

Instructions for Likert-type scales

The following pages contain a number of statements with which some people agree and others disagree. Please rate how much you personally agree or disagree with these statements-how much they reflect how you feel or think personally. Use the following scale:

- (1) totally disagree
- (2) generally disagree
- (3) I have reservations
- (4) agree to a certain extent
- (5) generally agree
- (6) totally agree

For each statement, write in the left margin the number corresponding to the degree of your agreement or disagreement. Note, there is not right or wrong answer. All that is important is that you indicate your personal feeling.

➔ **TO THE USER:** The Orientation scales are measured on the above 6-point Likert scale. A high score indicates positive endorsement of that orientation.

1. Orientations

a. Instrumental Orientation

Studying English is important to me...

1. because I may need it later on for job/studies.
2. because without it one cannot be successful in any field.
3. because I don't want to get bad marks in it at school.
4. because it is expected of me.
5. because I would like to take the State Language Exam in English.

b. Knowledge Orientation

Studying English is important to me...

1. so that I can be a more knowledgeable person.
2. so that I can broaden my outlook.
3. because I would like to learn as many foreign language as possible.
4. because an educated person is supposed to be able to speak English.
5. so that I can read English books, newspapers, or magazines.

c. Travel Orientation

Studying English is important to me...

1. because I would like to spend some time abroad.
2. because it will help when traveling.
3. because without English I won't be able to travel a lot.
4. because I would like to travel to countries where English is used.

d. Friendship Orientation

Studying English is important to me...

1. because I would like to meet foreigners with whom I can speak English.
2. because I would like to make friends with foreigners.
3. so that I can keep in touch with foreign friends and acquaintances.
4. because it will enable me to get to know new people from different parts of the world.

e. Sociocultural Orientation

Studying English is important to me...

1. so that I can understand English-speaking films, videos, TV, or radio.
2. so that I can understand English pop music.
3. because it will enable me to get to know various cultures and peoples and learn more about what is happening in the world.
4. because it will enable me to learn more about the English world.
5. because it will enable me to get to know various cultures and peoples.

f. Integrative Orientation

It is important for me to know English...

1. in order to get to know the life of the English-speaking nations.
2. in order to better understand the English-speaking nations' behavior and problems.
3. in order to be similar to the British/Americans.
4. in order to think and behave like the English/Americans do.

➔ TO THE USER: The following scale is measured on the 6-point Likert scale. The asterisk "*" indicates those items that are reversed prior to computing the total score for the scale. A high score indicates positive attitudes toward learning English.

2. Attitudes Toward Learning English

1. I really like learning English.
2. I would rather spend my time on subjects other than English. *
3. Sometimes English is a burden for me. *
4. English is an important subject in the school program.

5. I do not particularly like the process of learning English and I do it only because I may need the language. *

➔TO THE USER: The following scale is measured on the 6-point Likert scale. A high score indicates positive attitudes toward the British.

3. Attitudes Toward the British

1. The British are open-minded and modern people.
2. The British are kind and friendly.
3. The more I learn about the British, the more I like them.
4. I would like to know more British people.
5. The British are usually reliable and honest.

➔TO THE USER: The following scale is measured on the 6-point Likert scale. A high score indicates positive attitudes toward Americans.

4. Attitudes Toward the Americans

1. The Americans are sociable and hospitable.
2. I would like to know more American people.
3. I like the way the Americans behave.
4. The Americans are friendly people.
5. The Americans are kind and cheerful.

➔TO THE USER: The following scale is measured on the 6-point Likert scale. The asterisk “*” indicates those items that are reversed prior to computing the total score for the scale. A high score indicates a high need for achievement.

5. Need for Achievement

1. I hate to do a job with less than my best effort.
2. I easily give up goals which prove hard to reach. *
3. I enjoy hard work.
4. In my work, I seldom do more than is necessary. *

➔TO THE USER: The following scale is measured on the 6-point Likert scale. The asterisk “*” indicates those items that are reversed prior to computing the total score for the scale. A high score indicates high motivation to learn English.

6. Motivational Intensity

1. I frequently think over what we have learned in my English class.
2. To be honest, I very often skimp on my English homework. *
3. If my teacher wanted someone to do an extra English assignment, I would certainly volunteer.
4. Considering how I study English, I can honestly say that I do very little work. *

➔TO THE USER: The following scale is measured on the 6-point Likert scale. A high

score indicates high anxiety in English class.

7. Anxiety in Class

1. It embarrasses me to volunteer answers in our English class.
2. I never feel quite sure of myself when I am speaking English in our English class.
3. I always feel that the other students speak English better than I do.
4. I get nervous and confused when I am speaking in my English class.
5. I am afraid that other students will laugh at me when I speak English.

➔TO THE USER: The following scale is measured on the 6-point Likert scale. The asterisk “*” indicates those items that are reversed prior to computing the total score for the scale. A high score indicates high English use anxiety.

8. English Use Anxiety

1. When I have to speak in English on the phone I easily become confused.
2. I do not find it at all embarrassing if I have to give directions in English to English-speaking tourists. *
3. I feel calm and confident in the company of English-speaking people.
4. I usually get uneasy when I have to speak in English. *

➔TO THE USER: The following scale is measured on the 6-point Likert scale. The asterisk “*” indicates those items that are reversed prior to computing the total score for the scale. A high score indicates high group cohesion.

9. Perceived Group Cohesion in the Student

1. Sometimes there are tensions among group members, which make it difficult to concentrate on learning. *
2. There are some people in this group who do not really like each other. *
3. There are some cliques in this group. *
4. I think some people in this group feel left out. *
5. Compared to other groups like mine, I feel my group is better than most.
6. This group is composed of people who fit together.
7. If I were to participate in another group like this one, I would want it to include people who are very similar to the ones in this group.
8. I am dissatisfied with my group. *

Instructions for using the self-evaluation scales

Indicate your response to the following statements by crossing out the number which most corresponds to your evaluation. For example, if you think that you can read French ‘all right’, cross out the line marked (3), like this:

1. I read French...

(1) : (2) : ~~(3)~~ : (4) : (5) : (6)

quite not too all right quite well very
badly well well well

➔TO THE USER: The Evaluation of English competence is measured on the above 6-point scale. A high score indicates positive self-evaluations of English competence.

10. Self-Evaluation of English Competence

1. I can write in English.
2. I can understand English.
3. I can read English.
4. I can speak English.

Instructions for Likert-type scales

The following pages contain a number of statements with which some people agree and others disagree. Please rate how much you personally agree or disagree with these statements-how much they reflect how you feel or think personally. Use the following scale:

- (1) Absolutely not
- (2) Not really
- (3) Could be better
- (4) It's all right
- (5) More or less
- (6) Definitely yes

For each statement, write in the left margin the number corresponding to the degree of your agreement or disagreement. Note, there is not right or wrong answer. All that is important is that you indicate your personal feeling.

➔TO THE USER: Satisfaction is measured on the above 6-point Likert scale. A high score indicates satisfaction with the course and proficiency.

11. Satisfaction

1. Are you satisfied with your work in the English course?
2. Are you satisfied with your English proficiency?

12. Desired English proficiency

 elementary intermediate advanced
1.....2.....3.....4.....5.....6.....7

➔TO THE USER: The frequency and quality of contact are measured on the following 5-point scales:

Very rare contact ___ : ___ : ___ : ___ : ___ Very frequent contact

Very unpleasant contact ___ : ___ : ___ : ___ : ___ Very pleasant contact

High scores indicate frequent and pleasant inter-ethnic contact.

13. Frequency and Quality of Inter-Ethnic Contact

1. In your neighborhood.
2. At school.
3. On holiday or traveling abroad.
4. When meeting friends or relatives.
5. When listening to the radio, watching TV or videos.
6. When listening to music.
7. When using a computer.
8. When reading books or newspapers.
9. When corresponding with people.

➔TO THE USER: The Evaluations of the teacher and the course are measured on 7-point scales anchored by concepts describing the teacher and the course. The asterisk “*” indicates those items that are reversed prior to computing the total score for the scale. High scores indicate positive evaluations of the course and the teacher.

14. English Teacher Evaluation

a. Competence

competent ___ : ___ : ___ : ___ : ___ : ___ : ___ : incompetent*
suited ___ : ___ : ___ : ___ : ___ : ___ : ___ : unsuited*

b. Rapport

helpful ___ : ___ : ___ : ___ : ___ : ___ : ___ : unhelpful*
unfair ___ : ___ : ___ : ___ : ___ : ___ : ___ : fair
sympathetic ___ : ___ : ___ : ___ : ___ : ___ : ___ : unsympathetic*

c. Motivation

enthusiastic ___ : ___ : ___ : ___ : ___ : ___ : ___ : unenthusiastic*
lazy ___ : ___ : ___ : ___ : ___ : ___ : ___ : hardworking

d. Teaching Style/Personality

consistent ___ : ___ : ___ : ___ : ___ : ___ : ___ : inconsistent*
unimaginative ___ : ___ : ___ : ___ : ___ : ___ : ___ : imaginative
slapdash ___ : ___ : ___ : ___ : ___ : ___ : ___ : conscientious
boring ___ : ___ : ___ : ___ : ___ : ___ : ___ : interesting
strict ___ : ___ : ___ : ___ : ___ : ___ : ___ : lenient

15. English Course Evaluation

a. Attractiveness

interesting ___ : ___ : ___ : ___ : ___ : ___ : ___ : boring*
good atmosphere ___ : ___ : ___ : ___ : ___ : ___ : ___ : bad atmosphere*
uniform ___ : ___ : ___ : ___ : ___ : ___ : ___ : varied

b. Difficulty

easy ___ : ___ : ___ : ___ : ___ : ___ : ___ : difficult
confusing ___ : ___ : ___ : ___ : ___ : ___ : ___ : clear*

c. Relevance/Usefulness

useless ___ : ___ : ___ : ___ : ___ : ___ : ___ : useful
meaningful ___ : ___ : ___ : ___ : ___ : ___ : ___ : meaningless*

➔ TO THE USER: The following is a general information section that is usually included at the end of the questionnaire. This information is used in cases where the researcher is particularly interested in demographic analyses and comparisons.

16. General Information

1. Age: _____ 2. Gender: Male ___ Female ___

3. What is your mother tongue (the first language you learned)?

4. What language do you speak most often?

1. English

_____ 2. French

_____ 2. French

_____ 3. Other

_____ 3. Other

If other, please specify _____

If other, please specify _____

5. Please describe your mother's language background:

_____ 1. English.

_____ 2. French.

_____ 3. Both English and French.

_____ 4. English and another language.
another language.

_____ 5. French and another language.
language.

_____ 6. Other

6. Please describe your father's background:

_____ 1. English.

_____ 2. French.

_____ 3. Both English and French.

_____ 4. English and

_____ 5. French and another

_____ 6. Other

If you indicated that your mother's background includes a language other than French or English, please specify the language: _____

If you indicated that your father's background includes a language other than French or English, please specify the language: _____

7. How long have you been learning French? _____ years.

8. Do you speak a third language? Yes ___ No ___ If yes, please specify

9. Please describe your French education background:

- ___ 1. core French
- ___ 2. early French immersion
- ___ 3. middle French immersion
- ___ 4. late French immersion
- ___ 5. bilingual programme
- ___ 6. French school
- ___ 7. summer immersion course
- ___ 8. Other

If other, please describe _____

10. How long were you enrolled in this programme?

_____ years.

11. If you were enrolled in an immersion programme, what type was it?

- ___ 1. Full immersion
- ___ 2. Partial immersion
- ___ 3. Other

If other, please describe

THANK YOU FOR YOUR PARTICIPATION: IT IS GREATLY APPRECIATED.