

THE UNIVERSITY OF MANITOBA

THE EFFECTS OF LANGUAGE BACKGROUND AND SOCIOECONOMIC
STATUS ON SECOND-LANGUAGE LEARNING IN MANITOBA
SECONDARY SCHOOLS

by

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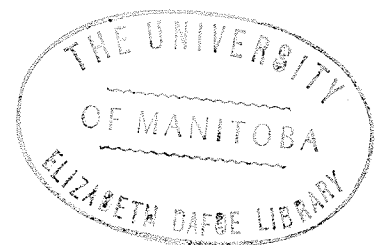
A THESIS

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AN ABSTRACT

The purpose of this study was to investigate the influence of two environmental factors, socioeconomic status and language background, on student attitudes and satisfaction in learning a second language. Eight hypotheses were tested in order to establish how these two factors influenced student motivation, interest in general and specific objectives, the degree students felt at ease with general and specific skills and the level of satisfaction with general and specific skills.

Information collected from three thousand students from a random sample of junior and senior high schools in Manitoba enabled the investigator to perform an analysis of variance on these two factors to find out which were significant.

Language background was found to have a significant influence on student attitudes in acquiring a second language. Subjects from multilingual background were found to have more positive attitudes to learn a second language than monolingual subjects.

Socioeconomic status, even though quite complex, was also found to have a significant influence on student attitudes in learning a second language. Contrary to expectations, low socioeconomic students were found to be more highly motivated, had higher interest in objectives, felt more at ease with basic skills and were generally more satisfied with these skills than the subjects from the other socioeconomic levels.

Subjects from all three socioeconomic levels were found to have a higher interest and felt more at ease with active skills (speaking

and writing) in learning a second language, while being least satisfied with these skills. It seems, therefore, that students from different socioeconomic levels are interested in active skills, while being least interested in passive skills (reading and listening).

More research is therefore needed in language background and especially in socioeconomic status to find out if this general reaction to active skills by all levels is truly reflected in their general achievement in second-language learning.

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CHAPTER I

INTRODUCTION

Among the many predictors of success in acquiring a second language, attitude is considered to be one of the most important. The desire of a learner to acquire a second language accounts for some degree of variation in his level of achievement. Studies on students' motivation to learn a second language show that negative attitudes correlate with grades lower than the student's grade-point average, while positive attitudes tend to be associated with higher grades.

Some of the significant factors, according to theory or research, which influence a learner's attitude to study a second language are methods, age of the learner, language aptitudes, attitudinal characteristics in the home, and teachers' and administrators' philosophies.

Studies on methods employed in teaching a second language show that some students perform better with the audio-lingual approach while others prefer the cognitive code-learning method. Some theorists claim that beyond puberty, a child's difficulty in learning a second language increases. Evidence suggests that children can acquire more than one language at once. Research has found that aptitudes in second languages have an influence on a learner's attitude.

Attitudinal characteristics in the home were also found to be of major importance. The home can foster positive or negative attitudes in children with respect to second-language learning. Other factors which have been proposed to be related to second-language learning are teachers' and administrators' attitudes. A teacher can

promote attitudes to second-language learning through his or her own attitudes, through classroom management, or through his degree of preparation. Administrators, in providing leadership, budgetary funds, adequate scheduling, and teacher in-service training, can also promote these attitudes.

Studies in other disciplines indicate that another factor which will influence a student's attitude is the socioeconomic level of the child. Socioeconomic status seems to affect a student's aspirations, his scholastic achievement, his college education and his degree of performance in first-language acquisition.

Another important influence on a student's attitude to second-language acquisition is language background. Even though the issue is quite complex, many studies report direct influences between language background and second-language learning.

I. THE PROBLEM

It was the purpose of this study to investigate the influence of two environmental factors, socioeconomic status and language background, on student attitudes and satisfaction in learning a second language. More specifically the study was designed to answer the following questions:

1. What effect do language background and socioeconomic status have on (a) student motivation; (b) interest in general and specific objectives; (c) the degree students feel at ease with general and specific skills; and (d) the level of satisfaction with general and

specific skills?

2. Do students of different socioeconomic levels indicate different reasons for dropping the study of a second language?

The study was performed with junior and senior high school students in a random sample of schools in Manitoba offering second-language instruction. It included students enrolled in a second-language course as well as those who dropped second-language instruction.

II. SIGNIFICANCE OF THE STUDY

An increasing number of people do agree that knowledge of a second language is becoming more and more important in a bilingual country such as ours. In spite of this acknowledgement a decrease in second-language study at a time when federal and provincial governments are giving financial and educational assistance to promote bilingualism is evident (Appendix B).

The causes for decreasing enrolment in second-language instruction may be numerous. The removal of second-language requirement for university entrance could be a factor. Another reason could be the variety of course options now available at the high school level. Other factors causing such a decrease could also depend on the lack of student motivation, or level of satisfaction derived from the basic skills in second-language learning. It could also be the result of negative reactions students develop with respect to specific objectives for learning a second language.

Since the trend in education today is to turn more to the individual than to the group, it is therefore important to find out what are the individuals' needs in learning a second language. Individuals differ in their objectives for learning a second language. It would be impossible to teach a second language according to the objectives of each student, but a better understanding of individual needs could be very helpful to teachers in designing different approaches in order to facilitate learning. It would also be beneficial to curriculum planners as well as to administrators.

III. THE HYPOTHESES

In order to establish a relationship between environmental conditions and attitudes to second-language learning the following null hypotheses were formulated and were tested.

1. For students of different language background and socio-economic level, there is no significant difference in the motivation to study a second language.
2. For students of different language background and socio-economic level, there is no significant difference in the level of interest expressed with respect to the general objectives in learning a second language.
3. For students of different socioeconomic level there is no significant difference in the level of interest expressed towards each of the specific objectives in learning a second language.
4. For students of different language background and socio-economic level there is no significant difference in the extent to which students feel at ease in the four basic skills in learning a second language.
5. For students of different socioeconomic level there is no significant difference in the extent to which students feel

at ease in each of the four skills in learning a second language.

6. For students of different language background and socioeconomic level there is no significant difference in the level of satisfaction with the four skills in learning a second language.
7. For students of different socioeconomic level there is no significant difference in the level of satisfaction with each of the four skills in learning a second language.
8. For students of different socioeconomic level there is no significant difference in the reasons by students for dropping the study of a second language.

IV. DELIMITATIONS

1. No attempt was made in this study to obtain specific measurements of achievement for each individual student other than his own rating of his objectives and satisfaction obtained in each of the four basic skills in learning a second language.

2. The study was directed to students of junior and senior high school and did not take into consideration the number of years of second-language instruction taken in elementary grades.

3. The study was directed to students who had taken or were taking a second-language course, and did not take into consideration those who had never studied a second language.

4. No attempt was made to evaluate the effects of nor the student's preference for different approaches in learning a second language.

V. LIMITATIONS

1. Gough's Home Index Scale, modified for Canadian usage by Elley, may have been a good discriminator of socioeconomic status ten years ago. The scale places great emphasis on material possessions. It may not discriminate adequately between socioeconomic levels for present populations.

2. Listening skills, on the questionnaire, were first mentioned as being activities divorced from comprehension in every day conversation. This might have led students to interpret these skills as being separate from comprehension in second-language learning.

3. The list of nine reasons students could choose for dropping a second language included one that stated: "None of these reasons." Unfortunately it was impossible to determine what these "other" reasons were.

VI. DEFINITION OF TERMS

Language background. Language background was established by numbers one to five from the questionnaire (Appendix A). A subject was classified as multilingual when any answer was given to number four, or answers to numbers one and two were different. Number one asked students to indicate what was the language they first spoke. Number two asked what language did the student presently speak most frequently. Number four asked students to indicate what was the second language most frequently used if they personally spoke or understand more than one language. All other subjects were considered as

monolingual.

Motivation. The degree of importance of knowing a second language was considered in numbers twenty-four to thirty in order to establish motivation. Students were asked the importance of knowing a second language in Canada, in Manitoba, in getting a good job some day, in order to enrich his background or to get into university.

Satisfaction. Satisfaction was established by the extent of satisfaction students indicated from numbers sixty-one to sixty-four from the questionnaire. These four questions asked students to indicate the extent to which they were satisfied with listening, speaking, reading and writing skills in learning a second language.

Socioeconomic level. Socioeconomic level was established from numbers 110 to 129 of the questionnaire. These twenty questions were taken from Gough's Home Index Scale, modified for Canadian usage by Elley. Findings by Elley and Greenfield show that this scale is a better discriminator of socioeconomic status than Blishen's Occupational Scale. Its simple vocabulary usage makes it suitable for high school students. Three levels of socioeconomic status were considered, low, middle and high. The bottom third of the subjects were considered as belonging to the low socioeconomic group, the middle third classified as the middle socioeconomic level and the top third as the high level.

Specific objectives. Interest with specific objectives was determined by numbers forty-six to fifty-one. Students were asked to rate the extent to which they were interested in being able to speak a second language (number 46), to listen (numbers 47 and 48), to be

able to read (numbers 49 and 50) and to be able to write (number 51) a second language.

General objectives. Interest with general objectives in learning a second language was determined by the total scores obtained from the ratings on specific objectives, (numbers 46 to 51).

CHAPTER II

REVIEW OF THE LITERATURE

A number of studies have dealt with socioeconomic level and its effects on various aspects of student behavior and achievement, but very little has been done in direct relation to second-language learning. It was thus necessary to look at research performed in related fields. This review examined some of the pertinent research performed on socioeconomic status and its effects on scholastic achievement, aspirations, incentives and first-language acquisition. A parallel between first and second-language acquisition was then established in order to question whether environmental conditions did affect the learning of a second language.

I. SOCIOECONOMIC STATUS AND SCHOLASTIC ACHIEVEMENT

The effect of socioeconomic level on general scholastic achievement may affect student achievement in second-language learning. If one underachieves in a second language it might be that his dissatisfaction with the objectives of the course will increase. As a student becomes more dissatisfied with his second-language program, his attitude may well deteriorate. It is therefore important to look at research performed on scholastic achievement and socioeconomic level in order to establish a possible relationship.

Research on the effects of socioeconomic status and general

scholastic achievement is quite extensive. Frankel¹ conducted a study at Bronx High School of Science on achievement of boys from different socioeconomic levels. In his control group, each pair of students was composed of an achiever and an underachiever, matched on I.Q., school entrance examination score and age. Among other things, Frankel explored the relationship between achievement and socioeconomic status. Families of the achievers were rated quite significantly higher on the socioeconomic scale than those of underachievers.

To test the same hypothesis, Curry,² performed a similar experiment on sixth-grade children. His group of 360 students was randomly selected from thirty-three elementary schools. After being tested, students were assigned to three intellectual ability groups, high, medium and low. An achievement test was given on reading, arithmetic, language and total achievement.

Significant differences were found in language achievement between upper and lower, and middle and lower socioeconomic status groups of medium intellectual ability. The difference in the area of total achievement between upper and lower socioeconomic status groups was found to be statistically significant. Other differences in achievement were found to be not significant. The interesting aspect

¹Edward Frankel, "A Comparative Study of Achieving and Under-achieving in High School Boys of High Intellectual Ability," Journal of Educational Research, 53: 172-80, January, 1960.

²Robert L. Curry, "The Effect of Socioeconomic Status on Scholastic Achievement of Sixth-Grade Children," British Journal of Educational Psychology, 32: 46-49, February, 1964.

of this study is that when differences were significant, results always indicated greater achievement for the higher socioeconomic group. To summarize his findings Curry states,

When a child has above average intellectual ability, he will probably overcome the effects of a deprived home environment. However, as the intellectual ability decreases, the effects of deprived social and economic conditions begin to have a more serious effect on scholastic achievement.³

A survey on reading in Manitoba schools was conducted by the Manitoba Teachers' Society. The population for the study consisted of all public school children in Manitoba who were in grades one, two, three and six. The Manitoba Reading Commission investigated the reading achievement of 30,973 pupils. The study concluded that the best predictors for reading achievement were (1) I.Q., (2) age of the pupils, (3) education of the family, and (4) socioeconomic level.⁴

Other studies along the same lines, conducted by Flanagan, and Sewell and Shah,⁵ show that socioeconomic level plays a major role, not only on scholastic achievement, but on college education and

³Ibid., p. 46.

⁴P. G. Halamandaris, Reading in Manitoba Schools: A Survey, Reading Commission of the Manitoba Teachers' Society (Winnipeg, Manitoba: Saults and Pollard Ltd., 1971), p. 177.

⁵John C. Flanagan, "Student Characteristics: Elementary and Secondary, Motivation and Achievement," Encyclopedia of Educational Research, fourth edition (New York: The Macmillan Co., 1969), p. 1333.

W. H. Sewell, and V. P. Shah, "Socioeconomic Status, Intelligence and Attainment of Higher Education," Sociology of Education, XL, 1 (1961), 1-23.

graduation as well.

Johnson,⁶ in a 1966 study, explored variations in school performance, personality traits, values and college planning of students from two contrasting socioeconomic groups. Subjects were selected on the basis of high scoring performance on the School and College Ability Test, with scores at or above the 90th percentile. The subjects were high school seniors who were to graduate in a few months. Socioeconomic level was determined by Hollinghead's Index of Social Position. The two groups were compared on the basis of scholarship points obtained in English, Algebra, Geometry, World History, Foreign Languages, citizenship, responsibility, self control and plans to attend college. The only difference between these two groups was their socioeconomic background. Of all the items they were compared on, no significant difference was found, except in World History, Foreign Languages and Natural Science, which favored the high socioeconomic group. Johnson's conclusion was that high and low socioeconomic gifted students were found to be more alike than different. No attempt was made to find out why gifted low socioeconomic subjects scored lower in those three areas.

The three studies just mentioned come to about the same conclusions, even though subjects being tested were far from similar. If Frankel's study had been performed on girls as well as boys, the research might reveal quite a different picture. When the study done

⁶Russel Marion Johnson, "A Comparison of Gifted Adolescents From High and Low Socioeconomic Background on School Achievement and Personality Traits," (University of Denver, 1966). Dissertation Abstract, 27:3226, April, 1967.

by Curry took into consideration both boys and girls, it was found that intellectual ability seemed to play a greater role in scholastic achievement than did socioeconomic status, even though it is not clear what relative effects the two factors have on each other. At the college level Johnson found differences between the two socioeconomic levels in three areas only. The important question that his study leaves unanswered is why were low socioeconomic subjects found to be underachieving in those three particular areas?

Evidence seems to indicate that there exists a relation between achievement and socioeconomic level of a student. This inferiority in scholastic achievement for low socioeconomic students might be reflected in second-language learning. If he is underachieving in a second language, would this affect his motivation and interest and eventually lead to his dropping out of a second-language course?

II. SOCIOECONOMIC STATUS AND ASPIRATIONS

Different aspirations may affect one's objectives in learning a second language. Students of different socioeconomic groups may well have distinct objectives for learning a second language. This difference could lead to different levels of satisfaction obtained from second-language study.

Research has indicated that lower class individuals have a lower level of aspiration than their counterparts in higher or middle class. A number of studies conducted by Rodman and Voydanoff, Lever

and Kuvlesky, Sperry and Kivett,⁷ found positive relationships between socioeconomic level and aspirations and expectations.

The relationship may be partly explained by the differences in child training procedures employed by different social classes. These differences, according to Douvan,⁸ cluster in two related areas of training development, namely, internalized controls and learning of achievement motivation. Upper and middle socioeconomic classes place more stress on accomplishment and impose demands earlier than do the lower level. Therefore, the need for achievement will be more important and generalized in upper and middle class children than in children of lower status. In such a case, Douvan suggests, success and failure in any situation should, among upper and middle class children, elicit a relatively consistent reaction regardless of reward. Since lower-class children are taught achievement strivings neither so early nor so systematically, their reactions to success and failure should be more responsive to changes in reward.

⁷Hyman Rodman, and Patricia Voydanoff, Social Class and Parent's Aspirations for their Children, East Lansing, Michigan: Head Start Evaluation and Research Center, 1968. (ERIC ED030482).

Michael Lever, and W. P. Kuvlesky, Socioeconomic Status and Occupational Status Projections for Southern Youths by Race and Sex, San Francisco, California: Paper presented at the Rural Sociological Society Meeting, 1969. (ERIC ED032169).

V. Erwin Sperry, and Vira R. Kivett, Educational and Vocational Goals of Rural Youth in North Carolina, Raleigh: North Carolina University, 1965. (ERIC ED012743).

⁸Elizabeth Douvan, "Social Status and Success Strivings," Journal of Abnormal and Social Psychology, 52:222-223. March, 1956.

Studies by Centers, Davis, and Whyte,⁹ suggest that the difference of achievement motivation among children of upper and middle class, and lower class, depends on dominant values and behavior expectations of the class culture. The upper and middle-class child is urged to individual achievement and is taught to respond to non-material rewards. He therefore develops strong internalized desires for accomplishment even when it offers little or no substantial reward. The lower-class child, on the other hand, is not pressed for individual attainment as early and consistently and his motivation to succeed is more clearly related to the rewards such success will bring. Differences in level of aspiration between high and low socioeconomic class might affect one's objectives in learning a second language.

On the basis of these findings would low socioeconomic children be more interested in reading and writing than in listening and speaking objectives in a second language? Such an interest might decrease his satisfaction with listening and speaking skills.

III. SOCIOECONOMIC STATUS AND INCENTIVES

Incentives, as research seems to suggest, play an important part in the process of learning. The reward obtained in learning a

⁹R. Centers, "Attitude and Belief in Relation to Occupational Stratification," Journal of Social Psychology, 27:159-85, May, 1948.

A. Davis, "The Motivation of the Underprivileged Worker," in W. F. Whyte (ed.), Industry and Society (Chicago: University of Chicago Press, 1946), pp. 84-106.

W. F. Whyte, Street Corner Society (Chicago: University of Chicago Press, 1943).

second language may affect students of different socioeconomic groups by changing their attitude and interest in the process of learning that language.

Several investigators have noted significant effects of different types of incentives on children's performance. When a \$10.00 reward was offered to subjects whose scores exceeded a certain standard in a "test," Douvan¹⁰ found that scores of the low socioeconomic subjects were higher than middle socioeconomic subjects whose scores were not changed by the offer. Other studies, such as Zigler and de Labry, Terrell and Kennedy,¹¹ confirmed this finding. Low socioeconomic status children perform more effectively when a tangible or material reward was used instead of an intangible or symbolic incentive. Terrell, after a questionnaire which he administered to children of different socioeconomic levels, reports that upper and middle-class children tend to agree more with the statement, "I would rather do something for the fun of it," while lower-class children respond more to the statement, "I would rather do something if I am promised something for doing it."

The tangible reward in second-language acquisition, which is to learn to communicate and understand people of different language groups,

¹⁰Douvan, op. cit., pp. 220-221.

¹¹E. Zigler and J. de Labry, "Concept Switching in Middle-Class, Lower-Class and Retarded Children," Journal of Abnormal and Social Psychology, 65, no. 4, 267-73, 1962.

G. Terrell and W. A. Kennedy, "Discrimination Learning and Transition in Children as a Function of the Nature of Reward," Journal of Experimental Psychology, 53:257-60, April, 1957.

is far removed from the day to day struggle in acquiring those skills. Would low socioeconomic subjects lose interest in the four basic objectives for learning a second language? Would this lead to a decrease in motivation and consequently to dropping out of a second-language course? Which of the four basic skills offers a more tangible reward for low socioeconomic subjects? With which of the four skills would they feel more at ease?

For students of upper and middle socioeconomic level, would skills acquired, no matter how elementary they might be, be quite rewarding? Would the fact that they may be able to pronounce a difficult phoneme in the target language, use several sentences in a conversation be enough to spur them on to higher achievement?

V. SOCIOECONOMIC STATUS AND FIRST LANGUAGE ACQUISITION

Very little research has been done in the relation between socioeconomic status and second-language acquisition, but studies performed on the effect of socioeconomic level and first-language acquisition is quite extensive. It seems quite important to look at first-language acquisition and try to establish a parallel with second-language learning.

There is substantial transfer of aptitudes from first language to second language, as theorists seem to imply. Pimsleur's Language Aptitude Battery Test¹² devotes an entire section on "Word Knowledge

¹²Paul Pimsleur, Language Aptitude Battery (Harcourt, Brace and World Inc., 1966), p. 3.

in English," (Part 3: Vocabulary), in order to predict ability to learn a foreign language. It is assumed that knowledge of English vocabulary will reflect possible aptitudes of students in learning a second language. Jakobovits¹³ admits that transfer effect is a very significant one, even though quite complex. He suggests that transfer effects operate at various levels of language functioning, namely in mechanical skills, semantic sensitivity (lexicology) and communicative competence (phonetics and grammar).

If transfer does occur between first-language and second-language acquisition it is therefore pertinent to study what takes place when children from different socioeconomic levels acquire their first language.

Language-thought process

Massad¹⁴ compared language-thought processes in children from different socioeconomic levels. One of her objectives was to clarify the role that socioeconomic status has to play in determining the relationship between language aptitude and intelligence. The Modern Language Aptitude Test was administered to 132 sixth-grade students of two different socioeconomic groups, medium and low. The aptitude test

¹³L. A. Jakobovits, Foreign Languages Learning: A Psycholinguistic Analysis of the Issues (Newbury House Publishers: Rowley, Massachusetts, 1970), p. 22.

¹⁴Carolyn E. Massad, "Language-Thought Processes in Children From Differing Socioeconomic Levels," International Reading Association Conference Proceedings, 13:1, 744-48, 1968.

measured the following:

1. Memory and auditory alertness.
2. Sound-symbol association and memory for speech.
3. Sound-symbol association in writing.
4. Sensitivity to grammatical structure.
5. Rote memory.

Students from the middle socioeconomic level performed significantly better than did those from low socioeconomic status on all measures of the test. The mean, on the MLA test, for students from the middle socioeconomic level was 85.14 as compared to 44.49 for those from the low level. The standard deviation was 22.18 for the middle group and 10.66 for the low group.

When analyzing the factor structures, Massad found that children from a middle socioeconomic group tended to approach all language tasks involving meaning, sounds and symbols, in much the same way but used a different way to approach sentence structure. In contrast, children from low socioeconomic level seemed to have three separate approaches to language tasks; one for structural relations, one for sound-symbol meaning, and one for recognition of symbols.

To explain the differences in thought process, Massad suggests that children from low socioeconomic level usually operate with two languages when they are of school age. One language, termed "public" is used in the home or neighborhood, the other, "formal," used at school where it is usually learned. A confusion between the two languages occurs and different sets of referential meanings for the

language learned at school develops.

This hypothesis is supported by Bloom, Davis and Hess,¹⁵ who indicate that the culturally deprived child has not had the same opportunity as other children for using language at home. His language is therefore not as complex as that of other children. This lack of training may be reflected in the child's approaches to language learning.

Language development and cognition

Deutsch,¹⁶ in a 1965 research, went one step further. He sought to specify cognitive and language areas which were most influenced by unfavorable environmental circumstances. In studying language development, he looked for effects of background influences on cognitive development, problem-solving styles and abilities. He took a core sample of 292 children of various racial and social class groupings. Over a hundred identifiable variables, concerned with language, were assessed. Twenty-two variables, out of a hundred, were found to have significant correlation with socioeconomic status. Some of these were: (1) verbal identification, (2) concept sorting and concept formation, (3) auditory discrimination, and (4) grammar.

He theorized that his data revealed a language deficiency based

¹⁵ B. Bloom, A. Davis, and R. Hess, Compensatory Education for Cultural Deprivation (New York: Holt, Rinehart and Winston, 1965), pp. 12-17.

¹⁶ Martin Deutsch, "The Role of Social Class in Language Development and Cognition," American Journal of Orthopsychiatry, 35:78-88, January, 1965.

on class, in the areas which reflect abstract and categorical use of language. He found that as the complexity of levels of abstraction increased, that is from simply labeling to relating and finally categorizing, the negative effects of social disadvantage were enhanced. According to Deutsch, children from low socioeconomic level who have more restricted experience in the abstract use of language, have more difficulty in categorizing as the requirements become more complex and diverse.

Bernstein¹⁷ argues that in the cognitive style of the family in low socioeconomic level language is used in a restrictive fashion rather than an elaborate fashion. Partial sentences frequently replace complete ones. If a child asks for something, the response is too often a one-word answer or even a nod. In data collected on family interaction in both socioeconomic levels, Bernstein found that there is a lack of family activity in many lower class homes. As a result there is less conversation. This in turn denies lower-class children the necessary verbal fluency in order to achieve competence of upper or middle class subjects.

Conceptual ability

Other studies, by Mitchell, and Siller,¹⁸ found that subjects from high socioeconomic level tend to respond in a more abstract

¹⁷B. Bernstein, "Language and Social Class," British Journal of Sociology, 11:271-76, 1960.

¹⁸J. V. Mitchell Jr., "A Comparison of the Factorial Structures of Cognition Functions of High and Low Socioeconomic Group," The

manner than low socioeconomic subjects because of their superiority in conceptual ability. Low socioeconomic children approach their various activities with a very unspecialized structure. They are then far less subject to the type of intellectual stimulation that is helpful in the development of the abstract. This deficiency in conceptual ability has a kind of chain-reaction effect. It prevents the disadvantaged child from utilizing structures of language as an aid to memory. As Barritt¹⁹ found out, children of low socioeconomic level seem to lack a strategy of using structure to help them in auditory memory performance as efficiently as high socioeconomic children.

Auditory discrimination

Auditory discrimination tests were given to children of different socioeconomic levels in several studies conducted by Oakland, and Scholnick and others.²⁰ On all of the tests, high and middle

Journal of Educational Psychology, 47:397-414, November, 1956.

J. Siller, "The Effect of Differential Socioeconomic Status Upon the Development of Conceptual Ability," (unpublished Doctoral dissertation, New York University, 1957), Dissertation Abstract, 18: 647-48, 1958.

¹⁹ L. S. Barritt, A Comparison of the Auditory Memory Performance of Negro and White Children From Different Socioeconomic Background, Michigan University: Center for Research on Language and Language Behavior, 1969, (ERIC ED 029350).

²⁰ Thomas Oakland, Relationship Between Social Class and Phonemic and Non-Phonemic Auditory Discrimination, Los Angeles, California: Paper presented at the American Educational Research Association Conference, 1969. (ERIC ED031383).

E. K. Scholnick, Sonia F. Osler, and Ruth Katzenellenbagen,

socioeconomic children scored significantly better than low socioeconomic subjects. They reported that low-class children start off with a clear disadvantage in auditory discrimination. They do not seem to be able to make the necessary perceptual discriminations in differentiating unfamiliar sounds. Even when adults were being trained for auditory discrimination, as reported by Lane,²¹ effects of their prior history of reinforcement played a major role in the course of learning. Their prior discriminative habits, acquired after years of first-language conditioning, had positive effect on their discriminative behavior.

VI. SOCIOECONOMIC STATUS AND SECOND-LANGUAGE ACQUISITION

Studies on first-language acquisition indicate that low socioeconomic students are relatively deficient in areas such as (1) verbal fluency, (2) conceptualization, (3) auditory discrimination, (4) auditory memory, as compared to their counterparts in high and middle socioeconomic levels. How will this affect their second-language learning?

Capacities for second-language study

In order to establish a parallel between first and second-language acquisition, one must first look at the capacities or talents

"Discrimination Learning and Concept Identification in Disadvantaged and Middle-Class Children," Child Development, 39:15-26, March, 1968.

²¹Harlan Lane, "Acquisition and Transfer in Auditory Discrimination," American Journal of Psychology, 77:240-48, June, 1964.

considered as essential for acquiring a second language. Carroll²² classifies these capacities into four different types of talents, (1) phonetic coding, (2) rote memorization, (3) inductive language learning, and (4) grammatical sensitivity.

Phonetic coding. The first talent, phonetic coding, is described as the ability to "code" or assimilate auditory phonetic material so that it can be recognized, identified and remembered over a long period of time. If children of low socioeconomic level are deficient in auditory discrimination, as research seems to indicate, they might have more difficulty in coding sounds presented to them, than children of high or middle socioeconomic levels. Their deficiency in auditory memory may affect their ability to recognize and remember new sounds over a long period of time. They might encounter difficulty with the first skill in learning a second language, the listening skills.

Rote memorization. Another talent considered essential in second-language learning is rote memorization. This talent, according to Carroll, is the ability to connect foreign words or phrases with meanings and concepts a student has already acquired in his first language. Once a group of sounds has been assimilated, it is then necessary to attach meaning to these sounds in order to use them intelligently in speaking a second language. This ability is what

²²J. P. Carroll, Individual Difference in Foreign Language Learning, New York University, New York: Paper read at the Foreign Language Conference, November 5, 1966. (ERIC ED011748).

the speaking skills try to develop. If low socioeconomic children encounter difficulties in auditory discrimination and auditory memory, what are the chances that they will fare any better with the speaking skills than with listening skills? If one is going to have difficulty in discriminating sounds and remembering them, one is likely to have trouble in reproducing them and more in associating a meaning to a group of sounds.

Inductive language learning. If a child from low socioeconomic level is deficient in auditory discrimination and rote memorization, it might be that learning a second language by induction is beyond his reach. He might not be as competent as the high or middle socioeconomic child in deriving a general principle from particular facts, because his conceptual ability is not as highly developed. Learning by induction might be quite demanding for the low socioeconomic child.

Grammatical sensitivity. It might also follow that a child from low socioeconomic background, being deficient in verbal fluency in his first language, could have difficulty with the fourth talent in second-language learning. His deficiency in thinking in the abstract might impede his ability to become aware of grammatical function of words and other grammatical elements in a sentence.

The four skills in second-language learning

The parallel, just established between first and second-language acquisition, brings forth the following questions, concerning the four

basic skills in learning a second language. With what skills would low socioeconomic students feel more at ease? Will a child from low socioeconomic level feel equally at ease with all of the four skills in learning a second language? Which of the four skills would offer a more tangible reward for low socioeconomic children? When a difficulty is encountered by the low socioeconomic child, will this be associated with a feeling of insecurity and consequently change his motivation to learn a second language? Will this obstacle be associated with his dropping out of a second-language course?

VII. LANGUAGE BACKGROUND

The bilingual situation is so complicated by linguistic and cultural factors that studies sometimes arrive at completely different conclusions and therefore are difficult to interpret collectively.

Doob,²³ in a comparison of native language and English, found that language can have profound influence on psychological processes. In a study of children of Chinese ancestry in Hawaii, Smith²⁴ concluded that only the superior bilingual child could attain, in a second language, the level of vocabulary competence of monolinguals. Manuel²⁵

²³Leonard W. Doob, "Effect of Language on Verbal Expression and Recall," American Anthropologist, 59:88-100, February, 1957.

²⁴Madohah E. Smith, "Measurement of Vocabularies of Young Bilingual Children in Both Languages Used," Pedagogical Seminary, 74, cited by Herschel T. Manuel, "Bilingualism," Encyclopedia of Educational Research, third edition (New York: The Macmillan Co., 1958), p. 148.

²⁵Herschel T. Manuel, "Bilingualism," Encyclopedia of Educational Research, third edition (New York: The Macmillan Co., 1958), pp. 146-148.

mentioning language handicap of Spanish-speaking children in English-speaking schools, points out that attainment in a second language tends to be proportional to attainment in the native language.

Barke and Williams,²⁶ in a study conducted in Wales, found that bilinguals did very poorly on mental tests, in either language. On the other hand, Saer,²⁷ in the same area, found very little difference in the intelligence of monolinguals and bilinguals. At college level, Spoerl²⁸ found no permanent effects of bilingualism on academic records or on verbal tests of intelligence.

Peal and Lambert,²⁹ found in a 1962 study of bilingual children in Montreal, that bilingualism was associated with superior performance on both verbal and non-verbal tests. They maintain that the bilingual's experiences with two language systems seem to provide him with an intellectual flexibility, a superiority in concept formation and a more diversified set of mental abilities. The monolingual, on the other hand, appears to have a more unitary structure of intelligence, which he uses for all types of mental tasks.

²⁶Ethel M. Barke, and D. E. P. Williams, "A Further Study of the Comparative Intelligence of Children in Certain Bilingual and Monoglot Schools in Southern Wales," British Journal of Educational Psychology, 8:63-77, February, 1938.

²⁷D. J. Saer, "The Effects of Bilingualism on Intelligence," British Journal of Psychology, 14:25-38, July, 1923.

²⁸D. T. Spoerl, "The Academic and Verbal Adjustment of College Age Bilingual Students," Pedagogical Seminary, 64:139-57, 1944, cited by H. T. Manuel, "Bilingualism," Encyclopedia of Educational Research, 3rd edition (New York: The Macmillan Co., 1958), p. 148.

²⁹Elizabeth Peal, and W. E. Lambert, "The Relation of Bilingualism to Intelligence," Psychological Monographs, LXXVI, 27 (1962), pp. 1-22.

It seems evident, from research done that language background has some effect in second-language learning. Would it affect students' motivation in learning a second language? Would subjects from multilingual background be more interested in general objectives in second-language learning? Would they feel more at ease with the general skills? Would they get more satisfaction from these skills than monolingual subjects? It is therefore essential for this study to take into consideration language background of students in order to find its effects on second-language learning.

The apparent effect of environmental conditions on scholastic achievement may also be reflected in second-language acquisition. Aspirations and incentives, for the high socioeconomic status child, seem to be related to his scholastic achievements. His motivation to be successful facilitates learning in general. He may reach a degree of achievement much superior to that of the child in the low socioeconomic level.

Students from low socioeconomic level, on the other hand, do not seem to have the same degree of motivation for learning. Due to the fact that their aspirations and incentives seem to be of a lower degree than that of high socioeconomic students, low socioeconomic children may not attain a level of scholastic achievement comparable to students of higher levels.

If these considerations are specifically applied to second-language acquisition, it may be that low socioeconomic students might have more difficulty in learning a second language. The low level of

socioeconomic status may not provide students with proper motivation and objectives in learning a second language. This difference in attitude might create an inadequate disposition to learn a second language.

In conjunction with a lower degree of motivation, low socioeconomic children seem to be at a disadvantage, even in first-language proficiency, when compared to children of higher levels of socioeconomic status. Research seems to indicate that the socially and economically disadvantaged child acquires a much lower caliber of first language from his environment than high socioeconomic subjects. This deficiency prevents him from using his first language as efficiently as subjects of higher levels. The conceptual ability of the low socioeconomic child may be lower and he may encounter more difficulty in auditory discrimination than the high socioeconomic child does.

Since a substantial amount of transfer seems to take place between first and second-language learning, it is likely that low socioeconomic students may be at some disadvantage in learning a second language. His difficulty would seem to be in areas such as sound discrimination, rote memorization and associating meaning to new sounds. If one takes into consideration the four basic skills in acquiring a second language, one might realize the disadvantages low socioeconomic children have to overcome. Deficiency in first language acquisition might affect low socioeconomic students' attitude in learning a second language.

Another factor that may affect one's attitude to second-language

study is language background. The ability to speak or understand more than one language may have negative or positive influences in learning another language. This influence could be reflected in motivation, objectives and general satisfaction in studying a second language.

CHAPTER III

RESEARCH PROCEDURES

Sources for data

A questionnaire devised by the Second Languages Curriculum Council of the Manitoba Department of Youth and Education was administered in the spring of 1971, in a random sample of schools in Manitoba offering a second-language course. This sample represented twenty-seven schools or 5 per cent of all schools in Manitoba offering second-language instruction. The survey also included schools both large and small, urban and rural, public and private and representative of high, medium and low socioeconomic levels.

The questionnaire

The questionnaire devised by the Second Languages Curriculum Council was divided into four major parts (see Appendix A). Part I, which included questions numbered one to fifteen, dealt with language background. It surveyed such aspects as language or languages spoken most frequently at home, the ability to use a second language, and the nationality of the subjects.

Part II, numbers sixteen to fifty-one, related specifically to language study, such as grade level, the number of years of second-language study, reasons for studying another language, the importance of knowing a second language and the interest in learning about the culture of people who speak another language. This part also surveyed the interest in the various skills needed to learn a second language.

Part III of the questionnaire dealt with satisfaction and evaluation of second-language learning. This part was subdivided into three sections. Section A, numbers fifty-two to sixty, considered students' evaluation on topics such as in what grades should the study of a second language be compulsory or optional, and the importance of knowing a second language today.

Section B, numbers sixty-one to one hundred three, was directed to students who were studying or had studied a second language. This section dealt with the extent of satisfaction students derived from the specific skills in learning a second language, the extent they felt at ease in each of those skills and a personal evaluation of their ability to learn a second language. It also asked students for specific reasons why the study of a second language had been dropped.

Section C, numbers 104 to 109, was directed to students who never studied a second language. It asked them to indicate the importance of specific reasons for not studying a second language.

Part IV of the questionnaire, numbers 110 to 129, dealt with the socioeconomic level of the student. Twenty questions were asked in order to establish in what level of socioeconomic status each subject could be classified.

Procedures for collecting data

The questionnaire was administered to 3,539 junior and senior high school students. Some were enrolled in second-language instruction, while others had dropped or had never enrolled in a second-language course. Anonymity was maintained for all students answering

the questionnaire.

The answers to the questionnaire were key punched on IBM cards. The answers relevant to this study were analyzed by a two-way analysis of variance and chi-square. Eight null hypotheses were tested in this way.

Treatment of the data

A total of 3,539 data cards were received from the Second Languages Curriculum Council. The data contained the answers collected from the questionnaire on language background, motivation, objectives, satisfaction with basic skills, the level of ease students felt with respect to the basic skills, the reasons for dropping out of second-language instruction and the socioeconomic level of each subject.

The data were first arranged according to socioeconomic status. A "yes" answer was given two points and a "no" answer one point. The maximum number of points a student could score was forty and the minimum twenty. Due to key punch errors or student error in answering this part correctly, a total of 324 cards had to be removed from the data. Three categories of socioeconomic status were established through the following procedure. The number of subjects in each of the possible scores were summed and then divided by three in order to establish three categories of socioeconomic level. Table I shows the summary of the scores obtained for socioeconomic level.

When the total score was divided by three 1071 subjects should have been classified in each of the three levels of socioeconomic

TABLE I
STUDENTS' SCORE FOR SOCIOECONOMIC STATUS

Score	Number of Subjects	Score	Number of Subjects
20	55	31	271
21	79	32	215
22	109	33	195
23	116	34	131
24	149	35	103
25	205	36	80
26	242	37	32
27	310	38	26
28	313	39	4
29	296	40	5
30	279		

status. When the sum of a particular score could not be divided in half in order to arrive at the even number per level, the closest number was chosen. Table II shows the number of subjects per level. Any student who scored between 20 and 26 was classified as belonging to the low socioeconomic level, between 27 and 30 as belonging to the middle level, between 31 and 40 as the high level. Once the possible range for each level was found the data were arranged according to each level, the low being placed first followed by the middle and then

TABLE II
NUMBER OF STUDENTS FOR EACH SOCIOECONOMIC LEVEL

Socioeconomic Level	Score	Number of Subjects
Low	20 - 26	955
Middle	27 - 30	1198
High	31 - 40	1062

the high.

The three socioeconomic levels were then subdivided according to language background. Subjects who answered number four in the section on language background, or whose answers to numbers one and two were different, were classified as belonging to multilingual background. All others were considered as belonging to monolingual background. A total of 237 cards had to be removed from the data because of key punch errors or due to faulty answers on the part of the student. In each of the socioeconomic levels monolinguals were placed first followed by the multilinguals.

Table III shows the total number of subjects in each category according to language background and socioeconomic status. In the low socioeconomic level there were 463 monolinguals and 422 multilinguals. The middle socioeconomic level had 609 monolinguals and 505 multilinguals and the high level 491 monolinguals and 488 multilinguals. This came to a total number of 2, 978 subjects in the sample. This classification

TABLE III
 NUMBER OF STUDENTS IN LANGUAGE BACKGROUND
 AND SOCIOECONOMIC STATUS

SES	Language Background	Total
Low	Monolingual	463
	Multilingual	422
Middle	Monolingual	609
	Multilingual	505
High	Monolingual	491
	Multilingual	488
Total		2,978

agrees with surveys conducted on Manitoba ethnic groups which show Manitobans of British origin (monolingual background) making up 42.9 per cent of the population and other ethnic groups (bilingual background) 57.0 per cent.¹

The next step was to remove those students who never studied a second language. Any student who did not answer Section B, numbers 61

¹Manitoba Vocation Handbook, Department of Tourism and Recreation, Government of Manitoba (Winnipeg, Manitoba, 1970), p. 68.

to 103, were removed from the data. Table IV shows the number of subjects in each of the socioeconomic level and language backgrounds who never took a second language. A total of 219 subjects never studied a second language. Once these students were removed from the data a total of 2,759 subjects were left for the analysis.

TABLE IV
SUBJECTS WHO NEVER STUDIED A SECOND LANGUAGE

SES	Language Background	Number of Subjects	Total Left
Low	Monolingual	29	434
	Multilingual	8	414
Middle	Monolingual	50	559
	Multilingual	18	487
High	Monolingual	61	430
	Multilingual	53	435
Total		219	2,759

Type of analysis performed

To test the hypotheses of no significant relationship between socioeconomic status, language background and student evaluation of his second-language course, a two-way analysis of variance was performed on eight null hypotheses.

Since hypotheses one, two, four and six dealt with motivation in general and overall skills in learning a second language, the ANOVA 25 program was used for the analysis. This program along with the ANOVA 23 were designed by the Division of Educational Research from the Province of Alberta. This program carries out a two-way analysis of variance with equal as well as with unequal observations in each cell. It also tests interaction effect for its significance and gives Scheffes multiple comparison of the main effects for each factor.

The ANOVA 23 program was used for hypotheses three, five and seven because these hypotheses dealt with specific skills rather than general ones. This program performs a two-way analysis of variance with repeated measures on one factor. The primary purpose of the analysis was to observe the same subject under each of the repeated measures. This provides a control on differences between subjects. In this type of analysis the treatment effects for each subject are measured in relation to the average response made by the subject on all the treatments. Therefore each subject serves as his own control.² This type of analysis accepts unequal numbers for each level of factor A, in this case socio-economic status, and uses the unweighted means approach.

Hypothesis eight was tested by means of a chi-square. This analysis gives the observed frequency as well as the expected frequency and indicates if there is an overall significant difference between the two.

²B. J. Winer, Statistical Principles in Experimental Design (New York: McGraw-Hill Book Co., 1962), p. 105.

CHAPTER IV

RESULTS OF THE ANALYSIS

The first hypothesis serves to investigate the relationship between socioeconomic status, language background and motivation to study a second language.

Hypothesis 1 - For students of different language background and socioeconomic level there is no significant difference in the motivation to study a second language.

Table V presents the number of subjects in each category.

Factor A, language background, has two levels--monolinguals and multilinguals. Factor B, which deals with socioeconomic status, has three levels--low, middle and high. Subjects who did not answer questions twenty-four to thirty on motivation were not considered for this analysis. Seven subjects were therefore not included in this analysis, one from the monolingual low socioeconomic status, one from the monolingual middle socioeconomic level, two from the multilingual middle socioeconomic group, two from the monolingual high socioeconomic status and one from the multilingual high socioeconomic status.

TABLE V

NUMBER OF SUBJECTS FOR ANALYSIS ON MOTIVATION

Language Background	Socioeconomic Status		
	Low	Middle	High
Monolinguals	433	558	428
Multilinguals	414	485	434

A summary of the results of the analysis of variance appears in Table VI. Table VI shows a significant difference at the .01 level in motivation to study a second language among students of different language background. With respect to language background (Factor A) null hypothesis one is therefore rejected. An inspection of the means in Table VII shows that students from a multilingual background are more highly motivated (3.30) to study a second language than students from a monolingual background (2.98).

TABLE VI
ANALYSIS OF VARIANCE ON LANGUAGE BACKGROUND
SOCIOECONOMIC STATUS AND MOTIVATION

Source of Variation	SS	DF	MS	F
Language Background (A)	69.23	1	69.23	94.54**
Socioeconomic Status (B)	5.53	2	2.76	3.77*
Interaction (AXB)	0.22	2	0.11	0.15
Error	0.20	2746	0.73	

(** significant at the .01 level; * at the .05 level)

Table VI also shows that there exists a significant difference at the .05 level between socioeconomic status and motivation to learn a second language. With respect to socioeconomic status hypothesis one is rejected. Table VIII, which is a comparison of the main effects of socioeconomic status on motivation, shows that students from low and

TABLE VII
 MEANS OF THE EFFECTS OF SOCIOECONOMIC STATUS
 AND LANGUAGE BACKGROUND ON MOTIVATION

Language Background	Socioeconomic Status			Mean
	Low	Middle	High	
Monolinguals	3.03	2.93	2.98	2.98
Multilinguals	3.37	3.26	3.27	3.30
Mean	3.20	3.10	3.12	

TABLE VIII
 SCHEFFES MULTIPLE COMPARISONS OF MEANS OF THE EFFECT OF
 SOCIOECONOMIC STATUS ON MOTIVATION

Socioeconomic Status	Contrast	F
Low and Middle	0.106	3.59*
Low and High	0.079	1.89
Middle and High	0.026	0.22

middle socioeconomic status have a significant difference at the .05 level. Table VII indicates that the low socioeconomic subjects are more highly motivated to study a second language than middle socioeconomic students.

The interaction effect of language background and socioeconomic

status on motivation was found to be not significant. It can thus be inferred that socioeconomic status has the same effect on language background with respect to motivation in learning a second language.

The next hypothesis deals with the interest in the overall objectives to learn a second language, taking into consideration language background and socioeconomic status.

Hypothesis 2 - For students of different language background and socioeconomic level there is no significant difference in the level of interest expressed with respect to the overall objectives in learning a second language.

For this analysis language background (Factor A) had two levels, monolinguals and multilinguals. Factor B (socioeconomic status) had three levels--low, middle and high. Table IX shows the number of observations in each cell. For this analysis fifteen subjects were not included because they did not answer questions forty-six to fifty-one dealing with interest in objectives. Subjects not considered were as follows: four from monolingual low SES, two from multilingual low SES, three from monolingual middle SES, one from multilingual middle SES, four from monolingual high SES and one from multilingual high SES.

TABLE IX

NUMBER OF SUBJECTS FOR ANALYSIS ON OVERALL OBJECTIVES

Language Background	Socioeconomic Status		
	Low	Middle	High
Monolinguals	430	556	426
Multilinguals	412	486	434

Table X shows a significant difference at the .01 level between language background and interest in general objectives to learn a second language. On the basis of language background null hypothesis two is rejected. Table XI indicates that multilinguals show a higher level of interest (3.62) in the overall objectives to learn a second language than subjects from monolingual background (3.23).

Table X also indicates that there is a significant difference at the .01 level between subjects of different socioeconomic levels with respect to interest in objectives to learn a second language. With respect to socioeconomic level null hypothesis two is therefore rejected. An examination of Table XII reveals significant differences between low and middle socioeconomic subjects, at the .05 level, and between low and high socioeconomic subjects at the .01 level. Table XI shows that low socioeconomic students have a higher level of interest (3.52) in objectives than middle subjects (3.39) and a much higher level of interest in the overall objectives than high socioeconomic subjects (3.36).

TABLE X
ANALYSIS OF VARIANCE ON LANGUAGE BACKGROUND, SOCIOECONOMIC
STATUS AND INTEREST IN OBJECTIVES

Source of Variation	SS	DF	MS	F
Language Background (A)	101.77	1	101.77	103.24**
Socioeconomic Status (B)	12.43	2	6.21	6.30**
Interaction (AXB)	1.44	2	.72	0.73
Error	2698.95	2738	.98	

TABLE XI
 MEANS OF THE EFFECTS OF LANGUAGE BACKGROUND AND SOCIOECONOMIC
 STATUS ON INTEREST IN OBJECTIVES

Language Background	Socioeconomic Status			Mean
	Low	Middle	High	
Monolinguals	3.34	3.17	3.17	3.23
Multilinguals	3.69	3.62	3.54	3.62
Mean	3.52	3.39	3.36	

TABLE XII
 SCHEFFES MULTIPLE COMPARISONS OF THE EFFECTS OF SOCIOECONOMIC
 STATUS ON INTEREST IN OBJECTIVES

Socioeconomic Status	Contrast	F
Low and Middle	.123	3.60*
Low and High	.163	5.74**
Middle and High	.003	0.36

No significant interreaction was found to exist between language background, socioeconomic level and interest in the overall objectives to study a second language. It can thus be assumed that language background has the same effect on socioeconomic status with respect to the level of interest in objectives to learn a second language.

Hypothesis three was designed to find out what level of interest students of different socioeconomic status had with respect to the four basic objectives in learning a second language.

Hypothesis 3 - For students of different socioeconomic level there is no significant difference in the level of interest expressed with respect to each of the specific objectives in learning a second language.

Socioeconomic status (Factor A) had three levels--low, middle and high. Factor B (the four basic objectives) were the repeated measures. In questions forty-six to fifty-one subjects were asked to rate their interest with respect to six objectives in learning a second language. Number 46 dealt with speaking skills, 47 and 48 listening skills, 49 and 50 with reading skills and 51 with the writing skills. Subjects who did not answer this part of the questionnaire were not considered for this analysis. A total of 841 observations were made for low socioeconomic subjects, 1040 for middle socioeconomic students and 863 for the high socioeconomic group for a total number of 2,744 observations.

Table XIII shows the means for each cell, socioeconomic status and the four repeated measures, that is the basic objectives. An investigation of Table XIV shows that socioeconomic status is significant at the .01 level in relation to the four basic objectives to learn a second language. With respect to socioeconomic status hypothesis three is therefore rejected. Table XV shows that students from high, middle and low socioeconomic status show a significant difference at the .01 level with respect to the specific objectives in learning a

TABLE XIII
MEANS OF THE EFFECT OF SOCIOECONOMIC STATUS ON
INTEREST IN SPECIFIC OBJECTIVES

SES	Objectives				Mean
	Speaking	Listening	Reading	Writing	
Low	4.14	3.73	3.84	3.93	3.91
Middle	3.95	3.62	3.70	3.82	3.77
High	3.88	3.62	3.67	3.79	3.74
Mean	3.99	3.65	3.73	3.84	

TABLE XIV
ANALYSIS OF VARIANCE ON SOCIOECONOMIC STATUS
AND INTEREST IN OBJECTIVES

Source of Variation	SS	DF	MS	F
Between Subjects	10144.125	2743		
SES (A) Main Effects	60.849	2	30.42	8.268**
Subjects Within Groups	10086.438	2741	3.68	
Within Subjects	4016.313	8232		
Objectives (B) Main Effects	170.457	3	56.81	121.67**
Interaction (AXB)	5.657	6	.94	2.01
Objectives Subjects Within Groups	3840.063	8223	.467	

TABLE XV
 TESTS ON MEANS FOR SOCIOECONOMIC STATUS ON INTEREST IN
 SPECIFIC OBJECTIVES USING NEWMAN-KEULS PROCEDURES

Socioeconomic Status		High	Middle	Low
Ordered Means		3.74	3.77	3.91
Differences Between Pairs		High	Middle	Low
(i)	High	-	.03	.17
	Middle	-	-	.14
	Low	-	-	-
$S_{\bar{A}} = .018$			r=2	r=3
$q_{.95}(r, 2744):$			2.77	3.31
(ii)	$S_{\bar{A}} q_{.95}(r, 2744):$.049	.059
	$q_{.99}(r, 2744):$		3.64	4.12
	$S_{\bar{A}} q_{.99}(r, 2744):$.066	.075
		High	Middle	Low
(iii)	High	-	-	**
	Middle	-	-	**
	Low	-	-	-

second language. Low socioeconomic subjects, as indicated in Table XIII, have a higher level of interest in the specific objectives (3.91) to learn a second language than subjects from middle socioeconomic level (3.77) and high socioeconomic subjects (3.74).

Table XIV also indicates a significant difference at the .01 level with respect to objectives. On this basis null hypothesis three is therefore rejected. Table XVI shows a significant difference at the .01 level between listening, reading, writing and speaking skills. The cell means table, Table XIII, indicates that highest interest lies in the speaking skills (3.99), while second highest are the writing skills (3.84), followed by the reading skills (3.73) and the listening skills (3.65).

Since interaction between socioeconomic status and interest in objectives is close to being significant at the .05 level, it would be of interest to determine what effects it has. Figure 1, page 50, shows that socioeconomic status has relatively the same effect on interest in objectives with low socioeconomic subjects being more highly interested in the four basic objectives than the other two socioeconomic levels. It also reveals that low socioeconomic students have a relatively higher preference for speaking skills when compared to other socioeconomic levels.

Hypothesis four is concerned with the investigation of the effects of language background, socioeconomic level on the degree students feel at ease with the overall skills in learning a second language.

TABLE XVI
 TESTS ON MEANS FOR INTEREST IN SPECIFIC OBJECTIVES
 USING NEWMAN-KEULS PROCEDURE

Objectives	Listening	Reading	Writing	Speaking
Ordered Means	3.65	3.73	3.84	3.99
Differences Between Pairs	Listening	Reading	Writing	Speaking
(i) Listening	-	.08	.19	.34
Reading	-	-	.11	.26
Writing	-	-	-	.15
Speaking	-	-	-	-
	$S_{\bar{B}} = .007$	$r=2$	$r=3$	$r=4$
(ii) $q_{.95}(r, 2744):$		2.77	3.31	3.63
$S_{\bar{B}} q_{.95}(r, 2744):$.019	.023	.025
$q_{.99}(r, 2744):$		3.64	4.12	4.40
$S_{\bar{B}} q_{.99}(r, 2744):$.025	.028	.030
	Listening	Reading	Writing	Speaking
(iii) Listening	-	**	**	**
Reading	-	-	**	**
Writing	-	-	-	**
Speaking	-	-	-	-

Interest in
Objectives

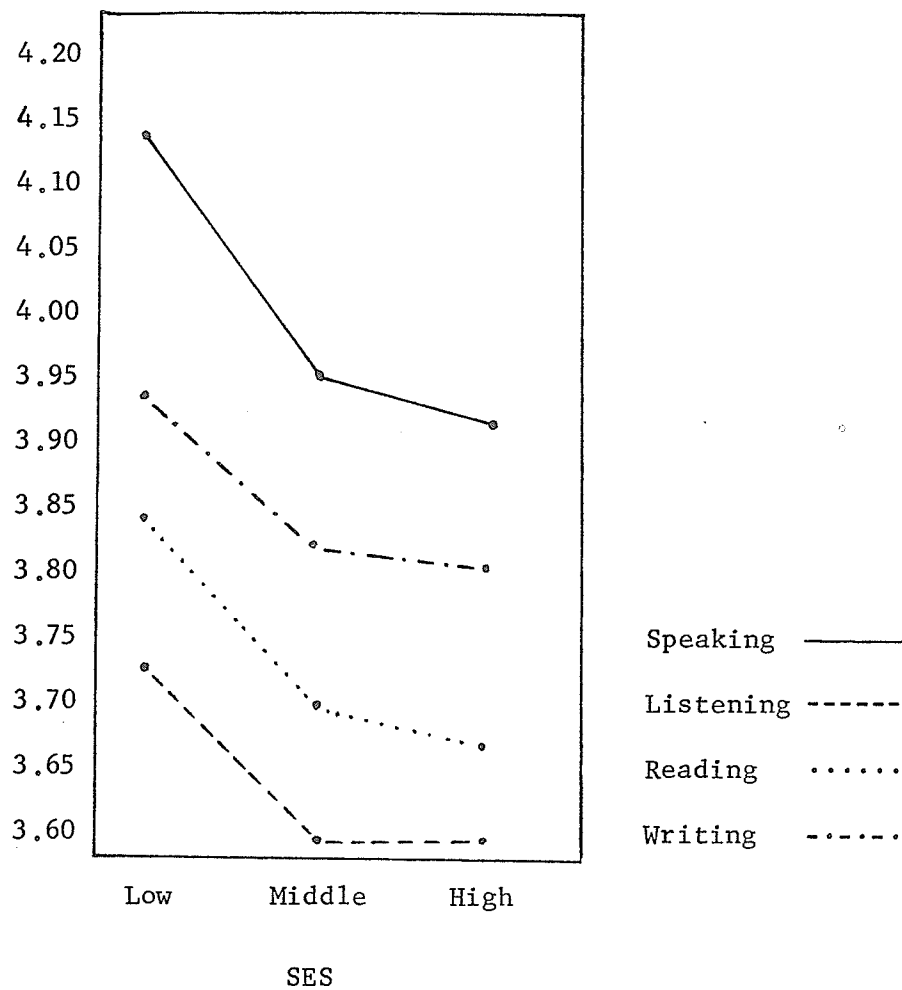


FIGURE 1

INTERACTION EFFECT BETWEEN SOCIOECONOMIC
STATUS AND INTEREST IN OBJECTIVES

Hypothesis 4 - For students of different language background and socioeconomic level there is no significant difference in the extent to which students feel at ease in the four basic skills in learning a second language.

Table XVII shows the number of levels in Factor A (language background) and Factor B (socioeconomic level). It also indicates the number of observations per cell. Twenty-three subjects were not included in this analysis because they failed to answer this part of the questionnaire. This total included four subjects from monolingual low socioeconomic level, five from monolingual high, six from multilingual low, two from multilingual middle and four from the multilingual high level.

TABLE XVII
NUMBER OF SUBJECTS FOR ANALYSIS ON DEGREE
STUDENTS FEEL AT EASE WITH BASIC SKILLS

Language Background	Socioeconomic Status		
	Low	Middle	High
Monolinguals	430	557	425
Multilinguals	408	485	431

Table XVIII shows that language background is significant at the .01 level with respect to the degree students feel at ease in the basic skills to learn a second language. With respect to language background null hypothesis four is rejected. As Table XIX indicates students from multilingual background feel more at ease (3.31) with

TABLE XVIII
ANALYSIS OF VARIANCE ON LANGUAGE BACKGROUND AND
SOCIOECONOMIC STATUS ON DEGREE OF EASE
WITH BASIC SKILLS

Source of Variance	SS	DF	MS	F
Language Background (A)	35.39	1	35.39	48.48**
Socioeconomic Status (B)	6.94	2	3.47	4.76**
Interaction (AXB)	1.73	2	.86	1.18
Error	1992.75	2730	.72	

TABLE XIX
MEANS OF THE EFFECTS OF LANGUAGE BACKGROUND AND
SOCIOECONOMIC STATUS ON THE DEGREE OF
EASE WITH THE FOUR BASIC SKILLS

Language Background	Socioeconomic Status			Mean
	Low	Middle	High	
Monolinguals	3.13	3.00	3.11	3.08
Multilinguals	3.38	3.27	3.27	3.31
Mean	3.25	3.13	3.19	

the four basic skills in learning a second language than students from a monolingual background (3.08).

Table XVIII also shows a significant difference at the .01 level between socioeconomic status and the level of ease with skills in learning a second language. With respect to socioeconomic status null hypothesis four is therefore rejected. Table XX points out that a significant difference at the .01 level exists between subjects from the low and middle socioeconomic levels with the low level students feeling more at ease (3.25) with basic skills than the middle level (3.13), as indicated by Table XIX. No significant difference was found between other socioeconomic groups.

TABLE XX

SCHEFFES MULTIPLE COMPARISONS OF MAIN EFFECTS OF SOCIOECONOMIC STATUS AND DEGREE OF EASE WITH BASIC SKILLS

Socioeconomic Status	Contrast	F
Low and Middle	.12	4.73**
Low and High	.063	1.19
Middle and High	.0058	1.08

No significant interaction was found between language background and socioeconomic status. It can therefore be assumed that language background has the same effect on socioeconomic level as far as feeling at ease with basic skills in learning a second language.

Hypothesis five serves to find out which of the four basic skills in second-language acquisition students feel more at ease with and which skills were found to be the most difficult.

Hypothesis 5 - For students of different socioeconomic status there is no significant difference in the extent to which students feel at ease in each of the four skills in learning a second language.

In this analysis socioeconomic level (Factor A) had three levels and Factor B (the four basic skills) were the repeated measures. The first cell had 842 observations, 1035 in the second and 859 in the third. Table XXI shows the means of each cell and the total means.

TABLE XXI

MEANS OF THE EFFECTS OF SOCIOECONOMIC STATUS ON THE DEGREE STUDENTS FEEL AT EASE WITH THE FOUR BASIC SKILLS

Socioeconomic Status	Basic Skills				Mean
	Speaking	Listening	Reading	Writing	
Low	3.70	3.39	3.63	3.59	3.57
Middle	3.65	3.22	3.44	3.49	3.45
High	3.72	3.29	3.41	3.66	3.52
Mean	3.69	3.30	3.49	3.58	

Table XXII shows a significant difference at the .01 level between socioeconomic level and the degree students feel at ease with the four basic skills in learning a second language. With respect to

TABLE XXII
ANALYSIS OF VARIANCE ON SOCIOECONOMIC STATUS AND
DEGREE STUDENTS FEEL AT EASE WITH EACH
OF THE FOUR BASIC SKILLS

Source of Variation	SS	DF	MS	F
Between Subjects	7654.063	2735		
SES (A) Main Effects	30.67	2	15.33	5.49**
Subjects Within Groups	7622.250	2733	2.78	
Within Subjects	4859.500	8208		
Skills (B) Main Effects	222.441	3	74.14	131.93**
(AXB) Interaction	26.172	6	4.36	7.76**
Skills X Subjects Within Groups	4607.688	8199	.56	

Factor A (socioeconomic status) null hypothesis five is therefore rejected. Table XXIII indicates a significant difference at the .01 level between high, middle and low socioeconomic levels, with low socioeconomic subjects feeling more at ease (3.57) with the four basic skills, followed by the high level (3.52) and then the middle level (3.45). The difference between low and high socioeconomic subjects was found to be significant at the .05 level.

Table XXII also shows a significant difference at the .01 level in the degree students feel at ease with the four basic skills in second-language learning. In order to test which of the four skills

TABLE XXIII
 TESTS ON MEANS OF SOCIOECONOMIC STATUS ON DEGREE
 STUDENTS FEEL AT EASE WITH SKILLS USING
 NEWMAN-KEULS PROCEDURE

Socioeconomic Status		Middle	High	Low
Ordered Means		3.45	3.52	3.57
Differences Between Pairs		Middle	High	Low
(i)	Middle	-	.07	.12
	High	-	-	.05
	Low	-	-	-
$S_{\bar{A}} = .015$			$r=2$	$r=3$
$q_{.95}(r, 2736):$			2.77	3.31
(ii)	$S_{\bar{A}} q_{.95}(r, 2736):$.041	.049
	$q_{.99}(r, 2736):$		3.64	4.12
	$S_{\bar{A}} q_{.99}(r, 2736):$.054	.061
		Middle	High	Low
(iii)	Middle	-	**	**
	High	-	-	*
	Low	-	-	-

students felt more at ease with, the Newman-Keuls procedure was used. As Table XXIV reports, a significant difference was found at the .01 level between listening, speaking, reading and writing skills. Students feel more at ease with speaking skills (3.69) than with writing skills (3.58). They also feel less at ease with the reading skills (3.49) and least at ease with listening skills (3.30).

Table XXII shows that there exists a significant interaction at the .01 level between socioeconomic level and the degree students feel at ease with the four basic skills in second-language learning. Figure 2 indicates that students from low socioeconomic status feel more at ease with speaking skills (3.70) and find listening skills the most difficult (3.39), while reading (3.63) and writing (3.59) skills range between with the highest ease in the reading skills. Middle socioeconomic status students feel more at ease with speaking skills (3.65) and least at ease with the listening skills (3.22), while the two other skills range in between, reading (3.44) and writing (3.49). The same pattern is repeated for students from high socioeconomic status. For this group the easiest skills being the speaking skills (3.72) and the most difficult the listening skills (3.29). Writing skills for this group are fairly easy (3.66) while reading skills seem to be more difficult (3.41).

Hypothesis six deals with the effect of language background and socioeconomic status on the level of satisfaction students derive from the basic skills in learning a second language.

TABLE XXIV
 TESTS ON MEANS OF DEGREE STUDENTS FEEL AT EASE
 WITH SKILLS USING NEWMAN-KEULS PROCEDURE

Skills	Listening	Reading	Writing	Speaking
Ordered Means	3.30	3.49	3.58	3.69
Differences Between Pairs	Listening	Reading	Writing	Speaking
(i) Listening	-	.19	.28	.39
Reading	-	-	.09	.20
Writing	-	-	-	.11
Speaking	-	-	-	-
(ii) $S_{\bar{B}} = .008$		$r=2$	$r=3$	$r=4$
$q_{.95}(r, 2736):$		2.77	3.31	3.63
$S_{\bar{B}} q_{.95}(r, 2736):$.022	.026	.029
$q_{.99}(r, 2736):$		3.64	4.12	4.40
$S_{\bar{B}} q_{.99}(r, 2736):$.029	.032	.035
	Listening	Reading	Writing	Speaking
(iii) Listening	-	**	**	**
Reading	-	-	**	**
Writing	-	-	-	**
Speaking	-	-	-	-

Feel at Ease

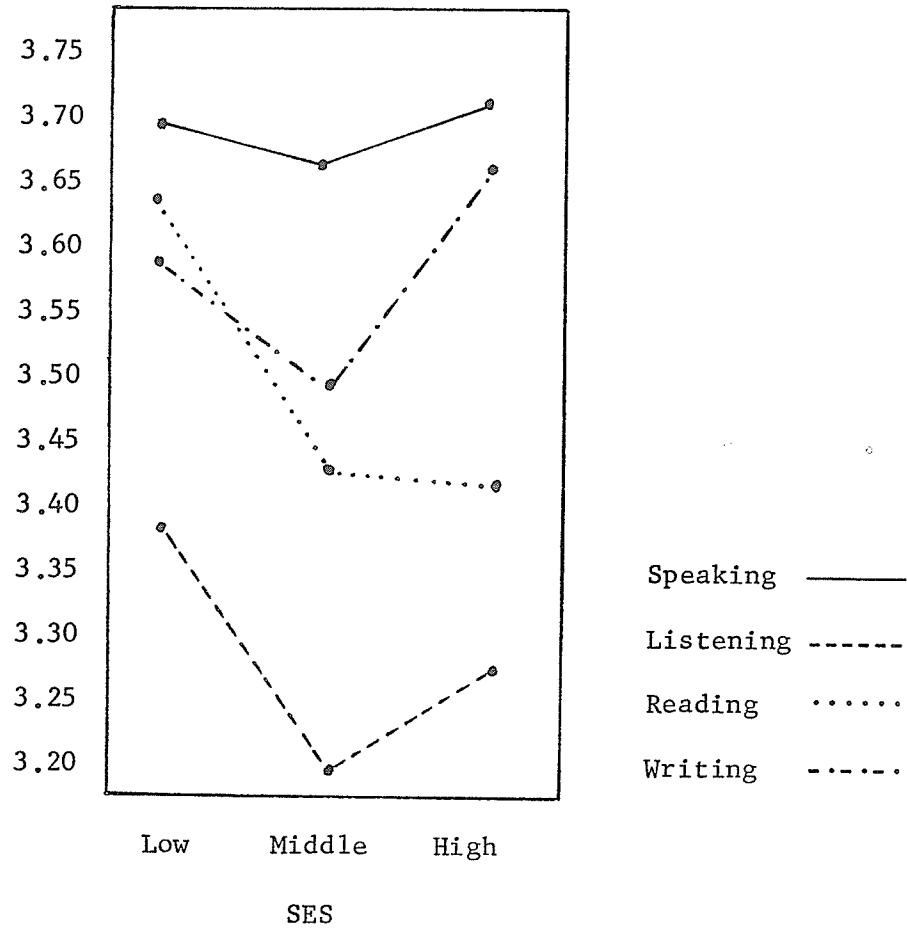


FIGURE 2

INTERACTION EFFECT BETWEEN SOCIOECONOMIC STATUS AND
DEGREE STUDENTS FEEL AT EASE WITH FOUR SKILLS

Hypothesis 6 - For students of different language background and socioeconomic level there is no significant difference in the level of satisfaction with each of the four basic skills in learning a second language.

Table XXV shows the number of observations in each cell with Factor A (language background) having two levels and Factor B (socioeconomic status) having three levels. Because subjects did not answer this part on satisfaction from the questionnaire thirteen of them had to be dropped from the sample for this analysis. For the monolinguals three were removed from low status, one from the middle and one from the high. For the multilinguals five were removed from low status, one from the middle group and two from the high level.

TABLE XXV
NUMBER OF SUBJECTS FOR ANALYSIS ON SATISFACTION

Language Background	Socioeconomic Status		
	Low	Middle	High
Monolinguals	431	558	429
Multilinguals	409	486	433

As Table XXVI shows, language background was found to be significant at the .01 level. Therefore on the basis of language background hypothesis six is rejected. Table XXVII indicates that multilinguals have a higher level of satisfaction (3.57) with basic skills in learning a second language than monolingual students (3.29).

TABLE XXVI
ANALYSIS OF VARIANCE ON LANGUAGE BACKGROUND AND
SOCIOECONOMIC STATUS ON SATISFACTION
WITH BASIC SKILLS

Source of Variation	SS	DF	MS	F
Language Background (A)	53.38	1	53.38	73.01**
Socioeconomic Status (B)	6.07	2	3.03	4.15*
Interaction (AXB)	2.95	2	1.47	2.01
Error	2003.17	2740	.73	

TABLE XXVII
MEANS OF THE EFFECTS OF LANGUAGE BACKGROUND AND
SOCIOECONOMIC STATUS ON SATISFACTION
WITH BASIC SKILLS

Language Background	Socioeconomic Status			Mean
	Low	Middle	High	
Monolinguals	3.32	3.21	3.34	3.29
Multilinguals	3.65	3.54	3.53	3.57
Mean	3.49	3.37	3.42	

Table XXVI also indicates that socioeconomic status is significant at the .05 level. With respect to socioeconomic level hypothesis

six is therefore rejected. An inspection of Table XXVIII reveals that a significant difference at the .05 level is found between subjects from low and middle socioeconomic levels. As Table XXVII indicates subjects from low socioeconomic status have more satisfaction with the four basic skills in learning a second language (3.49) than middle socioeconomic subjects (3.37).

As no significant interaction occurred between language background and socioeconomic status it can therefore be assumed that language background has the same effect as socioeconomic status on the level of satisfaction with the four basic skills in second-language acquisition.

TABLE XXVIII
SCHEFFES MULTIPLE COMPARISONS OF MAIN EFFECTS OF
SOCIOECONOMIC STATUS ON SATISFACTION
WITH BASIC SKILLS

Socioeconomic Status	Contrast	F
Low and Middle	.11	4.07*
Low and High	.048	.69
Middle and High	.0064	1.32

Hypothesis seven serves to indicate which of the four basic skills in second-language learning were subjects from different socioeconomic levels more satisfied or least satisfied with.

Hypothesis 7 - For students of different socioeconomic level there is no significant difference in the level of satisfaction with each of the four skills in learning a second language.

Three levels of socioeconomic status were used as Factor A and the four basic skills were the repeated measures. The number of observations in each cell were as follows: 844 in the first, 1040 in the second and 862 in the third cell.

Table XXIX shows the means for each cell and the total means of the cell. The analysis of variance, Table XXX, shows that there exists a significant difference at the .05 level for students from different socioeconomic levels and satisfaction with basic skills. On this basis null hypothesis seven was rejected. In order to find which group derived more satisfaction and the least satisfaction from the basic skills in learning a second language, the Newman-Keuls procedure was used as indicated by Table XXXI. The table indicates

TABLE XXIX
MEANS OF THE EFFECTS OF SOCIOECONOMIC STATUS ON
SATISFACTION WITH THE FOUR SKILLS

Socioeconomic Status	Basic Skills				Mean
	Speaking	Listening	Reading	Writing	
Low	3.69	3.74	3.84	3.72	3.74
Middle	3.62	3.67	3.69	3.61	3.64
High	3.69	3.74	3.71	3.70	3.71
Mean	3.66	3.71	3.74	3.67	

TABLE XXX
 ANALYSIS OF VARIANCE OF SOCIOECONOMIC STATUS AND
 SATISFACTION WITH THE FOUR BASIC SKILLS

Source of Variation	SS	DF	MS	F
Between Subjects	7545.375	2745		
SES (A) Main Effects	17.915	2	8.95	3.26*
Subjects Within Groups	7526.688	2743	2.74	
Within Subjects	3266.000	8238		
Skills (B) Main Effects	11.768	3	3.92	9.93**
Interaction (AXB)	5.524	6	.92	2.33*
Skills X Subjects Within Groups	3249.000	8229	.39	

a significant difference at the .01 level between low, middle and high socioeconomic groups. Table XXIX reveals that students from low socioeconomic level are more highly satisfied with basic skills (3.74) than subjects from the high level (3.71) or the middle group (3.64). No other significant differences were found.

Table XXX also shows that specific skills are significant at the .01 level. The Newman-Keuls procedure was used to test with which of the four skills students were more or least satisfied. Table XXXII indicates that the listening, speaking, reading and writing skills show a significant difference at the .01 level. An inspection of Table XXIX reveals that reading skills seem to bring more satisfaction

TABLE XXXI

TESTS ON MEANS FOR SOCIOECONOMIC STATUS ON SATISFACTION
WITH SPECIFIC SKILLS USING NEWMAN-KEULS PROCEDURE

Socioeconomic Status		Middle	High	Low
Ordered Means		3.64	3.71	3.74
Differences Between Pairs		Middle	High	Low
(i)	Middle	-	.07	.10
	High	-	-	.03
	Low	-	-	-
(ii)	$S_{\bar{A}} = .016$		r=2	r=3
	$q_{.95}(r, 2746):$		2.77	3.31
	$S_{\bar{A}} q_{.95}(r, 2746):$.044	.052
	$q_{.99}(r, 2746):$		3.64	4.12
	$S_{\bar{A}} q_{.99}(r, 2746):$.058	.065
		Middle	High	Low
(iii)	Middle	-	**	**
	High	-	-	-
	Low	-	-	-

TABLE XXXII
 TESTS ON MEANS OF SATISFACTION WITH SPECIFIC
 SKILLS USING NEWMAN-KEULS PROCEDURE

Skills	Speaking	Writing	Listening	Reading
Ordered Means	3.66	3.67	3.71	3.74
Differences Between Pairs	Speaking	Writing	Listening	Reading
(i)	Speaking	.01	.05	.08
	Writing	-	.04	.07
	Listening	-	-	.03
	Reading	-	-	-
	$S_{\bar{B}} = .007$	r=2	r=3	r=4
(ii)	$q_{.95}(r, 2746):$	2.77	3.31	3.63
	$S_{\bar{B}} q_{.95}(r, 2746):$.019	.023	.025
	$q_{.99}(r, 2746):$	3.64	4.12	4.40
	$S_{\bar{B}} q_{.99}(r, 2746):$.025	.028	.030
	Speaking	Writing	Listening	Reading
(iii)	Speaking	-	**	**
	Writing	-	**	**
	Listening	-	-	**
	Reading	-	-	-

(3.74) than listening skills (3.71), while writing skills (3.67) are favored to speaking skills (3.66).

Interaction between socioeconomic status and satisfaction with skills was found to be significant at the .05 level. Figure 3 shows that students from low socioeconomic status derive more satisfaction from reading skills and least satisfaction from speaking skills, while listening and writing skills were found to bring a higher satisfaction than speaking skills. Middle socioeconomic students get more satisfaction from reading and least from writing. Students from high socioeconomic status are more satisfied with listening skills and least satisfied with speaking skills. It should be noted that the low socioeconomic group is the most satisfied with reading skills than any other socioeconomic group.

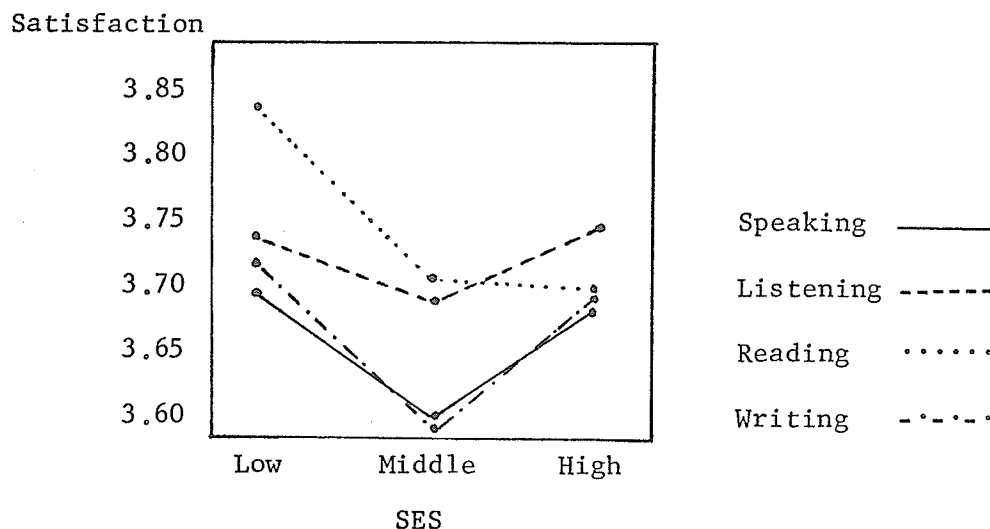


FIGURE 3
INTERACTION EFFECT BETWEEN SOCIOECONOMIC
STATUS AND SATISFACTION WITH SKILLS

Hypothesis eight is concerned with the reasons why students of different socioeconomic levels drop the study of a second language.

Hypothesis 8 - For students of different socioeconomic levels there is no significant difference in the reasons given by students to drop the study of a second language.

Before going into the analysis of reasons why students drop a second language, it would be interesting to find out how many subjects from different language background and socioeconomic status did drop a second language. Table XXXIII shows that 27.75 per cent of monolingual low socioeconomic status dropped a second language compared to 26.99 per cent of the multilingual low socioeconomic group. Middle socioeconomic status students had 43.62 per cent drop out from monolingual background while multilinguals had 35.22 per cent. The highest percentage in the high socioeconomic level was for multilinguals with 37.79 per cent compared to 28.37 per cent for monolinguals. From these figures it seems that for low and middle socioeconomic levels more monolinguals do drop the study of a second language than multilinguals. For the high socioeconomic status group more multilinguals drop a second language than monolinguals. Table XXXIII shows a total of 868 students dropping the study of a second language.

It would also be of interest to find out the reasons why students from different socioeconomic levels drop the study of a second language. The nine reasons students could choose from the questionnaire were the following:

TABLE XXXIII
 NUMBER OF STUDENTS OF DIFFERENT LANGUAGE BACKGROUND
 AND SOCIOECONOMIC STATUS DROPPING THE STUDY
 OF A SECOND LANGUAGE

Socioeconomic Status	Language Background			
	Monolinguals	Per Cent	Multilinguals	Per Cent
Low	134	27.75	105	26.99
Middle	209	43.62	137	35.22
High	136	28.37	147	37.79
Total	479		389	

1. I moved to a new school where it was not available for study.
2. I never was convinced of its importance.
3. I wanted to take a subject other than a language.
4. I found the course too difficult.
5. I thought my language teacher was not a good teacher.
6. I thought the type of course was poor.
7. I was advised to drop this other language because of time-tabling problems.
8. I was advised to drop this other language because of my poor academic performance in other subjects.
9. None of these reasons.

Table XXXIV shows that reasons number nine, four and two were given most frequently for dropping a second language. The most frequent

TABLE XXXIV
 REASONS GIVEN BY STUDENTS OF DIFFERENT SOCIOECONOMIC
 STATUS FOR DROPPING A SECOND LANGUAGE

Reasons	Socioeconomic Status						Total	Per Cent
	Low	Per Cent	Middle	Per Cent	High	Per Cent		
1	22	9	26	7	12	4	60	7
2	30	13	43	13	42	15	115	14
3	23	9	30	9	25	9	78	9
4	41	17	87	25	55	19	183	20
5	23	10	39	11	38	13	100	11
6	21	9	28	8	14	5	63	7
7	2	1	9	3	3	1	14	2
8	11	5	15	4	19	7	45	5
9	66	27	69	20	75	27	210	25
Total	239		346		283		868	

reason given by all three socioeconomic levels was number nine. Unfortunately reason number nine on the questionnaire was the following: "None of these reasons." It is therefore impossible to determine what this reason might include and consequently cannot be referred to as a specific reason for dropping a second language. The second most frequent reason given for dropping a second language was number four which deals with the difficulty of the course. It is to be noted

that subjects from the middle socioeconomic status seem to find second-language courses more difficult than the other two groups. The third most frequently used reason for dropping a second language was number two, "I never was convinced of its value." Subjects from high socioeconomic level seem to be less convinced of the necessity of knowing a second language than middle or low socioeconomic students.

Table XXXV gives a summary of the general reasons why students drop the study of a second language. The prime reason why students from all socioeconomic levels drop a second language seems to be caused by dissatisfaction with the teachers or the second-language program. It is to be noted that more middle socioeconomic subjects drop a second language because of that reason than any other socioeconomic group. The second most frequent reason for dropping the study of a second language for middle socioeconomic level seems to be a lack of interest, while low and high socioeconomic subjects gave as their second most frequent reason number nine "others." Administrative reasons do not seem to be an important contributor in dropping second-language study.

A chi-square analysis was performed to determine whether there was a significant difference between socioeconomic status in the reasons given for dropping a second language. The analysis gave the observed frequencies as shown in Table XXVI and the expected frequencies of reasons given as indicated by Table XXXVII.

TABLE XXXV
SUMMARY OF REASONS FOR DROPPING A SECOND LANGUAGE

Reasons	Socioeconomic Status					
	Low	Per Cent	Middle	Per Cent	High	Per Cent
Administrative (Nos. 1, 7, 8)	35	15	50	14	34	12
Critical of teacher or program (Nos. 4, 5, 6)	85	36	154	44	107	37
Lack of interest (Nos. 2, 3)	53	22	73	22	67	24
Others (No. 9)	66	27	69	20	75	27

TABLE XXXVI
OBSERVED FREQUENCIES OF REASONS FOR
DROPPING A SECOND LANGUAGE

SES	Reasons for Dropping								
	1	2	3	4	5	6	7	8	9
Low	22	30	23	41	23	21	2	11	66
Middle	26	43	30	87	39	28	9	15	69
High	12	42	25	55	38	14	3	19	75

TABLE XXXVII
 EXPECTED FREQUENCIES OF REASONS FOR
 DROPPING A SECOND LANGUAGE

SES	Reasons for Dropping								
	1	2	3	4	5	6	7	8	9
Low	16.52	31.66	21.48	50.39	27.53	17.35	3.85	12.39	57.82
Middle	23.92	45.84	31.09	72.95	39.86	25.11	5.58	17.94	83.71
High	19.56	37.49	25.43	59.66	32.60	20.54	4.56	14.67	68.47

The chi-square analysis was not significant as the theoretical chi-square analysis should be beyond 26.30 to be significant at the .05 level and beyond 32 to be significant at the .01 level. The chi-square analysis of the observed frequencies was 25.35 which is not significant. On the basis of socioeconomic status null hypothesis eight was accepted.

CHAPTER V

SUMMARY, CONCLUSIONS AND IMPLICATIONS

I. SUMMARY

Purpose of the study

The basic purpose of this investigation was to study the influence of the two environmental conditions of language background and socioeconomic status on student attitudes to learning a second language. An examination of current publications revealed that there was a need for such a study because of a lack of empirical information on the effects of home environment on student attitudes to learning a second language. Consequently it was the main purpose of this study to find what influences socioeconomic level and language background have on attitudes to learning a second language.

Design of the study

Results from a questionnaire administered by the Second Languages Curriculum Council of the Manitoba Department of Youth and Education were analyzed by means of a two-way analysis of variance. After eliminating 780 subjects, due to key-punch errors, faulty answers or no answers at all, a total of 2,759 subjects were left for the statistical analysis. This sample of schools represented 5 per cent of all junior and senior high schools in Manitoba offering second-language instruction. The survey included schools both large and small, public and private, urban and rural and representative of different socioeconomic status.

The data cards were first arranged according to three levels of socioeconomic status, low, middle and high. The three categories were then subdivided according to language background, in this case monolingual and multilingual.

A two-way analysis of variance was performed on seven null hypotheses and a chi-square analysis on the last null hypothesis. These hypotheses dealt with student attitudes such as motivation, interest in general as well as specific objectives, the extent students felt at ease with respect to general and specific skills, level of satisfaction with the four skills in learning a second language. The chi-square analysis was performed on the reasons why students from different socioeconomic levels dropped the study of a second language.

Major findings

In this section the null hypotheses will be restated and the pertinent conclusions summarized below each one.

Hypothesis 1 - For students of different language background and socioeconomic level there is no significant difference in the motivation to study a second language.

Test of hypothesis 1. Significant differences at the .01 level were found for both language background and socioeconomic level with respect to motivation in learning a second language. Null hypothesis one was therefore rejected.

Discussion. Subjects from multilingual background were found to be more highly motivated to study a second language than monolingual

subjects. A significant difference was found between low and middle subjects with low socioeconomic subjects being more highly motivated than middle socioeconomic subjects.

Even though no significant interaction was found between language background and socioeconomic level with respect to motivation, it is interesting to note that both monolinguals as well as multilinguals from the low socioeconomic level had higher level of motivation to study a second language than either middle or high socioeconomic subjects of different language background.

Hypothesis 2 - For students of different language background and socioeconomic level there is no significant difference in the level of interest expressed with respect to the overall objectives in learning a second language.

Test of hypothesis 2. A significant difference was found at the .01 level for both factors, language background and socioeconomic level. Therefore null hypothesis two was rejected.

Discussion. Multilinguals were found to have a higher level of interest in the overall objectives to learn a second language than monolinguals. A significant difference at the .05 level was found between subjects from low and middle socioeconomic status and at the .01 level between low and high socioeconomic subjects.

Interaction effect between factor A and B on interest in objectives was found to be not significant. Nevertheless subjects from low socioeconomic status prove to be more interested in the general objectives to learn a second language than the middle or high socioeconomic students.

Hypothesis 3 - For students of different socioeconomic status there is no significant difference in the level of interest expressed with respect to each of the specific objectives in learning a second language.

Test of hypothesis 3. The main effects of socioeconomic status as well as the within subjects main effects of objectives were found to be significant at the .01 level. Hypothesis three was therefore rejected.

Discussion. A significant difference was found between low and high as well as low and middle socioeconomic subjects, while no significant difference existed between middle and high socioeconomic subjects.

Students from low socioeconomic level expressed highest interest in being able to speak a second language. Their interest in the other three objectives ranged according to the following priority: being able to write, to read and to understand a second language.

The highest interest for middle socioeconomic students was also in the speaking skills, followed by the writing, reading and listening skills in that order. The main interest for high socioeconomic subjects was with the speaking skills, writing, reading and listening skills.

An overall picture shows that students from low socioeconomic level have the highest degree of interest in all four major objectives in learning a second language, while the middle group has less interest in the specific objectives and high socioeconomic subjects have the least interest with respect to the major objectives in learning a second language.

Hypothesis 4 - For students of different language background and socioeconomic level there is no significant difference in the extent to which students feel at ease in the four basic skills in learning a second language.

Test of hypothesis 4. Significant differences at the .01 level were found for both language background and socioeconomic level with respect to the extent students feel at ease in the basic skills in learning a second language. On the basis of these findings null hypothesis four was not accepted.

Discussion. Students from multilingual background were found to feel more at ease with the basic skills in learning a second language than subjects from monolingual background. The only significant difference for socioeconomic level was found between low and middle subjects with the low socioeconomic subjects feeling more at ease with the basic skills than the middle group.

No significant interaction was found between language background and socioeconomic status with respect to the extent students feel at ease with the four basic skills in learning a second language. It should be noted that low socioeconomic subjects from different language background work more easily with the basic skills than middle or high socioeconomic subjects of different language background.

Hypothesis 5 - For students of different socioeconomic level there is no significant difference in the extent to which students feel at ease in each of the four skills in learning a second language.

Test of hypothesis 5. Main effects of socioeconomic status as well as the extent students feel at ease with the four basic skills

were found to be significant at the .01 level. Therefore null hypothesis five was rejected.

Discussion. A very significant interaction effect was revealed between socioeconomic status and the degree students feel at ease with the four basic skills in learning a second language. Students from low socioeconomic level feel more at ease with the speaking skills and least at ease with listening skills. The next easiest, after the speaking skills, were the reading skills followed by the writing skills.

Middle socioeconomic students find speaking skills easiest followed by the writing, reading and the listening skills, which they find most difficult. For high socioeconomic students the two most difficult skills in learning a second language are reading and listening skills, while the two easiest ones being the speaking and writing skills.

Overall interaction reveals that speaking skills are easiest for all socioeconomic groups, even though middle socioeconomic subjects find them more difficult than the two other groups. The most difficult skills for all socioeconomic groups are the listening skills. It should be noted that low socioeconomic students find them much easier than middle and high socioeconomic subjects. Reading skills are quite difficult for middle and high socioeconomic groups but are preferred by the low socioeconomic student. The most difficult skills for middle socioeconomic subjects are the writing skills.

Hypothesis 6 - For students of different language background and socioeconomic level there is no significant difference in the level of satisfaction with each of the four basic skills in learning a second language.

Test of hypothesis 6. The analysis of variance revealed a significant difference at the .01 level for language background and at the .05 level for socioeconomic level with respect to satisfaction with skills in learning a second language. Hypothesis six was therefore rejected.

Discussion. The overall significance for language background reveals that multilingual subjects derive more satisfaction with basic skills than monolingual subjects. A significant difference was found between low and middle socioeconomic groups, with low subjects being more satisfied with basic skills than middle subjects.

Even though no significant interaction was found between language background and socioeconomic level on satisfaction it should be noted that multilingual low socioeconomic subjects derive more satisfaction from basic skills than middle or high multilingual students. The same applies for the monolinguals.

Hypothesis 7 - For students of different socioeconomic level there is no significant difference in the level of satisfaction with each of the four skills in learning a second language.

Test of hypothesis 7. The analysis revealed a significant difference at the .05 level for socioeconomic status and at the .01 level for satisfaction with each of the four skills. Hypothesis seven was therefore not accepted.

Discussion. A significant difference at the .01 level was found between low and middle, middle and high socioeconomic status subjects. The low group had the highest satisfaction, followed by the high socioeconomic group and then by the middle group. Satisfaction with specific skills was also found to be significant at the .01 level. Students derive the most satisfaction from reading skills, less from listening and writing skills and the least satisfaction from the speaking skills.

Interaction effect was very close to being significant. Low socioeconomic subjects derive highest satisfaction from reading skills and the least from listening, writing and speaking skills. Middle socioeconomic students get more satisfaction from reading skills followed closely by listening skills. Middle subjects get least satisfaction from the speaking and writing skills. Students from high socioeconomic level get least satisfaction from speaking skills and the most from listening skills while reading and writing rank at about the same level of satisfaction.

Even though middle and high socioeconomic groups find average satisfaction with reading skills, low socioeconomic subjects derive a much higher degree of satisfaction from these skills than the other two groups. Listening skills provide approximately the same amount of satisfaction for low and high groups while providing a much lower level of satisfaction for the middle group. Low and high socioeconomic groups seem to favour writing skills while middle subjects derive the least satisfaction from these skills than any other. Speaking skills provide least satisfaction for low and high socioeconomic levels while

middle socioeconomic subjects prefer them to writing skills.

Hypothesis 8 - For students of different socioeconomic level there is no significant difference in the reasons given by students for dropping the study of a second language.

Test of hypothesis 8. The chi-square analysis for hypothesis eight reveals no overall significant difference between socioeconomic status and reasons for dropping the study of a second language.

Hypothesis eight was therefore accepted.

Discussion. Even though no significant difference did exist it is interesting to note that about the same number of students from monolingual low and high socioeconomic level dropped a second language, 27.75 per cent and 28.37 per cent, while 43.62 per cent from the middle group dropped a second language. For subjects from multilingual background the highest number of subjects who dropped the study of a second language was the high socioeconomic level (37.79 per cent), followed by the middle group (35.22 per cent), and the low level (26.99 per cent).

A total of 868 students from a sample of 2,978 subjects or 29 per cent did drop the study of a second language. The most frequent reason given by all socioeconomic levels was number nine from number 103 on the questionnaire. Reason number nine reads as follows: "None of these reasons." Unfortunately it is thus impossible to determine why such a reason was given by 25 per cent of students who dropped a second language. The second most frequent reason given by all subjects was reason four. Twenty per cent of the students dropped a

second language because they found the course too difficult, with the greatest percentage coming from the middle socioeconomic level. About the same percentage of subjects from all socioeconomic levels gave as the third most frequent reason a lack of seeing the importance of knowing a second language.

When the nine reasons listed in the questionnaire for dropping a second language are classified into four categories, namely, administrative, critical of teacher or program, lack of interest and others a different picture is revealed. From the middle socioeconomic status group 44 per cent dropped a second language because they were not pleased with the teacher or the program itself, while 36 per cent and 37 per cent from the low and high socioeconomic group respectively, dropped it for the same reason. The second most frequent reason for dropping a second language is lack of interest for the middle socioeconomic group (22 per cent) and "others" for low (27 per cent) and high (27 per cent) socioeconomic subjects. Lack of interest was given as the third most frequent reason by low (22 per cent) and high (24 per cent) socioeconomic subjects while middle subjects gave "others" (20 per cent) as their third most frequent reason for dropping a second language. Administrative reasons were given as the least frequent reason for dropping a second language, 15 per cent for low socioeconomic students, 14 per cent for middle and 12 per cent for high socioeconomic students.

II. CONCLUSIONS AND IMPLICATIONS

Multilingualism and second-language learning

As pointed out in the review of the literature language background may influence attitudes of the students to learn a second language. The questions which this problem brought forth were: "Will language background affect students' motivation to learn a second language?" "Will multilingual subjects be more interested, feel more at ease with and get more satisfaction from the overall skills in learning a second language than monolingual subjects?"

The results of this study show that language background does influence student attitudes in second-language acquisition. Multilingual subjects were found to be more highly motivated, had higher interest in general skills, felt more at ease with these skills and derived greater satisfaction from overall skills in learning a second language. Even though performance in second-language learning was not measured in this study, it can be assumed from other studies that these positive attitudes may lead to relatively higher achievement in the study of a second language. This would support the conclusions of Peal and Lambert's 1962 study which concluded that bilingualism was associated with superior performance in second-language study.

Subjects from multilingual background are in contact with two languages. This cultural contact may provide them with an intellectual flexibility and a more diversified set of mental abilities. In such a case second-language learning may become easier for multilinguals and consequently they would develop positive attitudes.

Socioeconomic status and second-language learning

Socioeconomic status with respect to second-language learning was found to have a complex effect. In the review of the literature underachievement in school was generally associated with low socioeconomic status. If this conclusion is applied to second-language learning, would students from low socioeconomic status have a lower level of motivation, as defined in this study, than those from middle or high socioeconomic level? Would this difference affect their interest and satisfaction and eventually lead to their dropping out of a second-language course?

Socioeconomic status and motivation. Contrary to the inferences made from previous studies in other fields, it was found for this sample of students, that low socioeconomic subjects were more highly motivated and had a higher interest with respect to specific skills than their counterparts from middle and high socioeconomic levels. It was also found that more subjects from the middle and high socioeconomic levels dropped the study of a second language than from low socioeconomic status (see Table XXXIII, page 69).

Socioeconomic status and objectives. From the review of the literature on aspirations of low socioeconomic subjects, one might predict that students may have different objectives in learning a second language. The writer assumed that low socioeconomic students would have more interest in the reading and writing skills than with the speaking and listening skills because of their lower level of aspirations. Such an interest might decrease the student's satisfaction

with listening and speaking skills.

Results of this study as summarized in Table XXXVIII show that low socioeconomic subjects indicated the highest level of interest in all four skills when compared to middle socioeconomic students, who indicated second highest interest, and high socioeconomic subjects indicating the lowest interest with the four basic skills in learning a second language. It is surprising that all socioeconomic levels indicated highest interest in active (productive) skills such as speaking and writing and lowest interest in passive (receptive) skills, reading and listening.

TABLE XXXVIII
RANK ORDER OF INTEREST IN SPECIFIC SKILLS

SES	Skills							
	Active				Passive			
	Speaking	Rank	Writing	Rank	Reading	Rank	Listening	Rank
Low	4.14	1	3.93	2	3.84	3	3.73	4
Middle	3.95	1	3.82	2	3.70	3	3.62	4
High	3.88	1	3.79	2	3.67	3	3.62	4

A possible reason why listening skills were rated so low by all socioeconomic subjects might be the ambiguity of the questions related to such skills. If one examines the questions related to interest in objectives, numbers 46 to 51 from the questionnaire, the listening skills were not expressed as comprehension. Subjects were

asked their degree of interest in being able to listen to news broadcasts or to enjoy films or T.V. programs in the second language. Many students might have interpreted that as being an exercise or an activity divorced from comprehension or understanding when taking part in a conversation.

Socioeconomic status and feeling at ease with specific skills.

Incentives, as indicated in the review of the literature, play an important role in the process of learning. Previous research seems to indicate that tangible rewards affect subjects from different socioeconomic levels differently. Which of the four basic skills offer a more tangible reward for the low socioeconomic child? Which of the four skills would he feel more at ease with?

As Table XXXIX shows, all socioeconomic subjects feel more at ease with speaking and least at ease with listening skills. It is to be noted that low socioeconomic students, even if their interest lies with active skills, do feel more at ease with reading than with writing skills. It may be that this interest in the active skills is due to the kind of reward they offer. Results of the degree students feel at ease with each specific skill in second language learning show that the skill which is easiest is speaking, an active skill, while listening, a passive skill, seems to be more difficult. Contrary to what was assumed subjects from different socioeconomic levels feel more at ease with active skills and least at ease with passive skills.

TABLE XXXIX
RANK ORDER OF DEGREE STUDENTS FEEL AT EASE
WITH BASIC SKILLS

SES	Skills							
	Active				Passive			
	Speaking	Rank	Writing	Rank	Reading	Rank	Listening	Rank
Low	3.70	1	3.59	3	3.63	2	3.39	4
Middle	3.65	1	3.49	2	3.44	3	3.22	4
High	3.72	1	3.66	2	3.41	3	3.29	4

Socioeconomic status and satisfaction with specific skills.

With respect to satisfaction with basic skills in learning a second language, all socioeconomic levels, as shown by Table XL, indicated greater satisfaction with passive skills (reading and listening) and less with active skills (speaking and writing). Even though subjects from all socioeconomic levels were found to be more interested in active skills they derive least satisfaction from them. This may indicate that students expect more from active skills. It may be that they would prefer more emphasis on active skills than on passive skills. They may find that enough time is spent on passive skills and not enough emphasis placed on active skills thus the reason for their dissatisfaction with active skills.

First-language and second-language acquisition. Previous research pointed out that low socioeconomic subjects were deficient

TABLE XL
RANK ORDER OF SATISFACTION WITH SKILLS

SES	Skills							
	Passive				Active			
	Reading	Rank	Listening	Rank	Speaking	Rank	Writing	Rank
Low	3.84	1	3.74	2	3.69	4	3.72	3
Middle	3.69	1	3.67	2	3.62	3	3.61	4
High	3.71	2	3.74	1	3.69	4	3.70	3

in their first language. Since there is a substantial amount of transfer from first to second-language acquisition, as research seems to indicate, it was assumed that such a deficiency would be reflected in second-language learning. If low socioeconomic subjects are deficient in verbal fluency, conceptualization, auditory discrimination and auditory memory, how will this affect their second-language study? Will they feel equally at ease with all the four basic skills or just a few? Will the feeling of inferiority change the subjects' motivation to learn a second language? Will this obstacle eventually lead to his dropping out of a second-language course?

It was impossible to establish a relationship between first and second-language acquisition from this study. Subjects from all socioeconomic classes indicated similar attitudes in learning a second language. It was found that subjects from the three levels of socioeconomic status were more interested and felt more at ease with active

skills while deriving least satisfaction from them. It was also found that more middle and high socioeconomic subjects dropped the study of a second language than low socioeconomic students.

General Conclusions

Results of all the analysis in this study show that multilingual subjects from low socioeconomic status rate higher than the other two socioeconomic groups on attitudes in second-language learning. A possible explanation for such results could be that low multilingual subjects have more cultural contacts with a second language than multilinguals from middle or high socioeconomic status. It may be that multilinguals from low socioeconomic status are more conversant, perhaps, in their second language and that a second language is spoken more frequently at home. Such students would therefore develop positive attitudes to second-language study. Since their interest for second language study is high, their attitudes to general as well as to specific skills could inflate the ratings of all low socioeconomic subjects.

Another possible reason for such findings could be that low socioeconomic environment spurs the child to obtain a better education and position later on in life so that he at least can move on to a higher level of socioeconomic status. It may be that he sees another language as a means to obtain a better position.

III. SUGGESTIONS FOR FURTHER RESEARCH

This study revealed that language background has definite influences on student attitudes to learn a second language. Multilinguals were found to have more positive attitudes to learn a second language than monolinguals. Further research could be done in this area in order to find out if the performance of multilinguals, in second-language learning, correlates with their attitudes as indicated in this study. Research could be done to investigate whether multilingual students already possessing two languages, such as Cree and English, and who are learning a third language have similar attitudes in learning a third language than multilinguals studying a second language.

The complexity of the effects of socioeconomic status points out that further research is needed in this area. Since attitudes of students from different socioeconomic levels do not seem to be different, with respect to second-language study, research could be performed to compare them for achievement.

Since a fairly large percentage of students expressed dissatisfaction with second-language teachers or programs as a reason for dropping a second language, it would be worthwhile to investigate what areas they are critical of.

Another area of research could be with active skills and passive skills. Since all subjects in this sample indicated such a high interest in active skills and dissatisfaction with passive skills,

further research could be done in order to determine how much emphasis students would like to have on active skills and at what grade level or levels this emphasis should take place.

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APPENDIX A

DEPARTMENT OF YOUTH AND EDUCATION

SECOND LANGUAGES SURVEY

Conducted by the
Second Languages Council

Office Use Only

Student Use

1-2	School Division: _____
-----	------------------------

3-4	School: _____
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5-8	_____
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Students: If you wish to refer to a question, use the number in brackets.

PART I - LANGUAGE BACKGROUND

Use the numbers from the Language list below to answer questions 1, 2, 3 and 4. They will serve as a code to the language you wish to mention in your answer. For example, if your answer to question 1 is "Dutch", you will write the number "05" in the blank before the question.

Languages

01 English	08 Saulteaux
02 Ukrainian	09 Icelandic
03 German	10 Swedish
04 French	11 Cree
05 Dutch	12 Russian
06 Polish	13 Norwegian
07 Hebrew	14 Italian
	15 Others

- | | |
|-------|--|
| 9-10 | _____ (1) What was the first language you spoke? |
| 11-12 | _____ (2) What language do you presently speak most frequently? |
| 13-14 | _____ (3) What are the languages spoken fluently in your home?
(Indicate by inserting the numbers in the blanks on the left. Do not place more than one language number in each blank.) |
| 15-16 | _____ |
| 17-18 | _____ |
| 19-20 | _____ (4) If you personally speak or understand more than one language, what is your second most frequently used language? |
| 21 | _____ (5) How many languages are spoken fluently in your home? |

From the list below, check (✓) the sentences which describe your ability in your most frequently used language ("dominant" language), and in your second language, if any.

(You may check more than one blank.)

- 22 _____ (6) I can understand my dominant language when it is spoken to me.
- 23 _____ (7) I can read my dominant language.
- 24 _____ (8) I can write my dominant language.
- 25 _____ (9) I can understand my second language when it is spoken to me.
- 26 _____ (10) I can read my second language.
- 27 _____ (11) I can write my second language.
- (12) From the list below choose the answer which best describes those people you know who speak more than one language (other than a teacher).
- Choose one only
1. _____ my friends at school
2. _____ my relatives
3. _____ older people
- 28 4. _____ none of these
- 29 _____ (13) Were you born in Canada 1. _____ Yes 2. _____ No
- 30 _____ (14) Was your father born in Canada? 1. _____ Yes 2. _____ No
- 31 _____ (15) Was your mother born in Canada? 1. _____ Yes 2. _____ No

PART II. LANGUAGE STUDY

- (16) What grade are you presently enrolled in?

Choose one only

1. _____ Grade seven
2. _____ Grade eight
3. _____ Grade nine
4. _____ Grade ten
5. _____ Grade eleven
6. _____ Grade twelve

If you are studying or have studied a second language(s), please indicate the number of years beside the language(s) studied. Do not include the language in which you are taught other subjects. (For instance, most of you will not be studying English as a second language.) You may count this year as a full year. If you have never studied a second language in school, you will omit questions 17-22.

- 33-34 _____ (17) French
 35-36 _____ (18) German
 37-38 _____ (19) Latin
 39-40 _____ (20) Ukrainian
 41-42 _____ (21) English
 43-44 _____ (22) Any other language

(23) Have you ever studied a second language OUTSIDE school? (e.g. while living abroad, in a language camp, at home, through T.V. etc.)

- 45 1. _____ Yes 2. _____ No

The following are reasons often given for studying a second language. How important was each of the reasons given below in your decision about studying a second language in school? Rate the importance of each reason by circling one of the five numbers as follows:

- 5 = Extremely Important
 4 = Important
 3 = Unimportant
 2 = Extremely Unimportant
 1 = No Opinion

- 46 (24) It seems important to know a second language in Canada today.
 1 2 3 4 5
- 47 (25) It seems important to know a second language in Manitoba today.
 1 2 3 4 5
- 48 (26) A second language will probably be useful in getting a good job some day.
 1 2 3 4 5
- 49 (27) A second language will probably be useful in my future field of study. (e.g. medicine, law, graduate work, civil service, etc.)
 1 2 3 4 5

50 (28) A second language will enrich my background and broaden my cultural horizons.
1 2 3 4 5

51 (29) Knowledge of a second language will improve my social position in relation to others in my community.
1 2 3 4 5

52 (30) Credit in a second language is necessary for me to get into most universities.
1 2 3 4 5

If two or more second languages were to be offered in your school, rate the importance of the following reasons in influencing your choice. Circle one of the five numbers as given below.

5 = Extremely Important
4 = Important
3 = Unimportant
2 = Extremely Unimportant
1 = No opinion

53 (31) The language I chose would be prettier (sound better, be more musical, etc.) than others I could have taken.
1 2 3 4 5

54 (32) The language I chose would be easier than others I could have taken.
1 2 3 4 5

55 (33) The language I chose would be of great importance in Manitoba today.
1 2 3 4 5

56 (34) The language I chose would be of great importance in Canada today.
1 2 3 4 5

57 (35) The language I chose would be useful in getting a good job some day.
1 2 3 4 5

58 (36) The language I chose would be useful in my field of study.
1 2 3 4 5

59 (37) I want to visit the country (or region) where this language is spoken.
1 2 3 4 5

60 (38) I want to understand better the people who speak this language, and their way of life.
1 2 3 4 5

5.

61

(39) The language I chose is (or was at one time) spoken by my relatives or persons who are close to me.

1 2 3 4 5

62

(40) Knowledge of this language will improve my social position in relation to others in my community.

1 2 3 4 5

63

(41) If another language had been offered, would you have taken it instead of one of the subjects you are now studying?

1. _____ Yes 2. _____ No

64

(42) If another language had been offered, would you have taken it as well as the subjects you are now studying?

1. _____ Yes 2. _____ No

65

(43) If the answer to either of the above two questions is "yes", select the language you would like best from the list below.

Check one blank only.

1. _____ Chinese

2. _____ French

3. _____ German

4. _____ Hebrew

5. _____ A North American Indian language

6. _____ Latin

7. _____ Russian

8. _____ Ukrainian

9. _____ None of these

66

(44) Are you interested (or would you be interested) in learning about the culture (traditions, customs, etc.) of people who speak another language?

1. _____ Yes, very much so 2. _____ Yes, perhaps

3. _____ Undecided 4. _____ no, not at all

67

(45) A course about the culture of the people who speak the language you are studying should be given in:

Check one blank only.

1. _____ the language being studied

2. _____ my most frequently used language

3. _____ some of each

6.

The following are various skills that a second language course can emphasize. Rate the extent to which you are interested in each of the skills by circling one of the five numbers as follows:

- 5 = Great Interest
 4 = Some Interest
 3 = Little Interest
 2 = No Interest
 1 = Does not apply

68

(46) Being able to engage in an everyday conversation with native speakers of that language.

1 2 3 4 5

69

(47) Being able to listen to news broadcasts in that language.

1 2 3 4 5

70

(48) Being able to enjoy films or T.V. programs in the original language.

1 2 3 4 5

71

(49) Being able to read the literature in that language.

1 2 3 4 5

72

(50) Being able to read newspapers, magazines, etc.

1 2 3 4 5

73

(51) Being able to write letters in that language for various purposes (e.g. business, social, etc.)

1 2 3 4 5

PART III. SATISFACTION AND EVALUATION

SECTION A. TO BE ANSWERED BY ALL STUDENTS

(52) Place a check (✓) to indicate the grade combinations in which you think the study of another language should be compulsory.

(Check one only)

1. _____ 1-3

2. _____ 4-6

3. _____ 7-9

4. _____ 9-12

5. _____ 10-12

6. _____ 1-9

7. _____ 1-12

8. _____ not compulsory in any grades

9. _____ none of the above grade combinations

74

75

(53) Place a check (✓) to indicate the grades in which you think the study of a second language should be optional.

(Check one only)

1. _____ 1-3
2. _____ 4-6
3. _____ 7-9
4. _____ 9-12
5. _____ 10-12
6. _____ 1-9
7. _____ 1-12
8. _____ not optional in any grades
9. _____ none of the above grade combinations

76

(54) How important is it for Canadians to know more than one language?

1. _____ Extremely important
2. _____ Important
3. _____ Unimportant
4. _____ Extremely unimportant
5. _____ No opinion

77

(55) Do you think it is necessary to be able to speak a language correctly (pronunciation, grammar, etc.) in order to be able to communicate adequately in that language?

1. _____ Yes, definitely
2. _____ Yes, usually
3. _____ Not necessarily
4. _____ No, not at all
5. _____ Don't know

78

(56) If you had to stay in another country for an extended period of time, would you make a great effort to learn the language spoken there even though you could get along in English?

1. _____ Definitely, yes
2. _____ Perhaps some of the time
3. _____ No
4. _____ Don't know

79

(57) Would you consider going on exchange to increase your skills in the use of another language?

1. _____ Definitely, yes
2. _____ Maybe
3. _____ No
4. _____ Definitely, no
5. _____ No opinion

Office
Use Only

1-2

3-4

5-8

SECTION A. (continued)

Please indicate your agreement or disagreement with the following statements by circling one of the five numbers as follows:

- 5 = I agree strongly
 4 = I agree
 3 = I disagree
 2 = I strongly disagree
 1 = I have no opinion

(58) Our lack of knowledge of other languages accounts for many of our difficulties in Canada.

9

1 2 3 4 5

(59) A whole-hearted commitment to the study of other languages and the culture of their peoples endangers one's own cultural identity.

10

1 2 3 4 5

(60) A whole-hearted commitment to the study of other languages and the culture of their peoples helps one to understand some aspects of Canadian culture better.

11

1 2 3 4 5

9.

SECTION B. FOR THOSE STUDENTS WHO HAVE STUDIED A SECOND LANGUAGE AT SOME TIME, AND THOSE WHO ARE PRESENTLY STUDYING A SECOND LANGUAGE.

N.B. If you have never studied a second language, omit Section B and proceed to Section C (page 14).

Indicate the extent to which you are satisfied with each of the following aspects of your second language course this year. If you are no longer enrolled in a second language course, indicate the extent to which you were satisfied with the following aspects. Use the following scale.

5 = Very Satisfied
 4 = Satisfied, but some things could be better
 3 = Unsatisfied
 2 = Very Unsatisfied
 1 = Does not apply to the course I am taking

- | | |
|----|---|
| 12 | (61) The listening skills I have learned.
1 2 3 4 5 |
| 13 | (62) The speaking skills I have learned.
1 2 3 4 5 |
| 14 | (63) The reading skills I have learned.
1 2 3 4 5 |
| 15 | (64) The writing skills I have learned.
1 2 3 4 5 |
| 16 | (65) The text(s) we have used.
1 2 3 4 5 |
| 17 | (66) The classroom activities.
1 2 3 4 5 |
| 18 | (67) The language lab.
1 2 3 4 5 |
| 19 | (68) The homework we were assigned.
1 2 3 4 5 |
| 20 | (69) The readings we were assigned.
1 2 3 4 5 |
| 21 | (70) The outside opportunities we have had to practice the language (e.g. conversing with native speakers, listening to radio broadcasts, reading magazines, etc.)
1 2 3 4 5 |

- | | |
|----|---|
| 22 | (71) The amount of emphasis placed by the teacher on speaking correctly at all times.
1 2 3 4 5 |
| 23 | (72) The clearness of the information I have received from the teacher as to how I was progressing in my language course.
1 2 3 4 5 |
| 24 | (73) The way my progress was measured (e.g. too many tests, too few tests, tests on things we had not done in class, etc.)
1 2 3 4 5 |
| 25 | (74) The amount of time given for individual study.
1 2 3 4 5 |
| 26 | (75) The amount of repetition of new material.
1 2 3 4 5 |
| 27 | (76) The teacher's personality.
1 2 3 4 5 |
| 28 | (77) The teacher's ability to speak the language.
1 2 3 4 5 |
| 29 | (78) The teacher's ability to help me understand sentences.
1 2 3 4 5 |
| 30 | (79) The teacher's ability to help me learn pronunciation.
1 2 3 4 5 |
| 31 | (80) The teacher's ability to help me learn grammar.
1 2 3 4 5 |
| 32 | (81) The teacher's ability to help me learn how to read.
1 2 3 4 5 |
| 33 | (82) The teacher's ability to help me learn how to write.
1 2 3 4 5 |
| 34 | (83) The teacher's ability to help me remember sentences learned earlier.
1 2 3 4 5 |
| 35 | (84) The teacher's availability for consultation outside the regular classroom hours when necessary.
1 2 3 4 5 |

11.

In your opinion, how much time should be given (or should have been given) to the following areas of a second language course?

- 36 (85) Grammar:
 1. _____ More 2. _____ Less 3. _____ No change
- 37 (86) Drills and repetition:
 1. _____ More 2. _____ Less 3. _____ No change
- 38 (87) Conversation:
 1. _____ More 2. _____ Less 3. _____ No change
- 39 (88) Use of your dominant language in class to explain the second language being studied:
 1. _____ More 2. _____ Less 3. _____ No change
- 40 (89) Opportunities to work alone or in pairs:
 1. _____ More 2. _____ Less 3. _____ No change
- 41 (90) Which of the following has had the most beneficial influence on your study of a second language?
 Choose one only.
 1. _____ the teacher(s) I have had.
 2. _____ the program(s) of study I have used
 3. _____ the extra materials used by the teachers (e.g. audio-visual, etc.)
 4. _____ none of the above

Rate the extent to which you feel at ease (or used to feel at ease) when making use of each of the following skills in a second language which you are studying. Circle one number for each item, using the following scale.

5 = always at ease
 4 = usually at ease
 3 = sometimes at ease
 2 = never at ease
 1 = does not apply to this skill

- 42 (91) Listening: 1 2 3 4 5
- 43 (92) Speaking: 1 2 3 4 5
- 44 (93) Reading: 1 2 3 4 5
- 45 (94) Writing: 1 2 3 4 5

(95) Upon those occasions when you have felt uneasy in your use of the second language which you are studying, to whom did you attribute most of this uneasiness?

Check one blank only.

1. _____ to yourself
2. _____ to the teacher
3. _____ to other students in the class

46

(96) What is your opinion of your ability to learn a second language?

Check one blank only.

1. _____ below average
2. _____ average
3. _____ above average
4. _____ much above average

47

(97) Where do you rate your ability in other school subjects?

1. _____ Not as good as in second language
2. _____ The same as in second language
3. _____ Better than in second language
4. _____ Much better than in second language

48

(98) How probable is it that you will one day become a fluent speaker of another language which you have learned in school?

1. _____ completely probable
2. _____ very probable
3. _____ quite probable
4. _____ quite improbable
5. _____ very unlikely

49

(99) How beneficial have you found the time spent studying another language?

1. _____ very beneficial
2. _____ quite beneficial
3. _____ of some good
4. _____ of little good
5. _____ no use

50

51

(100) Would you have liked to be able to use the language to express your thoughts without worrying about correct grammar?

1. _____ Yes
2. _____ Sometimes
3. _____ No, not really

52

(101) How enjoyable do you find the study of another language?

1. _____ Very enjoyable
2. _____ Quite enjoyable
3. _____ Slightly enjoyable
4. _____ Not at all enjoyable

53

(102) If you are enrolled in French 300 (Grade twelve), indicate the text(s) you are presently using. If you are not enrolled in French 300, omit this question.

Choose one only.

1. _____ Parler et Lire
2. _____ Lire, Parler, et Ecrire
3. _____ Cours Moyen de Francais
4. _____ Senior French
5. _____ None of the above

54

(103) If you have ever started to study a second language and then dropped it, check the reason which best explains why you dropped it.

N.B. If you have never dropped a second language, omit this question.

Check one blank only.

1. _____ I moved to a new school where it was not available for study.
2. _____ I never was convinced of its value.
3. _____ I wanted to take a subject other than a language.
4. _____ I found the course too difficult.
5. _____ I thought my language teacher was not a good teacher.
6. _____ I thought the type of course was poor.
7. _____ I was advised to drop this other language because of time-tabling problems.
8. _____ I was advised to drop this other language because of my poor academic performance in other subjects.
9. _____ None of these reasons.

PART III. SATISFACTION AND EVALUATION

SECTION C. FOR THOSE STUDENTS WHO HAVE NEVER STUDIED A SECOND LANGUAGE IN SCHOOL

Rate the extent to which each of the following reasons explains your decision not to study a second language in school. Circle one of the five numbers according to the following scale:

- 5 = Extremely important
 4 = Important
 3 = Unimportant
 2 = Extremely unimportant
 1 = Does not apply

- 55 (104) None of the schools I attended ever offered a language course.
 1 2 3 4 5
- 56 (105) I already know more than one language, so there was no need to study a second language in school.
 1 2 3 4 5
- 57 (106) There was not enough time to take a second language as well as all the other courses I wanted to take.
 1 2 3 4 5
- 58 (107) I thought a second language would be too difficult, or not worth the effort.
 1 2 3 4 5
- 59 (108) I did not like the way in which second languages were taught in my school.
 1 2 3 4 5
- 60 (109) People whose judgment I trust were against it.
 1 2 3 4 5

PART IV.

Please answer Questions 110 to 129 by placing a check (✓) to indicate your answer.

- 61 (110) Does your family own a car? 1. _____ Yes 2. _____ No

- 62 (111) Does your family have a garage or carport? 1. Yes 2. No
- 63 (112) Did your father go to high school? 1. Yes 2. No
- 64 (113) Did your mother go to high school? 1. Yes 2. No
- 65 (114) Did your father go to university? 1. Yes 2. No
- 66 (115) Did your mother go to university? 1. Yes 2. No
- 67 (116) Is there a writing desk in your home? 1. Yes 2. No
- 68 (117) Does your family have a stereo record player? 1. Yes 2. No
- 69 (118) Does your family own a piano? 1. Yes 2. No
- 70 (119) Does your family get a daily newspaper? 1. Yes 2. No
- 71 (120) Do you have your own room at home? 1. Yes 2. No
- 72 (121) Does your family own its own home? 1. Yes 2. No
- 73 (122) Is there an encyclopedia in your home? 1. Yes 2. No
- 74 (123) Does your family have more than 100 hard covered books?
(e.g. 4 shelves 3 feet long)
1. Yes 2. No
- 75 (124) Did your parents borrow any books from the library last year?
1. Yes 2. No
- 76 (125) Does your family leave town each year for a holiday?
1. Yes 2. No
- 77 (126) Do you belong to any club where you have to pay fees?
1. Yes 2. No
- 78 (127) Does your mother belong to any clubs or organizations such as study,
church, art, or social clubs?
1. Yes 2. No
- 79 (128) Does your family own a color TV set? 1. Yes 2. No
- 80 (129) Have you ever had lessons in music, dancing, art, swimming, etc.,
outside of school?
1. Yes 2. No

APPENDIX B

TABLE XLI
 NUMBER OF STUDENTS TAKING A SECOND LANGUAGE
 IN WINNIPEG SCHOOL DIVISION NO. 1
 FROM 1967 TO 1972

Grade Level	Year											
	1967-68		1968-69		1969-70		1970-71		1971-72			
	Enrolment	Per Cent	Enrolment	Per Cent	Enrolment	Per Cent	Enrolment	Per Cent	Enrolment	Per Cent	Enrolment	Per Cent
K	-	-	-	-	-	-	-	-	-	-	43	1.47
1	32	.73	-	-	6	.14	54	1.28	82	2.15	82	2.15
2	64	1.63	-	-	52	1.30	53	1.46	49	1.37	49	1.37
3	47	1.28	30	.82	171	4.76	182	5.25	204	6.57	204	6.57
4	555	15.66	510	13.96	779	22.35	411	12.15	536	16.30	536	16.30
5	700	19.15	880	25.22	989	27.89	1043	30.71	833	25.44	833	25.44
6	958	27.56	1425	41.26	1999	60.64	2755	81.44	2582	79.25	2582	79.25
7	3404	86.00	3180	93.39	3113	90.91	2889	87.65	2875	87.23	2875	87.23
8	2864	78.35	2893	82.53	2633	81.26	2603	78.23	2393	74.52	2393	74.52
9	2536	66.77	2521	74.98	2420	71.68	2199	69.34	2126	67.10	2126	67.10
10	1916	53.32	1879	54.29	1741	52.04	1516	45.98	1250	39.01	1250	39.01
11	1856	56.37	1546	50.37	1259	41.04	1044	35.57	805	26.91	805	26.91
12	1597	64.18	1265	47.11	814	31.82	632	24.66	504	19.23	504	19.23

... CONTINUED ...

TABLE XLI
(CONTINUED)

Grade Level	Year											
	1967-68		1968-69		1969-70		1970-71		1971-72			
	Enrolment	Per Cent	Enrolment	Per Cent	Enrolment	Per Cent	Enrolment	Per Cent	Enrolment	Per Cent	Enrolment	Per Cent
GERMAN												
7	-	-	-	-	-	-	91	2.76	88	2.64		
8	34	.93	17	.48	-	-	56	1.68	61	1.90		
9	43	1.13	43	1.27	26	.77	55	1.73	66	2.08		
10	26	.72	33	.90	29	.86	19	.37	23	1.84		
11	33	1.00	24	.78	19	.61	29	.98	39	1.30		
12	57	2.29	52	1.93	31	1.21	25	.98	26	.99		
LATIN												
8	107	2.92	73	2.08	98	3.02	101	3.03	41	1.28		
9	769	20.24	630	18.73	590	17.47	474	14.94	274	8.65		
10	256	7.12	180	5.20	141	4.21	101	3.06	60	1.87		
11	20	.60	44	1.43	43	1.40	43	1.46	21	.70		
12	12	.48	7	.26	26	1.01	19	.74	26	.99		

... CONTINUED ...

TABLE XLI
(CONTINUED)

UKRAINIAN

Grade Level	Year											
	1967-68		1968-69		1969-70		1970-71		1971-72			
	Enrolment	Per Cent	Enrolment	Per Cent	Enrolment	Per Cent	Enrolment	Per Cent	Enrolment	Per Cent	Enrolment	Per Cent
4	-	-	-	-	-	-	109	3.22	40	1.21		
5	-	-	-	-	-	-	140	4.12	118	3.60		
6	-	-	-	-	-	-	25	.73	94	2.89		
7	-	-	21	.61	200	5.84	200	6.06	173	5.25		
8	3	-	-	-	120	3.70	182	5.47	181	5.64		
9	101	2.65	128	3.80	193	5.71	142	4.47	155	4.89		
10	-	-	39	1.12	66	1.97	85	2.57	63	1.96		
11	8	.24	21	.68	30	.97	39	1.32	51	1.70		
12	11	.44	32	1.19	26	1.01	33	1.28	30	1.10		