

## CHAPTER II

### REVIEW OF LITERATURE



There is substantial literature concerning student factors which are associated with the degree of attained proficiency in second/foreign language acquisition. This demonstrates a deep and lasting interest in this area. Of major concern in this study is the contribution of the language learner's attitudinal and aptitudinal variables to the achievement in learning English as a foreign language. In addition, academic achievement in other school subjects as represented by GPA is also investigated to find the degree of relationship with achievement in English. This chapter reviews the literature and research studies related to the student variables under investigation. The literature is surveyed on a selective basis, focussing specifically upon research in these two areas: language aptitude and attitude.

#### Language Aptitude

Thurstone and Carroll<sup>1</sup> believed that language aptitude is composed of two factors: the V factors (verbal relations)

---

<sup>1</sup>John B. Carroll, "A Factor Analysis of Verbal Abilities," Psychometrika 6 (1941): 279-307.

and the W factor (words). The V factor consists of the ability to solve tasks involving manipulation of words or sentences, comprehension of the meaning of questions, consistent manipulation of meanings, observance of the laws of logical thinking, and consequently, knowledge and practice of such verbal material. The W factor or the facility to produce verbal responses and to stimulate the combination of appropriate verbal elements, i.e., fluency in the use of words, affixes, anagrams, etc. is thought of as a productive factor. After an extensive investigation of foreign language aptitude employing four-hour test batteries presented to two groups of Air Force trainees learning Mandarin Chinese, Carroll presents six interpretable factors:

- A: Verbal knowledge--knowledge of the vocabulary and structure of one's native language.
- B: Linguistic interest identified as an increment of test performance ascribable to a specific motivation, interest, or facility with respect to linguistic materials.
- C: Associative memory.
- D: Sound-symbol association or factor W
- E: Inductive language-learning ability--the ability to induce grammatical rules and properties of a language.
- F: Grammatical sensitivity or syntactical fluency.

He suggested that factors B, C, and E are more important than factors A, D, and F. Later Carroll delineated the components of language aptitude as follows:

1. Phonetic coding is the ability to code auditory phonetic material in such a way that this material can be recognized, identified, and remembered over a few seconds or a little longer.
2. Grammatical sensitivity is the ability to handle grammar, i.e., the forms of language and their arrangements in natural utterances.
3. Rote memory is the ability to memorize.
4. Inductive language-learning ability is the ability to infer linguistic forms, rules, and patterns from new linguistic content with a minimum of supervision or guidance.

Based on the above mentioned factors, in 1959, Carroll and Sapon<sup>1</sup> constructed the Modern Language Aptitude Test (MLAT) for use with grades nine to thirteen and the Elementary Modern Language Test (EMLAT) for use with grades three to six. Both forms are for use with native or near-native speakers of English.

The MLAT consists of five parts:

---

<sup>1</sup>John B. Carroll and Stanley M. Sapon, Modern Language Aptitude Test(MLAT) Manual. (New York: The Psychological Corporation, 1959).

1. Number Learning: examinees are taught by tape the number system of an artificial language and are required to write in Arabic numerals the numbers which they hear presented on tape. This part is aimed at measuring phonetic coding ability and rote memory.

2. Phonetic Script: examinees learn the phonetic symbols corresponding to some English phonemes by listening to words, following their transcriptions in the test booklet. They are then required to identify the correct phonemic transcription of the English words from a choice of two similar transcriptions presented in the test booklet. This part measures sound symbol association ability.

3. Spelling Clues: examinees indicate that they are able to recognize the English words spelled in an unusual or abbreviated forms by identifying synonyms or near-synonyms from among five choices for each word. This part, like part 2, measures sound-symbol association ability.

4. Words in Sentences: English sentences are presented in groups of two or three. Examinees are to identify the grammatical functions in English sentences. A model sentence which has one part underlined, e.g., the adverb, is presented and the examinees have to choose whatever functions as adverb in the second sentence. Here is a famous example:

1. He spoke very well of you
2. Suddenly the music became quite loud.  
<sub>1</sub>                    <sub>2</sub>                    <sub>3</sub>                    <sub>4</sub>

The correct answer is "3".

5. Paired Associates: a list of twenty-four pairs of English-Kurdish language equivalents is presented for memorization. After two minutes, examinees are required to answer a multiple choice test by selecting the right English word for each Kurdish word. Rote memory is tapped by this part.

Inductive-learning ability is not measured by the MLAT.

The EMLAT<sup>1</sup>, an outgrowth of the MLAT, contains four subtests:

1. Hidden Words: this part is similar to Spelling Clues of the MLAT, but presents a less difficult vocabulary. This section measures both the knowledge of English vocabulary and sound-symbol association. Phonetic Script, used in the MLAT to measure these abilities along with memory for speech sounds, was not retained in the EMLAT because it was found to be too difficult at the lower level.

2. Matching Words: this part is similar to Words in Sentences in the MLAT. It is designed to measure sensitivity to grammatical structure.

3. Finding Rhymes: this part attempts to measure the

---

<sup>1</sup>John B. Carroll and Stanley M. Sapon, Elementary Modern Language Aptitude Test (EMLAT) Manual. (New York: The Psychological Corporation, 1967).

ability to hear speech sounds, by asking the examinee to select words that rhyme. This part is unique to the EMLAT.

4. Number Learning: this part corresponds to part 1, Number Learning, of the MLAT. The examinee learns the names of numbers in an artificial language, and after some practice in recognition and in putting numbers together, writes them down from dictation. Auditory alertness and memory are presumably measured.

Pimsleur<sup>1</sup> investigated factors which might be related to a student's success in learning a modern foreign language and concluded that those variables studied could be grouped under seven headings: intelligence, verbal ability, pitch discrimination, order of language study and biligualism, study habits, motivation and attitudes, and personality factors. He later developed his language aptitude test in 1966. The Pimsleur Language Aptitude Battery (PLAB) consists of the following subparts:<sup>2</sup>

1. Grade Point Average in academic areas other than foreign languages.
2. A five-point self-rating scale on which examinees indicate their degree of interest in foreign language study.

---

<sup>1</sup>Paul Pimsleur, Pimsleur Language Aptitude Battery Manual, (New York: Harcourt, Brace & World, 1966), p. 14.

<sup>2</sup>Ibid., p. 3.



3. Vocabulary: as an indicator of verbal intelligence, this part requires examinees to select from a group of four synonyms the word that most nearly means the same as the stimulus word.

4. Language Analysis: a Kabardian language is presented; examinees are to decipher its system. Vocabulary and some model sentences are given together with equivalent sentences in English. Examinees are required to select from among four choices the Kabardian language sentence which is the translation of the stimulus sentence. This part directly measures inductive language-learning ability, grammatical sensitivity, and rote learning.

5. Sound Discrimination: examinees learn, from a pre-recorded tape, three words in Ewe', a language of Nigeria, which differ minimally in pitch, nasality and non-nasality. They are to indicate which of the three words is heard in a short sentence presented on audio-tape. This part measures auditory ability--the ability to discriminate fine distinctions.

6. Sound-symbol association: this part measures the second component of auditory ability--the ability to associate a sound with its written symbol. Nonsense words are given on audio tape and examinees are required to select the correct symbolic representation of the stimulus word from four similarly spelled words.

At first, Pimsleur<sup>1</sup> reported a correlation of 0.62 between LAB subtests 2 to 6 and second language marks. The addition of 'grade point average' as another subtest in the 1964 validation study raised the correlation to 0.72. Since then, grade point average has been included in LAB as a standard subtest, but the improvement in the strength of correlation has not been consistently maintained. The 1966 report, dealing with over 3,000 students, gives correlations of about 0.60 to about 0.70.

Yeni-Komshian<sup>2</sup> found that an experimental group receiving sound discrimination training performed better than a control group which received no such training on parts two (Phonetic Script) and three (Spelling Clues) of the MLAT.

In 1965, Gardner and Lambert factor-analyzed twenty four variables to clarify the relationship of intelligence to language aptitude and second language learning, and to

---

<sup>1</sup>Elisabeth Ingram, "Psychology and Language Learning," In J.P.B. Allen and Alan Davies (Eds.), The Edinburgh Course in Applied Linguistics, Vol. 2: Papers in Applied Linguistics (London: Oxford University Press, 1977), p. 279.

<sup>2</sup>Grace Yeni-Komshian, "Training Procedures for Developing Auditory Perceptions Skills in the Sound System of a Foreign Language." (Doctoral dissertation, McGill University, 1965).



delineate the specific second language skills associated with specific language learning abilities. The results indicated that measures of intelligence were relatively independent of language aptitude and second language achievement, and that different second language skills were related to different abilities.<sup>1</sup>

In 1967, Sturgis<sup>2</sup> administered the MLAT to 219 Peace Corps trainees learning African languages. He concluded that an MLAT score was the single best predictor of success in learning languages entirely different from English, i.e., African languages, and that the amount of previous study of French, Latin, Spanish, or German by the subjects did not affect the level of achievement in language learning.

Carroll<sup>3</sup> examined proficiency level of 2,782 seniors majoring in German, French, Italian, Russian or Spanish at

---

<sup>1</sup>R.C. Gardner and W.E. Lambert, "Language Aptitude Intelligence, and Second-Language Achievement." Journal of Educational Psychology 56 (1965): 191-99.

<sup>2</sup>Theodore G. Sturgis, "A Study of the Statistical Relationships Between Certain Variables and Success in Learning Certain African Languages." Dissertation Abstracts 28 (1967) 4393-94-A.

<sup>3</sup>John B. Carroll, "The Proficiency Levels Attained by Language Majors Near Graduation From College." Foreign Language Annals 1 (1967): 131-151.

203 institutions. Using the MLAT to predict the language proficiency of the subjects, he found that other factors also accounted for the variance in the attained proficiency. These factors were: time of beginning foreign language study, the amount of time spent abroad, and the parents' use of the foreign language at home. In addition, he concluded that the predictive power of the language aptitude test would be higher if other relevant external variables were taken into account. Such variables were types of institutions attended and perseverance.

Arendt,<sup>1</sup> in 1968, used the MLAT, previous language score, GPA, the Seashore Measures of Musical Talent, sex, age, and language differences as predictor variables of success in foreign language study. Scores obtained from the MLA Cooperative Foreign Language Test Form LA (1963) served as criterion measure. The findings led Arendt to conclude that GPA was the single most predictive variable.

De Rocher<sup>2</sup> analysed the data obtained from military students enrolled in intensive language training at the

---

<sup>1</sup>Jermaine E. Arendt, "Predicting Success in Foreign Language Study." Dissertation Abstracts 28 (1968): 4869-70-A.

<sup>2</sup>J.E. De Rocher, Jr., "An Analysis of Certain Factors of Divergent and Convergent Production as Related to Achievement in Military Intensive Language Courses." Dissertation Abstracts 33 (1973): 1471-A.

Defense Language Institute and found through correlations of variables that there were general aptitudes which can be isolated from language aptitude.

Sako<sup>1</sup> developed an aptitude test for use with those learning English as a foreign language in 1973. Parts of his aptitude test were adapted from those of the MLAT and PLAB. The battery consists of four sections:

1. Sound Discrimination: artificial words are presented on audio tape. Examinees are to decide whether the three sounds presented are the same, or if different, which of the three sounds is different from the other two. It measures phonetic coding ability.

2. Phonetic Script: this part is similar to 'Phonetic Script' of the MLAT. Phonetic coding ability is measured by this part.

3. Artificial Language Numbers: this part replicates 'Number Learning' of Carroll and Sapon's MLAT.

4. Form Analysis: this part consists of an artificial language system presented in model sentences with pictures to present the meaning of the sentences instead of their translation as in 'Language Analysis' of the PLAB. Examinees are to learn the vocabulary and language system before answering

---

<sup>1</sup>Sydney Sako, Some Application of the English Language Aptitude Test. (Texas: Defense Language Institute, 1973).

four-choice multiple choice questions. This directly measures inductive-learning ability, and probably grammatical sensitivity.

In 1974, Achara Wangsotorn<sup>1</sup> adapted Carroll's MLAT for use with Thai university freshmen from Chulalongkorn, Kasetsart, and Srinakharinwirot universities. In her study, she found that 'Sound Discrimination' and total aptitude may be used interchangeably in predicting success in English of Thai first-year university students.

A similar research as that of Achara Wangsotorn was carried out by Abbashar<sup>2</sup> with forty-eight Arab students at Indiana University, Bloomington. Parts of Pimsleur's LAB (Interest and Linguistic Analysis) and Carroll's MLAT (Paired Associates or Memory) formed the aptitudinal tests. The findings revealed that overall aptitude had a significant positive relationship with achievement in English as a foreign language. The subcomponents of aptitude were related to different aspects of achievement. Moreover, Linguistic Ana-

---

<sup>1</sup>Achara Panichapat Wangsotorn, "Relationships of Attitude and Aptitude to the Achievement in English of Thai First-Year College Students," (Doctoral dissertation, The University of Minnesota, 1975).

<sup>2</sup>Abdel Wahab Abbashar, "Attitudinal and Aptitudinal Factors and their Relationship to Learning English as a Foreign Language: a Study of Arab Students at Indiana University, Bloomington," Dissertation Abstracts 37 (October, 1977), 2087-A.

lysis is the best single predictor of achievement in English vocabulary and overall achievement. Memory is the best single aptitudinal factor in predicting achievement in reading.

Clarke,<sup>1</sup> in 1976, administered the MLAT to a sample of 91 college students enrolled in German and Japanese courses at Southern Illinois University at Carbondale. He found that foreign language aptitude scores were significantly associated with level of achievement in the language classes, and that achievement in the language courses was also related about as strongly to factors other than aptitude scores; MLAT, it appeared, was not consistently a good predictor of achievement.

Kellett, in 1978, examined the combination of pupil characteristics that best predict success in the study of a foreign language. Subjects were 180 students who elected either French or Spanish. The independent variables considered were four subtests of the Iowa Test of Basic Skills, three subtests of the Cognitive Abilities Test, five subtests of the Pimsleur Language Aptitude Battery (LAB) and a teacher determined study skills rating. The results

---

<sup>1</sup>Sadako O. Clarke, "The Correlation Between Aptitude Scores and Achievement Measures in Japanese and German," In J.W. Oller and K. Perkins (Eds.), Research in Language Testing. (Rowley, Mass.: Newbury House, 1980), pp. 219-226.

<sup>2</sup>Jeremiah Joseph Kellett, "Predicting Success in the Study of Foreign Language," Dissertation Abstracts 39 (September, 1978), 1523-A.

showed that a strong relationship exists between each of the Pimsleur subtests and final course grades in the foreign language elected, but interest did not correlate significantly with the other independent variables.

Also in the same year, Boylan<sup>1</sup> used the MLAT to test 32 university students enrolled in three fifth-semester conversation and composition courses. The findings showed that the MLAT was the best single predictor of oral communicative proficiency for this study, correlating at  $p < .05$  with the Total Speaking posttest, and achieving eight other significant relationships with test parts and scales. While no significant correlations were found between the MLAT and the Total Postcomposition, the Total MLAT was highly correlated with "comprehensibility" ( $p < .05$ ) and "vocabulary/precision" ( $p < .005$ ) scales. "Comprehensibility" scale also achieved significant correlations with Parts IV and V of the MLAT, and "vocabulary/precision," with Parts III and IV.

---

<sup>1</sup>Patricia Crego Boylan, "The Relationships Among Certain Personality Traits, Foreign Language Aptitude, Attitudes, and Achievement in a Learner-Centred Intermediate Spanish Conversation and Composition Course at the University Level," Dissertation Abstracts, 39 (September, 1978) 6595-A.



In 1980, Achara Wangsotorn<sup>1</sup> and her associates conducted a research which compared the language aptitude of students who started learning English in Grades 1, 3, and 5. Subjects were 1,216 school students in Metropolitan Bangkok and 387 first-year Chulalongkorn University students in all faculties. The findings indicated that generally those beginning English in Grade 3 had the highest aptitude scores. Those beginning English in Grades 5 and 1 came second and third respectively.

The Thai Language Aptitude Test (TLAT)

The Thai Language Aptitude Test (TLAT)<sup>2</sup> was initially devised by Kanda Seetajit in 1970. Development of the test was based on Carroll's MLAT. The first draft of the test was tried out with a group of Chiangmai University students. Two years later, the test was revised under the close supervision of Carroll himself. As part of the revision, the test was tried out with a group of 440 university students. The first version of the test consisted of the following subparts:

---

<sup>1</sup>Achara Wangsotorn et. al, Language Aptitude, Attitudes and English Proficiency of Students Beginning English in Different Grades. (Bangkok: Chulalongkorn University Language Institute, 1982).

<sup>2</sup>John B. Carroll, "Report on Thai Version of the Modern Language Aptitude Test." (Bangkok: CIEL, 1972), (Typewritten)

Part I, Number Learning, is a more or less direct adaptation and translation of the original version of the MLAT.

Part II, Phonetic Script, is an ingenious adaptation of the original version, using Thai orthography in novel ways to test the student's ability to learn new sound-symbol correspondences. This part was later revised, providing the students with a suitable number of examples.

Part III, is quite different from the original version, because Thai orthography, unlike English, does not have considerable irregularity. The Thai version is a test of ability to spell certain words having roots in Pali or Sanskrit that are not spelled as pronounced. The stimulus for the examinee response is a phonetic spelling and a synonym. This part was later modified when statistical analysis showed that some items were too easy or did not have adequate internal validity.

Part IV, is a test of "Grammatical Sensitivity" in which Thai sentences are used to test the knowledge of syntactical functions.

Part V, is a test of Rote Memory ability which is similar to the English version.

The test has been administered several times to various groups comprising undergraduate and graduate students. Results were used for item analyses and test standardization.

In 1973, after being tried with a group of students from various schools in Metropolitan Bangkok, subpart on rote-memory was replaced with a language analysis subpart.

The test was named 'TLAT' 75' after the year 1975 and tried out with English and non-English majors of Srinakharintawiroth--Pathumwan campus. The data obtained were then analysed and the test was revised as 'TLAT'76.'

In a validating study which took place in the following year, 'TLAT'76' was administered to two hundred students from both private and government schools as well as university students. English Proficiency Tests (Level I test for Matayomsuksa 5 students and Level II Test for university freshmen) served as criterion measures. From the original 165 items which took about 3 hours testing time, only 118 items were selected. Of this number, 60 items constituted Form A and another 78 items Form B.

The TLAT is suggested for the following purposes:<sup>1</sup>

1. Screening, placing and grouping students for a foreign language program.
2. Prognosing students' success in language learning.

---

<sup>1</sup> Achara Wangsotorn, "Suggested Uses of the TLAT."

In Chulalongkorn University, Language Institute, Manual for Administrators, Supervisors, and Counselors, TLAT Forms A & B (Bangkok: Chulalongkorn University Language Institute, 1979),

3. Predicting length of training in a foreign language each student will need.
4. Determining the number of staff to be involved in a language training program.
5. Diagnosing students' language problems for remedial teaching.
6. Language research.

Subparts of the latest version of the TLAT have been renamed as follows:

- Part I: Numerical Perception
- Part II: Phonetic Association
- Part III: Vocabulary Form
- Part IV: Structural Function
- Part V: Language Analysis

### Language Attitude

Attitude has been defined differently by different people. Perhaps, the most widely-recognized definition of attitude is that of Allport, who defines attitude as: <sup>1</sup>

a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related.

---

<sup>1</sup>

G.W. Allport, "Attitudes," In C. Murchison (Ed.)

Handbook of Social Psychology. (Worcester, Mass.: Clark University Press, 1935), p.810.

Lambert and Lambert<sup>1</sup> define attitude as "an organized and consistent manner of thinking, feeling, and reacting with regard to people, groups, social issues, or, more generally, any event in one's environment." He further explains that the essential components of attitude are: "thoughts and beliefs, feelings (or emotion), and tendencies to react."

McGuire<sup>2</sup> describes attitude as an intervening variable attributed to psychological and behavioral changes which is composed of three aspects: cognitive (knowing), affective (feeling), and conative or psychomotor (acting). The cognitive component refers to how an individual perceives the attitude object or the stereotype he has of the object. This aspect is also called perceptual, informational or stereotypic. The affective component is the emotional

---

<sup>1</sup>William W. Lambert and Wallace E. Lambert, Social Psychology. (New Jersey: Prentice-Hall, 1965), p. 50.

<sup>2</sup>William J. McGuire, "The Nature of Attitudes and Attitude Change," in Gardner Lindzey and Elliot Arenson, (Eds.) Handbook of Social Psychology, Vol. III, The Individual in a Social Context. (Reading, Mass.: Addison-Wesley, 1969), pp. 136-7.

component dealing with feelings of like or dislike of the attitude object. This aspect is purely evaluative. The conative or psychomotor aspect (behavioral component) refers to how the individual is inclined to act toward the attitude object.

Gardner and Lambert<sup>1</sup> theorize that a foreign language learner is motivated to learn if he has a positive attitude toward the target language group in particular and toward foreign people in general as well as his orientation toward the learning task itself. The attitude orientation is classified into two categories:

1. Instrumental attitude, defined as the desire to achieve proficiency in the target language for utilitarian or practical reasons.

2. Integrative attitude, defined as the desire of the learner to be like valued members of the community that speak the target language.

Gardner and Lambert found that integrative motivation was a stronger predictor of French proficiency than was instrumental motivation. Gardner expanded these results with eighty three tenth-grade students of French. He concluded that the integrative motivation was specially

---

<sup>1</sup>R.C. Gardner and W.E. Lambert, Attitudes and Motivation in Second Language Learning (Rowley, Mass.: Newbury-House, 1972), p. 14.



important for the development of communicative skills.

Krashen<sup>1</sup> comments that instrumentally motivated learners may cease to develop their language proficiency once they feel that they are sufficiently capable of using the language to pursue their goals. In situations where practical value of second language proficiency is high, and frequent use necessary, instrumental motivation may be a powerful predictor of second language acquisition.

#### Models of Attitudinal Variables and Language Achievement

The relationships between attitudinal variables and achievement in language learning has been supported by many scholars. Some have illustrated such a relationship by proposing causal relationship models.

Gardner and Lambert<sup>2</sup> postulated a model of linear causal relationship based on the hypothesis that positive attitudes towards the target language community would facilitate learning. This model is presented in Figure 1.

---

<sup>1</sup>Stephen Krashen, Second Language Acquisition and Second Language Learning. (New York: Pergamon Press, 1981), p. 23.

<sup>2</sup>R.C. Gardner and W.E. Lambert, "Motivational Variables in Second Language Learning," Canadian Journal of Psychology, 13 (1959): 266-272.

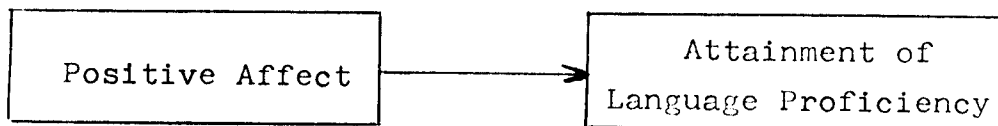


Figure 1 Gardner and Lambert's (1959) model of linear, causal relationship between attitudes and language proficiency

Savignon<sup>1</sup> proposed the reverse model. She suggested that an integrative orientation may be the 'result' rather than the 'cause' of a superior performance in language learning. She believes that good language learners tend to have positive attitudes towards the target language while poor learners tend to have negative attitudes. This is illustrated in Figure 2.

---

<sup>1</sup>S. Savignon, Communicative Competence; An experiment in Foreign Language Teaching. (Montreal: Marcel Didier, 1972), p. 24.

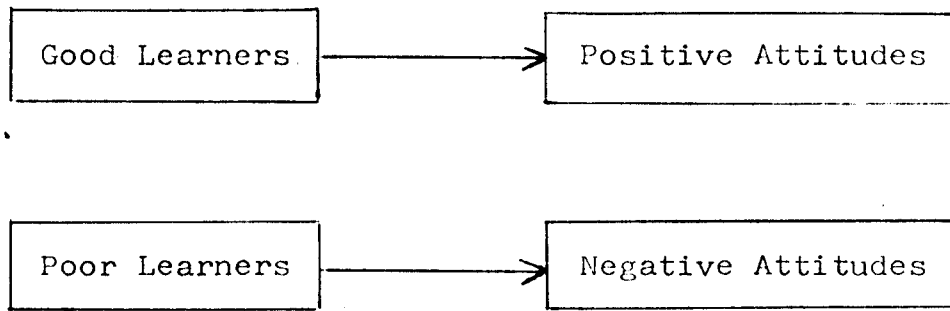


Figure 2 Savignon's (1972) model of affect and language achievement

The third model is founded on the belief that social context provides the basis for the attitudes of the learner which in turn affect motivation which is directly related to achievement. This model includes the following: 1) cultural beliefs, 2) individual differences (intelligence

aptitude, motivation, and situational anxiety), 3) second language acquisition contexts (formal and informal language training), and 4) outcomes (linguistic and non-linguistic).<sup>1</sup> This model was postulated by Gardner.

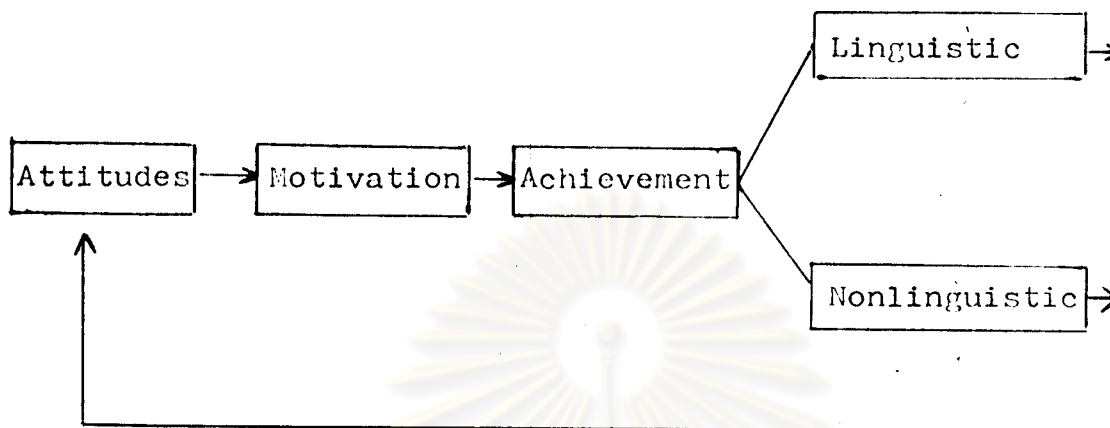


Figure 3 Gardner's (1979) schematic representation of the relationship of attitudes to motivation and achievement.

---

<sup>1</sup>R.C. Gardner, "Social Psychological Aspects of Second Language Acquisition." In H. Gites & St. Clair (Eds.), Language and Social Psychology. (Oxford: Basil Blackwell, 1979). Quoted in Kanchana Prapphal, "Learning English in Thailand: Affective, Demographic, and Cognitive Factors," (Doctoral dissertation, University of New Mexico, 1981), p. 25.

Lambert,<sup>1</sup> Gardner, Barik, and Tunstall conducted a study in 1963 with 192 students enrolled in McGill University French Summer School for a six week period. The subjects were divided into elementary and advanced students. The findings indicated that more advanced students exhibited more instrumental orientation, i.e., they desired to improve in their profession rather than to interact with French people. For the elementary group, integrative motivation was higher and it was related significantly to achievement.

Spolsky<sup>2</sup> correlated proficiency levels of foreign students in the U.S. with integrative attitude. Results of the study indicated that the students who perceived themselves as being more like Americans showed higher English proficiency and that desire to be like Americans, an index of integrative motivation, and English proficiency were also significantly related. There was also a significant relationship between length of English study and proficiency.

---

<sup>1</sup>Wallace E. Lambert et.al, "Attitudinal and Cognitive Aspects of Intensive Study of a Second Language." Journal of Abnormal and Social Psychology 66 (1963): 358-68.

<sup>2</sup>Bernard Spolsky, "Attitudinal Aspect of Second Language Learning," Language Learning. 19 (1969): 272-83.

Lukmani<sup>1</sup>, in 1972, reported that female Marathi-speaking students in Bombay who had studied English for about seven years were instrumentally motivated, i.e., they were studying for utilitarian purposes rather than for integrative purposes, and that instrumental orientation was a better predictor of achievement in English as measured by the constructed cloze test.

Achara Wangsotorn<sup>2</sup> found significant relationships between attitudinal-motivational variables of Thai first-year university students from four universities: Chulalongkorn, Kasetsart and the Pathumwan and Bangsaen campuses of Srinakharinwirot. Moreover, students having high aptitude and high attitude performed better in total proficiency than did those having low aptitude and low attitude. Those who had a mixture of high aptitude and low attitude or low aptitude and high attitude tended to perform better than did those who had both low aptitude and low attitude indicating that both aptitude and attitude were determinants of success in English study of Thai first-year university

---

<sup>1</sup>Yasmeen M. Lukmani, "Motivation to Learn and Language Proficiency," Language Learning. 22 (December, 1972): 261-273.

<sup>2</sup>Achara Panichapat Wangsotorn, "Relationships of Attitude and Aptitude to the Achievement in English of Thai First-Year College Students," (Doctoral dissertation, University of Minnesota, 1975).



students. Of interest is the finding that the students studied English for both instrumental and integrative purposes. However, integrative attitude was more important in affecting the achievement in English of the students.

Schneiderman,<sup>1</sup> in 1975, studied the development of language and ethnic attitudes in children between three and twelve years of age in the French-English bilingual community of Welland, Ontario. The researcher successfully used a projective technique which employs a puppet play as the stimulus material to test the language and ethnic attitudes of bilingual children. These children, who were minority group members exhibited positive attitudes toward their own ethnic group. Nevertheless, the conclusion was that language choice and language maintenance were very much dependent on the perception of the usefulness of the language in question and did not necessarily parallel their ethnic group loyalties.

Gonzales<sup>2</sup> conducted a study in December 1975 to discover correlations between personal attitudes and moti-

---

<sup>1</sup>Eta Isabel Schneiderman, "Attitudinal Determinants of the Linguistic Behaviour of French-English Bilinguals in Welland, Ontario." Dissertation Abstracts 36 (April, 1977), 6651-A.

<sup>2</sup>Barbara Gonzales, "Attitudes and English: A Study of Community College Students," Dissertation Abstracts 37 (April, 1977), 6444-A.

vation and progress in learning English as a second language. The attitude questionnaire based on the work of Gardner and Lambert was modified for use with 225 native speakers of Spanish enrolled in the ESL program at Borough of Manhattan Community College, City University of New York. The criterion measures were scores on oral proficiency, passive grammar, and essay writing tests ordinarily given at the college. Statistical analyses showed that anomie, or the alienation from one's own culture, correlated positively with progress in oral proficiency while father's knowledge of Spanish had a negative correlation with progress in passive grammar. No correlations were found among any other variables.

In 1976, Cavanaugh<sup>1</sup> compared the findings of studies of Lambert & Gardner in bilingual settings with those in a monolingual suburban California city. Subjects were one hundred and seventy-one students studying French. It was found that the majority were instrumentally oriented; with the second most common orientation being integrativeness (60% and 26%). However, integratively oriented students were more interested and successful in foreign language study. More boys were instrumentally oriented than girls and the ratios of motivational orientation remained

---

<sup>1</sup>Neal Francis Cavanaugh, "The Roles of Attitude and Motivation in Second Language Acquisition," Dissertation Abstracts 38 (August, 1977), 674-A.

consistent throughout the four years of high school foreign language study. As boys grew to adulthood, they perceived their parents' level of encouragement decreasing while girls perceived an increasing level of parental encouragement. English speaking French language students perceived native French speakers as inferior to themselves.

In 1977, Abbashar<sup>1</sup> found that among Arab students at Indiana University, Bloomington, neither an integrative nor instrumental orientation had a significant positive relationship to achievement in English as a foreign language. Overall positive attitude towards learning English as a foreign language has a significant positive relationship with achievement in English as a foreign language. Only certain aspects of attitude were positively related to certain facets of foreign language learning.

Hall,<sup>2</sup> in 1977, examined the differences in attitude toward a language course between students who had previous

---

<sup>1</sup>Abdel Wahab Abbashar, "Attitudinal and Aptitudinal Factors and Their Relationship to Learning English as a Foreign Language: A Study of Arab Students at Indiana University, Bloomington," Dissertation Abstracts 38 (October, 1977), 2087-A.

<sup>2</sup>Stanley Roger Hall, "Student Achievement and Attitudes in College Introductory Foreign Language Courses in Four Selected Southern California Community Colleges," Dissertation Abstracts 39 (July, 1977), 136-A.

language experience and those who were undertaking the study of a foreign language for the first time. Subjects were 220 students who were enrolled in introductory foreign language classes at four selected Southern California community colleges. No significant difference in attitude toward the study of a foreign language course was found to exist between students who had previous language experience and those who had none. From the findings, he concluded that prior language experience gives no achievement advantage to female over male students in their study of a new language in college, and that prior language experience in high school is not a prerequisite for the attainment of positive attitudes towards the study of a foreign language in college.

Livoti<sup>1</sup> investigated variables that may be associated with attitude toward learning English as a second language in Puerto Rico. Subjects were 200 fifth and eighth graders from two schools in the municipality of Las Marias and two in the city of Ponce. Analysis of the data revealed that (1) There was a significant difference in attitude toward learning English as a second language between the fifth and eighth grades; (2) there was a highly significant

---

<sup>1</sup>Balthasar Paul Livoti, "Variables Associated with Attitude Toward Learning English in Public Schools of Puerto Rico," Dissertation Abstracts. 38 (October, 1977), 1943-A.

difference in attitude toward learning English as a second language between boys and girls; (3) there was a highly significant relationship between attitude toward learning English and attitude toward native speakers of English; the mean score was significantly larger for those who very much liked native English speakers than for those who like them a little, were indifferent to them or disliked them. There was no significant difference between those who liked native speakers of English a little and those who were indifferent to them or disliked them nor between those who were indifferent and those who disliked native English speakers; (4) there was a highly significant difference in the attitude toward learning English between students who perceived a positive parental attitude toward their children's learning of English and those who did not. In general, students indicated that the learning of English in Puerto Rico was important because it would help them in their school work and in securing better jobs.

Lee <sup>1</sup> used motivational orientation measures developed by Gardner and Lambert with some revision for use with 465 twelfth grade students and their parents in two radically

---

<sup>1</sup>Young Ja Lee, "Motivational and Attitudinal Variables in the Learning of English as a Foreign Language: A Socio-linguistic Study of Korean High School Students," Dissertation Abstracts 41 (November, 1980), 2088-A.



different socio-cultural environments in Korea: Seoul, the capital city, and Jeonju, a small city in the southern part. In this study, the data revealed that integratively motivated students in Seoul scored significantly higher in English proficiency tests than the instrumentally motivated students. In Jeonju, on the other hand, there were no significant differences between the integratively and instrumentally motivated students. The interaction effect of the student-parental motivational orientation on attained English proficiency was not significant in either Seoul or Jeonju. In Jeonju, the attitude expressed by proficient students in English indicated that they were more comfortable with Americans who have assimilated into Korean culture and with Korean English teacher.

In 1981, Achara Wangsotorn<sup>1</sup> examined the difference in the attitudes towards learning English of Thai students who started learning English in grades 1, 3 and 5. She reported that those beginning English in Grade 5 had the best attitudes towards learning English and towards native speakers of English, and the strongest motivation. Those

---

<sup>1</sup>Achara Wangsotorn et.al, Language Aptitude, Attitudes and English Proficiency of Students Beginning English in different Grades. (Bangkok: Chulalongkorn University Language Institute, 1982).



beginning English in Grades 3 and 1 fluctuated in ranking second and third. Moreover, those beginning English in Grade 3 had the highest proficiency. Those beginning English in Grades 5 and 1 had about the same level of proficiency.

The following research studies deal with the relationships between GPA and second/foreign language proficiency.

Dos Santos<sup>1</sup> examined ten selected predictor variables of one hundred and eleven Brazilian students who were enrolled at American universities. Results showed that the undergraduate grades in Brazil and the TOEFL test score yielded highly significant correlations with a first-semester GPA. Undergraduate grades in Brazil and the TOEFL test score together were responsible for 59% of the variance in the GPA score of the subjects.

In 1981, Kanchana Prapphal<sup>2</sup> investigated the relationships between attitudinal, cognitive and demographic

---

<sup>1</sup>Vera Maria Zavier Dos Santos, "Predictors of Achievement of Brazilian Graduate Students in the United States," Dissertation Abstracts 39 (September, 1978), 6595-A.

<sup>2</sup>Kanchana Prapphal, "Learning English in Thailand: Affective, Demographic, and Cognitive Factors," (Doctoral dissertation, University of New Mexico, 1981).

variables of 529 Chulalongkorn University freshmen and their attained proficiency of English as measured by the Michigan Test and the constructed cloze test. She found that attitudes were not good predictors of the English proficiency of Thai university students. High school GPA could explain the greatest amount of variance in knowledge of English.



ศูนย์วิทยทรัพยากร  
จุฬาลงกรณ์มหาวิทยาลัย