An Analysis of the Relationship between Language Attitudes and English Attainment of Secondary Students in Hong Kong

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AN ANALYSIS OF THE RELATIONSHIP BETWEEN LANGUAGE ATTITUDES AND ENGLISH ATTAINMENT OF SECONDARY STUDENTS IN HONG KONG

Herbert D. Pierson, Gail S. Fu, and Sik-yum Lee

The Chinese University of Hong Kong

This study analyzes the relationship between English language attainment and attitudes towards English among Chinese-speaking (Canton dialect) secondary school students in Hong Kong. The subjects were Form IV (10th grade) students from both English medium and Chinese medium schools. Attitude measures were obtained by use of both direct and indirect means. Attitudes towards English were measured directly by means of a series of statements concerning the study and use of English to which subjects were asked to respond on five points scales. Indirectly, attitudes were measured with a scale of stereotypes modeled on the work of Spolsky. English attainment was assessed by a close procedure as suggested by Oller. Results of factor analysis of the direct attitude questions regarding English show that several of these attitude factors are significantly related to English attainment as measured by the close test. In some cases, however, the correlations were contrary to the directions that one might expect. In general, the statistical results of this study indicate that, for the population under study, the direct measure of attitude was a better predictor of English attainment than an indirect measure. The indirect measures obtained by asking Ss to rate (1) themselves, (2) themselves as they would like to be, (3) Chinese people, and (4) Westerners did produce some significant results, but these were not as strong indicators of language attainment as the results obtained from the direct measures.

Oller, Hudson, and Liu (1977), in a replication of certain measures developed by Spolsky (1969), have studied the relation between

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1 We wish to thank the Institute of Social Studies and the Humanities of The Chinese University of Hong Kong for the research grant which made this research possible. We also wish to thank in particular Dr. Rance Lee, Director, and Ms. Su-ming Hsu of the Social Research Centre for their help and guidance. Credit and thanks go also to research assistants Ms. Catherine Mak, Ms. Eliza Ching, and Mr. Fat-cheung Ng. Mr. Simon S.C. Chau, then of the Translation Centre of The Chinese University of Hong Kong, is to be thanked for his translation work. And finally, our appreciation goes to the staff of the English Advisory Inspectorate of the Hong Kong Education Department and to the faculty and students in schools who, ultimately, made this project possible.
attitudes towards and attained proficiency in English among native
speakers of Chinese in the United States. The study revealed meaningful
clusters of attitudinal variables which related to English proficiency;
attitudes towards both the self and the native language group correlated
positively, in general, with attained proficiency in English as a Second
Language (ESL). Indirect attitude scales based on Spolsky's work seemed
to account for more meaningful variance than the kind of direct attitude
measures tailored to the Lambert and Gardner (1972) model. The relation
between ESL proficiency and attitudes towards the target language group
were more complicated than the relationship between proficiency and
attitudes towards the self and towards one's own language group. There
was negative correlation, for instance, between desire to stay in the
U.S. permanently and ESL proficiency. The relation between reasons for
studying English or for travelling to the U.S. and attained proficiency
was, notes Oller, contrary to previous predictions. In concluding their
study, Oller et al. (1977) remark:

_it will be interesting to see, for example, if populations
abroad, studying English as a foreign language, show similar
patterns of correlation between attitudinal variables and
attained levels of English proficiency as are observed in
this study._

The present writers also felt that this was an interesting question, and
set out to explore in replication some of the questions which the Oller
study suggested to them. They also wished to explore further other
indirect attitude measures, agreeing as they did with Lyczak, Fu and Ho
(1976) that "the study of racial and ethnic prejudice was long hampered
by the limitation of self-report attitude measures" (p. 425). In their study, Lyczak et al. (1976) used Lambert's matched-guise technique with a population of Hong Kong bilinguals. In the current study, the writers wished to add to the small but growing body of research in Hong Kong which explores certain affective aspects of English language learning. At the same time, the writers wished to work along the lines of Spolsky (1969), Oller (1972), Chihara and Oller (1978), and others. They confronted, thereby, many of the questions and uncertainties discussed by Oller and Perkins (1978a and 1978b) as well as by Upshur et al. (1978) as to the reliability and dependability of attitude measures and the nature of the relationship, if any, between attitudes, affective factors, and language learning proficiency and efficiency.

METHOD

Materials. The researchers decided to take up the challenge suggested by Oller et al. (1977) that attitudinal studies on ESL populations abroad be replicated. In addition the researchers wished to find out which types of attitudinal measures, direct or indirect, were better predictors of language proficiency. They therefore used two distinct attitude measures, a direct measure based on the Ss agreement or disagreement with certain statements about language study and use in Hong Kong, and an indirect measure developed from the Spolsky (1969) scale of stereotypes as suggested and used by Oller et al. (1977).
The twenty-three statements used in this study were purposely emotive in nature so as to elicit a reaction from Ss. They were selected from a list of forty-six statements developed in Hong Kong over the years by Pierson. They emphasized the relationship of language with the categories of politics, social interaction, career, ethnicity, and education. It was felt that these statements were concerned with matters about which Hong Kong youth would not feel neutral.

ESL proficiency was measured by a cloze test similar to the one used by Oller et al. (1977). The actual cloze passage, like the one used by Oller, was chosen from Praninskas (1959). In preparing the cloze passage, the researchers deleted nothing from the first and last sentence, but deleted every seventh word in the rest of the passage. There were fifty blanks in the test which was scored by the exact word method.

A questionnaire was designed and included to obtain information about the Ss and their language background. This consisted of questions about the Ss' sex, family background, socio-economic status, education, knowledge of Chinese dialects, and acquaintance with English-speaking Westerners. Some of the questions in the questionnaire were suggested by Oller et al. (1977) and others by questionnaires which have been routinely used in the English language program at the Chinese University of Hong Kong. The questionnaire was given to the Ss in Chinese.

Subjects. Four hundred and sixty-six secondary school students at the Form IV (10th grade) level served as subjects: 258 of these
students were male, and 208 were female. After discarding incomplete responses, 416 and 431 subjects were used in the analysis of direct measures and indirect measures respectively. Ss came from 11 representative secondary schools throughout Hong Kong, including 8 English medium and 3 Chinese medium schools. The former teach all subjects in English except for Chinese history and literature. The latter teach all subjects in Chinese except for the English language lessons. Schools were also chosen to ensure a wide selection of schools as classified according to the nature of their funding: 2 were subsidized schools, 3 private, 3 grant, and 3 government.

Procedure. Subjects were tested in their own schools during a free period by two Chinese research assistants. Groups generally had thirty to forty students in them. All subjects completed the background questionnaire, the attitude questionnaire, and the cloze test.

RESULTS AND DISCUSSION

Means and standard deviations of each of the direct attitude questions are given in Table 1. The direct statements which elicited the strongest agreement (1 = absolutely agree; 5 = absolutely disagree) was (12) "If I use English, it means that I am not patriotic"; (16) "I wish that I could speak fluent and accurate English"; and (5) "At times I fear that by using English I will become like a foreigner." The statement (3) "When using English, I do not feel that I am Chinese any more" also elicited definite agreement. The fact that might be seen
emerging here, is that while Ss seem to want to speak better English, they are also ambivalent about actually using it. Paradoxically, one statement that received least agreement was (17) "I feel uneasy and not confident when speaking English". Ss also seem to disagree with the statements which read (4) "If I use English, I will be praised and approved of by my family, relatives, and friends"; (13) "If I use English, my status is raised"; and (2) "English is the mark of an educated person." These results seem to reflect a tension within the Ss between needing and wanting to use English, while at the same time maintaining one's identity as a Chinese in a Chinese society.

In part the results may reflect a very basic bafflement in the Hong Kong student himself. Robert Lord describes "bilingualism under pressure" as those cases where the "natural learning process has been interfered with at intolerable levels, and as a result is transformed into an artificial process." He sees the majority of Hong Kong school children as "bilinguals under pressure", and adds to this confusion the probable impact in Hong Kong of English on Cantonese and on the Chinese language in general, both at the cultural and semantic levels. He refers also to the weight of Chinese tradition, which in Hong Kong he sees as a mixed and ambiguous one.

Students may be told they don't write Chinese properly; that it is full of mistakes and deviations. They do not know where to look for any norm. Who and where are the guardians of these norms? There is in some cases genuine bafflement. And when our student visits China he finds that even his spoken Chinese is not adequate for all purposes either. In Hong Kong to say 'I am Chinese' is to make a statement of a very complicated sort. On occasion, when it is said, it means: 'I seem to be losing my identity. Tell me who and what I am' (Lord, 1976).
Perhaps some of the paradoxes which emerged in the results of this study may in part be a reflection of this bafflement: "Tell me who and what I am".

The direct attitude questions relating to Ss feelings towards the use and study of English are assessed by a factor analysis model with eleven factors. Within each factor, the variables with varimax rotated loadings larger than 0.45 are reported in Table 2. A stepwise regression with the cloze test score as the dependent variable and factors as independent variables is given in Table 3. The program stopped at the sixth step because the increase of the multiple correlation coefficient by additional variables was negligible. The F value is equal to 16.35, with degrees of freedom of 6 and 410, indicating that these factors are significant predictors of the cloze score. Here the R-value is equal to .44, indicating that the proportion of variation in English attainment that is accounted for by these factors is roughly 19%.

Interestingly, the correlations do not always fall in the directions that one might predict. For example, in Factor 5, the more Ss agreed with the statements that they should not be forced to learn English and that English should not be one of the media of instruction in the Hong Kong schools, the higher the score on the cloze test. This might indicate that it is the better language learner who may be more perceptive about matters of language and more able to identify the need for more language choice in Hong Kong. An extremely interesting
possibility to consider here is the one which Oller poses in his useful article entitled "Research on the Measurement of Affective Variables: Some Remaining Questions". Here he suggests that it is the better language learner—be it in the first or the second language—who can better understand the questions of an attitude questionnaire and who can therefore give more perceptive and accurate responses. He is also more able to "psych" out what answers are expected of him, and to give answers compatible with his perception of the predispositions of the interviewer (Oller, 1979).

In factor 9, the more the Ss agreed that they would take up English even if it were not compulsory, the higher their cloze scores. This result is perhaps to be expected on the premise that one is more motivated to study a subject one likes, or alternatively, one tends to be motivated in subjects one succeeds in (Atkinson, 1964). Curiously, the more the Ss said they felt uneasy and insecure when speaking English, the higher their cloze scores. Here perhaps we should note that the Ss English attainment was assessed only through the written medium. Oral communication was not involved, so there is no necessary conflict between higher attainment in writing or reading English and feeling uncomfortable, psychologically or emotionally, when speaking English. Equally interesting is the fact that the more Ss agreed with the statement "If I use English, I will be praised and approved of by my family, relatives and friends", the lower their cloze scores. This might indicate an awareness of the prestige value of English in Hong Kong and some kind of internal resistance
to participating in that mentality. It might indicate also an unwillingness to separate oneself from family and friends who may not speak English well or at all. Similar forces may lie behind the fact that the more Ss agreed with statements about feeling discomfort when hearing Chinese speakers using English, the lower their cloze scores. Also, the more they felt that English was the mark of an educated person, the lower the cloze scores. These results seem to indicate that, in the population under study, English attainment is related in interesting and complex ways to feelings about language and its use in this society.

Of relevance here is the study done by Taylor, Meynard and Rheault (1977) in which they look at the threat to ethnic identity and second-language learning. They asked respondents to rate (1) the extent to which they felt their ethnic identity was threatened; (2) their degree of English language competence; and (3) the potential costs and rewards for learning English. Most notably, they found that respondents with more contact with English speakers were themselves better English speakers and those who felt their own cultural identity not threatened were more competent speakers of English. The researchers correctly note that the social conditions which contribute to second-language learning without loss of identity need to be thoroughly researched in order that we may better understand how language and ethnicity operate in multicultural settings. Oller (1979) poses some additional matters for consideration here. In particular he reminds us of the "self-flattery" factor—the desire to appear acceptable in one's
own eyes—and of the "approval motive"—the desire to appear acceptable in the eyes of others. Ollier refers to work he has done in which it was possible to show that as much as 25% of the variance in self-ratings may be attributed to self-flattery. In our own study, the paradoxical directions that some of the results took might be somehow related to these matters of self-flattery, approval motive, and threat to identity.

Table 4 shows the twenty attributes by which Ss were asked to rate (1) themselves, (2) themselves as they would like to be, (3) Chinese people, and (4) Westerners. A comparison of column one and column three gives the values that Ss placed on each trait (1 = the trait applies very well; 5 = the trait does not apply at all). Comparing the mean ratings of Chinese against the ratings of Westerners indirectly gives us insight into Ss attitudes about the language groups involved and their motivations for language study. Chinese were rated more favourably on 12 scales: they were seen as more "conservative in outlook", "loyal to one's family", "trustworthy", "hardworking", "gentle and graceful", "able and far-sighted", "understanding to others", "persistent", "clever and smart", "motivated to strive for success", "logically minded and wise", and "sincere". Westerners, on the other hand, were rated more "cool and clear-headed", "frank and honest", "easy to get along with", "successful", "humble and polite", "presentable in appearance", "self-confident", and "like to help others". Perhaps these results, like Lyczak's et al. (1976), could be seen to fall along lines which might be encouraged by the Hong Kong colonial situation. Ss apparently tend to rank Westerners high on those qualities such as appearance, affability,
and clear thinking which can be associated with the successful business person. Most of the Westerners whom these Ss might be exposed to in Hong Kong are probably in business or administration and probably tend to be, generally, quite successful and well-off. The Chinese, while also being favored on certain traits which can be associated with success, seem to be rated favorably on qualities which might traditionally be seen as being acquired at home, in the family. These are qualities such as trust, loyalty, sincerity, gentleness, and gracefulness.

Tables 5, 6, 7, and 8 deal with the stereotype scales which were adapted from Spolsky (1969) as suggested and used by Oller et al. (1977). These tables give the results of stepwise multiple regression analyses based on the twenty traits with the cloze score as the dependent variable. In other words, the researchers wanted to know to what extent these indirect attitudes variables explain differences in cloze score results. Table 5 summarizes the results of a multiple regression analysis of which adjectives used by Ss to describe themselves would significantly predict the cloze scores. Five of the stereotypes from Ss self-ratings entered the regression equation. The associated F value is equal to 5.61 with degrees of freedom equal to 5 and 426, indicating that they were statistically significant predictors of the cloze score. The more Ss thought of themselves as "very able and far-sighted", "frank and honest", the lower the cloze scores. The more they thought of themselves as "humble and polite", "motivated to strive for success", and "trustworthy", the higher the cloze scores.
Table 6 provides analysis based on the section of the indirect attitude questionnaire pertaining to how Ss would like to be. The more Ss wanted to be "sincere when dealing with others", "loyal to one's family", and "motivated to strive for success", the better they performed on the cloze test. The more they thought of their idealized self as "very able and far-sighted", the lower the cloze scores.

One would have expected "motivated to strive for success" to correlate positively with the cloze score. However, the positive correlation of "loyal to one's family" at a significant level needs some further explanation. The Chinese characters which convey this notion 老 (haun seuhn), are difficult to translate. They convey the idea of filial piety which is a traditional Chinese virtue characteristic of a strong sense of Chinese ethnicity. The fact that this quality correlates so highly with English proficiency might lead one to ask the question: does success in mastering the language of an alien culture pressure one to maintain one's cultural identity? This would be a very fruitful area of research in light of the fact that Hong Kong still has colonial status.

Table 7 summarizes Ss attitudes toward Chinese people. The results indicate that the more the Ss thought of Chinese people as "presentable and outstanding in appearance", "humble and polite", the lower the cloze scores. The more they saw Chinese people as "clever and smart" and "trustworthy", the better they did on the cloze test.

As indicated in Table 8, the more Ss felt Western people could be described as "gentle and graceful", the more they could be described as "trustworthy", the lower the Ss cloze scores. The more Ss felt Western
people could be described as "logically minded and wise", "hardworking", and "self-confident", the higher the Ss cloze scores.

The tentative nature of the results from the indirect measures puzzled the researchers because of Spolsky's (1969) assertion that more indirect measures of attitudinal orientation were relatively more successful in predicting English attainment. In addition, Oller's study seems to confirm the usefulness of this type of measure.

CONCLUSION

The R-values associated with Tables 2, 5, 6, 7, & 8 are equal to .44, .25, .22, and .25 respectively. These statistical results indicate that a direct measure of attitude is a better predictor of English attainment than an indirect measure for the population under study. This contrasts with Oller et al. (1977) who found an indirect measure based on a scale of stereotypes a better predictor. Reasons can be suggested for this. First of all, the sample size in the present study was over 400, almost ten times greater than the sample size in the Oller et al. (1977) study. Secondly, the population under investigation in this study was a group of culturally homogeneous Chinese school children from Hong Kong with little or no personal contact with Westerners. This differs from Oller's population which consisted of Chinese students at the graduate level from both Hong Kong and Taiwan who were in the process of being acculturated to the United States and living in an English-speaking environment.
The predictive value of the attitudinal variables is not so powerful as the researchers might have expected. English proficiency could not be easily predicted from attitudinal measures, but some attitudinal variables appeared to be better predictors than others. For example, a number of attitudinal variables concerned with freedom of language choice, desire to learn English, lack of self-confidence in using English, approbation for using English, discomfort about Chinese-speakers using English, and English as a mark of education correlated significantly with English attainment. The lack of power in these measures may be further indication of the complexity of the issues involved in attitude studies. In his article "Social Psychological Aspects of Second Language Acquisition", Gardner (1979) constructs a theoretical framework which features four individual difference variables (intelligence, language aptitude, motivation and situational anxiety) and links them conceptually to the social milieu. He further indicates how they interact with the context of language acquisition and give rise to different outcomes. In this way, Gardner attempts to bring together explicitly in one framework factors which have been frequently discussed for many years, but too often perhaps in theoretical isolation. Problems of inconsistency in data may point in fact to an oversimplification of the relationship between attitudes and proficiency and to a need for greater recognition of the interaction between a whole constellation of factors, as Gardner points out.

It is felt that the line of research discussed in the present study should be pursued vigorously since a number of promising areas
revealed themselves during the investigation. One particularly promising direction lies in the development of increasingly sophisticated direct attitude measures. Such measures might uncover an even stronger relationship between attitudes and proficiency. The researchers hope that these measures will be developed and tested on populations in different linguistic, geographical, and cultural environments. In closing, we would be remiss not to note Oller's (1979) statement:

"Concerning the presently popular post hoc (ad hoc?) interpretations of the results of affective studies, a serious skepticism is enjoined." He goes on to say that "until discriminant and convergent validity can be shown, the whole superstructure of attitude theory is without a secure empirical foundation." We can only underscore his assertion and echo his tentative tone.
Bibliography


TABLE 1
Means and standard deviations for direct attitude questions concerning Ss' feelings about the use and study of English.

<table>
<thead>
<tr>
<th>Question</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. It is a good thing to have English as the main official language of Hong Kong.</td>
<td>3.3</td>
<td>1.1</td>
</tr>
<tr>
<td>2. English is the mark of an educated person.</td>
<td>3.9</td>
<td>1.3</td>
</tr>
<tr>
<td>3. When using English, I do not feel that I am Chinese any more.</td>
<td>1.5</td>
<td>0.9</td>
</tr>
<tr>
<td>4. If I use English, I will be praised and approved of by my family, relatives, and friends.</td>
<td>3.7</td>
<td>1.3</td>
</tr>
<tr>
<td>5. At times I fear that by using English I will become like a foreigner.</td>
<td>1.4</td>
<td>0.7</td>
</tr>
<tr>
<td>6. I should not be forced to learn English.</td>
<td>2.7</td>
<td>1.4</td>
</tr>
<tr>
<td>7. To read English magazines is a kind of enjoyment.</td>
<td>3.1</td>
<td>1.1</td>
</tr>
<tr>
<td>8. I do not feel awkward when using English.</td>
<td>2.2</td>
<td>1.1</td>
</tr>
<tr>
<td>9. I love conversing with Westerners in English.</td>
<td>2.4</td>
<td>1.1</td>
</tr>
<tr>
<td>10. The Cantonese language is superior to English.</td>
<td>3.4</td>
<td>1.2</td>
</tr>
<tr>
<td>11. I like to see English-speaking films.</td>
<td>2.7</td>
<td>1.1</td>
</tr>
<tr>
<td>12. If I use English, it means that I am not patriotic.</td>
<td>1.3</td>
<td>0.6</td>
</tr>
<tr>
<td>13. If I use English, my status is raised.</td>
<td>3.8</td>
<td>1.3</td>
</tr>
<tr>
<td>14. I feel uncomfortable when hearing one Chinese speaking to another in English.</td>
<td>3.5</td>
<td>1.4</td>
</tr>
<tr>
<td>15. My history, geography and mathematics textbooks should be written in or translated into Chinese</td>
<td>2.8</td>
<td>1.1</td>
</tr>
<tr>
<td>16. I wish that I could speak fluent and accurate English.</td>
<td>1.4</td>
<td>0.9</td>
</tr>
<tr>
<td>17. I feel uneasy and lack confidence when speaking English.</td>
<td>3.6</td>
<td>1.2</td>
</tr>
<tr>
<td>18. The use of English is one of the most crucial factors which has contributed to the success of Hong Kong's prosperity and development today.</td>
<td>3.1</td>
<td>1.2</td>
</tr>
<tr>
<td>19. The English language sounds very nice.</td>
<td>2.8</td>
<td>1.0</td>
</tr>
<tr>
<td>20. I would take English even if it were not a compulsory subject in school.</td>
<td>1.9</td>
<td>1.0</td>
</tr>
<tr>
<td>21. I feel uneasy when hearing a Chinese speaking English.</td>
<td>2.4</td>
<td>1.1</td>
</tr>
<tr>
<td>22. English should not be a medium of instruction in the schools in Hong Kong.</td>
<td>1.8</td>
<td>1.0</td>
</tr>
<tr>
<td>23. The command of English is very helpful in understanding foreigners and their cultures.</td>
<td>1.6</td>
<td>1.0</td>
</tr>
</tbody>
</table>

* Ss were asked to indicate the degree of their agreement with each of the statements using the following five point scale: 1 = "absolutely agree"; 2 = "quite agree"; 3 = "no opinion"; 4 = "quite disagree"; 5 = "absolutely disagree".
### TABLE 2

Factor analysis over direct attitude questions concerning Ss' feelings about the use and study of English.

<table>
<thead>
<tr>
<th>Factor</th>
<th>Description</th>
<th>Point Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Factor 1</td>
<td><strong>POSITIVE ORIENTATION TOWARDS ENGLISH</strong>&lt;br&gt;It is a good thing to have English as the main official language of Hong Kong.&lt;br&gt;The use of English is one of the most crucial factors which has contributed to the success of Hong Kong's prosperity and development.&lt;br&gt;The English language sounds very nice.</td>
<td>0.45</td>
</tr>
<tr>
<td>Factor 2</td>
<td><strong>DESIRE TO CONVERSE WITH WESTERNERS</strong>&lt;br&gt;I love conversing with Westerners in English.</td>
<td>0.53</td>
</tr>
<tr>
<td>Factor 3</td>
<td><strong>DISCOMFORT ABOUT CHINESE SPEAKERS USING ENGLISH</strong>&lt;br&gt;I feel uncomfortable when hearing one Chinese speaking to another in English.&lt;br&gt;I feel uneasy when hearing a Chinese speaking English.</td>
<td>0.64, 0.59</td>
</tr>
<tr>
<td>Factor 4</td>
<td><strong>APPROBATION FOR USING ENGLISH</strong>&lt;br&gt;If I use English, I will be praised and approved of by my family, relatives, and friends.&lt;br&gt;If I use English, my status is raised.</td>
<td>0.51, 0.62</td>
</tr>
<tr>
<td>Factor 5</td>
<td><strong>FREEDOM OF LANGUAGE CHOICE</strong>&lt;br&gt;I should not be forced to learn English.&lt;br&gt;English should not be a medium of instruction in the schools in Hong Kong.</td>
<td>0.49, 0.50</td>
</tr>
<tr>
<td>Factor 6</td>
<td><strong>ENGLISH AS DETRACTING FROM CULTURAL IDENTITY</strong>&lt;br&gt;When using English, I do not feel that I am Chinese any more.&lt;br&gt;At times I fear that by using English I will become like a foreigner.</td>
<td>0.55, 0.58</td>
</tr>
<tr>
<td>Factor 7</td>
<td><strong>SELF-CONFIDENCE IN USING ENGLISH</strong>&lt;br&gt;I do not feel awkward when using English.</td>
<td>0.81</td>
</tr>
<tr>
<td>Factor 8</td>
<td><strong>ENGLISH AS MARK OF EDUCATION</strong>&lt;br&gt;English is the mark of an educated person.</td>
<td>0.80</td>
</tr>
<tr>
<td>Factor 9</td>
<td><strong>DESIRE TO LEARN ENGLISH</strong>&lt;br&gt;I would take English even if it were not a compulsory subject in school.</td>
<td>0.75</td>
</tr>
<tr>
<td>Factor 10</td>
<td><strong>LACK OF SELF-CONFIDENCE IN USING ENGLISH</strong>&lt;br&gt;I feel uneasy and lack confidence when speaking English.</td>
<td>0.51</td>
</tr>
<tr>
<td>Factor 11</td>
<td><strong>MOTHER TONGUE Favored OVER ENGLISH</strong>&lt;br&gt;The Cantonese language is superior to English.</td>
<td>0.55</td>
</tr>
</tbody>
</table>
Table 2: In relation to the proficiency as measured by a cloze test.

Stepwise regression analysis of direct attitude factors (summarized in Table 2).

<table>
<thead>
<tr>
<th>Step</th>
<th>R</th>
<th>R-Value (d.f.)</th>
<th># Factor entered</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>0.44</td>
<td>0.04 (6.40)</td>
<td>Factor 6: MARK OF ENGLISH AS MARK OF DIPLOMATE SPEAKERS OF HUNGARIAN</td>
</tr>
<tr>
<td>5</td>
<td>0.45</td>
<td>0.03 (5.41)</td>
<td>Factor 5: DISCOMFORT ABOUT CHINESE ENGLISH</td>
</tr>
<tr>
<td>4</td>
<td>0.59</td>
<td>0.02 (4.42)</td>
<td>Factor 4: APPROPRIATION FOR USING ENGLISH</td>
</tr>
<tr>
<td>3</td>
<td>0.36</td>
<td>0.01 (3.43)</td>
<td>Factor 3: IN USING ENGLISH IN LACK OF SELF-CONFIDENCE</td>
</tr>
<tr>
<td>2</td>
<td>0.55</td>
<td>0.00 (2.44)</td>
<td>Factor 2: DESIRE TO LEARN ENGLISH</td>
</tr>
<tr>
<td>1</td>
<td>0.49</td>
<td>0.00 (1.45)</td>
<td>Factor 1: FREEDOM OF LANGUAGE</td>
</tr>
</tbody>
</table>

y = 33.96 + 4.96x - 3.98x² - 2.98x³ + 3.3x⁴ + 1.85x⁵ + 1.80x⁶
<table>
<thead>
<tr>
<th>Traits</th>
<th>Mean</th>
<th>SD</th>
<th>Mean</th>
<th>SD</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at All</td>
<td>1.74</td>
<td>0.28</td>
<td>3.69</td>
<td>0.75</td>
<td>6.90</td>
<td>1.48</td>
</tr>
<tr>
<td>A Little</td>
<td>3.57</td>
<td>1.58</td>
<td>7.52</td>
<td>3.25</td>
<td>17.01</td>
<td>4.84</td>
</tr>
<tr>
<td>Not Very Much</td>
<td>1.74</td>
<td>0.28</td>
<td>3.69</td>
<td>0.75</td>
<td>6.90</td>
<td>1.48</td>
</tr>
<tr>
<td>A Lot</td>
<td>2.06</td>
<td>0.90</td>
<td>4.98</td>
<td>2.02</td>
<td>11.10</td>
<td>2.70</td>
</tr>
<tr>
<td>Premierly</td>
<td>2.06</td>
<td>0.90</td>
<td>4.98</td>
<td>2.02</td>
<td>11.10</td>
<td>2.70</td>
</tr>
<tr>
<td>Excellent</td>
<td>2.06</td>
<td>0.90</td>
<td>4.98</td>
<td>2.02</td>
<td>11.10</td>
<td>2.70</td>
</tr>
<tr>
<td>Had a Lot of Experience</td>
<td>2.06</td>
<td>0.90</td>
<td>4.98</td>
<td>2.02</td>
<td>11.10</td>
<td>2.70</td>
</tr>
<tr>
<td>Had a Lot of Fun</td>
<td>2.06</td>
<td>0.90</td>
<td>4.98</td>
<td>2.02</td>
<td>11.10</td>
<td>2.70</td>
</tr>
<tr>
<td>Very Safe &amp; Easy To Get Along With</td>
<td>2.06</td>
<td>0.90</td>
<td>4.98</td>
<td>2.02</td>
<td>11.10</td>
<td>2.70</td>
</tr>
<tr>
<td>Gentle &amp; Elegant</td>
<td>2.06</td>
<td>0.90</td>
<td>4.98</td>
<td>2.02</td>
<td>11.10</td>
<td>2.70</td>
</tr>
<tr>
<td>Liked</td>
<td>2.06</td>
<td>0.90</td>
<td>4.98</td>
<td>2.02</td>
<td>11.10</td>
<td>2.70</td>
</tr>
<tr>
<td>Dislike when dealing with others</td>
<td>2.06</td>
<td>0.90</td>
<td>4.98</td>
<td>2.02</td>
<td>11.10</td>
<td>2.70</td>
</tr>
<tr>
<td>Like to Help Others</td>
<td>2.06</td>
<td>0.90</td>
<td>4.98</td>
<td>2.02</td>
<td>11.10</td>
<td>2.70</td>
</tr>
<tr>
<td>Chinese</td>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
<td>SD</td>
</tr>
<tr>
<td>WESTERNERS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chinese</td>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
<td>SD</td>
</tr>
<tr>
<td>WESTERNERS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

N = 146

How would you like to be (ideal), how do Chinese people (Chineses), and how do see Westerners (Westerners)?

Means and standard deviations of twenty unipolar scale attributes in relation to how s sees self (Self).

TABLE 4
The regression equation is:
\[ y = 3.21 \cdot 3.79^4 + 3.35 \cdot 2.6x^2 - 2.3 \cdot 0.3x - 2.06x^2 + 2.5 \cdot 0.4x - 1.5 \cdot 0.48 \]

<table>
<thead>
<tr>
<th>Step</th>
<th>Variable entered</th>
<th>( R )-value (df, p)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Tactuality</td>
<td>0.25</td>
</tr>
<tr>
<td>4</td>
<td>Frank and honest</td>
<td>0.24</td>
</tr>
<tr>
<td>3</td>
<td>Success</td>
<td>0.21</td>
</tr>
<tr>
<td>2</td>
<td>Humble and polite</td>
<td>0.19</td>
</tr>
<tr>
<td>1</td>
<td>Very able and far-sighted</td>
<td>0.12</td>
</tr>
</tbody>
</table>

*In relation to close scores.*

Stepwise regression analysis of 66 self-ratings (RST).
TABLE 6

Regression equation:

\[ y = 4.17 \times 25 - 3.07 \times 1 - 1.56 \times 2 - 2.84 \times 1 + 1.47 \times 1 \]

<table>
<thead>
<tr>
<th>Step</th>
<th>Variable entered</th>
<th>Stepwise entered</th>
<th>( p )-value (stepwise)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>0.24 (very able and far-stretched ( X_1 ) )</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>0.23 (3.77)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>0.24 (family)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>0.19 (1.44)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: The table indicates the steps in a stepwise regression analysis, with variables entered in each step based on their statistical significance.
\[ y = 30.37 + 2.59x_1 - 2.80x_2 + 1.70x_3 \]

Regression equation

<table>
<thead>
<tr>
<th>Step</th>
<th>Variable Entered</th>
<th>( R )-Value (d.f.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Presentable</td>
<td>0.11</td>
</tr>
<tr>
<td>2</td>
<td>Clever and Smart</td>
<td>0.19</td>
</tr>
<tr>
<td>3</td>
<td>Trustworthiness</td>
<td>0.20</td>
</tr>
<tr>
<td>4</td>
<td>Humble and Polite</td>
<td>0.22</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>5.68</td>
</tr>
</tbody>
</table>

(Chinese) (in relation to Glee score)

Stepwise regression analysis of Glee ratings of Chinese people

TABLE
\[ y = 33.06 + 2.99x^2 - 2.4x + 0.05x^2 + 0.64x^4 - 1.52x^5 \]

**Regression equation:**

<table>
<thead>
<tr>
<th>Step</th>
<th>Variable Entered</th>
<th>P-Value (d.f.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Self-contradict</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(X^5)</td>
</tr>
<tr>
<td>4</td>
<td>Hardworking</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(X^4)</td>
</tr>
<tr>
<td>3</td>
<td>Trustworthiness</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(X^3)</td>
</tr>
<tr>
<td>2</td>
<td>Loyal and wise (X^2)</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Gentle and friendly (X)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(X^1)</td>
</tr>
</tbody>
</table>

*We refer to the relationship of 5s' traits of Western people.

TABLE 8
你對語言有什麼想法？

本港許多人士都懂得說中文和英文。這次調查希望找出中學生對語言的認識和語言的能力。

這份問卷是由香港中文大學的潘道生先生和傅斐儀女士擬訂，請你想清楚後才坦誠地填上資料，這樣調查才會成功。

請依照提示作答，所有資料全部不記姓名。

多謝你合作填這份問卷。
請選出合適的答案，在該行左面的數字上加圈：
（第2,6,7,等題除外，請填上答案）

1
你的性別是
1 男
2 女

2
你的出生日期是19__年__月__日。

3
你出生在
1 香港
2 中國大陸
3 台灣
4 澳門
5 其他（請詳細說明）

4
你現在住的房子是
1 家人自置的
2 租來的

5
你現在住的房子屬於
1 私家住宅
2 新屋
3 廉租屋
4 公司宿舍
5 政府宿舍
6 其他（請詳細說明）

6
你父親的職業是
（請詳細說明）

7
你母親的職業是
（請詳細說明）

8
如果你能說或懂中文外語可選下列各國語言
或方言，請圈上該行的數字：
1 廣東話
2 英語
3 國語
4 上海話
5 潮州話

9
你在家裏說那幾種話？
1 廣東話
2 英語
3 國語
4 上海話
5 潮州話
6 客家話
7 嶺南話
8 四邑話
9 新會話
10 福建話
11 其他（請詳細說明）

10
你從哪一年級開始正式學英文？
1 幼稚園一年級
2 幼稚園二年級
3 幼稚園三年級
4 小學一年級
5 小學二年級
6 小學三年級
7 小學四年級
8 小學五年級
9 小學六年級
10 中學一年級
11 中學二年級
12 中學三年級
13 中學四年級
14 你父親的英文程度怎樣？
1 完全不懂
2 很差
3 普通
4 相當不錯
5 极好
15 你母親的英文程度怎樣？
1 完全不懂
2 很差
3 普通
4 相當不錯
5 极好
16 你以前有多少位朋友是以英文為母語的？
1 沒有
2 共一位
3 共二位
4 共三位
5 共四位
6 共有四位以上
17 你目前有多少位朋友是以英文為母語的？
1 沒有
2 共一位
3 共二位
4 共三位
5 共四位
6 共有四位以上
18 你現在有多少位外籍教師正在教授你？
1 沒有
2 共一位
3 共二位
4 共三位
5 共四位
6 共有四位以上

以下各種說法你是否同意？請在每題中選一個號碼作答。
1 = 完全同意
2 = 一願同意
3 = 沒有意見
4 = 一願不同意
5 = 完全不同意
19 我使用英文就不觉得自己是中国
人。1 2 3 4 5

20 我使用英文，就會得到家人親友讚
許。1 2 3 4 5

21 有時我害怕自己說英文就變成了外
國人。1 2 3 4 5

22 我不應該被迫學英文。1 2 3 4 5

23 我覺得要英文書報雜誌是一種享受。1 2 3 4 5

24 我使用英文不覺得怪相。1 2 3 4 5

25 我喜歡和西人講英文。1 2 3 4 5

26 西洋話比英文優勝。1 2 3 4 5

27 我喜歡看英語對白的影片。1 2 3 4 5

28 如果我學英文，就是不愛國。1 2 3 4 5

29 我使用英文，地位就提高了。1 2 3 4 5

30 難到中國人和中國人用英語交談。
我感到很不自在。1 2 3 4 5

31 我用的歷史、地理、數學教材書應
該譯成中文或用中文撰寫。1 2 3 4 5

32 我想說英文說得流利又準確。
1 2 3 4 5

33 我說英語時感到不自在，沒有信心。
1 2 3 4 5

34 西洋話比英文優勝。1 2 3 4 5

35 香港整體發展之所以有今天，使用
英語是個重要的因素。1 2 3 4 5

36 英文這種語言聽來很悅耳。1 2 3 4 5

37 即使學校不規定必須修英文，我也
會修。1 2 3 4 5

38 聽到中國人講英文，覺得很不自然。
1 2 3 4 5

39 香港的學校不應該把英文作爲授課
語言之一。1 2 3 4 5

40 情英文對了解外國人和外國文化很
有幫助。1 2 3 4 5

以下各種說法，可以用來形容人的
特質，請在每題中選一個號碼。

1 = 非常合格
2 = 堅定合格
3 = 略為合格
4 = 不太合格
5 = 完全不合格

41 安定助人1 2 3 4 5

42 有自信心1 2 3 4 5

43 力求上進1 2 3 4 5

44 待人坦誠1 2 3 4 5

45 頭腦聰明1 2 3 4 5

46 堅定不移1 2 3 4 5

47 思想保守1 2 3 4 5

48 善解人意1 2 3 4 5

49 做事成功1 2 3 4 5

50 容易相處1 2 3 4 5

51 處事鎮定1 2 3 4 5

52 伶俐通達1 2 3 4 5

53 深思明辨1 2 3 4 5

54 婉約文雅1 2 3 4 5

55 直才大略1 2 3 4 5

56 謙遜有禮1 2 3 4 5

57 做事勤奮1 2 3 4 5

58 值得信頼1 2 3 4 5
| 59 | 樂意助人 | 1 2 3 4 5 | 70 | 容易相處 | 1 2 3 4 5 | 81 | 樂意助人 | 1 2 3 4 5 |
|---|---|---|---|---|---|---|---|
| 60 | 決心堅定 | 1 2 3 4 5 | 71 | 待人誠懇 | 1 2 3 4 5 | 82 | 有自信心 | 1 2 3 4 5 |

以下各種說法，可以用來形容人的

當你在選填時所用的

<table>
<thead>
<tr>
<th>72</th>
<th>慎思明辨</th>
<th>1 2 3 4 5</th>
<th>83</th>
<th>力求上進</th>
<th>1 2 3 4 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>73</td>
<td>寬柔文雅</td>
<td>1 2 3 4 5</td>
<td>84</td>
<td>待人坦誠</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

| 61 | 樂意助人 | 1 2 3 4 5 | 74 | 值得信賴 | 1 2 3 4 5 | 85 | 頭腦聰明 | 1 2 3 4 5 |
|---|---|---|---|---|---|---|---|
| 62 | 有自信心 | 1 2 3 4 5 | 75 | 精才大略 | 1 2 3 4 5 | 86 | 堅定不移 | 1 2 3 4 5 |

| 63 | 力求上進 | 1 2 3 4 5 | 76 | 謹慎有禮 | 1 2 3 4 5 | 87 | 思想保守 | 1 2 3 4 5 |
|---|---|---|---|---|---|---|---|
| 64 | 待人坦誠 | 1 2 3 4 5 | 77 | 客事鎮定 | 1 2 3 4 5 | 88 | 善解人意 | 1 2 3 4 5 |

| 65 | 頭腦聰明 | 1 2 3 4 5 | 78 | 徹事勤奮 | 1 2 3 4 5 | 89 | 功事成功 | 1 2 3 4 5 |
|---|---|---|---|---|---|---|---|
| 66 | 堅定不移 | 1 2 3 4 5 | 79 | 樂表出衆 | 1 2 3 4 5 | 90 | 容易相處 | 1 2 3 4 5 |

| 67 | 思想保守 | 1 2 3 4 5 | 80 | 決心堅定 | 1 2 3 4 5 | 91 | 功事鎮定 | 1 2 3 4 5 |

| 68 | 善解人意 | 1 2 3 4 5 | 81 | 樂意助人 | 1 2 3 4 5 | 92 | 待人誠懇 | 1 2 3 4 5 |

以下各種說法，可以用來形容人的

當你在選填時所用的

<table>
<thead>
<tr>
<th>82</th>
<th>有自信心</th>
<th>1 2 3 4 5</th>
<th>83</th>
<th>力求上進</th>
<th>1 2 3 4 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>84</td>
<td>待人坦誠</td>
<td>1 2 3 4 5</td>
<td>85</td>
<td>頭腦聰明</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>94</td>
<td>95</td>
<td>96</td>
<td>97</td>
<td>98</td>
<td>99</td>
</tr>
<tr>
<td>----</td>
<td>----</td>
<td>----</td>
<td>----</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>溫柔文雅</td>
<td>值得信賴</td>
<td>雄才大略</td>
<td>謙遜有禮</td>
<td>做事勤奮</td>
<td>儀表出衆</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

以下各種說法，可以用來形容人的特質。試著把這些話用來形容四人是否合適，請在每題中選一個號碼。
1 = 非常合適
2 = 相當合適
3 = 略微合適
4 = 不太合適
5 = 完全不合適

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香港雙峰名克星114-120號
嘉諾雪華大廈十三樓C座
In large universities, beginning science courses are often taught by groups of staff members instead of by individual professors. Each series of lectures is presented (1) by a different lecturer. The lecturers are (2) according to the areas of (3) in which they have done research. (4) lectures are presented in large auditoriums, (5) they are often attended by as (6) as 200 students.

In addition to (7) lectures, the students are required (8) to attend quiz or test sections which (9) supervised by assistants. In the quiz (10) the lectures are discussed and text (11) are assigned. Quizzes are given regularly (12) a week, and the quiz grades (13) recorded and averaged at the end (14) the semester. Many students aren't used (15) taking weekly quizzes and they don't (16) this system at first. Once they (17) used to it they like it (18) they find that it helps them (19) up to date in their assignments.

(20) experience is also provided for in (21) beginning science courses. Each student must (22) certain assigned experiments, some of which (23) complicated equipment which must be set (24) by a lab assistant. Sometimes two (25) working on the same experiment check (26) other's results. This practice is advantageous (27) long as each student does his (28) and has confidence in his own (29). It is unprofitable when one fellow (30) depends on the other for the (31) answer. Besides these lectures, quizzes, and (32) experiments, science students also make oral (33) on assigned research projects.

A science (34) who is really interested in his (35) won't depend on someone else to (36) his work for him. He will (37) carefully to the lectures and he (38) attend all of the meetings of (39) quiz section. He will look forward (40) each new assignment and he will (41) limit his reading to the text (42) will insist on having a list (43) supplementary readings. He may ask his (44) for one or he may borrow (45) from a graduate student in his (46). He won't object to doing an (47) over several times if his lab (48) isn't satisfied with his results. Only (49) this way can the student really (50) the material he is studying. Only in this way can he acquire a good foundation in the fundamentals of the subject.
APPENDIX II

(Translation from the Chinese version)

WHAT DO YOU THINK ABOUT LANGUAGE?

A lot of people in Hong Kong can speak both Chinese and English. This survey intends to investigate the opinions of students in secondary schools about languages and their ability in command them.

This questionnaire has been set by Mr. H.D. Pierson and Mrs. G.S. Fu of the Chinese University of Hong Kong. To make this survey a success, you are requested to think carefully and then fill in the questionnaire accurately.

Please answer as directed by the instructions. DO NOT PUT DOWN YOUR NAME, AS PERSONAL DATA WILL BE KEPT CONFIDENTIAL.

Thank you very much for your cooperation.
Please put a circle around the numeral which precedes the appropriate answer (except in Nos. 2, 6 and 7 where the answers have to be filled in):

1) Your sex:
   1. M
   2. F

2) Your date of birth: Year .... Month .... Date ....

3) You were born in: 1. Hong Kong
   2. Mainland China
   3. Taiwan
   4. Macao
   5. Elsewhere (Please specify) .......

4) The place you are now living is:
   1. owned by your family
   2. rented

5) The place you are now living is:
   1. private property
   2. resettlement estate
   3. low-rent housing
   4. company quarters
   5. government quarters
   6. none of the above (Please specify) ............

6) Your father's occupation is (Please put down in detail) ....
   ................................................

7) Your mother's occupation is (Please put down in detail) ....
   ................................................

8) Circle ALL the numbers which come before the languages which you can speak or understand:

   1. Cantonese
   2. English
   3. Mandarin
   4. Shanghainese
   5. Chiuchownese
   6. Hakkaneese
   7. Taishanese
   8. Szeyapnese
   9. Sunhuinese
  10. Fukienese
  11. Others (Please specify) .................
2. 

9) Circle ALL the numerals which come before the languages which you speak at home:

1. Cantonese
2. English
3. Mandarin
4. Shanghainese
5. Chiuchowhese
6. Hakkanese
7. Taishanese
8. Szyapnese
9. Sunhuinese
10. Fukieneese
11. Others* (Please specify) ........................................

10) At what level did you start receiving formal instructions in acquiring the English language?

1. 1st year in kindergarten
2. 2nd year in kindergarten
3. 3rd year in kindergarten
4. Primary 1
5. Primary 2
6. Primary 3
7. Primary 4
8. Primary 5
9. Primary 6
10. Form 1
11. Form 2
12. Form 3
13. Form 4

11) How many non-Chinese teachers are now teaching you?

1. None
2. One
3. Two
4. Three
5. Four
6. More than four

12) How many non-Chinese teachers have taught you in the past?

1. None
2. One
3. Two
4. Three
5. Four
6. More than four
13) How would you describe your father's command of the English language?

1. None
2. Rather poor
3. Fair
4. Quite good
5. Excellent

14) How would you describe your mother's command of the English language?

1. None
2. Rather poor
3. Fair
4. Quite good
5. Excellent

15) How many of your friends in the past have had English as their mother tongue?

1. None
2. One
3. Two
4. Three
5. Four
6. More than four

16) How many of your friends now have English as their mother tongue?

1. None
2. One
3. Two
4. Three
5. Four
6. More than four

Do you agree with the following statements? Please indicate by circling ONE of the five numbers:

1. = absolutely agree
2. = quite agree
3. = no opinion
4. = quite disagree
5. = absolutely disagree

17) It is a good thing to have English as the main official language of Hong Kong.

1 2 3 4 5

18) English is the mark of an educated person.

1 2 3 4 5
19) When using English, I do not feel that I am Chinese any more.
   1 2 3 4 5

20) If I use English, I will be praised and approved of by my family, relatives and friends.
   1 2 3 4 5

21) At times I fear that by using English I will become like a foreigner.
   1 2 3 4 5

22) I should not be forced to learn English.
   1 2 3 4 5

23) To read English magazines is a kind of enjoyment.
   1 2 3 4 5

24) I do not feel awkward when using English.
   1 2 3 4 5

25) I love conversing with Westerners in English.
   1 2 3 4 5

26) The Cantonese language is superior to English.
   1 2 3 4 5

27) I like to see English-speaking films.
   1 2 3 4 5

28) If I use English, it means that I am not patriotic.
   1 2 3 4 5

29) If I use English, my status is raised.
   1 2 3 4 5

30) I feel uncomfortable when hearing one Chinese speaking to another in English.
   1 2 3 4 5

31) My History, Geography and Mathematics textbooks should be written in or translated into Chinese.
   1 2 3 4 5

32) I wish that I could speak fluent and accurate English.
33) I feel uneasy and lack confidence when speaking English.
   1 2 3 4 5

34) Mandarin is superior to Cantonese.
   1 2 3 4 5

35) The use of English is one of the most crucial factors which has contributed to the success of Hong Kong's prosperity and development today.
   1 2 3 4 5

36) The English language sounds very nice.
   1 2 3 4 5

37) I would take English even if it were not a compulsory subject in school.
   1 2 3 4 5

38) I feel uneasy when hearing a Chinese speaking English.
   1 2 3 4 5

39) English should not be a medium of instruction in the schools in Hong Kong.
   1 2 3 4 5

40) The command of English is very helpful in understanding foreigners and their cultures.
   1 2 3 4 5

The following is a list of qualities which can be used to describe people. Please think and see if they are appropriate when applied to you. Indicate by circling one of the numbers in each case.

41) Like to help others
   1 2 3 4 5

42) Self-confident
   1 2 3 4 5

43) Motivated to strive for success
   1 2 3 4 5

44) Frank and honest
   1 2 3 4 5

45) Clever and smart
   1 2 3 4 5

46) Persistent*
   1 2 3 4 5

47) Conservative in outlook
   1 2 3 4 5

* i.e. firm, unyielding in a complimentary sense.
48) Understanding of others 1 2 3 4 5
49) Successful 1 2 3 4 5
50) Easy to get along with 1 2 3 4 5
51) Cool and clear-headed** 1 2 3 4 5
52) Sincere when dealing with others 1 2 3 4 5
53) Logical and wise 1 2 3 4 5
54) Gentle and graceful*** 1 2 3 4 5
55) Very able and far-sighted 1 2 3 4 5
56) Humble and polite 1 2 3 4 5
57) Hardworking 1 2 3 4 5
58) Trustworthy 1 2 3 4 5
59) Presentable and outstanding in appearance 1 2 3 4 5

60) Loyal to one's family

The following is a list of qualities which can be used to describe people. Please think and see if they are appropriate when applied to YOUR IDEAL SELF. Indicate by circling one of the numbers in each case.

61) Like to help others 1 2 3 4 5
62) Self-confident 1 2 3 4 5
63) Motivated to strive for success 1 2 3 4 5
64) Frank and honest 1 2 3 4 5
65) Clever and smart 1 2 3 4 5
66) Persistent 1 2 3 4 5
67) Conservative in outlook 1 2 3 4 5
68) Understanding of others 1 2 3 4 5
69) Successful 1 2 3 4 5

** does not panic in a crisis
*** the essential trait of a learned man, as opposed to the rough and uncultured behaviour of the illiterate.
70) Easy to get along with
71) Cool and clear-headed
72) Sincere when dealing with others
73) Logical and wise
74) Gentle and graceful
75) Very able and far-sighted
76) Humble and polite
77) Hardworking
78) Trustworthy
79) Presentable and outstanding in appearance
80) Loyal to one's family

The following is a list of qualities which can be used to describe people. Please think and see if they are appropriate when applied to CHINESE. Indicate by circling one of the numbers in each case.

81) Like to help others
82) Self-confident
83) Motivated to strive for success
84) Frank and honest
85) Clever and smart
86) Persistent
87) Conservative in outlook
88) Understanding of others
89) Successful
90) Easy to get along with
91) Cool and clear-headed
92) Sincere when dealing with others
93) Logical and wise
94) Gentle and graceful
95) Very able and far-sighted
96) Humble and polite  
97) Hardworking  
98) Trustworthy  
99) Presentable and outstanding in appearance  
100) Loyal to one's family

The following is a list of qualities which can be used to describe people. Please think and see if they are appropriate when applied to WESTERNERS. Indicate by encircling one of the numbers in each case.

101) Like to help others  
102) Self-confident  
103) Motivated to strive for success  
104) Frank and honest  
105) Clever and smart  
106) Persistent  
107) Conservative in outlook  
108) Understanding of others  
109) Successful  
110) Easy to get along with  
111) Cool and clear-headed  
112) Sincere when dealing with others  
113) Logical and wise  
114) Gentle and graceful  
115) Very able and far-sighted  
116) Humble and polite  
117) Hardworking  
118) Trustworthy  
119) Presentable and outstanding in appearance  
120) Loyal to one's family
Please put ONE word only in each of the following blanks. The word should fit into the passage both in terms of meaning and structure.

In large universities, beginning science courses are often taught by groups of staff members instead of by individual professors. Each series of lectures is presented ______ a different lecturer. The lecturers are ______ according to the areas of a ______ in which they have done research. ______ lectures are presented in large auditoriums, ______ they are often attended by as ______ as 200 students.

In addition to _____ to lectures, the students are required ______ attend quiz or test sections which ______ supervised by assistants. In the quiz ______ the lectures are discussed and text ______ are assigned. Quizzes are given regularly ______ a week, and the quiz grades ______ recorded and averaged at the end ______ the semester. Many students aren't used ______ taking weekly quizzes and they don't ______ this system at first. Once they ______ used to it they like it _______ they find that it helps them ______ up to date in their assignments.

_______ experience is also provided for in _______ beginning science courses. Each student must _______ certain assigned experiments, some of which _______ complicated equipment which must be set _______ by a lab assistant. Sometimes two _____ working on the same experiment check _______ other's results. This practice is advantageous _______ long as each student does his _______ and has confidence in his own _______. It is unprofitable when one fellow _______ depends on the other for the ______ answer. Besides these lectures, quizzes, and _______ experiments, science students also make oral _______ on assigned research projects.

A science _______ who is really interested in his _______ won't depend on someone else to _______ his work for him. He will _______ carefully to the lectures and he _______ attend all of the meetings of _______ quiz section. He will look forward _______ each new assignment and he will _______ limit his reading to the text _______ will insist on having a list _______ supplementary readings. He may ask his _______ for one or he may borrow _______ from a graduate student in his _______. He won't object to doing an _______ over several times if his lab _______ isn't satisfied with his results. Only _______ this way can the student really _______ the material he is studying. Only in this way can he acquire a good foundation in the fundamentals of the subject.