, many students view their English requirement as a matter of who will teach the course and how they complete the requirement with the least amount of work. Students do not seem to give importance to the language learning experience, indicative of a negative attitude toward English classes.

Students write about the English professors who give the least amount of work in class on the website Know Your Professor Online (www.kypo.net). They also rate the professor.

Given this situation, it seems reasonable to investigate UPRM students' attitudes toward English. For the purpose of this study, attitudes toward English will be studied as dynamic, which means that attitudes might fluctuate between positive and negative. According to Clachar (1997a) Puerto Ricans show "conflicting tendencies given the perceived instrumentality of learning English, on [the] one hand, and a desire to retain the valued ethnic tongue, on the other...."(p. 94). This tendency has resulted in multiple attitudes where, perhaps unknowingly, students hinder the learning and spreading of English in PR. There are students who dislike English but wish to learn it because of the need they see for knowledge of the language. If their attitudes change during their years of college, this might be due to their experience learning English during their bachelor's degree and their changing plans for the future.

In this study about attitudes toward a language, it is important to mention the setting where exposure to English and learning is taking place. After all, if the UPRM and the English Department exert any influence on students' lives, their learning experiences, and the development of their attitudes, then it is important to mention the UPRM mission and the mission and goals of the English Department. According to UPRM's mission (2007), students will be technically and professionally educated in agriculture, engineering, social and natural sciences, humanities, and business administration so that they can contribute to the cultural, social, and economic development of Puerto Rico and this hemisphere (www.uprm.edu/english/).

In addition, the English Department's mission, as stated in the Strategic Planning Document (2005), is similar to the UPRM's mission and states that:

The English Department, which exists in an academic environment in which English is a second language, addresses the needs of all students who enter the UPRM. It directs its efforts towards the development of educated, responsible, and cultured citizens and professionals in all areas...

(www.uprm.edu/english/)

In 2005, the UPRM English Department's established goals were to:

1. promote the importance of English in the various academic disciplines and professional venues.
2. develop and improve the English communication skills of all students in listening, speaking, reading, and writing at all levels from basic to graduate.
3. develop in students critical reading, writing, thinking, and problem-solving abilities.
4. promote academic and professional honesty including an ethical awareness of plagiarism.
5. develop in students research experience and skills as well as the expertise necessary to carry out the analysis, interpretation and evaluation of different sources of information.
6. foster in students an interest in life-long learning.

7. provide students of English with a broad, well-founded, and solid education that enables them to pursue their academic and professional goals. (Strategic Planning Document - Revised March 10, 2005)

The 2005 objectives of the English Department have one idea; promoting learning, especially learning English at the UPRM. The English Department, in its efforts to satisfy the population and the society's needs, created committees and sectors in which professors and Teaching Assistants (TA) work together to discuss and create materials and tests for a particular course during the semester. One of these important sectors is the English as a Second Language (ESL) sector, which assesses the Basic English courses and the students' opinions about the courses. They have carried out several surveys with students in the Basic English track ultimately to be able to help this population with their learning of and attitudes towards English. The main purpose of the surveys was to find out the students' needs, knowledge, and attitudes toward English in order to review and update the curriculum.

As can be seen, the English Department at the UPRM is trying to keep updated with ever changing language needs, the students' motivation to learn English, and the students' attitudes toward English and language learning. With this in mind, the following research questions were posed for this study:

- 1) What are the attitudes of UPRM learners on the Basic English track toward the English language?
- 2) Do the attitudes differ across the Basic English track?
- 3) Are there any attitudinal differences toward English between students who begin in Pre-Basic course and those who begin in Basic course?

Chapter II: Literature Review

This chapter includes information about the socio-political and historical background of English teaching in Puerto Rico (PR), language attitudes in PR, motivation toward second language learning, language attitude change, and a description of popular instruments to measure attitudes.

Socio-political and historical background of English teaching in Puerto Rico

Puerto Rico has undergone sociopolitical changes over the years. “After four centuries of Spanish colonialism, PR was ceded to the U.S., by the Treaty of Paris on December 10, 1898” (Resnick, 1993 p. 261). The United States (US) then created the Department of Public Instruction and established language policies. US officials changed the policies with regard to when to start the teaching of English, what methods to use, and English teacher preparation.

First, Eaton-Clark (1898-1900) established that English would be taught in all grades. Second, Brumbaugh (1900-1903) believed elementary grades should be taught in Spanish while English would be a special subject. However, from seventh through twelfth grade English was the medium of instruction while Spanish became the subject. Third, under Faulkner-Dexter (1907-1916) English became the medium of instruction from second to twelfth grade and Spanish was a subject. In 1937, Spanish was the medium of instruction from first to eighth grades with a 90-minute English class. Then, from ninth through twelfth grade, all the courses were taught in English. Finally in 1948, Villaronga established Spanish as the medium of instruction and English as a required subject, the language policy which is still in effect today.

Even though students in PR have always studied English, they have not met with overwhelming success. In 1916, José Padín, former General Inspector for the Department of Instruction, studied eighth grade students' knowledge of English and concluded that in spite of all the time and effort placed on the teaching of English in PR, the students were still deficient in English and were not able to spell or write in English. He concluded that the use of English books to teach reading as if English were their first language (L1) should be eliminated. Nevertheless, his findings and recommendations, as in many more recent studies today in PR, were disregarded, at least until he became the Commissioner of Education. More than 90 years later, many Puerto Rican students still lack adequate proficiency in English. There have been many language policies in PR, but as Vélez (1999) has said, if another language policy is implemented in Puerto Rico, the policy would be successful only if it takes into consideration the island's sociolinguistic and socio-cultural reality paying attention to the roles of English and Spanish for Puerto Ricans (p. 76).

This language dilemma still exists in PR. After 100 years, as García (2000) pointed out, even though each Secretary of Education contributed to the system of education, there is still no clear definition about Puerto Rico's philosophy of education or about the teaching of Spanish as a first language or English as a second language. For instance in 1992, Governor Pedro Roselló from the Partido Nuevo Progresista (PNP or New Progressive Party) signed the bill which established English and Spanish as official languages in PR. Roselló also appointed Víctor Fajardo as Secretary of Education. Fajardo attempted to remedy the English deficiency in the public school system when he proposed the *Project for the Development of a Bilingual Citizen* (Department of Education,

1998). This project identified the issue of poor English learning in PR stating that 90% of Puerto Rican students finished twelve years of English studies and were not able to sustain a conversation in English. The project also acknowledged that English is not Puerto Rico's native language, which may account for the many insecurities and the resistance to speaking English. The attitudes that these students held toward English may have to do, at least in part, with the limited exposure to English they had throughout the years, the difficulties they encountered while learning, the teacher's preparation for teaching this subject, the limited up-to-date material and curriculum, and finally, the need the students saw to learn English in Puerto Rico.

Pousada (1999) summarized Víctor Fajardo's *Project for the Development of a Bilingual Citizen* as follows:

1. Initiate reading in English by the second semester of the first grade.
2. Assign 90 minute blocks of time for Spanish and English classes at the intermediate level.
3. Utilize English for the teaching of science and math (on a voluntary basis).
4. Provide an English immersion program for high school students, along with writing clinics in Spanish for seniors.
5. Provide opportunities and incentives for English teachers to become certified.
6. Create a teacher exchange program to allow Puerto Rican English teachers to improve their language skills by teaching in the States and to bring U.S. teachers to Puerto Rico to aid island teachers in improving their English.

7. Provide technical assistance under the direction of district English and Spanish Supervisors who would work with superintendents and teachers to facilitate professional development and multidisciplinary integration (p.44).

According to Pousada, this project has met with a lot of criticism from teachers, professors, the Academy of Puerto Rican Language, and the public. However, the project was well researched, and it satisfies most, if not all, of the strategies used by successful international English programs (See Appendix A for a table of the strategies used by successful International Programs). Nevertheless, no project will be accepted as long as Puerto Ricans associate language with politics.

Language policies and politics have always been tied together in PR. In fact in 2000, when Sila M. Calderón of the commonwealth Party (PPD) became governor and appointed Dr. César Rey as the Secretary of Education, the new government did not continue with the bilingual programs created by the PNP government and developed a new curriculum for each subject; the English curriculum is known as the *Curricular Framework English Program* (Carroll, 2005).

Attitudes toward language in Puerto Rico

Despite the lack of success in learning English, research over the years has shown a mostly positive attitude toward English. Livoti (as cited in Blau and Dayton, 1997) examined the language attitudes of fifth and eighth grade public school students and discovered that 91% of the students believed in the importance of English for instrumental reasons. The findings also suggested that integrative motivation played a role in their positive attitudes toward English. Livoti stated that:

[positive] attitudes towards learning English in public schools were positively associated with having teachers who used English a lot in the classroom, having parents with positive attitudes towards English, having had the opportunity to visit the U.S., and liking native speakers of English (p.141).

Lladó-Torres (1984) examined the teaching and learning of English in PR through a language attitude questionnaire administered to 184 twelfth grade students. She found that students made a distinction between English as a language and English teachers and teaching materials. The students had a positive attitude toward English independent of the English teachers, English classes, or teaching materials.

Narváez Santos (1990) suggests concern that English might have achieved a higher status than Spanish in Puerto Rico. He expressed his concern when he stated,

¡El Diablo viene, cuidado!, pues este es el único país de habla española en donde para conseguir empleo es requisito primario el saber inglés aunque no se sepa español. Es más, es casi seguro que usted consiga el empleo si “domina” el inglés, aunque balbucee el español. [Be careful, the Devil is coming! This is the only Spanish speaking country where the primary requirement to find a job is to have command of the English language, even if [the person] does not have command of Spanish. Most likely, the person who has command of English, even if he/she only babbles in Spanish will get the job] (p. 135).

This idea suggests that having command of English in Puerto Rico will lead to better job opportunities, yet the idea also shows loyalty to Spanish, and concern for the coexistence of English and Spanish in Puerto Rico. Narváez-Santos may have exaggerated his concern,

yet this quote shows his negative attitude toward English and toward its coexistence with Spanish in PR.

In 1990, Torruellas (as cited in Schweers and Vélez, 1999) studied issues of class, identity, and ideology related to the learning of English in three private schools. Torruellas identified a resistance to the learning of English in the classroom, mockery of students when attempting to use English, and a belief that English and Spanish cannot coexist. According to Torruellas, these practices are a reflection of Puerto Rican society, which affects the learning of English in the classroom.

Pousada (1991) conducted two studies at the UPR, Río Piedras to investigate university students' feelings toward English. The first was done in 1987 with 50 students from conversational English courses and a linguistics course, whereas the second study was performed in 1988 with 154 conversational English students. She administered questionnaires in both studies, and the results indicated that 98% of students wanted to learn English for instrumental reasons. She cited as the most popular response that English was a universal language that is needed to find a job and to travel.

Exposure to English can influence attitudes toward English. Blau and Dayton (1997) attempted to classify PR as an English-using society based on its sociolinguistic characteristics and found that there is quite a bit of English available in PR. Although PR has both EFL- and ESL-like characteristics, the fact that there is quite a bit of English available on the island could positively influence attitudes toward the language.

Caratini-Soto (1997) studied the attitudes toward English of five students who had withdrawn from the university and then returned to study. Three themes emerged from her interviews: (a) the political, social, and cultural issues, (b) the past approaches to the

teaching of English, (c) English as a need for the future. First, the political, social, and cultural issues affected subjects' language learning, (e.g. political affiliations and the relationship between language and identity affected their learning). Second, the past approaches to the teaching of English were considered inadequate. The students described outdated materials and English teachers who taught in Spanish. These students believed that speaking was not emphasized enough; therefore, they were not able to speak English because of fear of being ridiculed by others. Finally, they believed that English was necessary for the future, which represents instrumental motivation. They wanted to learn English for more job opportunities, and they wanted their children to be bilingual, which they believed, would open more venues for job opportunities.

Clachar (1997a and 1997b) conducted two studies on attitudes toward English in PR. In the first, Clachar (1997a) investigated whether the theory of language and intergroup distinctiveness applied to PR. According to Beebe (as cited in Clachar, 1997a), "in essence the theory [of intergroup distinctiveness] claims that members of different ethnic groups make comparisons across groups... [that] will lead group members to look for specific characteristics of their own group which will allow them to positively differentiate themselves from the outgroup (p.74)." Clachar's empirical data was obtained from 347 university students through a questionnaire which examined: 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 evidence a strong ethnic group identification with Spanish, high ingroup ethnolinguistic vitality, and hard intergroup linguistic boundaries. This intergroup

distinctiveness might be the reason English is not being learned and spread extensively through the island.

Clachar (1997b) examined eight undergraduate ESL students' opinions about English in PR through their written everyday dialogue journals. Seven themes emerged: 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, English as a threat to Puerto Rican cultural identity, conflict over Puerto Rico's political future and the role of English, the learning of English as another colonial language, and Puerto Ricans are US citizens – all of which point to contradictions over the need for English. Clachar concluded,

English language instruction in PR, as expressed in the journal entries, is much more than the acquisition of the skills needed to communicate in English. It represents the existence of real and perceived social, political, and ideological pressures against which Puerto Ricans are challenged to defend their cultural heritage and vernacular (p. 476).

Clachar makes one reflect on the idea that attitudes toward a language are developed not only because of how one views the language itself - its structures (e.g. syntax, spelling, or even pronunciation); rather one's attitudes can be modified because of experiences with the other culture, its people, the way they dress, the food they eat, the music they listen to; in other words, many things might influence one's perception of the target language. The unique socio-political situation in PR has probably modified the attitudes toward the target language. For instance, the ambiguous political status and the constant language policy changes in PR might have a negative effect on the students'

attitude toward the learning of English, whereas the constant exposure to US popular culture might have a positive effect on the students' attitudes toward the language itself.

Schweers and Vélez (1999) identified many factors that affect the attitudes and acquisition of English in Puerto Rico. According to Schweers and Vélez, “with respect to the learning of English [in Puerto Rico], it’s a case of being damned if you do (you’re betraying your Hispanic heritage and giving into the forces of Americanization from the North) and damned if you don’t (you’re severely limiting your potential for socioeconomic mobility)” (p.24). Schweers and Vélez affirmed “so much indecision about such fundamental issues as political, cultural, and linguistic identity send out mixed and confusing signals to the youth of Puerto Rico...” (p. 24). Students have developed positive and/or negative attitudes toward the learning of English. The positive attitudes toward English are related to the prestige of English as a lingua franca and the advantages such as upward socioeconomic mobility and the enjoyment of US popular culture through its movies, music, and cable TV. In contrast, the negative attitudes toward English are related to the imposition of English and the threat to Puerto Rican cultural identity, and the ambiguous political status.

Pousada (2003) states that English in PR according to Kachru’s model¹ should be part of the outer circle where English is taught as a second language. However, she points out that this is not the Puerto Rican reality because of the socio cultural and political circumstances on the island. Even though motivated Puerto Ricans can have access to English through the school, the media, tourism, and so on, many Puerto Ricans do not

¹ Kachru’s model defines English expansion with three concentric circles. In the inner circle, English is recognized as the official language, which includes the United Kingdom, the United States, Canada, among others. In the outer circle English is recognized as a second language, which includes India, Philippines, Malaysia, among others. Finally, in the expanding circle, English is recognized as an international language and includes Japan, Russia, Germany, among others.

know English and only speak it when they have no other choice. In fact, the UPR, Río Piedras estimates that more than half (60%) of the students admitted to the UPR, Río Piedras are not proficient enough to take non-English courses in which the academic content is taught in the English language.

Irizarry (2005) studied 70 ninth graders' attitudes toward English as a language and toward the English class in Yauco, PR. Irizarry used ethnographic participant-observation, questionnaires, tape-recorded oral interviews, and matched guise tests to examine the students' attitudes toward English and to examine if gender differences existed between the participants. She stated that both genders "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" (p.94). She also pointed out that females had a more positive attitude toward the English language and toward the English class than males. The students' positive attitude toward English was largely due to the perceived instrumentality of English in PR.

According to the findings discussed above, students have to surpass many obstacles to have a positive attitude toward ESL in PR. The obstacles discussed include the ambiguous political status, constant language policy changes which affect the teaching curriculum and the teaching materials, and the Puerto Rican cultural identity known for its loyalty to Spanish. Finally, the students' motivation to learn English in PR is mainly instrumental. However, the studies above have shown that a positive attitude may not necessarily lead to successful language learning. Therefore, it is important to discuss the relationship between motivation and language learning next.

Motivation toward second language learning

The belief that there is a link between attitudes, motivation, and second language learning has been accepted and studied by researchers such as Gardner and Lambert for more than 50 years. In their search for an explanation of how motivation affects second language learning, they established a difference between orientation, as reasons to learn a second language, and motivation, as the direct attempt to learn a second language (as cited in Gardner and MacIntyre, 1991).

Lambert (as cited in Gardner and MacIntyre, 1991) defined integrative orientation as “a sincere and personal interest in the people and culture represented by the other language group” (p. 58). Similarly, Falk (as cited in Norris Holt, 2001) defined integrative motivation as characteristic of “those who like the people that speak the language, admire the culture and have a desire to become familiar with or even integrate into the society in which the language is used” (Integrative Motivation, ¶ 1).

In contrast, Lambert (as cited in Gardner and MacIntyre, 1991) defined instrumental orientation as “the practical value and advantages of learning a new language” (p. 58). Similar to Lambert, Hudson (as cited in Norris Holt, 2001) defined instrumental motivation as the “desire to obtain something practical or concrete from the study of a second language (Integrative Motivation, ¶ 1).

Gardner, Smythe, & Lalonde, (as cited in Gardner and McIntyre, 1991) pointed out that there are limitations for studies focused solely on orientations. It seems that both instrumental and integrative orientations correlate. This correlation makes it difficult for the researcher to identify precisely which orientation contributed to the students’ second language learning. When instrumental and integrative motivations were studied in Gardner

and McIntyre's (1991) research, they found that the instrumentally and integratively motivated college students learned more of 26 pairs of English and French words. In addition, instrumentally and integratively motivated students studied for longer periods than those who were not instrumentally or integratively motivated. Therefore, the study demonstrated that there is an association between motivation and second language learning but not a clear distinction between integrative and instrumental motivation.

Another theory that analyzes the students' motivation toward language learning is the self-determination theory. This theory emerged from what second language (L2) scholars, such as Clément and Kruidenier, identified as inconsistencies with integrative orientation and the need to complement the integrative-instrumental motivation model. Scholars, such as Clément, questioned the idea that one has to identify oneself with the target language speakers for L2 acquisition to occur. He believes that it is not crucial, although in some sociocultural contexts it might be relevant. Noels, Pelletier, Clément, and Vallerand (2000) cited Clément and Kruidenier's study, which focused on the orientations of French and English high school students who were studying Spanish, English, and French in unilingual or a multicultural environment. The study found that "the integrative orientation appeared only in multicultural contexts among members of a clearly dominant group" (p. 59).

The self-determination theory proposed by Deci and Ryan (as cited in Noels et. al., 2000) describes the students' attitudes based on what the theory identifies as intrinsic or extrinsic motivation. The motivation will be intrinsically or extrinsically associated to the activity being performed. Intrinsic motivation (IM) occurs when the person enjoys the activity and develops an innate "sense of competence in their abilities" (p. 61). According

to Vallerand and his colleagues (as cited in Noels et. al 2000), the IM could be divided into a three-part taxonomy: IM-Knowledge means that the student performs the activity to gain some knowledge; IM-Accomplishment means the student wants to accomplish a goal; and IM-Stimulation means the student will feel sensations associated to the activity being performed. In contrast, extrinsic motivation (EM) occurs when the person performs an activity to accomplish a goal, for instance to receive a reward or to avoid punishment.

Noels, Pelletier, Clément, and Vallerand (2000) conducted a study that demonstrated that motivation plays an important role in second language learning in the university environment. They studied English speakers who were learning French as a second language and used a three-section questionnaire that evaluated the students' self-determination to learn a second language. Results demonstrated that the intrinsic and extrinsic motivation subtypes taken from Deci and Ryan (1985) and Vallerand and his colleagues (1989, 1992, 1993) can validly assess the L2 learner's motivation. The study suggested that a supportive environment free of anxiety might lead to a pleasurable experience which leads to students who persevere in their L2 learning. The findings were consistent with the findings of other IM and EM motivation studies. Finally, the results suggested that "to foster sustained learning, it may not be sufficient to convince students that language learning is interesting and enjoyable; they may need to be persuaded that it is also personally important for them" (p. 75).

As can be seen by the studies above, an integratively or instrumentally motivated student, just like a self-determined student, will attempt to learn more of the target language than an unmotivated student. We now turn to language attitude change.

Language attitude change

Although many studies about attitudes toward a language have been conducted, there have not been many studies on attitude change, especially in Puerto Rico. The following section displays recognized theories that aim to explain what causes people to modify or change their feelings and/or behaviors toward a language.

In Baker's (1992) search for the different theories behind attitude change, he examined five different theories: Katz' Functional Theory, Classical Conditioning, Reinforcement and Operant Conditioning, Human Modeling, and Consistency and Self Justification. Katz' functional theory (1960) provides four functions for attitude change to take place. One of the reasons why people might change their attitudes is because of the utilitarian or instrumental purpose for learning the language; the person comes to see the language as a tool to receive a reward. Second is the ego defensive function in which the person might change his or her attitude to achieve better psychological health. Any threat that may lead to anxiety needs to be removed. Third, the value-expressive function states that an individual might accept or reject any other idea or, in this case language, depending on how similar it is to his or her values and/or self-identity. Finally, the knowledge function states that information helps a person understand other people and events. In other words, according to Baker, "knowledge of minority or majority culture, social organisation, politics and education, for example, can affect attitude" (p. 101).

The second theory, Classical Conditioning, focuses on the idea that a person, in this case a student, might change his or her attitude toward English if it is linked with pleasant and enjoyable events, activities, and/or context. Good grades and compliments every time

a student attempts to use English can be seen as a reward. This student's attitude might become more positive in time.

The third theory, Reinforcement and Operant Conditioning, suggests that a reward might change an attitude, but in order for the attitude change to endure, it needs to be continually reinforced by the teacher or the student. As a result, Mantle-Bromley (1995) urges teachers to pay attention to their teaching techniques because they make a difference in the students' affective and cognitive attitudes toward a language.

According to the fourth theory, Human Modeling, a student might change his/her attitude toward a language just because he/she admires and/or respects someone such as, a parent, teacher, media or cultural figure. The student will become an imitator following the model's example.

The fifth theory was the Consistency and Self Justification Theory, which indicates that a student will try to achieve harmony in his/her attitude system. Based on Baker's example and modifying it to the Puerto Rican reality, the Consistency and Self Justification Theory means that in Puerto Rico's case, a student cannot hold a positive attitude toward English, which is Puerto Rico's second language, and hold a negative attitude toward bilingualism as that would be inconsistent.

The sixth theory proposed by Festinger (as cited in Wood, 2000) is known as the Cognitive Dissonance Theory. This theory states that psychological inconsistencies cause dissonance; therefore, in order to resolve this psychological conflict the person has to make a decision whether to justify or to change his/her beliefs, actions, or his/her perceptions of the action. An example would be those Puerto Rican students who dislike learning English, yet they are confronted with the idea that the learning of English leads to

academic, professional, and social success. In this case, the students have to decide if they want to continue with a negative attitude toward the learning of English or if they want to change their attitude to become positive. The students' decision will not only affect their motivation and attitudes toward the learning of English, but it will allow for the harmony between the beliefs and the actions.

The seventh theory is the Multiple Attitudes, which focuses on the belief that "...people's responses to a particular attitude object can reflect diverse evaluations, cognitive representations and interpretations, and affective reactions" (p. 549). This means that people can behave toward an object, in this case a language, in different ways depending on how they feel and what they think at that moment in that particular context; thus they may have different attitudes toward the object in an explicit and an implicit manner. This can be thought of as a dynamic attitude that can change based on the individual's perceptions and feelings.

Finally, according to McGuire (as cited in Baker, 1992), to examine change in attitude towards a language one has to ask who, what, and how. "Who is likely to effect language change? Parents? Peer groups? Mass media? What situations are associated with attitude change? Teaching? Discussion? Conformity situations? How does change occur? Are there steps in attitude change?" (p. 106). Baker (1992) included the list of factors that can greatly influence a population's perception of a language at a given point in time: age changes, dramatic experiences, community, parents, peer group, institutions, and the mass media. Everybody and everything can potentially modify the students' attitudes toward a language, from the students' age to their music preference.

In brief, language attitude change theories attempt to explain the reasons a person has to evaluate and modify his/her beliefs and/or actions toward a language. Three attitude change studies will be discussed next. The first study, Woolard and Gahng (1990) examined how people perceive Catalan and Castilian in Catalonia, Spain after seven years of language policy changes. The study began in 1980, after Catalonia achieved political autonomy and after the implementation of many language policies to enhance the status and use of Catalan. Seven years later, in 1987, the same study was replicated to see if there was a difference after seven years of language planning. The participants in 1980 were 240 Castilian and Catalanian students from four secondary schools and one teacher-training school, whereas the participants in 1987 were Castilian and Catalanian students from five secondary schools.

The experiment consisted of a matched guise test in which four young females read an academic text for one minute in Catalan and one minute in Castilian. The students were asked to evaluate each speaker on 14 personal traits on a 6-point scale that ranged from very little to very much. The scale showed how the students perceive their solidarity with Catalonia and/or Castilian and the social status each language holds after seven years of language policy changes in Catalonia, Spain. For instance, the findings suggested an enhancement for the status of Catalan over the status of Castilian from 1980 to 1987. However, there was somewhat of a difference in the solidarity where both Castilian and Catalanian students improved their solidarity towards non-native Catalan speakers. This finding verified, as demonstrated by the 1980 and 1987 censuses, that the relationship between language and ethnic identity had loosened. In other words, both Castilians and Catalanians had increased their support of the use of Catalan.

Kraemer and Zisenwine (1989) studied the changes in attitudes toward the learning of Hebrew in Africa. The participants were 1,252 students in fourth through twelfth grade in a private Jewish school. The study followed a cross-sectional design and used a 4-point scale questionnaire, Attitudes toward Hebrew Language Studies. The results of the study suggested that students' attitude tend to become less positive toward the learning of Hebrew over the grades, although attitudes improve in high school. This means that attitudes oscillated between positive and negative through the grades as students were constantly modifying their attitudes toward the learning of Hebrew in Africa.

Kraemer and Zisenwine offer explanations to support their findings. First, the decline in self-ratings of proficiency supports the belief that the older students will see language learning as more difficult than the younger students. Second, the students' individual experiences will vary; there will be students who have success in the language whereas others will fail to learn the language. Not surprisingly, the attitudes of less successful students are more negative. Finally, students do not care for the learning of a foreign language because for them the language serves no utilitarian purpose. Unlike the learning of Hebrew in Africa, many students in Puerto Rico see the utilitarian value of learning English, which implies that attitudes in PR should not become more negative over time.

Finally, Mantle-Bromley (1995) attempted to modify middle school students' attitudes toward the learning of foreign languages in Kansas. The students were taking a 9-week Foreign Language Exploratory program to learn French and Spanish. The instruments used were modified versions of Gardner's Attitude and Motivation Test Battery and the Beliefs and Language Learning Inventory. The teachers had to create an

exciting foreign language-learning environment with attitude change lesson plans.

According to Mantle-Bromley (1995), the lesson plans aimed:

(a) to help students understand the value of knowing a second language and understanding its cultures, (b) to increase students' personal reasons for studying a second language, (c) to increase students' awareness of North American cultural variety, (d) to increase students' awareness of their own attitudes and beliefs about languages and cultures, and (e) to increase students cross-cultural communication skills (p. 377).

The results of the study suggested the following: the students entered the language class with a slightly positive attitude toward the learning of a foreign language; to intervene in their curriculum maintained and improved their attitudes; and a high percentage of the students believed that the learning of Spanish and French is "easy" or "very easy," which might suggest future frustration and a possible negative attitude because of a misconception of the ease of foreign language learning. The results of the study also suggested that students believe that there are people with an aptitude for language learning and that there is no need for cultural understanding for language learning to take place.

Mantle-Bromley stressed the importance of the teacher's role in the students' attitude and in the students' foreign language learning success. In addition, Mantle-Bromley encouraged attention to the students' cognitive and affective attitude as components of the lesson plans. Mantle-Bromley believed that to focus on those two components might "increase the length of time students commit to language study and their chances of success in it" (p. 38).

As seen above, students do modify their attitudes toward the learning of a language. The findings suggest that attitudes are dynamic, and if attitudes involve cognitive, affective, and conative (readiness for action) components, then these three factors can modify the person's attitude toward a particular language. How strong the person's attitudes are toward a language will greatly influence how easily attitude change might or might not occur. The next topic discussed will be instruments to measure attitude.

Attitude instruments

There are many instruments developed to measure people's attitudes toward a language. In order to choose an instrument that is accurate, the researcher needs to pay attention to details to make sure of the validity of the instrument chosen. The following section provides information about six popular instruments developed to measure attitudes toward a language.

The Attitude/Motivation Test Battery (AMTB) has been used in many attitude studies (e.g. Gardner and MacIntyre 1991; Schumann, 1998). According to Gardner and MacIntyre (as cited in Schumann, 1998), the AMTB was developed to measure some aspects of second language learning and was divided into four categories: motivation, integrativeness, attitudes toward the learning situation, and language anxiety (p. 67). In general, the AMTB, provides the researcher an overview of the overt and covert attitudes of the participants. An example of the format of the AMTB is the Integrativeness category, which consists of a seven-point Likert scale: "strongly disagree," "moderately disagree," "slightly disagree," "neutral," "slightly agree," "moderately agree," and "strongly agree." This scale provided many options for the participants to choose how they felt about certain language statements. The scale included modified versions of positive and negative items.

Baker's (1992) 5-point "Attitude toward Bilingualism" scale included statements about two languages, English and Welsh. Baker's scale included items such as, *speaking both Welsh and English helps someone to benefit from two cultures*. In this statement, Baker wanted to know if respondents believed two languages could co-exist in a positive, useful, and equally helpful manner. The instrument also included items that reflected a negative attitude towards the coexistence of two languages. For example, *I should not like English to take over from the Welsh language* (p.82). This example reflects the idea that as one language increases in use, the other decreases.

The third instrument studied was Clachar's (1997b) "dialogue journal communication" in which eight undergraduate Puerto Rican students between the ages of 18 and 22 reflected on and analyzed the social, political, and ideological roles that English holds in Puerto Rico. The students wrote their weekly entry outside the classroom. Clachar had two purposes for using this instrument: first, to openly discuss the status of English in PR, and second, to write about classroom activities to improve attitudes toward learning English.

The fourth instrument was the semi-structured interview, where the interviewer has an idea about the questions or topics to be discussed, but the interview serves as a conversation where the interviewee also has control over the topics discussed. According to Nunan, the semi-structured interview "has been widely used as a research tool in applied linguistics" (p. 149). Dowsett (as cited in Nunan, 1992), described the semi-structured interview as "extraordinary- the interactions are incredibly rich and the data ... can produce extraordinary evidence..." (p. 149). Dowsett also mentions three advantages of the semi-structured interview: first, it gives the interviewee power; second, it gives the interviewer

flexibility; finally, it gives the interviewer access to other people's lives (p. 150). In addition, Walker (as cited by Nunan, 1992) points out that the interviewer should pay attention to where he/she sits while carrying out the interview and which methods are used to record the interview. He suggested sitting "side by side," which avoids the image of confrontation. He suggested tape-recording the interview and supplementing it by taking notes.

The fifth instrument is the matched guise, which consists of asking the participants to listen to tape-recorded speeches, readings, and/or interviews, and to rate the speaker and/or language heard based solely on what they heard. What the participant does not know is that the same speaker is tape-recorded twice, in two different languages or two varieties of the same language.

Finally, the verbal guise paradigm is similar to the matched-guise; the only difference is that instead of one person being recorded twice using one or two languages, the person is tape recorded only once. An example of a study using this instrument is Toro Manzano (1997).

These represent some well-known instruments that measure attitudes toward a language. The instruments chosen for this study are described in Chapter 3.

Chapter III: Methodology

This chapter provides information about the Basic English track at the University of Puerto Rico, Mayagüez Campus (UPRM), the participants, and the methods used to collect and analyze the data on which this study is based.

The Basic English track at the University of Puerto Rico, Mayagüez Campus

The study took place at the University of Puerto Rico, Mayagüez Campus (UPRM), a public institution located in the western side of Puerto Rico (PR) with a student population of approximately 12,000. Students admitted to the UPRM are placed in one of three English tracks in the English Department: Basic, Intermediate, or Advanced. Their placement is determined by their scores on the English as a Second Language Achievement Test (ESLAT), which is administered to all Puerto Rican high school students. This study focuses on students in the Basic English track. As summarized in chapter 1, a student is placed on the Basic English track if he/she:

- 1) scores less than 470 on the ESLAT. He/she would then take Pre-Basic (INGL 0066), Basic I-II (INGL 3101-3102) and English Composition and Reading I and II (INGL 3201-3202).
- 2) scores between 470-570 on the ESLAT, he/she would take Basic I and II (INGL 3101-3102) and English Composition and Reading I and II (INGL 3201-3202).

The Bulletin of Information describes the courses on the Basic English Track as follows:

INGL 0066. PRE-BASIC ENGLISH. Remedial course without credit. Three hours of lecture per week. Intensive training in basic language requiring remedial work in English.

INGL 3101-3102. BASIC COURSE IN ENGLISH. Three credit hours per semester. Three hours of lecture per week, supplemented by work in the language laboratory, each semester. Pre-requisite: Placement by examination or INGL 0066. This course is designed to meet the student's immediate needs, and to give him or her a command of the fundamental structure of the English language. The oral approach is used. Skills in reading and writing are developed. Students will be grouped according to their ability to use the language, and arrangements will be made to give additional help to those students who show poor preparation in English.

INGL 3201-3202. ENGLISH COMPOSITION AND READING. Three credit hours per semester. Three hours of lecture per week each semester. Pre-requisite: INGL 3102. Practice in writing compositions and making oral reports upon selected reading, including essays, short stories, poems, dramas, and novels. Attention will be given as needed to grammar and idiomatic expressions. This course is a requisite for graduation (www.uprm.edu/english).

Participants

The participants in this study were enrolled in 10 sections of the five Basic English track courses, two sections for each course, during the second semester of 2004-2005. The students were distributed across the five courses as follows: INGL 0066 (N= 42), INGL 3101 (N=52), INGL 3102 (N=43), INGL 3201 (N=50), INGL 3202 (N=51).

I chose to focus on the Basic English track students because after more than 12 years of exposure to English, they still struggle to learn English. Since the Basic English track at the UPRM is designed for students who were not successful in their language

learning, I thought that it was important to study their attitudes toward English. Perhaps a study of attitudes might shed light on their failure to successfully learn English in PR.

Instruments of Data Collection and Analysis

I used two instruments to collect data for this thesis: an Attitude Questionnaire and journal writing.

The Attitude Questionnaire

The first method used to collect data for this thesis was an Attitude Questionnaire (see Appendix C for a Spanish version of the Attitude Questionnaire or Appendix D for an English version of the Questionnaire). The Attitude Questionnaire had four parts: 1) socio-demographic information, 2) language use information, 3) attitude information, and 4) a four-point Likert Scale Questionnaire.

Two hundred and thirty eight questionnaires were collected to answer the three research questions. First, to answer Research Question # 1, the 238 students' questionnaires were analyzed as a whole. Second, to answer Research Question # 2, the students were divided per current course to see if there is a difference in their attitudes toward English across the Basic English track. Finally, to answer Research Question # 3, the students were divided based on their initial placement into INGL 0066 or INGL 3101. One-hundred and fifty students were placed initially in INGL 0066 and 88 students were placed in INGL 3101, for a total of 238 students.

Attitude Questionnaire – Part I: Socio-Demographic information

The first 18 questions of the Attitude Questionnaire gathered socio-demographic data. The 18 closed-ended questions provided information about the students (items # 1- # 3, # 5, # 6) and their education (items # 7- # 11), their parents (items # 3 and # 4), and

about their current course experience (items # 12- # 18) which includes the language laboratory, the teaching materials, the skills they are improving, the skills they want to improve, and their preference for the teacher's ethnicity.

Attitude Questionnaire - Part II: Language use information

The second section, questions # 19- # 21, provided data about English use. Item # 19 asked the students which language they used to perform different activities in English, Spanish, or both. I added the number of responses for the language chosen, (English, Spanish, or both) per activity (reading, watching TV, listening to music, chatting, or using the Internet) to obtain percentages of students who use which language for which activity.

Item # 20, asked about time spent using English for three activities. This data was obtained by adding the number of responses to "frequent," "a little," or "not at all" and then dividing by the number of respondents per research question to obtain percentages of students who engaged in these activities frequently, a little, or not at all.

Finally, item # 21, asked about the importance of English for the students' academic and social lives. This data was obtained by adding the number of responses to "Important," "A little Important," or "Not Important" and then dividing by the number of respondents per research question to obtain percentages of importance of English for their academic and social lives.

Attitude Questionnaire - Part III: Attitude information

The third section, questions # 22- # 31, collected data about attitudes. Items # 22, # 26, # 27, # 28, # 29, and # 30 asked the students to respond to questions about the importance of English (# 22 , # 31, # 23), their like or dislike of English (# 29 and # 30), the use of English in the public schools (# 27), parental help with English homework

(# 26), and the relationship of English to Puerto Rican cultural identity (# 28).

Attitude Questionnaire - Part IV: The 4-point Likert Scale Questionnaire

Part IV of the instrument provides additional information on attitudes measured by a 4-point Likert Scale Attitude Questionnaire. It included 31 statements. This was a rating instrument which asked students to indicate on a 4-point scale the extent to which they “agreed” or “disagreed” with the 31 statements by marking one of four responses: “strongly agree,” “agree,” “disagree,” or “strongly disagree.”

The Likert Scale included a modified version of the positive and negative written items from Attitude toward Bilingualism (Baker, 1988), Bilingualism in Puerto Rico (López Laguerre, 1989), and Attitude and Motivation Test Battery (Gardener, AMTB, 1985). It is important to point out that the Likert scale consisted of a 4-point scale instead of five; the “neutral” was left out so that students had to choose whether they “agreed” or “disagreed” with the statement.

This Likert scale served the purpose of measuring whether students in this study have a positive and/or negative attitude toward English. I presented the questionnaire in Spanish, their native language, to increase the chances of honest responses (See Appendix C for a Spanish version of the Attitude Questionnaire or Appendix D for an English version of the Attitude Questionnaire).

To analyze the data from the Likert Scale Questionnaire, I collapsed the “strongly agree” and “agree” categories and examined one set of “agree” responses; I also collapsed the “disagree” and “strongly disagree” responses into one set of “disagree” responses. I then divided the 31 items from the Likert Scale Questionnaire into five groups with the same topic as shown in Table 1: 1) Attitudes toward speaking English and Spanish (Items #

3, # 4, # 5, # 8, # 9, # 14, # 28, # 29), 2) Attitudes toward English and Spanish in Puerto Rico (Items # 11, # 12, # 13, # 15, # 16, # 17, # 19, # 21, # 24, # 27, # 30), 3) Attitudes toward language and politics in Puerto Rico (Items # 18, # 25, # 26), 4) Attitudes toward language learning (Items # 1, # 2, # 6, # 7, # 10, # 20, # 22, # 23), and 5) Attitudes toward North Americans (Item # 31).

Table 1: Attitude statements divided by topic

Items related to speaking English and Spanish
3) All schools in PR should teach students to speak English.
4) Learning English is important to me because it allows me to meet and speak to other people.
5) It is not difficult to speak two languages.
8) People in PR are more competent if they speak English and Spanish.
9) Speaking both English and Spanish is more useful for younger people than for older people.
14) Everybody in PR should be able to speak English and Spanish.
28) I feel uncomfortable when I speak English.
29) I prefer to speak English with a Spanish accent than not dare to speak it at all.
Items related to English and Spanish in Puerto Rico
11) Both English and Spanish should be important in PR.
12) I don't want English language to substitute for Spanish in PR.
13) I would like to be bilingual in the future.
15) I would like my (future) children to speak English and Spanish.
16) There is a place for both languages in PR.
17) Puerto Ricans need only Spanish to live a better life in PR.
19) The deterioration of Spanish is due to its coexistence with English.
21) In PR we give more importance to the learning of English than to the learning of Spanish.
24) The abundance of English jargon negatively affects Puerto Rican Spanish.
27) It is disgraceful for Puerto Ricans to defend English and neglect Spanish, their mother tongue.
30) Any person that studies English and Spanish in PR can become bilingual.
Items related to language and politics in Puerto Rico
18) English in PR has always been related to politics.
25) The political status that Puerto Ricans will choose in the future does not matter; the reality is that Spanish will not be affected.
26) PR should politically separate from the United States so that English will not displace Spanish in PR.
Items related to language learning
1) Children get confused when they learn English and Spanish simultaneously.
2) To be able to write in English and Spanish is important.
6) I would like to learn another language besides English and Spanish.
7) Puerto Rican children should learn to read in English and Spanish.
10) Children are able to learn both English and Spanish with ease.
20) To learn a second language or not should be decided by the individual.
22) If I had the opportunity to select a second language, I would not choose English.
23) In PR, we should promote the teaching of other subjects, like History or Science, in English.
Item related to North Americans
31) North Americans are very sociable, affectionate, and creative people.

Journal Writing

The second method used to collect data for this thesis was journal writing (see Appendix D for the Journal) Journal writing is a technique in the teaching of writing and in the teaching of English as a second language in which students are asked to express their feelings, opinions, experiences, and/or expectations. Students could write whatever was on their minds that they were not able to express in the questionnaire because it was written mostly using closed-ended questions.

I gave the students a journal assignment, which they could take home and bring back for the next class. The journal assignment asked the students to respond in writing to the following prompt: *¿Están aprendiendo a escribir, leer, escuchar y hablar inglés correctamente los niños en PR? ¿Cuáles destrezas deben ser enfatizadas en nuestras escuelas? ¿Cuál ha sido tu experiencia con el inglés? ¿Están preparados los maestros(as) de inglés para enseñar? Estas son algunas de las preguntas que puedes tomar en consideración al escribir tu opinión sobre el inglés en PR. [Are Puerto Rican children learning how to read, write, speak, and understand English correctly? Which skills should be emphasized in our schools? What has been your experience with English? Are the English instructors prepared to teach? These are some of the questions that you might take into consideration while writing your opinion about English in Puerto Rico].*

Two hundred and eleven students completed the journal assignment; 36 students from INGL 0066, 43 students from INGL3101, 28 students from INGL3102, 51 students from INGL3201, and 53 students from INGL3202. The analysis of the journal assignment is based on the 211 journals considered together as a whole. The 211 students came from all 10 sections in the sample.

To analyze the journal data, I consulted Clachar (1997b) who views themes as wider subject areas that are composed of narrower repetitions of topics. I read the journals and identified many topics which I grouped into themes that emerged from the students' writing. I used highlighters in different colors to highlight the topics within the themes. I identified eight themes: (1) skills that should be emphasized in Puerto Rican schools, (2) characteristics of English teachers in PR, (3) students' language learning experiences, (4) how to improve the education system in PR, (5) four basic language skills, (6) motivation to learn English, (7) reasons why Puerto Rican children are not learning English, and (8) a link between language and politics. I identified topics within each theme and counted the number of times each topic occurred within each theme. The following chapter will discuss the data analysis and the results for this study.

Chapter IV Results and Discussion

The Attitude Questionnaire - Part I: Socio-Demographic characteristics and English placement of the students

Part I of the Attitude Questionnaire, items # 1- # 7, provided information about the socio-demographic characteristics of the students. Two hundred and thirty-eight students filled out the Attitude Questionnaire, 55% (131/238) females and 45% (107/238) males. Ninety-nine percent (236/238) of the students reported that Spanish was their first language; 98% (231/238) of the students reported that Spanish was their father's first language, and 98% (231/238) of the students reported that Spanish was their mother's first language. The students came from all over Puerto Rico and represented 81% (63/78) of the municipalities on the island (see Appendix E). Seventy-six percent (175/238) of the students had traveled to the USA, and 83% (145/175) of the students who had traveled to the USA reported that they had had a good experience during their travels.

Table 2: The learning of English in elementary, junior high, high school, and college

Grades	A lot	A little	Nothing
K-6	25% 60/238	57% 135/238	18% 43/238
7-9	21% 50/238	69% 164/238	10% 24/238
10-12	35% 83/238	53% 127/238	12% 28/238
university	61% 144/238	38% 90/238	2% 4/238

As Table 2 shows, more than 50% of the students reported that they had learned “a little” English in elementary, junior high, and high school. By contrast, 61% of the students reported that they had learned “a lot” of English in college.

Items # 8 - # 18 of the Attitude Questionnaire provided information about the students' English language placement and courses at the college level. From their responses to item # 8, 63% (150/238) indicated that they had been admitted to English courses at the UPRM at the Pre-Basic level (INGL 0066) and 37% (88/238) indicated that they had been admitted at the Basic level (INGL 3101). For item # 9, 29% (69/238) of the students indicated that they had repeated a Basic English course; 68% (163/238) indicated that they had not repeated a Basic English course, and 3% (6/238) did not respond to the question.

Item # 10 asked the students which course in the Basic English track they had repeated and how many times they had repeated the course. Sixty-nine students had repeated a Basic English course at least once. Forty-five students had repeated the Pre-Basic course whereas 24 students repeated (INGL 3101-3202). A few students repeated the Pre-Basic course up to four times; some repeated the INGL 3101 or INGL 3102 only one or two times, and finally others repeated INGL 3201 or INGL 3202 only once.

Item # 11 asked the students why they had to repeat Pre-Basic English or Basic English. They could choose from among five reasons, and they could choose more than one reason. Forty-two percent (29/69) of the students reported that they had to repeat the course because they had studied but had not learned what they needed to learn to pass the final exam. Forty-two percent (29/69) of the students reported that they had to repeat the course either because they did not understand the professor, because the professor did not speak Spanish, or because the professor was very demanding. Fourteen percent (10/69) reported that they had to repeat the course because they got sick or, in some cases, students wrote they were pregnant and did not finish the course. Twenty-nine percent (20/69) of the students reported that they had to repeat the course because they did not have time to

study. Finally, 19% (13/69) of the students reported that they had to repeat the course because they hated the English course.

Table 3: Skill areas that students are improving in the current course

Skills they are improving	Percent
Writing	79% (189/238)
Listening and understanding	74% (175/238)
Reading	64% (153/238)
Speaking	47% (111/238)

Item #12 asked the students if they were learning or improving in four English skill areas in the English course in which they were enrolled. Table 3 shows in descending order of skills, 79% (189/238) of the students reported they were improving in writing; 74% (175/238) of the students reported that they were improving in listening and understanding; 64% (153/238) of the students reported that they were improving in reading, and 47% (111/238) of the students reported they were improving in speaking.

Table 4: Skill areas that students would like to improve

Skills they would like to improve	Percent
Pronunciation	72% (172/238)
Vocabulary	69% (165/238)
Grammar	65% (155/238)
Writing	61% (145/238)
Reading	37% (88/238)

Item #13 asked the students which skills they would like to improve in the English course in which they were currently enrolled. As shown in Table 4, the skills these students would like to improve in descending order were: 72% (172/238) of the students would like to improve their pronunciation, 69% (165/238) would like to improve their vocabulary, 65% (155/238) would like to improve their grammar, 61% (145/238) would like to improve their writing, and 37% (88/238) would like to improve their reading.

Item # 14 asked the students in which language they would like to learn English; in other words, it asked about their preference for a medium of instruction in which to learn English. They could chose among “only English,” “only Spanish,” and “a combination of English and Spanish.” Sixty-seven percent (160/238) of the students reported that they would like to learn English in “a combination of English and Spanish.” Thirty percent (72/238) of the students reported they would like to learn English in “only English,” and 1% (2/238) of the students reported that they would like to learn English in “only Spanish.”

Item # 15 asked the students why they had registered in the course they were taking. They could chose from three options: a) they registered only because the course was a requirement for graduation, b) they registered because they would like to improve their English, and c) they registered for both reasons (a) and (b). Seventy-one percent (168/238) of the students reported that they registered for both reasons; 22% (53/238) of the students reported that they had registered in the course only because it was a requirement for graduation, and 6% (14/238) of the students reported that they had registered in the course to improve their English.

Item # 16 asked students if the English Language Laboratory “had helped” them to learn English or if it “had been a waste of time.” Seventy-two percent (172/238) of the students reported that the laboratory “had been a waste of time” whereas 26% (62/238) of the students reported that the laboratory “had helped” them to learn English.

Item # 17 asked the students to comment on the materials they were using in their English course. They could choose more than one option to describe the materials. Forty percent (96/238) of the students reported that they found the materials to be “boring,” whereas 36% (85/238) of the students reported that they found the materials to be

“interesting.” Twenty-nine percent (69/238) of the students reported that the materials were “designed for the Puerto Rican population.” Twenty-four percent (56/238) of the students reported the materials were “too easy,” whereas 5% (12/238) of the students reported that the materials were “too difficult.”

Item #18 asked the students, whether they prefer to learn English with a Puerto Rican professor, an American professor or if they had no preference. Fifty-eight percent (138/238) of the students chose a Puerto Rican professor; 6% (15/238) chose an American professor, and 34% (82/238) expressed that they did not have a preference.

In summary, these low English proficiency university students came from 81% of the municipalities on the island. They reported to have learned “a little” English from k-12 and “a lot” at the university level. When admitted at the UPRM, 63% of students were placed in INGL 0066 and 37% were placed in INGL 3101 (# 8). Finally, 72% of students were not satisfied with the language laboratory (# 16), 40% described the teaching materials as boring (# 17), and 58% of students reported they prefer Puerto Rican professors (# 18).

The Attitude Questionnaire - Part II: Language use information

The language use part of the Attitude Questionnaire had three items, which asked students for information about their use of English and Spanish. Item # 19 asked the students to report what language they use for various activities: English, Spanish, or both languages. As shown in Table 5, 55% (131/238) of the students reported that they use Spanish for reading and chatting, whereas more than 70% of the students use both English and Spanish for listening to music, watching TV, and using the internet.

Table 5: Language used for different activities

Language Used	Activities Performed	Percentage
Spanish	Reading	55% (131/238)
	Chatting	55% (132/238)
Both English and Spanish	listening to music	75% (178/238)
	Watching TV	71% (170/238)
	Internet	71% (169/238)

Table 6: Time spent using English for three activities

Activity	Frequent	A little	Not at all
Read	10% 23/238	67% 160/238	23% 55/238
Watch TV	34% 80/238	56% 134/238	10% 24/238
Listen to music	43% 103/238	50% 119/238	7% 16/238

Item 20, asked students how much time they spent watching television programs, reading, and listening to music in English. The students had the option of responding “frequently,” “a little” or “not at all.” As Table 6 shows, 67% (160/238) of the students spent “a little” time reading in English. Fifty-six percent (134/238) spent “a little” time watching TV in English. Finally 50% (119/238) spent “a little” time listening to music in English. In other words, the students reported that they read in English more than they watch TV in English and that they watch TV in English more than they listen to music in English.

Table 7: The importance of English in the students’ academic and social lives

Activity	Important	A little Important	Not Important
Academic	94% 224/238	5% 13/238	0% 1/238
Social	74% 176/238	24% 57/238	2% 5/238

Item # 21 asked the students how important English was in their academic and social lives. The students could choose from three options: “important,” “a little important,” and “not important.” As shown in Table 7, 94% (224/238) of the students reported that English was important in their academic lives, whereas a lower 74% (176/238) of the students reported that English was important in their social lives.

In summary, even though a higher percent of students reported that they prefer to use both “English and Spanish” for listening to music, watching TV, and internet (# 19), half or more spent only “a little” time using English for reading, watching TV and listening to music (# 20). This is not a lot of English use. Perhaps students spent more time reading in English than watching TV and than listening to music because reading is a requirement for school (# 20). Yet, more than half reported using more Spanish to read (# 19). Finally, a higher percent of students believe that English is important for their academic and social lives (# 21), which might indicate a positive attitude toward the use of English, but it is noteworthy that more importance is given to English in their academic than in their social lives. Perhaps students assign an instrumental value to English in their academic lives because at UPRM many of the books assigned are written in English (# 21) while they might assign an integrative value to English for their social lives, if they need English to speak to non-Spanish speakers (# 21).

Results for Research Question # 1

Research question # 1 asked: What are the attitudes of UPRM learners on the Basic Track toward the English language? To answer Research Question # 1, I used three sets of data: Part III from the Attitude Questionnaire, Part IV, the four-point Likert Scale Questionnaire from the Attitude Questionnaire, and journal writing.

The Attitude Questionnaire - Part III: Attitude information

In the next section, I discuss the results to Part III of the Attitude Questionnaire; items # 22, # 26, # 27, # 28, # 29, and # 30 asked the students to respond to questions about the importance of English (# 22 , # 31, # 23), their like or dislike of English (# 29 and # 30), the use of English in the public schools (# 27), parental help with English homework (# 26), and the relationship of English to Puerto Rican cultural identity (# 28). The next section reports the results for these items.

For item # 22, 99% (237/238) of the students indicated that command of English would bring them academic success. This finding is consistent with the students' responses to item # 31 in which over 90% of the students indicated that the knowledge of English for Puerto Rican students is important for speaking in English 96% (228/238), writing in English 95% (226/238), reading in English 92% (220/238), and listening in English 88% (210/238). It is also consistent with the students' responses to item # 31 in which 78% (186/238) of the students indicated that the knowledge of English is important for passing a course. Ninety five percent (226/238) of the students also indicated that command of English would bring them social success (# 22). These findings are both consistent and inconsistent with the students' responses to item #31 in which 96% (228/238) of the

students indicated that knowledge of English is important for finding a job, but only 48% (115/238) of the students indicated that knowledge of English is important for socializing with friends.

For item # 29, 43% (103/238) of the students indicated that they dislike English, but they think that it is important to learn it whereas 56% (133/238) of the students like English. As shown in item # 30, 83% (86/103) dislike English because they have received poor academic preparation in English; 59% (61/103) dislike English because their professors expect them to be able to speak and understand more English than they know; 48% (49/103) dislike English because it is very difficult to learn. Only 6% (6/103) of the students dislike English because they live in PR where they can survive with only Spanish and do not need to learn English; only 5% (5/103) dislike English because it reminds them of statehood and the New Progressive Party, and only 4% (4/103) dislike English because it is not part of their culture.

Items # 27 and # 28 somewhat contradict each other. According to item # 28, 95% (225/238) of the students indicated that command of English would not lead to the loss of their Puerto Rican cultural identity. Yet, only 46% (109/238) of the students indicated that English should be used as a medium of instruction in the Puerto Rican public schools for subjects other than English, such as Science (item # 27). According to item # 28, students are confident that having command of English would not make them less of a Puerto Rican, yet more than half are against the teaching of other subjects in English (# 27). Forty-six percent of students are still a high number of students who agreed with the teaching of other subjects in English. Taking items # 27 and # 28 together, the findings may suggest

that English is unconsciously seen as a threat to the cultural heritage and therefore with their native language as well.

For item # 23, 97% (230/238) of the students indicated that Puerto Rican children should have command over both English and Spanish whereas only 3% (8/238) indicated that they should have command only over Spanish. Once again there is 3% of resistance to English, which is not a lot compared to the 97% of students who agree with the statement and show a positive attitude toward the coexistence of English and Spanish in PR.

Finally, for item # 26, 68% (162/238) of the students indicated that they had parents help them with their English homework whereas 27% (65/238) indicated that parents did not help. Of the 68% which got help from their parents, 39% (93/238) had help from their mother, 13% (32/238) from their father, and 16% (37/238) from both parents. The 68% of students, who had help with the learning of English, might have a more positive attitude toward English than the student whose parents did not help them with English. Perhaps a student who struggles and does not receive help might give up learning the target language.

In brief, the findings in this section suggest a positive attitude toward English in PR perhaps because of the instrumental and integrative value assigned to English (# 22, # 31). However, integrative motivation appears to a lesser degree than instrumental motivation. Perhaps students in PR want to improve their English because of economic mobility rather than for knowledge of the English speaking community. There might also be a positive attitude toward the learning of English and Spanish in PR (# 23), yet there could be somewhat of a resistance to the learning of English (# 27, # 29, # 30), and a loyalty to the cultural heritage and Spanish (# 27, # 28).

The Attitude Questionnaire - Part IV: The 4-point Likert Scale Questionnaire

In the next section, I present the results from Part IV of the Attitude Questionnaire: The Likert Scale Questionnaire. The tables which follow present the results of the data analysis: the percent of “agree” and the percent of “disagree” responses for the 238 students who responded to the Likert Scale Questionnaire across five groups of attitudes:

- 1) Attitudes toward speaking English and Spanish (Items # 3, # 4, # 5, # 8, # 9, # 14, # 28, # 29),
- 2) Attitudes toward English and Spanish in Puerto Rico (Items # 11, # 12, # 13, #15, # 16, # 17, # 19, # 21, # 24, # 27, # 30),
- 3) Attitudes toward language and politics in Puerto Rico (Items # 18, # 25, # 26),
- 4) Attitudes toward language learning (Items # 1, # 2, # 6, # 7, #10, # 20, # 22, # 23), and
- 5) Attitudes toward North Americans (Item # 31).

Table 8. Attitudes toward speaking English and Spanish

Item	Agree	Disagree	No response
3) All schools in PR should teach students to speak English.	99% 235/238	1% 3/238	0%
14) Everybody in PR should be able to speak English and Spanish.	94% 224/238	5% 13/238	0% 1/238
4) Learning English is important to me because it allows me to meet and speak to other people.	94% 223/238	6% 15/238	0%
8) People in PR are more competent if they speak English and Spanish.	84% 199/238	16% 38/238	0% 1/238
29) I prefer to speak English with a Spanish accent than to not dare to speak it at all.	78% 185/238	22% 52/238	0% 1/238
5) It is not difficult to speak two languages.	71% 170/238	28% 66/238	0% 2/238
28) I feel uncomfortable when I speak English.	52% 124/238	47% 111/238	1% 3/238
9) Speaking both English and Spanish is more useful for younger people than for older people.	20% 47/238	79% 188/238	1% 3/238

Table 8 shows the percent of students who agreed and disagreed with the items related to speaking English and Spanish. As shown with the shading in the table, overall, more than 70% of the students agreed with items # 3, # 14, # 4, # 8, # 29, and # 5; more than 70% disagreed with item # 9, and approximately half agreed and half disagreed with item # 28.

As we see from an examination of items which relate to the goal of speaking English in PR, more than 90% of the students agreed that all schools in PR should teach students to speak English (# 3) and that everybody in PR should be able to speak English and Spanish (# 14), but only 20% of the students agreed that speaking both English and Spanish is more useful for younger people than for older people (# 9). The responses to # 14 and # 9 are consistent because if everybody in PR should be able to speak English and Spanish, then speaking both languages should not be more useful for one group (younger people) than for another (older people).

As we see from an examination of the items that relate to the students' feelings toward speaking English, more than 70% of the students agreed that they prefer to speak English with a Spanish accent than not to dare to speak English at all (# 29) and that it is not difficult to speak two languages (# 5), whereas only half agreed that they feel uncomfortable when they speak English (# 28). Taken together, these three items suggest that speaking English is a skill that two thirds of the students do not find difficult; however speaking English makes half of the students feel uncomfortable. Two thirds of the students

are willing to try to overcome these barriers of difficulty and discomfort speaking English, even if they speak it with an accent.

As we see from an examination of the items that relate to the advantages of speaking English, more than 80% of the students agreed that learning English is important to them because it allows them to meet and speak to other people (# 4) and that people in PR are more competent if they speak English and Spanish (# 8). The agreement with item # 4 suggests an integrative orientation toward English whereas the agreement with item # 8 suggests an instrumental orientation toward English.

Table 9. Attitudes toward English and Spanish in Puerto Rico

Item	Agree	Disagree	No response
15) I would like my (future) children to speak English and Spanish.	99% 236/238	0% 1/238	0% 1/238
13) I would like to be bilingual in the future.	97% 232/238	1% 3/238	1% 3/238
11) Both English and Spanish should be important in PR.	95% 226/238	5% 11/238	1% 1/238
30) Any person who studies English and Spanish in PR can become bilingual.	83% 198/238	16% 38/238	1% 2/238
16) There is a place for both languages in PR.	83% 197/238	16% 39/238	1% 2/238
12) I don't want English language to substitute for Spanish in PR.	80% 190/238	19% 45/238	1% 3/238
27) It is disgraceful for Puerto Ricans to defend English and neglect Spanish, their mother tongue.	58% 138/238	39% 94/238	3% 6/238
19) The deterioration of Spanish is due to its coexistence with English.	33% 79/238	65% 155/238	2% 4/238
24) The abundance of English jargon negatively affects Puerto Rican Spanish.	32% 77/238	67% 159/238	1% 2/238
21) In PR we give more importance to the learning of English than to the learning of Spanish.	25% 60/238	73% 174/238	2% 4/238
17) Puerto Ricans need only Spanish to live a better life in PR.	20% 47/238	80% 190/238	1% 1/238

Table 9 shows the percent of students who agreed and disagreed with the items related to English and Spanish in Puerto Rico. As shown with the shading in the table, more than 80% of the students agreed with items # 15, # 13, # 11, # 30, # 16, and # 12; more than 65% of the students disagreed with items # 19, # 24, # 21, and # 17, and slightly more than half agreed and slightly less than half disagreed with item # 27.

As we see from an examination of the items which relate to having bilingualism as a goal, more than 90% of the students agreed that they would like to be bilingual in the future (# 13) and that they would like their future children to be bilingual (# 15). A slightly lower 83% of the students agreed that any person who studies English and Spanish in PR can become bilingual (# 30). Taking the items together, we see that the students want to be bilingual and they want their children to be bilingual, but they are less sure that one can become bilingual through studying English and Spanish in PR.

As we see from an examination of the items which relate to the importance of English and Spanish in PR, more than 80% of the students agreed that both English and Spanish should be important in PR (# 11) and that there is a place for both languages in PR (# 16). Eighty percent of the students disagreed that Puerto Ricans need only Spanish to live a better life in PR (# 17), which means that they think that they need English, in addition to Spanish, to live a better life in PR.

As we see from an examination of the items which relate to language loyalty, overall, more than 80% of the students agreed that they do not want the English language to substitute for Spanish in PR (# 12), which indicates a high degree of language loyalty to Spanish. Over 65% of the students, the majority, disagreed that in PR we give more

importance to the learning of English than to the learning of Spanish (# 21) and disagreed that Spanish in PR is negatively affected either by English jargon (# 24) or by co-existence with English (# 19), which indicates tolerance for the English language. However, more than half of the students agreed that it is disgraceful for Puerto Ricans to defend English and to neglect Spanish, their mother tongue (# 27).

Table 10. Attitudes toward language and politics in Puerto Rico

Item	Agree	Disagree	No response
25) The political status that Puerto Ricans will choose in the future does not matter; the reality is that Spanish will not be affected.	84% 200/238	14% 34/238	2% 4/238
18) English in PR has always been related to politics.	73% 173/238	26% 63/238	1% 1/238
26) PR should politically separate from the United States so that English will not displace Spanish in PR.	13% 30/238	87% 206/238	1% 3/238

Table 10 shows the percent of students who agreed and disagreed with the items related to language and politics in PR. As shown with the shading in the table, 73% of the students agreed that English in PR has always been related to politics (# 18), whereas 84% of the students agreed that the political status that Puerto Ricans will choose in the future does not matter; the reality is that Spanish will not be affected (# 25). Eighty-seven percent of the students disagreed with the view that PR should politically separate from the US, so that English will not displace Spanish in PR (# 26). In other words, the responses to items # 25 and # 26 were consistent. Since the political status that Puerto Ricans choose for PR in the future will not affect Spanish, there is no need for PR, to separate politically from the US to prevent the displacement of Spanish by English.

Table 11. Attitudes toward language learning

Item	Agree	Disagree	No response
2) To be able to write in English and Spanish is important.	100% 238/238	0%	0%
7) Puerto Rican children should learn to read in English and Spanish.	98% 234/238	1% 2/238	1% 2/238
10) Children are able to learn both English and Spanish with ease.	90% 214/238	10% 23/238	2% 4/238
6) I would like to learn another language besides English and Spanish.	86% 205/238	13% 32/238	1% 3/238
20) To learn a second language or not should be decided by the individual.	81% 192/238	18% 43/238	1% 3/238
23) In PR, we should promote the teaching of other subjects, such as History or Science, in English.	60% 143/238	39% 93/238	1% 2/238
1) Children get confused when they learn English and Spanish simultaneously.	40% 96/238	60% 142/238	2% 4/238
22) If I had the opportunity to select a second language, I would not choose English.	21% 50/238	78% 186/238	1% 2/238

Table 11 shows the percent of students who agreed and disagreed with the items related to language learning. As shown with the shading in the table, overall, more than 80% of the students agreed with items # 2, # 7, # 10, # 6, and # 20 whereas approximately 80% of the students disagreed with item # 22. Sixty percent of the students agreed with item # 23, whereas 60% of the students disagreed with item # 1.

As we see from an examination of the items which relate to language skills, more than 95% of the students agreed that it is important to be able to write in English and Spanish (# 2) and that Puerto Rican children should learn to read in English and Spanish (# 7). The high percent of agreement reflects a positive attitude toward reading and writing in English and Spanish.

As we see from an examination of the items which relate to the learning two or more languages, more than 80% of the students agreed that they would like to learn another

language besides English and Spanish (# 6) and that to learn a second language or not should be decided by the individual (# 20) whereas close to 80% of the students disagreed that if they had the opportunity to select a second language, they would not choose English (# 22). These findings suggest that even though the students would like to be able to make the individual decision that they want to learn a second language, they would still choose English as their second language, and they would even attempt to learn another language besides English and Spanish. Items # 6, # 20, and # 22, taken together, show a positive attitude toward the learning of languages.

As we see from an examination of the items, which relate to language learning of children, 90% of the students agreed that children are able to learn both English and Spanish with ease (# 10). As only 40% of the students agreed that children get confused when they learn English and Spanish simultaneously (# 1), one might conclude that the majority of the students believe that children are able to learn both English and Spanish with ease and that they can learn the two languages simultaneously without getting confused. Finally, more than half of the students agreed that in PR we should promote the teaching of other subjects, such as History or Science, in English (# 23).

Item # 31 considered the percent of students who agreed and disagreed with the assertion that North Americans are very sociable, affectionate, and creative people. Sixty-three percent (150/238) of the students agreed that North Americans are very social, affectionate, and creative people, 33% (79/238) disagreed, and 4% (9/238) did not respond.

Overall, Table 8 findings suggest a positive attitude toward speaking English in PR and yet half of the students feel uncomfortable when they speak English (# 28). One can see a contradiction in their feelings; they want to speak English and yet they feel

uncomfortable speaking English. Table 9 findings suggest that students have a positive attitude toward English and Spanish in PR and yet more than half of the students showed loyalty to Spanish (# 12, # 27) which could negatively influence their attitudes and learning of English. Table 10 findings suggest that students do not believe that Puerto Rico's political status affects Spanish; therefore, students see no need for PR, to separate politically from the US to prevent the displacement of Spanish by English.(# 25, # 26). Table 11 findings suggest a positive attitude toward language learning, and yet 40% of the students believe that children get confused when they learn English and Spanish simultaneously (# 1). The agreement with this item could show their attitude based on their own experience. Finally, 63% agreed that North Americans are very sociable, affectionate, and creative people (# 31).

Journal Analysis for Research Question # 1

The second instrument used to answer Research Question # 1 and to gather data about the students' attitudes was journal writing. This section presents the analysis of 211 journals that the students wrote. To analyze the journals, I considered all the journals together; I identified many topics and organized the topics into themes that emerged from the students' journal writing. Table 12 shows the eight themes that emerged from the students' journal writing and the number of times and percent of time each theme emerged.

Table 12. Themes from students' journal writing

Theme	Percent	Number of times mentioned
Skills that should be emphasized	23%	211/930
Characteristics of English teachers in Puerto Rico	20%	190/930
Students' language learning experience	17%	161/930
Suggestions on how to improve the education system in Puerto Rico	13%	120/930
Four basic language skills	11%	100/930
Motivation to learn English	7%	69/930
Reasons why Puerto Rican children are not learning English	7%	68/930
English language and politics in PR	1%	10/930
Total percent per theme	100%	930

Table 13. Skills that should be emphasized

Topic	Percent	Number of times mentioned
Speaking	27%	57/211
Writing, spelling	18%	39/211
Reading	18%	37/211
Grammar	11%	23/211
Understanding, listening	9%	19/211
Pronunciation	9%	19/211
Vocabulary	8%	17/211
Total percent per theme	100%	211/211

Table 13 shows the first theme that emerged from the students' writing in the journals: skill areas that should be emphasized in the schools of Puerto Rico. As shown in the table, 211 items emerged from the students' writing that were related to this theme. I divided the 211 items into seven different topics: 27% of the items related to the skill area of speaking, 18% to the skill area of writing, including spelling, 18% to the skill area of reading, 11% to the skill area of grammar, 9% to the skill area of understanding, including listening comprehension, 9% to the skill area of pronunciation, and 8% to the skill area of vocabulary.

Table 14. Characteristics of English teachers in Puerto Rico

Topic	Percent	Number of times mentioned
Teachers are not well prepared or dedicated Teachers do not know how to transmit knowledge	22%	41/190
Teachers are well prepared	16%	31/190
Teachers should motivate students, for example, by telling them the importance of learning English	16%	30/190
Some teachers are prepared and some are not prepared	15%	28/190
Some teachers just don't know English, they teach in Spanish, sometimes to help students and sometimes because they don't know English	12%	22/190
Other statements include: teachers should be Americans or teachers are not motivated, among other statements	20%	38/190
Total percent per theme	100%	190/190

Table 14 shows the second theme that emerged from the students' writing in the journals: characteristics of English teachers in Puerto Rico. The students produced 190 topics that were related to this theme. Twenty-two percent of the items related to the poor preparation of teachers. Students wrote that teachers were not well prepared or dedicated and that teachers do not know how to transmit knowledge. Sixteen percent described the teachers as well prepared; another 16% suggested that teachers should motivate students by telling them the importance of learning English; 15% described some teachers as prepared and others as unprepared; 12% related to the teachers' ability to use English as a medium of instruction; all of these items pointed to the teachers' lack of English, and the students wrote that some teachers do not know English. They also stated that when teachers teach in Spanish, sometimes they do it to help the students, but sometimes it is because they do not know English. Lastly, twenty percent of the items did not relate to these topics but

seemed to be related to the theme; this 20% is other. This category included statements such as *teachers should be Americans* and *teachers are not motivated*.

Table 15. Students' language learning experience

Topic	Percent	Number of times mentioned
Learning English has not been good, it has been horrible	24%	38/161
Learning English has been good	20%	32/161
I am learning English because of music, TV, Internet, games, and/or friends	20%	32/161
I am learning English at the university level	19%	31/161
I am afraid/embarrassed to speak English because I don't want people to laugh at me	8%	13/161
Other statements include: I do not like English but I know that I have to learn it or I like English but there is no place to practice it in PR, among other statements	9%	15/161
Total percent per theme	100%	161/161

Table 15 shows the third theme that emerged from the students' writing in the journals: students' language learning experience. As shown in the table, 161 items emerged from the students' writing which were related to this theme. I divided the 161 items into six different topics: 24% of the items related to the idea that students' language learning experience had not been a good one, and some students even described it as horrible; 20% of the items were related to the idea that students' language learning experience had been a good one; 20% of the items were related to the idea that the students are learning English because of music, TV, Internet, games, and/or friends; 19% were related to the students' view that they are learning English at the university level, and 8% of the items were related to the students' feeling that they are afraid/embarrassed to speak English because they don't want people to laugh at them. Nine percent of the items did not relate to any of the preceding topics but seemed to be related to the theme; this 9% is other

and included statements such as *I do not like English but I know that I have to learn it* and *I like English but there is no place to practice it in PR.*

Table 16. Suggestions on how to improve the education system in Puerto Rico

Topic	Percent	Number of times mentioned
Teach English as early as possible	37%	44/120
Work with the curriculum to avoid repeating the same material every year	10%	12/120
Add more technology, improve materials and techniques. Add conversational courses	10%	12/120
Evaluate teachers often, require them to take courses, create better teachers	10%	12/120
Continue with the bilingual program in the public schools	6%	7/120
Other statements include: adding language laboratories to schools and to teach English for more than an hour a day, among other statements	28%	33/120
Total percent per theme	100%	120/120

Table 16 shows the fourth theme that emerged from the students' writing in the journals: Suggestion on how to improve the education system in PR. The students produced 120 items in writing that were related to this theme. I divided the 120 items into six topics: 37% of the items were related to the idea that English should be taught as early as possible; 10% were related to the idea that the education system should work with the curriculum to avoid repeating the same material every year; 10% were related to the view that the education system should add more technology, improve materials and techniques, and add conversational courses; 10% of the items were related to creating better teachers; teachers should be evaluated often and that they should be required to take more courses; and 6% of the items were related to the idea that the education system should continue with the bilingual program in the public schools. Twenty-eight percent of the items did not relate to any of the topics but seemed to be related to the theme; this 28% is other. Some of the

statements were about adding language laboratories to schools; finally, students suggested teaching English for more than an hour a day.

Table 17. Four basic language skills

Topic	Percent	Number of times mentioned
Children are not learning the four basic skills correctly	79%	79/100
Children are learning the four basic skills but not perfectly	14%	14/100
Children in bilingual schools learn the four basic skills correctly	7%	7/100
Total percent per theme	100%	100/100

Table 17 shows the fifth theme that emerged from the students' writing in the journals: four basic language skills. The students produced 100 items in writing that were related to this theme. I divided the items into three broad topics. Seventy-nine percent of the items were related to the belief that children are not learning the four basic skills correctly; 14% of the items were related to the belief that children are learning the four basic skills correctly, and 7% of the items were related to the belief that children in bilingual schools learn the four basic skills correctly.

Table 18. Motivation to learn English

Topic	Percent	Number of times mentioned
To find work, complete my education for a better future	65%	45/69
To socialize with non-Spanish speakers	16%	11/69
Other statements include: the individual's personal desire and the fact that PR is part of the US so there is a need to learn English	19%	13/69
Total percent per theme	100%	69/69

Table 18 shows the sixth theme that emerged from the students' writing in the journals: motivation to learn English. The students wrote 69 items for this theme. I divided

the items into two topics: 65% of the items were related to the view that the students' motivation to learn English is to find work and/or to complete their education, which might lead to a better future; 16% of the items were related to the view that the students' motivation to learn English is to socialize with non-Spanish speakers. Finally, 19% of the items did not relate to any of the preceding topics but seemed to be related to the theme; this 19% is other. Some of the statements were about the individual's personal desire; finally the fact that PR is part of the US so there is a need to learn English.

Table 19. Reasons why Puerto Rican children are not learning English

Topic	Percent	Number of times mentioned
Parents are not helping in their children's education Parents limited English knowledge	15%	10/68
It's the students' own fault because either they don't care or they are afraid	13%	9/68
They don't like English	12%	8/68
They are only memorizing, only theory and do not get enough practice	12%	8/68
People are afraid that English will affect/replace Spanish	9%	6/68
Other statements include: the teaching of English as a foreign language, and that groups are too big and therefore difficult to control, among other statements	40%	27/68
Total percent per theme	100%	68/68

Table 19 shows the seventh theme that emerged from the students' writing in the journals: reasons why Puerto Rican children are not learning English. As shown in the table, the students produced 68 items related to this theme, which were divided into five different topics. Fifteen percent of the items were related to the belief that parents are not helping with their children's education, perhaps because of the parents' limited English

knowledge; 13% of the items were related to the belief that it is the students' own fault because either they don't care or they are afraid; 12% of the items were related to the belief that children do not like English; 12% of the items were related to the belief that children only memorize and that they receive only theory and do not get enough practice; 9% of the items were related to the idea that people are afraid that English will affect/replace Spanish showing loyalty to Spanish. Finally, 40% of the items did not relate to any of the preceding topics but seemed to be related to the theme; this 40% is other. Some of the statements were about teaching English as a foreign language and the belief that groups are too big and therefore difficult to control.

Table 20. English language and politics in PR

Topic	Percent	Number of times mentioned
English should not be related to politics	60%	6/10
English is related to politics in PR	40%	4/10
Total per theme	100%	10/10

Finally, Table 20 shows the eighth theme that emerged from the students' writing in the journals: English language and politics in PR. As shown in the table, only 10 items emerged from the students' writing that were related to this theme. I divided the 10 items into two topics: 60% of the items were related to the idea that English should not be related to politics, and 40% of the items were related to the idea that English is related to politics in PR. Both statements mean the same; students are aware that English in PR is related to politics.

As shown in Tables 13-20, the journal writing findings suggest that students in the Basic track at the UPRM care for their English learning. There were students who identified their motivation to learn English as mainly instrumental, but it was also

integrative in a lesser degree (see Table 18). Second, 33% (63/190) of the students believed that teachers are not prepared or that teachers do not know English (see Table 14). These negative comments might represent the students' frustration for not learning English perhaps as they had expected. Third, 24% described their language experience as "bad," yet 20% described it as "good" (see Table 15). This shows the individuality of the students and their different personalities and/or language learning experiences. The students also identified their sources for language learning such as the media, their friends, and the university; finally, some students mentioned their feelings of embarrassment when attempting to speak English in front of others.

Fourth, some students offer some suggestions about the language skills that should be emphasized (see Table 13) and about how to improve the learning of English in PR (see Table 16). A high percent of students mentioned speaking, writing, and reading as skills that should be emphasized in the schools in PR (see Table 13). As for how to improve the learning of English, some students believe there is a need to work with the English curriculum. Students suggested teaching English as early as possible, to avoid the repetition of the materials, to add conversational courses, and to improve the teaching techniques (see Table 16).

Finally, some students wrote about reasons for why Puerto Rican students are not learning English (see Table 19); they also wrote about the four basic skills (see Table 17), and about the relationship between English and politics in PR (see Table 20). Some students believe that Puerto Rican children are not learning English because of the parents' limited knowledge, the students' lack of motivation, the overemphasis on theory at the expense of practice, and loyalty to Spanish (see Table 19). Seventy-five percent of the

students who wrote about the four basic skills believe that even though English is a required subject in the schools of PR, Puerto Rican children are not learning the four basic skills correctly. Lastly, only 10 students wrote that English and politics are related in PR. Six out of 10 students wrote that English and politics should not be related. This, again shows that there are not many students who see a relationship between English and politics in PR, but more than half of those who see the relationship do not approve of it.

Discussion of Results for Research Question # 1

According to the questionnaire and the journals, the students in the Basic English track at the UPRM hold a positive attitude toward English, even after years of struggling with the learning of English as a second language in PR. Some of the findings were that subjects: 1) have an instrumental and integrative motivation to learn English, (2) see a relationship between language and politics in PR, (3) showed a positive attitude toward speaking English and Spanish in PR, (4) showed loyalty to Spanish, and the acceptance of the coexistence of English and Spanish (5) showed a minimal resistance toward English in PR, (6) showed a positive attitude toward language learning, media exposure, and the association of English with cultural identity.

First, nearly all students reported in Part III of the questionnaire that command of English would bring academic success (# 22). Seventy-eight percent (186/238) of the students indicated that knowledge of English is important for passing a course (# 31) whereas 96% (228/238) indicated that English is important for finding a job (# 31). According to the journal's findings, 65% (45/69) of the students reported that their motivation to learn English was related to finding work and completing their education (Table 18).

These findings suggest that Puerto Rican students in this study want to improve their command of English because of the need to excel in the competitive professional world where English knowledge equals better job opportunities. Studies about motivation to learn English in PR, such as Schweers and Vélez (1999), Livoti (as cited in Blau and Dayton, 1997), and Pousada (1991), have found that Puerto Rican students have a positive attitude toward the English language primarily because of its instrumental value in PR.

These subjects also showed an integrative motivation to learn English in PR. Ninety-five percent (226/238) of students reported in Part III of the questionnaire that command of English would bring social success (# 22). Only 48% (115/238) of the students indicated that knowledge of English is important for socializing with friends (# 31). According to Part IV, the Likert Scale items, 94% (223/238) of the students agreed that learning English is important for them because it allows them to meet and speak to other people (#4). These findings suggest that even though having command of English would bring social success by allowing them to meet and speak to other people, it is not as important for socializing with friends. Since PR is a Spanish speaking island, perhaps their current friends speak Spanish and they do not have the need for English. According to the journal's findings, 16% (11/69) of the students reported that their motivation to learn English was related to socializing with non-Spanish speakers. Only 11/238 students wrote about socializing with non-Spanish speakers. Since in the journals they could write about whatever was on their minds, I guess speaking with non-Spanish speakers is not one important reason to learn English for everybody.

The integrative motivation might soon catch up to the level of influence that the instrumental motivation has on the learning of English in PR. This finding contradicts

Clément and Kruidenier's (as cited in Noels, Pelletier, Clément, and Vallerand, 2000) statement that "the integrative orientation appeared only in multicultural contexts among members of a clearly dominant group" (p. 59). Puerto Rico is not a multicultural environment, and yet these students show an integrative motivation to learn English. Perhaps the fact that Puerto Rico is part of the US has helped bring a multicultural perspective into Puerto Rican homes. After all, Puerto Ricans can travel to the mainland as they please; they can have access to written and oral media from the United States (US), and nowadays there is even access to the world through the internet. The access to the US might be an influential factor that affects how Puerto Ricans perceive what could be considered an English speaking community.

The second finding highlights the relationship between language and politics in PR. Overall, only a small number of students relate English with politics. According to Part III of the questionnaire, of the students who dislike English but think that it is important to learn it (# 29), 5% (5/103) reported that they dislike English because it reminds them of statehood and the New Progressive Party in PR (# 30). According to Part IV of the questionnaire, the Likert scale reveals that these subjects agreed with items # 18, # 25, and disagreed with # 26. More than 70% of the students agreed that English in PR has always been related to politics (# 18) and that the political status that Puerto Ricans will choose in the future does not matter; the reality is that Spanish will not be affected (# 25). Consistent with item # 25, students disagreed with the view that PR should politically separate from the US so that English will not displace Spanish in PR (# 26). As for the responses to the journals, only 10 students wrote about the relationship between English and politics in PR and 6 students disapproved of the relationship between English and politics (see Table 20).

In PR, politics is said to be a main sport since islanders take seriously their political affiliation. Ever since PR became part of the US in 1898, English was imposed in an attempt to help the Puerto Ricans understand the American ideals. As can be seen by the number of students admitted to the university with low English proficiency, English is not being learned in PR. Studies such as Algren (1987), Morales (1999), Schweers and Velez (1999), and Carroll (2005), have addressed the issue of English imposition on Puerto Ricans. Caratini-Soto (1997) believes the political issue has influenced how Puerto Ricans feel about the teaching of English in PR. Finally, Clachar (1997b) concluded there is political pressure to defend Spanish and the cultural heritage in PR. All of these issues may be affecting students' attitudes toward English in PR.

The third finding focuses on speaking English and Spanish in PR. These students hold a positive attitude toward the speaking of English and yet, as 52% (124/238) of the students agreed in the Likert scale, they feel uncomfortable when they speak English (# 28). This issue of speaking English is discussed in the *Project for the Development of a Bilingual Citizen*. The project states that 90% of the Puerto Rican students are not able to carry out a conversation in English after taking 12 years of English classes. The lack of confidence and/or lack of practice may be affecting the students' attitudes toward English.

The fourth finding is related to English and Spanish in PR. Students hold a positive attitude toward bilingualism and toward the coexistence of English and Spanish in PR, yet there is also a loyalty to Spanish. These three factors might influence the students' attitudes toward English. According to Table 8, nearly all students hold a positive attitude toward bilingualism (# 13, # 15). Students would like to be bilingual (# 13) and would like for their children to be bilingual (# 15); yet only 83% (198/238) agreed that they can

become bilingual in PR (# 30). Students also agreed with the coexistence of English and Spanish in PR (see Table 8). Eighty-three percent (197/238) agreed that there is a place for both languages in PR (# 16) whereas 65% (155/238) disagreed that the deterioration of English is due to its coexistence with Spanish (# 19). After over one hundred years of coexistence with the US, one can see that there is still a percent of students who believe that the deterioration of Spanish is due to its coexistence with English. Apparently these students will tolerate English, as long as it does not affect Spanish in a negative way.

The loyalty to Spanish as expressed in Table 8 of the questionnaire is another influential factor in these participants' attitudes toward English. Fifty-eight percent (138/238) of the students agreed that it is disgraceful for Puerto Ricans to defend English and neglect Spanish, their mother tongue (# 27). Eighty percent (190/238) of the students agreed that they do not want the English to substitute for Spanish in PR (# 12). Therefore, this study's findings suggest a loyalty to Spanish and a tolerance of English. This loyalty to Spanish in PR was addressed with the implementation of Villaronga's language policy that identified Spanish as the medium of instruction and English as a subject (Algren, 1987). This policy attempts to avoid any threat to the value of Spanish in PR (Morales, 1999). Clachar (1997a) concluded that Puerto Ricans exhibit intergroup distinctiveness tendencies. This identification with Spanish might have been a reason why English is not learned and spread throughout the island and it may influence the attitude against English.

The fifth finding stresses that there is a minimal resistance to the learning of English on the Likert scale. Twenty percent (47/238) of the students agreed that Puerto Ricans only need Spanish to live a better life in PR (# 17). Therefore, it seems reasonable to suggest that there is still a minimal resistance toward the learning of English in PR.

According to Torruellas (as cited in Schweers and Vélez, 1999) the resistance toward the learning of English in the classroom is a reflection of the Puerto Rican society, a society that makes fun of the learning of English in the classroom.

The sixth finding highlights the idea that Puerto Rican students showed a positive attitude toward their language learning, which might affect their attitudes. Puerto Ricans are positive about learning English yet not so positive towards the teaching of the language. This language learning could be influenced by the media exposure and the students' identification with the Puerto Rican culture. Overall, students showed a positive attitude toward language learning (see Table 11), yet in the journal, 24% (38/161) they described their learning as "not good" (see Table 15). Perhaps the exposure to English through the media alleviates this bad learning experience. The study shows that more than 70% of the students listened to music, watched TV, and used the internet in English and Spanish although 50% or more stated they spent "little time" reading, watching TV, and listening to music in English. On the other hand, according to Table 15 in the journal, 20% (32/161) reported learning English because of the media. Therefore, the data suggests that the media could be an important tool for the teaching of English in PR because students have access to English through it. Blau and Dayton (1997) found a substantial number of written and oral media that are accessible to the motivated learner, yet, as Pousada (2003) pointed out, a person who lacks motivation will not use this exposure to improve their English.

Finally, cultural identity is so strong that 97% (230/238) of the students do not believe that having command of English will lead to loss of their Puerto Rican cultural identity (# 28). This finding suggests a positive attitude toward learning English in PR. Spanish is part of the Puerto Rican cultural identity and as discussed by Caratini-Soto

(1997) and Clachar (1997a) the relationship between language and identity affects their learning. This identification with Spanish is so strong that it unconsciously affects their learning.

To summarize, these low proficiency students have a positive attitude toward English in PR. They are instrumentally and integratively motivated to learn English; some students see a relationship between language and politics in PR; a high percent of students have a positive attitude toward speaking English and Spanish in PR; a high percent of students show a positive attitude toward bilingualism, toward the coexistence of English and Spanish in PR, and loyalty to Spanish and a minimal resistance toward English. Finally, students showed a positive attitude toward their language learning which could be influenced by the media exposure and the identification with the Puerto Rican culture.

Results for Research Question # 2

Research Question # 2 asked: Do the attitudes change across the Basic English track? This section answers this question through the examination of Part IV of the Attitude questionnaire.

The Attitude Questionnaire – Part IV: The 4-point Likert Scale Questionnaire

In the next section, I present the results from Part IV of the Attitude Questionnaire: The Likert Scale Questionnaire. This data was examined to see if there were differences in the students' attitudes across the Basic English track. As stated before, there were 42 students taking INGL 0066, 52 students taking INGL 3101, 43 students taking INGL 3102, 50 students taking INGL 3201, and 51 students taking INGL 3202 at the time. A dark line between the columns shows there is a difference in the students' attitudes across the Basic English track.

Table 21. Attitudes toward speaking English and Spanish across the Basic English track.

Item	INGL 0066	INGL 3101	INGL 3102	INGL 3201	INGL 3202	Total % agreement
3) All schools in PR should teach students to speak English.	98% 41/42	98% 51/52	100% 43/43	100% 50/50	98% 50/51	99% 235/238
14) Everybody in PR should be able to speak English and Spanish.	90% 38/42	90% 47/52	98% 42/43	92% 46/50	100% 51/51	94% 224/238
4) The learning of English is important to me because it allows me to meet and speak to other people.	95% 40/42	94% 49/52	98% 42/43	86% 43/50	96% 49/51	94% 223/238
8) People in PR are more competent if they speak English and Spanish.	81% 34/42	77% 40/52	91% 39/43	84% 42/50	86% 44/51	84% 199/238
29) I prefer to speak English with a Spanish accent than to not dare to speak it at all.	79% 33/42	75% 39/52	70% 30/43	80% 40/50	84% 43/51	78% 185/238
5) It is not difficult to speak two languages.	52% 22/42	63% 33/52	67% 29/43	84% 42/50	86% 44/51	71% 170/238
28) I feel uncomfortable when I speak English.	67% 28/42	58% 30/52	44% 19/43	52% 26/50	41% 21/51	52% 124/238
9) Speaking both English and Spanish is more for useful for younger people than for older people.	26% 11/42	13% 7/52	23% 10/43	14% 7/50	24% 12/51	20% 47/238

Table 21 shows the percent of students across the Basic English track who agreed with the items related to speaking English and Spanish. An examination of the items shows that there does not seem to be a difference in attitude across the Basic English track toward the items related to the goal of speaking English in PR (# 3, # 14, # 9) or toward the items related to the advantages of speaking English (# 4, # 8), but there does seem to be a

difference in attitude toward the items related to feelings of speaking English (# 29, # 5, # 28). For items # 5 and # 29, this difference in attitude appears to show up between INGL 3102 and INGL 3201; for item # 28, this difference appears to show up between INGL 3101 and INGL 3102. For items # 5 and # 29 students entering INGL 3201 agree that it is not difficult to speak two languages and agree that they would prefer to speak English with a Spanish accent than to not dare to speak English at all. For item # 28, students entering in the 3101-3102 track show a lower percent of agreement with feeling uncomfortable when they speak English than students in INGL 0066 and INGL 3101. To summarize, as proficiency increases, discomfort in speaking English decreases while the realization that it is not difficult to speak two languages and willingness to speak English with a Spanish accent increases.

Table 22. Attitudes toward English and Spanish in PR across the Basic English track

Item	INGL 0066	INGL 3101	INGL 3102	INGL 3201	INGL 3202	Total % agreement
15) I would like my (future) children to speak English and Spanish.	100% 42/42	96% 50/52	100% 43/43	100% 50/50	100% 51/51	99% 236/238
13) I would like to be bilingual in the future.	95% 40/42	98% 51/52	98% 42/43	96% 48/50	100% 51/51	97% 232/238
11) Both English and Spanish should be important in PR.	95% 40/42	94% 49/52	95% 41/43	94% 47/50	96% 49/51	95% 226/238
30) Any person who studies English and Spanish in PR can become bilingual.	86% 36/42	83% 43/52	91% 39/43	78% 39/50	80% 41/51	83% 198/238
16) There is a place for both languages in PR.	76% 32/42	85% 44/52	88% 38/43	82% 41/50	82% 42/51	83% 197/238
12) I don't want English language to substitute for Spanish in PR.	81% 34/42	87% 45/52	79% 34/43	80% 40/50	73% 37/51	80% 190/238
27) It is disgraceful for Puerto Ricans to defend English and neglect Spanish, their mother tongue.	62% 26/42	65% 34/52	53% 23/43	58% 29/50	51% 26/51	58% 138/238
19) The deterioration of Spanish is due to its coexistence with English.	50% 21/42	29% 15/52	35% 15/43	28% 14/50	27% 14/51	33% 79/238
21) In PR we give more importance to the learning of English than to the learning of Spanish.	43% 18/42	21% 11/52	33% 14/43	20% 10/50	14% 7/51	25% 60/238
24) The abundance of English jargon negatively affects Puerto Rican Spanish.	38% 16/42	37% 19/52	30% 13/43	24% 12/50	33% 17/51	32% 77/238
17) Puerto Ricans need only Spanish to live a better life in PR.	21% 9/42	17% 9/52	16% 7/43	24% 12/50	20% 10/51	20% 47/238

Table 22 shows the percent of students across the Basic English track who agreed with the items related to English and Spanish in Puerto Rico. An examination of the items

in the table shows that, in general, there does not seem to be a difference in attitude across the Basic English track toward the items related to having bilingualism as a goal (# 15, # 13, # 30) or to those related to the importance of English and Spanish in PR (#11, # 16, # 17), but there does seem to be a difference in attitude toward some of the items related to language loyalty (#12, # 27, # 19, # 21, # 24). There is no difference in attitude for item # 12; overall, students do not want English to substitute for Spanish in PR. For items # 19 and # 21, a difference in attitude appears after INGL 0066 and before INGL 3102. Students in INGL 0066 show the highest percent of agreement with the view that in PR we give more importance to learning English than to learning Spanish (# 21) and with the view that the deterioration of Spanish is due to its coexistence with English (# 19). For items # 27 and # 24, a difference in attitude appears to show up between INGL 3101 and INGL 3202. Students in INGL 0066 and INGL 3101 show a higher percent of agreement than students from INGL 3102, INGL 3201, and INGL 3202 with the view that it is disgraceful for Puerto Ricans to defend English and neglect Spanish, their mother tongue (# 27) and with the view that the abundance of English jargon negatively affects Puerto Rican Spanish.

Table 23. Attitudes toward language and politics across the Basic English track

Item	INGL 0066	INGL 3101	INGL 3102	INGL 3201	INGL 3202	Total % agreement
25) The political status that Puerto Ricans will choose in the future does not matter; the reality is that Spanish will not be affected.	83% 35/42	81% 42/52	91% 39/43	84% 42/50	82% 42/51	84% 200/238
18) English in PR has always been related to politics.	81% 34/42	71% 37/52	70% 30/43	70% 35/50	73% 37/51	73% 173/238
26) PR should politically separate from the United States so that English will not displace Spanish in PR.	21% 9/42	8% 4/52	19% 8/43	10% 5/50	8% 4/51	13% 30/238

Table 23 shows the number percent of students across the Basic English track who agreed with the items related to language and politics in Puerto Rico. An examination of the items shows that there does not seem to be a difference in attitude across the Basic English track for item # 25. However, there does seem to be a difference in attitude across the Basic English track for items # 18 and # 26. For both items, this difference in attitude appears to show up after INGL 0066 and before INGL 3101. In the case of item # 18, as proficiency increases, the percent of agreement with the view that English in PR has always been related to politics decreases. In the case of item # 26, as proficiency increases, the percent of agreement with the view that PR should politically separate from the US so that English will not displace Spanish in PR decreases.

Table 24. Attitudes toward language learning across the Basic English track

Item	INGL 0066	INGL 3101	INGL 3102	INGL 3201	INGL 3202	Total % agreement
2) To be able to write in English and Spanish is important.	100% 42/42	100% 52/52	100% 43/43	100% 50/50	100% 51/51	100% 238/238
7) Puerto Rican children should learn to read in English and Spanish.	100% 42/42	92% 48/52	100% 43/43	100% 50/50	100% 51/51	98% 234/238
10) Children are able to learn both English and Spanish with ease.	86% 36/42	90% 47/52	88% 38/43	90% 45/50	94% 48/51	90% 214/238
6) I would like to learn another language besides English and Spanish.	79% 33/42	85% 44/52	86% 37/43	92% 46/50	88% 45/51	86% 205/238
20) To learn a second language or not should be decided by the individual.	86% 36/42	81% 42/52	84% 36/43	76% 38/50	78% 40/51	81% 192/238
23) In PR, we should promote the teaching of other subjects, such as History or Science in English	55% 23/42	58% 30/52	63% 27/43	56% 28/50	69% 35/51	60% 143/238
22) If I had the opportunity to select a second language, I would not choose English.	24% 10/42	23% 12/52	21% 9/43	22% 11/50	16% 8/51	21% 50/238
1) Children get confused when they learn English and Spanish simultaneously.	55% 23/42	42% 22/52	53% 23/43	30% 15/50	25% 13/51	40% 96/238

Table 24 shows the percent of students across the Basic English track who agreed with the items related to language learning. An examination of the items in the table shows that there does not seem to be a difference in attitude across the Basic English track toward the items related to language skills (# 2, # 7).

However, there does seem to be a difference in attitude with respect to the items related to the learning of more than one language (# 6, # 20, # 22). For item # 20, this difference in attitude seems to take place between INGL 3102 and INGL 3201. As proficiency increases, particularly between INGL 3102 and INGL 3202, the percent of students' agreement with the view that to learn a second language or not should be decided by the individual slightly decreases. For item # 6, this difference in attitude seems to show up after INGL 0066 and before INGL 3101. As proficiency increases, particularly between INGL 0066 and INGL 3101, the percent of students' agreement with the view that they would like to learn another language besides English and Spanish increases. Finally, for item # 22, this difference in attitude seems to appear between INGL 3101 and INGL 3102. As proficiency increases, particularly between INGL 3101 and INGL 3102, and then again between INGL 3201 and INGL 3202, the percent of students' agreement with the view that if they had the opportunity to select a second language, they would not choose English slightly decreases.

With respect to the items related to language learning as children, there is little difference in attitude for item # 10, but there does seem to be a difference in attitude for item # 1. This difference appears after INGL 3102 and before INGL 3202. As proficiency increases, particularly between INGL 3102 and INGL 3202, the percent of students'

agreement with the view that children get confused when they learn English and Spanish simultaneously decreases.

Finally, there seems to be a difference in attitude with respect to the item related to using English to teach subjects such as History or Science (# 23). This difference in attitude seems to occur after INGL 3201 and before INGL 3202. As proficiency increases, particularly late in the sequence, between INGL 3201 and INGL 3202, the percent of students' agreement with the view that in PR we should promote the teaching of other subjects, such as History and Science in English, increases.

Table 25. Attitudes toward North Americans across the Basic English track

Item	INGL 0066	INGL 3101	INGL 3102	INGL 3201	INGL 3202	Total percent agreement
31) North Americans are very sociable, affectionate, and creative people.	67% 28/42	65% 34/52	67% 29/43	60% 30/50	57% 29/51	63% 150/238

Table 25 shows the percent of students across the Basic English track who agreed with the item related to North Americans (# 31). An examination of the item shows that as proficiency increases, the percent of students' agreement that North Americans are very sociable, affectionate, and creative people decreases slightly.

To sum up Tables 21-25, students' positive attitudes toward English remained mostly constant through the courses, yet there were differences in certain items. Table 21 findings suggest a constant positive attitude toward speaking English and Spanish across the Basic English track. In addition, students' uncomfortable feeling when speaking English decreased (# 28). Yet, the percent of agreement increased for items # 29 and # 5. Students' preference for speaking English with a Spanish accent rather than not daring to

speak it at all increased (# 29) as did the percent of students who believe that it is not difficult to speak two languages (# 5)also increased. Table 22 findings suggest a constant positive attitude toward English and Spanish in PR across the Basic English track. The table also showed a decrease in loyalty to Spanish (# 12, # 27, # 19, # 21, # 24) which suggests a tolerance for English. Table 23 showed a decrease in the belief that English and politics have always been related in PR (#18), so students do not see a need for PR to politically separate from the US to avoid the displacement of Spanish (#26). Table 24 findings suggest a positive attitude toward language learning across the Basic English track. However, there was an increase in the belief that students would like to learn another language besides English and Spanish (# 6). And yet, a decrease in the positive attitude toward the items related to learning more than one language (# 20, # 22). In addition, there was an increase in the positive attitudes toward the item that stated that children get confused when they learn English and Spanish simultaneously (# 1). Finally, the slight decrease in agreement that North Americans are very sociable, affectionate, and creative people might suggest that as proficiency increases students are less integratively motivated to learn English (see Table 25).

Discussion of Results for Research Question # 2

Students' attitudes toward a language are not static. Students will continue to modify their attitudes based on their individual language learning experience and the future needs they see for the language. This research question provided an overview of the students' attitudes toward English across the Basic English track at the UPRM. According to the results of Tables 21-25, students showed: some integrative orientation toward English, a decrease of the view that language and politics are related, a constant positive attitude

toward speaking English and Spanish, a decrease in loyalty to Spanish and an increase in agreement with the view that English and Spanish can coexist, an oscillation in their attitudes toward the minimal resistance toward learning English, and an increase in their positive attitudes toward language learning.

Students' motivation to learn English as an integrative value seems to remain positive. As shown in Table 21, the learning of English is important for them because it allows them to meet and speak to other people (# 4). According to Gardner and McIntyre's (1991) research, an instrumentally and integratively motivated college student learns more than a student who is not motivated.

The students' perceived relationship between language and politics in PR appears to decrease through the Basic English track. As shown in Table 23, there is a difference in attitude across the Basic English track for items # 18 and # 26. Students' belief that English in PR has always been related to politics decreased from 81% in INGL 0066 to 73% (37/51) in INGL 3202 (# 18). In addition, the agreement that PR should politically separate from the US so that English will not displace Spanish in PR also decreased from a 21% (9/42) in INGL 0066 to 8% (4/51) in INGL 3202 (# 26). Both differences showed up right after INGL 0066 and before INGL 3101. It seems as if the lowest proficiency students are more sensitive to language and politics.

Students seemed to show a constant positive attitude toward speaking English and Spanish across the Basic English track (see Table 21). In fact, as proficiency increases the students feel less uncomfortable when speaking English (# 28). Perhaps the more English they learn across the Basic English track, the more confidence they gain in their speaking abilities in English.

As shown in Table 22, students' attitudes toward English and Spanish in PR across the Basic English track showed an overall constant positive attitude toward English. It also showed a decrease in loyalty to Spanish (#12, # 27) and an increase with the view that English and Spanish can coexist in PR (# 16, # 19). Apparently as proficiency increases, the students' loyalty to Spanish seems to decrease through the courses. The difference in attitude for not wanting the English language to substitute Spanish in PR showed up after the INGL 3101 (# 12) course. The difference with the view that it is disgraceful for Puerto Ricans to defend English and neglect Spanish, their mother tongue showed up after the INGL 3101 (# 27) course. Once again, the decrease in loyalty to Spanish might result in an increase in their positive attitude toward English.

The increase in agreement with the items related to the coexistence of English and Spanish in PR added to the positive attitude toward English. The students' belief that English and Spanish can coexist in PR increased, and the resistance to the learning of English in PR decreased. Results suggest that as proficiency increases, the students' attitude toward language learning and the coexistence of English and Spanish becomes more positive across the track.

As shown in Table 22, students reported minimal resistance to English. Their agreement with the view that they need only Spanish to live a better life in PR (# 17) decreased from 21% (9/42) in INGL 0066 to 16% (7/43) in INGL 3102, and it increased to a 20% (10/51) in INGL 3202. The oscillation in attitudes could suggest that depending on their need for English or their experiences, they believe that they can survive with Spanish only.

Finally, the students showed a constant positive attitude for the learning of language skills (# 2, # 7). Students' positive attitudes increased in wanting to learn another language besides English and Spanish (# 6). Also, there was an increase in agreement with the view that in PR, we should promote the teaching of other subjects in English (# 23). In the Project for the Development of a Bilingual Citizen, Víctor Fajardo proposed that math and science be taught in English on a voluntary basis. However, teachers, professors, the Academy of Puerto Rican Language, and the public criticized the project.

Overall, the students' positive attitudes toward English in PR remained constant for the integrative motivation; the attitudes oscillated through the courses for the resistance toward the learning of English, and increased in positive attitudes for the items related to speaking English and Spanish, the items related to English and Spanish in PR, which includes the coexistence of English and Spanish, and for the items related to language learning. Yet, there was a decrease for items related to loyalty to Spanish.

This study's findings are both consistent and inconsistent with some of Kraemer and Zisenwine's (1989) findings. In accordance with Kramer and Zisenwine, this study found that students' attitude oscillate as they went through proficiency courses perhaps because of the perceived instrumentality of English. However, the inconsistency between both studies emerged when these Puerto Rican students' attitude became more positive through the Basic English track while Kraemer and Zisenwine stated there was an increase in the students' positive attitude toward the learning of Hebrew in the twelfth grade. Perhaps this difference between both studies' findings may have to do with the different institutional levels of language learning, the students' perceived instrumentality of learning

the target language, and the current and future need that students see for learning the target language.

Overall, as Kraemer and Zisenwine (1989) mentioned, the instrumental value students assign to their language learning experience might be related to their motivation to learn the second language. Therefore, this thesis supports Kraemer and Zisenwine's findings that as students see a need to learn a language, their attitudes toward the target language might become more positive, and the constant analysis of their attitudes toward the language creates the oscillation in their attitudes.

Results for Research Question # 3

Research question # 3 asked: Are there any attitudinal differences toward English between students who begin in Pre-Basic and those who begin in Basic? To answer research question # 3, I used all four parts of the Attitude Questionnaire: the socio-demographic characteristics and English language placement of the students, language use information, attitude information, and the 4-point Likert Scale Questionnaire.

The Attitude Questionnaire: Part I – Socio-demographic characteristics and English language placement of the students

There are many differences between the Pre-Basic and Basic students' socio-demographic characteristics such as their language learning experiences, English exposure, and language need. Some of the socio-demographic differences between the two groups included their parents' attitude toward English (# 4), the students' traveling experience (# 5), the students' English learning experience from kinder through the university years (# 7), and repetition of an English course (# 9).

To answer Research Question # 3, the students were divided using item # 8, which asked their language placement based on their ESLAT scores. Of the 238 UPRM students who filled out the Attitude Questionnaire, 63% (150/238) students were admitted to the UPRM in Pre-Basic (INGL 0066) and 37% (88/238) students were admitted to UPRM in Basic (INGL 3101). Students admitted to the remedial course, INGL 0066, did not have enough proficiency to be placed in the Basic English track (INGL 3101). These students' English proficiency might be an important factor that influences their attitudes.

Item # 4 asked about the students' parents' attitudes toward English. Seventy-two percent (108/150) of the Pre-Basic students' fathers and 77% (115/150) of the Pre-Basic

students' mothers had a positive attitude toward English compared to 88% (77/88) of the Basic students' fathers and 90% (79/88) of the Basic students' mothers. Thus, more of the Basic students' parents had a more positive attitude toward English compared to the Pre-Basic students' parents. Parents' attitude may have an effect on the students' attitudes.

Item # 5, asked about how much English students had learned from kinder through the university years. As shown in Table 26, 50% or more of the Pre-Basic and Basic students reported to have learned “a little” English from kinder through the ninth grade, yet according to what students reported in Table 26, differences between the Pre-Basic and Basic students may have begun in high school where more than 55% of Pre-Basic students learned “a little” English and more than half of Basic students learn “a lot.” Finally, 55% of Pre-Basic students and 70% of Basic students indicated that they learned “a lot” during the university years. The findings shown on Table 27 suggest that more of the Basic students, even with their limited language learning experience, had learned more English at an earlier age than the Pre-Basic students. These findings might suggest that the students with more English knowledge improved more than the students with less English knowledge.

Table 26. The Pre-Basic and Basic students' learning of English through the grade levels

Grades	A lot		A little		Not at all	
	Pre-Basic	Basic	Pre-Basic	Basic	Pre-Basic	Basic
K-6	18% 27/150	38% 33/88	61% 91/150	50% 44/88	21% 32/150	13% 11/88
7-9	16% 24/150	30% 26/88	70% 105/150	67% 59/88	14% 21/150	3% 3/88
10-12	27% 40/150	49% 43/88	58% 87/150	45% 40/88	15% 23/150	6% 5/88
university	55% 82/150	70% 62/88	43% 64/150	30% 26/88	1% 2/150	0%

Finally, when asked if they had repeated an English course at the university level (item # 9), the Pre-Basic students failed more English courses than the Basic students. In fact, 42% (63/150) of the Pre-Basic students compared to only 11% (10/88) of the Basic students had failed at least one course.

The Pre-Basic and Basic students' opinion of the English course they were taking might influence their attitude toward English. Six items, items # 12- # 18, asked about the students' attitude towards their language learning experience at the UPRM. Item # 12 asked the Pre-Basic and Basic students if they were learning or improving in four English skill areas in the English course in which they were then enrolled.

Table 27: Skills in which the Pre-Basic and Basic English students are improving

Pre-Basic			Basic		
Skills	Percentage	N=150	Skills	Percentage	N=88
Listening and understanding	76%	114	Listening and understanding	69%	61
Writing	71%	107	Writing	93%	82
Reading	62%	93	Reading	68%	60
Speaking	41%	61	Speaking	57%	50

As shown in Table 27, 76% (114/150) of the Pre-Basic students compared to 69% (61/88) of the Basic students reported they were improving in listening and understanding; 71% (107/150) of the Pre-Basic students compared to 93% (82/88) of the Basic students reported they were improving in writing; 62% (93/150) of the Pre-Basic students compared to 68% (60/88) of the Basic students reported they were improving in reading, and finally 41% (61/150) of the Pre-Basic students compared to 57% (50/88) of the Basic students reported that they were improving in speaking.

As we see from an examination of the skills the Pre-Basic and Basic students reported they were improving, more Basic students are improving their writing, reading,

and speaking skills compared to the Pre-Basic students. However, the percent of Pre-Basic students who are improving the skill of listening is higher compared to the Basic students. One important similarity is that both groups chose speaking as the skill in which they are improving the least.

Table 28. Skills the Pre-Basic and Basic students would like to improve

Skills the Pre-Basic and Basic English students want to improve at the UPRM					
Pre-Basic			Basic		
Skills	Percentage	N=150	Skills	Percentage	N=88
Vocabulary	76%	114	Vocabulary	58%	51
Pronunciation	75%	112	Pronunciation	68%	60
Grammar	71%	106	Grammar	56%	49
Write	68%	102	Write	49%	43
Read	43%	64	Read	27%	24

Item # 13 asked which skills the Pre-Basic and Basic students would like to improve in the English course in which they were currently enrolled (see Table 28). Seventy-six percent (114/150) of the Pre-Basic students compared to 58% (51/88) of the Basic students reported they would like to improve in vocabulary; 75% (112/150) of the Pre-Basic students compared to 68% (60/88) of the Basic students reported they would like to improve in writing; 71% (106/150) of the Pre-Basic students compared to 56% (49/88) of the Basic students reported they would like to improve in grammar; 68% (102/150) of the Pre-Basic students compared to 49% (43/88) of the Basic students reported that they would like to improve in speaking, and finally 43% (64/150) of the Pre-Basic students compared to 27% (24/88) of the Basic students reported that they would like to improve in reading.

When taking items # 12 and # 13 together, more Basic students would like to improve their writing, reading, and speaking (# 12) whereas more Pre-Basic students would like to improve their vocabulary, pronunciation, grammar, writing, and reading (# 13).

These findings suggest that higher English proficiency students may improve more English than lower English proficiency students. In addition, the Pre-Basic students might feel they need more help with their English skills compared to the Basic students, which might explain why the Pre Basic students were placed in the Basic English track based on their ESLAT scores.

Item # 14 asked the students in which language they would like to learn English; in other words, it asked about their preference for the medium of instruction in which to learn English. They could choose among “only English,” “only Spanish,” and “a combination of English and Spanish.” Seventy-one percent (107/150) of Pre-Basic compared to 61% (54/88) of the Basic students reported that they would like to learn English in “a combination of English and Spanish.” Twenty-five percent (38/150) of Pre-Basic students compared to 39% (34/88) of the Basic students reported they would like to learn English in “only English” whereas 1% (2/150) of Pre-Basic students compared to none of the Basic students would like to learn English in “only Spanish.” The idea that these students prefer to learn English “in a combination of English and Spanish” could be interpreted as the students’ need to complement their English learning with Spanish due to their low English proficiency. They may have a need to use their second language to acquire the basic language skills to then transfer what they learn. Then again, students might want to learn English in a combination of English and Spanish because this might be what they have become accustomed to through the years in the public school system in PR.

Item # 15 asked the students why they had registered in the course they were taking. They could choose from three options: a) they registered only because the course was a requirement for graduation, b) they registered because they would like to improve their

English, and c) they registered for both reasons (a) and (b). Sixty-seven percent (101/150) of the Pre-Basic students compared to 76% (67/88) of the Basic students reported that they had registered in the course for both reasons; 23 % (35/150) of the Pre-Basic students compared to 20% (18/88) of the Basic students reported that they registered in the course only because it was a requirement for graduation, and 7% (11/150) of the Pre-Basic compared to 3% (3/88) of the Basic students reported that they had registered in the course to improve their English. This item suggests that most students had a positive attitude toward the learning of English because they registered in the course, not only because it was a requirement, but also because they would like to improve their English.

Item # 16 asked the Pre-Basic and Basic students if the English Laboratory had helped them to learn English or if it “had been a waste of time.” Almost the same percent of the Pre-Basic and Basic students agreed that the language laboratory “had been a waste of time.” Seventy-one percent (107/150) of the Pre-Basic students compared to 74% (65/88) of the Basic students reported that the laboratory “had been a waste of time”; whereas 26% (39/150) of the Pre-Basic students compared to 26% (23/88) of the Basic students reported that the laboratory “had helped” them to learn English.

Item # 17 asked the students to comment on the materials that they were using in their English course. Forty percent (60/150) of Pre-Basic students compared to 41% (36/88) of the Basic students reported that they found the materials to be “boring.” Thirty-nine percent (59/150) of the Pre-Basic students compared to 30% (26/88) of the Basic students reported that they found the materials to be “interesting;” 32% (48/150) of the Pre-Basic students compared to 24% (21/88) of the Basic students reported that materials were “designed for the Puerto Rican population;” 19% (28/150) of the Pre-Basic students

compared to 32% (28/88) of the Basic students described the materials as “too easy,” and finally 8% (12/150) of the Pre-Basic students compared to none Basic students reported that they found the materials to be “too difficult.” This item’s findings suggest that it is difficult to satisfy all students’ interests and needs, especially when different proficiency students are placed together.

Item #18 asked the students whether they prefer to learn English with a “Puerto Rican Professor,” “an American Professor,” or if they had no preference. Sixty-four percent (96/150) of Pre-Basic students compared to 48% (42/88) of the Basic students reported that they would choose a Puerto Rican professor. Four percent (6/150) of the Pre-Basic compared to 10% (9/88) of the Basic students reported that they would choose an American professor. Finally, 30% (45/150) of Pre-Basic students compared to 42% (37/88) of the Basic students reported that they did not have a preference. More Basic students compared to Pre-Basic students would prefer “an American Professor” or had no preference, which might suggest a higher confidence in their English proficiency. Perhaps the preference for a Puerto Rican Professor might be related to the professor’s knowledge of Spanish or the understanding of the Puerto Rican culture.

The Attitude Questionnaire – Part II: Language use information

The language use part of the questionnaire had three items which asked students for information about their use of English and Spanish. Item # 19 asked the students to report what language they use for various activities: English, Spanish, or both English and Spanish.

Table 29. Language used to perform different activities (Pre-Basic and Basic students)

Activities Performed	English		Spanish		English and Spanish	
	Pre-Basic N=150	Basic N=88	Pre-Basic N=150	Basic N=88	Pre-Basic N=150	Basic N=88
reading	1% 2/150	6% 5/88	66% 99/150	36% 32/88	32% 48/150	57% 50/88
watching TV	3% 4/150	16% 14/88	30% 45/150	6% 5/88	67% 101/150	78% 69/88
listening to music	3% 5/150	10% 9/88	20% 30/150	15% 13/88	75% 112/150	75% 66/88
chatting	2% 3/150	2% 2/88	71% 106/150	48% 42/88	27% 41/150	42% 37/88
Internet	9% 14/150	23% 20/88	3% 5/150	34% 30/88	87% 131/150	43% 38/88

Table 29 shows the percent of Pre-Basic and Basic students who used English, Spanish, or English and Spanish to perform different activities. As shown with the shading in the table, 66% of Pre-Basic use Spanish for reading whereas 57% of Basic use English and Spanish for reading; 67% of Pre-Basic compared to 78% of Basic use English and Spanish for watching TV; 75% of both Pre-Basic and Basic use English and Spanish for listening to music; 71% of Pre-Basic compared to 48% of Basic chat in Spanish, and 87% of Pre-Basic compared to 43% of Basic use English and Spanish for Internet use.

As we see from an examination of the activities performed, a higher percent of Pre-Basic and Basic students use English and Spanish for watching TV, listening to music, and internet use; a higher percent of Pre-Basic students use Spanish for reading and chatting whereas a higher percent of Basic students use English and Spanish for reading and Spanish for chatting. Overall, the percent of Pre-Basic students who use English or English

and Spanish is less compared to the percent of Basic students, whereas the percent of Pre-Basic students who use Spanish is more compared to the percent of Basic students. The findings of this table suggest that lower proficiency students use more Spanish, which could affect the students' attitudes and their target language learning.

Table 30. Time spent engaging in an activity in English (Pre-Basic and Basic students)

Activity	Frequent		A little		Not at all	
	Pre-Basic	Basic	Pre-Basic	Basic	Pre-Basic	Basic
Watch TV	23% 34/150	51% 45/88	63% 95/150	44% 39/88	13% 20/150	5% 4/88
Read	9% 14/150	10% 9/88	63% 95/150	74% 65/88	27% 41/150	16% 14/88
Listen to music	39% 59/150	50% 44/88	49% 74/150	49% 43/88	10% 15/150	1% 1/88

Table 30 shows the percent of Pre-Basic and Basic students who spent “frequent,” “a little,” or “not at all” time using English for three activities (item # 20). As the shading in Table 30 shows, 49% or more of the Pre-Basic students spent “a little time” watching TV, reading, and listening to music in English. On the other hand, slightly more than half of Basic students spent “frequent” time watching TV, 74% read “a little” in English, and half spent “frequent” time listening to music in English and 49% spent “a little” time listening to music in English.

Sixty-three percent (95/150) of Pre-Basic spent “a little” time watching TV compared to 44% (39/88) of Basic students. Sixty-three percent (95/150) of Pre-Basic students spent “a little” time reading in English compared to 74% (65/88) of Basic students. Finally, 49% (74/150) of Pre-Basic spent “a little” time listening to English compared to

49% (43/88) of Basic students. As results shown in this table, Basic students use more English than the Pre-Basic students.

Table 31. Importance of English in the Pre-Basic and Basic students’ academic and social lives

Activity	Important		A little Important		Not Important	
	Pre-Basic	Basic	Pre-Basic	Basic	Pre-Basic	Basic
Academic	93% 139/150	97% 85/88	7% 10/150	3% 3/88	0	0
Social	76% 114/150	70% 62/88	21% 32/150	28% 25/88	0	0

Table 31 shows the percent of Pre-Basic and Basic students who consider English “important,” “a little important,” or “not important” for the their academic and social lives. As shaded in Table 31, 93% (139/150) of Pre-Basic and 97% (85/88) of Basic students believe that English is important for their academic lives. Seventy-six percent (114/150) of Pre-Basic and 70% (62/88) of Basic students believe that English is important for their social lives. The results showed that even though they have positive attitudes toward English for both academic and social purposes, the Pre-Basic and Basic students believe that English is more important for their academic lives than for their social lives.

To sum up, the Pre-Basic and Basic students’ English use, the data show that both Pre-Basic and Basic students believe that English is important for their academic and social lives. However, a higher percent of Basic students used English and spent more time using English, yet there was not a lot of English used and time spent watching TV, reading, or listening to music in English by either group.

The Attitude Questionnaire – Part III: Attitude information

The next section, Part III of the Attitude Questionnaire, included items # 22, # 26, # 27, # 28, # 29, and # 30. Items (# 22 , # 31, # 23) asked the students to respond to questions about the importance of English, their like or dislike of English (# 29, # 30), the use of English in the public schools (# 27), parental help with English homework (# 26), and the relationship of English to Puerto Rican cultural identity (# 28). The next section reports the results for these items.

For item # 22, more than 93% of both Pre-Basic and Basic students indicated that command of English would bring them academic and social success. One hundred percent (150/150) of Pre-Basic students compared to 99% (87/88) of Basic students indicated that command of English would bring academic success whereas 93% (140/150) of Pre-Basic students compared to 98% (86/88) of Basic students indicated that command of English would bring social success. Both Pre-Basic and Basic students believe that command of English is more necessary for academic than for social success. In addition, fewer Pre-Basic students believe that English would bring social success compared to the Basic students.

Table 32. Level of importance of English for different activities (Pre-Basic and Basic students)

Activity	Important	
	Pre-Basic	Basic
Reading	100% 150/150	90% 79/88
Writing	93% 140/150	97% 85/88
Speaking	96% 144/150	89% 78/88
Finding a job	93% 140/150	86% 76/88
Passing a course	78% 117/150	77% 68/88
Socializing	50% 75/150	42% 37/88

In item # 31, Pre-Basic and Basic students indicated that knowledge of English is important for reading, writing, speaking, working, passing a course, and socializing (see Table 32). One hundred percent (150/150) of Pre-Basic students compared to 90% (79/88) of Basic students indicated that knowledge of English is important for reading; 93% (140/150) of Pre-Basic compared to 97% (85/88) of Basic indicated that English is important for writing; 96% (144/150) of Pre-Basic compared to 89% (78/88) of Basic indicated that English is important for finding a job; 78% (117/150) of Pre-Basic compared to 77% (68/88) of Basic indicated that English is important for passing a course; finally, 50% (75/150) of Pre-Basic compared to 42% (37/150) of Basic indicated that English is important for socializing.

As we see from an examination of the activities, more than 75% of Pre-Basic and Basic students believe that English is important for reading, writing, speaking, working, and passing a course; however 50% or less believe that English is important for socializing

with friends. Overall, one can see that there is more of an instrumental and less of an integrative orientation toward English among students in this sample.

For item # 23, 96% (144/150) of Pre-Basic students compared to 98% (86/88) of Basic students indicated that Puerto Rican children should have command of both English and Spanish, whereas 4% (6/150) of Pre-Basic students compared to 2% (2/88) of Basic students indicated that they should have command of Spanish. As we can see, there is no major difference between Pre-Basic and Basic students.

For item # 29, 55% Pre-Basic (82/150) of students compared to 25% (22/88) of Basic students indicated that they “dislike English, but are aware of the importance of learning it.” More of the Pre-Basic students compared to the Basic students dislike English.

When asked on item # 30 their reasons for disliking English, 89% (73/82) of Pre-Basic students compared to 59% (13/22) of Basic students dislike English because they have received poor academic preparation in English; 66% (54/82) of Pre-Basic students compared to 32% (7/22) of Basic students dislike English because their professors expect them to be able to speak and understand more English than they know; 55% (45/82) of Pre-Basic compared to 32% (7/22) of Basic students dislike English because it is very difficult to learn. Only 6% (5/82) of Pre-Basic students and 5% (1/22) of Basic students dislike English because they live in PR where they can survive with only Spanish and do not need to learn English; only 6% (5/82) of Pre-Basic students and none of the Basic students dislike English because it reminds them of statehood and the New Progressive Party, and only 4% (3/82) of Pre-Basic students and 5% (1/22) of Basic students dislike English because it is not part of their culture.

For item # 27, 41% (61/150) of Pre-Basic students compared to 55% (48/88) of Basic students indicated that English should be used as a medium of instruction in the Puerto Rican public schools for subjects other than English, such as Science. More of the Basic students compared to the Pre-Basic students agreed with the statement, which could be an indication of English proficiency, in other words, the more comfortable the students feel while learning English, the more they seem to be open to learn other courses in English.

For item # 26, 66% (99/150) of Pre-Basic students compared to 72% (63/88) of Basic students indicated that they had had parental help with their English homework whereas 29% (43/150) of Pre-Basic students and 25% (22/88) of Basic students indicated that they had not had parental help. Forty-three percent (64/150) of Pre-Basic students compared to 33% (29/88) of Basic students had help from their mother; 11% (17/150) of Pre-Basic students compared to 17% (15/88) of Basic students had help from their father, and 12% (18/150) of Pre-Basic students compared to 22% (19/88) of Basic students indicated that received help from both parents.

Finally, item # 28 asked the students if they would lose their cultural identity by having command of English. Only 6% (9/150) of Pre-Basic students and 6% (5/88) of Basic students agreed, whereas 94% (141/150) of Pre-Basic students and 94% (83/88) of Basic students indicated that they would not lose their cultural identity by having command of English. The same percent of Pre-Basic and Basic students agreed with the question.

In brief, item # 22 and # 31 showed instrumental and integrative orientation toward learning English. Ninety-three percent of Pre-Basic and Basic students believe that command of English would bring academic and social success (# 22). They also indicated

that knowledge of English is important for reading, writing, speaking, working, passing a course, and socializing (# 31).

A lower percent of Pre-Basic students, compared to Basic students, believe that Puerto Rican children should have command of both languages (# 23) whereas, 55% of Pre-Basic compared to 25% of Basic reported they “dislike English but are aware of the importance of learning it” (# 29). These differences might be because of the students’ proficiency. Also, students’ dislike of English could be due to the belief that they have received poor academic preparation. These items show a contradiction in what students say they want and what they feel.

Forty-one percent (61/150) of Pre-Basic and 55% (48/88) of Basic students believe that English should be used to teach other subjects (# 27), which is a low number of students compared to the 94% Pre-Basic and Basic students who agreed that they would not lose their cultural identity by learning English (# 28). These two items showed somewhat of a contradiction, because if they are sure they would not lose their cultural identity, then why the resistance toward English as a medium of instruction?

The Attitude Questionnaire – Part IV: The 4-point Likert Scale Questionnaire

In the next section, I present the results from Part IV of the Attitude Questionnaire: the Likert Scale Questionnaire. Overall, the Pre-Basic and Basic students have a positive attitude toward English, yet there are some specific items where the Basic students have a difference of opinion which is greater than 5% (which for the purpose of the study are considered different).

Table 33. Attitudes toward speaking English and Spanish (Pre-Basic and Basic students)

Item	Agree		Disagree	
	Pre-Basic	Basic	Pre-Basic	Basic
3) All schools in PR should teach students to speak English.	99% 148/150	99% 87/88	1%	1%
14) Everybody in PR should be able to speak English and Spanish.	91% 137/150	99% 87/88	8% 12/150	1%
4) Learning English is important to me because it allows me to meet and speak to other people.	93% 139/150	95% 84/88	7% 11/150	5%
8) People in PR are more competent if they speak English and Spanish.	79% 118/150	92% 81/88	21% 31/150	8%
29) I prefer to speak English with a Hispanic accent than to not dare to speak it at all.	77% 116/150	78% 69/88	22% 33/150	20% 18/88
5) It is not difficult to speak two languages.	70% 105/150	74% 65/88	29% 43/150	26% 23/88
28) I feel uncomfortable when I speak English.	57% 86/150	43% 38/88	41% 62/150	56% 49/88
9) Speaking both English and Spanish is more useful for younger people than for older people.	19% 28/150	22% 19/88	79% 119/150	78% 69/88

Table 33 shows the percent of Pre-Basic and Basic students who agreed and disagreed with the items related to speaking English and Spanish. As shaded in the table, more than 70% of the students agreed with items # 3, # 14, # 4, # 8, # 29, # 5; more than 70% disagreed with item # 9, and on item # 28, opinions were divided.

An examination of items which relate to the goal of speaking English in PR shows that 99% of the Pre-Basic and Basic students agreed that all schools in PR should teach students to speak English (# 3). Ninety-one percent (137/150) of Pre-Basic students and 99% (87/88) of Basic students agreed that everybody in PR should be able to speak English and Spanish (# 14). However, only 19% (28/150) of Pre-Basic and 22% (19/88) of Basic agreed that speaking both English and Spanish is more useful for younger people than for older people (#9).

As we see from an examination of the items that relate to the Pre-Basic and Basic students' feelings toward speaking English, more than 70% of the students agreed that they prefer to speak English with a Spanish accent than to not dare to speak English at all (# 29) and that it is not difficult to speak two languages (# 5). Fifty-seven percent of Pre-Basic and 43% of Basic students agreed that they feel uncomfortable when they speak English (# 28). Taking the items together, more Pre-Basic students feel uncomfortable when they speak English, and fewer Pre-Basic students agreed that it is not difficult to speak two languages.

As we see from an examination of the items that relate to the advantages of speaking English, 93% (139/150) of the Pre-Basic and 95% (84/88) of the Basic students agreed that learning English is important to them because it allows them to meet and speak to other people (#4). However, there was more than 10% difference in agreement with item # 8, where 79% (118/150) of Pre-Basic and 92% (81/88) of the Basic students agreed that people in PR are more competent if they speak English and Spanish. The agreement with item # 4 suggests an integrative orientation toward English from both Pre-Basic and Basic students. Yet, the agreement with item # 8 suggests that a higher percent of Basic students give a higher value to speaking English and Spanish in PR.

Table 34. Attitudes toward English and Spanish in PR (Pre-Basic and Basic students)

Item	Agree		Disagree	
	Pre-Basic	Basic	Pre-Basic	Basic
15) I would like my (future) children to speak English and Spanish.	99% 148/150	100% 88/88	0%	0%
13) I would like to be bilingual in the future.	97% 145/150	99% 87/88	1% 2/150	1%
11) Both English and Spanish should be important in PR.	95% 143/150	94% 83/88	4% 6/150	6%
30) Any person who studies English and Spanish in PR can become bilingual.	80% 120/150	89% 78/88	19% 28/150	11% 10/88
16) There is a place for both languages in PR.	81% 122/150	85% 75/88	17% 26/150	15% 13/88
12) I don't want English language to substitute for Spanish in PR.	79% 119/150	81% 71/88	19% 28/150	19% 17/88
27) It is disgraceful for Puerto Ricans to defend English and neglect Spanish, their mother tongue.	61% 91/150	53% 47/88	35% 53/150	47% 41/88
19) The deterioration of Spanish is due to its coexistence with English.	33% 49/150	34% 30/88	65% 97/150	66% 58/88
24) The abundance of English jargon negatively affects Puerto Rican Spanish.	33% 50/150	31% 27/88	65% 98/150	69% 61/88
21) In PR we give more importance to the learning of English than to the learning of Spanish.	27% 40/150	23% 20/88	71% 106/150	77% 68/88
17) Puerto Ricans need only Spanish to live a better life in PR.	21% 32/150	17% 15/88	78% 117/150	83% 73/88

Table 34 shows the percent of the Pre-Basic and Basic students who agreed and disagreed with the items related to English and Spanish in Puerto Rico. As shown with the shading in the table, overall, more than 80% of the students agreed with items # 15, # 13, # 11, # 30, # 16, and # 12; more than 65% of the Pre-Basic and Basic students disagreed with items # 19, # 24, # 21, and # 17. However, we can see a difference between the Pre-Basic and Basic students with item # 27, where 61% (91/150) of Pre-Basic students and 53% (47/88) of Basic students agreed with item # 27.

As we see from an examination of the items which relate to bilingualism as a goal, nearly all students agreed that they would like to be bilingual in the future (# 13) and that they would like their future children to be bilingual (# 15). Eighty percent (120/150) of the Pre-Basic and 89% (78/88) of Basic students agreed that any person who studies English and Spanish in PR can become bilingual (# 30). Taking the items together, we see that the students want to be bilingual and they want bilingualism for themselves and for their children, yet a more than 5% difference in agreement can be seen in item # 30 where fewer Pre-Basic students believe that a person can become bilingual through studying English and Spanish in PR.

As we see from an examination of the items which relate to the importance of English and Spanish in PR, more than 80% of the students agreed that both English and Spanish should be important in PR (# 11) and that there is a place for both languages in PR (# 16). Only 21% (32/150) of Pre-Basic and 17% (15/88) of Basic students agreed that Puerto Ricans need only Spanish to live a better life in PR (# 17). Both Pre-Basic and Basic students see a need for English and Spanish in PR.

The examination of the items which relate to language loyalty show that, overall, 79% (119/150) of Pre-Basic and 81% (71/88) of the Basic students agreed that they do not want English language to substitute for Spanish in PR (# 12), which indicates a high degree of language loyalty to Spanish. Over 70% of the Pre-Basic and Basic students disagreed that in PR we give more importance to the learning of English than to the learning of Spanish (# 21) and 65% or more of Pre-Basic and Basic students disagreed that Spanish in PR is negatively affected either by English jargon (# 24) or by co-existence with English (# 19), which indicates tolerance for the English language. However, more than half of the

students agreed that it is disgraceful for Puerto Ricans to defend English and neglect Spanish, their mother tongue (# 27). Taking these items together, the Pre-Basic and Basic students seemed to show a higher degree of loyalty toward Spanish. Yet, there is more than 5% difference in agreement in item # 27 between both groups, which suggests more loyalty from the Pre-Basic students than the Basic students toward Spanish.

Table 35. Attitudes toward language and politics in PR (Pre-Basic and Basic students)

Item	Agree		Disagree	
	Pre-Basic	Basic	Pre-Basic	Basic
25) The political status that Puerto Ricans will choose in the future does not matter; the reality is that Spanish will not be affected.	83% 125/150	85% 75/88	16% 24/150	11% 10/88
18) English in PR has always been related to politics.	73% 110/150	72% 63/88	26% 39/150	27% 24/88
26) PR should politically separate from the United States so that English will not displace Spanish in PR.	14% 21/150	10% 9/88	85% 127/150	90% 79/88

Table 35 shows the percent of Pre-Basic and Basic students who agreed and disagreed with the items related to language and politics in PR. As shown with the shading in the table, more than 70% of Pre-Basic and Basic students agreed that English in PR has always been related to politics (# 18), whereas more than 80% of Pre-Basic and Basic students agreed that the political status that Puerto Ricans will choose in the future does not matter; the reality is that Spanish will not be affected (# 25). Eighty-five percent (127/150) of Pre-Basic and 90% (79/88) of Basic students disagreed with the view that PR should separate politically from the US, so that English will not displace Spanish in PR (# 26).

Table 36. Students' attitudes toward language learning (Pre-Basic and Basic students)

Item	Agree		Disagree	
	Pre-Basic	Basic	Pre-Basic	Basic
2) To be able to write in English and Spanish is important.	99% 149/150	100% 88/88	0%	0%
7) Puerto Rican children should learn to read in English and Spanish.	97% 146/150	100% 88/88	1% 2/150	0%
10) Children are able to learn both English and Spanish with ease.	88% 132/150	93% 82/88	11% 17/150	7%
6) I would like to learn another language besides English and Spanish.	85% 128/150	88% 77/88	14% 21/150	22% 10/88
20) To learn a second language or not should be decided by the individual.	87% 130/150	70% 62/88	11% 17/150	30% 26/88
23) In PR, we should promote the teaching of other subjects, such as History or Science, in English.	58% 87/150	64% 56/88	41% 61/150	36% 32/88
1) Children get confused when they learn English and Spanish simultaneously.	45% 67/150	33% 29/88	55% 83/150	67% 59/88
22) If I had the opportunity to select a second language, I would not choose English.	23% 35/150	17% 15/88	75% 113/150	83% 73/88

Table 36 shows the percent of Pre-Basic and Basic students who agreed and disagreed with the items related to language learning. As shown with the shading in the table, overall, more than 80% Pre-Basic students and more than 70% of Basic students agreed with items # 2, # 7, # 10, # 6, and # 20 whereas 75% (113/150) of Pre-Basic students and 83% (73/88) of Basic students disagreed with item # 22. More than 60% of Basic students agreed with item # 23, whereas slightly more than half of the Pre-Basic students agreed and slightly half disagreed with item # 23. Finally, more than half of Basic students disagreed with item # 1, and slightly more than half Pre-Basic students disagreed and slightly less than half agreed with item # 1.

As we see from an examination of the items which relate to language skills, more than 95% of the Pre-Basic and Basic students agreed that it is important to be able to write

in English and Spanish (# 2) and that Puerto Rican children should learn to read in English and Spanish (# 7). The Pre-Basic and Basic students have similar positive attitudes toward reading and writing in English and Spanish.

As we see from an examination of the items which relate to language learning in PR, more than 85% (128/150) of Pre-Basic and 88% (77/88) of Basic students agreed that they would like to learn a language besides English and Spanish (# 6). Eighty-seven percent (130/150) of Pre-Basic students and 70% (62/88) of Basic students agreed that to learn a second language or not should be decided by the individual (# 20). Finally, 75% (113/150) of the Pre-Basic students and 83% (73/88) of the Basic students disagreed that if they had the opportunity to select a second language, they would not choose English (# 22).

As we see from an examination of the item that relate to language learning, slightly less than 90% Pre-Basic students and slightly more than 90% of Basic students agreed that children are able to learn both English and Spanish with ease (# 10). However, slightly more than half of the Pre-Basic students and 67% (59/88) of Basic students disagreed that children get confused when they learn English and Spanish simultaneously (# 1). Finally, 58% (87/150) of Pre-Basic students and 64% (56/88) of Basic students agreed that in PR we should promote the teaching of other subjects, such as History or Science, in English (# 23).

Table 37. Attitudes toward North Americans (Pre-Basic and Basic students)

Item	Agree		Disagree	
	Pre-Basic	Basic	Pre-Basic	Basic
31) North Americans are very sociable, affectionate, and creative people.	60% 90/150	68% 60/88	35% 52/150	31% 27/88

Table 37 shows the percent of Pre-Basic and Basic students who agreed and disagreed with the item related to North Americans (# 31). As shown with the shading in the table, 60% (90/150) of the Pre-Basic students and 68% (60/88) of the Basic students agreed that North Americans are very sociable, affectionate, and creative people, which suggests that Basic students are more open toward North Americans.

In brief, as shown in Table 33, both Pre-Basic and Basic students had similar positive attitudes toward items related to speaking English and Spanish. Yet, a higher percent of Pre-Basic than Basic students feel uncomfortable when they speak English (# 28). Pre-Basic students might be less sure than Basic students, perhaps this uncertainty is a reflection of their lower proficiency. As shown in Table 34, the Pre-Basic and Basic students have positive attitudes toward the items related to English and Spanish in Puerto Rico. Yet, a higher percent of Pre-Basic than Basic students seemed to be more loyal to Spanish (# 27). This finding suggests that higher proficiency might lead to acceptance of the English and Spanish coexistence in PR. Table 35 findings suggest that both Pre-Basic and Basic students agreed that language has always been related to politics in PR (# 18). Yet, they do not think that Spanish is threatened. In addition, Table 36 findings about the Pre-Basic and Basic students' attitudes toward language learning suggest that language proficiency may influence their attitudes toward language learning.

Overall, the Pre-Basic students have a less positive attitude than the Basic students toward the items related to language learning. A similar percent of Pre-Basic and Basic students agreed with items related to language skills (#2, # 7), yet more Basic students agreed with items related toward the learning of more than one language (# 6, # 20, # 22), toward language learning as kids (# 10, # 1) and toward the belief that we should promote

the teaching of other subjects, such as History or Science, in English (# 23). Finally, fewer Pre-Basic than Basic students believe that North-Americans are very sociable, affectionate, and creative people (see Table 37).

Discussion of Results for Research Question # 3

There are similarities and differences in the attitudes between the students admitted to the Pre-Basic course and the students admitted to the Basic course. A difference of opinion which is greater than 5% were for the purposes of this study considered a difference. I also discussed the students' instrumental and integrative motivation to learn English, as well as their socio-demographic information.

First, there were similarities between the Pre-Basic and Basic students. The Pre-Basic and Basic students agreed with items # 3, # 4, # 29, # 5, and disagreed with item # 9, which related to attitudes toward speaking English and Spanish (Table 33). The Pre-Basic and Basic students also agreed with items # 15, # 13, #11, # 16, # 12, and disagreed with items # 19, # 24, which related to attitudes towards English and Spanish in Puerto Rico (Table 34). The Pre-Basic and Basic students agreed with items # 25, # 18, which related to attitudes toward language and politics in PR (Table 35). Finally, the Pre-Basic and Basic students also agreed with items # 2, # 7, # 6, which related to attitudes toward language learning (Table 36).

Second, there were only four items in the Likert Scale that showed a 10% difference in agreement between the Pre-Basic and Basic students. The items were # 8, # 28, # 20, and # 1. Items # 8 and # 28 were related to speaking English and Spanish (see Table 33). Seventy-nine percent (118/150) of the Pre-Basic students compared to 92% (81/88) of the Basic students agreed that people in PR are more competent if they speak English and

Spanish (#8). Fifty-seven percent (86/150) of the Pre-Basic students compared to 43% (38/88) of the Basic students feel uncomfortable when they speak English. The other items, # 20 and # 1, were related to language learning (see Table 36). A higher percent of students agreed with # 21 and disagreed with # 1. Eighty seven percent (130/150) of Pre-Basic and 70% (62/88) of Basic students agreed that to learn a second language should be decided by the individual (# 20). In addition, 55% (83/150) of Pre-Basic and 67% (59/88) of Basic students disagreed that children get confused when they learn English and Spanish simultaneously (# 1). Perhaps a higher percent of Pre-Basic than Basic students see English as an imposition, which could negatively affect their attitudes. In addition, a lower percent of Pre-Basic students disagreed that children get confused when learning English and Spanish, which could reflect their own childhood language learning experience. The students' feelings and an unsuccessful language learning experiences could negatively affect their attitudes.

Third, there are nine items in the Likert Scale that showed a 5% difference in agreement between the Pre-Basic and Basic students. These items were: # 14, # 30, # 27, # 21, # 26, # 10, # 23, # 22, # 31. Item # 14 is related to speaking English and Spanish (see Table 33). Ninety-one percent (137/150) of Pre-Basic compared to 99% (87/88) of Basic students agreed that everybody in PR should be able to speak English and Spanish (# 14). A lower percent of Pre-Basic students than Basic students agreed with the item, which suggests that the Basic student attitudes are more positive toward speaking English in PR.

There was a 5 and 9% difference in agreement or disagreement between the Pre-Basic and Basic students with items # 30, # 27, # 21. More students agreed with items # 30 and # 27 and disagreed with item # 21. These items were related to English and Spanish in

PR. According to Table 34, 80% (120/150) of Pre-Basic compared to 89% (78/88) of Basic students agreed that any person who studies English and Spanish in PR can become bilingual (# 30). Sixty-one percent (91/150) of Pre-Basic compared to 53% (47/88) of Basic students agreed that it is disgraceful for Puerto Ricans to defend English and neglect Spanish, their mother tongue (# 27). Finally, 71% (106/150) of Pre-Basic compared to 77% (68/88) of Basic students disagreed that in PR we give more importance to the learning of English than to the learning of Spanish (# 21). Items # 27 and # 21 together suggest that Pre-basic students are more loyal to Spanish and could be more resistant to the learning of English than the Basic students. Findings for item # 30 suggest that Pre-Basic students have a more realistic expectation of bilingualism for PR. After all, these Puerto Rican students are low English proficiency, who studied English for 12 years in PR, and who were admitted to the university setting in PR with very little command of English.

In addition, there was a 5% difference in disagreement between the Pre-Basic and Basic students with item # 26. This item was part of students' attitudes toward language and politics in PR (see Table 35). Eighty-five percent (127/150) of Pre-Basic and 90% (79/88) of Basic students disagreed that PR should politically separate from the US so that English will not displace Spanish in PR (# 26). A higher percent of Pre-Basic and Basic may believe that English does not affect Spanish; however, a 15% of Pre-Basic and 10% of Basic students believe that the fact that PR is a colony of the US might eventually displace Spanish in PR. Therefore, a higher percent of Pre-Basic students compared to Basic students thinks that PR should politically separate from the US to avoid the displacement of Spanish.

There was a 5% difference in agreement between the Pre-Basic and Basic students with items # 10, # 23, # 22. Most students agreed with items # 10 and # 23 and disagreed with item # 22. These items were related toward language learning. According to Table 36, 88% (132/150) of Pre-Basic students compared to 93% (82/88) of Basic students agreed that children are able to learn both English and Spanish with ease (# 10). Fifty-eight percent (87/150) of Pre-Basic compared to 64% (56/88) of Basic students agreed that in PR, we should promote the teaching of other subjects, such as History or Science, in English (# 23). Finally, 75% (113/150) of Pre-Basic compared to 83% (73/88) of Basic students disagreed that if they had the opportunity to select a second language, they would not choose English (# 22). These findings suggest that both Pre-Basic and Basic students have a positive attitude toward language learning. However, a lower percent of Pre-Basic students compared to the percent of Basic students agreed that children are able to learn both English and Spanish with ease (# 10). This agreement with the item # 10 might reflect the students' own learning experience. The agreement with item # 23 suggests that these students do not feel comfortable with the learning of other subjects in English, perhaps because of the students' lack of confidence in their proficiency in English. Finally, a lower percent of Pre-Basic than Basic students would have chosen English as their second language. This shows a positive attitude toward English, especially by Basic students.

There was a 8% difference in agreement between the Pre-Basic and Basic students with item # 31. Sixty percent (90/150) of Pre-Basic compared to 68% (60/88) of the Basic students agreed with the view that North Americans are very sociable, affectionate, and creative people (see Table 37). This finding may suggest that the Pre-Basic students are less open to North Americans than the Basic students.

Fourth, there is an instrumental and integrative motivation to learn English. According to item # 31 in Part III of the questionnaire, 96% (144/150) of Pre-Basic compared to 89% (78/88) of Basic indicated that English is important for finding a job whereas 78% (117/150) of Pre-Basic compared to 77% (68/88) of Basic indicated that English is important for passing a course (see Table 32). This data suggests there is an instrumental motivation to learn English. However, they considered English more important for finding a job than for passing a course, which could mean that even though many of the required books in UPRM are in English, the courses are taught in Spanish which helps them understand the material even if they do not have command of English.

The integrative motivation was discussed in item # 31 of Part III of the questionnaire and in item # 4 of Part IV of the questionnaire. Fifty percent (75/150) of Pre-Basic compared to 42% (37/150) of Basic indicated that English is important for socializing (# 31). However, 93% (139/150) of Pre-Basic and 95% (84/88) of Basic agreed that learning English is important to me because it allows me to meet and speak to other people (# 4). These findings suggest that more than 90% of both Pre-Basic and Basic agreed that English would broaden their social network; however only half of Pre-Basic and 42% of Basic think that English is important for socializing perhaps because they do not have many non-Spanish speaking friends.

Finally, the data also suggest that the socio-demographic information of a student, which provides insight into the students' past learning experiences, may influence the student's attitudes. One can see that the Pre-Basic students had parents with a less positive attitude toward English, more students learned more English at a later grade, and fewer Pre Basic students repeated their first English course at the university level.

In summary, based on the questionnaire findings, the Pre-Basic and Basic students share many similarities and differences in agreement per item. Overall, both groups have a positive attitude toward English, yet the Pre-Basic students had a less positive attitude toward their language learning and toward North Americans. Finally, the existent differences of agreement between the Pre-Basic and Basic students suggest that language proficiency might influence attitudes. As shown by Arzán and the findings of this thesis, the students' English proficiency might influence their learning and their attitudes. According to Arzán's study, one can see that the students' placement at the university level revealed more than just their current language needs; it also revealed their future language learning success, which in the end could influence their attitudes toward English.

Chapter V: Conclusions

This thesis addressed the attitudes toward English of the UPRM students in the basic track. I sought to answer three research questions: (1) What are the attitudes of UPRM learners on the Basic English track toward the English language? (2) Do the attitudes differ across the Basic English track? (3) Are there any attitudinal differences toward English between students who begin in Pre-Basic course and those who begin in the Basic course?

Socio-demographic data provided information about the students' limited English background, which may have influenced their attitudes toward English. The main findings in both the questionnaires and the journal writing suggest that students: (a) hold a positive attitude toward English in PR, (b) want to learn English for instrumental purposes and yet there was also an integrative intention to a lesser degree, (c) are loyal to Spanish, (d) want to improve their speaking skills, (e) believe that command of English would not lead to cultural identity loss, (f) are exposed to English through the media, which may contribute positively to the attitudes toward English, (g) continue to modify their attitudes toward English across the sequence of courses, which causes an oscillation in their attitudes, (h) proficiency might influence their attitudes.

This chapter deals with pedagogical implication of the findings, limitations of the study, and suggestions for future research.

Pedagogical Implications

English teachers in PR face a difficult task of overcoming the legacy of the historical background of English and the language policy changes on the island, the ambiguous political status of the island, and the association of English with statehood. Although there exists a resistance to English in PR, something needs to be done early in the

Puerto Rican students' academic lives or the universities will continue to admit students with "un nivel bajo de inglés, una carga enorme de malas costumbres de aprendizaje, pobres actitudes hacia el inglés y pocas expectativas de cambiar la situación" [low level of English , enormous amount of poor learning habits, poor attitudes toward English, and poor hope of changing this condition] (Pousada, 2003, ¿Cuál es la situación actual del inglés en la UPR, Río Piedras?, ¶ 2).

Many students enter universities in PR with low English proficiency, and the English instructors attempt to improve their command of English, their learning experience, and their attitudes toward English in only two years. Based on this research, the following suggestions are made:

(a) to help the students improve their four basic skills and to focus on the students' speaking abilities. Pousada (1991) addressed this issue of receiving students with low English proficiency at the university level, and she proposed changing the curriculum so that students begin their first year English courses with an emphasis on their oral skills while also teaching them reading and writing.

(b) To constantly update the teaching materials to provide pleasurable activities and new language learning experiences, to influence both the students' attitudes and their motivation to learn in positive ways. I suggest that professors could write the students books, relevant to their own country.

(c) To offer intensive English summer courses that provide the concentrated language learning that, based on ESLAT scores, many students need. In the end, these intensive courses could improve their English and their attitudes toward English.

(d) To improve the language laboratory to complement what the students are learning in their classes. Also to improve the student's language learning experience by improving and updating the technology used and the teaching materials that are used; for instance movies could include closed captions so that students could see how a word is written in English.

(e) To be able to choose the last required course will give the students more control over their language learning experience at the UPRM. These students could choose a course that focuses on the skills they believe they need to improve.

According to the findings of this thesis and with the ESL sector findings, the UPRM Basic English track students want to improve their speaking skills.

(f) To create courses in different fields of study to help students in the different faculties with their language learning needs in their profession. These technical courses would help them with the jargon, the technical writing, and speaking skills needed in their future professions.

(g) To assess the students' English proficiency after each course, especially after completing INGL 3101, which is not the first course taken by students admitted at the Pre-Basic course. This assessment would help separate and place the students with similar English proficiency into different courses within the same track. An exit criterion is important, and it should be incorporated in the assessment.

English has been taught in PR for more than 100 years; as educators, it is time to improve the curriculum, teaching materials, and teachers' training, to help the students with their learning, motivation, and their attitudes toward English. After all, nowadays English is not an imposition; English is a resource.

Limitations of the Study

I conducted this study in a second semester, which increased the number of “off track” students per course. “Off track” student are those who began in Pre-Basic or who interrupted their English learning either because they failed an English course or because they decided to take a break from the English courses. However, it is important to mention that this mix of “on track” and “off track” students also exists in the first semester; however the number of “off track” students might be lower. The reason why I did not divide the students in “on track” or “off track” students per course is because I did not have the data to indicate whether the “off track” students were there because they had failed the course or because they had purposely interrupted their English learning to take a break from the English course.

Finally, I asked for honesty in the students’ responses, but one can never know if they were honest with their self-report or if they answered what they thought the researcher wanted. This is why I used journal writing as another instrument to collect data where they wrote whatever they wanted to express their ideas about English. In both instruments, they showed positive attitudes toward English, which ensured internal validity of the instruments. Nevertheless, use of other instruments might have yielded different results.

Suggestions for Future Research

Students are constantly modifying their attitudes toward a language; therefore, in order to meet the students’ needs and desires for their language learning, English programs should consider the following:

First, interview the students about their required English courses; the teaching materials being used, language laboratory, professors, English skills they are improving,

and the English skills they want to improve using focus group interviews so students feel less intimidated about being interviewed and asked about the courses. Some students will want to participate if the researcher tells them that this information will be used to improve their courses.

Second, carry out a longitudinal design and follow the same group of students throughout their language learning process. This gives more insight about any changes in their attitudes, especially if one is able to gather data about their language learning experience, language use, and their feelings toward the English curriculum through these courses. Hopefully, one will be able to see if there are differences in the students' attitude toward English across a program such as the Basic English track at UPRM, and if it does, what triggers that attitude change?

Third, conduct Arzán's study (as cited in Pousada, 1999) at the UPRM, to see if the students who began the English requirement with low ESLAT scores at the university level catch up with the students who began their English requirements with high ESLAT scores. If they catch up, then what approaches and materials were used to help these students catch up? In addition, it will show if the students are learning more English now than more than seven years ago when Arzán conducted the study at UPR, Río Piedras.

Fourth, find out what factors trigger oscillation in attitudes toward English through the Basic English track courses. The instruments used could be two: an Attitude Likert scale and a diagnostic test. The Likert scale could collect data about attitudes toward English and the diagnostic test could collect data about their proficiency in English. The procedure could be performed twice, at the beginning and at the end of their language learning experience at the UPRM. This procedure could support or refute the beliefs cited

in Kraemer and Zisenwine, (1989) that less successful learning experience leads to a decrease in the students' positive attitude toward the learning of a second language through the courses.

Finally, to find out why attitudes oscillate across the track, other attitude change theories could be applied to investigate why students' attitudes toward English change over time.

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Appendix A: Strategies used by successful International English Programs compared to Puerto Rico’s English Program (Pousada, 2003)

	CHARACTERISTIC	YES	BEGINNING	NO
1.	Early start	X		
2.	Articulated curriculum			X
3.	Rigorous training and teachers’ appreciation			X
4.	Use of technology		X	
5.	Integration of language and academic content		X	
6.	Communicative methods	X		
7.	Focus on learning strategies			X
8.	Clear final competence criterion			X
9.	L1 maintenance	X		

Pousada (2003) displayed the strategies used by the successful international programs. Pousada placed an X was under the columns to indicate if this characteristic is implemented, is beginning to get implement, or if it is not implemented in PR. According to the table: three strategies were under “yes,” two were under “beginning,” and four were under “no.”

1. Early start- the teaching of English in PR starts at an early age
2. Articulated curriculum- PR does not have established standards for language teaching
3. Rigorous training and teachers’ appreciation- well trained and paid teachers
4. Use of technology- use of internet, “chats,” and TV programs with closed captions
5. Integration of language and academic content- teach other subjects in English
6. Communicative methods- speaking gets displaced because of the teaching of grammar
7. Focus on learning strategies- only done by individual teachers
8. Clear final competence criterion could be examined by tests
9. L1 maintenance- Spanish is maintained as the first language in PR

Appendix B: Attitude Questionnaire-Spanish

Estudio Sociolingüístico

Instrucciones: Favor de completar el blanco ó seleccionar con una “X” la aseveración que expresa su sentir. Sus repuestas son anónimas y solamente para propósitos de este estudio. No existe respuesta correcta o incorrecta.

I. Información sociodemográfica

Edad: _____ Año de Estudio _____ Sexo: _____

1. ¿En cuál pueblo de Puerto Rico te criaste? _____
2. ¿Cuál es tu primer idioma? _____
3. ¿Cuál es el primer idioma de tus padres?
Padre _____
Madre _____
4. ¿Crees que tus padres tienen una actitud positiva o negativa hacia el inglés?
Padre _____
Madre _____
5. ¿Has visitado los Estados Unidos?
Sí ____ No ____
6. En general, tu experiencia en los Estados Unidos fue:
____ Buena ____ Regular ____ Mala
7. Aprendiste mucho, poco, o nada de inglés en los siguientes grados. Marque con una “X” en la columna que aplique:

Grado	Aprendí mucho	Aprendí poco	No Aprendí nada
K-6			
7-9			
10-12			
Universidad			

8. Cuando entraste a la universidad, ¿En qué curso de inglés fuiste ubicado(a)?
____ Pre-básico (0066) ____ Básico 3101

9. ¿Haz repetido algún curso de inglés básico?
____ Sí (pase a la pregunta #10)
____ No (pase a la pregunta #12)
10. ¿Cuál curso repetiste y cuántas veces?
Curso(s) _____ Veces repetidas _____
11. ¿Por qué repetiste el curso? Marque con una **“X” una o más** opciones.
____ estudié pero no aprendí lo necesario para pasar los exámenes
____ me enfermé
____ no entendía al profesor (no hablaba español)
____ no estudiaba porque no tenía tiempo
____ no estudiaba porque odiaba el curso de inglés
12. ¿Crees que estas aprendiendo y/o mejorando en las siguientes destrezas en el curso de inglés que estas actualmente? Marque con una **“X” una o más** opciones.
____ leer
____ escribir
____ hablar
____ escuchar y entender
13. ¿Qué destrezas te gustaría mejorar durante el curso de inglés que estudias actualmente? Marque con una **“X” una o más** de las opciones.
____ vocabulario
____ lectura
____ escritura
____ gramática
____ pronunciación
14. ¿En qué idioma te gustaría aprender inglés? Marque con una **“X” sólo una** de las opciones.
____ en una combinación de inglés y español
____ en inglés solamente
____ en español solamente

15. Me registré en este curso: Marque con una **“X” sólo una** de las opciones.
- _____ solamente porque es un requisito para graduación.
- _____ por que me gustaría mejorar mi inglés.
- _____ por ambas razones
16. El laboratorio de inglés ha resultado o resultó ser: Marque con una **“X” sólo una** de las opciones.
- _____ muy beneficioso para mi aprendizaje.
- _____ una pérdida de tiempo.
17. ¿Cómo describirías los materiales que estas utilizando actualmente? Marque con una **“X” una o más** de las opciones.
- _____ estan diseñados para la población puertorriqueña
- _____ son muy fáciles
- _____ son muy difíciles
- _____ son aburridos
- _____ son interesantes
18. Si pudieras escoger entre un profesor puertorriqueño y uno americano, ¿cuál escogerías?
- _____ puertorriqueño
- _____ americano
- _____ no tengo preferencia

II. Uso del inglés

19. ¿Qué idioma utilizas para llevar a cabo las siguientes actividades?: Marque con una **“X”** la columna que aplique.

Actividad	Inglés	Español	Ambos	N/A
Leer				
Ver Televisión				
Escuchar Música				
“Chatear”				
Internet				

20. ¿Cuánto tiempo le dedicas a las siguientes actividades? Marque con una “X” la columna que aplique.

Actividad	Mucho	Poco	Nada
Ver programas en inglés			
Leer en inglés			
Escuchar música en inglés			

21. ¿Cuán importante es para tu vida académica y social el inglés? Marque con una “X” sólo una de las opciones.

	Importante	Poco Importante	No Importante
Académica			
Social			

III. Actitudes

22. ¿Crees que al dominar el inglés te ayudará a tener éxito en el futuro?

éxito académico Sí ___ No ___

éxito social Sí ___ No ___

23. ¿Los niños de Puerto Rico deberían dominar cuál(es) idioma(s)? Marque con una “X” sólo una de las opciones.

___ español

___ inglés

___ ambos idiomas

24. ¿A quién crees que se les hace más fácil aprender inglés en Puerto Rico?

___ niños ___ niñas

___ ambos ___ ninguno

25. ¿Quiénes prestan más empeño a la pronunciación del inglés estándar americano en Puerto Rico?
 ____ niños ____ niñas ____ ambos
 ____ ninguno ____ no aplica
26. ¿Cuál de tus padres te ayudaba con tus tareas de inglés?
 ____ padre ____ madre ____ ambos
 ____ ninguno ____ no aplica
27. ¿Crees que el inglés debe ser utilizado para la enseñanza de otros cursos en las escuelas públicas en Puerto Rico? Por ejemplo ¿deben las ciencias ser enseñadas en inglés?
 Sí ____ No ____
28. ¿Crees que al dominar el idioma inglés, perderías tu identidad cultural?
 Sí ____ No ____ No soy puertorriqueño ____
29. Te **disgusta** el inglés, pero ¿crees que es importante aprenderlo?
 Sí ____ (pase a la pregunta # 30)
 No ____ (pase a la pregunta # 31)
30. Razones por la cual **NO** te gusta el inglés: Marque **X una o más** contestaciones con las que estés de acuerdo.
- ____ es difícil aprenderlo
- ____ vivo en Puerto Rico por lo que no necesito aprender inglés ya que sobrevivo con español solamente.
- ____ la preparación académica en inglés que he recibido a través de los años ha sido muy pobre
- ____ los instructores esperan que uno les entienda y que hable cuando la realidad es que no se suficiente inglés.
- ____ el inglés no es parte de mi cultura.
- ____ por que me acuerda al PNP y a la estadidad.
- ____ otra razón _____

31. ¿Cuán importante crees que es el conocimiento del inglés para que los estudiantes de PR puedan realizar las siguientes actividades? (Marque una “X” en la columna que aplica)

Actividad	Importante	Poco Importante	No importante
Leer en inglés			
Escribir en inglés			
Hablar en inglés			
Escuchar en inglés			
Conseguir un Trabajo			
Aprobar un curso			
Socializar con amistades			

32. A continuación se incluyen unas aseveraciones sobre el idioma inglés y español en Puerto Rico (PR). Marque una “X” en la columna que aplique. Puede escoger entre: totalmente de acuerdo (TA), de acuerdo (A), en desacuerdo (D) y totalmente en desacuerdo (TD).

Aseveración	TA	A	D	TD
1) Los niños se confunden cuando aprenden español e inglés simultáneamente.				
2) Poder escribir en español e inglés es importante.				
3) Todas las escuelas en PR deben enseñar a sus estudiantes a hablar inglés.				
4) Estudiar inglés es importante para mi ya que permite conocer y conversar con una variedad de personas.				
5) Hablar dos idiomas no es difícil.				
6) Me gustaría aprender otro idioma además del español y el inglés.				
7) Los niños de Puerto Rico deben aprender a leer en español e inglés.				
8) Las personas en PR son más competentes si hablan español e inglés.				

Aseveración	TA	A	D	TD
9) Hablar ambos idiomas es más adecuado para personas jóvenes que personas mayores.				
10) Los niños pequeños pueden aprender con facilidad el español e inglés simultáneamente.				
11) Ambos idiomas deben ser importantes en PR.				
12) No quiero que el inglés sustituya el español en PR.				
13) En el futuro me gustaría llegar a ser bilingüe.				
14) Todas las personas en PR deberían hablar ambos idiomas.				
15) Si tengo (o tuviera en el futuro) hijos, quisiera que hablen ambos idiomas.				
16) Hay un lugar para ambos idiomas en PR.				
17) Los puertorriqueños sólo necesitan conocer español para vivir bien en PR.				
18) El inglés en Puerto Rico siempre ha sido relacionado con la política.				
19) Parte del deterioro que sufre hoy el español en PR es causado por la convivencia con el inglés.				
20) El aprendizaje de un segundo idioma debe ser objeto de libre selección por parte del ciudadano.				
21) En PR se le da más importancia a la enseñanza del inglés que a la del español.				
22) Si tuviera libertad para seleccionar un segundo idioma, escogería uno que no fuese el inglés.				
23) En PR debería promulgarse la enseñanza en inglés de alguna materia (historia, ciencia) si es que se quiere mejorar la calidad del inglés.				

Aseveración	TA	A	D	TD
24) La abundancia de vocabulario técnico en inglés afecta negativamente al español de Puerto Rico.				
25) No importa el status político que escojan los puertorriqueños, lo cierto es que nuestra lengua no va a ser afectada.				
26) Una forma en que PR puede evitar que el inglés domine y destruya al español es que PR se separe políticamente de EU.				
27) Es lamentable que los puertorriqueños defiendan tanto al inglés y descuiden al español que es su lengua materna.				
28) Me siento incómodo cuando hablo inglés.				
29) Prefiero hablar el inglés con acento hispano que no atreverme a hablarlo.				
30) Cualquier persona que estudia inglés y español en PR puede llegar a ser bilingüe.				
31) Los norteamericanos son personas muy sociables, afectuosas y creativas.				

A portion of this instrument was taken from the Scales created by Baker's Attitude toward Bilingualism, López Laguerre's Bilingualism in Puerto Rico, and Robert Gardner's (AMTB).

Appendix C: Attitude Questionnaire-English

Instructions: Please fill out the blank spaces or place an “X” on the statement that conveys your opinion. Your answers are anonymous and will only be used for the purpose of this study. There is no correct or incorrect answer.

I. Socio-demographic characteristics and English language placement of the students

_____ Age Year of study: _____ Gender: _____

1. Where were you raised? _____
2. What is your first language? _____
3. What is your parents’ first language? father _____ mother _____
4. Do you think your parents have a positive or negative attitude toward English?
father _____ mother _____
5. Have you ever visited the USA? yes _____ no _____
6. If Yes, overall, your experience in the USA was:
_____ good _____ regular _____ bad
7. Place an “X” in the column that best applies to learning English during different school years.

Grade	A lot	A little	Nothing
K-6			
7-9			
10-12			
University			

8. When admitted to the University, in what English course were you placed?
_____ Pre-Basic (INGL 0066) _____ Basic (INGL 3101)
9. Have you ever repeated an English course?
_____ yes (go to item # 10) _____ no (go to item # 11)

10. Which course did you repeat? How many times did you repeat the course?
course repeated _____ times repeated _____
11. Why did you repeat the course? Place an “X” on all which apply.
_____ I studied but had not learned what I needed to learn to pass the Final Exam.
_____ I got sick or pregnant.
_____ I did not understand the professor because the professor did not speak Spanish or because the professor was very demanding.
_____ I did not study because I did not have time.
_____ I did not study because I hated the English course.
12. In your current English course, do you believe you are learning and/or improving in the four skills below? Place an “X” on all which apply.
_____ read
_____ speak
_____ listening and understanding
_____ write
13. In the current English course, which skills would you like to improve?
Placed an “X” on all which apply.
_____ vocabulary
_____ reading
_____ grammar
_____ pronunciation
_____ writing

14. Which language would you like to learn English? Place an “X” on all which apply.

_____ A combination of English and Spanish

_____ English only

_____ Spanish only

15. I registered in this course: Place an “X” on all which apply.

_____ because the course was a requirement for graduation.

_____ because I want to improve my English.

_____ both reasons

16. The language laboratory: Place an “X” on all which apply.

_____ helped me.

_____ was a waste of time.

17. The materials that you were using in your English course were:

Place an “X” on all which apply.

_____ designed for the Puerto Rican population

_____ too easy

_____ too difficult

_____ boring

_____ interesting

18. To learn English I would prefer a:

_____ Puerto Rican Professor.

_____ American Professor.

_____ No preference.

II. Language use information

19. What language do you use for the following activities?

Place an “X” on all which apply.

Activities	English	Spanish	Both	N/A
reading				
watching TV				
listening to music				
chatting				
Internet				

20. How much time do you spend for the following activities?

Place an “X” on all which apply.

Activity	Frequent	A little	Not at all
watching TV in English			
read in English			
listening to music in English			

21. How important was English in your academic and social life?

Place an “X” on all which apply.

	Important	Somewhat Important	Not Important
Academic			
Social			

III. Attitude information

22. Does English bring:

academic success? yes ___ no ___

social success? yes ___ no ___

23. Puerto Rican children should have command over which language (s)?

Place an “X” on all which apply.

_____ Spanish _____ English _____ both languages

24. Who learns English in PR with ease?

_____ boys _____ girls

_____ both _____ none

25. Who pays more attention to the Standard American English pronunciation in PR?

_____ boys _____ girls _____ N/A

_____ both _____ none

26. Which parent helped you with your English homework?

_____ father _____ mother _____ both _____ none _____ N/A

27. Should English be used to teach other subjects in Puerto Rico’s public school?

For example, should Science be taught in English? Yes _____ No _____

28. Do you think that by having command of English you could lose your cultural

identity? yes _____ no _____ I am not Puerto Rican _____

29. Do you dislike English but are aware of the importance of learning it.

yes _____ (go to item # 30) no _____ (go to item # 31)

30. I dislike English because: Place an “X” on all which apply.

_____ it is very difficult to learn

_____ I live in Puerto Rico where I can survive with only Spanish and do not need to learn English.

_____ I have received poor academic preparation in English

_____ the professors expect me to be able to speak and understand more English than I know

_____ English is not part of my culture.

_____ because it reminds me of statehood and the New Progressive Party (PNP).

_____ any other reason_____

31. How important is the knowledge of English to perform the following activities in PR? Place an “X” on all which apply.

Activity	Important	A little Important	Not important
Reading in English			
Writing in English			
Speaking in English			
Listening in English			
finding a job			
Passing a course			
Socializing			

IV. The 4-point Likert Scale Questionnaire

32. This table includes statements about English and Spanish in Puerto Rico. Place an “X” on the column which applies to you. You could chose between: totally agree (TA), agree (A), disagree (D), and totally disagree (TD).

Item	TA	A	D	TD
1) Children get confused when they learn English and Spanish simultaneously.				
2) To be able to write in English and Spanish is important.				
3) All schools in PR should teach students to speak English.				
4) Learning English is important to me because it allows me to meet and speak to other people.				
5) It is not difficult to speak two languages.				
6) I would like to learn another language besides English and Spanish.				
7) Puerto Rican children should learn to read in English and Spanish.				
8) People in PR are more competent if they speak English and Spanish.				
9) Speaking both English and Spanish is more useful for younger people than for older people.				
10) Children are able to learn both English and Spanish with ease.				
11) Both English and Spanish should be important in PR.				
12) I don't want English to substitute Spanish in PR.				
13) I would like to be bilingual in the future.				
14) Everybody in PR should be able to speak English and Spanish.				
15) I would like my (future) children to speak English and Spanish.				
16) There is a place for both languages in PR.				
17) Puerto Ricans need only Spanish to live a better life in PR.				

Item	TA	A	D	TD
18) English in PR has always been related to politics.				
19) The deterioration of Spanish is due to its coexistence with English.				
20) To learn a second language or not should be decided by the individual.				
21) In PR we give more importance to the learning of English than to the learning of Spanish.				
22) If I had the opportunity to select a second language, I would not choose English.				
23) In PR, we should promote the teaching of other subjects, like History or Science, in English.				
24) The abundance of English jargon negatively affects Puerto Rican Spanish.				
25) The political status that Puerto Ricans will choose in the future does not matter; the reality is that Spanish will not be affected.				
26) PR should politically separate from the United States so that English will not displace Spanish in PR.				
27) It is disgraceful for Puerto Ricans to defend English and neglect Spanish, their mother tongue.				
28) I feel uncomfortable when I speak English.				
29) I prefer to speak English with a Spanish accent than not dare to speak it at all.				
30) Any person that studies English and Spanish in PR can become bilingual.				
31) North Americans are very sociable, affectionate, and creative people.				

Portions of this instrument were taken and modified from the attitude scales created by Baker's Attitude toward Bilingualism (1988), López Laguerre's Bilingualism in Puerto Rico (1989), and Robert Gardner's (AMTB) (1985).

