IDENTIFYING THE NEW USERS OF ENGLISH

By

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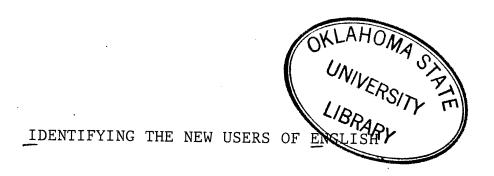
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CHAPTER 1

INTRODUCTION

The Problem

The worldwide spread of English has resulted in the inevitable proliferation of dialectal variants of the language. Teachers of English as a second language are challenged to meet this linguistic phenomenon, unprecedented in scope, by considering not only the diverse uses and users of English, but also by examining the evolving attitudes that accompany language diversification. Of particular interest to teachers of English are the attitudes of non-native speakers toward the language. Ideally, the teaching of English should encompass an awareness of the sociocultural variables that influence the teaching/learning process; that is, the context of use, the frequency of use, and the cultural attitudes and beliefs of the speakers.

The rapid expansion of English as a global language, an increase of 40 percent in the last two decades, may explain the lack of a large corpus of research addressing these issues. New data contributing to the general background of information appear to be both timely and relevant.

Of specific interest to this study are the motivational factors of students learning English. Frequency and range

of English usage are also determinants that can offer insight
about such motivation. To this end I have designed and dis-
tributed a survey to a sample of the international population
enrolled at Oklahoma State University. The purpose of this
questionnaire is to establish a data base to further the
discussion and to examine the instrumental/integrative moti-
vational variable as determined from context and frequency
of use of English. In particular, some of the questions are
designed to yield information reflecting linguistic and
cultural attitudes by determining when English is used, as
contrasted with the speakers' native language usage.

In recent years, the TESL profession has been charged
with maintaining nonrealistic perspectives on the teaching
of English within the Third World context. In response to
an article written by Prator (1968) asserting the aim of
linguistic purism for ESL teachers, Braj Kachru attempts
to clarify the role of English teachers, accusing them of
being steeped in intolerable linguistic attitudes, bearing
little pragmatic reality to the current global situation and
warning that "given the present attitudes of TESL specialists,
it is difficult to expect any theoretical insights or pro-
fessional leadership...which would be pragmatically useful
to the Third World countries" (1976:222). This harsh observa-
tion is worthy of further scrutiny to all those engaged in
the teaching of English to non-native speakers. Kachru
stresses the need to understand the pragmatics of the Third
World Englishes: range of usage, frequency of usage, and

the emerging linguistic innovations that characterize the
many dialectal variations diffused throughout the world.
Further supporting these comments, Saville-Troike has
observed that unless TESL accommodates itself to the language
related needs of the new users of English, the profession
is doomed to become an anachronism, incompatible with the
global situation (1976).

In acknowledgement of these remarks, this thesis offers
a theoretical discussion of the situation and examines the
actual attitudinal information contributed in response to
the survey.

Setting and Background

Historically it is not unusual for a language to function
as the lingua franca, bridging multilingual communities and
nations, by enabling communication over diverse sociocultural
environments across wide demographic areas. French, Spanish,
Arabic, Latin and Sanskrit have all served, at one time or
another, in this capacity for the then existing world popula-
tion. In the last 20-30 years English has been transported
throughout the world; such an absorption of any language by
the total global community is unprecedented in linguistic
history. Though a billion people speak Mandarin Chinese,
compared to the 800 million speakers of English, only a small
percentage of Chinese users are non-native, while well over
50 percent of the speakers of English are non-native (News-
week 1982).

No other language enjoys a broader geographical scope than English. It is the native language of Britain, the United States and Australia, coexists with French in Canada, and plays a significant role in the national affairs of India, East and West Africa and Malaysia. It is also the dominant language of an elite and powerful minority in South Africa, and is studied as a second language in both Europe and South America.

The growth of English as the worldwide medium of expression is evident in its range of usage. It is the international language of the sciences, technology, mass media, commerce and diplomacy. In multilingual societies, historically under British dominance, English serves as the common linguistic denominator. Because English functions as a vehicle of communication in trade, aviation, military operations, international conferences, education, technology and politics, knowledge of English is necessarily a determining factor to securing many positions in the fields of education, business, or politics in the Third World nations (Marquardt 1980). In addition, English, by offering access to international diplomacy, has served to further political independence and is described by Leith as a "key to nationhood" (1983:204). Certainly, proficiency in English facilitates entrance into the mainstream of global activity in those areas, insuring further upward mobility for those who seek influence or authority. Logically, unfamiliarity with English precludes easy access to vast amounts of information.

The factors contributing to the spread of English around the globe are easily traced historically: British colonization, the dissemination of Christianity, American involvement in World War II, and later the rise of the United States as a super power. Logically, these historical factors influence the response of any given nation to the legacy it has inherited, since the consequent emotional associations are inevitably integrated into the sociocultural background of the non-native users of English and will be reflected in the attitudes toward both the language and the native user.

Until recently the traditionally prescriptive approach of English teaching, modeled after the standard British or American form, has not permitted the acceptance of any emerging variations of English. The studies of language as social behavior (Fishman 1968, Halliday 1973, Gumperz 1982, Labov 1972, Weinreich 1953) have established the fact that languages are subject to dialectal variations that deviate from the commonly accepted and codified standards, a natural linguistic phenomenon, reflecting the social context of the user.

Though many detailed studies have been conducted that examine the dialectal variations that exist within British or American English, research exploring variant forms of English on a global scale has been relatively scant. The great diversity of the sociocultural environments of the new users of English, coupled with the varied range of usage, has resulted in the growth of local Englishes, varieties that

accomodate themselves to the identity of the speakers.
Locally accepted norms with innovations eventually gain
status and in effect, become crystallized into the living
language. This process yields an indigenous or localized
English which "becomes the brithright to those who use it...
without reference to the prestige varieties of Britain or
the United States" (Bailey and Gorlach 1982:4). The histor-
ically prevailing attitude that English belongs to its native
speakers is no longer a tenable position, given the current
global situation where non-native users of English outnumber
native users by 100 million.

The shift in English to the status of an "international
language" has attracted the attention of both theoreticians
and applied linguists. In recognition of the phenomenal
spread of English and the existing variations and attitudes
towards the new users, the East-West Center of the University
of Hawaii sponsored a conference addressing these central
issues: Who uses English today? When is English used? What
varieties of English are used for what purposes? (Smith 1981).
The participants of the conference were united in their
desire to reformulate new directions in the English language
teaching field based on their shared insights, observations,
and research. Their findings have been published under the
title English for Cross-Cultural Communications, edited by
Larry Smith, who two years earlier had strongly advocated
the denationalization of English and suggested that TESL and
TEFL should expand to the Teaching of English as an Interna-

tional language. The conference participants concluded that the status of English demands a shift in orientation, by policy makers and administrators, that encompasses the teaching of English from a greater, globally based perspective.

Focus and Rationale

The change in the status of English inspires theoretical speculation and raises some issues that need clarifying. The goal of the new learner of English is not simply to expand or enhance linguistic or literary skills, as might apply to anyone learning a second or foreign language. The acquisition of English serves as a much needed tool providing access to technical, political, business-related, and educational materials and information, thereby facilitating the attainment of specific aims and furthering the process of upward mobility. These new reasons for studying English deserve considerable attention and call for a revision in attitudes by the language teacher.

Until recently, the more limited scope of English allowed scholars and teachers to treat the teaching of English as a foreign language. From this perspective, attitudinal studies that dichotomized learner motivation factors as either instrumental or integrative seemed to offer accurate insights that could be used to optimize teaching methodologies and approaches. Gardner and Lambert, early pioneers in studies that examined attitudinal and motivational variables in second language learning, demonstrated that motivation was

linked to proficiency. Of particular interest to the foreign
language teaching field was the hypothesis that "the integra-
tive motive implies that successful second language acquisi-
tion depends upon a willingness (or desire) to be like valued
members of the 'other' language community" (Gardner 1968:143).
Because of the relatively high correlations found between in-
tegrative motivation and high second language proficiency,
research examining instrumental motivation was largely ne-
glected and, in fact, came to be regarded as the less
substantial motivational factor.

The integrative orientation towards language learning
has resulted in a tremendous amount of information compiled
in current teacher training texts (See Croft 1980, Krashen
1982, Oller and Richard-Amato 1983, Brown 1980) that focus
on methodologies that exploit and utilize the integrative mo-
tivation factor. With integrative motivation, the learner
wishes to identify with the culture of the target language.
Kachru maintains that even the concept of instrumental versus
integrative motivation "seems to set up a preferential order
with an embedded language attitude which ignores the uses of
cultural colonization" (1976:229), an attitude he likens to
that held by many American speakers of dialect varieties with-
in the United States, a form of "internal colonization."

Given the current global importance of English, it is
debatable whether such motivational distinctions even apply
today in the teaching of English to the Third World learner.
The desire for assimilation with the target language's

culture is no longer adequate as a measure for proficiency to the new learner, who must learn English to keep abreast of current activities in critical fields.

Yet these are mainly theoretical speculations. In order to explore further these issues by contributing more information about the international user of English, I distributed a 95 item questionnaire to five percent of the international population of students enrolled at Oklahoma State University in the fall of 1984. Of specific interest to this study are the motivational factors of students using English. Since all the international students must pass the TOEFL (Test of English as a Foreign Language) with a minimum score of 550 in order to be admitted as full-time university students, a certain level of proficiency in English may be assumed. The overall thesis topic of discussion focuses on the current situation of the existing various Englishes, uses of the language, and the attitudes of the new users toward the language. It is also of interest to me to determine whether the accusations levied against the TESL profession are justified, and if so, it is my intention that the additional information compiled here can contribute to the formation of more broadly based perspectives by ESL teachers.

CHAPTER II

REVIEW OF THE LITERATURE

As has already been mentioned, extensive research has been conducted exploring the instrumental and integrative variables of language learning. The thrust of such studies has been to investigate the motivational factor leading to success in acquiring the target language. The studies of Gardner and Lambert in the sixties paved the path for future attitudinal research by classifying learner motivation as either instrumental or integrative. Though most of their work examined the motivational variables influencing the process of bilingualism in French/English speaking Canada, Gardner suggested that "the observed phenomenon, (the truly successful student is the one who is motivated to become integrated into the target culture), is as relevant to the ESL programs as to any other second language situation" (1968:141). Integrative motivation, in these studies, is seen to correlate highly with proficiency and "is necessary to successful mastery of the higher levels of proficiency, signalled by the development of a native-like accent and the ability 'to think like a native'" (Spolsky 1969:6).

It is interesting to note that when Spolsky duplicated the research techniques of Lambert and Gardner, examining the motivation variable influencing four groups of students

representing 80 countries, he found that only 20 per cent
of these students could be considered integratively motivated
and that no significant correlation existed between motiva-
tion and proficiency (1969:10). However, Spolsky concludes
that "foreign students will not so soon after their arrival,
admit to motives which suggest they wish to leave their own
country premanently, but will tend to insist on instrumental
motives" (1969:11). The underlying value judgments that
Spolsky has assumed are subjective and ethnocentric, for as
England points out 13 years later, "if we believe the inte-
grative self-reports, we must also believe those who claim
instrumental motives" (1982:9), rather than simply dismissing
the controversial data as somehow inaccurate.

By the 1970s a certain direction in second language
teaching was already well established. The foreign language
teachers hoped to bring at least some of their students to
mastery of the target language, a level of linguistic
skill that embraces assimilation with the target language
culture. In 1972, Larsen and Smalley, authors of the article
"Becoming Bilingual, A Guide to Language Learning", posited
that bilingualism is dependent upon becoming a member of
the target community. England asserts that any analysis of
the integrative/acculturation model of language teaching must
realize "the role of these themes in the larger context of
American culture"; the sociocultural fabric of America,
characterized by the melting pot syndrome, "is based upon
a commitment to integrative motivation" (1982:4).

Schumann further amplified on the integrative theme
and supplied the language teacher with the now well-known
model of acculturation and second language acquisition in
which he hypothesizes that "the degree to which the learner
acculturates to the target language culture group will
control the degree to which he acquires the target language"
(1978:34).

Even though the context for teaching English as a second
language has expanded dramatically in recent years, current
TESL specialists still adhere to the original perspectives
as first outlined by pioneer studies examining motivational
variables of students of another era and different circum-
stances. The superiority of the integrative motive is
clearly assumed and embedded in contemporary literature.
Krashen, Oller, Burt and Dulay (Oller and Richard-Amato 1983)
appear to be united in their search for effective teaching
methodologies that exploit the integrative motive, encourag-
ing assimilation and acculturation with the target language
culture. For example, Krashen's Principles and Practice in
Second Language Acquisition refers to instrumental motivation
only marginally, and explains in an accompanying footnote
that "in situations where there is some urgency in second
language acquisition... the presence of integrative motiva-
tion may not relate to second language achievement" (1982:54).
It is too easy to come to the conclusion that only these
students are of importance to the second language teacher
and that the instrumentally oriented learner represents only

a small, and essentially uninteresting, fraction of the
second language learning population.

In the last ten years, research that more accurately
reflects the contemporary circumstances of new users of
English has slowly begun to accumulate. In 1977 Oller inves-
tigated the relationship between proficiency and positive
attitudes toward Americans. Forty four Chinese graduate
students at the University of New Mexico and the University
of Texas were tested and surveyed. Perhaps the most signifi-
cant contribution to come out of this study was the redefini-
tion of instrumental/integrative motivation. Unable to
account for the language success of the majority of students
who reported instrumental orientation, Oller clarifies:

> integrative motivation could be redefined in
> reference to affective personal traits such as
> kindness, friendliness, sincerity... while the
> term instrumental might be more usefully defined
> in relation to such cognitive and impersonal
> traits as intelligence, efficiency, material
> success, power, etc. (1977:20).

In her review of this study, England comments, "we have
here the first admission that this integrative-instrumental
dichotomy may be much less straight forward" (1982:10). Also
for the first time, the data contributed indicated correla-
tion between positive attitudes toward the American culture
and instrumental motivation, an unexpected finding for the
researchers.

In another study led by Oller (1977a) the attitudes and
proficiency of 60 Mexican-American women in a special job
training program were investigated. The results indicated

that the more proficient learners were in English, the more negatively they rated Americans. Oller did not address the possible correlation between proficiency and instrumental motivation, focusing instead on the relation of anti-integrative motives and negative attitudes towards Americans.

Questioning the belief in the assumed superiority of the integrative model of language learning to the instrumental models, which purport a causal link between language learning and acculturation, England administered a language attitude survey to 84 international students attending the University of Illinois in 1982. In addition to the questionnaire, nine students were interviewed at length about their feelings toward the target culture and native speakers. The results of the study indicated little evidence of an integrative motivation among the successful English learners. From the interviews, England discovered that these international students develop certain routines and protective strategies in order to cope with the American culture during their stay, that the students are aware of the cultural distance between themselves and Americans, and finally that the students did not express any desire to integrate with the American culture. As England observes, these are only generalizations based upon one group's response at a point in their academic career abroad. In conclusion, England remarks that "efforts to confirm our hunches about the positive attitude-integrative motivation language success association have been unsuccessful... adaptation of such a theory of language

learning is an oversimplification of the issue" (1982:24).

In addition to the studies in the United States, a few studies have been conducted by language teachers in non-target culture environments. Lukmani (1972) researched the attitudes of Marathi high school students in India. A significant correlation between instrumental motivation and language learning success was evident. Reasons given for studying English were instrumentally oriented: getting a new job, coping with university classes, and travel abroad. Integration with other English speaking Indians was not desirable; wishing to retain their Marathi identity, they were motivated to acquire entry into certain aspects of the English-speaking community. English is regarded by these subjects as a key that may be used without sacrificing cultural identity by acculturating with other English speakers.

The questionnaire submitted in this thesis was modeled in part after one devised by Shaw (1980), who researched the attitudes of Asian students toward English. Shaw distributed a closed format survey that directly questioned 825 students in Singapore, India, and Thailand about their feelings toward English, and their frequency and range of usage of the language. Shaw did not tabulate correlations in this study and the data is presented in frequency tables. By far the greatest support was given to instrumental reasons for studying English. Participants expected the further expansion of English to be a certainty; most intended that their

own children would learn English. Educated varieties of English were found to be as acceptable as a native speaker's dialect. In conclusion, Shaw believes that as "the number of non-native speakers grows and as they come to accept English as one of their own languages, and not a tool borrowed from someone else, the future of English will become less and less controlled by the native speaker" (Smith 1981: 122).

The dynamic spread of English has also attracted the attention of national governments, sociologists, and linguists, all of whom have contributed to the growing body of literature examining the role of English in the world today. A great deal of the research focuses on the sociocultural influences and the resulting political ramifications of the emergence of a globally used language. Critical issues pertaining to language policies, such as maintenance of the native language, codification of standards of English, and comparative studies of dialectal variants are investigated by sociolinguists (Fishman and Gupta 1968, Fishman, Cooper and Conrad 1977, Fishman 1972, Cooper 1979, Giles and Ryan 1982, Bailey and Gorlach 1982, Pride 1982, Leith 1983, Giles and Saint-Jacques 1979, Barnett 1964, Weinrich 1953, Richards 1978, Gumperz 1982, Shuy 1973, Quirk 1972, Kachru 1982, Strevens 1977). In The Spread of English Fishman comments that "Today the spread of English is increasingly accompanied by the search for 'hard data' as to its differential and relative penetration into various countries and segments of

society" (1977:329). Investigating the attitudes of 65 high school students in Jerusalem, Cooper and Fishman discovered a high correlation between proficiency and instrumental motivation and concluded that "the Israelis who saw knowledge of English as contributing to important personal goals are likely to learn it best and use it most" (1977:272). Such social and linguistic based research offers further invaluable information to the English language teacher by revealing and documenting both the frequency and range of usage of the language.

This overview gives the reader an impression of the types of studies that have been conducted examining motivational issues. The largest proportion of attitudinal research has been rooted now for 20 years in the hypothesis that language success is invariably linked to motivation, specifically integrative motivation which by definition implies the desire of the learner to assimilate with the target culture. The equally dynamic role of instrumental motivation has for the most part been abandoned by language scholars. As Fishman points out it is important to remember that

> languages do not really exist except as part
> of a matrix of language varieties, language
> behaviors, and behaviors toward language. Any
> attempt to describe 'a language' without
> recognizing its actual matrix position and any
> attempt to influence language learning or
> literacy without questioning what they signify
> for the language-and-behavior matrix of the
> prospective learners is to preserve or protect
> one's own ignorance in connection with those

very matter toward which one's expertise should
be directed (1968:xi).

Saville-Troike has commented on the assimilationist
roots of TESL methodologies and recommends that theory and
methodology "relate to the use of language to its total
cultural context" by studying "techniques that enable us
to objectify information about all the verbal and nonverbal
routines, systems and repertoires that are necessary for
effective social communication" (1976:74). Common sense
dictates that successful learning is contingent upon a
desire to learn, but to assume that a desire for identity
with the target language culture dictates the level of
success, and is the _better_ motivation is surely a manifesta-
tion of insensitive ethnocentrism. In the Third World
countries, English serves to teach and maintain the existing
culture and act as a link of continuity and unity in the
education, administrative, and political realms.

Perhaps the time has come to set aside the traditional
focus and acknowledge the facts that indicate that the
status of English has certainly changed and consequently
the context for its use.

CHAPTER III

THE SURVEY

The survey used a direct-question format to reveal infor-
mation on the issues raised in the first part of this thesis.
In addition to determining instrumental/integrative motiva-
tion, the questionnaire contributes data on frequency and
range of usage of English. Under what circumstances is
English used relative to native language usage? What variet-
ies of English are acceptable to the international user? How
does self-rated proficiency relate to attitudes toward En-
glish? Do students foresee much continued use of English in
their lives; with whom do they expect to use the language
later?

Shaw's survey, Asian Attitudes toward English (Smith
1981), offered both the inspiration and the model for this
study. The areas of investigation are generally the same,
and some of the questions are identical.[1] It is important
to note though that Shaw's survey was of a much larger scale
and conducted abroad, in a non-native English environment.
A brief review of his research is offered in the preceding
chapter.

A total of 1976 international students, representing
98 different countries, were enrolled during the fall semes-

ter, 1984, at Oklahoma State University, Stillwater, Oklahoma. In order to sample five percent of this population (98 students), the questionnaire was distributed to approximately eight percent of the international body. The selected sample of participants correspond by nationality to the greater population, as determined from statistics compiled by the International Student Organization office, of all international students attending the university.[2] Ninety eight countries are represented at Oklahoma State University. The top ten countries were determined by this office on the basis of greatest number of students. The remaining 88 countries represented have been grouped in major geographical areas. For example, the grouping of Asia includes students from Pakistan, Thailand, Vietnam, and China. The grouping headed 'Africa' includes students from Kenya, Somalia, Sierre Leone and Ghana. The small number of students from each of these countries did not justify individual nationality sampling.

Surveys were distributed randomly to individuals by 'representatives' from each statistically significant nationality, who distributed and collected the surveys. A pre-questionnaire had been randomly distributed to 30 students without regard to specific nationalities, in order to assess ease of data retrieval, survey format, and possible content ambiguities. A revision in the format resulted and the second version was again given to 15 students simply to confirm the appropriateness of the new format. All 15 surveys

were returned and in only one were the directions misunderstood, not enough of a problem to merit further revision. The final form was then distributed and collected.

The 95 item questionnaire is divided into six sections. Part I, General Information, serves to identify the student by age, nationality, classification, years lived in English speaking countries, and includes one question asking students to self-rate their overall command of English. Part II includes six questions intended to yield information on students' linguistic background-- age English was first learned, whether English was used in the home, whether parents spoke English, and the role of parents in encouraging the learning of English. Part III asks the students to self-evaluate the four language skills at their command and state which they would most like to improve, and gives two questions related to English varieties. Part IV lists 15 possible reasons for studying English and asks respondents to rate on a scale of A to E (strongly agree to strongly disagree) which reasons seem most applicable. Part V intends to measure frequency of use of English for two periods of time-- present use and expected use in the future-- with certain peoples (friends, supervisors, other internationals, etc.). The last part of the questionnaire aims to reveal attitudes toward native speakers, and information about the circumstances of use of their own language.

Directed only at five percent of the international population enrolled at Oklahoma State University, the implica-

tions of the data collected by this study are necessarily limited. The closed format questionnaire has both advantages and limitations. In a review of methodological approaches to language studies, Agheyisi and Fishman point out that this type of survey is highly efficient as a data collecting instrument because respondents are obliged to focus on the subject matter by selecting appropriate responses from provided categories. However, a factor of unreliability is embedded within this efficiency. The respondent may become bored and respond automatically. Nevertheless, despite the obvious limitations, the closed format questionnaire "appears to be among the best instruments for measuring multicomponential concepts" (Agheyisi and Fishman 1970:149).

A copy of the survey is included in Appendix A. Appendix B details the frequencies of responses to all items in the questionnaire.

NOTES

[1]As has been mentioned before, the general model of this survey was patterned after Willard Shaw's, Asian Attitudes towards English. In particular, many of the suggested reasons for studying English, the frequency of use chart, and the overall format as described on page 21 generally duplicate Shaw's survey as described in English for Cross-Cultural Communication, edited by Larry Smith, 1981. Although Shaw's questionnaire collected much of the same type of data, his research was conducted abroad and focuses on the comparative responses of students in Singapore, India, and Thailand.

[2]Every semester the International Student Organization at Oklahoma State University compiles a census of all currently enrolled international students at the university. The information includes nationality, field of study, academic classification, visa status, gender, and sources of financial support for each student. This information is available upon request.

CHAPTER IV

FINDINGS OF THE SURVEY

Although the survey was divided into six main areas of concern, in part to facilitate ease of response, an analysis of the findings cannot be presented by strictly following the same organizational format. Rather, a synthesis of the data that includes both frequency of responses and correlations between items in separate parts of the questionnaire appears to offer a more unified reflection of this sample of the international user of English than would be gained by a synopsis of each section.

Questions in Part I establish general background information that serves to identify the respondents. The 98 students who participated in this survey were enrolled as full time students at Oklahoma State University during the fall semester of 1984. As has been mentioned before, a certain degree of proficiency in English may be assumed, since all students had met admission requirements by successfully achieving the minimum score of 550 on the Test of English as a Foreign Language. The sample of international students represented in this project reflect by nationality the greater total international population at the university. Any nationality represented by less than three percent of

the total international student body (1976 students), was grouped geographically by general area. (see Table I)

TABLE I

INTERNATIONAL STUDENT ENROLLMENT –
OKLAHOMA STATE UNIVERSITY

	Number of Students	Percentage of Total
Top Ten Countries Represented		
Malaysia	449	22
Venezuela	128	6
Iran	112	6
India	106	5
Indonesia	101	5
Jordan	93	4
Taiwan	85	4
Nigeria	83	4
Lebanon	82	4
Singapore	64	3
Remaining Countries		
Middle East	167	8
Central and South America	101	5
Asia	270	14
Africa	91	5
Other	44	2

Additional information in Part I includes gender, age, and classification of students. Eighty one percent of the participants in this sample are male, a slightly higher percentage than characterizes the entire international population (77%). Ages of the students range from 17 to 42, with

a mean age of 24.5. The average number of years lived in
a native English speaking country is 5.4. Seventy percent
of the sample students are engaged in undergraduate studies,
reflecting accurately the academic level of the total inter-
national student body (69%).

In addition, students were asked to identify their
major field of study. High support for instrumental motiva-
tion is evident by reviewing this data, coupled with the
ranking of reasons given for studying English. (see Tables
II and III) Little evidence was given that indicated a
desire for acculturation or assimilation with the native
English speaking culture. Aside from the 4% of the sample
population who report English as their field of study, none
of these students is following any area of study in the
liberal arts-- history, language, literature, philosophy,
or theoretical studies-- subjects of study which might con-
ceivably accompany an interest in assimilation with the
western culture. Rather, the overwhelming majority of
students is engaged in the study of practical, vocational,
or professional areas of technical skills. A comparison
of the sample population with the total international student
body (figures taken from the Annual Census of Foreign
Students 1984/1985 for Oklahoma State University compiled by
the International Student Office) appears to be meaningful.
Although there are some variances, it is apparent that the
sample population does closely approximate the fields of
studies of the entire international student group. (see

TABLE II

FIELD OF STUDY FOR INTERNATIONAL STUDENTS
FALL 1984

	Percentage of Sample Population	Percentage of Total Population
Engineering and Related Technologies	37%	37%
Business	19%	15%
Finance and Economics	9%	*
Computer Science	5%	5%
Architecture	5%	5%
Physical and Life Sciences	5%	6%
English	4%	1%
Hotel/Restaurant	4%	1%
Agriculture	3%	6%
Advertising	3%	.2%
Education	2%	3%
Sociology	1%	1%

TABLE III

REASONS FOR STUDYING ENGLISH

Rank	Reasons	Percentage of Students who responded strongly agree or agree
1	Because I will need English for my work	88%
2	So that I can talk with native speakers for business/educational reasons	83%
3	So that I can talk with other foreigners for business/educational reasons	74%
4	So I can read the literature written in English	74%
5	Because it is required in my educational system	74%
6	I have always enjoyed studying languages	70%
7	So that I could study in a foreign country	68%
8	My social and economic future depend on knowing English	61%
9	In my culture it is necessary for the educated person to know English	60%
10	Because my parents insisted I learn English	52%
11	Because I like communicating with native speakers of English	48%
12	So that I can communicate with people in my own country whose language is unknown to me	31%
13	Because I like the native speakers of English	21%
14	Because it will help me to think and behave as a native	19%
15	I want to teach English as a second language when I return home	6%

Table II)

For these students, English acts purely functionally,
allowing them access into the active mainstream of dissemi-
nation of information, in which English serves as the prime
linguistic instrument of communication. Students evidently
pursue their academic career in the native English speaking
environment because it best furthers their own professional
interests.

The information contained in Tables II and III
confirms the instrumental motivation of these students.
Ninety percent are enrolled in specialized areas for which
knowledge of English is the key to upward mobility in that
field. Consistent with this data are the reports by 74%
of the participants who agreed with the statement, "I learned
English so that I can read the literature written in that
language." Eighty three percent of the respondents also
reported that communicating with native English speakers for
business/education reasons is very important and the greatest
majority (88%) either agreed or strongly agreed that they
will need English for their work. Needing English for work
was highly correlated (p .0001) level with the desire to
study in a foreign country. This can be attributed to the
fact that studies in an English speaking country best further
access and professional mobility into the students' selected
area of work.

Traditionally integrative motives for studying a second
language-- liking the native speakers of English and wanting

to think and behave as a native speaker-- are both ranked
at the bottom of the list. Since so much of the research
on learning English as a second language addresses the rela-
tionship of proficiency to motivation, it is of particular
interest to correlate overall command of English with the
various reasons reported for studying English. Self evaluated
overall command of English correlates highly (p .0001) with
the items on the survey that asked students to rate their
command with the four skills-- reading, writing, speaking and
listening. This data correlates at the same level with enjoy-
ment in studying languages, feeling able to express oneself
with both speech and writing, and feeling comfortable and
relaxed with native speakers of English. The second highest
correlation found by this analysis (p .05) is that between
self evaluated command of English and wanting to be able to
read the literature written in English. According to these
students then, proficiency in English is motivated by the
need to access information. Because English is the dominant
language of international trade and business, technology and
science, any educated aspiring Third World professional must
achieve a degree of proficiency in the language in order to
keep abreast of the tremendous quantities of information being
generated. Robert Burchfield, editor of <u>Oxford English Dic-
tionary</u>, was recently quoted in Newsweek (1982:98), "Any
literate, educated person on the face of the globe is deprived
if he does not know English." This appears also to be the
consensus of the sample of international students who partici-

pated in this survey.

It is of further interest to note how the students detailed their command of English. Overall command of English was evaluated as follows: Fluent (31%), Very Good (28%), Some Difficulties (30%), Fair (11%). No students rated themselves as 'poor', the fifth option supplied by the survey. In addition to this general assessment students were asked to rate themselves in the four basic skills:

	Excellent	Very Good	Good	Poor
Reading	31%	33%	31%	3%
Writing	15%	30%	43%	10%
Speaking	14%	34%	39%	11%
Listening	22%	43%	28%	5%

When asked which skills they would most like to improve, students responded: Reading (9%), Writing (39%), Speaking (47%), Listening (5%). Later in Part VI of the survey, students were also asked to respond to the statement, "I feel able to express myself creatively in my speech/writing". Seventy percent of the students responded 'frequently' or 'fairly often' to these questions. Feeling able to express themselves creatively in speech and writing correlated highly (p .0001) with overall command of English. Creativity in writing correlated at the same level with enjoyment in studying languages.

Reading and listening, both skills which necessitate decoding ability and are dependent on the receptivity of the learner, are seen by the students to be their most adept

area of command of the language. Although 70% felt able at times to express themselves creatively with the production skills of speaking and writing, 86% expressed the wish to improve these skills. This is not necessarily contradictory data; a student may not subjectively perceive 'frequently' or 'fairly often' to be enough times to be able to engage the creative or productive skills. By expressing a wish to improve this ability, students may be gauging their acquired productive skills in English against the natural ability for that in native language, in which encoding comes easily and continually.

Both speech and writing may be considered communicative skills in that an ability or proficiency in either allows the user to engage actively in communicative acts, thereby offering unlimited potential for the communicator to contribute equally and fully in any communicative exchange. Without communicative competence, learners may well feel handicapped by being mainly on the receiving end, since they are unable to participate by verbally sharing information, expressing opinions, sending verbal messages, or exerting influence. The primary function of language is communication and, though comprehension necessarily precedes production, the ability to encode and relay information must be available to the second language learner in order to fully participate in the communicative process.

The desire for communicative competence does not necessarily imply a desire for acculturation with the target lan-

guage culture or even a liking for the native speakers of
English. While 48 percent of the students strongly agreed or
agreed that they wanted to study English because they enjoyed
communicating with native speakers of English, only 21 percent
indicated that they liked the native speakers of English.
Eighty three percent of the respondents cited talking with
native speakers of English for business/education reasons as
their second most important reason for learning English. In
fact, the first four reasons cited for studying English are
entirely consistent with the data reporting the selected fields
of study of the participants.

Also of interest to this study is information about the
linguistic background of the participants. Such data reveal
insights into the sociocultural environment of the new users
of English. Fifty two percent reported that they had first
begun to learn English before the age of nine. Eighty two
percent were already learning English as a second language by
age 14. The promotion of English in primary and secondary
school systems throughout the world has been documented by
sociolinguistics such as Fishman, Cooper and Conrad (1977),
who have compiled a wealth of information addressing the
status of English and the educational and political factors
which have fostered its growth.

The influencing role of the parents, the preceding gene-
ration, is both revealing and interesting. Though 73% of the
participants indicated a monolingual family background, 70
percent of the participants believed that their parents felt

learning English to be very important. Only four percent of the students felt that their parents considered proficiency of English to be unimportant. Sixty eight percent report that English was seldom or never used in their home. Also of interest are the 32 percent of the respondents who indicated English was used often in their home. Since over three fourths of the students stated that their parents spoke little or no English, it can be hypothesized that the English spoken within the family was among those younger generation--siblings, relatives, and visitors.

Of further interest is the fact that 52% of the respondents cited parents' insistence as a reason for studying English; this correlates highly (p .0001) with parents' considering the learning of English to be important. Encouraging and even pressuring their children to learn English, parents evidently recognize entry into the English speaking mainstream as necessary for the social and upward mobility of their offspring. This supports Kachru's observation that "the spread of English has reached such a magnitude that it is now significantly fostered by the non-English mother tongue world" and is no longer dependent on the efforts and resources of the native English speakers (1982:15). It appears that parents have responded appropriately to the influences of language planning policies that seek to promote a controlled spread of English that does not overtly threaten the sociocultural identity of users. In most Third World countries, education is still a privilege of an elite segment

of the total population, and as such English is valued not only for its use, but as an elevator of social status. In addition, the high correlation (p<.0001) of the age of the students (24.5 mean) and the second most supported reason for studying English, "so that I can talk with native speakers for business/education reasons" contributes socio-cultural information about the new users that reflects the statistical data available on the growth of English, an increase in speakers by 40% in the last twenty years.

In Part V of the questionnaire, students were asked to estimate their frequency of usage of English with various people within the last two months while in this country. Obviously, living abroad in the second language environment would necessitate high frequency usage and this is supported by the data contributed by the students. English is used at least once a day ranging to many times daily among these students when communicating with friends (92%), native speakers of English (78%), and other internationals (72%); 67% report using English with fellow countrymen with daily frequency. Only 25% report that they very rarely or never use English with their fellow countrymen. (See Table IV)

Students were also asked to estimate future usage of English. In nearly all cases participants expected to be using English with greater frequency and with a wider range of people. Seventy four percent expect to use English on a daily basis with supervisors and businessmen. Seventy nine percent predict daily English communication with other inter-

TABLE IV

PRESENT USAGE OF ENGLISH

	Daily	At Least Once A Week	Very Rarely or Never	Not Applicable
Fellow countrymen	67%	8%	15%	
Friends	92%	4%	4%	
Spouse	19%	1%	23%	57%
Children	13%	–	22%	65%
Native speakers of English	78%	5%	18%	
My family in my home country	13%	4%	73%	10%
Government officials in my home country	18%	5%	31%	43%
Fellow countrymen whose language I don't know	43%	9%	·41%	7%
Other internationals	72%	10%	14%	4%

nationals and 83 percent with native English speakers. Sixty five percent of the respondents expect to communicate in English with fellow countrymen in the future. Also of interest, 49 percent of the students expect to speak English with their future spouses and 47 percent intend to communicate daily with their children in English. Of the respondents in this survey, only 28 percent expect to never, or very rarely use English with their spouse or children, a

five percent increase from present usage data. The responses to this part of the survey are given in the following table:

TABLE V

ESTIMATED FUTURE USAGE OF ENGLISH

	Daily	At Least Once A Week	Very Rarely or Never	Not Applicable
Fellow countrymen	65%	4%	27%	4%
Friends	78%	4%	18%	
My parents	26%	3%	65%	6%
My children	47%	4%	28%	21%
My spouse	49%	1%	28%	22%
Supervisors	74%	5%	16%	5%
Native speakers of English	83%	9%	8%	
Government officials	54%	10%	23%	3%
Businessmen	74%	9%	16%	4%
Other internationals	79%	11%	9%	1%
Fellow countrymen whose language I do not know	58%	9%	28%	5%

In addition, students were also asked to indicate the circumstances and the frequency with which they use their own language. This information in conjunction with their

reported English usage is revealing. Though English is used with high frequency among friends (92%), 86 percent of the students report that their own language is used to communicate with close friends, data which perhaps suggest that English is not as appropriate as the native language for personal exchanges. It is not possible to hypothesize on this matter since the survey did not include enough detailed questions on the circumstances of native language/English usage with friends.

There is some indication in the data that the respondents are in general aware of the psychological advantages of being bilingual. The languages at command can be used in varying circumstances to effect specific purposes. For example, 37 percent of the participants agreed that they used English with native speakers of their own language frequently or fairly often because using English serves as an effective means of formalizing a relationship by keeping things business-like. An example of this is related by an international student who explained that when selling his car to someone from his own country, he insisted on using English, so that no particular advantage could be taken by the prospective buyer on the basis of common national identity. In this way, English was used as a protective strategy by the seller. Other instances of purposeful use of the native language or of English are revealed. Fifteen percent reported using their own language when they did not wish to be understood by their children, over half (53%) used their own

language when they did not wish to be understood by native English speakers. Since over 76 percent of the respondents reported seldom or never encountering native speakers of English who spoke their own language, privacy in communicating in their own language is fairly well assured. Over one third (38%) reported that English was used with speakers of their own language frequently or fairly often because they enjoyed displaying their command of English.

From this it is possible to theorize that these students are aware in general of the 'hidden dimensions' of language. Aside from the overt communicative function, language can be used effectively as a flexible tool serving a range of purposes depending on context of use. In these examples language is used with psychological as well as communicative intent-- as a manipulative strategy, a privacy screen, as a status emblem, and most important within the context of this analysis, as a means of accessing information which they need in order to pursue their professional careers. Perhaps one of the advantages to bilingualism is a growing ability to divorce sociocultural identity from language use by being able to use either language in appropriate contexts, thus introducing greater impartiality concerning language attitudes.

The responses to items in the survey asking students with whom or under what circumstances the native language is used can be ranked as shown in Table VI.

TABLE VI

USE OF NATIVE LANGUAGE

Rank	Reason	Frequently or Fairly Often	Never or Seldom	Not Applicable
1	to communicate with close friends	86%	14%	
2	to identify with fellow countrymen	77%	21%	
3	to communicate with family back home	76%	22%	2%
4	to read for pleasure	57%	43%	
5	to read newspaper	56%	38%	6%
6	when I do not want to be understood by English speakers	43%	53%	3%
7	to communicate with government officials	42%	52%	6%
8	to communicate with my spouse	30%	27%	43%
9	to communicate with my children	21%	26%	53%
10	when I do not want to be understood by my children	15%	49%	36%

These data are fairly self evident and indicate that the respondents use their own language integratively - to share with close friends, identify with fellow countrymen, communicate with their families at home and to read for pleasure. Frequent use of English during the average period

of five years of living in an English speaking environment
has not resulted in acculturation with the native English
language culture.

In conclusion it is interesting to note how the partici-
pants viewed the matter of English varieties. When asked
to identify the model of English spoken by educated speakers
in their home country, 54 percent reported British English
and 22 percent American English. When asked to describe the
variety of English that the respondent felt should be
learned, only 12 percent agreed that the form should follow
the British model, while 22 percent opted for American
English. The greatest majority, 60 percent, offered the
opinion that English that is internationally intelligible,
or like that spoken by other educated internationals, should
be the model followed. This opinion substantiates the over-
all collection of data contributed in response to the survey;
if English is indeed seen primarily as a means to an end,
as a necessary key, it is then logical that the international
user would consider the language to be a universally shared
property. To speak exactly as the native speaker is unneces-
sary, since an internationally intelligible variety accom-
plishes the identical function communicatively. If English
continues to be the medium of global communication encom-
passing an ever expanding population of international users,
and there is no reason to doubt this will not be the case,
the variety of language used will be that which best accomo-
dates the needs of the majority of its users. It is highly

likely that the model of English that will ultimately be advanced and promoted for global use will be determined by the dominant group of speakers, the non-native user of English.

CHAPTER V

SUMMARY AND CONCLUSION

SUMMARY

The data contributed by this sample of the international

student body offers several revealing insights about the non-

native user of English. Interpretation of the results are

for the main part straightforward and offer high support for

the original thesis of this research. Responses appeared to

be consistent and noncontradictory, thereby facilitating ease

of analysis. Though not all of the information collected

by this survey has been integrated into this study, the

relevant issues as outlined in the first two chapters have

been addressed.

The information gained in the survey can be briefly

summarized as follows:

1. By far the greatest majority of these students

are instrumentally motivated to learn English. This is

supported by ranking the reasons given for studying English

in which 88 percent agreed that knowledge of English is

necessary for their work. A review of the selected areas

of study offer futher support. Ninety percent of the parti-

cipants are engaged in the study of vocational or technical

professions. No support was indicated for integrative moti-

vation and in fact traditionally integrative motives were ranked lowest.

2. Interpretation of the several questions designed to yield information on students' self-rated proficiency of English indicates that most of the participants are satisfied with their decoding abilities (reading and listening), but wish to improve encoding skills (writing and speaking).

3. The role of the preceding generation, the parents, in encouraging and even pressuring their children to learn English is evident. Parents apparently are aware of the changing status of English and their attitudes have contributed to the expansion of English as a global language by encouraging their offspring to become proficient in English, even if they themselves are monolingual.

4. When asked to report on present usage of English and to estimate future usage, students indicated high frequency of use of English for both periods of time. Nearly 50 percent expected to use English with their spouse and children. If this figure reflects the intentions of the majority of the international populations studying in native English speaking environments, there is little doubt that the expansion of English around the globe will continue at an accelerated pace.

5. The ranking of circumstances for use of the student's own native language indicates that the native language continues to be used integratively; that is, to communicate with close friends and with family. There is

evidence that suggests that these students are aware of the advantages of proficiency in two languages and are able to use the language that best serves the function needed in varying circumstances.

6. Lastly, the participants of this survey report that 60 percent agree that an internationally intelligible model, or one similar to that spoken by other educated internationals, should be the language model learned. Since these people at this point represent the educated minority in most of the countries represented here, it is possible that they will exert influence at a later date on this matter when their own children are of school age.

Conclusions

Perhaps the most significant information to surface in this research with implications for the English second language teacher, is the evidence that supports instrumental motivation of these sample students. In the last 20 years language acquisition research that has studied the role of affective factors, has primarily focused on the examination of the integrative motive and has largely ignored the role of instrumental motivation. For this reason, much of the contemporary literature on second language learning has emphasized the acculturation and assimilation of the learner to the target language culture. Americanization, or westernization, has recurred as a pervasive theme in the popular language teaching approaches. The aim of such efforts is

directed towards the development of native-like speakers of English, who in the words of Prator "wish to identify with members of the other linguistic-cultural group and (are) willing to take on subtle aspects of their behavior" in a desire to become assimilated with the target language culture (1968:474).

There is no doubt that the integrative motivational element is of great value in certain language learning situations, as for example when the student is overtly interested in becoming integrated with the target culture. For these people, the native speaker offers a model in both speech and behavior to be imitated. Schumann has expanded this theme considerably by investigating the attitudes of the learner to the target culture group. In his accultura-tion model, positive attitudes toward the target group is causally related to improved proficiency (Schumann 1978).

Because of significant correlations found between integrative motivation and language proficiency, current literature examining language acquisition stresses this area of investigation and the superiority of the integrative moti-vational factor is assumed. The continual repetition of this material in current texts discussing teaching methodologies and approaches (e.g. Oller and Richard-Amato 1983, Krashen 1982) may lead the reader to conclude that all students encountered in the classroom are, or should be, integratively motivated. The embedded preference for "integratively oriented approaches" (Kachru 1976:229) unconsciously inspires

ethnocentrism, the belief in the superiority of the target culture.

Such perspectives can be traced to several major influences: the historical British dominance and colonization of much of the world, current American foreign policy, and the pervading theme of integration, the melting pot philosophy that in fact defines America. However, such narrow attitudes do not encompass the current context of English learning by students today. A review of the global profile of English indicates a dynamic change in the status of English in recent years. Knowledge of English is imperative for those who wish to access the vast quantities of information now disseminated primarily in English. Quinta Roberts of Mexico City Interlingual Institute has observed, "Only one in a hundred learns English because he likes it. They learn English because they need it (Newsweek 1982:100).

It is important for the ESL teacher to acknowledge that the majority of the international students studying abroad in a native English speaking environment intend to return to their home countries. Many are here on government contracts, sponsorships, or national scholarships and are expected to reciprocate the financial investment by contributing their expertise to the advancement of their country. Acquiring English in the native English language environment afford an unquestionable learning advantage but does not imply the wish to acculturate with the target language community.

Within this context, it is debatable whether language acquisition theories that examine the process of acculturation are applicable to the transient student, who is instrumentally motivated to acquire proficiency in the language. An awareness by the English second language teacher of the context of learning can diminish ethnocentric attitudes by acknowledging the actual situation of the international student. Rather than focusing on the acculturation of the student, the teacher's primary goal is to teach the language.

Certainly the arriving international student needs to be taught basic survival skills which will necessarily include cultural information. Ideally, the objective would be to teach whatever is necessary for the student to function effectively with minimal stress in the new culture. This may include an impartial explanation by the teacher of socio-cultural values of the target language community. The burden rests on the teacher to remain sensitive to and knowledgeable of cultural differences by maintaining an atmosphere of acceptance and tolerance.

The responsibility of the teacher is to advance the learner's proficiency. Instrumentally motivated students may perhaps best be benefited by a curriculum designed to specifically address their precise professional or vocational needs. This is in fact the objective of English for Special Purposes (ESP) and represents a relatively new direction in English second language teaching. ESP courses are of a specialized nature and concentrate only on the particular

linguistic skills appropriate within special contexts.
Certain advantages of an ESP program are evident in that
students "are grateful not to be subjected to the long and
irrelevant haul of a general purpose English course" and so
are motivated and cooperative (Croft 1980:466). The major
disadvantages to the program derive from its newness in that
appropriate teaching materials and highly specialized
teachers are scarce. However, Strevens, a strong supporter
of ESP believes that "ESP will continue to grow rapidly
especially when the successful achievements of ESP are con-
trasted with other English second language teaching approach-
es" (Croft 1980).

Several other issues are raised by the global expansion
of English. It is of interest to note that a majority of
the students who participated in this survey indicated a wish
to communicate with native English speakers and a desire to
improve their encoding abilities, writing and speaking.
Satisfied with their ability to absorb information through
reading and listening, these students desire to participate
more equally in communicative exchanges. Lambert and Gardner
who first supplied the second language teacher with the ins-
trumental/integrative dichotomy have posited that the inte-
grative motive reflects a desire to communicate with the
target language members (1972). The obvious question is
whether the desire to communicate is restricted only to those
integratively motivated. Surely the desire to participate
with the global community (which now happens to be using
English as the linguistic vehicle of communication) can no

longer be assumed to result from a wish to acculturate with the native English speaking culture. To continue to maintain such a perspective is unrealistic given the context of English usage today. Rather, just the opposite view can be taken. It is quite likely that the international user of English, like any other user of English, is also interested in sharing information and exerting influence. Communicative competence with a language assures equal participation in the communicative exchange, fulfilling one of the primary universal functions of language. The cooperative principles of language-- contact with others and reciprocal exchanges-- cannot be facilitated if one of the communicative partici- pants is handicapped by lack of proficiency in encoding information. Like any native user of English, the interna- tional users of English also wish to engage the functions of language to their benefit.

The expansion of English as the global medium of commu- nication calls for a change in linguistic attitudes by the native speakers. As the shared linguistic property of the global population, the language is no longer in control of only the native speaker. The international users already outnumber native users. In accordance with linguistic evolu- tion, varieties of the language proliferate. To a purist such as Prator (1968) such diversifications are not willingly accepted. Within the context of the global situation, this perspective is limited and based in ethnocentric attitudes. It is reasonable to assume that a language variety that acco- modates the needs of the majority of its users will emerge

as linguistic victor. Pragmatically, historical precedence or linguistic prejudice aside, the most essential requirement for such a model is that the language used is internationally intelligible. Determining international intelligibility necessarily will be decided ultimately by the total English using population. Although not within the scope of this paper, it is important to mention that the issue of international intelligibility of English represents a vital area of research in attitudinal studies. A model of English that addresses the usage of the international community is currently being investigated by many scholars engaged in language planning policies and language teaching fields (e.g. Kachru 1982, Fishman 1977, Smith 1981, Pride 1982, Strevens 1980, Brumfit 1982).

In conclusion, identifying the new users of English offers valuable information that can contribute to greater awareness in the field of language teaching. The change in the status and context of English usage necessitates a revision in teaching attitudes that can best accomodate the needs (instrumental) and wishes (participation in the global community) of the new users of English.

It is my intention in conducting this study that the data contributed by a sample of the international student population at Oklahoma State University can further the general research in the English second language field by offering additional insights describing the international user of English.

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APPENDIX A

THE SURVEY

I. General Information
Please fill in the blanks or circle the appropriate response.

Age: _____   Nationality: _____   Male/Female   Student/Non-student

Field of Study: _____   Classification: Freshman/Sophomore/Junior/Senior/MA/PhD

Years lived in U.S.: _____   in England: ____   in other English speaking countries: ____

I would rate my overall command of English as:
  Fluent   Very good   Some difficulties   Fair   Poor

II. Linguistic Background

1. Language spoken in my parents' home: _____

2. Languages spoken by parents: _____

3. Age that I first began to learn English: _____

4. English was used in my home: Never   seldom   often   always

5. One or both of my parents speak:
     some English   no English   fluent English

6. My parents consider my learning English to be:
     very important   somewhat important   not important

III. Please circle the appropriate response

1. I think that we should learn to speak English:
   a. like the British.
   b. like the Americans.
   c. in our own way.
   d. like educated non-native speakers from other countries.
   e. that is internationally intelligible.

2. Please rank your command of English in the four skills listed below.

	Excellent	Very good	Good	Poor
a. Reading	1	2	3	4
b. Writing	1	2	3	4
c. Speaking	1	2	3	4
d. Listening	1	2	3	4

3. Of these four skills, I would most like to improve:
   a. reading   b. writing   c. speaking   d. listening

4. The English spoken by educated speakers in my country is:
   a. British   b. American   c. Unique   d. other (please specify): _____

(please turn over)

IV. Reasons for Studying English
Please indicate level of agreement to the following statements
by circling the appropriate letter for each statement.

	Strongly agree	Agree	No opinion	Disagree	Strongly disagree
1. I have always enjoyed studying languages	A	B	C	D	E
2. I studied English:					
a. so that I could study in a foreign country	A	B	C	D	E
b. because I will need it for my work	A	B	C	D	E
c. so that I could talk with native speakers of English for business/educational reasons.	A	B	C	D	E
d. so that I could talk to other foreigners for business/educational reasons.	A	B	C	D	E
e. because it will help me to think and behave as a native.	A	B	C	D	E
f. because it is required in my educational system.	A	B	C	D	E
g. because I like the people who are native speakers of English.	A	B	C	D	E
h. because I enjoy communicating with English native speakers.	A	B	C	D	E
3. My parents insisted that I learn English.	A	B	C	D	E
4. In my culture it is necessary for the educated person to know English.	A	B	C	D	E
5. I want to know English in order to communicate with people in my own country whose language is unknown to me.	A	B	C	D	E
6. I want to teach English as a second language when I return home.	A	B	C	D	E
7. I want to be able to read the literature written in English.	A	B	C	D	E
8. My social and economic future depend a great deal on my proficiency in English.	A	B	C	D	E

V. Frequency of Use of English
Please check appropriate response for each statement.
1. In an average period of two months in this country, I speak English with:

	Many times daily	At least once a day	At least once a week	Very Rarely	Never
Fellow countrymen					
Friends					
My spouse					
My children					
Native speakers of English					
My family in my home country					
Government officials in my home country					
Fellow countrymen whose language I don't know					
Other international whose language I don't know					

2. In the future I expect to use English with:

Fellow countrymen					
Friends					
My parents					
My children					
My spouse					
Supervisors					
Government officials					
Businessmen					
Native speakers of English					
Other internationals					
Fellow countrymen whose language I don't know					

VI. Feelings and Observations about English
    Please indicate your response for each item by circling the
    appropriate number for each statement.

Column headers (vertical): Frequently, Fairly often, Seldom, Never

1. When I speak with other non-native speakers of English I:
   a. am constantly aware of their errors, but say nothing.
   b. correct their errors.
   c. admire their command of English.

	Frequently	Fairly often	Seldom	Never
a.	1	2	3	4
b.	1	2	3	4
c.	1	2	3	4

2. When I hear Americans speaking English, I:
   a. am constantly aware of their errors, but say nothing.
   b. correct their errors.
   c. do not notice any errors they may make.

	Frequently	Fairly often	Seldom	Never
a.	1	2	3	4
b.	1	2	3	4
c.	1	2	3	4

3. When conversing with a native speaker of English, I feel:
   a. frustrated.
   b. misunderstood.
   c. silently criticized for errors or pronunciation difficulties.
   d. comfortable and relaxed.

	Frequently	Fairly often	Seldom	Never
a.	1	2	3	4
b.	1	2	3	4
c.	1	2	3	4
d.	1	2	3	4

4. If a native speaker of English corrects my use of English, I feel:
   a. grateful
   b. hostile
   c. irritated
   d. patient
   e. embarrassed

	Frequently	Fairly often	Seldom	Never
a.	1	2	3	4
b.	1	2	3	4
c.	1	2	3	4
d.	1	2	3	4
e.	1	2	3	4

5. In my encounters with native speakers of English, I have met some
   who speak my language.

	Frequently	Fairly often	Seldom	Never
5.	1	2	3	4

6. With speakers of my own language, I sometimes use English because:
   a. Our language does not have the specific vocabulary I need to discuss certain topics.
   b. I enjoy displaying my command of English.
   c. It is an effective means of formalizing a relationship by keeping things business-like.
   d. I no longer feel completely comfortable using my own language.

	Frequently	Fairly often	Seldom	Never
a.	1	2	3	4
b.	1	2	3	4
c.	1	2	3	4
d.	1	2	3	4

7. I use my own language
   a. to read for pleasure.
   b. to communicate with my close friends.
   c. to communicate with my children.
   d. to communicate with my spouse.
   e. to communicate with government officials back home.
   f. when I do not want to be understood by my children.
   g. when I do not want to be understood by other English speakers in general.
   h. to communicate with my family back home.
   i. to identify with my fellow countrymen.
   j. to read newspapers from my home country.

	Frequently	Fairly often	Seldom	Never
a.	1	2	3	4
b.	1	2	3	4
c.	1	2	3	4
d.	1	2	3	4
e.	1	2	3	4
f.	1	2	3	4
g.	1	2	3	4
h.	1	2	3	4
i.	1	2	3	4
j.	1	2	3	4

8. I feel able to express myself creatively in English with:
   a. my speech
   b. my writing

	Frequently	Fairly often	Seldom	Never
a.	1	2	3	4
b.	1	2	3	4

9. When I listen to music for my pleasure, I listen to:
   a. traditional or popular music from my home country.
   b. American or British music with English lyrics.
   c. either, depends on my mood.
   d. other (please specify) _____

	Frequently	Fairly often	Seldom	Never
a.	1	2	3	4
b.	1	2	3	4
c.	1	2	3	4
d.	1	2	3	4

10. When I translate an idiom, song, poem, saying, joke or story
    from my language into English, I feel that:
    a. the real meaning is lost.
    b. I am better able to explain my point.
    c. communication is improved.

	Frequently	Fairly often	Seldom	Never
a.	1	2	3	4
b.	1	2	3	4
c.	1	2	3	4

APPENDIX B

FREQUENCIES OF RESPONSES TO ITEMS ON SURVEY

Variable 1:   Nationality

	Frequency	Percent
Africa	6	6.1
Asia	14	14.2
India	5	5.1
Indonesia	5	5.1
Iran	6	6.1
Jordan	5	5.1
Lebanon	4	4.0
Malaysia	23	23.4
Middle East	8	8.1
Nigeria	4	4.0
Central and South America	5	5.1
Singapore	3	3.0
Taiwan	4	4.0
Venezuela	6	6.1

Variable 2:   Age

17	1	1.0
18	2	2.0
19	9	9.1
20	4	4.0
21	12	12.2
22	13	13.2
23	5	5.1
24	11	11.2
25	10	10.2
26	7	7.1
27	6	6.1
28	3	3.0
29	1	1.0
30	1	1.0
31	2	2.0
32	1	1.0
33	3	3.0
34	2	2.0
35	1	1.0
36	1	1.0
38	1	1.0
39	1	1.0

Variable 3:   Gender

Female	18	18.3
Male	80	81.6

Variable 4:   Field of Study

Advertising	3	3.0
Agriculture	3	3.0

	Frequency	Percent
Architecture	5	5.1
Arts and Sciences	1	1.0
Biology	1	1.0
Botany	1	1.0
Business	19	19.3
Chemistry	1	1.0
Computer Science	5	5.1
Economics	7	7.1
Education	2	2.0
English	4	4.0
Engineering	37	37.6
Finance	1	1.0
Geology	2	2.0
Hotel/Restaurant	4	4.0
Sociology	1	1.0
Statistics	1	1.0

Variable 5:   Classification

	Frequency	Percent
Freshman	12	12.2
Sophomore	12	12.2
Junior	20	20.4
Senior	25	25.5
Master	12	12.2
Doctorate	17	17.3

Variable 6:   Years lived in U.S.

	Frequency	Percent
Less than 1	1	1.0
1	21	21.4
2	19	19.3
3	19	19.3
4	16	16.3
5	9	9.1
6	5	5.1
7	1	1.0
8	2	2.0
9	2	2.0
10	3	3.0

Variable 7:   Years lived in England

	Frequency	Percent
0	88	89.7
1	3	3.0
2	5	5.1
3	1	1.0
4	1	1.0

Variable 8: in other English speaking countries

	Frequency	Percent
0	74	75.5
1	5	5.1
2	9	9.1
4	1	1.0
5	1	1.0
6	1	1.0
8	1	1.0
17	1	1.0
18	2	2.0
19	1	1.0
36	1	1.0
39	1	1.0

Variable 9: I would rate my overall command of English as:

Fluent	30	30.6
Very Good	28	28.5
Some Difficulties	29	29.5
Fair	11	11.2
Poor	0	0

Variable 10: Number of languages spoken by parents

1	72	73.4
2	22	22.4
3	3	3.0
4	1	1.0

Variable 11: Age that I first began to learn English

1	2	2.0
2	1	1.0
3	3	3.0
4	4	4.0
5	8	8.1
6	13	13.2
7	13	13.2
8	2	2.0
9	5	5.1
10	10	10.2
11	4	4.0
12	4	4.0
13	4	4.0
14	7	7.1
15	3	3.0
16	2	2.0
17	6	6.1
18	2	2.0
19	3	3.0
21	1	1.0
25	1	1.0

Variable 12: English was used in my home:

	Frequency	Percent
Never	35	35.7
Seldom	31	31.6
Often	24	24.4
Always	8	8.1

Variable 13: One of both of my parents speak:

Fluent English	23	23.4
Some English	27	27.5
No English	48	48.9

Variable 14: My parents consider my learning English to be:

Very important	69	70.3
Somewhat important	25	25.5
Not important	4	4.0

Variable 15: I think that we should learn to speak English:

Like the British	12	12.2
Like the Americans	16	16.3
In our own way	10	10.2
Like educated non-native speakers from other countries	17	17.3
That is internationally intelligible	43	43.8

Variable 16: Please rank command of English in the four skills - Reading

Excellent	31	31.6
Very Good	33	33.6
Good	31	31.6
Poor	3	3.0

Variable 17: Writing

Excellent	15	15.3
Very Good	30	30.6
Good	43	43.8
Poor	10	10.2

Variable 18: Speaking

Excellent	14	14.2
Very Good	34	34.6
Good	39	11.2
Poor	11	11.2

Variable 19:   Listening

	Frequency	Percent
Excellent	22	22.4
Very Good	43	43.8
Good	28	28.5
Poor	5	5.1

Variable 20:   Of these four skills I would most like to improve:

Reading	9	9.1
Writing	38	38.7
Speaking	46	46.9
Listening	5	5.1

Variable 21:   The English spoken by educated speakers in my country is:

British	53	54.0
American	22	22.4
Unique	12	12.2
Other	11	11.2

Variable 22:   I have always enjoyed studying languages

Strongly Agree	29	29.5
Agree	40	40.8
No Opinion	15	15.3
Disagree	10	10.2
Strongly Disagree	4	4.0

I studied English:

Variable 23:   so that I could study in a foreign country

Strongly Agree	23	23.4
Agree	44	44.8
No Opinion	12	12.2
Disagree	10	10.2
Strongly Disagree	9	9.1

Variable 24:   because I will need it for my work

Strongly Agree	39	39.7
Agree	47	47.9
No Opinion	8	8.1
Disagree	2	2.0
Strongly Disagree	2	2.0

Variable 25:   so that I can talk with native speakers of English for business/educational reasons

Strongly Agree	37	37.7

	Frequency	Percent
Agree	44	44.8
No Opinion	8	8.1
Disagree	8	8.1
Strongly Disagree	1	1.0

Variable 26: so that I can talk with other foreigners for business/educational reasons

Strongly Agree	33	33.6
Agree	40	40.8
No Opinion	14	14.2
Disagree	6	6.1
Strongly Disagree	5	5.1

Variable 27: because it will help me to think and behave as a native

Strongly Agree	3	3.0
Agree	16	16.3
No Opinion	30	30.6
Disagree	35	35.7
Strongly Disagree	14	14.2

Variable 28: because it is required in my educational system

Strongly Agree	33	33.6
Agree	40	40.8
No Opinion	12	12.2
Disagree	9	9.1
Strongly Disagree	4	4.0

Variable 29: because I like the people who are native speakers of English

Strongly Agree	3	3.0
Agree	18	18.3
No Opinion	45	45.9
Disagree	18	18.3
Strongly Disagree	14	14.2

Variable 30: because I enjoy communicating with English native speakers

Strongly Agree	11	11.2
Agree	36	36.7
No Opinion	35	35.7
Disagree	10	10.2
Strongly Disagree	6	6.1

Variable 31: My parents insisted that I learn English

	Frequency	Percent
Strongly Agree	17	17.3
Agree	34	34.6
No Opinion	22	22.4
Disagree	15	15.3
Strongly Disagree	10	10.2

Variable 32: In my culture it is necessary for the educated person to know English

Strongly Agree	16	16.3
Agree	44	44.8
No Opinion	14	14.2
Disagree	20	20.4
Strongly Disagree	4	4.0

Variable 33: I want to know English in order to be able to communicate with people in my own country whose language is unknown to me

Strongly Agree	5	5.1
Agree	26	26.5
No Opinion	15	15.3
Disagree	27	27.5
Strongly Disagree	25	25.5

Variable 34: I want to teach English as a second language when I return home

Strongly Agree	3	3.0
Agree	3	3.0
No Opinion	23	23.4
Disagree	33	33.6
Strongly Disagree	36	36.7

Variable 35: I want to be able to read the literature written in English

Strongly Agree	22	22.4
Agree	51	52
No Opinion	15	15
Disagree	9	9
Strongly Disagree	1	1

Variable 36: My social and economic future depend a great deal on my proficiency in English

Strongly Agree	28	28.5
Agree	32	32.6
No Opinion	19	19.3
Disagree	14	14.2
Strongly Disagree	5	5.1

Variable 37-45:   Percent usage of English

    See Table IV (p. 36)

Variable 46-56:   Estimated future usage of English

    See Table V (p. 37)

When I speak with other non-native speakers of English

Variable 57:   I am constantly aware of their errors, but say nothing

	Frequency	Percent
Frequently	20	20.4
Fairly Often	42	42.8
Seldom	25	25.5
Never	9	9.1
No Response	2	2.0

Variable 58:   I correct their errors

Frequently	6	6.1
Fairly Often	13	13.2
Seldom	48	48.9
Never	29	29.5
No Response	2	2.0

Variable 59:   admire their command of English

Frequently	13	13.2
Fairly Often	39	39.7
Seldom	34	34.6
Never	11	11.2
No Response	1	1.0

When I hear Americans speaking English, I:

Variable 60:   am constantly aware of their errors, but say nothing

Frequently	20	20.4
Fairly Often	21	21.4
Seldom	30	30.6
Never	25	25.5
No Response	2	2.0

Variable 61:   correct their errors

Frequently	6	6.1
Fairly Often	4	4.0
Seldom	31	31.6
Never	55	56.1
No Response	2	2.0

Variable 62:   do not notice any errors they make

	Frequency	Percent
Frequently	6	6.1
Fairly Often	27	27.5
Seldom	43	43.8
Never	22	22.4

When conversing with a native speakr of English, I feel,

Variable 63:   frustrated

Frequently	3	3.1
Fairly Often	7	7.3
Seldom	37	38.8
Never	47	49.4
No Response	4	4.0

Variable 64:   misunderstood

Frequently	3	3.0
Fairly Often	15	15.3
Seldom	58	59.1
Never	19	19.3
No Response	3	3.0

Variable 65:   Silently criticized for errors or
pronunciation difficulties

Frequently	4	4.0
Fairly Often	12	12.2
Seldom	52	53.0
Never	28	28.5
No Response	2	2.0

Variable 66:   comfortable and relaxed

Frequently	35	35.7
Fairly Often	39	39.7
Seldom	17	17.3
Never	4	4.0
No Response	3	3.0

If a native speaker of English corrects my use of English,
I feel,

Variable 67:   grateful

Frequently	44	44.8
Fairly Often	35	35.7
Seldom	16	16.3
Never	3	3.0

Variable 68:   hostile

	Frequency	Percent
Frequently	2	2.0
Fairly Often	22	22.4
Seldom	21	21.4
Never	53	54.0

Variable 69:   irritated

Frequently	2	2.0
Fairly Often	10	10.2
Seldom	31	31.6
Never	55	56.1

Variable 70:   patient

Frequently	20	20.4
Fairly Often	36	36.7
Seldom	25	25.5
Never	17	17.3

Variable 71:   embarrassed

Frequently	5	5.1
Fairly Often	17	17.3
Seldom	33	33.6
Never	43	43.8

Variable 72:   In my encounters with native speakers, I have met some who speak my language

Frequently	7	7.1
Fairly Often	12	12.2
Seldom	35	35.7
Never	43	43.8
No Response	1	1.0

With speakers of my own language, I sometimes use English because:

Variable 73:   our language does not have the specific vocabulary I need to discuss certain topics

Frequently	14	14.2
Fairly Often	25	25.5
Seldom	32	32.6
Never	27	27.5

Variable 74:   I enjoy displaying my command of English

Frequently	5	5.1
Fairly Often	32	32.6

	Frequency	Percent
Seldom	28	28.5
Never	33	33.6

Variable 75: it is an effective means of formalizing a relationship by keeping things business like

	Frequency	Percent
Frequently	7	7.1
Fairly Often	29	29.5
Seldom	37	37.7
Never	24	24.4

Variable 76: I no longer feel completely comfortable using my own language

	Frequency	Percent
Frequently	2	2.0
Fairly Often	14	14.2
Seldom	26	26.5
Never	56	57.1

Variable 77-86: Use of own language

See Table VI (p. 40)

Variable 87: I feel able to express myself creatively in English with my speech

	Frequency	Percent
Frequently	32	32.6
Fairly Often	47	47.9
Seldom	0	0
Never	18	18.3
No Response	1	1.0

Variable 88: I feel able to express myself creatively in English with my writing

	Frequency	Percent
Frequently	30	30.6
Fairly Often	40	40.8
Seldom	24	24.4
Never	3	3.0
No Response	1	1.0

When I listen to music for pleasure, I listen to

Variable 89: traditional or popular music from my home country

	Frequency	Percent
Frequently	17	17.3
Fairly Often	34	34.6
Seldom	31	31.5
Never	12	12.0
No Response	4	4.0

Variable 90:   American or British music with English lyrics

	Frequency	Percent
Frequently	37	37.7
Fairly Often	44	44.8
Seldom	9	9.1
Never	5	5.1
No Response	3	3.0

Variable 91:   either, depends on my mood

Frequently	23	23.4
Fairly Often	34	34.6
Seldom	21	21.3
Never	16	16.3
No Response	4	4.0

Variable 92:   other

Frequently	9	9.1
Fairly Often	18	18.3
Seldom	18	18.3
Never	18	18.3
No Response	35	35.7

When I translate an idiom, song, poem, saying, joke or story from my language into English, I feel that:

Variable 93:   the real meaning is lost

Frequently	34	34.6
Fairly Often	40	40.8
Seldom	19	19.3
Never	3	3.0
No Response	2	2.0

Variable 94:   I am better able to explain my point

Frequently	11	11.2
Fairly Often	25	25.5
Seldom	50	50.9
Never	10	10.2
No Response	2	2.0

Variable 95:   communication is improved

Frequently	16	16.3
Fairly Often	24	24.4
Seldom	49	49.9
Never	8	8.1
No Response	1	1.0

VITA

Assunta Davis Martin

Candidate for the Degree of

Master of Arts

Thesis: IDENTIFYING THE NEW USERS OF ENGLISH

Major Field: English

Biographical:

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