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Motivational state and process within the
sociolinguistic context: an Anglo-French
comparative study of school pupils learning foreign
languages.

ANDREA SUSAN YOUNG

Doctor of Philosophy

THE UNIVERSITY OF ASTON IN BIRMINGHAM

September 1994

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Summary

The aim of this study was to investigate the effect of the socio-cultural environment upon the motivation school children have to learn foreign languages. Motivation was therefore considered from a sociolinguistic, rather than from a psycholinguistic perspective, giving primary importance to contextual, as opposed to personal factors.

In order to examine the degree of relationship between motivational intensity and the contextual factors of parental attitudes, amount of foreign language exposure and the employment related value of foreign language learning (FLL), data obtained from school children living in two distinct sociolinguistic environments (Mulhouse, France and Walsall, England) were compared and contrasted.

A structured sample drawn from pupils attending schools in Mulhouse and Walsall supplied the data base for this research. The main thrust of the study was quantitative in approach, involving the distribution of almost 1000 questionnaires to pupils in both towns. This was followed up by the use of qualitative methods, in the form of in-depth interviews with an individually matched sample of over 50 French/English pupils.

The findings of the study indicate that FLL orientations, attitudes and motivation vary considerably between the two sociolinguistic environments. Levels of motivation were generally higher in the French sample than in the English one. Desire to learn foreign languages and a commitment to expend effort in order to fulfil this desire were key components of this motivation.

The study also found evidence to suggest that the importance accorded to FLL by the socio-cultural context, communicated to the child through the socialisation agents of the family, the mass media and prospective employers, is of key importance in FLL motivation.

Key words: foreign language learning
motivation
attitudes
orientation
socio-cultural context

To my parents

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1. Introduction

1.1. Aims

The aim of this study is to examine the effect of the socio-cultural environment upon the motivation school children have to learn foreign languages. By focusing on contextual as opposed to personal factors, through a cross-cultural study of foreign language learning (FLL) motivation in France and England, it is hoped that new light will be shed upon the complex nature of FLL motivation.

The value of such an exercise is twofold. Firstly, there is a need to redefine the concept of motivation in FLL, its components and associated factors. Previous research has failed to differentiate clearly between concepts such as orientation, attitudes, desire and drive, which has led to the shrouding of the essential issue of motivation in much confusion.

Secondly, there is insufficient awareness about how socio-environmental factors may influence FLL motivation. Thus far, the instrumental/integrative dichotomy has dominated FLL motivation research, the relative importance of instrumental and integrative orientations being thoroughly and frequently debated due to the conflicting findings of a number of studies.

Several researchers (Genesee, Rogers and Holobow, 1983; Crookes and Schmidt, 1991; Gardner, 1991) have mentioned the role played by the socio-cultural context in FLL attitude and motivation formation, which may partly account for the varying results obtained in different studies.

In this study, therefore, we investigate the role played by socio-cultural context in FLL and do so by assessing whether and how the wider aspects of French and English society affect the learning context which may in turn influence FLL motivation.

Thus we intend to contribute to the further understanding of FLL motivation by redefining the concept of motivation and by considering the importance of context.

1.2. The focus of the study

With the above aims in mind, extensive samples of children have been taken from schools located in two areas: Mulhouse, in France; and her twin town of Walsall, in England. The different socio-cultural environments of the two towns are contrasted and the linguistic attitudes, orientations and motivations of the children living within these communities investigated. The issue of FLL motivation is considered from a sociolinguistic, rather than from a psycholinguistic perspective, giving primary importance to environmental, as opposed to individual, factors. The main substance of the research therefore is concerned with those motivational factors rooted in the socio-cultural context.

1.3. Essential issues

They sit at the fringes of the class, especially at the back. They swing on their chairs. They chew gum. They talk audibly to their friends when the teacher is giving instructions. Some are uncooperative, surly, silent and appear full of resentment. If looks could kill... Others are disruptive, noisy, laugh when it is least appropriate, use abusive language and flatulate loudly.
(Chambers, 1993:13)

In England concern is at present focused on the 60% of pupils who until recently renounced FLL at the first opportunity and who can no longer do so due to the implementation of the National Curriculum which requires that all pupils learn a foreign language for a period of five years. Teachers speak of poor pupil motivation in the FLL classroom, disillusionment and the continual up-hill struggle to motivate classes of uninterested pupils. Barley refers to "a situation of gloom and despondency" (Barley, 1990) as teachers try to come to terms with the daunting task of coping with an entire age group, their mixed abilities and varying degrees of enthusiasm for FLL. Reluctance to learn foreign languages needs to be explored in terms of motivational intensity, attitudes towards foreign language learning and the socio-cultural factors which may affect them.

Having taught English as a foreign language in France to a wide range of age groups over a number of years, we have observed very different FLL classroom scenarios from the rather bleak picture painted by Chambers. In contrast to the "...antagonism towards France and Germany still so prevalent in our classrooms..." (Caldwell, 1991), French learners were usually enthusiastic and interested during English classes.

Such clearly divergent situations led us to question the role played by the socio-cultural context in FLL motivation and to raise the following fundamental questions regarding the nature of motivation with particular reference to the two specific contexts of Mulhouse in France and Walsall in England:

- 1) How can we define FLL motivation?
- 2) Do levels of FLL motivation vary between pupils in Mulhouse, France and Walsall, England?
- 3) What role does orientation play in FLL motivation?
- 4) Do the FLL orientations experienced by pupils from the two distinct contexts differ?

- 5) What role do attitudes play in FLL motivation?
- 6) Do FLL attitudes diverge in Mulhouse, France and Walsall, England?
- 7) Can any underlying factors of a socio-environmental nature be linked to FLL orientations, attitudes and motivation?

Attitudes towards FLL are not confined to the FLL classroom. Positive attitudes appear to be mirrored in French society as a whole. The media seems to nurture such attitudes and often to link this theme to pro-European policies. In France, even young school children within the state school system demonstrate a maturity of outlook and understanding of the issues related to foreign language learning:

Vu que il y aura l'ouverture des frontières et puis
c'est une langue qu'il va falloir savoir maintenant
parce que...c'est utilisé partout...donc tout le monde
a ça un peu en tête.
(Young, 1991: 103)

In England, an apparent lack of stimulation and support for FLL, as compared to France, as well as proliferation of comments by business and political leaders and the general public such as: "Everybody should learn English"(Chambers, 1993) leads to an element of complacency about FLL. The tabloid press seems to reinforce these attitudes: "...English must become the sole official language for the Community." (Daily Mail, 4/11/91). Such linguistic imperialism does nothing to promote FLL and can give rise to very negative preconceptions and stereotypes (Byram, 1991).

Conflicting attitudes observed in the general public and media in both societies would suggest that perceptions of foreign language needs in England differ dramatically from those in France. In England, French is often marginalised as at best a specialist's subject area, only necessary for

certain specific professions, or at worst a holiday language. This attitude is reflected in such comments as:

...I don't like it ... it's all right for the people that are going to take up a career like couriering or something like that and be a courier or an airline pilot, but not for the people who don't really want it ... it's a waste of a lesson.
(Young, 1991: 121)

and:

Some pupils feel forced into choosing a language course...At our school many do not see the relevance of languages to their everyday lives- they are very insular and parochial and languages are not a priority.
(Chambers, 1993)

Motivational and attitudinal problems concerning FLL need therefore to be approached from a sociolinguistic stand point, identifying factors in society which are deeply rooted and which nurture language learning attitudes, orientations, motivation and ultimately behaviour.

1.4. The preliminary study

Initial interest for a preliminary study was generated from reading the work of Gardner and Lambert (Gardner & Lambert, 1959, 1972), which deals primarily with the linking of attitudes, motivation and achievement. This interest was developed in the work for an M.A. dissertation, which dealt with the fundamental question:

- Is the motivation of French pupils for FLL greater than that of English pupils and what impact does this have on results?

The preliminary study identified various factors believed to influence attitude and motivation, including the following:

- parental attitude,
- foreign language exposure,
- preference for and importance attributed to the target language,
- envisaged future use of the foreign language,
- amount of time spent on foreign language homework,
- language awareness,
- desire to visit,
- and strength of image of the target language community.

The research instruments used to investigate these factors were self-reporting questionnaires, followed up by group and individual interviewing. The samples were obtained from two secondary schools in Sheffield, England and two secondary schools in Mulhouse, France. Two classes of pupils, one from the lower age group (11 years) and one from the upper age group (14 years), were selected from each school.

During the course of informal interviews with pupils in the English sample it soon became evident that, although several pupils in the sample were enthusiastic, many were uninterested and non-committal about their learning French:

Interviewer: If they didn't teach French here, how would you feel?

Pupil: Well I'm not bothered really.

Interviewer: Do you think it's useful, French?

Pupil: Er, not really.

(Young, 1991: 145)

In contrast, not one French child from the sample manifested a negative attitude towards the learning of English. On the contrary, an eagerness to learn and an appreciation of the benefits which could be reaped from learning English were revealed. In answer to the question "If they didn't teach English here, how would you feel?", French pupils often seemed

perplexed, finding such an eventuality to be highly improbable and unrealistic. Many answered that they would take private lessons:

Interviewer: Et si l'anglais n'était pas enseigné, qu'est-ce que tu ferais?

Pupil: Je prendrais des cours, c'est ce qu'il faut je pense. Je sais que mes parents, ils n'avaient pas fait de l'anglais et puis ils ont du prendre des cours. (Young, 1991: 98)

The quantitative data obtained from this preliminary study endorsed the hypothesis that children from Mulhouse are more motivated to learn English than pupils from Sheffield are to learn French. A difference in motivation was observed on the basis of the following evidence:

- (1) The importance of FLL as a school subject was not rated as highly by English pupils, compared to French pupils.
- (2) English pupils did not think that they would use their foreign language in a professional capacity, whereas the French did.
- (3) On average, the English pupils spent less time on their language homework than the French.

In considering the original question concerning the possible linking of achievement with motivation, no correlation was found amongst English pupils and the correlation was disappointingly weak amongst the French. However the validity of this analysis is questionable given that no standardised test to measure pupil achievement in FLL could be drawn up, different objectives and standards held by individual teachers, their different pedagogical methods and ways of measuring achievement varying considerably from school to school.

In spite of these problems, a cluster analysis was successful in identifying three groups of pupils from each of the national samples: highly motivated achievers, low achievers with low motivation, and highly motivated low achievers.

One of the interesting findings to emerge from this preliminary research was the differences between the two individual sociolinguistic environments which might affect FLL. The French children, living in close proximity to the Swiss and German borders (see appendix 1, page 305), demonstrated an awareness of the benefits entailed by the knowledge of a foreign language, many envisaging future use of English in a professional capacity. At the time the study was carried out (1991), coverage in the media of European affairs, anticipating the introduction of the single European market at the end of 1992 and the changes which this might engender, was frequent. In addition to this *Eurofever* atmosphere, widespread and varied exposure to foreign languages outside school, in the form of English language popular music, cable television programmes, computer software, the use of English words in advertising and the easily available English language magazines specifically designed for foreign language learners, was also recorded in the French sample. In contrast, the English pupils, from the north of England and somewhat isolated from the rest of the European Union, could only envisage future use of French in a holiday context. Foreign language exposure outside school in this environment was minimal within the lower socio-economic status (SES) groups, but similar to the average French experience within the higher SES English groups.

Differences between the wider socio-cultural environments of the two samples were not the only differences to be recorded during this preliminary study. Differences in home environmental factors experienced by French and English pupils were also identified. The French pupils

perceived overwhelming support for FLL from their parents. English parents, however, did not succeed in communicating as positive a view towards FLL as French parents, many English children describing their parents attitude towards FLL as neither positive nor negative.

This initial work revealed many new pathways for further research which, due to time and resource limitations, could not be explored. Concerning the research methodology employed in the preliminary study, sample size and type of sampling did not lend the data to generalisation. Convenience, rather than systematic sampling was used, only two schools from each context were involved in the study and the French sample was relatively small (50 pupils). A more systematically selected, larger sample, involving a greater variety of schools would increase the internal reliability of the data and lend the findings more readily to generalisation.

From a theoretical perspective, the preliminary study uncovered some interesting differences between French and English pupil FLL motivation, orientations and attitudes, but no attempt was made to understand the motivation process, the nature of the relationship between motivation, attitudes and orientations or the effect of the socio-cultural context upon these three concepts. Gardner writes:

...the context must play an important role. Not only does it influence the relative importance placed on language study itself, but it can determine the availability of the other language to individual users and set the stage for a host of dynamic interrelationships between individual difference characteristics, intergroup relations and second language achievement.
(Gardner, 1991: 60)

Further research is required into the ways in which context may "influence the relative importance placed on language study" (Ibid.), reflected in FLL motivation, attitudes and orientations held by learners

within that context. Data from the preliminary study revealed differences not only in levels of motivation, but also in parental attitudes towards FLL between French and English samples. Given the importance attached to parental pressure in attitude formation (Wilkins, 1972; Harmer, 1983; Porcher, 1983) and the contrasting data collected from the two different contexts during the preliminary study, the influence of the home environment upon FLL attitudes, motivation and orientations needs to be further investigated.

The role of other context-specific factors such as the availability of the foreign language (Gardner, 1991), or foreign language exposure, also needs to be examined. The questions relating to foreign language exposure in the preliminary study did not reveal the frequency of exposure and were thought to understate the actual situation. In order to ascertain whether French children are being exposed to foreign language material outside school on a more regular basis than English children further research must be undertaken.

Following on from the preliminary study, this research represents the opportunity to explore previously identified research possibilities to a greater extent. We redefine the concept of motivation, examine the relationship between motivation, attitudes and orientations and investigate the role of socio-cultural context in FLL motivation.

Chambers (1993) research in four Leeds schools revealed that teachers perceive the motivation problem as multi-faceted, involving psychological, attitudinal, social, historical and geographical factors. The multi-faceted, interdisciplinary nature of motivation is explored further in the following chapter.

2. Definitions, concepts and variables

In the following chapter we attempt to situate the present study within the body of research concerning motivation, with particular reference to the foreign language learning (FLL) context.

Although our research framework is essentially of a sociolinguistic nature, sociologists, psychologists, educationalists and linguists have all contributed to the definition of the problem. Regarding motivation from different standpoints both stimulates and advances motivational research, as the same states and concepts may be viewed from a variety of angles, thus deepening our understanding of the subject area. Therefore, perspectives reflecting the interdisciplinary nature of the area of study are taken into consideration before focusing on the specific research questions outlined in chapter 1.

In addition to exploring the multi-faceted, multi-disciplinary nature of motivation, some of the principal terms and concepts employed by researchers involved in the study of motivation are defined and examined, laying the foundations for the building of our own theoretical framework.

2.1. The psychological perspective

2.1.1. Definitions of motivation

Motivation, as a concept central to our understanding of human behaviour and its causes, features prominently in the literature of psychology. There are as many different ways of viewing motivation as there are fields of psychology. The following definitions aid to understand

how different aspects of motivation theory have appealed to researchers from different fields of psychology at different points in time.

Earlier definitions reflect an interest in observable behaviour and activity, defining motivation as concerning why:

...behavior gets started, is energized, is sustained, is directed, is stopped and what kind of subjective reaction is present in the organism when all this is going on.
(Jones, 1955: vii)

Focusing on the motives for behaviour, Young defines:

...the study of motivation broadly as a *search for determinants (all determinants) of human and animal activity*.
(Young, 1961: 24)

Bernard too points to the overt, active component of motivation. However, he also mentions another significant motivational concept, *the goal*, and refers to a *process*.

.....the stimulation of action toward a particular objective where previously there was little or no attraction toward that goal. It is the process of arousing, maintaining and controlling interest.
(Bernard, 1965: 239)

More recent theories have been more concerned with the internal process, or "internal machinations of the individual" (Sorrentino and Higgins, 1986) prior to, during and after activity, reflected in definitions such as:

Motivation is defined as an internal process that influences the direction, persistence, and vigour of goal-directed behaviour.
(Smith, Sarason and Sarason, 1982: 282)

and:

Motivation is a broad term used in psychology to cover those internal conditions or states that activate or energize the organism and that lead to goal-directed behavior. Motives, or drives as they are often called, may be primarily innate in nature, or learned, but whatever their origin, when aroused, they initiate activity directed toward goals or incentives that have become related to the particular motive involved through learning.

(Whittaker, 1976:145)

Weiner, (1986) advocates a balanced approach to motivational studies, including the taking into consideration of feelings and perceptions, as well as actions.

Motivation has been inseparably linked with the study of overt behavior. Throughout the history of this field, well known books have had behaviorally orientated titles, such as *Principles of Behavior* (Hull, 1943), *The Motivation of Behavior* (Brown, 1961), and *The Dynamics of Action* (Atkinson and Birch, 1970). However, we experience, feel, and think, as well as act, and all these processes have a place within the study of motivation. A theory of motivation is responsible for examining the experiential state of the organism and the meaning of an action.

(Weiner, 1986: 285)

In psychological terms therefore, motivation is concerned with the causes of specific actions, involving the identification of concepts and variables which may help us to understand how and why "people and animals initiate, choose, or persist in, specific actions in specific circumstances" (Mook, 1987: 4).

In order to ascertain the relative importance of motivational concepts and variables,

Motivational psychologists therefore observe and measure what the individual is doing, or *choice* behavior; how long it takes before the individual

initiates that activity when given the opportunity, or the *latency* of behavior; how hard the individual is working at that activity, or the *intensity* of behavior; what length of time the individual will remain at that activity, or the *persistence* of behavior; and what the individual is *feeling* before, during or after the behavioral episode, or emotional reactions.
(Weiner, 1992: 2)

Examining choice of activity, judgements and feelings as well as behaviour, allows the researcher to investigate the individual's internal machinations in relation to his/her externalised behaviour, thus providing a balanced view of his/her motivational state.

But what provokes the choice of activity, judgements, the feelings and the behaviour of the individual? What initiates both the internal process and consequently the observable action?

2.1.2. Motives: acquisition or instinct?

Without a motive there can be no motivation. The motive is concerned with the initiation of activity and is "a factor or circumstance that induces a person to act in a particular way" (Allen, 1990).

Behaviour may be prompted by a wide variety of motives, from basic physiological needs satisfaction (such as thirst, cold or hunger) to a desire to understand the meaning of life. The origins of motives, have been viewed from a variety of different psychological perspectives, each relevant to a certain set of behaviour-prompting motives.

One such perspective is the biological perspective which

studies the internal and external processes related to the arousal and reduction of biological needs.
(Smith, Sarason and Sarason, 1982: 282)

Human behaviour like other animals' behaviour is closely related to the satisfaction of basic biological needs, such as the need for water, food, warmth and the need to reproduce, so as to ensure survival. During the first months, a baby's behaviour is dominated by these needs, but as humans mature, needs become more sophisticated and numerous. For example, we may experience a need for prestige, for power or for self-fulfilment. These more complex *psychosocial* needs are thought to emerge as a result of social interaction within a specific socio-cultural environment.

Some psychologists disagree with the idea that *psychosocial* motives develop independently of biological motives. Allport (1937) attributes the development of most motives to an original biological need. If the original biological need is no longer present, the need is described as *functionally autonomous* (Ibid.). For example, the fundamental motive which drives most people to seek employment is to ensure the essential provision of food and warmth, thus satisfying basic biological needs. Yet, many people continue to work even when food and warmth are already provided for by some other means such as a pension, a lucky win in a lottery or an inheritance. Working is no longer a means to an end, but has become an end in itself and is therefore functionally autonomous. Psychologists who subscribe to Allport's point of view, refer to such motives as *derived* or *secondary drives*.

The idea that motives may be "acquired in the process of interacting with other human beings in a given culture" (Whittaker, 1976: 172), rather than innate, has been the source of much debate in psychological circles. The founder of behaviourism, John B. Watson, opposed the idea that behaviour is motivated mainly by instinct, maintaining that behaviour is largely influenced through learning. Such ideas instigated a change of direction in psychological theory. There was a movement away from the work of the cognitive and developmental psychologists, towards that of the

behaviourists. Instead of exploring the thought processes affecting motivation and attitudes and regarding the child as a mini-scientist theorising, exploring, experiencing new phenomena and subsequently re-theorising (Piaget in Kitchener, 1986), greater emphasis was placed upon the effects of the external world upon the individual. Early American behaviourists, such as Watson, viewed children as *lively squirming bits of flesh* (Watson, 1928). Just as a sculptor shapes a lump of clay (Skinner, 1953), behaviourists believed that society shapes the individual's behaviour through a system of punishment and reward, a process known as *operant conditioning*.

Both approaches have lacunae; the cognitive approach tends to ignore the social context within which the child develops, whilst the behaviourist approach tends to overlook the developmental dimension and oversimplify, regarding the child as a passive and malleable creature, a product uniquely of its environment (Durkin, 1988). Once more a balanced approach, taking into consideration both the innate characteristics of the individual and the socio-environmental influences to which s/he is exposed, should be adopted.

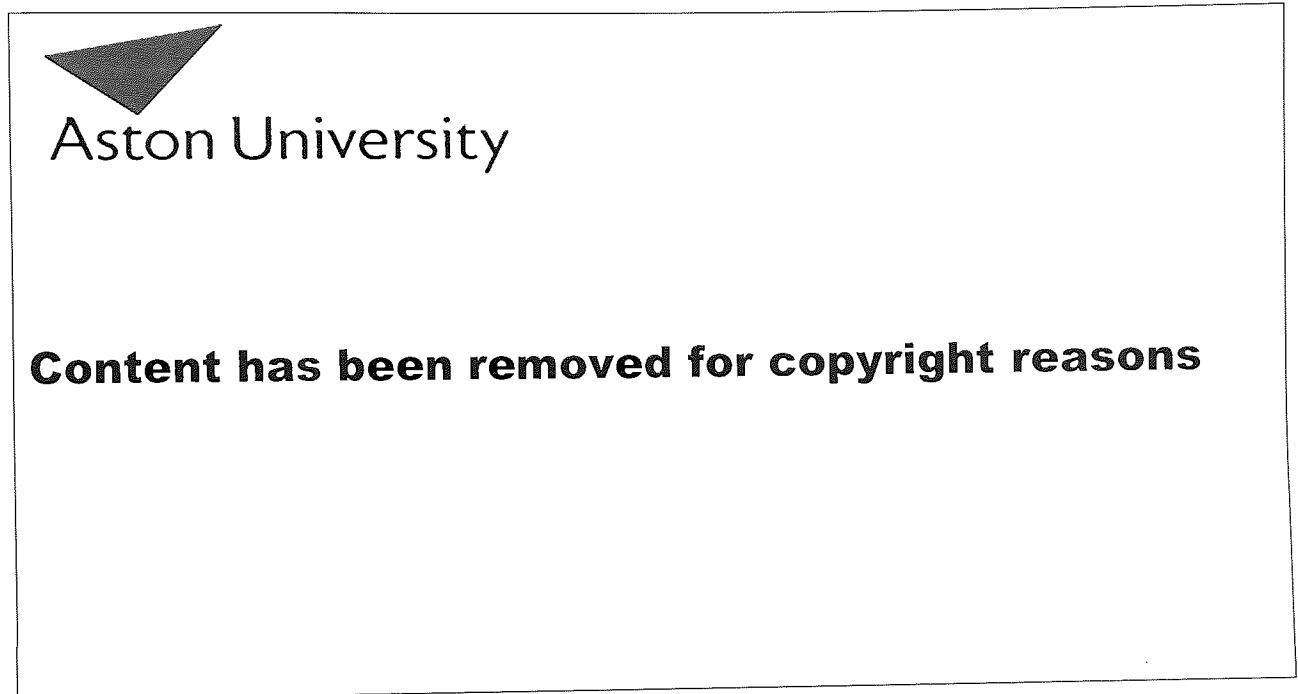
2.1.3. Needs: their classification and relative importance

The psychosocial needs are more difficult to identify and measure than the biological needs and have led to much disagreement amongst theorists about how to classify them. Thomas (1923) identified four basic social motives or desires: security, recognition, response and new experience, whilst Murray (1938) listed twenty eight, including acquisition, achievement and affiliation.

One classification of human needs, subscribed to by many psychologists was developed by Maslow (1943, 1970). His vision of basic human needs is a

hierarchical one, incorporating both biological and psychosocial needs, and is often represented diagrammatically by a pyramidal structure (see figure 2.1 below).

Figure 2.1 Maslow's hierarchy of basic human needs.



Maslow writes:

Human needs arrange themselves in hierarchies of pre-potency. That is to say, the appearance of one need usually rests on the prior satisfaction of another more pre-potent need.
(Maslow, 1943: 370)

The most pre-potent of the five basic human needs, according to Maslow, are the physiological needs. These primary physiological needs include the need for food, water, heat and other physical necessities required by the organisms of the human body in order to function correctly. Clearly if a man is starving to death, his physical need of food will take precedence over any other potential secondary need, such as the need for security and

affection, recognition and self fulfilment. According to Maslow, each need has to be met adequately, although not necessarily entirely, before a new need, of lesser importance, emerges.

2.1.4. The role of the socio-cultural context

Maslow's hierarchy of needs has been criticised as not being universally appropriate. It has been suggested that individuals living in highly sophisticated post-industrial societies rarely experience physiological needs and that therefore the theory is inappropriate to this particular context (Kelly, 1994).

Socio-cultural context is also held accountable by Hilgard (1967) for the contention surrounding the number and definition of different psychosocial needs. Hilgard suggests that the great variety of psychosocial needs and the difficulty researchers experience in achieving a universal classification may reflect the culture-specific or even sub-culture-specific nature of these needs.

If the manifestation of psychosocial needs varies from culture to culture, this may indicate that the expression of psychosocial needs is not instinctive, as is the expression of biological needs, but learned through interaction with the social environment.

The unconscious guidance of children towards the goals, values, needs and behaviour which their specific society deems appropriate is called *socialisation* (Davidoff, 1987). Differences between the behaviour of human beings from different cultures or sub-cultures are largely attributable to socialisation. Culture does not directly affect behaviour (Cooley, 1922), but specific cultural and social values may be transmitted through members of

that society with whom the child is closely involved, usually initially through parents. Whittaker writes:

...many of our values, attitudes, and goals are acquired as a direct result of socialization within a particular family.
(Whittaker, 1976: 189)

Regarding socialisation as a process by which the child is moulded to fit into the society to which s/he belongs has been questioned by Schaffer (1984) amongst others. As a result of such debate and discussion and a wealth of research conducted mainly in the 1970's (Schaffer, 1977), more recent socio-psychological theories view socialisation as an interactive process rather than a unidirectional one. Schaffer (1984) devised the mutuality model, in which the child is represented as an active participant in his/her own social development, and stresses that social development is negotiated through mutual adult/child exploration and stimulation, thus introducing a multi-directional aspect to the theory.

Attributing primary importance to social structures and systems in the influencing of individual reasoning and action, without taking into consideration the developmental contexts of human behaviour is uncertain ground for the social psychologist to tread. Likewise, for the developmental psychologist who fails to consider the social context of the individual.

Durkin states that:

...it is misleading to imagine we can study the child apart from its social context and...an oversimplification to imagine that the child is simply an unwitting product of its environment...human development is a social achievement in terms of both content and process. To investigate it fruitfully, we need to draw on both developmental and social perspectives.
(Durkin, 1988: 40)

Having examined a selection of definitions of motivation from psychological and socio-psychological literature, we have identified the essential components of the internal process of motivation (the setting of goals, the experiencing of motives or needs) and the observable features of motivated behaviour (choice, persistence and vigour of activity). The influential role played by socio-cultural context in the emergence and nurturing of specific behaviour has also been noted. These concepts will now be explored further with specific reference to FLL motivation.

2.2. Motivation and foreign language learning

The concept of motivation within the foreign language learning (FLL) context has frequently been approached from a social-psychological perspective (Gardner and Lambert, 1959, 1972; Schumann, 1978; Dulay, Burt and Krashen, 1982; Ely, 1986a; Beebe, 1988; Skehan, 1989). However, the resulting standard Applied Linguistics view of FLL motivation, largely dependant on a dichotomic vision of motivation as either integrative or instrumental, has been criticised as over simplistic and highly ambiguous (Clément and Kruidenier, 1983; McDonough, 1986; Crookes and Schmidt, 1991).

2.2.1. The instrumental/integrative dichotomy

The traditional vision of FLL motivation is epitomised in the Longman dictionary of applied linguistics which defines motivation as:

the factors that determine a person's desire to do something. In SECOND-LANGUAGE and FOREIGN-LANGUAGE learning, learning may be affected differently by different types of motivation. Two types of motivation are sometimes distinguished:

a) **instrumental motivation:** wanting to learn a language because it will be useful for certain "instrumental" goals, such as getting a job, reading a foreign newspaper, passing an examination.

b) **integrative motivation**: wanting to learn a language in order to communicate with people from another culture who speak it. (Richards, Platt and Weber, 1985)

These two different sorts of motivation, or orientations, were originally identified and defined by Gardner and Lambert (Gardner and Lambert, 1959), whose research deals primarily with the linking of attitudes, motivation and achievement. Beginning in the 1950s and continuing to the present, Gardner and Lambert, together with their associates, have produced the most influential work on FLL motivation, (Gardner and Lambert, 1972; Gardner and Smythe, 1979; Glikzman, Gardner and Smythe, 1982; Gardner, Lalonde and Moorcroft, 1985; Gardner, Moorcroft and Metford, 1989; Gardner and MacIntyre, 1991).

For over twenty years, research has revolved around the integrative/instrumental dichotomy, concern focusing on the comparative strength of these two different types of motivation. Gardner and Lambert developed their original integrative motivation construct from Mowrer's (1950) theory of successful first language acquisition. Mowrer believed that a child's success in acquiring his/her first language was attributable to his/her quest for identity, initially amongst family members and later with members of his/her speech community (Larsen-Freeman and Long, 1991). In their initial studies, in Canada and the U.S.A., Gardner and Lambert found that integratively motivated students, wishing to identify with the target language group, were likely to be more successful than instrumentally motivated students. Spolsky too, in a study involving several hundred international students in the United States, found that the students' wish to identify with English speakers, defined as integrative orientation, significantly correlated with their English proficiency. These findings led Spolsky to posit that:

learning a second language is a key to possible membership of a secondary society: the desire to join that group is a major factor in learning. (Spolsky, 1969: 282)

However, these initial results were later contradicted by Gardner and Santos' 1970 study of senior high school students of English in the Philippines. Lukmani's study of students of English in India (Lukmani, 1972) found that instrumental motivation correlated best with success too. Gardner and Lambert also found that the English language proficiency of French-speaking children in Maine, attending American high school, was instrumentally motivated. Gardner and Lambert therefore amended their original hypothesis which posited the superior strength of integrative as opposed to instrumental orientation concerning FLL achievement:

It seems that in settings where there is an urgency about mastering a second language - as in the Philippines and in North America for members of linguistic minority groups - the instrumental approach to language study is extremely effective. (Gardner and Lambert, 1972: 141)

Since Gardner and Lambert's original work, many other studies concerning motivation and foreign or second language learning have been conducted and their findings published (Burstall, 1970, 1978; Laine, 1981; Muchnik and Wolfe, 1982; Genesee, Rogers and Holobow, 1983; Bogaards, 1984; Dörnyei, 1990; Svanes, 1987; Ramage, 1990; Chambers, 1993, 1994). The relative importance of integrative/instrumental motivation has been discussed extensively by all parties with varying conclusions. Findings from a more recent study carried out by Gardner and MacIntyre "demonstrated that both integrative motivation and instrumental motivation facilitated learning." (Gardner and MacIntyre, 1991: 57). Students manifesting higher levels of either sort of orientation spent more time thinking about correct answers than their lesser motivated colleagues, suggesting that "both elements have an energizing effect." (Ibid.).

Such conflicting findings brought into question the appropriateness of the instrumental/integrative dichotomy as the only solution to patterns of motivation and encouraged researchers involved in the construction of a theoretical framework for FLL motivation to look to new areas and to raise different questions.

The role played by context in FLL has been discussed (Clément and Kruidenier, 1983; Gardner, 1985; Brown, 1987). Given that Gardner and Lambert were initially working in a Canadian bilingual context, it might be hypothesised that the predominance of the integrative/affective association recorded in this context is context-specific. In Gardner and Santos' 1970 study and Lukmani's 1972 study however, the context was quite different. Littlewood (1987) points out that in cases where English is being learnt as an international language, rather than as a language with a distinct group of native speakers in mind, learners would not be expected to hold attitudes towards the target language community and culture. This could account for the better correlation between achievement and instrumental orientation as opposed to integrative orientation recorded in the Indian and Filipino contexts.

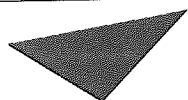
Not taking into consideration the influence of context upon the foreign language learner may lead to the drawing of inappropriate conclusions. In order to survey the full picture of FLL, the context in which the learning is taking place must be taken into account.

A further complication inherent to the integrative/instrumental dichotomy is the confusion of one sort of orientation with another. Ely (1986b) suggests that differentiating between integrative and instrumental motivation, as defined by Gardner and Lambert, is not always a simple task, students often showing characteristics from both groups. Gardner and

MacIntyre (1991) also point to the positive correlation between both types of orientation and their association in factor analytic studies. Such an intertwining of instrumentality and integrativeness presents conceptual problems for an orientationally focused approach.

Dörnyei attempted to overcome this problem by suggesting that instrumentality and integrativeness are "broad tendencies or subsystems rather than straight forward universals, comprising context-specific clusters of loosely related components" (Dörnyei, 1990: 70).

Figure 2.2 Schematic representation of the conceptualised construct of motivation in FLL. (Dörnyei, 1990: 68)



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However, the simplistic dichotomy is still adhered to, regarding motivation from the same fundamental viewpoint. Furthermore, the instrumental motivational subsystem in the model (see figure 2.2 above) is not developed, but referred to as a fairly homogenous set of motives relating to the individual's future career striving, in spite of the fact that this

subsystem "accounts for a large proportion of variance in FLL motivation" (Dörnyei, 1990: 65). Although Dörnyei's model presents us with a tangible construct, it illustrates how the dichotomic view of motivation fails to incorporate the many factors which make FLL such a complex issue, by tending to oversimplify the concepts.

Given the complex nature of motivation, composed of a number of distinct concepts, the simplistic dichotomous vision of motivation as either integrative or instrumental must be brought into question. Furthermore, the role played by context in influencing the relative strength of the orientations has not been adequately accounted for, thus calling into question the theoretical significance (Gardner and MacIntyre, 1991) of data obtained from orientationally focused studies. Clément and Kruidenier, (1983) suggest that although certain orientations may be common to a wide variety of situations, major variations may occur as a result of "...the interaction of structural factors defining the learning situation." (Clément and Kruidenier, 1983: 288), such as the relative status of learner and target group and the availability of or familiarity with the latter (Ibid.). Perhaps it is not the motivational orientation, be it instrumental or integrative, which is important, but rather its strength and the context within which this driving force developed. Gardner and MacIntyre make this useful distinction between orientation and motivation: "Orientations refer to reasons for studying a second language, while motivation refers to the directed, reinforcing effort to learn the language" (Gardner and MacIntyre, 1991: 58). Gardner and MacIntyre have criticised some studies (for example, Chihara and Oller, 1978; Lukmani, 1972; Oller, Baca and Vigil, 1977, Oller, Hudson and Liu, 1977) for placing too much emphasis on orientation, maintaining that "...orientations may not relate to achievement while motivations do." (Gardner and MacIntyre, 1991: 69).

... It has been shown repeatedly that it is not so much the orientation that promotes the student's achievement but rather the motivation. If an integrative or instrumental orientation is not linked with heightened motivation to learn the second language, it is difficult to see how either could promote efficiency.
(Gardner and MacIntyre, 1991: 58).

Clément and Kruidenier, (1983) suggest that the contradictory results obtained from various studies of orientations in FLL may be due to insufficient examination and consideration of two factors:

- 1) ambiguities in the definition of instrumental and integrative orientation,
- 2) the influence of the milieu on the acquisition process.

These two areas need to be investigated further, calling into question the appropriateness of the traditional dichotomous approach and according greater significance to the FLL context. The supremacy of one type of orientation over another has been found to vary depending upon the sociolinguistic context in which the language learner is immersed. Gardner wrote:

Too many educators and researchers view second language acquisition as a single phenomenon without recognizing the importance of the context in which the acquisition takes place...contexts are different, and thus different variables can come into play. The important point is that considerable attention must be directed towards the contexts in which language proficiency is developed...
(Gardner, 1985: 4).

Universal concepts which do not take into account the role of context may be too simplistic (Gardner, 1988). Different situations produce, not surprisingly, different motivations for FLL. Comparison and contrast between two contexts might help to clarify the relative significance of the

instrumental/integrative dichotomy in FLL by viewing motivation from a contextually focused standpoint.

In the following section we present a theoretical framework, whose prime concerns are to redefine the concept of motivation, differentiating clearly between its individual components, and to identify ways in which the socio-cultural context may affect the individual learner's FLL orientation, attitudes and motivation.

2.3. Conceptualising FLL motivation

Having analysed motivation from a psychological perspective and considered the inadequacies of the traditional dichotomic vision of FLL motivation, let us now re-examine the concept of motivation with specific reference to the FLL situation.

As in the early psychological research into motivation, foreign language teachers tend to assess student motivation by observing student behaviour, that is to say they:

...would describe a student as motivated if he or she becomes productively engaged in learning tasks, and sustains that engagement without the need for continual encouragement or direction.
(Crookes and Schmidt, 1991: 480)

McDonough writes:

...some inexperienced teachers may confuse the generating of enthusiasm, undoubtedly an important motivational element, with the whole task of motivating the students to undertake and persevere with work.
(McDonough, 1986: 148)

Examining only the salient components of motivation and failing to consider the motivational process as a whole are common criticisms of FLL motivation research (Brown, 1987; Crookes and Schmidt, 1991). Researchers usually concentrate on certain key motivational concepts, but neither define them adequately nor examine the relationship between them.

Harmer defines motivation as:

...some kind of internal drive that encourages somebody to pursue a course of action
(Harmer, 1983: 3).

The energy which an individual is prepared to invest in FLL is the most visible component of motivation, and there is no question that without this essential element, motivation can not be present. However, as Gardner points out:

Effort alone does not signify motivation. The motivated individual expends effort toward the goal, but the individual expending effort is not necessarily motivated.
(Gardner, 1985:10).

Dulay, Burt and Krashen also define motivation in terms other than effort, introducing the concepts of desire and need:

Motivation in L2 acquisition may be thought of as the incentive, the need, or the desire that the learner feels to learn the second language.
(Dulay, Burt and Krashen, 1982: 47)

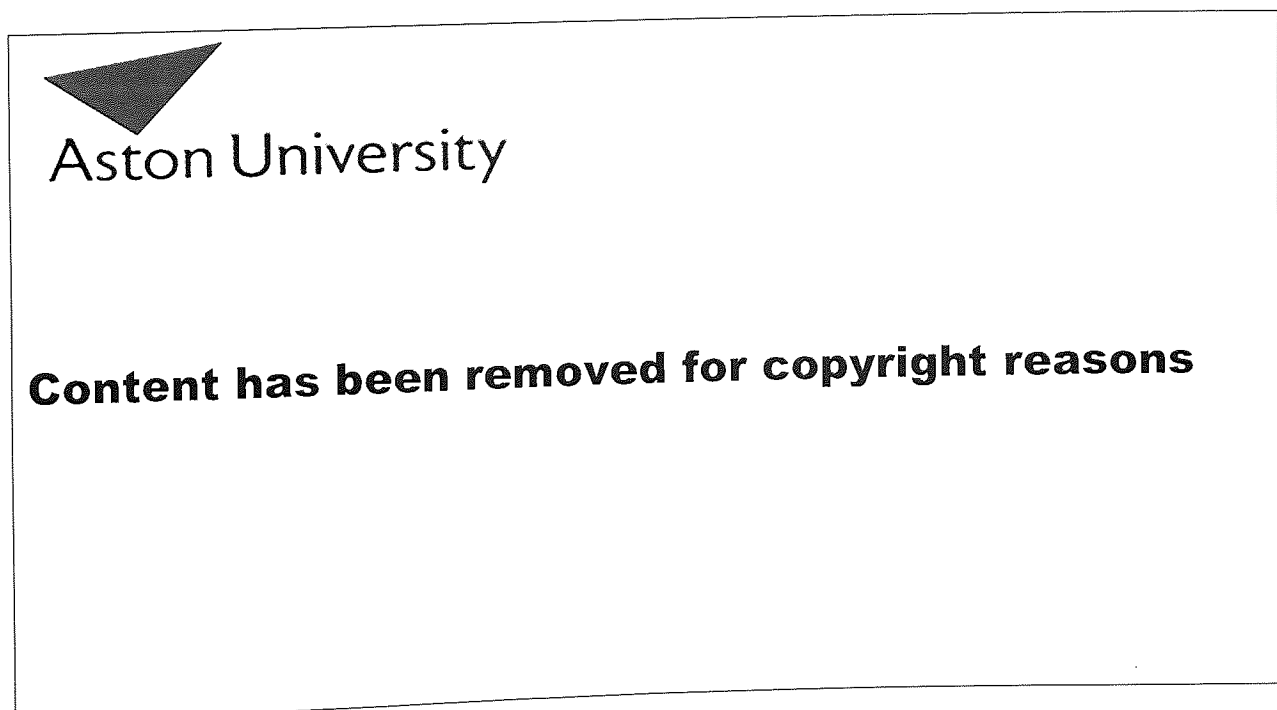
Genesee et al (1983) identify three FLL motivational components: effort, desire and attitudes. However, just as effort alone does not constitute motivation, Gardner maintains that desire and/or favourable attitudes towards FLL are also insufficient in themselves. Gardner proposes that it is

only when all three concepts are linked to a fourth: goal, that motivation is present.

When the desire to achieve the goal and favourable attitudes toward the goal are linked with the effort or the drive, then we have a motivated organism. (Gardner, 1985: 11).

The concepts attitudes and orientation, closely associated with FLL motivation, have also frequently been confused by researchers. Gardner and Lambert linked attitudes and motivation in their original research (Gardner and Lambert, 1959) and continued to maintain throughout their entire research collaboration that motivation and attitudes are inextricably bound together. In his socio-educational model (Gardner, 1985), one of the four major individual differences variables identified by Gardner is motivation/attitude, characterised by effort, desire and affect (see figure 2.3, below). Once more, this leads to a confusion of "concepts which have similarity and overlap" (Baker, 1992: 39), but which nevertheless are distinct concepts.

Figure 2.3 Gardner's socio-educational model (adapted from Gardner, 1985 by Baker, 1992: 39)



The term *orientation* was redefined by Gardner and MacIntyre in 1991 to describe the motive, be it integrative or instrumental, which directs motivational force, thus distinguishing between motivation, the effort to learn the language and orientation, the reasons for studying the language. Orientation and motivation have, however, subsequently been used interchangeably by various researchers.

Gardner and Lambert point to the conceptual problems of focusing research on orientation rather than on motivation. Integrative and instrumental orientation have often correlated positively with one another, integratively orientated learners often also recognising the instrumental benefits of FLL. Gardner, Smythe and Lalonde (1984) found that integrativeness and instrumentality contributed to the same dimension during factor analysis. Dörnyei too found instrumentality and integrativeness to overlap and also identified a further *reason* for studying foreign languages as a *need for achievement*. Given that the orientation state refers to both the needs and goals of the individual and that different needs and goals may be simultaneously experienced, the individual's orientation state will reflect his/her various motives. Spolsky pointed to the multi-orientational nature of FLL, stating that:

A language may be learned for any one or any collection of practical reasons.
(Spolsky, 1989: 160)

As Gardner and Lambert's work provided the basis upon which much of the ensuing research was focused, many studies have continued to associate attitudes with orientation and motivation, omitting to define and distinguish between these three concepts and thus to investigate their relationship fully.

Ellis (1985) observes that there has been no general consensus on the definition of motivation and attitudes and their relationship with one another.

Motivation has consequently been used as:
a general cover term-a dustbin-to include a
number of possibly distinct concepts, each of
which may have different origins and different
effects...
(McDonough, 1986: 149)

Brown too criticises the misuse of the term motivation as a:

...catch-all term for explaining the success or
failure of virtually any complex task...gloss[ing]
over a detailed understanding of exactly what
motivation is and what the subcomponents of
motivation are.
(Brown, 1987: 114)

The reading indicates that the whole process of motivation has been poorly defined, researchers content to group its different components together without attempting to describe how they interrelate. It is our view that the concepts of attitudes, orientation, desire, needs, goal and drive in FLL need to be disentangled and redefined if we are to understand the extremely complex concept of motivation fully.

2.3.1. The motivation process

In this section, we investigate the motivation process, identifying and defining each distinct component and examining how the different elements of the process interrelate.

In order to be motivated one has to have a motive. Motives are considerations or emotions which lead to an incitement of the will, thus exciting to action (Schwarz et al., 1990). In order to develop this "inner drive or stimulus" (Brown, 1987: 115) leading to the expending of energy and

effort, one must initially experience a *need*, or needs. Needs act as a catalyst in the motivation process. Once a need has been experienced, the satisfaction of that need may be sought through the setting of a specific goal, the attainment of which may be desired and actively sought.

Although activity is the most visible sign of motivation, it is the end product, the final stage, of the motivation process. We shall therefore begin our investigation of the process of motivation by examining the source of the energising, the stimulator(s) of behaviour.

Leaning on psychological research, we first borrow Maslow's concept of needs (Maslow, 1943) and examine how basic human needs may be relevant to FLL.

2.3.1.1. Needs

Maslow's hierarchy of needs, as discussed earlier (see figure 2.1, page 28), is a convenient framework upon which to base any model involving human motivation. The "...functions, effects, purposes, or goals of the behaviour..." are "...the most suitable point for centering in any motivation theory." (Maslow, 1943: 392).

Quite obviously, not all of the needs mentioned in Maslow's hierarchy (physiological, safety, belonging and love, esteem and self-actualisation needs) are of direct relevance to the foreign language learners within the two precise contexts under investigation in this study. However, different needs may emerge in different contexts.

Physiological needs might be experienced by the hungry foreign language learner in the target language country who is intensely motivated to speak, due to his/her basic need to acquire food. However, it is highly

unlikely that adolescent foreign language learners living in Mulhouse and Walsall would be required to exercise their foreign language skills in order to satisfy basic physiological needs. These needs would be more appropriate to the second language learning (SLL) context of say the immigrant learning the host country's language in order to survive in the new environment. McDonough criticises the needs-based drive theory, based on the major homeostatic needs of air, water, food and constant body temperature, arguing that "this kind of drive theory is not particularly useful in analysing complex human learning problems", homeostatic needs being irrelevant to the well defined aims and objectives of human learners (McDonough, 1986: 150). In a formal learning environment, such as a school situation, this is undoubtedly true. Nevertheless, not all learning environments are formal and there are many examples throughout the world, of humans for whom homeostatic needs and learning goals are not unconnected.

The need for safety, however, could be appropriate to the FLL classroom situation. This would not be safety from such physical dangers as disease, violence or pain, but rather psychological safety. The need for security may be expressed by the preference for a "predictable, orderly world" (Maslow, 1943: 377) where justice and consistency reign. Children especially seem to prefer a structured, reliable environment.

Confronting the average child with new, unfamiliar, strange, unmanageable stimuli or situations will too frequently elicit the danger or terror reaction...
(Maslow, 1943: 378)

FLL may seem new, unfamiliar, strange, and to some children, unmanageable. The insecure learner, who lacks confidence may perceive FLL as a threat. Referring to a 1981 study of Finnish school children learning English as a foreign language, Laine writes:

Measures of anxiety and variables of the "ethnocentric syndrome" (ethnocentrism, authoritarianism, anomie, machiavellianism) were construed as negative motives in the learning situation, indicative of the subjects' safety needs. (Laine, 1981: 305)

Love and belonging needs may also be appropriate to the FLL situation. Maslow writes that the individual who experiences love, affection and belonging needs:

...will hunger for affectionate relations with people in general, namely, for a place in his group, and he will strive with great intensity to achieve this goal. (Maslow, 1943: 381)

These needs may be associated with the concept of integrative orientation, defined by Lambert as "a sincere and personal interest in the people and culture represented by the other language group" (Lambert, 1974: 98). Within a bilingual context, where the target language (TL) community is present, such as was the case in many of Gardner and Lambert's studies, learners may experience a need to integrate or participate in that community.

Even when the TL population is not present in the immediate environment, the need to identify with the TL group through the target language may be experienced by the learner who is dissatisfied in some way with his/her own culture. The individual who is not strongly attached to his/her social group may experience feelings of social uncertainty. This could result in a conflict of identity leading to alienation (Richards et al., 1985), an affective FLL variable known as anomie, originally identified by Durkheim (1897) and frequently referred to by Lambert (1967).

Esteem is ranked fourth by Maslow in his hierarchy of basic human needs. However, esteem may be particularly appropriate to the FLL context of the adolescent with which this study is concerned. Therefore, we believe that the need for esteem warrants closer examination than the other categories of need. Adolescent learners attach considerable importance to esteem.

The Collins dictionary defines *esteem* as: "respect, high regard, good opinion", supplying the essence of esteem. The many and varied interpretations to be found in psychological literature refer almost exclusively to *self-esteem*. Coopersmith (1981) defines it as the "personal judgement of worthiness that is expressed in the attitudes the individual holds toward himself". According to Fenichel "Self-esteem is the degree to which an individual feels that he is fulfilling all his desires." (Campbell, 1984: 5). Other descriptions of self-esteem include: the "sentiment of being an object of primary value in a world of meaning", a "basic sentiment of self value", the "individual feels worthwhile" (Ibid.). A common characteristic shared by all these definitions would appear to be a *sense of personal worth*. Yet esteem is not only viewed as a valuable commodity from a personal standpoint.

Maslow, in the formulation of his *hierarchy of basic human needs* (1970), takes on board this broader interpretation of esteem by neatly dividing the concept into two distinct needs: the need for *self-esteem* and the need for the *esteem of others*. The former encompasses the "desire for strength, for achievement, for adequacy, for mastery and competence, for confidence in the face of the world, and for independence and freedom" (Maslow, 1970: 45). The latter encapsulates a need "for reputation or prestige, ...status, fame and glory, dominance, recognition, attention, importance, dignity or appreciation", (Ibid.).

Relating the concept of esteem to foreign language learners; if foreign language learning in general or the learning of a particular language carries status within society, the activity of language learning may be viewed as a possible source of esteem and means of securing the esteem of others. That is to say if FLL is accorded high status by society, a desire to learn in order to gain the esteem of others and increase one's own self esteem may be generated. An augmentation in self esteem is a pleasurable and therefore a desirable experience. It therefore follows that children may be motivated to learn a foreign language as a result of a basic need for the esteem of others, which may in turn increase the child's personal self worth. Consequently, self esteem increases with success in FLL, provided that the environment in which the language learning is taking place awards status to the foreign language or languages in question.

Within a FLL school context, esteem may be gained from the teacher, in the form of praise and encouragement, or from the peer group who may satisfy:

...the desire for reputation or prestige (defining it as respect or esteem from other people),
recognition, attention, importance or appreciation.
(Maslow, 1943: 382)

Peer group esteem is especially prized by adolescents (Harmer, 1983). Consequently, the pressure to conform to the norms of the peer group in order to secure the esteem of other group members is great. The individual's FLL motivation may be influenced, positively or negatively, by peer group pressure, depending upon the status accorded to foreign language proficiency by the group. The value attached to FLL may be decided by the peer group on the basis of information available within their contextual setting.

Within the home environment, parental esteem may influence a child's FLL motivation (Porcher, 1983; O'Connell, 1973). Supportive, encouraging parents who value FLL and communicate this to their children may initiate the motivational process by indicating a route leading to the attainment of esteem via FLL. The possibility of satisfying the need for parental esteem through FLL may be sufficient to motivate certain individuals.

Esteem for FLL by society generally also plays a role in FLL motivation. A society which values FLL may communicate its importance through the status accorded to FLL within the education system, the references to foreign languages and cultures within the mass media and FLL employment requirements, as well as through the individual persons living within that society, such as parents and teachers.

Returning to Dörnyei's integrative motivation subsystem (see figure 2.2, page 35), several questions spring to mind. Why should the individual be interested in foreign languages, cultures and people? Why should he/she have a desire to broaden his/her views and avoid provincialism and why should he/she seek new stimuli and challenges? Perhaps some of the answers may be linked with the concept of need for self esteem and the esteem of others. This is especially relevant when considering young adolescents, who often have a heightened need for the esteem of their peers (Harmer, 1983).

The two concepts of *esteem* and *others* may combine to form a third variety of esteem, the esteem in which others are held by the individual. Having high regard for others, may motivate the foreign language learner in a different way. Emotive feelings such as admiration may evoke desire. Should the foreign language learner experience emotions of appreciation or respect concerning a person or persons associated with the foreign

language, either because these persons speak the foreign language or are in some way connected with the foreign language culture, desire to learn that language may be kindled or reinforced. The idolising of popular music artists and movie stars is a common phenomena amongst adolescents. Given that many of these stars are from English speaking countries, a positive association between the person and the language spoken or sung by that person may occur, which may in turn influence attitudes towards the learning of English as a foreign language.

Having defined *esteem*, distinguishing between its three different varieties: *self-esteem* and esteem directed towards and emanating from others, its significance in relation to the fundamental human needs, as defined by Maslow, can now be considered. Maslow placed esteem in fourth position in his hierarchy of human needs, but why should it figure in this classification at all? What are the implications of *esteem* which persuaded Maslow to consider it to be one of the basic human needs and what is the significance of its fourth position?

The need for esteem, according to Maslow, does not manifest itself until the physiological, safety and belonging and love needs have been at least partially satisfied. Hence the ranking of esteem in fourth position. By *partially*, it is advanced by Maslow that most normal human beings rarely experience total basic needs satisfaction and that therefore a more realistic vision of the needs hierarchy would be to view it in terms of decreasing percentages of satisfaction. Assigning arbitrary percentages to each need in order to illustrate this, Maslow apportions the average person with the following rates of need satisfaction:

Self actualisation needs	10%
Esteem needs	40%
Belonging and love needs	50%
Safety needs	70%
physiological needs	85%

(Maslow, 1970: 54)

Thus, most people are only partially satisfied in all their basic needs and do not experience total need satisfaction.

It is unlikely that a person who is experiencing difficulties in satisfying his/her primary needs to an adequate level, would be conscious of more advanced needs. Thus, if FLL is only viewed as a purely academic activity, falling into the self actualisation needs category, those learners whose more basic needs are insufficiently met, will probably experience low levels of FLL motivation. Even those pupils who do experience self actualisation needs may not necessarily take the FLL path in order to fulfil this need. Although, as previously discussed, self actualisation is a sophisticated need and may lead to the development of sophisticated FLL skills, Maslow only accords it a 10% satisfaction rate for the average person, which would indicate low priority.

If, on the other hand, FLL is viewed by society in general as a prestigious pursuit, the esteem need may be activated. Esteem needs are accorded a 40% rate of satisfaction for the average person and would therefore presumably concern a greater number of people to a greater degree.

As one ascends the hierarchy of needs, the corresponding average rates of satisfaction decrease (see page 49). This suggests that when FLL is associated with a specific need, the relative importance of that need to the individual may determine the level of FLL motivation manifested. That is to say, the degree or strength of motivation experienced by the foreign language learner may be dependent upon the rate of satisfaction of the associated need.

This still leaves the question concerning the role played by esteem as one of the fundamental human needs unanswered. As can be deduced from the hierarchy, without satisfaction of the esteem need, self actualisation, the ultimate need, in Maslow's ranking, involving the realisation of individual potential, cannot take place. Perhaps reference to Coopersmith would shed some light upon the implications of high/low esteem in an individual. Coopersmith (1981), whilst acknowledging the existence of middle men, distinguishes between individuals of low self-esteem and those of high self-esteem. He maintains that typically low self-esteem individuals are subject to pessimism, anticipate failure, set themselves low standards and aspire to vague hopes and wishful thinking and usually suffer from high anxiety. High self-esteem individuals, on the other hand, display confidence in their capacities and abilities, typically committing themselves to high standards, striving to meet their expectations and tending to manifest low anxiety. From his empirical findings Coopersmith identified three major determinants of self-esteem, all of which are established during childhood:

- 1. Acceptance of the child by the parents, that is to say concerned attentive parents.
- 2. Limits enforced by the parents, which serve the purpose of giving structure to the child's world.
- 3. Respect, that is to say the parents permit relatively great freedom within the established structures.

All three determinants of self esteem underline the importance of the family environment. Coopersmith asserts that child-rearing practices have a general relationship with the formation of self-esteem. The establishment of standards and values, initially by the family and subsequently by the school and peer groups, allows the individual to weigh his success or failure according to such values. By comparing his actual performance and capacities with his personal standards and aspirations the individual engages in the process of self-judgement. An absence or limited presence of

standards and values may lead to ambiguity and uncertainty rendering success or failure difficult to judge. The role of the family initially, and various environmental forces subsequently, play major roles in the satisfaction of human needs. Such influential powers must be taken into consideration when examining the question of FLL motivation, as they appear to be of paramount importance.

Although most individuals within the same society usually strive to achieve the same universal goals given their shared socio-cultural context, differences in levels of self-esteem can affect personal expectations. High self-esteem tends to lead to the setting of higher more ambitious targets as these individuals expect more of themselves, whilst low self-esteem often results in the setting of lower standards and a lack of commitment on behalf of the individual concerned who fails to believe in his ability to achieve.

The need for self-actualisation:

...the desire for self-fulfilment...the desire to become more and more what one is, to become everything that one is capable of becoming.
(Maslow, 1943: 382)

may be relevant, within the FLL situation, to the person who discovers that s/he has an aptitude for FLL, and who feels that FLL is his/her forte and that therefore s/he must pursue it. That is to say, the child may feel the need to do the best that s/he can, to exploit all his/her potential. Lennon writes:

Some advanced learners have an interest in improving their English proficiency *per se*. They regard it as a skill, an accomplishment of which they may be proud, which is an extension of their personality and is self-actualising for them.
(Lennon, 1993: 42)

The needs for esteem and for self actualisation may emerge to a greater extent, as pupils nearing the end of compulsory schooling consider future employment. Employment may help the individual to gain the esteem of his/her parents, friends and society in general, which may have repercussions for self esteem and self actualisation.

Satisfaction of the self-esteem need leads to feelings of self-confidence, worth, strength, capability and adequacy of being useful and necessary in the world.
(Maslow, 1943: 382)

Such feelings may be associated with FLL if the foreign language learner perceives a need for foreign language skills in the employment market. In a context where value is placed on FLL, an instrumental orientation based on the need for esteem may develop. A job which is materially rewarding and/or intellectually stimulating may be accorded high status within a society where these commodities are valued. If foreign language proficiency is associated with jobs of high status, learners may associate esteem need fulfillment with FLL.

It should not be assumed that one need automatically excludes another.

Maslow writes:

...most behavior is multi-motivated. Within the sphere of motivational determinants any behavior tends to be determined by several of all the basic needs simultaneously rather than by any one of them.
(Maslow, 1943: 390)

Past research has established that motives and attitudes in FLL are often a mixture of integratively and instrumentally orientated needs and goals (Muchnik and Wolfe, 1982; Ramage, 1990; Gardner and MacIntyre, 1991). Dörnyei (1990) not only confirmed that both integrativeness and instrumentality contribute to motivation in FLL, but also identified a third

component, the need for achievement. The composite nature of motivation and attitudes in FLL would appear to indicate that different needs are simultaneously experienced by the foreign language learner. Thus, any given individual may have his/her own complex pattern of needs, tailored to his/her own personal situation. However, individuals who share the same environment may also share certain context-specific needs.

This study moves away from the traditional integrative/instrumental dichotomous vision of FLL motivation. Instead, we choose to focus on the importance of the socio-cultural context in the motivation process, by examining the FLL attitudes, orientations, needs, goals, desire and drive experienced by individuals within two distinct environments.

It is conceivable that any one, or a combination of several, of the basic needs may influence language learning. During the process of first language acquisition, language acts as a medium through which attempts to satisfy all needs are made. The needs experienced by the foreign or second language learner may vary according to a variety of contextual factors. Needs are inherently linked to circumstances and context. For example, a foreign visitor with limited or no command of the language of the host country, would be strongly motivated to speak the host country's language in order to satisfy his/her physiological needs. According to Maslow (Maslow, 1970), human needs should be studied in life situations, within the social environment.

Studies carried out by Gardner and Lambert (1959, 1972) in the Canadian bilingual context found that highly motivated students expressed a wish to integrate with the French-speaking community. Such feelings could be the expression of belonging and love needs, linking the high levels of

motivation to learn French recorded in this context to belonging and love needs.

The setting of goals and targets, discussed previously, is closely linked to self-esteem and determined initially by family upbringing and subsequently by other environmental forces. From Coopersmith's in-depth discussion of the probable foundations and manifestations of low/high esteem, its relative importance to the well-being of the individual can be greatly appreciated. In answer to the question as to why esteem figures in Maslow's hierarchy, it could be said that esteem supplies the individual with a sense of personal worth, thus justifying its position as one of the basic human needs. Concerning the significance of its fourth position in relation to the other basic human needs, esteem would appear to be the key to unlock the ultimate door leading to the land of self-fulfilment, or self-actualisation, that is to say: "... full use of and exploitation of talents, capacities, potentialities, etc." (Maslow, 1970: 150). Without prior satisfaction of the esteem need, the human desire to realise full potential cannot be achieved. Self-actualisation is to some extent dependent upon high self-esteem, which is in turn dependent upon the degree to which the other basic human needs of love and belonging, safety and the physiological needs further down the needs hierarchy are satisfied.

Needs may be the source of motivation and drive or effort, the observable outcome, but how are needs related to drive? And more precisely how do needs shape and influence drive in FLL?

Needs may be of numerous different varieties, simultaneously experienced by the learner, varying in urgency and strength, vying with each other for priority. This competition between needs necessitates a process of selection. The learner cannot possibly satisfy all his/her needs

simultaneously and therefore ranks them in order of importance, just as Maslow classifies needs into a hierarchy. If those needs associated with FLL are not assigned a degree of relative importance by the learner, it is unlikely that they will survive this selection process. Those needs which do take priority, however, influence the learner in the establishing of goals.

2.3.1.2. Goals

Having experienced a need which in some way implicates FLL, the individual may then identify a goal or precise target. Goals are distinct from needs in that they are specific, well defined aims which are recognised by the individual as achievable. For example the learner may experience the need for parental esteem and thus identify securing a good grade for the end of term examination as his/her goal. The goal is both the reason for which the learner wishes to learn the language and the objective towards which s/he is striving.

Words such as objective or target evoke the orientational concepts of instrumentality and integrativeness. An instrumental orientation could, for example, involve the goal of securing a university place or a particular post for which proficiency in a foreign language is a prerequisite. Chambers (1994) found that children learning German in the north of England were very exam-focused, their goal being to get a good GCSE or A-level grade. Whereas the learner who becomes fascinated by the culture and people of another country and sets him/herself the goal of learning the target language in order to acquire a greater understanding of a particular novelist or of a specific aspect of the target society, such as its political system or its music, would exemplify the integratively orientated individual. However, real life is not as clear cut as these theoretical examples.

The precise nature of the goal may vary from learner to learner. Goals, like needs, can be mixed, they can generate different levels of desire and can require different levels of drive. Maslow states that:

The final goal cannot as a rule be attained immediately, but rather in consecutive steps. No activity as a whole is completed when the nearest intermediate result is obtained (top marks in the examination, for instance).
...man sets himself a consecutive series of intermediate aims; once one has been achieved, he moves on to the next one, but retains all along the sense of the general motive which is guiding and directing his actions.
(Maslow, 1970: 16-17)

Within a FLL context, Dörnyei (1990) found that success in attaining different level goals, involving more or less sophisticated language proficiency, was dependant upon different student needs and orientations.

...learners with a high level of instrumental motivation and need for achievement are more likely than others to attain an intermediate level of proficiency in the target language. On the other hand, to get beyond this level, that is, to "really learn" the target language, one has to be integratively motivated.
(Dörnyei, 1990: 70)

According to Dörnyei's model, integrativeness incorporates motives such as "desire for new stimuli and challenges" (see figure 2.2, page 35). Within Maslow's hierarchy of needs this would fall into the "self-actualisation", the most sophisticated category of need. Dörnyei's findings indicate that the goal to acquire more sophisticated language skills, "to really learn the target language" requires integrative motivation.

Individuals can have the same goal, yet different motives, orientations, attitudes and needs. For example, learners may share the aim to learn a particular foreign language, yet their motives, or propulsive forces, may be any one or a combination of sub-goals, such as to be able to read a foreign

paper, to pass an exam, to build esteem, to please parents, to earn a living and so on.

Goals may also differ temporally. A short term goal might be to do well in the end of term foreign language examination. A longer term goal might be to be able to understand lyrics, the written media, films or even to attain near-native competency in the target language. Within the school context, FLL goals are usually short term, more immediate and tangible than vague, long term aspirations.

The setting of self targets involves a recognition of the work required in order to attain such goals and an acceptance of the effort implicated. In other words the individual is drafting a plan of action and thus taking concrete steps towards the realisation of his/her objectives.

2.3.1.3. Desire

The learner is driven towards attaining his/her goal by his/her desire or fear. Desire could be defined as a willingness, an open-mindedness, a positive stance with respect to some activity or object. The positive concept of desire is a familiar motive within the learning context, the negativity of fear may be less acceptable at first sight. However, the motives of desire and fear could be viewed as opposite sides of the same coin, and interpreted in certain contexts as a more acceptable *fear* of failure or *desire* for success in FLL, *fear* of parental admonition or *desire* for praise, *fear* of a loss *in* or *desire* to increase self esteem, *fear* of not securing or *desire* to secure an interesting or well paid job, when the foreign language is perceived as a requirement for employment.

Desire therefore is the positive attraction towards the achievement of a specific goal. In order for desire to develop, the foreign language learner

must firstly become aware of his/her goals and secondly, activate a process of selection, thus identifying a specific goal. The intensity of desire, that is to say the strength of the attraction towards the goal may depend upon the nature of the goal itself and the underlying needs which may be satisfied as a result of goal attainment. If the needs are weak, low priority needs, or the goal is poorly defined and non-specific, the desire may be less intense. However, if the needs are strong, high priority needs and the goal is specific and well defined, the desire may be greater.

Desire to learn a foreign language may be completely absent in certain cases. If the individual does not experience a need relating to FLL s/he will be unable to set him/herself a specific FLL target. Consequently there can be no attraction to a non-existent goal. Such an individual could be described as experiencing zero desire in FLL. In contrast, the individual who associates potential need satisfaction with FLL and identifies a specific goal to this effect, could be said to experience positive desire towards the achievement of that goal. Thus the strength of attraction towards the achievement of a specific goal characterises the intensity of desire.

2.3.1.4. Drive

Experiencing needs and setting oneself a goal may provoke a positive desire to achieve the goal, however, these three elements of the process are insufficient in themselves to warrant the descriptive *a motivated individual*. In order for any concrete, tangible manifestation of motivation to occur, some form of action must be undertaken. This action or effort employed in order to fulfil a desire, attain a target and satisfy a need may be termed drive. Drive, therefore, represents the effort which the individual is willing to expend in order to achieve his/her goal. The stronger the desire to reach the goal, the more effort the learner is likely to employ. In Chambers' 1994 study, pupils claimed that if German were no longer taught at their school

they would probably not bother to learn it. Perhaps these children do not attach sufficient significance to the learning of German in order to make the effort to learn independently.

Motive and aim, that is to say needs and goals, are said to characterise the systematic structure of human *activity* or drive (Leontiev, 1981). Both are prescribed to man by society, and both have a material character. Even when the aim of activity is the satisfaction of natural needs, such as hunger or thirst, the needs have to acquire the form of a concrete object in order to become the propulsive force of an action (Ibid.). Leontiev illustrates this by proposing that the hungry person not only has the desire to eat, but also imagines the food which will satisfy the hunger. However, the projected image, for example, of a loaf of bread, would not exist outside the society of mills, bakeries and bread shops (Ibid.). Transferring the analogy to the FLL situation, a child's incentive to speak a foreign language may be based on the image of the situation in which s/he will speak it. In order for such a vision to exist in the child's mind, the society in which s/he lives must provide not only opportunities for the child to hear the foreign language, but also situations in which s/he will conceivably be able to make use of it.

This final step in the motivation process is, without a doubt, the most difficult to take. Many language learners express desire to master the target language, yet are not prepared to invest the effort. Quite simply, their desire, fuelled by their goals and needs, is not strong enough. Perhaps the pay-off for investing so much time and effort in FLL is neither sufficiently rewarding nor tempting for some individuals within certain contexts, or perhaps the alternative, not being able to speak a foreign language, is neither unsatisfactory nor displeasing.

Maslow writes:

...every drive is related to the state of satisfaction or dissatisfaction of other drives.
(Maslow, 1943: 370)

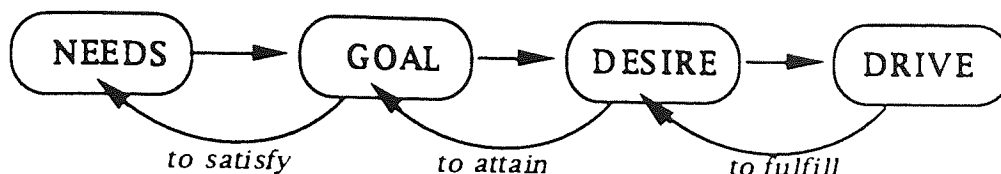
The idea that gratification is as important as deprivation in motivation theory is equally relevant to motivation within the FLL context. The foreign language learner who believes all his/her needs, be they physical or psychological, can be satisfied without recourse to learning another language may experience difficulty in perceiving a reason to learn the target language. Consequently the learner may lack the drive to learn the TL, as need gratification is not associated with FLL, but with some other form(s) of activity. To observe the same situation from the deprivation perspective, an individual who does not experience deprivation of one or more basic needs associated with FLL will not generate a desire to achieve non-existent goals and will consequently feel no urge to expend energy on an activity which appears to be unnecessary. In other words, without need, no goal will be set, no desire will be generated, no effort will be undertaken and the individual will be unmotivated.

Like desire, drive can vary in intensity, from zero to high drive. High drive rests upon the positive desire to achieve a specific goal which, it is believed, may lead to need fulfillment. Maslow postulates that highly motivated behaviour is closely related to the basic physiological, safety, belonging and love, esteem and self actualisation needs. Whereas weakly motivated behaviour may not be so closely related. In other words, the degree of closeness (Maslow, 1943) to the basic human needs determines the intensity of motivation. Therefore, when FLL is intimately linked to basic human needs, FLL motivation is at its most intense.

Separating the motivation process into four distinct concepts helps to clarify four separate stages of the process: the initial emergence of a need or

needs associated with FLL, the setting of a precise goal or target, the desire to achieve that goal and the taking of concrete steps towards the realisation of that aim. This process may be represented diagrammatically as follows:

Figure 2.4 The motivational process



To briefly recapitulate, the motivation process can be viewed as a conglomerate of four distinct concepts, here labelled as: *needs*, *goal*, *desire* and *drive*. All four elements must be present for a person to be truly motivated. In order for the motivation process to be initiated, the learner must experience a need or needs. The first stage in the process therefore is the emergence of needs. The second stage in the process involves the identification of a precise goal towards which the learner is driven by his/her desire, stage three. The strength of attraction towards the goal creates the desire to achieve that goal and may cause the individual to undertake goal-orientated action, referred to as drive in the model, the fourth and final stage, in order to implement the desire.

The degree of motivation experienced by the foreign language learner can be determined by measuring these four components of the motivation process. The level of drive may be assessed according to the amount of effort an individual is prepared to invest in FLL. Desire to learn a foreign language can be quantified by its presence or absence. The specific goals of an individual learner may be evaluated as precise or imprecise, well or ill-defined. Finally, the needs regarding FLL experienced by the learner may be high or low priority needs, varying accordingly in strength.

Therefore, it is the *strength* of the motive, which may be measured in terms of intensity of drive, that is important and not the motive inherently. However, drive alone cannot constitute motivation; there must be some achievable goal or objective, established through the experiencing of needs. All four components (needs, goals, desire and drive) of the process must be present in order for the individual to experience a motivated state.

2.3.2. States of the individual

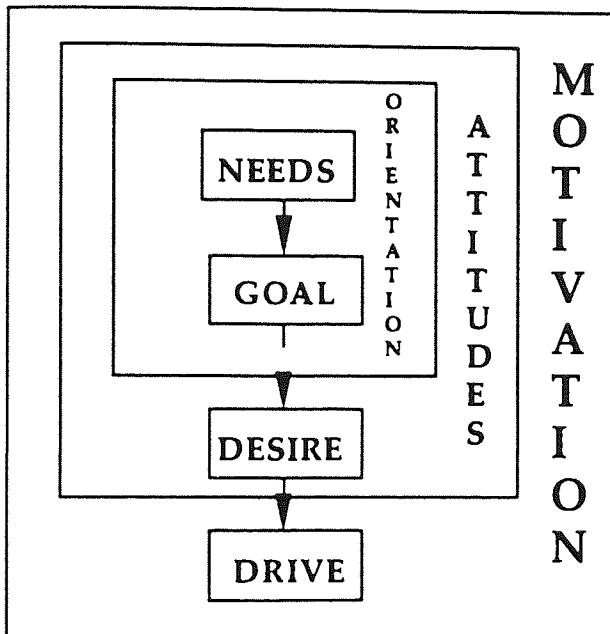
We have just discussed the process involved for the individual to experience a motivational state. The *state* of the individual differs from the *process* in that it encompasses not only the mechanics of the internal process which lead to overt behaviour, but also the affective, experiential state of the organism (Weiner, 1986), involving the individual's feelings and thoughts as well as actions. The process consists of a series of steps, a progression involving a sequence of developments, leading to an observable conclusion; whereas the individual's state represents his/her condition or circumstances at any given time during the process. States both influence and reflect the process.

From the reading we have identified three states of the individual: the orientational state, the attitudinal state and the motivational state. These three concepts have frequently been confused by researchers. In this section, we aim to define these three states and discuss how they relate to each other and to the motivation process.

The states of the individual in relation to the motivation process can best be represented diagrammatically, as in figure 2.5, page 64. The three squares labelled *motivation*, *attitudes* and *orientation*, each represent a state of the individual. The complex associations between these states and their interactive relationship is represented in the model by the positioning of the

squares one inside another. If the squares are considered as permeable entities, the model shows how the individual's orientation in FLL may influence his/her attitudes and similarly, motivational state. In the reverse direction attitudes may affect orientation and motivation, and motivation may reinforce attitudes and orientations.

Figure 2.5 The states of the individual and the motivation process



2.3.2.1. Motivation

The motivational state subsumes the entire motivational process and the two states of attitude and orientation. All the elements together form the so often misunderstood concept of motivation.

Unlike in Gardner's socio-educational model (see figure 2.3, page 40), where effort, desire and affect are grouped together and labelled motivation and attitude, these three distinct concepts are differentiated and defined individually in our model. Effort, or drive, and desire form part of the motivation process, whereas affect is a state of the individual and represented diagrammatically as such.

Although the motivational state encompasses the whole motivational process, we notice that it is the element of drive which distinguishes the motivational from the attitudinal state and both desire and drive components which differentiate it from the orientational state.

Referring once more to Gardner and MacIntyre's statement:

... It has been shown repeatedly that it is not so much the orientation that promotes the student's achievement but rather the motivation. If an integrative or instrumental orientation is not linked with heightened motivation to learn the second language, it is difficult to see how either could promote efficiency.
(Gardner & MacIntyre, 1991: 58).

We may now reinterpret this statement in the light of our model. Without the initial needs and goal elements of the motivational process, desire and drive would not develop. Thus, orientation is an essential component of motivation. However, that which differentiates orientation from motivation is the desire and drive to achieve certain FLL goals and thus satisfy one or more human needs. Therefore what Gardner terms heightened motivation, we would define as strong positive desire and drive. Consequently, we might state that: it is not so much the needs and goals which promote the student's achievement, but rather the desire and drive. If needs and goals are not linked with strong positive desire and drive, it is difficult to see how they could promote efficiency.

Let us now examine the orientational state and explore how it relates to both the motivational process and the individual's states.

2.3.2.2. Orientation

The orientation state is the first square in the series of three and includes the first two components of the motivation process: needs and goals.

The model illustrates that orientation is an important component of motivation, but cannot constitute motivation alone, as it concerns neither drive, the effort undertaken in FLL, nor desire to learn. Orientation concerns the reason, the motive for FLL and therefore, in the model, the orientation state incorporates needs and goals. Needs and goals may shape and direct orientation, but the important motivational elements of desire and drive are not directly concerned with the concept of orientation.

As we have already mentioned, the term orientation was redefined by Gardner and MacIntyre in 1991 to "...refer to the reasons for studying a second language..." (Gardner and MacIntyre, 1991: 58). These reasons, or needs, may be integrative representing "a sincere and personal interest in the people and culture represented by the other language group" (Lambert, 1974:98) or instrumental, concerned with "the practical value and advantages of learning a new language" (Ibid.).

Moving away from this instrumental/integrative dichotomic vision of orientation, we may redefine the orientational state as the individual's personal reasons for learning a foreign language. These reasons may concern the learning of a foreign language for utilitarian purposes, such as to pass an examination or to improve career prospects; they may include a wish to identify with the TL group; but they may also involve a wide range of alternative reasons, some of which, for example *the need for achievement*, have been noted by other researchers (Dörnyei, 1990; McDonough, 1986).

Whatever need the individual experiences and goals s/he sets her/himself, these components of the motivational process are fundamental to his/her orientational state. We therefore note that the orientational state is closely linked to the needs and goal stages of the motivation process.

However, although the motivational process elements of needs and goal are fundamental, they are not the only contributors to the orientational state. This state is also subject to the influential properties of the attitudinal and motivational states. In fact, the relationship between the three states is a multi-directional one. For example, attitudes towards the employment related value of FLL may influence learner orientation. In a socio-cultural context where foreign language skills are considered as an essential requisite for employment, positive attitudes towards FLL associated with an employment related orientation may thrive.

Placing too much emphasis on orientation is to detract from the issue of motivation in its entirety, that is to say the whole motivation process, including the vital desire and drive components.

Of course, needs and goals are linked to desire, the desire to achieve the goal thus satisfying the needs. Desire is an affective concept and as such closely linked to attitudes.

2.3.2.3. Attitudes

In order to better understand the relationship between desire and attitudes we need firstly to define the concept of attitude.

There is a wealth of social psychological literature referring to the concept of attitude, dating from the mid 1950's (Allport, 1954) to the present day (Olson and Zanna, 1993). Researchers investigating FLL attitudes (Chihara and Oller, 1978; Gardner, Smythe and Clément, 1979; Gordon, 1980; Gardner and Smythe, 1981; Hamers, 1984; Cooper, 1985; Department of Education and Science, 1987; Kraemer and Zisenwine, 1989; Bacon and Finnemann, 1990; Benson, 1991; Baker, 1992; Asher and Higham, 1993) often use general definitions of attitude such as:

a mental and neural state of readiness, organised through experience, exerting a directive or dynamic influence upon the individual's response towards all objects and situations with which it is related.
(Allport, 1954: 45)

a disposition to respond favourably or unfavourably to an object, person, institution, or event.
(Ajzen, 1988: 4)

an evaluation of some object about which an individual has some knowledge.
(Pratkanis and Greenwald, 1989,
in Deaux, Dane and Wrightsman, 1993: 144)

According to Deaux, Dane and Wrightsman, we evaluate or judge our thoughts and feelings about a precise object on a particular dimension, such as good-bad, positive-negative. In order to make such judgements, it is not necessary to be fully informed about the particular object,

but one must have enough knowledge to be able to represent the object in memory, to think about it.
(Ibid.)

This ties in with Leontiev's discussion of motives, aims and activity (see page 60) during which he states that needs have to acquire the form of a concrete object in order to become the propulsive force of an action. Leontiev illustrates this by proposing the example of the hungry person who not only has the desire to eat, but also imagines the food which will satisfy the hunger and who projects the image of a loaf of bread, an image which would not exist outside the society of mills, bakeries and bread shops (Leontiev, 1981).

These ideas introduce a more complex definition of attitudes as tripartite in nature, having components which are:

...affective (concerning evaluative feelings of liking and disliking), cognitive (concerning beliefs, opinions, and ideas about the attitude object), and conative/behavioural (concerning behavioural intentions or action tendencies). (Stahlberg and Frey, 1988:143)

In our model, the individual's attitudinal state is represented by the second square in the series of three. Stahlberg and Frey's above definition is of particular interest to us as in our model, the attitudinal state also comprises three components: needs, goal and desire.

The affective component of attitudes may interact with the individual's needs. If s/he likes or dislikes someone or something closely associated with the language or the country in which the language is spoken, s/he may experience a need appropriate to those feelings. For example, if an individual likes the life-style and values of a particular society, s/he may experience a need to belong or integrate into the culture and consequently to learn the language of that group. Conversely, needs may engender affect. For example, a person who experiences a need for esteem from his/her parents, which s/he hopes to satisfy through successful FLL, may develop positive feelings towards the activity based on the strength of that need. Should the need be partially satisfied, the individual's feelings of liking may increase.

The cognitive component of attitudes may be relevant to the setting of a precise goal by the individual learner. Cognition is defined by Kruglanski as "a special type of knowledge, notably knowledge of which content is evaluative or affective" (Kruglanski, 1989: 139). Identifying a precise aim or goal is an evaluative exercise which may be influenced by the affective component. Beliefs, opinions and ideas about the attitude object may all interact in the goal selection process. If the individual believes that FLL is unnecessary as it will serve no or little purpose, it is unlikely that the goals

set by that individual will concern FLL. However, if the individual believes that foreign language skills are a necessary requirement in the employment market, s/he may set him/herself a goal concerning FLL.

The conative/behavioural component of attitudes may be identified with the desire component in our model's motivation process. Triandis defines behavioural predisposition as "a state of a person that predisposes a favourable or unfavourable response to an object, person or idea" (Triandis, 1991: 485), whilst Stahlberg and Frey (1988) write of "behavioural intentions or action tendencies". A desire to achieve a precise goal in order to satisfy a need is a statement of intention to act, to initiate the drive component of the motivation process.

Oppenheim too refers to three attitudinal components:

... an attitude is a state of readiness, a tendency to act or react in a certain manner when confronted with a certain stimuli. Thus the individual's attitudes are present, but dormant most of the time; they become expressed in speech or other behaviour only when the object of the attitude is perceived... Attitudes are reinforced by beliefs (the cognitive component) and often attract strong feelings (the emotional component) that will lead to particular forms of behaviour (the action tendency component).
(Oppenheim, 1966: 105-106)

Recent theorists have objected to the three-component view of attitudes (Fazio, 1990; Pratkanis and Greenwald, 1989; Tesser and Shaffer, 1990; Zanna and Rempel, 1988), maintaining that behaviour is separate from attitudes. We believe that attitudes and behaviour are indeed separate components of motivation, yet they are linked.

Gardner avoids including the conative component in his definition of attitude:

an evaluative reaction to some referent or attitude object, inferred on the basis of the individual's beliefs or opinions about the referent (Gardner, 1985: 9)

maintaining that evidence collected in FLL research "indicates that attitudes are related to behaviour, though not necessarily directly" (Ibid.).

A major feature of Gardner's socio-educational model of second language learning (Gardner, 1985, see figure 2.3, page 40) is that attitudes play a role in language learning through their influence on motivation. Gardner, with specific reference to FLL identifies two distinct types of attitude:

- 1. attitudes towards learning a language
- 2. attitudes towards the other language community.

It could be argued that language cannot be considered as a neutral linguistic code, as it is often intimately linked with its speakers' sense of identity and community, its culture (in both the sociological and aesthetic sense) and the nature of its use. Consequently, attitudes towards the language itself, its speakers and culture become systematically involved in FLL. It has been pointed out by Littlewood (1987) that Gardner's second category of attitudes, that is *attitudes towards the other language community*, may not be of any great significance if the language being learnt has international status and if the domains of use are not clearly connected to the context of the target language society. A study of Marathi-speaking high school students of English in Bombay (Lukmani, 1972) and a study of learners of English in the Philippines (Gardner and Lambert's 1972) both found that attitudes towards the target language community and culture did not exert important influence upon FLL motivation. As English was being learnt as an international language, these students had no distinct group of native

speakers in mind and therefore held no attitudes towards a target language community. Nevertheless, this is not true of all situations, indicating once more the importance of the language learning context.

In her book "Language the social mirror", which deals with first language attitudes, but could be equally applicable to second or foreign language attitudes, Chaika (1989) maintains that language attitudes reflect the social conditions within a society and that:

Language and society are so intertwined that it is impossible to understand one without the other.
(Chaika, 1989: 2)

This idea can be transferred to the FLL situation. Attitudes may be influenced by the learner's social context, that is to say his/her family, friends and the society in which he/she lives. Therefore, it is not only the learner's attitudes, which may influence FLL motivation, but also the attitudes of parents, the peer-group and society in general (Oskamp, 1977).

Wilkins writes:

A most significant point about attitudes is that there is evidence that the attitudes of children are almost always determined by the attitudes of their parents ... it could be said that it is the parents who determine how well a child will learn a foreign language. (Wilkins, 1972: 184).

Porcher also stresses that:

... it is highly desirable to try to find out what the family's attitude is to foreign languages, and, specifically, to the language under consideration. (Porcher, 1983: 148).

He goes on to state that:

it is clear that if the family and social environment put a high value on learning it has a much better chance of being successful and of appealing to a motivated learner.
(Ibid.: 149).

O'Connell (1973) talks of status and social approval motives, stating that it is difficult to disentangle motivation from such social factors as parental attitudes and aspirations. Harding et al. (1969) consider parents to be the major socialisation agents.

Macnamara disagrees with those psychologists, teachers and linguists who are of the opinion that favourable attitudes are vital to success in FLL. He believes that, on the contrary, they "... are of only minor importance" (Macnamara, 1973: 36) and that the key word to success in foreign language learning is "communication". He supports this claim by drawing comparisons between babies learning their first language, conquered peoples acquiring the language of the invaders and school children attempting to learn a foreign language. His arguments, although relevant within the context of the *second* language learner immersed in the target language environment, are inappropriate to *foreign* language learning, especially in a school environment. Firstly, there are very few school children in England who can conceive any immediate real need for competence in a foreign language (Wright, 1993). As Littlewood writes:

...many school learners of French in Great Britain have no clear conception of themselves ever using the language for fulfilling real communicative needs, partly because they have little contact with French people and partly because English is itself a world language.
(Littlewood, 1987: 67-8)

Secondly, these pupils already possess a perfectly adequate means of communication in the form of their first language, which is shared by their peers and, in most cases, by the foreign language teacher too. The FLL situation at school is therefore artificial by definition and in spite of efforts to render it more communicative, *real* communication is seldom, if ever, achieved (Buttjes, 1990).

To refer to Macnamara once more:

In the essentials there is little individual variation. In foreign language classrooms the variation is enormous, and this I take as a sign of failure to engage the children's *faculté de langage*. I am not surprised to find enormous differences among people skiing but I would be if I were to find them among people walking. Walking is "natural" whereas skiing is somehow "artificial". It would seem that homes and streets, produce "natural" language whereas the schools produce "artificial" language, and that the variation amongst students is an indication of the artificiality. Our task is to make the school more like the home and the street. If my analysis is correct, this means amongst other things that we must stop talking about attitudes and talk more about communicating. My belief is that when we really learn this lesson, individual differences in linguistic attainment will cease to be noticeable.

(Macnamara, 1973: 40)

Many school pupils do not consider FLL to be an "essential" activity. In order for any reconsideration of the importance of FLL to occur, a *need* for the foreign language in question must initially be experienced by the child. The need to communicate, within the FLL classroom is an artificial need, imposed by the teacher, and consequently second-rate, compared to *the real thing*. However, context might be important as "rehearsal for eventual performance." (Hawkins, 1987: 256). Communicative teaching methods may render classroom language teaching more communicative and more realistic, but FLL within the classroom context is by its very nature artificial. Hawkins shows how this artificial classroom context can in fact condition the pupil's imagined needs, so that at a future date, the pupil is able to put communication rehearsed in the classroom into practice in the real world. The needs experienced by a second language learner, within the target language context differ greatly from those of the FL learner within the school context. Needs vary according to the situation within which the learner finds him/herself. That which may be natural to one may be artificial to the other. Skiing may be natural to many people who live in

snow-covered environments, yet artificial to those who do not. The artificial dry slopes of Sheffield are as incomparable to the Alps as the FLL classroom is to the country in which the target language is spoken. Context is of primary importance to FLL motivation. It holds the keys to needs and attitude formation.

The individual's attitudes, therefore, are closely related to his/her desire, goals and needs. The attitudes relating to needs, goals and desire may affect the motivational state by engendering an action tendency which may eventually manifest itself as drive. However, drive itself is not part of the attitudinal state of the individual thus, in the model, the attitudes square excludes drive.

Drive, the effort employed in order to fulfil the desire, attain the goals and satisfy the needs, distinguishes the individual's attitudinal state from his/her motivational state.

In our model, the motivational state encompasses all four elements of the motivation process and both the attitudinal and orientational states of the individual, thus diagrammatically representing the interrelationships between the individual concepts involved in motivation.

Having defined and discussed the motivational process and the states of the individual, we may now feel that we better understand the concept of motivation in FLL. However, our argument thus far has been content to commence with the experiencing of needs. We have not yet posed the questions as to how and why certain needs emerge. We intend to investigate the origins of needs in FLL motivation in the following section.

2.3.3. Individual and contextual variables

As previously discussed from a psychological perspective, researchers have posited various theories in order to account for the emergence of needs. Some needs are ascribed biological, innate origins, others are described as psychosocial, learned through interaction with a particular society. Many psychologists now believe that socialisation:

...the developmental process through which we are trained to fit into an organized way of life...and [to] acquire a set of distinctive personal attributes, motives and social behavior...
(Smith, Sarason and Sarason, 1982: 368)

is an interactive process, involving complex interplay between the innate biological needs of the individual and the acquired psychosocial needs learned through imitation, identification, reward and punishment (Ibid.) within a specific socio-cultural environment.

In this section we discuss some of the personal and contextual factors which may interact and contribute to the emergence of needs relevant to FLL.

There are many factors, or variables, involved in foreign language learning, and there are as many different ways of classifying and identifying variables as there are researchers in this field. Schumann (1978) establishes a very comprehensive classification of the factors influencing language acquisition, categorising them under nine different major headings:

- 1. Social factors, such as socio-economic background
- 2. Affective factors, such as anomie or culture shock
- 3. Personality factors, such as inhibition or empathy (the student's psychological ability to imagine themselves in

another person's shoes, thus modifying their behaviour towards that person)

- 4. Cognitive factors, such as cognitive style ("the manner in which people perceive, conceptualise, organise and recall information." Ellis, 1985: 114)
- 5. Biological factors, such as age
- 6. Aptitude factors, such as I.Q. and modern language aptitude
- 7. Personal factors, such as individual learning techniques
- 8. Input factors, such as exposure to the target language and opportunities to learn and use the target language
- 9. Instructional factors, such as the teacher and his/her teaching methods, materials and the classroom environment

Although both the individual and the context contain a wealth of variables which may affect FLL motivation, the majority of Schumann's (1978) categories focus on the psychology of the individual as opposed to the nature of the social context. In our study we focus on factors to be found in the socio-cultural context, rather than on individual variables, viewing the concept of FLL motivation from a sociolinguistic rather than from a psycholinguistic perspective. Like Leontiev (1981), we believe that outside society, social life, relationships and communication, human beings cannot develop their personality and that therefore social psychology takes precedence over general psychology. However, given that all contextual variables are perceived and interpreted by the individual, human social behaviour also depends on the general psychological characteristics of personality. Thus general psychology can be said to illuminate social psychology (Ibid.). In short, neither should be considered in isolation. Let us therefore commence by exploring some of the individual biological and psychosocial variables mentioned by Schumann in his classification.

2.3.3.1. Personal variables

Personal variables for the most part fall into the domain of psychology and incorporate such factors as learner personality, sex, age, preferred cognitive style, level of intelligence and language aptitude. All these variables may play important roles in the individual's FLL orientation, attitudes and motivation. However, given that the personal psychology of the individual is not the main focus of this study, we shall limit our discussion to the consideration of those personal variables which are most often cited as possible sources of individual difference in FLL motivation.

Burstall wrote: "in the language learning context, nothing succeeds like success" (Burstall et al., 1974: 244). Success in FLL provides a means of satisfying our need for esteem and may therefore be a powerful motivator. Many studies have found FLL motivation and achievement to be closely related, although whether a person is motivated because s/he is successful or is successful because s/he is motivated remains open to debate. Nevertheless, success is clearly closely related to motivation and therefore merits some consideration.

FLL achievement has been the subject of many studies (Gardner and Lambert, 1959, 1972; Burstall et al., 1974; Gardner, Smythe and Clément, 1979) and has frequently been associated with language learning aptitude and intelligence, Schumann's (1978) *aptitude* factors.

These two factors are perhaps two of the most fundamental and controversial individual difference variables in FLL and therefore warrant particular attention.

Wilkins describes aptitude in very general terms as "a stable and permanent ability" possessed by an "individual" for learning, (Wilkins, 1972: 178). Language learning aptitude is often referred to as "an ear for language" (McDonough, 1986), a gift, a knack or a special talent for learning languages (van Els et al., 1984). However, there is no general consensus as to the definition of this term and some researchers question its existence.

Neufeld (1978, 1984) argues that "linguistic aptitude as such most certainly exists, for without it language learning as we know it would be quite impossible" (Neufeld, 1978: 17). Indeed, all normal children are programmed to learn language (Chomsky, 1965) and usually master the basic structure of their first language within a few years. Neufeld (1978) believes that both first and second language learning aptitude is innate and that therefore all individuals are capable of mastering basic language skills.

Individuals do, however, demonstrate different levels of language proficiency. Differences in linguistic ability generally become apparent at school when the child attempts to master the higher levels of language, such as fluent writing skills. Neufeld (Ibid.) therefore concludes that the considerable variation in individual ability to master higher level skills in both the first and second language is linked to verbal and non-verbal intelligence.

Pimsleur, Mosberg and Morrison (1962) found that proficiency in French, learnt as a foreign language in American schools, correlated with intelligence. However, learning in other subject areas also correlated with intelligence and levels of correlation were low for all subjects. There are two interesting points of discussion here, firstly the fact that learning in all subject areas, not just in French, correlated with intelligence suggests that the correlation relates to learning in general rather than to the specific

learning of French. Secondly, the low levels of correlation may indicate that although intelligence may contribute to learning, it is neither the primary nor unique influential factor.

Chastain (1969) also found intelligence to correlate with FLL achievement, but only amongst those students who were being taught by cognitive-code type methods (involving the expounding of rules, the examination of instances, teacher explanations and some rote learning). For other pupils who had been learning by an audio-visual method the correlation was insignificant. This points to a possible incompatibility between teaching and testing practices. If both intelligence and FLL ability are measured in terms of successful completion of written knowledge tests, they should be expected to correlate as the same intellectual skills are being tested in each case. However, different intellectual skills are called upon when FLL is taught using an alternative to cognitive-code type methodology.

Genesee's (1976) findings showed the measured intelligence of English-speaking students of French to correlate quite highly with their measured scholastic skills in French. However, communicative competence in French, as measured by French native speakers, did not correlate with intelligence. In this instance the two contrastive methods used to measure foreign language proficiency revealed conflicting results as to the importance of intelligence in FLL.

The source of controversy lies superficially in the proposed link between intelligence and language proficiency, but the fundamental source of contention lies in the definitions employed.

Intelligence has been defined as "a general academic or reasoning ability" (Stern, 1983: 368), "the ability to acquire and retain knowledge"

(Brown, 1987: 72) and an innate, general, intellectual ability, which is due to a combination of physical inheritance and the effects of the environment (Schofield, 1972; Spooner, 1983). Howard Gardner (1983) redefined intelligence on a much broader basis than previous researchers. His comprehensive definition of intelligence comprises seven different types of knowing: linguistic; logical mathematical abilities; spatial intelligence (the ability to find your way around an environment, to form mental images of reality, and to transform them readily); musical intelligence (the ability to perceive and create pitch and rhythmic patterns); bodily-kinesthetic intelligence (fine motor movement, athletic prowess); interpersonal intelligence (the ability to understand others, how they feel, what motivates them, how they interact with one another) and intrapersonal intelligence (the ability to see oneself, to develop a sense of self-identity). Gardner's controversial theory posits that traditional definitions of intelligence are culture-bound, highly selective and do not take into consideration the full capacity of the human mind as they are only concerned with particular aspects of intelligence, usually linguistic or logical mathematical abilities. It could be argued that to view foreign language learning as a scholastic or academic activity, to be taught and tested as any other school subject, is to neglect the full language learning capacity of the human mind.

The conflicting findings of the previously mentioned studies reveal inherent limitations in the definition of both intelligence and language learning aptitude. A definition of intelligence confined to the measurement of only a selected few intellectual skills may be too restrictive and scholastic-skills specific. Learning a foreign language involves a vast array of intellectual skills, which should be reflected in both the teaching and assessment of FLL.

Thus, intelligence as traditionally rated, may not be intrinsically related to FLL, but rather to specific styles of teaching and learning and their assessment.

McDonough writes:

It seems likely that, in a natural situation with a strong motivation to learn, people of both above average and below average IQ will do so; but the same may not be true in the classroom situation. (McDonough, 1986: 133)

Apart from *aptitude factors* (Schumann, 1978), biological variables, such as age and sex have also frequently been associated with individual differences in FLL.

Young children are usually free from inhibition when learning a foreign language, in contrast to older children. They have not had time to develop negative attitudes towards the speakers of other languages, have a low socio-affective filter (Dulay and Burt, 1982) and a greater empathy capacity. Consequently they generally manifest a strong integrative orientation. The filter is defined by Dulay and Burt (1982) as:

...that part of the internal processing system that subconsciously screens incoming language based on what psychologists call "affect": the learner's motives, needs, attitudes, and emotional states. The filter appears to be the first main hurdle that incoming language data must encounter before it is processed further. (Dulay and Burt, 1982:46)

Harley (1986), referring to second language learning, states that the filter impedes acquisition in adolescents and adults and quotes Schumann, who believes that adults have greater difficulty than children in language learning because:

...the development of firm ego boundaries, attitudes and motivational orientations which is concomitant with social and psychological maturation places constraints on the initiating factors such that they may block or at least inhibit the cognitive processes from operating on the target language data to which the adult is exposed. (Schumann, 1975:231-32)

According to Leontiev the age 11-12 to 15 is a period of rapid socialisation during which pupil personality is developed and defined. "Society provides a looking glass in which people discover their image, or self label" (Gergen and Gergen, 1981). Society's opinion of the child's personality and activity becomes more important. "Seeing himself 'reflected' in other people, he thinks more about himself, compares himself and his behaviour with other people and their behaviour, and selects a model which he strives to imitate." (Leontiev, 1981:74-5). During this period, changes in the child's system of activity and motivation occur, especially vis-à-vis schoolwork.

Gender differences in aptitude and achievement in FLL have been the subject of various studies (Carroll, 1963; Johnson, Flores, Ellison and Riestra, 1963; Brega and Newell, 1967; Carroll, 1967 and Nisbet and Welsh, 1972). Findings are conflicting and validity has been questioned. Maccoby and Jacklin (1974) published *The psychology of sex differences* which summarised a large number of studies of gender differences in many aspects of psychological behaviour. Their conclusions suggest that females differ from males in terms of social orientation and social skills. Ehrman and Oxford (1988) believe that social orientation is highly related to first and second language learning. Gilligan (1982) found that girls were more likely to experience a need for social approval than boys. In explanation as to why sex differences might occur three theories were advanced by Maccoby and Jacklin (1974):

- 1) Imitation of same sex models (especially the same sex parent).
- 2) Praise or discouragement from parents and others for what is considered to be appropriate gender-specific behaviour.
- 3) Self-socialisation, the child's concept of his/her own sexual identity and attempts to mirror sex-appropriate behaviour.

According to Maccoby and Jacklin theories therefore, gender differences in FLL motivation, attitudes and orientation may be nurtured by the socio-cultural context. Social and cultural pressures may endorse success in FLL for girls, but not for boys.

It has been emphasised that being 'good at language' may be seen as admirable for girls, but unmanly for boys."
(Loulidi, 1990: 40)

In her report concerning the teaching of French in primary schools, Burstall wrote:

The view that foreign language learning is a more suitable accomplishment for girls than for boys is undoubtedly still current in our society, reinforced by the fact that a knowledge of foreign languages has direct and obvious possibilities open to girls, but is less clearly relevant to those available to boys.
(Burstall et al., 1974: 60)

One of those "direct and obvious possibilities" might be a career in teaching. Department of Education and Science statistics reveal that in 1983 61.1% of full-time teachers with a degree in French were female, compared to 38.9% who were male (Powell, 1986). Dunning (1990) writes that the failure to "attract boys as learners and men as teachers" is a reflection of the low social status of FLL, given that "power groups in and outside schools are male dominated" (Dunning, 1990: 90).

The predominance of female teachers in foreign language teaching could be viewed as the sex-stereotyping of roles which may influence the child's perception of FLL. Powell warns of "...the risks of perpetuating forms of organisation and expectations that can serve only to reinforce the view that languages are more appropriate for girls than boys" (Ibid.: 39). He advocates FLL for all throughout compulsory schooling and disagrees with a system which permits early specialisation.

Maccoby and Jacklin's findings confirmed the existence of gender differences to many researchers in this field. However the book also attracted a great many criticisms and the gender differences debate intensified. Bernstein (1971) noted that gender differences in performance were more common amongst children from lower socio-economic backgrounds. Burstall's 1970 findings also lent some support to this theory. Morris (1966) found that differences in reading skills between boys and girls were closely linked to motivational and environmental factors, rather than to differences in ability.

As previously stated, although we believe that personal factors indisputably affect FLL and that individual differences illuminate the interactive motivational process, the focus of our study concerns the powerful influences to be found under the *social umbrella* (Leontiev, 1981) and the manner in which these influences may directly affect FLL motivation. We therefore continue our discussion of contextual variables by examining some of the environmental factors which may be relevant to the adolescent foreign language learners involved in this study.

2.3.3.2. Environmental variables

The first source of outside influence to come into contact with the individual is that of the family. Home environment factors such as socio-

economic status and level of education of family members, whether the family offers security, love and support; and to what degree the communication of values, attitudes, opinions and ambitions is achieved may influence orientations, attitudes and motivation. The family can communicate the value of FLL to the child through discussion, by encouraging participation in foreign language exchange programmes and excursions, helping the child with homework, encouraging the child to read material written in the foreign language and by making the target language country the destination for a family holiday. As already noted, parental attitudes often determine the attitudes of their children (Wilkins, 1972; Harmer, 1983; Porcher, 1983). Supportive parents strengthen the value placed on FLL by the child which may lead to an augmentation in motivation (Gardner and Santos, 1970).

With the progress from childhood to adolescence, influence may be transferred, to a greater or lesser extent, from the family to the peer group. Harmer states that young students' attitudes will be strongly influenced by their parents, whereas adolescent students will be more concerned with peer approval (Harmer, 1983). This is linked with the need for self esteem already noted in chapter 2 (see page 47). Learner perception and experience of peer attitudes concerning school, education, foreign language learning in general or the learning of a particular language in question may exert considerable influence on the individual's own FLL orientations, attitudes and motivation.

As much of the adolescent's day is spent at school, intrinsic variables (Harmer, 1983) associated with the school context, such as physical conditions, teaching methods, teacher-pupil rapport and successful and enjoyable learning experiences may also influence the learner's FLL motivation (Neufeld, 1978, 1979; van Els et al., 1984).

The social motives already exercising influence over the individual

...gain in strength, particularly when connected with the demands made on the pupil by the school community and the relationships within it, the striving for prestige, the desire to be a leader etc. (Leontiev, 1981: 76).

The whole ethos of the particular school in which the individual is educated will be of the utmost importance in the formation of attitudes and aspirations in general. The perceived role of education, the attitudes of the staff, the status of the foreign language within the school, all contribute to the individual's orientational, attitudinal and motivational state. A school may strive to improve FLL attitudes and motivation by organising special events and visits connected with the foreign language, its speakers and culture. Such activities have been found to be effective (Seager, 1991). However, other studies have challenged these findings (Keller, 1991), lending support to the idea that established social values beliefs and prejudices may be more resistant to change.

Social values refer to the particular values and priorities of a specific society. This might include the status accorded to education, the importance attributed to FLL in general or to the learning of a foreign language in particular, the importance of the family unit within society and of children and young adolescents within that family unit, all of which are of significance to this study.

The social values of a specific society represent just one aspect of society, which may be viewed from four fundamental perspectives: social, political, economic and cultural.

The political domain of society, through the implementation of government policies in the areas of education and foreign affairs, also

affects foreign language status, as perceived by the child, his/her parents and peers. The inclusion of one or more foreign languages within the national curriculum and the requirement that all pupils sit public examinations in foreign languages augment the status of the foreign language. An increase in FLL status raises its value within society, which in turn renders FLL a more attractive proposition as a means of securing the esteem of others.

In addition to education policies, foreign policies may also affect attitudes towards FLL. Pro-European policies and ideas may have the knock-on effect of promoting positive attitudes towards European foreign languages and societies.

However, by far the most effective persuasive tactic in the promotion of FLL is the economic argument. If European Unity is linked to financial reward, foreign language skills may be considered as a necessity for future employment, rather than an additional bonus to primary requisites (Hantrais, 1989a; Wright and Wright, 1993). From a series of street interviews with adult members of the public, Asher (1990a) found that job opportunity in the EEC or 1992 was the most frequently cited reason for learning a foreign language.

From an economic perspective, the employment related value accorded to FLL by society may influence FLL motivation. Foreign language requirements demanded by employers and whether the child perceives foreign language skills as a requisite for future employment may motivate the child to learn. Career striving is an important component of modern European society, representing a major means of establishing self-esteem (Atkinson and Raynor, 1974). "Careers offer inducements for individuals to acquire skills" that have come to be viewed as "necessary", "valuable" and/or

"desirable" in a particular culture (Ibid.: 373). The child who believes that a qualification in the foreign language will be of value in the employment market will be so much more motivated to learn that language. In a recent study, Chambers found that potential in the career market was an important criterion in the ranking of school subjects by pupils in the north of England (Chambers, 1994). Pupils attached significance to "the career paths which competence in German would open" and found German to be "useful, not least in terms of career prospects, especially with EC developments and the Channel Tunnel" (Ibid.: 15). The communication of these criteria to the child may be effected directly by the media in the form of advertisements and references to the importance of certain skills, but more often than not such criteria are relayed through the intermediaries of parents and teachers.

Mariet writes:

...learning a language is no longer an intellectual luxury, it has become primarily an economic necessity. A single-market Europe is strong motivation for the students: teachers should be sure not to disappoint their hopes.
(Mariet, 1991:94)

Aplin (1991) identifies *quality and accuracy of careers guidance* as one of the factors which influence decisions not to continue learning foreign languages and states that "a large number of erroneous notions about foreign languages and careers had been transmitted to the respondents" (Aplin, 1991: 2) in his sample.

The economic status of English as an international business language is undoubtedly an important factor in the motivation to learn this language. Unfortunately it may also be a demotivating factor in FLL for many English native speakers. Hantrais writes:

Whereas in other European countries fluency in one or more foreign languages is a prerequisite for a management post and is increasingly

becoming a key element in the training of engineers and scientists, the British still believe, often wrongly and to their cost, that as English is a *lingua franca* they do not need to concentrate resources on language training.
(Hantrais, 1989a: 195)

In the British business environment foreign language skills are often used infrequently and regarded as "a useful addition to...work skills" (Clowes, 1994: 22), "an ancillary skill rather than an integral skill" (Ibid.: 23), "a bonus" (Ibid.: 24). Hagen refers to the Teleconomy report (Hagen, 1992) concerning an experiment carried out to test how many London companies could respond to phone calls from potential customers enquiring in different European languages or in *broken* English (Ibid.). 35% of the calls were lost at the switchboard, with many callers confronted not only with deficiencies in linguistic awareness, but also in cultural awareness.

In a Modern Foreign Languages (Post 16) project carried out in 1991 by Walsall, Coventry, Hereford and Worcester Local Education Authorities (L.E.A.) with TEED, students were offered a one year course in a European language with a language-related work experience. In the resulting report, drawn up by L.E.A. Inspectors, it was noted that:

In only two companies was there any significant use of a foreign language as part of the working day. Students were both dismayed and concerned about this.

Only 25% of placements allowed students exposure to commercial use of languages other than English in one L.E.A. and only 15% in the other.

Principal concerns ... were voiced by students feeling frustrated that there had been no opportunity to practise the language they were studying - or any other, unless English.
(Walsall Metropolitan Borough Education Committee, 1991a: 2-3)

Such disappointing experiences do nothing to increase individual motivation in FLL and only serve to promote the idea of English as a world language and FLL as of no practical use. In the words of one of the participating students:

The firm said English was the international language - they paid for translations to be done in Wales!
(Ibid.: Appendix One)

On the positive side, the Inspectors noted that:

It was clear from a series of interviews with groups in all participating schools and colleges that they had increasingly enjoyed their language course. To school students it had appeared more relevant than G.C.S.E. Those in F.E. had changed attitude significantly from initial reluctance to a feeling of achievement and some advantage over their work colleagues in having gained, albeit limited, language competencies.
(Ibid.: 3)

Students generally felt that the project had raised their awareness of Europe, promoted the idea of visits abroad and begun to open doors for access to Europe, commenting:

It's good to keep one's language skills alive - I think they have potential for my future career.
(Ibid.: Appendix One)

and:

With 1992 coming soon, foreign languages will be very important in all areas, especially in business.
(Ibid.)

The Inspectors concluded that in the light of the project, foreign language entitlement ought to form part of a national policy, reflected in at least Advanced National Diplomas. The only constraint which could act as a deterrent to continuity in schools would be staff shortages.

Within the cultural domain of society, foreign languages may also be accorded a certain value relative to their association with cultural values. If an aspect of a specific society's culture or sub-culture becomes associated with a foreign language, the foreign language may become prestigious and influential within that socio-cultural environment. Foreign languages were traditionally associated with elitist culture, rather than with popular culture. Popular culture, as distinct from elite culture, is the label used to identify the social habits, customs and behaviour liked and admired by the general public. This study is concerned with a particular section of the general public, youth/the adolescent population. Youth culture embraces all of youth, including the elite, and could be defined as the social habits, customs and behaviour associated with adolescents and young adults. Music has always played a major role in youth culture. Young people like to idolise and identify with their musical heroes, often emulating their style and appearance. Cinema too is one of the main stays of youth culture, but is increasingly contested by home cinema in the guise of the video cassette recorder and the television. A high proportion of television programmes in France is of "anglo-saxon" origin, that is to say disseminated from anglophone countries. For example 55.3% of series shown on French television channels in 1992 originated in the U.S.A., compared to 28.5% of French and 16.2% of other origin (L'Express, 14/10/93). Such wide exposure to "anglo-saxon" programmes could play a role in attitude formation towards English-speaking countries, people and ultimately the learning of the language.

Asher writes of the currency value a language might have in society at large and refers to the internationalism and prominence that English has in the daily lives of ordinary French citizens (Asher, 1990b).

For what with anglo-american pop music, the proliferation of TV programmes of the Falcon Crest genre and fast food outlets appearing increasingly

in French high streets, anglo-saxon culture and language are an inescapable part of present-day France. But far more important than this omnipresence itself is that English has trendy and up-market associations: it is à la mode, or as the French say, thereby proving the point, 'in'. (Asher, 1990b: 37)

Ball (1989) records the recent tendency to use *franglais* in shop names in Rouen. This may be an attempt to attract customers by promoting a fashionable image through the cultural values associated with the English language.

The mass media, that is to say: the television, press and radio, may reinforce social values and contribute to the formation of attitudes. These values and attitudes may be communicated to children through parents, through the peer group and/or reinforced by the child's own experience of the mass media. For example, if the newspaper read by the child's entourage prints "The garlic chomping French have the worst breath in Europe." (The Sun, 22/5/91), it should not come as a surprise if the child develops negative attitudes towards France, the French and ultimately perhaps towards learning the language.

For most people the mass media is the main source of information about world events and politics, "The informational building blocks to structure views on the world." (Blumler, 1977). If we acknowledge that all observations about the world are made from a particular ideological viewpoint, we must also accept that nothing is genuinely neutral or impartial. This may be easy to accept when considering the more dubious elements of the media, such as the sensationalist tabloid papers, who thrive on reinforcing existing prejudices and preconceptions by using "...simplified images or stereotypes which will reinforce the feeling of belonging to a certain community." (Bourdais, 1991: 8). However, even

respected forms of the media, with an established reputation for quality and/or independent reporting are predisposed, although the bias is of a more subtle nature. "The world of the press is not the real world, but a world skewed and judged" (Fowler, 1991: 20).

Negrine (1989) states that "readers may not acquire a specific attitude- on how to vote, about race or trade unions- from the mass media, but he/she will derive the information from the media which will contribute something to each of these individual areas". Likewise, it cannot be stated categorically that stereotypical, negative images of foreign lands and people automatically produce an ethnocentric and prejudiced public, yet they undoubtedly make a negative contribution to the formation of attitudes towards FLL.

...the mass media are in the business of manufacturing and reproducing images. They provide the guiding myths which shape our conception of the world and serve as important instruments of social control.
(Cohen and Young, 1973: 9)

2.3.4. Motivation in context

We have noted that although the orientational, attitudinal and motivational states of the foreign language learner may be shaped by his/her individual characteristics, they may also be influenced by the context in which s/he is immersed. For example the learner situated in a bilingual context, such as the context in which Gardner and Lambert conducted their initial studies, may be influenced by society's attitudes towards the target language speakers and may experience a need to integrate with this community. In the Filipino context of a later study (Gardner and Santos, 1970), English, often the language of business and education, was the target language. In this context, the needs of the learners to acquire English as an international means of communication, a kind of linguistic passport, differed greatly from those of the Canadian students.

Genesee, Rogers and Holobow (1983) also note that "social context might have a significant impact on SLL" (Genesee, Rogers and Holobow, 1983: 210).

Gardner too considers that:

the cultural milieu will influence the approach taken by a learner in acquiring the SL because of shared cultural beliefs. That is, beliefs about the value of learning the language or about the possibility of attaining a high level of competence in the language...
(Gardner, 1981: 98)

We also note that the contradictory findings of previous studies concerning FLL orientations, attitudes and motivation have been attributed to their different contextual settings. Oller (1981) suggests that the relationship between affective factors, motivation and FLL varies across contexts. Crookes and Schmidt (1991) point to the domination of the integrative/instrumental distinction in FLL motivation studies which has tended to obscure alternative ways of viewing motivational issues and which:

...has produced results which are mixed and difficult to interpret, so the best that can be said is that different attitudes and goal orientations seem to be important, but in ways that vary from situation to situation.
(Crookes and Schmidt, 1991: 478-9)

In 1991, Gardner reaffirmed his belief that "...context must play an important role" (Gardner, 1991: 60), adding that:

Not only does it influence the relative importance placed on language study itself, but it can determine the availability of the other language to the individual users and set the stage for a host of dynamic interrelationships between individual difference characteristics, intergroup relations and second language achievement.
(Ibid.)

These observations have encouraged us to consider the role played by context in FLL more carefully and to investigate in particular the value

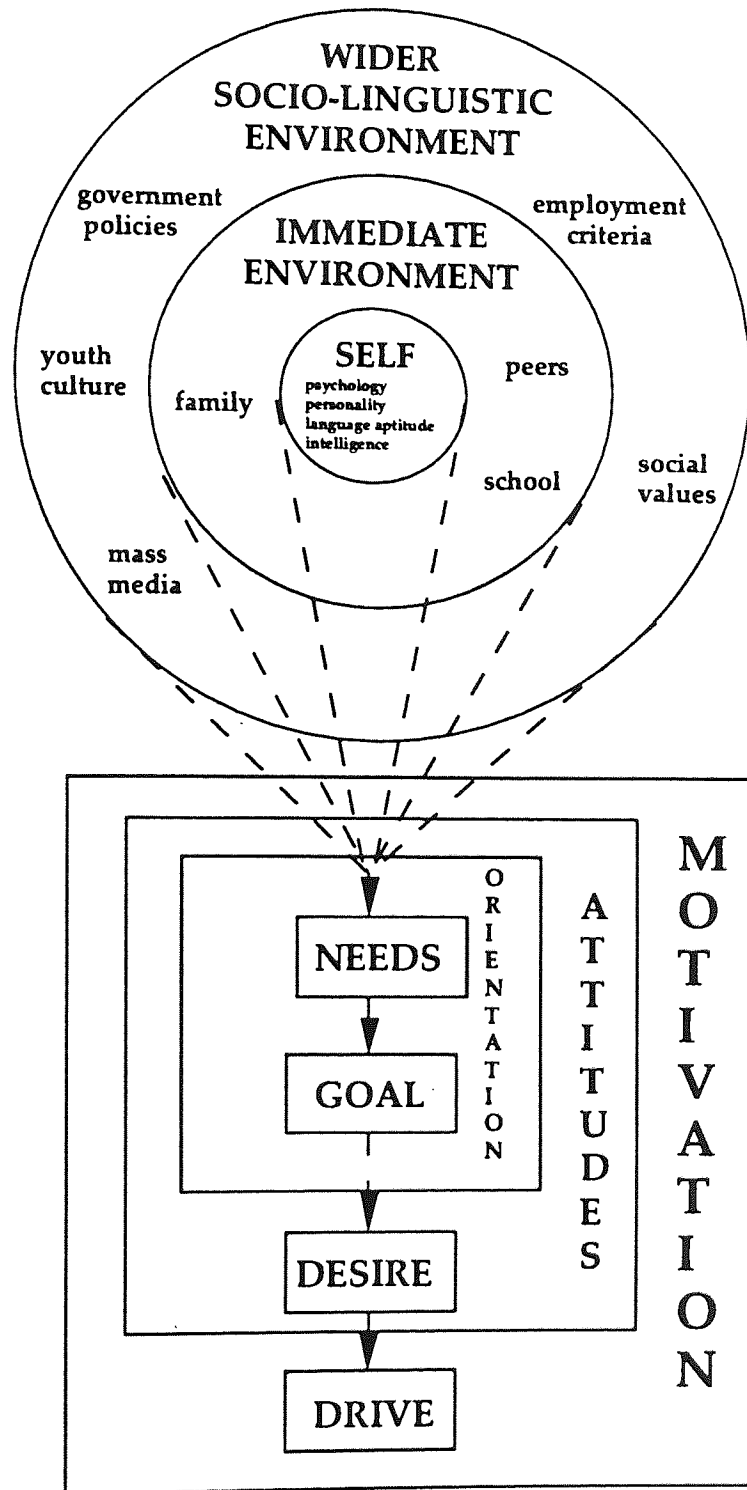
placed on FLL and foreign language exposure, the availability of foreign languages to the individual learners, within the social context.

Having explored the multi-faceted nature of motivation and acknowledged the importance of context, we should like to present a model (see figure 2.6, page 97) relating our own FLL motivational concepts to some of the wealth of possible influences which may affect adolescent FLL orientations, attitudes and motivation.

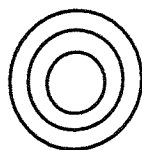
The model has three major components: the personal and environmental *context* in which FLL is taking place, the motivational *process* and the *state* of the individual. The upper section of the diagram represents the language learning context, portrayed by a series of concentric circles, whilst the lower section illustrates firstly the motivational process, linked by a series of arrows, and secondly the state of the individual, the set of decreasing squares. The broken lines, leading from the circles to the motivation process and passing through the various states, represent the influence which the contextual and personal variables may have upon the states and needs of the individual and consequently upon the motivation process.

The concentric circles (an idea borrowed from Tucker, 1978), representing the self, the immediate environment and the wider sociolinguistic environment, are neither mutually exclusive nor all embracing and have been simplified so as to render them clearer. Obviously there are many more variables involved in FLL than those mentioned in the model. Any combination of factors from the myriad of potential influences previously discussed can be expected to influence orientations, attitudes and motivation in FLL. The model focuses on certain key factors within the adolescent foreign language learner's socio-cultural environment which we

Figure 2.6 A socio-environmental model



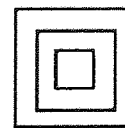
Key



the context



the process



the state

consider to be relevant to the contexts concerned by this study.

The inner circle *self* contains those personal biological and psychosocial factors previously discussed, such as personality, sex, age and intelligence, all of which play important roles in the individual's orientation, attitudes and motivation towards FLL. Whilst it is acknowledged that these variables may exert significant influence upon an individual's motivational state towards FLL, they are not the primary concern of this study, which is to focus upon the importance of certain factors within the socio-cultural context in which FLL takes place. Self variables will differ from individual to individual and are part of the personal as opposed to the social context. Care is, however, taken to control as many of these variables as possible within our two samples.

The middle and outer circles are of a more sociological nature, bringing into play the influence of the social and environmental context. Factors which may exert direct influence on the child's FLL orientations, attitudes and motivation include: family attitudes and values, FLL teaching methodology and peer group pressure. More subtle influences may include: FLL exposure and attitudes towards the target language and culture in the mass media, government policies in education and foreign affairs and the social, cultural and economic value accorded to FLL. Such factors from the wider sociolinguistic environment may influence the foreign language learner either directly or indirectly, by filtering through intermediaries within the immediate environment. This process of socialisation, achieved through the transmission of attitudes and values via people, such as parents, peers and members of the community in which the adolescent lives (represented in the middle circle), enables adolescents fully to play their part in mature society (represented in the outer circle).

The younger the person, the nearer to the centre are located his/her predominant influences. Given that this study is examining the 14-15 year old age group, learning foreign languages in a school environment, we may expect factors from all three circles, or spheres of influence, to shape individual FLL orientations, attitudes and motivation, but those within the immediate environment to exert particular influence.

Obvious sources of influence within the child's immediate environment include the family, the peer group and the school. Both institutionalised and parental education, together with parental and peer pressure may motivate by influencing the development of orientations, attitudes and ultimately motivation. The problem of prevailing importance faced by the researcher involved in such investigations is one of weighting, that is to say establishing the comparative weight of the different factors involved.

Harmer (1983), who defines motivation in terms of intrinsic (concerned with what takes place within the classroom) and extrinsic (concerned with factors outside the classroom) writes:

... while it is also true that a student's attitude may be affected by members of his community, it would seem to be the case that intrinsic motivation plays by far the larger part in most students' success or failure as language learners. Many students bring no extrinsic motivation to the classroom ... and may well, in the case of school children, have neutral or even negative feelings about language learning. For them what happens in the classroom will be of vital importance in determining their attitude to the language, and in supplying motivation.

(Harmer, 1983: 4-5)

Although we acknowledge that intrinsic variables are vital to the understanding of FLL motivation within a school context, we also note that they may differ from school to school from class to class and from individual to individual. Although moulded to a certain extent by national guidelines,

individual teachers have their own specific teaching style, methodology and personality. Such individual differences, within the confines of this study, are viewed as secondary to global socio-cultural differences between the contexts. Intrinsic variables are specific to the individual school or classroom context and are not generalisable within the wider sociolinguistic environment, where the focus of our investigation lies. Therefore, although this study takes into consideration both the individual school contexts and the different national education systems, relevant to all schools within each sample, as with Gardner's 1985 study, "attention will be directed toward variables that have social psychological overtones (like attitudes...), rather than ones with pedagogical implications (like classroom organisation or study habits)" (Gardner, 1985: 4-5). Furthermore, according to Harmer (1983), when foreign language learners bring little or no extrinsic motivation to the classroom, intrinsic motivation becomes of paramount importance. Given that the importance of intrinsic variables augments as the influence of extrinsic factors declines, if extrinsic motivation is already present, intrinsic motivation may adopt a weaker role. This idea is reinforced by Harmer's statement that a student who really *wants* to learn will succeed whatever the circumstances are under which s/he studies (Harmer, 1983: 3). It is precisely the presence or absence of this *want* or *desire* to learn and the intensity of the learner's drive to fulfil this desire, in relation to the extrinsic influences of the wider socio-cultural context which are of primary interest to this study and not the intrinsic learning circumstances of a particular school, class or individual. In spite of the fact that much of the child's time is spent at school, both school and the child are components of society in general. If society provides a supportive environment in which foreign language skills are valued and attitudes are positive, desire to learn a foreign language may be kindled as a result of the needs and attitudes perceived by the child. Keller writes:

Motivation, by definition, refers to the magnitude and direction of behaviour. In other words it refers to the *choices* people make as to what experiences or goals they will approach or avoid, and the *degree of effort* they will exert in that respect. As such, motivation is influenced by myriad internal and external characteristics. People respond to their environment on the basis of inner reflexes, impulses, perceptions, and goals, and on the basis of perceived and actual opportunities and reinforcements in the external environment.
(Keller, 1983: 389)

In this study, therefore, we explore individual choice and degree of effort by measuring desire and drive; we investigate some of the extrinsic influences from the myriad of internal and external characteristics; and we examine whether and how motivation and the socio-cultural context are interrelated.

3. Research design and procedure

Having examined the motivation process, the nature of the relationship between motivation, attitudes and orientations and the effect the socio-cultural context may have upon FLL motivation, in this chapter we outline the framework for comparison and analysis used to investigate whether and how certain of the socio-environmental factors identified in the model (figure 2.6, page 97) directly influence FLL motivation.

3.1. Main hypothesis

In order to achieve this aim, bearing in mind Gardner's statement that:

...the context must play an important role. Not only does it influence the relative importance placed on language study itself, but it can determine the availability of the other language to individual users and set the stage for a host of dynamic interrelationships between individual difference characteristics, intergroup relations and second language achievement.
(Gardner, 1991)

the investigation intends to examine the validity of the hypothesis that:

- The importance accorded to FLL by a specific socio-cultural context directly affects FLL motivation. •

We measure importance in terms of learner perception of:

- 1• Parental attitudes towards FLL.
- 2• The extent of foreign language exposure within the socio-cultural context.
- 3• The employment related value placed on FLL by the pupils themselves, their parents and by inference, the learner's socio-cultural context.

Motivation is measured in terms of:

- 1 • Presence or absence of desire to learn foreign languages.
- 2 • Intensity of drive, or amount of effort which the learner is prepared to invest in FLL.

In other words, if we refer back to our model (figure 2.6, page 97):

the context-specific factors of

- family
- the mass media
- and employment criteria,

directly affect individual states of

- orientation
- attitudes
- motivation

by influencing the emergence and intensity of

- needs
- goals
- desire
- drive.

Motivation is measured in terms of desire and drive as these two motivational components represent the essence of motivation, the will to learn and the commitment to transform that desire into action. Furthermore, desire and drive may be quantifiably and uniformly measured across both samples, varying only in terms of strength, absence or presence. The more complex motivational components of needs and their associated goals are more difficult to quantify, varying from learner to learner in an infinite variety of combinations. Moreover, needs and goals relate only to orientation, not to motivation which must include the all important drive element.

In order to test the hypothesis, data relating to both the motivational process, the orientational, attitudinal and motivational states and a range of other socio-cultural factors were collected by means of questionnaire and interview techniques within each of the two different socio-environmental contexts, Mulhouse in France and Walsall in England. From this body of data we have extracted data pertinent to the five factors identified for investigation (FLL motivational desire, intensity of drive, perceptions of parental attitudes towards FLL, foreign language exposure and the employment related value of FLL).

Following a comparative descriptive analysis of the data obtained from the two samples, further analysis examining motivational intensity with reference to the importance of FLL within the socio-cultural context is then undertaken.

Thus by comparing and contrasting FLL motivational intensity and certain orientations and attitudes concerning the importance of FLL, as perceived by pupils from two distinct socio-cultural environments, the investigation is able to examine the degree of relationship between the motivational components of *desire* and *drive* and the contextual factors of *family*, the *mass media* and *employment criteria*.

3.1.1. Key questions

The cross-cultural nature of the study enables us to consider a number of key questions concerning FLL motivation, attitudes, orientation and the socio-cultural context.

Context specific questions include:

- 1) Do levels of motivation vary between pupils in Mulhouse, France and Walsall, England?

- 2) Do parental attitudes differ in Mulhouse, France and Walsall, England?
- 3) Is foreign language exposure greater in one environment than in the other?
- 4) Do FLL related employment criteria, as perceived by pupils, differ in the two different contexts?

More general questions include:

- 1) Do parental attitudes affect FLL motivation?
- 2) Does foreign language exposure affect motivation?
- 3) Do FLL related employment criteria affect FLL motivation?

In other words:

- Can any underlying factors of a socio-environmental nature be linked to differences in FLL orientation, attitudes and motivation?

3.2. Statement of the scope and limitations of the investigation

The research design of the study lays the basis for comparison and analysis by uncovering pupil orientations, attitudes and motivations concerning FLL. The study attempts to answer some of the questions concerning FLL motivation, raised in previous chapters, making use of qualitative, quantitative and descriptive research methods, thus founding statements on something more substantial than personal impressions and subjective opinions.

The quantitative methods employed involved the distribution of almost 1000 questionnaires. This was followed up by a qualitative approach, namely the conducting of interviews with over fifty individually matched pupils.

Given the large numbers of pupils involved, the findings of this study can claim to be highly representative of these particular schools and socio-cultural environments. The extent to which the findings can be generalised to other schools or teaching situations in either England or France is debatable. It could be argued that those general macro-linguistic findings relating to the significance of socio-environmental influences upon FLL motivation may be relevant to all contexts, whilst those findings concerning certain micro-linguistic context-specific factors may only be relevant to the particular contexts in question. An obvious example of this is the geographical situation of Mulhouse. Each area is a micro-sociolinguistic climate with its own particular and complex *mélange* of factors, not all of which may be generalisable to a national or an international situation. Nevertheless, throughout the thesis references will be made to *the French* and *the English pupils*, not referring to pupils in general within the national contexts of France and England, but to those pupils within the context-specific environments of Walsall and Mulhouse.

The title of this thesis includes the word *comparative*. From her reading of the large body of literature on cross-national comparisons, Hantrais suggests that:

...a study can be said to be cross-national and comparative if one or more units in two or more societies, cultures or countries are compared in respect of the same concepts, and if it concerns the systematic analysis of phenomena, usually with the intention of explaining them and generalising from them.

(Hantrais, 1989b: 9)

The *units* which we compare in this study are pupils learning foreign languages at school in two different socio-cultural contexts in respect of the same motivational concepts of needs, goals, desire and drive. These motivational components are systematically analysed and the data obtained

from the two samples compared and contrasted. Differences between the two sets of data are then examined in greater detail with reference to the previously identified context-specific factors of parents, peers and society in general. Possible explanations, which may account for differences between the two sets of data are then investigated and generalisations concerning the degree of relationship between the three contextual factors: family, peers and society in general, and the four motivational components: desire, drive, needs and goals are made.

In order to simplify the research task, only one foreign language in each country was selected for detailed investigation, French in England and English in France.

The choice of French as the foreign language for the English sample was not a difficult one. French is the most widely taught foreign language in England (Wright, 1993; Westgate, 1989). During the school year 1993-4, 289,901 pupils attempted a public examination in French out of a total of 443,712 modern language entrants, that is to say 65.3% of all entrants (The Guardian, 25/8/94: 2). In the 1980's, 90% of schools offered French as a first foreign language (D.E.S., 1983). In the 1990's, the situation has not changed in the Metropolitan Borough of Walsall (Walsall Metropolitan Borough Education Committee, 1984, 1991b).

The choice of English as the foreign language for the French sample was not so clear cut. In France as a whole, English is the most popular foreign language. In the school year 1990-91 5,150,702 were enrolled to learn English, compared to 1,444,906 in Spanish and 1,387,411 in German (Ministère de l'Education Nationale, de la Jeunesse et des Sports, 1992). However within the Strasbourg education authority's jurisdiction, German and English vie with each other for first place. In the same year 105,510

pupils from this area were learning German, 103,581 English and 8,343 Spanish (Ibid.). This is an understandable state of affairs, given the proximity of the borders with Germany and German-speaking Switzerland. Originally it was hoped to include references to German in the investigation, as unlike English, it does not have international status. However, due to Mulhouse's geographical situation, other factors would have been brought into play, such as the very real possibility of the French children working either in Germany or German-speaking Switzerland at a later date, an opportunity which would elude the majority of English children. A further pragmatic consideration was that widening our interest to include German would have meant almost doubling the length of the questionnaire to unmanageable proportions. Therefore, after careful consideration, the decision to exclude German from the study was made.

Another deliberate choice in this study was the selection of one particular age group. Most of the pupils taking part in this study are approximately fourteen years old. The reasons for selecting this age group are:

- 1. From the preliminary study (Young, 1991) it was discovered that younger children have not matured enough to be able to contribute to such a study. Their experience of life in the wider sociolinguistic environment is still limited and they are only capable of communicating a very restricted set of second hand opinions and experiences, usually uniquely acquired from their parents.
- 2. Fourteen is the last occasion when the majority French secondary school children are still within the same school. After this final year at *collège* they continue their studies/training in different establishments, the most academically able going on to the *lycée* (see figure 3.1 page 113). Therefore, in order to obtain a sample

representative of all sections of society, whilst at the same time facilitating the data collection, 14 seemed the most appropriate age.

- 3. By the age of fourteen all pupils within the British State system have been required to choose three options from the range of subjects available on the timetable in addition to the compulsory areas of study in upper school. That is to say they make a choice for upper school examination courses. To help them with this choice they are asked to refer to booklets such as *Fourteen and beyond* (op). This process of selection should have necessitated a certain amount of reflection and discussion between pupils, parents and teachers with respect to future career pathways, personal views and interests; discussions which may have touched upon the relative importance of learning a foreign language. Similarly in France, fourteen year old pupils have also been required to contemplate their futures by virtue of the fact that the *conseils d'orientation*, a series of discussions between staff, parents and pupils, take place at the end of the preceding 4e year.

A further deliberate choice in this study involves the selection of 26 pertinent questions for analysis from the wide ranging questionnaire which provides over one hundred responses for each pupil and covers a variety of socio-cultural factors.

3.3. Data sources

A structured sample drawn from pupils attending schools in Mulhouse and Walsall supplies the data base for this research.

The initial sample involved almost 1000 FLL pupils, aged approximately fourteen.

An appropriate research instrument, in the form of a written questionnaire, was developed and distributed to pupils from fourteen secondary schools, seven in each context. This quantitative method of data collection, which constituted the main substance of the research, was followed up by the use of qualitative data collection methods, in the form of in-depth interviews with a matched pair sample of fifty individuals.

3.3.1. Sample selection

The positive attitudes towards FLL which had sparked our interest in studying the socio-cultural context in relation to FLL motivation, had been observed whilst teaching in Mulhouse, France. Having worked and lived in the town for a number of years made it an obvious choice for data collection. Access, or rather lack of it, can call a halt to any research, no matter how interesting and well thought out the hypothesis may be. Personal contacts who may ease access into the often sensitive environment of the school, can usually smooth the troubled waters of research.

In addition to the ease of access advantage, the researcher's familiarity with the Alsace region, its own particular culture, language and history, permits a greater understanding of the socio-cultural environment in which these pupils live.

Whilst making initial enquiries about the possibility of conducting the research in Mulhouse, we learned that the English town twinned with Mulhouse is Walsall, in the West Midlands. Once again the negotiation of access to the various schools within the jurisdiction of the local authority was greatly facilitated as a result of the educational links maintained between the two towns.

Lists of all the secondary schools in both the Mulhouse and Walsall areas were obtained and the sample selection process began.

In order to come to valid conclusions there must be adequate sampling of the population under consideration (Woods, et al. 1986: 49). In sociolinguistics adequacy depends on the distribution as well as the number of respondents. That is to say SES (socio-economic status), level of education, length of residency within the sample country together with other factors must all be taken into consideration. It is insufficient to take a percentage of say a town's population, as it is unlikely to be homogenous in these factors. Since speech behaviour correlates with social stratification and attitudes, representatives of every possible group must be included in the sample (Chaika, 1989). Rarely can one study every single person within any group, therefore quasi-random or systematic sampling (Butler, 1985) is one means of ensuring a representative sample with realistic demands upon resources and investment, notably involving the time factor. Quasi-random sampling on an individual basis was dismissed as impractical, given the disruption which would have been caused by taking large numbers of pupils out of different classes in order to complete the questionnaire. Instead of applying systematic sampling to select individuals, the same technique was used to establish which schools would be included in the English sample. Every third school on the local authority list of secondary schools, was selected, a method which the Language Advisor agreed provided a representative sample of Walsall pupils. Thus from a possible twenty two schools, a sample of seven schools was obtained. Two additional schools in which to pilot the questionnaire were also chosen in consultation with the language advisor.

Within the English sample three distinct types of school, all within the state education sector, were included:

- 1. the comprehensive mixed sex school
- 2. the community mixed sex school
- 3. the selective entry girls' school.

Walsall was amongst the first councils to develop community schools, a term which denotes that a school's facilities may be made available to people of all ages in the local area. The school's hall may be let for social functions, sports facilities may be let to clubs and groups, classrooms may be let for band practices, meetings and adult education activities.

These former comprehensive schools now provide an educational and social focal point for local people-removing the traditional barriers between school and community and offering public access to a wide range of facilities.
(Walsall Metropolitan Borough Council, 1992a:17)

Within the Walsall Metropolitan Borough area, children usually enter secondary schools as Year 7 pupils and continue their compulsory education until Year 11, after which they may choose to leave or to stay beyond the age of 16 into Years 12 and 13 (the sixth form) in order to prepare for the A' level public examinations.

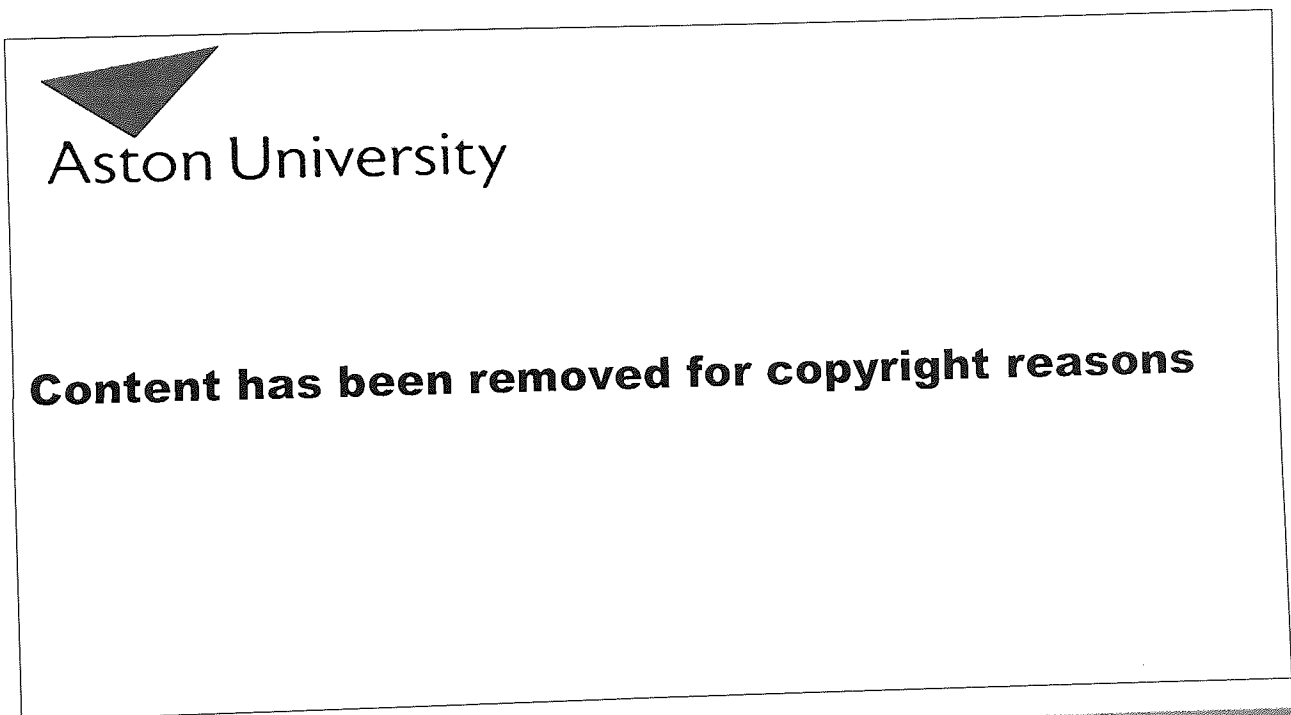
Systematic sampling could not, however, be employed to select the French sample. This sample needed to be stratified due to the nature of the education system in France (see figure 3.1, page 113).

The age group selected for investigation is fourteen. As can be observed in figure 3.1, page 111, the majority of 14 year olds attend a *collège*. However, a small number of pupils, approximately 20% (Cahiers français, 1991: 55) leave the *collège* at 12 years old, after the 5e, to enter the fourth form of a *lycée professionnel (4e technologique)*. These pupils are usually less academically able than their peers and have experienced difficulty in attaining the required standard to move up from one school year to the next.

They have consequently been redirected to a *lycée professionnel* where a more practically oriented training is available, often leading to professional qualifications.

Les classes de quatrième et troisième technologiques ont pour finalité d'accueillir les élèves attirés par un enseignement moins abstrait.
(school F6 prospectus, 1991: 33)

Figure 3.1 The French education system



(Ministère de l'Education Nationale, 1989)

Pupils may enter the *lycée professionnel* after the 5^e or after the 3^e year at *collège*. They may then study for the C.A.P. examination, a three year course after 5^e, 2 years after 3^e. Most pupils study for the B.E.P. examination, 2 years after 3^e. More than half the students who are awarded the B.E.P. (school F6 figures, 1991) continue their studies by preparing for the *baccalauréat technologique* or *professionnel* examination, a 2 year course. All 3^e pupils, both within the *collège* and the *lycée professionnel* sit the end of 3^e *brevet* examination (see figure 3.1, page 113), however, the 3^e *technologique* paper is more technically oriented than the 3^e *collège* paper. Given the numbers of pupils transferring to a *lycée professionnel*, we therefore considered that it would be more representative of the total pupil population to include pupils attending *lycées professionnels* in the sample. Consequently, two out of the four *lycées professionnels* in Mulhouse, catering for 4^e and 3^e *technologique* pupils, were selected and the remaining five schools in the sample were selected from the seven *collèges* in the Mulhouse area.

3.3.2. Negotiating access

Permission to carry out the research in Mulhouse was initially requested from the *Inspecteur Pédagogique Régional d'Anglais*, based at the *Rectorat de l'Académie de Strasbourg*. The *Inspecteur* replied positively and enthusiastically to our letter, lending her support to the project and offering information about some of the Mulhouse schools.

It was through educational exchange links between Mulhouse and Walsall that contact with the Walsall Education Department was initially established. The Walsall Education Department Language Advisor was a well known figure to many English language teachers in Mulhouse, by virtue of the fact that he actively participated in most of the educational visits and exchanges organised between the two towns. A meeting was arranged with

the advisor, who lent his full support to the project, providing information about the schools in his area, advising on sample selection and requesting co-operation from those schools selected to take part in the study.

Having secured the support of the relevant authorities, we then proceeded to contact those schools selected for the sample, writing to the head teacher for permission to distribute the questionnaires to all Year 10/3e pupils (average age 14-15) learning French/English as a foreign language and subsequently to conduct interviews with a limited number of these pupils.

All the schools within both samples agreed to co-operate, however, certain problems were encountered within individual schools. Some teachers were not keen to give access to their lower ability pupils, hoping to dissuade us with arguments such as: *they're not very interesting, they won't understand the questions, they won't reply sensibly* and so forth. Sometimes we managed to convince the teachers that regardless of the pupils' academic record, we would still like to distribute the questionnaires. However, some teachers persistently refused to let us see certain classes. Other teachers did not even inform us of the existence of certain classes, so as to avoid undesirable questionnaire responses. Fortunately such cases were isolated and the majority of teachers did co-operate fully.

Another more serious problem occurred at school F1. The head teacher, the researcher's contact, had only recently been appointed to the school and had instigated changes, a number of which had proved unpopular with some members of staff. The unstable political climate of the school was not congenial to data collection, any proposals emanating from the head being met with resistance. The somewhat embarrassed head devised a plan to ring the researcher should any of the English teachers be absent during the time

period allotted to data collection. Fortunately, one such opportunity presented itself and data was collected from one class. Unfortunately, further forirés were not possible. Due to the delicate nature of relations with school F1, it was not possible to secure further information regarding foreign language teaching within the establishment.

One final hiccup involved school E4, whose head language teacher refused to allow the researcher to distribute the questionnaire on two separate occasions, claiming that this would unduly disrupt the teaching schedule. Therefore only one distribution session was conducted in this school, requiring the pupils to complete both parts of the questionnaire in one sitting.

3.3.3. Sample composition

It should be pointed out that, although sharing certain characteristics, the two contexts from which the samples for this study were selected are manifestly different. We believe that contextual differences lie at the heart of FLL motivational studies. Apart from necessitating a research all of its own, the potential interest of investigating FLL motivation patterns, in two towns as closely matched as possible, is debatable. It is precisely the differences between the socio-cultural environments of the two towns chosen for data collection which render them of particular interest.

The principal contextual difference which distinguishes the two samples is their geographical location.

The French schools are located in the town of Mulhouse, in the *Haut Rhin* (Upper Rhine) *département*, of the Alsace region in the East of France (see appendix A, page 305). Alsace, situated between the Vosges mountains and the Swiss and German borders, is sometimes referred to as *Dreieckland*,

literally *three corners land*, the three corners being of Switzerland, Germany and France, and is often said to be at the *crossroads of Europe*. Such proximity to these borders undoubtedly has an enormous effect on the population's perception of language learning. There is an international airport 30 km to the south east of Mulhouse, which is shared with the city of Basle.

The English schools are situated in the Borough of Walsall Metropolitan Council. Walsall is located in a central position in the UK, in the county of the West Midlands. The town lies approximately 9 miles north of Birmingham and 115 miles north-west of London, far from any international frontier (see appendix A, page 305). The area is sometimes referred to as *England's industrial heartland* (Walsall Metropolitan Borough Council, 1992a), invoking both its geographical position and industrial importance. The central location of the town means that it is at the hub of the motor way network. The M6 passes through the borough and the nearby M5, M54, M42 and M40 are within easy access, providing links with the north, south and west of England and Wales. Birmingham International Airport is less than 30 minutes drive away by motor way.

The different geographical locations of our two samples are a fundamental part of the research, as it is geographical position which has provoked many of the socio-cultural distinctions to be found within the two societies with which this study is concerned.

Although Mulhouse and Walsall are both situated in close proximity to a large city, Basle, only 35km from Mulhouse, and Birmingham, 20km from Walsall, the essential socio-cultural difference lies in the fact that Basle is in Switzerland, whilst Birmingham, like Walsall is in the West Midlands.

The trans-border traffic between Switzerland, Germany and France, generated by over the border employment (35, 000 Alsatians work in Germany and Switzerland daily, Vassberg, 1993: 177), attractive shopping and leisure excursions and facilitated by international road and rail communication links, lends a distinctly European flavour to this area. The proximity of both the Swiss and German borders (twenty minutes drive from Mulhouse) and Strasbourg (100 km north of Mulhouse) with its Council of Europe, European Parliament and Court of Human Rights, is reflected in the local population's concern and awareness of the changes which have been and might be engendered by the European Union. The Maastricht referendum result in Mulhouse was one of the most pro-European in France with 60.02% (l'Alsace, 21/9/92) of the population voting in favour of ratification of the Maastricht treaty, compared to 51.01 % (Le Monde, 22/9/92) in France as a whole.

Many Mulhousiens work outside French territory, the attraction of German and Swiss salaries drawing people to work over the border. In order to secure positions in Switzerland and Germany the ability to speak German is naturally a pre-requisite. Consequently significant economic value is attached to the learning of German in the Alsace region. In addition to the economic value associated with the learning of German, some families attach social and cultural value to the German language and more particularly to *alsacien*, a Germanic dialect inherited together with the Alsatian culture as a result of geographical and historical reasons.

The linguistic situation in Alsace is another socio-cultural distinction which differentiates Mulhouse from Walsall. Apart from French which is the language of the State and therefore also of education, administration and so forth, many people in Alsace speak *alsacien*. The *alsacien* dialect can vary from village to village, but as it is an oral language with no recognised

written form (perhaps a reason for its low status amongst the French-speaking population), *Hochdeutsch* (High German) is therefore cultivated as the standard written form (Stephens, 1976). This is reflected by the local newspaper, "L'Alsace", which is printed both in French and German. Although the dialect has declined rapidly in use during recent years, a survey of secondary school pupils in the *Bas Rhin* (Lower Rhine) *département*, conducted by Veltman and Denis (1988), indicated that 74.5% of parents spoke dialect and that 41.1% of the adolescents questioned spoke dialect with ease.

It is often argued that as Mulhouse is an industrial town in one of the most heavily populated regions of France, the influx of a non-local workforce, may have contributed to the decline of *alsacien* (Vassberg, 1993).

During the preliminary study (Young, 1991), questions concerning the use of *alsacien* were posed and the data analysed (see table 3.2 below).

Table 3.2 Percentage of pupils who hear/speak German/*alsacien*

	school 1		school 2	
	6e	3e	6e	3e
Pupils speak German (learnt through the family)			14.2	27.7
Family members speak German (learnt through the family)	3.7	46.3	15.4	40
Pupils speak <i>alsacien</i>	8.3	7.7		
Family members speak <i>alsacien</i>	11.1	23.1	15.6	

School 1 in the preliminary study was situated in a densely populated area of low-price housing in Mulhouse. The school population was largely composed (approximately 70%) of children from low socio-economic status families living in this catchment area. The remaining 30% came from the outlying villages. The school's population included pupils of eighteen different nationalities, constituting 25% of the total school population. Very

few of these pupils speak *alsacien* (8.3% in the 6e and 7.7% in the 3e year, see table 3.2 above) and none speak German (learnt through the family).

However, at school 2, although none of the pupils stated that they spoke *alsacien*, more children claimed to speak German (learnt through the family) than at school 1, in both age groups (14.2% in the 6e and 27.7% in the 3e). School 2 was a private Catholic school, which attracted many pupils (54.6% of the school population) from villages outside Mulhouse. *Alsacien* is more frequently used within these relatively traditional, conservative communities (Tabouret-Keller and Luckel, 1981; Vassberg, 1993), than within the urban context of Mulhouse. It is therefore not surprising to find that more pupils from school 2 speak dialect (we believe) or German as they claim than pupils attending school 1. It is interesting to note that school 2's pupils, with the exception of a few 6e with reference to family members, refer to the language as German and not *alsacien*, in spite of the fact that it appears to have been learnt through family members which would point to it being dialect. This might be a reflection of the low status of *alsacien* amongst certain sections of the French-speaking population (Hartweg, 1988; Vassberg, 1993).

Thus, we have established that some families in the Mulhouse area still use *alsacien*, especially amongst the older generations and those who live in rural communities (Hug, 1975). Although *alsacien*, as a dialect may only be accorded social and cultural value within certain sections of society, German, the cultivated standard written form, is more widely and highly valued in economic terms throughout Alsatian society as a whole. We believe that this bilingual, bicultural setting contributes to a *language awareness* not present in monolingual cultures, thus differentiating both linguistically and culturally between Mulhouse and Walsall. It is precisely such differences within the socio-cultural context which lie at the heart of this study.

Nevertheless, in spite of their contrasting socio-cultural contexts, comparing the two areas we notice that they share a number of key social and economic characteristics.

The two towns have similarly sized populations, the Mulhouse agglomeration numbering 226,298 inhabitants (Ville de Mulhouse, 1992), the Walsall population 259,488 (Walsall Metropolitan Borough Council, 1992b). Both populations contain various ethnic minority communities, established following industrial growth and the expansion of the labour markets in the two areas. The methods of data classification concerning ethnic minorities, however, differ in each country and may be misleading. In Walsall, 90.4% of the population are white, 1.3% black, 7.7% Asian and 0.7% Chinese or other ethnic groups (Walsall Metropolitan Borough Council, 1992b). In Mulhouse 16.9% are non-French nationals (Recensement de la population, 1990). As a result of successive waves of immigration over the years: the Italian stonemasons, the Polish who came to work in the potash mines, the *Maghrébins* from North Africa and more recently the Turks have led to the metamorphosis of Mulhouse into a somewhat cosmopolitan town.

Both towns grew up around their local manufacturing industries, thus sharing a long and rich industrial tradition. Mulhouse is a highly industrialised town with many large manufacturers implanted in or around the City. The car manufacturers Peugeot have a giant plant just east of Mulhouse, towards the German border; Matra Manurhin, the arms manufacturers, also have a large factory in the town and Rhône Poulenc, the chemical company, and D.M.C., a major cotton manufacturer, are also represented in the region.

Walsall, once nicknamed *the town of a hundred trades* (Walsall Metropolitan Borough Council, 1992a), is situated in the industrial heartland

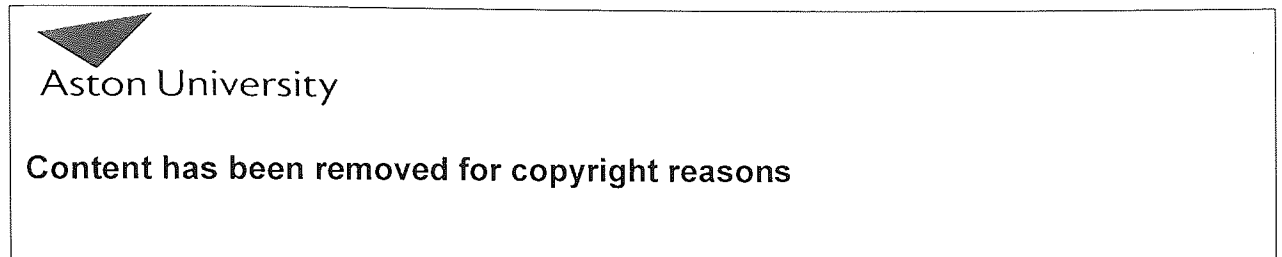
of England and manufactures a wide range of products based on a variety of industries ranging from metal manufacture, mechanical and electrical engineering, nuts, bolts and locks to saddlery and leather. During the 1980's, developments took place in the service sector, in plastics and clothing manufacturing, which changed Walsall's industrial structure from a predominantly industrial based to a service based economy (see table 3.3, page 123).

In 1984 the four largest sectors of: metal goods, mechanical engineering, electrical engineering and metal manufacture employed 35,000 people, representing 73% of total manufacturing employment (Walsall Metropolitan Borough Council, 1992a). Such industries play a major role in supplying materials and components to other West Midlands industries, notably the vehicle industry. In 1987 40% of total employment in Walsall was in manufacturing industry, compared to 24% for Great Britain as a whole (Walsall Metropolitan Borough Council, 1991a). Metal goods manufacture and mechanical engineering together account for over 50% of all manufacturing jobs. They respectively represent 14% and 7% of total employment. Table 3.3, page 121 shows that nearly 10,000 jobs were lost in the manufacturing sector, a fall of 20%, and that a rise of 6,500 jobs in the service sector has occurred, an increase of 14% (Walsall Metropolitan Borough Council, 1991b).

Walsall's economy continues to rely heavily on metal based engineering companies and the town still has a high concentration of firms manufacturing leather goods and saddlery. However, many of these companies were founded at the end of the last century and have undergone rationalisation and restructuring in recent years, resulting in profound changes for both the industry and its workforce. A number of development

agencies, such as the Black Country Development Corporation, have been established in a bid to aid the process of economic revival.

Table 3.3 Industrial structure of Walsall 1981-87



Source: Annual Census of Employment 1987
(Walsall Metropolitan Borough Council, 1991b)

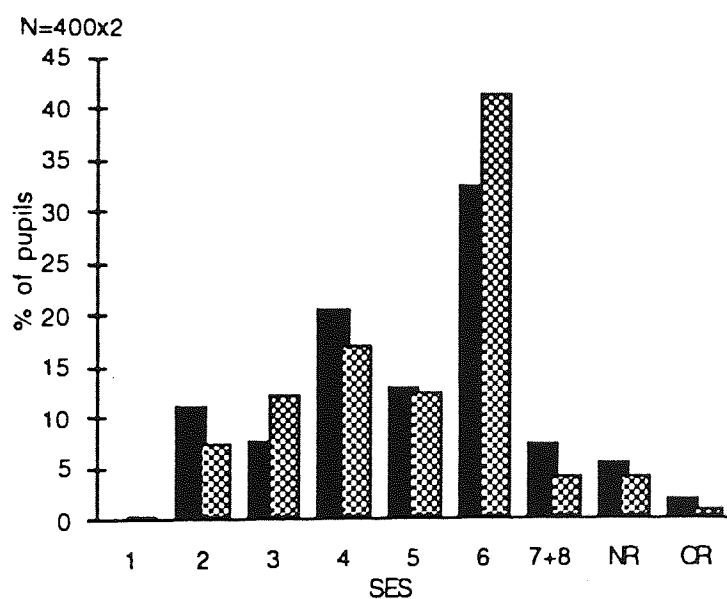
Unemployment is currently relatively high in both our sample towns, 8.9% in Walsall (Walsall Metropolitan Borough Council, 1992b), 12.2% in Mulhouse (Recensement de la population, 1990), however, once again differences in methods of data collection and classification within each national context may be misleading. At the time of the 1991 Census, members of the Walsall population of working age totalled 160, 231 (Walsall Metropolitan Borough Council, 1992b). Of these 59.3% had full or part time employment, 6.6% were self employed, 1.6% were on a Government scheme and 8.9% were unemployed (Ibid.).

Data collected from our two samples compare favourably from a socio-economic perspective (see figure 3.4, page 124).

A wide spectrum of SES categories is represented in the parental professions within the samples, and differences between the socio-economic makeup of each sample are minimal. The greatest difference lies in the proportion of parents classified as *ouvriers* in each sample (32.75% of the English sample, compared to 41.75% of the French). The French sample also has slightly more parents in the *cadres et professions intellectuelles*

supérieures category (12.25% compared to 7.5% in the English sample). In the English sample slightly more parents are employed as *artisans, commerçants et chefs d'entreprises* (11.25% compared to 7.25%) and in the *professions intermédiaires* (20.75% compared to 17%). A higher level of unemployment was also recorded for the English sample (7.25% compared to 3%), contradicting the official figures of 8.9% in Walsall (Walsall Metropolitan Borough Council, 1992b) and 12.2% in Mulhouse (Recensement de la population, 1990). Although some degree of socio-economic change may have taken place between the collection of the official figures, the French census taking place in 1990, the English census in 1991, and our own data collection in 1992, our own unemployed classification denotes that

Figure 3.4 Comparative socio-economic status of the two samples

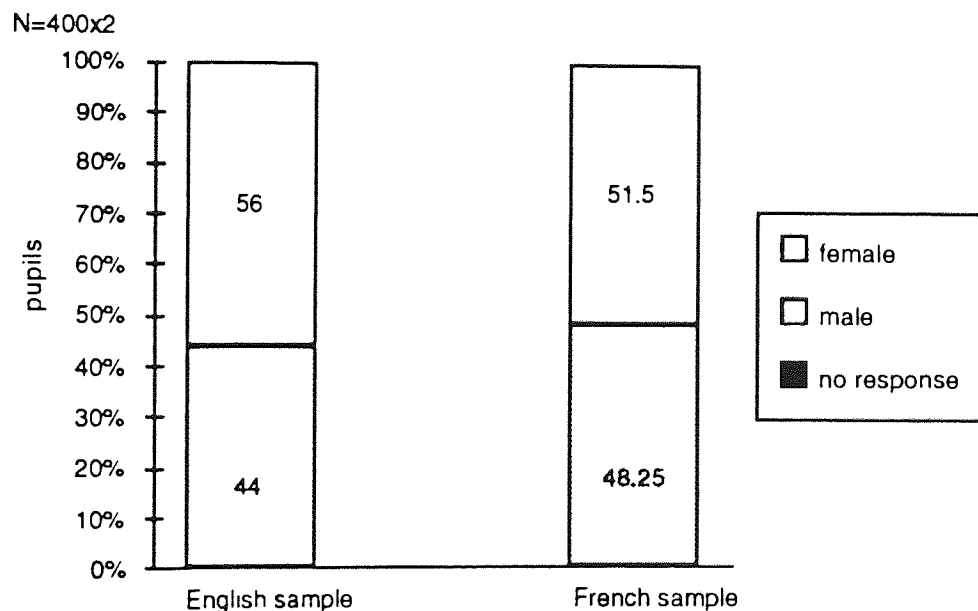


OR	other response	■	English sample
NR	no response	▣	French sample
7+8	population inactive		
6	ouvriers		
5	employés		
4	professions intermédiaires		
3	cadres et professions intellectuelles supérieures		
2	artisans, commerçants et chef d'entreprises		
1	agriculteurs exploitants		

neither parent was employed, given that if one of the parents had a job, this was used as the basis for classification. However, it is also most likely that some pupils whose parents were unemployed did not reply or replied erroneously to this question in consequence of the social stigma attached to unemployment.

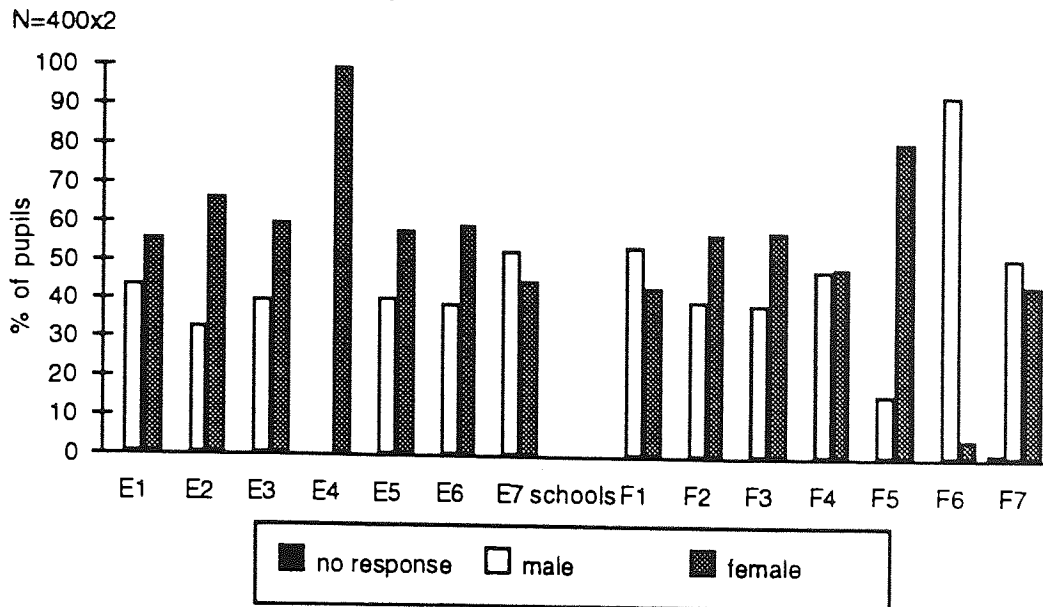
The two samples also compared favourably when compared on the basis of gender (see figure 3.5 below), the English sample being composed of fractionally more girls than the French sample (56% compared to 51.5%).

Figure 3.5 A comparison of the two samples on the basis of gender.



Breaking down the gender data by school, we notice that school E4 is an all girls school (see figure 3.6, page 126), that school F6 is predominantly male and that school F5 is predominantly female. The fact that school E4 is an all girls school may have contributed to the slightly higher proportion of females in the English sample. The differences in gender and in SES composition of all schools will be taken into consideration when examining the data.

Figure 3.6 English and French samples according to gender and school.

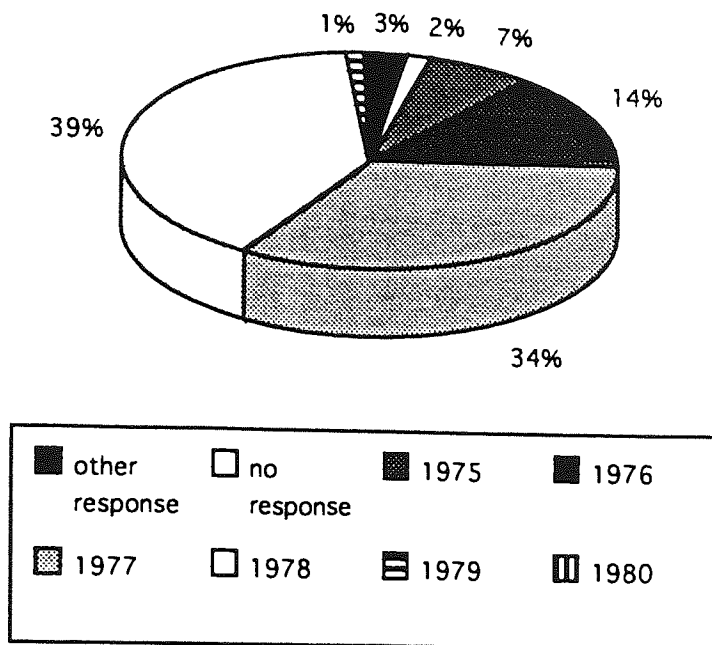


As we have already observed from figure 3.1, page 113, the French school system differs somewhat from the English one. A significant difference to bear in mind with respect to the French education system is the fact that age does not necessarily equal level. That is to say, not all 3e (third form) pupils will be 14/15, although this would be true of the majority. This is due to the system of *redoublement*, retaking a year. Therefore the age variable is carefully controlled and taken into consideration during data analysis.

All English pupils who responded to the date of birth question, without exception, were born in 1977/8, making them 14/15 years old at the time of data collection (school year 1992-3). As we can observe from figure 3.7 overleaf, the majority of the French sample was also born in 1977/8 (73%). However, a very small proportion of the sample is younger than fourteen (1%) and a much larger proportion is older (21%). As already stated, the reason for this discrepancy in age is the system of *redoublement*, whereby pupils deemed not to have reached a certain standard are required to resit the school year.

Figure 3.7 French sample according to date of birth

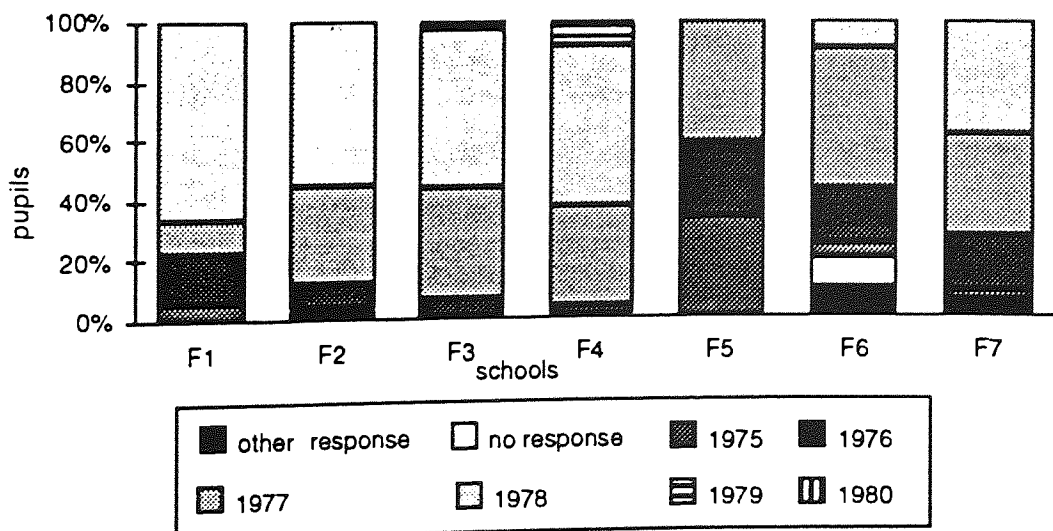
N=400



If we inspect this data broken down by school (see figure 3.8 below), we notice that the number of pupils over the age of 14, that is to say born before 1977, is particularly high at schools F5 (58.33%) and F6 (23.8% born before 1977 and 19.46% supplying no response or an alternative response, which could be an indication of their reluctance to admit to having resat a year). Both of these schools are *lycées professionnels* whose intake, as already explained, comprises of children from all over the town who have had

Figure 3.8 French sample data according to age and school

N=400



problems coping with the traditional academic teaching offered by ordinary *collèges* and have consequently been required to resit a school year.

Another difference between the two national education systems is their foreign language requirements. The French system, *l'Education Nationale*, is very centralised. The school system is a national one, not a regional one, and the curriculum is the same in Marseilles as in Paris. Booklets outlining the course content (*le programme*), detailing everything from lists of FL vocabulary to grammatical structures to be mastered in any particular school year, are published and distributed to teachers by the authorities.

Although there is now a National Curriculum (see table 3.9 below) in England, which stipulates that all pupils will learn a modern foreign language during key stages three and four and that all schools must offer at least one language of the European Community (Department for Education,

Table 3.9 **The key stages of the National Curriculum in England**

AGE	YEAR GROUP	KEY STAGES
4-5	reception	1
5-6	Year 1	
6-7	Year 2	
7-8	Year 3	2
8-9	Year 4	
9-10	Year 5	
10-11	Year 6	
11-12	Year 7	3
12-13	Year 8	
13-14	Year 9	
14-15	Year 10	4
15-16	Year 11	

(After Wragg, 1991; Department for Education, 1991)

1991), there is a much greater degree of flexibility within the English system than within the French one. Course content is largely left to the discretion of the teacher, who is usually influenced by the public examinations to be sat by his/her pupils at the end of compulsory schooling. For those children who have not been entered for public examinations, the teacher may employ an appropriate course of his/her choice.

Foreign language learning begins at primary school in certain areas of France. In Alsace, children learn German during the last two years of primary school, however primary school foreign language learning is not yet the norm in France as a whole.

A selected 10% of French primary schools began participating in a pilot scheme for the teaching of foreign languages in 1989 (Asher, 1990b). During the last two years of primary education, children were to learn a foreign language for two to three hours per week in a bid to cultivate a *conscience européenne* in the new generation of French citizens (Jospin, 1989). This project has been received with great enthusiasm by French parents (Asher, 1990b) and parental demand has encouraged other *communes* (administrative areas) to apply to participate in the scheme, involving considerable financial commitment.

In England the teaching of foreign languages begins at secondary school during key stage three (see table 3.9, page 128). There was an experiment in the 1960's to introduce French into the primary school curriculum. However, after ten years of monitoring 17, 000 pupils' progress and attitudes the project was abandoned, the weight of the evidence combining with the balance of opinion "to tip the scales against a possible expansion of the teaching of French in primary schools" (Burstall et al., 1974: 246).

Another major curricular difference between the French and the English system is the number of foreign languages studied during secondary school. In England the national curriculum includes the compulsory study of one foreign language. The learning of a second foreign language is optional. In France two foreign languages are the mandatory norm, with a possibility of taking on a third language for those pupils considered to possess superior foreign language aptitude. Consequently foreign language learning is allotted 6-8 hours of the weekly curriculum (Ministère de l'Education Nationale, 1985) in France. Three hours per week are set aside for each language learnt and an optional extra two hours of study for the first foreign language is also available. In England four periods (approximately 2-3 hours) per week are recommended for the first foreign language (Department of Education and Science, 1990) during key stage 4 (see table 3.9, page 128).

Learning a second foreign language is an option in England, usually only taken up by those pupils deemed to possess a certain language learning aptitude, assessed by performance in the first foreign language. Although it is recommended that:

the opportunity to study a second language should be broadened to include those who have given evidence of enthusiasm and commitment.
(Department of Education and Science, 1990: 87)

Guidelines are flexible concerning the learning of a second foreign language:

...we believe that, in principle, pupils' entitlement to a ten per cent share of time for the study of the first (foundation) modern foreign language should be preserved throughout key stage 3 and key stage 4. Where a second foreign language is provided, we suggest that at least a further five per cent of time, drawn from non-foundation time (ie outside the National Curriculum) should be allotted for the two languages together. Assuming the equivalent

of at least 15 per cent in total for both the first and second languages, we recognise that some schools may need the organisational flexibility to divide that total in a variety of ways between the two languages.

(Department of Education and Science, 1990: 87)

As already stated, in accordance with French Ministerial directives, all children are usually required to study two foreign languages. On entrance to the *collège*, all 6^e (aged 11) pupils are required to choose which foreign language they are going to study initially. In the *collèges* selected for this study, all offered a choice of German or English and school F4 offered Portuguese in addition, responding to parental demand. This first foreign language is known as the pupil's *première langue vivante (LV1)*. Some pupils opt to study two languages simultaneously, joining the *trilingue* class upon entry to the *collège*. The *trilingue* class, as its name suggests, involves the study of three languages: the mother tongue plus two foreign languages, English and, in Alsace, usually German, although school F2 had a Spanish/English *trilingue* group. The children from the 6^e accepted into this class are required to possess certain intellectual capacities, the assessment of which is usually based on their primary school report. Thus, a form of selection is at work here. The majority of pupils are not selected for the *trilingue* groups and begin studying a second foreign language (LV2) in the 4^e (aged 13). All the *collèges* in our sample offered English and German as LV2, two also offered Spanish and one offered Italian.

Lycées professionnels provide compulsory language teaching for the 3^e *technologique* in just one foreign language, which is allotted 3 hours of the school timetable per week. In the two *lycées professionnels* included in our sample, pupils could choose between German or English as a foreign language.

We have thus established that all pupils in both countries are now required to study at least one foreign language during secondary school education. However, in England, this is a relatively recent requirement which will not be fully in place for all Year 10 pupils until September 1995 (Chambers, 1993). Consequently, the new directives had not filtered through to the upper end of all the schools in our sample at the time of data collection (school year 1992-93) and FLL was still optional for Year 10 pupils at schools E2 and E3 in our sample.

All of the schools in our English sample offered French as the first foreign language (FL1) to their Year 7 pupils and some schools could only offer French, due to staff shortages. Three out of seven schools could offer German as the first foreign language, one of which also offered Urdu and another one Spanish.

No second foreign language (FL2) was taught at school E7, however, all the other schools did offer a second foreign language, usually German and in two cases Spanish. Three out of the seven schools had a top group of more able pupils who were learning two foreign languages simultaneously, however, this was not necessarily the case in every school year as this was dependant upon demand and staff availability.

During the course of fieldwork, the researcher noted that serious staffing problems were being experienced by schools in Walsall. This is substantiated by a document entitled *Modern Foreign Languages in Walsall Schools* produced by the Deputy Director of Education in September 1991 and addressed to the Education (Schools) Sub-Committee. The report was produced after an Inspectorate visit to all secondary schools at the beginning of the 1991 school year and a number of its findings are of significance to our own study. The report begins by stating:

With languages now a foundation subject in the National Curriculum and Britain increasingly involved in Europe it is important that Committee be aware of the provision in schools and that support be given to enhance the educational opportunities for children.
(Walsall Metropolitan Borough Education Committee, 1991b: title page)

The document then outlines differences between schools within the authority concerning examination outcomes, school priorities, languages taught and staffing. Concerning the latter, two of the points raised are of interest to us here. Firstly, the majority of schools in the Walsall area do not have enough qualified language teachers.

1.a) There was a full complement of trained language teachers in only 4 out of 22 schools.

1.b) 10 schools were using qualified teachers with no training in languages. None of them were languages graduates.
(Ibid.: 1)

Secondly, not all pupils were receiving the same amount of foreign language tuition as a direct outcome of staffing difficulties.

2.e) Significant reductions in the number of hours of study are also being used to compensate for staffing difficulties in some schools.
(Ibid.: 2)

Another criticism was the lack of provision of foreign language teaching post 16.

The situation post 16 continues to give cause for concern. Few schools are able to offer a continuing Foreign Languages entitlement in post 16 education because of staffing problems. As a result many students are deprived of an experience in school which is increasingly available in Further Education and which should be viewed as a pre-requisite for new Europeans.
(Ibid.: 3)

Finally, in reference to examination outcomes, the importance of permanent, qualified teaching staff was stressed.

When related to the staffing challenge it is interesting to note that the five schools which did well had only 0.1 of a timetable covered by a non-specialist. There is a direct correlation between stable, qualified staffing and examination successes in our schools.
(Ibid.: 3)

The impact of quality of teaching and number of hours of FLL upon motivation is not the focus of this study. However, Foreign language staffing arrangements within the particular schools in our sample are noted in the individual school descriptions (page 134-168) and taken into consideration during data analysis.

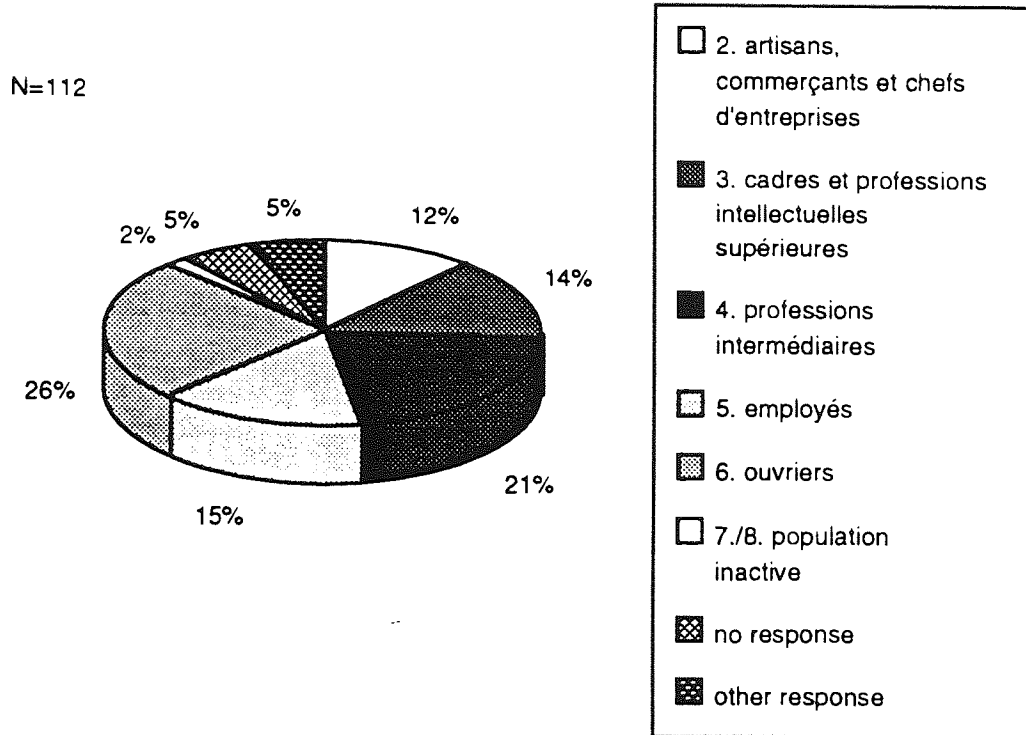
Although national education structures and directives may reveal something about the value accorded to FLL within the school system of a particular country, individual schools may differ considerably in their approach to FLL. Therefore, whilst visiting the schools for the first time, as much information as possible was gathered regarding school population, catchment area, ethnic origins/nationality, staff numbers, foreign languages on offer, foreign exchange and visits organisation, class sizes and any other information concerning individual school policies. This information is presented in the following school by school descriptions.

3.3.3.1. School E1

School E1 is a large comprehensive school with a pupil population of 1258 which includes 59 post-sixteen pupils. The school opened in 1970 and, according to one member of staff, has a largely homogenous middle class intake. Inspection of the SES data, relating to parental occupation, reveals that school E1's population is very mixed, with a majority of parents falling

onto the categories of *ouvriers* or *professions intermédiaires* (see figure 3.10 below).

Figure 3.10 SES of pupils in school E1 sample.



For the school year 1992-3 the proportion of ethnic minority pupils attending school E1 was 10%. There were 67 full time teachers at the school, six of whom taught a foreign language. In addition to the full time foreign language teachers, there were two part time teachers and two foreign language assistants. The National Curriculum key stage 4, which requires all secondary school pupils to learn a foreign language during compulsory education, was fully in place in school E1. All pupils, including the Year 10 pupils of interest to this study were learning a foreign language at the time of data collection. In accordance with D.F.E. recommendations, Year 10 pupils learnt French for a total of two hours and 20 minutes per week, divided into two one hour and ten minutes periods.

In their first year at the school, pupils begin learning their first foreign language, either German or French.

Table 3.11 Numbers learning foreign languages at school E1
(1992-3)

Year	German		French	
	FL1	FL2	FL1	FL2
7	111		111	
8	114		117	
9	116	30	113	30
10	110	18	114	16
11	86	15	112	14
12 (A' level)	3		9	
13	4		10	

The conscious decision to split the year evenly between the two languages, breaks with the normal pattern of French dominance as the first foreign language. After two years, pupils may choose to learn a second foreign language, German or French. Approximately a quarter of pupils choose to do so (see table 3.11, above).

The school prepares pre-16 pupils for the N.E.A.B. G.C.S.E. examinations and post-16 pupils for A' level examinations in French and German (see table 3.12 below).

Table 3.12 G.C.S.E. results 1992-3 at school E1

Subject	Grades	A	B	C	D	E	F	G	U	Abs	Total
English		11	33	59	43	39	7	2	0	1	195
English literature		11	19	66	51	34	7	1	0	2	191
Mathematics		4	11	51	40	27	27	10	14	5	188
Modern Languages (French)		15	18	13	16	17	28	12	0	-	119
Modern Languages (German)		6	18	23	9	12	12	3	0	-	83

Two exchange programmes were available to pupils from school E1, one annually with French pupils under sixteen years old from Dieppe, organised by the school, and the other, organised by the local education authority for post sixteen pupils.

Given that all school E1's pupils learn a foreign language, that they are evenly divided between the learning of French and German and that questionnaires were distributed in all classes, the data obtained from school E1 may be described as highly representative of the general situation concerning FLL motivation within the school.

3.3.3.2. School E2

School E2 is a small community school of 600 pupils. Members of staff described the school population as comprising of pupils with a low self image and low expectations, from a community with many single parent families and very high unemployment. Inspection of the SES data, relating to parental occupation reveals that one out of the nine pupils in this sample had parents who were both unemployed, two pupils fell into the *ouvriers* category, three into the *employés* and one into the *professions intermédiaires*. The remaining two members of the sample did not reply. The local population was also described as rather insular and parochial in nature, experiencing high levels of racism and National Front activity.

65-70% of the school population leave school as soon as possible. Those remaining enter the sixth form, the majority to follow a one year vocational course, and the minority (estimated at 8% by a member of staff) go on to study for A' levels.

Language teaching staff were fairly typical of the language teaching staff situation within the Walsall Education Authority area (see page 130-31), with two specialist modern languages teachers and two non-specialist teachers.

In school E2's prospectus it is stated that the school complies fully with the current requirements of the National Curriculum, including the

teaching of a foreign language (French) from Year 7 upwards. Although all pupils study French in the lower school and a large number now also study German and Urdu, the National Curriculum requirement that all pupils study a foreign language had not filtered through to the upper school, where modern languages are only accorded option status at the time of data collection. Those Year 10 pupils who had opted to continue with French or to start courses in German, Panjabi or Urdu spent three hours per week learning the language, in accordance with the National Curriculum recommendations. The fact that modern languages were still considered as an option for Year 10-13 pupils at school E2 is reflected in table 3.13 below.

At the time of data collection, only 10 out of the 100 Year 10 pupils had opted to learn French. All 10 were working towards the G.C.S.E. public examination. This was an improvement on the preceding year when the teaching of French had been abandoned completely as only 4 out of the 110 strong year group expressed a desire to learn it.

Table 3.13 G.C.S.E. results summer 1990 at school E2

Subject	Grades	A	B	C	D	E	F	G	U	Abs	Total
English		1	12	28	26	18	19	2		11	117
English literature		1	6	18	19	27	15	6		9	101
Mathematics			3	15	8	12	21	8	7	6	80
Modern Languages (French)		1	3	3	3				2		12
Modern Languages (German)		2	1	3							6
Modern Languages (Urdu)		1	3		1					3	8

Given the size of this school's sample, only 9 pupils completed the questionnaire fully, and the fact that these pupils had chosen to continue learning French, this group of children is highly selective and therefore not representative of the general school situation with respect to FLL motivation.

3.3.3.3. School E3

School E3 was a small comprehensive community school with a population of 400 pupils. In the school prospectus reference is made to "the friendly intimate character of a village school", very much in evidence during the field trips. Unfortunately this school has been closed since data collection took place.

French was the main modern language on offer in school E3. As with school E2, the National Curriculum modern languages requirement was in place for the lower school, with all pupils studying French in Years 7 and 8, and French or Spanish or both in Year 9. However, in Years 10 and 11 languages were still optional subjects. In spite of their optional status, the number of foreign language learners did not decrease as substantially as at school E2 (see table 3.14 below).

Table 3.14 Numbers learning foreign languages at school E3 (1992-3)

Year group	French	Spanish	French and Spanish
Yr7	72	not offered	
Yr8	80	not offered	
Yr9	84	50	
Yr10	63	16	1
Yr11	40	22	6

In Year 10 there were two groups studying for the G.C.S.E. public examination (NEA syllabus) at the time of data collection, one had 15 pupils, the other 26 pupils. A third non-G.C.S.E. group of 22 pupils, followed, according to the teacher "a watered down G.C.S.E. syllabus", but would not sit the exam. These pupils were not included in the sample as the teacher had reservations about their suitability to participate in the study.

Unfortunately, the results for the French G.C.S.E. were missing from the tables supplied in the school prospectus (see table 3.15, page 140), however,

the French teacher remembered that all pupils entered for the G.C.S.E. passed, amongst whom six were awarded grade A.

Table 3.15 G.C.S.E. results at school E3 summer 1992

Subject	A	B	C	D	E	F	G	U	X	Total
English literature	1	4	21	3						29
English	1	8	22	21	12	4	1		3	72
Spanish		1	2	2		2			1	8

The 6th form was conjoint with two other schools (not from our sample). Pupils moved from site to site, depending upon where their teacher was located. Seven pupils were following an A' level course in French and one pupil was studying Spanish at the time of data collection.

There were 25 teachers at the school, one of whom taught French full time and another Spanish. In addition regular help was provided from other members of staff and a French assistant was shared with another school. The enthusiasm of the staff and their efforts to promote foreign language learning were very much in evidence in school E3 and are reflected in the number of pupils (see table 3.14, page 139) choosing to continue learning French in Years 10 and 11 where foreign languages had only option status. The French classroom was decorated with realia, a European poster and information relating to a Euroweek held by the school in July 1992.

In this year of 1992 as the countries of the European Community grow closer together, we have decided to try and develop a greater knowledge and understanding of some of our European partners, amongst students at school E3. During the week all students will be involved both in and out of lessons in activities and experiences relating to different European countries covering such diverse themes as culture, currency and cuisine!

(Head Teacher's introduction to school E3's European week booklet)

The aims of the week were outlined in the booklet as:

- 1• Help enhance the status of languages;
- 2• Encourage a broader outlook and perspective;
- 3• Increase awareness of issues for everyone in 1992;
- 4• Increase everyone's awareness of the relevance of languages in the curriculum and in everyday life;
- 5• Increase everyone's appreciation of other cultures as a way of breaking down stereotyping;
- 6• Promote cross-curricular links through a whole school approach.

Also included in the booklet was a letter of support from the local M.E.P. The week's activities included cross-curricular project work related to E.U. member states, Euro quizzes, a sports day during which pupils competed as representatives of the different E.U. countries and the serving of European specialities in the school canteen.

As far as exchanges and visits are concerned, school E3 was very active. All Year 7 pupils were given the opportunity at the end of the summer term to visit Calais or Boulogne. In 1992 for the first time seven pupils from school E3 went on work experience placements in France, staying with French families for two weeks and working in the local area in shops and services and visiting Paris. In between data collection visits, another trip to France took place, this time to Eurodisney.

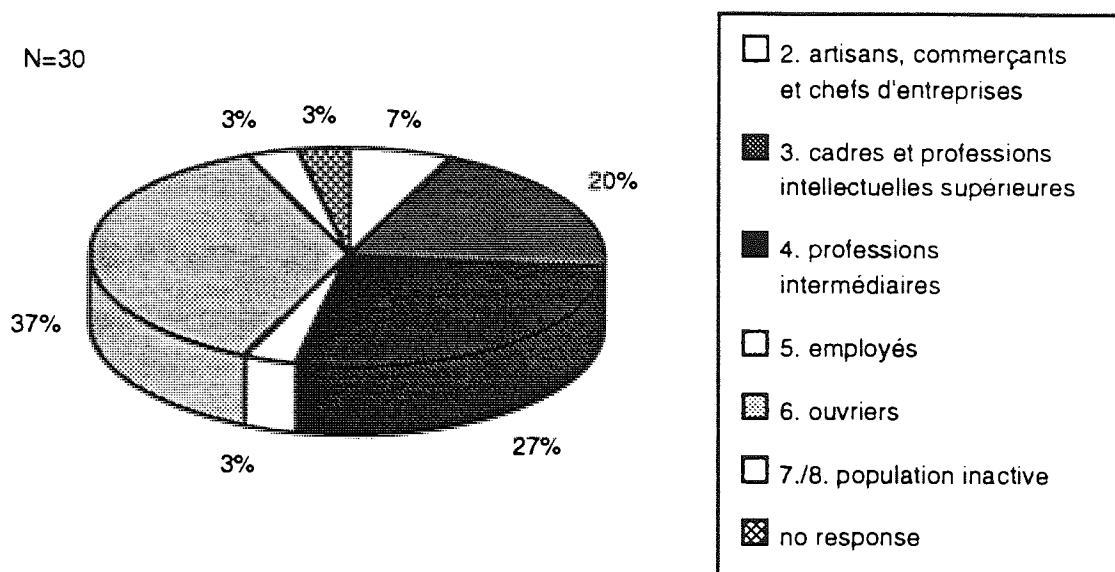
Quite a high proportion of pupils from school E3 continue with some kind of education or training post 15/16, (see table 3.16 below).

Table 3.16 Routes taken by pupils from school E3 (%)

School	F. E. /School	H. E.	Employment	Youth Training	Other
pupils aged 15	51.1		8.7	23.9	16.3
pupils aged 16	45.9		9.1	27.3	18.2
pupils aged 17	17.7	47.1	11.8		23.5

Inspection of the SES data (see figure 3.17 below) reveals that the highest proportion of pupils from the school E3 sample fall into the *ouvriers* category (37%), followed by *professions intermédiaires* (27%) and *cadres et professions intellectuelles supérieures* (20%).

Figure 3.17 SES of sample E3



3.3.3.4. School E4

School E4 is a voluntary aided grammar school for girls. The original boys' school was founded in the sixteenth century and the present girls' school in 1893. Entrance to the school is by competitive examination and girls from both within and outside the Borough of Walsall may sit it. 650 pupils attend the school including a Sixth Form of over 170.

Pupils begin learning their first modern foreign language in Year 7, choosing from French, German or Spanish. In Year 8 they may add a second language to their timetable. It would appear that school E4 is implementing a process of diversification. At the lower end of the school pupils were divided into three groups of approximately 34 pupils, each group learning a different foreign language. At the upper end of the school figures varied from year to year in accordance with staff availability and pupil choice, with

French as the dominant language (see table 3.18 below). At the time of data collection there were 47 pupils learning French in Year 10, divided into two groups. The first group of 21 pupils, learning French as their first foreign language, completed the questionnaire, however, the second group of 26 pupils, learning two foreign languages simultaneously, was not available for data collection.

There were three full time and two part time French teachers, two full time and two part time Spanish teachers and three full time German teachers, plus a native speaker assistant for each language.

Table 3.18 G.C.S.E. results from school E4 1992

	A	B	C	D	E	F	G	U	TOTAL
English	20	54	18						92
English Lit	17	52	23						93
French	58	9	7						74
German	22	4	2						28
Spanish	14	3	1	1					19
Maths	49	18	24	1					92

All students study for the G.C.S.E. public examinations in which they generally secure very good grades (see table 3.18 above). Such promising examination results lead many of school E4's pupils onto higher education (see table 3.19 below).

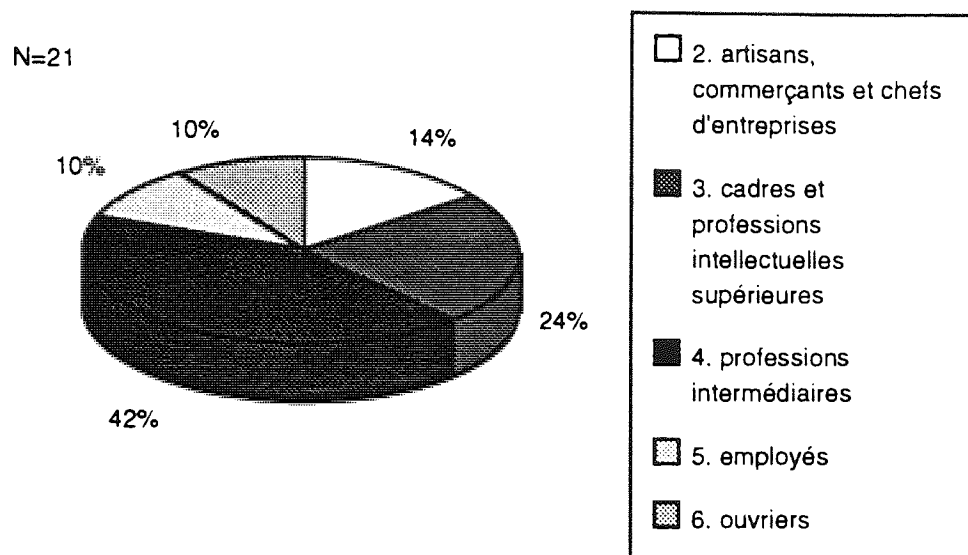
Table 3.19 Routes taken by pupils from school E4 1992 (%)

School	F. E. /School	H. E.	Employment	Youth Training	Other
Pupils aged 15	98				2
Pupils aged 16	96		4		
Pupils aged 17	3	89			8

According to the data, the SES of pupils in the school E4 sample is generally higher than that of pupils from other school samples (see figure 3.20, page 144). The highest proportion of pupils in the sample have parents

employed in the *professions intermédiaires* (42%) and 24% of pupils' parents were classified as *cadres et professions intellectuelles supérieures*.

Figure 3.20 SES of sample E4



3.3.3.5. School E5

School E5 was founded in 1970, becoming a community comprehensive school in 1989. Pupils live locally and the school has a population of 560, including a sixth form of approximately 60 pupils. However, with the closure of school E3, it was predicted that school E5's population would grow.

There are 37 full time members of staff, of whom one is a full time French teacher. Several retired teachers also teach French and German on a part time basis. There is a French assistant and the deputy head is not adverse to helping out too.

During the year in which data collection was carried out, an exchange with German pupils was organised. Nothing was organised to France due to a lack of pupil interest.

In accordance with the National Curriculum requirements, the first foreign language is compulsory throughout school E5, a second is optional. The school week is divided up into 40 lesson periods, four of which are allotted to the foreign language, the recommended D.F.E. 10% of the timetable. Pupils begin learning French or German in Year 7 and continue into Years 8 and 9. Towards the end of Year 9 they are required to choose the option subjects which they will pursue for examination purposes in Years 10 and 11. Some pupils prepare for the G.C.S.E. examination (see table 3.21 below) whilst others follow a "more vocationally orientated course" (school E5 booklet "Your Choice", pages 9-10), which is based on continual assessment, not examination.

Table 3.21 G.C.S.E. results from school E5 1992

	A	B	C	D	E	F	G	U	N/A	TOTAL
English	10	15	46	53	49	17				190
French	0	4	6	3	6	7	3	0	1	30
German	2	3	4	7	15	18	9	0	3	61
Maths	0	1	5	10	22	27	23	6	1	95

The school booklet "Your Choice" which is distributed to pupils prior to the choosing of options, indicates the employment related benefits of FLL.

The advantages of knowing a foreign language are increasing all the time as travel becomes easier and Europe becomes more closely united, offering a wide variety of jobs to specialist and non-specialist linguists.

British companies are expanding their foreign markets and their employees need more and more the knowledge of a foreign language and the experience of foreign language learning. (school E5 booklet "Your Choice": 10)

Although both French and German are taught at school E5, every year witnesses the advent of a new system, due to staff movement. This has resulted in a somewhat complicated state of affairs (see table 3.22, page 146). During the year when the data was collected, all Year 7 pupils were learning

French as the year intake was too small to warrant the offering of two languages. Year 8 pupils were also all learning French and the top three out of five sets had started to learn German. Year 9 was divided into four groups, the top one of which was learning both French and German, two groups had opted for German and the remaining group for French. There were five groups in Year 10: a mini top group learning both languages, three groups learning German only and one group French only. Year 11 had two groups learning French and three groups learning German. French and German are both offered as A/S and A' level courses in the sixth form (Years 12 and 13), although the demand is very low.

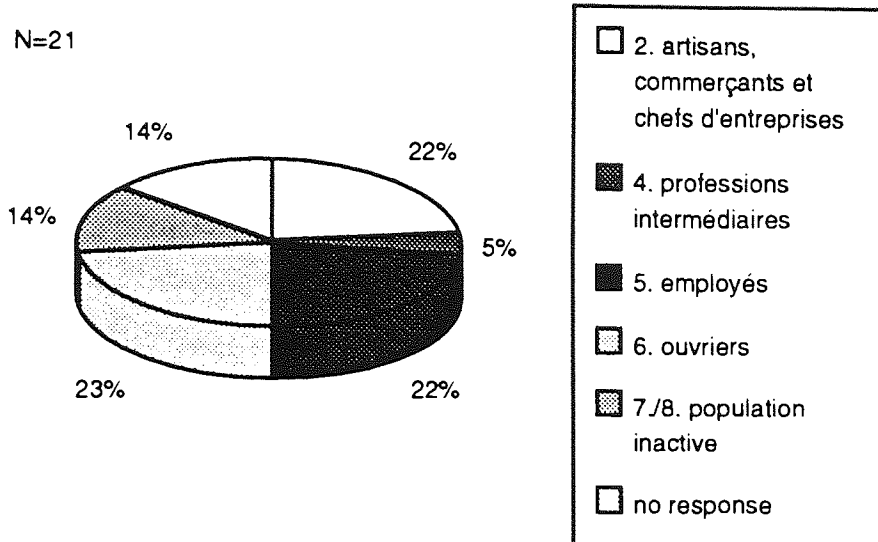
Table 3.22 Numbers learning foreign languages at school E5 (1992-3)

Year	French	German	Both
7	75		
8	45		90
9	28	55	30
10	25	75	11
11	35	55	
12		1	2
13		1	1

The two Year 10 groups learning French, involved in this study, both follow the G.C.S.E. M.E.G. syllabus and have 2.5 hours of French classes per week.

Inspection of the SES data collected from school E5 pupils (see figure 3.23, page 147) reveals a rather low SES population, mainly comprised of *artisans, commerçants et chefs d'entreprise, employés* and *ouvriers*. 14% of the pupils have unemployed parents and another 14% did not reply to this question. No parents were classified in category 3, *cadres et professions intellectuelles supérieures*, and only 5% were classified in category 4, *professions intermédiaires*.

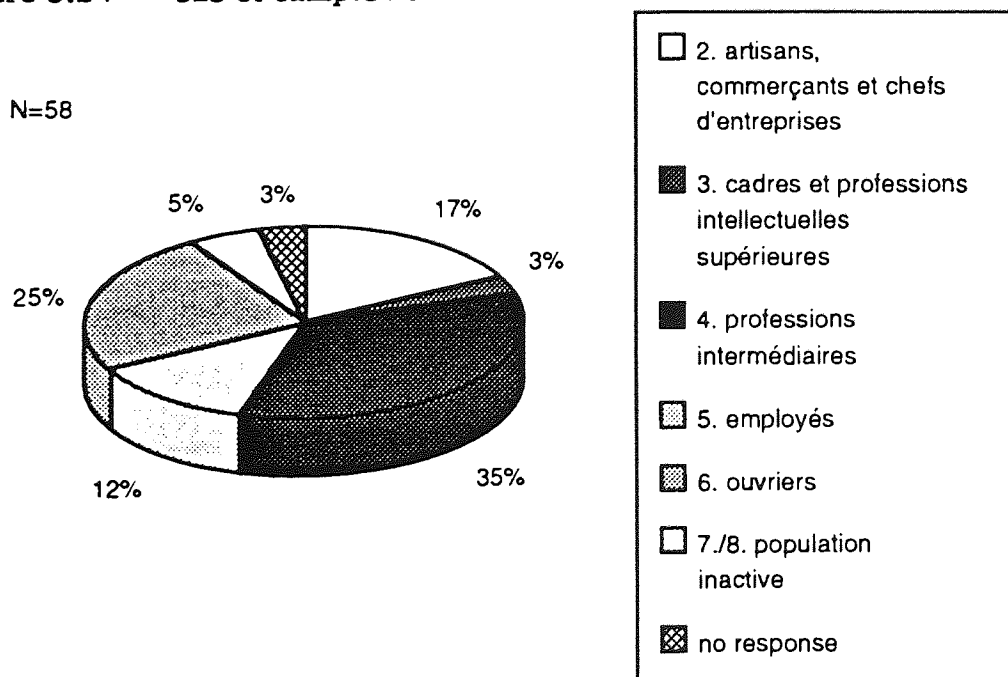
Figure 3.23 SES of sample E5



3.3.3.6. School E6

School E6 is a Catholic comprehensive school and was opened in 1969. In September 1992 the school population stood at 641, this was forecast to increase to 730 in 1993, due to rising demand. There were 4 modern foreign language teachers.

Figure 3.24 SES of sample E6



The SES data collected from pupils in the school E6 sample reveals a mixed population (see figure 3.24, page 147), largely composed of parents with *professions intermédiaires* (35%) and *ouvriers* (25%).

Pupils begin learning French in Year 7. For the upper ability half of the year group German is introduced in Year 8. In year 9, pupils who wish may continue with the second foreign language. At the time of data collection, all Year 10 pupils were learning French. No other foreign language teaching was available to them as a result of staff shortages. However, in Year 11, composed of 52 pupils, approximately 26 were learning French, 12 German and 14 both

In 1992 the school had a native speaker French assistant and a week long visit to France was undertaken by 67 younger pupils. A trip to Paris was in preparation for Year 11 pupils during the October break, something which, it was hoped, would become a regular event.

The public examination results in English, Maths and Foreign Languages, obtained by pupils attending school E6 in 1992 are set out in table 3.25 below.

Table 3.25 G.C.S.E. results from school E6 1992

	A	B	C	D	E	F	G	U	TOTAL
English	2	18	24	26	13	8	1	0	92
English Lit	4	10	24	27	14	2	0	0	81
French	8	4	18	6	2	10	1	0	49
German	3	5	3	8	5	1	0	0	25
Spanish	0	0	1	0	0	0	0	0	1
Maths	3	6	18	18	24	14	10	1	94

As the total number of entrants per subject testify, not all pupils are entered for the G.C.S.E. examination. At the time of data collection, there were three Year 10 G.C.S.E. classes and one City and Guilds non-examination

class for French. All four classes completed the questionnaire, making this sample highly representative of the school.

3.3.3.7. School E7

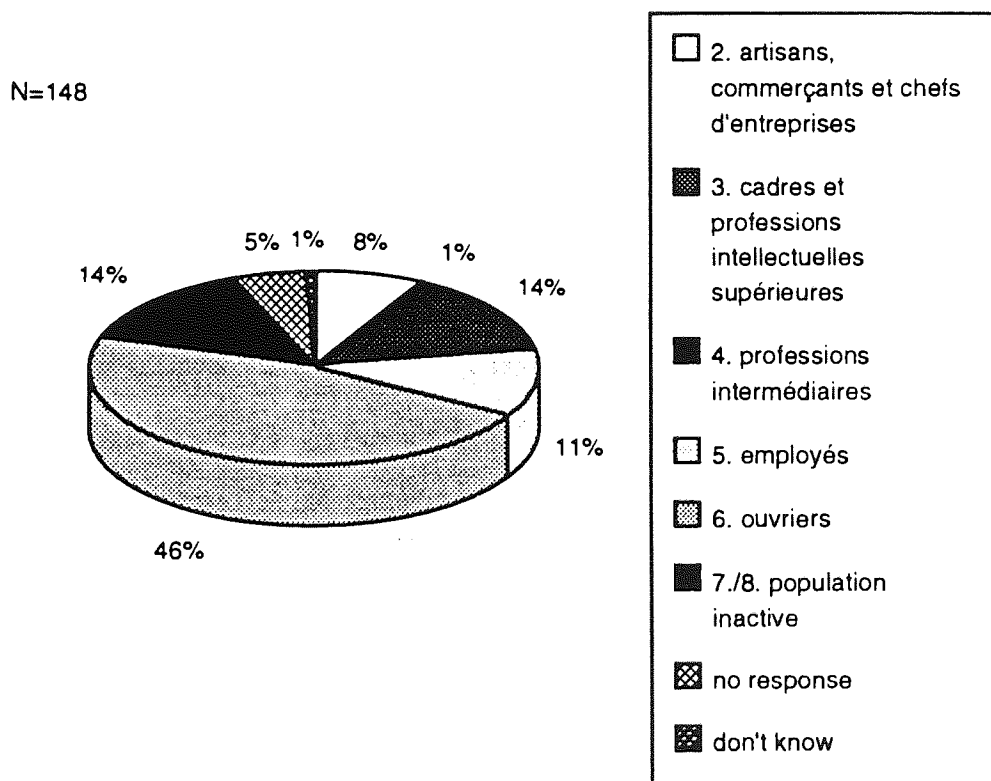
School E7 is a large community comprehensive school with over 1200 pupils between the ages of 11 and 18. There were 240 pupils in Year 10, at the time of data collection, divided into eight forms of approximately 30 pupils per form. Full time staff at the school numbered 81, 4 of whom taught French. In addition to the four full time French teachers there were an additional three part time teachers.

The findings of the 1991 *Modern Foreign Languages in Walsall's Schools* report, discussed earlier in this chapter (see page 132-134) , were particularly poignant at school E7. The head of languages spoke of disillusionment and despair concerning the staffing situation within the department and confided that some teachers within the school were frequently absent and appeared to work to some sort of absence rota system. It was claimed that scarcely a day passed by without one of the foreign language teachers being absent and although all members of the foreign languages department were met at sometime by the researcher during the five occasions on which the school was visited, there was never a full team of language teachers.

Staff absenteeism and shortages appear to have alarming repercussions upon the level of language teaching on offer to pupils attending school E7. One of the members of the French department was quite obviously unqualified and could not always keep even the one necessary step ahead of the pupils. During the course of an interview with a pupil (E7E11) from another class, it transpired that he spent the majority of his time during French class "copying", either from the board or from printed material, as

his teacher was nearly always absent. Not surprisingly, this pupil was not "bothered" about learning French. The number of supply teachers, covering for absent staff, encountered by the researcher whilst visiting this school was equally staggering. There can be no doubt that school E7 is not an easy school in which to work, described by the teachers as a mainly white, depressed area with a high unemployment (see figure 3.26 below) and crime rate (two thirds of the children attending this school qualify for free school meals). However, the staffing problems experienced by the school can do nothing to improve the pupils' situation.

Figure 3.26 SES of sample E7



In Year 10 at school E7, all pupils learn French; no other foreign language is available, due to staff shortages. There are therefore ten classes of approximately 15-20 pupils per class, learning French; four of which prepare pupils uniquely for the M.E.G. G.C.S.E. examination; two follow a City and Guilds skills based course; one class is composed of some pupils following the G.C.S.E. course and others following the City and Guilds course and the

remaining three classes follow a Lancaster and Cumbria modern languages skills for work scheme. The aims of this course, designed by the Languages Development Centre at St Martin's College Lancaster, are:

To provide the learner with the basic linguistic and social skills required to cater for the needs of foreign visitors to Britain in defined tourist or work situations.
(Extract from the preliminary certificate of modern language skills for work: Teacher's notes, page A1)

Requiring an alternative to the G.C.S.E. course for those "pupils who have written skills problems", the head of department found that the Lancaster and Cumbria programme "fitted the bill". The course is modular, operating on a continual assessment, as opposed to an examination basis. Emphasis is placed on comprehension, communication and role-play. All pupils receive a certificate at the end of the year.

The researcher was informed by the head of department that G.C.S.E. grades obtained by pupils from school E7 were usually Ds, Es and Fs, with very few pupils meriting a C or B grade. In the preceding year it was estimated that: there were 25 entrants for the G.C.S.E. in French, all of whom obtained a grade, one pupil was awarded a B grade and three C grades; 43 entrants for Spanish, two of whom failed due to non-attendance, one B and four Cs; 38 entrants for German, all secured a grade except for two pupils who did not attend and three pupils were awarded C grades.

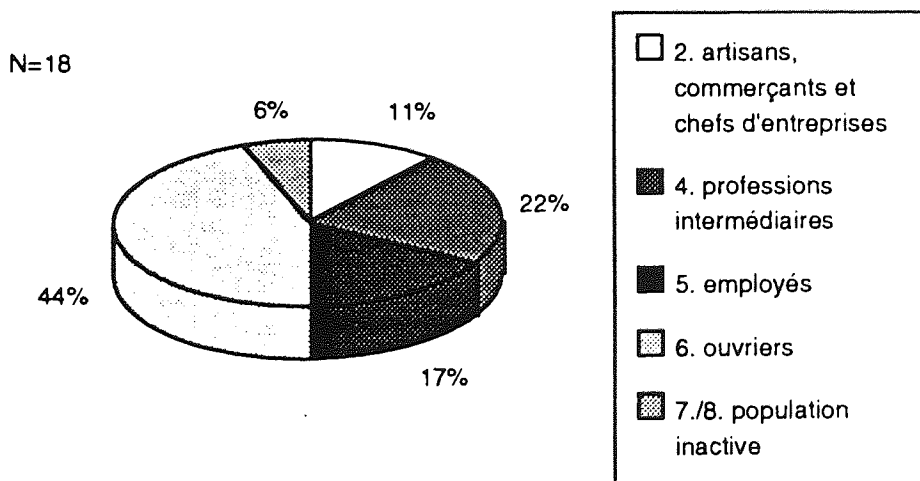
Concerning foreign language exchange programmes, the head of department had participated in teacher exchanges to Mulhouse and had met staff from schools F4 and F5. Needless to say, given the problems experienced at school E7, pupil exchanges were not given any consideration.

Given the fact that all school E7 pupils learn French and that all pupils completed the questionnaire, we can state with confidence that the data obtained from school E7 is highly representative of the FLL motivation situation within school E7.

3.3.3.8. School F1

School F1, a state-run *collège*, has a population of 38 teachers and 475 pupils, 115 (Mairie de Mulhouse, 1992).of whom (24%) are *boursiers* (from low income families and therefore entitled to free school meals). This is the lowest proportion of *boursiers* of all the schools in our sample. The SES data collected from this school reveal that the majority (44%) of the sample fall into the *ouvriers* category, 22% of parents work in the *professions intermédiaires*, 17% are *employés*, 11% *artisans, commerçants et chefs d'entreprises* and that 6% has neither parent in work (see figure 3.27 below).

Figure 3.27 SES of sample F1



Only 54 pupils (11%, Mairie de Mulhouse, 1992) at school F1 are not French nationals, the lowest proportion within all seven schools in our sample.

Although there were 87 pupils in the 3e year during the data collection period, only 18 pupils learning English as their first foreign language (LV1) were made available for questionnaire completion. The researcher was unable to secure a large sample from this school, in spite of excellent contacts, due to the non-cooperation of certain members of staff (see page 115-6).

3.3.3.9. School F2

School F2, another state-run *collège*, has a population of 843 pupils (Mairie de Mulhouse, 1992), plus another 79 pupils in its SES (*Section d'éducation spécialisée*) and a total of 89 teachers.

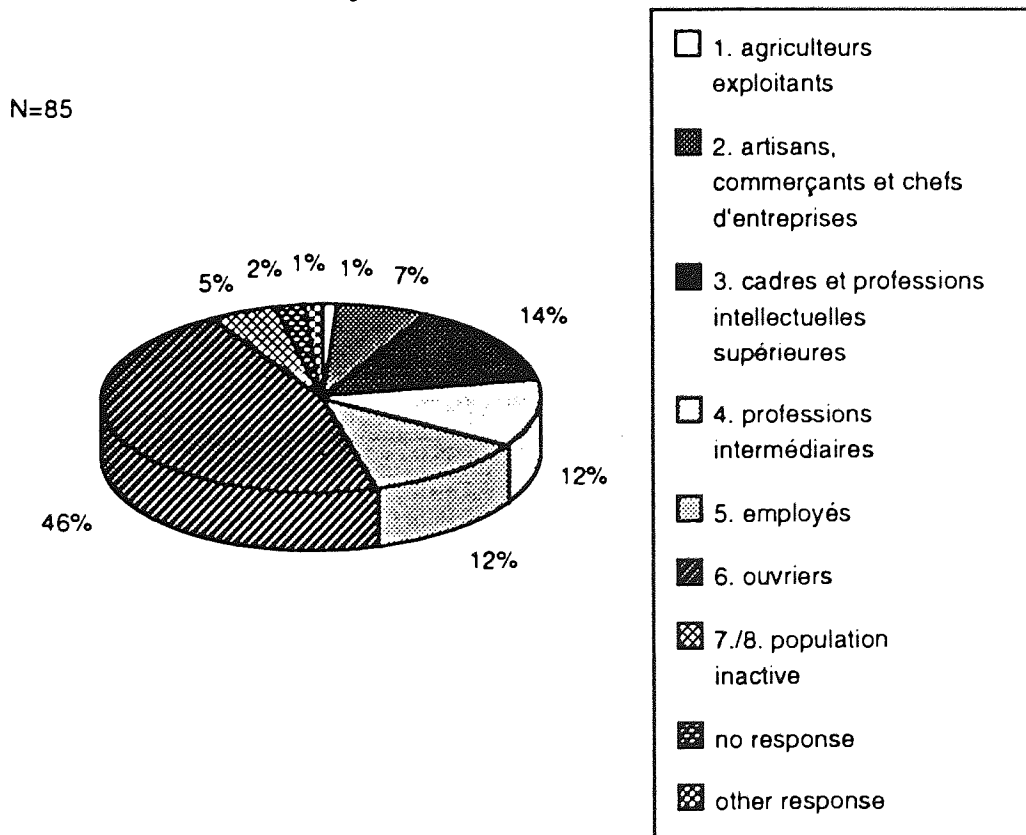
Some *collèges* have an SES (*section d'éducation spécialisée*). These special classes have recently been rebaptised S.E.G.P.A. (*section d'enseignements généraux et professionnels adaptés*), but are still usually referred to as SES. Pupils experiencing learning difficulties may be transferred to the SES at the end of the 5e or 4e year. From the age of 12 to 14 they concentrate on general education. At the age of 14 pupils choose a profession for which they would like to train, perhaps carpentry, construction or industrial technology. At the end of compulsory education, aged 16, pupils may be placed in industry or take on an apprenticeship. School F3's 25th anniversary booklet states:

La vocation générale de S.E.G.P.A. se trouve définie par l'arrêté du 22.10.77 "les problèmes majeurs de l'adolescent sont ceux de son adaptation à la vie sociale". C'est pourquoi le projet S.E.G.P.A. doit être prévu de telle façon qu'une insertion sociale réussie passe par une formation sur l'épanouissement de l'individu et l'accession à une certaine culture, celle-ci restant le principal et le plus efficace facteur d'intégration dans la société actuelle.
(Collège F3, 1992)

A high proportion of pupils attending school F2 do not have French nationality (34%). Originating from 17 different countries, they mainly come from Algeria, Morocco and Turkey. Children who have recently arrived from abroad and who have little or no knowledge of the French language are initially placed in a special class, the C.L.A.D. (*classe d'adaptation section d'éducation spécialisée*). Once the children have acquired sufficient French language they are transferred to an appropriate class within the main body of the school. There are 8 pupils in the C.L.A.D. at school F2.

One teacher described school F2 as being situated in a "*quartier difficile*" with "*beaucoup de chômage*". Discipline problems were not a rare occurrence in this school. One of the English teachers told the researcher how she had been taken to hospital by ambulance one day, having collapsed

Figure 3.28 SES of sample F2



from nervous exhaustion in a particularly difficult class. The low socio-economic status of many of the pupils' families is reflected in the official statistics (Mairie de Mulhouse, 1992) which show that 456 pupils are *boursiers*, almost 50% of the total school population, and in our own SES data (see figure 3.28, page 154).

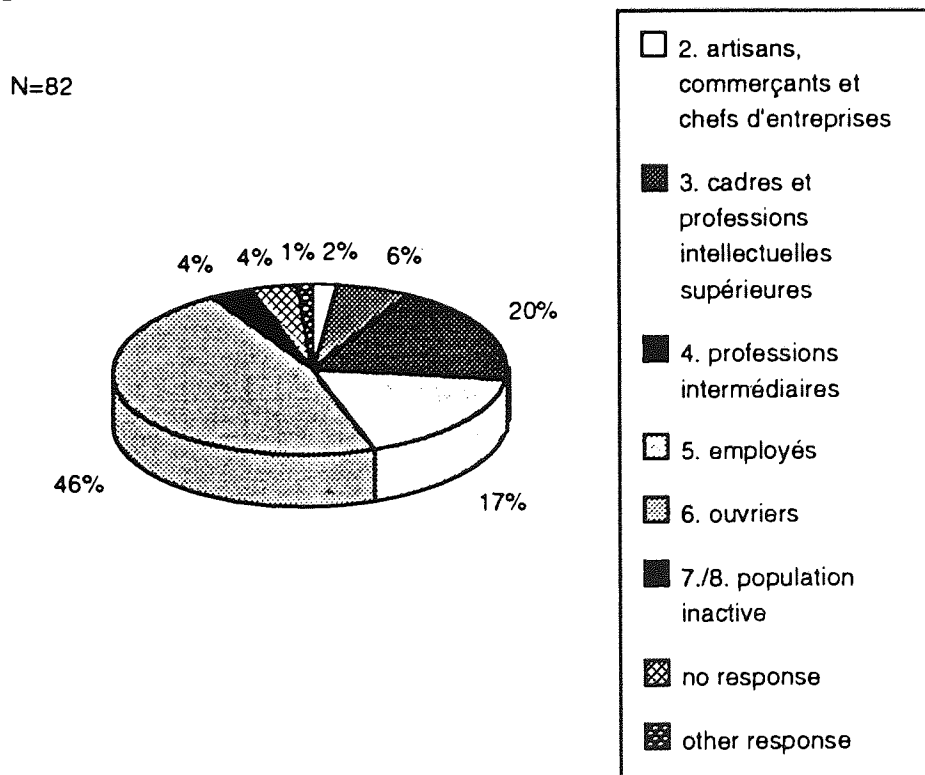
The initial letter dispatched to all schools in the sample, in which the aim of the research was explained and a sample questionnaire included, caused quite a commotion at school F2. Panicked by the mention of *l'Inspectrice*, whose support had been secured before approaching the individual schools, the school immediately photocopied the entire questionnaire, parts 1 and 2, totalling some 56 sections and almost 100 responses, which was intended to be for reference only, and distributed it to one of their 3e classes, for completion at home. As this was during the run-up to the Maastricht referendum and some of the questions concerned parental opinions towards Europe, the school received a number of phone calls the following day from irate parents, accusing the school of trying to discover how they were going to vote in the referendum. The researcher received these questionnaires by post before leaving for France to collect the data. Upon arrival in Mulhouse, the school was visited, the situation clarified and support once more secured. Needless to say the posted questionnaires, which had no doubt been completed by parents as well as pupils, were discarded and that class dropped from the sample.

Regarding foreign language choice at school F2, the regional preference for German as a first foreign language is adhered to, with 465 pupils in years 6e to 3e opting for German, compared to 374 pupils choosing English. There was no *trilingue class* in the 3e year, but 4e, 5e and 6e years had an English/German *trilingue*, with the 6e having an additional English/Spanish *trilingue*.

3.3.3.10. School F3

School F3 another state-run *collège*, is located on the outskirts of Mulhouse, in an area of high rise blocks of flats known as the Z.U.P. (*Zone à urbaniser en priorité*). The majority of the children (about 70%) who attend the school come from this catchment area. The remaining 30% come from the outlying villages, making a total school population of 853 pupils, including the 89 pupils in the S.E.S. (*section d'éducation spécialisée*). The flats in the Z.U.P. are occupied by families, many of whom are not French nationals, from the lower end of the socio-economic scale. This is reflected in the number of *boursiers* (428 pupils, 50% of the total school population, Mairie de Mulhouse, 1992), our own SES data (see figure 3.29 below) and the twenty nationalities of the pupils attending school F3 (see figure 3.30, page 157).

Figure 3.29 SES of sample F3



A booklet printed in 1992 to celebrate the *collège's* twenty fifth birthday states:

- ...les caractéristiques de la population ne varient guère:
- retard scolaire important à l'entrée du collège
 - population défavorisée: 67% de boursiers
 - 30% de familles monoparentales
 - 20% de chômeurs ou inactifs
- (Collège F3, 1992)

The 20% unemployment rate mentioned in school F3's booklet does not correspond to our own SES data where a 4% unemployment rate was recorded. Even if we add the percentage of pupils who did not reply to this question (4%) to our unemployment figure, we do not reach such a high rate. It could be that the school's data was based on one of the parents being unemployed, whereas our data pertains to both. Another explanation might be that not all the children in our sample replied honestly to this question.

The multinational make-up of the school has already been mentioned. For further details regarding this aspect of the school population see table 3.30 below. Briefly summarising this information it can be observed that 201

Figure 3.30 **Number of non-French nationals attending school F3 (1992-3)**

nationality	number of pupils
Moroccan	50
Algerian	48
Turkish	29
Cambodian	13
Tunisian	13
Italian	10
Laotian	9
Vietnamese	9
Sri Lankan	5
Polish	3
Spanish	3
Portuguese	2
Yugoslav	1
Thai	1
Hong Kongese	1
Senegalese	1
Congolese	1
Central African	1
Madagascan	1
TOTAL	201

out of a total population of 765 pupils (Mairie de Mulhouse, 1992) are of a nationality other than French. It should also be noted that while the remaining pupils do have French nationality, many are second or third generation from immigrant families, the majority originally from the Maghreb countries of northern Africa.

The number of children opting to learn German as their first language (420/764) is slightly higher than those choosing English (329/764). The school's policy is to encourage pupils to take up German as their first foreign language. The reasons behind this policy are that the children have already learnt some German at primary school and with the close proximity of the Swiss and German borders many of them will be more likely to need German in order to secure semi-skilled or skilled jobs over the border. English, on the other hand, is considered necessary in order to access higher education with a view to ultimately obtaining professional positions. It would appear that the school succeeds in convincing the majority of its pupils to choose German as their first foreign language (see table 3.31 below). Two years prior to this study, during the course of the preliminary study in which school F3 also participated, the situation was to the contrary, with English as a LV1 attracting slightly more pupils than German. Perhaps the head teacher's policy in promoting German is working. However, the introduction of *trilingue* classes has also played a role in these changes (see table 3.31 below).

Table 3.31 Numbers learning foreign languages at school F3

	TRI	LV1		LV2			3rd option			4th option	TOTAL
Year	E/G	E	G	E	G	S	S	L	R	R	
6e	30	80	145								255
5e	23	64	111							12	198
4e		71	87	76	27	36	11	16	24	2	158
3e		61	77	66	38	23	6	29	10	138	138

E=English G=German S=Spanish L=Latin R=*langue et culture régionale*

As table 3.31 (page 158) indicates, all of school F3's population learn either English or German during their first two years at the collège. During their final two years, most pupils learn English and German, whilst a few choose Spanish as their second foreign language. For those who wish to learn a third language, Spanish, Latin and *alsacien* are available.

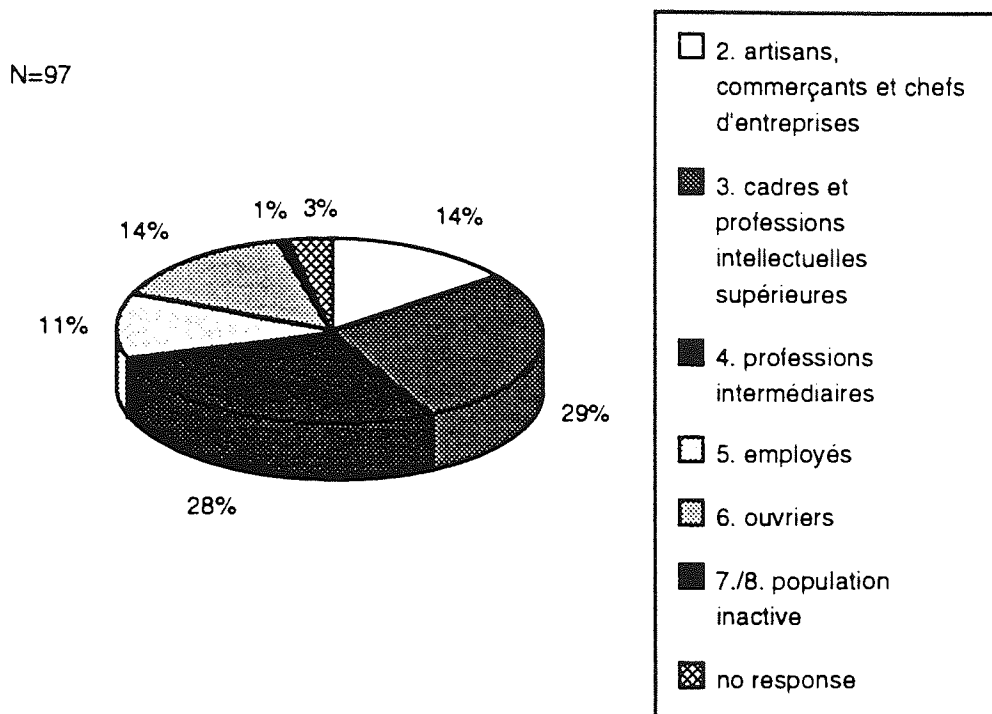
The school has four full time English teachers out of a teaching staff of sixty-three. There are six classes in the 3e year five of which learn English, 127 pupils. All five classes completed the questionnaire rendering the sample highly representative of the FLL motivation situation within this school.

3.3.3.11. School F4

School F4, another state-run *collège* is situated in the centre of Mulhouse and, according to the head teacher, has a very mixed population of children from families of *ouvriers* and *chômeurs* from the poorer districts of the town centre, *commerçants* from the commercial centre, and doctors, lawyers and so on from the chic suburbs. The head teacher also stated that many pupils' parents work at the nearby *cit  administratif* which makes the school a practical choice for these parents. School E4 has the second lowest proportion of *boursiers* in our sample (30.47%, Mairie de Mulhouse, 1992). This information is reflected in our own SES data, collected via the questionnaire (see figure 3.32, page 160).

The school population numbered 676 pupils (Mairie de Mulhouse, 1992). In addition there is a *S.E.S. (section d' ducation sp cialis e)* at school F4, of a similar size to those of schools F2 and F3 (84 pupils). There are 8 in the *S.E.S.* and 54 teachers in the *coll ge*, four of whom teach English.

Figure 3.32 SES of sample F4



There are pupils of sixteen nationalities other than French attending school E4 (see figure 3.33, below), constituting approximately 30% of the total school population. The majority of these children come from *Maghrébin* families. However, there is also a large number of pupils from Portuguese

Figure 3.33 Number of non-French nationals attending school F4 (1992-3)

nationality	number of pupils
Moroccan	46
Algerian	46
Portuguese	43
Turkish	28
Italian	9
Tunisian	5
Spanish	4
Vietnamese	4
Brazilian	2
German	1
Iranian	1
Swiss	1
Syrian	1
Zairian	1
TOTAL	192

families. Parental demand from these families caused school E4 to offer Portuguese as a first foreign language (see figure 3.34 below). The school also offers Italian as a second foreign language, however the take up rate for these languages is limited, most pupils favouring German and English.

Table 3.34 Numbers learning foreign languages at school F4

	Ger/Eng	German		English		Portuguese	Italian	TOTAL
Year	TRI	LV1	LV2	LV1	LV2	LV1	LV2	
6e	27	86		63		15		191
5e	54	75		70		8		207
4e	27	60	30	39	82	16	7	142
3e	26	57	46	50	53		12	133

According to the head teacher, 70% of pupils at school E4 continue their education in the *seconde* of a *lycée* (see figure 3.1, page 111). 20% join a *seconde (cycle court-B.E.P.)* in a *lycée professionnel*, 4% resit the 3e year and the remainder take on an apprenticeship to learn a trade. The school has a 72-5% success rate for the *brevet de collègue*, the end of collège examination (see figure 3.1, page 113).

3.3.3.12. School F5

School E5 is a *lycée professionnel commercial* with a full time student population of 638 and part time students numbering 348 (Mairie de Mulhouse, 1992). The pupils with whom we are concerned, being of compulsory school age, are full time students. 30.6% of the full time school population are *boursiers* (Mairie de Mulhouse, 1992), the third lowest proportion in our sample. Inspection of the SES data collected through our questionnaire reveals that of our sample of 12 pupils, 5 pupils fell into the *ouvriers* category, 3 pupils' parents worked in *professions intermédiaires*, 2 were classified as *employés* and 2 pupils did not respond.

The reason for our limited sample from this school is that firstly there are only 30 pupils in the *3e technologique* at school E5, 12 of whom learn English, the remaining 18 learning German (see table 3.35 below). Initially the researcher was informed that there was only one class of *3e* learning English. However, on a subsequent visit, the existence of another class of pupils was discovered (*classes préparatoires à l'apprentissage*, the least able pupils in the school). The school politely but firmly communicated their reluctance to allow the questionnaires to be distributed in this class. Data collection was consequently restricted to the class of 12 *3e technologique* pupils learning English.

Table 3.35 Approximate numbers learning a foreign language at school F5 1992-3 (school figures)

Course	German	English	TOTALS
5e-3e			130
CPA			70
4eT	15	15	30
3eT	18	12	30
BEP (post 3e)			360
VAM 1e année	36	24	60
VAM 2e année	20	40	60
ACC 1e année	30	60	90
ACC 2e année	40	50	90
CAS 1e année	12	18	30
CAS 2e année	10	20	30
Bac Pro (post BEP)			180
VR 1e année	16	14	30
VR 2e année	13	17	30
CS 1e année	15	15	30
CS 2e année	18	12	30
B 1e année	17	13	30
B 1e année	12	18	30
TOTALS	272	328	670

CPA= Classes préparatoires à l'apprentissage
 BEP= Brevet d'études professionnelles
 ACC= Administration comptable et commerciale
 Bac Pro= baccalauréat professionnelle
 CS= Commerce services

T= technologique
 CAS= Communication administration secrétariat
 VAM= Vente action marchande
 VR= Vente représentation
 B= Bureautique option comptable B

The school population is predominantly female (66%, school F5 figures), a reflection of the professional qualification courses in administration,

accounting, sales and secretarial skills offered by the school. All pupils in our F5 sample were female.

The proportion of non-French nationals attending school F5 is comparatively low (20.2%, Mairie de Mulhouse, 1992). Once again they mainly come from Algerian, Moroccan and Turkish families (see figure 3.36 below). This is reflected in our sample of 12 pupils: one pupil was born in Turkey, another in Algeria and another in La Réunion.

Figure 3.36 Number of non-French nationals attending school F5 (1992-3)

nationality	number of pupils
Turkish	23
Algerian	21
Moroccan	15
Italian	11
Yugoslav	7
Spanish	6
Portuguese	5
Vietnamese	4
Tunisian	3
Cambodian	2
Laotian	2
Cameroonian	1
German	1
Greek	1
Chilean	1
from Niger	1
TOTAL	104

The teacher population of school F5 consisted of 57 full time teachers and 33 part timers (Mairie de Mulhouse, 1992). Our sample's English teacher had participated in several teacher exchanges between Walsall and Mulhouse. However, pupil exchanges had not taken place between the two towns, due to insufficient interest on the part of the English pupils. A pupil exchange between school F5 and a school in Leicester was being planned at the time of data collection.

3.3.3.13. School F6

School F6 is another *lycée professionnel* and the largest French school in our sample. However the professional qualifications for which school F6 prepares its students differ somewhat from those of school F5. Students follow courses in mechanics, electronics and electrotechnics. The school population is consequently predominantly male, both staff and students. In a full time student population of 640, 615 are male (Mairie de Mulhouse, 1992). The school also caters for 139 part time students. Given the numbers of students the school has a large staff of 80 full time and 24 part time teachers. There were three English teaching members of staff and two German teachers.

Most of the pupils come from the Mulhouse area (76%, school F6 figures 1989-90). In the same year 20% came from other areas in the *Haut Rhin département*, 2% from the *Bas Rhin département* and the remaining 2% of students came from other areas of France. Those students who are unable to commute from home every day (37 students in 1992-3, school F6 figures), stay at one of the two nearby *lycée internats* (boarding accommodation) during the week.

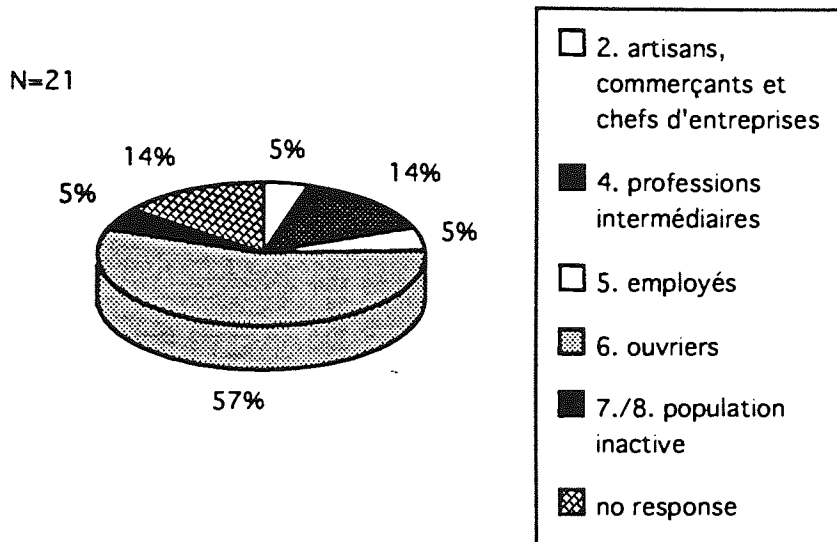
There are 82 *3e* pupils in school F6: 43 *3e préparatoire* and 39 *3e technologique*. Once again the school authorities were not prepared to allow questionnaire distribution in the *préparatoire* class, containing 14 pupils learning English. However, questionnaires were distributed to the 2 classes of *3e technologique* pupils learning English (see table 3.37 below).

Table 3.37 Numbers learning foreign languages at school F6

3e	English	German	none	
préparatoire A	8	13	2	
préparatoire B	6	14		
technologique A	10	9		
technologique B	12	8		
TOTAL	36	44	2	82

Inspection of the SES data (see figure 3.38 below) reveals that more than half of sample F6's population (57%) fall into category 6. *ouvriers*, 5% are unemployed, but a further 14% did not reply to the question, whose SES is open to speculation. There are no pupils in category 3. *cadres et professions intellectuelles supérieures*. 48% of school F6's population are *boursiers*, the third highest rate in our French sample schools.

Figure 3.38 SES of sample F6



3.3.3.14. School F7

School F7 is one of the two state *collèges* in Mulhouse classified as a *Z.E.P. (zone d'éducation prioritaire)*. These *collèges* have particular difficulties to overcome given the exceptional number of pupils from the ethnic minorities within their populations (see table 3.39, page 166). They are therefore accorded supplementary resources, enabling them to limit class size to smaller numbers, make extra coaching hours available (*heures de soutien*) and so on.

As table 3.39 (page 166) testifies, within a school population of 498 (school F7 figures), non-French nationals account for almost 50% of school F7's pupils, the highest proportion in our French sample. Perhaps the popularity of English as a first foreign language at school F7 (see figure 3.40

below), given its international status, may be linked to the international nature of this school population.

Figure 3.39 Number of non-French nationals attending school F7 (1992-3)

nationality	number of pupils
Algerian	78
Moroccan	66
Turkish	22
Tunisian	19
Italian	14
Yugoslav	13
Portuguese	7
Spanish	5
Vietnamese	3
Cambodian	2
Laotian	2
other	6
TOTAL	237

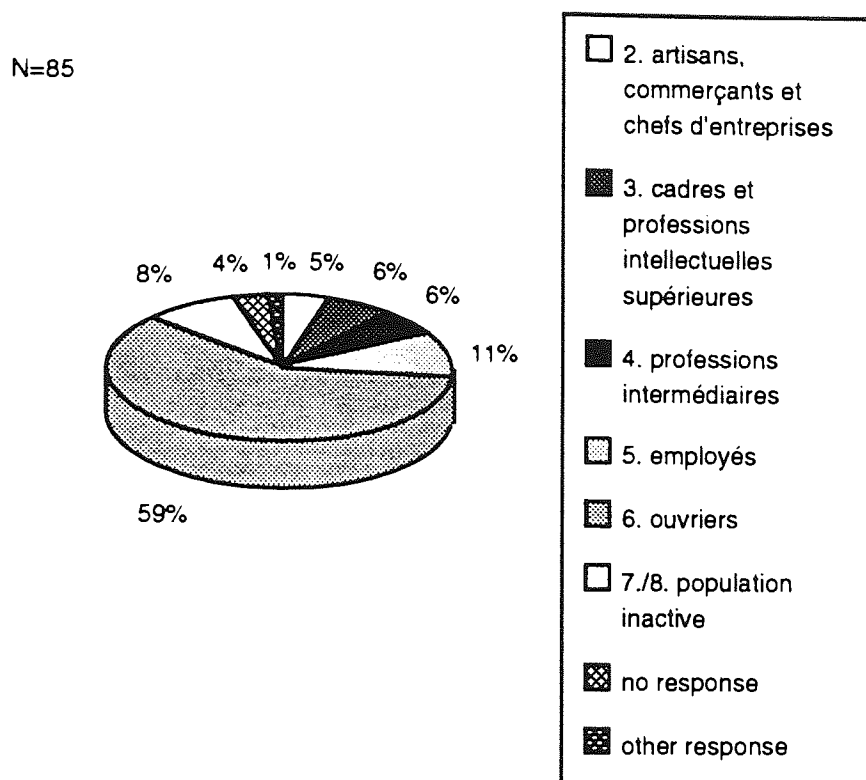
Table 3.40 Numbers learning foreign languages at school F7 1992-3

Year	Ger/Eng	German		English		YEAR TOTAL
	TRI	LV1	LV2	LV1	LV2	
6e	27	39		68		134
5e	20	34		62		116
4e		64	49	64	56	128
3e		56	63	64	57	120
TOTAL	47	193	112	258	113	498

Amongst the forty five members of staff at school F7 there were five English teachers at the time of data collection.

Inspection of the SES data collected from pupils in our school F7 sample (see figure 3.41, page 167) reveals a high proportion of pupils (59%) falling into the *ouvriers* category, 8% with both parents unemployed and a further 4% who did not reply to this question. 61%, the highest proportion in our French sample, of school F7's pupils are *boursiers* (Mairie de Mulhouse, 1992).

Figure 3.41 SES of sample F7



Enthusiasm to participate in foreign language exchanges abounded at school F7. At the time of data collection (school year 1992-3), an exchange took place between pupils from school F7 and pupils from several Walsall schools. The exchange, organised by the ACLEWAMU (Association des collèges et lycées pour les échanges entre Walsall et Mulhouse) had encountered serious problems on the Walsall side as not enough pupils were willing to participate. According to the English organisers, use of the words "linguistic" or "language" to describe an exchange had failed to attract enough pupils. The exchange had therefore been rebaptised a "sports exchange". The new exchange title eventually succeeded in attracting enough pupils from Walsall, however, it was necessary to group pupils from three or four different schools in Walsall in order to match the number of pupils wishing to participate at school F7.

A further example of the difficulties experienced by school F7 to exchange with schools in Walsall was observed post data collection when one

of the school's English teachers requested assistance in finding a school with whom his pupils could initially exchange correspondence and ultimately visit on an exchange basis. One teacher out of the twenty encountered during data collection in Walsall expressed interest in the project. However, four months later the worried teacher in Mulhouse, having received no reply from the teacher in England, wrote requesting further assistance.

Although these two instances occurred at school F7, teachers from other schools in and around Mulhouse reported difficulties in meeting pupil demands to participate in exchange programmes to England. During data collection, many pupils asked the researcher to find them pen-friends in England, supplying their name and address on the questionnaire. Although several English pupils did volunteer to write, the French demand far outweighed the English supply.

3.4. Research instruments.

3.4.1. The questionnaire

The main thrust of this study is a quantitative approach, involving the distribution of almost 1000 questionnaires to pupils from the towns of Mulhouse and Walsall.

3.4.1.1. Designing the questionnaire

Questionnaire and interview items were borrowed and adapted from a variety of sources (Aplin, 1991; Asher, 1990a; Bacon and Finnemann, 1990; Bruck, 1985; Byram, 1990; Cain, 1990; Chihara and Oller, 1978; Department of Education and Science, 1985; Dörnyei, 1990; Gallup report, 1983; Gardner & Smythe, 1979; Gardner, R. C. & Smythe, P.C., 1981; Genesee, Rogers & Holobow, 1983; Gliksman, Gardner & Smythe, 1982; Lukmani, 1972; Noels & Clément,

1989; Oller, Hudson and Liu, 1977; Ontario Ministry of Education, 1974; Ramage, 1990; Schools Council, Research and Development Project on Attitudes to and Motivation for the Learning of Welsh and English in Wales, 1973).

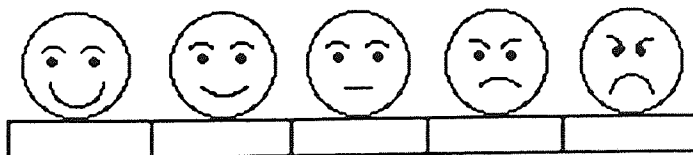
The measurement of motivational intensity, parental attitudes towards FLL, the extent of foreign language exposure within the socio-cultural context, the employment related value placed on FLL by the pupils themselves, their parents and by inference, the learner's socio-cultural context, together with a selection of other variables associated with FLL, was undertaken using a variety of questioning techniques. These techniques included the use of verbal rating scales, for example:

P2Q18) How useful do you think French will be for you in your future job? Tick the box.

very useful quite useful don't know not very useful not at all useful



diagrammatic rating scales, for example:

P2Q8) How do your parents/guardians feel about you learning foreign languages? Tick one of the boxes.



and a combination of the two, for example:

P2Q4) Do you agree or disagree with the following statements? Tick the box.

		
Agree		Disagree
<input type="checkbox"/>	My parents/guardians feel that because we live in Europe, I should learn other European languages.	<input type="checkbox"/>

The advantage of diagrammatic scales is that they are not restricted by words which may mean different things to different people, a problem which may be compounded by translation from one language to another.

Semantic rating scales, combining elements of verbal and numerical scales were also used, for example:

P2Q15) What do you think of your French classes? Circle the number which best describes your feeling.

Example If you feel that your French class is **very** easy, circle number 1.
 easy 1 2 3 4 5 difficult

If you feel that your French class is **quite** difficult, circle number 4.
 easy 1 2 3 4 5 difficult

If you feel that your French class is **neither** easy nor difficult and you can't **decide** either way, circle number 3.
 easy 1 2 3 4 5 difficult

Start here

unenjoyable	1	2	3	4	5	enjoyable
difficult	1	2	3	4	5	easy
interesting	1	2	3	4	5	boring
good	1	2	3	4	5	bad
necessary	1	2	3	4	5	unnecessary
useful	1	2	3	4	5	useless
satisfying	1	2	3	4	5	unsatisfying
important	1	2	3	4	5	unimportant
fun	1	2	3	4	5	dull
clear	1	2	3	4	5	confusing

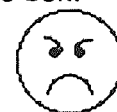
Both fixed alternative items and open-ended questions were employed in the design of the questionnaire. The fixed alternative items most frequently used were *Agree* and *Disagree* in response to various statements concerning FLL, for example:

P2Q7) Do you agree or disagree with the following statements? Tick the box.



Agree

I only need to know enough French to help me on holiday.



Disagree

A *Don't know* option was not made available for the majority of these questions, as it was thought that rather than taking the time to reflect upon

the statement, some children would be tempted to take the easier option of ticking the *Don't know* box. The advantages of the fixed alternative response question are that it provides greater uniformity of measurement and therefore greater reliability, as it is more easily coded than the open-ended questions. The disadvantages of such questions, given that there are only two possible replies, include that they are superficial, they may irritate and frustrate the respondent, and they may encourage inappropriate responses (Cohen and Manion, 1989).

In order to counteract the disadvantages of fixed alternative response questions, these have been carefully worded and used in conjunction with other question forms, including Likert-type scales and open-ended questions throughout the questionnaire as a whole, and sometimes within the same question. For example, in question P1Q17) the fixed alternative responses of *yes, no, French-speaking, French-singing and something about France* facilitate the coding process for the researcher, yet they are interspersed with open-ended questions which allow the respondent a degree of self-expression, reducing frustration.

P1Q17) Have you heard any French or something about France, not at school, on the television over the last 7 days? Tick the box.

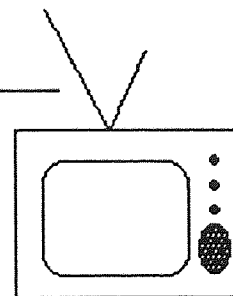
No	<input type="checkbox"/>
Yes	<input type="checkbox"/>

What was the name of the television channel(s)?

What was the name of the programme(s)?

What exactly did you hear? Tick the box.

<input type="checkbox"/>	French-speaking
<input type="checkbox"/>	French-singing
<input type="checkbox"/>	Something about France



The completely open-ended items such as:

Q5) Write down the first 3 words that come into your head when you think of French.

place even less restraint on the respondent's reply reducing the researcher's influence and control over the data and allowing a greater degree of flexibility in responses.

The content of the questionnaire is much broader than this study can hope to encompass, and the amount of data obtained too vast to be analysed in its entirety within the limits of this research. However, having access to such a wide and plentiful supply of data is a distinct advantage. In spite of piloting the questionnaire, inevitably, certain questions may have been misconstrued, by significant sections of the sample. Having a variety of questions concerning the same area of interest allows the researcher to select only those questions which have clearly been understood. A further advantage to securing a large database from which a selection of questions may be made is that the consistency of responses may be checked. Depending on the wording of a question, the respondent may be influenced to provide a more sociably desirable reply. The selection of a battery of questions whose function is to measure a certain concept reduces this affect and allows the researcher to cross check for consistency of response.

Questions eliciting information concerning a certain number of personal factors, such as gender, SES, place and date of birth, were also posed. These factors may influence FLL motivation and therefore need to be controlled when matching pupils for interview and during data analysis.

3.4.1.2. The pilot study

During June 1992 a pilot study, involving the distribution of questionnaires to 60 pupils from 3 schools (two in England and one in

France) and discussions with language teachers from a variety of secondary schools, was conducted.

The pilot study was undertaken with the aim of developing an appropriate research instrument, in the form of a questionnaire for use in a quantitative survey. Predictably, pupils on opposite sides of the Channel reacted differently to the pilot study.

The English pilot

At the suggestion of Walsall Education Department's Language Advisor, two contrasting schools were chosen for the pilot study, so as to gauge a wider span of reactions to the questionnaire.

School A

School A, situated in a low socio-economic residential suburb of Walsall, has a high proportion of ethnic minority children. Prior to visiting the schools, teachers had been provided with copies of the relevant questionnaires together with an accompanying letter inviting reactions to the content and suggestions as to the wording of the questionnaires. The following points were noted as a result of this pilot study.

- 1. Certain items of vocabulary such as: translator, professor, diplomat, patriotic, nationalistic, enthusiastic, unmusical and European, posed a problem to a number of the children.

- 2. In question 1:

Q1) Can you speak any other languages, apart from English? Tick the box.

No

Yes

Q1)
cont.

Name the language(s) and state to what level you can use it/them.

Level 1-Say a few words (Eg count to 10, say yes, no, good morning, thank you)

Level 2 -Use it with friends/family/tourists/visitors and understand.

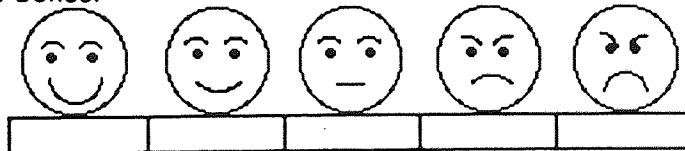
Level 3 -Read in the language.

language	level

there was confusion as to whether French should be included. The definitions given to the various levels also posed problems, especially to the ethnic minority bilingual children. The class teacher also advised changing these levels, pointing out that a child who could read a signpost in a foreign language might class himself as "level 3".

•3. In response to questions 7 and 13:

Q7) What do your best friends think of the single European market for 1993? Tick one of the boxes.



Q13) How useful do your best friends think French will be for them in their future jobs? Tick the box.

very useful

quite useful

don't know

not very useful

not at all useful

many pupils turned and asked their friends in person, when what was required was the pupil's own perception of his/her friends' opinions.

•4. Question 14 was the most problematic for the children, who had difficulty in distinguishing the two concepts *how I am* and *how I would like to be*. This, coupled with the fact that many of the adjectives were unfamiliar to the pupils, meant that this question took up far too much time.

The children did not appear to understand from the instructions what was actually required of them.

Now I would like to know a bit about you and what you think of the English and the French in general.

Q14) Look at the following list of words.

First concentrate on the first column "How I am" and put a tick opposite all the words which you think describe yourself.

Then look at the second column and put a tick opposite all the words which describe how you would like to be, ideally.

In column 3 "French people", put a tick opposite all the words which you think describe the French.

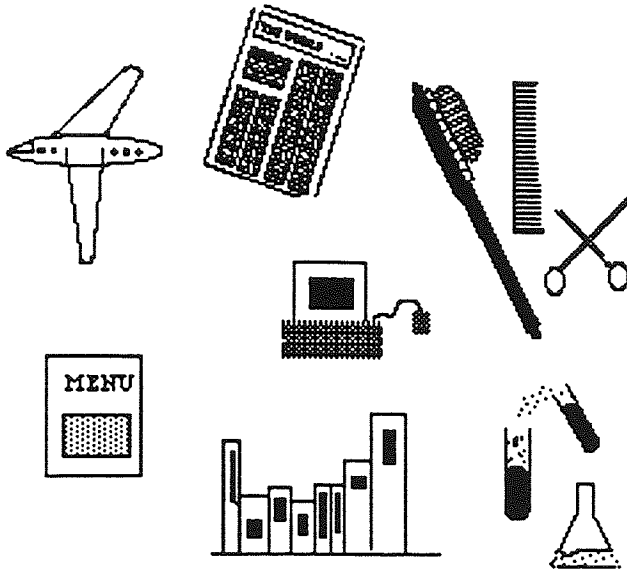
In the last column, "English people", put a tick opposite all the words which you think describe the English.



	How I am	How I would like to be	French people	English people
aggressive				
business-like				
clever				
dishonest				
educated				
enthusiastic				
European				
fashionable				
friendly				
good-looking				
happy				
helpful				
interesting				
kind				
lazy				
modern				
nationalistic				
nervous				
noisy				
patriotic				
positive				
reasonable				
religious				
rich				
shy				
snobby				
sporty				
stubborn				
successful				
talkative				
traditional				

•5. In question 9:

Q9) For which of the following jobs is it important to know foreign languages? Number them in order of importance, number 1. the job for which it is the most important to know foreign languages, number 15. the job for which it is the least important. Write the numbers in the boxes.



car mechanic	
computer officer	
technician	
top manager	
television presenter	
airline pilot	
hairdresser	
secretary	
politician	
librarian	
scientist	
waitress	
shop assistant	
journalist	
translator	
professor	
diplomat	

the boxes and numbers system was deemed impractical, as half way down the lists the pupils wanted to change their minds and reassess their ranking.

- 6. The mention of German in questions 16 and 17 was inappropriate in school A.
- 7. The wording of the general questions at the end of the questionnaire, for example:

What jobs do the grown-ups at home have?

or:

Where were you born?

needed to be reformulated as certain pupils responded:

Do the housework and help with my brother.

In hospital.

- 8. Question 30 uses the expression *I will pass*. Teachers recommended that this be changed to *do well in tests*, as at

this age, the pupils have not yet sat public examinations and are therefore unfamiliar with this concept.

Originally, it had been decided to distribute two questionnaires. The first to the whole class, and the second to a smaller group for discussion. This proved to be impractical due to time limitations and it was decided to amalgamate the two questionnaires into one larger version for the following pilot at school B.

School B

School B is a Church of England school, located in a white, middle class residential suburb of Walsall. The pupils in the class where the questionnaire was piloted were said to be of "average to low" performers in French. The questionnaire distributed at this school was a slightly revised and much longer version than at the previous school. After 30 minutes some of the pupils became restless. It seemed better to divide the questionnaire into two parts and distribute them on two separate occasions. Teachers at all schools endorsed this suggestion.

Once again, staff were most helpful, warning of probable confusion in reaction to the question concerning adjectival description of *myself*, *ideal self*, *French people* and *English people*. Vocabulary posed no problem at school B.

The French Pilot

School C

School C is something of an exception with respect to the French national education system. It is a Catholic school and therefore private, (the French State Education system has a secular policy). The French private

school should not be equated with the English private school. School C has exactly the same curriculum (Ministère de l'Education Nationale, 1985) as any other French *collège*, with the exception of religious education. The school's teaching staff are paid by the *Education Nationale*, as are teachers in State schools, however the teaching staff at private schools do not enjoy *fonctionnaire* status, that is to say their position is not guaranteed for life, as is the case with qualified teachers in the Public sector. School C's fees (on average £30-£40 per term per pupil) go towards the upkeep of the school buildings and site. School C is attended by a majority of white middle class pupils and is situated in the residential suburbs of Mulhouse. Given that school C is not part of the state system, there is no distinct catchment area. Consequently, 325 of the school's 716 pupils came from Mulhouse itself, whilst the remaining 391 travelled in from thirty two of the surrounding villages (school C's figures, 1991-2).

The class who piloted the questionnaire was described by their teacher as "average". The questionnaire used at school C was a French translation of the questionnaire used in school B. The only problem which arose during completion involved the translation of the questionnaire into French. Both pupils and teachers made several helpful suggestions regarding question formulation, thus improving the clarity of the questions. Once again, it was concluded that the questionnaire was too long for the average pupil's concentration span.

In the light of observations and suggestions made during the pilot study, adjustments to the design and wording of the questionnaire were made. The final version of the questionnaire comprised fifty six numbered question headings, including almost one hundred questions. The length of the questionnaire necessitated its division into two parts. A selection of both open-ended and fixed alternative response questions, devised to reveal pupil

attitudes and perceptions about a variety of issues and areas believed to be connected with foreign language learning, were included in the questionnaire.

3.4.1.3. Administration and return of the questionnaires

Given that the questionnaire was divided into two parts, two separate questionnaire completion dates had to be arranged with each group of pupils.

Once permission to allow pupils to participate in the research had been obtained from each of the head teachers in our sample schools, an initial meeting with language teaching members of staff was arranged at each of the schools. The aim of this meeting was principally to arrange convenient times for questionnaire completion, but additionally to secure the support and collaboration of staff, who might feel threatened by certain sections of the questionnaire and suspicious of the researcher's aims. Relevant background information about each school was also collected at this point.

All groups received parts 1 and 2 on separate occasions with the exception of pupils from school E4, whose teacher was not amenable to this arrangement. Pupils who only completed one part of the questionnaire were excluded from the sample.

Prior to questionnaire distribution, the researcher introduced herself and told the pupils that she was interested in what they thought about foreign language learning and that she would like them to complete a questionnaire so that she might know their opinions. A uniform set of spoken instructions was used to administer the two parts of the questionnaire:

Questionnaire administration

- 1) This is not a test
- 2) Everything you write is confidential and private - only I will see it, not your teacher
- 3) I am interested in what you think. Answer how you really feel, not what you think you should write or what you think I might like you to write.
- 4) Answer the questions in order. Put your first feeling and don't change it.
- 5) Don't spend too long on each question.
- 6) This is the first time I've tried these questions out. You're helping me. There will probably be things that are not clear. Please tell me if there are any problems, then I can change the questionnaire in time for another group to answer.

Thank you

Having noted certain difficulties in responding to more complex questions, such as P2Q15/16, during the pilot, in addition to the written example provided on the questionnaire detailing how to respond, a blackboard demonstration was also given prior to questionnaire distribution.

Queries concerning completion were answered on an individual basis by the researcher, taking great care to influence only the form and not the content of responses.

Pupils in both towns frequently requested the researcher for "answers" to questions. In such cases they were informed that it was their opinion which was of interest, not the researchers, nor their teacher's, nor their friend's. If they confessed to really not knowing what to answer, they were requested to write "don't know" at the side of the question. This approach generated relatively few DK responses, except in cases where DK was a fixed response option.

In France the researcher distributed all questionnaires personally, sometimes alone and sometimes in the presence of a teacher. However, when the teacher was present, s/he was requested before questionnaire

distribution and completion not to involve him/herself in the process in any way as this might influence pupils' responses. This request was by and large respected. However, many teachers were curious about what their pupils had written and asked to see the questionnaires directly after collection. These requests were refused on the grounds of respondent confidentiality and teachers were placated with the promise of a copy of the research findings.

In school F3, a newly arrived pupil of Chinese origin experienced problems in understanding the questionnaire. Learning that English had been his first foreign language in China and that teachers at school E3 sometimes resorted to English as a means of communication with the pupil, the pupil was issued with an English version of the questionnaire, which he was able to complete satisfactorily.

Questionnaire completion at some of the English schools was more complex as there were several (up to eight) classes simultaneously learning French in some schools. At two schools the researcher was requested by members of staff to distribute the questionnaires to all pupils during two visits. Help was therefore enlisted. An assistant accompanied the researcher on several visits to other schools, observing the administration process. On subsequent occasions, once the researcher had prepared the class for questionnaire completion, the assistant supervised the completion process alone. In this manner, several classes could complete the questionnaire simultaneously.

The questionnaires were administered by the researcher, involving face to face contact. Almost total success in completion was achieved.

Upon return, the questionnaires were sorted and any spoiled or incomplete copies discarded. Almost one hundred more completed questionnaires were obtained from Mulhouse than from Walsall schools. It was therefore decided to streamline the data to four hundred questionnaires from each context. This was carried out by consulting the SES of the pupils and excluding classes of pupils who added to an imbalance between the two samples in their SES composition.

A system of encoding was established and the data was entered manually into a database using *Excel* software. Given the quantity of data produced from each completed questionnaire, it was necessary to set up a separate spreadsheet for each class of pupils within our sample. Thus twenty four spreadsheets were set up for the English sample and twenty one for the French. Particular sets of data could then be extracted and amalgamated to form a new concept-specific spreadsheet.

3.4.1.4. Selection of sub-sample

The distribution of the questionnaire was to be followed up by the use of qualitative data collection methods, in the form of in-depth interviews with an individually matched sample of twenty five French and twenty five English pupils.

As the aim was to select a mixed sample of children from different socio-economic backgrounds and from both sexes, the pupils were primarily matched according to SES and gender.

The gender variable was easily controlled through the data obtained in answer to one of the opening questions in part 1 of the questionnaire:

Are you (tick the box) ? boy girl

Socio-economic status was controlled through the data obtained in answer to one of the final section questions in part 2 of the questionnaire:

What jobs do your parents/guardians do?: _____

The SES of each pupil was assigned according to the profession of the parents. The classification system used for this purpose was a French socio-professional categorisation, (Derosières and Thévenot, 1988) used by the *Institut National de la Statistique et des Etudes Economiques* (I.N.S.E.E.) for the French census of 1982. This classification was deemed most suitable as it is based on level of education or professional training, as opposed to a manual/non-manual distinction, favoured by many of the English classification systems. The manual/non-manual distinction could lead to the under valuation of professionally qualified manual employees and would not adequately reflect family background. The classification system used takes the educational level of the parents into account and is sufficiently detailed to allow precise classification. There are seven major bands of classification, from *cadres et professions intellectuelles supérieures* (category 3) to *population inactive* (category 8). Each band is sub-divided into 3-10 job descriptions. For example, SES category 3 includes the following sub-classifications: 31. *professions libérales*, 33. *cadres de la fonction publique*, 34. *professeurs, professions scientifiques*, 35. *professions de l'information, des arts et des spectacles*, 37. *cadres administratifs et commerciaux d'entreprise*, 38. *ingénieurs et cadres techniques d'entreprise*. For families where two professions were indicated by the child, the higher SES profession was selected to represent SES, thus facilitating the task of data manipulation. Thirty two of the forty two job descriptions available were necessary in order to classify all the samples' parental professions (see table 3.42, page 184).

Table 3.42 Categories of socio-economic status identified within the two samples

N°	Job description
1.	Agriculteurs
21.	Artisans
22.	Commerçants et assimilés
23.	Chefs d'entreprise de 10 salariés ou plus
31.	Professions libérales
33.	Cadres de la fonction publique
34.	Professeurs, professions scientifiques
35.	Professions de l'information, des arts et des spectacles
37.	Cadres administratifs et commerciaux d'entreprise
38.	Ingénieurs et cadres techniques d'entreprise
42.	Instituteurs et assimilés
43.	Professions intermédiaires de la santé et du travail social
44.	Clergé, religieux
45.	Professions intermédiaires administratives de la fonction publique
46.	Professions intermédiaires administratives et commerciales d'entreprise
47.	Techniciens (sauf technicien tertiaires)
48.	Contremaîtres, agents de maîtrise (Maîtrise administrative exclue)
52.	Employé civils et agent de service de la fonction publique
53.	Policiers et militaires
54.	Employés administratifs d'entreprise
55.	Employés de commerce
56.	Personnels des services directs aux particuliers
62.	Ouvriers qualifiés de type industriels
63.	Ouvriers qualifiés de type artisanal
64.	Chauffeurs
65.	Ouvriers qualifiés de la manutention, du magasinage et des transports
67.	Ouvriers non qualifiés
68.	Ouvriers non qualifiés de type artisanal
74.	Anciens cadres
78.	Anciens ouvriers
84.	Elèves, étudiants de plus 15 ans
85.	Autres inactifs entre 15 et 60 ans

Once the matching criteria of sex and SES were satisfied, further criteria were introduced in order to limit the number of pupils to be interviewed to more manageable proportions. These secondary criteria included data relating to the pupil's cultural background, personality (to a limited extent), FLL behaviour and experience of the TL country, obtained in response to the following questions:

Cultural background (Final section of P2)

In which town and country were you born? _____

How many years have you lived in *Britain/France*? About years.

Have you ever spent 2 months or more out of *Britain/France*? Tick the box.

No

Yes

Where? _____

When? _____

Personality- introvert/extrovert (P2Q14a & P2Q14f):

Q14) How do you feel about learning languages at school? Tick the box.



Agree

I am afraid the others will laugh at me when I speak foreign languages.



Disagree

I never feel quite sure of myself when I am speaking in foreign language classes

FLL behaviour (P1Q20, 24, 27, 29 & 30):

Q20) After I get my *French/English* homework back, I:

- a) just throw it in my bag and forget it.
- b) look it over, but don't spend much time on it.
- c) redo it.

Q24) When I am in *French/English* class, I:

- a) answer only the easier questions.
- b) never say anything.
- c) volunteer answers as much as possible.

Q27) When I have a problem understanding something we are learning in *French/English* class, I:

- a) only seek help just before the exam.
- b) just forget about it.
- c) immediately ask someone for help.

Q29) If my teacher suggested we do an extra piece of *French/English* homework, I would:

- a) definitely volunteer.
- b) only do it if the teacher asked me directly.
- c) definitely not volunteer.

Q30) If I had the opportunity to speak *French/English* outside of school, I would:

- a) speak *French/English* most of the time, using *English/French* only if really necessary.
- b) never speak it.
- c) speak it occasionally, using *English/French* whenever possible.

Experience of target language country(ies) (P1Q13)

Q13) How often have you been to a French speaking country? Tick one of the boxes.

Never

4-10 times

once

more than 10 times

2-3 times

Although sex and SES were always matched, the aim of this was not to control other variables. The secondary criteria were therefore only applied when the initial selection process resulted in the number of pupils being too large. At the time the matching process was carried out, it seemed that this method of restricting numbers of interview candidates would lead to a balanced sample.

Data obtained in reply to aforementioned questions on the six criteria for interview selection was coded and recorded class by class, using the Excel software package as a database. During this initial operation, a certain number of questionnaires were discarded due to non-completion of one of the parts, because of pupil absence on one of the appointed questionnaire administration dates.

But once processed, the data could be manipulated and individuals were regrouped according to socio-professional category. Within each of the thirty two socio-professional categories identified, matching pairs were sought.

In the initial matched pairs for the interview sample the distribution over the socio-professional categories and from the different schools was as follows:

Table 3.43 Initial matched pairs interview sample

		ENGLISH SCHOOLS							FRENCH SCHOOLS							TOTAL	
		E1	E2	E3	E4	E5	E6	E7	F1	F2	F3	F4	F5	F6	F7		
S	1	NO MATCH FOUND														0	
	21	NO MATCH FOUND														0	
E	22			MF								M			F	4	
	23					F	M					MF				4	
S	31	NO MATCH FOUND														0	
	33	NO MATCH FOUND														0	
	34	NO MATCH FOUND														0	
	35	NO MATCH FOUND														0	
	37			M								M				2	
	38				F							F				2	
	42			M	F		M				MM	F				6	
	43	NO MATCH FOUND														0	
	44	NO MATCH FOUND														0	
	45	NO MATCH FOUND														0	
	46						F			F						2	
	47			M	F				M			F				4	
	48			MM						M						3	
	52							M			M					2	
	53	NO MATCH FOUND														0	
	54			M					M							2	
	55	NO MATCH FOUND														0	
	56	NO MATCH FOUND														0	
	62			FMM		F				FF	M	M				8	
	63			F		F	M				M				FF	6	
	64				F										F	2	
	65			F							F					2	
	67			FF							F		F		FF	6	
	68	NO MATCH FOUND														0	
	74	NO MATCH FOUND														0	
	78	NO MATCH FOUND														0	
	84					F			F							2	
	85		M			F				F		M				4	
	F			6	4	5	1		1	4	2	4	1		6	34	
	M		1	9			3	1	2	1	5	5				27	
	+	0	1	15	4	5	4	1	3	5	7	9	1	0	6	61	
		M=14			F=16			30		31		M=13			F=18		

Interviews were initially carried out in France, where twenty seven out of the original thirty one identified pupils were available for interview. The five pupils unavailable for interview were either absent from school during the two week period over which the interviews were held, or in one extreme case had been expelled by the school authorities. The interviewed sample was consequently redefined to include twenty seven pupils from each town.

Upon returning to England, the researcher endeavoured to interview those English pupils matched with the French pupils already interviewed. Several visits to the various schools were made and twenty five pupils were eventually interviewed, rendering only two of the French interviews redundant. The definitive matched pair interview sample therefore included 25 English pupils matched with twenty five pupils (see table 3.44 below) of both sexes and varying SES

Table 3.44 Redefined matched pairs interview sample after French interviews

	ENGLISH SCHOOLS							FRENCH SCHOOLS							TOTAL
	E1	E2	E3	E4	E5	E6	E7	F1	F2	F3	F4	F5	F6	F7	
S 1	NO MATCH FOUND														0
21	NO MATCH FOUND														0
E 22			MF								M			F	4
23						M					M				2
S 31	NO MATCH FOUND														0
33	NO MATCH FOUND														0
34	NO MATCH FOUND														0
35	NO MATCH FOUND														0
37			M								M				2
38				F							F				2
42			M	F		M				MM	F				6
43	NO MATCH FOUND														0
44	NO MATCH FOUND														0
45	NO MATCH FOUND														0
46						F			F						2
47			M	F				M			F				4
48			M						M						2
52							M			M					2
53	NO MATCH FOUND														0
54			M					M							
55	NO MATCH FOUND														0
56	NO MATCH FOUND														0
62			FMM		F				FF	M	M				8
63			F		F	M				M				FF	6
64				F										F	2
65			F							F					2
67			FF							F		F			4
68	NO MATCH FOUND														0
74	NO MATCH FOUND														0
78	NO MATCH FOUND														0
84	MATCH UNAVAILABLE														0
85	MATCH UNAVAILABLE														0
F			6	4	2	1			3	2	3	1		4	26
M			8			3	1	2	1	5	4				24
+	0	0	14	4	2	4	1	2	4	7	7	1	0	4	50
	M=12		F=13			25		25		M=12			F=13		

3.4.2. The interview

3.4.2.1. The structure and style of the interview

An empty classroom was usually provided by the school in which the interviews could be held. All interviews were recorded on a portable cassette recorder. Interviews were structured (see appendix 3 for interview schedule), but informal. Sometimes interviewees moved naturally onto points of discussion and the pre-established interview sequence was disregarded, permitting the interview style to remain as informal and flexible as possible, thus allowing the pupil maximum free expression with the minimum of input from the researcher.

Most of the pupils interviewed responded positively to the interview situation, volunteering information and providing some very interesting insights which could not have been afforded by the questionnaire. One French pupil gave the researcher her address, requesting a copy of the "results" and one class in Mulhouse asked the researcher to give a résumé of the general findings so far extracted from the questionnaire. Only two pupils, one in Mulhouse and one in Walsall, appeared uninterested and reluctant to expand upon points raised.

3.5. Data analysis

3.5.1. Identification of relevant questions

As already mentioned, the quantitative data was analysed using *Excel* as a database. Once this long and laborious task had been completed and an initial data inspection had taken place, key questions relevant to our five concepts of: FLL desire, FLL drive, parental attitudes towards FLL, foreign language exposure and the employment related value accorded FLL, were identified.

To simplify reference to questionnaire questions, the term *the foreign language* is used to refer to French in England and English in France and *the national language* to refer to English in England and French in France.

Question identification is made by referring to the Part in which the question is contained, P1 or P2, and to the question number, for example P1Q7a, part 1 question 7a.

3.5.1.1. FLL desire

The following question concerning the concept of *desire* was identified from the questionnaire:

P2Q7p) Do you agree or disagree with the following statements? Tick the box.



Agree



Disagree

If I had the choice, I would not choose to learn foreign languages.

3.5.1.2. FLL drive

The questions relating to the concept of *drive* were identified from the questionnaire as:

P1Q19) Considering how I study *the foreign language*, I can honestly say that I:

- a) do very little work.
- b) really try to learn *the foreign language*.
- c) do just enough work to get along.

P1Q20) After I get my *foreign language* homework back, I:

- a) just throw it in my bag and forget it.
- b) look it over, but don't spend much time on it.
- c) redo it.

P1Q21) When it comes to *foreign language* homework, I:

- a) work very carefully, making sure I understand everything.
- b) put some effort into it, but not as much as I could.
- c) don't do it.

P1Q22) If I had the opportunity and knew enough *foreign language*, I would read *French* magazines and newspapers:

- a) not very often.
- b) as often as I could.
- c) never.

- P1Q23) When I hear *the foreign language* on the radio or television, I:
- listen carefully and try to understand all the words.
 - change the station/channel.
 - listen, paying attention only to the easy words.
- P1Q26) I actively think about what I have learned in my *foreign language* class:
- never.
 - once in a while.
 - very frequently.
- P1Q27) When I have a problem understanding something we are learning in *the foreign language* class, I:
- only seek help just before the exam.
 - just forget about it.
 - immediately ask someone for help.
- P1Q28) If *the foreign language* were not taught in school, I would:
- try to obtain lessons in *the foreign language* somewhere else.
 - not bother learning *the foreign language* at all.
 - try to learn *the foreign language* by myself.
- P1Q29) If my teacher suggested we do an extra piece of *foreign language* homework, I would:
- definitely volunteer.
 - only do it if the teacher asked me directly.
 - definitely not volunteer.

3.5.1.3. Parental attitudes towards FLL

The questions relating to the concept of *parental attitudes towards FLL*, as perceived by the child, were identified from the questionnaire as:

Do you agree or disagree with the following statements? Tick the box.



Agree

Disagree

P2Q4e)

My parents/guardians think that *the national language* should be the language of Europe.

P2Q7c)

My parents/guardians think you are a better educated person if you speak another European language.

P2Q7g)

My parents/guardians feel that most people speak *the national language* so there's no need to learn foreign languages.

P2Q7o)

My parents/guardians feel that I should really try to learn *the foreign language*.

P2Q7r)

My parents/guardians think that foreign language learning is not very important.

P2Q8) How do your parents/guardians feel about you learning foreign languages?
Tick one of the boxes.

Five smiley faces are shown above a row of five empty boxes for selection. The faces range from a wide smile to a frown.

P1Q19) How useful do your parents/guardians think *the foreign language* will be for you in your future job? Tick the box.

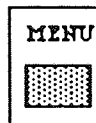
very useful quite useful don't know not very useful not at all useful

3.5.1.4. Foreign language exposure.

The questions relating to the concept of *foreign language exposure* were identified from the questionnaire as:

Now think back over the last 7 days.

P1Q16) Have you seen something written in *the foreign language*, not things from school, over the last 7 days? Tick the box(es).



book	<input type="checkbox"/>
newspaper	<input type="checkbox"/>
magazine	<input type="checkbox"/>
advertisements	<input type="checkbox"/>
instructions	<input type="checkbox"/>
record cover	<input type="checkbox"/>
menu	<input type="checkbox"/>
nothing	<input type="checkbox"/>
other (explain)	<input type="checkbox"/>

P1Q17) Have you heard any *foreign language* or something about *the foreign language country*, not at school, on the television over the last 7 days? Tick the box.

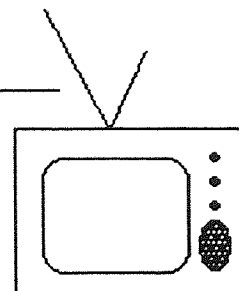
No	<input type="checkbox"/>
Yes	<input type="checkbox"/>

What was the name of the television channel(s)?

What was the name of the programme(s)?

What exactly did you hear? Tick the box.

<input type="checkbox"/>	French-speaking
<input type="checkbox"/>	French-singing
<input type="checkbox"/>	Something about France



P1Q18) Have you heard any *foreign language* or something about *the foreign language country*, not at school, on the radio over the last 7 days? Tick the box.

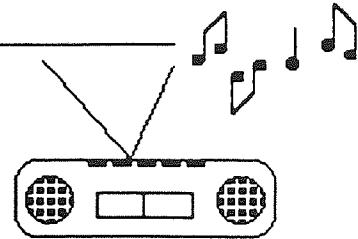
No	<input type="checkbox"/>
Yes	<input type="checkbox"/>

What was the name of the radio station(s)?

What was the name of the programme(s)?

What exactly did you hear? Tick the box.

<input type="checkbox"/>	French-speaking
<input type="checkbox"/>	French-singing
<input type="checkbox"/>	Something about France



3.5.1.5. Employment related value of FLL.

The questions related to the concept of *employment related value of FLL* were identified from the questionnaire as:

P2Q7) Do you agree or disagree with the following statements? Tick the box.



Agree
P2Q7h)



Disagree

If I spoke another European language, I could get a better paying job.

P2Q7n)

I don't need *the foreign language* for what I want to do.

P2Q7t)

There are not many jobs where European languages would be useful.

P2Q7u)

I think my future bosses will expect me to speak at least a bit of another European language.

P2Q18) How useful do you think *the foreign language* will be for you in your future job? Tick the box.

very useful quite useful don't know not very useful not at all useful

P2Q24) Do you think it will be more difficult to get a job if you don't speak another European language? Tick the box.

No Why? _____

Yes Why? _____

3.5.2. Comparing and contrasting the two samples

The data for these questions were extracted from the class spreadsheets and regrouped according to concept for ease of manipulation.

Total numbers and percentages were calculated, using *Excel* as a database, for each school and according to national group, that is to say the total French and total English samples. These final totals according to national group are compared and contrasted in the following chapter. Individual school totals are also compared within national groups, permitting the identification of schools not adhering to the general pattern.

Comparing the two samples provides a general picture of the level of motivation experienced by the two samples and the importance accorded to FLL by each specific context.

3.5.3. Closer examination of motivational concepts

In order to examine the interrelated nature of the five concepts of desire, drive, parental attitudes, employment related value of FLL and foreign language exposure, an analysis of the data was carried out involving the division of each of the two populations into three distinct groups:

- 1• Individuals highly motivated to learn foreign languages
- 2• Individuals highly unmotivated to learn foreign languages
- 3• The remainder of the population

This division was made on the basis of responses to questions pertaining to the two pivotal concepts of motivation: desire and drive.

3.5.3.1. Sub-division of the samples according to desire

Initially, the question P2Q7p (see page 190) was used to establish the presence or absence of desire to learn foreign languages.

As this was a fixed alternative response question, the researcher obtained two sub-samples per national group; those who *agreed* with the statement and those who *disagreed*, alternative responses were discarded. Those who agreed with the statement were classified as the negative desire (-des) sub-sample, those who disagreed, the positive desire (+des) sub-sample.

3.5.3.2. Sub-division of the samples according to drive

Having established *negative* and *positive desire* sub-samples for each national group, the concept of *drive* was introduced. Responses to the nine *drive* questions, originally identified from the questionnaire (see pages 190-191), were totalled within each *desire* sub-sample. Four questions (P1Q22, 23, 28 and 29) producing responses which illustrated a degree of consistency across both national groups were selected to represent the concept of *drive*. These questions were subsequently used to extract individuals with high *drive* from the *positive desire* sample and individuals with low *drive* from the *negative desire* sample. Consistency of response for all four questions produced insufficiently large numbers of individuals. Therefore, a degree of inconsistency was allowed for and individuals were selected on the basis of three consistent responses out of the four possible questions. Such parameters yielded larger numbers of a more realistic and substantial nature.

3.5.3.3. Examining the role of socio-cultural factors

Having identified three groups of pupils of varying levels of motivation within each sample, the other three concepts of: parental attitudes towards FLL, amount of foreign language exposure and employment related value of FLL, were examined within the context of each group. The interrelated nature of all five key concepts are investigated in the following chapter, allowing some tentative general conclusions to be drawn.

4. Presentation and discussion of the research findings

The hypothesis and subsidiary questions posed in chapter 3 can now be addressed in the light of the data gathered. Bearing in mind our hypothesis that:

- The importance accorded to FLL by a specific socio-cultural context directly affects FLL motivation•

the findings of this study concern the measurement of the following five key concepts:

Level of motivation

- 1• Presence or absence of desire to learn foreign languages.
- 2• Intensity of FLL drive, or amount of effort which the learner is prepared to invest in FLL.

Importance accorded to FLL by the socio-cultural context

- 3• Parental attitudes towards FLL.
- 4• Amount of foreign language exposure.
- 5• Employment related value of FLL.

The research findings are presented in two parts. The first part compares and contrasts the key concept data, obtained from the two different socio-cultural environments, in answer to the context-specific questions posed in chapter 3:

- 1) Do levels of motivation vary between pupils in Mulhouse, France and Walsall, England?

- 2) Do parental attitudes differ in Mulhouse, France and Walsall, England?
- 3) Is foreign language exposure greater in one environment than in the other?
- 4) Do FLL related employment criteria, as perceived by pupils, differ in the two different contexts?

The second part presents an analysis of the data, examining the interrelated nature of the five concepts of desire, drive, parental attitudes, employment related value of FLL and foreign language exposure, suggesting answers to the more general questions:

- 1) Do parental attitudes affect FLL motivation?
- 2) Does foreign language exposure affect motivation?
- 3) Do FLL related employment criteria affect FLL motivation?

in other words:

Can any underlying factors of a socio-environmental nature be linked to differences in FLL orientation, attitudes and motivation?

4.1. Comparative description of key concept data

In this section we compare and contrast the two samples' responses concerning level of motivation and importance accorded to FLL within each socio-cultural context.

4.1.1. Do levels of motivation vary between pupils in Mulhouse, France and Walsall, England?

4.1.1.1. Presence or absence of desire in FLL.

In response to P2Q7p concerning FLL desire (see chapter 3, page 190) the following data were obtained:

Table 4.1 English/French desire sub-samples

n°/% of total sample	Agree (-desire)				Disagree (+desire)			
	French		English		French		English	
	n°	%	n°	%	n°	%	n°	%
pupils in sub-sample	52	13.00	35.50	142	340	85.00	63.00	252
males	38	19.69	44.32	78	151	78.24	54.55	96
females	14	06.80	28.57	64	188	91.26	69.64	156
SES category 1	0	0	-	-	1	100.00	-	-
SES category 2	6	20.69	31.11	14	23	79.31	68.89	31
SES category 3	5	10.20	13.33	4	42	85.71	86.67	26
SES category 4	7	10.29	30.12	25	60	88.24	68.67	57
SES category 5	6	12.00	30.77	16	43	86.00	67.31	35
SES category 6	24	14.37	44.27	58	140	83.83	54.20	71
SES category 7	0	0	-	-	5	100.00	-	-
SES category 8	2	16.67	41.38	12	10	83.33	58.62	17
other/no response	2	10.53	43.33	13	16	84.21	46.67	14
school 1 pupils	2	11.11	29.46	33	16	88.89	69.64	78
school 2 pupils	12	14.12	11.11	1	72	84.71	88.89	8
school 3 pupils	10	12.20	23.33	7	70	85.37	73.33	22
school 4 pupils	8	08.25	09.52	2	86	88.66	90.48	19
school 5 pupils	1	08.33	22.73	5	11	91.67	77.27	17
school 6 pupils	3	14.29	25.86	15	18	85.71	74.14	43
school 7 pupils	16	18.82	53.38	79	67	78.82	43.92	65

Table 4.1 above characterises the -desire and +desire sub-samples, according to national group, sex, socio-economic status and school. The percentages, and all subsequent percentages in the tables to follow, have been calculated taking into account the skewed nature of the original samples. That is to say for example that the number of English males manifesting -desire was 78; $78/176$ (the number of males in the original English sample) $\times 100 = 44.32\%$.

Although the vast majority of the two populations demonstrate a desire (+desire) to learn foreign languages (63% of the English population and a higher 85% of the French), there is a +desire response difference between the two national samples of over 20%. This national group difference is more evident in the response *agree* (-desire), with more than double the number of English respondents (35.5%), compared to the French (13%), displaying no desire to learn foreign languages (see table 4.1, page 198). The *problem* referred to in chapter 1 already makes its presence felt in these figures. Although there is a majority desire to learn foreign languages, over one third of the English pupils questioned in this study (142 pupils out of 400) indicated that, given the choice, they would not choose to learn foreign languages.

In both national groups girls (+desire 91% of the French and 70% of the English girls) manifest greater desire to learn foreign languages than boys (+desire 78% of the French and 55% of the English boys). This male/female difference is not surprising, given the findings of other studies (Littlewood, 1987; Powell, 1986; Burstall, 1974) discussed in chapter 2, page 84.

Socio-economic status, within the English sample follows a pattern within the *desire* sub-samples. In the English +desire group, SES category 3 (*cadres et professions intellectuelles supérieures*) boasts the highest percentage of pupils (86.67%, which represents 26 pupils) and *other/no response* the lowest (46.67%, 14 pupils), followed by SES category 6 (*ouvriers* 54.20%, 71 pupils) and SES category 8 (unemployed 58.62%, 17 pupils), whilst in the -desire group, the pattern is reversed.

Within the French +desire sub-sample all pupils from SES categories 1 (*agriculteurs exploitants*) and 7 (*population inactive*), representing 1 and 5 pupils respectively, were included. Category 2 (*artisans, commerçants et*

chefs d'entreprise) supplied the lowest percentage of pupils (79.31%, 23 pupils). All other SES categories provided a series of relatively homogenous percentages of between 83-88% of the original number of pupils in the total sample. The same trend in reverse is observable in the French -desire sub-sample data.

It would appear therefore that variations in presence or absence of desire between different SES groups are greater in the English than in the French sample. SES and FLL may be associated in England, whereas in France this appears not to be the case. Given that a foreign languages for all policy is well established in France and that in England the foreign language requirement of the national Curriculum will not be fully in place until September 1995 (Chambers, 1993), perhaps we are observing residual attitudes in England inherited from a change in policy of languages for the elite, associated with the grammar school education system, to the FLL for all policy of the comprehensive system. Byram (1991a) writes that fundamental changes in all aspects of schooling during this period of adaptation may have contributed to foreign language teaching difficulties.

Difficulties arose because many pupils found language learning difficult, lost their motivation and, if obliged to continue for the five years of secondary schooling became difficult to teach. (Byram, 1991a: 74)

Many English pupils, during interview, equated difficulty with dislike and enjoyment with facility.

I like French quite a lot, I don't like any other language, but I like French...I did Spanish a bit and I couldn't grasp it at all, but French I don't mind, it's quite easy...the teacher's easier to understand as well...
school E3 pupil A18

...boring, the teacher's all right, I suppose it's just the language I don't like...I find it hard just to learn it...

school E3 pupil B10

...it's one of my favourite subjects, it's pretty easy to do.

school E3 pupil A14

...I find it hard to understand..., the speaking I find it hard as well...I just don't like it...last year we had a really good teacher so it was more enjoyable...

school E4 pupil 17

I'm not so keen on doing French actually...I just don't enjoy it that much, I can do it, but I don't enjoy it that much, I get a bit bored...mainly work out of books...I'm not interested in the language, it just gets a bit too complicated...

school E6 pupil B7

However, some French pupils who had also experienced FLL difficulties still desired to learn.

Bon bah l'anglais j'aime bien mais j'ai des difficultés parce que l'année dernière on avait un prof qui faisait rien...

school F4 pupil B16

moi j'aime bien l'anglais pourtant je reconnais de ne pas être très bonne

school F5 pupil 12

One pupil explained that poor teacher pupil rapport was regrettable, but not dissuasive:

...on travaille pour nous, si on ne s'entend pas avec le professeur tant pis, on fait ça pour nous

school F3 pupil E11

The data indicate that in France FLL desire may still be generated, in spite of learning difficulties particularly related to the individual pupil or teacher. We may speculate that the FLL needs and goals experienced by the

French pupils are stronger and better defined than those of the English pupils. Clarity and strength of need may enable the learner to surmount obstacles which may impede goal attainment. This possibility is investigated further in the second part of this chapter.

The *desire* data were then further broken down, by school, so as to check that this was a trend adhered to by pupils from all schools and to identify any exceptions to the rule, thus controlling the learning situation variable.

As can be observed from table 4.1 page 198, the proportion of -desire pupils is not constant within every school in the English sample, but fluctuates, from 09.52% in school E4 to 53.38% in school E7. As already mentioned in chapter 3, school E4 is a selective all girls school. The pupils' families are obviously concerned about their daughters' education as they have entered them for a selective school entrance exam. The socio-economic status of the majority of these families is also higher than average, with the highest proportion of SES (socio-economic status) category three (*cadres et professions intellectuelles supérieures*) pupils out of all seven English schools (see figure 3.20, page 144). In addition, data concerning the number of visits to the target language country (P1Q13) also reveal something about socio-economic status. A total of 15 out of the 21 girls (71.43%) have been to the target language country more than once. Given the opportunities afforded to these pupils, it is not surprising to find significant differences in motivation, compared to the other English pupils. However, high SES and the material advantages which it may facilitate, may not be the only factor involved in the presence or absence of desire.

In contrast, school E7's pupils showed lower than average levels of *desire* in response to P2Q7p, page 190. Here, 148 pupils (53.38%) would not

choose to learn foreign languages if they had the choice, compared to 35.5% of the total English sample, and only 43.92% (65 pupils) would choose to learn foreign languages, compared to 63% of the total English sample. The +/- desire split is much closer for school E7 than for the other English schools, indicating a lower than average level of *desire*. Once again, inspection of the socio-economic status of pupils from this school indicates that many of the children come from low socio-economic status backgrounds (see table 3.26, page 150). This is also reflected in the fact that 100 of the 148 pupils (67.57%) have never been to the target language country (P1Q13).

Pupils from school E2 also manifest a high level of +desire. However, this is hardly surprising given the selective and somewhat limited nature of this population (see page 137). French was not a compulsory subject at school E2 and as only nine pupils in Year 10 chose to learn French these nine constituted the sample. We can suppose that having chosen French as an option, these pupils are already substantially motivated, compared to the majority within their year group who did not choose to learn French. Such a small proportion of the year 10 group is consequently unrepresentative of the school population as a whole.

All the other English schools display -desire responses for approximately one quarter of the year group: A significant proportion of the population.

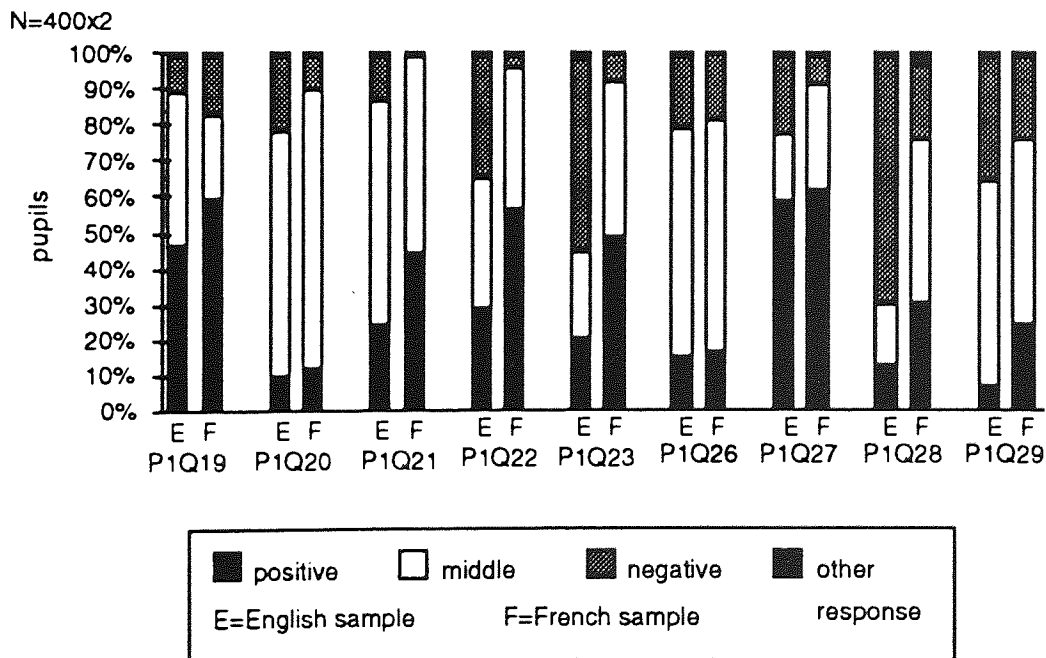
The data obtained from the French schools reveal greater homogeneity of response between the different schools, (see table 4.1. page 198) with the greatest difference (12.85%) occurring between school F5 (91.67% indicating +desire) and school F7 (78.82% indicating +desire). In spite of the continuity shown by these data, the schools, as discussed in chapter 3, are very different from each other. Unlike the English sample, there is no selective exam entry

school. However, one school, F7 (see page 165), is situated in a *Z.E.P. (zone d'éducation prioritaire)*. And two schools, F5 and F6 (see page 160, 163), are *lycées professionnels* which siphon off the less academically able children to provide them with training of a more applied nature. Furthermore, pupils attending schools in the French sample come from very mixed SES backgrounds (see table 3.4, page 122), which indicates that SES and FLL desire are not associated in the French data.

4.1.1.2. Intensity of FLL drive.

The data relating to the questions concerning drive (see page 190-191) were totalled and upon initial inspection revealed that the English differed most considerably (a difference of over 25%) from the French in their responses to P1Q22, 23, and 28 (see figure 4.2 below). The common factor which differentiates these 3 questions from the other *drive* questions is the fact that they involve extra-curricular investment.

Figure 4.2 English/French sample responses to questions concerning drive



This type of investment requires personal effort, rather than imposed scholastic input. P1Q22 concerns the reading of the foreign language newspapers and magazines, Q23 listening to the foreign language on the radio and television and Q28 the course of action to be taken by the individual if the foreign language were not taught in school. Each of these questions involves an element of free personal choice and initiative, compared to the other questions which refer more to effort in schoolwork and the status of the foreign language as another school subject (P1Q19, 20, 21, 26, 27 and 29). When FLL is considered on these terms, as a school subject, French and English responses are generally comparable.

It is also interesting to note that the respondents appear to be relatively honest in their responses, in that a majority of pupils on both sides of the Channel admitted to looking over their corrected foreign language homework, but not spending much time on it (P1Q20b, 69.5% of the English sample, 77.75% of the French); putting some effort into their homework, but not as much as they could (P1Q21, 62.75% of the English, 55% of the French); actively thinking about what they have learned in the foreign language class once in a while (P1Q26, 65% of the English, 60.25 of the French); and only volunteering to do an extra piece of the foreign language homework if asked by the teacher directly (P1Q29, 58% of the English, 51.75% of the French).

The question examining the foreign language as a school subject which attracted the greatest divergence in responses between the French and the English sample was P1Q21, concerning the amount of effort employed in completing foreign language homework. 24% of the English gave response *a) work very carefully, making sure I understand everything*, compared to 43.25% of the French. This could reflect several differences between the two national education systems and practices. Firstly, some of the English sample

claimed that they received very little foreign language homework.

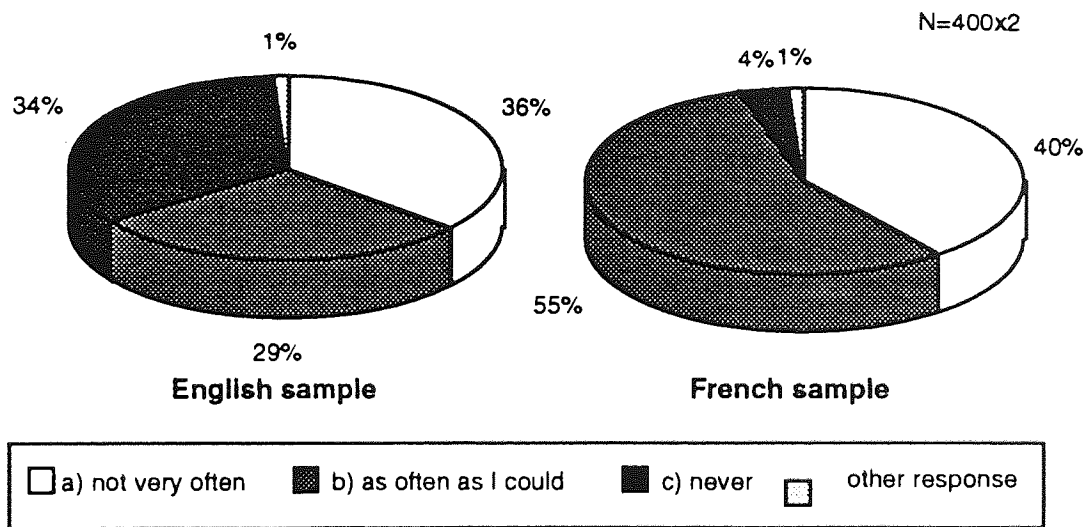
Secondly, French pupils are habitually preoccupied with their marks, be it for class tests, or homework assignments, both of which are carried out with frequent regularity. These marks are totalled and therefore reflected in the end of term mark, which the child takes home in a report book, containing marks for all subjects. It is upon the basis of these marks that the school authorities decide whether a child will be allowed to move up into the next school year or needs to repeat the same year. Having to resit (*redoubler*) a school year is another difference between the two national school systems and is an eventuality not relished by French school pupils and which may contribute to the high a) response to P1Q21 concerning foreign language homework .

Nevertheless, taking *personal initiative* differentiates the two national groups. The following pie charts (figure 4.3, page 207) show the divergent levels of *drive* expressed by the French and English samples in their responses to the three *personal drive* questions (P1Q22, 23 and 28).

As can be observed from figure 4.3, page 207, the pattern of response in answer to P1Q22 varies considerably between French and English pupils. The English pie is divided up into approximate thirds, one third of the respondents (34%, 136 pupils) furnishing a negative reply, a little less than one third (28.5%, 114 pupils) a positive reply and the remainder (36.5%, 146 pupils) a neutral reply. The French pie is divided approximately in half, with the larger piece representing positive responses (55.75%, 223 pupils), the smaller piece the neutral group (39.75%, 159 pupils) and a sliver of negative responses (3.5%, 14 respondents). Naturally, we cannot know if what the respondents say they would hypothetically do is in fact a true indication of potential action. The pupils are quite possibly responding in a way which they think is desirable to society in general, or perhaps to their

peer group. That is to say, they are responding in the way they feel they ought to respond, supplying the "right" answer. However, the very fact that the two national groups respond so differently, be it indicative of true personal drive, or a reflection of that particular society's values, reveals two contrasting situations concerning FLL.

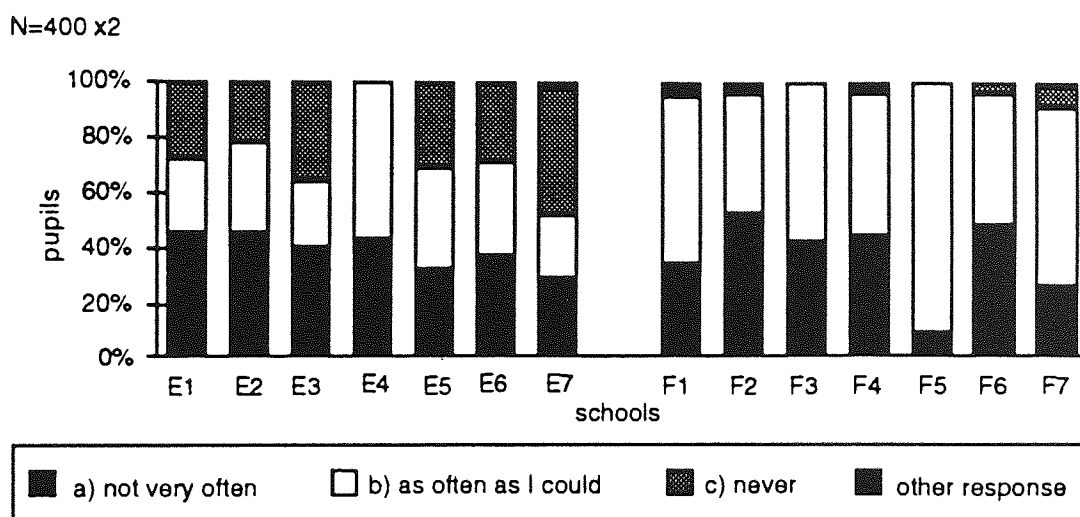
Figure 4.3 English/French sample responses to P1Q22) If I had the opportunity and knew enough *the foreign language*, I would read *the foreign language* magazines and newspapers:



If we compare responses from the fourteen different schools involved in the survey (see figure 4.4, page 208), we notice that school E4 does not conform to the English pattern. The positive response rate is much higher (57.14%) than those of the other schools in the sample (average English sample positive response rate 28.50%) and not one pupil responded in a negative manner, compared to a total English sample of 34%. As we have already commented school E4 is a selective school and therefore different from the other comprehensive schools in the English sample. The school selects on the basis of academic ability (school prospectus), thus these pupils are already by definition more academically able than their peers. Reading foreign language magazines and newspapers is a task which may require a high degree of academic ability. Perhaps pupils from school E4 are less

intimidated by such a task than other pupils in the sample. In addition, these pupils are all girls. According to our desire data and the findings of other studies (Littlewood, 1987; Powell, 1986; Burstall, 1974), females tend to show more positive attitudes towards FLL than males.

Figure 4.4 Responses by school to P1Q22) If I had the opportunity and knew enough *the foreign language*, I would read *the foreign language* magazines and newspapers:

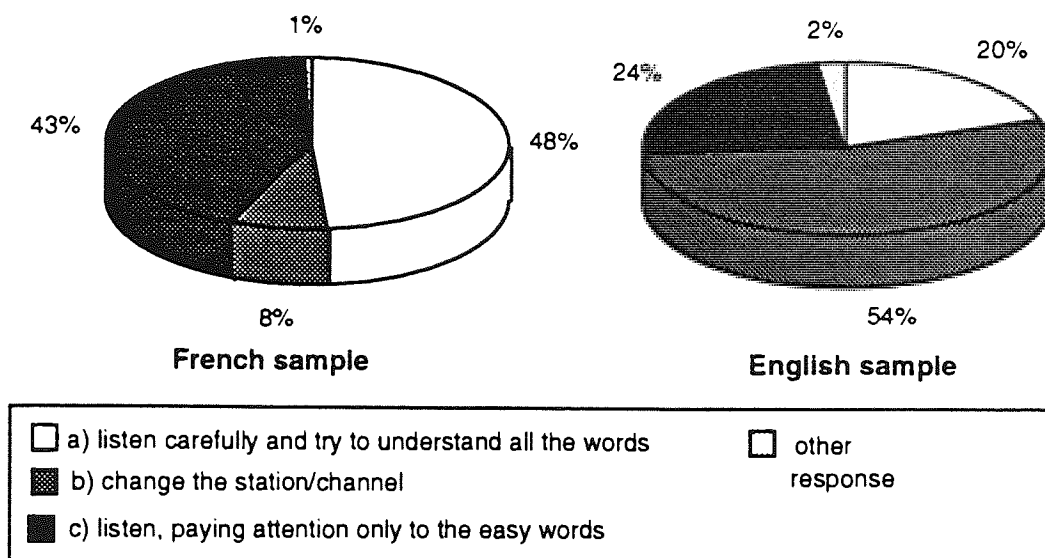


Amongst the French schools, school F5 stands out from the rest by virtue of its high positive response score (91.67%) compared to the average French positive response score of 55.75%. As already indicated in chapter 3 (page 161), this sample was particularly small, only 12 pupils. In addition, these pupils constituted the more able group of English learners. Thus, to draw conclusions from these limited data would be highly imprudent. Apart from school F5, the other schools appear to adhere to a general pattern.

P1Q23 reveals even greater differences in response patterns between French and English pupils and can best be represented graphically as follows.

Figure 4.5 English/French sample responses to P1Q23) When I hear *the foreign language* on the radio or television, I:

N=400x2



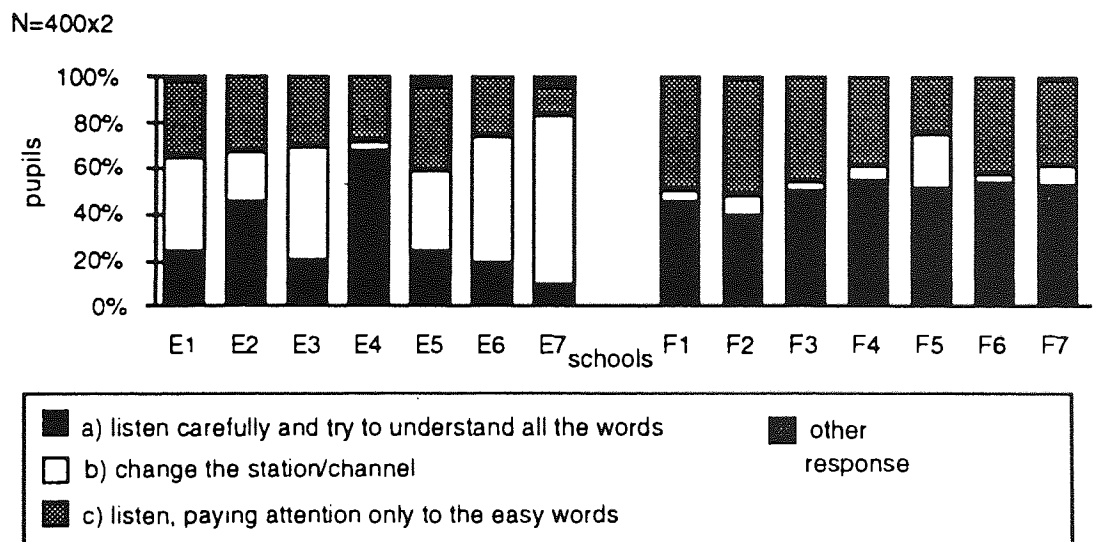
A majority of English pupils (53.75%) admit that they would change the station or channel should they inadvertently hear any French on the air waves, whereas an overwhelming majority of French pupils (91.5%) would listen, be it *carefully* (48.5%) or *only to the easy words* (43%).

Breaking down the data school by school (see figure 4.6, page 210), we can once more observe a certain homogeneity on the part of the French schools, with the exception of the sample from school F5, whose limited and selective nature we have already discussed.

The English schools, on the contrary, reveal very large differences, notably between school E4 and E7. 14 of school E4's 21 girls (66.67%) replied that they would *listen carefully* to any French they heard on the television or radio, 6 (28.57%) answered that they would listen *paying attention only to the easy words* and 1 (4.76%) admitted that she would *change the station/channel*, whereas 74.32% of school E7's pupils replied that they would change channels. Admittedly school E4 is not what one would call a typical

local authority school, nevertheless, it is not a private school and is part of the state school system. At the opposite end of the spectrum, school E7's pupil population is not renowned for its academic ability and achievement, the school catchment area encompassing many lower socio-economic status families. However, similar social situations also exist in Mulhouse and several of the school populations in the French sample (notably schools F2, F6 and F7) are comparable to school E7 (see SES sample composition figures on page 150, 154, 165 and 167).

Figure 4.6 Responses by school to P1Q23) When I hear the foreign language on the radio or television, I:



During interviews many pupils spoke of their reactions to foreign language broadcasts. For some English pupils watching French language television programmes was a last resort:

....sometimes if there's nothing else on I watch them
 school E3 pupil B10

the only time is when I'm watching telly like and there's something on, there's a film on like and it's got subtitles, I can understand a few words like, but...if there's nothing else on telly I tend to watch it...
 school E3 pupil A4

Many pupils related that attempts to watch programmes were frustrated by the complex task of simultaneously reading the subtitles whilst observing the action:

as soon as I see the subtitles I just turn it over...I just can't keep up with them...reading the subtitles...
school E3 pupil A8

I might try and listen to it but that lasts about 2 minutes.....'cos I can't keep up with everything.
school E3 pupil A7

I sort of like spent a few minutes watching that 'cos it's more interesting when the subtitles are there...It's a bit frustrating 'cos you've got the pictures tell you something of what's been going on, but...well I mean you can understand the odd words, but not as much as you'd like to to understand the whole film
school E3 pupil A18

you have a quick look for about 5 minutes, see if you understand any of it...it's just films with subtitles and if you see something and you think ooh I know what that means then it keeps you going for a couple of minutes and then you get bored of it...
school E3 pupil A2

....just er the programmes they do, the foreign ones, the French ones on Channel 4 is it, I just saw a bit of it, then I tried to understand some of it, couldn't understand a word, so I just turned it over, I didn't know what they were saying or anything.....(When you don't understand, how do you feel?) bored.....(What about subtitles?) I don't like that because it doesn't seem to go with what they're saying
school E5 pupil A9

However, some pupils did persevere:

...the French films...some bits I understand and some oh I don't know what that means...I feel, I'd like to understand more about French, but I just can't though...it's annoying...I normally watch the whole film...
school E5 pupil A1

One pupil was motivated by the fact that she didn't understand what was being said on a French radio station, but knew that others did:

I was listening to the radio the other night and I found a French station...I was just like switching channels and I just heard this song that I liked and then it was... they started speaking French, but I couldn't understand what they were saying...it makes me think like I want to carry on learning it so that I can understand it better, it feels, it's a bit, if there's someone there who does understand it, then you feel a bit left out 'cos you don't know what they're talking about
school E4 pupil 2

Another pupil had seen a children's television programme containing some French of a more accessible level than subtitled films.

...oh Tots Tv, that's a children's programme...the music goes "I'm a tot, je suis un tot"...there's two English tots, they're like puppets, and there's one French and the girl, the English girl can speak French, so she speaks to the French girl in French and she translates it to the English boy and er like it's sort of so the little ones can pick up a few basic words...quite good...well if I'm at home I put it on...I know my mum watched it when she was learning French, she liked, she could pick up the words...
school E6 pupil B10

But the majority of comments made by English pupils during interviews contrast strongly with those made by French pupils. French pupils did not mention switching the television or radio off or changing channels or stations, but rather the frequency with which they watched or listened to English programmes and their learning or comprehension strategies.

...il y a aussi une chaîne ou ils nous passent le journal des États-Unis tous les jours...mais c'est sous-titré, alors moi pour m'habituer je cache le sous-titré...avec une feuille et comme ça je ne vois pas le sous-titré et comme ça j'essaie de m'habituer...
school F3 pupil B4

j'essaie d'écouter souvent les chaînes anglaises...j'essaie de former mon oreille pour

comprendre de mieux en mieux
l'anglais...(difficile) surtout quand c'est des
émissions américaines...on essaie de comprendre
par les images un peu...je regarde souvent le
journal...
school F4 pupil D22

...je traduis les chansons aussi...j'ai un dictionnaire
anglais-français...ils écrivent pas les mots en
entier..."because"..."cos"
school F3 pupil E9

...les chansons anglaises que j'entends à la
radio...j'entends et je comprends quelques
phrases...quand je ne comprends pas je prends le
dictionnaire...
school F3 pupil A10

Many pupils mentioned Anglo-saxon music:

...j'essaie de comprendre les paroles des chansons...
F2 pupil A18

...les chansons anglaises, j'entends les chansons,
j'essaie de comprendre...
school F3 pupil E12

des paroles des chansons comme ça...j'essaie de
comprendre comme ça en anglais...j'arrive à avoir
le sens...
school F4 pupil C26

The same frustration felt by the English pupils was also expressed by
the French.

...mais il y a une chaîne où il...c'est en
anglais...comme ils parlent vite c'est dur, mais
parfois je comprends quand même quelques
phrases ...ça m'embête parce que j'aimerais
comprendre...
school F1 pupil 7

des fois à la télé quoi quand il y a des films en
version original anglais...j'essaie de
comprendre...des fois c'est sous-titré des fois pas...si
c'est un bon film je regarde quand même...c'est
frustrant...les chansons en anglais...il y a des

chansons où ils parlent doucement alors j'essaie de comprendre...
school F4 pupil D12

...des fois quand je regarde des chansons j'essaie de comprendre...ou alors des films...c'est sous-titré...ça fatigue les yeux mais c'est quand même intéressant ou alors des chansons...les chansons ça va ils parlent doucement alors j'essaie de comprendre...
school F7 pupil E11

...à la télé de temps en temps quand ils passent des musiques ils disent des phrases ...j'essaie de les comprendre quoi...de temps en temps, pas toujours...c'est énervant, surtout quand il s'agit d'un film qui est vraiment génial et puis quand on comprend pas c'est vraiment énervant quoi...Ils ont passé *chapeau melon et bottes de cuir* en anglais...mais ...c'était sous-titré en bas ils écrivaient en français...alors c'était mieux...
school F7 pupil C12

The fact that these programmes often feature stars of cinema and the pop music industry no doubt contributes to the *intéressant* and *génial* nature of these programmes, consequently encouraging pupils to persevere in their endeavours to understand. But if these programmes were less attractive to this age-group, perhaps the drive to understand and learn the foreign language would not be as strong. However, the abundance of English language material broadcast may also have an affect upon motivation. We shall return to this topic of discussion later in the chapter.

The following pie charts (figure 4.7, page 215) illustrate the crux of the problem concerning FLL in England. If the status of FLL as a school subject is hypothetically removed from the equation and the individual is left to make the effort alone, without the aid or imposition of the school structure, extremely different responses are recorded for the two national groups. The majority of English pupils (68%, 272 pupils) would not bother learning French at all. The majority of French pupils (75.5%, 302 pupils), on the other

hand, would still try to learn English, be it by obtaining lessons elsewhere, or by learning on their own.

Figure 4.7 English/French sample responses to P1Q28) If the foreign language were not taught in school, I would:

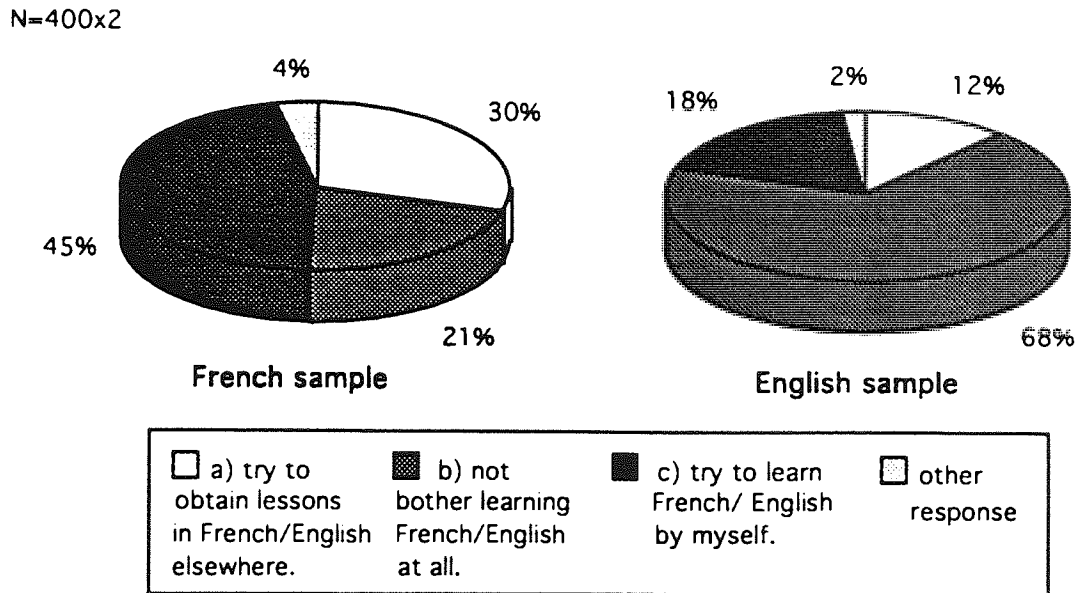
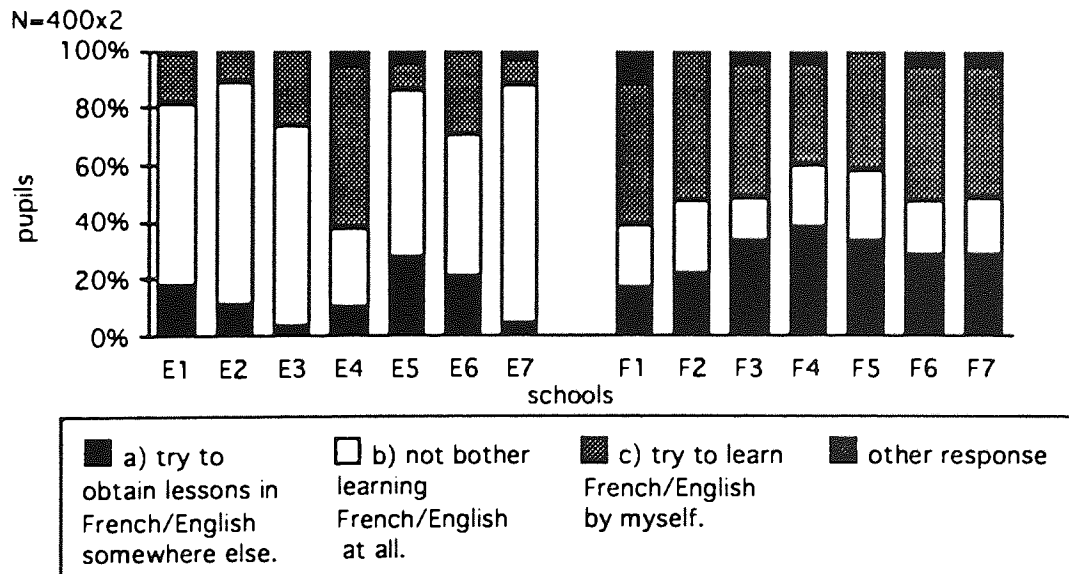


Figure 4.8 Responses by school to P1Q28) If the foreign language were not taught in school, I would:



Once again, there is very little variation between the seven different French schools' responses (see figure 4.8 above), whilst within the English sample, school E4 does not adhere to the general English pattern. Pupils

from school E4 broke the low *drive* pattern in response to this question, with 11 of the 21 pupils (52.38%) claiming that they would learn by themselves, a much higher proportion than in the English sample as a whole (18%) and seven pupils (33.33%) replying that they would not bother learning French at all, compared to 68.25% of the total English sample.

It would appear that the majority of English respondents are disinclined to put more effort into FLL than is necessary, that is to say as required by school, and that they have no personal interest or motive to learn the foreign language. The response to P1Q28 is particularly illustrative of this, in that 68% of the English sample would not bother learning French if it were not taught at school.

The French data indicate a personal desire to learn the foreign language and a commitment to employ a certain amount of effort in order to fulfil this desire. Greater *drive* is present in the French sample than in the English sample as a whole. The French sample responses indicate greater homogeneity between the different schools than do the English responses. Differences are minimal, with all schools adhering to the general French response trend.

In considering the question *Do levels of motivation vary between pupils in Mulhouse, France and Walsall, England?* a positive response is possible. This is because the data clearly show levels of both *desire* and *drive* significantly higher in the French sample than in the English sample.

With regard to desire, 35.5% of the English pupils would not choose to learn foreign languages given the choice. In other words, desire is absent. This suggests first that many pupils in Walsall do not associate FLL with

needs satisfaction. Secondly, that many harbour negative attitudes towards FLL.

...it gets a bit boring sometimes...I think it is a more boring subject...I'm not that keen on it...if it hadn't been compulsory to take it, I don't think I would have taken it.
school E4 pupil 17

It may be that desire is absent as a result of an unfavourable FLL experience, a disliked teacher, a fear of ridicule, or it may be that the FLL needs are not strong enough to generate desire. However, 35.5% is proportionately higher than the 13% of -desire pupils identified within the French sample. Teacher/pupil rapport and pedagogical methods may contribute to -desire. However, this high percentage of English pupils suggests that other influential forces are at work. Some of the English pupils claimed to like their teacher although desire to learn was absent. Conversely, some French pupils did not like their teacher and yet desire was present. It is particularly surprising that pupils from school E3 did not respond more positively to the desire and drive questions, given the positive school and teacher input at this school (see chapter 3, page 140-141). 73.33% of school E3's pupils showed +desire (higher than the English sample average of 63%). However, 50% responded that they change the channel or station when they hear French on the television or radio, (53.75% of the total English sample replied likewise) and 70% replied that they would not bother learning French at all if it were not taught at school, compared to 68.25% of the English sample as a whole. Maybe without the encouragement of the school and teacher, levels would have been lower, as was the case at other schools, or perhaps other more powerful factors are exerting their influence. Some of these factors are investigated in the following section (4.2).

Drive is the key component of motivation. Both national samples show that the number of pupils with +desire to learn foreign languages was higher than the number of pupils investing effort (drive): 63% of the English sample and 85% of the French sample showed evidence of +desire, but in response to the drive questions, in both samples the proportion of pupils decreases considerably. As discussed in chapter 2, without drive, a person can not be termed truly motivated. Referring back to the motivation process (figure 2.4, page 62), we note that for those pupils manifesting FLL desire, but low drive, desire in fact remains unfulfilled and the goal unattained. For a variety of reasons, needs associated with FLL may not be strong enough. Perhaps FLL is not perceived as a means of satisfying needs. Perhaps pupils have identified other stronger needs associated goals. Whatever their reasons for the failure to take the next step in the motivation process, these pupils are not truly motivated. They may have a positive attitude towards the learning of foreign languages, measured here in terms of desire, but this is not supported by an investment of personal effort, or drive.

I'd like to be able to learn like fluently but it's too
much effort to learn it...
school E3 pupil A4

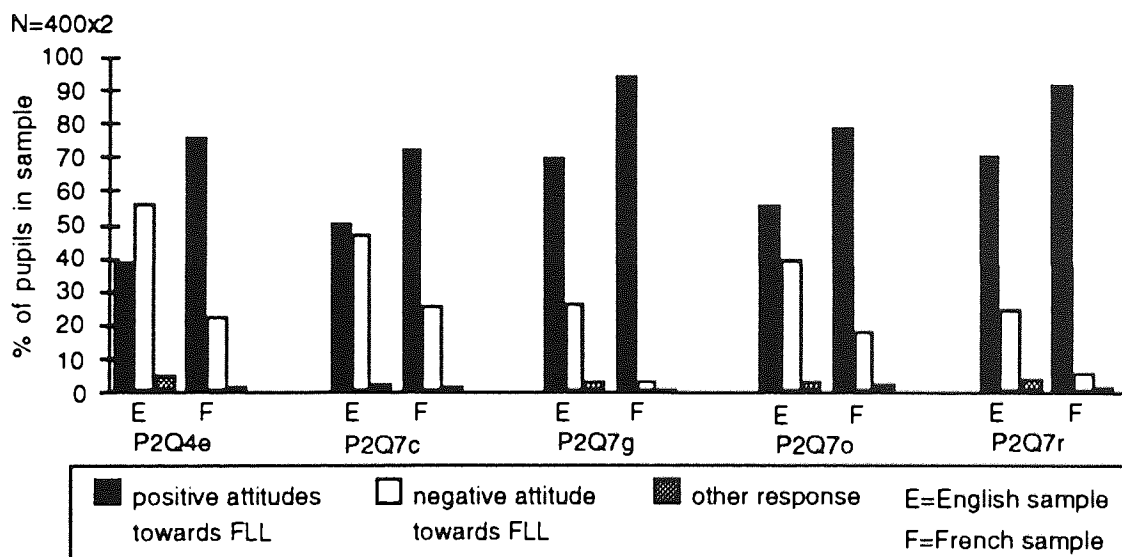
moi j'aime bien l'anglais pourtant je reconnais de
ne pas être très bonne, parce que je me suis pas
encore vraiment bien investie dedans...mon
problème c'est quand je vois que c'est facile je me
mets pas à fond...
school F5 pupil 12

4.1.2. Importance accorded to FLL by the socio-cultural context

4.1.2.1. Do parental attitudes towards FLL differ in Mulhouse, France and Walsall, England?

The data relating to the questions concerning parental attitudes towards FLL (see page 191) were totalled for each national group and can best be represented graphically as shown in figure 4.9 below.

Figure 4.9 English/French sample responses to questions concerning parental attitudes

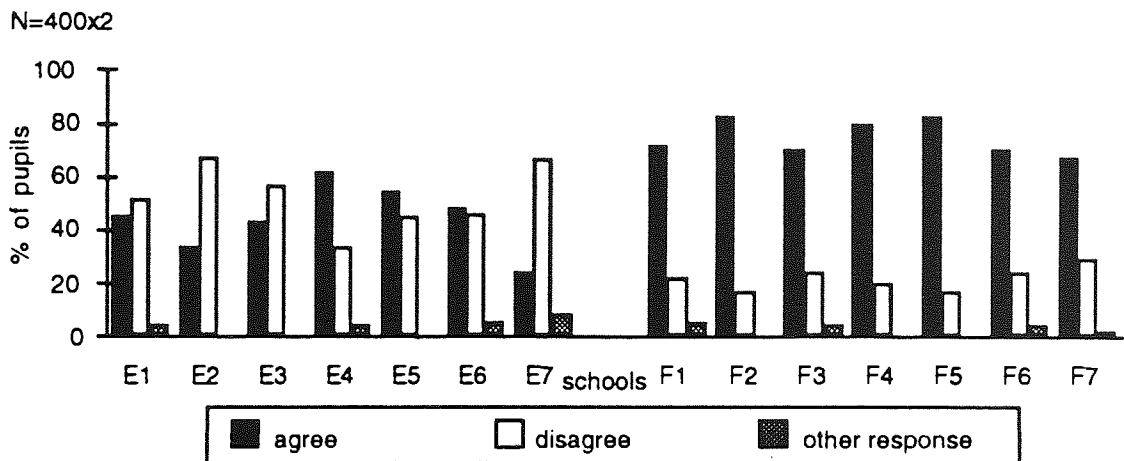


All the questions concerning parental attitudes towards FLL (see page 191) elicited a different pattern of response from each of the two samples, the greatest difference of opinion occurring in response to P2Q4e, which addresses the significance of language learning within the European context (see figure 4.9 above).

Data from the French schools in response to P2Q4e are largely uniform (see figure 4.10, page 220), following the general trend (75.75% agree, 22.25% disagree). The English data vary between schools. Only one of the English schools, school E4 replied with a clear majority positive response (61.9%).

Two English schools produced a clear negative majority response (schools E2 66.67% and E7 67.57%). The remaining four schools were divided in their response to this question. Such contrasting results between the two national groups reflect the distinct political climates of the two towns, referred to in chapter 3.

Figure 4.10 Responses by school to P2Q4e) My parents/guardians feel that because we live in Europe, I should learn European languages.



From the interview data, it would appear that political discussion takes place within some French families, as they watch the lunch time or evening news together as a family:

...on regarde souvent les informations, on en parle entre nous quand il se passe un événement...
school F7 pupil C10

...bah si on en parle parce que nous, on se retrouve à la télé, chacun a son avis...alors chacun dit, alors moi j'écoute un peu, parce que comme je suis la plus jeune je ne sais pas grand-chose...
school F4 pupil B16

...l'actualité...on regarde, on discute de temps en temps.
school F2 pupil A18

This kind of family discussion may facilitate the communication of attitudes from parents to children. Given the media coverage of European

issues in preparation for the Maastricht referendum which took place during the data collection period, and not forgetting the geographical location of Mulhouse, many families may have spoken about the changes taking place within the European Union. This was confirmed by French pupils during interviews:

oui mais disons les discussions c'est plutôt entre les
grands.

school F2 pupil A16

...mon père quand il y avait le traité de Maastricht...

school F4 pupil B21

Il (père) a dit que c'est bien...pour passer les
frontières il y aura plus de douane quoi...

school F1 pupil 7

bon c'est important...c'est l'ouverture des
frontières c'est quand même ce qu'il y a de plus
important maintenant, ça va changer quand même
non, ce sera plus la France pour elle toute seule ça
sera les 12 pays.....ça va changer quand même et
puis la monnaie aussi ça risque aussi de changer
ça.

school F3 pupil E1

oui on a déjà parlé de ça, enfin c'est mon père qui
m'avait expliqué ce que c'était parce que moi au
début je ne savais rien...enfin quand je suis venu
au collège je savais ce que c'était,

school F3 pupil B4

The significance of FLL within the European context is obviously appreciated by the French sample, given their responses to P2Q4e. The link between FLL and European unity was clearly made by one pupil during interview:

....maintenant j'envisage plutôt de devenir
ingénieur donc...mais ingénieur plutôt tourné sur
l'international.....donc j'aurai besoin de l'anglais et
des autres langues européennes.....je
pense que c'est très important dans la société du
futur parce qu'il y a l'ouverture des
frontières.....

school F4 pupil D22

The data provided in response to P2Q4e indicates that the English sample are less convinced about the importance of FLL within the European context. During interviews three English pupils mentioned members of their family speaking about European issues.

...occasionally, my dad just talks about like the European community...the Channel Tunnel...
school E4 pupil 13

...well my dad was quite involved in it with voluntary services and he's into getting grants and stuff, so he quite often talked about the grants you can get from the European Community...
school E4 pupil 9

the European Community...yeah, my dad's always on about it, it comes on the news
school E6 pupil B10

All other pupils in the English interview sample claimed that European issues were not discussed at home. If the changes taking place in the European Union and their potential effect upon the employment market are not appreciated by the child, s/he may not make the association between FLL and future employment and fail to perceive a need to learn foreign languages. We shall return to the relevance of FLL to future employment in section 4.2 of this chapter.

Question P2Q7c yields a French majority of 72.5% (290 pupils) in agreement with the statement addressing the educational value of European language learning. The English sample is split in response to this question, 50.25% (201 pupils) agree, 47% (188 pupils) disagree (see figure 4.9, page 219).

Examining the school by school breakdown (see figure 4.11, page 224), we can observe that school F6 does not follow the general French trend, 47.62% of sample E6's pupils agree (10 pupils), 52.38% disagree (11 pupils).

The parents of these pupils appear not to value the learning of European languages as highly as the parents of children attending other schools. This is a *lycée professionnel* and, as already explained in chapter 3, the intake of pupils for this school comprises children mainly from the Mulhouse area, but also from other areas both within and outside the *Haut Rhin département*, who have had problems coping with the traditional academic teaching offered by ordinary *collèges*. The school population is therefore not representative of society at large, but only of those families whose children do not succeed in the traditional education school system. Given that these pupils do not follow the mainstream education path, it is hardly surprising that they do not adhere to the same educational values as the majority of their peer group.

Some children from the *collèges* in our French sample during interviews spoke of the value of European languages, especially English, in higher education.

Pour les études ils demandent un Bac plus 2 un Bac plus 4 et en plus une ou deux langues...
school F2 pupil A21

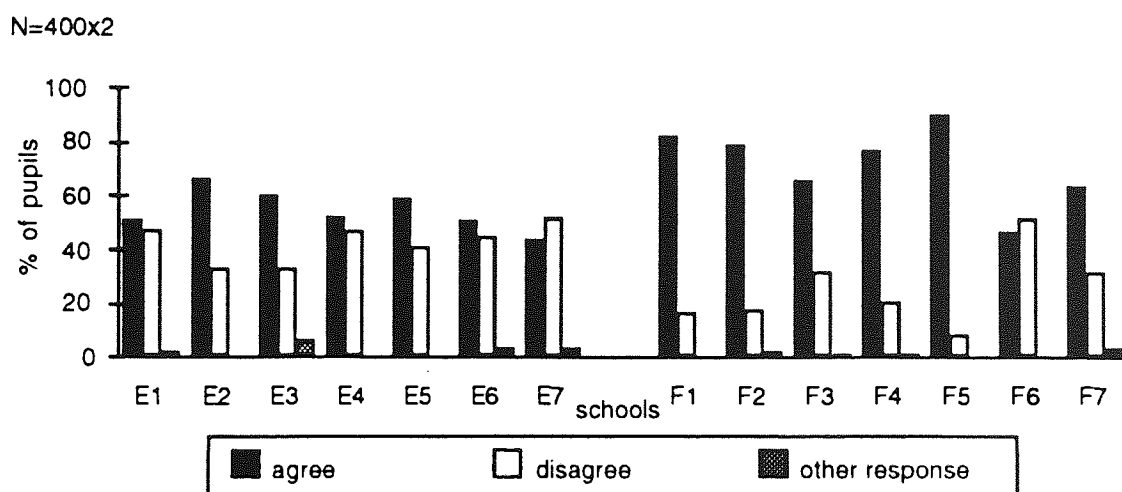
Si on veut être ingénieur...il faut parler 2 langues...enfin pas parler 2 langues mais...il faut avoir étudié 2 langues...
school F3 pupil B4

bah oui parce que comme je veux faire de la recherche et les publications elles sont souvent en anglais...et comme je veux travailler en Suisse, bah l'anglais est une langue assez importante...
school F4 pupil B16

il en faut toujours...dans n'importe quel niveau d'étude ou des métiers il y a toujours de l'anglais partout..
school F7 pupil C18

Given the applied nature of courses taught at school F6, designed to prepare pupils for immediate entry into the work force, it is unlikely that many of these pupils will consider the significance of FLL in higher education in the same manner as pupils attending *collèges*.

Figure 4.11 Responses by school to P2Q7c) My parents/guardians think that you are a better educated person if you speak another European language.

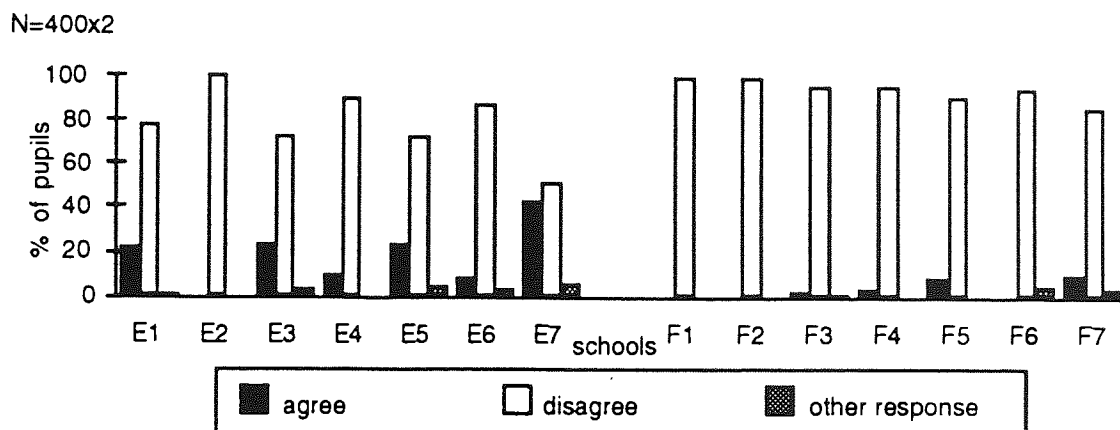


The English data reveal that the split in opinion occurs within all schools. We note that school E4's response (52.38% *agree*, 47.62% *disagree*) is similar to those of schools E1 (50.89% *agree*, 47.32% *disagree*) and E6 (51.72% *agree*, 44.83% *disagree*) and that school E7 (44.59% *agree*, 52.03% *disagree*) is not radically different, although the majority does err on the other side. Only schools E2, E3 and E5 show a clear positive majority.

Question P2Q7g (see figure 4.12 below) links the ideas that not only is the national language an international language, but also that this renders FLL unnecessary. The majority of pupils from both national groups (70% of the English and 95.25% of the French sample) disagree with this statement, schools E2, F1 and F2 unanimously. However, there is a significant minority (26.75% 107 pupils out of 400) amongst the English sample who support the

idea. These pupils attend schools E1 (24 pupils, 21.43% of the school population), E3 (7 pupils, 23.33%), E5 (5 pupils, 22.73%) and mainly school E7 (64 pupils, 43.24%).

Figure 4.12 Responses by school to P2Q7g) My parents/guardians feel that most people speak *the national language*, so there's no need to learn foreign languages.



The multi-national composition of the French sample (see tables 3.30, 3.33, 3.36, 3.39, in chapter 3, page 152-168) and the status of English as an international language may contribute to the high disagree response (95.25%) in answer to P2Q7g. In spite of the largely mono-lingual, mono-cultural composition of the English sample and the international status of English, 70% of the English sample disagreed with this statement. According to the data, most English parents do perceive a general need to learn foreign languages. However, there is a large minority (26.75%) in agreement with the statement and which considers FLL unnecessary. This ethnocentric element of the English sample may provide the hard core of negative motivation pupils in the FLL classroom, a possibility to which we shall return in section 4.2 of this chapter.

Examining the French data in response to P2Q7o (see figure 4.13, page 227), it is clear that most children feel that their parents think they should

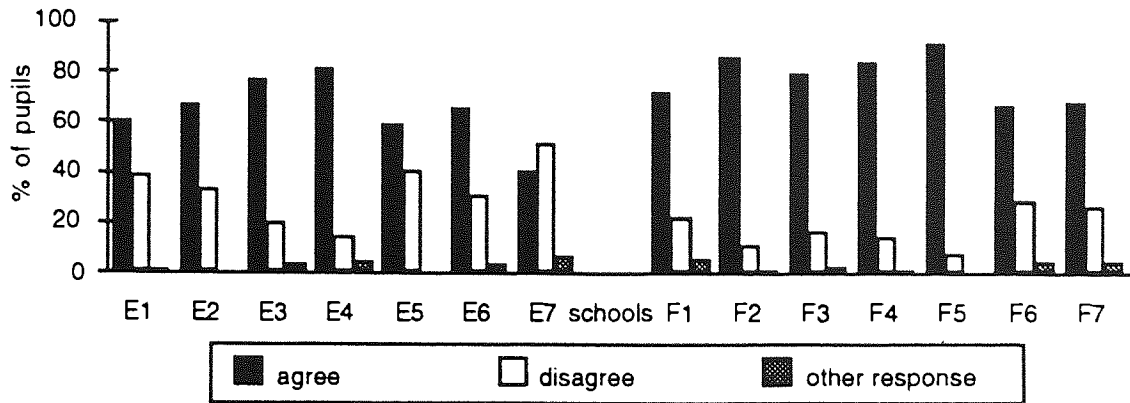
really try to learn English. The greatest proportion of children who do not feel this attend schools F6 and F7 where the recorded *disagree* data were 28.57% and 27.06% respectively. As we have already noted, school F6 is a *lycée professionnel* attended by academically weaker pupils. Perhaps some of these pupils have not received parental support for their studies in general and English as another school subject is no exception. Perhaps, given the practical nature of the training these pupils receive at the *lycée professionnel*, German is valued more highly than English, given the possibility of cross-border employment in Germany or German-speaking Switzerland. English, as we have already mentioned, is often associated with higher education, not a realistic eventuality for the majority of these pupils.

School F7 as a *Z.E.P. (zone d'éducation prioritaire)* has particularly acute social problems with which to deal. Some parents of pupils attending this school may have higher priorities than encouraging their children to learn English, which may account for the higher than average negative response to this statement.

The English data reveal generally higher levels of negative response, 39.75% compared to 18% for the total French sample. Upon inspection of the individual English school data, we can observe low levels of negative response at schools E3 (20%) and E4 (14.29%) and extremely high levels, in fact a majority response of 52.03%, at school E7. Given the selective nature of school E4, these pupils may have parents who feel they *should really try to learn* all school subjects, not just French. We have already noted that, according to pupils from school E7, many of their parents feel most people speak English and that therefore FLL is a redundant activity. If parents do not perceive that there is a general need to learn foreign languages, it is unlikely that they will supply encouragement and support for their children to do so.

Figure 4.13 Responses by school to P2Q7o) My parents/guardians feel that I should really try to learn *the foreign language*.

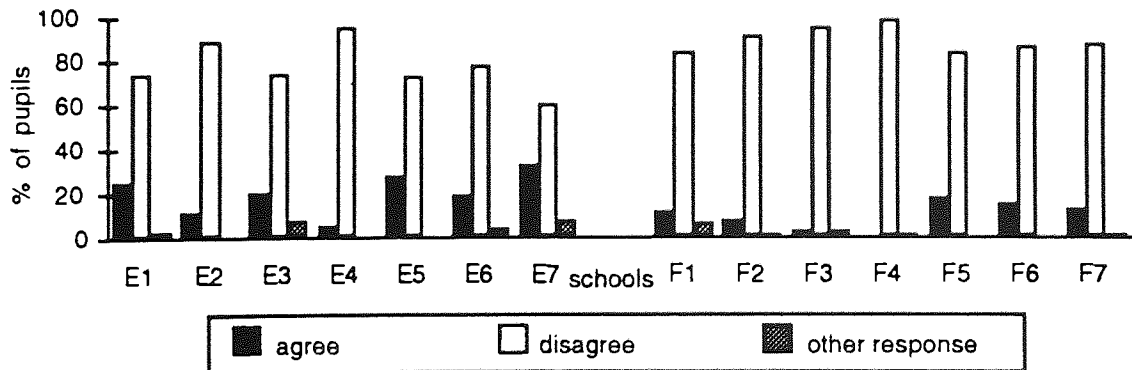
N=400x2



Upon inspection of national group totals in response to P2Q7r (see figure 4.9, page 219), we find, once again, that a large majority of pupils from both towns disagree with the statement (English 70.75% disagree, French 92.25% disagree). It is the 25% (100 pupils) of the English sample who agree, compared to 6.25% (25 pupils) of the French sample which differentiates the two populations.

Figure 4.14 Responses by school to P2Q7r) My parents/guardians think that foreign language learning is not very important.

N=400x2

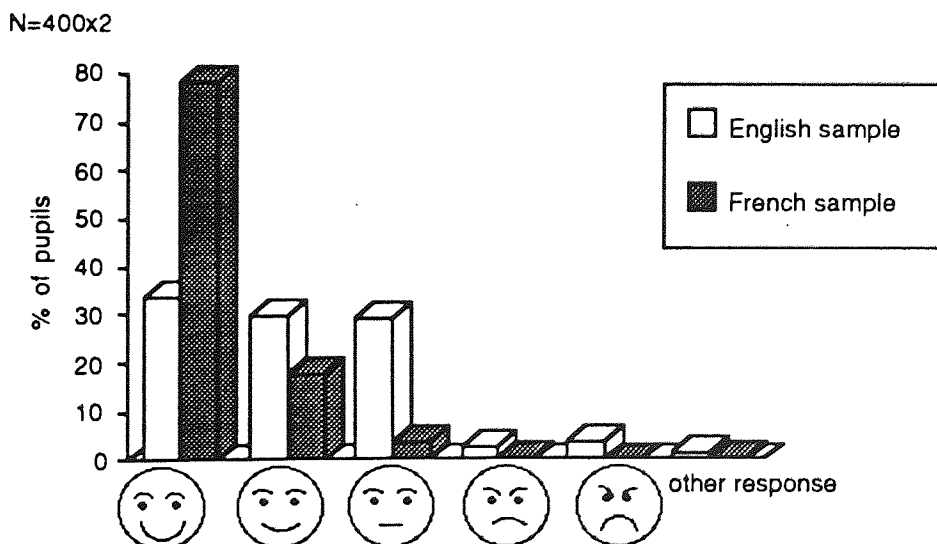


Four times as many English as French children claim that their parents do not think that FLL is important. The school with the highest proportion of

children responding negatively to P2Q7r is school E7 (see figure 4.14, page 227), where 32.43% (48 pupils) of the school population replied that their parents did not think FLL was important. Once again these findings are consistent with the data relating to P2Q7o and P2Q7r. If parents believe FLL to be unnecessary, it is unlikely that they will attach much importance to it. The communication of negative attitudes towards FLL may affect the child's FLL motivation. We shall investigate this possibility later in the chapter.

The following graphic representation (figure 4.15 below) of the data collected for question P2Q8 shows strong parental backing perceived by the pupils in Mulhouse. The "smiliest" face corresponds to 78.25% of the French pupils showing positive responses to the question on parental attitudes about their children learning foreign languages. The English data reveal a less categorical and less positive stance, with 33.5% of the English sample indicating the very positive response, 29.75% the positive response and 29.25% *non-committal*.

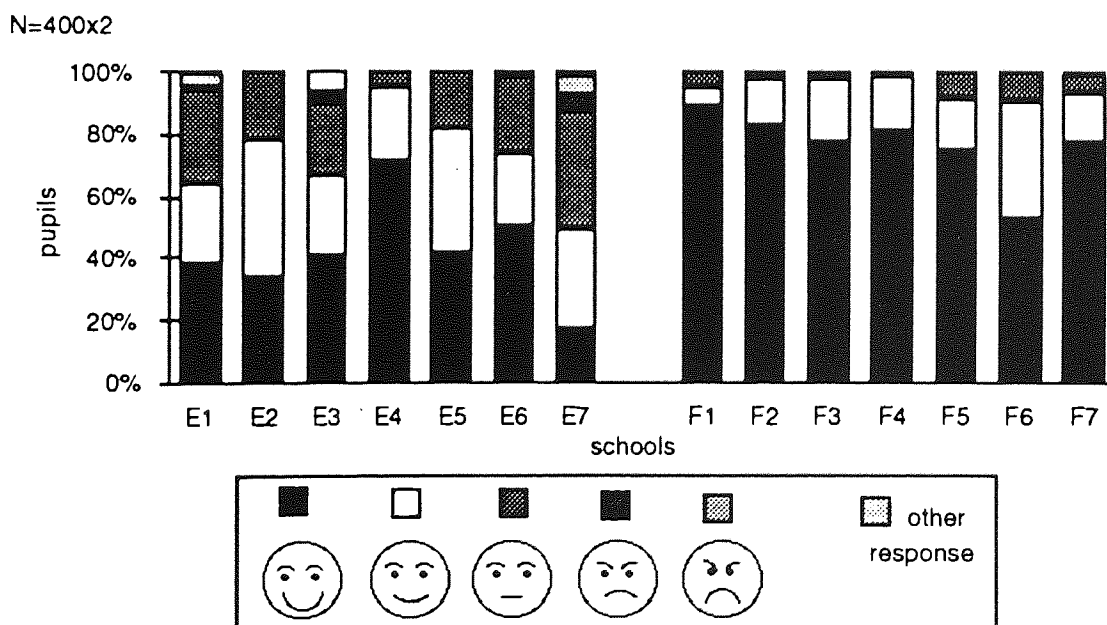
Figure 4.15 English/French sample responses to P2Q8) How do your parent/guardians feel about you learning foreign languages?



This so called *non-committal response* is depicted by the face which is neither smiling nor frowning, and could be interpreted as a *don't know*, *don't care* or *neutral response*. These parents are failing to communicate a message to their children concerning FLL, by neither endorsing nor condemning the activity. Such a breakdown in communication can do nothing to improve pupil motivation towards FLL.

A more detailed analysis (see figure 4.16 below), shows that school F6 does not conform to the overall French pattern. Although pupil responses at this school are still positive, they are not as positive as all the other schools. Again, it should be noted that these children are not representative of the population at large, having been selected and detached from the mainstream education system.

Figure 4.16 Responses by school to P2Q8) How do your parents/guardians feel about you learning foreign languages?



Examining the English data, the school which does not conform to the general pattern is also a school where children have been selected, albeit this time for reasons contrary to school F6.

The most striking difference between the French and the English data is the high level of non-committal responses from the English sample (see table 4.17 below).

Table 4.17 Percentage of non-committal responses to P2Q8 (by school)

English %s							
E1	E2	E3	E4	E5	E6	E7	TOTAL %
29.46	22.22	23.33	4.76	18.18	24.14	37.84	29.25
French %s							
F1	F2	F3	F4	F5	F6	F7	TOTAL %
5.56	2.35	2.44	1.03	8.33	9.52	5.88	3.5

Over eight times as many pupils in Walsall as in Mulhouse either do not know what their parents think about foreign language learning or think that they don't have an opinion. Such data point to poor communication between parent and child in the English sample. But in the French sample, according to the data, a different level of communication is taking place between parents and children.

Eliciting this type of information is an extremely delicate and difficult task, especially in a face to face interview situation. The child's response will naturally be biased by the emotional bonds of the parent/child relationship. However, some of the unsolicited comments made by children on both sides of the Channel do indicate some of the forms which parental support and communication regarding FLL may take:

...well my sister's just doing A' level French so I have conversations with her...and with my dad 'cos he's doing GCSE...
school E4 pupil 2

...des fois avec mon père je parle en anglais...mais c'est rare...parce que mon père travaille en Suisse alors il connaît l'allemand et l'anglais...alors de temps en temps il m'interroge en anglais...mais c'est difficile parce qu'il parle beaucoup mieux que moi...
school F4 pupil B16

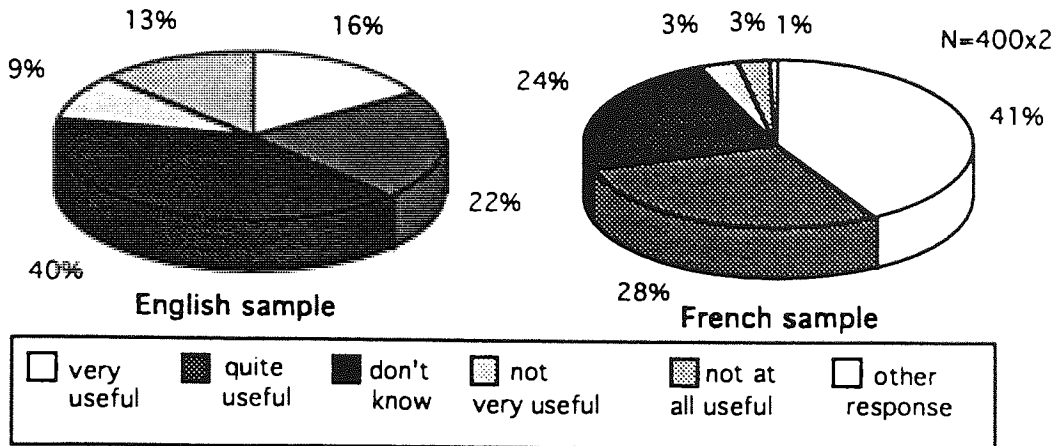
my mum's just done a French course 'cos we're going again this summer (to France), she wants to try and speak and my dad can speak French a bit, so...(What happens when you're in France and you go shopping, who does the speaking usually?) me, 'cos my dad like he hasn't done it since school and he gets a bit tongue-tied, he just like, I tell him, say like if we're asking for chicken, I'd check that poulet was chicken and he'd say yeah and we'd put a sentence together before, you know, and I'd just go and do the speaking
...so I used to just like pick up key words and when we got back to the tent I'd be there looking them up in my dictionary...I'd get like the em way I said it, think of the way that they could've spelt it and like my dad'd just jot it down for me 'cos he wanted me to learn French anyway and em we'd look them up afterwards and me and my dad used to make up French games like he used to find a word in the dictionary and we'd play like hangman...
school E6 pupil B10

l'anglais c'est une langue internationale, mes parents ils m'ont dit, ils m'ont conseillé de garder l'anglais parce que c'est quand même utile, si par exemple on va dans un pays étranger et surtout que la langue elle est internationale alors c'est bien si j'apprends et si on a des petits problèmes alors je peux parler avec des personnes et mes parents ils ont dit de garder l'anglais...
...Je pense parce que mes parents voudraient peut être que je...par exemple professeur d'anglais ou bien journaliste....pour un journaliste c'est très très important des langues.
school F3 pupil B7

I'll be glad to have it (French) afterwards 'cos mum says that if you wanna be a beautician, like I wanna do, you have, it's useful to know different languages in case you have to go abroad...
school E6 pupil B7

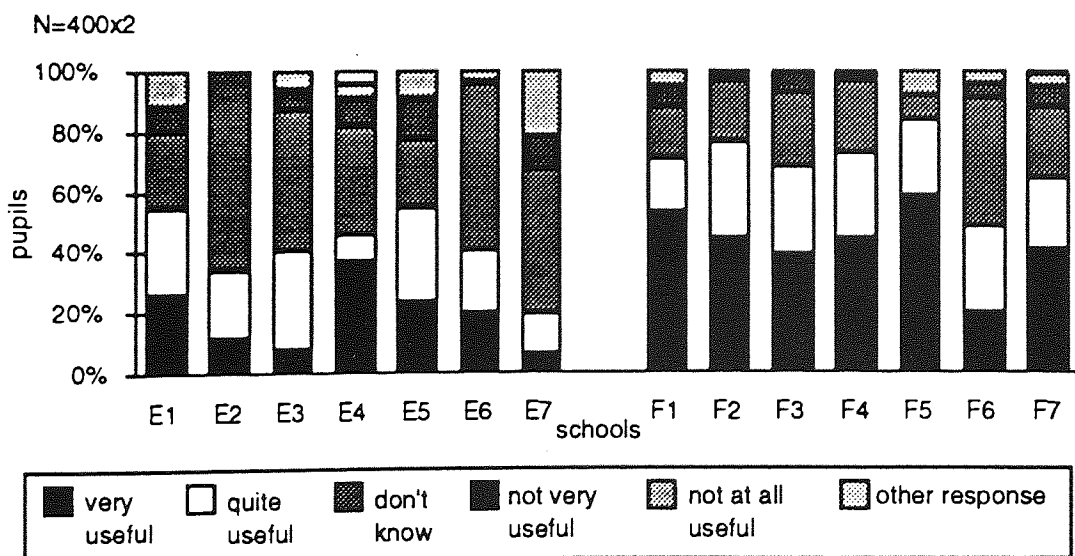
The association of FLL with future employment by parents is the area explored by question P2Q19. Initial inspection of the data obtained in response to P2Q19 (see figure 4.18 below) informs us that the majority of the French pupils (41.5%, 166 pupils) believe that their parents think English will be very useful. The majority of English pupils responded with the "don't know" option.

Figure 4.18 English/French sample responses to P1Q19) How useful do your parents/guardians think *the foreign language* will be for you in your future job?



This could mean that they don't know what their parents think, or that their parents themselves do not know how useful French might be to their child with respect to future employment. In either case, there is a communication problem and the potential utility of French is unclear in many English pupils' minds. Naturally, some of the English pupils, over a third (36.8%, 149 pupils), do answer positively to question 19. Whereas others (21.3%, 87 pupils) answer negatively and when compared to the French pupils' responses, this shows evidence of clear difference.

Figure 4.19 Responses by school to P2Q19) How useful do your parents/guardians think *the foreign language* will be for you in your future job?



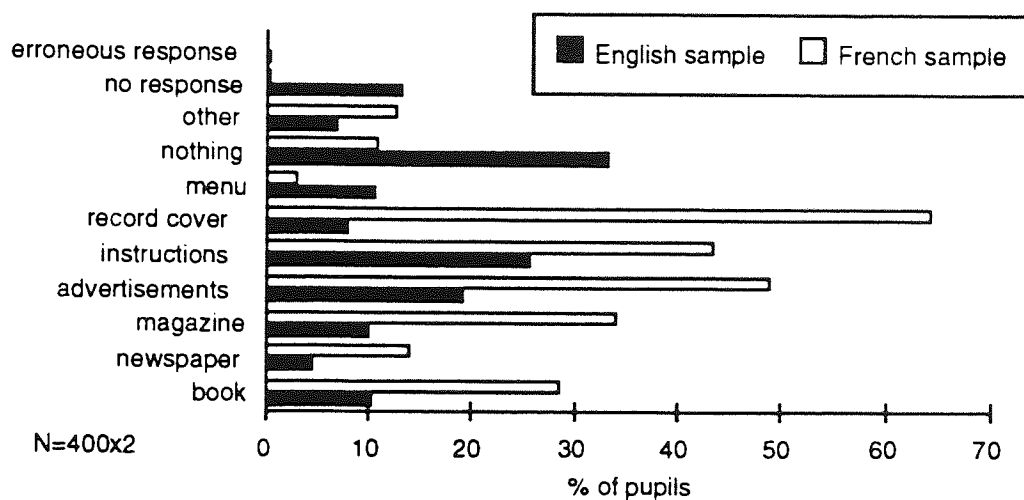
On inspection of the data school by school, the English "don't know" (DK) problem becomes more obvious. In four out of the seven schools in the sample the majority of pupils responded DK to question 19. In the remaining three schools the DK response came a close second or a joint first response.

The data presented in this section suggests that parental attitudes differ considerably in Mulhouse and in Walsall. The French parents seem to attach greater value to the learning of English than English parents do to the learning of French. Given that these responses were supplied by pupils and not the parents themselves, they may not be truly representative of parental attitudes. However, pupils' own perceptions are the concern of this study. The quantitative data and the supporting qualitative data indicate that the majority of parents of pupils in the French sample successfully communicate the value of FLL to their children. In contrast, the English sample data indicate that whilst some parents do successfully communicate the value of FLL to their children, others communicate negative attitudes towards FLL and others do not communicate any information or opinions concerning FLL. The effect of parental attitudes on the child's FLL motivation will be investigated further in section 4.2 of this chapter.

4.1.2.2. Is the amount of foreign language exposure greater in one environment than in the other?

In response to P1Q16) 33.5% of the English sample, three times as many as the French (11%), claimed to have seen nothing written in French, outside school, over the preceding seven days (see figure 4.20, page 234). This figure may be an under-representation of the actual number, as 13.25% (53 pupils) of the English sample did not reply to this question (NR = no response). This was probably because they failed to notice the *nothing* option amongst all the other alternatives (see P1Q16 page 192). If we add the NRs to the *nothing* responses, a higher figure of 46.75% emerges.

Figure 4.20 English/French sample responses to P1Q16) Have you seen something written in *the foreign language*, not things from school, over the past 7 days?



In every written medium category, except *menu*, more French pupils than English pupils claimed to have seen examples of the foreign language.

It should be noted that these data represent pupils' perceptions both of their awareness of foreign language exposure and of what they consider is written in the foreign language. In recent years many anglicisms have entered into the French language which are often not recognised by children as foreign language vocabulary. This was evident during the interviews held in Mulhouse. Some children claimed not to have seen any English during the last seven days, despite the evidence of innumerable advertisements, signs, slogans on clothes and bags and even graffiti written in English around the town. It seems that many pupils are not fully conscious of the presence of English in their surroundings. The data obtained from the French sample for question 16 may be a conservative representation of the real situation. Nevertheless, they do accurately reflect the pupils' perceptions of reality.

The foreign language written medium which scores the highest amongst French pupils is *record cover*, with 64.5% of French pupils claiming to have seen something written in the foreign language. Popular music is an important part of youth culture, to be discussed in more detail later. The success of Anglo-Saxon (American, English and Australian) music in France may have raised the profile of English. Pupils may respond positively to this category because they are exposed to a great deal of popular music at this age.

The highest scoring foreign language written medium category in the English sample is *instructions*, with 26% of the English pupils indicating that they had seen examples of French in this medium. For the French pupils, *instructions* was the third most common medium (43.75%). Pupils from both towns mentioned this category during interviews:

...sur des modes d'emplois...
school F4 pupil C26
...quand on fait un achat....c'est marqué en
plusieurs langues...
school F7 pupil C12

...just on like packaging sometimes...
school E4 pupil 13

Advertisements represent the second most recorded medium for both groups. 19.25% of the English sample replied that they had seen written French in this medium over the last seven days. The French sample recorded more than double the number of pupils for this category (49%). In France, this has recently caused much debate (l'Événement du jeudi, 21/4/94), culminating in the *loi Toubon*, proposed by Jacques Toubon, *ministre de la Culture*. This measure attempted to promote the use of French in public, by prohibiting the use of English equivalents.

Advertisements were mentioned by both French and English pupils during interviews:

..les publicités ils utilisent des mots en anglais...
school F3 pupil E9

...sur les publicités dans les rues il y a des mots qui sont anglais...par exemple il y a une agence de...voitures et il y a marqué rent a car...j'ai retenu le mot et après j'ai regardé à la maison.
school F3 pupil A10

adverts...perfume adverts...say a car advert that's got some kind of French name on it...like my sister does the Avon and some of the perfumes have got French names...and I can translate that, but no practical use really.
school E3 pupil A7

in the paper I saw an advertisement, a free paper...it was only a little bit...
school E3 pupil A10

The traditional written media of books, magazines and newspapers attracted less responses than the three previously mentioned categories. However, they remain of interest, given that more than double the number of French pupils, compared to English pupils, indicated that they had seen something written in the foreign language for each of these categories (see figure op). The fact that 34.25% of the French sample recorded having seen something written in English in a magazine within the preceding seven days, suggests that such materials are easily available. Indeed, several French pupils mentioned specially produced magazines for learners of English as a foreign language. These magazines feature short articles on topical events or personalities, accompanied by a brief glossary containing key or unusual vocabulary:

Je suis abonné à une magazine...I love English...ça fait un moment...je le lis parfois quoi...Je crois que c'est tous les mois...bah il y a des textes, il y a des interviews tout en anglais, mais il y a un petit dico...
school F1 pupil 7

...je suis abonné...I love English...
school F3 pupil E12

Il y a des journaux. Ils vendent des journaux. Ça s'appellent *I love English* et c'est des articles sur tout. Ils peuvent parler des stars, ils peuvent parler des...actualités, tous ce qui se passent dans le monde. Enfin c'est des articles de tout. Il y a des ...jeux, des mots croisés, des trucs en anglais...c'est intéressant, mais là je trouve que c'est plus facile parce que tu lis...tu comprends, par exemple, deux ou trois mots... Grâce à ces deux ou trois mots tu peux comprendre le sens de la phrase, grosso modo quoi.

school F3 pupil B4

J'ai déjà lu des livres...des revues..vous savez des.. pour jeunes débutants.....dans les grandes surfaces...

school F3 pupil A10

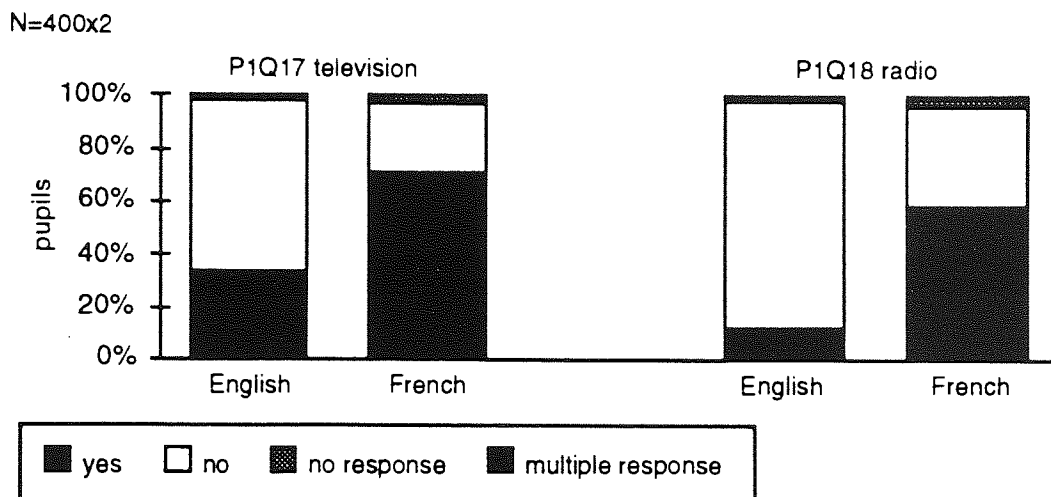
One pupil spoke of magazines and childrens' books in English at the town library (school F4 pupil D22). Two English pupils mentioned publications in French. One of the pupils wanted to be a chef and had borrowed some recipe books in French from the local library and the other pupil referred to material purchased in France:

I've read some French magazines...well I bought some when I was in France and my French pen friend sent me some, but we stopped writing because she moved.

school E4 pupil 17

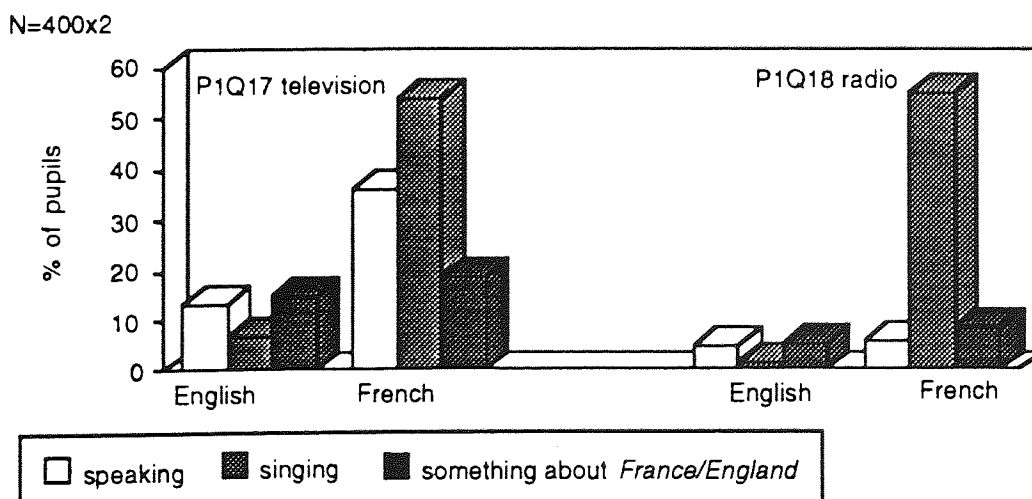
Questions P1Q17 and 18 refer to aural, as opposed to written, exposure in the foreign language. The amount of aural exposure also differs greatly between the two samples. More than twice as many French as English pupils heard the foreign language on television during the seven days prior to the distribution of the questionnaire and over four times as many claimed to have heard the foreign language on the radio (see figure 4.21, page 238).

Figure 4.21 English/French sample responses to P1Q17/18) Have you heard any *the foreign language* or something about *the foreign language country*, not at school, over the past 7 days?



Further detailed inspection informs us that the majority of the French sample heard *singing* in the foreign language (see figure 4.22 below). The popularity of Anglo-Saxon popular music accounts for these high *singing* responses for both questions. This is not surprising for P1Q18 which refers to the radio. However, the high *singing* response for P1Q17, referring to the television, can be explained by the popularity of *MCM* and *MTV*, two music satellite stations which are broadcast over the cable television network in

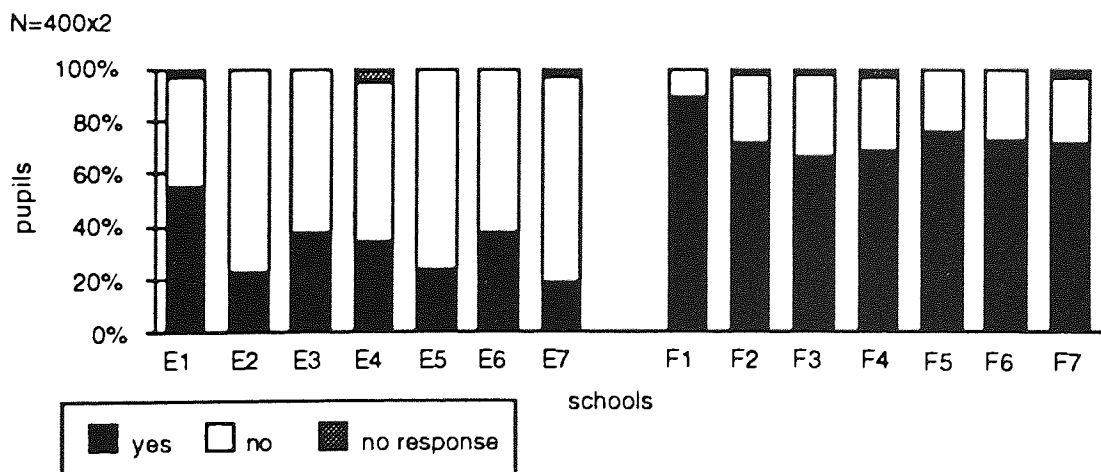
Figure 4.22 English/French sample responses to P1Q17/18) What exactly did you hear?



Mulhouse. Many of the French pupils referred to these two channels by name in response to this question. As for the *speaking* and *something about England* responses, many pupils cited the *News* as their source, either French news or *CBS* news (available on cable television) or once again *MTV*, which has English-speaking presenters and frequent interviews with celebrities, conducted in English.

Comparing the two samples' responses to P1Q18 concerning radio foreign language exposure (see figure 4.22, page 238), we notice that responses for *speaking* in the foreign language on the radio and *something about the foreign language country*, either on the radio or television, do not differ greatly. The differences are observed in *singing* and in the amount of speaking in the foreign language on television, which is almost certainly due to the popularity and influence of Anglo-Saxon popular music from the various cable channels such as *MTV*.

Figure 4.23 Responses by school to P1Q17) Have you heard any *the foreign language* or something about *the foreign language country*, not at school, on the television over the last 7 days?

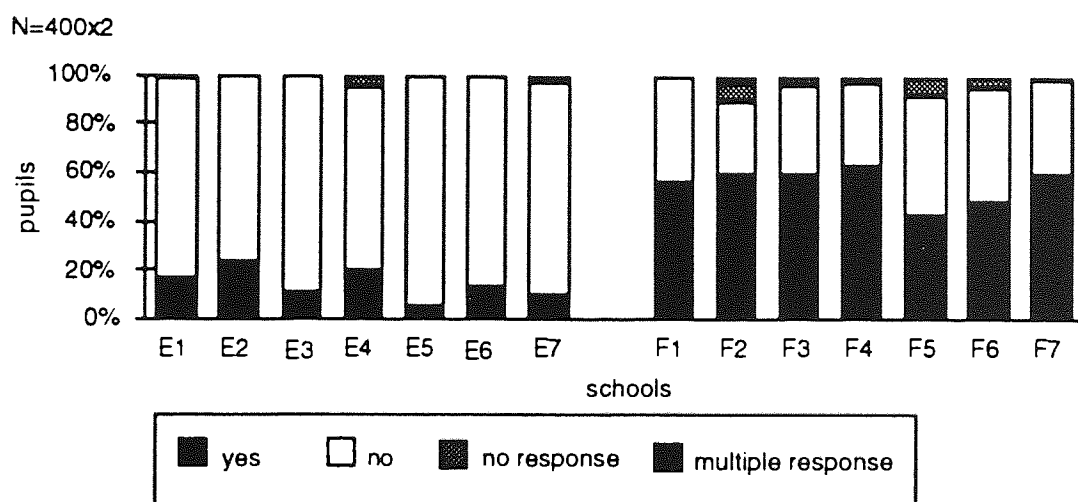


Inspection of the data, school by school, reveals a relatively homogeneous response pattern between schools within each national group (see figure 4.23 above). Amongst the English schools, pupils from school E1

experienced the most foreign language exposure via the television medium. Apart from school E1, all schools within each respective sample produced similar responses to P1Q17.

Similar response patterns were recorded in answer to P1Q18.

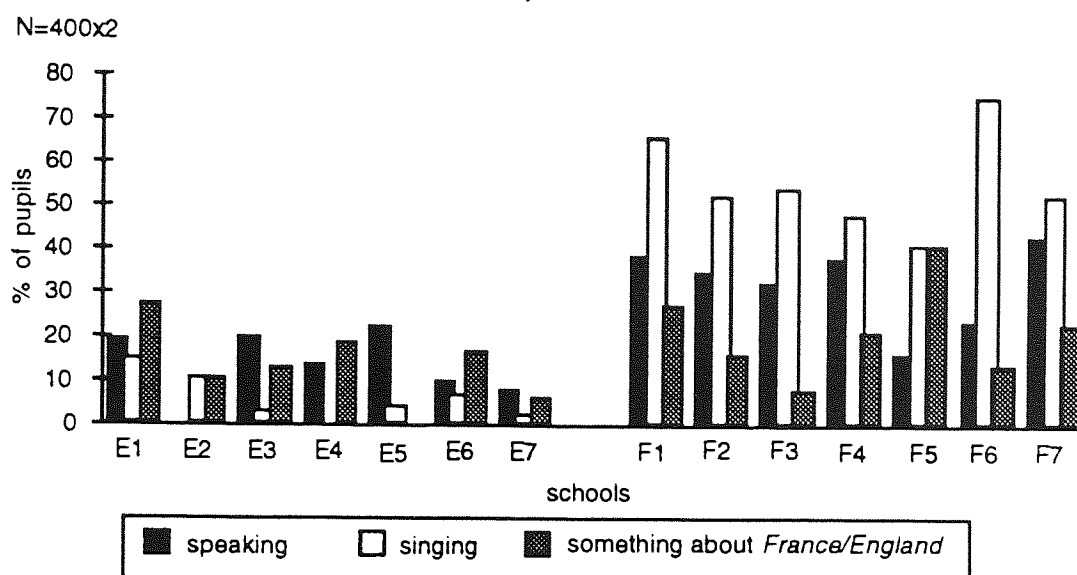
Figure 4.24 Responses by school to P1Q18) Have you heard any *the foreign language* or something about *the foreign language country*, not at school, on the radio over the last 7 days?



Given that all pupils within a national sample live in the same wider socio-cultural environment, it is to be expected that they perceive approximately the same amount of foreign language exposure. However, the length of the period they listen to or watch these broadcasts differs, as shown by responses to question P1Q23 (see page 209).

For the French sample data from the seven schools we can see a general trend, with regard to the type of foreign language heard on television. Pupils mainly heard *singing* in English, but also some speaking and information about England.

Figure 4.25 Responses by school to P1Q17) What exactly did you hear? (on television)



The English sample responses, on the other hand, are more erratic (see figure 4.25 above). School E4 claimed to have heard no singing in French, on television, over the previous 7 days, whereas at school E1 15.18% of the school population (17 pupils) had. All pupils attending school E5 replied that they had heard nothing about France, whereas 27.68% of pupils (31 pupils) from school E1 had.

The English sample favoured the responses *speaking* and *something about France* in reply to P1Q17 and P1Q18. French popular music does not enjoy the same success in England as Anglo-Saxon music does in France. Many of the English sample could name *Vanessa Paradis* in response to P1Q17, but as she sings in English and none of her musical compatriots have entered the popular music market in Britain, French is rarely heard on British radio. As for the English sample's *speaking* and *something about France* replies, at the time of the questionnaire distribution, various television series referring to France and the French were being broadcast. Of those English pupils who claimed to have heard something, many referred to the television programmes "A Year in Provence", "Bonjour la Classe" and

"Allo Allo". In the English interview sample several pupils mentioned "A Year in Provence":

...A Year in Provence...well the first two were quite good, but it was all the same...I didn't bother watching it...and another one about gardens in France...I didn't watch it, but it was on...
school E6 pupil D6

I thought it was quite good, I don't think it deserved what it got off all the critics....I watched that before like, I went to France, and then when you got to France it was...it was quite realistic I thought, we met some French farmers and like they were just like the ones that were on a Year in Provence...You weren't sure that it was like going to be realistic or not but then when you went you realised that it was...I don't know it was just like, it was different like, it was showing you somewhere else, it was like watching holiday programmes.
School E3 pupil B1

but most references were to French films, received either via satellite television:

on the satellite...'cos you get like in German and French sometimes, I've heard something on there a bit like, I've never really paid attention, like French translations of the news and things, I've seen that but other than that no not really...well I've flicked through it and I've you know, summet's took my fancy and I've had a look, but I can't understand...no I don't think there's subtitles when it's like that and then there's been a French film on there, but they give you the subtitles.
school E3 pupils A18

...On the satellite sometimes...only occasionally they have French programmes on...'cos most of the, all the foreign ones are either German or Dutch, but sometimes em some of them have French speaking ones, but in the Eurosport channel, on the ? button, you can change it to French and listen to it in French, so we watched the tour de France in French yesterday...it's a bit fast...'cos the bikes are going really fast and they're trying to commentate really fast...yeah I pick up some of the words like em tête de group or whatever it is and moto and vélo and the road names you can pick up, 'cos yesterday they were in Sables, Sables d'or whatever it's called in Normandy and we've been there, so it's like em,

'cos we knew the places we could pick up the vocab and try and work out what they were talking about...well we've got most of the English-speaking ones and then you get the German ones, there's only a few satellite French stations and we can't pick them up, you have to have the expensive dishes...

school E6 pupil B10

or the national network:

because of my sister's A' level French, she's had to watch like French films so I've watched them with her...it's good, but it's a bit fast...at Christmas there was Jean de Florette and the other one...I like them...

school E4 pupil 2

One pupil mentioned the inconvenient time at which these programmes are often broadcast.

...this French programme with English subtitles...I watched the first bit, then I fell asleep...I was tired, it was late at night...

school E6 pupil B7

Pupil A2 from school E3 referred to the infrequency with which foreign language programmes are broadcast:

...maybe like the odd film what's on in French...it's like once in every blue moon...

school E3 pupil A2

The scarcity of foreign language broadcasts combined with the often unsuitable broadcasting hours, at least for younger viewers, within the English context are evident from the data produced in response to P1Q17/18 (see figure 4.21, page 238).

In comparison, the French pupils have no shortage of Anglophone broadcasts, as they described during interviews.

Il y a une chaîne avec de la musique, mais il y a une chaîne où ils ...c'est en anglais...comme ils parlent vite c'est dur, mais parfois je comprends quand même.
school F1 pupil 7

...à la télé *MTV*...les émissions musicales, quand ils annoncent les chanteurs...
school F2 pupil A18

je regarde la télé, ils transmettent des matches quoi...*Canal +*, *TV sport* et *Eurosport*...
school F3 pupil E9

Des fois..par exemple on a *Eurocable* vous savez, il y a la chaîne anglaise...chaque matin, des fois sur *Canal +* il y a toujours un truc sur l'industrie, enfin tout ce qui se passe, par exemple un avion s'est écrasé...alors des fois j'écoute comme ça....c'est en anglais...avec la traduction oui...Oui parce que des fois, quand il y a des mots qu'ils traduisent et j'étudie la traduction j'apprends un mot...parce qu'on peut écouter et regarder alors quand j'écoute et il y a un mot qui m'a échappé et que je regarde la traduction alors j'identifie enfin je sais ce qu'il veut dire comme ça
school F3pupil B7

Il y a des chaînes où ils ne parlent que l'anglais alors ça peut servir...enfin il y en a deux, il y a une chaîne où c'est sous-titré mais il y a une autre chaîne où ce n'est pas sous-titré, la chaîne où ce n'est pas sous-titré je ne comprends rien du tout, la chaîne où c'est sous-titré, je ne regarde pas (les sous-titres), mais parfois je comprends, je comprends quelques mots quoi, des fois des phrases ou des fois...Il y a aussi les émissions ...américaines qu'ils nous passent ici...c'est tout en anglais, c'est pas sous-titré...la chaîne *MTV* c'est une chaîne où il y a de la musique...
school F3 pupil B4

...parfois je regarde les émissions anglaises à la télé...les informations sur *Canal+ CBS News*, des trucs comme ça...il y a des sous-titres...
school F4 pupil C6

Continental, sur la 3 et ils passent un film *Chapeau melon et bottes de cuir*...
school F4 pupil C3

This plethora of broadcasts is mainly due to the cable television network to which many pupils' families subscribed. In contrast to the satellite system, the local cable network, called *Eurocable*, can access a variety of satellites and transmits a selection of channels to subscribers. This means that *Eurocable* selects the variety of channels to be made available, rather than the householder. Two of the cable channels mentioned frequently by French interviewees were *MTV* and *MCM*, both of which broadcast non-stop music and interviews in English.

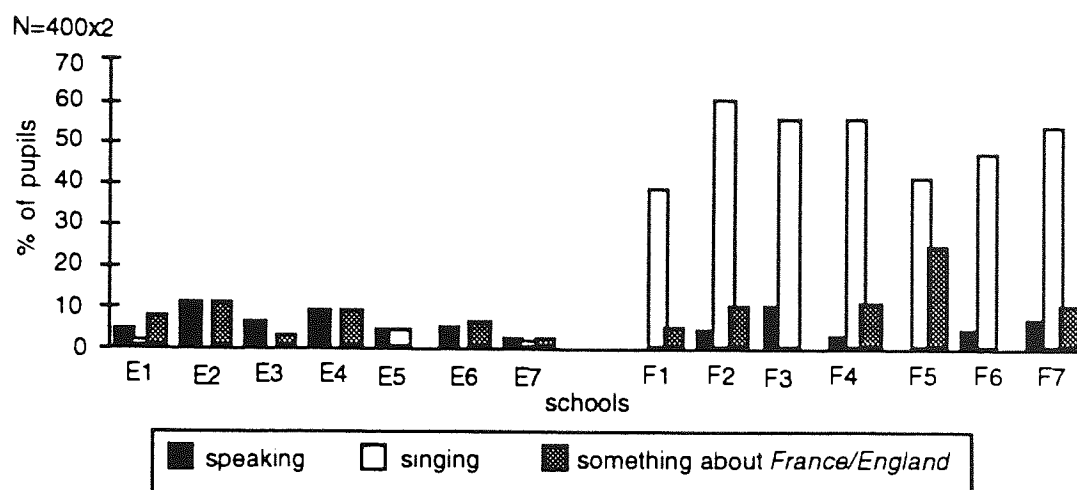
The *Canal+* channel is not included in the cable television package. It is only available by private subscription. This means that general access to *Canal+* is only possible at certain times of the day when the signal is uncoded. However, it seems that during these times the *CBS News* programme is widely available and this is referred to by many pupils on their questionnaire and by several interviewees.

The popularity of Anglo-saxon popular music not only attracts young French viewers to watch television channels such as *MTV* and *MCM*, but also to listen to the radio. This is usually an independent station such as *Radio NRJ* (frequently cited by questionnaire respondents); French National radio stations are required to play a quota of French language music, effectively reducing the proportion of English language music. English language music largely accounts for the higher number of French pupils (58.25%, 233 pupils) claiming to have heard something in English on the radio over the preceding seven days, in comparison to the number English pupils (11.75%, 47 pupils).

In response to P1Q18 (see figure 4.26, page 246), both French and English individual school data follow general patterns. Pupils from French

schools heard far more *singing* in English than anything else and English pupils heard very little French at all.

Figure 4.26 Responses by school to P1Q18) What exactly did you hear? (on radio)



Questions P1Q17 and P1Q18 do not provide dramatically different responses between schools in the English sample, which suggests that pupils from different schools are perceiving similar levels and types of foreign language exposure.

Once again, we must answer in the affirmative to the context-specific question *Is foreign language exposure greater in one environment than in the other?* During the interviews many French pupils referred to the wealth of English language material available within their environment:

Il y a des chansons
school F1 pupil 7

des inscriptions, des panneaux, des marques ou des
trucs comme ça...
school F2 pupil A18

...dans les jeux vidéos...tout tout est en anglais...tout
ce qui apparaît à l'écran....à la télé, dans les
journaux..
school F3 pupil E9

Pour l'informatique, souvent on a des logiciels en anglais et puis avant de faire de l'anglais je ne comprenais pas, maintenant quand il y a le texte en anglais je comprend l'essentiel et ça suffit...
school F3 pupil E11

As this study is concerned with adolescent foreign language learners, youth culture may be treated as a relevant socio-cultural influence. Youth culture is a non-specific term usually deemed to include music, fashion, cinema and television. There are variations in youth culture between societies and different sections of those societies. Yet certain aspects of youth culture such as popular music and television transcend all classes and cultures, at least within a European context.

Television is a major source of information and entertainment for the young. With the advent of cable and satellite television, foreign language broadcasts are more easily accessible. Popular music is broadcast from these sources in particular. The high status of Anglo-Saxon popular music has been noted. This takes effect within our samples for French pupils who may enjoy a positive influence, albeit in a sub-conscious manner, from the status of English in this area of youth culture. In comparison, this source of motivation is absent for English pupils, who enjoy most popular music in their native language. However, during interviews when the question of Anglophone popular music as a motivator was raised, French pupils would not overtly agree to its influential power, ranking it as interesting:

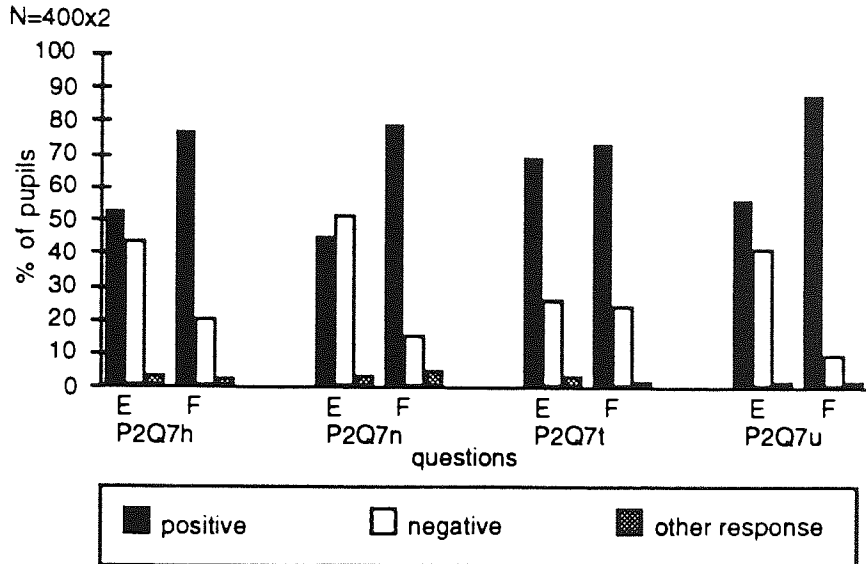
Ça nous incite plus...ça donne encore plus envie d'apprendre la langue...
school F7 pupil C18

but not the reason for their efforts at learning English

je crois que c'est pour ma future profession.
school F7 pupil C18.

4.1.2.3. Does the employment related value of FLL vary in the two different contexts?

Figure 4.27 English/French sample responses to questions concerning employment related value of FLL



On initial inspection, we may observe that the French and English data follow a similar pattern of response in answer to question P2Q7t, indicating that both national groups believe that there are many jobs where European languages would be useful. All responses to other employment related value of FLL questions differ significantly between the two national groups, with the French attaching greater employment related value to FLL than the English. Bearing the majority of negative responses in mind, it seems incongruous for the English sample to have answered so positively to P2Q7t. How can a majority believe foreign languages are useful for many jobs (70%), while at the same time only 59.46% claim not to need the foreign language for future employment (P2Q7n)? And in addition, 55.25% do not think that it will be more difficult to get a job if they do not speak a foreign language (P2Q24). It is only possible to speculate that those jobs perceived as requiring a foreign language are not aspired to by the majority of the English sample.

During interviews, although some English pupils said that they considered foreign languages to be useful:

...very useful yeah...with jobs with languages
there's a lot of people that want people that speak
languages
school E3 pupil A18

many replied that foreign languages would only be useful under specific circumstances which probably would not apply to them personally:

The only reason I need to learn French is if er...I want to work over in France or work for a company that needs me to speak French for any reason..unlike most other subjects where you apply the basic laws you know like in science or maths, but er yeah, it's useful I suppose...it's got prospect...I'd probably learn Japanese instead if I had a choice or something like that, it's got more potential, there's more need for it...well business like...well it seems to me more companies...more companies negotiate with the Japanese companies than French companies, so they're going to need translators etcetera...
school E3 pupil A7

no, unless you were a translator...
school E5 pupil A9

I might if I take a certain job...if there's a business and I work there and a real French person come in and not everybody knows French and they ask me if I could translate, probably then, but otherwise probably not... probably not, 'cos there's not that many businesses around that actually have French people come...
school E5 pupil A1

Maybe if I did business abroad, I suppose they might need French, but...it's always useful to do a language just in case...(Would German have been more useful?) Yeah I think 'cos it's more more, I dunno, sort of a wide language...many countries use it...it's like a business language as well everyone...I think everyone could get by without knowing a language...unless you're going into a specialist's job, obviously
school E6 pupil C2

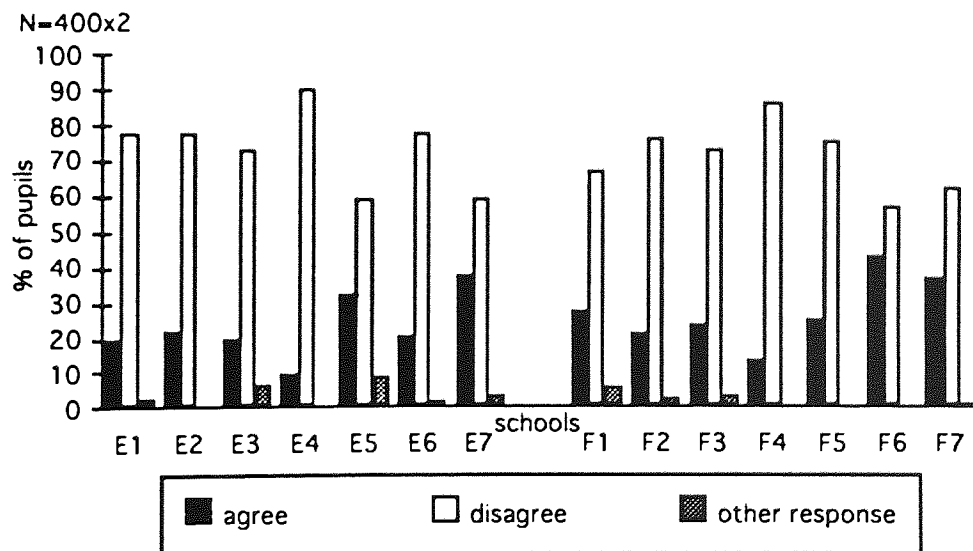
One French pupil also agreed with the idea that foreign languages were useful for specific language related jobs and that foreign language skills were not general criteria for employment.

Ça dépend du métier je ne sais pas
moi...interprète...c'est pas vraiment (la chose) la
plus important quoi
school F7 pupil E11

However, others had a wider vision of the utility of foreign language skills:

Il y a des métiers qui vous font voyager alors là
obligatoirement on doit utiliser les langues
étrangères, ceux qui font du commerce
international ou bien des journalistes, des
reporters et tout ça...les envoyés spéciaux..... ils
l'utilisent quoi, par exemple pendant les émeutes de
Los Angeles à chaque fois ils nous montraient des
images...il y avait un journaliste qui parlait et il
était là-bas quoi, alors normalement il doit savoir
parler anglais
school F3 pupil B4

Figure 4.28 Responses by school to P2Q7t) There are not many jobs where European languages would be useful



Although responses to P2Q7t between national groups are comparable, within each national group they differ (see figure 4.28 above). A difference of 28.32% between school E4 and E7 was recorded and a difference of 29.46%

between school F4 and F6 was also noted. Bearing in mind the SES of these samples, it would appear that the higher up the social ladder one climbs the greater the number of jobs perceived where European languages would be useful. For example, pupils from samples E4 and F4, both of which have a higher than average proportion of SES category 3 pupils (see figures 3.20 and 3.32, page 144 and 160), disagreed strongly (90.48% and 86.60% respectively) with the statement *There are not many jobs where European languages would be useful*, whereas schools E5, E7, F6 and F7 whose school samples contain many pupils from lower SES categories tended to agree with the statement to a greater extent than the other samples.

In response to P2Q7h, concerning the possibility of securing a more financially rewarding job as a result of foreign language skills, a resounding *agree* response was obtained from the French sample as a whole (76.75%). A clear link between FLL and financial reward can be a powerful motivator. The English sample as a whole does not perceive foreign language skills as an influential factor in salary determination and is split, with 52.75% agreeing and 43.75% disagreeing with the statement, school E3 and E7 being the major disagreeing parties (see figure 4.29 below).

Figure 4.29 Responses by school to P2Q7h) If I spoke another European language, I could get a better paying job.

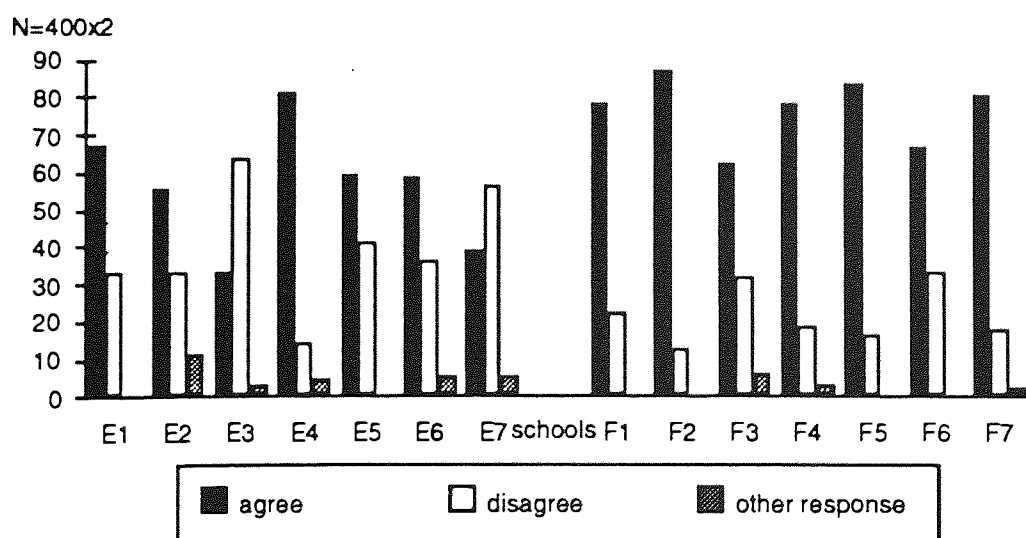
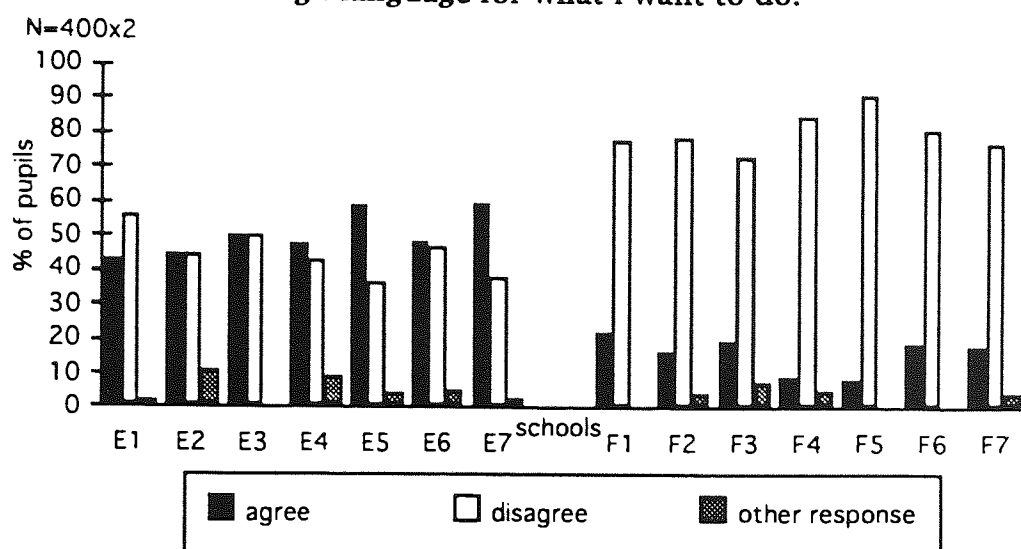


Figure 4.30 Responses by school to P2Q7n) I don't need *the foreign language* for what I want to do.



Responses to P2Q7n (see figure 4.30 above) revealed the French conviction of their need for English, 79.5%, whereas the English are yet again split, with 51.5% of the total sample believing they don't need it and 45.35% believing they do. The split is within every school, with schools E5 and E7 showing a slightly stronger negative tendency, 59.09% and 59.46% respectively. Interestingly even school E4, which does not normally respect the English trend, conforms to the norm this time.

Two of the English interview sub-sample spoke of specific career related foreign language needs:

I want to be a travel agent...I need a language.
school E3 pupil B5

I wanna be a sports journalist...well I know that you have to have a language, at least one other language, other than English, to do it, also I wanna travel 'cos I wanna be like one of the ones off Sky sports channel, they go round the whole world, looking at different sports and say if I had to go to France I'd be able to speak to the French commentators and like compare notes....(What about German?) There was um a bit of trouble 'cos we've had loads of German teachers and we never really knew any German so I don't think I would've been able to have done it.
school E6 pupil B10

All other pupils, once again, could not see the relevance of FLL to their own chosen career paths:

There ain't a job really that I'm interested in that involves French and languages and that, I don't think I'll need it.
school E3 pupil A10

I'm not planning a career using it or anything like that
school E4 pupil 13

...I don't think I'll have a career which involves a language...I wanna an office job I think, selling insurance or business.
school E6 pupil C2

Many said that they would probably only need French for holiday purposes:

except if I go on holiday I don't think I'll use it much 'cos it's not in the jobs I want to do...accountancy. (So it won't come into that at all?) I shouldn't think so...unless you're going to live out there or something, I shouldn't think so.
school E3 pupil B1

During interviews, one French pupil stated categorically that he had no need of English and that given Mulhouse's geographical position, German was far more useful:

Ça me sert à rien (l'anglais)
l'allemand ça sert pour aller travailler en Suisse ou ...l'allemand je crois c'est...la plus important
school F11

Another pupil thought that she would need English as she would like to follow a similar career path to her father who used English on business trips:

Mon père il fait des déplacements et tout et il s'en sert beaucoup parce qu'il va aux États Unis en Angleterre...J'aimerais bien faire un truc comme ça ça me plairait
school F17

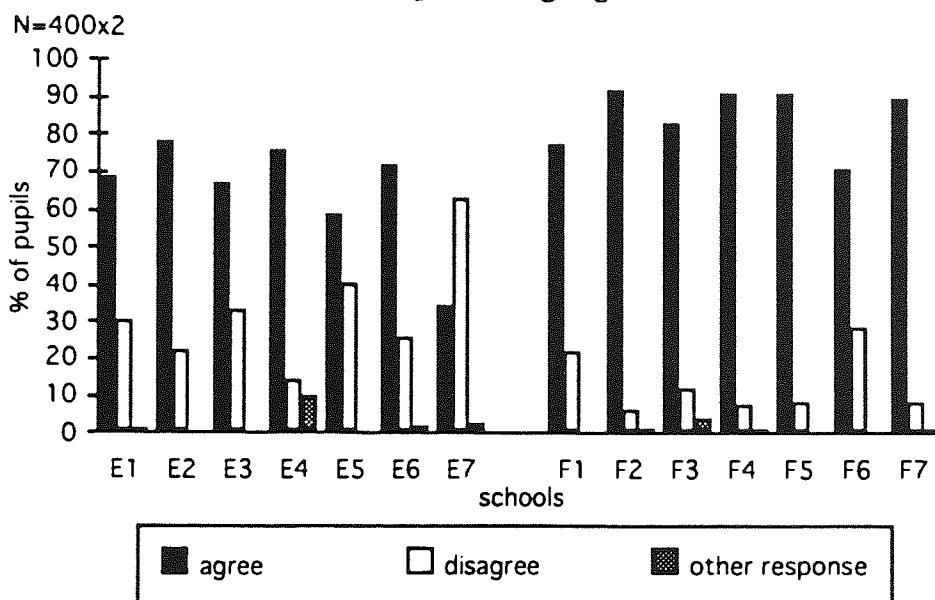
Most French interviewees, however, did not refer to a specific future career related foreign language need, but rather to the value of foreign language skills during the employment recruitment process.

In response to P2Q7u concerning the expectations of future employers regarding foreign language skills (see figure 4.31 below), French pupils (88.5% agree) show greater agreement than the English (56.5% agree), with some variation within the sample. The greatest difference in response pattern for the French schools is between school F2 (5.88% disagree) and F6 (28.57% disagree), a difference of 22.69%.

A greater difference between English school responses can be observed. At school E4, 14.29% of the sample did not think their future bosses would expect them to speak at least a bit of another European language, compared to 63.51% of school E7's sample, a difference of 49.22%. Nevertheless a majority of English pupils do believe that they will be expected to know at least a little of another European language, 56.5%, compared to 41.75% who do not believe foreign language skills will be valued by future employers. Once again sample E7 provides the most negative responses. Although we have already mentioned the low SES of many of the pupils in this sample, which may be associated with negative attitudes towards FLL and a limited vision of the benefits foreign language skills may afford, the learning situation within school E7 should also be taken into consideration. Out of all the schools in our English sample, school E7 would appear to experience the greatest staffing problems (see page 148). Frequent absence of the teacher may affect pupil/teacher rapport and influence the education process. Given the generally weak communication of the value of FLL to the child from the home environment (see questions P2Q4e, P2Q7c, P2Q7g, P2Q7o and P2Q7r, page 190), weak communication from the school

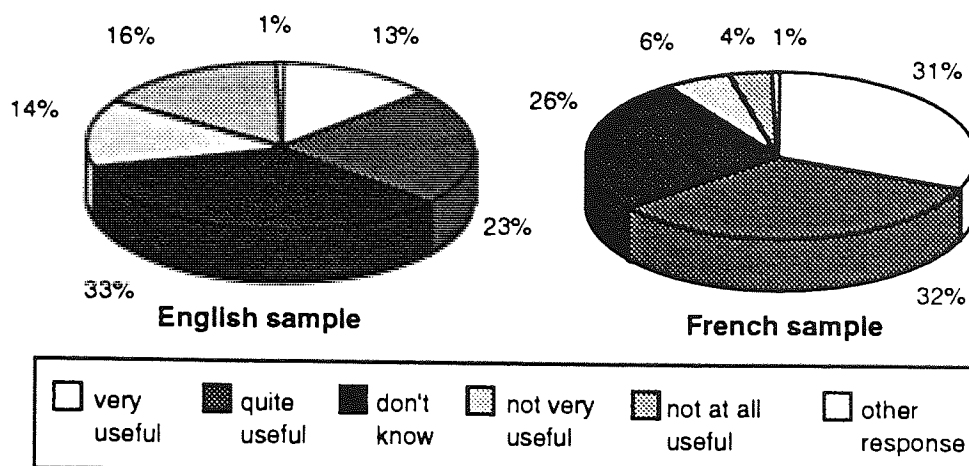
environment may only serve to compound the pupils' ignorance concerning the possible advantages of FLL.

Figure 4.31 Responses by school to P2Q7u) I think my future bosses will expect me to speak at least a bit of another European language.



In response to P2Q18 (see figure 4.32, page 256), 63% of the French pupils questioned thought that English would be useful (either *very* 31%, or *quite useful* 32%) to them in their future employment, compared to 36% (13% *very*, 23% *quite useful*) of the English sample. Quite large percentages of *don't know* responses are recorded for both national groups, 33% for the English and 26% for the French. This is to be expected, as at this age many pupils are unsure as to which professional path they will follow. Indeed during the distribution and completion of the questionnaires, many pupils indicated that they could not possibly know what their future job would entail and were therefore not in a position to give a precise response to question 18. The negative end of the spectrum is also of interest here. 9% of the French pupils, that is 36 out of 400, thought that English would be not very useful or not at all useful for them in their future career. Whereas over treble the number, 29.25% (117 pupils) of the English believed this to be the case.

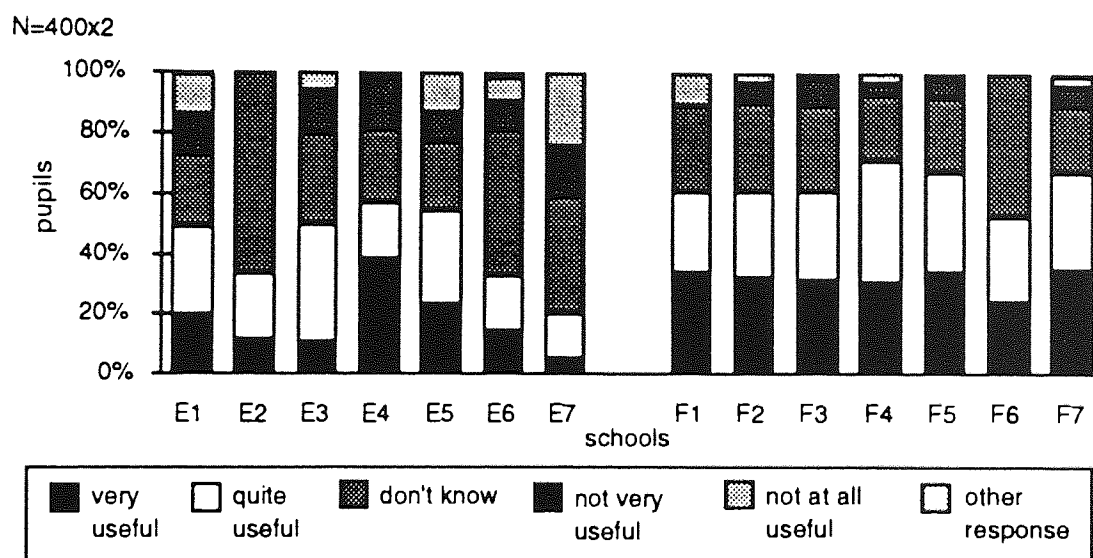
Figure 4.32 English/French sample responses to P2Q18) How useful do you think *the foreign language* will be for you in your future job?



Once again, communication of the value of FLL with respect to future employment appears to be taking place on a larger scale within the French socio-cultural context, than within the English one. If we compare the different schools (see figure 4.33, page 257), the largely homogenous French responses, contrast with the varying English ones. In school E1 26.79% (30 out of 112 pupils) responded negatively to question 18, compared to 41.21% (61 out of 148 pupils) in school E7. The higher than average proportion of *don't knows* in schools E2, E6, E7 and F6 is also striking. Schools E4 and E7 once again can be observed as exceptions at opposite ends of the spectrum. Yet again the importance of FLL related to employment criteria is perceived to a greater or lesser extent by pupils from different schools in the English sample, but uniformly within the French sample. Maybe the communication of FLL employment-related value varies from one school to another, or maybe the populations of certain schools differ so greatly in terms of SES that the home environment variable is highlighted as opposed to the learning environment variable. However, the SES makeup of the French sample schools as well as the calibre of teaching staff (21 teachers in total taught English to the French sample) also varies and yet responses are relatively homogenous between schools in the French sample.

We believe that influences from the wider socio-cultural environment in the French context may be so strong that the influence of individual SES and learning situation variables may take on lesser importance. Whereas within the English sample, the influence of the wider socio-cultural context may be less influential, leaving individual SES and learning situations to prevail over more general variables, common to all members of the sample.

Figure 4.33 Responses by school to P2Q18) How useful do you think *the foreign language* will be for you in your future job?



In response to P2Q24) *Do you think it will be more difficult to get a job if you don't speak another European language?* the following data were obtained:

Table 4.34 English/French sample responses to P2Q24

P2Q24	N° of English pupils	%	%	N° of French pupils
Yes	160	40	66.5	266
No	221	55.25	30.25	121
Other response	19	4.75	3.25	13
TOTAL	400	100	100	400

The above figures reveal another striking difference between the two samples. The majority of English do not believe knowledge of another

European language to be beneficial in the job market, whereas the majority of the French do. Considering the proximity of the Swiss and German borders to the town of Mulhouse, the French response is hardly surprising, many of the pupils will no doubt take up employment over the border, working as *frontaliers*, border commuters. However, in these days of ever closer European contacts, links and high technology, it is surprising that English pupils do not view European languages as an advantage in the increasingly competitive job market.

Many French pupils during interview referred to the recruitment and selection process and the role which foreign language skills may play in securing employment.

Disons si vous avez les mêmes diplômes et si il y en a un qui parle l'anglais couramment, le patron il va choisir lui et pas l'autre, disons c'est pas primordial, mais ça ...permet de choisir entre 2 personnes
school F2 pupil A21

Ils demandent des bilingues
school F3 pupil E11

... si par exemple il y a un Monsieur qui vient chercher du travail et il a juste étudié par exemple l'allemand et il y a un autre qui cherche du travail et qui a étudié l'allemand et l'anglais ils vont plutôt prendre celui qui a étudié l'allemand et l'anglais que celui qui a étudié l'allemand...(Comment tu sais ça?) ils me disent...les professeurs
school F3 pupil B4

Je trouve c'est important d'apprendre des langues...pour les métiers...je pense que quand les gens regardent pour choisir une personne, ils regardent sur ces choses, surtout quand on travaille dans un magasin et il y a des clients étrangers...
school F4 pupil C3

Apart from the advantages of obtaining as many GCSEs as possible, including one in the foreign language, English pupils generally did not

appreciate the intrinsic potential value of foreign language skills to a future employer. However, one pupil said that she had recently changed her mind about the value of foreign languages in the employment market.

'cos like people are getting more involved in Europe now...they'd be like impressed if you knew another language
school E3 pupil A15

We believe that if FLL is valued within the wider socio-cultural environment and this message is communicated to pupils learning foreign languages via socialisation agents such as parents, teachers and the media, FLL needs may emerge, goals may be set and desire generated. This may motivate the individual to take action. However, in a socio-cultural context where the value of FLL is not communicated or weakly communicated to pupils, the motivation process may not be set in motion and desire and drive may not be generated within the majority of pupils. Individuals may develop their own personal needs, goals generating desire and possibly drive. However, the population as a whole may require a more general need, relevant to everyone. Economic need is a need which most individuals share in common. Children interviewed on both sides of the Channel when questioned about the role of school within society mentioned the satisfaction of economic needs through securing employment:

to get a good education, later I can get a career and earn some money...
school E3 pupil A18

I don't like school in general, but I think it's good to go for like education...to get qualifications and that so I can get a job...
school E3 pupil A14

to get a good education so I can get a good job...
school E4 pupil 13

...to learn...and to get a job...
school E7 pupil E1

...à apprendre pour pouvoir faire après un métier,
pour pouvoir rentrer dans la vie active...
school F3 pupil E9

On va à l'école pour avoir un bon métier parce que
déjà avec le chômage...il faut être , il faut faire des
études pour avoir un métier plus tard...
school F3 pupil E1

...pour l'avenir, pour avoir un bon emploi, pour ne
pas être au chômage...
school F7 pupil C10

c'est ce qui nous aidera plus tard pour trouver un
emploi...
school F7 pupil C12

If FLL can be linked to economic need, this may be sufficient to motivate the majority of the population, irrespective of personal, individual needs.

In the following section we shall investigate this possibility by examining three different socio-environmental factors, including the employment related value of FLL in relation to level of motivation.

4.2. The interrelated nature of motivational concepts

4.2.1. Degrees of motivation

As outlined in Chapter 3, three groups of pupils within each national sample were identified:

- 1• Individuals highly motivated to learn foreign languages
- 2• Individuals highly unmotivated to learn foreign languages
- 3• The remainder of the population

The initial process by which groups were established, the identification of pupils according to desire and drive, determined by the response to desire question P2Q7p and four consistent responses to four selected drive questions, produced insufficiently large numbers of individuals (see table 4.35 below). Only one of the French pupils from the negative desire sub-sample replied consistently negatively to all four questions, compared to 41 of the English pupils, and only 2 of the English pupils from the positive desire sub-sample replied consistently positively to all four questions, compared to 18 of the French pupils.

Table 4.35 Four consistent responses in answer to the selected 4 drive questions (P1Q22, 23, 28 &29)

DESIRE/DRIVE sample	negative groups		positive groups	
	French	English	French	English
number of pupils	1	41	18	2
% of total sample	00.25	10.25	04.50	00.50

Due to the small proportion of pupils responding consistently to all four questions, a degree of inconsistency was allowed for and individuals were selected on the basis of three consistent responses out of the four possible questions. Such parameters yielded larger numbers of a more realistic and substantial nature (see table 4.36 below). Once again the percentages are based on the numbers of pupils in the original national group samples and have been calculated taking into account the skewed nature of these samples.

Table 4.36 Three consistent responses in answer to the selected 4 drive questions (P1Q22, 23, 28 &29)

DESIRE/DRIVE sample	negative groups		positive groups	
	French	English	French	English
number of pupils	7	90	88	19
% of total sample	01.75	22.50	22.00	04.75

On the basis of three consistent responses, 7 French pupils qualified for negative group membership compared to 90 English pupils and 19 English

pupils made up the positive group compared to 88 French pupils. All remaining pupils, who had replied inconsistently to the drive questions, formed the two national middle, less consistent, groups.

We shall now examine the nature of these groups, referring not only to group members' level of motivation, but also to their SES, gender and school attended.

4.2.1.1. The highly unmotivated groups (-desire/-drive)

High consistency rates of negative response within the no desire/low drive (-des/-drv) group were obtained for the four questions selected to represent drive, question P1Q28) *If the foreign language were not taught in school, I would...* proving to be a key question (see table 4.37 below).

Table 4.37 Consistency of negative response within the -desire/-drive groups

Drive questions	English group N=90		French group N=7	
	N° of negative responses	% of group	N° of positive responses	% of group
P1Q22	64	71.11	4	57.14
P1Q23	84	93.33	4	57.14
P1Q28	90	100	7	100
P1Q29	73	81.11	7	100

In the -des/-drv groups there were only 7 French pupils compared to 90 English ones (see table 4.38, page 263). The French pupils were exclusively male, whereas the English group was divided (56 males, 30.68% of the number of males in the original sample, 34 females, 16.07% of the number of females in the original sample). The evidence suggests, in concordance with the findings of Littlewood (1987), Powell (1986) and Burstall (1974), that males tend to be less motivated than females in FLL.

Given the small size of the French -des/-drv group, it would be imprudent to draw any conclusions. Therefore only limited reference will be made to this data.

Table 4.38 Composition of -desire/-drive groups

sample	French		English	
	n°	% of original n°	n°	
number of pupils	7	01.75	22.50	90
males	7	03.63	30.68	54
females	0	00.00	16.07	36
SES category 1	0	0	-	-
SES category 2	1	03.45	17.78	8
SES category 3	0	00.00	00.00	0
SES category 4	0	00.00	18.07	15
SES category 5	1	02.00	23.08	12
SES category 6	5	02.99	29.77	39
SES category 7	0	0	-	-
SES category 8	0	0	31.03	9
other/no response	0	0	23.33	7
school 1 pupils	0	0	15.18	17
school 2 pupils	2	02.35	00.00	0
school 3 pupils	1	01.22	13.33	4
school 4 pupils	1	01.03	00.00	0
school 5 pupils	0	0	13.64	3
school 6 pupils	0	0	13.79	8
school 7 pupils	3	03.53	39.19	58

The English -des/-drv group with 90 group members provides a more valid basis for all following detailed analyses, which refer uniquely to this group. From table 4.38 above, we notice that the highest percentage of pupils in the English -des/-drv group (31.03% of the number in the original sample) are of SES category 8 (unemployed), followed by category 6 *ouvriers* (29.77%) and the lowest, with not one pupil, category 3 (*cadres et professions intellectuelles supérieures*). This suggests that those English pupils who are unmotivated tend to come from lower SES groups. It may not mean that low SES pupils will be unmotivated and high SES pupils motivated, since many more factors are involved in FLL motivation. However, the findings indicate that the proportion of low SES pupils who are unmotivated is greater than for high SES pupils.

Many of these -des/-drv pupils attend school E7 (39.19% of school E7's population). Given the large proportion of low SES pupils attending school E7 (see table 3.26, page 150) and our findings concerning SES, gender and motivation, this does not seem surprising. In addition, School E7 has a higher proportion of boys in its pupil population than the other English schools have (see table 3.6, page 124). Furthermore, the strained teaching situation at school E7 (see page 149-150) should also be born in mind.

None of the pupils from the -des/-drv group attend schools E2 and E4. At school E2, French has optional status, and those pupils learning French choose to do so. This may explain the absence of school E2's pupils from the -des/-drv group. School E4 has the highest proportion of pupils from higher SES groups. It is an all girls, selective entry school. Given our findings concerning gender and SES, there is low probability of pupils from school E4 falling into the -des/-drv group. Furthermore, it is possible that these pupils in particular, given the competitive nature of their education experience, may have wanted to project a positive, diligent self image by responding appropriately to these questions.

4.2.1.2. The highly motivated groups (+desire/+ drive)

High rates of consistency of response were obtained for all 4 questions used to identify this group. All questions attracted positive answers from over 57% of the sub-sample population (see table 4.39 below).

Table 4.39 Consistency of positive response within the +desire/+drive groups

Drive questions	English group N=19		French group N=88	
	N° of responses	% of group	N° of responses	% of group
P1Q22	18	94.74	80	90.91
P1Q23	18	94.74	85	96.59
P1Q28	12	63.16	64	72.73
P1Q29	11	57.89	53	60.23

Concerning the composition of the +des/+drv groups, we can observe that (see table 4.40, page 265) female pupils are in the majority for both national groups (58/88 pupils for the French group and 16/19 for the English). This supports previous research findings (Burstall, 1974; Powell, 1986; Littlewood, 1987) indicating that girls are generally more highly motivated than boys in FLL.

Table 4.40 **Composition of +desire/+drive groups**

sample	French		English	
	n°	% of original number	n°	n°
number of pupils	88	22.00	04.75	19
males	30	15.54	01.70	3
females	58	28.16	07.14	16
SES category 1	0	0	-	-
SES category 2	5	17.24	11.11	5
SES category 3	16	32.65	06.67	2
SES category 4	16	23.53	07.23	6
SES category 5	10	20.00	05.77	3
SES category 6	36	21.56	02.29	3
SES category 7	2	40.00	-	-
SES category 8	2	16.67	0	0
other/no response	1	05.26	0	0
school 1 pupils	2	11.11	08.04	9
school 2 pupils	15	17.65	11.11	1
school 3 pupils	17	20.73	03.33	1
school 4 pupils	23	23.71	19.05	4
school 5 pupils	3	25.00	4.55	1
school 6 pupils	5	23.81	5.17	3
school 7 pupils	23	27.06	0	0

Although low percentages of the original number of SES category 8 (unemployed) pupils can be observed in both +des/+drv national groups, pupils from all SES categories are included in these groups. Previous findings suggest that high SES in the English sample may not be associated with low FLL motivation. However, the mixed SES of pupils in the +des/+drv groups implies that high SES may not necessarily be associated with high FLL motivation.

For the schools attended by these highly motivated pupils, the English school with the largest proportion of its pupils in this group is school E4 (19.05% of the total school population). Once again the selective competitive examination for entry to school E4 may ensure that the school population are highly motivated to succeed in all school subjects. This might explain the relatively high proportion of pupils from school E4 in the +des/+drv group.

The English school with the smallest proportion of their sample population in the highly motivated group is E7 (not one pupil). This may be a reflection of the particularly strained FLL situation at this school (see page 149-150), combined with the high number of pupils from the lower SES categories, pupils whom we have already noted are more likely to find themselves in the -des/-drv group.

From the French school data, we may observe relatively little variation in the percentage of pupils from each school within the +des/+drv group. This suggests that the school variable in the French context is of limited importance.

4.2.1.3. The less consistent middle groups

The middle groups are naturally the largest groups, encompassing roughly three quarters of the original samples (see table 4.41 page 267). There is no national group difference in the number of pupils manifesting less consistent answers. These figures show that in the English group, the SES category with the highest proportion of pupils (93.33% of the original number, or 28 out of 30 pupils) is category 3 (*cadres et professions intellectuelles supérieures*). Whereas for the French group this is category 8 (unemployed) with 83.33%, or 10 out of 12 pupils. For the English, the SES category with the smallest proportion of middle group members is category 6 (*ouvriers*) with 67.94% of the original number within this category. For the

French, categories 7 (*population inactive*) and 3 (*cadres et professions intellectuelles supérieures*) are represented by 60% and 65.31% respectively.

Table 4.41 Composition of middle, or less consistent, groups

DESIRE/DRIVE	French group		English group	
	n°	% of original number	% of original number	n°
number of pupils	305	76.25	72.75	291
males	156	80.83	67.61	119
females	148	71.84	76.79	172
no response (sex)	1	0.25	-	-
SES category 1	1	100	-	-
SES category 2	23	79.31	71.11	32
SES category 3	32	65.31	93.33	28
SES category 4	52	76.47	74.7	62
SES category 5	39	78	71.15	37
SES category 6	127	76.05	67.94	89
SES category 7	3	60	-	-
SES category 8	10	83.33	72.41	21
other/no response	18	94.74	73.33	22
school 1 pupils	16	88.89	76.79	86
school 2 pupils	68	80	88.89	8
school 3 pupils	64	78.05	83.33	25
school 4 pupils	73	75.25	80.95	17
school 5 pupils	9	75	81.82	18
school 6 pupils	16	76.19	81.03	47
school 7 pupils	59	69.41	60.81	90

Concerning individual schools, the schools with the highest proportion of their populations in this middle group were school E2 in England and F1 in France. The lowest school population proportions came from schools F7 and E7.

As can be observed from the data in table 4.42, page 268, the English middle group has more low drive tendencies than the French middle group. In reply to P1Q22, 23 and 28, the negative response level within the English group was more than double that of the French. However, both groups responded in a similar fashion to P1Q29, about extra foreign language homework. The majority stated that they would *only do it if the teacher asked me directly*. But even for this question, French positive responses were over three times as many (13.11% of the group) as English ones (4.12%).

There were no negative majority responses within the French sample. Within the English group there were two majority negative responses in reply to P1Q23) *When I hear French on the radio or television, I change the station/channel*) and P1Q28 (*If French were not taught in school, I would not bother learning French at all*) (62.2%).

Table 4.42 Responses to desire/drive questions within the middle, less consistent desire/drive groups

Drive questions	responses	English group N=291		French group N=305	
		N°	% of group	% of group	N°
P1Q22	positive	91	31.27	46.89	143
	middle	124	42.61	48.85	149
	negative	72	24.74	2.95	9
P1Q23	positive	59	20.27	35.74	109
	middle	93	39.74	54.75	167
	negative	131	45.02	8.85	27
P1Q28	positive	36	12.37	18.36	56
	middle	69	29.49	54.10	165
	negative	181	62.20	24.26	74
P1Q29	positive	12	4.12	13.11	40
	middle	208	71.48	59.34	181
	negative	64	21.99	25.57	78
Desire (P2Q7)	positive	234	80.41	82.95	253
	negative	52	17.87	14.75	45

The low drive manifested by the majority of the English middle group is not matched by low desire. Over 80% of the pupils in both groups, responded positively to the desire question P2Q7p. It would appear that the majority of pupils in the English middle group experience desire, which is not endorsed by strong levels of drive.

Given that the middle groups contain the majority of pupils from the original samples, they should reflect the total sample patterns presented in 4.1. Having extracted very positive and very negative pupils from the samples, it is to be expected that the remaining population provide more neutral, uniform responses, of a less extreme nature than the sample as a whole.

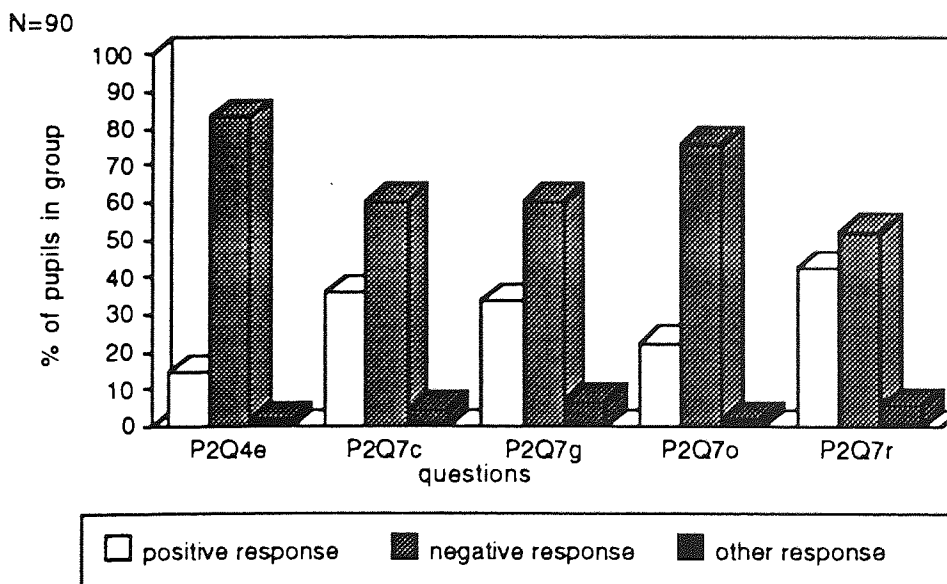
The French middle group follows the positive trend of the total French sample. However, the English middle group manifests mixed or non-committal responses, which suggest that the vast majority of English pupils are not particularly adverse to FLL, but are not prepared to expend any great effort.

Having examined the three French and the three English groups according to individual levels of desire and drive, let us now examine the other three concepts: Parental attitudes towards FLL, amount of foreign language exposure and the employment related value of FLL, within the context of each group. This enables investigation of the interrelated nature of all five key concepts and allows some more tentative general conclusions.

Detailed analyses were not carried out for the French -des/-drv and the English +des/+drv group, as they contained so few members. However, reference will be made to data obtained from these minority groups.

4.2.2. Do parental attitudes affect FLL motivation?

Figure 4.43 Parental attitudes. English -des/-drv group



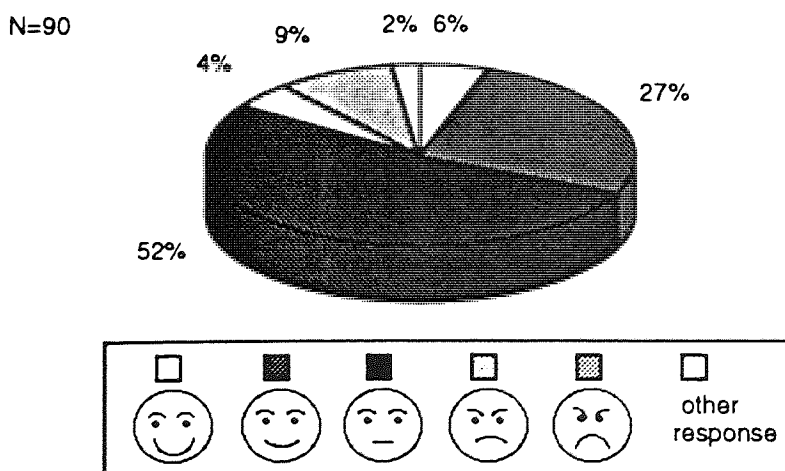
Not all parents of pupils within the English -des/-drv group are perceived as having negative attitudes towards FLL, but the majority of responses suggested negative parental attitude (see figure 4.43, page 269). The question which attracts the highest level of negative parental attitude is P2Q4e *My parents/guardians feel that because we live in Europe, I should learn other European languages* (83.33% of the group disagreed with this).

A comparative view, (see table 4.44 below) shows the English -des/-drv group responses against the English sample as a whole. We note that the proportion of pupils in the -des/-drv group who perceive negative parental attitudes is significantly higher than for the English sample as a whole.

Table 4.44 Comparative responses from English total sample and -des/-drv group to parental attitudes questions

	Total English sample N=400		English -des/drv group N=90	
	% positive response	% negative response	% positive response	% negative response
P2Q4e	56.00	38.75	14.44	83.33
P2Q7c	50.25	47.00	35.56	60.00
P2Q7g	70.00	26.75	33.33	60.00
P2Q7o	56.50	39.75	22.22	75.56
P2Q7r	70.75	25.00	42.22	52.22

Figure 4.45 P2Q8) How do your parents/guardians feel about you learning foreign languages? English -des/-drv group



In response to P2Q8 *How do your parents guardians feel about you learning languages?* the data does not show a negative picture of parental attitudes towards FLL in Walsall (see figure 4.45). In fact, 52% of the group opted for the *non-committal response*, (the impassive face of neither approval nor disapproval). 27% perceived moderate approval from their parents about FLL.

From the comparative view (see table 4.46 below), we note the less positive responses of the English -des/-drv group in relation to the total English sample. However, no significant differences can be noted for the negative responses to perceptions of parental attitudes. Instead, the pupils in the -des/-drv group opted for the non-committal response.

Table 4.46 Comparative responses from English total sample and -des/-drv group to P2Q8

	Total English sample N=400		English -des/drv group N=90	
	P2Q8 %	P2Q19 %	P2Q8 %	P2Q19 %
very positive	33.50	15.75	05.56	2.22
positive	29.75	21.50	26.67	11.11
neutral	29.25	41.00	52.22	41.11
negative	02.50	08.50	04.44	10.00
very negative	03.75	13.25	08.89	35.56

The question on parental opinion about the utility of French in future employment, P2Q19 (see figure 4.47, page 272), shows the majority of the English -des/-drv group is distributed between the two responses *don't know* (41%) and *not at all useful* (36%). Referring once again to table 4.47 (page 272), we note that the proportion of pupils responding "don't know" to P2Q19 is constant between the total sample and the -des/-drv group. However, differences lie in the proportion of pupils who believe their parents attach no employment related value to FLL: 35.56% in the -des/-drv group as compared to 13.25% in the English sample as a whole.

Figure 4.47 P2Q19) How useful do your parents/guardians think French will be for you in your future job?
English -des/-drv group

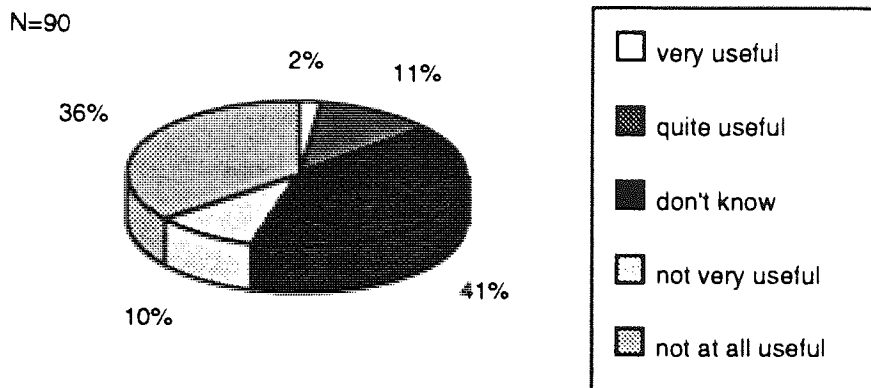


Figure 4.48 Parental attitudes
French +des/+drv group

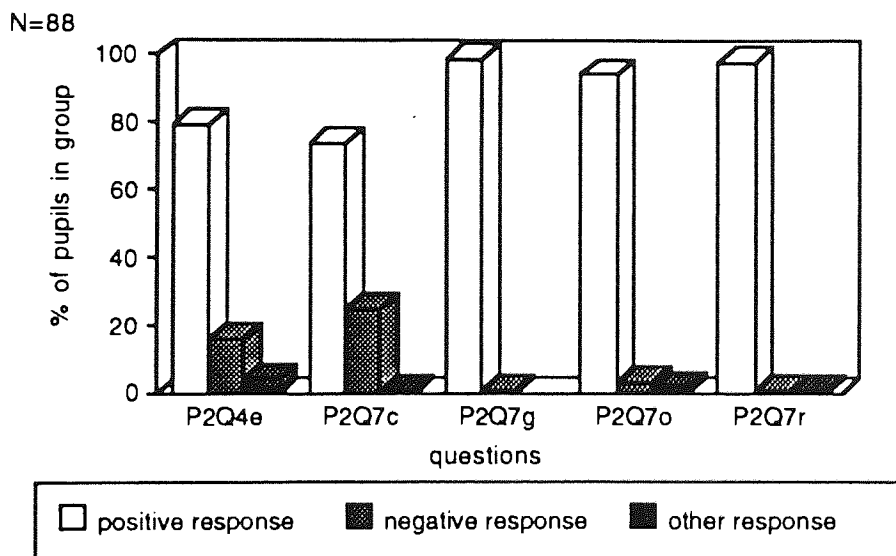
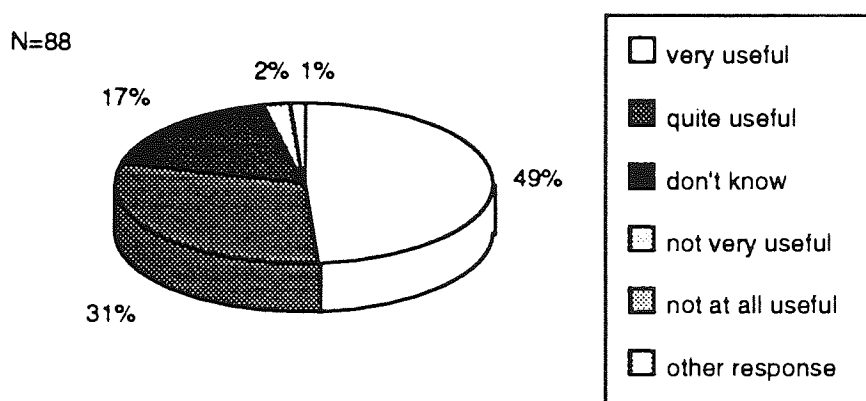


Figure 4.48 above shows parental attitudes towards FLL are extremely favourable within the French +des/+drv group. Almost unanimous disagreement came in reply to P2Q7g (*My parents/guardians feel that most people speak French so there's no need to learn foreign languages*, 97.73%) and P2Q7r (*My parents/guardians think that FLL is not very important*, 98.86%). All parental attitude questions revealed higher positive response rates for the +des/+drv group than for the French sample as a whole. Responses to P2Q7o) *My parents/guardians feel that I should really try to*

learn English were almost 15% higher than those recorded for the French sample as a whole.

Furthermore, an overwhelming 90.9% of the French +des/+drv group responded very positively (the smiliest face) to question P2Q8) *How do your parents/guardians feel about you learning foreign languages?*

Figure 4.49 P2Q19) How useful do your parents/guardians think French will be for you in your future job?
French +des/+drv group



As can be seen from figure 4.49, the majority of the French +des/+drv group responded positively to P2Q19). But only 17% of these pupils did not know what their parents thought. Within the French +des/+drv group, the response rate was approximately 10% higher than within the French sample as a whole, due to a marked increase in the number of *very useful* responses and a reduction in the number of *don't knows*.

In general, the French +des/+drv group data indicate the presence of positive parental opinion towards FLL, which seems to be communicated to children and may be associated with high FLL motivation. As far as a comparison can be made between the two national groups, the French situation contrasts with the English -des/-drv group. From the latter group, 46% of the English believe their parents not to value FLL. Negative attitudes

towards FLL on the part of parents may adversely affect the child's FLL motivation.

The 41% of the English -des/-drv sample who don't know what their parents think about FLL, suggests that information and attitudes concerning the value of FLL are not communicated by many parents to pupils within this English group. We cannot conclude that parental opinion necessarily determines the child's FLL motivation. However, perceptions of parental attitudes appear to be a significant contributory factor.

4.2.3. Does foreign language exposure affect motivation?

The foreign language exposure data follows the same general patterns within the French +des/+drv group as for the French sample as a whole. But the data show that slightly higher proportions of pupils from the +des/+drv group perceive foreign language exposure, compared to the French sample as a whole.

From the data presented in table 4.50 below we observe a higher level of foreign language written exposure in the +des/+drv group as compared to the total French sample, except in the category *instructions*.

Table 4.50 Comparative responses from French total sample and +des/+drv group to P1Q16

Seen the foreign language	French +des/+drv group % N=88	total French sample % N=400
on record cover	77.27	64.5
in advertisements	51.14	49
in magazines	43.18	34.25
in instructions	42.05	43.75
in books	37.5	28.75

Figures calculated for the French +des/+drv group in response to P1Q17 and 18, concerning aural exposure, reveal slightly higher levels of aural exposure to English than those recorded for the French national group in its entirety. 76.14% of the French +des/+drv group claimed to have seen something on television and 67.05% had heard English or something about England on the radio, compared to 69.75% and 58.25% respectively of the total French sample (see table 4.51 below).

Table 4.51 Comparative responses from French total sample and +des/+drv group to P1Q17/18

	French +des/drv group % N=88	total French sample % N=400
P1Q17 Heard FL on TV	76.14	69.75
P1Q18 Heard FL on radio	67.05	58.25

In the English -des/-drv group, pupils perceive very little written foreign language exposure. In response to P1Q16, 42.22% of the English -des/-drv group replied that they had seen nothing written in French during the seven days prior to questionnaire distribution and 18.89% did not reply. This yields a combined score of 61.11% which is a higher proportion than for the total English sample of whom 46.75% had perceived no written French over the preceding week, or not responded to this question.

For the aural exposure questions P1Q17 and P1Q18, the data show the limited amount of French exposure perceived by members of the English -des/-drv group in comparison to the English sample as a whole. 74.44% of the -des/-drv group replied that they had heard no French on television and 93.33% had heard none on the radio over the preceding seven days, compared to 64.5% and 86.5% respectively of the total English sample.

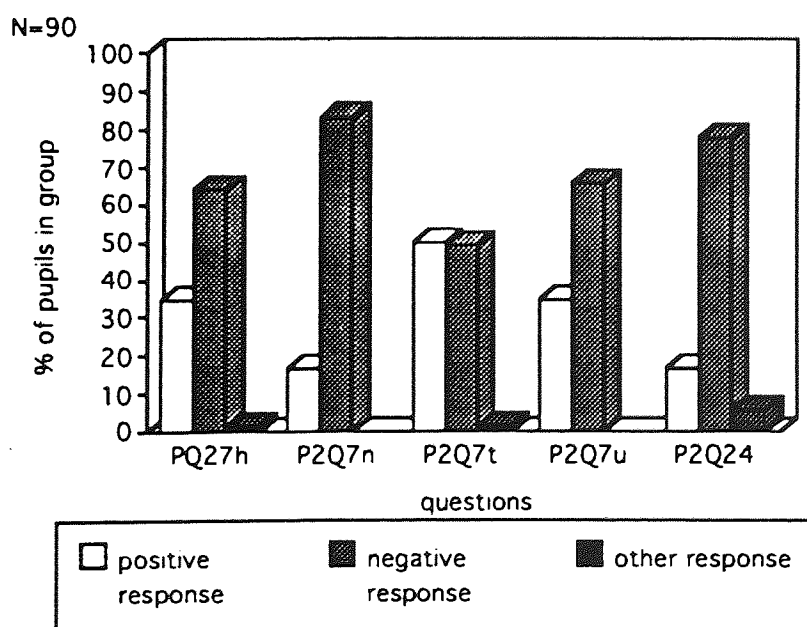
These findings suggest that although French +des/+drv group members appear to experience slightly higher levels of foreign language exposure

(up to 13% more) than the French sample as a whole and English -des/-drv group members appear to experience slightly lower levels of foreign language exposure (up to 15% less), the level of significance is insufficient to allow the foreign language exposure variable to be associated with motivational intensity.

However, given that the same foreign language exposure is potentially available to all pupils living within the same wider socio-cultural environment, it is perhaps understandable that pupils within the same context perceive approximately the same amounts of exposure. Our data allow us to measure and compare the levels of foreign language exposure between each environment, but not to associate foreign language exposure with motivational intensity. Perhaps level of foreign language exposure is a contributory factor, which may reinforce the status of the foreign language within the learner's particular socio-cultural setting.

4.2.4. Do FLL related employment criteria affect FLL motivation?

Figure 4.52 Employment related value of FLL in the English -des/-drv group



With the exception of question P2Q7t, the majority of the English -des/-drv group gave negative responses to all employment related value questions, (see figure 4.52, page 276). As can be seen, the greatest negative majority is 83.33% in response to question P2Q7n (*I don't need French for what I want to do*) and 77.78% in response to question P2Q24 (*I do not think it will be more difficult to get a job if I don't speak another European language*). Question P2Q7t (*There are not many jobs where European languages would be useful*) produced a split result, with the English -des/-drv group divided in opinion (48.89% agreed with the statement, 50% disagreed).

Comparing employment related value of FLL responses from the English sample as a whole and the English -des/-drv group, we can observe that the -des/-drv group replies consistently and significantly more negatively than the total English sample.

Table 4.53 Comparative responses from English total sample and -des/-drv group to employment related value of FLL questions.

	Total English sample N=400		English -des/drv group N=90	
	% positive response	% negative response	% positive response	% negative response
P2Q7h	52.75	43.75	34.44	64.44
P2Q7n	45.25	51.50	16.67	83.33
P2Q7t	70.00	26.75	50.00	48.89
P2Q7u	56.50	41.75	34.44	65.56
P2Q24	40.00	55.25	16.67	77.78

In reply to P2Q18) *How useful do you think French will be for you in your future job?* the English -des/-drv group were split (see figure 4.54, page 278) between the *don't know* response (33%) and the *not at all useful* response (40%). The *don't know* response is comparable to the total English sample *don't know* score of 34.25%. However, only 15.5% of the total English

sample thought that French would be not at all useful. This suggests that low levels of motivation are associated with low FLL employment related value.

Figure 4.54 P2Q18) How useful do you think French will be for you in your future job? English -des/-drv group

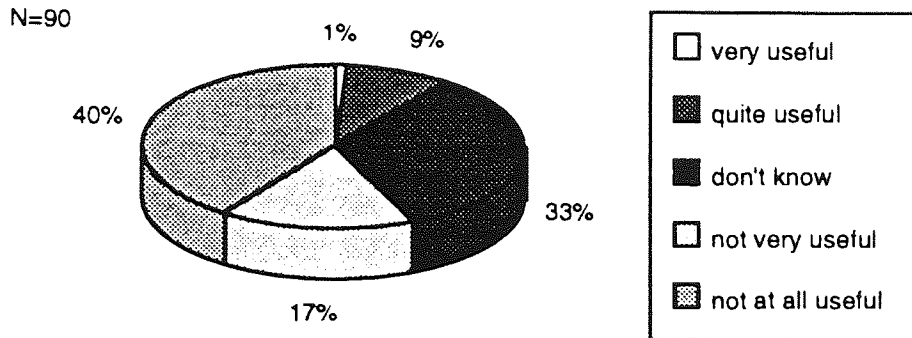
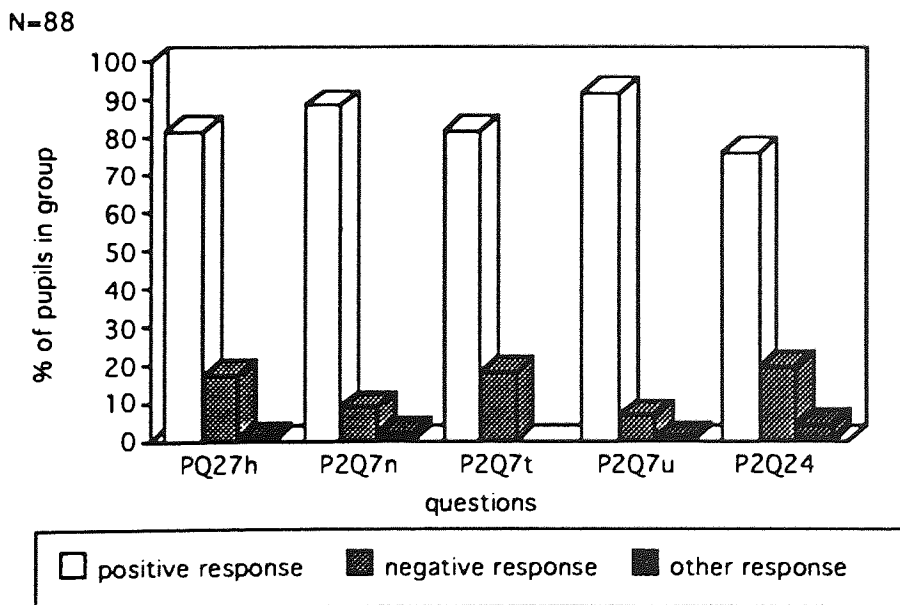


Figure 4.55 below, shows that the majority of the French +des/+drv group responded positively to all FLL employment related value questions. The French +des/+drv group gave a slightly greater proportion of positive responses than the French sample as a whole.

Figure 4.55 Employment related value of FLL French +des/+drv group



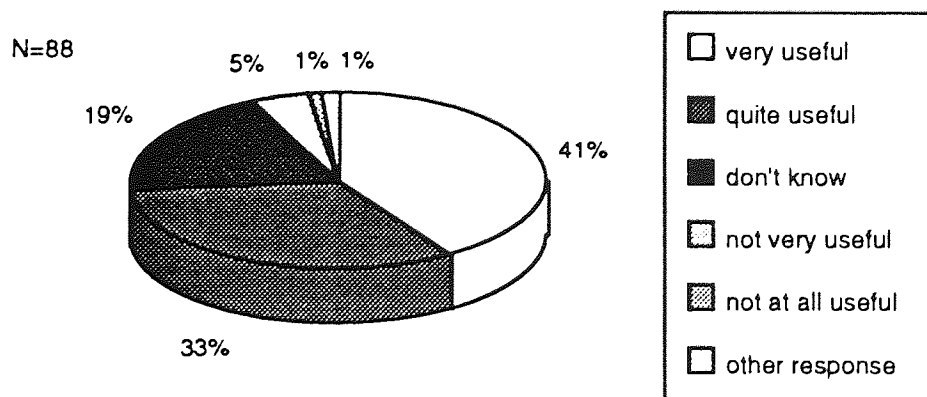
A more detailed analysis shows that question P2Q7n (*I don't need English for what I want to do*) attracted an 88.64% positive response from the French +des/+drv group, compared to 79.5% from the French sample as a whole. In other words, the French +des/+drv group appeared to identify FLL as a significant employment related criterion.

Question P2Q7t (*There are not many jobs where European languages would be useful*) attracted an 81.82% positive response from the French +des/+drv group, compared to 73.75% from the French sample as a whole. For these questions, a slim variation of approximately 8% is found for the +des/+drv group, when compared to the total French sample.

Interestingly, 76.14% of the French +des/+drv group replied in the affirmative to P2Q24 (*Do you think it will be more difficult to get a job if you don't speak another European language?*). This compared to 66.4% of the French sample as a whole. This means that the variation between the French +des/+drv group from the total sample was approximately 10%.

In response to P2Q18) *How useful do you think English will be for you in your future job?* (see figure 4.56 below) 74% of the French +des/+drv group

Figure 4.56 P2Q18) How useful do you think English will be for you in your future job? French +des/+drv group.



thought that it would be useful (41% *very useful* and 33% quite useful). Within the French +des/+drv group there were approximately 10% more positive responses to question P2Q18, than within the French sample as a whole as a result of a marked increase in the number of *very useful* responses and a reduction in the number of *don't knows*.

The English -des/-drv group appear not to recognise the value of FLL with respect to future employment, replying consistently and significantly more negatively than the total English sample in response to employment related FLL value questions. Conversely, the French + des/+drv group appears to value FLL with respect to future employment, responding positively to these questions.

The data provides evidence of an association between FLL employment related value and motivational intensity. A belief that foreign language skills may improve employment prospects can be a powerful motivator in FLL. If the value of foreign language skills is not known, or little value is attached to FLL within the employment market, low levels of FLL motivation may be experienced.

4.2.5. Can any underlying factors of a socio-environmental nature be linked to differences in orientation, attitudes and motivation?

From the evidence presented in this chapter, it would appear that motivational intensity may be influenced by the status accorded to the foreign language by the socio-cultural context of the language learner.

One way in which the foreign language may command high status is through its employment related value. Our data indicates an association between the employment related value of FLL and motivational intensity.

Our evidence shows that parents appear to play a key role in the communication of the value of FLL to children and that poor communication as well as the communication of negative attitudes may be detrimental to FLL motivation.

This study has characterised FLL motivational intensity by desire and drive. If motivation is influenced by certain socio-environmental factors which have been outlined in the previous sections, it is not possible to exclude other components of the motivational process and state. This also includes needs and goals, as well as the attitudinal and orientational states of each individual. It seems that FLL motivational intensity is a highly complex problem, involving both external socio-environmental factors as well as more intrinsic, individual factors

5. Summary and conclusions

5.1. Summary of the findings

Evidence presented in this study relates to FLL (foreign language learning) motivational intensity and certain socio-environmental variables within two very different sociolinguistic contexts, Mulhouse, France and Walsall, England. The study was made from a sociolinguistic perspective, investigating the effect of society upon the individual. The focus of research is on motivational factors rooted in the wider sociocultural context, and the differences in these factors between pupils living in Mulhouse and Walsall.

Our findings may be summarised by the following points:

- Levels of FLL motivation vary significantly between pupils in Mulhouse, France and Walsall, England. •

Both levels of desire and drive to learn foreign languages were significantly higher in the French than in the English sample. 35.5% of the English sample (142 pupils) replied that given the choice they would not choose to learn French, compared to 13% of the French sample (52 pupils) who would not choose to learn English.

Within the English sample socio-economic status (SES) appears to be a factor in the presence or absence of FLL desire, whereas SES and FLL desire are not associated in the French data. Evidence suggests that unmotivated English pupils tend to come from low SES backgrounds. However, high SES is not necessarily associated with high FLL motivation.

The school variable in the French context appears to be of limited importance given the small variation in percentages of pupils from each school within the three different motivation level groups. However, in the English sample 39.19% (58 pupils) of one particular school's (E7) population constituted a majority of the low motivation group, whilst not one member of this group was provided by school E4.

Our findings concerning differences between the sexes with respect to FLL motivation do not depart from those of previous studies (Littlewood, 1987; Powell, 1986; Burstall, 1974), evidence suggesting that males tend to be less motivated to learn foreign languages than females.

The greatest difference in levels of drive between the two national groups concerns extra-curricular investment. That is to say personal effort which is additional to school requirements. When considered as a school subject, responses provided by both samples concerning FLL were generally comparable. Undoubtedly, pupils from both environments experience needs related to academic success at school. However, once these imposed scholastic needs are lifted, many of the English pupils cease to experience FLL associated needs and to generate drive, whereas French pupils continue to do so.

- Individual desire and drive are distinctive components of motivation. The majority of pupils experienced desire which was not accompanied by drive. •

In both the French and English middle motivation groups, although drive was low, desire was present. That is to say the majority of middle group members, whilst not adverse to FLL (80.41% of the English middle group and 82.95% of the French middle group would willingly choose to learn foreign

languages), were not prepared to invest any considerable effort in the activity.

The presence of desire and whether or not it is accompanied by drive relates to the strength of the needs experienced by the learner and the precision with which a goal is defined (see figure 2.6., page 97). The learner who experiences an acute need may proceed to identify a specific goal. The realisation of this goal may only be secured by investing effort, by driving oneself towards that goal. If the need experienced by the learner is less acute, the goal may be poorly defined and consequently the concentration and direction of the drive less focused.

A majority of the French sample (79.5% P2Q7n) perceived FLL as a need in connection with the employment recruitment process whereas the English sample was divided, 51.5% convinced of this need and 45.35% unconvinced.

- The data indicates parental attitudes and employment related value of FLL are associated with motivational intensity, defined here as desire and drive. •

Pupil perceptions of parental attitudes towards FLL appear to be a contributory factor in FLL motivation. If parents believe FLL to be unnecessary it is unlikely that the child will attach importance to it. 25% of the English sample (100 pupils) disagreed with the statement *My parents/guardians feel that I should really try to learn the foreign language*, compared to 6.25% (25 pupils) of the French sample. Within the English low motivation group, parental opinion concerning the future utility of FLL was more negative than for the English sample as a whole.

The English low motivation group replied consistently and significantly more negatively than the total English sample with respect to the economic related value of FLL. This suggests that low levels of motivation are associated with low FLL employment related value. At the other end of the spectrum, the French highly motivated group appeared to identify FLL as a significant employment related criterion. This data provides evidence of an association between the economic related value of FLL and motivational intensity.

Many of the English pupils perceived FLL as a requirement for specialist jobs and therefore not of any direct use for them personally. 41.75% of the English sample (167 pupils) did not think that their future employers would expect them to speak *at least a bit of another European language*, compared to 10% of the French sample (40 pupils). 55.25% of the English sample, compared to 30.25% of the French, did not think foreign language skills will be beneficial in the employment market.

FLL motivation appears to be influenced by the status accorded to the foreign language by the social context of the language learner. The human need for esteem may be satisfied through the acquisition of status symbols, which may or may not include foreign language skills. One way of according high status to a foreign language is to link it with economic related value. Economic need is a need shared by most individuals. Individuals have their own personal needs, but economic need is a general need, common to all sections of society. If FLL can be linked to such a common denominator as economic need, that may be sufficient to motivate the majority of the population.

- The quality of parent-child communication concerning the value of FLL appears to affect motivational intensity. •

Parents appear to play a key role in the communication of the value of FLL to their children. The successful communication of positive attitudes may encourage FLL motivation, whereas the communication of negative attitudes may be detrimental to FLL motivation. However, poor or unsuccessful communication may also affect FLL motivation. In response to *P2Q8) How do your parents/guardians feel about you learning foreign languages?* 29.25% of the English sample (117 pupils) indicated the passive, non-committal response, compared to 3.5% of the French sample (14 pupils). However, within the English low motivation group 52.22% (47 pupils) gave the non-committal response which suggests that failure to communicate, neither condemning nor condoning FLL, may also lead to low FLL motivation.

- The data could not identify a link between foreign language exposure and motivational intensity, but could measure different levels of exposure within each context. •

The level of FLL exposure within each socio-cultural context contrasted dramatically. Specialist magazines for the learning of English as a foreign language, cable television programmes in English and Anglo-Saxon music were mentioned by many French pupils, both in response to the written questionnaire and during interviews. Exposure to French was a much rarer experience for the English sample who made particular reference to the infrequent and inconvenient broadcasting times of French language programmes on British television. 69.75% (279 pupils) of the French sample claimed to have heard something in English on the television during the week preceding questionnaire distribution, whereas 64.50% (258 pupils) of the English sample had heard no French.

Although our data allows us to measure and compare the levels of foreign language exposure between each socio-cultural environment, we

may only speculate about its association with FLL motivation. French high motivation group members appear to experience slightly higher levels of foreign language exposure than the French sample as a whole and English low motivation group members slightly lower levels of foreign language exposure than the English sample as a whole. However, the level of significance is insufficient to allow foreign language exposure to be associated with motivational intensity.

5.2. Concluding remarks

A most illuminating approach to individual pupil motivation emerged from the qualitative data collection. Two French pupils seemed to summarise for themselves their own perceptions of the importance of motivation in the learning process. Their remarks offer conclusions, which support the findings and sociolinguistic perspective of this study:

...quand j'étais en primaire, j'attachais plus d'importance à mes notes, à tout ce que je faisais, donc je m'amusais moins et je travaillais plus et maintenant j'ai plus envie de m'amuser que de travailler et j'ai beaucoup de mal à concentrer mon esprit sur mes devoirs. Je les fais quand même mais...et j'ai quand même de bonnes notes mais si je travaillais plus j'en aurais de meilleures ça serait mieux. Je crois que c'est l'envie, j'sais pas l'envie d'apprendre et de travailler c'est ça qui a changé. En primaire j'en avais envie, **j'avais envie de travailler** j'avais envie d'apprendre plein de choses et là, j'sais pas, les programmes c'est pas tellement intéressant...disons que à l'époque je crois que je m'intéressais à beaucoup plus de choses et je voulais tout apprendre et puis que maintenant je ne sais pas tellement **à quel ça sert**. Je sais bien qu'il faut que je travaille parce que si non j'aurais pas un bon **métier**, bon je travaille quand même, je me force, mais l'envie c'est plus pareille, ça a changé.
school F2 pupil A21 (our emphasis)

It is noteworthy that this pupil has experienced a need to learn and that both key elements of the motivation process, desire and drive, are present

"j'avais envie de **travailler**". Despite changes in the intensity of individual desire and drive "*Je crois que c'est l'envie, j'sais pas l'envie d'apprendre et de **travailler** c'est ça qui a changé*", the perception of other needs from the wider socio-cultural context, such as the employment related value of learning, "*Je sais bien qu'il faut que je travaille parce que si non j'aurais pas un bon métier*" may support the process of motivation "*bon je travaille quand même, je me force*".

A second pupil identified the importance of parental influence as a key factor in motivation:

...Disons moi j'ai pas trop la chance d'avoir les **parents** qui me motivent dans ce domaine là...ils sont peut être contents mais...quand ça va ma mère me dit c'est bien, mais mon père me dit rien...ce qui m'a surtout fait en sorte que je viens ici c'est parce que j'ai mes motivations...moi j'ai toujours trouvé que c'est les **profs** qui me motivent...mais je trouve aussi que c'est à nous de nous motiver, mais nous pour se motiver il faut que nos **parents aussi nous apprennent à nous motiver**...et puis c'est pas le cas toujours...moi on m'a pas motivé, fait en sorte que j'ai des ambitions...que j'ai un **but** quoi.
school F5 pupil 12 (our emphasis)

This pupil lacking parental endorsement of her school activities "*j'ai pas trop la chance d'avoir les **parents** qui me motivent dans ce domaine là...mon père me dit rien*", relies on her own personal motivation "*j'ai mes motivations*" and the encouragement of teachers "*c'est les **profs** qui me motivent*". Whilst accepting that motivation is an internal process "*je trouve aussi que c'est à nous de nous motiver*", she also acknowledges the fundamental role played by parents in this process "*il faut que nos **parents aussi nous apprennent à nous motiver***". The quality of parent-child communication is clearly linked to values, ambitions and the ability to set individual goals. In this process, the role of teachers and

parents in stimulating levels of individual learner motivation should not be underestimated.

The points raised by these two pupils, together with our quantitative findings from the questionnaire data outline both the scope and validity of this study.

Motivation is a highly complex concept, involving a myriad of both extrinsic and intrinsic variables. Intrinsic variables at work in the personality and the home environment of the pupil may vary greatly from individual to individual and, being intimately linked to the highly personal circumstances of each pupil, cannot be classified as general socio-environmental factors, common to the majority of learners. However, extrinsic variables rooted in the wider sociolinguistic context could play an important role in increasing the status of FLL within society. Propagating positive attitudes towards FLL and increasing foreign language exposure through the mass media might improve the status of FLL. However, presenting learners with a tangible need, such as the need for foreign language skills in the employment recruitment process, thus according a real value to FLL might realistically yield an increase in FLL motivational intensity on a larger scale.

The employment related need for FLL raises the issue of English as an international language, the lingua franca of business, science and international organisations. An investigation of motivational intensity and associated factors within other English speaking contexts would enable us to gauge the importance of the *English as an international language* factor and would also provide some interesting data for analysis, allowing us to seek answers to further research questions, such as:

How important are learning situation variables compared to factors to be found within the home environment?

Are there any general social endorsements of FLL other than economic related value?

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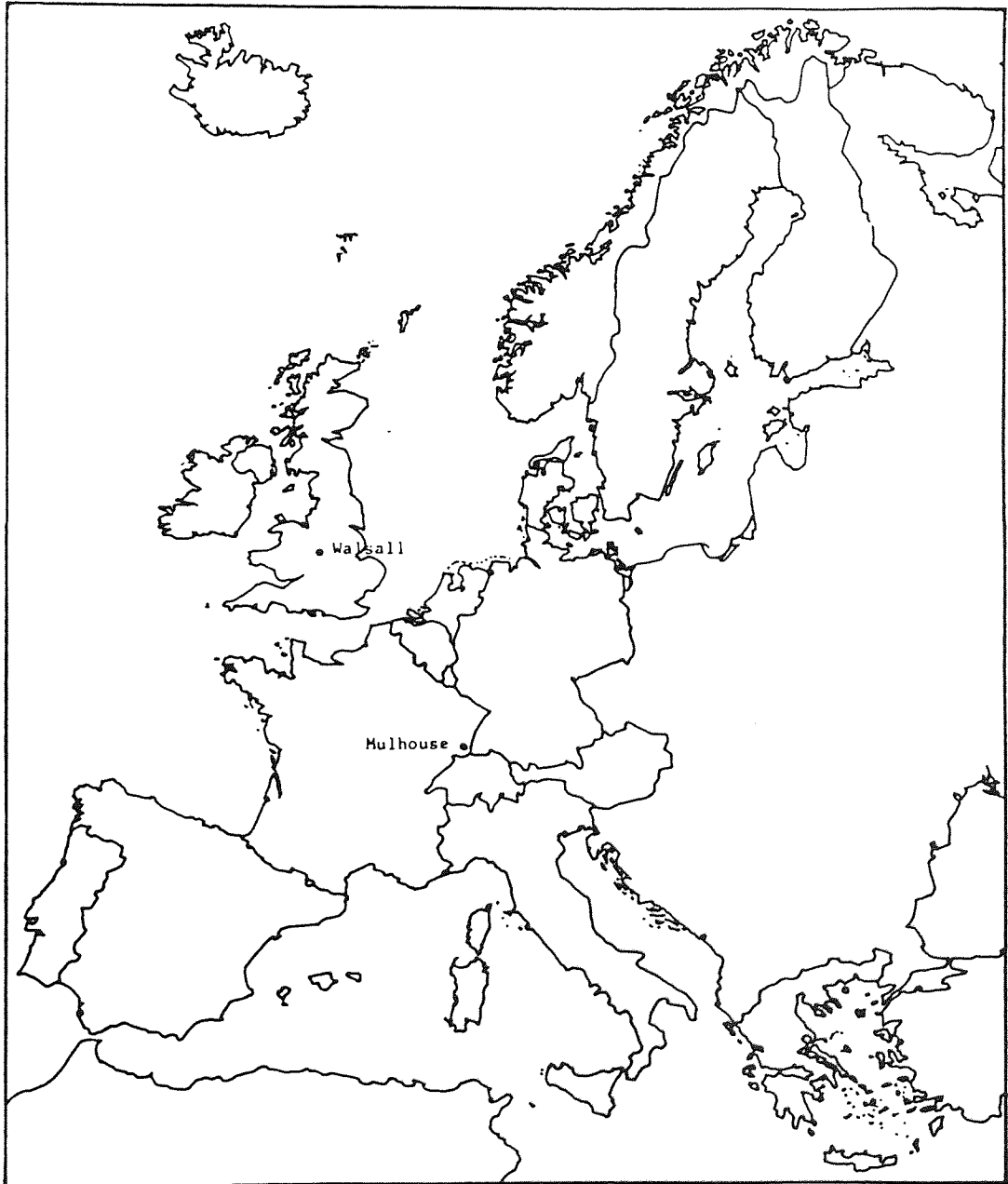
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Appendix 1

Map situating Mulhouse



Appendix 2

Questionnaire parts 1 and 2

Questionnaire for year 10 pupils

PART 1

This is **NOT** a test or an exam.

I am interested in what you think about languages.

There are **NO** right or wrong answers, what you really think is what matters.

All the information given by you in this questionnaire is confidential. **No other person**, except myself will see it.

First of all, I would like to ask a few general questions.

What is the name of your school and class/group: _____

Which year were you born in?:

Are you (tick the box) ? boy girl

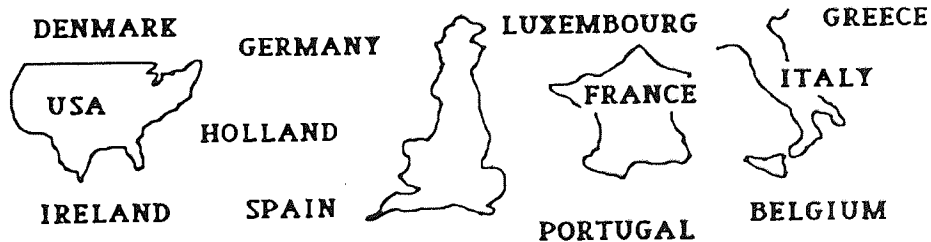
Q1) Name your 3 favourite famous people.

Q2) Write down the first 3 words that come into your head when you think of foreign languages.

Q3a) If you were offered a free holiday where would you go?

Q3b) Why?

Q4) Which one of these countries is Britain's best friend? Draw a circle around the country's name.



Now I would like to ask you a few questions about France and all things French.

Q5) Write down the first 3 words that come into your head when you think of French.

Q6) Name as many French-speaking countries as you can, apart from France.

Q7) Name any famous French people.

Q8) What sort of friend is France to Britain? Tick one of the boxes.

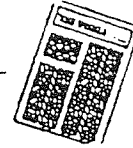


Q9) Can you name any French newspapers/magazines ? Tick the box.

No

Yes Please write the name(s) here. _____

Where did you see it/them? _____



Q10) Do you know of any television programmes which contain French language or are about France? Tick the box.

No

Yes Name of programme(s) and television channel(s) if known.



Now I would like to know what you think of the French language.

Q11) Circle the number which best describes how you feel about French.

Example	If you feel that French is very happy, circle number 1.						
	happy	1	2	3	4	5	sad
	If you feel that French is quite sad, circle number 4.						
	happy	1	2	3	4	5	sad
	If you feel that French is neither happy nor sad and you can't decide either way, circle number 3.						
	happy	1	2	3	4	5	sad

Start here

happy	1	2	3	4	5	sad
ugly	1	2	3	4	5	beautiful
poetic	1	2	3	4	5	unpoetic
unpopular	1	2	3	4	5	popular
old-fashioned	1	2	3	4	5	modern
dull	1	2	3	4	5	lively
useless	1	2	3	4	5	useful
unscientific	1	2	3	4	5	scientific
dead	1	2	3	4	5	alive
poor	1	2	3	4	5	rich
cold	1	2	3	4	5	warm
strange	1	2	3	4	5	familiar

Now I would like to know about your experience of foreign languages outside school.

Q12) Have you ever used your French other than for school work? Tick the box(es).



- How?
- listening to television/radio on holiday
- reading personal interest
- with friends/family with tourists
- other (please explain)

Q13) How often have you been to a French speaking country? Tick one of the boxes

<input type="checkbox"/> Never	<input type="checkbox"/> 4-10 times
<input type="checkbox"/> once	<input type="checkbox"/> more than 10 times
<input type="checkbox"/> 2-3 times	

Q14) Can anyone at home speak another language or dialect, apart from English? Tick the box.

No

Yes Name the language(s) and say how they use it/them.

Uses

- P= personal interest/hobby H= on holiday
 W= at work O= other (please explain)
 F= with friends and family

language(s)	use(s)

Write the letters in the box.

Q15) Apart from English and the languages you learn at school, can you speak any other languages? Tick the box.

No

Yes Name the language(s) and say how you use it/them .

language(s)	use(s)

Write the letters in the box. See Q14

Now think back over the last 7 days.

Q16) Have you seen something written in French, not things from school, over the last 7 days? Tick the box(es).



book	<input type="checkbox"/>
newspaper	<input type="checkbox"/>
magazine	<input type="checkbox"/>
advertisements	<input type="checkbox"/>
instructions	<input type="checkbox"/>
record cover	<input type="checkbox"/>
menu	<input type="checkbox"/>
nothing	<input type="checkbox"/>
other (explain)	<input type="checkbox"/>

Q17) Have you heard any French or something about France, not at school, on the television over the last 7 days?
Tick the box.

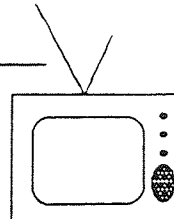
No	<input type="checkbox"/>
Yes	<input type="checkbox"/>

What was the name of the television channel(s)?

What was the name of the programme(s)?

What exactly did you hear? Tick the box.

<input type="checkbox"/>	French-speaking
<input type="checkbox"/>	French-singing
<input type="checkbox"/>	Something about France



Q18) Have you heard any French or something about France, not at school, on the radio over the last 7 days?
Tick the box.

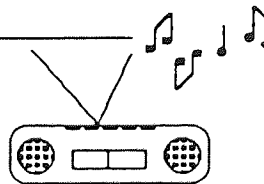
No	<input type="checkbox"/>
Yes	<input type="checkbox"/>

What was the name of the radio station(s)?

What was the name of the programme(s)?

What exactly did you hear? Tick the box.

<input type="checkbox"/>	French-speaking
<input type="checkbox"/>	French-singing
<input type="checkbox"/>	Something about France



The last section of this questionnaire is a multiple choice section.
Circle your answer (a, b or c) for each question.

Q19) Considering how I study French, I can honestly say that I:

- a) do very little work.
- b) really try to learn French.
- c) do just enough work to get along.

Q20) After I get my French homework back, I:

- a) just throw it in my bag and forget it.
- b) look it over, but don't spend much time on it.
- c) redo it.

Q21) When it comes to French homework, I:

- a) work very carefully, making sure I understand everything.
- b) put some effort into it, but not as much as I could.
- c) don't do it.

Q22) If I had the opportunity and knew enough French, I would read French magazines and newspapers:

- a) not very often.
- b) as often as I could.
- c) never.

Q23) When I hear French on the radio or television, I:

- a) listen carefully and try to understand all the words.
- b) change the station/channel.
- c) listen, paying attention only to the easy words.

Q24) When I am in French class, I:

- a) answer only the easier questions.
- b) never say anything.
- c) volunteer answers as much as possible.

Q25) If there were a local French TV station, I would:

- a) turn it on occasionally.
- b) try to watch it often.
- c) never watch it.

Q26) I actively think about what I have learned in my French class:

- a) never.
- b) once in a while.
- c) very frequently.

Q27) When I have a problem understanding something we are learning in French class, I:

- a) only seek help just before the exam.
- b) just forget about it.
- c) immediately ask someone for help.

Q28) If French were not taught in school, I would:

- a) try to obtain lessons in French somewhere else.
- b) not bother learning French at all.
- c) try to learn French by myself.

Q29) If my teacher suggested we do an extra piece of French homework, I would:

- a) definitely volunteer.
- b) only do it if the teacher asked me directly.
- c) definitely not volunteer.

Q30) If I had the opportunity to speak French outside of school, I would:

- a) speak French most of the time, using English only if really necessary.
- b) never speak it.
- c) speak it occasionally, using English whenever possible.

Remember all the information given by you in this questionnaire is confidential. No one, except myself will see it.

Name: _____



Thank you for answering these questions.

I am interested in anything else you would like to say about learning French or language learning in general, please use this space to write in.

Questionnaire for year 10 pupils

PART 2

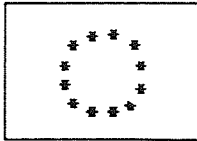
This is NOT a test or an exam.

I am interested in what you think about languages.

There are NO right or wrong answers, what you really think is what matters.

All the information given by you in this questionnaire is confidential. No other person, except myself will see it.

First of all I would like to ask you a few questions about Europe.



Q1) What do you think of the single European market for 1993? Tick one of the boxes.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q2) Write down the first 3 words that come into your head when you think of Europe.

Q3) Do you think the European single market for 1993 will affect your future? Tick the box.

No

Don't know

Yes How? _____

Q4) Do you agree or disagree with the following statements? Tick the box.



Agree



Disagree

<input type="checkbox"/>	Europeans will come and take our jobs.	<input type="checkbox"/>
<input type="checkbox"/>	Britain will get poor as a result of the single market	<input type="checkbox"/>
<input type="checkbox"/>	The European single market will broaden my knowledge.	<input type="checkbox"/>
<input type="checkbox"/>	There are good jobs to be had in Europe.	<input type="checkbox"/>
<input type="checkbox"/>	My parents/guardians feel that because we live in Europe, I should learn other European languages.	<input type="checkbox"/>
<input type="checkbox"/>	My parents/guardians think that English should be the language of Europe.	<input type="checkbox"/>

Q5) What do you think your friends think of the single European market for 1993? Tick one of the boxes.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q6) What do you think your parents/guardians think of the European single market for 1993? Tick one of the boxes

				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The next few questions are about the importance of foreign languages.

Q7) Do you agree or disagree with the following statements? Tick the box.



Agree



Disagree

- | | | |
|--------------------------|--|--------------------------|
| <input type="checkbox"/> | I only need to know enough French to help me on holiday. | <input type="checkbox"/> |
| <input type="checkbox"/> | Foreign languages will be useful for higher education. | <input type="checkbox"/> |
| <input type="checkbox"/> | My parents/guardians think you are a better educated person if you speak another European language. | <input type="checkbox"/> |
| <input type="checkbox"/> | I would rather spend my time on other subjects than foreign languages. | <input type="checkbox"/> |
| <input type="checkbox"/> | I think French is the most useful foreign language to learn at school. | <input type="checkbox"/> |
| <input type="checkbox"/> | I think learning foreign languages can broaden your knowledge and change your way of seeing the world. | <input type="checkbox"/> |
| <input type="checkbox"/> | My parents/guardians feel that most people speak English so there's no need to learn foreign languages. | <input type="checkbox"/> |
| <input type="checkbox"/> | If I spoke another European language, I could get a better paying job. | <input type="checkbox"/> |
| <input type="checkbox"/> | For me foreign languages are just another qualification. | <input type="checkbox"/> |
| <input type="checkbox"/> | I think people will respect me more if I speak a foreign language. | <input type="checkbox"/> |
| <input type="checkbox"/> | I don't want to work or live in France or in any other foreign country. | <input type="checkbox"/> |
| <input type="checkbox"/> | Nowadays most foreigners speak English. | <input type="checkbox"/> |
| <input type="checkbox"/> | I believe the people I am likely to work with will be able to speak at least a bit of another European language. | <input type="checkbox"/> |
| <input type="checkbox"/> | I don't need French for what I want to do. | <input type="checkbox"/> |
| <input type="checkbox"/> | My parents/guardians feel that I should really try to learn French. | <input type="checkbox"/> |
| <input type="checkbox"/> | If I had the choice, I would not choose to learn foreign languages. | <input type="checkbox"/> |
| <input type="checkbox"/> | I like travelling and if I spoke another European language, I could travel more easily. | <input type="checkbox"/> |
| <input type="checkbox"/> | My parents/guardians think that foreign language learning is not very important. | <input type="checkbox"/> |
| <input type="checkbox"/> | If I spoke another foreign language, I could do a more interesting job. | <input type="checkbox"/> |
| <input type="checkbox"/> | There are not many jobs where European languages would be useful. | <input type="checkbox"/> |
| <input type="checkbox"/> | I think my future bosses will expect me to speak at least a bit of another European language. | <input type="checkbox"/> |



Q8) How do your parents/guardians feel about you learning foreign languages? Tick one of the boxes

Five smiley faces in a row, each with a corresponding empty box below it for marking an answer.

Q9) Do your parents/guardians try to help you with your foreign language learning? Tick the box

very often quite often sometimes rarely never

Q10) Do you agree or disagree with the following statements? Tick the box.

		
Agree		Disagree
<input type="checkbox"/>	I am interested in going to France.	<input type="checkbox"/>
<input type="checkbox"/>	I would like to meet some French people.	<input type="checkbox"/>
<input type="checkbox"/>	I would like to meet and communicate with people in other countries.	<input type="checkbox"/>
<input type="checkbox"/>	I would like to stay with a French family.	<input type="checkbox"/>
<input type="checkbox"/>	I think it's a good idea to have a French pen-friend.	<input type="checkbox"/>

The next few questions are about language learning at school.

Q11) Which foreign languages have you learnt at school and for how many years?

language how many years (write the number in the box)

French

Q12) How good are you at the languages you are learning at school? Tick the box.

	very good	quite good	average	not good	no good at all
French					

Q13) How good is your best friend at the languages you are learning at school? Tick the box.

	very good	quite good	average	not good	no good at all
French					

Q14) How do you feel about learning languages at school? Tick the box.



Agree



Disagree

- | | | |
|--------------------------|--|--------------------------|
| <input type="checkbox"/> | I am afraid the others will laugh at me when I speak foreign languages. | <input type="checkbox"/> |
| <input type="checkbox"/> | Most of the time I enjoy learning foreign languages. | <input type="checkbox"/> |
| <input type="checkbox"/> | I find it hard to remember the words in other languages. | <input type="checkbox"/> |
| <input type="checkbox"/> | I'd like to be able to speak foreign languages, but I think they're too difficult. | <input type="checkbox"/> |
| <input type="checkbox"/> | I've had some bad experiences with learning languages. | <input type="checkbox"/> |
| <input type="checkbox"/> | I never feel quite sure of myself when I am speaking in foreign language classes | <input type="checkbox"/> |

Q15) What do you think of your French classes? Circle the number which best describes your feeling.

Example	If you feel that your French class is very easy, circle number 1.						
	easy	1	2	3	4	5	difficult
	If you feel that your French class is quite difficult, circle number 4.						
	easy	1	2	3	4	5	difficult
	If you feel that your French class is neither easy nor difficult and you can't decide either way, circle number 3.						
	easy	1	2	3	4	5	difficult

Start here

unenjoyable	1	2	3	4	5	enjoyable
difficult	1	2	3	4	5	easy
interesting	1	2	3	4	5	boring
good	1	2	3	4	5	bad
necessary	1	2	3	4	5	unnecessary
useful	1	2	3	4	5	useless
satisfying	1	2	3	4	5	unsatisfying
important	1	2	3	4	5	unimportant
fun	1	2	3	4	5	dull
clear	1	2	3	4	5	confusing

Q16) How do you feel about your French teacher? Circle the number which best describes your feeling.

friendly	1	2	3	4	5	unfriendly
exciting	1	2	3	4	5	dull
organised	1	2	3	4	5	disorganised
imaginative	1	2	3	4	5	unimaginative
patient	1	2	3	4	5	impatient
polite	1	2	3	4	5	impolite
intelligent	1	2	3	4	5	unintelligent
hard-working	1	2	3	4	5	lazy
interesting	1	2	3	4	5	boring
kind	1	2	3	4	5	unkind

Q17) What do you think is the best way of learning a foreign language? Tick the box.

Reading/watching the television	<input type="checkbox"/>
At school	<input type="checkbox"/>
In a family	<input type="checkbox"/>
In the country where the language is spoken	<input type="checkbox"/>
Private classes	<input type="checkbox"/>
Other (explain)	<input type="checkbox"/>

This section is about jobs and languages.

Q18) How useful do you think French will be for you in your future job? Tick the box

very useful quite useful don't know not very useful not at all useful

Q19) How useful do your parents/guardians think French will be for you in your future job? Tick the box

very useful quite useful don't know not very useful not at all useful

Q20) How useful do your friends think French will be for them in their future jobs? Tick the box

very useful quite useful don't know not very useful not at all useful

Q21) What sort of job would you like to do?

Q22) What sort of job do you think your parents/guardians would like you to do?

Q23) What sort of job do you think your best friend would like to do?

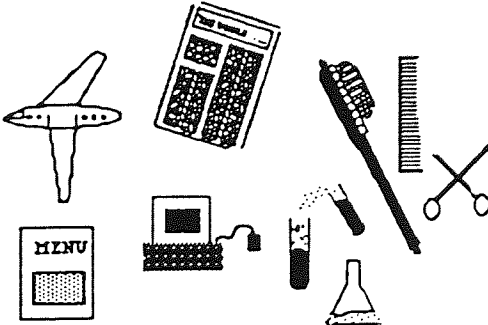
Q24) Do you think it will be more difficult to get a job if you don't speak another European language? Tick the box.

No Why? _____

Yes Why? _____

Q25) For which of the following jobs is it important to know foreign languages?

Put them in order of importance, number 1 the job for which it is the most important to know foreign languages, number 12, the job for which it is the least important.



lawyer	L
computer officer	I
technician	T
top manager	M
shop assistant	V
airline pilot	A
hairdresser	H
secretary	S
politician	P
journalist	J
scientist	C
waiter	W

Write the letters in the boxes.

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	

Q26) Name any other jobs for which knowledge of a foreign language would be useful.

Finally, please fill in the following information. Remember all the information given by you in this questionnaire is confidential. No one, except myself, will see it.

What is the name of your school and class/group: _____

Who are your best friends at school? (Please give full names):

What jobs do your parents/guardians do?: _____

In which town and country were you born? _____

How many years have you lived in Britain? About years.

Have you ever spent 2 months or more out of Britain? Tick the box.

No

Yes Where? _____

When? _____

Name: _____



Thank you for answering these questions.

I am interested in anything else you would like to say about learning French or language learning in general, please use this space to write in.

Appendix 3

Interview schedule

Intro

Why I'm here

Why you have been chosen

- your replies matched the replies of a French pupil, points in common

-just say what you think

-Don't try and say things to please me, or say things you think you should say

-Say what you really think, the truth for you

-I won't be offended

Anonymous, n°, not for teachers or school

not a test

recorded because I can't write everything down, to remind me about what you said afterwards

Your friends

Your parents

You

Education/school

What do you think of your school?

What do your friends think about it?

What do your parents think about it?

What's the point in coming to school?

Why do you come to school?

What's school for?

What use is school?

Is it useful?

What do your parents say?

Why?

What do you think about your teachers?

What do you think of the foreign language teaching at school?

What do you do in French?

Does the teacher ever talk about France or other countries where they speak French, about the way of life over there, about the people, the culture?

Is it interesting, useful?

Why?

Why do you think you do that, what's the point?

Will it be useful someday-how?

Use of French (Exposure)

Have you ever visited France or a country where they speak French?

Do you think you will visit it one day?

Have you ever used your (knowledge of) French?

Do you think you will use it one day?

How?

+ Questionnaire (repeat certain questions)

Europe

Have you ever seen this? (picture of the European Union flag)

Where have you seen it?

Anywhere else?

What does it mean for you?

Have you ever spoken about it at school?

And with your friends, have you ever talked about or mentioned it?

Have your parents ever spoken about it?

Attitude--> France/French/Other French speaking countries/people

What do you think of the French language?

What do you think of the French?

What are they like?

How do you know?

Why do you think that

Have you ever seen/met French people?

Do you know of any (famous)French people?

Who?

Famous people-representative?

What is a typical French man/woman like?

How do you imagine France?

A picture in your head?

Are there any programmes on the tv which show France, life over there, the people (on the news etc)?

What do they show?

Have you ever heard someone speaking French on the tv?

How do you feel when you don't understand?

Would you like to understand?

Other French-speaking countries?

The States- tv, are there any things in common, or any differences between England and America?

Appendix 4 Data spreadsheets for all factors

SCHOOL/CLASS	ENGLISH SAMPLE										E1 TOTAL	E1%	E2	E2%	E3A	E3B	E3 TOTAL	E3%	E4	E4%	E5A	E5B	E5	E5%	E6A	E6B	E6C	E6D	E6 TOTAL	E6%	E7A	E7B	E7C
	E1A	E1B	E1C	E1D	E1E	E2	E2%	E3A	E3B	E3 TOTAL																							
DESIRE QUESTION																																	
P207p																																	
agree	3	1	11	8	10	33	29.46	1	11.11	4	3	7	23.33	2	9.52	1	4	5	22.73	3	4	4	4	15	25.86	10	11	5					
disagree	24	14	9	17	14	78	69.64	8	88.89	14	8	22	73.33	19	90.48	8	9	17	77.27	10	10	17	6	43	74.14	10	5	5					
no response			1			1	0.89		0.00	1		1	3.33		0.00				0.00					0	0.00			1					
don't know						0	0.00		0.00			0	0.00		0.00				0.00					0	0.00								
multiple response						0	0.00		0.00			0	0.00		0.00				0.00					0	0.00								
TOTAL	27	15	21	25	24	112	100.00	9	100.00	19	11	30	100.00	21	100.00	9	13	22	100.00	13	14	21	10	58	100.00	20	17	11					
						112	100.00	9	100.00	19	11	30	100.00	21	100.00	9	13	22	100.00	13	14	21	10	58	100.00	20	17	11					
						112	100.00	9	100.00	19	11	30	100.00	21	100.00	9	13	22	100.00	13	14	21	10	58	100.00	20	17	11					
DRIVE QUESTIONS																																	
P1019																																	
a	0	0	5	2	2	9	8.04	0	0.00	2	0	2	6.67	1	4.76	0	1	1	4.55	2	0	2	1	5	8.62	2	1	2					
b	13	10	4	16	9	52	46.43	5	55.56	10	9	19	63.33	16	76.19	6	8	14	63.64	6	9	13	4	32	55.17	8	5	1					
c	14	5	12	7	13	51	45.54	4	44.44	7	2	9	30.00	4	19.05	3	4	7	31.82	5	5	6	5	21	36.21	10	11	7					
no response						0	0.00		0.00			0	0.00		0.00				0.00					0	0.00			1					
multiple response						0	0.00		0.00			0	0.00		0.00				0.00					0	0.00								
TOTAL	27	15	21	25	24	112	100.00	9	100.00	19	11	30	100.00	21	100.00	9	13	22	100.00	13	14	21	10	58	100.00	20	17	11					
						112	100.00	9	100.00	19	11	30	100.00	21	100.00	9	13	22	100.00	13	14	21	10	58	100.00	20	17	11					
						112	100.00	9	100.00	19	11	30	100.00	21	100.00	9	13	22	100.00	13	14	21	10	58	100.00	20	17	11					
P1020																																	
a	1	0	8	7	8	24	21.43	2	22.22	2	1	3	10.00	0	0.00	0	3	3	13.64	5	2	1	5	13	22.41	3	3	3					
b	18	11	11	18	15	73	65.18	5	55.56	16	10	26	86.67	20	95.24	9	10	19	86.36	6	12	19	4	41	70.69	13	14	7					
c	7	3	2	0	1	13	11.61	2	22.22	1	0	1	3.33	1	4.76	0	0	0	0.00	2	0	1	1	4	6.90	4	0	0					
no response						1	0.89		0.00			0	0.00		0.00				0.00					0	0.00			1					
multiple response						1	0.89		0.00			0	0.00		0.00				0.00					0	0.00								
TOTAL	27	15	21	25	24	112	100.00	9	100.00	19	11	30	100.00	21	100.00	9	13	22	100.00	13	14	21	10	58	100.00	20	17	11					
						112	100.00	9	100.00	19	11	30	100.00	21	100.00	9	13	22	100.00	13	14	21	10	58	100.00	20	17	11					
						112	100.00	9	100.00	19	11	30	100.00	21	100.00	9	13	22	100.00	13	14	21	10	58	100.00	20	17	11					
P1021																																	
a	10	6	4	7	4	31	27.68	4	44.44	6	4	10	33.33	6	38.10	5	4	9	40.91	2	2	7	3	14	24.14	2	1	1					
b	17	9	12	15	17	70	62.50	4	44.44	11	7	18	60.00	12	57.14	4	9	13	59.09	9	11	14	7	41	70.69	18	12	5					
c	0	0	5	3	3	11	9.82	0	0.00	2	0	2	6.67	1	4.76	0	0	0	0.00	2	1	0	0	3	5.17	0	4	3					
no response						0	0.00		0.00			0	0.00		0.00				0.00					0	0.00			1					
multiple response						0	0.00		0.00			0	0.00		0.00				0.00					0	0.00								
TOTAL	27	15	21	25	24	112	100.00	9	100.00	19	11	30	100.00	21	100.00	9	13	22	100.00	13	14	21	10	58	100.00	20	17	11					
						112	100.00	9	100.00	19	11	30	100.00	21	100.00	9	13	22	100.00	13	14	21	10	58	100.00	20	17	11					
						112	100.00	9	100.00	19	11	30	100.00	21	100.00	9	13	22	100.00	13	14	21	10	58	100.00	20	17	11					
P1022																																	
a	16	6	7	9	12	50	44.64	4	44.44	9	3	12	40.00	9	42.86	3	4	7	31.82	5	4	8	4	21	36.21	8	7	3					
b	6	8	4	9	3	30	26.79	3	33.33	3	4	7	23.33	12	57.14	5	3	8	36.36	3	7	6	4	20	34.48	4	2	3					
c	5	1	10	7	9	32	28.57	2	22.22	7	4	11	36.67	0	0.00	1	6	7	31.82	5	3	7	2	17	29.31	8	8	4					
no response						0	0.00		0.00			0	0.00		0.00				0.00					0	0.00			1					
multiple response						0	0.00		0.00			0	0.00		0.00				0.00					0	0.00								
TOTAL	27	15	21	25	24	112	100.00	9	100.00	19	11	30	100.00	21	100.00	9	13	22	100.00	13	14	21	10	58	100.00	20	17	11					
						112	100.00	9	100.00	19	11	30	100.00	21	100.00	9	13	22	100.00	13	14	21	10	58	100.00	20	17	11					
						112	100.00	9	100.00	19	11	30	100.00	21	100.00	9	13	22	100.00	13	14	21	10	58	100.00	20	17	11					

SCHOOL/CLASS	ENGLISH SAMPLE																												
	E1A	E1B	E1C	E1D	E1E	E1 TOTAL	E1%	E2	E2%	E3A	E3B	E3 TOTAL	E3%	E4	E4%	E5A	E5B	E5	E5%	E6A	E6B	E6C	E6D	E6 TOTAL	E6%	E7A	E7B	E7C	
P1023																													
a	6	8	1	7	4	26	23.21	4	44.44	1	5	6	20.00	14	66.67	1	4	5	22.73	1	5	3	2	11	18.97	1	1	1	
b	10	1	17	7	12	47	41.96	2	22.22	11	4	15	50.00	1	4.76	2	6	8	36.36	9	4	14	5	32	55.17	12	16	8	
c	10	5	3	11	8	37	33.04	3	33.33	7	2	9	30.00	6	28.57	5	3	8	36.36	3	5	4	3	15	25.86	7	0	1	
no response						2	0.00		0.00			0	0.00		0.00			0	0.00					0	0.00				
multiple response						2	1.79		0.00			0	0.00		0.00			0	0.00					0	0.00				
other response						0	0.00		0.00			0	0.00		0.00			1	4.55					0	0.00				
TOTAL	27	15	21	25	24	112	100.00	9	100.00	19	11	30	100.00	21	100.00	9	13	22	100.00	13	14	21	10	58	100.00	20	17	11	
P1026																													
a	3	0	9	3	6	21	18.75	2	22.22	2	1	3	10.00	0	0.00	0	3	3	13.64	2	2	2	0	6	10.34	5	4	1	
b	17	8	9	18	15	67	59.82	5	55.56	15	8	23	76.67	14	66.67	9	6	15	68.18	9	10	17	7	43	74.14	13	13	10	
c	7	7	3	4	3	24	21.43	2	22.22	2	2	4	13.33	7	33.33	0	3	3	13.64	2	2	2	2	8	13.79	2	0	0	
no response						0	0.00		0.00			0	0.00		0.00			1	4.55					1	1.72				
multiple response						0	0.00		0.00			0	0.00		0.00			0	0.00					0	0.00				
other response						0	0.00		0.00			0	0.00		0.00			0	0.00					0	0.00				
TOTAL	27	15	21	25	24	112	100.00	9	100.00	19	11	30	100.00	21	100.00	9	13	22	100.00	13	14	21	10	58	100.00	20	17	11	
P1027																													
a	5	1	4	2	7	19	16.96	2	22.22	6	0	6	20.00	5	23.81	0	3	3	13.64	3	3	5	2	13	22.41	5	2	2	
b	3	0	7	6	7	23	20.54	0	0.00	4	0	4	13.33	0	0.00	1	3	4	18.18	4	3	2	3	12	20.89	5	4	5	
c	19	14	10	16	10	69	61.61	7	77.78	9	11	20	66.67	16	76.19	8	7	15	68.18	6	8	14	5	33	56.90	10	11	4	
no response						0	0.00		0.00			0	0.00		0.00			0	0.00					0	0.00				
multiple response						1	0.89		0.00			0	0.00		0.00			0	0.00					0	0.00				
other response						1	0.89		0.00			0	0.00		0.00			0	0.00					0	0.00				
TOTAL	27	15	21	25	24	112	100.00	9	100.00	19	11	30	100.00	21	100.00	9	13	22	100.00	13	14	21	10	58	100.00	20	17	11	
P1028																													
a	6	3	2	5	4	20	17.86	1	11.11	0	1	1	3.33	2	9.52	4	2	6	27.27	0	4	6	2	12	20.69	0	1	1	
b	16	6	18	15	16	71	63.39	7	77.78	14	7	21	70.00	7	33.33	4	9	13	59.09	8	6	11	4	28	50.00	18	16	8	
c	5	5	1	5	4	20	17.86	1	11.11	5	3	8	26.67	11	52.38	1	1	2	9.09	5	4	4	4	17	29.31	2	0	2	
no response						1	0.89		0.00			0	0.00		0.00			1	4.55					0	0.00				
multiple response						0	0.00		0.00			0	0.00		0.00			0	0.00					0	0.00				
other response						0	0.00		0.00			0	0.00		0.00			0	0.00					0	0.00				
TOTAL	27	15	21	25	24	112	100.00	9	100.00	19	11	30	100.00	21	100.00	9	13	22	100.00	13	14	21	10	58	100.00	20	17	11	
P1029																													
a	1	8	3	2	0	12	10.71	0	0.00	0	0	0	0.00	5	23.81	2	1	3	13.64	0	0	0	1	1	1.72	0	0	1	
b	19	9	8	18	11	65	58.04	8	88.89	15	8	23	76.67	15	71.43	6	7	13	59.09	8	11	16	6	41	70.69	10	4	4	
c	6	0	10	5	13	34	30.36	1	11.11	4	3	7	23.33	1	4.76	1	5	6	27.27	5	2	5	3	15	25.86	10	13	6	
no response						1	0.89		0.00			0	0.00		0.00			0	0.00					0	0.00				
multiple response						0	0.00		0.00			0	0.00		0.00			0	0.00					0	0.00				
other response						0	0.00		0.00			0	0.00		0.00			0	0.00					0	0.00				
TOTAL	27	15	21	25	24	112	100.00	9	100.00	19	11	30	100.00	21	100.00	9	13	22	100.00	13	14	21	10	58	100.00	20	17	11	

SCHOOLCLASS	GRAND TOTALS										FRENCH SAMPLE										F3 TOTAL	F3%						
	ETD	ETE	E7F	E7G	E7H	E7I	E7 TOTAL	E7%	ENGLISH		FRENCH		F1	F1%	F2A	F2B	F2C	F2D	F2 TOTAL	F2%			F3A	F3B	F3C	F3D	F3E	
	n°	n°	%	n°	%	n°	%	n°	%	n°	%	n°	%															
P1023																												
a	2	0	4	1	2	1	13	8.78	79	19.75	48.5	19.4	8	44.44	7	6	8	12	33	38.82	6	6	9	9	10	40	48.78	
b	15	8	14	10	16	11	110	74.32	215	53.75	83	32	1	5.56	5	2	0	1	8	9.41	1	1	1	1	0	4	4.88	
c	1	0	4	3	1	2	19	12.84	87	24.25	43	172	9	50.00	10	12	15	6	43	50.59	7	4	13	10	4	38	46.34	
no response	1	4					5	3.38	5	1.25	0	0	0	0.00					0	0.00						0	0.00	
multiple response							1	0.68	3	0.75	0.25	1	1	0.00			1		1	1.18						0	0.00	
other response							0	0.00	1	0.25	0.25	1	1	0.00					0	0.00						0	0.00	
TOTAL	19	12	22	14	19	14	148	100.00	400	100	100	400	18	100.00	22	20	24	19	85	100.00	14	11	23	20	14	82	100.00	
P1026																												
a	7	5	2	2	12	4	42	28.38	77	19.25	18.75	75	9	50.00	5	7	2	1	15	17.65	2	3	4	1	1	11	13.41	
b	9	3	18	11	5	10	92	62.16	259	64.75	85	260	6	33.33	14	12	18	10	54	63.53	8	5	17	11	12	53	64.53	
c	2	0	2	1	2	0	9	6.08	57	14.25	15.75	63	2	11.11	3	1	4	7	15	17.65	4	3	2	8	1	18	21.95	
no response	1	4					5	3.38	7	1.75	0	0	0	0.00					0	0.00						0	0.00	
multiple response							0	0.00	0	0	0.5	2	1	5.56			1		1	1.18						0	0.00	
other response							0	0.00	0	0	0	0	0	0.00					0	0.00						0	0.00	
TOTAL	19	12	22	14	19	14	148	100.00	400	100	100	400	18	100.00	22	20	24	19	85	100.00	14	11	23	20	14	82	100.00	
P1027																												
a	8	0	3	3	4	1	28	18.92	76	19	29.5	118	4	22.22	6	8	12	4	30	35.29	2	1	6	3	3	15	18.29	
b	4	5	7	0	8	6	44	29.73	87	21.75	7.75	31	2	11.11	3	4	1	3	11	12.94	0	0	3	0	0	3	3.66	
c	6	4	12	11	7	7	72	48.65	232	58	61.5	246	11	61.11	13	8	10	10	41	48.24	12	10	14	17	11	64	78.05	
no response	1	3					4	2.70	4	1	0.5	2	0	0.00			1		1	1.18						0	0.00	
multiple response							0	0.00	1	0.25	0.75	3	1	5.56			2		2	2.35						0	0.00	
TOTAL	19	12	22	14	19	14	148	100.00	400	100	100	400	18	100.00	22	20	24	19	85	100.00	14	11	23	20	14	82	100.00	
P1028																												
a	0	0	1	2	0	1	6	4.05	48	12	29.75	119	3	16.67	4	4	3	7	18	21.18	5	3	9	3	7	27	32.93	
b	18	8	18	11	18	10	125	84.46	273	68.25	21	84	4	22.22	8	5	8	1	22	25.88	1	3	4	5	0	13	15.85	
c	0	1	3	1	1	3	13	8.78	72	18	45.75	183	9	50.00	10	11	13	11	45	52.94	6	4	10	12	7	39	47.56	
no response	1	3					4	2.70	6	1.5	0.75	3	1	5.56					0	0.00						0	0.00	
multiple response							0	0.00	1	0.25	2.75	11	1	5.56					0	0.00	2	1				3	3.66	
TOTAL	19	12	22	14	19	14	148	100.00	400	100	100	400	18	100.00	22	20	24	19	85	100.00	14	11	23	20	14	82	100.00	
P1029																												
a	0	0	0	0	1	1	3	2.03	24	6	23.5	94	2	11.11	6	3	5	6	20	23.53	4	3	5	4	1	17	20.73	
b	7	3	14	8	9	8	67	45.27	232	58	52	208	11	61.11	11	13	14	9	47	55.29	6	5	13	10	6	40	48.78	
c	11	5	8	6	9	5	73	49.32	137	34.25	23.25	93	5	27.78	5	4	4	4	17	20.00	4	2	5	5	7	23	28.05	
no response	1	4					5	3.38	6	1.5	0.25	1	0	0.00					0	0.00						1	1.22	
multiple response							0	0.00	0	0	0	1	4	0.00			1		1	1.18						1	1.22	
OR							0	0.00	1	0.25	0	0	0	0.00					0	0.00						0	0.00	
TOTAL	19	12	22	14	19	14	148	100.00	400	100	100	400	18	100.00	22	20	24	19	85	100.00	14	11	23	20	14	82	100.00	

SCHOOL/CLASS	FRENCH SAMPLE															
	F4A	F4B	F4C	F4D	F4 TOTAL	F4%	F5	F5%	F6	F6%	F7A	F7B	F7C	F7D	F7E	
DESIRE QUESTION																
P2Q7p																
agree	1	2	2	3	8	8.25	1	8.33	3	14.29	7	3	3	1	2	
disagree	23	18	25	20	86	88.66	11	91.67	18	85.71	10	14	16	13	14	
no response	1	1			2	2.06		0.00		0.00		1	1			
don't know					0	0.00		0.00		0.00						
multiple response				1	1	1.03		0.00		0.00						
TOTAL	25	21	27	24	97	100.00	12	100.00	21	100.00	17	18	20	14	16	
					97	100.00	12	100.00	21	100.00						
DRIVE QUESTIONS																
P1Q19																
a	5	5	4	5	19	19.59	4	33.33	6	28.57	5	0	3	0	0	
b	13	11	10	11	45	46.39	6	50.00	10	47.62	8	14	11	11	12	
c	7	4	11	8	30	30.93	2	16.67	5	23.81	3	4	5	3	4	
no response			2		2	2.06		0.00		0.00			1			
multiple response	1				1	1.03		0.00		0.00						
TOTAL	25	21	27	24	97	100.00	12	100.00	21	100.00	17	18	20	14	16	
					97	100.00	12	100.00	21	100.00						
P1Q20																
a	0	4	3	0	7	7.22	1	8.33	0	0.00	4	1	2	3	2	
b	21	15	24	21	81	83.51	9	75.00	17	80.95	11	12	14	8	12	
c	4	1	0	3	8	8.25	2	16.67	4	19.05	1	5	4	3	2	
no response					0	0.00		0.00		0.00						
multiple response	1				1	1.03		0.00		0.00	1					
TOTAL	25	21	27	24	97	100.00	12	100.00	21	100.00	17	18	20	14	16	
					97	100.00	12	100.00	21	100.00						
P1Q21																
a	11	4	8	12	35	36.08	4	33.33	9	42.86	10	9	10	6	7	
b	14	16	19	12	61	62.89	7	56.33	12	57.14	7	9	9	8	9	
c	0	1	0	0	1	1.03	1	8.33	0	0.00	0	0	0	0	0	
no response					0	0.00		0.00		0.00						
multiple response					0	0.00		0.00		0.00						
TOTAL	25	21	27	24	97	100.00	12	100.00	21	100.00	17	18	20	14	16	
					97	100.00	12	100.00	21	100.00						
P1Q22																
a	8	8	17	9	42	43.30	1	8.33	10	47.62	6	4	5	4	3	
b	16	11	10	14	51	52.58	11	91.67	10	47.62	9	13	13	9	11	
c	0	2	0	1	3	3.09	0	0.00	1	4.76	2	1	2	1	1	
no response					0	0.00		0.00		0.00						
multiple response	1				1	1.03		0.00		0.00						
TOTAL	25	21	27	24	97	100.00	12	100.00	21	100.00	17	18	20	14	16	
					97	100.00	12	100.00	21	100.00						

SCHOOL/CLASS	FRENCH SAMPLE															
	F4A	F4B	F4C	F4D	F4 TOTAL	F4%	F5	F5%	F6	F6%	F7A	F7B	F7C	F7D	F7E	
P1Q23																
a	14	9	15	14	52	53.61	6	50.00	11	52.38	3	11	13	8	9	
b	1	3	2	1	7	7.22	3	25.00	1	4.76	4	0	1	2	1	
c	10	9	10	9	38	39.18	3	25.00	9	42.86	9	7	6	4	6	
no response					0	0.00		0.00		0.00						
multiple response					0	0.00		0.00		0.00						
other response					0	0.00		0.00		0.00	1					
TOTAL	25	21	27	24	97	100.00	12	100.00	21	100.00	17	18	20	14	16	
					97	100.00	12	100.00	21	100.00						
P1Q26																
a	1	4	7	6	18	18.56	1	8.33	5	23.81	6	2	1	4	3	
b	23	15	20	16	74	76.29	11	91.67	12	57.14	9	10	13	8	10	
c	1	2	0	2	5	5.15	0	0.00	4	19.05	2	6	6	2	3	
no response					0	0.00		0.00		0.00						
multiple response					0	0.00		0.00		0.00						
other response					0	0.00		0.00		0.00						
TOTAL	25	21	27	24	97	100.00	12	100.00	21	100.00	17	18	20	14	16	
					97	100.00	12	100.00	21	100.00						
P1Q27																
a	10	4	10	4	28	28.87	4	33.33	7	33.33	6	4	7	8	5	
b	0	1	4	2	7	7.22	1	8.33	1	4.76	2	2	0	0	2	
c	15	16	13	18	62	63.92	7	58.33	13	61.90	9	12	12	6	9	
no response					0	0.00		0.00		0.00						
multiple response					0	0.00		0.00		0.00						
other response					0	0.00		0.00		0.00						
TOTAL	25	21	27	24	97	100.00	12	100.00	21	100.00	17	18	20	14	16	
					97	100.00	12	100.00	21	100.00						
P1Q28																
a	12	7	9	9	37	38.14	4	33.33	6	28.57	3	5	8	3	5	
b	4	3	7	7	21	21.65	3	25.00	4	19.05	4	5	3	3	2	
c	9	10	9	7	35	36.08	5	41.67	10	47.62	9	8	9	7	7	
no response					1	1.03		0.00	1	4.76						
multiple response					3	3.09		0.00		0.00	1					
other response					0	0.00		0.00		0.00						
TOTAL	25	21	27	24	97	100.00	12	100.00	21	100.00	17	18	20	14	16	
					97	100.00	12	100.00	21	100.00						
P1Q29																
a	5	7	2	5	19	19.59	3	25.00	8	38.10	3	8	8	1	5	
b	16	11	14	11	52	53.61	7	58.33	10	47.62	7	10	10	8	6	
c	4	3	10	8	25	25.77	2	16.67	3	14.29	6	0	2	5	5	
no response					0	0.00		0.00		0.00						
multiple response					1	1.03		0.00		0.00	1					
OR					0	0.00		0.00		0.00						
TOTAL	25	21	27	24	97	100.00	12	100.00	21	100.00	17	18	20	14	16	
					97	100.00	12	100.00	21	100.00						

SCHOOLCLASS	E1A	E1B	E1C	E1D	E1E	E1 TOTAL	E1%	E2	E2%	E3A	E3B	E3 TOTAL	E3%	E4	E4%	E5A	E5B	E5	E5%	E6A	E6B	E6C	E6D	E6 TOTAL	E6%	E7A	E7B		
PARENTAL ATTITUDES QUESTIONS																													
P 2Q4e																													
agree	16	11	4	10	9	50	44.64	3	33.33	5	8	13	43.33	13	61.90	7	5	12	54.55	6	5	13	4	28	48.28	6	5		
disagree	11	3	17	13	13	57	50.89	6	66.67	14	3	17	56.67	7	33.33	2	8	10	45.45	6	8	7	6	27	46.55	11	11		
don't know	0	0	0	0	0	0	0.00	0	0.00	0	0	0	0.00	0	0.00	0	0	0	0.00	0	0	0	0	0	0.00	3	3		
no response	0	1	2	2	1	4	3.57	0	0.00	0	0	0	0.00	1	4.76	0	0	0	0.00	1	1	1	1	3	5.17	1	1		
other response	0	0	0	0	1	1	0.89	0	0.00	0	0	0	0.00	0	0.00	0	0	0	0.00	0	0	0	0	0	0.00	0	0		
TOTAL	27	15	21	25	24	112	100	9	100.00	19	11	30	100.00	21	100.00	9	13	22	100.00	13	13	21	10	58	100.00	20	17		
P2Q7c																													
agree	15	11	4	17	10	57	50.89	6	66.67	8	10	18	60.00	11	52.38	5	8	13	59.09	6	9	11	4	30	51.72	8	7		
disagree	12	3	17	7	14	53	47.32	3	33.33	9	1	10	33.33	10	47.62	4	5	9	40.91	7	5	9	5	26	44.83	12	9		
don't know	0	0	0	0	0	0	0.00	0	0.00	0	0	0	0.00	0	0.00	0	0	0	0.00	0	0	0	0	0	0.00	0	0		
no response	0	1	1	1	1	2	1.79	0	0.00	1	0	1	3.33	0	0.00	0	0	0	0.00	0	0	1	1	2	3.45	1	1		
multiple response	0	0	0	0	0	0	0.00	0	0.00	0	0	0	0.00	0	0.00	0	0	0	0.00	0	0	0	0	0	0.00	0	0		
TOTAL	27	15	21	25	24	112	100	9	100.00	19	11	30	100.00	21	100.00	9	13	22	100.00	13	14	21	10	58	100.00	20	17		
P2Q7g																													
agree	1	1	6	6	10	24	21.43	0	0.00	5	2	7	23.33	2	9.52	1	4	5	22.73	1	1	1	2	5	8.62	11	9		
disagree	26	14	15	19	13	87	77.68	9	100.00	13	9	22	73.33	19	90.48	8	8	16	72.73	12	13	19	7	51	87.93	9	7		
don't know	0	0	0	0	0	0	0.00	0	0.00	0	0	0	0.00	0	0.00	0	0	0	0.00	0	0	0	1	1	1.72	0	0		
no response	0	0	0	0	1	1	0.89	0	0.00	0	0	0	0.00	0	0.00	0	0	0	0.00	0	0	0	0	0	0.00	0	0		
other response	0	0	0	0	0	0	0.00	0	0.00	0	0	0	0.00	0	0.00	0	0	0	0.00	0	0	0	0	0	0.00	0	0		
multiple response	0	0	0	0	0	0	0.00	0	0.00	0	0	0	0.00	0	0.00	0	0	0	0.00	0	0	0	0	0	0.00	0	0		
TOTAL	27	15	21	25	24	112	100	9	100.00	19	11	30	100.00	21	100.00	9	13	22	100.00	13	14	21	10	58	100.00	20	17		
P2Q7o																													
agree	18	13	8	18	11	68	60.71	6	66.67	13	10	23	76.67	17	80.95	6	7	13	59.09	5	12	17	4	38	65.52	10	8		
disagree	9	2	13	7	12	43	38.39	3	33.33	5	1	6	20.00	3	14.29	3	6	9	40.91	7	2	4	5	18	31.03	10	7		
don't know	0	0	0	0	0	0	0.00	0	0.00	0	0	0	0.00	0	0.00	0	0	0	0.00	0	0	0	0	0	0.00	0	0		
no response	0	0	0	0	0	0	0.00	0	0.00	0	0	0	0.00	0	0.00	0	0	0	0.00	0	0	0	0	0	0.00	0	0		
other response	0	0	0	0	1	1	0.89	0	0.00	0	0	0	0.00	0	0.00	0	0	0	0.00	0	0	0	0	0	0.00	0	0		
multiple response	0	0	0	0	0	0	0.00	0	0.00	0	0	0	0.00	0	0.00	0	0	0	0.00	0	0	0	0	0	0.00	0	0		
TOTAL	27	15	21	25	24	112	100	9	100.00	19	11	30	100.00	21	100.00	9	13	22	100.00	13	14	21	10	58	100.00	20	17		

SCHOOLCLASS	E7C	E7D	E7E	E7F	E7G	E7H	E7I	E7 TOTAL	ENGLISH		FRENCH		F1	F1%	F2A	F2B	F2C	F2D	
									n°	%	%	n°							
P Attit Qa																			
P204a																			
agree	4	2	2	5	5	3	4	36	24.32	155	38.75	75.75	303	13	72.22	17	18	20	16
disagree	6	14	8	17	8	15	10	100	67.57	224	56	22.25	89	4	22.22	5	2	4	3
don't know								3	2.03	3	0.75	0	0		0.00				
no response	1	3	2		1	1		9	6.08	17	4.25	1.5	6		0.00				
other response									0.00	1	0.25	0.5	2	1	5.56				
TOTAL	11	19	12	22	14	19	14	148	100.00	400	100	100	400	18	100.00	22	20	24	19
P207c																			
agree	6	7	4	10	11	8	5	66	44.59	201	50.25	72.5	260	15	63.33	18	17	17	16
disagree	4	12	6	12	3	10	9	77	52.03	188	47	25.75	103	3	16.67	4	3	5	3
don't know								1	0.68	1	0.25	0.5	2		0.00				
no response	1		2					4	2.70	9	2.25	1.25	5		0.00				
multiple response									0.00	1	0.25	0	0		0.00				
TOTAL	11	19	12	22	14	19	14	148	100.00	400	100	100	400	18	100.00	22	20	24	19
P207g									0.00						0.00				
agree	1	11	4	10	7	7	4	64	43.24	107	26.75	3.5	14		0.00				
disagree	9	7	4	12	6	12	10	76	51.35	280	70	95.25	381	18	100.00	22	20	24	19
don't know								1	0.68	2	0.5	0	0		0.00				
no response	1	1	4		1			7	4.73	8	2	1.25	5		0.00				
other response									0.00	1	0.25	0	0		0.00				
multiple response									0.00	2	0.5	0	0		0.00				
TOTAL	11	19	12	22	14	19	14	148	100.00	400	100	100	400	18	100	22	20	24	19
P207o									0.00						0.00				
agree	6	7	2	11	7	4	6	61	41.22	226	56.5	79.5	318	13	72.22	20	17	22	15
disagree	4	12	7	11	6	14	6	77	52.03	159	39.75	18	72	4	22.22	2	2	2	4
don't know			1					3	2.03	3	0.75	0.5	2	1	5.56				
no response	1		2		1	1	1	6	4.05	9	2.25	1.5	6		0.00		1		
other response								1	0.00	1	0.25	0	0		0.00				
multiple response									0.68	2	0.5	0.5	2		0.00				
TOTAL	11	19	12	22	14	19	14	148	100.00	400	100	100	400	18	100.00	22	20	24	19

SCHOOL/CLASS	GRAND TOTALS													FRENCH SAMPLE						
	E7C	E7D	E7E	E7F	E7G	E7H	E7I	E7 TOTAL	E7%	ENGLISH		FRENCH		F1	F1%	F2A	F2B	F2C	F2D	
	n°	n°	n°	n°	n°	n°	n°	n°	%	n°	%	n°	%	n°	%	n°	n°	n°	n°	
P2Q7r																				
agree	2	4	3	10	4	8	5	48	32.43	100	25	8.25	25	11.11	2	11.11	1	1	1	3
disagree	7	14	6	12	7	10	9	89	60.14	263	70.75	92.25	369	83.33	15	83.33	21	19	23	15
don't know								4	2.70	5	1.25	0.25	1	0.00						1
no response	2	1	3		3	1		7	4.73	9	2.25	0.75	3	0.00	1	5.56				
other response									0.00	0	0	0.25	1	0.00						
multiple response									0.00	3	0.75	0.25	1	0.00						
TOTAL	11	19	12	22	14	19	14	148	100.00	400	100	100	400	100.00	18	100.00	22	20	24	19
P2Q8									0.00					0.00						
1	3	5	1	5	2	0	2	24	16.22	134	33.5	78.25	313	16	88.89	18	17	20	15	
2	6	3	2	6	5	6	5	49	33.11	119	29.75	17.75	71	1	5.56	3	3	4	3	
3	7	7	7	8	4	11	5	56	37.84	117	29.25	3.5	14	1	5.56	1			1	
4	2	1	1	2	0	1	1	7	4.73	10	2.5	0.25	1							
5	3	2	2	2	0	1	1	10	6.76	15	3.75	0	0							
don't know									0.00	1	0.25	0	0							
no response					1	1		2	1.35	4	1	0	0							
multiple response									0.00	0	0	0.25	1							
TOTAL	11	19	12	22	14	19	14	148	100.00	400	100	100	400	18	100.00	22	20	24	19	
P1Q19																				
very useful	0	3	0	2	1	2	0	8	5.41	63	15.75	41.5	166	9	50.00	11	9	11	7	
quite useful	3	3	0	5	1	1	2	20	13.51	86	21.5	28.5	114	3	16.67	6	6	10	6	
don't know	4	8	8	7	11	7	7	71	47.97	164	41	23.5	94	3	16.67	5	5	3	5	
not very useful	2	1	1	1	0	3	3	16	10.81	34	8.5	3.25	13	1	5.56	0	0	0	0	
not at all useful	2	4	3	7	1	6	2	33	22.30	53	13.25	2.75	11	1	5.56	0	0	0	1	
don't know									0	0	0	0.25	1							
no response									0	0	0	0.25	1							
TOTAL	11	19	12	22	14	19	14	148	100.00	400	100	100	400	18	100.00	22	20	24	19	

SCHOOL/CLASS	F2 TOTAL	F2%	F3A	F3B	F3C	F3D	F3E	F3 TOTAL	F3%	F4A	F4B	F4C
P Attit Qs												
P2Q4e												
agree	71	83.53	11	8	15	13	12	58	70.73	19	20	23
disagree	14	16.47	3	2	8	5	2	20	24.39	6	1	4
don't know		0.00							0.00			
no response		0.00		1		2		3	3.66			
other response		0.00					1	1	1.22			
TOTAL	85	100.00	14	11	23	20	14	82	100.00	25	21	27
P2Q7c												
agree	68	80.00	11	7	18	9	10	55	67.07	18	18	24
disagree	15	17.65	3	4	4	11	4	28	31.71	9	3	2
don't know	1	1.18			1			1	0.00			
no response	1	1.18						1	1.22			1
multiple response		0.00							0.00			
TOTAL	85	100.00	14	11	23	20	14	82	100.00	25	21	27
P2Q7g												
agree		0.00					2	2	2.44		2	1
disagree	85	100.00		11	22	18	14	79	96.34	23	21	27
don't know		0.00							0.00			
no response		0.00			1			1	1.22			
other response		0.00							0.00			
multiple response		0.00							0.00			
TOTAL	85	100	14	11	23	20	14	82	100.00	25	22	27
P2Q7o												
agree	74	87.06	11	8	20	13	14	66	80.49	16	19	25
disagree	10	11.76	3	3	2	6	6	14	17.07	9	1	2
don't know	1	1.18							0.00			
no response		0.00			1	1	1	2	2.44		1	
other response		0.00							0.00			
multiple response		0.00							0.00			
TOTAL	85	100.00	14	11	23	20	14	82	100.00	25	21	27

SCHOOL/CLASS	F2 TOTAL	F2%	F3A	F3B	F3C	F3D	F3E	F3 TOTAL	F3%	FRENCH SAMPLE							
										F4A	F4B	F4C	F4D				
P2Q7i																	
agree	6	7.06				1		1	2.44								
disagree	78	91.76	14		11	21	19	13	95.12		25		21				27
don't know	1	1.18							0.00								
no response		0.00				1	1		2.44								
other response		0.00							0.00								
multiple response		0.00							0.00								
TOTAL	85	100.00	14		11	23	20	14	100.00		25		21				27
P2Q8																	
1	70	82.35	13		9	12	15	14	76.83		16		17				25
2	13	15.29	1		1	10	5		20.73		9		3				2
3	2	2.35			1	1			2.44				1				
4		0.00							0.00								
5		0.00							0.00								
don't know		0.00							0.00								
no response		0.00							0.00								
multiple response		0.00							0.00								
TOTAL	85	100.00	14		11	23	20	14	100.00		25		21				27
P1Q19																	
very useful	38	44.71	6		5	7	9	4	31		10		11				13
quite useful	28	32.94	6		2	9	2	6	25		9		5				5
don't know	18	21.18	1		2	8	8	3	20		6		5				9
not very useful	0	0.00	1		1	1	1	1	5		0		0				0
not at all useful	1	1.18	0		1	0	0	0	1		0		0				0
don't know	0	0.00							0								
no response	0	0.00							0								
TOTAL	85	100.00	14		11	23	20	14	100.00		25		21				27

SCHOOL/CLASS	F4D	F4 TOTAL	F4%	F5	F5%	F6	F6%	F7A	F7B	F7C	F7D	F7E
P Attit Qs												
P2Q4e												
agree	16	78	80.41	10	83.33	15	71.43	9	14	10	11	11
disagree	8	19	19.59	2	16.67	5	23.81	8	3	6	4	4
don't know			0.00		0.00		0.00					
no response			0.00		0.00	1	4.76		1			1
other response			0.00		0.00		0.00					
TOTAL	24	97	100.00	12	100.00	21	100.00	17	18	20	14	16
P2Q7c												
agree	18	76	78.35	11	91.67	10	47.62	10	11	12	11	11
disagree	6	20	20.62	1	8.33	11	52.38	6	7	7	3	5
don't know			0.00		0.00		0.00					
no response		1	1.03		0.00		0.00		1			
multiple response			0.00		0.00		0.00					
TOTAL	24	97	100.00	12	100.00	21	100.00	17	18	20	14	16
P2Q7g												
agree			0.00		0.00		0.00					
disagree	24	94	96.91	11	91.67	20	95.24	11	17	17	14	15
don't know			0.00		0.00		0.00					
no response			0.00		0.00	1	4.76		2	1		
other response			0.00		0.00		0.00					
multiple response			0.00		0.00		0.00					
TOTAL	24	97	100.00	12	100.00	21	100.00	17	18	20	14	16
P2Q7o												
agree	22	82	84.54	11	91.67	14	66.67	10	13	16	9	10
disagree	2	14	14.43	1	8.33	6	28.57	6	4	4	3	6
don't know			0.00		0.00		0.00					
no response		1	1.03		0.00	1	4.76		1			
other response			0.00		0.00		0.00					
multiple response			0.00		0.00		0.00					
TOTAL	24	97	100.00	12	100.00	21	100.00	17	18	20	14	16

SCHOOLCLASS	F4D	F4 TOTAL	F4%	F5	F5%	F6	F6%	F7A	F7B	F7C	F7D	F7E
P2Q7r												
agree			0.00	2	16.67	3	14.29	5	3	1	1	1
disagree	23	96	98.97	10	83.33	18	85.71	11	15	19	14	15
don't know			0.00		0.00		0.00					
no response			0.00		0.00		0.00	1				
other response			0.00		0.00		0.00					
multiple response	1	1	1.03		0.00		0.00					
TOTAL	24	97	100.00	12	100.00	21	100.00	17	18	20	14	16
P2Q8												
1	20	78	80.41	9	75.00	11	52.38	11	14	15	12	14
2	3	17	17.53	2	16.67	8	38.10	3	4	3	2	1
3	1	1	1.03	1	8.33	2	9.52	2		2		1
4	1	1	1.03		0.00		0.00					
5			0.00		0.00		0.00					
don't know			0.00		0.00		0.00					
no response			0.00		0.00		0.00					
multiple response			0.00		0.00		0.00	1				
TOTAL	24	97	100.00	12	100.00	21	100.00	17	18	20	14	16
P1Q10												
very useful	9	43	44.33	7	58.33	4	19.05	4	11	7	5	7
quite useful	9	28	28.87	3	25.00	6	28.57	4	4	7	2	4
don't know	3	23	23.71	1	8.33	9	42.88	5	2	5	3	5
not very useful	1	1	1.03	0	0.00	1	4.76	2	1	1	1	0
not at all useful	2	2	2.06	1	8.33	1	4.76	1	0	0	3	0
don't know			0.00		0.00		0.00					
no response			0.00		0.00		0.00	1				
TOTAL	24	97	100.00	12	100.00	21	100.00	17	18	20	14	16

SCHOOLCLASS	F7 TOTAL	F7%
P Attit Qs		
P2Q4e		
agree	58	68.24
disagree	25	29.41
don't know		0.00
no response	2	2.35
other response		0.00
TOTAL	85	100.00
P2Q7c		
agree	55	64.71
disagree	27	31.76
don't know	1	1.18
no response	2	2.35
multiple response		0.00
TOTAL	85	100.00
P2Q7g		
agree	6	9.41
disagree	74	87.06
don't know		0.00
no response	3	3.53
other response		0.00
multiple response		0.00
TOTAL	85	100.00
P2Q7o		
agree	58	68.24
disagree	23	27.06
don't know		0.00
no response	2	2.35
other response		0.00
multiple response	2	2.35
TOTAL	85	100.00

SCHOOL/CLASS	F7 TOTAL	F7%
P2Q7r		
agree	10	11.76
disagree	74	87.06
don't know		0.00
no response	1	1.18
other response		0.00
multiple response		0.00
TOTAL	85	100.00
P2Q6		
1	66	77.65
2	13	15.29
3	5	5.88
4		0.00
5		0.00
don't know		0.00
no response		0.00
multiple response	1	1.18
TOTAL	85	100.00
P1Q19		
very useful	34	40.00
quite useful	21	24.71
don't know	20	23.53
not very useful	5	5.88
not at all useful	4	4.71
don't know	0	0.00
no response	1	1.18
TOTAL	85	100.00

SCHOOL/CLASS	ENGLISH SAMPLE										E3 TOTAL	E3%	E4	E4%	E5A	E5B	E5	E5%	E6A	E6B	E6C	E6D	E6 TOTAL	
	E1A	E1B	E1C	E1D	E1E	E1 TOTAL	E1%	E2	E2%	E3A														E3B
FOREIGN LANGUAGE EXPOSURE QUESTIONS																								
P1Q16																								
book	5	1	3	0	3	12	10.71	0	0.00	2	2	4	13.33	3	14.29	1	2	3	13.64	2	2	3	3	10
newspaper	0	0	2	1	1	4	3.57	0	0.00	0	0	0	0.00	1	4.76	0	2	2	9.09	0	1	1	1	3
magazine	6	5	3	6	3	23	20.54	0	0.00	2	0	2	6.67	4	19.05	0	2	2	9.09	0	4	0	0	4
advertisements	9	3	4	5	7	28	25.00	4	44.44	4	1	5	16.67	6	28.57	1	3	4	18.18	3	2	2	3	10
instructions	8	3	6	9	5	31	27.88	2	22.22	8	6	14	46.67	7	33.33	3	5	8	36.36	2	3	9	3	17
record cover	3	1	4	2	2	12	10.71	1	11.11	3	0	3	10.00	2	9.52	1	1	2	9.09	2	3	2	0	7
menu	3	2	8	7	2	22	19.64	0	0.00	2	2	4	13.33	3	14.29	1	1	2	9.09	2	1	1	1	5
nothing	10	5	6	3	9	33	29.46	3	33.33	4	2	6	20.00	4	19.05	3	6	9	40.91	3	7	6	4	20
other (explain)	5	2	1	4	1	13	11.61	0	0.00	1	0	1	3.33	4	19.05	1	1	2	9.09	1	0	1	1	3
no response						7	6.25	0	0.00	1	1	2	6.67	0	0.00	0	1	1	4.55	2	2	3	0	7
Everything licked																								
P1Q17																								
Yes	18	10	12	16	7	61	54.46	2	22.22	9	2	11	36.67	7	33.33	3	2	5	22.73	4	5	9	3	21
No	10	4	9	9	16	48	42.86	7	77.78	10	9	19	63.33	13	61.90	6	11	17	77.27	9	9	12	7	37
no response	1	1			1	3	2.68	0	0.00	0	0	0	0.00	1	4.76	0	0	0	0.00	0	0	0	0	0
multiple response																								
TOTAL	27	15	21	25	24	112	100.00	9	100.00	19	11	30	100.00	21	100.00	9	13	22	100	13	14	21	10	58
speaking	11	5	3	2	1	22	19.64	0	0.00	6	0	6	20.00	3	14.29	3	2	5	22.73	1	3	2	0	6
singing	2	1	4	9	1	17	15.18	1	11.11	1	0	1	3.33	0	0.00	1	0	1	4.55	2	1	1	0	4
something about the countr	8	3	4	12	4	31	27.68	1	11.11	2	2	4	13.33	4	19.05	0	0	0	0	2	1	4	3	10
P1Q18																								
Yes	2	2	4	7	3	18	16.07	2	22.22	3	0	3	10.00	4	19.05	1	0	1	4.55	1	1	4	1	7
No	25	13	17	17	20	92	82.14	7	77.78	16	11	27	90.00	16	76.19	8	13	21	95.45	12	13	17	9	51
no response	0	0	0	1	1	2	1.79		0.00	0	0	0	0.00	1	4.76	0	0	0	0.00	0	0	0	0	0
multiple response																								
TOTAL	27	15	21	25	24	112	100.00	9	100.00	19	11	30	100.00	21	100.00	9	13	22	100.00	13	14	21	10	58
speaking	2	0	2	1	0	5	4.46	1	11.11	2	0	2	6.67	2	9.52	1	0	1	4.55	0	0	2	1	3
singing	0	0	0	1	1	2	1.79	0	0.00	0	0	0	0.00	0	0.00	1	0	1	4.55	0	0	0	0	0
something about the countr	0	2	2	2	5	9	8.04	1	11.11	1	0	1	3.33	2	9.52	0	0	0	0.00	1	1	2	0	4

SCHOOLCLASS	E6%	E7A	E7B	E7C	E7D	E7E	E7F	E7G	E7H	E7I	E7 TOTAL	E7%	ENGLISH		FRENCH		FRENCH SAMPLE									
													n°	%	%	n°	F1	F1%	F2A	F2B	F2C	F2D	F2 TOTAL	F2%	F3A	
																										n°
FOREIGN LANGUAGE EX																										
P1Q16																										
book	17.24	0	0	0	1	2	0	4	1	1	1	10	6.76	42	10.50	28.75	115	3	16.67	4	4	3	5	16	18.82	5
newspaper	5.17	0	1	1	0	0	0	0	3	4	9	6.08	19	4.75	14.25	57	1	5.56	4	4	1	0	9	10.59	1	
magazine	6.90	0	1	0	0	0	3	1	0	1	6	4.05	41	10.25	34.25	137	5	27.78	10	6	9	0	25	29.41	3	
advertisements	17.24	1	2	3	3	1	4	2	3	1	20	13.51	77	19.25	49.00	196	8	44.44	11	13	10	8	42	49.41	10	
instructions	29.31	1	2	3	3	1	7	5	3	0	25	18.89	104	26.00	43.75	175	5	27.78	12	8	13	6	39	45.88	9	
record cover	12.07	0	1	2	1	1	0	1	0	0	8	4.05	33	8.25	64.50	258	9	50.00	7	11	16	13	47	55.29	8	
menu	8.62	0	1	0	0	0	3	1	1	1	7	4.73	43	10.75	31.00	113	0	0.00	0	0	1	1	1	1	1.18	0
nothing	34.48	9	6	3	9	3	11	7	5	6	59	39.86	134	33.50	11.00	44	2	11.11	3	0	3	10	16	18.82	1	
other (explain)	5.17	0	2	0	1	1	1	1	0	0	6	4.05	29	7.25	12.75	51	2	11.11	4	3	3	3	13	15.29	5	
no response	12.07	9	5	3	2	6	1	0	7	3	38	24.32	53	13.25	0.50	2	0	0.00	0	0	0	0	0	0	0.00	0
Everything ticked							1		1		2	1.35	2	0.50	0.00											
P1Q17																										
Yes	36.21	3	2	1	7	1	4	3	0	5	26	17.57	133	33.25	69.75	279	15	83.33	12	15	19	14	60	70.59	8	
No	63.79	17	14	10	12	6	18	11	19	8	117	78.05	258	64.50	27.50	110	2	11.11	10	5	4	4	23	27.06	6	
no response	0.00	0	1	0	0	3	0	0	0	1	5	3.38	9	2.25	2.50	10	0	0.00	0	0	1	1	2	2.35	0	
multiple response														0.00	0.25	1	1									
TOTAL	100.00	20	17	11	19	12	22	14	19	14	148	100.00	400	100.00	100	400	18	100.00	22	20	24	19	85	100.00	14	
speaking	10.34	1	0	1	3	0	3	1	0	3	12	6.11	54	13.50	36.25	145	7	38.89	5	10	7	8	30	35.29	5	
singing	6.90	0	1	0	1	0	0	2	0	0	4	2.70	28	7.00	53.75	215	12	66.67	10	9	16	10	45	52.94	6	
something about the countr	17.24	2	2	0	2	0	1	2	0	1	10	6.76	60	15.00	18.75	75	5	27.78	2	2	3	7	14	16.47	2	
P1Q18																										
Yes	12.07	1	2	2	1	0	3	2	0	1	12	8.11	47	11.75	58.25	233	10	55.56	11	15	13	11	50	58.82	6	
No	87.93	19	15	9	16	9	19	12	19	12	132	89.19	346	86.50	37.50	150	8	44.44	8	3	8	7	26	30.59	8	
no response	0.00	0	0	0	0	3	0	0	0	1	4	2.70	7	1.75	3.75	15	0	0.00	2	2	2	1	7	8.24	0	
multiple response														0.00	0.50	2		0.00	1	0	1	0	2	2.35	0	
TOTAL	100.00	20	17	11	19	12	22	14	19	14	148	100.00	400	100.00	100	400	18	100.00	22	20	24	19	85	100.00	14	
speaking	5.17	1	0	1	1	0	1	0	0	0	4	2.70	18	4.50	5.75	23	0	0.00	1	1	2	0	4	4.71	0	
singing	0.00	0	1	0	0	0	1	1	0	0	3	2.03	6	1.50	55.25	221	7	38.89	9	17	14	12	52	61.18	6	
something about the countr	6.90	0	0	1	0	0	1	1	0	1	4	2.70	21	5.25	8.25	33	1	5.56	4	1	3	1	9	10.59	0	

SCHOOL/CLASS	F3B	F3C	F3D	F3E	F3 TOTAL	F3%	FRENCH SAMPLE							F4 TOTAL	F4%	F5	F5%	F6	F6%	F7A	F7B	F7C	F7D	F7E	F7 TOTAL	F7%
							F4A	F4B	F4C	F4D	F4E	F4F	F4G													
FOREIGN LANGUAGE EX																										
P1Q16																										
book	3	5	4	2	19	23.17	6	8	11	8	33	34.02	3	25.00	8	38.10	3	8	6	3	13	33	38.82			
newspaper	1	4	4	0	10	12.20	2	2	4	3	11	11.34	1	8.33	1	4.76	2	10	6	2	4	24	28.24			
magazine	3	7	6	7	26	31.71	11	10	10	4	35	36.08	3	25.00	0	0.00	3	11	12	7	10	43	50.59			
advertisements	3	11	9	11	44	53.66	13	13	11	11	48	49.48	5	41.67	12	57.14	8	6	5	8	10	37	43.53			
instructions	6	9	7	10	41	50.00	9	9	16	13	47	48.45	2	16.67	6	28.57	4	6	11	6	8	35	41.18			
record cover	4	15	18	13	58	70.73	22	9	21	14	66	68.04	9	75.00	19	90.48	6	11	11	10	12	50	58.82			
menu	0	0	0	0	0	0.00	1	2	1	2	6	6.19	0	0.00	2	9.52	0	3	1	0	0	4	4.71			
nothing	1	2	1	0	5	6.10	0	2	0	3	5	5.15	1	8.33	10	47.62	3	1	1	0	0	5	5.88			
other (explain)	1	3	0	1	10	12.20	5	1	2	1	9	9.28	1	8.33	2	9.52	3	3	3	3	2	14	16.47			
no response	0	0	0	0	0	0.00	0	0	0	0	0	0.00	0	0.00	1	4.76	0	0	1	0	0	1	1.18			
Everything ticked																										
P1Q17																										
Yes	5	19	14	8	54	65.85	20	14	17	15	66	68.04	9	75.00	15	71.43	9	12	14	11	14	60	70.59			
No	5	4	6	5	26	31.71	4	7	10	7	28	28.87	3	25.00	6	26.57	8	5	5	3	1	22	25.88			
no response	1	0	0	1	2	2.44	1	0	0	2	3	3.09	0	0.00	0	0.00	0	1	1	0	1	3	3.53			
multiple response																										
TOTAL	11	23	20	14	82	100.00	25	21	27	24	97	100.00	12	100.00	21	100.00	17	18	20	14	16	85	100.00			
speaking	3	7	9	3	27	32.93	12	6	7	10	37	38.14	2	16.67	5	23.81	4	9	9	6	9	37	43.53			
singing	2	19	11	7	45	54.88	14	11	11	11	47	48.45	5	41.67	16	76.19	4	11	9	10	11	45	52.94			
something about the countr	1	2	1	1	7	8.54	3	5	8	5	21	21.65	5	41.67	3	14.29	4	2	4	5	5	20	23.53			
P1Q18																										
Yes	6	13	12	11	48	58.54	18	11	19	12	60	61.86	5	41.67	10	47.62	7	9	13	12	9	50	58.82			
No	3	9	8	3	31	37.80	7	8	8	12	35	36.08	6	50.00	10	47.62	10	9	6	2	7	34	40.00			
no response	2	1	0	0	3	3.66	0	2	0	0	2	2.06	1	8.33	1	4.76	0	0	1	0	0	1	1.18			
multiple response	0	0	0	0	0	0.00	0	0	0	0	0	0.00	0	0.00	0	0.00	0	0	0	0	0	0	0.00			
TOTAL	11	23	20	14	82	100.00	25	21	27	24	97	100.00	12	100.00	21	100.00	17	18	20	14	16	85	100.00			
speaking	2	3	3	1	9	10.98	1	1	1	0	3	3.09	0	0.00	1	4.76	1	2	0	0	3	6	7.06			
singing	6	12	11	11	46	56.10	18	12	15	10	55	56.70	5	41.67	10	47.62	7	8	11	11	9	46	54.12			
something about the countr	0	0	0	0	0	0.00	2	2	5	2	11	11.34	3	25.00	0	0.00	0	2	3	3	1	9	10.59			

SCHOOL/CLASS	ENGLISH SAMPLE										E3 TOTAL	E4 %	E5A	E5B	E5	E5%	E6A	E6B	E6C	E6D	E6 TOTAL	E6%	E7A					
	E1A	E1B	E1C	E1D	E1E	E1 TOTAL	E1%	E2	E2%	E3A														E3B				
EMPLOYMENT RELATED VALUE OF FLL QUESTIONS																												
P2Q7h	20	11	9	18	17	75	66.98	5	55.56	4	6	10	33.33	17	80.95	7	6	13	59.09	6	10	12	6	34	58.62	6		
agree																												
disagree	7	4	12	7	7	37	33.04	3	33.33	14	5	19	63.33	3	14.29	2	7	9	40.91	7	3	7	4	21	36.21	11		
don't know						0	0.00		0.00			0	0.00		0.00			0	0.00					0	0.00	3		
no response						0	0.00	1	11.11	1		1	3.33	1	4.76			0	0.00		1			1	1.72			
multiple response						0	0.00		0.00			0	0.00		0.00				0	0.00		1			1	1.72		
other response						0	0.00		0.00			0	0.00		0.00				0	0.00		1			1	1.72		
TOTAL	27	15	21	25	24	112	100.00	9	100.00	19	11	30	100.00	21	100.00	9	13	22	100.00	13	14	21	10	58	100.00	20		
P2Q7n																												
agree	7	5	11	12	13	48	42.86	4	44.44	9	6	15	50.00	10	47.62	2	11	13	59.09	8	3	11	6	28	48.28	15		
disagree	19	9	10	13	11	62	55.36	4	44.44	10	5	15	50.00	9	42.86	6	2	8	36.36	5	9	9	4	27	46.55	5		
don't know	1					1	0.89		0.00			0	0.00		0.00	1		1	4.55		1			1	1.72			
no response						1	0.89	1	11.11			0	0.00	2	9.52			0	0.00		1			2	3.45			
multiple response						0	0.00		0.00			0	0.00		0.00				0	0.00				0	0.00			
other response						0	0.00		0.00			0	0.00		0.00				0	0.00				0	0.00			
TOTAL	27	15	21	25	24	112	100.00	9	100.00	19	11	30	100.00	21	100.00	9	13	22	100.00	13	14	21	10	58	100.00	20		
P2Q7i																												
agree	1	1	9	4	7	22	19.64	2	22.22	4	2	6	20.00	2	9.52	0	7	7	31.82	4	3	3	2	12	20.69	9		
disagree	25	14	11	21	16	87	77.68	7	77.78	14	8	22	73.33	19	90.48	9	4	13	59.09	9	11	18	7	45	77.59	11		
don't know	1					1	0.89		0.00			0	0.00		0.00			0	0.00					0	0.00			
no response						1	0.89		0.00	1		1	3.33		0.00		2	2	9.09				1	1	1.72			
multiple response						1	0.89		0.00		1	1	3.33		0.00				0	0.00				0	0.00			
other response						0	0.00		0.00			0	0.00		0.00				0	0.00				0	0.00			
TOTAL	27	15	21	25	24	112	100.00	9	100.00	19	11	30	100.00	21	100.00	9	13	22	100.00	13	14	21	10	58	100.00	20		
P2Q7u																												
agree	22	13	8	17	17	77	68.75	7	77.78	11	9	20	66.67	16	76.19	8	5	13	59.09	6	10	19	7	42	72.41	5		
disagree	5	2	12	8	7	34	30.36	2	22.22	8	2	10	33.33	3	14.29	1	8	9	40.91	6	4	2	3	15	25.86	15		
don't know						0	0.00		0.00			0	0.00		0.00			0	0.00					0	0.00			
no response						0	0.00		0.00			0	0.00	2	9.52			0	0.00		1			1	1.72			
multiple response						0	0.00		0.00			0	0.00		0.00				0	0.00				0	0.00			
other response						1	0.89		0.00			0	0.00		0.00				0	0.00				0	0.00			
TOTAL	27	15	21	25	24	112	100.00	9	100.00	19	11	30	100.00	21	100.00	9	13	22	100.00	13	14	21	10	58	100.00	20		

SCHOOLCLASS	ENGLISH SAMPLE														E3 TOTAL	E4	E4%	E5A	E5B	E5	E5%	E6A	E6B	E6C	E6D	E6 TOTAL	E6%	E7A	
	E1A	E1B	E1C	E1D	E1E	E1 TOTAL	E1%	E2	E2%	E3A	E3B	E3	E4	E4%															E5A
P2Q18																													
very useful	3	6	3	6	3	21	18.75	1	11.11	2	1	3	10.00	8	38.10	2	3	5	22.73	0	4	3	1	8	13.79	0			
quite useful	11	6	4	7	6	34	30.36	2	22.22	8	4	12	40.00	4	19.05	4	3	7	31.82	2	2	5	2	11	18.97	2			
don't know	8	3	9	3	3	26	23.21	6	66.67	8	3	9	30.00	5	23.81	2	3	5	22.73	8	7	9	4	28	48.28	8			
not very useful	3	0	2	4	5	14	12.50	0	0.00	1	3	4	13.33	4	19.05	0	2	2	9.09	0	1	2	2	5	8.62	7			
not at all useful	2	0	3	4	7	16	14.29	0	0.00	2	0	2	6.67	0	0.00	1	2	3	13.64	2	0	2	1	5	8.62	3			
no response						1	0.89		0.00			0	0.00		0.00			0	0.00	1				1	1.72				
multiple response																													
TOTAL	27	15	21	25	24	112	100.00	9	100.00	19	11	30	100.00	21	100.00	9	13	22	100.00	13	14	21	10	58	100.00	20			
P2Q24																													
yes	20	12	5	14	12	63	58.25	6	66.67	10	8	18	60.00	15	71.43	6	1	7	31.82	3	5	8	3	19	32.76	2			
no	7	3	15	9	11	45	40.18	3	33.33	8	3	12	40.00	5	23.81	3	12	15	68.18	8	8	10	7	33	56.90	18			
DK						1	0.89		0.00			0	0.00	1	4.76			0	0.00		1			1	1.72				
NR						2	1.79		0.00			0	0.00		0.00			0	0.00	2		3		5	8.62				
MR						1	0.89		0.00			0	0.00		0.00			0	0.00					0	0.00				
TOTAL	27	15	21	25	24	112	100.00	9	100.00	19	11	30	100.00	21	100.00	9	13	22	100.00	13	14	21	10	58	100.00	20			

SCHOOL/CLASS E R VALUE	GRAND TOTALS														FRENCH SAMPLE													
	ENGLISH							FRENCH							F1	F1%	F2A	F2B	F2C	F2D	F2 TOTAL	F2%	F3A	F3B	F3C	F3D	F3E	
	n°	%	n°	%	n°	%	n°	F1	F1%	F2A	F2B	F2C	F2D	F2 TOTAL	F2%	F3A	F3B	F3C	F3D	F3E								
P207h																												
agree	7	4	10	2	7	9	8	4	57	38.51	211	52.75	76.75	307	14	77.78	20	20	18	16	74	87.06	10	6	17	10	8	
disagree	9	6	8	8	15	5	11	10	83	56.08	175	43.75	20.75	83	4	22.22	2	0	6	3	11	12.94	4	3	3	10	6	
don't know									3	2.03	3	0.75	0	0		0.00					0	0.00						
no response	1	1	1	1					4	2.70	8	2	2	8		0.00					0	0.00		2	3			
multiple response									0	0.00	1	0.25	0.5	2		0.00					0	0.00						
other response									1	0.68	2	0.5	0	0		0.00					0	0.00						
TOTAL	17	11	19	12	22	14	19	14	148	100.00	400	100	100	400	18	100.00	22	20	24	19	85	100.00	14	11	23	20	14	
P207n																												
agree	9	5	8	7	16	9	10	9	88	59.46	206	51.5	15.75	63	4	22.22	4	4	3	3	14	16.47	1	3	7	4	1	
disagree	8	5	10	3	6	5	9	5	56	37.84	181	45.25	79.5	318	14	77.78	18	15	19	15	67	78.82	12	6	15	15	12	
don't know									1	0.68	4	1	1.25	5		0.00					4	4.71						
no response	1	1	1	1					3	2.03	9	2.25	2.5	10		0.00					0	0.00		2	1	1	1	
multiple response									0	0.00	0	0	0	0		0.00					0	0.00		1				
other response									0	0.00	0	0	0	0		0.00					0	0.00						
TOTAL	17	11	19	12	22	14	19	14	148	100.00	400	100	100	400	18	100.00	22	20	24	19	85	100.00	14	11	23	20	14	
P207t																												
agree	6	4	11	6	6	3	3	8	56	37.84	107	26.75	24.5	98	5	27.78	4	7	3	4	18	21.18	7	2	3	5	2	
disagree	11	6	7	4	16	10	16	6	87	58.78	280	70	73.75	295	12	66.67	18	13	20	14	65	76.47	7	8	19	14	12	
don't know									1	0.68	2	0.5	0.25	1		0.00					1	1.18						
no response	1	1	1	2					4	2.70	9	2.25	1.25	5		5.56					1	1.18		1	1	1	1	
multiple response									0	0.00	2	0.5	0.25	1		0.00					0	0.00						
other response									0	0.00	0	0	0	0		0.00					0	0.00						
TOTAL	17	11	19	12	22	14	19	14	148	100.00	400	100	100	400	18	100.00	22	20	24	19	85	100.00	14	11	23	20	14	
P207u																												
agree	8	5	4	4	9	3	8	5	51	34.46	226	56.5	88.5	354	14	77.78	22	17	24	16	79	92.94	12	9	18	17	13	
disagree	9	5	14	7	13	11	11	9	94	63.51	167	41.75	10	40	4	22.22	0	3	0	2	5	5.88	2	1	4	2	1	
don't know									0	0.00	0	0	0.5	2		0.00					1	1.18						
no response	1	1	1	1					3	2.03	6	1.5	1	4		0.00					0	0.00		1	1	1	1	
multiple response									0	0.00	1	0.25	0	0		0.00					0	0.00						
other response									0	0.00	0	0	0	0		0.00					0	0.00						
TOTAL	17	11	19	12	22	14	19	14	148	100.00	400	100	100	400	18	100.00	22	20	24	19	85	100.00	14	11	23	20	14	

SCHOOL/CLASS	E7B	E7C	E7D	E7E	E7F	E7G	E7H	E7I	E7 TOTAL	E7%	GRAND TOTALS		FRENCH SAMPLE						F2 TOTAL	F2%	F3A	F3B	F3C	F3D	F3E		
											ENGLISH	FRENCH	F1	F1%	F2A	F2B	F2C	F2D								F2E	F2F
											n°	%	n°	%													
P2Q18																											
very useful	1	1	2	0	2	0	1	0	7	4.73	53	13.25	125	31.25	6	33.33	7	6	7	7	27	31.76	7	5	3	6	4
quite useful	5	2	2	0	4	3	3	1	22	14.86	92	23	33	33	5	27.78	5	4	11	5	25	29.41	4	2	8	5	6
don't know	5	3	8	7	5	6	8	8	58	39.19	137	34.25	26.25	26.25	5	27.78	8	7	5	4	24	28.24	1	2	8	9	3
not very useful	3	3	1	1	2	2	2	4	25	16.89	54	13.5	5.5	5.5	22	0.00	1	2	1	2	6	7.06	2	1	4	0	0
not at all useful	3	2	6	4	9	3	5	1	36	24.32	62	15.5	3.5	3.5	14	11.11	1	1	0	1	3	3.53	0	1	0	0	1
no response									0	0.00	2	0.5	0.25	0.25	1	0.00					0	0.00					
multiple response																											
TOTAL	17	11	19	12	22	14	19	14	148	100.00	400	100	100	100	18	100.00	22	20	24	19	85	100.00	14	11	23	20	14
P2Q24																											
yes	6	3	2	1	6	5	3	4	32	21.62	160	40	66.5	66.5	11	61.11	16	16	18	13	63	74.12	9	7	15	9	11
no	10	6	16	11	16	8	13	10	108	72.97	221	55.25	30.25	30.25	7	38.89	6	4	6	5	21	24.71	4	4	8	10	3
DK	1	1	1				2		4	2.70	7	1.75	1.25	1.25	5	0.00					0	0.00					
NR	1	1				1	1		4	2.70	11	2.75	1.25	1.25	5	0.00					0	0.00	1				1
MR									0	0.00	1	0.25	0.75	0.75	3	0.00				1	1	1.18					
TOTAL	17	11	19	12	22	14	19	14	148	100.00	400	100	100	100	18	100.00	22	20	24	19	85	100.00	14	11	23	20	14

SCHOOL/CLASS	F3 TOTAL	FRENCH SAMPLE												F4 TOTAL	F4%	F5	F5%	F6	F6%	F7A	F7B	F7C	F7D	F7E	F7 TOTAL	F7%	
		F4A	F4B	F4C	F4D																						
ER VALUE																											
P2Q7h																											
agree	51	62.20	17	18	21	20		76	78.35	10	83.33	14	66.67	14	12	16	12	14							68	80.00	
disagree	26	31.71	7	3	5	3		18	18.56	2	16.67	7	33.33	2	6	3	2	2							15	17.65	
don't know	0	0.00						0	0.00		0.00		0.00												0	0.00	
no response	5	6.10			1	1		2	2.08		0.00		0.00								1				1	1.18	
multiple response	0	0.00	1					1	1.03		0.00		0.00	1											1	1.18	
other response	0	0.00						0	0.00		0.00		0.00												0	0.00	
TOTAL	82	100.00	25	21	27	24		97	100.00	12	100.00	21	100.00	17	18	20	14	16							85	100.00	
P2Q7n																											
agree	16	19.51	1	2	1	5		9	9.28	1	8.33	4	19.05	4	3	2	4	2							15	17.85	
disagree	60	73.17	23	17	25	18		83	85.57	11	91.67	17	80.95	12	14	18	9	13							66	77.85	
don't know	1	1.22						0	0.00		0.00		0.00												0	0.00	
no response	4	4.88	1	2	1			4	4.12		0.00		0.00					1							2	2.35	
multiple response	1	1.22				1		1	1.03		0.00		0.00	1				1							2	2.35	
other response	0	0.00						0	0.00		0.00		0.00												0	0.00	
TOTAL	82	100.00	25	21	27	24		97	100.00	12	100.00	21	100.00	17	18	20	14	16							85	100.00	
P2Q7t																											
agree	19	23.17	4	2	4	3		13	13.40	3	25.00	9	42.86	9	9	4	7	2							31	36.47	
disagree	60	73.17	21	19	23	21		84	86.60	9	75.00	12	57.14	8	9	16	6	14							53	62.35	
don't know	0	0.00						0	0.00		0.00		0.00												0	0.00	
no response	3	3.66						0	0.00		0.00		0.00												0	0.00	
multiple response	0	0.00						0	0.00		0.00		0.00					1							1	1.18	
other response	0	0.00						0	0.00		0.00		0.00												0	0.00	
TOTAL	82	100.00	25	21	27	24		97	100.00	12	100.00	21	100.00	17	18	20	14	16							85	100.00	
P2Q7u																											
agree	69	84.15	24	19	25	21		89	91.75	11	91.67	15	71.43	13	16	20	13	15							77	90.59	
disagree	10	12.20	1	2	2	2		7	7.22	1	8.33	6	28.57	4	1	0	1	1							7	8.24	
don't know	0	0.00						0	0.00		0.00		0.00												1	1.18	
no response	3	3.66				1		1	1.03		0.00		0.00												0	0.00	
multiple response	0	0.00						0	0.00		0.00		0.00												0	0.00	
other response	0	0.00						0	0.00		0.00		0.00												0	0.00	
TOTAL	82	100.00	25	21	27	24		97	100.00	12	100.00	21	100.00	17	18	20	14	16							85	100.00	

SCHOOL/CLASS	F3 TOTAL	F3%	FRENCH SAMPLE										F7 TOTAL	F7%					
			F4A	F4B	F4C	F4D	F4 TOTAL	F4%	F5	F5%	F6	F6%			F7A	F7B	F7C	F7D	F7E
P2Q18	25	30.49	11	5	7	6	29	29.90	4	33.33	5	23.81	5	6	8	2	8	29	34.12
very useful																			
quite useful	25	30.49	9	10	12	9	40	41.24	4	33.33	6	28.57	4	7	6	4	6	27	31.76
don't know	23	28.05	4	4	7	6	21	21.65	3	25.00	10	47.62	6	4	4	3	2	19	22.35
not very useful	7	8.54	1	1	1	0	3	3.09	1	6.33	0	0.00	1	1	1	2	0	5	5.88
not at all useful	2	2.44	0	1	0	3	4	4.12	0	0.00	0	0.00	1	0	0	2	0	3	3.53
no response	0	0.00					0	0.00		0.00								1	1.18
multiple response																		1	1.18
TOTAL	82	100.00	25	21	27	24	97	100.00	12	100.00	21	100.00	17	18	20	14	16	85	100.00
P2Q24																			
yes	51	62.20	16	17	25	21	79	81.44	7	58.33	10	47.62	7	8	13	8	9	45	52.94
no	29	35.37	7	4	2	3	18	18.49	4	33.33	10	47.62	8	8	6	6	6	34	40.00
DK	0	0.00	1				1	1.03	1	8.33		0.00	2		1			3	3.53
NR	2	2.44	1				1	1.03		0.00		0.00		1			1	2	2.35
MR	0	0.00					0	0.00		0.00	1	4.76		1				1	1.18
TOTAL	82	100.00	25	21	27	24	97	100.00	12	100.00	21	100.00	17	18	20	14	16	85	100.00