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SOCIO-AFFECTIVE FACTORS, LEARNING STRATEGIES IN PIDGINIZATION: A STUDY OF THE LEARNING OF ENGLISH IN PUERTO RICO

By

Joaquín Salvador Vilá Barreto

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ABSTRACT

**SOCIO-AFFECTIVE FACTORS, LEARNING STRATEGIES, AND
PIDGINIZATION: A STUDY OF THE LEARNING OF
ENGLISH IN PUERTO RICO**

By

Joaquín Salvador Vilá Barreto

The present study sought to investigate the validity of
claims made by two models of second language acquisition (2LA)
namely: the Social-Psychological Model and the Pidginization
Model. The study focused on data gathered among first- and
second-year students of English as a second language (ESL) at
the University of Puerto Rico in Mayagüez. Obtained data were
analyzed in terms of attitudes and motivation of learners, ESL
achievement, and learning strategies (i.e. simplification and
transfer).

Analysis revealed that the learners in the sample
(N=2,142) had positive attitudes towards learning English,
towards the North American culture, and speakers of English.
Learners also exhibit both a strong positive integrative and
instrumental motivation towards English. However, no
significant correlations were found between socio-affective
variables and ESL achievement. Results from standardized
tests showed that in the second year there appears to be
little improvement in proficiency. Social context is seen as
the causative factor.

It was hypothesized that learners in Puerto Rico rely on
strategies such as simplification and transfer as they

move close to the target language (TL). Journals from eight students were analyzed for evidence of simplification of four morphemes: "to be", "simple past (-ed)", "plural (-s) and "negation". The underlying assumption was that Puerto Rico provided a pidginogenic ESL environment because of limited need for English outside the classroom.

Though tenuous, findings reveal that students move through four identifiable stages of negation. There was also indication of reduction in the extent to which students rely on learning strategies as they become more proficient in the TL.

It is suggested that learners may have reached a plateau in their ESL development by the end of their second year of instruction. Findings suggest evidence of the effect of a learning environment that does not provide enough opportunities for contact and interaction with speakers of English. Such a context may lead learners to exhibit the pidginized characteristics reported in the research literature. Moreover, learners may have stopped moving in the direction of the TL while favoring moving towards a non-standard dialect of English that exhibits lexical and semantic transferred features from Spanish. Suggestions for further research are provided.

A mi querida familia y a todos los buenos amigos de ayer y hoy, por el gran amor, el insistente apoyo, y la inalterable confianza que siempre me han conferido.

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CHAPTER ONE

INTRODUCTION

1.1 The Research Questions.

During the past several years, researchers in the field
of Second Language Learning (2LL) have been exploring the role
of social and psychological variables in the learning process.
Some of the findings from this research have led some
investigators (e.g. Schumann 1974a, 1974b, 1978a, 1978b;
Stauble 1978, 1980; Andersen 1979a, 1980a, 1981; Bickerton
1977) to suggest that certain social and psychological factors
are common to 2LL and what has come to be called the
pidginization process. Indeed, some of the data obtained
reveal what seem to be significant similarities between a
continuum in the process of pidginization and creolization and
a parallel continuum in the early and later stages of 2LL.
These similarities appear in the acquisition of grammatical
structures and also in the use of specific specific learning
strategies   (e.g.   simplification,   transfer,   over-
generalization). It seems likely that not only are such
strategies available to language learners as they go about
their second language acquisition task but moreover, that such
strategies could be directly related to increased competence
in the target language (TL) as well as related to the
appearance of certain grammatical structures characteristic of

1

given stages in language development.

The present study focuses on the role of the language learning context, more specifically the social milieu, and related affective variables in the 2LL process as viewed from the perspective of Schumman's (1978a) pidginization model. In brief, this model holds that pidgins, such as Hawaiian Pidgin English and Guyanese Pidgin among others, are but one instance of the process of pidginization which may characterize early stages of 2LL in general (Schumann 1978a:110). Schumann goes on to hypothesize that the pidginization process is characteristic of "secondary hybridization" defined by Whinnon (1971) as indicative of pidgin language development. He also suggests that pidginization is the result of a restriction in the functions of the learners' 2L competence (i.e. a restriction in the communicative vs. expressive function of language) due to social and psychological distance from the TL group. This suggestion is of particular importance since it assumes that social and affective factors directly affect 2L development.

An additional hypothesis presented by Schumann is that all 2LL "begins with a pidginized stage where the target language is reduced and simplified due to cognitive constraints" (1978b:373-374). Though not fully identified, these constraints are said to influence both the processing and production of language and involve some of the strategies mentioned above, such as, for example, simplification manifested as a tendency to eliminate redundancy and maximize

use of language rules (see Ferguson 1971; Meisel 1983). Data reported by Schumann indicate that grammatical structures likely to be the product of simplification and found in the interlanguage of early-stage 2L learners seem identical to examples obtained from pidgin speakers. Further data examined by Ferguson (cited above) and Ferguson and DeBose (1977), among others, seem to support this observation. Thus, the hypothesis that pidginization may be but one instance of the more complex 2LL process may not be totally unsubstantiated.

The opportunity to bring together diverse views on 2LL should not be overlooked but rather encouraged since this may provide the serious language learning researcher with a more accurate view of this complex phenomenon. From what is mentioned above it would seem that a closer examination of the pidginization process is warranted. The desirability of a closer look at pidginization is made more evident when we consider the definition provided by Andersen (1983:8) that regards it as "language acquisition under conditions of restricted input." Andersen suggests that given opportunities for contact with native speakers of the TL and given availability of input for the learners to internalize the TL, learners should be able to make progress in acquiring the TL norm. Moreover, he suggests that in a context where there are restricted contact opportunities with the TL group, a learner's interlanguage could fossilize at a pidginized stage (i.e. remain at a given level of proficiency). Fossilization at such stage would show a somewhat limited proficiency in

terms of the TL, but not as limited as to be regarded a "true pidgin", i.e. "tertiary hybridization."

It should be observed that availability of input is not in itself a guarantee that the learners will acquire the language in question. In contexts where input is available, learners may still fossilize due to affective considerations such as attitudes toward the TL group or towards 2LL, etc. That is, it is hypothesized that affective variables could serve as a "filter" that would prevent the language learner from taking full advantage of available input (cf. the notion of "Affective Filter" as suggested by Dulay et al. 1982:45-46). Schumann suggests that whether a given learner progresses toward the TL or remains at a pidginized stage would depend in part on the language learning context and a variety of socio-affective variables such as social distance from TL speaker or motivation to learn the TL (see Andersen 1983b:8). More specifically, Schumann (1978b:372) states that,

> ...even when there is sufficient social contact for SLA (second language acquisition) to take place, for attitudinal and affective reasons, there may be such psychological distance that 'input' generated in the contact situation never becomes 'intake' for the learners.

Accordingly, progress toward the TL may depend not only on whether linguistic input is readily available to the learners, but also on how the learners perceive themselves in relation to the TL group, what their attitudes are towards both language learning in general and learning the particular

TL, how willing they are to interact and associate with speakers of the TL, and how motivated they may be to learn the language, among other factors. Thus, it is suggested that a socio-affective component in the 2LA process may be responsible for the learner's success in learning the TL or his/her failure to effectively use available input to form hypotheses about the TL. The latter path may lead to stopping the 2LL process altogether at a given point or stage, thus producing fossilization.

Schumann (1978b) revised his original model to suggest an additional parallel between the process of decreolization and later stages of 2LL. Accordingly, 2L learners could continue to move past the early pidginized state towards the TL norm by progressing through an entire continuum of "lects". The revised model hypothesizes that progress towards the TL norm is regulated by the degree to which the learners "acculturate" to the TL group. The process of "acculturation", a social-psychological construct, refers to the degree of social and psychological integration of the learner into the TL group (Schumann 1978c, 1978d).

In addition, Stauble (1978, 1980) obtained supportive data for this hypothesis by comparing the restructuring of negation in Guyanese Creole and the acquisition of English-negation in 2L learners of English. She suggests that decreolization involves gradual incorporation of the TL forms into the learners' interlanguage. This is accomplished by relying on strategies such as replacement, restructuring, and

complication among others. These contrast with strategies such as simplification, transfer, overgeneralization, and reduction which are more characteristic of the pidginization process described above. Thus, the acquisition of a second language (i.e. English), or more specifically, an aspect of a language (i.e. English negation), can be regarded as a continuum of developmental stages each closer to the TL norm than its antecedent, in which the learning context and affective considerations influence how far in the continuum the learners would go (Stauble and Schumann 1983:68).

Other researchers have also investigated the possible relationship between 2L development and social contexts that may be labeled as "pidginogenic" in nature. In such contexts, a 2L learner would rely on his/her first language or a more general (innate?) knowledge about language and language learning. That is, in the absence of adequate input needed to formulate/test hypotheses about the TL (thus leading to a limited competence in the TL), the learners would likely fall back on their prior linguistic knowledge (i.e. L1) when in a situation which requires them to perform beyond their level of TL competence. Andersen (1983b:27) observes that,

> ... pidginization arises when there is a need to communicate clearly at a time when there is restricted access to input or difficulty of processing accessible input.

There is data available that suggest that learners do use L1 and L2 structures in their utterances, as well as structures that could not be traced back to either of these.

Bickerton is one of those researchers that is involved in this debate drawing most of his data from pidgin languages from around the world. Generally, he assumes (see Bickerton 1977, 1979, 1981) what has been labeled a "creation approach" to account for linguistic behavior as mentioned above by suggesting that utterances that could not be traced back to either L1 or L2 are the result of what he calls an innate "bio-program". He argues that this bio-program can account for the similarities encountered among certain pidgins and creoles that have no previous history of contact. According to this view, availability of TL models and opportunities for contact are major factors in determining whether learners arrive at either a pidgin or a closer version of the TL (Bickerton 1977:55).

Andersen (1979, 1980, 1981, 1983) approaches the same issue but he assumes a somewhat different posture. His "nativization" model departs from what could be labeled as traditional pidginogenic contexts, e.g. isolated language groups immersed in a broader foreign language context such as in the case of migrant workers, to include 2LL contexts such as the classroom. Andersen' model, like Schumann's, aims at bringing together 2L learning and the creation of pidgin and creole languages so as to include both under a broadly defined 2L acquisition process. He observes that (1983:16),

> Pidgin and creole languages are salient manifestations of the process which carry their name, but it is reasonable to assume that in other settings that do not qualify as pidgin/creole settings or 'normal' first/second learning

settings, the same processes would apply given the appropriate conditions.

It should be observed, however, that Andersen's model differs from that of other researchers in that: a) it is based on data obtained from an instructional (vs. naturalistic) setting, b) the study was conducted in a context where English was not readily available (vs. an English immersion context), and c) written language (vs. speech) was used as a basis for analysis. Part of Andersen's sample consisted of eighty-nine Spanish-speaking university students from Puerto Rico. Analysis of the compositions written by these students revealed a number of structures that could not be traced back to either English or Spanish. Under the "nativization" framework, it is hypothesized that learners may have created "non-native form-meaning relationships" as they moved toward an internal norm under conditions of restricted access to the TL (cf. Bickerton 1977). Andersen observes that similar forms are also characteristic of pidgins and creoles, thus providing support for the pidginization (or nativization) hypothesis of 2LL (Andersen 1980:288).

Though interesting, a limitation of Andersen (1980) is that it focuses on documenting and describing the particular grammatical constructions encountered, at the expense of ignoring the learning or processing strategies that may account for such structures in a more "elegant" manner. Moreover, it fails to address in any detail how these findings relate to the particular social context in which the learning

took place, and the role played by affective factors in bringing about the outcome. Schumann (1978a) has argued that studies on pidginization should not be carried out at the product level, but rather at the level of "shared and non-shared processes" (e.g. learning strategies available to all or some language learners), and that social and psychological distance are factors of major importance in accounting for any data.

It seems likely that if pidginization is a viable construct for 2LL, and if the social and psychological contexts in which learning takes place are similar to pidginogenic contexts, then we would encounter not only similar grammatical structures, but also similar learning strategies being employed by learners, be it in the 2LL classroom or in some pidgin-speaking context. These strategies would be employed by learners and would guide them through similar stages of language development. The stages of development described for pidgin speakers would be parallel to the interlanguage stages of learners in a 2LL context, such as the one found in Puerto Rico.

Examination of the interaction between affective factors, social milieu, and learning strategies in a Puerto Rican context could allow us to further understand the very nature of early stages in 2LL, and to identify which socio-affective factors are more likely to influence language development in a classroom environment. At the same time, such a study would bridge the gap between research in sociolinguistics and second

language acquisition by means of an interdisciplinary model for 2LL.

For years, research within the field of 2LL has been somewhat biased towards naturalistic settings while, overlooking the fact that most of the 2L learners in many societies are more likely to be found in language classrooms. Any type of data collection must take into account instructional environments since these environments might not only be more relevant to 2LL curriculum design, but also more representative of the restricted input conditions typical of pidginogenic contexts, as suggested by Whinnon (1971). At the same time, instructional environments may be more characteristic of the type of learning context a significant number of a given student population is likely to encounter (Hakuta 1986; Grosjean 1982). Whether research is conducted from a sociolinguistic or a second language acquisition point of view, the desirability of testing hypotheses against data obtained in instructional settings is made clear by Andersen (1980:276) as he states that,

> Such data, obtained from an instructional setting would seem to be inappropriate for a study of pidginization. On the other hand, the limited access to the TL input characteristic of a non-English speaking setting might make this data more appropriate than comparable data from SLA setting such as in a primarily English-speaking community within the continental U.S.

Given that most of the research data available to date has focused on the learning of English in a context where the target language (i.e. English) is readily available in the

environment, further examination of the language learning situation in Puerto Rico would provide a highly desirable test case for the hypotheses set forth by the pidginization model. In such context, two different cultures and languages have been closely interacting for almost a hundred years (since 1898). Yet English is not widely spoken; nor is it readily available to most learners except in movies, music, cable TV, or labels on consumer goods.[1]

Despite the many and widespread governmental efforts (see Language Policy Task Force 1978) to provide Puerto Ricans with a "functional bilingualism"[2], Spanish has remained the main medium of interaction at all levels and in most sectors of society. Why is this so? Why is it that learners' proficiency, after twelve years of English Language instruction, is commonly described as "pidginized English"? Is the limitation cognitive, or is it social-psychological in nature? What does all this tell us about learning a second language?

Though there is a great need to increase our understanding of the many factors involved in such a 2LL situation as described above, Puerto Rico remains relatively ignored as a setting for such research (Carranza 1982:71). Within the general framework proposed by Schumann, the present investigation seeks to examine the pidginization hypothesis in the context of Puerto Rico. Data obtained should permit the careful examination of the interaction between social milieu and affective factors in relation to the 2LL process,

particularly in terms of the pidginization process, a language learning process hypothesized to be characteristic of contexts where input is not readily available to learners in addition to having rather restricted communicative functions.

The goals of the present study are not entirely descriptive. That is, data collection and analysis will not focus solely on the description of learners' utterances and the developmental sequences in which these utterances appear. Rather, analysis will focus on identifying the mechanisms involved (i.e. strategies such as transfer, simplification, etc.) in producing particular structural forms and sequences that may appear in the data (e.b. absence of copula or past tense, stage of negation).

Underlying this analysis is the assumption that social attitudes and motivation (the latter being instrumental or integrative) are major factors in either the learners' interlanguage development towards the TL or, as the case may be, the fossilization of this development at a pidginized stage. These factors are significant because they seem to be ultimately responsible for controlling (or directing?) how the input available in the social context is utilized by learners. The emphasis placed on the affective component derives from the important role it plays in 2LL. As Giles (1982:viii) observes,

> ... attitudes always have been used as explanatory concepts in sociolinguistic investigations probably more so than any other social psychological entities.

Though the data so far collected on the so-called pidginization process in 2LL provide a promising pool of information against which to test and examine existing theories and models of 2LL (Huebner 1983; Mühlhausler 1986; Gilbert 1987; Adamson 1988; Romaine 1988; Thomanson & Kaufman 1988), the fact remains that most of these data were obtained in contexts where English was readily available from the environment. This leaves open the question of whether the hypotheses set forth in Schumann's pidginization model would equally hold in different learning contexts, e.g. in contexts where opportunities for contact with native speakers of the TL were rather limited, i.e. those contexts where tertiary hybridization ("true pidginization") is more likely to occur (see Whinnon 1971; Schumann 1978a-c; Andersen 1983). Indeed, it would seem a profitable research venture to examine the power of such hypotheses in a context such as Puerto Rico. Moreover, the need to collect further data to be used in the formulation of additional hypotheses and in the re-examination of the results obtained by previous studies is evident. This point is made more clear by Tucker as he comments on the value of socio-affective considerations for understanding 2LL. He observes (1981:32) that,

> One point which seems to me to be particularly
> clear is that until we examine the power of
> theories such as this in other settings, we will
> not have a fair test of the theory.

To date, no such studies have ever been conducted in Puerto Rico. The existing attitudinal studies (e.g. LLado-

Berrios 1978; Van Triste 1985) have focused solely on attitudes towards speakers of North American English and achievement in learning the language. These have failed to take into account the effect of social milieu and natural learning strategies in accounting for proficiency differences among subjects.

The study of language in its social context is of great importance to studies in language learning. This is particularly evident given the fact that language is more than a means of communication; it is also a symbol of social and ethnic identity and a mechanism for social stratification (as well as of social mobility). There is a consensus among researchers in 2LL (e.g. Gardner and Lambert 1972; Krashen 1985; Schumann 1978; Dulay et al. 1982; Ellis 1985; Andersen 1983) that successful 2LL for individuals is somehow related to the social bonds and beliefs shared by a community of speakers. Current models of 2LL take this view into account by regarding language learning from a broad social-psychological perspective that is intuitively appealing. The overall usefulness of an approach that brings together the positions sustained by pidgin and 2LL studies, and thereof socio- and psycholinguistics, is evident. Despite the possible limitations our research may encounter, the significance of the same is made clear by Spolsky (1969:201) as he concluded that,

> We are led to note the significance of sociolinguistics to second language pedagogy, for while psycholinguistics will continue to contribute

with data on how second languages are acquired, it is only when we look at the social dimension that we understand why.

The present investigation of the pidginization model, though rather modest in scope, seeks to address the concern which is outlined above by focusing on data gathered from Puerto Rican university students. The instruments used consisted of an Attitude/Motivation Questionnaire, a Demographic Data Questionnaire, University of Michigan English Language Proficiency Test, journals written by subjects, and correlational analysis of data. The following questions were specifically addressed:

1. Do university English as a second language (ESL) students in Puerto Rico hold positive attitudes towards learning English and towards speakers of the language, and if so, are these attitudes likely to lead to success in learning the language?

2. Are the students in the sample integratively or instrumentally motivated? Which is a more likely predictor of successful 2LL?

3. What learning strategies are most readily available to these learners and which seem to suggest a pidginogenic learning process? Is a different set of strategies available to beginners vs. more advanced students? Are production strategies such as simplification or overgeneralization prevalent? To what extent do we find L1 transfer?

In order to further assess the relevance of these questions, findings from the present study are discussed in Chapter Six in the light of data available from earlier research efforts in an effort to clarify the proposed relationship between the pidginization process, 2LL, socio-affective factors, and learning context. Data analysis will focus on three main areas, namely: socio-affective factors,

ESL achievement, and samples of the learning strategies characteristic of pidginization. Findings are also used in Chapter Seven as a basis for providing recommendations as to how to develop and implement more effective ESL programs in Puerto Rico. Given the range of political, social, economic, and cultural ties between Puerto Rico and the United States, the extent and scope of English language instruction will probably continue to be a major source of debate for years to come.

In the chapter that follows, a more detailed analysis of the theoretical issues surrounding this research project is provided. In addition, we will examine the context of Puerto Rico and its assumed pidginogenic nature as in relation to learning English. This should provide a framework from which to answer the questions presented above and suggest future avenues of research.

Endnotes to Chapter One

1. This reality is best described by Ralph Robinett (cited in Language Policy Task Force, 1978:97-98) as follows,

> In the schools we tend to look on English as something that exists only in the classroom, and we know that if all these classroom minutes were totaled, at the end of twelve years they would not equal the hours of contact that a continental child has with English by the time he enters kindergarten. We know, too, that many of our children have never talked to a continental American. It is possible that some of them may never do so. To be sure we have no effective measure of the Puerto Rican's child outside contacts with English. We flock to American movies. In areas where there are relatively few continentals, we buy huge quantities of English Language paperbacks and magazines. Relatives visit us from Long Island and Philadelphia and Lorain, and in the process of re-teaching them Spanish we inevitably learn a little more English. But obviously we cannot depend on movies and magazines or relatives to teach us English. We must pursue carefully laid plans to achieve this end.

2. This term refers to a general language ability to 'function' in English; that is, to be able meet the most basic English communicative needs of everyday life. This entails being able to successfully carry out meaningful interactions with native speakers, to be able to read textbooks and periodicals, and provides for a rather speedy linguistic assimilation in an English-speaking environment (Language Policy Task Force 1978). See Osuna 1949; Rodríguez Bou 1960; Negrón de Montilla 1971; Viñas de Vázquez 1976.

CHAPTER TWO

REVIEW OF RELEVANT LITERATURE

2.1 A Social-Psychological Model of 2LL.

2.1.1 Cognitive vs. Affective Factors.

Rod Ellis (1985:4), observed that "second language acquisition is not a uniform and predictable phenomenon." The accuracy of such observation is evidenced by the large body of research data on this subject that has become available in the last twenty years. From this body of research literature it is evident that learning a second language involves a variety of complex factors pertaining to the learner, the language being learned, the learning context, and the overall social milieu among others. However, a significant number of research efforts have been aimed at identifying which factors can both account for achievement differences among learners and also be used for predicting success in 2LL (e.g. Lambert and Gardner 1972; Gardner and Smythe 1974a, 1981; Gardner 1968, 1979, 1980, 1985; Carroll 1977, 1981; Spolsky, 1969).

Many of the studies mentioned above relied on complex statistical procedures such as "Factor Analysis" and "Multiple Regression" (Gardner 1985:63-78). The data obtained have allowed investigators to identify factors such as intelligence, aptitude, and motivation as partly responsible

for achievement differences in 2LL and thus being reliable predictors of successful 2LL.

During the 1950's and 1960's, the concept of aptitude was favored as a major factor in 2LL, and was thus the object of much research.[1] John B. Carroll has been one of the researchers examining the nature of aptitude and its role in 2LL. He has also been responsible, along with some collaborators, for developing aptitude test batteries such as the Modern Language Aptitude Test (MLAT). He defines language aptitude as follows (1981:84),

> Aptitude as a concept corresponds to the notion that in approaching a particular learning task or program, the individual may be thought of as possessing some current state of capability of learning that task ...

In accordance with the definition given above, variation in 2LL achievement among individuals is said to result from variation in the individuals' "capacity" for language learning. This capacity is thought of as being innate and not likely to change as the result of age or past experience. Carroll (1981:86) argues that,

> What evidence I have suggests that foreign language aptitude is relatively fixed over long periods of an individual's life span, and relatively hard to modify in any significant way.

Thus, some individuals for whom language learning comes easily and quickly are often referred to as having a "gift" for learning languages. Other learners, with less aptitude, may experience marked difficulty in 2LL and, consequently, may not be as successful in the learning task as those with high

language aptitude (Clarke 1980:223).

Aptitude, as defined by the **Modern Language Aptitude Test** **(MLAT)**, comprises four basic abilities (Carroll 1973, 1981). "Phonetic coding ability" is the ability to listen to the sounds and words of language and store them in memory. "Grammatical sensitivity" is the ability to understand the grammatical functions of linguistic units and the rules governing their use. "Rote-learning or memory ability" refers to the capacity to remember language material. "Inductive language learning ability" is the ability to infer the rules or patterns of language. Resulting scores are used to predict success in 2LL based on the empirical fact that significant positive correlations have consistently been found between test scores (e.g. **MLAT**) and measures of 2L proficiency (see Chastain 1974; Gardner and Lambert 1965, 1972; Gardner et al. 1976; Clarke 1980). For instance, Gardner provides a summary of correlational studies that show a variation ranging from .25 to .78 with a median of .53. He (1985:23) sums up his argument by observing that,

> As these results indicate, there is ample evidence to suggest that there is an association between scores on language aptitude tests and the degree of proficiency in a second language. Such associations are typically interpreted as suggesting that language aptitude is involved in determining the level of achievement in a second language.

It is suggested that the abilities identified by the tests may operate as "mediators" in the language learning process (Gardner 1985:23). For example, the phonetic coding

ability mentioned above may allow learners to successfully decode the linguistic input they are exposed to and thus allow them to be better able to incorporate the pertinent phonological or semantic information into memory.

However, this is not to say that aptitude could be regarded as solely responsible for achievement differences; as mentioned above, other factors seem to correlate as strongly with language learning achievement. Gardner (1973:336-337) reports the following on a lengthy series of studies done in Canada,

> The actual results of these studies indicate that in fact language aptitude is related to French achievement, and moreover that a complex of attitudinal-motivational variables are also related to French achievement... These two clusters, or factors, are independent of each other and seem to involve different aspects of second language skills.

The fact that data indicate that aptitude and attitudinal-motivational factors are independent of each other is of particular importance because it points to two major domains from which to examine the 2LL process: one cognitive and one social-psychological (Gardner 1985:2). Other research findings demonstrate that aptitude might be more significant in contexts where conscious learning is emphasized, such as in a foreign language classroom that focuses on grammar drills and memorization (Gardner et al. 1976:198-199; Clarke 1980:223; Krashen 1981:158).

On the one hand, aptitude may be particularly relevant to learners exposed to direct instruction --i.e. a more

"traditional" approach vs. a "natural" or "communicative" approach (See Krashen 1981:161-162, 1982:31; also consider Krashen and Terrell 1983; Savignon 1983). On the other hand, attitudinal factors might be of more importance to the learners in contexts where communication is emphasized --this could be in either a formal or informal learning context (Krashen 1981b:162-163; Gardner and Lambert 1982:214-215; Gardner 1985:126).

Moreover, researchers are in agreement that language aptitude seems to be a rather "static variable in that regardless of its determinants it is a relatively stable characteristic of the student" (Gardner and Smythe, 1974b:38). Or in other words, aptitude for language is something that learners either have or do not have.[2] Researchers have also found that learners' attitudes and motivation are reliable predictors of achievement in 2LL, "at times even surpassing aptitude in predictive strength" (Edwards 1980:481). This would leave the attitudinal-motivational factors as likely resources for assisting a learner approaching 2LL "when the talents he/she brings to the task are only moderate, or even minimal" (Carroll 1977:2). It would seem that the top priority in applying second language acquisition research findings should be given to the language classroom problems, particularly to low 2L achievers. This application of relevant knowledge should mostly focus on those components of the 2LL process that could somehow be modified and, consequently, used as successful mediators of learning. These

and other related notions are elaborated in further detail in the sections that follow.

2.1.2   The Relevance of Affective Factors in 2LL.

It should follow from the research conclusions reported above that there is not much that could be done about helping our students in learning a 2L through improving their aptitude (see Carroll 1981 cited above). It is evident that affective variables seem to be the most viable alternative to pursue if we are to provide 2L learners with assistance in those cases where their skills or abilities may be lacking. However, these are not the only factors to consider; other sets of variables could lead to achievement differences in 2LL. That is, though the relationship between attitudinal-motivational factors and 2LL has been the focus of the greatest attention in the research literature, other social and psychological factors have also been suggested as influential in successful 2LL in varying degrees. For example, researchers have identified psychological factors such as self-esteem, inhibition, extroversion, ego-permeability, and anxiety as influential in 2LL (see Scovel 1978; Brown 1980, Dulay et al. 1982; Krashen 1981a, 1986; Snow and Shapira 1985; Parsons 1983).

Schumann (1978a, 1978b) reviews research on social factors such as cohesiveness, similarity, enclosure, and attitudes toward the TL group as pertinent to the relationships between the language groups in contact and

successful 2LL. However, Gardner (1985:25-38) argues that evidence supporting personality factors as important in 2LL is far from conclusive (with the possible exception of classroom anxiety). He proposes instead that social factors may be more relevant because of the significant, and often ignored, effect which social context has on 2LL. This effect is particularly evident in the development and nurturing of specific attitudinal and motivational variables that appear to be closely associated with achievement in 2LL as mentioned above.

The relevance of socio-affective factors in the systematic study of the 2LL process is pointed out by Brown (1980:100-101) as he mantains that,

> If we were to devise theories of second language acquisition or teaching methods which are based on only cognitive considerations, we would be omitting the most fundamental side of human behavior. In recent years there has been an increased awareness of the necessity in second language research and teaching to examine human personality in order to find solutions to perplexing problems.

Accordingly, Lambert and others have focused many of their research efforts on the affective factors involved in 2LL. It is suggested that the process of learning a second language is similar to that which a child faces when learning a first language in terms of the "identification" that may be taking place between the learner and those around him/her. It is hypothesized that a child learns language in order to communicate and become like valued members of his/her family and, later, like his/her peers or other members of society (Snow and Shapira 1985:4). In either case, learning a

language is strongly associated with the affective and social factors surrounding the learner. This point is made clearer by O'Brian (1981:190) as he observes that,

> Language is a function of the psychological organism of human beings, but it is developed and nurtured in the social and emotional environment in which the child grows. Without the stimulation of the environment, there is either retardation or complete atrophy of first language development.

A series of studies reported by Gardner and Lambert (1972:3) extend these views to 2LL and propose that successful 2L learners have to identify themselves with members of the TL ethnolinguistic community and be willing to acquire at least some aspects of their behavior, of which language is only one.[3] Gardner (1985:125) explains,

> On the one hand, the process of acquiring a language (be it first or second) involves taking on vocabulary, grammatical functions, pronunciations, and to some extent an altered or at least influenced view of the world. It is clearly a linguistic phenomenon. On the other hand, the acquisition of language involves a social adjustment on the part of the individual. Languages are acquired in order to facilitate communication, either passive or active, with some cultural community. When a second language is involved, this necessitates some form of interest in another cultural community. It requires introduction of _their_ vocabulary, _their_ way of ordering words, _their_ way of pronouncing things, etc. Regardless of whether or not students have some desire to integrate with the other group... they nonetheless are forced with having to cope with material characteristic of another cultural community. Emotional adjustments are involved, and these are socially based.

It is evident that 2LL should not be solely regarded as the result of an innate ability for acquiring a means of communication, nor as totally dependent on age or

intelligence, nor as the product of carefully constructed methods of teaching. Since language is a social phenomenon and language learning must necessarily take place in reference to a given social context, it would be best to regard the 2LL process as a primarily social-psychological phenomenon, rather than a purely pedagogical one (Gardner 1979:93). Thus, models that attempt to account for 2LL must incorporate not only the affective factors that are said to influence 2LL, but also the important effect that the social context exerts on the learning process. The intensity of the need or desire to move toward the TL community is largely dependent on the social milieu in which the learning takes place. These ideas are more fully developed below when a "social-psychological model" for 2LL is discussed.

2.1.3 The Role of Attitudes in 2LL.

In addressing the issues cited above, Gardner and others have extensively examined the association between affective factors (e.g. attitudes and motivation) and 2LL. Indeed, research on this subject has been going on for over two decades now and a large amount of data has been collected. Moreover, this research has taken place in a wide variety of settings. Most of the studies were conducted in either Canada or the United States (e.g. Spolsky 1969; Gardner and Lambert 1972; Gardner 1973, 1979; Gardner et al. 1976; Mueller 1971; Thompson 1977). Other studies have addressed the same issues in other geographical contexts such as Israel, Japan,

Indonesia, Wales, etc. (e.g. Jones 1949, 1950; Gardner and Lambert 1972; Chihara and Oller 1978; Lukmani 1972; Asakawa and Oller 1977; Cooper and Fishman 1977; Fishman 1977; Van Triste 1985). Though results differ as to exactly which attitudes correlate more strongly with achievement in 2LL, most agree that there is some sort of association between the two.

Gardner (1985:40) observes that the term "attitudes" can refer to a wide variety of factors. For instance, there are educationally relevant attitudes such as how a given language teacher or language course is seen, or prevalent attitudes toward a particular TL. There are also socially relevant attitudes that refer to the individual's attitudinal disposition toward social groups, such as attitudes towards the speakers of the TL. Additionally, there are some more general attitudes such as ethnocentrism, or anomie (i.e. dissatisfaction with one's original social group).

Though the concept of attitude is rather complex and one on which there is not much agreement, Gardner provides a definition that incorporates the three basic components of attitudes: thoughts, feelings, and a predisposition to behave in a certain way. He defines attitude as "an evaluative reaction to some referent or attitude object, inferred on the basis of the individual's beliefs or opinions about the referent" (1985:9). Within the parameters of this definition, researchers have proposed that a learner's beliefs about the desirability of learning a 2L might somehow influence the

degree of success he/she will have in this task. That is, certain attitudes can act as mediators to facilitate 2LL. This is the conclusion reached by a number of studies (e.g. Jones 1949; Spolsky 1969; Gardner and Lambert 1972; Randhawa and Korpan 1973; Oller et al. 1977).

Attitudes are normally measured in terms of evaluative reactions to statements thought to represent the subjects beliefs (Edwards 1985:140). Subjects could be asked to respond to direct questions about how they feel about learning a language, the TL community, or the language teacher (Jones 1949, 1950). Spolsky (1969) used, among other measures, ratings of applicability to oneself in order to assess the degree to which individuals would identify themselves with the TL group.

Another attitude measure is obtained by using "matched guise" procedures developed by Lambert and others (see Lambert et al. 1960, 1966; Lambert 1972). This technique allows for indirectly assessing subjects' attitudes toward self or toward speakers of the TL. Subjects are asked to evaluate bilingual speakers under different "guises." That is, a bilingual speaker is recorded speaking in each of the languages being evaluated. The subjects are played the recording without being told they are listening to he same person, and then they are asked to rate the speaker on a series of personality traits such as integrity, kindness, diligence, trustworthiness, etc. The subjects evaluations of the voices are interpreted as indicative of their biases toward the

languages presented in the recordings (see Ladó-Berrios 1978 for a rather thorough review of the literature on this subject).

Such research methodology is largely based on the assumption that attitudes are "sociogenic" in nature. That is, they are particularly sensitive to the social milieu that surrounds individuals in society. Attitudes are said to arise from the basic assumptions or predispositions that a person has about the self in relation to his/her social environment, about other people, about what is right or wrong and desirable or undesirable in social behavior (Thompson 1975:19-20). The relationship between attitudes and behavior is made clearer when we consider that social behavior is a direct function of behavioral intention which in turn is an additive function of attitudes toward the behavior and the influence of the social environment (Gardner 1985:8-10). Accordingly, 2L learners' attitudes toward 2LL, a particular TL, or TL speakers for that matter, are a reflection of (or at least heavily influenced by) the social attitudes prevailing in the learners' social milieu (Spolsky 1969; Gardner 1973:235). Consequently, learning a 2L is likely to be affected by a variety of attitudinal predispositions present in the individual or in the social milieu surrounding that individual. Gardner et al. (1970:332) explain,

> Subjects react to ethnic groups in terms of certain
> attitudes, primarily because of shared beliefs in
> their community concerning the applicability of
> these traits to the group in question.

Regardless of the associations to be found between attitudes and 2LL achievement, it should be made clear that not all attitudes are associated with 2LL to the same degree.[4] That is, some attitude measures may be more relevant to 2LL than others. Regarding the correlations of attitudes with 2LL, Gardner (1985:9-10) observes that,

> Some attitudes might be more relevant to the behavior than others... Differing degrees of relevance would be expected to influence the magnitude of the correlations of such attitudes with the behavior in question.

In addition, Gardner (1985:41-42), for example, reports that, "studies involving attitudes toward learning the language generally obtain higher correlations with achievement than studies of attitudes toward the second language community." This finding is of particular importance given that it may account for the low correlations between attitudes and achievement reported by some researchers (e.g. Oller 1977).

Attitudes toward language learning seem to be sensitive to gender differences, i.e. girls seem to exhibit more positive attitudes than boys (Randhawa and Korpan 1973; Jones 1949, 1950). Attitudes also seem to be sensitive to a number of factors related to the learners' upbringing, e.g. place of residence, language spoken by parents, and attitudes of the parents toward the TL (Jones 1950; Gardner 1968; Gardner et al. 1978; Gardner 1985). In addition, it has been demonstrated that attitudes tend to become less positive with age (Jones 1949; Gardner and Smythe 1974a). However, the associations between attitudes and indices of achievement tend

to increase as students grow older (Gardner 1985:44). It has also been found that attitudes toward language learning are independent of measures of intelligence (Clement et al. 1977). Gardner (1985:45) observes that,

> These findings suggest that the attitude measures relate to achievement because of important affective components and not simply because attitudes covary with ability.

In conclusion. although we have reviewed research findings that suggest that some attitudes are related to achievement in 2LL by way of influencing the behavior of the individual, the exact nature of the association between attitudes and 2LL has not been made clear yet. Nor have we discussed in any detail the variation in results reported by some researchers (e.g. Oller 1977, 1981a, 1981b; Baca et al. 1977; Oller and Perkins 1978a, 1978b). This issue may be made clearer if we consider in closer detail the relationship of attitude and motivation to achievement in 2LL.

2.1.4 The Relationship of Attitudes and Motivation in 2LL.

Studies conducted in Canada (Gardner and Lambert 1972) presented evidence which indicated that certain attitudinal-motivational measures positively correlate with achievement in learning a second language. In addition, it was found that attitudes were influential in 2LL not so much because of a direct association with proficiency, but mainly because they serve to support and maintain motivation in the "lengthy task of acquiring competence in the second language" (Gardner and

Smythe 1981:523-524). A schematic representation of the proposed association of attitudes, motivation, and 2L achievement is shown in **Figure 1** below.

According to this model, it is assumed that differences in learners' attitudes will influence their motivation to persevere in learning the TL, with resulting differences in achievement. It is also suggested that achievement could in turn influence learners' attitudes toward language learning in a sort of cyclic fashion (Gardner 1975:205-207).
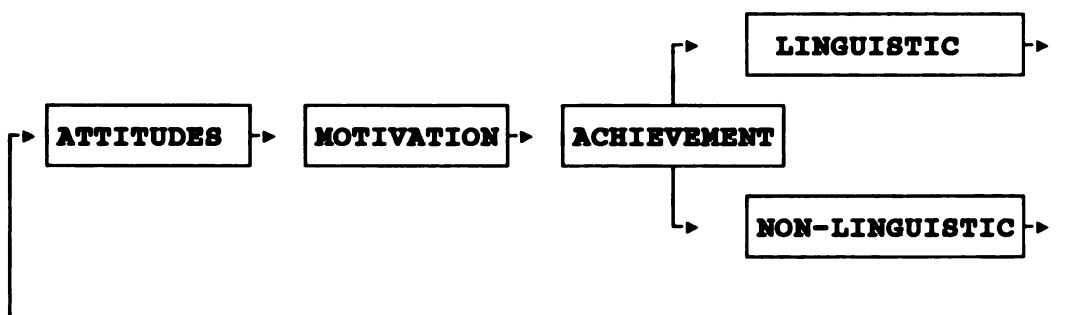
Figure 1. Simplified representation of the relationship of attitudes to motivation and achievement in 2LL (Taken from Gardner, 1979:206).

Thus we find that in the model proposed by Gardner, achievement in 2LL would also influence the learners' attitudes toward learning the language, thus starting the cycle again (see String 1984, for data suggesting that an integrative orientation may follow, rather than promote, 2LL). Gardner (1981:100) further elaborates on the relationship, outlined above by stating that,

It seems necessary to include a concept of attitude in the general motivational configuration because

the acquisition of a second language requires
considerable time and effort, as a result, a
stable attitudinal base is needed to maintain
motivation over these long periods of time.

It should be observed that most of the studies examining
the relationship between attitudinal-motivational factors and
achievement in 2LL are correlational in nature and should
generally be interpreted as suggestive. However, Gardner et
al. (1985) present data obtained through causal modeling
(using correlational procedures) that are consistent with the
suggestions made above. The relationships between attitudes,
motivation, and 2L achievement are made clearer when we
consider the social-psychological model proposed by Gardner
(1979).[5] This model is outlined in **Figure 2**.

A major asset of this proposal is the fact that by
incorporating associations among contextual, social,
cognitive, and affective variables, it allows for the
interaction of both social and psychological domains of 2LL.
The model consists of four basic components: 1) the social
milieu in which the language is acquired, 2) individual
differences in intelligence, aptitude, and motivation, 3) the
contexts in which the learning takes place, and 4) the
outcomes of learning.

2.1.5   The Role of Motivation in 2LL.

Above we discussed the suggestion that attitudes are
social in nature.   To some extent, so is motivation.
Motivation refers to the affective characteristics which

orient a learner to acquire elements of the 2L (Gardner 1981:103-105). It also involves some degree of effort toward that goal (Gardner & Smythe 1974a:14). Gardner (1985:10) more clearly defines motivation as,

> ... the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language. That is, motivation to learn a second language is seen as referring to the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity.

Accordingly, when we have a _desire_ to achieve a goal and _favorable attitudes_ toward that goal and the _effort or drive_ to achieve it, we are motivated.

Harold Dunkel (1948) observed four decades ago that motivation basically consisted of two related aspects: intensity and kind of motivation. "Kind of motivation" was regarded as synonymous with purpose and likely to influence motivational intensity. Regarding motivation in 2LL, Dunkel (1948:100) stated that,

> ... the motivation of the student who has immediate professional interest in a language is certain to be more intense than that of the student who is merely satisfying a requirement or who thinks to go abroad sometime.

These views are elaborated by Gardner (1985:50-56) who identified four basic subcomponents of motivation. These are:

1. a goal or reason for wanting to learn the language (e.g. "I want to learn French to communicate with native speakers of the language"),

2. effortfull behavior (e.g. time is spent seeking and interacting with French speakers),
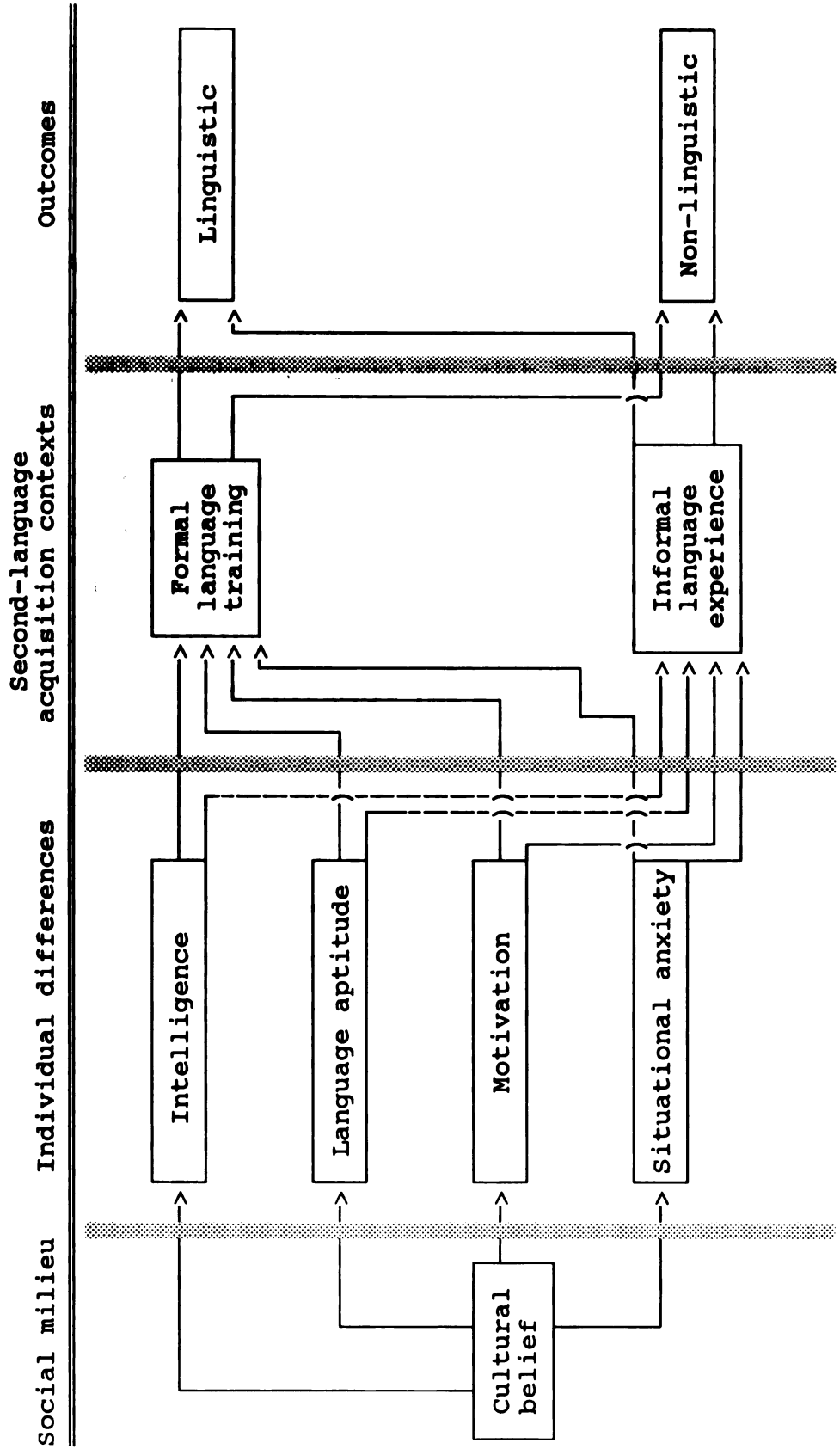
Figure 2. Gardner's model for 2LL (Taken from Gardner, 1979:196).

3.   a want or desire to attain the goal (e.g. a desire
      to learn French),

4.   favorable attitudes toward the activity involved
      (e.g. "French is not difficult to learn."). It

It should be noticed that it is not suggested that either a reason or desire or effort alone are likely to lead to successful 2LL. Instead, it is suggested that it is the combination of all of subcomponents such as desire and effort what will probably correlate with 2L achievement. It is the combination of desire to achieve the goal with favorable attitudes and amount of effort applied toward the goal, that is referred to as motivation (Gardner 1985:11).

In Gardner's model, as we mentioned earlier, attitudes are of particular importance in 2LL because they are hypothesized to influence the individual's level of motivation to learn the TL. Given that successful learning of a language involves long periods of time, it is suggested that something else (i.e. a further goal) besides that of just learning the language is involved (Gardner 1981:101).

Assuming that the learners' goals or reasons for learning a language are a major contributor to motivation, these goals could be classified into categories that bring together similar reasons. Such categories would suggest the **motivational orientation** that learners may have toward 2LL, i.e. "ultimate goals for achieving the more immediate goals of learning the second language" (Gardner 1985:11).

This "orientation" referred to above basically encompasses the learners' reasons for learning the language.

Generally, learner's orientation has been regarded as a dichotomy in terms of 2LL. **"Integrative"** orientation is found in learners who approach the learning task having the ultimate goal of identifying themselves with the TL group, of becoming like valued members of the TL community and communicating with that group. This same type of orientation has been found in learners who, though integratively motivated to a lesser degree, just want to learn more about the TL speakers and their way of life (Gardner & Smythe 1974a). **"Instrumental"** orientation on the other hand, is that of learners who approach 2LL for utilitarian reasons, such as furthering a career or similar economic/practical benefits.

A third orientation suggested is a **"machiavellian"** or manipulative orientation (Gardner 1985:12). This refers to wanting to learn a 2L in order to manipulate or exert some sort of power or control over others. This type of orientation has not been studied in much detail.

The combination of motivation (including attitudes and desires) plus the individual's orientation (i.e. reason for learning the language) is labeled the "integrative motive."[6] This construct has been closely associated with achievement in 2LL though not directly. In order to measure the strength of the different subcomponents of motivation and the learner's orientation in a manner that would permit prediction of 2L achievement, the **attitudinal-motivational index** (**AMI**) was developed (Gardner & Smythe 1974a, 1981; Gardner 1978, 1979, 1981, 1985; Gardner & Gliksman 1982). The **AMI** consists of

sets of questions. Responses to such questions provide a composite score of the sections in the questionnaire corresponding to the subcomponents and orientation towards 2LL. This measure is said to represent a complex grouping of attitudes and motivation that are particularly pertinent to 2LL.

It is pertinent to observe that factor analytic studies have shown substantial correlations between "AMI" scores interpreted as indicative of learners' integrative motive and diverse measures of achievement in 2LL. These findings provide further evidence of the relevance of attitudinal-motivational factors in 2LL (e.g. Gardner & Smythe 1975, 1981; Smythe et al. 1972). AMI is discussed in further detail in the methodology section (Chapter Four) of this dissertation.

Gardner and Lambert (1972) reported obtaining higher positive correlations between measures of integrative orientation and achievement in 2LL than between measures of instrumental orientation and achievement. This became the starting point for a large number of studies which focused on affective variables and their role in 2LL. These studies are characterized by the use of "large samples, much replication, and diverse research settings" (Snow & Shapira 1985:3). Consequently, there is abundant evidence suggesting an association between the attitudinal-motivational construct and achievement in 2LL. Moreover, this evidence suggests that an integrative orientation may be a more reliable predictor of achievement in 2LL than an instrumental orientation (e.g.

Gardner & Lambert 1972; Lambert 1972; Clement et al. 1977; Gardner 1979a, 1979b, 1981, 1985). Specifically, Jones (1949, 1950) reported finding a positive association between the attitudes of Welsh students and achievement in the learning of English.

Mueller & Miller (1970) obtained significant correlations between attitudes toward French people and student grades. Mueller (1971) reports similar results with students learning French, and Thompson (1977) found the same with students learning Russian. Chastain (1975) obtained positive correlations between affective characteristics of students of French, German, and Spanish and course grades. Strong (1984) examined the relationship between integrative and acquired 2L proficiency. He concluded that for Spanish-speaking kindergartners in an American classroom, advanced learners showed significantly more integrative orientation than beginners thus suggesting a change in the intensity of the orientation as a result of exposure to the TL.

Additional evidence on precisely how strongly does an integrative motivation relates to 2LL is reported by Gliksman (cited in Gardner 1979:108), who obtained data which suggest that integratively motivated students behave differently in the classroom when compared to non-integratively motivated students. The integratively motivated students volunteered more frequently, gave more correct answers, and received more positive feedback from their teachers. It is suggested that this sort of behavior positively affects 2LL. Gardner et al.

(1976) report findings that show that integratively motivated learners are less likely to drop out of their language courses, and that they are more likely to avail themselves of opportunities to use the language. Similar findings are also reported in Clement et al. (1978), (see also Gardner 1985:56-58, 65-76).

2.1.5.1 **Criticism of the Attitudinal-Motivational Model.**

There seem to be some data that are contrary to the findings reported above, i.e. studies that have failed to find with positive correlations between attitudes and 2LL. In addition, some other studies, though not necessarily contradictory, suggest that an instrumental orientation could also be a reliable predictor of success in 2LL. Oller (1977:181) sums up his criticism of the integrative/ instrumental dichotomy by stating,

> ... in several recent studies, factors that are defined as either integrative or instrumental orientations, or perhaps both, may either fail to correlate at all with a proficiency criterion, or worse yet for the prevailing theoretical positions, they correlate negatively when the theories predict relationships.

Examples of data which are not clearly supportive of the hypothesized association between affective variables and achievement in 2LL are found in a number of studies. Anisfeld & Lambert (1961) obtained negative correlations between measures of anti-semitism and achievement in learning Hebrew as a second language. Lambert et al. (1963) also report obtaining negative correlations between positive attitudes

toward French speakers and French achievement among advanced students (as compared to students at the beginning level). Gardner & Lambert (1972) report on data obtained in the Philippines which suggest that an instrumental orientation might be a reliable predictor of achievement in learning English.

Lukmani (1972) found that among Marathi speaking high school students in Bombay, instrumental reasons correlated more highly with achievement in English than integrative reasons. Hidalgo (1984) studies attitudes toward English in Mexico, and failed to find the presence of two distinct motivational orientations toward learning English as a second or foreign language. However, she did find evidence that supports the hypothesis on the associations between attitudes and use, and the relationship between social milieu and language attitudes. Teitelbaum et al. (1975) report obtaining low correlations between a positive orientation toward the local Chicano community and successful acquisition of Spanish among students at the University of New Mexico. Studies done by Oller et al. (1977a) with native speakers of Chinese in the United States, and with Mexican American Women studying English in New Mexico (1977b), and by Chihara & Oller (1978) with Japanese students of English, also reported results that are not parallel to those of Gardner and others (see also Asakawa & Oller 1977; Oller 1977).

Gardner (1979a, 1979b, 1981, 1982, 1985) has proposed to account for variations in results by suggesting that context

plays a major role in determining which orientation is most relevant to successful 2LL. More specifically, Gardner hypothesizes that variations in results could be due, at least in part, to failure to account for the role of the learning context in the analysis and interpretation of the obtained data. For example, the intensity of the associations between affect and achievement in 2LL may be influenced by the expectations (regrading the TL) that a given social milieu imposes on the learners. Moreover, the associations could be diminished in environments where access to the TL group is limited or non-existent (Gardner 1985:66-69). Thus, weaker associations could be expected in situations where contact with language and/or its speakers is limited to the language classroom simply because the learners do not have further need of the language outside that limited context. Gardner (1979:200) explains,

> It is necessary to consider the role that social context might play in second language acquisition because although the concept of motivation refers to the specific act of learning the language, it would seem to have a broad social function and thus any theoretical model must be considered in terms of social context.

Another explanation in the variation in findings is that this is the likely result of measurement instruments that have failed to take into account the effect of learning context. That is, attitudes included in an attitudinal questionnaire which are regarded as integrative in one context could be regarded as instrumental in another.[7] For example. Lukmani (1972) classified the reason "travel abroad" as instrumental,

while Burnstall (cited in Gardner 1985:52) classified "travel to France" as integrative. Such interpretation of variance in results is discussed by Clement & Kruidenier (1983:273) which concluded that contradictory results are likely due to "ambiguities pertaining to the definitions of the orientations and the influence of milieu on the acquisition process".

The instruments themselves used in studies cited earlier have also been a major source of criticism on the part of John Oller and others (see Oller 1977, 1981a, 1981b, 1982; Oller & Perkins 1978a, 1978b; Oller et al. 1980). Though Oller and his colleagues do not question the existence or the relationship of affective factors to 2LL (Oller 1982:183), they do criticize the validity of measures such as AMI. Oller & Perkins (1978b:422) observed,

> We believe that affective variables are indeed important to learning in a great variety of ways, but we do not believe that the validity of the commonly used measures has been adequately shown.

Others (e.g. Johnson & Krug 1980:248) have argued that the relationship between affect and cognition is rather complex, and that constructs like integrativeness and instrumentality may be in need of revision. It has also been suggested that "extraneous variables" may influence the validity of the affective measures and thus influence their correlation to measures of 2L proficiency (Oller 1982:185). The major objections are, first, that affective measures could also be "measures of language proficiency or verbal intelligence" (Oller & Perkins 1979b). Second, self-reported

answers obtained from direct questionnaires are not reliable measures because of factors such as "self-flattery," "response set," and "the approval motive" (Oller & Perkins 1978b; Oller et al. 1980; Oller 1982).

On the other hand, though essentially in agreement with the conclusions presented by Oller and others, Upshur et al. (1978) provide heavy criticism on both the research methodology and data collection procedures by Oller & Perkins. Tucker (1981:32) is also very critical of Oller's arguments and on the use of questionnaires for data gathering purposes concludes,

> We may simply have to accept the fact that we may well not be able to test, in such elegant fashion as we might desire, the power of the theories that we generate.

However, the major criticism of Oller's findings and the most persuasive defense of the social-psychological model of 2LL comes from Gardner himself. Starting with a series of exchanges published in Language Learning, Gardner and others have carefully addressed each of the arguments presented by Oller and his colleagues and provided statistical, contextual, methodological, and conceptual support for the validity of, not only the instruments, but the theoretical interpretations of the role of affective variables in 2LL (see Gardner 1980, 1985; Gardner & Smythe 1981; Gardner & Gliksman 1982; Gardner et al. 1985).

In reviewing the arguments presented by Oller and others, Gardner (1985:74) concludes that,

In some studies, furthermore, there is a clear link between achievement in the second language and the total attitudinal/ motivational configuration referred to as an integrative motive. In most there is a definite association between the motivational component and second language achievement. It is most important to note, however, that in none of the studies are there overly large correlations (or factorial associations) between measures of second language achievement and attitudes and motivation. Nor should there be. Attitudes and motivation are from one conceptual domain; language achievement from another. The general expectation (and result) is that attitudinal/ motivational characteristics share some variance in common with language achievement, not all the variance. As a result, it is reasonable to expect the pattern of relationships to be relatively unstable, even though the general relationships are maintained... There is, therefore, considerable reason for concluding that a concept like the integrative motive is implicated in second language acquisition.

It should be noted that Gardner and his co-workers have never claimed that affective factors are solely responsible for achievement differences. Rather, they have pointed out that there are likely to be many factors involved in such a complex process of which the affective domain comprises only one (see Gardner 1985:83). Furthermore, it should be made clear that the type of research reviewed above refers primarily to an association which "does not provide unequivocal answers to causal questions" (Gardner 1985:6). Nevertheless, given the magnitude and significance of the correlations reported in the research literature, it is generally agreed that attitudes and motivation are particularly relevant to 2LL (Schumann 1975, 1978c; Richards 1972; Carroll 1977; Fishman 1977; Genesee et al. 1983).

A clear implication of the findings summarized above is that even when an instrumental orientation has been found to be a reliable predictor of achievement in 2LL, the consideration continues to be "not the instrumentality per se, but the motivation" (Gardner 1985:168). That is, regardless of whether learners exhibit an integrative or instrumental orientation, it is the combination of these plus desire, attitudes and effort (i.e. the integrative motive) what is most significant and what will likely influence achievement in 2LL.

2.2 Additional Models of 2LL.

The relevance of the approach discussed herein is underlined by the fact that other models of 2LL have incorporated an attitudinal/ motivational component (Snow & Shapira 1985:11). For example, Krashen's hypotheses on 2LL provide for the significant role of input in the 2LL process and an "affective filter" which is assumed to be highly attitudinal in nature (Krashen 1978, 1981a, 1982, 1985; Dulay & Burt 1977; Dulay et al. 1982).

An example is Schumann's **Acculturation Model** which focuses on the social and psychological integration of the learners to the TL group as they approach the language learning task. This model has a strong affective component where attitudes are said to regulate the perceived social/ psychological distance between the learners and the TL group. This "distance" is hypothesized to influence the level of

learning reached (Schumann 1976a, 1978d; Stauble 1980).

In spite of the intuitive appeal that the proposed relationship between affective factors have with 2L achievement, the true effect of social milieu has not been fully addressed. Moreover, the question remains of how achievement is affected in the case where English input is not readily available from the environment. What happens to learners who have positive attitudes and a strong motivation to learn a TL but simply have rather limited opportunities to interact with speakers of the language? These aspects are not provided for by Gardner's Model.

On the other hand, Schumann's **Pidginization Model** (1974a, 1974b, 1976d, 1978a, 1978b, 1982) emphasizes the importance of attitudes and motivation in the 2LL process while suggesting that the social context of learning may lead learners not to fully move toward the TL norm. That is, learners may fossilize at a given stage of 2LL interlanguage development. This last model is central to the investigation reported in this dissertation in its attempt to examine the interrelationship of learning context and the learning of English as a second language (ESL) in Puerto Rico. The next section addresses this topic in further detail.

2.2.1   Interlanguage and 2L Development.

2.2.1.1   Defining Interlanguage.

This section addresses some theoretical considerations regarding the relationship between learning strategies and

interlanguage development in 2LL as these are regarded as fundamental for a discussion of the Pidginization Model. The relevance of such constructs is made clear by Andersen's observation regarding the fact that researchers involved in pidgin and creoles studies as well as those involved with 2LL may have been "really studying the same phenomenon, each under a different perspective" (1981:193). The interaction of innate and social aspects of language as significant in both the 2LL process as well as in the development of pidgins and creoles should not be solely examined because their apparent bearing on historical or sociolinguistic issues. Rather, such interactions must be further explored while keeping in mind the ultimate goal of providing data which would be instrumental in assessing the reliability of existing 2LL models. Specifically, such data should provide insights as to the role of universal acquisition strategies in the 2LL process.

A necessary starting point for such discussion is the consideration of the theoretical construct of **interlanguage (IL)**. The prevailing definition for this term is attributed to Selinker (1974)[8] as he made reference to a system or rules 2L learners are hypothesized to construct with the purpose of both understanding and producing utterances in the TL. This IL is said to be a "psychological structure that is latent in the brain, activated when one attempts to learn a second language" (1974:33).[9] Furthermore, the IL of 2L learners is described in terms of intermediate stages of development to be

found between the native language (NL) of learners and the TL. These stages are made evident as the learners attempt to produce utterances in the TL and have been observed to exhibit internal coherence. That is, they are to be regarded as different language systems and not as simply corrupt versions of either the NL or TL.[10]

Corder (1983) also looks at language acquisition as a creative process in which learners interact with their environment to create an internalized representation of "the regularities they discover in the linguistic data to which they are exposed," (p. 87). He refers to this internal representation as interlanguage. According to Corder, interlanguage, at least in the early stages, consists of developmental sequences that are independent of outside influences such as language instruction because of their reliance on innate language acquisition abilities. He observes (1983:88),

> ... learners appear to have some sort of internal program which operates in such a way as to create essentially the same sequence of development of the internal representation so long as there is adequate data for the acquisition process to operate on.

2.2.1.2   IL Development and Fossilization.

According to Selinker the mechanism by which IL develops consists of certain "processes" which learners use to move towards the TL. These processes are language transfer, overgeneralization, strategies of communication, strategies of

learning, and transfer of learning (1974:35). Though he attributes great importance to these strategies, Selinker recognizes that the nature of these is still to be adequately defined (1974:39-40),

> It cannot be doubted that various strategies on the part of the second language learner affect to a large extent the surface structure of sentences underlying IL utterances. But exactly what these strategies might be and how they might work is at present pure conjecture.

One example of such strategies is **simplification** which is defined as a tendency on part of 2L learners to reduce the TL to a simpler system. This is manifested as an inclination to avoid grammatical formatives such as articles, plural forms, and past tense (Selinker 1974:40).

Other strategies are also suggested. For instance, a "strategy of communication" (p. 37) could dictate to the 2L learners when they have learned enough of the TL in order to communicate and so they stop learning. It should be noted that the assumption is that this is an unconscious strategy. This is referred to as **fossilization.**

Fossilization is a major component of Selinker's proposal. He defines it as a mechanism which is responsible for NL linguistic phenomena, such as rules or linguistic items, being kept in the IL "no matter age of the learner or amount of explanation and instruction he receives in the TL" (p. 36). He also suggests that fossilized items (or rules) are kept permanently by the learners regardless of their age or "amount of explanation and instruction" they receive in the

TL (p. 36). Scarcella (1983:319-320) also observes that fossilization involves a cessation of IL learning and that fossilized 2L production "remains stable, that is, unchanged over time."

Bickerton (1975:173) argues that fossilization could arise due to individuals being denied access or opportunity to interact with native speakers of the TL. This lack of contact would lead learners to reach a pidginized stage of IL development, that is, they reach a plateau and stop moving towards the TL norm. However, Selinker and Lamendella (1978:240) define fossilization as "cessation of further systematic development in the IL," thus emphasizing the permanent nature of the phenomenon. They further sustain that fossilization that it could not be dismissed as due to lack of opportunities to learn as Bikerton seems to suggest. The basic reason they give is that (p. 48),

> ... it is most important to note that there appear to be many cases when individual learners have clearly had sufficient opportunity to use and practice the TL in communicative interactions and nevertheless have persisted with an IL fossilized far from the TL norm.

However, Schuman (1976a, 1976b, 1978a, 1978d) assumes a different position as he views fossilization as modified by socio-affective considerations such as the perceived social distance between the NL and the TL group. As learners cease to move towards the TL (i.e. stop "acculturating") due to affective factors such as negative attitudes or lack of motivation, their IL will fossilize at a pidginized stage. It

is suggested that the learners' IL will start moving toward the TL if acculturation would start again. As observed by Selinker and Lamendella (1978:283), for Schumann,

> ... fossilization is a temporary plateau in IL learning which may be surmounted by the establishment of higher degrees of integrative social motivation and/or a decrease in the psychological distance between the learner and the target society.

2.2.1.3 IL Development and Social Factors.

It should be observed that other researchers have proposed similar views. Nemser (1974) makes reference to a phenomenon parallel to 2L interlanguage which he refers to as **approximate systems**, thus emphasizing the developmental nature of the same. Nemser hypothesizes that the learners' system is continually modified as they move toward the TL. These modifications to the IL system are referred to as a series of **"lects"** which are transient in nature varying in accordance with the acquired proficiency level (p. 55). Nemser argues that the transient systems are characteristic of "immigrant speech" or "utility systems" with limited semantic function as well as limited grammars and lexicons. He specifically addresses "approximate systems" (L_A), "source language" (L_S), "target language" (T_L), and "succesive stages of proficiency ($L_{A1...N}$), (1974:56-57). Nemser also calls these systems **"learner pidgins"**, which are characterized by their focus on content rather than form. He adds (1974:58),

> Moreover these learner pidgins may be preserved in the language-types customarily as pidgins and

creoles, historically L_A systems usually incorporating L_S grammatical elements and L_T lexical elements.

Corder (1974) while discussing the "significance of learners' errors" makes reference to what he labels as **transitional competence** (p. 25). This term refers to the learners' level of IL development at a given point as made evident by their errors. Corder (1978) again examines the notion of IL while delineating its characteristic heterogeneity. That is, he maintains that IL not only exhibits differences along a continuum (i.e. from NL to TL), but also that there are similarities as well as differences in the interlanguage of learners as the language systems of each is in constant change. He observes (p. 73) as follows,

> Language learners do not speak the same interlanguage any more than infants all speak the same version of child language. The reason for this is obvious: their interlanguage is undergoing constant change in the process of learning. It is this salient characteristic of interlanguage which leads us to talk about it as a dynamic system.

In agreement with the researchers referred to above, Corder (1978) further argues that IL development is the result of interaction between a cognitive ability to apply some innate generalizations about language (a **built-in syllabus**) and the environment, i.e. a product of both nature and nurture (p. 78). IL develops as the learners seek to both accommodate, i.e. adapt their interlanguage to fit language input, and assimilate, i.e. fit linguistic intake into the present IL grammar, (p. 79). The learners communicative needs

are said to be major motivators for IL development to the point that when the needs to communicate are met, development stops (p. 83).

Richards (1974) defines IL as a dynamic linguistic system resulting from the regular application of rules strategies and hypotheses about the TL. This system is intermediate between the NL and the Tl and said to be made of rules which are at the same time linguistic and social in origin (p. 69). Thus, his approach is somewhat particular in the sense that he addresses the notion of IL as characteristic of language contact situations in which 2LL is determined by the sort of social relationship holding between the learners and the TL community[11]. More specifically, he mantains that IL development for 2L learners is the result of "social and economic possibilities made available for the group" (p. 66).

To illustrate his point, Richards compares the situation faced by German and Puerto Rican immigrants to the United States. In the case of the former, the immigrants found it relatively easier to be accepted into mainstream society, while the latter found it particularly difficult to become part of "the melting pot." Thus the motivation to acquire the TL for each group was conditioned by social factors (e.g. numerical strength, color, race, education). Restricted by social limitations the learners may or may not proceed to learn the TL. More specifically, Richards (1974:66-67) observes regarding learners subject to such limitations,

Whether he goes on to learn standard English or

> develops a functionally adequate but non-standard
> personal dialect of English will depend on the
> degree of interaction and integration he achieves
> with the English maintained societal structures...
> Unfavorable social conditions lead to maintenance
> and perpetuation of the immigrant dialect of
> English. The economic and social possibilities
> available for some immigrants do not make the
> learning of standard English either possible, or
> even helpful.

Tied in with his discussion on the effect of social context on IL development Richards also discusses other views similar to those expressed by other researchers mentioned above. For example, he suggests that IL development is the result of the application of certain learning and communication strategies. Accordingly, development towards the TL is said to proceed as these strategies are allow learners (1974:71) to, for example, generate a grammar on which,

> ... the marked-unmarked distinctions of the target
> language are removed, and where preposition, auxiliary
> and article usage appears to be simplified.
> Simplification is one way in which speakers of different
> languages can make a new language easier to learn and
> use.

This simplification can result in an English-based pidgin as social conditions of restricted access to input may lead the learners to fossilize and a given IL may become "the end point of the learning process" (p.72). That is, the limited opportunities for contact with native speakers caused by prevailing social factors (e.g. socio-economic class, race, etc.) may lead learners to make use of strategies such as simplification and consequently to the generation of a "pidgin

or a non-standard form of English" (p. 76). This suggests the possibility of significant similarities between IL stages of 2LL and pidgin languages.[12] This position is made more evident as we consider Richards (1974:77) statement as to the fact that,

> ... we will define a pidgin as an interlanguage arising as a medium of communication between speakers of different languages, characterized by grammatical structure and lexical content originating in different sources, by unintelligibility to speakers of the source languages and by stability.

In the discussion provided above we can also find interesting similarities between IL stages of 2LL and pidgin and creole languages. For example, Selinker's statement about simplification is also reported in the research literature as a major characteristic of pidgin languages (e.g. DeCamp 1971:18-21), thus suggesting similarities between the processes responsible for IL development and those of pidginization (at least at the process or strategy level).

Also we find that Nemser's definition of "learner pidgins" or "utility systems" seems to be quite similar to the definition of "simplified registers" provided by Ferguson & DeBose (1977:117) which views registers of 2L learners exhibiting evidence of simplification as ensuing from a process of pidginization.

It follows from such observations that the main similarities between interlanguage stages in 2LL and pidgins is at the level of strategies (e.g. simplification) and the influence of social factors that lead to limited opportunities

of contact with native speakers of the TL and thus to fossilization at a given stage of development in the continuum between the NL of the learners and the TL. Indeed, it would seem that Andersen's observation cited above regarding the possibility that these are similar phenomena may not be totally unsubstantiated.

Keeping this in mind we turn now to discuss in greater detail diverse views on the origins of pidgin languages and how we could reconcile such definitions in a model for 2LL in general. The desirability of such an approach is made clear by Richards (1974:90),

> The complex and little understood process of pidginization and the related creole and post-creole interlingual continuum hence suggest a field of research which can both illuminate and be illuminated by the study of second language learning... our understanding of interlanguage processes will surely be clarified by the expanding field of creole studies, illuminating the factors involved both in the learning of a standard language and the dimensions that need to be accounted for in analyzing the development of interlingual varieties of English.

2.2.2 Pidginization and Creolization as 2LL.

2.2.2.1 On the Origin of Pidgins and Creoles.

At this point it might be pertinent to provide a definition of what pidgin and creole languages are. However, this may not be an easy task since there seems to be no consensus between researchers in the field as to precisely what a pidgin and/or creole language is. DeCamp (1977:3) states that,

There is no such agreement on the definition of the group of languages called pidgins and creoles. Linguists all agree that there is such a group, that it includes many languages and large numbers of speakers, and that now pidgin-creole studies have become important in linguistics. Yet even the authors of this book would not agree on a definition of these languages.

According to DeCamp some of the definitions prevalent in the field appear to be based on function, i.e. the role these languages play in a given community-- e.g. a trade language. On the other hand we find some definitions that focus on the historical origin or development of pidgins-- e.g. monogenesis or spontaneous generation theories. Other definitions are based on the formal characteristics such as restricted vocabulary, absence of gender or inflectional morphology. Yet other definitions present elements common to all of those mentioned above. For instance, Todd (1990:1-2) defines a pidgin as,

> ... a marginal language which arises to fulfill certain restricted communication needs among people who have no common language... The syntactic structure of the pidgin is less complex and less flexible than the structure of the languages which were in contact, and though many pidgin features clearly reflect usages in the contact languages, others are unique to the pidgin.

For purposes of this dissertation we will define a pidgin as an interlanguage originating as a means of specialized or limited communication between speakers of different languages. This pidgin is normally not the native language of the speakers but a second language used occasionally and characterized by a limited vocabulary, a restricted number of

grammatical devices such as copula, number and gender, and a significantly reduced use of redundant features (DeCamp 1971:15).

A creole is a similarly derived language spoken as a mother tongue. It is a complicated and expanded pidgin that has acquired any number of native speakers (Sankoff & Laberge 1974:74). Though a creole exhibits a tendency to minimize redundancy in syntax, its complexity and functions are extended enough so as to fulfill all the communicative needs of its speakers. The complexity and functions of a creole are extended enough (as compared to a pidgin) so as to fulfill all the communicative needs of its speakers (Sankoff & Laberge 1974:74). Furthermore, a creole is very similar to a natural language in the sense that it is the result of a creative process (i.e. a creole "creates itself" by drawing from natural cognitive processes and processes of natural language development, (Schumann 1978b).

In order to further elaborate on the characteristics of the Pidginization Model for 2LL, it is pertinent to consider prevailing views on how pidgin languages originate. Basically, there are three theories on the origins of pidgin and creole languages. The first one is called the **Polygenetic or Simplified Language Theory** (DeCamp 1977). This view proposes that pidgins developed from the simplified, broken language used between, for example, plantation owners and their workers (or slaves). It is suggested that in order to communicate with workers that usually did not know each

other's language, the owners often used a simplified speech to allow at least some sort of basic communication. This simplified speech was in turn learned by the workers in order to communicate between themselves, thus giving origin to today's pidgin.

It is further suggested that this simplified speech also emerged in trade situations with pidgins resulting from whatever simplified natural language was used in that context. Bickerton (1977) rejects this view as absurd pointing out that in the case of Jamaica, it is recorded that it was the plantation owners who were learning the pidgin from the workers/slaves. (Moreover, the main problem with this position is found in the striking similarities found among pidgins which are not geographically nor historically related.) Bickerton (1977, 1980, 1981) maintains that it is impossible for given natural languages to be simplified to the extent of producing such strong similarities among pidgins around the world which show no trace of common background (e.g. English Pidgin, French Pidgin, Portuguese Pidgin all show similarities regardless of the language they supposedly are derived from.).

The issue of explaining similarities among pidgins is addressed by Ferguson (1971) and Ferguson & DeBose (1977). These authors suggest the possibility that similarities in pidgin languages could be related to the effect of a strategy of simplification. This strategy is said to provide a "broken language" to serve as source of input to the learners (this is said to be similar to "baby talk" in 1LA). Contrary

to the hypothesis of polygenesis, Ferguson (1971) and Ferguson & DeBose (1977) suggest that in a contact situations between speakers of different languages, speakers would rely on a simplified language in order to communicate among themselves. Such a simplified language would provide a restricted or limited input that in combination with natural learning strategies available to learners all over the world, would in tunr give rise to the similarities between pidgins.

A second proposal regarding the origins of pidgin languages is called the **Monogenetic Theory**. This position maintains that all pidgins could be traced back to a common ancestor in the same way that European languages are related to a common proto-indoeuropean language. The name of such an ancestor is **Sabir**, a trade language used in the Mediterranean and now extinct. This lingua franca was used mostly by slavers and sailors who eventually caused it to spread around the world. The suggestion by Whinnon (1977) that this language experienced relexification on repeated occasions explains both the similarities and the differences among pidgins nowadays. Again Bickerton (1977) rejects this position by citing examples of pidgins that could not be traced back to a common origin or as having no history of contact, and yet exhibiting noticeable similarities among them.

A third view on the origins of pidgins is that of **Universals of language acquisition**. The main proponent of this position is Bickerton (1977:49) who suggests that

pidginization is "second-language learning with restricted input, and that creolization is first-language learning with restricted input." Given that pidgins arise in language contact situations where opportunities for adequate models are not readily available, Bickerton suggests that the learners have to draw on natural strategies of language acquisition in order to come up with a language to meet their needs. That is, given a need to communicate, and no source of TL input, the learners will draw on a "natural semantax", (i.e. innate underlying principles of language perception/ production[13], (Traugott 1977)), that will direct learning.

Bickerton's views (1981a) hold that given a learning situation where there is no adequate input available from which to make generalizations about the TL, the learners are directed to draw instead on innate abilities. The set of these abilities available to all learners is called a **bio-program**. Such theoretical construct is so labeled in order to emphasize the assumption that it consists of genetically transmitted information.[14]   The bio-program would eventually determine, not the specific form a language must take, but rather limit its possibilities of variation. Such a restricting effect would account for the similarities of apparently unrelated pidgin languages in terms of the absence of copula, limited agreement rules, lack of morphemic inflections, simplified word order, etc.

Instead of placing an emphasis on the possible role of such strategies as simplification, Bickerton argues for a

strategy he labels **relexification** (1977:54). This strategy guides, among others, learners to acquire morphemes from the TL and then apply to these rules and categories already existing in their interlanguage. This hypothesis is confirmed, according to Bickerton, by the fact that certain pidgin languages exhibit features that could not be traced back to the original languages. He writes (1977:64),

> It is obvious that the process must consist of internalizing linguistic rules for which there is no evidence in terms of linguistic outputs. If such rules are not induced from primary data, they must be derived directly from the human **faculté de langage**, which must in consequence contain some kind of analog for the instructions.

Consequently, this reliance on a natural faculty[15] would account for the significant number of similarities observed in pidgins and creoles (cf. Givon 1979:33).

Bickerton also extends such views to the development of creoles which he also sees as the result of improper or restricted first language learning. The creole develops as children of pidgin speakers are exposed to the pidgin as a mother language. Given that this input is simplified and limited, upon finding the need for a vehicle that meets their demands for more a complex language, the children are forced to draw on their innate language (or as Bickerton says, cognitive) abilities. Accordingly, a creole is said to result from a pidgin that, given a growing need to accommodate new and more diverse demands from the speakers, has developed (through the process of **creolization**) more complex and redundant features. To the extent that this creole moves

closer in the direction of the TL, it is said to **decreolize**.

Of the three views on the origin of pidgins and creoles examined above, it is the language universals view that allows for bringing together pidgin and creoles studies with 2L acquisition research. It is basically at the strategy level (e.g. the apparent reliance on simplification and/or transfer) that an explanation can be found which could account for structural similarities found in the interlanguage of 2L learners and pidgin speakers.

2.2.2.2 **2LL as Pidginization**.

Cazden et al. (1975) reported on a longitudinal study of six Spanish speakers learning ESL. While examining the developmental stages of 2LL of these subjects, they noticed that one of them, a Costa Rican named Alberto, failed to make progress toward the TL in spite of being surrounded in an English Speaking environment. A close examination of the development of negation in the subjects' speech revealed Alberto's IL development had fossilized instead of continuing to move toward the TL. They suggest that this learner was unable to acquire the TL norm because of his failure to acculturate to the TL group. This acculturation is seen as the result of the learners' perceived socio-affective distance from the TL group (Schumann 1976a, 1978c, 1978d).

Schumann (e.g. 1974a, 1974b, 1975, 1976b) draws on the Alberto data to propose that the processes of 2LL and pidginization are indeed the same phenomenon. For example,

Schumann (1976b) explains how the IL of Alberto was characterized by features, such as simplifications and reductions, which are also characteristic of pidgin languages (p. 394-395), such as English Worker Pidgin, American Indian Pidgin, English-Japanese Pidgin and Neo-Melanesian Pidgin. Some of these features are,

1. use of a uniform negative "no" for most utterances

2. no inverted order questions

3. lack of auxiliaries

4. no inflection for the possessive

5. use of unmarked form of the verb

6. deletion of subject pronouns

In agreement with Schumann's observations, Andersen (1979, 1981) reports on data obtained from comparing Schumann's data with that obtained from Hawaiian Pidgin English as reported by Bickerton and others. Andersen concludes that speakers of pidgin languages and 2L learners reported in these studies showed a reliance on word order rather than inflections, a basic negation, and unmarked verb forms. The only difference observed when comparing the data was in terms of the "degree of pidginization", i.e. the extent to which the learners had moved toward the TL. For example, Alberto seemed to use more the plural marker "-s" possibly due to successful transfer from Spanish (Andersen 1981:191).

Other subjects in Schumann's study were able to successfully acquire the TL. All subjects seemed to go through similar pidgin stages of development that were rapidly

and successfully left behind as learners moved toward the TL norm. This serves as a basis for suggesting that at an early 2LL stage, and under certain social conditions, a learner's IL will tend to exhibit characteristics which are notably similar to those found among pidgin speakers. Schumann further suggests that this is due to the fact that all learners share cognitive universals that would determine the unmarked, simplified form language may take at an early stage. Under conditions of limited contact opportunities with TL speakers, such stage would tend to persist while under others it will expand and complicate in the direction of the TL. Schumann (1976b:406) makes this clear by stating,

> ... pidginization in second language acquisition can be viewed as initially resulting from cognitive constraints and then persisting due to social and psychological constraints. Hence, early second language acquisition would be characterized by the temporary use of a non-marked, simple code resembling a pidgin. This code would be the product of cognitive constraints engendered by lack of knowledge of the target language. The code may reflect a regression to a set of universal primitive linguistic categories that were realized in early first language acquisition.

2.2.2.3   Variants of the Pidginization Model.

The discussion in the preceeding section focused on pidginization, or 2LL at an early stage. However, Schumann and others have extended the model to provide for a 2LL continuum covering later stages of 2L development. In this views we find that 2LL involves a process that stretches from the NL to the TL involving a series of stages of IL

development. These stages are not to be regarded as clearly identifiable points but rather a a continuum moving ever closer to the TL. Moreover, progress along this continuum is said to involve underlying cognitive strategies that would allow learners to interact with the environment and make use of available input to form hypotheses about the TL.   Social and contextual variables are also assumed to influenced the extent to which learning will take place, e.g. they would determine how much input is available and accessible to the learners.

Thus we find proposals for pidginization (e.g. Schumann 1974a, 1974b, 1978a; Andersen 1979b; Bickerton 1977; Valdman 1978b; Washabaugh & Eckman 1980), creolization (e.g. Schumann 1974a, 1974b; Andersen 1980a, 1980b),   decreolization (e.g. Valdman & Phillips 1977; Stauble 1978; Bickerton 1981; Schumann & Stauble 1983), nativization (e.g. Andersen 1979b), and denativization (e.g. Andersen 1981, 1983b) in a continuum covering early to late 2LL. In spite the apparent confusion in terminology, the fact is that these authors seem to refer to the same phenomenon (Figure 3 below).

To sum up the point, though the views presented by the authors cited above may differ at times, most agree on three things, namely, 1) that there are similarities between 2LL and pidginization, 2) that social-psychological factors seem to be at least partly responsible for learners moving ever closer to the TL (or not moving at all), and 3) that simplification seems to be a major strategy for both processing[16] and

production.

2LL Continuum

NL ◄--► TL

```
     PIDGINIZATION              DEPIDGINIZATION
     CREOLIZATION               DECREOLIZATION
     NATIVIZATION               DENATIVIZATION
     EARLY 2LL                  LATE 2LL
```
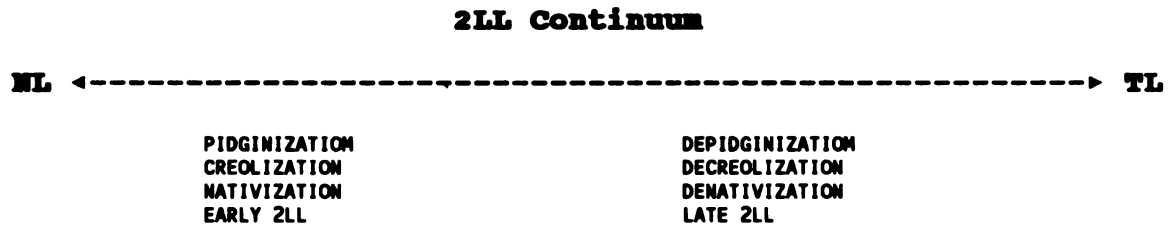
Figure 3. Simplified illustration of Putative Processes characteristic of different ends of the 2LL continuum. (Adapted from Andersen 1979b:112).

For instance, Butterworth and Hatch (1978a:235) report data on a thirteen-year-old Spanish speaker from Colombia named Ricardo. When questioned on how he processed the English he heard, Ricardo responded that he "listened for a few key words" which he applied to the immediate context. The researchers observe that this reflects a simplification process applicable to both comprehension and production which in turn is characteristic of the pidginization process as proposed by Schumann (1975).

Indeed pidgins, creoles, and IL in second language development all seem to share common features. This observation implies that the processes responsible for pidgins and creoles may represent different but related aspects of 2LL. IL was found to follow different stages (e.g. IL_{N+1}) in direction of the TL. However, such development may be affected by variables that also have been found to influence pidgin and creole language development, such as social context, social distance from TL group, economic and

educational opportunities, or communicative need among others. Pidgins and creoles seem to share many of these same variables in the sense that they may also move in the direction of the TL (i.e. decreolize) given social motivation.

Simplifications so often used to characterized pidgins may not be "corrupt versions" of the TL but rather the result of natural strategies for 2LL. These strategies are activated by the availability of models and the social need for communication. The need to communicate would in turn determine the direction and extent to which a pidgin (or creole or 2L) will develop. Accordingly, we can regard 2LL and pidginization and the other process as rather manifestations of the same phenomenon along a continuum.

Long (1988) makes reference to the similarities between IL development on 2LL and pidginization. While arguing for the need for studies that focus on the classroom setting (vs. naturalistic) he points out how diverse conditions of exposure could account for the learners' success in making hypotheses about the TL (or their failure) and which strategies they use (p. 123). While making reference to a number of putative acquisition processes such as those mentioned above, Long (1988:119) maintains that,

> Some of these processes have been linked to various
> contextual factors, including characteristics of
> the linguistic environment. Thus, pidginization is
> believed to be at least partly due to the attempt
> by speakers in bi- or trilingual contact to develop
> a common second language in spite of restricted and
> often deviant input from the superstrate language.

All in all, it would seem that research in the areas of

pidgins and creoles and in IL and 2LL would profit from a closer relationship. An appropriate model for 2LL would necessarily incorporate both the pidginization and IL constructs if it was to attempt to capture generalizations of what could be the same phenomenon.

The desirability of examining the symbiotic relationship between these two rapidly growing areas of linguistic research is evident. First, a shared pool of data will allow for more detailed analysis of formal features of IL of stages of 2LL and pidgin languages. Second, efforts could be better directed at examining areas still in need of study, e.g. how does learning actually take place. Third, we would be better able to propose models that more accurately mirror the cognitive processes involved. In Chapter One it was suggested that the context of Puerto Rico presented an excellent opportunity for examining issues such as these. The next section seeks to elaborate on such a statement.

2.3 **Learning ESL in Puerto Rico**.

Puerto Rico has been part of the United States since 1898 after Spain gave up control of the island at the end of the Hispano-American War. The teaching of English in this Island goes back to the efforts by the military governors to provide for the assimilation of the population into the nation in spite of the fact that Spanish had been the official language and the main medium of instruction up to that point (Negrón de Montilla 1971). By 1900 Spanish was the language of

instruction from first to eighth grade and English from nine to twelve (Llado-Berríos 1978:11). For the next forty years different governors and educators implemented different policies of English language instruction ranging from all English to high-school only (Osuna 1949). However, by 1947 Spanish was established as the main medium of instruction for all grades in the public system with English taught as a second language through all grades. This same approach is followed nowadays.[17] However, it must be made clear that reaching this stage in the teaching of ESL in Puerto Rico has been neither easy nor accompanied by consensus from educators, politicians, concerned parents, etc. Rather, even today we find that the status quo is precariously maintained and subject to change at any time (see Gutierrez 1987).

Public education in Puerto Rico is the responsibility of the Department of Public Instruction (DPI) (Rodríguez Bou 1960). The Department provides for Puerto Rican students taking twelve years of ESL while in school. Robinett (1965:98) states that the "ultimate goal of English instruction in the public schools of Puerto Rico is to create and maintain what we conceive of as a **functional bilingualism.**"[18] This policy is made clearer by LLado-Berríos (1978:17-20) who reports that the "Philosophy of the English Program" for the DPI aims, among others, at providing students with the necessary communicative skills to interact with native speakers, to promote greater understanding among Puerto Ricans and the American people, and to equip the

students to live in the United States. Thus we find that the goals of the DPI are aimed at providing the majority of the population with a basic communicative competence in English that would allow learners to maintain their social, political, and economic relationship with the United States.

However, reports prepared by the Department of Public Instruction[19] (1986) and The Governor's Office (1985) show that the goals stated above seem rather elusive at best. These two reports portray the public school students as doing poorly in achievement tests not only in English, but also in Spanish and Math for 1980 to 1982. In the latter, this poor performance is held responsible for promoting school desertion among the population. The findings presented in the two reports cited depict serious problems in the educational system that reflect the national trend.

Of particular interest is the poor performance of the student population in learning English. In spite of instruction for twelve years, regardless of instructional materials, and notwithstanding improved teacher training, it seems that the student population in Puerto Rico coming out of the public school system is not doing well. The question remains, why?

The fact is that though Puerto Rico is officially bilingual, there is not much need for English outside the English classroom. As it is, most Puerto Ricans do not have much need for using English except for those working for the Federal Government, in the tourism industry, or in private

sectors with constant contact with people from the mainland. Curiously, a look at the classified ads in any local newspaper will show the professional job opportunities will usually either require applicants to be bilingual or make it a highly desirable qualification.

Inspite this observed need for knowing English, the truth is that Spanish remains the main language for personal interactions in both public and private interactions. Need for spoken English is most likely limited to contacts in the tourist spots or military installations. In everyday life, English is more likely to be found in the labels of goods at the supermarket or drugstore than in a personal encounter with a native speaker. Though most movies shown in theaters are American films, these are shown with Spanish subtitles. Access to Cable T.V. has grown substantially in the last five years. However the possible effect of the same on actual proficiency remains to be seen since television allows for a rather passive exposure and not interaction with speakers of the TL.[20]

2.3.1   The Puerto Rican ESL Classroom.

The description given above should present a situation of language contact between two languages (and cultures) with not many opportunities for actual contact between individual speakers and, consequently, a limited need for learning the TL. All this is likely to have an effect on how successful ESL students are in achieving their goals or more so, in

defining what these goals might be. As stated in Chapter One of this dissertation, we propose to examine how the learning context (i.e. social milieu) affects 2LL both in terms of socio-affective variables and in terms of the process of pidginization. Nevertheless, research reported on these two areas has mostly focused on naturalistic environments where access to the TL is readily available, while ignoring the fact that a formal setting (i.e. a classroom) is closer to the reality of quite a number of learners. Moreover, as it was mentioned above, examining 2LL in a context with limited contact opportunities may indeed be a likely source of valuable data on the nature of language learning and the processes involved therein. As observed by Felix (cited in Long 1988:117),

> ... foreign language learning under classroom conditions seems to partially follow the same set of natural processes that characterize other types of language acquisition... there seems to be a universal and common set of principles which are flexible enough and adaptable to the large number of conditions under which language learning may take place.

In sum, we find that Puerto Rico would seem to provide a context against which to examine the hypotheses set forth by both the Social-psychological and Pidginization models for 2LL. The English classroom instruction efforts that cover a span of twelve years are likely provide the contextual conditions that would allow the strongly motivated learners to benefit from language instruction. In such a context we should also be able to identify which strategies are available

to English learners as the move towards the TL. Thus, the present study is a limited attempt to inquire as to which socio-affective factors in the context of Puerto Rico may be identified as likely predictors of 2L achievement.

Endnotes to Chapter Two

1. A similar theoretical construct could be traced back to the 1920's, (see Carroll, 1981:87-94; Gardner, 1985:18-19).

2. This statement is not intended as implying that there is an absolute distinction. Rather, it should be interpreted in the sense that some learners may have _more_ abilities for 2LL than others. This is not to say that some people would have _no_ ability whatsoever. The fact that we all learn a first language demonstrates that all humans have some degree of language aptitude. The relevant question in 2LL is how much of that general ability has an effect on 2LL. It should be clear that this ability provides no assurance that all learners will equally succeed in 2LL. Other factors may influence the outcome, e.g. previous experience, teaching materials, classroom anxiety, opportunities for contact with native speakers, the language instructor, etc.

3. The original proposal made by Lambert (1972:291) reads as follows, "This theory, in brief, holds than an individual successfully acquiring a second language gradually adopts various aspects of the behavior which characterize members of another linguistic-cultural group. The learner's ethnocentric tendencies, his attitudes toward the other group, and his orientation toward language learning are believed to regulate or control his motivation to learn and ultimately his success or failure in mastering the new language."

4. Gardner (1985:42-43) argues that the strongest correlations between attitudes and achievement are those regarding attitudes toward learning a second language (as compared to those referring to learners' attitudes towards the TL community). In addition, Gardner reports on data that indicate no correlations between attitudes and achievement in other school subjects (i.e. chemistry, geography, mathematics, history). He concludes that, "the nature of language acquisition may be such that attitudes are implicated in achievement more than is true for other subject areas" (p.42).

5. Gardner (1985) presents a change in the name of the model
to "socio- educational model of 2LA" to reflect the
series of revisions reported in various publications
(e.g. Gardner, 1979, 1981) and to differentiate it from
Lambert's original proposal (cited above). It is made
clear by Gardner that "the model is still undergoing
change and that its strength lies not only in its
parsimonious explanation but also in its link to measured
variables and its resultant amiability to verification"
(p. 145). Thus, one advantage of the present formulation
is that its components are all operationally defined and
easily subject to empirical testing. An additional
singularity of the model is found in that, "A central
theme of the model is that second language acquisition
takes place in a particular cultural context. It
proposes that the beliefs in the community concerning the
importance and meaningfulness of learning the language,
the nature of skill development expected, and the
particular role of various individual differences in the
language learning process will influence second language
acquisition" (p. 146).

6. Gardner (1985) explains that the "integrative motive" is
different from an "integrative orientation" in that the
motive includes "not only the orientation but also the
motivation (i.e. attitudes toward learning the language
plus desire plus motivational intensity) and a number of
other attitude variables involving the other language
community, out-groups in general and the language
learning context" (p.54). Thus, if an integrative
orientation reflects the learners' goals of learning the
TL because of a favorable view of the TL community, the
integrative motive would involve not only the orientation
but also the amount of effort invested in achieving that
goal, plus favorable attitudes toward the language and
the community. Though it has been reported that
integratively oriented students are more highly motivated
than instrumentally oriented ones, the fact remains that
it is the orientation plus the desire plus the amount of
effort plus favorable attitudes (i.e. the integrative
motive as defied above) which more closely correlates
with achievement. Consequently, in a given context an
instrumental orientation may be a better predictor of
achievement (p.55). Gardner (1985:74) concludes that,
"It has been demonstrated repeatedly that the various
attitudinal/ motivational measures contributing to the
definition of the integrative motive can be reliably
assessed in many different contexts. These measures,
furthermore, relate fairly consistently to the intention
to continue language study in many different grades and
contexts, and even to the extent to which individuals
attempt to use the language. There is, in short,

considerable convergent validity for the integrative motive concept."

7. See Gardner (1985) as he provides a detailed discussion of this issue while examining the influence of learning context on the relationship between affective variables and 2L achievement.

8. All references in this dissertation to Selinkers ' "Interlanguage" are from the 1974 reprint in Richards, 1974, pp. 31-54. The original article was published under the same title in IRAL 10.209-231.

9. Lenneberg (1967:374-379) proposes a similar concept in what he labels a "latent language structure". See Selinker (1974:33-34) for discussion of similarities and differences.

10. It is pertinent to observe that similar stages of development have also been reported as present in the language of children during L1 acquisition (de Villiers & de Villiers 1979:4; Eckman et al. 1984:ix) Data reported by these researchers lends support to the assumptions on the rather "universalistic" nature of stages in language development (cp. Ferguson & Slobin 1973; Ferguson & Snow 1977; de Villiers & de Villiers 1978).

11. Richards and Sampson (1974:6) observe that "different settings for language use result in different degrees and types of language learning... In both first and second language acquisition particular forms and patterns of language learning may be attributable to social variables."

12. Reinecke (cited in Richards 1974:79-80) draws data from the history of Hawaiian creole and concludes that creoles (like pidgins) are the result of both linguistic processes and social, educational, and political factors that lead to limited interaction with TL speakers and thus to fossilization at various stages of development.

13. **Meisel emphasizes the role of language universals in directing 2LL by suggesting the existence of strategies that learners could make use of in 2LL. He argues for the existence of perceptual and expressive strategies such as simplification that allows for the formulation of hypotheses about the TL from which learning derives.**

14. **Adamson (1988:34-35) examines Bickerton's proposal. He observes that Bickerton's views on universals have two basic differences from those held by other researchers (e.g. as compared to Chomsky's "Language Acquisition Devise"). The first difference is in the sense that the universals he is proposing are not linguistic but cognitive. That is, these are supposed to transmit information "not only on how the senses work, but also, to some extent, how the mind works" (p. 34). The second difference is that these universals are not available to the child at birth, rather, they develop as the child matures as a result of interaction with the environment. In cases where there is no adequate input available, a pidgin will develop (Bickerton 1977:49). Regarding the nature of the bioprogram, Bickerton (1981a:172) observes, "A true bioprogram would grow, develop, and change just as the physical organism that houses it grows, develops, and changes. Increases in the child's cognitive abilities (which of course also form part of the bioprogram in its widest sense) would interact with the linguistic component and progressively modify it."**

15. **Bickerton (1979:13) also refers to this faculty as "cerebral blueprints" for language acquisition to emphasize their cognitive and hereditary nature.**

16. Simplification is likely to influence language processing in the sense that learners will rely on simplification in order to facilitate comprehension of input that is too far above their level of proficiency (Larsen-Freeman 1983:89).

17. Private schools follow a variety of approaches to the teaching of English ranging from a program identical to the public schools to full English immersion with Spanish taught as another subject. It is generally accepted that the private schools offer better instruction with parents willing to pay the extra cost to provide their children

with what they understand is a better education. Data gathered by the College Entrance Examination Board of Puerto Rico for the year 1988, for example, show a higher percent of the private school population (61%) averaging a G.P.A. of 3.0 or better while only a (44%) of the public schools population obtaining similar scores. Scores for the English as a Second Language Achievement Test (ESLAT) shows private school students averaging a score of 537 (out of 800 pts.) while public school students averaged 423 (see College board 1989).

18. Robinett, while admitting the average student is not expected to become a native speaker of English, defines functional bilingualism for Puerto Rico's student population as "the ability to meet their immediate English communication needs in Puerto Rico; it also represents an adequate basis for a rapid linguistic assimilation in the English speaking environment... it represents the skills and habits necessary for him (i.e. the student) to successfully pursue his studies when the textbooks and instruction are in English," (1965:98). It should be noted that Robinnet has served as an English teacher, English supervisor, and as Director of the English program for DPI. He also co-authored two textbooks series widely used in teaching English in Puerto Rico's schools during the 1960's and 1079's.

19. Since Fall 1990, after the signing of a bill for Education Reform, the DPI is named the Department of Education, Commonwealth of Puerto Rico.

20. It should be noted that, in the future, this growing access to English cable television is most likely to have a positive effect in promoting comprehension and acquisition of vocabulary. Nonetheless, the effect this might have on actually improving the ability to speak or communicate effectively in English remains to be seen. Data reported by de Villiers & de Villiers (1979) on children of deaf-mute parents and the effects of input from television show that the children's initial language development did not follow the order of acquisition reported in the literature (though they eventually reached the corresponding level of proficiency for their age). It may well be the case that the same applies to learning ESL solely under such types of exposure, though this hypothesis has not been investigated.

CHAPTER THREE

HYPOTHESES

3.1 General Hypothesis.

This study examines the learning of English in Puerto Rico as influenced by socio-affective factors, learning strategies, and the process of pidginization. Assuming that Puerto Rico represents a pidginogenic environment, i.e. one which offers limited opportunities for contact with native speakers of the TL and where the need for the language is limited to certain social arenas, the general hypothesis tested is that the pidginization model proposed by Schumann sheds light on the 2LL situation in Puerto Rico.

The Pidginization Model encompasses the following,

> ... pidginization in second language acquisition can be viewed as initially resulting from cognitive constraints and then persisting due to social and psychological constraints. Hence, early second language acquisition would be characterized by the temporary use of a non-marked, simple code resembling a pidgin. This code would be the product of cognitive constrains engendered by lack of knowledge of the target language... under conditions of social and/or psychological distance, this pidginized form of speech would persist. (Schumann 1976:406)

Thus, the model suggests that 2L learners under conditions of restricted TL input will tend to rely heavily on learning strategies such as simplification which could result, for example, in a lack of TL verb and noun inflections, deletion

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of certain grammatical rules, absence of copula, and fossilization at a specific stage in the acquisition of negation.

Accordingly, in the context of Puerto Rico we would expect to find similar evidence of pidginization in samples of the IL of beginning[1] ESL college students in Puerto Rico. More specifically, it is hypothesized that samples of IL utterances from 2LL at early stages will exhibit grammatical and syntactic features similar to those characteristically found among pidgin languages around the world.

On the other hand, learners at more advanced stages can be expected to more often employ processes of restructuring and complication of their IL, i.e. a move toward "decreolization" as Schumman & Stauble (1983) maintain. The advanced stages are characterized by increased use of obligatory tense markers, increased redundancy, and more TL vocabulary among other features, as they move closer to the TL norm and avoid fossilization.[2] Accordingly, evidence of simplification and transfer from the NL would be reduced and a more advanced stage of English negation in their IL would be observed as compared to that observed in learners at the beginning level.

Regardless of the data reported in support of the hypotheses outlined above, the fact remains that it is not clear what motivates (or maintains?) the students in the lengthy process of learning a second language. Schumann (1978a, 1978b) presents data that suggest that social and

affective factors may well lead 2L learners to avoid contact with native speakers of the TL (or to simply filter out available input) and thus lead to fossilization in IL development once it has reached the minimum level of proficiency required to meet their basic 2L needs. When IL data of 2L learners was compared with data available from pidgin languages, it was found that similar structures were present in both the IL of 2LL and speakers of pidgin languages (see Ferguson & DeBose 1977, Stauble 1978; Valdman 1978b; Valdman & Phillips 1977). This is basically the main conclusion presented by Schumann's Pidginization Model.

However, the fact remains that to date, available data have been gathered only from naturalistic contexts where the TL (mostly English) was readily available from the environment in the form of native speakers. It should be evident that for the Pidginization Model to be able to capture any generalizations and make any claims as to its applicability to second (or foreign) language learning, the same findings and conclusions should emerge after testing the Model's hypotheses against other 2LL contexts (Andersen 1980, 1983). It has been argued that Puerto Rico could be a highly desirable context for examining hypotheses regarding 2LL.

3.2 Specific Hypotheses.

In an effort to examine the applicability of the Pidginization Model to a 2LL context where access to input

from the TL is rather limited, the following specific hypotheses were tested and results compared with the findings of previous research. As established earlier (see Chapter One) Puerto Rico does not, generally speaking, offer many opportunities for contact with TL speakers while it is generally agreed that availability of input is of major importance to 2LL (e.g. Dulay et al. 1982; Krashen, 1981, 1982, 1985). This is of particular relevance since contact and exposure (not to mention "need") allow the learners to obtain input that permits them to formulate and test hypotheses about the TL and thus move toward the norm (or "decreolize").

In situations where learners exhibit negative attitudes toward learning the TL or toward its speakers and where their motivation is low, learners are not likely to take advantage of any available opportunities for contact which would allow them to be exposed to meaningful TL input. Conversely, positive attitudes and strong motivation will not avail them of much if opportunities for interaction and exposure are just not that readily obtainable.

3.2.1   First Set of Hypotheses.

The first set of hypotheses tested is related to the context in which learning is taking place and to affective variables affecting that learning. Given the amount of ESL instruction that students in Puerto Rico are exposed to and given its close association with the United States since 1898,

one might expect that in such a context, 2L learners will exhibit positive attitudes both toward learning English and native speakers of the language.

Consequently, the first hypothesis to be considered is:

Hypothesis 1: College-level ESL learners in Puerto Rico will exhibit a significantly strong motivation to learn English, be it instrumental or integrative, as indicated by high positive ratings on the motivational measures used (see Chapter Four).

A related second hypothesis is:

Hypothesis 2: These same learners will also exhibit positive attitudes toward both the learning of English and toward native speakers of the language as indicated by the subjects' responses to attitudinal measures.

The Socio-Affective Model proposed by Gardner (see Chapter 2) would predict that under conditions such as those mentioned above, learners should move towards the TL norm as they are exposed to the TL. However, given the pidginogenic context of Puerto Rico, affective behavior contrary to what Gardner's model predicts could be expected. Consequently, a third hypothesis is:

Hypothesis 3: In such a learning environment, neither a strong motivational orientation nor positive attitudes would help the learners increase their proficiency. That is, there will be no significant correlations between learners' motivation and ESL achievement measures, namely, the ESLAT and Michigan Test of English Language Proficiency (MT). Moreover, we would expect learners in this context to reach a plateau once their proficiency reaches their perceived level of need.

If supported, this would be interpreted as an indication that social milieu indeed is a major contributor to successful 2LL in the sense that the lack of opportunities for obtaining

input prevalent in the present context inhibits the learners' positive motivation from having any significant effect in increasing the learners' proficiency.

3.2.2   Second Set of Hypotheses.

A second set of hypotheses focuses particularly on the 2LL process and what it entails under the Pidginization Model. If we were to look at ESL learners at different levels of proficiency (as indicated by the course level they are in, for example) we would expect the more advanced students to be much more proficient than the first year students. Yet a few questions arise. For example, just how much more proficient should the second year students be? How are we to measure that proficiency? What structural features could be identified in the learners' IL that would provide some indication of the learning process involved or the actual "path" taken in moving closer to the TL?

Finding the answer to these and similar questions is of major importance to research in 2LA. For the purposes of the present study we are assuming that certain morphological structures will not only be characteristic of different levels of proficiency as expected but, furthermore, that close examination of these structures could help us better comprehend the very nature of the processes involved in producing the same.

For example, Schumann (1979a, 1982) and Schumann and Stauble (1983) report data which suggest that a parallel could

be established between IL development of the acquisition of English negation morphemes and similar stages of development found among pidgin languages. These observations provided support to the hypothesis put forth by the Pidginization Model which posits a general "pidginization" process common to all second language learners. Stauble (1983:351-352) further reports that negation characteristics "can be employed as a gross measure" of a learner's overall morphological development. Thus, if learners in the sample exhibit a strong tendency to acculturate towards the TL group, they are also likely to exhibit in their IL a more advanced stage of English negation than those learners with a lower index of acculturation (see Cansino et al. 1978; Stauble 1980).

If the Pidginization Model's predictions hold true for the context of Puerto Rico, we should consider a fourth hypothesis which is:

> **Hypothesis 4:** The beginning learners in the sample (i.e. those in a first-year course of English) will exhibit an IL characterized by an early stage in the acquisition of English negation (i.e. **"No + V"**) made evident in their use of the TL. Intermediate students (i.e. those in a second-year course) will exhibit a more advanced stage of English negation (e.g. **"Don't + V"**, **"Aux + Neg."**, or **"Analyzed don't"**), thus indicating that they have managed to successfully move toward the TL norm.

On the other hand, if learners fail to affectively feel closer to the TL group (as indicated by negative attitudes or low motivation to learn the TL), or the context denies them of opportunities for contact and interaction (i.e. English is not readily available in the social milieu), then they will likely

exhibit a fossilized stage in the acquisition of English negation (i.e."No + V").

It has been suggested in the research literature that learners, when asked to perform beyond their present competence, are likely to fall back on whatever knowledge is available to them (Andersen 1989). Schumann has argued that such conditions encourage pidginization and that under the same, beginning learners' IL is characterized by a reliance on simplification, NL transfer, and relexification. He adds that these strategies are all aspects of a general cognitive principle underlying both 2LL and Pidginization that states, "Keep L2 output simple" and its corollary, "Maintain your NL to whatever extent possible" (1982:330). These principles in turn would yield a higher percent of L1 transfer and simplification among beginning 2L learners (as compared to more advance students).[3]

Accordingly, we expect that the analysis of errors from learners in a pidginogenic environment would reveal both a predisposition in the learners' IL to exhibit a mixture of rules and structures of both the NL and the TL and a different ratio of usage corresponding to the two levels of proficiency compared. Thus, the fifth hypothesis is:

> **Hypothesis 5:** A higher percentage of transfer of L1 structures will be characteristic of beginning learners as compared to intermediate learners.[4] More specifically, beginning learners will exhibit a higher percentage of errors arising from transfer of NL vocabulary items and use of NL determiners. This percentage will go down for intermediate learners as they move closer to the TL norm.

In addition, we expect beginning learners in the sample to exhibit a greater degree of reliance on simplification as a strategy of production than the intermediate learners who should have moved closer to the TL. Accordingly, hypothesis six is:

> **Hypothesis 6**: Beginning learners will exhibit a greater reliance on a simplification strategy resulting in errors in their language production manifested by absence of copula (to be), absence of past tense marker (-ed), absence of plural agreement (-s), as compared to the intermediate learners.

Other strategies (e.g. complication, expansion) characteristic of advanced students will not be addressed presently given the limitations of this study.[5]

3.3 Chapter Summary.

The hypotheses examined are divided into two sets. The first set (#'s 1-3) refers to socio-affective factors as proposed by Gardner's Model. The second set of hypotheses (#'s 4-6) refers to the Pidginization Model proposed by Schumman. The hypotheses are the following:

1. College level ESL learners in Puerto Rico will exhibit a significantly strong motivation to learn English, be it instrumental or integrative, as indicated by high positive ratings on motivational measures.

2. Learners will exhibit positive attitudes toward both the learning of English and toward native speakers as indicated by responses to attitudinal measures.

3. There will not be any significant correlations between the learners' motivational orientation and ESL achievement measures (i.e. ESLAT, MT).

4. Beginning learners will exhibit an IL characterized by an early stage in the acquisition of English negation (i.e. "No + V"). Intermediate learners will exhibit a more advanced stage (e.g. "Don't + V", "Aux + Neg.", or "Analyzed don't").

5. Beginning learners will exhibit a higher percentage of L1 transfer errors (i.e. L1 vocabulary) than intermediate learners.

6. Beginning learners will exhibit a greater reliance on a simplification strategy made evident by errors resulting from the absence of past tense marker, copula verb, and plural agreement.

Methodology followed in the present study is provided in Chapter Four.

Endnotes to Chapter Three

1. "Biginning students" refers to students enrolled in first year English courses at the University (i.e. ENGL 3101-3102, Basic English). However, it should be noted that this population should not be considered biginners in the strict sense of the word since they have had, as mentioned in Chapter Two, twelve years of ESL instruction in school before attending college. "Intermediate students" refers to students enrolled in second year English courses (i.e. ENGL 3201-3202, Reading and Composition).

2. Though fossilization can be interpreted as a "dead end" (see Selinker 1974, Selinker and Lamendella 1978, Scarcella 1983), there is no reason for completely ruling out the possibility that once the conditions that lead the learner to fossilize change, moving toward the TL may proceed in the same way that pidgins creolize and creoles decreolize (see Schumann 1976a, 1976b, 1978a, 1978d). The term in used herein under the assumption that indeed if learners have access to meaningful input and opportunities for interaction and they have a low affective filter, further learning can take place.

3. See Taylor as he addresses these theoretical issues while arguing the existence of a general psychological principle of "reliance on prior learning to facilitate the new learning" (1975:73). Also consider Andersen (1979:49) as he presents supportive evidence to this effect based on data obtained from Puerto Rican College students.

4. Data was collected on only one such strategy since the focus of the present study is not on strategies themselves but on the effect of learning context (i.e. social milieu). It is understood that conclusions deriving from such limited data should be interpreted judiciously. The intention is to suggest, rather than to demonstrate, the effect of social context on the use of such strategies and, consequently, on 2LL.

5. For detailed examination of these consider Stauble 1978, 1980, 1984; Stauble & Schumann 1983; Schumann & Stauble 1983.

CHAPTER FOUR

METHODOLOGY

4.1 Measurement Instruments.

4.1.1 Socio-affective Questionnaire.

Gardner & Lambert (1972) developed a battery of measures which has proved to be rather accurate in identifying the attitudinal and motivational characteristics of 2L learners. A number of researchers have used this instrument in research in various settings around the world resulting in measures of known psychometric properties (e.g. Chastain 1975; Clarke 1980; Fishman 1977; Gardner 1980, 1982; Gardner & Gliksman 1982; Gardner & Smythe 1974a, 1974b, 1981; Hidalgo 1984; Johnson & Krug 1980; O'Brien 1980). In spite of the apparent success of these measures, it should be observed that some researchers have also questioned the validity and reliability of attitudinal and motivational measurement for various reasons, as outlined in Chapter Two. Nonetheless, the use of such instruments presents the benefit that data from various studies in different learning contexts can then be compared and more accurate generalizations formulated. This was taken into account when adapting a measure for use in this study. However, when analyzing results obtained through the use of attitudinal measures, any conclusions and observations

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should be regarded judiciously.

In the present study, a four-part questionnaire (see Appendix) adapted from the Foreign Language Attitude Questionnaire developed by Gardner & Lambert (1972) was used to collect data on socio-affective variables.[1] Besides translating the test into Spanish, some additional minor adaptations were required in order to make the test suitable for the Puerto Rican context. The questions included in the Questionnaire were of four types:

1. **Demographic data**: these questions included age, sex, years in college, major, years of English in college, grades in these classes, place of residence, high school, and years in the United States if applicable, and self-assessed English ability (items 1-19).

2. **Orientation Index**: these items were used to identify the type of motivation of the learners. This is to be computed by subtracting the instrumental items scores from the integrative items. A high positive score would indicate an integrative orientation toward learning English, while a high negative score would indicate an instrumental orientation. This index consists of eight items. Students were asked to rate each item in a scale of 5 (highest) to 1 (lowest) indicating the extent to which the items were personally applicable to them. Items 20, 22, 23, 24 are instrumental, while items 21, 25, 26, 27 are integrative.

3. **Motivation Index**: these items are used to assess the learners' motivational intensity toward learning English in terms of their reported amount of effort spent in preparation for class, assignments, perception of difficulty, and enjoyment of the course. A high score represents the learners' self-report of a high amount of effort being spent in order to learn English. This index consists of items 28, 29, 30, 31, 32. 33. 34, 35. Items were also rated on a scale from 1 to 5. An additional set of questions was included in order to specifically inquire as to the amount of hours per week students spend in English

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language activities.

4. **English Language and Culture Attitude Index**: this index indicates the learners' evaluative reactions toward 2LL and the TL group, specifically North-Americans. A high score would indicate a positive affective predisposition toward learning English, its speakers and 2LL in general. Again, items were rated to indicate the extent to which the items represented the individual students' attitudes. A total of eleven items were included in this index. These were items 36-46.

4.1.2 Assessment of English Proficiency.

Two basic measures of English proficiency were employed in the present study. Both of these measures were standardized tests. The fundamental motivations for using these were: 1) availability of the instruments and/or scores, 2) the convenience these provide at the time of scoring, 3) the fact that established standardized tests allow for a general measure to be used and a large data base of students against which to compare the subject population included in the study, 4) the fact that school grades may not be the most reliable measure of language proficiency[2], and last, 5) that such measures (or analogous ones) were used in many of the studies mentioned above. If a comparison is to be made between the present study and previous ones, the desirability of using standardized tests should be evident.

The first measure used was the English as a Second Language Achievement Test (ESLAT) made by the College Board of Puerto Rico. ESLAT is prepared in collaboration with a group of consultants from the educational community of the Island and is intended to reflect the students' English language

skills in grammar, vocabulary and reading. The test consists of some sixty items representing the three basic skills and it is scored on a scale of 200 to 800. This test is offered every year to about 25,000 students in Puerto Rico since, along with the aptitude components, it is required for admission to local colleges. However, English scores are not incorporated into the admission criteria of most universities on the Island, but are used for placement purposes instead.[3] The scores obtained for the present study were provided by the Registrar's Office of the University of Puerto Rico at Mayagüez, after written permission from the participants had been secured. A copy of the permit form is included in the Appendix.[4]

The test scores have a high correlation with both the **Test of English as a Foreign Language (TOEFL)** and the **Scholastic Aptitude Test (SAT)** as cited by Alderman (1981). In addition, "over the years the test has proven itself a reliable measuring instrument for overall proficiency in English" (Mohr 1978:1). As with all standardized measures, a word of caution is pertinent regarding the interpretation of scores. That is, scores of measures such as ESLAT should be interpreted having in mind that they are subject to a variety of factors such as the students' academic history, schools, family environment, as well as a series of socio-economic factors such as sex, parents' educational level, family income (College Board 1990:2).

Alderman (1981: 17) observes that in the case of the

context of Puerto Rico, "factors such as the nature of first language proficiency and the motivational aspects of second language acquisition... and the 'cultural distance' involved" were considered in preparing the test. That is, test items are prepared and selected so as to minimize any bias arising from such social factors, e.g. reading selections that may be "tainted" with out of the experience of a segment of the population. Since the effect of socio-affective variables on 2LL is a major focus of the present study, the suitability of this measure is evident.

In order to further validate any associations between attitudinal factors and achievement, a second measure was used. The **Michigan Test of English Language Proficiency (MT)** is prepared by The University of Michigan English Language Institute. This test is part of a Test Battery which also includes a listening and writing component and is used in determining whether students who are not native speakers of English can pursue academic study in an English language university. Only the Proficiency Test was used in this investigation, though the Listening Test was also administered as part of ongoing research at the English Department of the University of Puerto Rico at Mayagüez.

The instrument consists of 100 items corresponding to grammar, vocabulary, and reading skills. The **MT** is considered to have both a high reliability and validity as well as a high correlation with **TOEFL**. Choosing this instrument as an additional measure of English proficiency also presented the

benefit of providing for comparison of the sample of students participating in this study with students from other backgrounds who have taken the test. Upon examination of the gathered data should allow us to intuit the possible effects on 2LL of the native language or specific socio-cultural factors.

4.1.3   **Student Journals**.

A data base for determining the presence of pidginized features in the students IL was obtained from the analysis of student journals. These were part of required class-work for ENGL 3101-3102 and 3201-202, though journals were not graded. That is, students received points toward their final course grade for turning them in, but they were not corrected or otherwise graded in order to minimize monitoring on the part of the students while encouraging an emphasis on communication. The professors would comment on the general content of the entry rather on the correctness of the students writing.

Students were asked to write a minimum of thirty sentences per journal entry, three times a week for nine weeks, with students more often than not writing over the required minimum. Of these entries, the first two were not included in the data analysis to allow for students' unfamiliarity with the assignment. In general, students were encouraged to write on any topic of their liking and repeatedly reminded that these were not for a grade. The

instructors returned these periodically with general comments (i.e. reactions) on the content of the journals.

Journal data were examined to determine the IL developmental stage as indicated by stage of negation (Cansino et al. 1978; Schumann 1978a, 1979a, 1984; Stauble 1978, 1984; Stauble & Schumann 1983). In addition, analysis of student errors was examined to reveal the frequency with which students at each level relied on simplification and transfer as communication/ production strategies (Ferguson 1971; 1977; Richards 1975; Taylor 1975; Ferguson & DeBose 1977; Chamot 1979; Andersen 1979c; Gass 1984; Ellis 1985; Gilman 1985; O'Malley et al. 1985).

The choice of data base could be initially regarded as somewhat unsuitable for the goal of the present study. In the past this type of data collection has come under criticism (e.g. Ellis 1985: 68-72). For instance, the use of such data base may seem objectionable on grounds that it may not be typical of actual speech (and consequently not representative of IL development). Moreover, given the efforts devoted to minimizing the learners' attention to form, there may be a natural tendency to exaggerate simplified grammar.

Nevertheless, the desirability of data obtained from the present learning context and population should be clear from the points that follow. First, the students are producing language that does not require them to pay particular attention to grammar/ vocabulary errors, thus minimizing monitoring and allowing for more naturalistic language

production, though in a written mode. Second, learners are
repeatedly made aware that they will not be penalized for
mistakes thus making way for more spontaneous production.
Third, they have choice of topics and are urged to focus on
communicating their ideas and feelings to the instructor.
Thus, it is safe to assume that data obtained in this way are
appropriate for looking at learners' IL development and,
consequently, can be regarded as a fair representation of
speech under natural (or almost natural) conditions.

The effect of the learning environment (i.e. classroom)
should not present a major difficulty as it was discussed
earlier in this dissertation (Chapter One). If indeed
pidginization and early stages of 2LL are similar processes,
then the same strategies should be evident in any learning
context, natural or instructional, as long as TL input is not
readily available (i.e. pidginogenic in nature). Maybe the
extent to which these strategies make themselves evident could
be different, but this will likely be a matter of degree
rather than one of presence or absence.

4.2 Subjects.

Subjects for this investigation were two thousand one
hundred and eighty-four (N=2184) students. These were
enrolled in first- (N=1161) and second-year (N=977) ESL
courses (ENGL 3101 and ENGL 3201 respectively) at the
University of Puerto Rico at Mayagüez (forty-six students were
deleted from the study because of problems such as incorrect

section number or wrong I.D. number).   ENGL 3101, Basic English, is an ESL beginning course which emphasizes a communicative approach.   ENGL 3202, English Composition and Reading, is a second year course focusing on reading (mostly literary material) and on writing while emphasizing a process approach.   Generally speaking, most students are required to complete this two-year sequence (i.e. 3101-102 and 3201-202), though placement in these and other courses may vary depending on ESLAT scores, as mentioned earlier.

The University of Puerto Rico at Mayagüez is a public institution offering the only engineering and agriculture programs in the public system. Courses are offered under four faculties: Faculty of Arts & Sciences, Faculty of Engineering, Faculty of Business Administration, and Faculty of Agriculture. This university has a reputation for academic excellence and, consequently, receives thousands of applications for admission each year from students from the Island and abroad, of which only the top students are finally admitted.

The students who provided the data base for this study were invited to volunteer and then asked to sign a release form (see Appendix) in which they stated their willingness to participate, authorized release of their ESLAT scores and class-journals, and agreed to take the MT.   In return, students participating were guaranteed that they would remain anonymous, that participation would not have any effect on their class grades, and that they would be advised as to their

MT scores. Given the need to test students in two one year courses (i.e. a two-year time span), data collection involved cross-sectional, instead of a longitudinal, sampling.

The sample includes one thousand one hundred and twenty-two males (N=1,122) and one thousand and thirteen (N=1,013) females. Subjects in the sample had ages ranging from 17 to 22. Reported ages ran from 16% of the students reporting being between 16-17 years old (N=347), 72% reporting being between 18-19 years old (N=1,548), and 12% reporting being over 20 years old (N=247). Of the student population studied, 34% came from private schools (N=748) and 65% (N=1,393) came from public schools. About 19% (N=405) of the students were from the metropolitan area and the remaining 81% (N=1,734) from other towns and cities on the Island.

Students were also asked to state if they had lived in the U.S. before and if so for how long. About 28% of the sample reported having lived in the mainland, but of these only 7% (N=169) had been there for more than a year. A total of 20% (N=440) said they had traveled in the United States while vacationing. In addition, 53% (N=1146) stated they never used English at home, while 39% (N=842) reported using it occasionally, and 7% (N=143) reported using it frequently. Most of the students reported liking English (90%) and wanting to learn it (98%). Their self-rated proficiency in English showed a kind of skill-related hierarchy in which 70% felt they could read well in English, about 40% thought they could write well, while only 26% felt they could speak well.

4.3 **Procedure**.

Information sheets, release forms and questionnaires were distributed around the third week of classes of Fall semester 1988-1989. Testing with the MT was also done during that period. These data were analyzed at the Computer Center of the university. Both instruments were electronically scored and statistical analysis carried out. While analyzed responses to the Questionnaire are based on the 2,142 students mentioned above, actual statistical analysis (i.e. correlations) included 609 subjects (347 from ENGL 3101 and 262 from ENGL 3201). This difference is the result of the need for convenience in managing the data for analysis and it shows no bias as to any particular factor in the study. For instance, correlations do not exhibit much variation for more than one hundred cases (i.e. N=100+), so that over six hundred subjects would seem more than enough.

For purposes of this study, a rather stringent level of significance was selected (i.e. $p \leq .001$). Accordingly, correlational data presented in the next chapter show significance levels for the actual number of subjects if any significance was determined.

In addition, some 300 hundred student journals were collected at the end of the first semester from sections of ENGL 3101 and the end of the second semester for ENGL 3202. This was done in order to provide a cross-sectional sample analysis ranging from the first semester of basic English to the end of the second semester of the intermediate English

course (i.e. a two-year span).

Analysis of journals involved the identification and quantification of learners' errors in the written journal data. Particular attention was given to transfer of Spanish lexical items (e.g. false cognates) and evidence of simplification as displayed by the absence of three morphological categories (namely: plural (-s), copula (to be), simple past (-ed)) and the developmental stage of negation exhibited in the students' IL. The particular categories were chosen given that these are the same categories most mentioned in available research on pidginization as those most likely susceptible to simplification in the learners' IL. In addition, the fact that these morphemes are also among those most frequently found in speech may likely lead the learners to be more exposed to them through TL input.[5]

In the review of the literature (Chapter Two) reference was made to transfer and simplification as learning strategies. It should be observed that there is considerable variation in the use of the term strategy. This variation has at times been labeled as confusion about what specifically the term refers to and the possible hierarchical relationship between strategies and other learning mechanisms (O'Malley et al. (1985:22). Though O'Malley et al. acknowledge that there is no consensus as to what constitutes a learning strategy in 2LL (nor on how these differ from other learning activities) they define learning strategies as (1985:23),

... any set of operations or steps used by a

learner that will facilitate the acquisition, storage, retrieval, or use of information... In language acquisition, they pertain to activities in which the learner may engage for the purpose of improving target language competence.

In addition, it is pertinent to add that the term strategy should not be confused with "process" another commonly used term. Ellis (1985:164) reports that these terms are often used as synonyms of general mental operations, but that sometimes they are also used to differentiate operations involved in language processing. He further elaborates this distinction by observing that (p. 166),

> ... it makes good sense to distinguish the idea of a sequence of operations (as in 'the production/ reception process') and the idea of a single operation as a feature of a process (as in 'a strategy of simplification').

Accordingly, the term strategy is used in the following discussion to refer to a feature of the 2LL process. One such strategy is simplification which is defined by Ellis (1985:171) as,

> ... attempts by the learner to control the range of hypotheses he attempts to build at any single stage in his development by restricting hypothesis formation to those hypotheses which are relatively easy to form and will facilitate communication.

In the present study, simplification is defined as either absence or extremely low production of a particular morpheme (Schumann 1982).

Transfer is another term that is difficult to defined because of the varied references to it in the research

literature (e.g. Taylor 1975; Andersen 1979, 1983; Richards 1983; Gass 1983; Gass and Selinker 1983; Corder 1983; Odlin 1990). For instance, Gass and Selinker (1983:12) observe that for most researchers,

> ... language transfer is a process of using native language (or other language) knowledge in some unspecified way in the acquisition of a second (or additional) language.

The fundamental characteristics of this construct include: a reliance on previous knowledge when new knowledge is lacking, producing language before being ready, drawing on similarities between L1 and L2, lexical or phonological or grammatical items (or rules) can be transfered, and being subject to the influence of social and psychological factors. In the present study we will focus on transfer of L1 lexical items since this has been identified as a major feature of the pidginization process (Schumann 1982, Todd 1990).

Data used to find evidence of simplification and transfer was collected through the use of journals. Eight journals (one for each student) were randomly selected: four from first-year students, and four from second-year students. Each journal included approximately eight entries on varied topics for an average of around 2,000 sentences per student, which provided a large pool of utterances (i.e. some 16,000 utterances total).

Analysis was conducted by first examining the learners' journals and identifying all occurances of the morphological items studied (looking for evidence of simplification) and

lexical items transferred from the L1 (looking for evidence of transfer). Second, all occurances of errors of the morphemes were identified and counted. The same was done for any lexical items that could be traced back to Spanish. Finally, the findings were tabulated.

It should be observed that though the number of journals for a data base may appear to be rather small, studies in the past have focused on a limited number of subjects-- no more than ten-- (e.g. Richards 1975; Taylor 1975; Chamot 1979; Schumann 1978a, 1979a, 1982; Stauble 1978). Most of these studies have been longitudinal in nature, following the progress of few learners over a period of time. Data collected mostly consisted of oral interviews with the subjects. Given the nature of the phenomena studied, at no point in the investigations was there any attempt to look for representative samples from given populations. It seems that for studies focusing on 2LL, **accidental sampling** is an appropriate approach when not examining actual estimates of population distribution (Selltiz et al. 1976:536). Since the present study is only considering indications of pidginization and learning strategies, accidental sampling, though less representative, provides an adequate sample. It follows that results should be so interpreted. These are presented in the following chapter.

Endnotes to Chapter Four

1. It should be pointed out that some items were translated verbatim into Spanish to provide for comprehension among the Spanish-speaking population. It is not clear whether or not translating such items could affect the validity and reliability of the translated Spanish instrument. However, a number of pre-tests were administered to various groups of students (who were not part of the study) and feedback on the items was requested. No problems were reported in understanding the items on the test.

2. It should be evident that grades are subject to a number of factors not necessarily related to language proficiency. For example, the difficulty of the course could affect the grade students obtain as well as the materials used, the teachers, methodology, etc., thus making comparisons from one group of subjects to the other impractical. In addition, a number of affective variables could also play a role in determining the grade, such as the students' perception of the teacher, how they get along with classmates, etc. Standardized measures, on the other hand, offer none of these problems while allowing for assessing proficiency in terms of clearly defined criteria and specifications. See Chastain 1975; Oller et al. 1980; Johnson & Krug 1980.

3. That is, students are placed in ESL courses according to their ESLAT scores (800 pts. scale). Students obtaining from 800 to 681 are placed in ENGL 3091-Honors English, from 680 to 571 they are place in ENGL 3201- Composition and Reading, from 570 to 450 students are placed in ENGL 3101-Basic English, and from 449 and lower they are placed in a non-credit remedial course. Students who took the Advanced Placement English test and score 4 or 5, are also placed in Honors English.

4. This was done in an effort, not only to guarantee the anonymity of the participants, but specially to comply with requirements of both the Dean of Academic Affairs, U.P.R.-Mayagüez and the Michigan State University Office for Research Involving Human Subjects. Both offices had granted permission to conduct the present study.

5. The role of frequency is a controversial issue which is far from settled in 2LA research. This statement should not be interpreted as suggesting that frequency of grammatical morphemes in input unequivocally means that such items would be acquired first. Rather, we assume that higher frequency of occurrence of a morpheme makes it more accessible to the learner and consequently more subject to processing when the learner is at the appropriate proficiency level needed to actually acquire it, as suggested by Dulay at al. 1982: 37-40.

CHAPTER FIVE

FINDINGS

5.1 General Findings.

Data relevant to the hypotheses were examined in four ways. First, subjects' scores for the ESLAT were obtained from the Registrar's Office and, together with the MT results, were analyzed. Second, average ratings for each of the Questionnaire items were determined. From these data it is possible to both identify and determine the strength of the students' motivational orientation (i.e. integrative or instrumental), their motivational intensity, and their attitudes towards the TL, TL speakers, and 2LL. Third, Pearson correlations were computed among individual questionnaire items and between items and the two proficiency measures. Fourth, journal samples were analyzed in order to identify stage of IL development (i.e. stage of negation) and the extent to which learning strategies are employed (i.e. simplification and NL transfer).

5.2 Findings for First Set of Hypotheses.

Figures 4, 5, and 6 show data relevant to the first set of hypotheses (#'s 1-3) regarding socio-affective variables and learning ESL in the context of Puerto Rico. In Figure 4

Figure 4. ESLAT mean scores for student population.

we find **ESLAT** mean scores for the sample. These scores were obtained from the Office of the Registrar at the University of Puerto Rico at Mayagüez with the students' permission. The test is administered in the senior high school year of the students. The first bar in the graph indicates an average score of **420** for the island-wide population that took the test (some 25,000 students). The second bar indicates an average score of **512** for students placed into the first-year course (ENGL 3101), while the third shows an average score of **558** for students in the second-year course (ENGL 3201).

From this information it can be seen that the sample's first-year student population averages close to a hundred points (n=92) higher in English proficiency than the overall population which took the test in 1988. The 3201 score of **558** could be somewhat misleading at first since there are two distinct populations in this course representing two different levels of English proficiency. One set of students are sophomores who have already taken one year of college English, namely, ENGL 3101 and 3102. A second set includes freshmen who were placed in a second-year course because of their higher **ESLAT** scores. Sophomores in second year English averaged a score of **515** (almost the same as the first-year students)[1], while freshmen placed in ENGL 3201 averaged a much higher score of **634**, exhibiting a difference of more than a hundred points over the freshmen placed in the first year course (i.e. ENGL 3101) and a difference of more than 200 points over the island-wide freshmen population.

MICH TEST MEAN SCORES
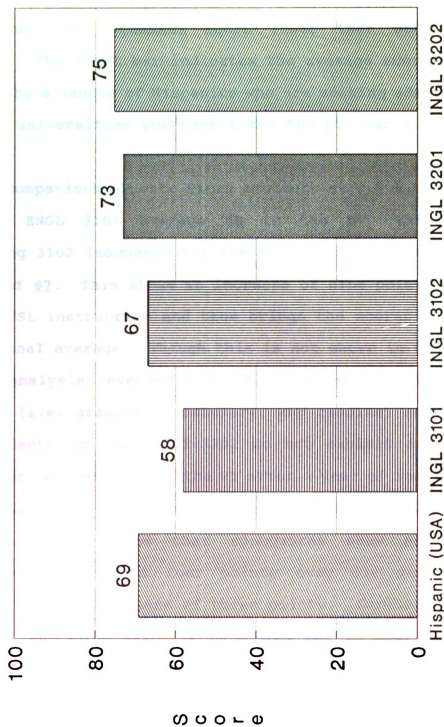
Figure 5. MT mean scores for student population.

Analysis of the MT scores reflects a similar trend.
Figure 5 shows scores obtained for the sample. In it we see
that first year students score lower than second year
students. The first bar indicates the average score of 69
obtained by a sample of Hispanics who are seeking admission to
American universities who have taken the MT over a five year
period.

In comparison, Puerto Rican students at U.P.R.-Mayagüez
entering ENGL 3101 average 58 in the MT, while those
completing 3102 (sequence for the first-year course) average
a score of 67. This shows an increase of nine points after a
year of ESL instruction and thus brings the scores closer to
the national average. Though this is not shown in the chart,
further analysis revealed that all three skills included in
the test (i.e. grammar, vocabulary, and reading) increased.

Students in ENGL 3201-3202 do not exhibit much of an
improvement as measured by the MT after a year of instruction.
Again, the second-year population is shown separated in Figure
6. These data show that sophomores show an average
improvement of around four points over one year, while
freshmen show an increase of three points. Further analysis
revealed that this increase is mostly due to improvement in
grammar, while vocabulary remains about the same and reading
actually takes a half-point loss. This information is
relevant to the first set of hypotheses tested regarding the
effect of context on proficiency. It seems that classroom
instruction and input were not sufficient to bring about much

MICH TEST MEAN SCORES
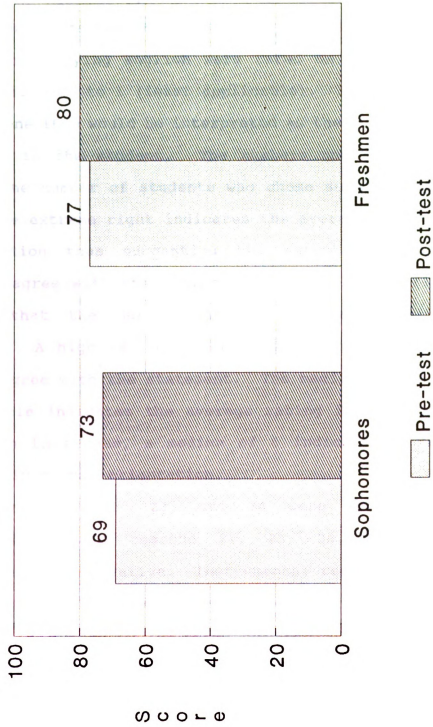
Figure 6. MT mean scores for ENGL 3201-3202 population groups.

improvement as measured by the standardized tests.

Data relevant to **Hypothesis #1** regarding the motivational orientation of the subjects appear in **Table 1** below. Here, reasons for studying English were rated on a scale from 5 (most applicable) to 1 (least applicable). A rating of 4 or 5 for any one item would be interpreted as the item being very applicable to the student. The numbers under the ratings indicate the number of students who chose such rating. The mean on the extreme right indicates the average response for each question thus suggesting the extent to which the students' agree with the statement. A low rating (1 or 2) reflects that the participants do not agree with the statement. A high rating (4 or 5) would suggest that the students agree with the statement. The mediam at the bottom of the table indicates the average rating for the complete index. In this case, a median of 4 indicates a relative strong motivational orientation.

Reasons 20, 22, 23, and 24 were thought to be instrumental, while reasons 21, 25, 26, and 27 were interpreted as integrative. Instrumental reasons averaged a rating of 4.0, while integrative reasons averaged a rating of 3.9. It is evident from these figures that there is no statistically significant scoring difference between integratively and instrumentally worded statements.

Moreover, it should be noted that ratings for both sets of orientations were on the high side for all but one of the statements (#27). In general, the population does not seem to

Table 1. <u>Orientation Index</u>- Reasons for studying English. Entries in columns 1 to 5 represent numbers of students who chose this rating. (N=2,142).

	RATINGS					
REASONS	**1**	**2**	**3**	**4**	**5**	**MEAN**
20. It is necessary to know English in order to be an educated person.	422	198	488	528	496	**3.2**
21. To know English will help me to better understand English speakers and their way of life.	33	60	170	406	1471	**4.5**
22. English is important because it will be usefull in obtaining a job.	17	23	117	292	1690	**4.7**
23. English is important because it fulfills a graduation requirement.	312	244	390	395	797	**3.5**
24. English is necessary in order to read books/ magazines of personal interest.	10	15	120	287	1707	**4.7**
25. English is important in order to read texts required for university courses.	10	24	130	358	1616	**4.6**
26. I want to know English in order to communicate and get to know tourists and other visitors better.	38	53	207	485	1355	**4.4**
27. To study English is important in order to be able to think and behave as an American.	869	294	466	297	216	**2.3**

MEDIAN=4

exhibit any significant differentiation between either the type nor strength of motivational orientations, suggesting that students in the sample are both integratively and instrumentally highly motivated.

A correlational analysis was performed between the two sets of motivational statements in order to further explore the relationship, if any, between the two types of orientation in the present sample. The numbers in **Table 2** show the inter-correlations between integrative and instrumental reasons, indicating the extent to which the first hypothesis was confirmed. Given the size of the sample ($N = 609$) and a decision point below ($r=.164$), significant positive correlations ($p < .001$) were found between all reasons, except for reasons 23-25), 23-26, and 24-27 for which ($p > .001$).

The low but positive correlations with a median of **.22** indicate the presence of a combination of both orientations among the learners in the sample, confirming what was observed in **Table 1:** that in the context of Puerto Rico the two types of orientation are not mutually exclusive. Instead, it confirms **Hypothesis #1** suggesting that in the present context the two orientations are high and of about equal strength.

The **Hypothesis #3** predicted that if Puerto Rico indeed represented a pidginogenic context, no significant correlations between motivational orientation and achievement measures would be found. Figures in **Table 3** indicate precisely this. None of the reasons in the Orientation Index was found to correlate significantly with either of the

achievement measures.

Table 2. Matrix of correlations among reasons for studying
English. (N=609, p<.001)

REASONS: 20	21	22	23	24	25	26
21 .3268						
22 .2733	.2482					
23 .1492	.1464	.1553				
24 .1318	.2453	.3461	.2111			
25 .1903	.2231	.3316	.1008 *	.4114		
26 .1324	.2521	.2494	.1129 *	.1477	.3291	
27 .3003	.2659	.1127	.2785	.1233	.1063 *	.2318

*p>.001
MEDIAN = .22

Table 3. Correlations between English Achievement Measures
and reasons for studying English. (N=609)

REASONS: 20	21	22	23	24	25	26	27
ESLAT .0465	-.0135	-.0131	-.0700	-.0450	.0312	.0437	-.0694
MT .0497	.0114	-.0111	-.0951	-.0289	.0766	.0319	.0276

*no significant correlations found

Curiously, when correlations were calculated between
Questionnaire item #12 --"liking English"-- and both
achievement measures, a significant positive correlation was
obtained (see **Table 4** below). This suggests that factors

other than the integrative and instrumental reasons included in the Index may be better predictors in the present learning context.

Table 4. Correlations between Achievement Measures and liking English. (N=609, p<.001)

ITEM	ESLAT	MT
12	.1734	.2554

Data in **Table 5** show the motivational intensity for learning English. Responses to items #28 and #29 indicate that the students feel that they are doing well (87%) and that they enjoy studying English (83%). About half the number of students (51%) plan to take electives in English upon completion of their requirements. Only 20% think of English as their favorite class.

When scores for the negatively worded statements are reversed (i.e. a rating of 5 becomes the least applicable and 1 becomes the most applicable)[2], ratings indicate that approximately 67% of the students prepare for class in advance (item #31) and 85% feel fine about dedicating time to it (item #33). Only 26% find that the English exams are difficult to study for (item #34) and only 14% believe that English is a difficult language to learn (item #35).

Figures in **Table 6** show that when the items in the Motivation Index were correlated with the achievement measures

Table 5. __Motivation Index__- Motivation for studying English. Entries in columns 1 to 5 represent number of students who chose the rating. (N=2,142).

MOTIVATION	RATINGS					
	1	2	3	4	5	MEAN
28. On the whole, I am doing well in English.	113	161	588	644	631	3.7
29. I enjoy studying English.	148	210	591	722	468	3.5
30. I plan to take some elective courses in English upon completion of my requirements.	709	338	507	300	283	2.6
31. In my English class, I am generally not prepared unless I know that the instructor will ask for the assignment.	499	346	593	358	342	2.8
32. English is my favorite class.	654	399	649	315	121	2.4
33. I resent having to spend so much time on English at the expense of other classes.	772	426	606	179	149	2.3
34. Usually, it is difficult to know what to study for an English test.	776	379	425	304	250	2.5
35. English is one of the most difficult languages for a Puerto Rican to learn.	507	901	417	246	58	2.3

MEDIAN=2.8

we find significant but low correlations between some of the items and achievement measures, particularly in the case of items #28, #29, #32. This indicates that in most cases, motivation is a good predictor of success in 2LL, as suggested by Gardner's model.

Table 6. Correlations between English Achievement Measures and motivational intensity reasons. (N=609).

MOTIVATION:	28	29	30	31	32	33	34	35
ESLAT:	.2514*	.0934	-.0129	.0083	.0785	-.1018*	-.1652*	-.0796
MT:	.3979*	.1985*	.0594	.0605	.1331*	-.0299	-.1229**	-.1719*

*p<.001, **p=.001

Some significant negative correlations were also obtained, however; these occurred in the negatively worded statements. For item # 33, for instance, it is possible that the negative correlations could be interpreted as positive, in the sense that if learners do not resent spending time studying for English class then they may be successful in learning more. The same applies for items #34 and #35. It is certainly the case that the more the students enjoy the course the more proficient they become, and, conversely, the more proficient they are the more they enjoy the course.

It follows from the observations made above that the perception that the learning experience is valuable, pleasant,

Table 7. <u>Foreign Language and Culture Attitude Index</u>-
Entries in columns 1 to 5 represent the number of
students who chose this rating: 5-strongly agree,
4-agree, 3-no opinion, 2-disagree, 1-strongly
disagree. (N=2,142).

		RATINGS					
	ATTITUDES	**1**	**2**	**3**	**4**	**5**	**MEAN**
36.	Nowadays, being able to communicate in English is equally or more important than science or Math.	2	303	438	796	507	**3.6**
37.	I frequently enjoy reading literature, newspapers and/or magazines in English.	92	326	410	961	348	**3.5**
38.	I like to listen to music in English.	22	54	44	507	1511	**4.6**
39.	I wish I had a chance to travel to the U.S.	6	11	82	427	1611	**4.7**
40.	I like to speak and practice English when I can.	21	96	336	863	820	**4.1**
41.	I hope to use English once I leave the University.	6	22	166	777	1164	**4.4**
42.	I wish I had the chance to meet and befriend more English speakers.	5	16	196	779	1131	**4.4**
43.	It is possible to speak English and to know about the North American culture without ceasing to be Puerto Rican.	5	13	60	336	1717	**4.7**
44.	Learning to speak English is something worth doing.	4	8	51	509	1559	**4.7**

Table 7 (cont'd).

45. The teaching of English in Puerto Rico's schools is necessary.	7	7	31	399	1673	**4.7**
46. If Puerto Rico ever became the 51st state of the Union, it would lose its language and culture.	773	333	606	157	259	**2.4**

and easy seems to generate and sustain the effort needed to increase the learners' proficiency, within certain limits (e.g. provides for opportunities for contact and exposure).

Data pertinent to **Hypothesis #2** appears in the form of students' responses to the Attitude Index (**Table 7**). These data support the hypothesis since it indicates that most students (60%) report having strong positive attitudes (item #36) toward English in relation to other subjects (e.g. Science and Math). Responses also show that students seem to like being involved in passive language-related activities such as reading and listening to music in English (items #37 and 38). Such a response is relevant since it shows that students are exposed to TL input.

In addition, 94% of the sample report they would like to travel to the United States and 78% report liking to practice English when they have the opportunity (items #39 and #40 respectively).

About 90% of the sample also feel that they would use English upon leaving the university (#41). About 89% report that they would like to meet and befriend English speakers (item #42). Responses to this last item are particularly interesting when we consider data reported by Trudgill (1983b, 1983c) which show how perceptions about ethnic identity are a major factor in both language learning and language loss. The ratings in item (#43) show 96% of the students in the sample agreeing with the statement that learning more about the language and culture would not necessarily involve ceasing to be Puerto Rican.[3]

The last few items in this table show that 96% of the students feel that learning to speak English is something worth doing. About 97% believe that it is necessary to teach English in Schools. About 52% believe that Puerto Rico would not lose its language and culture if it were to become the 51st state of the Union, 29% have no opinion on this subject, and only 19% are in disagreement with this statement. These percentages indicate that, indeed, most of the students in the sample do not perceive becoming a state as a threat to their ethnic identity. This finding is in agreement with the responses to item #43 regarding a desire to know more about the TL and the TL culture.

The findings reported above are particularly relevant to the present study since Taylor et al. (1977) found that perceived threat to ethnic identity could be a major factor inhibiting 2LL. However, the present figures suggest,

contrary to expectations arising from the lingering controversy pivoting around the teaching of English in Puerto Rico (Gutierréz 1987), that a perceived threat to ethnic identity would not be a factor affecting 2LL in Puerto Rico.

5.3 Findings for the Second Set of Hypotheses.

Data pertinent to the second set of hypotheses (#'s 4-6) appear below. The data presented in **Tables 8** and **9** are the result of the error analysis of the journals for eight students. These journals yielded a corpus of 1,609 sentences, of which 840 were from the first-year (1st Yr.) students and 769 were from the second-year (2nd Yr.) students (see Appendix for complete transcription). The analysis performed on these sentences was aimed at identifying instances of simplification in the form of absence of three morphemes, namely, the **Plural (-s)**, **Simple Past (-ed)**, **to be** and transfer[4] of NL lexical items.

Simplification, for purposes of the present study, was defined as absence or extremely low production of bound morphology (e.g. Schumann 1982:341). Thus, the transcripts of journals were analyzed by considering absence in required contexts of the morphemes studied relative to the total number of the same morphemes found in the corpus. Data pertinent to (**Hypothesis #6**) appears in **Table 8**. These data indicate that for both the first- and second-year of instruction, two of the items studied, namely the **plural (-s)** and (**to be**), appeared in a frequency of over 90% of the time in obligatory contexts,

thus providing no evidence of simplification as defined above.

In comparison, the past tense morpheme (-ed) does show evidence of being produced by the students in both courses at a lower frequency. That is, it was supplied 69% of the time for first year students and 71% of the time for the second year students. This shows a 20% difference of the morpheme being correctly supplied when compared to the other two morphemes studied. In general, data on the three morphemes suggest that there does not seem to be much difference, roughly 2 to 3 percent, between first- and second-year students in terms of the frequency with which the morphemes in question were correctly supplied in obligatory contexts.

Table 8. Percentages of morphemes supplied in obligatory contexts per year of study.

FORMS:	plural (-s)	past (-ed)	to be
1stYr.	98% (390/397)	69% (107/156)	96% (423/440)
2ndYr.	97% (287/295)	71% (94/132)	99% (407/409)

Data on errors produced are analyzed in **Table 9**. The analysis shows a difference in the rate of error production (i.e. failure to provide a morpheme) between the two levels. In the case of the **plural morpheme** we find about the same proportion of errors for both groups (with 6% difference).

However, the second year students produced more errors. Some examples of errors by first-year learners are: "I want to see my friends and parent_," "With all these walk_..." Sample errors for the second-year students are: "I want to follow her example and all her teaching_," Besides all the thing_," " She send me two photograph_..."

Table 9. Percentages of morphemes supplied incorrectly per year of study. (N=135).

FORMS:	plural (-s)	past (-ed)	to be	Total
1stYr.	47% (7/15)	60% (49/81)	89% (17/19)	63% (73/135)
2ndYr.	53% (8/15)	40% (32/81)	11% (2/19)	37% (42/135)

On the other hand, the other two morphemes show a greater difference in error production from one year to the next. In the case of the **past tense** we find that 60% of the errors were produced in the first year while second year students produced the remaining 40%. Some examples of errors for the first-year learners are:

"First when we were in the eleventh we want_ to begin working."

"When the graduation ends we have a party in a pool, everybody went to the party."

"When we entered the Island we made another row and we stay_ 3 hours more to enter the statue."

Errors produced by second-year learners include:

"... when he approach_ to me and ask_ for my name."

"...since the time Ramón move_ to our community..."

"One day a student talk_ me about God and his love."

The percentages for the verb "to be" show that 89% and 11% of the errors occurred for first- and second- year students respectively. Sample errors for first-year learners include:

"Little a little ___ born in me the real person that I like."

"This night ___ no going to the theater because..."

"In this moment I ___ stay in the library..."

"That year has celebrated in Puerto Rico the general election."

Errors for second-year students did not include any omission of the verb but use of the wrong form of the verb, e.g. "It was very funny because I went to the house were my friends was."

Though the actual numbers of errors is small, these data do suggest a reduction in the students' reliance on simplification as they reach the end of the two years of instruction. There is evidence of a greater reliance on part of the learners on a simplification strategy at the lower levels of proficiency, as it was hypothesized.

From the present findings, it could be inferred that first-year learners simplified their output more because they knew less and not necessarily because of some cognitive factor. However, it is highly relevant for a better understanding of 2LL that: 1) there was evidence of

simplification, 2) that it seems to be a strategy that is available to learners, and 3) that there was a differentiation in the extent to which learners in the two groups relied on it. All this is indicative that simplification is more than a simple descriptive term and more of an active learning strategy available to 2L learners.

In the present study transfer was narrowly defined as reliance on L1 lexical items when attempting to produce L2. That is, L1 lexical items are "borrowed" as a communication strategy which, if successful, directs learners to incorporate the elements into their IL. These items could have been already altered phonologically and morphologically to resemble L2 items in a process characteristic of pidginogenic contexts called relexification.

It is pertinent to observe that the notion of transfer in 2LL incorporates the possibility that the rate of transfer will vary according to the perceived distance between L1 and L2 (Gass and Selinker 1983b:15), or the social settings in which learning takes place (Odlin 1990:14). Chamot (1979:92) suggests that the learners will use L1 elements (or elements from any previous knowledge) as a tool in hypothesis formation about the TL. More reliance on the L1 would result from learners being required to produce beyond their level of proficiency. Thus, in the case of two languages in contact such as in Puerto Rico where we find English and Spanish in close proximity, the IL of learners should exhibit more transfer effects. Moreover, we could predict that reliance on

a transfer strategy would be reduced as the learners'
proficiency increases and they meet their communicative needs
(Richards 1983:55). This seems also to be the case with the
present study.

Data obtained for instances of transfer show a difference
in the extent to which students rely on this strategy. **Table
10** indicates a reduction between the instances of transfer of
NL items for first and second year. It seems that the actual
instances of NL transfer were much fewer in the second year.
These findings support **Hypothesis #5** by indicating a greater
reliance on transfer as typical of first-year learners.

Table 10. Actual number of transfer occurrences in data (i.e.
1,609 sentences).

YEAR:	FIRST	SECOND	TOTAL
TRANSFER:	151	29	180

Since students were repeatedly advised that journals were
not going to be graded and that they should not make
corrections on them. Students were expected to try to
communicate in writing as best they could and with limited or
no use of dictionaries. These instructions were given to
minimize monitoring and to obtain the clearest possible
picture of the learners' IL through their errors. Thus, we
can assume that in their writing students are making use of

whatever knowledge of the TL they have. When forced to express something they for which they do not have the TL word, they will rely on their previous knowledge, and modify that knowledge to resemble the TL as close as their knowledge of the TL allows them. Since writing may not offer enough opportunities for testing their hypotheses, the transferred elements may become incorporated in to the IL.

Transfer of lexical items in the data include articles, adjectives, nouns, verbs, verb phrases, and idiomatic expressions. Some examples of lexical transfer identified in the corpus are included below for both first- and second-year students.

First-year:

TRANSFER   SPANISH   ENGLISH

"treated"-- "tratar"-- "to deal with"

    Example: "This new treated about a little panda..."

"fisic"--   "físico"-- "physical"

    Example: "In summary the children do not have to
    be with fisic punish."

"extenous"-- "extenuante"-- "exhausting"

    Example: "Yesterday was an exteneous day."

"done friends"- "hacer amigos"- "make friends"

    Example: "And I've done good friends.

"call for telephone"-"llamar por teléfono"-"to telephone"

    Example: "He asked me if I was waiting to call for
    telephone.

Second-year:

"drive"-- "dirigir"-- "to lead or direct"

Example: "The people don't know that God <u>drive</u> us in the life."

"passed"-- "tener o pasar"-- "to have"

Example: "Last week I <u>passed</u> the worst week of my life."

"fraters"-- "fraternos"-- "fraternity brothers"

Example: "After you swear, the <u>fraters</u> begin to bother you all around."

"remembered"-- "acordar"-- "to remind"

Example: "...which remembered me where I live."

"go for a party"- "ir a una fiesta"- "go to a party"

Example: "...when she called me if I can get to Ponce <u>to go for a party</u>."

The examples above show that learners at both levels had a tendency to rely on L1 lexical items that had suffered some alteration to resemble the L2 (i.e. English). The fact that some of these instances of transfer were repeated a number of times in the journal of the same subjects and in journals of other subjects suggests that indeed some of these items have been added to the learners' IL. Moreover, these lexical items may have become part of a local English non-standard dialect (cf. Selinker 1974:38; Scarcella 1983:319-21; Blau et al. 1989:142). This possibility is further explored in the next chapter.

Figure 7 below provides a graphic illustration for data on simplification as typified by the **past tense** morpheme.[5] **Figure 8** illustrates the first- and second-year students with regard to transfer strategy. These figures are relevant to
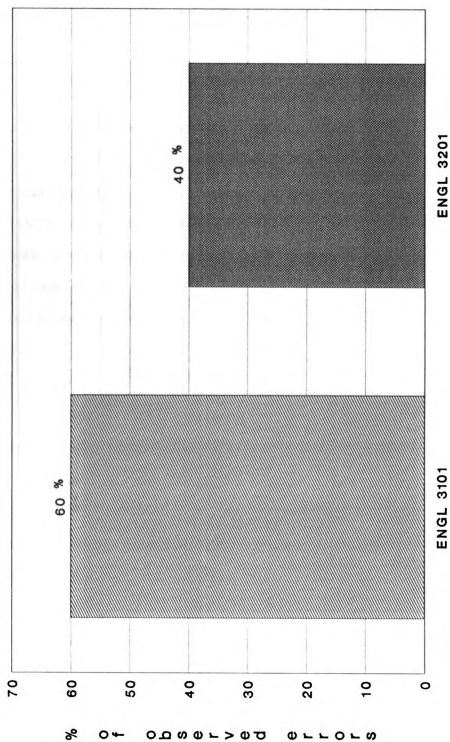
Figure 7. Simplification percentages as indicated by errors in obligatory contexts for "simple past (-ed)" morpheme.

Transfer Errors

% of observed errors

100 — 80 — 60 — 40 — 20 — 0

84 %

ENGL 3101

16 %

ENGL 3201
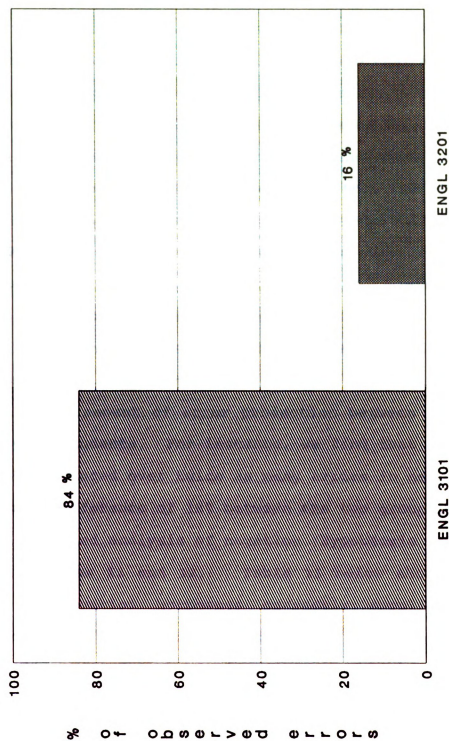
Figure 8. Transfer percentages as indicated by errors originating from NL lexical items.

Hypothesis #4 and represent percentage of errors found in obligatory contexts.

There were no instances of omission of the negative for the whole sample. However, error analysis showed that all but one of the first-year students have failed to reach the 90% accuracy production level, with a group average of 71% correct forms supplied in obligatory contexts. On the other hand, though showing a much higher group percentage than the first-year group (93%), half of the second-year students failed to reach the 90% acquisition mark. However, the data for the whole group indicate individual percentages which are much higher than those found in the first-year.

In addition, in spite of individual differences in the stage of acquisition, there seems to be a significant difference in the amount of error production between first- and second-year students. For instance, we find that first-year students produced over twice as many errors in negation with an actual difference of 18% between the two groups.

A more detailed analysis of negation (**Hypothesis #4**) is presented in **Tables 11** and **12**. **Table 11** below shows the percentage of negation morphemes correctly supplied in obligatory contexts. Data presented below indicates that for the four student samples we find that first-year students supplied the morpheme correctly only 71% of the time required, while second year students used it correctly 93% of the time. This second figure should be interpreted as indicative that the second-year students have already acquired the morpheme.

Table 11. Percentages of negation morphemes correctly supplied in obligatory contexts (i.e. 1,609 sentences).

STUDENT:	1	2	3	4	Total
1stYr.	36% (9/25)	63% (10/16)	92% (33/36)	88% (15/17)	71% (67/94)
2ndYr.	75% (3/4)	86% (12/14)	100% (15/15)	100% (11/11)	93% (41/44)

Data analysis, shown in **Table 12**, revealed additional information regarding the stages of acquisition of negation for students in the sample (cf. Butterworth and Hatch 1978a; Cancino et al. 1978a; Schumann 1979a; Stauble 1984; Stauble and Schumann 1983). For instance, of the first-year students, only one student was found to be at stage one (i.e. **"No+V"**) with a total of sixteen (16) errors, one at stage two (i.e. **"don't+V"**) with six (6) errors, and two students at stage three (i.e.**"Aux+Neg"**) with three (3) and two (2) errors respectively.

Table 12. Stage of negation for each year of study.

STAGE:	No+V	don't+V	Aux+Neg	Analyzed don't
1stYr.	1	1	2	0
2ndYr.	0	0	0	4

For the second-year students, on the other hand, the reduced number of errors indicates that the four students have already acquired the morpheme and are at stage four (i.e. **"Analyzed don't"**). Though the three errors actually found in the corpus do not allow for a thorough analysis, these involved either use of the past form of the verb with "didn't" (e.g. "I didn't forgot"[*]) or an instance of "don't" instead of the past (e.g. "I don't go"[*]). Again, data reported above can be interpreted as supportive of **Hypothesis #4**.

Chapter Six, provides an interpretation of the findings presented.

Endnotes to Chapter Five

1. This is not surprising since ESLAT scores have remained
    basically the same for the past five years (CEEB 1989).

2. See Randhawa & Korpan (1973:27-28) for a rationale and an
    explanation of procedure.

3. Indeed, though not reported in the present study, results
    of correlations among the items in this index indicate a
    significant positive correlation between these two items
    ($r = .3344$, $p < .001$).

4. Instances of "transfer" are here defined as any lexical
    item or phrase which can be attributed to the NL of the
    learners, i.e. Spanish.   Errors   originated   in   the
    unsuccessful transfer of items from one language to the
    other,   i.e.   either   making   the   transfer   either
    semantically or grammatically inappropriate.

5. Since the past tense data do resemble the general
    proportion obtained for the total number of errors (i.e.
    63/37%) only one graph is provided as an illustration of
    the overall pattern.

CHAPTER SIX

DISCUSSION

6.1 Interpretation of Findings.

6.1.1 Explanation of Proficiency Differences.

The first interpretive task is to elaborate on the data provided by standardized tests. **Figure 4** illustrates that the population included in the sample shows, on the average, a higher proficiency level than that of the rest of the population taking the test. This finding is significant in the sense that one of the criticisms to which the use of questionnaires is subject to is that first- and second-language proficiency, as well as verbal intelligence, are factors that could affect the reliability of socio-affective measures (Oller 1977:180-183, 1981b:17-22; Oller & Perkins 1978a:95-97, 1978b:418-422). However, in the case of the present study such views seem irrelevant since we are dealing with a college population of proven verbal aptitude (i.e., the ESLAT has been proven to be a highly reliable measure with high positive correlations with standardized measures of aptitude such as **SAT**, Alderman 1981).

Data collected from the **MT** show parallel levels of English proficiency for both years studied. After the first year of instruction, students show an improvement of nine

points corresponding to the areas tested, namely, grammar, vocabulary, and reading. In comparison, the second year students show an improvement of four points for the sophomores and three points for the freshmen. It was observed earlier that this improvement occurs mainly in the grammar area with no significant improvement in vocabulary nor reading.

When the MT scores for the present population are examined in closer detail we find that in general, the Puerto Rican students in the sample average scores below those of other hispanics attending U.S. colleges and universities. Table 5 shows that the Puerto Rican sample averaged a score of fifty-eight (58) when entering college as compared to sixty-nine (69) for other hispanics entering universities in the United States. However, after two years of ESL instruction at college level the Puerto Rico students averaged scores of seventy-five.

The guidelines for interpreting scores for the MT suggest that such students (in engineering and scientific fields) should be required to take only 1/2 the normal academic load plus a special intensive English course (10 hrs. per week). A score of ninety (90) or above would be required before allowing students to take a full academic load. Thus we find that based on these data we could infer that the learners in the sample are not proficient enough to compete with native speakers of English in the academic environment of an English speaking university.

6.1.2   <u>Possible Effect of the Course Syllabus</u>.

The difference in proficiency observed between first- and second- year students and the apparent tendency to apparently reach a plateau in proficiency by the completion of the second year of ESL college instruction is likely due to a number of factors. First, we should consider the likely effect of the courses. The first year courses (ENGL 3101 & 3102) follow a communicative approach to ESL which mainly focuses on improving comprehension (though conversational strategies are also emphasized). It could be expected that these courses provide sufficient and adequate input to allow the learners' proficiency to improve. For instance, both Seliger (1983) and Long (1988) sustain that the classroom could provide the learners with the opportunities to be sufficiently exposed to 2L input and also to turn that input into intake through interaction with both the instructor and peers. However, a number of factors could lead us to provide some sort of qualification for this observation.

On one hand we find that the class periods of ESL instruction are limited to 50 minutes three times a week (45 contact hrs. per semester). This does not seem to be enough time to guarantee each learner the opportunity to actively get involved in meaningful interaction with the instructor or classmates. The issue is compounded by the fact that the average class size for both courses is about 28 students per section. It seems reasonable to assume that this rather limited exposure to English in the classroom is not enough to

further promote increased proficiency in the TL.

On the other hand it should be noted that the second year courses (ENGL 3201 & 3202) focus on writing and reading. In first place, it should be noted though writing could be regarded as a vehicle for improved 2L proficiency (Krashen 1984:27-28), it may well be the case that in teaching the second-year courses professors emphasize the writing process more than providing learners with meaningful input. Indeed, a casual examination of course syllabi showed precisely this. Thus, the students' writing skills (i.e. planning, organizing, developing a thesis statement, etc.) could in fact improve without their English language proficiency moving farther ahead. Evidently, this area needs to be explored further.

In second place, in terms of the little or no improvement in vocabulary and reading we could observe that the choices of materials, consisting mostly of literary material (e.g. essays, short stories, poems, etc.) could also contribute to the lack of improvement in the vocabulary and reading area by being too high above the students' level (i.e. beyond their comprehension) or being unappealing to them (Krashen 1982:21, 1985:104-106). If the vocabulary is unknown to the learners, reading through the assigned material may prove to be too difficult a task and thus dissuade students from reading.

In addition, the texts used in the second year courses are intended for native speakers of English. If the topics of the reading assignments are regarded as irrelevant by the learners or they find it wearisome, they may be turned off

from reading and consequently be unable to use the input from the text to formulate and test hypotheses about the TL. Thus we find that though the second-year courses could be successful in helping the students improve their writing, they may not necessarily be successful in providing for improved English language proficiency. Again, this finding needs to be studied in more detail.

6.1.3   Possible Effect of Socio-Affective Factors.

The second likely explanation for the difference in proficiency scores is the effect of socio-affective variables on 2LL as it was made evident by the fact that support for hypotheses #1, 2, and 3 was provided by the data. A number of researchers have reported close association between successful 2LL and affective variables. For instance, Van Patten (1985) observes that there is a correlation between approximation to 2L norms and positive affective variables for students learning Spanish. He observes that (p. 3),

> Overall, the research suggests that a positive configuration of affective variables is one of the most important, if not the most important, variables in second language development.

For the ESL students at the University of Puerto Rico at Mayagüez included in the sample, strong positive attitudes were found to be prevalent. These learners also exhibit a strong level of motivation to learn English and appear to be about equally instrumentally and integratively motivated. Accordingly, the model proposed by Gardner predicted that the

affective measures should correlate highly with TL achievement. The present findings failed to support the model in the sense that no significant correlations were found between motivational orientation and achievement measures.

Since most of the research on affective factors and 2L achievement draws on correlational data, it is pertinent to make some observations regarding the nature of correlations, before we proceed with any interpretation of the present findings. First of all, correlations are a mathematical indication of the strength of a linear relationship between given factors. However, the strength of the relationship does not necessarily imply a cause-and-effect relationship. Thus even if two factors show a high positive correlation, it is not shown that one caused the other (or vice versa). Inferences on the direction of the correlations are to be regarded as mostly subjective.

As mentioned earlier, students in the sample (N=2,142) show both an integrative and an instrumental motivational orientation regarding the learning of English. That is, we find that for the students at the University of Puerto Rico at Mayagüez included in the sample, the reasons for learning English reported are about equally balanced as to kind and strength, i.e. they show both an integrative and an instrumental motivational orientation. In addition, the motivational strength is the same (i.e. high and positive).

The one reason (item #27) that evoked a rather negative response from the sample was the idea of seeing English as

important in thinking and behaving as an English speaker. Apparently, students either do not see English as essential to being North American (Puerto Ricans are U.S. citizens from birth), or do not think that learning the language is important in order to be able to think and act as an American, or the idea simply does not appeal to them.

None of the reasons in the Orientation Index was found to correlate significantly with either of the two measures of achievement used in this study (i.e. ESLAT and MT). Only an item included in a separate section of the Questionnaire (item #12 --"How much do you like English?") emerged as a rather mild predictor of success in 2LL. We say "mild" because, though significant at the p<.001 level, a correlation of .26 is to be interpreted as somewhat weak (cf. Gardner (1985) reports correlations at the level of .52 for person product correlational analysis).

It should be noted that as of April 1991, the Governor of Puerto Rico signed a piece of legislation that is widely knows as "the Spanish Only Law." This law supersedes the existing law which stated that both English and Spanish were the official languages of Puerto Rico. The new law makes Spanish the only official language of the Island and specifically states that it will be the language of the Government. Since the law provides a number of loopholes for Government Agencies to continue using English in their transactions with the Federal Government and the private sector, it may well be the case that the passing of this legislation is politically

motivated (since the language issue has always been a political issue both in Puerto Rico and elsewhere). Nonetheless, it this fact may be construed as an indication that indeed Puerto Rican may still perceive English as some sort of treat to their ethos.

However, a number of other factors could account for the findings reported above. For instance, age has been identified as a factor influencing 2LL (Richards 1972; Schumann 1975; Fathman 1976; Saville-Troike 1978; Scarcella & Higa 1982; Snow & Hoefnagel-Hohle 1982). Since the sample used in the study consists of college students (average age: 19 yrs.), it could be that an age-related factor influenced the results.[1] However, a number of studies focusing on adults report obtaining statistically significant findings (e.g. Mueller 1971) showing positive correlations between motivational variables and achievement differences. Though age may indeed be a factor influencing the associations between the factors studied, this is not necessarily the case for the present one.

A second possibility to consider as responsible for the low correlations obtained are the achievement measures used. However, previous studies have successfully used standardized tests as measures of proficiency and have found attitudinal-motivational variables as reliable predictors of achievement thus measured. In the case of the present study this could be ruled out given the consistent validity and reliability of the instruments used, thus an explanation must be sought

elsewhere.

A third alternative is the questionnaire used. This was subject to a series of modifications, translation into Spanish being the most significant. It could be that in the process of translating the items the validity of the instrument was altered. However, as it was mentioned in Chapter Four, pre-tests revealed no indication of such possibility, and no problems were reported in using the instrument. Consequently, even if this was a factor affecting the results, it is probably not the major culprit for the lack of associations found.

The third, and possibly the more likely explanation for the present findings, could rest with the role of social milieu in the 2LL process. In the case of Puerto Rico, it may well be the case that the social setting simply does not provide sufficient opportunities for contact and interaction with native-speakers of English. Accordingly, given the failure of the motivational reasons to act as predictors, the lack of associations between affective factors and achievement measures could be interpreted as confirmation for **Hypothesis #3**.

6.1.4 <u>Possible effect of Social Milieu</u>.

If the constructs studied in the present project have in the past proved to be reliable predictors, if the instruments have been developed "with an eye to their psychometric properties" (Gardner & Smythe 1981:510), and if the age of the

learners was not a major factor in other studies of the same type, we could conclude that the context variable could have influenced the strength of the associations.

In the present context of learning, subjects may have already reached a plateau after two years of instruction at the college level. This plateau is demarcated by both the lack of a need for moving closer to the TL norm and the limited opportunities for contact with TL speakers. This explanation is supported by the statements from the students as to the limited need and rather non-existent opportunities for using English.

Given that none of the more apparent explanations for the limited English proficiency reached by the students after two years of ESL instruction seems to fully account for the findings, we must examine other options. The present findings could be interpreted as suggesting that the lack of opportunities for interaction with NL speakers, the limited exposure to the TL available from both the classroom and the outside environment, and the lack of an immediate need for the language while living in a social environment that is predominantly Spanish speaking, all these have led most of the students to either fossilize (as defined in Schumann's 1978d) at the Mesolang stage (or early stage) or to stop short of the TL norm (or Acrolang).[2]

For instance, the possible effect of reduced opportunities for interaction with native-speakers of English is made evident in studies such as Long (1983:211-212). He

reports findings that suggest that input available to 2L learners is made useful by the interactional structure of conversation (e.g. repetition, comprehension checks, clarification requests). It seems that it is the interactional nature of conversation what makes unfamiliar linguistic input comprehensible (and thus useful or meaningful) to the learners. Zobl (1985) also reports similar findings that suggest that availability of input per se may not be enough to guarantee acquisition and that interaction in conversation is necessary.

In the case of the Puerto Rican students, as mentioned earlier, English language input is be available in the media, in printed material, and from native speakers (specially in the tourist areas), but opportunities for actual conversation and interaction might not be so readily available. Indeed, this was reported to be the case in the completed questionnaires (item #11- only 7% reported using English frequently).

Though the learners show a strong motivation, and though they exhibit high positive attitudes towards the TL and speaking, all this does not avail much if there is neither the need nor the opportunity for interacting with a NL speaker. Swain (1985:236) argues that though comprehensible input is essential for 2LA, it is not enough "to ensure that the outcome will be nativelike performance." Her findings suggest that it is the interactional nature of the language contact situation which allows the learners to formulate and test

hypotheses about the TL. When meaning is negotiated between speakers in a conversation, linguistic input is simplified and the learners' contributions to the exchange are expanded and clarified and thus made comprehensible (p. 246). She concludes that (1985:247),

> "Given that comprehensible input is the causal variable in second language acquisition, the assumption is that second language acquisition results from these specific interactional meaning-negotiated conversational turns."

If opportunities for interaction are not available, the existence of TL input alone would only allow for limited 2LA, or pidginization. This may well be the case of the Puerto Rican ESL students participating in the present investigation.

Similarly, Schmidt (1983:172) reports data on a thirty-three year old Japanese speaker named "Wes." His findings suggest that though social and affective factors may encourage learners to be more open towards the available input, "the interaction which they engender provides manageable data for the learners." If no interaction is available learning may stop. Accordingly, pidginization features should be evident in the learners' IL.

Seliger (1983) studied learner interaction in the classroom. He found that learners who maintained high levels of interaction in the 2L progressed at a faster rate that those who interacted little. Moreover, his findings show that those learners that exhibited a high rate of interaction also showed a lower percentage of errors that could be traced to transfer from L1 (p. 262). It seemed that the higher rate of

interaction allowed learners more opportunities to formulate and test hypotheses about the TL and thus they had less need to rely on their L1.

These observations can clarify the analysis of the journal data in the present study. Though relatively few students were used in this segment (N=8) of the study, it should be observed that the actual number of utterances included in the error analysis amounted to 1,609 sentences and that the size of this corpus is either equal to or larger than the size of those found in the research literature. The analysis of the student errors revealed that learners at both levels have reached the 90% acquisition mark for two of the morphemes (i.e. **plural (-s)** and **"to be"**), while falling short in the case of the **simple past (-ed)**.

It was found that for the three morphemes studied, only the **simple past** was absent from obligatory contexts to a meaningful extent for both the first- and second-year subjects. This was interpreted as evidence of a simplification strategy being put to use by the learners given that there was an apparent difference between first- and second-year learners in terms of the extent to which such strategy was used. The rather limited difference observed between the two groups could be the result of NL influence and successful transfer of the morphemes to the TL output. This is particularly possible in the case of the **plural** which has the same form **(-s)** and the verb **"to be"** that is rather similar in both languages (e.g. English **"is"**/Spanish **"es"**).

However, analysis of the actual errors produced revealed a different pattern in the percentage of error production for each level of study as suggested by **Hypothesis #6**. These data showed that the first-year students produced more errors than the second-year students, 63% and 37% respectively in the case of **"past (-ed)"**, 89% and 11% for **"be"**. This suggests that though the numbers of errors is rather small (again, probably due to NL influence as concluded by Schumann 1979a), reliance on simplification seems to decrease as the proficiency of the learners improves.

Again, data from transfer errors reveal a similar pattern of lower reliance on a transfer strategy as the students move toward the TL norm. That is, it seems that the students closest to the norm are proficient enough in the TL that they do no need to draw on their NL knowledge when asked to communicate in the TL. Nonetheless, the fact that there is still a reliance on both these strategies could be an indication that learners have not fossilized and that if social conditions change and opportunities for contact and interaction arise, learning may proceed. This interpretation provides support for **Hypothesis #5**.

Moreover, the data obtained from the analysis of errors in negation hint that indeed 2L learners move through definite stages as they get closer to the TL norm. However, even after up to two years of college level ESL instruction (not counting the twelve years of school prior entering college), learners exhibit features characteristic of early stages of IL

development, i.e. "no+V" negation. It seems reasonable to infer that there is likely to be some causative relationship between the negation stage reached by students in the sample and the suggested pidginogenic nature of the learning context.

6.1.5 Summary of Findings.

In spite of the somewhat inconclusive results, an apparently emerging pattern that fits the pidginization model of 2LL seems evident in the data presented and discussed above. The persistent presence of both types of strategies (i.e. simplification and transfer) could be interpreted as indicative of a tendency on the part of the learners to remain at the given level of proficiency. This is probably so not because the learners do not have the desire to learn the language, but because of either the lack of need to move toward the norm or because of the absence of NL speakers with whom to interact.

It is pertinent to observe that it is the lack of opportunities for interaction what may lead learners to a plateau still far from NL proficiency. The inference stemming from Schumann's model is that learners under conditions of restricted opportunities for contact do not necessarily fossilize, but rather can start moving again toward the TL if conditions change, e.g. a desire or need to acculturate towards the TL group and opportunities for conversation and interaction become available. These observations are in agreement with Varonis and Gass (1985) who conclude that in

conversations between non-native speakers which learners are actively involved, the resulting negotiation of meaning is a major factor in making available input comprehensible and thus provide for 2LL.

The language contact situation of the more advanced learners examined in the present study is such that they seemed to show a lower reliance on learning strategies such as transfer and simplification. This finding could be interpreted as suggestive of at least two possibilities: that they may eventually fossilize (i.e. stop learning) or that learning will be minimized until social and learning conditions are suitable (i.e. were they to move to the continental U.S. where learning could restart).

Another possibility briefly mentioned earlier is that ESL are moving not toward the TL but rather a different norm, i.e. a non-standard variety of English. Indeed Blau et al. (1989) report some findings that are suggestive of the fact that industry representatives that come to the university to recruit students, as well as the local industry established in the area (e.g. Eli Lilly, Hewlett Packard, Digital, Bristol-Myers), seem to respond more adversely to grammatical and syntactical errors than to lexical or semantic errors. It is suggested that the recruiters have come to expect and tolerate semantic deviations but to interpret syntactic errors as indications of carelessness or poor command of English.

Findings of the present study could be regarded of suggestive of the fact that ESL learners in the sample may

have developed an inventory of lexical items they have transferred from Spanish and modified to fit English morpho-phonemic rules. It is possible that the industry representatives that come to the University to recruit these students, may have also come to accept these lexical borrowings (while reacting negatively to ungrammatical sentences). When these learners use these items in their interactions with the interviewers and receive no negative feedback, they interpret this lack or negative response as confirmation of their hypothesis and thus internalize the borrowed lexical items into their IL.

If the tendency to accept this "Spanglish" lexical items becomes sufficiently widespread among speakers, we may have the emergence of a non-standard English language variety for the island. Learners would then move towards this variety instead of towards the TL. Instead of fossilizing at some point between the NL and the TL, the lack of sufficient opportunities for interaction with English speakers has caused the learners to draw instead on their previous knowledge which may include lexical items they "borrowed" from their NL. With enough speakers following the same path, a non-standard (or "pidginized") English variety may become the goal of the learners since it meets their expectations for both proficiency and need. This possibility also needs to be re-examined in further investigations.

In sum, it seems that all of the findings examined above are supportive of Schumann's conclusion that "SLA is

pidginization" (1982:363).

6.2 General Conclusions.

Any theory that attempts to provide an explanation to the 2LL process should be examined against different settings in order to adequately assess its validity. The present study has been such an attempt. The study sought to assess the validity of the Social-Psychological Model of 2LL proposed by Gardner and the Pidginization Model for 2LL proposed by Schumann. It was assumed that both of these models shared some elements in common and that both might indeed be approaching the same phenomenon from two different perspectives.

This investigation was limited in scope, as it sought to test the validity of two models of 2LL against the context provided by the learning of English as a second language in the context of Puerto Rico. From the results obtained it has become evident that possibly additional measures of 2L achievement might have been desirable, as well as a broader sample from which to obtain error data. A longitudinal, instead of a cross-sectional, study might also be a welcome alternative for future studies. Nonetheless, a number of significant conclusions can be drawn from this investigation regarding the role of affective factors and learning strategies in the 2LL process. The results reported here, though tenuous, are suggestive of the role of factors such as these when considered against a given social context.

First, it would seem that the effectiveness of affective factors that in the past have been identified as reliable predictors of success in 2LL is subject to the effect of social milieu and actual opportunities for contact and interaction. Not only are attitudes and motivation important for the learners to move toward the TL norm, but these may not avail much when actual need for the language is not evident to the learners. Even in cases where the social and psychological distance between learners and NL speakers are not notable, the availability of meaningful input and need for the language are major factors in determining successful 2LL. Gardner (1980:98) observed that attitudinal/motivational factors could account for about 14% of the variability in 2LL achievement. Given this rather low percentage, it is necessary for research efforts to aim at accounting for the remaining factors.

Learners' IL has been defined as consisting of successive stages in a continuum ranging from the NL all the way to the TL. The acquisition of negation has been thoroughly documented in the research literature and has also been used for identifying IL stages (e.g. Stauble 1984). The present findings are in agreement with such conclusions as beginner learners showed evidence of being at either the first or second stage of negation development, while intermediate learners had moved closer to the third or fourth stages. A variety of factors are responsible for this.

Learning strategies such as simplification and NL

transfer have been suggested as responsible for the learners' progress toward the TL norm, or for their failure to show progress. It is presupposed in the present study that learning strategies are part of our cognitive abilities and that they are available to learners as communicative resources when they are required to perform in the TL beyond our level of proficiency. As learners move closer to the TL, reliance on these strategies diminish. That is, simplification and transfer seem more characteristic of early stages of 2LL, though they are also available to more proficient learners.

Learners may either fossilize or continue to move toward the TL depending on a combination of a natural tendency to rely on these learning strategies in interaction with social and contextual factors. If the environment fails to offer the learners opportunities for contact, and consequently input, they may stop or minimize learning the language early and thus exhibit the pidgin characteristics mentioned in Chapter Two. On the other hand, if opportunities for contact are available and the learners have a need and a desire to move closer to the TL group, then their IL may fully develop (or decreolize) into the TL. The degree to which these strategies are dominant in language learning depends to a great extent on the degree of proficiency of the learners and vice-versa (Taylor 1975).

It should be observed that though simplification and transfer strategies have been mostly referred to as a production strategies, the fact is that they are also

processing strategies (Chamot 1979; O'Malley et al. 1985; Ellis 1985). These strategies guide the learners in analyzing input that is then be transformed into intake by the learners. Of course, affective factors could serve as filters for this input, either hindering or promoting the hypothesis formation and internalization of language.

The present findings also suggest that the learning context is indeed a major factor in 2LL. Access to input and opportunities for interaction could intuitively be identified as highly influential in the learning process. However, we can go a step further to suggest that the classroom is no substitute for an input-rich learning context that allows for plenty opportunities for contact and interaction. Indeed, it may well be the case that the pidgins originating in the plantation contexts resulted not only from the fact that there were a number of languages in contact but that opportunities to actually interact with the plantation masters was rather limited for the vast majority of the workers.

The Puerto Rican students in the present investigation had been through more than twelve years of English instruction yet, on average[3], they failed to score significantly high on standardized proficiency tests and they were unable to advance to a negation stage characteristic of the TL norm. All this could be interpreted as suggestive that, in terms of availability of input, the traditional classroom may not provide the most desirable language learning environment, and that it may act as a constraint on the learning process.

The observations made above should not be construed as an appeal to abandon classroom language instruction, but rather as a call for more realistic expectations on the part of administrators, curriculum developers, and instructors. It may well be the case that even if we were to develop the most thorough materials and facilities, even if we had the best teachers and the most motivated students, language learners would only move as close to the TL as perceived need and opportunities for use would permit. Alternatives that could serve to provide some additional exposure, e.g. immersion programs, should continually be explored and developed.

Language planners may be well advised to pay attention to these observations. Language instruction must work in accordance with the natural processes affecting language learning. Though Puerto Rico presents a particular language contact situation, the fact is that it mirrors a number of other such contexts elsewhere in the world. Curiously, 2LL does not seem to be determined by positive or negative views of the TL group or language, nor by perceived threat to ethnic identity, nor even by more utilitarian goals such as securing a better job. Successful learning seems a function of language contact opportunities that would allow the motivated learners to avail themselves of meaningful input from which to formulate and test hypotheses about the TL.

6.3   Implications.

In sum, this investigation was able to determine that in Puerto Rico the Socio-Affective Model proposed by Gardner may account for variation in 2LL only under certain conditions. These results are parallel to those reported by previous research efforts in this direction (e.g. Llado-Berríos 1978; Van Triste 1985). Data collected revealed a sample of highly motivated students exhibiting strong, positive attitudes toward learning English and the TL group. However, successful 2LL seems mitigated by additional, non-affective factors.

Two basic learning strategies were found to serve learners as a function of increased proficiency in the language.   Simplification and transfer seem more characteristic of learning at early stages and reliance on these appear to decrease as the learners move closer to the TL.   The analysis of learners' errors, though limited, indicates that 2LL proceeds through a series of stages (or "intermediate grammars") resulting from the application of learning strategies such as those named above that could result in convergence of the learners' IL with the TL norm.

It can also be inferred from the obtained data that if there is no need to go beyond a given level of proficiency, or if learners are not exposed to opportunities of contact with TL speakers, their IL may fossilize at an early stage thus making way for a "pidginized" English.   Thus, it seems that the model proposed by Schumann adequately accounts for the ESL learning situation in the context of Puerto Rico.

All in all, it seems that research in the areas of pidgins and second language learning would profit from a closer relationship. An appropriate model for 2LL would necessarily incorporate input from data obtained from research on pidgin languages, interlanguage development, learning strategies, and social and affective factors. In addition, it seems that such a model should rely heavily not only on the role of innate factors, but also on contextual variables that may influence language development.

Some suggestions for future studies arising from the present study could include: the possibility of a non-standard dialect of English arising in Puerto Rico, the role of transfer of lexical items in the emergence of dialects, native-speaker judgements about borrowed L1 lexical items, the relationship of writing to L2 proficiency, the choice of reading topics and increased L2 proficiency. fossilization vs. reduced (or diminished) 2LL, and the role or effect of conversational interaction in 2LL in formal (or classroom) and informal (naturalistic) environments.

The problem imposed by the lack of consensus on what pidgins are as well as what constitutes simplification and/or transfer needs to be addressed. No further research efforts are likely to be productive unless adequate operational definitions are provided. The usefulness of a symbiotic research partnership between sociolinguistics and 2LL studies is evident as it may provide the benefit of different points of view on what is likely to be the same phenomenon.

From the above discussion it should follow that 2LL is indeed a rather puzzling phenomenon and that no single model of the learning process could satisfactorily account for its complexities. Careful testing of theories of 2LL against varied learning environments is a must. However, regardless of the results reported by future research ventures, we may agree with Spolsky (1969:201) as he concludes that,

> We are lead to note the significance of socio-linguistics to second language pedagogy, for while psycholinguistics will continue to contribute with data on how second languages are acquired, it is only when we look at the social dimension that we understand why.

Endnotes to Chapter Six

1. It should be noted that most of the research reported by Gardner and others focuses on either elementary or secondary level school populations. Since the strength of attitudinal-motivational measures as predictors of 2LL reportedly decreases with age (Gardner et al. 1978), this may have had a mitigating effect in the relationships investigated in the present study.

2. Schumann (1982) discusses three basic levels or stages of IL development. These stages are parallel to constructs referred to in the pidgin studies. They are: basilang (early), mesolang (intermediate), and acrolang (advanced). These are not to be regarded as absolutely discreet, but rather as points in a continuum of language development going from the NL to the TL.

3. This should not be interpreted as a statement that all classroom instruction is destined to fail. In the case of English instruction in Puerto Rico we find that indeed some programs have been quite successful at teaching English while others have not. ESLAT scores show a evidence of two distinct populations on the Island, one coming from the public school system and the other from the private system. These private schools mostly operate immersion programs with Spanish being taught as another subject while English is the medium of instruction throughout the curriculum. Research on this subject has provided evidence of how successful such programs could be (Genesee 1983). It seems that by providing the students with a widened source of input that extends beyond the English classroom, the learners are allowed to move beyond early 2L acquisition and get closer to the TL norm.

APPENDICES

**ENGLISH LANGUAGE ATTITUDE QUESTIONNAIRE (English)**

DIRECTIONS: Please answer the following questions in the answer sheet provided.

1.   What English course are you taking now?
     a) ENGL 3101-3102   b) ENGL 3201-3202

2.   What was your grade in Engl 3102?
     a) A   b) B   c) C   d) D   e) F

3.   Sex: a) F   b) M

4.   Year of study: a) 1   b) 2   c) 3   d) 4

5.   Faculty:
     a) Arts & Sciences   c) Agriculture
     b) Engineering   d) Business Administration

6.   Age: a) 16-17   b) 18-19   c) 20-21   d) 22+

7.   Area of residence:
     a)   Metropolitan (i.e. SJ, Bayamón, Carolina, Caguas, Guaynabo, Trujillo Alto).
     b)   Other towns/cities

8.   Type of High School attended: a) public   c) private

9.   Have you ever lived in the U.S.? a) YES   b) NO

10. If you answered Yes to #9, for how long?
     a)   a few weeks while vacationing
     b)   a few months during summer
     c)   a year while attending school there
     d)   never

11. Is English used at your home?
     a) never
     b) sometimes, e.g. with a visitor
     c) frequently, e.g. with a parent, brother, etc.

DIRECTIONS: Please answer each of the following questions, rating each item on a scale from 5 (highest) to 1 (lowest) indicating the extent to which the statement is applicable to you.

12. How much do you like English?

_____:_____:_____:_____:_____
  1   2   3   4   5

13. How much do you want to learn English?

_____:_____:_____:_____:_____
  1   2   3   4   5

14. How much do you need English to achieve your goals in life?

_____:_____:_____:_____:_____
  1   2   3   4   5

DIRECTIONS: Please rate your Knowledge of English in a scale from 5 (high) to 1 (low).

15. Ability to understand English.

_____:_____:_____:_____:_____
  1   2   3   4   5

16. Ability to speak English.

_____:_____:_____:_____:_____
  1   2   3   4   5

17. Ability to read English.

_____:_____:_____:_____:_____
  1   2   3   4   5

18. Ability to write English.

_____:_____:_____:_____:_____
  1   2   3   4   5

19. Your knowledge of English Grammar.

_____:_____:_____:_____:_____
  1   2   3   4   5

DIRECTIONS: The following reasons are frequently given for studying English. Read carefully each of these and rate it on a scale from 5 (highest) to 1 (lowest) indicating the extent which each is applicable to you.

20. It is necessary to know English in order to be an educated person.

```
____:____:____:____:____
  1    2    3    4    5
```

21. To know English will help me to better understand English speakers and their way of life.

```
____:____:____:____:____
  1    2    3    4    5
```

22. English is important because it will be useful in obtaining a job.

```
____:____:____:____:____
  1    2    3    4    5
```

23. English is important because it fulfills a graduation requirement.

```
____:____:____:____:____
  1    2    3    4    5
```

24. English is necessary in order to read books/magazines of personal interest.

```
____:____:____:____:____
  1    2    3    4    5
```

25. English is important in order to read texts required for university courses.

```
____:____:____:____:____
  1    2    3    4    5
```

26. I want to know English in order to communicate and get to know tourists and other visitors better.

```
____:____:____:____:____
  1    2    3    4    5
```

27. To study English is important in order to be able to think and behave as an English speaker.

```
____:____:____:____:____
  1    2    3    4    5
```

DIRECTIONS: The following comments were made by students of English. Please read each one carefully and indicate the extent to which it is applicable to you personally by rating it on a scale from 5 (most applicable) to 1 (least

applicable).

28. On the whole, I am doing well in English.

   _____:_____:_____:_____:_____
     1   2   3   4   5

29. I enjoy studying English.

   _____:_____:_____:_____:_____
     1   2   3   4   5

30. I plan to take some elective English courses upon completion of my requirements.

   _____:_____:_____:_____:_____
     1   2   3   4   5

31. In my English class, I am generally not prepared unless I know that the instructor will ask for the assignment.

   _____:_____:_____:_____:_____
     1   2   3   4   5

32. English is my favorite class.

   _____:_____:_____:_____:_____
     1   2   3   4   5

33. I resent having to spend so much time on English at the expense of other classes.

   _____:_____:_____:_____:_____
     1   2   3   4   5

34. Usually, it is difficult to know what to study for an English test.

   _____:_____:_____:_____:_____
     1   2   3   4   5

35. English is one of the most difficult languages for a Puerto Rican to learn.

   _____:_____:_____:_____:_____
     1   2   3   4   5

36. Nowadays, being able to communicate in English is equally or more important than Science or Math.

   _____:_____:_____:_____:_____
     1   2   3   4   5

37. I frequently enjoy reading literature, newspapers and/or magazines in English.

```
_____:_____:_____:_____:_____
   1     2     3     4     5
```

38. I like to listen to music in English.

```
_____:_____:_____:_____:_____
   1     2     3     4     5
```

39. I wish I had a chance to travel to the U.S.

```
_____:_____:_____:_____:_____
   1     2     3     4     5
```

40. I like to speak and practice English when I can.

```
_____:_____:_____:_____:_____
   1     2     3     4     5
```

41. I hope to use English once I leave the University.

```
_____:_____:_____:_____:_____
   1     2     3     4     5
```

42. I wish I had the chance to meet and befriend more English speakers.

```
_____:_____:_____:_____:_____
   1     2     3     4     5
```

43. It is possible to speak English and to know about the North American culture without ceasing to be a Puerto Rican.

```
_____:_____:_____:_____:_____
   1     2     3     4     5
```

44. Learning to speak English is something worth doing.

```
_____:_____:_____:_____:_____
   1     2     3     4     5
```

45. The teaching of English in Puerto Rico's schools is necessary.

```
_____:_____:_____:_____:_____
   1     2     3     4     5
```

46. If Puerto Rico ever became the 51$^{\text{st}}$ state of the Union, it
    would lose its language and culture.

_____:_____:_____:_____:_____
  1   2   3   4   5

CUESTIONARIO DE ACTITUDES HACIA EL APRENDIZAJE DEL INGLES

INSTRUCCIONES: Favor de responder a las siguientes preguntas en la hoja de contestaciones provista.

1. ¿Cúal clase de inglés estas tomando ahora?
    a) INGL 3101-3102   b) INGL 3201-3202

2. ¿Cúal fue tu nota en INGL 3102?
    a) A   b) B   c) C   d) D   e) no lo tomé

3. Sexo: a) F   b) M

4. Año de estudios: a) 1 b) 2 c) 3 d) 4

5. Facultad en el RUM:
    a) Artes y Ciencias   c) Agricultura
      b) Ingeniería   d) Administración de Empresas

6. Edad: a) 16-17   b) 18-19   c) 20-21   d) 22+

7. Zona de residencia:
    a) Metropolitana (i.e. SJ, Bayamón, Guaynabo, Carolina, Caguas, Trujillo Alto).
    b) Otros pueblos de la isla.

8. Escuela de procedencia: a) pública   b) privada

9. ¿Has vivido en los E.E.U.U.? a) Sí   b) No

10. Si contestaste Sí al #9, ¿por cuanto tiempo?
    a) algunas semanas en vacaciones
    b) varios meses en verano
    c) un año mínimo en una escuela norteamericana
    d) nunca

11. ¿Se usa el inglés en tu casa?
    a) no, nunca
    b) a veces, por ejemplo con una visita
    c) frecuentemente, i.e. con un padre, hermano, etc.

INSTRUCCIONES: Favor de contestar las próximas preguntas escogiendo el número que mejor corresponde a la intensidad de sus sentimientos.

12. ¿Cúanto le gusta el inglés?

_____:_____:_____:_____:_____
  1   2   3   4   5

13. Favor de evaluar su deseo de aprender inglés?

```
____:____:____:____:____
  1    2    3    4    5
```

14. Favor de evaluar su necesidad de aprender inglés para lograr sus metas en la vida.

```
____:____:____:____:____
  1    2    3    4    5
```

INSTRUCCIONES: Favor de evaluar sus destrezas en inglés.

15. Habilidad de entender inglés oral.

```
____:____:____:____:____
  1    2    3    4    5
```

16. Habilidad de hablar inglés.

```
____:____:____:____:____
  1    2    3    4    5
```

17. Habilidad de leer inglés.

```
____:____:____:____:____
  1    2    3    4    5
```

18. Habilidad de escribir inglés.

```
____:____:____:____:____
  1    2    3    4    5
```

19. Conocimiento de la gramática del inglés.

```
____:____:____:____:____
  1    2    3    4    5
```

INSTRUCCIONES: Las siguientes razones son dadas frecuentemente como motivos por los cuales estudiar inglés. Favor de leer cuidadosamente cada una de ellas y responder en términos de una escala de 5 (más alto- si refleja) a 1 (más bajo- no refleja) su opinión personal al respecto.

20. Es necesario saber inglés para llegar a ser una persona culta.

```
____:____:____:____:____
  1    2    3    4    5
```

21. Saber inglés me ayudará a entender mejor a personas de habla inglesa y a su modo de vida.

```
____:____:____:____:____
  1     2     3     4     5
```

22. El inglés me importa porque me será útil para conseguir un trabajo.

```
____:____:____:____:____
  1     2     3     4     5
```

23. El inglés me importa porque satisface un requisito de graduación para mi programa.

```
____:____:____:____:____
  1     2     3     4     5
```

24. Es necesario saber inglés para poder leer textos asignados en cursos en la universidad.

```
____:____:____:____:____
  1     2     3     4     5
```

25. Es bueno saber inglés para leer libros/revistas de interés personal.

```
____:____:____:____:____
  1     2     3     4     5
```

26. Me interesa estudiar inglés para poder comunicarme y conocer mejor a turistas y otros visitantes.

```
____:____:____:____:____
  1     2     3     4     5
```

27. Estudiar inglés es importante para poder pensar y comportarse como una persona de habla inglesa.

```
____:____:____:____:____
  1     2     3     4     5
```

INSTRUCCIONES: Los siguientes comentarios fueron hechos por unos estudiantes. Favor de marcar si te aplican o no.

28. En general, voy bien en inglés.

```
____:____:____:____:____
  1     2     3     4     5
```

29. Disfruto estudiar inglés.

___:___:___:___:___
  1   2   3   4   5

30. Planeo tomar algunas electivas en inglés pasados mis cursos requisitos.

___:___:___:___:___
  1   2   3   4   5

31. Para mi clase de inglés generalmente no me preparo a menos que sepa que el instructor pedirá la asignación.

___:___:___:___:___
  1   2   3   4   5

32. Inglés es mi clase preferida.

___:___:___:___:___
  1   2   3   4   5

33. Resiento tener que dedicarle tanto tiempo a la clase de inglés a expensas de otros estudios.

___:___:___:___:___
  1   2   3   4   5

34. Cuando hay una prueba o examen en la clase de inglés, en general es difícil sabe que uno debe estudiar.

___:___:___:___:___
  1   2   3   4   5

35. El inglés es uno de los idiomas más difíciles para un puertorriqueño aprender.

___:___:___:___:___
  1   2   3   4   5

36. Hoy día, el poder comunicarse en inglés es tan o más importante que las ciencias y matemáticas.

___:___:___:___:___
  1   2   3   4   5

37. Me gusta leer literatura, periódicos y/o revistas en inglés frecuentemente.

___:___:___:___:___
  1   2   3   4   5

38. **Me gusta escuchar música en inglés.**

___ : ___ : ___ : ___ : ___
 1   2   3   4   5

39. **Desearía tener la oportunidad de viajar a los E.E.U.U.**

___ : ___ : ___ : ___ : ___
 1   2   3   4   5

40. **Me gusta hablar y practicar el inglés cuando puedo.**

___ : ___ : ___ : ___ : ___
 1   2   3   4   5

41. **Espero hacer uso del inglés una vez deje la universidad.**

___ : ___ : ___ : ___ : ___
 1   2   3   4   5

42. **Desearía tener la oportunidad de conocer y hacer amistad con norteamericanos .**

___ : ___ : ___ : ___ : ___
 1   2   3   4   5

43. **Es posible hablar inglés y conocer la cultura nortemaricana sin dejar de ser puertorriqueño.**

___ : ___ : ___ : ___ : ___
 1   2   3   4   5

44. **Aprender a hablar inglés es algo que de verdad vale la pena hacer.**

___ : ___ : ___ : ___ : ___
 1   2   3   4   5

45. **La enseñanza del inglés en las escuelas de Puerto Rico es necesaria.**

___ : ___ : ___ : ___ : ___
 1   2   3   4   5

46. **De Puerto Rico convertirse en el estado #51 alguna vez, los puertorriqueños perderíamos nuestro idioma y cultura.**

___ : ___ : ___ : ___ : ___
 1   2   3   4   5

RELEASE LETTER FOR PARTICIPANTS (English)

Dear Student:

    You are being asked to participate in a study of the attitudes toward learning English in Puerto Rico. I am conducting this study as part of research efforts sponsored by the Dept. of English of U.P.R. Mayagüez. Both the Dean of Academic Affairs as well as the English Department's Director have granted permission to gather our data. This study will rely on responses obtained from students like yourself.

    We expect you to complete a questionnaire regarding some personal/ demographic information and the way you feel regarding the learning of English. You are assured that your responses will be regarded as strictly confidential and that your name will not appear in any part of the study. None of your answers will be made available to your English instructor.

    Completion of the questionnaire is not part of your course requirements nor will you receive "extra credit" for it. Participation in this study is strictly on a voluntary basis. However, your willingness to participate is greatly appreciated as we seek to examine the prevailing attitudes of learners of English in Puerto Rico and how these attitudes correlate with diverse measures of English proficiency. By signing this form and completing the Questionnaire you are granting permission to the researchers to obtain your ESLAT and Michigan Test scores for the purpose of this research. If you do not wish to be involved in this project, simply DO NOT complete this Form nor the Questionnaire and put them in the envelope on the first desk of your row.

    A second part of this study involves assessing the students' use of learning strategies. This involves the partial analysis of written samples from the student population. This will be accomplished by the use of journals that you write for your English class. By signing this form and completing the questionnaire you are granting permission for the use of this material. Your name will not be made available to the researchers and you are free to choose not to participate.

    Thank you very much for your cooperation. Your participation in this study will be of great help to the English Department. If you have any questions regarding this

study or its results, or if you would like to make any comments, please feel free to contact me at the Department of English.

Prof. Joaquín S. Vilá

    I HEREBY GRANT PERMISSION TO PROFESSOR VILA TO GAIN ACCESS TO MY ESLAT AND MICHIGAN TEST SCORES, AS WELL AS TO MY ENGLISH JOURNALS. I UNDERSTAND THAT MY PARTICIPATION IN THIS PROJECT IS ANONYMOUS AND COMPLETELY VOLUNTARY.

Student name	I.D. number

APPENDIX D

PERMISO DE PARTICIPACION

Estimado estudiante:

Por la presente estamos solicitando su participación en un estudio sobre las actitudes hacia el aprendizaje del englés en Puerto Rico. Este estudio está auspiciado por el Departamento de Inglés del Recinto Universitario de Mayagüez. Tanto el Decano de Estudios como el Director del Departamento de Inglés han dado permiso para realizar esta investigación. El estudio considerará las respuestas obtenidas de estudiantes como Ud.

Esperamos que Ud. este dispuesto a completar el cuestionario que incluimos. El mismo solicita información de carácter demografico y de sus actitudes hacia el aprendizaje del inglés. Puede estar confiado en que sus respuestas al mismo serán de carácter estrictamente confidencial y que su nombre no aparecera en ninguna sección del estudio. Asimismo, sus respuestas no estarán disponibles para su instructor de Inglés.

El completar el cuestionario no es parte de los requisitos de su curso ni implica "crédito addicional" alguno. Sin embargo, su participación voluntaria es grandemente apreciada pues intentamos identificar las actitudes hacia el aprendizaje del inglés prevalecientes en Puerto Rico y como esta actitudes están relacionadas con diversos índices de proficiencia en el idioma. Al firmar esta forma y completar el cuestionario, Ud. está dando su consentimiento a los investigadores pare obtener sus resultados de las pruebas ESLAT y Michigan Test para propósitos de este proyecto. Si Ud. no desea estar envuelto con el mismo, simplemente NO COMPLETE esta forma ni es cuestionario y colóquelos en el sobre en el primer asiento de su fila.

Un segundo componente de este estudio conlleva el identificar diversas estrategias de aprendizaje utilizadas por los estudiantes de inglés. Esto conlleve el análisis parcial de muestras escritas de la población estudiantil. Esto se realizara mediante el uso de los "journals" que los estudiantes escriben para sus cursos de inglés. Al firmar esta forma Ud. también dando su permiso para utilizar este material. Su nombre no sera revelado a los investigadores y Ud. esta en completa libertad de no participar.

Gracias mil por su ayuda. Su cooperación en este estudio será de gran ayuda para el Departamento de Inglés. Si tiene

alguna pregunta sobre el estudio o los resultados, o si desea comentar algo al respecto, puede contactarme en el Departamento de Inglés.

Prof. Joaquín S. Vilá

POR LA PRESENTE CONCEDO PERMISO AL PROFESOR VILA PARA LA OBTENCION DE MIS RESULTADOS DEL ESLAT Y MICHGAN TEST, AL IGUAL QUE A MIS "JOURNALS" DE INGLES. ENTIENDO QUE MI PARTICIPACION EN ESTE PROYECTO ES ANONIMA Y DE CARACTER ESTRICTAMENTE VOLUNTARIA.

_____   _____
Nombre del estudiante   no. de estudiante

I. FIRST YEAR STUDENTS.

STUDENT #1-- ENGL 3101

Last Monday while I was reading the newspaper I read a sadnews. This new treated about a little panda bear that its dead cause and infection that took from his mother. The parent's names of the little bear are Ling-Ling of twenty years old and Hsing-Hsing on nineteen years old. They are the only giant pandas in permanent exhibition in the United States. This pair of Panda bears are the oldest couple in captivity far from China. The offspring that weight only 87 grams was the smallest offspring given by Ling-Ling. As I like animals I was dissapointed when I read this news. This events dissapointed the people at the zoo because at present this animals were in extinction. The expert in animals tried to save the bear but it was impossible because it was late to save his life. Michail Robinson, the zoological director, announced this news with pain.

My best friend is Rosa Chaparro. She is like a sister for me. She study in RUM too and she has eighteen years old like me. She is a great person. She is friendly, intelligent and comprehensive. She always are in the disposition to help me in any thing. When I have a problem I always tell her it and she treat to advise me. She also study in the Pre-Medical department like me. Always we try to be together in the College. The people say that we are very similar in our way to think.

Today is a really special day for me, because I meet a really nice boy, in the way to the college. His name is Bryan, with blue eyes, dark brown hair and good feelings. When I was talking with him I was so afraid because my boyfriend is so zealous, and maybe for me it wasn't bad to talk with somebody, but are people who want to cause damage in other people and thats why I had to keep walking far from him. Because I love my boyfriend so much and I didn't wanted to be in trouble with him "Oh my God." This day is very special.

The last Wednesday I had my first Chemistry exam. First when I was prepared to take the exam I remembered that I forgot my identification in my lodging. In this moment the rain began to fall and I had to go to my lodging under the rain. When I returned to the classroom I was completely wetting. The section where I suppose had to take the exam was full. I went to the other section and it was full too. I began to make angry. I had to go to the department of Chemistry I run again under the rain. Then I took the exam thirty minutes after the

exam began. They gave me fifteen minutes more. I took the
exam in a chemistry classroom. The only good thing was that
I had the periodic table in front of me. There was an air
conditioned and I was frozen. At last I could do a good exam
(I hope).

I'm talk about on children and punishment. Usually the
children break something by accident. Some parents do not
understand it and punish them in public. It is an incorrect
punish. The children do not have to be punished in public.
Usually whose punish the children in the home is the mother
who is the person that is with children a big part of the
time. In my town the parents punish their children when they
break something on purpose, when offend other person , etc.
The parents punish them with the hand or with a leather strap.
In summary the children do not have to be with fisic punish.
We can give to the children another kind of punish. But this
must be without exced.

It was friday at six in the afternoon. I was looking at the
sunset. We could see how the sky get closer one to other and
how their color change but slowly. The sun as the moon have
double trouble because they lighten the orient as the
occident. The sun set starts from six thirty in the
afternoon. Every time the sun is like falling tells you that
the night is coming and the moon is going to appear. In some
countries the sunset happens earlier from our country. And
this is the reason and diference from days, night, hours...
Looking at the sun set feels and makes you romantic. Watching
these you could see how big is God of making marvelous things
in the world and looking at the sunset tells you that a new
day comes.

The future is no clear because the man construction misile.
The construction a misile is very expensive. With money use
to construction misile feeding all people was to be
incontable. While million of human dead for hungry, the great
country buy money in this future armament. My opinion is the
armament is important for protection of the country. But
other countries need the money for feeding the poor people.
Think, the countries have to priorty a human's need for life.
The future is no clear because the humans destroy others
humans. Is necessary taking time for this issue because our
future depend to the think in a yesterday.

I was thinking I was in my boat traveling with pleasure. Days
and nights, a sun and moon. I was observing and thinking
about the mysteries of the sea. Some days later my boat
wrecked to sink. I got saved and float. I got to a small
desert island. There were big trees, delicious fruits,
beautiful flowers. You could see them from way far away. I
went between the trees to explorate the place. Then from a
long walking I saw big pieces of wood. It was like God's
miracle. In a few days I could make a little hut. Everyday
I spend my time at the edge of the sea trying to get something
to eat. I was always looking for fruits and flowers in the
mountain. I spent days in the days in the island. But I

prayed every day to be rescu because I miss my lovely and beautiful island of P.R. I hope that could happen fast because I want to see my friends and parent.

When I was in high school I used to wear a uniform. I hated this always because I like to wear in jeans and mini-skirt. But I enjoyed very much the time I passed in the High School. In my free hours I liked to go with my friend to different places in my town. The classes in my High School were hard but not very hard. I missed very much High School because in it I passed the 3 years more beautiful in my life. I had a lot of friend, my boy friend studied in it too, and always was happy. The high school was so near from my house and sometimes I went to my house when I had nothing to do. When I remembered the past I became very sad but I know that years I could never forget.

My classmate is very friendly and very nice. She likes to dance, go to the beach, go to the movie, etc. They like to read too. In high school she loves mathematics and science. She is studying electrical engineering in the College. The class that she really hates is physical education. She says that she likes science because they are easy. I think that is because she is intelligent. She doesn't like physical education because she is not good in sports and the teacher want too much from the student. She is in her first year of electrical engineer and he likes it very much.

Yesterday was a very nice day. During the day I received the notice that I passed the biology exam with 85%. It is very emotion for me. But the most emotional thing pass during the night while I was waiting to call for telephone. A tall and handsome guy stopped in front of me. He asked me if I was waiting to call for telephone. Then he began to talk with me. During the conversation I knew that this guy study in the same department that I and that this guy live in front of my lodging. I talked with him for three hours. The time passed very fast. Suddenly I remembered that I had a exam the other day I couldn't study nothing. I had to say goodbye to him. I returned to my house very happy.

Yesterday was an extenous day. I had my first class at 7:30 A.M. and my second class from 3:00 P.M. to 5:30 P.M. I had to wake up at 5:30 A.M. to get ready to leave at 6:30 A.M. After taking my first class I had to wait until 3:00 P.M. to attend to the second one. I didn't have nothing to do, and I didn't have money to eat either. After a while of doing nothing I decided to go and play some volleybol. To my afternoon class I can go in shorts it doesn't matter. I attended to my afternoon class and then I walked to my house. At night I went with my boyfriend to see a movie. It was very comic. After that we went to eat. Then my boyfriend dropped me in my house and he drove to his house. I stayed up a little later watching another movie in the TV and after I finished the movie I fall sleep.

Today is another day. I have to study a little hard because the classes are getting harder then when I first started.

This morning I woke up late and I couldn't attend to my first class. So now I'm doing my journal. Today I'm planning to assist to my classes like regularly. But after classes I am planning to go play some volleyball. That is if I don't feel too hungry like I'm starting to feel now. Then I'll go home, eat, take a shower and go to a basketball game in my town. They are playing very well and is probably for them to make it this year and win the first place in the basketball in P.R. After the game I will go home and fall asleep. I'm happy because today is Friday.

This last Sunday was a very nice day. My family and me went to San Germán to visit my uncle and my grandmother. They live in the camp. There we ate her tastefull food (very good). We went to their lands and got some fruits like oranges, aguacates, mangoes, etc. We went to the river too. It was a very cold river and the water looks like cristal too, is very clear water. We took a bath in the river. After that we went back to the house, my grandmother house, and ate dinner. Then we drove back to our home. It was nice to be together with my family. I was sad because this day I had to go to my apartment in Mayaguez because the next day was Monday but at all I was happy because I had a great Sunday with my family. Then I fall sleep.

Isabel is my friend. She had problems with friends from the time she was a young girl. She is a person who chose her friends carefully. She never had a one special person to talk about or invite her to parties. She didn't have a friend to share her secrets and thoughts with. So she was an unhappy nervous girl. She looked upset and desagradable. This influenced her relation with boys. Isabel needed help in being able to get close to people. I offered her some advices. Now she looks more friendly and happy. She has many friends that talk and invites her to different places. She considered me her best friend.

Today when I came from Mayaguez with the father of one of my roomates. I saw a woman walking on my way home, when we passed near her. I notice that the woman was my mother. My roomate's father stoped and gave her a ride. When we got home my sister told me the bad news my grandmother's sister had died. Eventhough I didn't know her well. I had visit her a couple of time. When my father came home from work we went to her house. When we arrived, there were a lot of people. At 10:00 P.M. I was so tired, but I had to wait for my mother and grandmother because they were talking with their family. After an hour they finished. Thanks of God. Then we took my grandmother to her house and we came to ours to sleep.

I found a dog one rainy night. She has a big large brown and black body. Her paws are white. The ears are long and straight. The eyes are big and brown but she was very thin. Bone showed through her coat. I was very sad because in that month my dog was kill by a car. I gave thanks to God to put this dog in my way. When I found her was wet and starving. She looked very hungry. I named the dog Sasha. Sasha's

nature is very kind. I enjoy playing ball with her.   I love
her very much. And she is my best friend in my lonely.
I am reading a magazine and I found an interesting article
about twins. I'm very interesting in all about twins because
I have a twin sister. The people say that we are identical.
The article mentions a study made at the University of
Minesota to study how genes make people what they are. Twins
share almost everything. They have the same taste and some
times they feel the same sickness and pains.
There are three types of twins according to this article.
They are identical twins, fraternal and half-identical twins.
The twins tell their experiences in common and its amazing how
they are almost the same person. I feel very glad for have a
twin sister because we share all the things and is interesting
have a person that is like me.
Some people do excercise because they want to loose weight.
But they feel disappointed when they see that they haven't
loose a pound. That happens because they want to loose weight
the same day that they start excercising. The professionals
believe that exercise is a psychological and physical issue.
The person should do exercise because he likes to do it. He
should not be thinking about loosing weight first. He has to
find it fun to excercise. In conclusion if you have a proper
training program you could feel better.
I like to listen to music and I listen to almost every kind of
music. But my favorite kinds of music is pop music and slow
music.
My favorite pop singer is Whitney Houston. I like the way she
sings and her particular style. She has received a lot of
awards for her songs. Another of my favorite singers is
Puerto Rican. She is Lunna. She is also very famous and has
received lots of awards too.
My favorite group is Air Supply. I like the romantic songs of
this group. There are some of my favorite singers, but I like
many others, and I hear almost any kind of music.

STUDENT #2-- ENGL 3101

In this composition I'm going to talk about all I had observed
daily in our life days, in my family life, society and in
mines.
For me, life is a very pretty experience and I don't want to
continue until I thank God help me cross by problems that I
had to survive and pass to the other side with God help and
feel safe. God gives us the liberty to do and live as we like
better to do so. Although of course he would want us to act
the best of us. Unfortunately is not like that. We don't act
and do the way the Bible says, in other words we are doing
everything we want and we don't care about what could happened
to us, not only this is damaging our society. In the present

only a few of all the people in the world think about us and we let any other person around us out of our mind, like nothing. I think that the concept of the families unity is desappearing now the family is not like in the past, you don't see their parents sharing their time each other. You don't even see father and mother sharing their time with their sons in a park or at a theater. Todays sons don't want to go out with their fathers and these don't do nothing to avoid this. After this is a consequence our young people feel alone and we read the newspaper and all we see is that it talks about criminals, drugs, vices, and people that has accidents under the alcohol effects. We also have people that don't hear what people advices them, thats why some people gets sickness. There is no reason for a son that doesn't find comprehension in his fathers to quit from school and to fall on his bad friends hands. Believe it or not as soon as they start to walk with this kind of bad boys he won't be able to avoid falling into the world of drugs and vices. This which is a near future will bring problems to our society between them sickness very notable like the AIDS. The AIDS is the result of a sickness life. This is a very bad sickness that is killing thousands of persons in the world between them innocent infants and the AIDS is a sickness that with a little bit of care we could avoid. There is another problem when a couple get divorce. That little paper that when two persons signature makes a couple that maybe in the past were very happy to begin separate and also breaks those sentimental ties that use to leave them together, sometimes for years. This is something that we could also avoid knowing a little bit more each other and with more comprehension. For me, the life that we are living is not the one that God wanted us to leave either the reason he gave his son to erase our sins.
I think that we should all contribute for a better world. If we have problems we will also have a solution and the solution is having God in our side and we will be triumphant.
This theme isn't interesting but I don't know of what to write, so...
My life is simple and normal, is like a life of a young people of this time, though a little bored.
First, I'm going to talk about my past life. I studied all my life in public schools. I did my high school in two years. The last year I studied in CROEM and finished there my high school. In CROEM you can do third and fourth year in one year and the students live there. In CROEM I learned a lot. I learned to be independent of my parents, because the life there was very different for me. There I lived alone. I had to do all of my thing; wash and iron my clothes, wash the bath, wash the windows and other things that I didn't use to do in my house. I know a lot of people in Puerto Rico. And I've done good friends. At the beginning couldn't accustomed. I use to missed my parents, my friends and my boyfriend. But with the time I got accustomed because I know that was for my well-being. This experience was nice for me and for my

parents because they cried all days, for me, in special my mother, and now they know that I'm not a little girl. I think that was a wonderful experience and that I will never forget it.

In the past, as other girls I was in love. But isn't of my neighbor or other boy, I was in love with Guillermo Davila, an artist. I was crazy for him. I bought all his records. I bought all his photograph. I saw all his novels and I went to see him at the "Palacio de Recreación" in Mayagüez. Now I think in him as a nice and a good-looking man, as a past dream, though yet I like his songs.

At the present, I live with my parents, my sister and brother. I live in Mayagüez. I have 16 years old and my zodiacal sign is "libra". I'm medium stature, brown eyes, curly hair and I'm a little serious. I like to learn, in special romantic novels. I like all the music except rock or heavy metal. I like the sincere persons and with good feelings. I dislike to make decisions and I don't like to sunrise.

My life has changed a lot. I studied in the College so I had more responsibilities. I studies pre-medicine and I have six classes and four laboratories. I like college and the university life because I feel more big. Now I do more friends and I feel happy. Now I don't have a secret love, as Guillermo Dávila, because I have a real boyfriend. I have a lot of dreams and much objectives. I want to be a good doctor and help the people. I want a peaceful and a happy life, as now. Well, as you can see my life had been always peaceful and I like it. I considered that my life is wonderful because is mine and because God always helps me to live my life best.

Fifty years ago life in Puerto Rico was very different. I don't lived for it's times and I don't have grandmother or grandfather but I asked to my parents and they told me how was when they were children.

My parents said that when they were childrens they were walking to school and that they used to take off their shoes for cross the river. They said that they sold and egg, it costed 2 cents, for they take the money to the school.

My parents told that in this house used to have stove but many times used to cook with the grill. They used to walk to the mount and looking wood to cook. My parents said that the food wasn't expensive. They told that the transportation was as now; with cars, bicycles, horses, and with the foots.

They told that people of those times used others clothes, most simple and that cover more.

They told that the bethrothal was different. The girls respected more and the boys visited the house of the girls; and when they came out to take a walk always were with them other persons, and when the parents of the girl were there they only shook hands.

They told that the life wasn't easy but was better. The bad habits were less and all the people lived better because the bad habits brings the steals, assaults, murders, crimes and other things. They said that all past time was better.

My personal opinion is that this time should be better if all cooperate.

My favorite artist is Ricardo Montaner. He was born in Venezuela. He have twenty-seven years old and he sings romantic songs. His songs are beautiful and I like it very much.

One day, while I was listening music I heard that was announced a concert of Ricardo Montaner. It was at October 7 and in Mayagüez. I was very happy because it was in Mayagüez and because my birthday is at October 6, so it was my birthday present.

One month before they started to sale the tickets. Two weeks later, all the tickets were finished. I bought my ticket at time but I had to buy general entrance. It cost me $10, the others cost $18. The concert was at 8:30 and I arrived at 8:30. When I arrived I couldn't believe it. A lots of cars in the parking, in the sidewalk, in the grass... Where I came in all the seats were occupied. I had to sit behind the wooden platform, but thanks to God I saw well all the concert. I said to my friends that he dedicated to me one song but the true was that he dedicated the song to the people that were behind of him. Anyway I thought that the song was for me.

The concert was wonderful, I enjoyed a lot. He sang all the songs that I like. He was very nice, and in one occasion the people sangs for him and like it was full of heard very nice. When I say that it was full of people I'm not exagerating because I heard in the radio that he broke record in the sale of tickets in Mayaguez. He was acceptive so good that he is going to give another concert at the end of this month. I would like to see him again but like I saw him I prefer his cassette. My recomendation is that if you like romantic music, go and hear his concert.

I'm going to talk about Holloween. Holloween is in october 31. Some people said that it's a witches night, and other people said that it is a pagan party. For me Holloween is the day that the children go to their neighbors and take candies with a mask and the famous phrase "treat or trick". Other persons thinks that this day is to do badness. That's why this day has changed through the years. This changes have been negative and positive.

One example of a positive's change is that now there are many different kinds of masks that a children can choice. There are animals, clowns, dolls, witches... This is nice because when I was child I made my own mask with my parent's clothes and other things.

The negative change is that now Holloween isn't the same, that when I was smaller. Now Holloween is used to throw eggs, stones and other things to the houses. Now the candies that people give to the children are infected and now Holloween is for some people to kill. When I was little I liked this day because I ate many candies and I had much money. Three or four years ago I liked Holloween because I enjoyed a lot seeing the childrens asking for candies in my house.

This year it wasn't the same. Through my house only passed groups of boys crying and with eggs and sticks in their hands. The childs that passed were at 7:00 P.M. and were two or three childrens. I think that it is thus because the parents were frightened to walk with their childs and that a bad thing could occur.

At least, at College it didn't ocurred anything bad, but in Mayagüez some people killed some animals in the streets, but not with their cars; they used sticks and knives.

This year my brothers and I ate all the candies that were for the childrens. I hope that the next year it change but I think that it isn't going to change so we will still be eating the candies.

The most near holidays is November 19, and is the day of the Discovery of Puerto Rico. Puerto Rico was discovered in 1493 by Christopher Columbus. This day should be very important for the people of Puerto Rico, but it isn't; all the people thins in November 19 as a holiday, as a day that there isn't work, school...only bed or beach. Always there are people that makes some activities for this day, but I think that is only for comply, through a lot of people celebrate this day with love and pride. I think that with more persons like this, November 19, could be always be the day of the Discovery of Puerto Rico.

The other holiday in this month is Thanksgiving Day. This year this day is in November 23. At the beginning this day was created to give thanks to God for all that he had given to us in all the year. That's why the families get together and eat, and gave thanks to God. This day people use to eat turkey of dinner.

In this time the people don't said that it is the Thanksgiving Day, but they said that it is the Turkey Day, because they think only on the turkey they are going to eat. In many ocasions the family don't remember when and why to give thanks to God.

These are things that we loss in our culture and that we should avoid. The other holiday is Christmas. In Christmas or in December 23 to 31, we celebrate Good Night, Christmas and the last day of the year. These are the days that I like the most and I enjoy a lot. My family came to visit and I eat a lot of food; rice and beans, pastry rolls, candies, desserts...and the better is that in all Puerto Rico is like this. This is a holiday that never changes and where the family gets together. I think that we should give thanks to god for that.

STUDENT #3-- ENGL 3101

Good day, afternoon or night. This Monday of recuperation is a nice day. Today I'm going to the river, the day is very hot. The name of the river I visit is "Río Grande River".

This is localized in the town of San Sebastián. The river is very famous for the shrimps that fishing in your green waters. In the night I'm going to the home of my grandmother. I'm talk with my grandmother of the hurricanes San Ciriaco and Santa Clara. The most strong of the hurricanes is San Felipe. This affect the cultive of coffee, tabaco and the cattle. I'm not see a hurricane, but I taste to see one hurricane in Puerto Rico.

The day start with rain at the morning. In the class of economy the professor talk about the problem of the status of the island. In specific talk about the expressions of the reverend evangelist Jorge Rashke. This person said that he to favor of the state of Puerto Rico. I think that a predicant man shouldn't talk about politics. This night no going to the theater because I have to study for the class of Gerencia. Tomorrow I have a quizz for the chapter of ethics.

This is a large day. In the morning have 4 classes and in the afternoon I have that prepard one program of cobol. The program consists in prepare the nomine of certain number of employes and consent commission at the best employes. In the night go to the library to study mathematics and English. The next week have exam of computers and the other next for biology.

The day start cloudy. In the travel of San Sebastian to Mayagüez I think about my life, my goals. To be in the correct way? Little a little born in me the real person that I like. The other side of me replandent. The transformation of young to adult to be finish. A see the day different, now a see a real day. Now understand the society, the world, the human, my self. I struggle for me and my ideals no import the problems or obstacles, triumph. Oh the sun to go out of the cloud.

Hello, today I talk about my favorite theme, the computers. Yesterday descovery the form to communicate in the network communication line. What is this? The network line is a net of communication of different institutions, public and private, persons and different agencies. Yesterday I communicate with the computer from the Colegio with students in the universities of CUTPO, CUTA, UPI, CUHAC and more others. I am facinate with this systems, I know many students of other universities and ask for the form of study of this universities. Oh!, call me in the computer.

Hello, I stay in the library in this moment. Tomorrow have two test, one of the class of English, and the other of the class of Cobol. Today the prepas are very sad. They have the test of chemistry. Tomorrow I am very sad have two tests. The library is full. I have to read for today three chapters of Cobol and two chapters for the book transitions. Oh! I have that read other suplementary information for economics. It's fifteen minutes after ten P.M. o'clock. I watching the final basketball series game for the Puerto Rican championship between the Mets of Guaynabo and the Lions of Ponce. The first half time the Guaynabo Mets won for seven points. My

favorite team is the Guaynabo Mets. The next week, that start tomorrow, I establish one personal record, I will have five or six tests. The Monday have one text of economy, and other of laboratory of biology, and another of management, the tuesday have the test of laboratory of biology; the Wednesday have tests of ESOR and the laboratory of the class of English? Oh! The basketball game I start.

In this moment I stay in the library. Tomorrow have two tests, one for ESOR and the other for the laboratory of English. I study now and later I could see the playoff series of the mayor league baseball games. My favorite team is the Athletics of Oakland because have the best team. On their rows have players like José Canseco, McGuire, Ricky Anderson and Dave Stewart. All of this player are super stars. My pronostic is Oakland win the American league championship in four games. Oh! It's the 8:35 P.M. the play start.

Today I no talk for sports, this day writing about one notice to read in the newspaper, specific El Nuevo Día. That notice is about the law that establish the limit age to consume aloholic drinks in twenty-one years. The senate of Puerto Rico vote in opposite for this law and the consequence of this action was the United States Government retirement the found of money ($11.6 millions) to repair the highways of the countries of Puerto Rico. I think that this is a bad decision of the Government of the United States.

I have been planning to go to Conneticut State. In this state I was born but a one year later of my born my parents take me with them to Puerto Rico. I not remember Conneticut and work, but after my graduation I planning to translate to Conneticut and work in this city. In this place live part of my family. After work in Conneticut for five years I will return to Puerto Rico and past the rest of my days here, in my town.

Ten years ago when I was in the fourth grade the cartoons in mode were Tom and Jerry, Force G, Mazinger Z, the Flintstones and the Warner Brothers Cartoons. My favorite hobbys were the pinball machines, ride bicycle and swim in the river. The basketball teams in mode were the cowboys of Bayamón and the Pirates of Quebradillas. In the baseball the best teams were the New York Yankees and the Dodgers of the Angels. That year has celebrated in Puerto Rico the general election. That was a good year.

In this day I am very tired. The trip from San Sebastián at 4:00 A.M. is very bad. The night before today I cannot sleep because the preoccupation to the next day to travel to Colegio. But the Thursdays I cannot sleep because the preoccupation to traveling to San Sebastian the more fast possible.

The Monday of recuperation for me is the Monday of destruction. Of 7:30 at 11:30 have four classes; and the rest of the day I stay in the computer center. But this is the live of Colegio.

Today I went to the game of Volleyball between the Tigers of the Interamerican University and the Tarzans of the University

of Mayagüez (Colegio). This was a great game. The Tarzans win the play in three set. In the present the Colegio is ranked second in the rating of Volleyball tourment. The first ranked is the Gallitos of the University of Puerto Rico of Río Piedras. The volleyball is a excited and difficult sport.
The Changos of Naranjito are the champions of Volleyball Superior. The caribs of my town are the sub-champions.
Today I work in my project of computer. It is calling Matricula.cob It is about one tuition in the University of Pakistan. The computers are complicate and difficult but interesting and wonderful. My prefer model of computer is the IBM Mainframe. That have a powerful memory and a fast word processing. The graphics are very excellent and perfect colors. The sound is good. The Colegio have differents models of computers. That use the VAX, the apple, Samsung, Mackintosh and many others.
The day started happy. Today have only two classes and one laboratory. In the morning I finish my computer program. In the laboratory of biology today discuss the process of fotosintesis in the plants. In the night I thing to go to the theater and see the movie The Abyss. This movie is about the theme of the sea and the submarines, or see the baseball game for the world series.
In this moment I stay in my apartment and listen the conversation of two friends. My friend David have one problem with your girlfriend and Jorge help David with your problem. In the other side of the apartment my roommate study for calculus. I study for economics and math. Tomorrow I have one test for economics. I'm tired because all of the day work in the computer center with a new project.
On this one I'm going to write about something crazy that made yesterday some friend in the boarding house. It was early and when I look at their room I saw something strange and when look again saw a stop of transit that they took from the highway. I look at them and start to laugh because it was something with risk and it the police took them is sure that they were in troubles and I really don't do that for anything.
In the world exist many sports that are dangerous, exciting and difficults, but of all there a few that are considerated like the most difficults in the world, some of them are the artistic skating, professional pool, golf and American Football.
But of all the more dangerous is the Football and the Hokie, the football is comparated as a war and every year hundreds of players are hurts and ever some of them die. In the Hokie in each game the blood run like a river. And ask these on really dangerous they are two of the most popular in the United States.
That was something funny that happened to me the past week and I want to write now, it was an exam of DOS (Computer) that I thang that I understood so well, then the day before the exam I was practicing and a girlfriend need help and I help her. And teach her all that I know.

Then in the exam I made some mistakes that I am concient that will afected me but. I thought that it wasn't a reason to worry.

Then when the proctor gave us the exam the result of mine was 47 and when I looked at my side the one that I explined obtained 97. Then I start to laugh because it have only a value of 5% and don't affected so much. But I couldn't believe it.

On this one I am going to write about what happened to some friend. This one happened to one of my best friends; it was one day when he was on his motorcycle with others, suddenly a drunk driver who came in a wrong direction impact him. The driver continued, only with the help of others he could have medical attention, in the accident he broke one of his legs. And after some days in the court house the drunk driver was there, but in this case the justice was injustice. Why? Because nothing happened to this person and all the things were lost.

I remember one day some years ago when I was in the electronic salon of high school. That I was working with some circuits and other things. Suddenly I looked to my side and saw the one of the student wanted to recharge one watch battery with one power supply.

This battery only need .5 or 1 volt. He make it but when he saw that function decide to amount the voltage and make it amount of .5 to 40 volts. And after some second I only hear explosion and when look, it was the battery theres many things that make remember how I spent my great day on that high school but maybe in others.

In the morning my brother come to see me in the boarding house and tell me if I want to go with him to the mall because he want to buy something. As I don't have anything to made said that I was OK and look to my wallet to see how money I have because I have to buy a T-shirt. After a while we were in the mall being there I look in many stores and what I saw don't like one or cost too much.

Then I said my brother that forget it that I will not buy anything and he said OK as you don't need the money right now. I need part to complete what I want and that that happen I don't have money and don't have T-shirt.

My uncle Paco who live in Lares didn't come to visit use since four months ago make a visit today. He talk about his work, his family and other things.

He gave us some good news as one of his sons, my cousin Frank and his wife have a baby, that something that make everybody happy because they lost his first baby and from this time we couldn't see them. Maybe this days they appear with the baby. But he also gave bad news like Sonia, his daughter abandoned the University only for work in something simple without preparation.

Now that I am writing I could see that this week isn't so good for me, in relation with exams. First I study all that I can for 3 exams that I had this week and when I took them I thong

they weren't too difficult but the proffesor gave me the results. Was a desillusion but the strange is that I explain the material of two of the three exams to some friends and when they receive the results they were better than me. But something its happened to me many times and isn't new for me. All that I hope is that change soon.

The owner of the boarding house that one day warn us that we should maintain the stove clean, I not he will disconect it. Make it because someone used it and didn't clean. Then as he let one note that the one who didn't like it go out of the house, one of the persons took his words and went out. As the owner saw that affect him take the decision to connect the stove again but all was make for that he loose one client and $222.00.

STUDENT #4-- ENGL 3101

I'm going to talk about my graduation class of high school. For the graduation all the students have to work hard. First when were in eleventh we want to begin working but the principal don't want that us begin to work. Then we began to work when were on twelve. We don't made a back to school party because we don't have any money. First we need the directive of the class. In the school we have a week for the elections of the candidates. Everyone made his own votes. When we had the directive they began to select the mascot of the class and the theme of the class. Our presidents presents us different mascots and themes. Then the class selected the theme and the mascot. The mascot was short circuit. The theme was "Transformándonos a una nueva era."

After all this we began to sold chocolates, pens, T-shirts, etc. Then become our first party. We made a good promotion to the party. That party was crowded of people. Our first party was fabulous.

After the first party we made many partys more. To the other parties we brought Nirvana, Word for Two, New England, Invisible Art and more. We brought the best of the bands in Puerto Rico. We were the first class to brought all these magnificents rock bands. We made a party that we called "Video Party." Consist of a party with nine monitors and a big screen. And when you are dancing the video was about the song that were hearing.

Before the day of graduation we have to practice a week. Of what were going to do the day of graduation. We practiced different songs of the class. Also the program that the students will make. But before the graduation we had the "Noche de logros." These night the teachers gave a recognition to the best students. The same week we have the "Class night." Then came our graduation day. I felt nervous that night. I felt strange but I know that the graduation was an important step in my life. We have a beautiful graduation.

All the things were right. The one thing that happened is
that rain a little. When the graduation ends we have a party
in a pool, everybody went to the party. The other week we
have a picnic in a pool. Also the same week we have a dinner
at a restaurant with a party later. For end we have the
"Senior Prom" that was excellent. I think that all the class
was there that night. With all of these maybe were going to
make a party in "Reina de la Bahía" on December. I' very
proud of my class, it was the best. Luis Muñoz Marín high
school of Cabo Rojo, Class of 89.
I'm going to talk about my vacation in New York. That was two
years ago. I went to New York on a Summer. I stay at my aunt
house in Brooklyn. I went the day before july 4th. My aunt
made a schedule about the places that were going to visit on
my vacations. My first day of visit I went to see the
fireworks because was the day of independence July 4th. The
fireworks was espectacular. I visited all my family in New
York, they don't saw me years ago. They invited me to
different places. My cousins invited me to the beach. The
beach its not like my town beaches, there have no tree, the
water was very cool. I prefer the beaches of my town, Cabo
Rojo. Other day I went to Fulton, to go shopping. My other
aunt invited me to Red Hook pool. That pool was very cool
too, but I like it.
One day we planned to go to the Art Museum. I don't
understand the crazy paints that are there, maybe the painter
understand it but I don't. Then we went to the Botanic
Garden. That was beautiful I love all the flowers with their
pretty colors. I went to the Bronx Zoo. We stayed all the
day at the Zoo seeing the animals. The Mayagüez Zoo is a farm
compared with the Bronx Zoo. I saw the twin towers. One day
we walked by the Brooklyn Bridge, and we stopped when were in
China Town. We walked these the same day. That was
extenuated. But I like that place. In every place you see a
chinese. I felt like I'm on China, was excitant. With all
these walk we went to Conney Island in the night. What a day.
Other day I went to the Aquarium is very beautiful all the
animals that have there. I like the dolphins acts. Other day
we went to Central Park, everybody there was on skates.
But the day that I can never forgot was the day we went to see
the Statue of Liberty. We made a row about an hour and a half
to take the ferry to go to the Liberty Island. When we
entered the Island we made another row and we stay 3 hours
more to enter to the Statue. When we were in, the row doesn't
moved. When were going up they stopped us and said that they
were going to close and we can't continue up. The only thing
that we can do was look by the feet of the statue. We stayed
more than four hours on the row and we only arrived at the
feet of the Statue. We brought many souveniers of New York.
That was an excellent vacations.
I'm going to talk about the Statue of Liberty. The Statue of
Liberty is situated in the port of New York. It is a big
statue of cooper. This statue was donated by France to the

United States. They wanted to commemorate the alliance of twice nations during the North-American Independence. The statue was made by a France sculptur. His name was F. M. Bartholdi. He wanted to represent the most valuable thing for the man; the liberty. He realized the statue like a woman. On her feets she have a broke chain. On her left hand she have the list of law with the date of North-American independence. On her right hand she have a torch.

This is the biggest sculpture work that exist. The statue is 46m high. Have a weight of about 225 tons. The support of the statue is about 45 m. The visitors can take an elevator to the statue feets. The sight above the feets of the statue was impressionant. I love it. I hope that I can visit a Europe monument some day.

I'm going to talk about Puerto Rico. Puerto Rico is located in the Caribe. It has a warm climate. Puerto Rico is an island. Is about 100 mile per 35 miles. Puerto Rico is like a rectangle. The territory of Puerto Rico is with mountains by the West threw the East. And also have many valleys in special Lajas. The island consist of 48 towns. The capital of P.R. is San Juan. Also the island have two little municipal island called Vieques and Culebra.

Puerto Rico was discovered by Christopher Columbus. He discover on November 19, 1943 on his second travel. By that time P.R. was dominated by the spaniards. On 1898 the United States took posetion of P.R. That's why P.R. have an industrial economy. Before the U.S. came P.R. had an agricultural economy. Now in many places the economy is based in fishing. We speak Spanish and English but no more frequently than Spanish.

Puerto Rico have different historical monuments. One of the monuments is el Morro. This is a fort that the Spaniards built to beware of the different peoples that came. Other monument is the Cathedral. Other is the Arecibo radar. The antenna is about 304m of diameter. P.R. have beautiful beaches. In the beaches you can have a lot of fun and get out of the same of all days. One of the most beautiful beaches is Luquillo. But the best beaches in all the island are located in Cabo Rojo. The differents beaches are Combate, Boquerón, Buye, Joyuda. In the last one, there near the beach are many restaurants. They're seafood. Many people for all the island come to eat here. In differents things P.R. is the best for example in sports like boxing and basketball. P.R. have demonstrated that we have boxers equal or better than the United States. Our great mens like Ramón Emeterio Betances, Eugenio María de Hostos are men's that put the name of Puerto Rico in the story of the world. In special on the latino-american people. And now P.R. is trying to get the seat of the Olympic Games for 2004. This mean that the persons who don't know where is P.R. to that time they're going to know where it is. I love my beautiful island of Puerto Rico.

I'm going to talk about my favorite sports. My favorite sports are basketball and baseball. I began to practice this

sports when I was little. I have about 8 or 9 years when I began to play basketball and baseball. First I'm going to talk about basketball. Basketball is a game that you need a great physic condition because you're running for 40 minutes up and down the court. I play with my first team when I was on elemental school. The team was of my town and I remember that we lost by 20 points the game. After that i play with many teams. Also I play with the school team. I have many thropheys of basketball. Puerto Rico is one of the best teams in the world. In the last Pre-Mundial Puerto Rico win over the United States, one, or the most potential team in the world. I like the Puerto Rico basketball league. Is a competitive one. This year my town had a superior team but they were the last team of the league. But I hope that next year they make a best demonstration. I like too the NBA league. This one are the best of all the world. The players are professional and they earn a lot of money. My favorite players of Puerto Rico league were Wes Correa and Quijote Morales. My NBA favorites players are Magic Johnson and Michael Jordan.

The other sport that I like is baseball. I played this sport too. I played baseball for seven years. When I played, I play short stop, and second base. I like the baseball of the United States in special the Big Leagues. I'm fan of the New York Mets. This year the Oakland A's win the World Series. Here in Puerto Rico I don't like much the invernal baseball. I say that I don't like it because is not really a Puerto Rico league because are most players of United States than from Puerto Rico. Something that I don't like is that when a puertorican enter to the big league, he don't want to play in the invernal league of Puerto Rico. My favorite players of Big league are Dwight Dooden and Rickey Henderson. In Puerto Rico my favorite player was Roberto Clemente. A bad thing that occur in sports is that many players use drugs. This is a bad example for the little children and also the adult people. Because many players are the idols of the people. I like all the sports but in special this two.

I'm going to talk about my hobbies. I have different hobbies. For example my favorite hobby is to hear music. I like it because I love the music. In special I like the salsa music. It is a music that I can understand and is something of the Caribe zone and all Latinoamericans, but I have other hobbies. Depending of time, I have a hobby. Now I'm going to explain it.

In the summer my favorite hobby is to go to the beach. I like to make campings. Stay at the beach, is a good hobby. You feel good in the beach because you're out of the monotony of all day. Is a contact with nature. Is a hobby to take scatter. But the only thing that is bad is when you have to pick up the things with all the sand on it. Another hobby that I like is to play basketball. I like to play it, that's why basketball is my favorite sport. This sport and all the sports are a way to liberate tensions. And this way you can

get you're mind clear. I have heard something that says
Health Mind on Health Body. Another hobby is go dancing.
Before I enter to Colegio I went to all the parties that I
knew. But now I can't because I have to study a lot. O like
to dance because is a different way to demonstrate how you
feel. You are happy when you dance. That's why I like to
dance because I think that everybody need to be happy and this
way you demostrate it.
Many persons have different hobbies of mine. I know people
that like to read. People that like to read said, that is
good because you gain knowledge. I think that read is boring.
I only read when a teacher said it. Other people likes to
write. Persons write because they can said things in a
special form. They don't have to use their bodies. They use
only their minds and that is a mental excercise. I prefer the
hobbies that are corporals. And the ones that are on the
nature.

II. SECOND YEAR STUDENTS.

STUDENT #1-- ENGL 3202

In Puerto Rico are many historical places. Each one has its
beauty and you enjoyed a lot visiting its. For example, in
San Juan we have El Morro. It is a fortress of the last
century. In there you could see the differents weapons that
the army used in the battles. You can see the uniforms that
they used too. It is a very interesting place.
In Ponce is located the Museum of Art. This is a place full
of interesting paintings and sculptures of the differents
puertorrican artists like Francisco Oller, José Campeche and
Miguel Pou. If you like to know the history of our painters,
this is a good place to you.
Those are only two examples, but around the island are many
more: the Indian's Park in Utuado, the San Gerónimo Fort and
the Fortaleza both in San juan and the Porta Coeli Church in
San Germán.
There are a lot of places that you could visit in Puerto Rico.
If you want to have a nice day with your family, take the car
and drive around of Puerto Rico. Discover the beauties that
it has, and learn a lot about that it has, and learn a lot
about our history. And you can said: "Puerto Rico: The
Enchanted Island."
My friend Terry is a person who has a very bad habit. He uses
to smoke. I have to talk seriously with him. I will tell him
that with that habit, he is just becoming sick himself. He
must stop smoking. I will tell him that the persons that
smoke are making a big damage on their lungs.
With the time, he may have cancer. I will convince him that
if he doesn't spend so much money buying cigarrettes, he could

save a lot of money.

Terry spends a lot of money at the dentist. So I will tell him: "If you leave that habit, your tooth will not look ugly and you can't have to visit the dentist so often." Stop smoking, Terry, stop smoking." Smoking, like drugs, are for fools. I know he will get convinced. Because, over the all things, he is my great friend. And I love him.

I want to talk about a friend of mine that I remember now. His name is Raúl. When I began in the "Colegio", I was confused like all the "prepas". I feel bad, because was the first time that I live without my family.

He bring one his friendship and also his help. I remembered the special day that I met him. I was in front of the library waiting for Mary, a friend of mine, when he approach to me and ask me for my name. By this way we begin, with our beautiful friendship.

Often that encounter we began to go out with my friends and his friends. We went to the movie, to the beach, to the parties, etc.

Raúl is not here in the Colegio now. He obtained his degree. He is a male nurse. His friendship, help me to feel secure.

Yesterday I was at Olga's house, a good friend of mine, looking for a good article to be read in Economics. In search of improving my English knowledge, I read an essay called The Oedipus Complex. This essay is about a boy called Larry who was jealous of his father and his little brother.

This occured because his father, a military man, was fighting in the war and Larry was alone with his mother. He wanted to be the object of every caress and attention. After his father came from the war, Larry saw in him and his little brother, a new baby, rivals. He always wanted all the attention and care of his mother. Also he wanted to win recognition by her, so he suffered the famous Oedipus Complex.

One often hears of people who have miraculous memories. The can repeat whole books, word for word, they can play whole symphonies after having heard them once, or they never forget a face or name. Many people have trouble remembering the motion picture they saw last week or the errand they promised to do today. Every human being has a memory. A person who had no memory would not be able to recognize his own father and mother, or even his own face in the mirror. Memory is the mind's power to revive the past experiences. Students of the mind used to believe that memory was a special power or faculty which was carried on a special part of the brain.

Last weekend I watched in a VCR a movie called "Sapped." It was about the story of a young high school student, who dedicated himself to study science. He didn't have time to enjoy the activities of the other youngsters of his own age. One day one of his experiments failed.

The failure was an explosion that made him fall down. When he got up, he discovered that he had acquired the power of telekinesis (the power of moving objects with his mind).

The new power opened unknown doors including, of course, sex

and love. I didn't like the movie myself, but it served as an antidote for boredom.

Today I was in the Psysics' building with an old friend of mine. his name is José Lynn and he took classes with me in high school. We talk a lot about the old times and about our lifes now in the Colegio.

That conversation with him makes me feel a little sad, because I remembered all the time I spent in the High School with my friends and teachers, and also with my family.

I remembered our trips to San Juan to participate in the program "Adelante Juventud." And the bunches that we formed to go to the cafeteria to take lunch. I remembered all this and I was sad for a few minutes, but then I thought that if we are separated know is for the progress of each one apart.

I hope that in the future I could see all of my friends again. Not like inmature children, but like professionals in all the world sense.

Today is a special day. Since I was a little girl, my father have been told me that the Sundays is a day to dedicate to God. The Bible say that God made a world in six days and in the other day He took a rest. For that reason the christians don't realize any kind of work in this day and they try to approach to God in Sundays.

I always go to the church. First, I take a Bible class, and then I prepare my heart and my ears to listen the message on the Bible, that the minister prepared.

This Sunday, I'm felt happy, because the church's directive select me to give a Bible class for the little children.

I feel very happy today. It's Friday! And I will see my family. This Friday we are going to eat in a restaurant. Every two Fridays, my father invited use to a dinner out of the house, because he believes that this tradition is important to maintain communication between us and also to share all the conflicts and experiences that each one have during this week. We usually went to a seafood restaurant, but this Friday I want to go to a special restaurant called "Janloff Super Sandwich" in Dorado.

I would like to go to this one, because some friends of mine told me that is a very special. When you enter to it, a man put in your neck a collar of flowers like in Hawaii. Then, he guide you to an agreeable room in where you can choose the table that you want.

You can select one near the right windows, to see the beach or you can obtained one near the left window to see a little forest. it seems, I had gone there. It's about 12:00 o'clock and I'm anxious from that the evening come. NOTE: It's a fantasy.

Today the market offers a great variety to choose. Sometimes when a person goes to these show rooms his sight jumps when he sees the great quality and accesories offered by the dealer. Really, to buy a car today constitute a challenge. It is important to choose the best car, for the prices are moon high and a car is an important buy today.

It is important also to keep in mind the access of the buyer to spare part. Sometimes is better to try an American car than a foreign one.

But my favorites cars are the Honda Prelude and the TransAm, because are luxurious cars and in the same time are sports ones. I waited that some day I could buy one or two of them.Today I went to work. For some days I wouldn't work for I had some tests. The professor for whom I work sent me to the warehouse of the building of biology to look for some papers that the secretary was doing for her. While I was waiting for the papers I dedicated some time to watch the great quantities of animals and foetus that have displayed there.

I watch one of a premature horse, other of a mouse. This last one made me feel terrible because I dislike mice.

My attention was captured right away by a foetus of a human being. I wondered how human beings develop starting from such a little creature. The pot, where the foetus was, marked March 4, 1965. The pot didn't say how many months old was the foetus, but his ears and extremities were very definite. The toes although tiny could be appreciated. In my mind I figured the creature was some three months old, and he was very intelligent. Perhaps, he can be a student here in the College and I have the opportunity to meet him. I feel a little sad.

Drugs are substances that aliviate people's sufferings. So drugs have a place in Medicine. Morphine, demerol, methadone are widely used in the treatment for wounds and operations.

But today a great number of youngsters have embraced drugs as magic panacea to heal all their problems.

Marijuana is perhaps the most dangerous drug that young people use. This drug has a psycic-active ingredient called THC, (which is a poison for who smoke it). The brain cells will end in the cementery in a short period of time.

LSD, cocaine, opium and many other drugs only cause defeat and pain in the users.

These are other emotions better than drugs abuse that give happiness to man.

Music is one of my favorite themes to talk about. I like to listen music because it entertain and relax me.

I choose the music that I hear, because I don't like the noise that some music form. I like gospel, classic and some mellow rock. I enjoy with the music, but one of the most important things that I look for in the songs is the message that it gave to the young people.

Some music gives bad messages like drugs, death, sex and sin. That hurts people minds and hearts. Songs with good messages enjoy the soul and give you strength to fight.

Some persons are influenced in their lifes in different ways by others. It is a matter of unknown mystery the way we meet these persons.

In the place, I used to live, there dwelt a venerable old man. Everytime I passed by his house there was a smile in his face. He seemed to be happy all the time. "Good morning, Yeliz."

"How are you today?" There was a word of advice in his mouth. Ramón lived a plentiful life. In the neighborhood he was the point of attention. He was wise with the wisdom given by experiences. He never get married, but his little house always sparkled with cleanliness. This human being never complaint. There was something in his face that inspired my short life. (I was eleven).
Besides all the traits in this man that impressed me, there was one that I kept deeply in my heart, since the time Ramón move to our community. He had a type of cancer that was consumming his life step by step. He taught me to be happy even in the worst condition of my life.

STUDENT #2- ENGL 3202

It is a wonderful experience to arrive to my favorite place of the world. When I arrive to my home I feel something very special that I can explain with words. My home is the only place in the world that I can feel confort, peace and love. Other places cannot immitate my home. I can feel these things in other places, I just feel to be a foreigner. When I come to my home after a week, my heart refill his energies and his desire of living and fighting.
In my home I find a lot of things that are very important to my life. In it I find the things and details of my past that help me grow up during all my life. These details are in each corner of my home and they make me remember importants events of my life. But the most important thing that I can find in my home is my family.
My mother is a woman very special. I admire her because she always fight without surrender and she made of our home a very special place. She is the only person that I can confide because she love me and she want the best of the world for me. Those are some of the reasons that why I love my home. Those reasons push me to wish a home like it for my childrens in the future. I want a home with a family that always will be together sharing love. It is a way to help this country and give a good example for our society, because the family is the base of it.
I just have only six months studying at CAAM, but I had learn more than twelve years in others schools. Here I learn about technology, life and God.
In the classroom I learn about sciences, mathematics, computers, history, languages and other things, but I also learn about life with the teachers. They tell us stories of their experiences and they give us new experiences when we share with them during the half-year.
I also learn a lot of things when I share with the students that are from different places of this country and other countries of the world. Each student have a story or experience to tell an I learn things of these experiences that sometimes are similar of my experiences, specially these

experiences related with the life of the students in CAAM.
I pass through an experience that I never think that this
experience can occur here in CAAM. Here in Mayaguez I feel
close to God, I knew him more and he help me each day.
The first months of my life in Mayaguez I feel very alone and
I was always trying to make friends and I knew a lot of people
but nevertheless I feel empty. One day a student talk me
about God and his love and what he do for us. The words of
this student opened my eyes to the things that I never see.
This day I learned that I can confide in God because he love
us and he always will help us if we try to be close to him.
After this day I never feel empty again because I have the
best friend of the world and I'm always trying to make the
best and God give me a lot of wonderful gifts that make me
feel the person most happy of the world.
It is the beginning of a vary special month. The first thing
that I celebrate on this month is the fulfillment of two
months with my boyfriend. It is a wonderfull and new
experience for me. I never imagined that there is a person in
this world that can tolerate me a lot of time besides my
mother. But we share a lot of beautiful things and this two
months are the most wonderful of my life because I change a
lot of things and now I am one of the persons most happy of
the world because I am learning about true love. I considere
that I'm a lucky person because God give me a wonderful gift
because I was alone on this Earth and He give me the perfect
company. The only thing that I want is that it will last for
years because is the only thing that I have that is true and
real in this world and my inspiration to fight in the life.
I am learning a lot of things because I am learning about a
way of life. It is the love that make me make a plan for my
future and is changing all the things of my past.
The world is full of beautiful things. They are very simple
things but they have inside big misteries and beautiful
feelings. It is a wonderful experience to go to church with
the person who love you. When we get close to God together we
get close each one to the other and is a wonderful feeling
that I can't explain. The way that I can explain it is saying
that God is love and He is always with the persons who love
him. The love of God is clear like the water and is infinite;
is something out of this world but is available for us the 24
hours of the day.
I said that is a great experience to go to church with the
person I love. That's because I can saw that we have more
things in common and one of this things is our love for God.
It was so beautiful when we were kneeling praying to God I
can assure that we were praying about the same things: our
love, our families, our friends and we were praying for help
for our College life. It was an experience that filled our
hearts.
This month is full of beautifull days. One of this days is my
mother birthday. I can't let it pass without attention. It
was the day that God chose to send to Earth a great woman that

years later will be my mother and best friend. I'm very
unhappy because I can't be with her this special day but I
hope that God can give to her a lot of health and happiness.
She is a great woman, she love me and she does the best that
she can for me. I want to give her all the things to make her
happy because she is very alone and she is a great person.
Its hard to face the life in the way she does and I admire her
for that. I want to follow her example and all her teaching.
I heard something very interesting in the radio about the
kisses. They said that a kiss help to improve the health.
First, a kiss help to improve the heart beats. That is very
good for blood circulation consequently it improve the oxygen
circulation and that help a lot of things because the cells of
the body become healthier. When the cells have more oxygen it
help to eliminate the face wrinkles.
They said that the kisses are good to eliminate the sleepless.
I don't remember the reason. I don't remember the reason but
I think that it is because we forget the problems and the
stress that are things that cause sleepless. They said that
the kisses help to prevent heart and liver deseases but the
thing that more attract my attention is that they said that we
eliminate twelve calories in each kiss.
San Valentine's Day, a lot of things to tell. It was a
beautiful day. It begun with a shiny sun and a great joy in
the heart. Then, the first thing of the day was my mother
jealousy. It is something very curious because she is afraid
to loost her daughter and she try to attract my attention. It
is the first time that something like that happened to me.
She is seeing that I really love my boyfriend and she is
jelousy.
Before to continue with the things that happened to me in this
day I'm going to explain the importance of this day to me. It
is the first time that I really celebrate this day. It is the
first time that someone love me and I love him, too. It is
the first time that I feel a big joy with this day because I
can express to someone how much I love him.
But I don't think that everything is a joy. It is a big
headache to find a good gift for this special person. I
searched for something so special and nothing was
satisfactory, because this person is deserving of the best of
the world. Nothing is sufficient to reward his love for me.
Besides all the thing I learned a lot of things and I prove
again that I can't measure or compare his value with the
things of this world.
My boyfriend live far of me and this is a big trial for us.
But besides all the obstacles our love continue alive and
growing each day. I think that God help us to make shorter
the distance because he put us together with his love. I
think that because with simple things like the telephone He
help our love. He gave us a telephone that don't count the
large distance calls.
Flowers, flowers are simbols of God's love. The flowers show
how great He is and how he express his love with simple

things. Flowers are so delicate like the love. Flowers are
a gift of God to perfume the life and to give colors to it.
It's wonderful to receive flowers of someone who love you.
The flowers is like our love, delicate and beautiful. White
flowers are like our love, pure and sincere. The red flowers
are like the youth passion and are symbols of the power of
love. But like all the good things the flowers die so soon
but they let a beautiful teaching and a wonderful remembrance.
Problems, who don't have problem? Everyone have problems.
Everything have problems. Even dogs have problems with the
fleas. Nothing is perfect in the Earth I didn't know that
love isn't perfect. It have its problems too. But when the
love is stronger than the problems it survive to everything.
Love forgive everything. That's something special about love.
When you really love someone you accept this person as he or
she is. Besides that, no one is perfect. Everyone when is
learning something commit mistakes. And when the persons are
learning how to live, commit mistakes even when they have good
teachers. I think that love is when two persons accept each
one to the other as they are, thinking in their qualities.
It's incredible the lots of things that we can do in just a
day. Today I revive my past. I did my old schedule again.
Is very interesting to live old emotions and think about times
that never will come again. I went to the high school where
I studied and I saw my teachers and the classrooms that keep
inside beautiful remembrances.
In the afternoon I went to the place where I worked just one
year ago. I can saw how my life was changed. I was working
as a secretary in a big company that last year and I was
planning to study accounting and now I'm studying engineering.
The environment where I live now is very different and I like
it more because it's a challenge and it's in agreement with my
personality, my age and my plans for the future.
It was a great experience when I arrived to the company where
I worked. Everyone was very happy to see me, and I was very
happy because they didn't forgot me. I can saw that I have a
lot of friends that want the best for me and that are very
happy that I'm successful in my life as a student. It was so
wonderful to see this big family that stay together, and each
day loving each one to the other more than the day before, and
is growing each day. I will never forget the things that they
taught me, and the beautiful moments we shared.
Today I overcome my fear to drive. I took the car of my
sister and drive in Bayamón and San Juan. It isn't easy
because there are a lot of cars and the people are in a hurry.
I lost the security in myself one year ago when I collided
with other car in a rainy day. I said that I will never drive
again but that's impossible. Nowaday we must learn to drive
to survive in this world.
Holy week is a week very different to all of the weeks of the
year. This year I did a lot of things in this week because I
didn't have classes or work.
First I dedicated a little time to my old friends because is

very important to keep alive the friendship of the persons
that helped us and love us. I was so happy to see and to
share with those persons that I didn't see since months ago.
In this week I passed through a new experience. The mother of
my boyfriend went to my home and met my mother. I felt a
strange feeling, is something that I can't explain because is
a mix of happiness, fear, and faith.
In this week I visited the town were I born. It's a little
town in the center of the island. It is known as the town of
the flowers. IT is very cold and there are lots of winds and
in the higher places there is fogs all the time. This town is
famous because there is the To-Rico Company that is one of the
bigger distributors of chicken in Puerto Rico.
The people of this town are very humble and hospitable. But
they are very supersticious, too. Specially in this week they
have lots of supersticions. But, the town is very peaceful
and the air is very fresh. It is the perfect place to pass a
weekend far all the things and near the nature.
The people don't know that God drive us in the life. God is
always looking for each step we make. In the Holy Bible said
that each leave that move in the Earth is moved by the hand of
God. When we live our lifes making the better things for God
and following the steps of Jesus Christ we can appreciate how
God help us and He keep us far of danger.
It's wonderful how we want the best for us and if we have
patience he will give us all we want and need in this world.
His gifts are not material things and we can't but them
anywhere. He can give us knowledge and health to fight and
survive in this life but his better gift is love. A love
without limit. He love us, that's why he gave his son to save
the world. But its beautiful when we feel this love inside of
us. It's a big joy, something out of this world. Is
something that last every day and give is anguish to live and
do good things to keep this fire burning, because the food of
this love are the good acts.

STUDENT #3-- ENGL 3202

Last two weeks I passed my worst week of my life: my
initiation. I feel like I was in hell and every minute looks
like an hour. The initiation was in a fraternity called "Phi
Sigma Alpha". I thought before that it was going to be a
different week because of hard work and a little bothering.
But It was really irresistible.
The week begins with an "investidura" day, where you swear as
a worm (you are really treat like that). After you swear, the
fraters begin to bother you all around and "invite" you to eat
"suculent" food like "pastillas de bacalao", green avocados,
cigarettes, cookies with tooth paste, etc. There were 8 days
of different tires. One of them was to put marshmellow into
your buns and eat it. Other was to take a bath on a very cold

water with lots of ice. They made you other different tries in order to know how much you resist.

The week ended with the "Black Night" in which you are cover your face with a bandage and they try to get it off and if you let them do that you are quit from the initiation. I think is a good experience because you learn a lot about self-confidence, security and make new friends.

I live in Alturas de Mayaguez and I live on a beautiful house. The house is two floors and is pink with white and a tough of peach. It has four bedrooms, 3 bathrooms, one living room, a study place and a kitchen. I like it because it's very fresh and it's my house. I have live there for about 9 years. I share my room with my brother which is one year younger that me. The house has a big terrace with a pool table, where you can enjoy a beautiful landscape from there. In Christmas time it's very cold and you can sleep in a "hamaca" tied in the terrace. The second floor was constructed by my father 3 years ago in order to get more space and because of my grandma that was going to live with us because my grandfather died and she can't attend herself alone. I like my house because is in a good place of Mayaguez near everything and because is the place that see me grow since 1979.

Last year I went to a Rock Concert. Those about strendous noise, a lot of people shouting with lot of drugs, beers, and all that stuff. The concert was about the star Bon Jovi.

The concert was suppose to begin at 8:00 and I arrive there at 6:00 to be at the line for the entrance. A lot of people were pushing and there were little boys stealing and beating everyone. It's really dangerous. I went with a group of friends of 5 or 6. Before the concert begin people were taking off clothes and pouring beer all over everyone.

There we met our English teacher and stay with her. We can't almost sit down because everybody was standing up at their seats. The concert began at 8:45 and the Rock Group "Cinderella" opened the concert. At this time everybody began to shout like savages but it was very funny.

After that it was Bon Jovi's turn and he sang "Without love," "Love as a social disease," "You give love a bad name," "Living on a prayer," "Death or alive," and "Runnaway."

At the end of the concert everybody was raising hands while he was moving a Puerto Rican flag. I like the concert because it was very wild and fun and Bon Jovi is one of my favorite Rock artists.

Last two months I met a new girl. I was in a discotheque at Holiday Inn with my friends Edwin, Iky, Arnaldo and Javier. We were alone and dancing with some girls alone in a table. They were from Ponce and most of them from high school. One of the girls had brown hair, colored eyes (not artificial), a little skinny, and about 5'3 inches tall. She was dancing with one of my friends. I didn't pay attention to her until I get really close to it. Oh God! She was so beautiful!!.

The group of girls were now dancing with my group of friends. I try to speak to her and when she stop dancing with my friend

I asked her to dance.
After dancing I begin to talk and we start to meet each other.
She begin talking about her family, where she studies, etc.
I first notice that we can't make a good couple because she
smokes too much and like to drink and get drunk. But later I
thought that it will be more interesting because I will be
trying to stop her smoking. At least because I don't smoke.
She gave me her telephone number and I gave her mine. I
surprised two days after when she called me if I can get to
Ponce to go for a party.
I accept and came with my friends who like her friends and
enjoy been in Ponce. That night she was beautifull. We dance
a lot, drink and have lot of fun. Time passed and we get
closer in our relationship. But sometimes I think of this
relationship worths because she is in Ponce and I'm in
Mayaguez. There's a Spanish popular proverb that says: "Amor
de lejos, amor de pendejos!!"
I don't know, it's get difficult to decide because she is very
nice. Other day I went to "La Feria". Everything was fine
except when I told her about my ex-girlfriend.
When a guy went out with a new woman goes into juicy detail
about what went wrong in his last relationship, he is often
operating under the mistaken notion that he is being open and
honest. That's not how she sees it. Maybe her interpretation
is: 1) maybe he's still with that girl, 2) if she was such a
bitch, what does that say about his judgements?, 3) if he says
to her shreds like that, wouldn't he do the same to me, 4) all
of the above.
We were discussin but I convinced her not to talk about that
and she stop. Now we've been dating but I don't know what
will happen because I like her a lot.
In summer of 1985 I went to California. I was visiting two
married cousins in Southern California. But now I will talk
about an excursion we went about Mexico. Mexico is 1 hour
left from Riverside, California. We leave at 9:00 o'clock and
get there at 10:30. You can still see in California Spanish
signs, Spanish stores and lots of Mexican people after you get
through the border. It's impressive to change from one
country to other different language, economy, politics, etc.
Going from Mexico to USA is easy. The problem is comming
back. There is a big traffic jam and the officer look
everybody very closely, ask where are you from, what you have
in your car, what you did in Mexico, etc. You have to show
your birth certificate, showing that you are an american
citizen. There's a lot of helicopters, army officers, and
policemen watching over if someone is escaping without
permission.
In Mexico, to get to the capital takes about 2 days, so we
only get to the nearest town from the border, called
"Tijuana." There you only do shoping in which everything is
cheap, and looking to very, very poor people, asking you for
money and selling whatever they had in order to feeding their
children.

I bought some tablecloth for my room, some T-shirts and souveniers like post cards, stickers and glasses.

We spent the whole day there. I learned a lot looking to the people, which remembered me where I live, where everybody is complaining about money. I would like the people in P.R. to take a look to Mexico's poor people to see how much mouths will be close for a long time...

Everybody likes the movie. Is a good way to entertain and see the most incredible things joined together on a big screen.

I went to the movies since I was five years old. That time I went with my parents. I remember that before entering the movie of Mayaguez, my mom used to buy some candies at Walgreens (because they were cheaper there) and put it into her wallet. Movies that I remember from this time was "King-Kong," "Star Wars-I," "Jaws," etc. If I don't come with my parents I went with my grandmother and cousins.

As time passed, each time my father asked me to go out with him I say no, because now I have friends and later on I'll have my first girlfriend and you prefer to be with her alone. In this time movies were like "Star wars-II," "Battlestar Gallactica," "Close Encounters," "Carrie," "Holloween-I," etc. Now I am older and only go out 6-7 times a year with my parents. I have my own car, lot of friends and girlfriends. Movies change time to time and there's the videocassette where you can enjoy in your house your favorite movie. This times movies are: "Karate Kid," "Spies like us," "Splash," "Three men and a baby," etc.

I've been talking in these journals about trips. That's because I really like to travel to different, exciting and new places. Last year I get on a cruise as a graduation present. The cruise was from June 6 to June 13. I went with part of my class from my high school. The cruise was "Carla C". There were lots of students from different Catholic schools of P.R. When I first get into the cruise I was very surprised. It looks like a big hotel except that navigated through the ocean. It has casino, 2 pools, a big restaurant, about 900 rooms and any kind of activity you might think of. The cruise was supossed to go to 5 different places: Curazao, Granada, Venezuela, Martinique and Saint Thomas.

The cruise departs Saturday at midnight with a big party near the pool. Everybody was dancing Calypso and saying goodbye to the people outside. That night we were dancing until 3:00 in the morning.

On Sunday we were in high sea all the day. On Monday we went to Curazao. We had lot of shopping and we go to an aquarium. On Tuesday we went to Venezuela. In the morning we saw a lot of museums and after that we went shopping. Venezuela and Curazao are the best places for shopping throughout the whole cruise. On Wednesday we went to Granada. There there's not to much interesting except the beach, that looks like very clear water of a pool.

On Thursday is Martinique, a French made island where the official language is French. Everything there was very

expensive except the perfumes which were 20% to 30% off the price. The island has churches, museums and a beautiful landscape of the beach. Something that was strange to me there was that all the taxis were Mercedes Benz and other expensive cars. On Friday we went to Saint Thomas. This is other place for shopping but there is a little more expensive than Curazao and Venezuela.

At night in the Cruise you see a lot of shows, play bingo or go to the casino. The discotheque is open from 11:00 to 3:00 o'clock.

The food is wonderful. In the morning there is a big breakfast until 11:00. You lunch in the restaurant and you can choose 3 different menus. The supper begins at 8:00 and for those who are still hungry, at midnight is an italian buffet. The cruise arrives on Saturday at 8:00 in the morning. By this time I was very sleepy and when my parents pick-up me I said them "Hi!" and slept in the car. It was a very enjoyable trip that I'll never forget. I recommend it for everyone who likes sun, water, rich live, wind, dance and have a lot of fun.

Hi! It's me again. I'm here trying to think about what to write. Today is Friday, Oh! excellent day. Maybe I'll go to the beach or wash my car, go fishing, excercising, but I choose this perfect, beautiful day to write journals, what a tedious thing, but I have to make it some day.

For me the problem is not to write, is what to write. You have to think how, what, where, with what, with who or when to write to make a good writing.

Inspiration is a good way for writing because it provides lots of ideas into your mind so you can choose the best of them to write it down on a paper, but you have to be well organized if you don't want to make a perfect mess from your paper.

So, organization is very important because it implies coherence of ideas. But write it clearly with perfect grammar and neatness. How clear and neat your writing is reveals your personality, responsibility, personal attitudes, etc.

Remember those things and you will at least write a knowledgeable journal.

I bought a new aquarium last week. I've always want one but I bought it in recent days.

It has 10 gallons, filter, termometer, heater, air pump and cover. I like it because it's very beautiful and brings elegance to any room you put it on.

I put it with one natural plant and one artificial plant, two or three shells and one coral. In the back it has a coral bead scene.

It has inside two goldfish, 5 tigerfish and one angel fish. Everyone that has fishes has to remember this. They should be feed at first no more than once a day and should be given no more food than they can totally clean up in about 5 minutes. It is important that a variety of different kinds be used in order to make sure that all the nutritional needs of the fish are met. But don't over feed the fish. Always provide them

with clean water.
Just remember: giving your fishes a varied diet and feeding them moderate making partial water changes and not overcrowding them, you'll have few if any disease problems with your fishes.

STUDENT #4-- ENGL 3202

Last week when I went to classes I went to the English class. I went early to the class, I went at 7:23. I was waiting 20 minutes and the teacher doesn't arrived. I went to the library to study. Well, when I arrived to the class on Thursday I received a big impression. The teacher told me that he arrived to the classroom and he gave classes. I felt so bad of that. Last semester I never was absent to the English class. The only time that I was absent was when I had an accident. I'm the person that I don't like of being absent to the classes.
On Thursday I received a letter of a friend who live in U.S.A. I met her when I was in USA, exactly in Washington. She was a high school student, just like me, and she participate in the Close-up Program. She is thing and blondy. She looks like an apple blossom. She has a wonderful body and she is very beautiful. She send me two photograph of her. She was my girlfriend when I was in USA. Our relationship was in summer of 86. I know that some day I will be with her. I want to see her soon and I want to be with her this summer. For now I send her a card of Valentine and I wrote her about my life and what happened to me.
I went on friday to a party. It was in Cabo Rojo. It was a Worm party, are the member of a society who want to enter to a fraternity. It was great. The show was excellent and I met some good persons. I stayed with a girl of Ponce. She is very nice and a friendly person. When I went to my house I stopped first at a place name "Cariño." It is a place in Mayagüez who opens later in the night. They make sandwiches of beef steak, chicken and many other. Try one and you will remember that.
Last week I studied hard. I started last week to study for two examinations. One of the examinations was from the hardest class in this semester. Both examination was on Thursday. One of them was at 3:00 and the other was at 6:00. Both examinations were hard and very tireone. I was very angry because I studied two weeks for this examination and I wait for bad grades. On Thursday I was absent of my first class because I was studying for the examination. I was studying on Wednesday. I was until 4:30 in the morning. I was studying early in the night 3 days. I was so tired.
On friday I went to classes. I went out at 3:30 P.M. I was so happy because my classes finished. I like it because I will go to Ponce. I'm from Mayagüez. Some friends guess me

to go with them because they had examinations just like me and they wanted to go to a party of our fraternity in Ponce. I went to Ponce. We ate in MacDonalds. We arrived to the party at 10:00 P.M. The part was great. We really enjoyed last Friday. We stayed in an apartment in La Alambra, it was beautiful. I went to sleep at 5:00 A.M. I woke up at 10:00 A.M.

What a week. It was the week of the sorprises. I received big sorprises. One of the big sorprises was that I talked with my last girlfriend. I not talk with her since the day when we broke our relationship. I was so unhappy because I am a person who didn't like the enemies, I'm happy being friendly. I stayed with her at night and me talked about everything. I'm happy of that. We correct all the thing passed. We are friends now, and I like. I know that some day we will be good friends and hope this day will be soon. I had no enemies this moment, I hope.

Oh, my God! What a week! I took 2 examinations. They were too hard. I spent every week studying just like the week before. I hope that I will get good grade in both examination in contrast with the last week examination. The end of the week was exceptional I studied from the classes that I took the examination. I went on friday to the registrar because I want to change of department. I'm in Civil Engineering and I want to change to Industrial Engineering. I like industrial engineering because is the career of the future. This kind of engineer is the person who always is in conferences and seminars. Is the person who is in reality and know everything about the technology.

Oh, my God!. I received on Friday a terrible news. It was that a sister and her girlfriend of one of the girls that went with me to Close-up, program die in automobile accident. I was amaze because I had a photo of the girl who was driven the car and was the sister of the girl who die. I was so sad because the girl who die was only 14 years old and her boyfriend was 17 years old.

Nayda, who is the sister of the die girl and the girl that I know, was the guilty in the accident. They were escape, because they don't had permiss to go to Rincón, but they went and its happened. I went on Saturday to Cabo Rojo to the Funeral Parlor to give my condolences to the family. Both death childrens was in the same room and everyone there seems to be like me and I know that everyone felt like me. They were buried today in the afternoon. The time there was very dense.

Sunday was Valentine's Day. One of the most beautiful days in the year. I spent all day remembering every moment in my life. I thought about my last girlfriends and I lived the beautiful moments in my mind. I'm a sentimental person and I like to be romantic. The day was great and was a wonderful day for every person that I know who is in love with another. I heard at 9:00 P.M., a special program in radio especialy for this day. I heard it with the girl that I am and I spent a

beautiful night. I really enjoy the San Valentine Day.
This is Holy Week. The most wonderful week in the world.
During this week I stayed at my house. I went to the church
on Saturday and during the week I went every day to the
church. Holy Week is one of my favorite week in the year. I
think in this way because every person who believe in God
stayed this week in peace and the criminality in the world
decrease. Every christian in the world, celebrate the Holy
Week. Every christian in the world felt this week that a big
part in their live was full.
I studied last week because I had many thinks to do. I
started on Monday of the last week studying hard. I had an
examination on Wednesday of Mechanics. I had an oral report
of English. I had an examination on Friday of Calculus. When
this week finish, a new one start for me because I had an
examination on Monday. This examination is physics the
hardest one in this semester and I think the hardest in my
career. I am the kind of person that study weeks before the
examination to be fine the week of the examination.
This weekend was my birthday weekend. I celebrate my birthday
since Saturday night. I went with my girlfriend to La
Parguera, a beautiful place in Lajas. I really enjoy la
Parguera. Then I went to Boquerón. Other wonderful day. I
stayed there just a few seconds. Then on Sunday I went first
to the church. When I went out of the church I went to my
house and then I went to beach because I wanted to celebrate
my birthday the day before that. I really enjoy this weekend.
Today is my birthday. I received so many presents but the
only thing that I spend all day with the girl that love me and
really felt something about me. I am happy because for the
first time in my life I spend my birthday day with a
completely happiness.
I have so many thinks to say about this week. I started my
weekend since Thursday. I went this day to Shangri-la to
drink some beers. I ate some fast foods there too. Then I
went to a smoker in the house of my Fraternity. I talked with
my friends and I know so many guys who want to enter in my
institution. I enjoy all night and when I arrived to my
house, I have many drink in my head and a friend of mine has
to drive me to my house because I can't drive.
On Friday I went to visit my girlfriend and I stayed with her
all night. I went to a party with her. This night I went to
Puerto Real too, to leave a friend of mine in a boat. He went
to Mona Island. Then I went to a friend house to stay there
with my girlfriend and my friends. I spend one of the most
wonderfull night in my life. This night my girlfriend stayed
with me and everything was fine. I will remember this night
during all my life.
On Saturday I went to party. I went to Combate. It is one
of the best beach in P.R. I stayed there with a group of
friends drinking and talking with them. It was very funny
because I went to the house where my friends was. Then I went
to visit my girlfriend and when I arrived to the house where

my friends was, I was really surprise because all of them were drunk and I was the only person who did not taste alcohol. And it funny because I am always the person that the guys wait to be drunk. What an irony.

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