

**THE FACTORS INFLUENCING THE MALAYSIAN CHINESE
ATTITUDES TOWARDS LEARNING ENGLISH AS
A SECOND LANGUAGE**

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ABSTRACT

There is considerable research done to find out the attributed factors which may influence the motivation and attitudes of a language learner. This study, set in a Malaysian context, attempts to examine some of the possible contributory factors, which can affect the Malaysian learners' attitudes and motivation, particularly those of the Chinese learners and how they may be related and compared to the relatively poor performances of the Malay and Indian learners. This issue has been of much concern during the recent years and some measures have been taken by the government to reduce the problem such as the implementation of a new curriculum - KBSR and KBSM (both for the primary and secondary schools) and the reformulation of a new National Education Philosophy (NEP). The fact whether such moves will create a more positive effects to the learners' attitudes and motivation is still remain to be seen.

130 undergraduates at Universiti Utara Malaysia responded to the questionnaires designed to investigate the learners' language, economic and social backgrounds, as well as their parents' opinions on learning English as a second language. The data collected will be analysed in relation to the 3 hypotheses proposed in the study. The results indicated that there is a definite change in the learning environment with regard to attitude and motivation of the learners particularly among the Malays and the Indians. In the context of the above undergraduates, they seemed to be 'immunized' or not affected by their parents' attitudes and socioeconomic background in relation to the learning of English as a second language at the university. On the whole, the attitudes and motivation of the learners are positive and instrumental in orientation. Most significant is the finding that the two mentioned aspects of the Malay and Indian learners have shifted or improved towards a better understanding of the need to learn the target language.

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CHAPTER 1 • THE EVOLUTION OF EDUCATION IN A MULTICULTURAL AND MULTILINGUAL MALAYSIA

1.1 Historical perspectives and Colonial Economic Policy: pre-and post-independence.

British rule in Peninsular Malaysia from the 18th. century caused many long term effects on the traditional and feudal Malay governmental organisation. There was deliberate economic policy by the British to create a dependent economy in Malaysia based on the production of raw materials for export, with foodstuffs and manufactured goods imported from the so called developed countries particularly from Britain. As for the local Malay population, for various political, cultural and economic reasons, it was prevented and to a certain extent was not prepared to enter into the new expanding export-oriented economy. To overcome the shortage of labour due to the lack of 'participation' from the Malays, the British administration brought in cheap Chinese and Indian labourers from mainland China and India particularly after 1850 (Ozog, cited in Baldauf, 1988) to man the highly profitable export-oriented primary sectors (where most of the raw products such as tin and rubber were produced for export purposes). With the influx of foreign workers into Malaysia, a new multiethnic society was created and a significant factor in this new society was that the Malays, Chinese and the Indians were encouraged by the British administration to only pursue those occupations that came to be identified with each ethnic group, such as the Malays – as farmers, the Chinese – as entrepreneurs and the Indians – as labourers in the rural plantations. Another important outcome resulting from this migration of foreign workers was the existence of a diversity of languages, religions and cultures which was 'superimposed' on this new multiethnic and multilingual society in Malaysia.

The education system in Malaysia has since gone through many reforms and changes. The government, in the process of making the reform, has produced certain objectives that must be achieved. The underlying objectives are:

”..equitable educational opportunities and achievements.. can work towards a more equitable distribution of income wealth and status in admittedly unequal societies.”

(Selvaratnam, 1988)

Since independence in 1957, the Malaysian government has acknowledged that education was the only solution to the economic and social disparities and the success in implementing the education objectives would subsequently produce social equity and justice in the whole country. In this chapter, I will look in detail at the historical events leading to the country’s independence in 1957 and the events that followed. Among the issues that I will be discussing are: the far reaching effects of colonial education on the present educational policy; the growing fear among ethnic groups relating to the socioeconomic and political paths taken by the government; and the nurturing and creation of a new Malaysia society based on the National Education Philosophy (NEP).

British economic policy based on the exploitation of the country’s raw economic products also had a far-reaching effect on the country’s population distribution. On the eve of political independence in 1957, Malaysian society was further polarized by geographical location. For example, the majority and politically dominant Malay population lived (and still live) in the rural areas to manage their farms or were scattered along the coastline as fishermen. This kept them in a socially and economically depressed position. The Chinese, however, lived (and still live) in urban areas and more importantly, earned better incomes as wholesale, retail,

professionals, skilled and semi-skilled workers and in recent years, manufacturers and entrepreneurs. The Indians were largely contract workers and wage labourers in the plantations, public utility services, railways and public-work department. It is quite clear from the above employment factors that there was already a wide disparity in income which can be closely related to ethnicity and occupation, income distribution and geographical location between Malays and non-Malays.

1.2 Colonial Education Policy.

As far as education is concerned, the colonial education system had created a grave imbalance in the distribution of opportunities for education among the general population at large. With the exception of the Malay feudal class, the majority of the Malays were provided with only an elementary vernacular education for about 4 to 6 years (Omar, 1987). The direct implication from the above imbalance was that the Malays to a large extent were excluded from the colonial administrative and technical services workforce which were opened only to those who were proficient in English. It also kept the vast majority of them from gaining access to the English medium and British orientated elitist education systems, as well as the highly selective secondary and tertiary education systems. Further still, these schools were only located in urban areas thus benefitting only the minority Malay feudal class and the enterprising Chinese community and “as Muslims, the (Malays) were afraid of the potential proselytisation of the Christian mission schools.” (Loh, 1970). As for the Chinese in particular, such situation was a welcome development since they require access to English education to further improve their economic ties with the British. Hypothetically speaking, the philosophies and concepts adopted by these schools were taught to be a deliberate strategy in promoting and planting the colonial way of life and thinking among the ‘chosen’ few students who, in the future, were the likely

candidates to fill the country's top offices. Although the British did establish schools for the Malays, these were Malay medium institutions with English language being deliberately excluded from the curriculum. The belief was that knowledge of English may have given rural Malays ideas above their station (Sadka, 1968).

The vernacular education that the colonial government provided for the Malays equipped them with only the elementary skill of numeracy and literacy. Their low educational credentials did not allow them to participate in adequate numbers in the expanding job market which only welcomed those with an English educated background. As a result, this education policy pushed the majority of the Malays into the low rural income economy.

1.3 **Policies Adopted to Overcome the Economic and Education Imbalance.**

Long before the colonisation of Malaya, the country was under the rule of a monarch in each state. Each state has its own Sultan and the states have adopted the concepts of Islam in their institutions. When the British arrived, the Sultan's power and influence in their respective states were reduced only to those relating to religious affairs and the Malays constitutional rights.

In preparation to take over the governing of the country from the British administration after the independence, the United Malays National organization (UMNO), the predominant Malay political party, envisaged certain crucial changes that must take place with immediate effect to overcome the economic imbalances along ethnic lines between the Malays and the non-Malay communities. This, if not corrected immediately, would pose greater problems in the form of political and social conflicts as it was in the 1969 racial ethnic riot. At this stage of the events,

the Chinese and the Indian community were yet to form their official political parties. With the rapid political development that was taking place before independence, only then the MCA (Malaya Chinese Association) and the MIC (Malaya Indian Congress) were formed. However, in terms of their political involvement with the restructuring of the country, MCA and MIC were confined to just dealing with individual ethnic issues. To overcome the educational and economic problems, UMNO came to conclusion that:

"...an institutionalized economic development policy and strategy, . . . could encourage and assist the underprivileged rural Malay population to play a greater role in the rapidly expanding administrative and economic life of the country."

(Selvaratnam, 1988)

As for education, in response from the recommendations made in The Barnes Report (1955), where it was envisaged that all pupils would leave school, bilingual in English and Bahasa Melayu, The Razak Report of 1956 reaffirmed the position of Bahasa Melayu as the national language and sought for gradual change for bahasa Melayu to be used as the main medium of instruction in primary schools, in place of English. In an attempt to placate the Chinese and the Tamil, respective primary schools were allowed to operate and English can be used as the medium of instruction, (Ongkili, 1985).

UMNO's main aim was to eradicate poverty among the majority rural Malays and in so doing, to educate and train more Malays so as to qualify them to serve in various government departments as civil servants. By achieving the latter, the Malays would be in a better position to assist in implementing the economic reform in rural areas. In other words, language and economics go hand in hand and if the status of the language (Bahasa Melayu) was not upgraded, then the political and economic status

of the Malays would never improve. It is also argued that by strengthening the role of the Malay community in education, it would directly help end discrimination against Malays in the private sector where the use of English language is very prominent. The long term aim was to ultimately abolish rural poverty and rural-urban imbalance and also to redress the economic imbalance between the Malays and the non-Malay communities. It was clear at this stage that whichever policy UMNO and the local government would adopt in remedying the situation, education was destined to play a crucial role in the new multiethnic and unified nation, Malaysia.

1.4 The National Education Philosophy and the New Curriculum.

As stated in previous sub-chapter, the government has acknowledged that the best way of achieving the aims in eradicating economic and education imbalance between the various ethnic groups was through education. This involved the reorganisation and to a certain extent the reformation of the old and traditional curriculum being used in the schools. A more efficient and practical curriculum for the schools must be devised along the lines of the National Education Philosophy (NEP). The reformation of the colonial education curriculum resulted in the implementation of two new curriculum for both the primary and secondary schools. In 1982, KBSR (New Curriculum for Primary Schools) was introduced and implemented in stages starting with year 1 in 302 primary schools in Malaysia, (Ramli, 1989). The process of implementing KBSR was completed in 1988 when the curriculum was being used in every level of primary education (year 1 – 6). After 6 years in the waiting, KBSM (New Curriculum for Secondary Schools) was introduced, beginning with year 1 of the secondary schools in 1989 to continue the aims of KBSR.

The NEP contains the necessary ingredients to create a new social and cultural

environment in Malaysia. It was also designed to be a framework or guideline to create the 'right' attitude among Malaysian students in every aspect of their life. In other words, the NEP emphasised the development of cognitive, academic and personal aspects of a person. The NEP envisaged the following concepts:

NEP – “Education in Malaysia is an on-going effort towards further developing the potentials of individuals who are intellectually, spiritually, emotionally and physically balanced and harmonious, based on a firm belief in and devotion to God. Such an effort is designed to produce Malaysian citizens who are knowledgeable, competent, who possess high moral standards and who are responsible and capable of achieving a high level of personal well-being as well as being able to contribute to the betterment of the society and the nation at large”.

(National Education Philosophy,
Malaysian Ministry of Education,
1988)

With regard to the formulation of the NEP by the Ministry of Education, there must be some motives underlying such move. Each society needs an ideology to justify its central values, particularly Malaysia when she intends to overcome the legacy of colonialism. The central ideology of each society helps to justify the existence and nature of that society's institutions to those who use them. In the case of the Malaysian Ministry of Education, the authority has the task of reformulating the colonial education system and in so doing, up-held the responsibility of ensuring equal access among the learners to the curriculum. The authority must also carefully balance the aims of the present educational system with that of the old one. In other words, the dilemma is between: the socialisation of the young into the existing values and framework of society or the development of new social values, a new society and a new kind of human being.

1.5 The Place of English.

As far as use of the English language is concerned, the language involved in Malaysia long before it was adopted as the country's second language. English was introduced in the Malay Peninsula by British traders as far back as the 16th. century. When Malaya achieved independence in 1957, English was then the official language of the country. It was used in courts of law and still is at the present although gradually the language has been phased out with the introduction of the National Language (Bahasa Melayu). At present, according to Malaysian education policy, English is not the official language as it was in 1957 but a second language to the National Language. At this point of discussion, it is important to define what is meant by the term 'second language' with reference to English in Malaysia. From the Malaysian point of view:

" English is given the designation "second language" in terms of importance in the education system and international relations, and it is second only to Bahasa Malaysia. Here, we see that the term has nothing to do with acquisition of the language by the speakers in a temporal context, viz. a language acquired after the mother tongue, nor does it take into consideration the role it plays as the medium of instruction in the school and university where one would expect a second language to have a fair allocation of the school subjects which will use it as medium vis-a-vis the national language. "

(Omar, 1987)

note:

the National language – the term Bahasa Malaysia has since been changed to Bahasa Melayu in 1991 by the Ministry of Education.

In the above definition of second language, interestingly that Omar also pointed out the possible problem in that the second language is not given the necessary attention

and resources it deserves by the authority as stipulated by its role. It should be noted here that the meaning of second language refers to the importance of English in the education and international relations, and not in terms of the acquisition of the language by the speakers in the temporal context, as understood commonly. Even though English schools have been abolished and all schools have been under the 'national schools' where the national language is used as the medium of instruction, English is seen to be important in the students' point of view mainly for its academic purposes. It enables them to further their studies at the tertiary level either locally or overseas. As in academic advancement, English is also felt to be necessary in terms of financial and career prospects. English then remains:

“the code associated with gaining better positions, financial gain, better treatment, etc. English too, has the added feature, that it adds prestige to the one who can use it.”

(Platt and Weber, 1980)

The level of English usage was allowed to decline in the 1970s. However, by the late decade, it was felt that the situation had worsened to a great extent in that it affected the secondary students' standard of English. They were refused entry to foreign universities as their English quality was so poor. Due to this, the government has taken some forms of measures to redress the situation, one of them being the implementation of KBSR/KBSM and the overseas recruitment of English secondary school teachers (under the TESOL programmes) in order to upgrade the English standard taught in schools.

The implementation of the national language policy has had various effects on English. Many of the English medium schools had already been fully converted into national schools using the national language as the medium of instruction (Omar,

1987). This means that a Malaysian student can undergo his or her entire school education in Bahasa Melayu. In 1971, the government passed the Education enactment Bill to work towards a common education system for all, using Bahasa Melayu as the medium of instruction up to the university level. This development is arguably the starting point for the decline in standard and use of English among Malaysians. More importantly, the changes have also unintentionally eliminate any possible opportunity for the Malays to study other languages such as Mandarin or Tamil in government schools (in view of the presence of the target language groups in the locality, the process of learning Mandarin or Tamil would be much more effective and easier for the Malays in comparison to learning English as a second language). Since the emphasis is only on the use of Bahasa Melayu with all subjects, the ethnic minority languages regrettably, are given less attention by the schools and the authority.

On the official level of communication, English is widely used in almost every aspect of Malaysian life, particularly among the English-educated, at the intra- and intergroup level, and in urban areas. It is also used as the language of the management group in private and multinational firms. It also thrives very strongly in the shopping centres due to the international tourism purposes. Its influence can be felt strongly by its dominance in the television programmes. There are more English programmes than in the national language and most of them are in the forms of entertainment, imported mainly from United States. In a typical daily television programme, out of the three television networks in Malaysia, RTM 2 (Radio Television Malaysia) and TV3 allocate about 5 hours out of its total 7 hours broadcasting of English programmes, with an English news bulletin each, lasting for about 30 minutes.

In conclusion, the education system in Malaysia has gone through many transformations and adaptations to make it suitable for the present socio economic and political situation. All the newly incorporated philosophy and methodologies are based on a firm belief 'in and devotion to God'. Some of the policies are undoubtedly prejudiced to the other ethnic groups (Chinese and Indians) but they are justified because they are seen as bringing equity to all Malaysian in the long term, thus ensuring the stability of the country. As far as English is concerned, the success of the policy has been plagued by unforeseen problems which forced the government to reverse some aspects of the previous language policy concerning English such as to allow the use of English as the medium of instruction at university level to improve the standards of English among the students.

1.6 **Of the Research**

This research attempts to explore the possible influence of attitudes among Malaysian learners towards learning English as a second language. This study will pay particular attention to the attitudes of the Chinese learners which is hypothesised as having positive influences on the learners' language achievement in comparison to the Malay learners. This is in view of the fact that Chinese and Indian learners are mostly bilingual and numerous research have shown that bilinguals are more successful at learning another language in comparison to the monolinguals. The approach adopted by this study is quite different in focus compared to the one used by Gardner & Lambert (1972) where it was hypothesised that the attitudes towards the target language group's culture, values, etc. affect the process of second language learning. It is worth noted at this early stage that this study accepts the fact that overall respondents attitudes towards the target language (English) can be summarised as positive. This goes only as far as the use and position accorded to the language

in Malaysia. Nevertheless, the views and the degree of acceptance of the cultures and values of the target language varies among the ethnic groups. For example, the Chinese learners would take a neutral stand in view of the two factors mentioned but the Malays would have great reservations in accepting the factors, on the grounds of religion and morality. This fear is clearly reflected in recent event where there was a move by the highest authority in Malaysia to allow English to be used as the medium of instruction in higher institutions in Malaysia received strong criticisms from the Malay quarters and the negative feedback from the viewers of the number of English television programmes showing ‘unhealthy’ scenes such as violence and morally unacceptable acts. This, I would argue significantly affect the acceptance of the language among the Malay families in particular those in rural areas where Islamic revivalism is actively taking place. In the context of this study, the roles of the target language in the learners’ society and family are deemed important as it has direct consequences on the learners’ attitudes and motivation towards the learning process. As such, this study puts forward the following hypotheses:

- a. that the Chinese learners have positive attitudes towards the target language and the learning process.
- b. that the Chinese learners are instrumentally motivated to be successful in the target language.
- c. and that the Chinese learners parents’ are playing an instrumental role in motivating their children in learning the language.

It is hoped that the outcome of this study would shed some light to further understand the underlying factors affecting learners language achievement particularly in a

multilingual and multicultural society in Malaysia. Although one of the aims of the government is to create a balanced multicultural society in every sense, this would not be achieved if one ethnic group commands more language repertoire than the other group and thus putting the former in a better position to tap the benefits that come with the target language, such as in the field of higher education and international business relationship. It is therefore important that a solution be found to overcome such gap and it is believed that by identifying the learners' views and perceptions towards the target language, appropriate language teaching methods and aid be formulated to make the learning experience of the target language more novel and ³rewarding.

2.1 Defining Bilingualism

Language is a highly developed form of communication between human beings. Ever since the importance of its evolution has been realised, much recent research and investigations have been made on the learning and acquisition process of language, beginning with the early interest in the development of L1 (mother tongue) to the latest information on acquiring of second (L2) and foreign languages, which has been the most recent central focus due to the rapidly growing field of languages in contact within the world societies (Hamer and Blanc, 1989). According to them, what is meant by 'languages in contact' is the understanding of "the psychological state of an individual who uses more than one language as well as the use of two or more codes in interpersonal and intergroup relations." (ibid, 1989).

Bilingualism is a far more common phenomenon than the predominantly monolingual native speakers of a world language such as English, might realise, as the number of bilinguals who use more than one language in daily basic human activities have far outnumbered the monolinguals. As pointed out by Saunders (1983), there has always been a great deal of bilingualism due to intermarriages; the mobility of the society today, hence, the necessity to acquire local languages when meeting new people; or simply interest in acquiring new languages. In some contexts, bilingualism has long been considered as the established norm due to its historical and cultural perspectives, such as in Africa and South-East Asia. In these countries, the practise of bilingual education will be or are imposed and may be "provided under pressure or (are) sometimes enforced." (Baker, 1988). The study of the latter is a practical necessity in today's multilingual world and is a widespread phenomenon which deserves our

attention, as it covers a large and growing proportion of the world population, yet is complex as it covers a wide range of factors and influences which need to be considered carefully in different contexts and individuals. Many speculations have been made by differing theorists on the significance of their researches for language learning and teaching (either for L 2 or foreign languages) but the practical significance of these theories is yet to be fully proved.

As Malaysia is a multilingual society where bilingualism (even trilingualism) is the common practice among its speakers, we need to understand first what is meant by bilingualism. Defining bilingualism has always been a problem as there is no agreeable conclusion which has been made yet in accounting the different connotations for different people. Literally, it means 'being able to speak two languages', but to what extent is knowing the two languages does the term actually constitute is a problematic issue. The popular view of being bilingual is similar to the one proposed by Leonard Bloomfield in 1933 who defines the term as having "a native-like control of two languages", (cited in Harms and Blanc, 1989). Such bilingualism represents an idea and is rarely the case as it requires one to possess the highest degree of bilingualism (Thiery, 1976, cited in Saunders, 1983). On the other hand, Macnamara (1967) proposes that a bilingual is "anyone who possesses a minimal competence in one of the four language skills, i.e. listening, reading, speaking and writing in other than his first language."

All the above definitions range from a native-like competence in two languages to a minimal proficiency on a second language. The problems of definition is due to the initial issue of the many different dimensions which can be looked at from different angles when discussing languages, e.g. the dimensions of language skill and the

domain of language usage. Each language known by an individual may be used in a narrow or broad range of contexts, depending on when, to whom, where and why each language is spoken, by employing different degrees and types of language skills. Given this explanation, it becomes clear to us that bilingualism cannot be simply defined as it covers a whole range of aspects relating to the languages and to construct a clearcut definition would be an almost impossible attempt. Regardless of the exact definition, it is clear that learning a new or another language has the same benefit as learning one's native language; it is part of an individual's progress towards cognitive development.

2.2 The Concepts of Bilingualism and Bilinguality

Another possible area to look at is the different concepts of bilinguality and bilingualism which can be applied to different bilingual settings and in this study, the two aspects will be described in relation to the Malaysian bilingual context. As distinguished by Harmes and Blanc (1989):

"Bilinguality is the psychological state of an individual who has access to more than one linguistic code as a means of social communication;... bilingualism, on the other hand, includes that of bilinguality (or individual bilingualism), but refers equally to the state of a linguistic community in which two languages are in contact with the result that two codes can be used in the same interaction and that a number of individuals are bilingual. . . . "

An individual's bilinguality covers the degree of access to the languages used which vary along different psychological dimensions, such as the languages relative competence, cognitive organisation, age of acquisition and their social cultural status. Concluding from the explanation made by the two authors on the concepts of bilinguality, the relevant psychological dimension which can be applied to the

Malaysian context is that according to the cognitive development of the languages, which depends on the relative status given to the two main languages, i.e Bahasa Melayu and English. A speaker will develop different forms of bilinguality depending on how the two languages are valued in the community. In Malaysia, both the languages form the dominant domains of usage and even though only Bahasa Melayu (the national language) is accorded the official status, English is still widely used and recognised for its high value among the population due to its pragmatic purposes. Hence, if the two languages are sufficiently valued, the speaker's cognitive development will obtain maximum benefit from the bilingual experience, which will be stimulating and lead to greater cognitive flexibility compared to the monolinguals.

On the societal level, the bilingualism concept, with regards to the Malaysian multilingual community, is considered along a set of norms which must be considered in order to define the type of bilingualism in that community. As summarised by Hamers and Blanc (ibid), "every bilingual community is situated between the two poles of a continuum", ranging from the use of only one language for all functions by most bilinguals to the use of both (or more) languages by the bilinguals but for different purposes. Some countries fall under the category of 'territorial bilingualism', e.g. Canada, where two languages, French and English, have official status in their own territory; while some practice 'diglossic bilingualism', that is, two languages are spoken by varying sections of the population, but they are used complementarily, one variety having a higher status than the other and is reserved for certain domains, as in Paraguay. In the case of Malaysia, the bilingualism concept falls somewhere along the continuum of being polyglossic society (Platt and Weber, 1980, cited in Ozog, 1988) which chooses Bahasa Melayu as the national language (while other local ethnic languages are also used alongside) and the use of an

exogenous language, i.e English (the British colonial legacy) as its second most important language.

By calling on the concepts of bilinguality and bilingualism as have been outlined above in relations to Malaysian context, it can be said that bilingualism in general, is a global multidimensional term, incorporating simultaneously an individual's psychological state and a situation of languages in contact within a society.

, 2.3 **Bilingual Education in Malaysia**

After looking at the concepts and aspects involved in bilingualism in general, let us look into more detail of the Malaysian bilingual setting itself, concerning the role of English and its importance to the education of its citizens. Malaysia, with an estimated population of 18.7 million (1993), is a multicultural, multiethnic and multilingual society, with at least a hundred spoken languages (Gaudart, 1987). It comprises of three main ethnic groups: Malays (50%), population (40%) and Indians, which together with Eurasians and others, make up the rest of the population (Ozog, 1988). The Malays are the major indigenous ethnic group and speak Bahasa Melayu (the standard form of the Malay language). The Chinese speak a number of dialects while most of the Indian speak Tamil. There are other native languages used like Kadazan and Iban but what we are concerned with here is the significant importance of English among the ethnic groups.

English came into existence in an already culturally plural society of Malaya (as Malaysia was known before independence in 1957) under the British colonial rule. During that era, English gained its importance as the language of interethnic communication among 'educated people', while the Malay, the local *lingua franca*, is

used only in common local situations which did not require sociolinguistic sophistication, such as in the market. English-medium schools were set up but these were usually limited to “those of high-class birth and with money”, (Omar, 1987). They were mainly Chinese, who mostly lived in the urban areas, coming from families of traders, shopkeepers and businessmen, some Indians and very few Malay elites, as a vast majority of them live in the rural areas as peasant farmers. Chandler (1972, cited in Ozog, 1988) claimed that there was only 14.9% of the Malay population living in the urban in the 1970s.

English schools have created “social and economic pluralism” (Watson, 1984; Ozog 1988) especially with the effects to the Malays as they were debarred from gaining the special opportunities that the schools provided, such as the wider access to the tertiary education and higher professions. As Ali (1981, cited in Ozog, 1988) sums up, “the English system of education seemed to be the best in every sense of the word.” However, due to rural/urban divisions which were ‘superpolarized’ under the British rule as there was no encouragement for each ethnic groups to mix and move from their assigned lots (the Malays – in the rural villages, the Chinese – in the urban areas, and the Indians – in the rubber plantations), the Malays and to some extent, the Indians, were denied to improve their positions in the society.

Kok (1978) further states that the Malays’ school curriculum was “designed to keep them traditionally rural” with subjects such as mat weaving and cooking together with some sufficient basic knowledge relating to their rural daily life, like reading and writing Jawi (an Arabic based script), and arithmetic to assist them in keeping simple accounts with village shopkeepers. As for the Indians, their curriculum was directed towards making them “minimally literate in their mother tongue dialect”, either in

Tamil or Telegu (Furnival, 1948, cited in Gaudart, 1987), to ensure their places as labourers working in the rubber plantations.

In the British point of view, education is only “a means of assuring a people contented in their assigned lot” (Andaya and Andaya, 1982 cited in Ozog, 1988). This view, together with the evidence of social stratification, which led to the unequal access to the better English education, had made the Malays suspicious of the British intentions and thus, led to Malay nationalism which later succeeded in bringing the ‘rightful monarch’ of Bahasa Melayu as its national language after gaining its independence in 1957. This is enshrined in Article 152 of the Independence Act of 1957, (Watson, 1983; Omar, 1987; Ozog, 1988). A heavy emphasis is made on the importance and acquisition of Bahasa Melayu in order to reduce the economic and cultural separation resulted by the colonial educational policies which allowed four parallel school systems to develop with different ‘confused intentions’ in mind; and ultimately to achieve National Unity. As pointed out by Watson (1983):

“Belief in a national language as an effective instrument for integrating a culturally plural society has remained an integral part of official Malaysian thinking”.

(Watson, 1983)

CHAPTER 3 . THE UNDERLYING THEORITICAL FRAMEWORK

3.1 Attitudes

What is attitude? according to the Oxford English dictionary, attitude **is**:

“Settled behaviour or manner of acting, as representative of feeling or opinion”.

(The Oxford English Dictionary)

The study of attitudes and motivation in SLA are faced with problems in defining the terms. One way of overcoming the problem of defining the terms is to involve the development of concepts specific to language learning, (Ellis, 1986). The concepts (which have been derived from analysing and understanding the behaviour of a language learner) are then related to the theories of motivation. As far as defining the terms, Gardner and Lambert (1972) define the term ‘attitude’ as the persistence shown by the learner in striving for a goal. They also suggested that attitudes are related to motivation by way of supporting the learner’s overall position as far as SLA is concerned.

It is generally accepted that attitude is crucial to the acceptance of a language particularly if the situation concerns the adoption of a language as a second language. How can attitude play a major role in the success of any language policy particularly those which concerned a multilingual society? Before we attempt to answer this question, there is the need to further define attitude from theoretical and psychological perspectives. Baker (1988) defines attitudes as;

"...inferred, conceptual inventions hopefully aiding the description and explanation of behaviour. Attitudes are learned predispositions, not inherited or genetically endowed, and are likely to be relatively stable over the time"

(Baker, 1983)

Baker further relates attitudes to an idea or perception that an individual has on certain subject. For example, if a person has a negative attitude to socialising, the person will act accordingly by not involving him/herself in any social gathering or party. Another way to further understand about attitudes is to learn about the psychological processes that take place in a person. Triandis (1971) categories attitude into three parts, namely; cognitive, affective and active. The first is to do with mental processes where an attitude to, for example English subject in school may be thought about and this thought is represented by "words or other symbols". Secondly, the emotions and the feelings the individual has to the above subject need to be considered. Lastly, having given his/her attitude to the subject further thought and taking his/her feelings and emotions into consideration, the person is now ready to take certain behavioural action such as not attending classes that are concerned with the related academic subject.

According to Gardner (1985), attitudes are an important element in the success of language acquisition. In generating the 'right' motivation for second language learning processes to take place, teachers and the policy maker must first identify the general attitudes among the intended target learners and the learners' community. Failure to do so would greatly hamper the success of the language policy. This view is also highlighted by Baker (1988) and he points out that;

"Any policy for language, especially in the system of education, has to take into account of the attitude of those likely to be affected. In the long run, no policy will succeed

which does not do one of three things; conform to the expressed attitudes of those involved; persuade those who expressed negative attitudes about the rightness of the policy; or seek to remove the causes of disagreement.”

(Ibid, 1987)

It is generally accepted that attitudes and motivation have significant influences on second or foreign language learning although they have been shown as not to have directly affect the language achievement. This is basically looking at the causal effect of the mentioned factors on achievement. The other end of the phenomena is the result generated by such casual factors. For example, if the attitudes of the learner to the target language is positive, one would generally assume that the learner would also have achieve similar positive results in language achievement. However, this situation has been shown not to be the case. Earlier studies by Lambert et al. (1963) and Gardner et al. (1977) have produced results that contradict such assumption. The study by Gardner et al. showed that at the end of the course, the learners' general attitude to the target group's language had changed from being average to more ethnocentric and less integrative in their orientation. On the other hand, the learners were more motivated to learn the target language and made greater use of opportunities to use the target language. This shift in attitude and orientation had not affected their overall increase in language learning achievement. Gardner et al. (1979) in a follow-up study also produced the same results from their study on a group of adult learners learning French in Canada. The two studies cited have one thing in common and that is in learning a foreign language, one does not necessarily need to have positive attitude to the target language group or community nor be integratively motivated to learn the language. In other words, to learn a foreign language, the question is not necessarily be about the learner's views on the group in which the language originates but more on how one can fully benefit from the proficiency in pragmatic terms such as for career advancement etc.. In short, learners

who have positive attitudes learn more but also learners who learn well generate positive attitudes.

3.2 Integrative and Instrumental Motivation

The effects of attitudes on motivation and proficiency have been investigated in a large number of studies. With regard to the research done in the area of understanding the way people attribute causes to events, Gardner and Lambert (1972) by far are the leading figures in this field. They based their theory on that of Mowrer's (1950) views on "individual development which emphasise the importance of identification with a valued person." (Skehan, 1989).

Their main interest was to analyse the factors that might influence people's esteem and to relate this not only to particular individuals but also to foreigners. Variation in these factors according to Gardner and Lambert (1972) was thought to be the result of attitudes towards foreigners (and to the culture, values and language) which could possibly be formed under the influence of parents, the home environment and the home culture. From learning a second language point of view, there must be a kind of motivation that pushes a learner to learn a language. In identifying the types of positive motivation underlying such interest (learning a second language), Gardner and Lambert recognised the existence of two types of motivation: integrative and instrumental motivation.

Those who are interested in studying the language in order to be able to identify with the target people, or because they are interested in the culture of the target language, are classified as being integratively motivated. Those who want to take up a language for the purpose of career advancement or for other reasons which will directly benefit them, fall under the second type of instrumental motivation. In relation to my study,

the subjects at large were more instrumentally motivated to learn English as their second language, than being integratively motivated. Their instrumental motivation can be explained to be so due to the heavy emphasis of learning English in order to pass the exam or for job application purposes, and not much on personal interests. Gardner's notion of integrativeness is also similar to that of Schumann's (1986) notion of acculturation. Schumann categorises the factors involved in the process of acculturation as; the learner's attitudes to the target language; the social functions where the language is to be used; the learner's views of the people who use the language; and the learner's belief of the effect from acquiring the target language would have on his/her own self-identity when using the language. He argues that when a learner chooses to acculturate and experience success, the motivation to learn the target language will increase and further encourages the learner to try and make progress in the learning process.

In the process of learning a foreign or a second language, an integrative motivation is found to favour acquisition, whereas instrumental motivation is more effective when there is urgent need to learn a language. The results on two studies done by Spolsky (1969) and Laine (1984) further support the theory of motivation above. Spolsky (1969) found a significant correlation between proficiency in English and integrative motivation. He summarised the finding: "A person learns a language better when he wants to be a member of the group speaking that language". Glikzman (1976) and Naiman et al. (1978) also discovered the same results as the previous studies. They discovered that integratively motivated learners are more active in the classroom. Subsequently, they are less likely to drop out from the language class and would seek opportunities for informal use of the target language. Laine (1984), on the other hand, in his study on secondary schools in Finland, discovered that instrumental motivation played a significant role for many of the

Finnish secondary students in learning English as a foreign language. However, he also found that integrative motivation is connected with high achievement. Rubin and Thompson (1987) found that instrumental motivation can equally produced good language learning achievement. Gillete (1987) also found that learners were basically motivated to learn a foreign language for purely working career purposes and not really for integrative reasons.

As the above studies by Spolsky, Laine and others show, motivation is considered as an important factor in language acquisition. Most significant finding, in the light of my study, is the one proposed by Gardner and Lambert (1972) where it is found that instrumental motivation is positively related to language learning in a foreign language setting. However, both of them pointed out that integrative/instrumental distinction should be viewed as a continuum, rather than alternatives.

Spolsky (1989) points that motivation is likely to be more important in informal contexts. In the context of my study, this is to say that when the subjects leave the artificial learning environment of classrooms, they are most likely to neglect the need to maintain the use of the target language in order to improve their proficiency. The task of learning, particularly to the hard core monolinguals, would be even more difficult as they would have to re-generate the necessary motivations and re-evaluated their aims in learning the language each time they attend the English classes. He also adds another dimension to the understanding of the definition between instrumental and integrative motivations. He sees social values as having equally important affective roles in determining the learners success at learning the target language. In other words, the learner would first question the social benefits and implications that he/she would gain in learning the target language:

“A language may be learned for any one or any collection of practical reasons. The importance of these reasons to the learner will determine what degree of effort he or she will make, what cost he or she will pay for the learning. A significant part of these reasons and of this potential cost involves socially determined factors: in other words, the social dimension may be seen as spreading itself over the other.”

(Spolsky, 1989)

The realisation by the learner of these social and individual values will greatly determine the attitudes that he or she would have towards the learning process. The outcome from this situation would then directly affect the degree and kinds of motivation the learner is prepared to make to ensure successful learning of the target language. Spolsky also points that social values and the benefits only indirectly affect the learning process.

Another aspect of motivation is its relationship with the learner's background. For example, American and European students can afford to have 'luxury motives' (Clement and Kruidenier, 1982) for going to Germany to study the language, culture of society; they want to meet new people and see how people live. In contrast, for students from Third World countries like Malaysia and Thailand, the reason for them to go and study in, for example in England, is not so much for its culture but to get an education such as in the field of science and computer.

Clement and Kruidenier (1983) also suggested that motivational orientation can differ within the same group when studying one target language to another. It would therefore be reasonable to say that Chinese students in Malaysia tend to develop a more integrative type of motivation for studying the national language, Bahasa Melayu, than when learning another form of the Chinese dialects, e.g. Hakka. The above assumption is made on the basis that learning Bahasa Melayu successfully will benefit their relationships with the majority Malays in terms of academic, political and

economic purposes for their future. As for their attitude towards learning a foreign language such as English is concerned, they have the advantage of being exposed to numerous learning strategies nurtured during the compulsory process of learning the national language (Bahasa Melayu). It can also be argued that having already learned a second language, Chinese learners would then have the right aptitude which is also deemed influential for successful learning of a foreign language. Subsequently, these learning experiences would equip them with necessary exposure and the right mentality in accepting a third language (English).

Another important aspect in the acquisition of second or foreign language is the 'cultural distance' factor. When a learner cannot sense the significance or the advantages in learning a particular language, neither integrative nor instrumental motivation can assist the learner in doing well in the process of language acquisition. For example, when a Malay learner finds learning English in the classroom as threatening and being imposed upon, he or she will resort to only using Bahasa Melayu (first language) during the English lessons, as this would give the learner the freedom to think and express him or herself in a familiar way of language process. This, inevitably would result in a strong 'ingroup identification'. According to Giles and Byrne (1982), the strong 'ingroup identification' among the students will not promote the target language learning. To overcome this psychological barrier and to stimulate language acquisition, Lambert (1974) proposed that the students must be made to feel assured of their own language and culture, and that learning another language would not at any circumstances, threaten their own identity.

All the above cited research, hypothetically speaking, have one underlying thing in common; that motivation and attitude factors are interdependent with one another in view of second or foreign language learning. To achieve positive results with regard

to attitude and motivation, the authority or the educational policy makers must formulate a more effective teaching methodology and materials, plus a positive and conducive learning environment, as the effectiveness of all the mentioned aspects of learning will greatly determine the degree of motivation and attitudes among the learners. As Gardner (1985) puts it, “the source of the motivating impetus is relatively unimportant, provided that motivation is aroused”.

3.3 **Second Language Learning.**

Second language learning/acquisition is termed by Ellis (1986) as “the study of how learners learn an additional language after they have acquired their mother tongue”. It is a complex process which involves many interrelated factors. Hence, as language teachers, it is necessary for us to have a sort of theoretical framework to act as a guideline and one which can offer us a simple and effective method which is suitable to all learners. Before we proceed, it may be necessary to define a couple of terms which will be used frequently when discussing the theories: i.e. acquisition vs. learning. The two terms are sometimes contrasted with one another, following the distinction made by Krashen (1987) on the assumption that they are different processes. The term ‘acquisition’ as in second language acquisition (SLA) refers to picking up a second language through exposure, whereas for the latter, second language learning (SLL) is used to refer to the conscious study of second language. However, in this study the terms will be used interchangeably on the grounds that there is no clear cut distinction between them, (Ellis, 1986; Spolsky, 1989). It will cover both the subconscious or conscious processes involved when learning a language in a natural or a tutored environment.

Second language learning as with first language acquisition, is not a uniform and predictable phenomenon as there cannot be one single way for learners to acquire L2. This emphasises the need for theories so that language teaching can be based upon them. As Widdowson (1984) pointed out:

“The effectiveness of practice depends on relevant theory; the relevance of theory depends on effective practice.”

Spolsky (1989) suggests that theory should account for two main things: the fact that people can learn more than two languages; and the generalisable individual differences that occur in the success or failure in language learning. This, in a way, supports the view that second language learning involves two main sets of factors: “that which pertains to the learner; and the learning situation”, (Ellis, 1986) He goes on to say that the study of SLL only assumes interest if it is possible to identify aspects that are relatively stable and generalisable, if not to all learners, then at least to large groups of learners, (ibid, 1986). Spolsky (1989) uses the following mnemonic to account for a theory of second language learning.

“Who – learns – how much of – what language – under what conditions?”

3.4 **Gardner’s Socio-Educational Model**

This model is an attempt by Gardner (1985) to explain the factors and the processes that take place in a second language learning. Gardner’s model has been hailed by many as being the most comprehensive and unique in that it is also supported by evidence/data collected from various research using the sophisticated LISREL causal modelling technique.

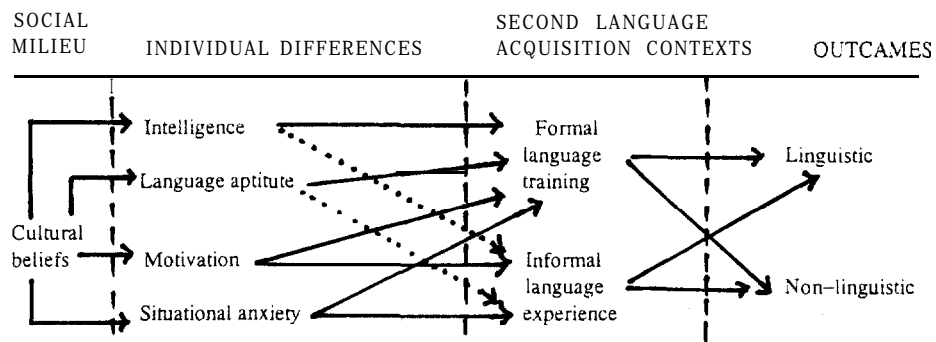


FIGURE 1 GARDNER'S (1985) SOCIOEDUCATIONAL MODEL
(from Bourhis, 1990)

Basically the model is divided into four stages. The first stage explains the social and cultural milieu of a learner where it is hypothesised that the community would influence and nurture the learner with certain beliefs about the target language and its culture. The second stage deals with individual differences. Here, Gardner presents four major variables or factors which are being directly affected by the beliefs which exist in the learner's community. The variables are: intelligence, language aptitude, motivation and situational anxiety. Gardner also stresses that although attitudes and personality are not listed among the variables, they are basically a part of the four variables. According to Gardner, "intelligence is assumed to play a role because it determines how well or how quickly individuals understand the nature of any learning task or any explanations provided" (p. 147). Language aptitude is significant because it helps identify the degree of talent deemed important in learning a language. Both intelligence and language aptitude play a secondary role as they are thought to be less likely causal variables' (ibid). The third variable, motivation concerns the effort, desire and affect on behalf of the learner in learning the target language. And the last variable, situational anxiety, is important since "it would have an inhibiting effect on the individual's performance, thus interfering with acquisition" (p. 148).

In the third stage, Gardner puts forward two different language context or setting where the target language is acquired. Formal language learning refers to the situation in a classroom where the learner is deliberately being taught the linguistic skills via various teaching methodology and aids. In informal language experience, the learner is exposed to various communicative aspects of the language in its natural environment such as in social gathering, watching movies and so on.

In other words, the acquisition of the communicative skills, be it in an 'incidental' manner would help enhance the learned skills from the formal context. Gardner also states that formal or informal contexts may on occasions overlap. Nevertheless, the situation presents the learner with the best opportunity to test out or evaluate the learned linguistic skills in the language's natural environment. All four variables mentioned do directly influence the formal learning context. In informal contexts, only motivation and situational anxiety are the primary or dominant causal factors.

The unique feature of Gardner's model is that it is not static in the sense that the learning process stops with the two mentioned outcomes. On the contrary, the two outcomes would be 'feed back' into the model to start the whole process again in order to further evaluate the level of second language learning process and to determine the degree of variables which are influencing it. This cyclical process is also an on-going effort to evaluate the level of interaction between the causal variables and to identify the problems hindering the learning process and to initiate necessary remedial action. Hopefully, such continuous process would help enrich the learner's language skills or repertoire, possibly up to the level which is comparable to a native speaker of the target language.

On the whole, the model stresses the importance of motivation factor in learning the second language. Motivation, as stated by Gardner, is influenced by the “attitudes relating to outgroups and foreign languages in general as well as attitudes toward the specific language community and integrative orientations to language study” (Gardner et. al., 1983) and the attitudes towards the language learning situation as a whole. He further clarifies that achievement in second language learning is directly influenced by the attitude and motivation of the learner.

In the context of this study, the model is quite useful in explaining the processes and the underlying factors that are affecting the students performance in learning the second language. In particular, the role of social and cultural milieu of the learner in Malaysia is closely link to historical events that greatly dictate the individual’s attitude and motivation towards learning or even accepting the second language. For example, among the enterprising and business minded Chinese community, English language is a necessary communication tool that would give them unlimited access to world wide business community where English language is one of the most important international language. As for the Malay community, English language is viewed with some degree of scepticism and reservation particularly in the rural areas as one would have antvipated due to the British colonial past. Thus, the Government, teachers and parents have equal roles to play in understanding the problems besetting the language learning in Malaysia and working together to find the best solution to overcome the problems and to close the gap which exists between learning the target language in the artificial environment of classrooms (learning) and the acquisition of the language in a trully second language manner (acquisition). This situation can be overcome due to the fact that important elements such as the status accorded and use of the langauge in Malaysia can be considered on the whole as

becoming increasingly positive. In tandem with the right policy and teaching methodology, the level of English language can be restored to its high particularly during the early years after independence in 1957.

CHAPTER 4 - ASPECTS OF THE RESEARCH

4.1 The Context

This small scale study was based around the context of University Utara Malaysia, Kedah, Malaysia. Where I have been lucky enough to be one of it's academic staff members for the past 3 years. The university was founded in 1984 with the main aim of being the leading local university to produce "future managers". As such, the courses offered are basically to do with the aim stated such as Economics, Accountancy, Business Administration, Information Technology and Languages and Scientific Thinking. At present, the number of undergraduates and graduates taking various courses mentioned stands at around 8,000 and its ethnic population ratio is 6 : 3 : 1 (Malays, Chinese and Indians respectively).

The principal aim of this study is to ascertain the underlying factors which are deemed as influencing the learners views and opinions towards learning English as a second language. It is also to establish the existence of different motivational factors in language learning between the learners in relation to their ethnic and socioeconomic backgrounds. Various studies in the field of attitude and motivation have shown that the social environment of language use at home or the surrounding area **would** greatly affect the attitude and motivation of the subjects towards learning the target language. Thus, these factors are assumed to be affecting the different ethnic groups in their approach towards accepting the target language.

In Malaysia, specifically at higher learning institutions, one can clearly observe the different degree of language mastery among the multicultural learners. It is accepted

that the majority Malay learners fare less well in terms of the mastery of the language skills in comparison with the other two major ethnic groups, particularly the Chinese. Various factors have been identified such as the different cultural orientation towards accepting a new language. It has also been argued that the gap which exist between the 'economically superior' Chinese group and the 'economically inferior' Malay and Indian groups is also contributing towards the above phenomena. The rationale behind this view is that with the financial support that a learner receives from the family, he or she is able to utilise the extra language classes available in almost every town and city in Malaysia or use the purchasing mean to buy additional learning materials etc.

In relation to this study where the 130 undergraduates who are currently studying various courses at University Utara Malaysia, it can be theorised that the above mentioned factors are influencing the subjects' attitudes and motivation towards learning English which is also a compulsory academic subject for all the undergraduates. The data collected, which will be discussed in detail later, will be used to determine whether those factors do really affect the attitudes and motivation of the subjects or even possibly, to discount the assumptions made earlier. It is hoped that the data collected would also furnish this study with more insight into the situation and provide us with better understanding of the ways to remedy the language problem among the subjects.

4.2 Research Methodology : Production of Data

The process of collecting the necessary data for use in this study was conducted entirely at University Utara Malaysia, involving a total of 130 subjects (well short of the 300 intended number). The principal method of data collection was through the

use of questionnaires. The aim in producing and collecting the data, was to support my study of the factors influencing the Malaysian Chinese attitudes towards learning English as a second language. The availability of the data would allow this study to identify those factors which are thought to play influential roles in the success achieved by the Chinese learners. As stated earlier, there are 3 hypotheses that this study seeks out to prove and they concern the roles of attitude and motivation of the learners and their families. In discussing the data and the results, the terms 'respondents' and 'subjects' will be used interchangeably to depict the same group of people involved in the data collection process.

The actual target for the number of respondents was set at 300 but due to unforeseen circumstances, only 130 subjects returned the questionnaires distributed in early July 1994. The timing for distributing the questionnaires was not ideal since at the time, the respondents were busy preparing for the beginning of a new academic term (July -- October 1994). It was also noted that this particular academic term was plagued with problems of re-registration for almost all the courses offered due to computer breakdown at the university's registration centre. As such, a time consuming and laborious task of manual registration had to be put into effect by the university. Nevertheless, the ratio between ethnic groups (3:2:1 -- Chinese, Malay and Indian) was achieved with the 130 returned questionnaires. It was a deliberate measure to set the ratio as stated above because the main focus of the study is to examine the Chinese learners. The inclusion of the other two ethnic groups (Malay and Indian) was to provide a yardstick for the purpose of comparisons and analytical analysis between the ethnic groups as representative of the actual multicultural setting. The breakdown according to ethnic groups is as follows : Chinese = 58, Malays = 49, Indians = 19 and Others = 4 (Sikh and Kadazan). For the purpose of data tabulation,

the last group of subjects (Others) were excluded from the process as they did not form a significant group for the above stated purposes.

Having taken into account the problems that would arise considering that one would not be personally involved in administering the questionnaires to the intended respondents in Malaysia, it was decided that the questionnaires would be in the form of multiple choice answers, YES and NO questions and LIKERT - type scales questions. No open-ended questions were included in it. (note: the questionnaires were mailed from University of Essex to Malaysia at the end of June, 1994 in anticipating the beginning of a new academic term at University Utara Malaysia). Part 1 of the questionnaires deals with the subjects' language and socio-economic background. The aims were to collect necessary data in relation to demographic distribution of the respondents based on their cultural groups, use of the language and the influence of parental support (financially and morally) in language learning. The availability of such information would allow me to make detail analysis of the socio-economic background of the subjects and identify any related factors that might influence their attitude and motivation towards learning the target language. The above exercise had produced some important and interesting details about the status and use of English in the subjects' immediate family and friends.

In part two of the questionnaires, a total of 20 statements were presented to the respondents in the form of Likert-type scales. The statements can be divided into two major aspects of the target language : affective factors (attitude and motivation) and bilinguality. The respondents were given a choice of five answers on a scale ranging from strongly disagree to strongly agree.

In view of the small number of respondents (130), the potential use of statistical test such as the t-tests, ANOVA and correlations as originally planned were found to be insufficient, and unreliable means of data tabulation (refer Appendix : II). Thus, it was decided that the only mean of statistical analysis available is the use of percentages. Although the method used was quite crude and simple, it managed to produce significant and useful results in validating the previous hypotheses of this study. These data were presented mainly in the form of comparison tables and bar-graphs according to ethnic group distributions and the affective factors mentioned earlier.

The Likert - type scales is by no mean the most accurate method of data collection in the field of social issues. This particularly concerns the use of 'category labels' such never, sometimes, strong disagree etc. where "their true value as equidistant is untenable because the relative intensity of these category labels is ambiguous" (Busch, 1992). It has also been suggested that when language learners are presented with Likert-scale questionnaires, their different cultural background may impede their decision. Turner (1992) reports that "respondents from some cultural groups might be more likely than others to report what they think the researcher wants to hear." She also highlights the problem where the small subjects typical of L2 research are not likely to produce "interval-like data". In other words, it is difficult to produce a normal distribution of responses using Likert-scale questionnaires. Subsequently, the task of tabulating the available data using statistical tests such as t-tests, ANOVA or correlations would prove to be a difficult one. She also suggested the use of questionnaires with open questions would be of more use and can produce a more accurate results. Nunan (1992) also suggested that "It is also more likely that responses to open questions will more accurately reflect what the respondent wants to say." Nevertheless, in view of the facts that I will not be personally administering

the task and also the familiarity to the method used in data collection among the respondents (second year undergraduates), it was decided that open-questions will present more problems and it was omitted from the questionnaires.

4.3 Results

4.3. I Socioeconomic background and bilinguality.

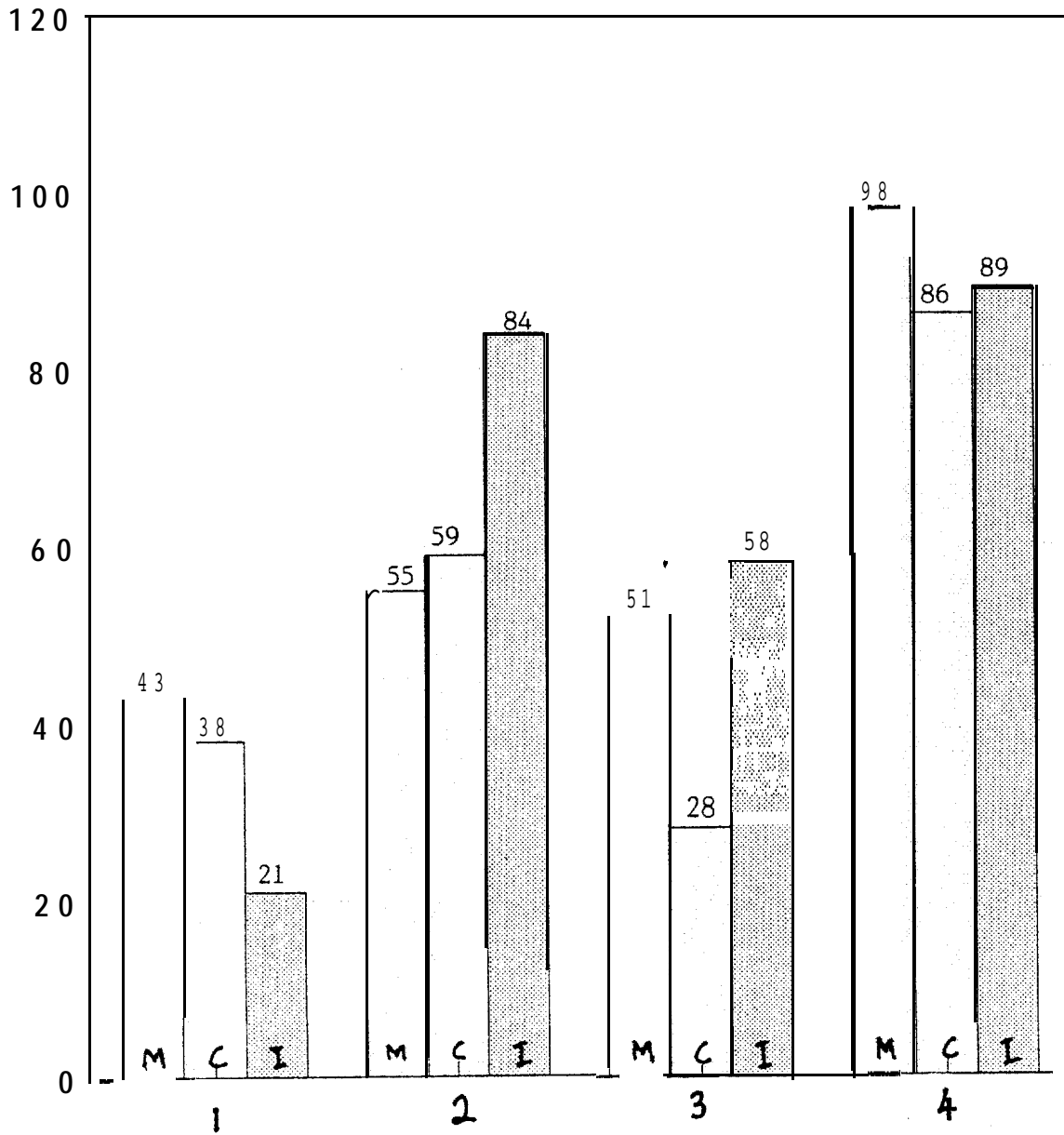
The data collected from the subjects provides this study with some mix results. As pointed out earlier (chapter 1.6), the aims of the study are to identify the factors which are deemed significant in influencing the attitudes and motivation of the subjects towards learning English as a second language. Particular emphasize was paid towards identifying the learners' socioeconomic background and the use of the target language in the family. These two factors in terms of their relationship as indicated from the results obtained (refer : Figure 1 and Graph 1), provides this study with some interesting points for discussion.

Figure 1 : Distribution of ethnic groups according to home background and use of language (in percentage).

Percentage	Home background		Monolingual		Bilingual	
	Rural	Urban	Family	Subject	Family	Subject
MALAYS n = 49	13	57	49	2	51	98
CHINESE n = 58	38	62	72	14	28	86
INDIANS n= 19	21	79	42	11	58	89

Note: Mother tongue :- Malay/Bahasa Melayu, Chinese/Majority in Cantonese, Indian/Tamil)

Graph 1: Distribution by ethnic groups according to socioeconomic background and bilinguality.



M - MALAY C - CHINESE I - INDIAN

- Rural background
- 2 - Family income less than RM1000 (per month)
- 3 - Family bilingual
- 4 - Subject bilingual

(note: equivalent exchange rate - 1 pound sterling = 4.1 ringgit Malaysia).

As predicted, the Malay group registers the highest number of subjects from rural background ~ 43%. The Chinese and Indian groups register 38% and 21% respectively. However, when compared in terms of income below RM1000 (per month), the Indian group registers the highest number with 84% although only 21% of the subjects from this group comes from rural background. This data indicates that among the three major ethnic groups highlighted in this study, the Indians form the lowest income earning group. The fact that majority of them ~ 79% are settling in urban areas would indicate that the parents are not earning as much as the other ethnic groups although they are in a better position to improve their economic standing compared to those from rural areas. Nevertheless, in terms of the use of other languages, interestingly, this group registers the highest number of bilingual parents with 58% of them being able to speak in English language and Bahasa Melayu, apart from the mother tongue (Tamil).

Another significant finding in terms of bilingual parents, the Chinese group registers the lowest percentage with only 28% of the parents are bilingual. In contrast and most unexpected, the Indian group registers the highest percentage with 58%, followed by the Malay group with 51%. Even more significant is the result in terms of bilingual subjects, the Chinese group is ranked last although 62% of them are residing in urban areas. In contrast, the Malay group which registers the highest percentage of parents/subjects from rural background, this group produces the most bilingual subjects with 98%. A much more balanced picture can also be observed from this group where 43% of the subjects are from rural areas and as expected, 49% of their families are monolingual.

Between the ethnic groups, the Indian subjects are showing a more positive picture in terms of language development and the results clearly support this view. Another encouraging sign from the results is that all three groups register an average high of 78% (M-76%, C - 78% and I - 79%) for parental awareness of the importance of learning other languages. This is in line with the government's aim of creating a truly positive and multilingual society in Malaysia although the current emphasis is only on the use of the National Language (Bahasa Melayu) and the English Language.

The hypothesis of this study in terms of the relationship between socioeconomic background and bilinguality is that the financial position of a family would influence the position or importance accorded to the target language. Therefore, if the family is financially stable, the process of acquiring or learning other languages apart from the mother tongue would become easier and even to the extent of making it a necessary prerequisite among the family members to become bilingual. This is particularly so when, for example, a Chinese parents, would have to learn Bahasa Melayu or even English in order to get a job in either the civil service sector or in private business institutions. Thus, a family which earns a good income would clearly indicate that the parents are either bilingual or even multilingual where such language repertoire is a necessary qualification in order to be successful in the highly global business orientated activities.

The findings discussed above clearly put into question the previous assumption in that the urban background and coupled with sound financial situation of the family would create a conducive second language learning environment for the learners. In the context of this study, it can be

speculated that the long period of study time (4 to 6 years) spend in an enclosed environment such as at the University Utara Malaysia, clearly affects the second language learning development among the learners. This must be said that the above phenomena is clearly an exceptional case and cannot be generalised as taking place in other learning context as well. It can also be deduced that the subjects in the study are not really being influenced by the financial ties with the family. One possible explanation that can be made here when looking at the results obtained, the subjects are on the whole, on equal footing in terms of financial support since majority of them are sponsored by various government and non-governmental bodies to pursue their study at the university. The long period of detachment (from the parents) studying at the university seems also to affect their language development since they are no longer under the influence of their parental attitudes towards the target language. The developments observed here will be discussed further in a more global context in the coming chapter (chp. 4.4 - Discussion).

4 3.2 Attitudes

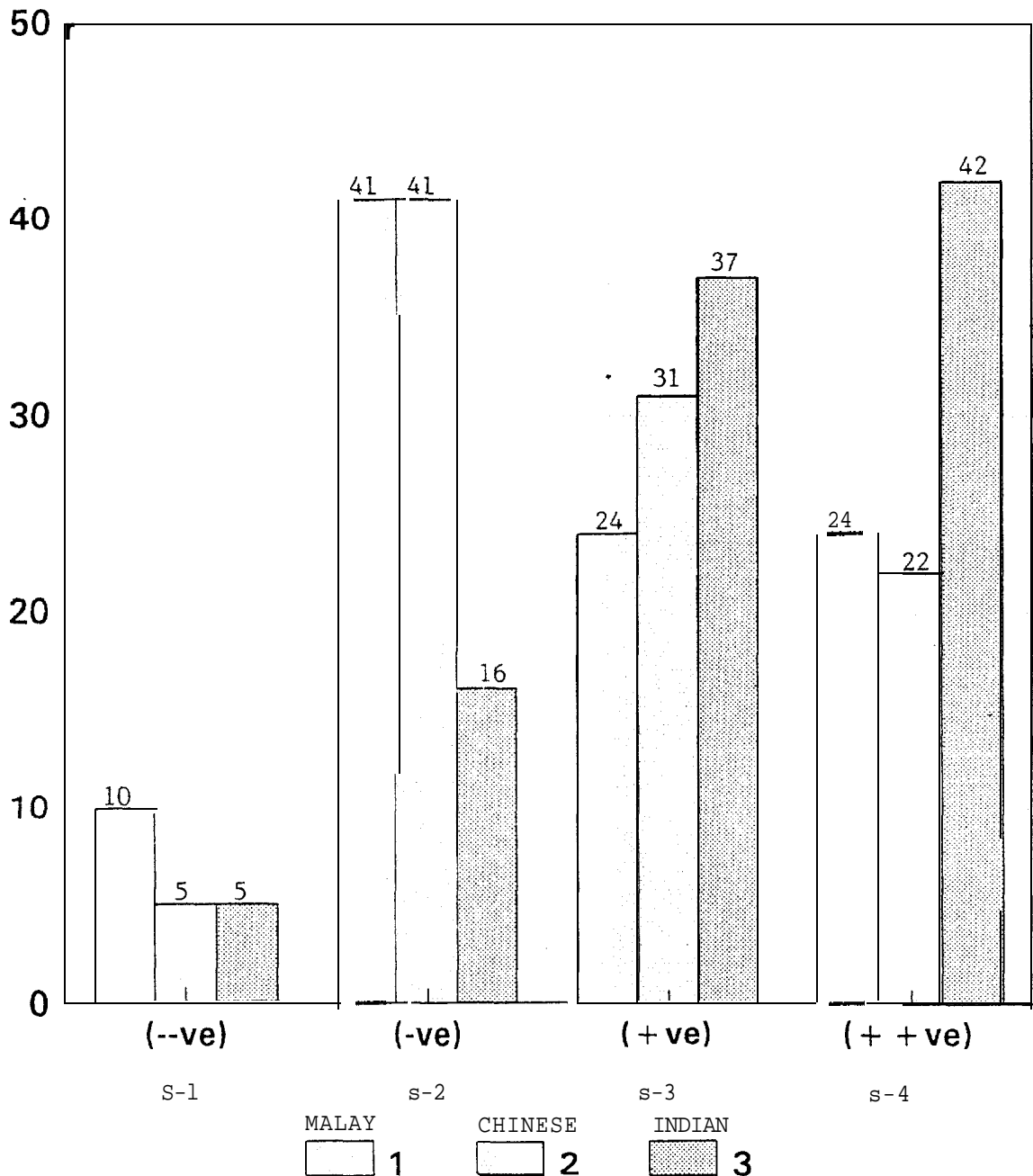
Before I even start analysing the results for those two aspects in detail, I begin to have some doubts about the earlier assumptions which I have concerning the overall attitudes and motivation of the learners, in particular the Malay and Indian subjects. The doubts are due to the unexpected outcome from the analysis on the relationship between socioeconomic background and bilinguality of the subjects. The initial assumption was that the strong financial standing (income) vis-a-vis parental occupations would influence the necessity of acquiring a second or another language, particularly English language, in the family. However, it has been shown in the previous chapter that the subjects are not significantly influenced by their parents' economic status in order to determine the acceptance or use of another language. The results also point to the susceptibility to changes that are taking place outside the small nucleus of the family particularly those which concerns the national policy on the target language. In this chapter and the following, I will be analysing the outcome of the results obtained from the survey on two other important and inter-dependent elements associated with learning a second language which are: attitudes and motivation of the learners, and to a certain extent, their parents'.

The subjects are first questioned on the aspect of attitudes towards learning English language (Question 25 – Part 1). As indicated from the results obtained (refer : Table 2 and Graph 2.), the overall trend among the ethnic groups is as predicted with the Malays having rather negative views towards the process of learning (10% + 41% = 51%). The Chinese is closely behind the Malays with 46% of them supports the two negative statements made. This is hardly surprising because in terms of the socioeconomic background and bilinguality of the subjects and their families, the Chinese stands almost equal to the Malays. However, a new phenomenon can be

Figure 2 : Attitudes Towards English Language Learning (Q-25 – Part I)

	MALAYS	CHINESE	INDIANS
a. I like learning English but the class tends to be very boring. (Rating : - ve)	% 41	% 41	% 16
b. I would say that I'm usually interested in what we do in English class. (Rating : + ve)	24	31	37
c. I don't really like the English class. (Rating : --ve)	10	5	5
d. I enjoy the English class. (Rating : ++ ve)	24	22	42

Graph 2: The percentage of agreement to the statements (Q-25, part 1) in rating order; --ve → ++ve.



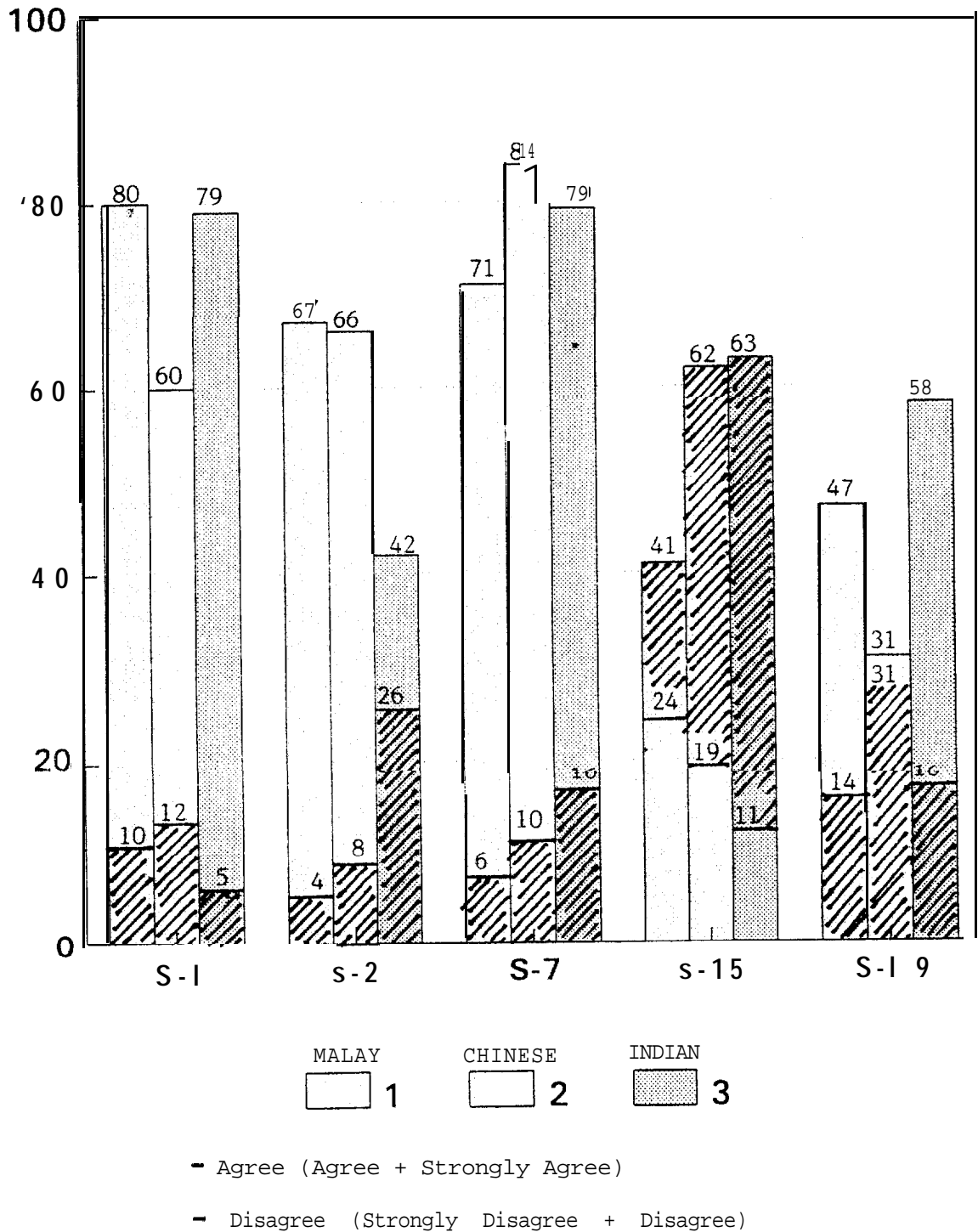
- S-1 * I don't really like the English class (-ve).
 S-2 * I like learning English but the class tends to be very boring (-ve).
 S-3 * I would say that I'm usually interested in what we do in the English class (+ve).
 S-4 * I-enjoy the English class (++ve).

clearly observed with the results obtained from the Indian group. Although this group lacks the financial support, it has been shown that they can excel with the acquisition and use of the target language (refer: chp. 4.3.1). This achievement is reflected in their attitudes where only 21% (5% + 16%) of them agree with the negative statements in Q - 25. The positive development achieved by this group can be attributed to the situation which is widely acknowledged in... that majority of the Indian subjects involved in this study had excellent academic background (secondary school) particularly in English language in comparison with the other two ethnic groups. The competition within this minority group is such that those selected to enter the university can be considered the lucky ones and must have the necessary academic credentials to qualify for the limited number of scholarships offered to them.

The results obtained from Q-25, Part I is also reflected in statement I of where the Indian group leads the Chinese and the Malay group (refer : Graph 3). In statement I majority of the subjects agree with the statement made and this, in a way, reflects the scientific nature and learning requirement of their academic background (courses) at the university. For example, it would be much easier for the learners not to have all the technical terms and theories be translated into the national language (medium of instruction) as such a move would 'narrow down' the possible comprehension or internalisation of the subject matter. Having had to learn and understand the technical terms and concepts in its original medium (English language), though difficult and time consuming it may be for some learners, it would enhance their understanding of the subject matter and also equip them with the necessary knowledge and skills to cope with other related reading materials.

However, as far as the status of the target language is concerned (statement 2), the

Graph 3: Attitudes towards English language (Positive)



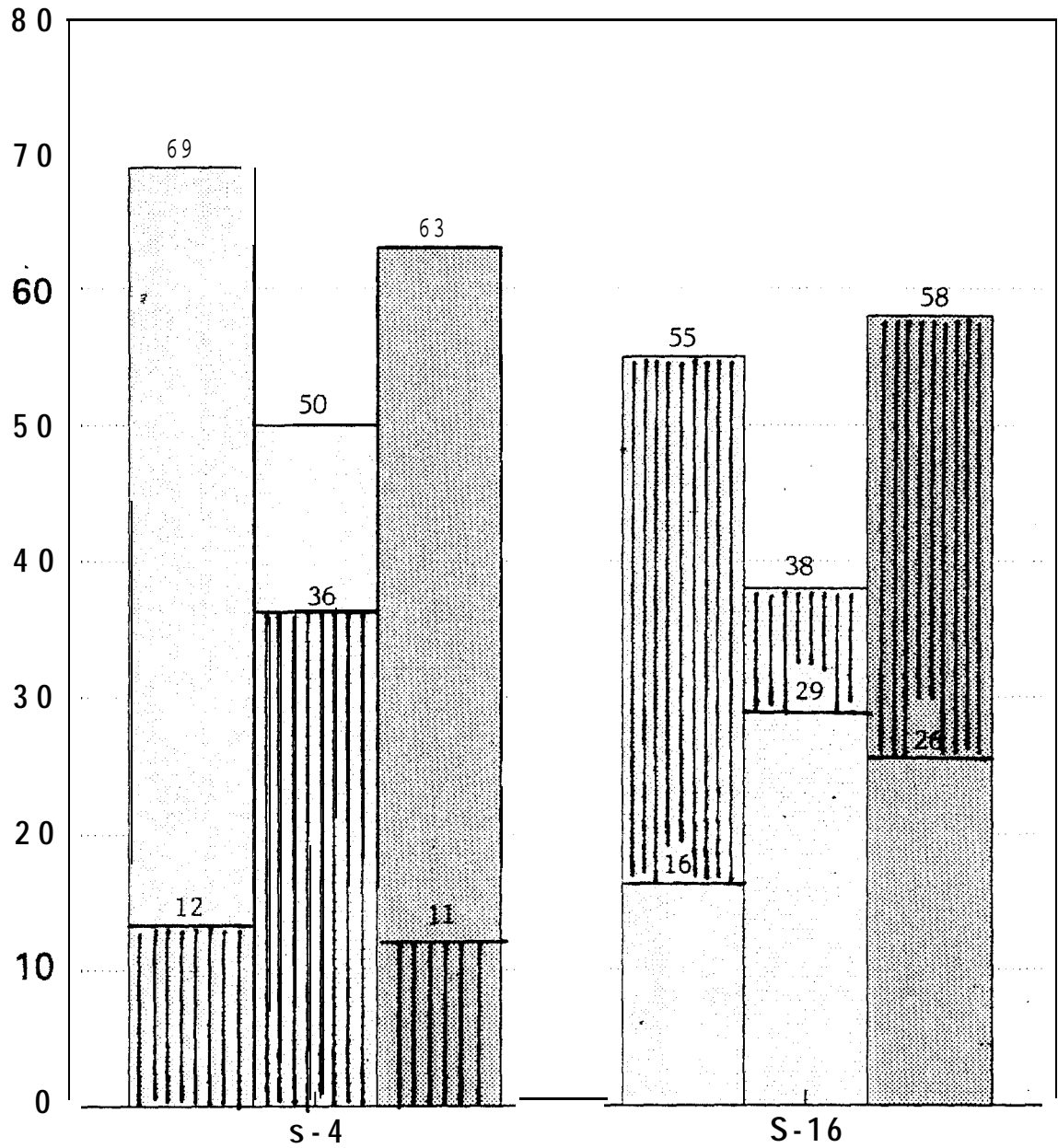
Indian group seems to have some reservations where only 42% agree with the statement. A significant 26% disagree and this is quite in contrast with the small percentage of subjects disagreeing from the other two groups (4% and 8%). The difference can be interpreted as a show of awareness of the equal importance and unique value of the mother-tongue in one's own society and culture. Possibly, the Indian subjects are more aware of these aspects of the language and thus, only a small majority supports the statement.

Majority of the subjects also accepts the fact that a developing country like Malaysia is required to venture out and expand her economy with other countries. The task of expanding the economy also requires the population to master at least one of the recognised international languages particularly English language. This situation is reflected in the results obtained from statement 7 where a clear majority is achieved by all the groups concerned in support of the statement made. In contrast, the opposite trend is achieved with statement 15 regarding the mastery of an academic subject (English language is a compulsory subject for all the undergraduates at U.U.M.). The three groups are unanimous in their rejection of the statement. In the context of learning at the university, it must be noted that English language is not the primary medium of instruction used during lecture hours. Almost all the sessions are exclusively conducted in the medium of Bahasa Melayu and the target language is only used during the English language lessons which only constitute about 15% of the whole learning activities undertaken by the learners. As such, it is not surprising to have the unanimous disagreement with the statement made. One possible explanation to this phenomenon can be attributed to the possible negative learning experiences encountered by the subjects in their other academic subjects or the failures during exams. This development can affect the learners' attitudes and reaction towards the target language where in terms of priority given by the learners to their academic

subjects at the university, English language is possibly the last subject on the list. From the point of view of cognitive development and the process of individual maturity, the subjects seem to accept the significant contribution and benefits of being a bilingual. Statement 19 specifically addresses this point. It is argued that the knowledge acquired or learned by reading other academic or English language materials written in the target language would enrich individuals' knowledge in a broad manner. This process opens the 'window' of knowledge which might be useful in the short or long term period to the individuals. The only significant development observed from the results obtained from the statement is the ~~one~~ by the Chinese group. The subjects are equally divided between accepting or rejecting the statement made (31% vs. 31%). There is no clear explanation to this phenomenon. Perhaps results obtained from the following areas would be able to shed some understanding and explanation regarding this development.

On the whole, the subjects are divided in their attitudes towards the use of the target language. A split decision can be observed from the result obtained from statements 4 and 16 (refer : Graph 4). Majority of them disagree with the notion that English is difficult and impersonal. This view can be confined only to the use of the target language in personal communication but in terms of academic usage, they find it easier to grasp the academic theories and concepts in Bahasa Melayu. Earlier (statement 15), it has been noted that majority of the academic lessons were conducted in Bahasa Melayu and it appears that the subjects responded favourably to this approach. This is also supported by the results achieved from statement 16 where there is a clear majority in favour of the teaching approach adopted by the university.

Graph 4: Attitudes towards English Language (Negative)



MALAY



1

CHINESE



2

INDIAN



3

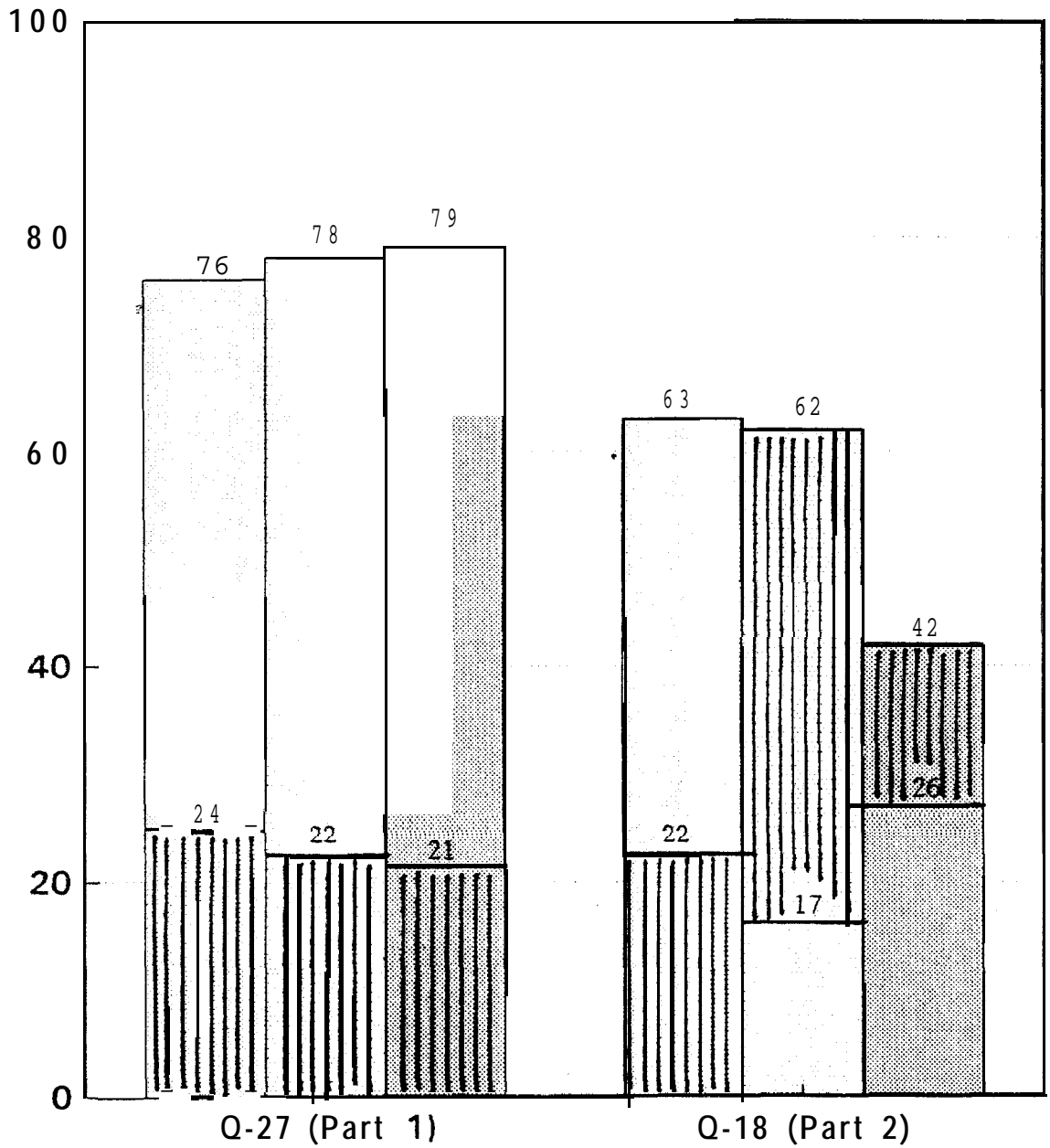
- Agree (Agree + Strongly Agree)

- Disagree (Strongly Disagree + Disagree)

In terms of parental support for the learning of the target language, it is most encouraging that a high majority of the subjects' parents are aware of the importance of learning other languages (refer : Graph 5). Between the three groups, the Indians maintain their consistency as the leading ethnic group in favour of English language with 79% of the subjects acknowledging their parents' positive stand on the matter and also as a source of motivation. In the wake of every ethnic group reacting favourably to the roles of English language in the society, it seems that the 'settled multilinguals' would adopt a rather reserved attitude towards accepting the target language in its entirety. Statement 18 has produced intriguing data which reflects the above deduction. Only the Malays who are overwhelming in support of the statement (63%). Due to the fact that the target language is their only second language after Bahasa Melayu, compared to the Chinese and the Indians (who have already 'mastered' their respective second language, i.e. Bahasa Melayu) such 'excitement' in favour of almost every aspect of the target language is quite understandable. This stage of development has been passed by the other two ethnic groups and as such, they reflect a different reaction as indicated by the results (62% and 42% against the statement). All the learning experiences accumulated when they first learnt their second language may have given them a different perspective towards the matter.

The conclusion that can be made at this stage is that the overall attitudes towards English is positive but in terms of its usage, the subjects seem to prefer the present method of using the national language as the medium of instruction. This can be considered as a natural reaction and development since for the past 13 years (6 years in primary school, 5 years in secondary school and 2 years matriculation (A – level equivalent), the subjects were taught using Bahasa Melayu and the role of English is restricted only to the precious hours in the artificial environment of classrooms, being learned as a second language (or rather a foreign language to most).

Graph 5: Attitudes towards bilinguality and parental awareness of the importance of learning other language(s)



MALAY 1 CHINESE 2 INDIAN 3

Q-27 (Part 1)
 - YES
 - NO

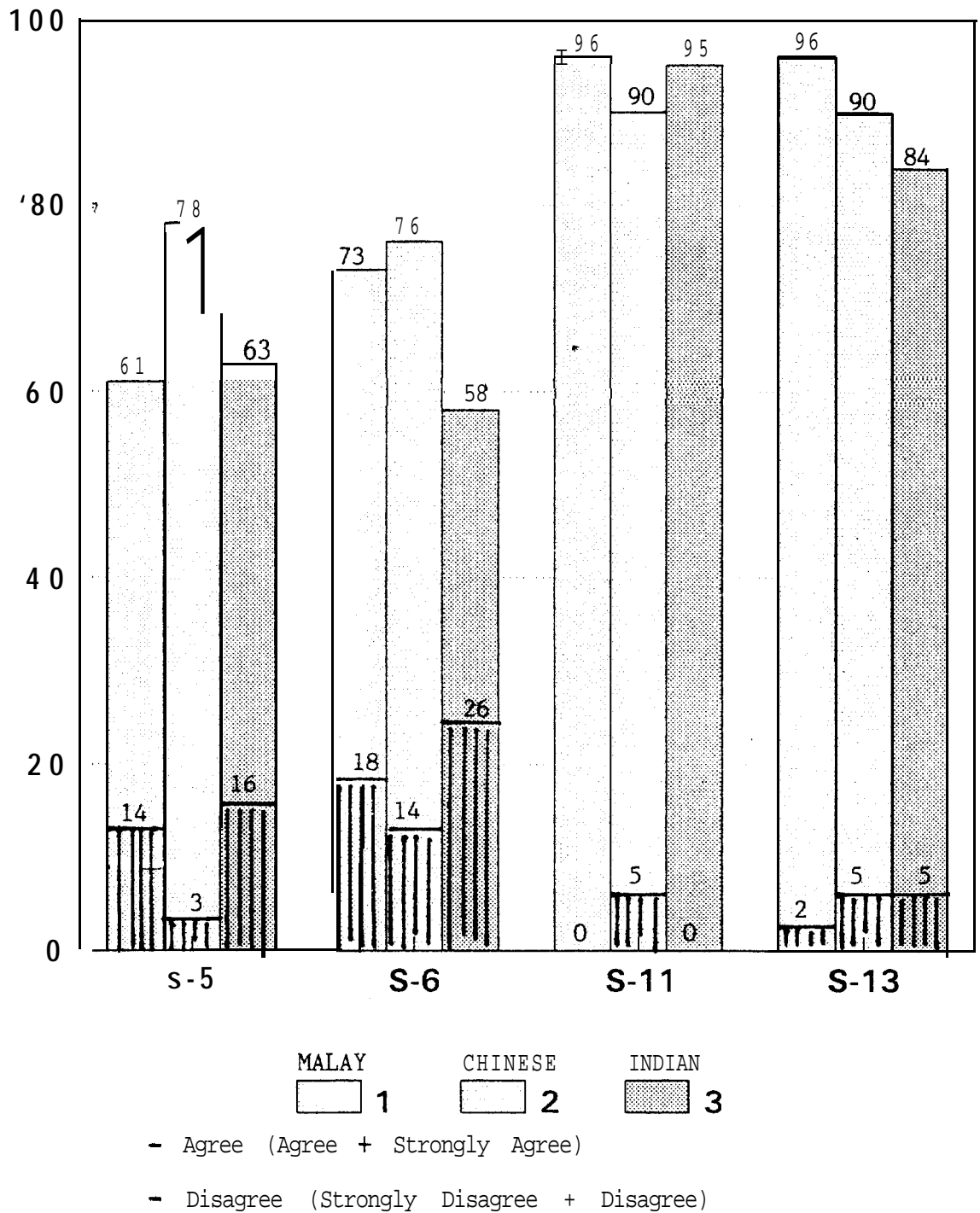
Q-18 (Part 2)
 - Agree (Agree + Strongly Agree)
 - Disagree (Strongly Disagree + Disagree)

4.3.3 Motivation

From the previous chapter, the results obtained have produced a clear picture in that the overall attitudes among the subjects towards English Language is positive. Nevertheless, another important determining factor in ensuring the success of any educational policy and aim for the target language depends on the level of motivation among the learners. Although learners who are integratively motivated to learn the target language will excel in their learning tasks, those with only instrumental motives will also perform equally well as the first group of learners. In the context of Learning English as a second language and particularly among the Malaysian learners where the term learning English as a foreign language is better suited to reflect the actual state of the task faced by teachers and learners, the main source of motivation for learning the target language is instrumentally driven such as for career purposes and academic reasons.

The overall results on the above aspect indicates the existence of a strong source of instrumental motives. The most conclusive evidence gathered is in the use of the target language in academic and occupational terms. From statement 5 (refer : Graph 6), all the three ethnic groups agreed with the statement made. In particular, the Chinese subjects show the most support for the use of the target language in the learning of scientific and technical courses. This is also reflected in the real life context where this group has been dominating the above two academic fields since the first university was set up in Malaysia (University of Malaya was first formed in 1954 in Singapore, which was then the 14 th. state of Malaya, before it was relocated in Kuala Lumpur in 1958 after the breakaway of Singapore from Malaysia). From the results, 75% of the Chinese subjects agree with the statement followed with the Indians (63%) and the Malay (61%). The same trend is also achieved in statement

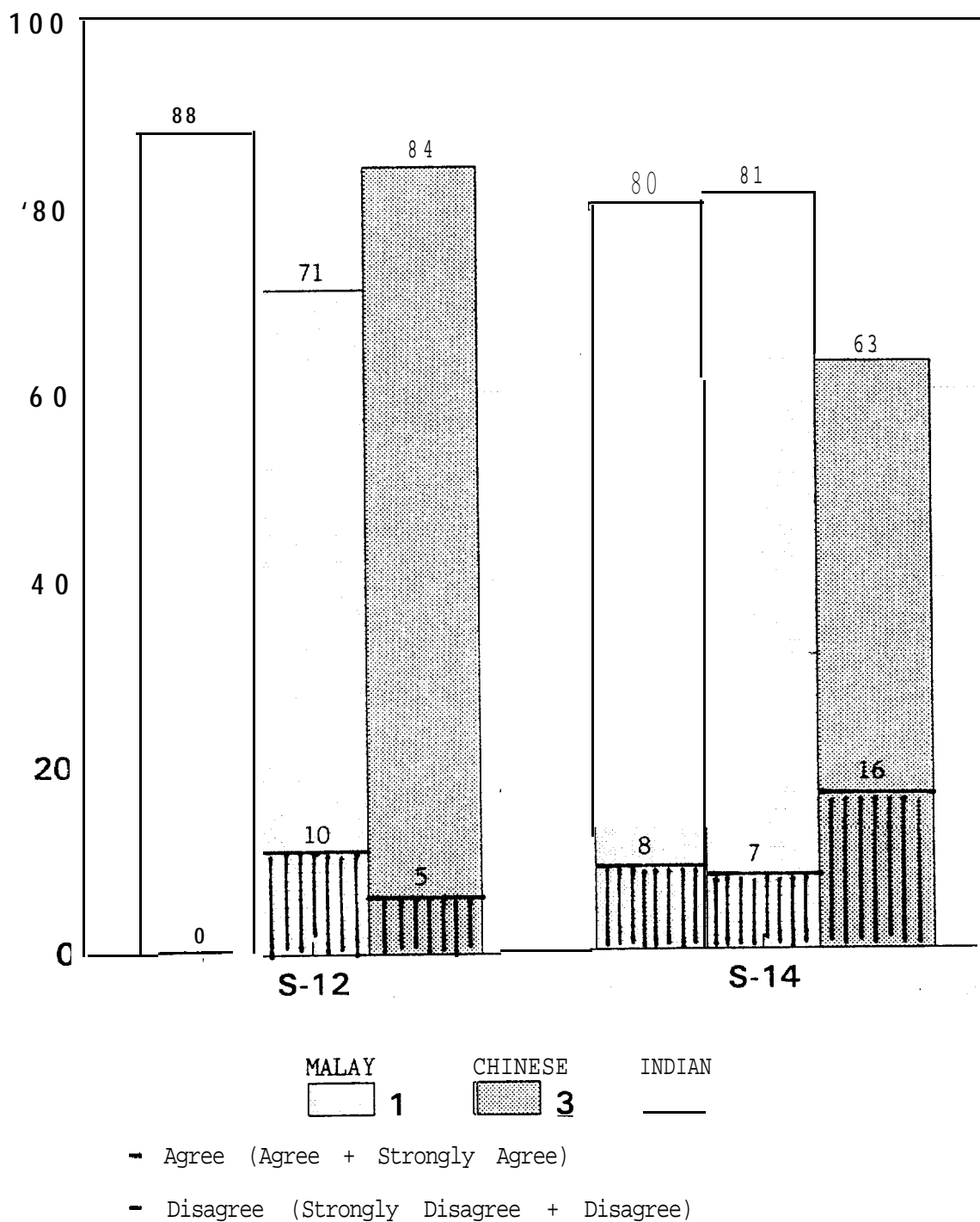
Graph 6: Motivation towards learning English language -
Instrumental motives (positive)



6 where the focus is on the importance of sustaining the use of English to keep in touch with worldwide developments. The Chinese group achieves the highest agreement score with 76% and also the lowest disagreement score with 14%.

In the context of occupational usage of the target language, the two results achieved from statements 11 and 13 have clearly indicated the overwhelming support from the subjects of the important role played by English language. The demand for workers with high level of proficiency in English is ever increasing in both the public and private sectors in Malaysia. The move by the government to make Malaysia an industrialised nation by the year 2020 further fuelled the language demand. The level of awareness and anticipation by the subjects of such policy by the government is reflected in the results where a maximum of only 5% of the subjects from the three groups disagree with either statements, in contrast with the overwhelming number of subjects who agree with it. The consistency of the subjects' answer and stand to the previous statements is also reflected in statements 12 and 14, particularly in statement 12 where one would expect the Malay subjects would react rather positively to the statement, the group ^{es} do not only totally reject the notion proposed but also registers the highest number of percentage with 88%. On the other hand and most unexpectedly, it appears that the Chinese group has become the defender of Bahasa Melayu with 10% of them agreeing with the notion as opposed to 0% by the Malays whose mother tongue is Bahasa Melayu. On the whole the role played by English Language in education in Malaysia has been viewed from positive perspective and generally accepted by many of the subjects. This is further reflected by the results achieved from statement 14, where a majority of the subjects is confident that the use of English even as the medium of instruction would not compromise the level of education at the university.

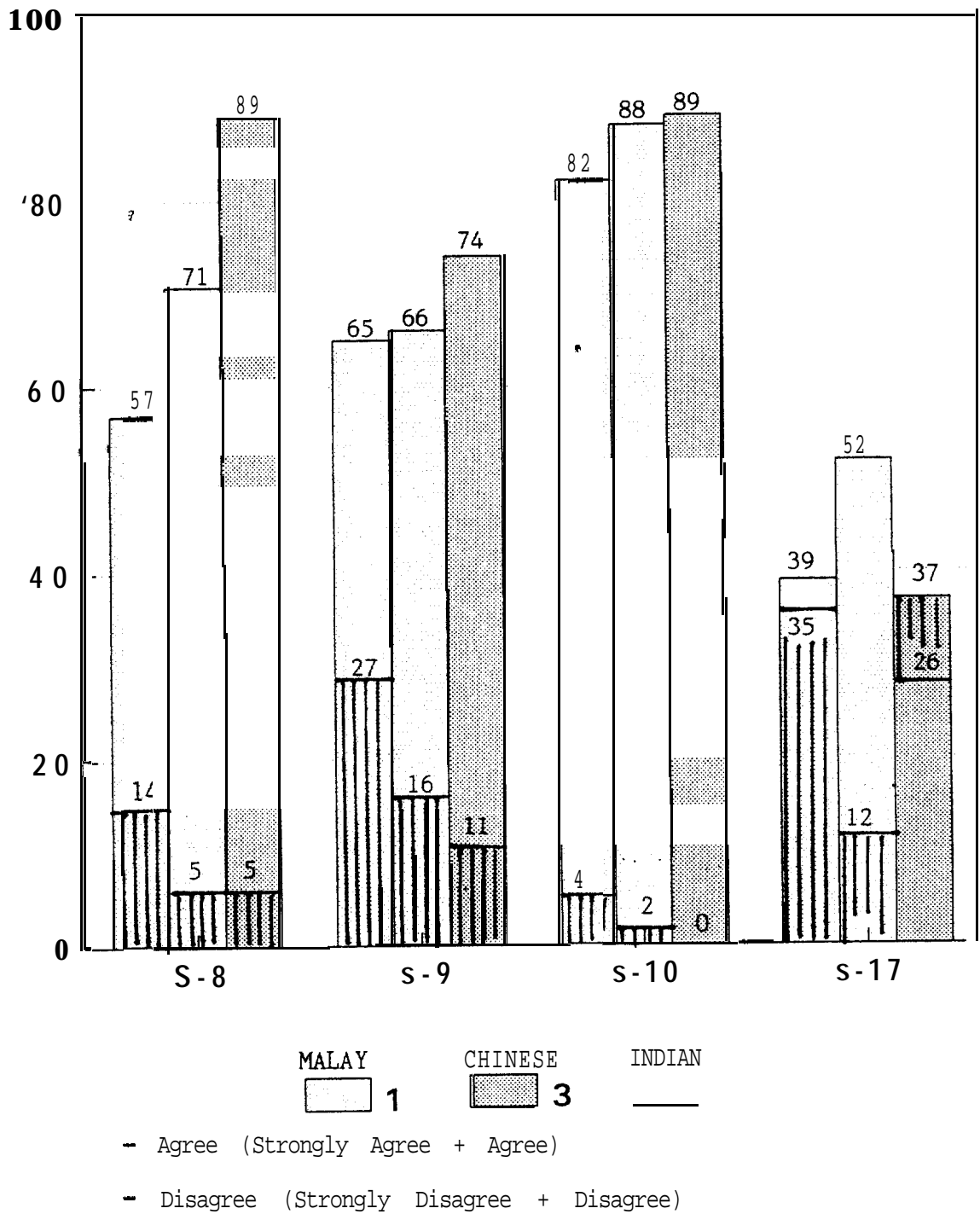
Graph 7 : Motivation towards learning English
 - Instrumental motives (negative)



Statements 8, 9, 10 and 17 are specifically designed to check the reliability of the above results (refer: Graph 8). The results from these statements also clearly support the instrumental tendency of the learners in learning English. The subjects do not agree with the perceived integrative role of English in the society apart from just that for academic and career purposes (statement 8). It must be noted here that the three ethnic groups involved in this study also represent different language backgrounds in Bahasa Melayu, Cantonese and Tamil. The idea in degrading or devaluing their own mother tongue in favour of the use of English language for the purpose of uniting the society is quite unacceptable. Thus, in the light of this argument, possibly, most of the subjects do not agree with the role of English in the development of national unity apart from that of an instrumental tool for economic development, and consequently the decline in the use of the target language, will not affect the level of national unity. Although English is often associated with “strong economic position and good image” of an individual as it was in the early days of colonisation, this portrayal of the language is no longer appropriate and applicable at the present stage of societal and economic developments in Malaysia. The impact of the target language to the whole economy of the multi-ethnic groups is quite limited although the mastery of English is still sought after by many. The fact that many Chinese families thrived economically during the early part of this century (as discussed in Chapter I) due to their varied activities with only their mother tongue, and Bahasa Melayu as the means for communication, is evident enough to many learners to reject the notion that favouring English would create class differences in Malaysia. Moreover, the results for bilingual parents and subjects from the previous chapter (chapter 4.3.1) where the Indian subjects achieved the highest percentage for bilinguality, this group still forms the lowest income earning group compared to the others.

The integrative nature of learning English is almost non-existent and its role is highly

Graph 8: Motivation towards learning English Language
 - Integrative motives (Negative).



limited as reflected by the results from statement 10. Almost all the subjects disagree with the notion although at present, there is a strong sentiment among Malaysian population of the negative influences associated with imported English entertainment programmes. It is worth noting here that the process of learning English at the university is purely conducted for academic purposes and is Business and Management-oriented where the exposure to social elements of the English culture is limited to business activities only. To a certain extent, the reservations by the public of the negative impact of some English social values is also shared by the subjects as reflected by the results achieved from statement 17. The Malay subjects were almost equally divided on this issue where only 39% disagreed and 35% agreed. On the other hand, 37% of the Indian subjects agreed and 26% disagreed with the rest remaining neutral. Only the Chinese subjects a clear indication of rejecting the notion proposed (52% disagreed – 12% agreed). On the whole, this issue has clearly divided the subjects. One possible deduction that can be derived from this phenomenon is that the subjects are generally, in favour of the use of English but have some reservations when it comes to cultural and societal values of the multilingual society.

The results illustrated in the three chapters (4.3.1 – 4.3.3) will only be of limited use to the study if they are only discussed in their own narrow (UUM) context. The following chapter (4.4 – Discussion) will attempt to discuss all the data obtained in a more holistic nature and it is hoped that the discussion will be able to shed further understanding to the factors influencing the learners' success in learning English. The conclusions from the discussion will be used to determine the validity of the three hypotheses proposed earlier in this study.

4.4 Discussion

Several significant points emerge from the data collected in identifying the factors that are influencing the Malaysian Chinese attitudes towards learning English as a second language. Firstly, the overall subjects attitudes toward the target language is positive. The same outcome can be said with regard to the other ethnic groups. On the whole, this finding is most unexpected since the language situation in Malaysia is highly complex and involves a lot of factors in a number of different language scenarios. Therefore, to have all the three ethnic groups having the same view or attitude towards the target language is most encouraging. The government and others who are responsible for promoting the conducive learning environment at schools but also have to overcome the variety of problems associated with the learners language background, culture and values and in the context of the country as a whole the educational legacy left behind by the British government. To overcome the above mentioned factors would clearly require a lot of resources, time and good language policy. Nevertheless, the results obtained from the study have given the country some hope towards the realisation of the aims with regard to the target language.

It can be deduced that one of the most important factor responsible for the above development is the language policy adopted by the Malaysian government. As highlighted earlier, although the policy in making English language as the country's second language and not as a foreign language has received some mix responses from those concerned the results from this study have clearly support the view that 'the end justifies the mean'. The principal motive behind the policy is to equip Malaysian with 'the world's most used international language' in anticipation of the move towards making the country a developed one by the year 2020. The developments that would have to take place in the multiethnic and multilingual society, it's economy and status

have clearly changed some aspects of the society particularly the attitude towards the target language. For example, the awareness by the Malay population of the need to master English language in the context of improving one's social and economic status has to a certain extent, spur them to accept and encourage their children to learn the language even under some of the most difficult learning situation, as in the rural areas, in order to improve their children's future in higher education and economy in the long run. As for the Chinese and the Indians, they are already moving towards this direction and have received some of the rewards where for example in higher education, it is acknowledged that learners from these groups have done well in the field of technical and scientific subjects associated with occupations such as doctors, engineers, accountants and lawyers where the use of the target language is most extensive. The Malay learners are slowly catching up with the rest and this improvement can be indirectly linked with the progress made with the target language. Baker (1988) states that:

“The motivation to want to become, or to continue to be, bilingual is an important idea in bilingual theory. It helps explain why a person may wish to learn a second or further language. What is the carrot that encourages such learning? Or what is the stick that drives language learning?”

There is also the argument for language switch in terms of attitude. Macnamara (1973) points out the realisation of the urgent need to learn the target language not because of being influenced by integrative or instrumental motivations but the urgent need to learn the new language 'here and now' to survive in the new language context such as in the setting international of economic negotiations etc.

From the point of view of education, the changes made to the old curriculum by introducing the communicative method in teaching has also made significant

contribution. In accepting the argument that learning English language in the classrooms would not be a novel experience to the learners and “the learner is conscious of the artificiality of any language activity that takes place in the classroom” (Wilkins, 1974), the authority has managed to create a certain degree of realism in the classrooms by adopting the communicative approach. Learners are encouraged to play a more active role and teachers assume the roles of facilitators and counsellors. In relation to motivation, learners would be more motivated to learn and participate in the language activities when the conditions of language learning is brought closer to the conditions of language acquisition. Such a phenomenon can take place when another core academic subject at UUM for example, information technology is taught through the medium of the target language. The advantages in such an approach is that the learner is ‘forced’ to acquire the linguistic skills which would make the learning of the academic subject more accessible and meaningful. This would at least retain some forms of interest and commitment on behalf of the learner to learn the target language further as it would be carried out unconsciously.

Although there is still a long way to go in making the language learning process at schools more rewarding, the authority has laid down the right foundation in truly making English language the country’s second most important language. Wilkins (1974) states that:

“If social attitudes are positive, learning may proceed even where teaching is not particularly efficient. The achievement will be highest where attitudes and teaching together promote effective learning and lowest where attitudes are negative and teaching is weak. ”

In the latest effort by the government to overcome the language deficiency is to allow the use of the target language as the medium of instruction in scientific and technical classes at higher institutions. It is hoped that the overall language proficiency among the learners will improve and not to mention their motivations and attitudes.

The awareness campaign of the importance of enhancing the country's economy being drummed up by the government has also turned out to be the catalyst in changing the society's attitude and motivation towards the target language. By first narrowing the income gap between the ethnic groups particularly between the 'economically superior' Chinese and the 'economically inferior' Malays and Indians, the government has managed to create an environment of fairness between these groups in competing for access to the target language and the benefits or advantages associated with it. Nowadays, a significant more numbers of Malay and Indian children can be observed attending the extra language classes conducted by individual or private learning institutions throughout the country. The improvement in the standard of living across the population has also resulted in the increase of learning and reading materials imported from outside the country. The acquisition of television and radio sets by the families has also exposed them to the target language in a manner that is not possible only 15 years ago. At present, there are various English language related learning programmes being aired by the television stations such as the BBC Business English and Sesame Streets.

The second significant finding from this study is that the subjects are aware of the importance of learning the target language purely for its communicative purposes. The results have also shown that the use of the target language will not significantly affect their cultural identity and status since the underlying motives in learning the language have been clearly explained to them by various parties such as the

government, the schools and their parents. In other words, the primary motive for learning a language is that it provides a means for communication. A person is therefore most likely to be drawn towards learning a second language if he or she perceives a clear communicative need for it such as for academic and future working career purposes. In the context of a multilingual community such as in Malaysia, the need for more than one language is apparent in a wide range of social and economic situations. A second language is therefore, simply a normal and necessary extension of the communicative repertoire for coping with life's demands. Such understanding and acceptance of the language situation provide the learners with some degree of immunity from other factors such as the financial position of the learners and the families and the integrative temptations in learning the target language, which can be the stumbling blocks toward the learning process.

The data analysed also reveals a rather bleak picture for the present teaching methods being practiced at the university. Hammer (1991) suggests that in overcoming the problems associated with the learning process, teachers must take into account the four elements considered to have direct relationships with the students' motivation: physical conditions, method, the teacher and success. In the context of this study, I have deduced that the learning programmes at the university lack two of the elements suggested by Hammer: teacher and method. Success is basically the by-product of the successful implementation of the two elements mentioned. Most learners seem to react directly to what the teachers are doing in the classroom. This is to say that if the teacher is motivated and is trained to use the appropriate method to teach a second language, the learning process would be most rewarding to both parties concerned. The data collected from the study also supports this deduction. For example, in question 25 (Part I) a significant majority of the subjects (%) agree with the statement "I like learning English but the class tends to be very boring".

This goes to show that the idea of learning English is welcomed and accepted by majority of the learners but the manner in which the class and the lesson are being conducted seem to have significant impact towards overall learning attitude among them. To quote Hammer (1991), "If the student loses confidence in the method he or she will become de-motivated. And the student's confidence in the method is largely in the hands of the most important factor affecting intrinsic motivation, the teacher". In other words, teachers must strive to achieve good rapport with the students to further complement the appropriate method being used. It is also said that a good teacher is able to provide interesting and motivating classes which are based on his/her mastery of the subject being taught and the adoption of the right teaching techniques and activities. Nevertheless, the students' success or failure is in their own hands, but the teacher can influence the learning process in the students' favour thus making it a worthwhile venture between the two parties.

In conclusion, the target language learning environment in Malaysia is positive due to the concerted efforts by various elements of the society and government. Nevertheless, there is still a lot of rooms for improvement that can be made particularly in the areas of teaching methodology and language usage and opportunity. When all these areas are addressed and appropriate measures are taken to overcome the shortcomings, only then the learning process of the target language can be equalled to that of the acquisition process where the task is more meaningful and rewarding to the learners. Macnamara (1973) has clearly highlighted such needs:

“It would seem that homes, and streets, produce ‘natural’ language whereas schools produce ‘artificial’ language and that the variation among students is an indication of the artificiality. Our task is to make the school more like the home and the street,.... this means among other things that we must stop talking about attitudes and talk much more about communicating... when we really learn this lesson, individual differences in linguistic attainment will cease to be noticeable. ”

CONCLUSION

From the overall view of my discussion in relation to the findings, the 3 hypotheses proposed by this study are well founded. The results indicate that the Chinese learners are positive in their attitude towards the target language and their desire to learn is instrumentally driven such as for academic and employment purposes. As for the third hypothesis in the list, to a certain extent, it has been shown that the influence of the learners' parental attitudes and motivation are quite limited due to the factors discussed. Most significant finding of this study is the attitudes of the Malay and Indian learners who are clearly in favour of the aims behind the learning of the target language. This finding is quite remarkable considering the Malays cultural and language backgrounds and the Indians inferior economic position compared to the Chinese represent huge barriers that would be difficult to overcome by the government. Nevertheless, the shift in the two elements of the language learning highlighted above can be indirectly linked to the effective and successful economic and language policies introduced by the government. There are still rooms for improvement that can be made particularly to the teaching aspect of the language and the creation of a more conducive . . learning environment to overcome the artificial learning experience in the classrooms.

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Dear respondents,

We wish to ask for your assistance and co-operation in completing this questionnaire. This survey is part of the research that we are currently conducting on the topic of “The Factors Influencing Students’ Attitude To The Learning Of English As A Second Language”.

We would like to assure you that all the data provided by you will be treated with the utmost confidentiality and only used with regard to the above research.

Your co-operation in participating with this research would be greatly appreciated.

LANGUAGE ATTITUDES: Part 1

We just want YOU to tell us about YOUR language or languages. It is important for you to be honest with your replies when completing this questionnaire. Please answer our questions by filling in the boxes on every page **unless** we ask you to skip further on.

*** note: mother tongue = the first language of your family, e.g. Bahasa Melayu, Mandarin or Tamil.**

1. Before you ever went to school, which language or languages you used?

a. I only used	_____
b. I mostly used	_____
c. I also used	_____

2. Near where you live (hometown), does anyone speak any language(s) besides your mother tongue?

Yes No Don't know

3. Do you only understand your own mother tongue now?

Yes No

(* If you ticked YES, go to question no. 16. If you ticked NO, proceed with the following questions).

4. Can you understand this language if it is spoken to you now?

Tick one box for each question for each language.

(in accordance with question no. 1).

	la.	lb.	lc.
• yes, quite well			
- only a little			
- no, not now			

5. Can you speak this language now?

	la.	lb.	lc.
- yes, quite well			
• only a little			
• no, not now			

6. Can you **write** this language now?

	la.	lb.	lc.
- yes, quite well			
• only a little			
• no, not now			

7. Which two languages do you mainly use now with your family and friends?

a. _____

b. _____

(Finish each of the sentences below by putting a tick in one of the boxes).

	(7a.)	(7b.)	Both equally	Doesn't apply
When I'm talking				
8. to my father, I usually speak				
9. to my mother, I usually speak				
10. to my brother(s), I usually speak				
11. to my sister(s), I usually speak				
12. to my other close relatives				

	(7a.)	(7b.)	Both equally	Doesn't apply
When I'm spoken to . . .				
13. my father usually speaks to me in				
14. my mother usually speaks to me in				
15. my other relatives usually speak to me in				

16. While waiting for the next lecture, my friends and I usually speak in;

a. _____ b. _____ c. _____

Think back again to the language or languages you used **BEFORE YOU JOINED** this university and answer the following questions.

17. Do you go to any language classes besides the language of your mother tongue (inside or outside school)?

Yes No

(* If you ticked NO, go to question no. 23. If you ticked YES, proceed with the following questions).

18. Which language or languages were you learning at these classes?

a" _____

b. _____

19. Was it your own choice or your parents' that you attend these classes?

Own choice	
Parents' decision	
Others (please specify)	

20. Where did you go to these classes?

a. in your own school	
b. in another school	
c. at private tuition classes	
d. somewhere else	

21. Can you speak this language now?

Tick one box for each question
for each language (refer to Q' 18)

	18a.	18b.
- yes, quite well		
- only a little		
- no, not now		

22. Can you write this language now?

	18a.	18b.
- yes, quite well		
- only a little		
- no, not now		

23. Is there anyone in your lecture class now who **speaks** a language besides your mother tongue?

Yes No

24. If you ticked YES, please write the name of the language(s) in the boxes below.

- a. _____
- b. _____
- c. _____
- d. _____

25. Which of the following statements best reflect your view towards English language learning;

a. I like <u>learning English</u> but the class tends to be <u>very boring</u> .	
b. I would say that I'm usually interested in what we do in <u>English</u> class.	
c. I don't really like the <u>English class</u> .	
d. I enjoy the <u>English class</u> .	

26. Apart from the languages you are already studying at the university, there are others that you may like to learn. If so, please write the names of the languages below.

a. _____

b. _____

c. _____

27. Have your parents ever highlighted to you the importance of ^{an} learning other language(s), e.g. English, apart from your mother tongue?

Yes

No

28. Is there **anyone** in your family who grew up speaking a language besides your mother tongue?

Yes

No

(* If you ticked NO, go to question no. 31. If you ticked YES, proceed with the following questions).

29. Please identify any of your relatives (sister, brother, mother, father, etc.) who grew up speaking other language(s) besides your mother tongue.

Relative

Language

a. _____

b. _____

30. Do they still use this language in the family?

LANGUAGE	YES	NO
a		
b		
c		
d		

**We would like to know a little bit of your personal and academic background,
Kindly answer the following questions.**

31. Which course/programme are you currently pursuing?
(BA in Acc., BA in Econ. etc.) _____

32. What year are you in now?

1st. year 2nd. year
3rd. year 4th. year

33. Would you describe your hometown as in:

Urban Rural

34. Which category of income do you think your parents belong to (per month)?

a. less than RM500.00	<input type="checkbox"/>
b. RM500.00 - RM1000.00	<input type="checkbox"/>
c. RM1000.00 - RM1500.00	<input type="checkbox"/>
d. RM1500.00 - RM2000.00	<input type="checkbox"/>
e. more than RM2000.00	<input type="checkbox"/>

35. What race are you?

Malay Chinese
Indian others (please specify)

36. Are you: Male Female

**You have reached the end of PART 1 of this questionnaire. Please proceed to
PART 2 of this questionnaire on the following page.**

LANGUAGE ATTITUDES: Part 2

The importance and use of English in Malaysia.

(Please tick the appropriate column for each question).

* **note:** **mother tongue = the first language of your family, e.g. Bahasa Melayu, Mandarin or Tamil.**

	Strongly disagree	Disagree	No Comment	Agree	Strongly agree
1. Complex and technical concepts can be expressed more easily in English.					
2. English is a superior language system.					
3. My mother tongue is as effective for communication as English.					
4. English is difficult and impersonal.					
5. English should be used in all scientific and technical classes at university level.					
6. Only a sufficient knowledge of English can keep science and learning in Malaysia in touch with world-wide developments.					
7. The discouragement of English is harmful to our national interest.					
8. A decline in the use of English would strengthen national unity.					
9. Favouring English would create class differences in Malaysia, (rich vs. poor).					
10. To favour English means to neglect an important aspect of the self identity of Malaysians.					
11. English is useful for getting a better job.					
12. For a career in the civil service, it is better to use Bahasa Melayu only and not English.					

APPENDIX: II

SAS

10:31 Monday

STATISTICS FOR TABLE OF P135 BY P201

Statistic	DF	Value	Prob
Chi-Square	16	15.780	0.468
Likelihood Ratio Chi-Square	16	15.620	0.480
Mantel-Haenszel Chi-Square	1	0.043	0.836
Phi Coefficient		0.348	
Contingency Coefficient		0.323	
Cramer's V		0.174	

Sample Size = 130

WARNING: 68% of the cells have expected counts less than 5. Chi-Square may not be a valid test.

TABLE OF P135 BY P125

P135	P125				Total
	1	2	3	41	
Frequency					
Percent					
Row Pct					
Col Pct					
1	20	12	5	12	49
	15.38	9.23	3.85	9.23	37.69
	40.82	24.49	10.20	24.49	
	40.82	32.43	55.56	34.29	
2	24	18	3	13	58
	18.46	13.85	2.31	10.00	44.62
	41.38	31.03	5.17	22.41	
	48.98	48.65	33.33	37.14	
3	3	7	1	8	19
	2.31	5.38	0.77	6.15	14.62
	15.79	36.84	5.26	42.11	
	6.12	18.92	11.11	22.86	
4	1	0	0	0	1
	0.77	0.00	0.00	0.00	0.77
	100.00	0.00	0.00	0.00	
	2.04	0.00	0.00	0.00	
5	1	0	0	2	3
	0.77	0.00	0.00	1.54	2.31
	33.33	0.00	0.00	66.67	
	2.04	0.00	0.00	5.71	
Total	49	37	9	35	130
	37.69	28.46	6.92	26.92	100.00

TABLE OF P135 BY P201

P135		P201					
Frequency	Percent	1	2	3	4	5	Total
Row Pct	Col Pct						
1	0	5	5	28	11		49
	0.00	3.85	3.85	21.54	8.46		37.69
	0.00	10.20	10.20	57.14	22.45		
	0.00	41.67	20.83	39.44	50.00		
2	1	6	16	28	7		58
	0.77	4.62	12.31	21.54	5.38		44.62
	1.72	10.34	27.59	48.28	12.07		
	100.00	50.00	66.67	39.44	31.82		
3	0	1	3	13	2		19
	0.00	0.77	2.31	10.00	1.54		14.62
	0.00	5.26	15.79	68.42	10.53		
	0.00	8.33	12.50	18.31	9.09		
4	0	0	0	0	1		1
	0.00	0.00	0.00	0.00	0.77		0.77
	0.00	0.00	0.00	0.00	100.00		
	0.00	0.00	0.00	0.00	4.55		
5	0	0	0	2	1		3
	0.00	0.00	0.00	1.54	0.77		2.31
	0.00	0.00	0.00	66.67	33.33		
	0.00	0.00	0.00	2.82	4.55		
Total		1	12	24	71	22	130
		0.77	9.23	18.46	54.62	16.92	100.00

TABLE OF P135 BY *2*3

P135		*2*3					Total
Frequency	Percent	1	2	3	4	5	
Row Pct	Col Pct						
1		0	4	10	27	8	49
		0.00	3.08	7.69	20.77	8.15	37.69
		0.00	8.16	20.41	55.10	18.33	
		0.00	21.05	27.03	47.37	50.00	
2		0	11	23	17	7	58
		0.00	8.46	17.69	13.08	5.38	44.62
		0.00	18.97	39.66	29.31	12.07	
		0.00	57.89	62.16	29.82	43.75	
3		0	4	4	10	1	19
		0.00	3.08	3.08	7.69	0.77	14.62
		0.00	21.05	21.05	52.63	5.26	
		0.00	21.05	10.51	17.54	6.25	
4		0	0	0	1	0	1
		0.00	0.00	0.00	0.77	0.00	0.77
		0.00	0.00	0.00	100.00	0.00	
		0.00	0.00	0.00	1.75	0.00	
5		1	0	0	2	0	3
		0.77	0.00	0.00	1.54	0.00	2.31
		33.33	0.00	0.00	6.67	0.00	
		100.00	0.00	0.00	3.51	0.00	
Total		1	9	7	57	16	130
		0.77	14.12	28.36	43.85	12.31	100.00
			6	4			

TABLE OF P135 BY P204

P135 P204

Frequency							
Percent							
Row Pct		1	2	3	4	5	Total
Col Pct							
1	3	31	9	6	0		49
	2.31	23.85	6.92	4.62	0.00		37.69
	6.12	63.27	18.37	12.24	0.00		
	42.86	43.66	39.13	24.00	0.00		
2	4	25	8	17	4		58
	3.08	19.23	6.15	13.08	3.08		44.62
	6.90	43.10	13.79	29.31	6.90		
	57.14	35.21	34.78	68.00	100.00		
3	0	12	5	2	0		19
	0.00	9.23	3.85	1.54	0.00		14.62
	0.00	63.16	26.32	10.53*	0.00		
	0.00	16.90	21.74	8.00	0.00		
4	0	1	0	0	0		1
	0.00	0.77	0.00	0.00	0.00		0.77
	0.00 0.00	100.00 1.41	0.00 0.00	0.00 0.00	0.00 0.00		
5	0	2	1	0	0		3
	0.00	1.54	0.77	0.00	0.00		2.31
	0.00	66.67	33.33	0.00	0.00		
	0.00	2.82	4.35	0.00	0.00		
Total	7	71	23	25	4		130
	5.38	54.62	17.69	19.23	3.08		100.00

TABLE OF P135 BY P'205

P135		P205					Total
Frequency	Percent	1	2	3	4	5	
Row Pct	Col Pct						
1	I	2	5	12	21	9	49
		1.54	3.85	9.23	16.15	6.92	37.69
		4.08	10.20	24.49	42.86	18.37	
		50.00	62.50	44.44	34.43	30.00	
2	.	2	0	11	27	18	58
		1.54	0.00	18.97	20.77	13.85	44.62
		50.00	0.00	40.74	44.26	60.00	
3	.	0	3	4	10	2	19
		0.00	2.31	3.08	7.69	1.54	14.62
		0.00	15.79	21.05	52.63	10.53	
		0.00	37.50	14.81	16.39	6.67	
4	.	0	0	0	1	0	1
		0.00	0.00	0.00	0.77	0.00	0.77
		0.00	0.00	0.00	100.00	0.00	
5	.	0	0	0	2	1	3
		0.00	0.00	0.00	66.67	33.33	2.31
		0.00	0.00	0.00	3.23	3.33	
Total		4	8	27	61	30	130
		3.08	6.15	20.77	46.92	23.08	100.00

TABLE OF P135 BY P206

P135

P206

Frequency]							
Percent							
Row	Pct						
Col	Pct	1	2	3	4	5	Total
1	I	1	8	4	26	10	49
		0.77	6.15	3.08	20.00	7.69	37.69
		2.04	16.33	8.16	53.06	20.41	
		33.33	42.11	28.57	42.62	30.30	
2	I	1	7	6	27	17	58
		0.77	5.38	4.62	20.77	13.08	44.62
		1.72	12.07	10.34	46.55	29.31	
		33.33	36.84	42.86	44.26	51.52	
3		1	4	3	6	5	19
		0.77	3.08	2.31	4.62	3.85	14.62
		5.26	21.05	15.79	31.58	26.32	
		33.33	21.05	21.43	9.84	15.15	
4		0	0	0	1	0	1
		0.00	0.00	0.00	0.77	0.00	0.77
		0.00	0.00	0.00	100.00	0.00	
		0.00	0.00	0.00	1.64	0.00	
5	I	0	0	1	1	1	3
		0.00	0.00	0.77	0.77	0.77	2.31
		0.00	0.00	33.33	33.33	33.33	
		0.00	0.00	7.14	1.64	3.03	
Total		3	19	14	61	33	130
		2.31	14.62	10.77	46.92	25.38	100.00

TABLE OF P135 BY P207

P135 P207

Frequency/ Percent							
Row Pct	Col Pct	1	2	3	4	5	Total
1	I	2	1	11	23	12	49
		1.54	0.77	8.46	17.69	9.23	37.69
		4.08	2.04	22.45	46.94	24.49	
		40.00	12.50	73.33	35.38	32.43	
2		1	5	I	3	30	19
		0.77	3.85	2.31	23.08	14.62	58
		1.72	8.62	5.17	51.72	32.76	44.62
		20.00	62.50	20.00	46.15	51.35	
3		2	1	1	11	4	19
		1.54	0.77	0.77	8.46	3.08	14.62
		10.53	5.26	5.26	57.89	21.05	
		40.00	12.50	6.67	16.92	10.81	
4		0	0	0	0	1	1
		0.00	0.00	0.00	0.00	0.77	0.77
		0.00	0.00	0.00	0.00	100.00	
		0.00	0.00	0.00	0.00	2.70	
5		0	1	0	1	1	3
		0.00	0.77	0.00	0.77	0.77	2.31
		0.00	33.33	0.00	33.33	33.33	
		0.00	12.50	0.00	1.54	2.70	
Total		5	8	15	65	37	130
		3.85	6.15	11.54	50.00	28.46	100.00

TABLE OF P135 BY P208

P135		P208					
Frequency	Percent	1	2	3	4	5	Total
Row Pct	Col Pct						
1		8	20	14	6	1	49
		6.15	15.38	10.77	4.62	0.77	37.69
		16.33	40.82	28.57	12.24	2.04	
		24.24	35.71	48.28	66.67	33.33	
2		15	26	14	2	1	58
		11.54	20.00	10.77	1.54	0.77	44.62
		25.86	44.83	24.14	3.45	1.72	
		45.45	46.43	48.28	22.22	33.33	
3		8	9	1	0	1	19
		6.15	6.92	0.77	0.00	0.77	14.62
		42.11	47.37	5.26	0.00	5.26	
		24.24	16.07	3.45	0.00	33.33	
4		1	0	0	0	0	1
		0.77	0.00	0.00	0.00	0.00	0.77
		100.00	0.00	0.00	0.00	0.00	
		3.03	0.00	0.00	0.00	0.00	
5		1	1	0	1	0	3
		0.77	0.77	0.00	0.77	0.00	2.31
		33.33	33.33	0.00	33.33	0.00	
		3.03	1.79	0.00	11.11	0.00	
Total		33	56	29	9	3	130
		25.38	43.08	22.31	6.92	2.31	100.00

TABLE OF P135 BY P209

P135

P209

Frequency/ Percent Row Pct Col Pct	1	2	31	4	5	Total
1	7 5.38 14.29 33.33	I 25 I 19.23 51.02 38.46	4 3.08 8.16 20.00	11 8.46 22.45 52.38	2 1.54 4.08 66.67	49 37.69
2	9 6.92 15.52' 42.86	29 22.31 50.00 44.62	11 8.46 18.97 55.00	I 8 6.15 13.79 38.10	1 0.77 1.72 33.33	58 44.62
3	4 3.08 21.05 19.05	10 7.69 52.63 15.38	3 2.31 15.79 15.00	2 1.54 10.53' 9.52	0 0.00 0.00 0.00	19 14.62
4	0 0.00 0.00 0.00	0 0.00 0.00 0.00	1 0.77 100.00 5.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	1 0.77
5	1 33.33 0.77 4.76	1 33.33 0.77 1.54	1 33.33 0.77 5.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	3 2.31
Total	21 16.15	65 50.00	20 15.38	21 16.15	3 2.31	130 100.00

TABLE OF P135 BY P210

P135		P210				Total
Frequency	Percent	1	2	3	4	
Row Pct	Col Pct					
1		18	22	7	2	49
		13.85				37.69
		36.73	44.90 16.92	14.29 5.38	4.08 1.54	
		47.37	30.56	43.75	50.00	
2		15	36	6	1	58
		11.54	27.69	4.62	0.77	44.62
		39.47 25.86	50.00 62.07	37.50 10.34	25.00 1.72	
3		4	13	2	0	19
		3.08	10.00	1.54	0.00	14.62
		21.05	68.42	10.53	0.00	
		10.53	18.06	12.50	0.00	
4		0	0	1	0	1
		0.00	0.00	0.77	0.00	0.77
		0.00	0.00	100.00	0.00	
		0.00	0.00	6.25	0.00	
5		1	1	0	1	3
		33.33 0.77	33.33 0.77	0.00 0.00	33.33 0.77	2.31
		2.63	1.39	0.00	25.00	
Total		38	72	16	4	130
		29.23	55.38	12.31	3.08	100.00

TABLE OF P135 BY P211

P135

P211

Frequency
Percent

Row Pct

Col Pct

	1	2	3	4	5	Total
1	0 0.00 0.00 0.00	0 0.00 0.00 0.00	2 1.54 4.08 33.33	13 10.00 26.53 24.07	34 26.15 69.39 50.75	49 37.69
2	1 0.77 1.72 ³ 100.00	2 1.54 3.45 100.00	3 2.31 5.17 50.00	26 20.00 44.83 48.15	26 20.00 44.83 38.81	58 44.62
3	0 0.00 0.00 0.00	0 0.00 0.00 0.00	1 0.77 5.26 16.67	14 10.77 73.68' 25.93	4 3.08 21.05 5.97	19 14.62
4	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	1 0.77 100.00 1.49	1 0.77
5	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	1 0.77 33.33 1.85	2 1.54 66.67 2.99	3 2.31
Total	1 0.77	2 1.54	6 4.62	54 41.54	67 51.54	230 100.00

TABLE OF P135 BY P212

P135		P212					
Frequency/ Percent							
Row Pct							
Col Pct	1	2	3	4	5	Total	
1	16	27	6	0	0	49	
	12.31	20.77	4.62	0.00	0.00	37.69	
	32.65	55.10	12.24	0.00	0.00		
	51.61	37.50	30.00	0.00	0.00		
2	13	28	11	5	1	58	
	22.41	21.54	8.46	3.85	0.77	44.62	
	41.94 ⁷	38.83 48.28	55.00 18.97	100.00 8.62	50.00 1.72		
3 I	1	15	2	0	1	19	
	0.77 5.26	78.95 11.54	10.53 1.54	0.00 0.00	0.77 5.26	14.62	
	3.23	20.83	10.00	0.00	50.00		
4	0	1	0	0	0	1	
	0.00	0.77	0.00	0.00	0.00	0.77	
	0.00	100.00	0.00	0.00	0.00		
	0.00	1.39	0.00	0.00	0.00		
5	1	1	1	0	0	3	
	0.77	0.77	0.77	0.00	0.00	2.31	
	33.33	33.33	33.33	0.00	0.00		
	3.23	1.39	5.00	0.00	0.00		
Total	31	72	20	5	2	130	
	23.85	55.38	15.38	3.85	1.54	100.00	

TABLE OF P135 BY P213

P135		P213					
Frequency	Percent	1	2	3	4	5	Total
Row Pct	Col Pct						
1	I	0	1	1	16	31	49
		0.00	0.77	0.77	12.31	23.85	37.69
		0.00	2.04	2.04	32.65	63.27	
		0.00	25.00	16.67	27.12	51.67	
2		1	2	3	31	21	58
		0.77	1.54	2.31	23.85	16.15	44.62
	I	1.72 ⁷	3.45	5.17	53.45	36.21	
		100.00	50.00	50.00	52.54	35.00	
3		0	1	2	11	5	19
		0.00	0.77	1.54	11.67	8.46	14.62
		0.00	25.00	33.33	37.04	26.32	
4		0	0	0	0	1	1
		0.00	0.00	0.00	0.00	0.77	0.77
		0.00	0.00	0.00	0.00	100.00	
		0.00	0.00	0.00	0.00	1.67	
5	I	0	0	0	1	2	3
		0.00	0.00	0.00	33.33	66.67	2.31
		0.00	0.00	0.00	0.77	3.33	
		0.00	0.00	0.00	1.00	1.54	
Total		1	4	6	59	60	130
		0.77	3.08	4.62	45.38	46.15	100.00

TABLE OF PI.35 BY P214

P135

P214

Frequency							
Percent							
Row Pct	Col Pct	1	2	3	4	5	Total
1	11	28	6	4	0	49	
	8.45	21.54	4.52	3.08	0.00	37.59	
	22.45	57.14	12.24	8.15	0.00		
	39.29	37.84	35.29	40.00	0.00		
2	13	34	7	3	1	58	
	10.02	25.15	12.07	5.38	2.51	31.72	
	45.43	45.95	41.18	30.00	100.00	44.52	
3	3	9	4	3	0	19	
	2.31	5.92	3.08	2.31	0.00	14.52	
	15.79	47.37	21.05	15.79	0.00		
	10.71	12.16	23.53	30.00	0.00		
4	0	1	0	0	0	1	
	0.00	0.77	0.00	0.00	0.00	0.77	
	0.00	150.00	0.00	0.00	0.00		
	0.00	1.35	0.00	0.00	0.00		
5	0.77	2	0	0	0	3	
	33.33	1.54	0.00	0.00	0.00	2.31	
		56.57	0.00	0.00	0.00		
	3.57	2.70	0.00	0.00	0.00		
Total.	28	74	17	10	1	130	
	21.54	55.92	13.08	7.59	0.77	100.00	

TABLE OF P135 BY P215

P135

P215

Frequency							Total
Row	Pct						
Col	Pct	1	2	3	4	5	
1	I	2	18	17	8	4	49
	I	1.54	13.85	13.08	6.15	3.08	37.69
		4.08	36.73	34.69	16.33	8.16	
		22.22	29.03	51.52	47.06	44.44	
2		7	29	11	6	5 I	58
		5.38	22.31	8.46	4.62	3.85	44.62
		12.07 ⁷	50.00	18.97	10.34	8.62	
		77.78	46.77	33.33	35.29	55.56	
3		0	12	5	2	0	19
		0.00	9.23	3.85	1.54	0.00	14.62
		0.00	63.16	26.32	10.53 ⁷	0.00	
		0.00	19.35	15.15	11.76	0.00	
4		0	0	0	1	0	1
		0.00	0.00	0.00	0.77	0.00	0.77
		0.00	0.00	0.00	100.00	0.00	
		0.00	0.00	0.00	5.88	0.00	
5		0	3	0	0	0	3
		0.00	2.31	0.00	0.00	0.00	2.31
		0.00	100.00	0.00	0.00	0.00	
		0.00	4.84	0.00	0.00	0.00	
Total		9	62	33	17	9	130
		5.92	47.69	25.38	13.08	6.92	100.00

TABLE OF P135 BY P216

P135		P216					Total
Frequency/ Percent	Row Pct	1	2	3	4	5	
Col Pct							
1	1	1	7	14	24	3	49
I	0.77	5.38	10.77	18.46	2.31		37.69
	2.04	14.29	28.57	48.98	6.12		
	20.00	25.93	38.89	43.64	42.86		
2	3	14	19	20	2	58	
	2.31	10.77	14.62	15.38	1.54	44.62	
	5.17						
	60.00	51.85 24.14	52.78 32.76	36.36 34.48	28.57 3.45		
3	0	5	3	9	2	19	
	0.00	3.85	2.31	6.92	1.54	14.62	
	0.00	26.32	15.79	47.37	10.53		
	0.00	18.52	8.33	16.36	28.57		
4	0	1	0	0	0	1	
	0.00	0.77	0.00	0.00	0.00	0.77	
	0.00	100.00	0.00	0.00	0.00		
	0.00	3.70	0.00	0.00	0.00		
5	1	0	0	2	0	3	
	0.77	0.00	0.00	1.54	0.00	2.31	
	33.33	0.00	0.00	66.67	0.00		
	20.00	0.00	0.00	3.64	0.00		
Total	5	27	36	55	7	130	
	3.85	20.77	27.69	42.31	5.38	100.00	

TABLE OF P135 BY P217

P135		P217					Total
Frequency	Percent	1	2	3	4	5	
Row Pct	Col Pct						
1		5 I	14 I	13	15	2	49
	10.20	3.85	10.77	10.00	11.54	1.54	37.69
			28.57	26.53	30.61	4.08	
	I	45.45	30.43	31.71	51.72	66.67	
2	It	6	24	21	6 I	1	58
		4.62	18.46	16.15	4.62	0.77	44.62
		10.34	41.38	36.21	10.34	1.72	
		54.55	52.17	51.22	20.69	33.33	
3		0	5	7	7	0	19
		0.00	3.85	5.38	5.38	0.00	14.62
4		0	1	0	0	0	1
		0.00	0.77	0.00	0.00	0.00	0.77
		0.00	100.00	0.00	0.00	0.00	
		0.00	2.17	0.00	0.00	0.00	
5		0	2	0 I	1	0	3
		0.00	1.54	0.00	0.77	0.00	2.31
		0.00	66.67	0.00	33.33	0.00	
		0.00	4.35	0.00	3.45	0.00	
Total		11	46	41	29	3	130
		8.46	35.38	31.54	22.31	2.31	100.00

TABLE OF P135 BY P218

P135

P218

Frequency

Percent

Row Pct

Col Pct

	1	2	3	4	5	Total
1	3 2.31 6.12 23.08	I 8 6.15 16.33 17.78	7 5.38 14.29 28.00	23 17.69 46.94 63.89	I 8 6.15 16.33 72.73	49 37.69
2	9 6.92 15.52 69.23	27 20.77 46.55 60.00	12 9.23 20.69 48.00	8 6.15 13.79 22.22	2 1.54 3.45 18.18	58 44.62
3	1 0.77 5.26 7.69	7 5.38 36.84 15.56	6 4.62 31.58 24.00	4 3.08 21.05 11.11	1 0.77 5.26 9.09	19 14.62
4	0 0.00 0.00 0.00	1 0.77 100.00 2.22	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	1 0.77
5	I 0 0.00 0.00	2 66.67 4.44	0 0.00 0.00	1 0.77 33.33 2.78	0 0.00 0.00	3 2.31
Total	13 10.00	45 34.62	25 19.23	36 27.69	11 8.46	130 100.00

TABLE OF P135 BY P219

P135		P219				
Frequency	Percent	Row Pct	Col Pct			
			0	1	2	Total
1			1	0	7	49
	0.77	0.00			5.38	37.69
	2.04	0.00			14.29	
	100.00	0.00			30.43	
2			0	4	14	58
	0.00	3.08			10.77	44.62
	0.00	6.90			24.14	
	0.00	80.00			60.87	
3			0	1	2	19
	0.00	0.77			1.54	14.62
	0.00	5.26			10.53	
	0.00	20.00			8.70	
4			0	0	0	1
	0.00	0.00			0.00	0.77
	0.00	0.00			0.00	
	0.00	0.00			0.00	
5			0	0	0	3
	0.00	0.00			0.00	2.31
	0.00	0.00			0.00	
	0.00	0.00			0.00	
Total			1	5	23	130
	0.77	3.85			17.69	100.00

(Continued)

TABLE OF P135 BY P219

P135		P219			Total
Frequency	Percent	3	4	51	
Row Pct	Col Pct				
1	18	21	2	49	37.69
	13.85	16.15	1.54		
	36.73	42.86	4.08		
	39.13	41.18	50.00		
2	22	17	1	58	44.62
	16.92	13.08	0.77		
	37.93	29.31	1.72		
	47.83	33.33	25.00		
3	5	10	1	19	14.62
	3.85	7.69	0.77		
	26.32	52.63	5.26*		
	10.87	19.61	25.00		
4	0	1	0	1	0.77
	0.00	0.77	0.00		
	0.00	100.00	0.00		
	0.00	1.9s	0.00		
5	1	2	0	3	2.31
	0.77	1.54	0.00		
	33.33	66.67	0.00		
	2.17	3.92	0.00		
Total	46	51	4	130	
	35.38	33.23	3.08	100.00	

TABLE OF P135 BY P220

P135		P220					
Frequency	Percent	1	2	3	4	5	Total
Row Pct	Col Pct						
1	25	22	2	0	0		49
	19.23	16.92	1.54	0.00	0.00		37.69
	51.02	44.90	4.08	0.00	0.00		
	44.64	33.33	40.00	0.00	0.00		
2	19	35	2	0	2		58
	14.62	26.92	1.54	0.00	1.54		44.62
	32.76	68.34	3.45	0.00	3.45		
	33.93	53.03	40.00	0.00	100.00		
3	9	9	1	0	0		19
	6.92	6.92	0.77	0.00	0.00		14.62
	47.37	47.37	5.26	0.00	0.00		
	15.07	13.64	20.00	0.00	0.00		
4	0.77	0	0	0	0		1
	100.00	0.00 0.00	0.00 0.00	0.00 0.00	0.00 0.00		0.77
	1.79	0.00	0.00	0.00	0.00		
5	2	0	0	1	0		3
	66.67 35.47	0.00 0.00	0.00 0.00	100.00 33.33	0.00 0.00		2.31
Total.	56	66	5	1	2		130
	43.08	50.77	3.85	0.77	1.54		100.00