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THE PROSPECTIVE FOREIGN LANGUAGE TEACHER AND THE
LINGUISTICALLY AND CULTURALLY DIFFERENT LEARNER:
AN ATTITUDINAL STUDY

DISSERTATION

Presented in Partial Fulfillment of the Requirements for
the Degree Doctor of Philosophy in the Graduate
School of The Ohio State University

By

James Francis Ford, B.S.E., M.S.E., M.A.

* * * * *

The Ohio State University
1974

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I. INTRODUCTION

A. Overview

This study reports an investigation of the attitudes of prospective foreign language teachers toward linguistic and cultural differences of American students. The study consists of five chapters. Chapter I contains a statement of the background and significance of the study, the rationale, a statement of the problem under consideration, and the hypotheses. Chapter II, the review of related literature, will summarize the prevailing views toward nonstandard English as well as several language attitude studies which relate to the present study. Chapter III is concerned with a description of the instrument, data gathering procedures and methods of statistical analysis. Chapter IV reports the findings of the study, and Chapter V, the final chapter, summarizes the present study with its conclusions, implications, and suggestions for further study.

B. Background and significance of the study

Foreign language educators have long claimed for the student of foreign languages certain benefits which have often been labeled "nonutilitarian" and "humanistic". This humanistic aspect of foreign language study purportedly makes one less ethnocentric and more aware of and sensitive to cultural and linguistic differences around him.
Following is a sampling of such statements supporting the humanistic aspects of foreign language study:

Foreign language study . . .

increases cultural awareness, reduces ethnocentrism, and is an effective antidote to cultural myopia.¹

broadens command of one's own language, intensifies awareness of linguistic principles in general, and provides a background of cultural knowledge . . . tends to make the student more receptive . . . to the different cultural patterns in our multi-ethnic society.²

is essential to understanding what language is all about. The American student can develop a clearer understanding of his native English by comparing it with a non-English communicative system.³

teaches students that differences do not necessarily represent moral issues of right or wrong, and that through this realization they will develop tolerance of other people's points of behavior . . . gives students a deeper understanding of the nature and role of language and of the nature of culture.⁴

No one could deny that such outcomes of foreign language study—or of the educational process in general—would be highly desirable and well worth cultivating for all students regardless of their linguistic and cultural backgrounds. Yet, paradoxically, the foreign language student population is generally made up of American


students who are white, middle-class, suburban, and college-bound. Consequently, it is the middle-class language and cultural characteristics of these students that are contrasted with the foreign language and culture. Not until quite recently have some foreign language educators begun to realize that they have perhaps neglected a large group of students who do not fit into the middle-class norm. These are the students who may be classified as educationally and economically disadvantaged. Most of them speak some variety of English that is generally labeled "sub-standard" by the linguistically uninformed. Years of racial, social, and geographical isolation of these minority groups have produced linguistic and cultural patterns that differ greatly from those of the suburban middle class.

In 1969 a group of leading foreign language educators addressed themselves to the problem of the previously "forgotten" student. The authors of the 1970 Northeast Conference Reports noted that the rise in foreign language enrollment in the United States during the sixties "... did not alter the ... fact that foreign language study in America is reserved for a college-bound elite from privileged backgrounds." The Report further points out that one's opportunity to study a foreign language largely depends upon whether he lives in rural, ghetto, or suburban America.

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5 Sandstrom, et al., "Foreign Languages for All Students?" p. 108.
Results of enrollment surveys offer further evidence that foreign language study does not attract minority and poverty children, or that they are being excluded from such study. One survey conducted in an urban midwestern city showed "... only 15% of the students studying language in an inner-city school from which about 15% go to college, while in the neighboring suburban systems, where college aspiration is near 90%, the foreign language enrollment is 68%. According to this survey, over 50% more of the student body studies languages in suburban schools than in inner-city schools." A study conducted in Virginia revealed "... correlations that are high to very high between foreign language enrollments and various socioeconomic factors." Nationally, foreign language enrollments are generally reported at around 26%; while the Southeast, the most economically depressed region of the country, reports foreign language enrollments of 16%, and one largely rural state within the region reports only 8.6%.

There is little doubt that foreign language study may not seem as attractive to the poor as to the middle class; yet, as Grittner has pointed out, selective guidance procedures have traditionally been

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6 Ibid., p. 109
7 Ibid.
8 Julia G. Kant, "Foreign Language Offerings and Enrollments in Public Secondary Schools, Fall 1968," Foreign Language Annals, III (March, 1970), 400-458
used to counsel certain students into foreign language classes and others out. These procedures are frequently based on such criteria as scores on tests of verbal ability and grades in English. Grittner recognizes that many black children may be excluded from foreign language study because "... they tend to do poorly in English and on I. Q. tests." According to Grittner, "This example is illustrative of the difficulty of reconciling the tendency toward elitism among foreign language teachers with the emerging concept of pluralism in foreign language education." An often heard comment from foreign language teachers is that black children and other nonstandard English speaking children do not even know English; therefore, the argument goes, how can they possibly learn a foreign language.

This writer believes that the elitist attitudes among foreign language teachers, alluded to by Grittner and others, can best be understood within the total context of the American educational system, a system which has traditionally reflected the language, values, and culture of the dominant, white, middle class segment of society. To this point Abrahams has written, "Our education system could hardly be more designed to perpetuate the status of negroes than it is today. No institution in our country is more middle class in its biases nor more blind to its ethnocentricities." Along the

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10 Ibid.

same lines, Grittner has pointed out that "... historical evidence indicates the development of a powerful force of tradition that mandates conformity to 'mainstream' Anglo-American values, mannerisms, and speech patterns." In terms of language, the carrier of culture, this has meant an unrelenting adherence to a monolithic standard of correctness on the part of the schools, and particularly on the part of those charged with the language component of education.

Since the advent of sociolinguistic research into nonstandard dialects of American English in recent years there is an increasing body of observational and research evidence which supports the contention that teachers generally do not understand nor accept linguistic and cultural differences among American students, and that there exists a substantial body of negative attitudes toward such differences (Chapter II). Light, who has reviewed a number of reports and studies relative to the educational problems of minority group children perhaps best summarizes the situation when he writes that the literature presents: "... a convincing argument for the view that the schools have failed minority group children," and "... that a major cause of this has been a failure to understand the linguistic and cultural backgrounds of such children."


C. **Rationale**

This writer has undertaken the present study believing, as do many other foreign language educators, that foreign language study can add a valuable dimension to the education of the linguistically and culturally different student as well as his middle-class counterpart. This view is expressed very clearly by Rivers who has written:

> If the educational program has as its basic aim providing each student with the opportunity to develop every aspect of his personality and talents to the fullest, then each student should have some experience of the learning of a foreign language.\(^{14}\)

While Rivers' statement is a rather universal argument, other foreign language educators have made a case for their discipline particularly in terms of the "different" student. One such argument is presented by Hubbard who believes that foreign language study offers "personal satisfaction in learning and a needed opportunity for pride in accomplishment."\(^{15}\) It should be noted, however, that while the tone of Hubbard's article is basically pluralistic and well intended, her title as well as some of her arguments are tinged with the very ethnocentricities to which many linguistic and cultural pluralists strongly object, e.g. "With English limited to a minimum (in the foreign language class), the deficiencies of his English

\(^{14}\)Rivers, *Teaching Foreign-Language Skills*, p. 27.

speech habits are not cause for disparagement and do not present a barrier to understanding.\(^\text{16}\)

An argument similar to Hubbard's is presented by Lawson: foreign language study by the "disadvantaged" can result in "a heightening of educational morale," and an opportunity to "benefit in his English speech habits."\(^\text{17}\) Although both Hubbard and Lawson seem to equate differences in English speech patterns with deficiencies, they express the belief that "disadvantaged" students can benefit from foreign language study.

Grittner points out that there is "evidence to support the contention that languages can be taught to all students, including those who live in less affluent sections of large urban areas," and goes on to cite reports of successful Latin programs in some inner city schools of Washington, Detroit, and Philadelphia.\(^\text{18}\) Mascianantonio attests to the success of a visual-audio-lingual Latin program in ghetto schools in Philadelphia, and states that he believes "... that Classical Studies can make their greatest contribution to American education in the context of the slums and ghettos of our large cities."\(^\text{19}\)

\(^{16}\text{Ibid.}\)


\(^{18}\text{Grittner, "Pluralism," p. 24.}\)

Guinn has presented a similar case for modern foreign language study for the "different" student:

Within the limited world of bilingualism and biculturalism which we can create in our foreign language classrooms, we can probably do more and do it more directly, to help our students understand the nature of themselves as young men and women limited by their language and culture than can anyone in any other discipline.  

In 1969 a group of leading foreign language educators participating in the prestigious Northeast Conference on the Teaching of Foreign Languages went on record in support of foreign language study for all students—regardless of their socioeconomic backgrounds—and cited various reasons, similar to those expressed above, why no student should be excluded from foreign language study.  

The consideration of foreign language study for the "different" student indicates a concern with expanding the raison d'être of foreign language education within the total context of American education. Central to this consideration is the role of the foreign language teacher. It has often been stated that the resolution of the educational problems of minority group children largely depends upon an educational system that is sensitive to their needs and more specifically language teachers who understand, accept and build upon the language and culture that they bring into the school setting. Considered within this context, many of the stated humanistic benefits of foreign language study as well as the concept of linguistic


\[21\] Sandstrom, et al., "Foreign Languages for All Students?" pp. 106-133.
and cultural pluralism have direct implications for the foreign language teacher who is to work with the linguistically and culturally different student. In this regard Moraln has suggested that the foreign language teacher "... should take the lead in recognizing differences in communication across cultural lines, and in trying to teach receptiveness toward differences in values and life styles. The results of reducing ethnocentrism in the foreign language classroom may then spread throughout the school." 22 Christian and Sharp also see the possibility of foreign language education assuming a more vital role in the promotion of cultural diversity. To this point, these authors have written:

Concern with the native language of ethnic groups in the United States may lead to a new function of foreign-language teaching, more vital than any function it has yet performed. Foreign-language teachers could become the connecting link between the basic cultural value system acquired by the child in his home and the great cultural traditions of his ethnic group. 23

This writer believes that if foreign language education is to fulfill a broader humanistic and pluralistic role—as is suggested in the preceding paragraphs—then what is taught and what is learned in the foreign language classroom cannot be restricted to a specific language or culture but must be broadly applied to linguistic and cultural differences in general. If this is to take place in the


foreign language classroom, it seems imperative that the foreign language teacher be sensitive and receptive to the linguistic and cultural differences of his students. We cannot reasonably expect foreign language study to have a liberalizing and humanizing effect upon the American student if foreign language teachers are unaware of and insensitive to the problems and needs of the "different" learner. As Guinn has warned, it will not do to put these "different" children into a situation where their success or failure depends upon their knowing or being able to use standard English. In a word, we can't assume, nor do we have any proof—beyond the stated humanistic and pluralistic aims of foreign language study—that foreign language teachers will be any more sensitive to the linguistic and cultural differences of American students than teachers of other disciplines.

The present research was initiated in order to provide some information relative to the attitudes of prospective foreign language teachers toward the linguistic and cultural differences that American students manifest. It is hoped that the information provided by this research will make a contribution to the discussion of the humanistic and pluralistic aims of foreign language study and to foreign language teacher education in general.

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24 Guinn, "Why Study a Foreign Language," p. 11.
D. **Statement of the problem**

The research problem to be considered in this study has emerged from the foregoing discussion of the humanistic benefits of foreign language study and the pluralistic concept of foreign language education. It has been suggested in the foreign language education literature that linguistic insights and cultural sensitivity gained from foreign language study may be related to positive attitudes toward linguistic and cultural differences in general, and that foreign language teachers may be in a unique position to provide linguistic and cultural leadership in a pluralistic society. Yet some foreign language educators have written of the rather obvious elitist practices of student recruitment and selection which—more often than not—results in the exclusion of certain classes of students from foreign language study. The major purpose of this study was to survey and assess the attitudes of preservice foreign language teachers toward linguistic and cultural differences of certain classes of American students. The researcher believed that the attitudes of prospective foreign language teachers could be better understood by comparing them with the attitudes of prospective teachers from other subject matter areas. The areas of English, mathematics, and social studies were chosen as being representative of the American public school curriculum. English teachers, for obvious reasons, have been the subjects of a great deal of language attitude research (Chapter II). Prior language attitude research has not dealt specifically with teachers or prospective teachers from the areas of mathematics and social studies. The researcher
chose these areas for comparison since (1) social studies quite frequently deal with the historical, geographical, and social aspects of minority groups; and (2) mathematics is an area where the learning of numerical concepts does not require any particular linguistic or cultural orientation. Furthermore, the literature on language attitudes suggests a need for additional studies of the language attitudes of various educators at different levels of the educational scene. It was the intent of the researcher to provide some of the needed information.

The literature on language attitude research (Chapter II) indicates that researchers have expected a number of variables to interact with language attitudes. Variables which have been considered are the subjects' ethnic, regional, and urban backgrounds. The variable of sex has also been considered in previous studies since the sociolinguistic literature suggests that females are more socially sensitive to nonstandard language forms than males. In order to present a more in-depth view of the language attitudes of prospective foreign language teachers, the interaction of the following variables

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with the subjects' language attitudes were considered:

1) urban background

2) extensive experience abroad (two months or more)

3) the teacher training institution

It is often assumed that those from urban areas tend to be more receptive to linguistic and cultural differences since living in an urban area usually increases one's chances of encountering such differences. The second variable seems important to the present study since many prospective foreign language teachers have traveled or studied abroad, and it is often asserted that such direct experiences with other languages and cultures are a factor in reducing ethnocentric attitudes. The institutional variable is included primarily to provide a regional perspective; however, it is not inconceivable that various philosophies, programs, and objectives of an institution may be related to the attitudes of its graduates. It was not possible to include the variables of ethnicity and sex since approximately ninety percent of the sample of prospective foreign language teachers indicated their sex as female and their race as Euro-American.

E. Hypotheses

The hypotheses of the present study have emerged from the major purpose of the investigation as stated in the previous section and from the discussion of the variables which seemed important to the presentation of an in-depth view of the attitudes of prospective foreign language teachers toward linguistic and cultural differences. The hypotheses are formulated according to the four content categories
of the measuring instrument, the Language Attitude Scale (LAS) and are stated in the null form for the purposes of statistical treatment.

$H_1$: There is no significant relationship between the prospective teaching field (English, foreign languages, mathematics, social studies) and the subjects' attitudes toward the structure and inherent usefulness of nonstandard English dialects.

$H_2$: There is no significant relationship between the prospective teaching field (English, foreign languages, mathematics, social studies) and the subjects' attitudes toward the consequences of using and accepting nonstandard English dialects in the educational setting.

$H_3$: There is no significant relationship between the prospective teaching field (English, foreign language, mathematics, social studies) and the subjects' attitudes toward the philosophies concerning the use and acceptance of nonstandard English in educational and other social settings.

$H_4$: There is no significant relationship between the prospective teaching field (English, foreign languages, mathematics, social studies) and the subjects' attitudes toward the cognitive and intellectual abilities of speakers of Black English.

$H_5$: There is no significant relationship between the urban background of prospective foreign language teachers and their attitudes toward the structure and inherent usefulness of nonstandard English dialects.

$H_6$: There is no significant relationship between the urban background of prospective foreign language teachers and their attitudes toward the consequences of using and accepting nonstandard English dialects in the educational setting.

$H_7$: There is no significant relationship between the urban background of prospective foreign language teachers and their attitudes toward philosophies concerning the use and acceptance of nonstandard English in educational and other social settings.

$H_8$: There is no significant relationship between the urban background of prospective foreign language teachers and their attitudes toward the cognitive and intellectual abilities of speakers of Black English.
H₉: There is no significant relationship between an extensive experience abroad of prospective foreign language teachers and their attitudes toward the structure and inherent usefulness of nonstandard English dialects.

H₁₀: There is no significant relationship between an extensive experience abroad of prospective foreign language teachers and their attitudes toward the consequences of using and accepting nonstandard English dialects in the educational setting.

H₁₁: There is no significant relationship between an experience abroad of prospective foreign language teachers and their attitudes toward philosophies concerning the use and acceptance of nonstandard English in educational and other social settings.

H₁₂: There is no significant relationship between an experience abroad of prospective foreign language teachers and their attitudes toward the cognitive and intellectual abilities of speakers of Black English.

H₁₃: There is no significant relationship between the university attended by prospective foreign language teachers and their attitudes toward the structure and inherent usefulness of nonstandard English dialects.

H₁₄: There is no significant relationship between the university attended by prospective foreign language teachers and their attitudes toward the consequences of using and accepting nonstandard English dialects in the educational setting.

H₁₅: There is no significant relationship between the university attended by prospective foreign language teachers and their attitudes toward philosophies concerning the use and acceptance of nonstandard English in educational and other social settings.

H₁₆: There is no significant relationship between the university attended by prospective foreign language teachers and their attitudes toward the cognitive and intellectual abilities of speakers of Black English.

F. Limitations and assumptions

The present study is limited to those prospective teachers in English, foreign languages, mathematics, and social studies enrolled in methods courses during the academic year 1973-74 at selected
institutions. The institutions from which the sample was drawn were chosen on the basis of their regional representation, their accessibility to the researcher, and their willingness to cooperate and participate in the study. The sample is described in detail in Chapter III (Methods and Procedures).

The following assumptions are held for the present study:

1) It is assumed that the subjects are representative of the groups from which they come (i.e. English, foreign language, mathematics, and social studies).

2) It is assumed that an institution is representative of the geographic area in which it is located.

3) It is assumed that the attitudes of the subjects are distributed on a continuum.

4) It is assumed that each subject’s responses to the items on the LAS are representative of that subject’s attitudes toward non-standard and Black English and toward the concomitant cultural patterns of the speakers of these dialects.

Operational definitions of terms used in this study appear in Chapter III (Methods and Procedures). The review of related literature which follows this chapter includes a summary of language attitude studies considered to be most pertinent to the present study.
CHAPTER II
Review of Related Literature

A. Views toward nonstandard English

The literature reveals two opposing views toward nonstandard English and Black English which have direct implications for studies of attitudes toward these dialect differences. One view holds that these dialects are deficient language systems while the other holds that they are merely different. This so-called "deficit-difference" controversy has been widely discussed in the literature and need only be briefly outlined here.¹

The "deficit" school of thought is comprised largely of educational psychologists whose work with nonstandard English-speaking children has resulted in various compensatory education programs designed, in part, to eradicate the nonstandard dialect and

replace it with standard English.\(^2\) For the most part, these "deficit" theorists agree that the language deficiencies they have found in the ghetto child are attributable to deficiencies in the child's home environment.\(^3\) However, more recently, another explanation has been suggested by Jensen: the genetic inferiority of the ghetto child.\(^4\) In discussing the "deficit" point of view, Williams has quite accurately pointed out, "Whether environmentalist, genetic, or both arguments are raised, the deficiency hypothesis puts the onus on the shortcomings of the poverty child."\(^5\)

The opposing view, that dialects of nonstandard English such as Black English are legitimate linguistic systems in their own right, is held by linguists and educators who are linguistically oriented. This view is supported by studies which have yielded


\(^3\)See, e.g., Martin Deutsch, "Facilitating Development in the Pre-School Child: Social and Psychological Perspectives," in Hechinger, Pre-School Education, pp. 73-75; and Cynthia P. Deutsch, "Learning in the Disadvantaged," in Deutsch, The Disadvantaged Child, pp. 147-162.


detailed phonological and syntactical descriptions of Black English. Further evidence to support the "difference" hypothesis is found in studies of the historical development of Black English. These writers believe that many of the differences between Black and standard English are due to the Creole-based origin of Black English; i.e., that this variety has evolved from an early pidginization of West African dialects with "trade" Portuguese and British English. In short, it can be stated that there is a substantial body of linguistic evidence, both historical and current, to support the "difference" side of the "deficit-difference" controversy.

While offering evidence to support the argument that nonstandard dialects are different rather than deficient, many linguists, who have become interested in the educational problems of the poverty child, have openly attacked the "deficit" position. These linguists

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feel that not only is the "deficit" argument linguistically and culturally unsound, but that it is potentially harmful to the linguistically different child. Perhaps the most frequently quoted and most widely disseminated critique of the verbal deprivation theorists is Labov's paper in which he not only attacks the environmentalist argument of Bereiter and Deutsch and the genetic argument of Jensen, but also presents a striking example of the logic and communicativeness of one dialect of nonstandard English as compared to standard English. 8

The sociolinguistic literature on nonstandard English notwithstanding, there is a considerable body of observational evidence that the deficit view of nonstandard dialects is reflected in language programs in the schools. Baratz has observed that the language of the lower-class black child has been wrongly viewed by his middle-class teachers as "... pathological, disordered, lazy speech ..." and that he is frequently considered "... a verbal cripple whose restricted language leads to, or is caused by, cognitive defects." 9 Baratz's observation is typical of the criticism leveled at educators and particularly language teachers regarding

8 Labov, "The Logic of Nonstandard English."

their views toward nonstandard English and its speakers. Much of this type of criticism has come from linguists who have been involved in field studies of dialect differences. Based on contacts with teachers at the local level, these linguists have observed that, for the most part, language teachers are linguistically uninformed and are unable to deal effectively with matters of dialect variation. This linguistic naiveté is seen as being, at least in part, responsible for a substantial body of negative attitudes toward linguistic and cultural differences of nonstandard English speakers. In turn, it is believed by many that these negative attitudes are related to the poverty child's low self-concept and to his failure to learn to read standard English, a skill upon which much of his academic success depends.


The "deficit-difference" controversy discussed above has highlighted the problem of attitudes toward nonstandard dialects of American English and toward the concomitant cultural patterns of the speakers of these dialects. This issue has given rise to a number of investigations which have attempted to assess these attitudes so that they might be better understood by all those concerned with the education of the linguistically and culturally different child. The remainder of this chapter provides a review of those studies considered to be most pertinent to the present investigation.

B. Language attitude studies

Much of the language attitude research which has been conducted in the United States in recent years has been directly or indirectly suggested by the work of Lambert and his associates at McGill University in Canada. Two of the Lambert Studies are summarized here particularly because of their impact on language attitude research in general as well as their influence on many of the studies reviewed by this writer. The first of these was conducted in Montreal "... to determine the significance spoken language has for listeners by analyzing their evaluational reactions to English and French."\(^4\)

Using a "matched guise" technique, these researchers found that both English and French Canadians rated coordinate bilinguals more favorably on a series of personality traits when these bilinguals were speaking

in an English guise. The results of this study—at least in part surprising—were interpreted by the investigators as "... a reflection of the influence of community-wide stereotypes of English and French speaking Canadians."  

Based on the findings of the study reviewed above as well as other relevant studies by the Lambert group, Tucker and Lambert conducted a study in the United States to determine whether selected subjects would show a particular preference for one American English dialect over another. The subjects were male and female college students; one group of white students from a Southern university; one group of white students from a New England university; and one group of black students from a Southern Negro university. As in the Canadian studies, the subjects were asked to listen to audio recordings representing different dialects and to rate each speaker on a set of bipolar rating scales on which positive and negative adjectives were paired (e.g., good upbringing vs poor upbringing). The researchers found that both white and Negro subjects rated "Network" (standard) speakers significantly more favorably than they rated speakers of their respective dialects. In addition, the two groups of white judges rated an uneducated Southern Negro dialect least favorably, while the Negro subjects rated the "Educated White

15 Ibid., p. 51.

Southern" speakers as least favorable. The results of this study led Tucker and Lambert to conclude that "... these differences in views likely reflect basic comparisons in affectively-toned behavior that representatives of America's major ethnic groups hold toward one another." The researchers further compared the responses of all subjects on the basis of sex but found no significant differences. They did report, however, that in the few instances where differences did occur, "... the females tended to rate the speakers slightly more favorably."  

As was noted above, the Lambert studies of evaluational reactions to spoken languages and dialects within languages have greatly influenced subsequent language attitude research in the United States. One such on-going series of related studies is that of Frederick Williams and his associates. Williams has written that his work is based largely on Lambert's "stereotype hypothesis," i.e., "... one's evaluational reactions to speech are a stereotyped or generalized version of his attitudes toward the users of that speech." In the first study of a series of related research into teacher attitudes toward speech characteristics, Williams found that a sample of inner-city grade school teachers in Chicago tended to rate children--based on a brief audiotaped speech sample--along two gross dimensions which he


18 Ibid., p. 467.

19 Frederick Williams, "Language Attitudes and Social Change," in F. Williams, Language and Poverty, p. 381.
labeled "confidence-eagerness" and "ethnicity-nonstandardness". The teachers rated each child on a set of semantic differential scales after hearing a brief speech sample. Williams reported that teachers generally rated middle-class children as less nonstandard and ethnic sounding and as more confident and eager than lower-class children.  

In a Southern replication of the original Williams study, it was found that regional differences, as measured by the research instrument, had no effect upon teachers' ratings of children's speech. This investigation did, however, produce a significant variation involving the interaction of teacher ethnicity and child ethnicity. Although all teachers generally rated black children as more culturally disadvantaged, "... white teachers tended to rate them more so than did black teachers."  

In an extension of the studies reviewed above, Williams and his associates used videotape recordings to test "... the degree to which visual cues of a child's ethnicity will influence judgments of a standard English speech sample." The video tapes were of black, 

20 Frederick Williams, "Psychological Correlates of Speech Characteristics: On Sounding Disadvantaged," Journal of Speech and Hearing Research, XII (September, 1970), pp. 442-448  


white, and Mexican-Americans from various social classes. Using an "ethnic guise" technique, i.e. matching alternately standard and nonstandard voice tracks with the video taped images, these investigators concluded that "... the videotape image showing the child's ethnicity affects ratings of his language in the direction of racial stereotyping expectations." 23

Based on the results of repeated studies, Williams has expressed a concern that the concept of the "self-fulfilling prophecy" may be operating in relation to teachers' language attitudes and children's academic performance, i.e. that there may exist a positive correlation between teacher attitudes and children's academic achievement. 24 In a subsequent study, Williams, Whitehead, and Miller addressed themselves to this problem: The purpose of the study was to determine whether dialect attitudes could be associated with expectations of pupils' performance in particular subject-matter areas. The subjects for this study were elementary teachers from the Central Texas area differentiated by language arts or nonlanguage arts related assignments. As in an earlier study, videotapes of white, black, and Mexican-American children were used as stimuli. The results of this study not only supported findings of previous studies, but additionally the researchers reported that "teachers' expectations of children's performance in subject matters are partially predictable upon the basis of language attitudes; the degree of the prediction increases

23 Ibid., p. 170.
24 F. Williams, Language and Poverty, p. 382.
when the subject matter area is directly within the language arts."\(^{25}\)

Reviewing his own work on language attitudes, Williams has speculated that teachers are extremely sensitive to nonstandard forms in the speech of children that elicit ethnic stereotypes, and that after only a few such cues, the stereotype is elicited and the teacher is likely to be unattentive to further details in the child's speech.\(^{26}\) Williams further speculates, though he warns that his data do not yet fully support such a conclusion, that the teacher may base much of her instructional behavior upon the stereotype she forms from brief speech cues.\(^{27}\)

Guskin has also been concerned with the question of whether a teacher's expectations of a child's ability may be related to the teacher's perception of his language differences. Her subjects were eighty-seven white prospective teachers who were asked to judge personality characteristics and to indicate expectations of future academic success of black and white ten year old males reading identical passages. Guskin found that the prospective teachers in her study rated the black speaker less favorably on the scale of personality traits and also held lower expectations about his future academic


\(^{26}\)F. Williams, Language and Poverty, p. 389.

\(^{27}\)Ibid.
A similar study involving preservice teachers was conducted by Hewett. She found that prospective English teachers rated both black and white nonstandard speakers lower on a scale of personality traits than they rated their standard-speaking counterparts. Hewett also found that her subjects perceived both nonstandard speakers as black members of the working class while they perceived the standard speakers as white professionals. In the same study, Hewett used a control group of white freshmen English students who also reacted to the speech samples. She found that the responses of the freshmen control group were consistent with those of the prospective teachers, leading her to conclude that "... educated white people in general may respond unfavorably to nonstandard dialect speakers." 

In both the Guskln and Hewett studies the subjects were reacting only to phonological variations of the nonstandard dialects since the stimulus voices were reading passages prepared by the investigators. The speech samples in the Williams studies contained both phonological and syntactical nonstandardness. Nonetheless, it appears that teachers and prospective teachers will react similarly to either or both nonstandard variations.

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29 Nancy Hewett, "Reactions of Prospective English Teachers toward Speakers of a Nonstandard Dialect" (Paper presented at the Fifth Annual TESOL Convention, New Orleans, March, 1971).

30 Ibid., p. 4.
An equally important consideration—although indirectly related to the current investigation—is the assertion often found in the literature that the negative attitudes of educators may have, in turn, fostered negative attitudes in the nonstandard speaker toward himself and his language. Although this question certainly deserves further investigation, there is some research evidence to support such claims. The study by Tucker and Lambert reviewed above found that black nonstandard speakers rated a standard speaker more favorably than they rated a speaker of their own dialect. Hensley also investigated this question using the "matched guise" technique developed by Lambert. In Hensley's study, black high school students were asked to rate the personality traits of a bidialectal black speaker speaking in both nonstandard and standard English guises. She found that her subjects, who themselves were nonstandard English speakers, consistently rated the standard English guise more favorably than they did the nonstandard guise. Hensley speculates on the basis of her data that eventually "... students take on the culture and language values of the dominant society." 


32 Anne Hensley, "Black High School Students' Reactions to Black Speakers of Standard and Black English" (Mimeographed, 1970, available through the ERIC System, ED 054 663).

33 Ibid., p. 10.
Cohen and Kimmerling have reviewed the methodologies and findings of eighteen studies which are directly or indirectly related to teacher perceptions of dialect differences. The studies reviewed by these authors are, in some cases, the same studies reviewed thus far by this writer, and, in other cases, similar in type to the studies reviewed above. It seems pertinent to include the conclusions drawn by Cohen and Kimmerling since they are consistent with the findings of the studies reviewed above:

In each of the studies reviewed . . . some component of language and communication was associated with judgments made by teachers concerning one or more of the following: reading ability, speaking ability, future academic success, intelligence. Those students who did not exhibit what might be called middle-class language habits . . . often received lower evaluations. Not surprisingly, these were the economically poor, the withdrawn, and or the black students.35

Most of the language attitude studies reviewed thus far have been somewhat similar in design in that they have attempted to measure a selected group of subjects' (in many cases, teachers) reactions to dialect variations by having them rate a speaker (or speakers) on a scale of personality traits. The subjects generally listen to a recording and then rate the speaker on a semantic differential scale (e.g., speaker is: friendly, unfriendly). The ratings given a speaker are then generalized to all speakers of the particular dialect represented. The results of most of these studies support the contention that negative attitudes are associated

35Ibid., p. 42.
with particular varieties of nonstandard language, and most importantly to the education profession, that teachers and prospective teachers seem to display a preponderance of such negative attitudes.

The present study, while related in purpose to the studies reviewed above, draws its design and methodology from the work of Hayes and Taylor at the Center for Applied Linguistics in Washington, D. C. As part of a larger project being conducted at the Center, Hayes and Taylor directed an extensive survey of teachers' language attitudes, the purpose of which, in the words of the researchers, was to "... determine the professed attitudes of teachers ... to standard and nonstandard varieties of English and toward how the school handles or might handle related instructional problems ..." 36

In a preliminary report, Hayes and Taylor partially described the study with its findings and implications. 37 Taylor has more recently published a detailed account of the "teachers' language attitude" portion of the project. 38 Since the purpose of the study was to

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37 Ibid., pp. 1-4.
gather a large, extensive sample of professed teacher attitudes, the project staff developed and standardized a Language Attitude Scale, which, according to Taylor, "... was designed to solicit data on what teachers think about nonstandard and Black English, and how (or if) this dialect should be used in the classroom." Since the Language Attitude Scale is the data gathering instrument for the present study, it will be described in detail in the following chapter.

The subjects in Taylor's study were 422 teachers from rural and urban school districts representing nine geographic regions. Their responses on the Language Attitude Scale were analyzed as a function of several variables (e.g., geographical location, sex, race, number of years teaching experience). Taylor's data is analyzed and presented in terms of the four content categories of the Language Attitude Scale. A summary of his findings is presented below:

1) Teachers do not seem to profess a single generic attitude toward nonstandard dialects. Their attitudes seem to differ according to the aspect of dialect under consideration.
2) The majority of teachers reveal positive to neutral opinions excluding topics dealing with the structure of nonstandard dialects. They seem to find the linguistic structure of nonstandard dialects most objectionable.
3) Teachers with three to five years of teaching experience had significantly more positive attitudes toward dialect than teachers just beginning their careers or those with ten or more years of experience.

Ibid., p. 174.
Ibid., p. 184.
4) Teachers from predominantly black schools and racially mixed schools profess more positive attitudes than teachers from predominantly white schools.
5) Teachers did not differ significantly as a function of race, although more black teachers were slightly more positive.
6) There appears to be little difference between professed attitudes of Northern and Southern teachers.

The results of Taylor's study as shown by the summary of his findings do not totally support the contention that teachers generally reveal negative attitudes toward nonstandard dialects. As Taylor himself has expressed it, "... contrary to popular opinion, a substantial number of American teachers are favorably disposed toward language variation, at least as measured by the present instrument." As encouraging as this may seem, Taylor hastens to add that "... there is a substantial core of negative attitudes which must be dealt with."

A search of the literature has yielded but one other study similar in design to the Taylor study. Bronstein, et al. administered the Language Attitude Scale to sixty-four faculty members of a North Carolina University and to 200 elementary and secondary teachers from the same area. The purpose of the Bronstein study is not

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41 Ibid., pp. 197-199
42 Ibid., p. 197.
43 Ibid.
totally clear, and it is difficult to interpret the results since the data were not subjected to statistical analyses. However, the data is presented according to the four content areas of the Language Attitude Scale in terms of percentages of high, medium, and low responses.\textsuperscript{45} The data are also presented so as to compare the responses of the college faculty with those of the teachers as well as the responses of blacks and whites within the two groups. Interpreting their own findings, Bronstein, \textit{et al.} report that the college faculty group reveals more positive attitudes toward the use of nonstandard and Black English than do the teachers in their sample.\textsuperscript{46} As in the Taylor study, Bronstein, \textit{et al.} report the most negative teacher attitudes as being toward the structure of nonstandard English.\textsuperscript{47} In a companion paper, Bronstein, \textit{et al.} concluded that additional studies are needed to focus upon language attitudes of "... educators at different levels of the educational spectrum and in different regional areas."\textsuperscript{48} The present research has intended—at least in part—to do just what Bronstein and his associates have suggested.

\textsuperscript{45}Ibid., p. 4.
\textsuperscript{46}Ibid.
\textsuperscript{47}Ibid.
C. Summary

Two views toward nonstandard English dialects are discussed in the literature. The view frequently referred to as the "deficit" hypothesis is traced to the writings of educational psychologists such as Bereiter and Deutsch. The opposing view, the "difference" hypothesis is held by sociolinguists and others with a linguistic orientation. The "deficit-difference" issue is widely discussed in the sociolinguistic literature where it is argued that the "deficit" side of the issue is based on a lack of linguistic and cultural information and is potentially harmful to the nonstandard-English-speaking child.

There is both observational and research evidence which seems to support the contention that the "deficit" model of nonstandard dialects is operating within the school setting. The majority of the language attitude studies reviewed here reveal a substantial body of negative attitudes toward dialect variation. Most of these studies, in design and methodology, are at least indirectly based on the pioneering language attitude work of Wallace E. Lambert and his associates. One particularly revealing group of on-going, related studies are those of Frederick Williams and his associates. In the studies of this type, subjects are presented audiotaped samples of different varieties of speech (e.g. standard and nonstandard English) and are asked to make certain judgements about each speaker on a rating instrument. For the most part, the results of these
studies have revealed that the subjects (generally teachers) tend to associate nonstandard language forms with less favorable personality characteristics, and in some cases, with lower expectations of ability and academic success. Furthermore, there seems to be a tendency on the part of subjects to associate nonstandard speech with race, i.e., nonstandard speakers are frequently judged to be black while standard speakers are judged to be white.

In another type of study reviewed here, subjects are asked to indicate a degree of agreement or disagreement with a number of positive and negative statements about nonstandard and Black English. From the responses obtained, the investigators have drawn conclusions regarding the subjects' attitudes toward various aspects of the dialects in question. The two studies of this type reported by Taylor and Bronstein were suggested by a larger project of the Center for Applied Linguistics which proposed, in part, to assess the attitudes of a nationwide sample of teachers. These studies indicate that teachers, in general, hold more positive attitudes toward dialect variations than is generally believed, but that more negative attitudes are expressed regarding the structure of nonstandard English than other aspects of these dialects.

One must exercise caution in comparing the results of the two basically different types of language attitude studies, or in concluding that the results of one type of study necessarily refute or conflict with the results of another. There are many
questions regarding the attitudes of teachers toward dialect differences left to be answered. It is unlikely that any one study or single type of study will provide all the answers; therefore, further investigations of various types seem to be warranted. The resolution of the educational problems of the linguistically and culturally different learner will require a great deal more information than is now available. Studies have shown that some of that needed information may lie in the realm of teachers' attitudes toward linguistic and cultural differences. The present research was undertaken in the belief that each individual study may well provide some evidence which could contribute to the eventual resolution of the total problem.

This researcher, because of his professional orientation, was concerned with the language attitudes of prospective teachers, and particularly with the language attitudes of prospective teachers of foreign languages. Only two of the studies reviewed here have focused upon prospective teachers, those of Hewett and Guskin. The subjects in these studies were a relatively small, localized sample, and they reacted to speech cues which contained only phonological variations. The present investigation involves a relatively large sample of prospective teachers representing various geographical regions. The design of the present study follows that of Taylor's in that the subjects' attitudes were measured on the basis of their
responses to the items on the Language Attitude Scale which allowed the researcher to assess attitudes relative to various aspects of nonstandard and Black English. A detailed outline of the procedures followed in the present study appears in the following chapter.
CHAPTER III
Methods and Procedures

A. Overview

The purpose of this chapter is to describe the methods and procedures followed in carrying out the present study. A detailed description of the instrument is presented including information relative to its development and standardization. The sample and the data gathering procedures are then described followed by a description of the statistical treatment of the data. Finally, an operational definition of terms used in the study is included.

B. The Instrument

The instrument used in the present study was the Language Attitude Scale (LAS) developed by the Project BALA (Bases for Applying Linguistics and Anthropology) staff of the Center for Applied Linguistics in Washington, D.C. The LAS was used in the present study with the expressed permission of the principal developer, Dr. Orlando Taylor of Federal City College in Washington, D.C. The information which follows, relative to the development and standardization of the LAS was supplied this researcher by Dr. Taylor and is included here with his permission.
The Project BALA staff originally wrote 117 items so that attitudes could be measured relative to four topics concerning nonstandard and Black English. These four topics were labeled as the four content categories of the LAS and are so referred to throughout the present study. These four topics or content categories are as follows:

1) The structure and inherent usefulness of nonstandard English dialects.
2) The consequences of using and accepting nonstandard English dialects in the educational setting.
3) Philosophies concerning the use and acceptance of nonstandard English in educational and other social settings.
4) The cognitive and intellectual abilities of speakers of Black English.¹

Each of the statements of the LAS requires that the respondents check a degree of agreement along a continuum of five gradations from "strongly agree" to "strongly disagree". This type of scaling device is known as a Lickert scale, and according to Taylor, it was considered by the Project staff to be most appropriate for their attitude survey.²

Of the original 117 items prepared by the staff, approximately one half were worded in such a way as to be favorable to nonstandard

²Ibid., p. 1.
and Black English, and approximately one half were unfavorable. The staff also prepared a tape-recorded sample of nonstandard speech to be used to orient the scale respondents to the meaning of nonstandard and Black English. The tape contains brief examples of Black English and Appalachian English and was to be played for the respondents immediately before scale administration. A set of instructions for the respondents and a biographical data sheet were also prepared to accompany the attitude scale.

The standardization of the scale was accomplished by administering the original 117 statements to a group of 186 teachers from various parts of the United States. This group was chosen so as to be representative of a variety of age levels, grade levels taught, years of teaching experience, and formal education. Both black and white teachers were included in the group. After administration of the scale to this standardization sample, the Project's task was to determine which of the original 117 statements best differentiated between those respondents with more positive attitudes and those with more negative attitudes toward nonstandard and Black English. The first step in this procedure was to assign a coded score to each item. Five points were assigned to the interval on the scale which indicated strong agreement with a positive statement and strong disagreement with a negative statement. Four points were assigned for mild agreement with a positive statement and mild disagreement with a negative statement. Two points were assigned for mild agreement with a negative statement and mild disagreement with a positive
One point was assigned for strong agreement with a negative statement and strong disagreement with a positive statement. The mid-interval on the scale which represents neither agreement nor disagreement (no opinion) was assigned a coded value of three points. The next step was to compute a total score for each subject across all 117 of the original items. The final step in the standardization process is described as follows by Taylor:

On the basis of the total scores . . . the subjects falling in the top 25% and the bottom 25% . . . were identified. Each question was then submitted to a t-test, using the top and bottom quartile as the binary groups from which means and standard deviations were derived. Based on the obtained t-scores two sets of eight statements with the largest values were selected from each of the first three content categories (four positive and four negative statements). These were chosen to comprise the final scale. Two sets of single statements were selected from the fourth category because of a) few initial questions in the category, and b) very small t-scores for these statements. Thus two final versions of the Language Attitude Scale were constructed, each containing twenty-five highly discriminable statements. A single composite version of the two was also constructed in such a way that t-values for items in each of the four content categories were balanced as much as possible.3

The composite version of the LAS as described above by Taylor was selected for use in the present study (see Appendix).

The LAS was deemed most appropriate for the present study since it was designed specifically to measure teachers' attitudes toward nonstandard and Black English, and because of its applicability to a survey method of gathering data from relatively large groups of subjects. Its usefulness is further enhanced by the

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3 Ibid., p. 4.
fact that the items are arranged into four content categories (see Appendix) which allows the researcher to analyze the subjects' responses relative to various aspects of nonstandard dialects.

C. The sample

Since the expressed aim of this study was to provide information about the language attitudes of prospective foreign language teachers, it seemed necessary to make comparisons with the attitudes of prospective teachers from other subject-matter areas. The researcher arbitrarily chose the areas of English, mathematics, and social studies since these areas are fairly representative of the core curriculum of the American public school. The subjects included in the study are prospective teachers of English, foreign languages, mathematics, and social studies who were enrolled in teacher preparation courses at the participating institutions during the 1973-74 academic year.

The original intent of the researcher was to collect data from subjects enrolled at both large and small institutions located in various regions of the United States. Although the final sample does reflect a fairly wide regional representation, in the final analysis, institutions were chosen on the basis of accessibility to the researcher and their willingness to cooperate in the study. The institutions from which the final sample was drawn fall within five of the eight national regions designated for the purposes of the Modern Language Association foreign language enrollment surveys.  

\footnote{Kant, "Foreign Language Offerings and Enrollments."}
The institutions and regions represented in the sample are as follows:
1) The Ohio State University (Great Lakes region); 2) University of Maryland (Mideast region); 3) University of Northern Iowa (Plains region); 4) University of Arkansas (Southeast region); 5) Oklahoma State University (Southwest region). Table 1 presents the total sample by participating institutions and by subject matter areas.

Table 1

SAMPLE

N = 472

<table>
<thead>
<tr>
<th>Institution</th>
<th>Prospective Teaching Field</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>English</td>
<td>Foreign Language</td>
</tr>
<tr>
<td>Ohio State</td>
<td>42</td>
<td>42</td>
</tr>
<tr>
<td>Okla. State</td>
<td>26</td>
<td>21</td>
</tr>
<tr>
<td>U. of Ark.</td>
<td>11</td>
<td>20</td>
</tr>
<tr>
<td>U. of Md.</td>
<td>24</td>
<td>16</td>
</tr>
<tr>
<td>U. of N. Ia.</td>
<td>11</td>
<td>17</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>114</strong></td>
<td><strong>116</strong></td>
</tr>
</tbody>
</table>

Because of the sampling procedure of the present study the sample must be described as a selected, convenient sample. Any interpretation of the data must take this into consideration.
D. Data gathering procedures

Persons working in foreign language education at the participating institutions were sent multiple copies of the LAS, the accompanying tape, instructions to the respondents, and biographical data sheets. They were also sent a detailed set of instructions, prepared by this writer, on the administration of the LAS (see Appendix). The administration of the LAS requires approximately twenty minutes to complete. The subjects were given the instruction sheet, the twenty-five item LAS, and a biographical data sheet (see Appendix). They were asked to read the instruction sheet silently as the scale administrator read it aloud. At the appropriate points in the instructions, brief tape-recorded examples of Black English and Appalachian English were played. The purpose of the recorded speech samples, as pointed out in Section B of this chapter was to orient the subjects as to what is meant by the terms nonstandard and Black English. The subjects were then asked to respond to the twenty-five statements of the LAS by indicating a degree of agreement or disagreement with each statement. After completing their responses to the LAS, the subjects were asked to complete the accompanying biographical data sheet. Each scale administrator then returned the completed LAS's to the researcher for analysis of the obtained data.
E. Data analysis

The completed LAS's from each of the participating institutions were arranged according to the subjects' prospective teaching fields. The statements of the LAS were then assigned a coded value in accordance with the procedure described in Section B of this chapter. The subjects' responses to each item of the LAS were then recorded on a matrix designed so as to group the items according to the four content areas of the LAS. For each of the four content categories, the subjects' response values were summed, and the computed score constituted the basis for assigning each subject to one of five possible categories: strongly positive, mildly positive, no opinion, mildly negative, strongly negative. Frequency counts for these five categories were then made, and the data were arranged into contingency tables for the purpose of statistical analysis.

Information from the biographical data sheets were used to determine the total N's for each of the remaining independent variables which involved only the prospective foreign language teacher sample; these were 1) urban background, 2) experience abroad, and 3) university attended.

Because of the small frequencies observed in the "strongly negative" category of all the tables, it was deemed advisable to collapse the tables by combining the "strongly negative" and "mildly negative" categories into one category labeled "negative". Accordingly, the categories of "strongly positive" and "mildly
positive" were combined into one category labeled "positive". This procedure resulted in the data finally being arranged into sixteen contingency tables of three categories (positive, no opinion, negative) for the purpose of testing the sixteen hypotheses as stated in Chapter I. A contingency coefficient C was then computed to test each of the hypotheses. All tests were made at the .05 level of significance. The results of the statistical testing of the hypotheses is presented in Chapter IV.

F. Definition of terms

The researcher feels that it is important at this point to operationally define certain terms which are used throughout the study. The following definition of terms will apply to this study:

**Linguistically and culturally different learner.** This terminology is used throughout the study to identify the American student whose linguistic and cultural patterns differ noticeably from the middle-class norm. These are students who speak a highly stigmatized variety of non-standard English, e.g. Black English and Appalachian English.

**Appalachian English.** The variety of nonstandard English spoken in the Appalachian mountain region of the South; although migrant populations have carried it into other areas of the United States. This dialect differs phonologically, syntactically, and lexically from standard English.
Black English. The variety of American English spoken by blacks in urban ghettos as well as the rural South. This variety also differs phonologically, syntactically, and lexically from standard English.

Nonstandard English. This term is used in the study to label varieties of American English that differ phonologically, syntactically, and lexically from standard English. Both Appalachian and Black English are examples of nonstandard English.

Standard English. The variety of American English spoken by the majority of the educated middle class. Although regional differences in phonology and lexicon occur in this variety, few differences occur in syntax. This is the variety used and accepted as the medium of communication and instruction in the American public school system.

Prospective teachers. These are preservice teachers who have generally completed their academic requirements in their prospective teaching field and are enrolled in methodology courses prior to student teaching.

Urban areas. Cities with populations of 50,000 or more. This definition is based upon the designation of urban areas in the Statistical Abstracts of the United States, 1970.

Extensive experience abroad. Two months of travel, residence, or study in a country other than the United States.

The foregoing definition of terms is important to the discussion of the results of the statistical treatment of the data which follows this chapter.
CHAPTER XV

Results

A. Presentation

The purpose of this chapter is to organize and report the data obtained from the sample. As was stated in Chapter III, each of the sixteen hypotheses of the study were tested by means of a contingency coefficient C, and all tests were made at the .05 level of significance. Each hypothesis will be restated followed by a tabular presentation of the data relative to each hypothesis. The results of the statistical test is reported below each table.

The possible relationship of four independent variables to the subjects' attitudes within the four content categories of the LAS were considered. The four content categories of the LAS are as follows:

(I) The structure and inherent usefulness of non-standard English dialects;

(II) Consequences of using and accepting nonstandard English in the educational setting;

(III) Philosophies concerning the use and acceptance of nonstandard English in educational and other social settings;

(IV) Cognitive and intellectual abilities of speakers of Black English.
The first variable considered in the study, i.e. prospective teaching field, involved the entire sample (N = 472) and was tested in hypotheses one through four. The remaining three variables involved only the prospective foreign language teachers (N = 116). These variables and the related hypotheses were as follows:

(a) urban background ($H_5$ through $H_8$);
(b) experience abroad ($H_9$ through $H_{12}$);
(c) university attended ($H_{13}$ through $H_{16}$).

B. Hypotheses testing

Hypothesis one stated that no significant relationship existed between the prospective teaching field (English, foreign language, mathematics, social studies) and the subjects' attitudes toward the structure and inherent usefulness of nonstandard English dialects. Table 2 presents the observed frequencies of the prospective teachers responding to the statements of the LAS within content category I.
TABLE 2
OBSERVED FREQUENCIES OF PROSPECTIVE TEACHERS
RESPONDING TO CATEGORY I OF THE LAS

N = 472

<table>
<thead>
<tr>
<th>Prospective Teaching Field</th>
<th>Positive</th>
<th>No Opinion</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>66</td>
<td>39</td>
<td>9</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>57</td>
<td>42</td>
<td>21</td>
</tr>
<tr>
<td>Mathematics</td>
<td>46</td>
<td>38</td>
<td>13</td>
</tr>
<tr>
<td>Social Studies</td>
<td>55</td>
<td>57</td>
<td>33</td>
</tr>
</tbody>
</table>

Contingency Coefficient $C = .17$

$df = 6$

$P = .02$

The computed contingency coefficient $C$ ($C = .17$) for the observed frequencies shown in Table 2 was found to be significant ($P = .02$); therefore, $H_1$ is rejected. A perusal of the observed and expected frequencies reveals that the significant relationship is due to the response patterns of the prospective English and social studies teachers. The prospective English teachers tended to respond more positively and less negatively than expected; while the prospective social studies teachers responded conversely. The prospective foreign language and mathematics teachers tended to respond as expected.
Hypothesis two stated that no significant relationship existed between the prospective teaching field and the subjects' attitudes toward the consequences of using and accepting nonstandard English dialects in the educational setting. Table 3 shows the observed frequencies for this category.

**TABLE 3**

OBSERVED FREQUENCIES OF PROSPECTIVE TEACHERS RESPONDING TO CATEGORY II OF THE LAS

<table>
<thead>
<tr>
<th>Prospective Teaching Field</th>
<th>Positive</th>
<th>No Opinion</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>98</td>
<td>11</td>
<td>5</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>90</td>
<td>21</td>
<td>5</td>
</tr>
<tr>
<td>Mathematics</td>
<td>80</td>
<td>13</td>
<td>4</td>
</tr>
<tr>
<td>Social Studies</td>
<td>106</td>
<td>32</td>
<td>7</td>
</tr>
</tbody>
</table>

Contingency Coefficient $C = .131$

$df = 6$

$P = NS$

The computed contingency coefficient $C (C = .131)$ for the observed frequencies in this category was found not to be significant ($P = NS$). $H_2$ of no relationship is therefore accepted.
Hypothesis three stated that there was no significant relationship between the prospective teaching field and the subjects' attitudes toward philosophies concerning the use and acceptance of nonstandard English in educational and other social settings. Table 4 presents the observed frequencies for category III.

**TABLE 4**

**OBSERVED FREQUENCIES OF PROSPECTIVE TEACHERS RESPONDING TO CATEGORY III OF THE LAS**

*N = 472*

<table>
<thead>
<tr>
<th>Prospective Teaching Field</th>
<th>Positive</th>
<th>No Opinion</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>74</td>
<td>30</td>
<td>10</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>68</td>
<td>30</td>
<td>18</td>
</tr>
<tr>
<td>Mathematics</td>
<td>57</td>
<td>30</td>
<td>10</td>
</tr>
<tr>
<td>Social Studies</td>
<td>64</td>
<td>58</td>
<td>23</td>
</tr>
</tbody>
</table>

Contingency Coefficient C = .17

\[ df = 6 \]

\[ P = .05 \]

For the data presented in Table 4 the contingency coefficient C (C = .17) was found to be significant (P = .05); therefore, \( H_3 \) is rejected. As was the case with Category I (Table 2), the prospective English teachers tended to respond more positively, while the
prospective social studies teachers tended to respond less positively. This pattern accounts for the significant relationship. The difference between the observed and expected frequencies of the prospective foreign language and mathematics teachers was minimal.

Hypothesis four, the final hypothesis involving the entire sample, stated that there was no significant relationship between the prospective teaching field and the subjects' attitudes toward the cognitive and intellectual abilities of speakers of Black English. Table 5 presents the observed frequencies for Category IV.

**TABLE 5**

OBSERVED FREQUENCIES OF PROSPECTIVE TEACHERS RESPONDING TO CATEGORY IV OF THE LAS

\[ N = 472 \]

<table>
<thead>
<tr>
<th>Prospective Teaching Field</th>
<th>Positive</th>
<th>No Opinion</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>93</td>
<td>8</td>
<td>13</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>75</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>Mathematics</td>
<td>70</td>
<td>17</td>
<td>10</td>
</tr>
<tr>
<td>Social Studies</td>
<td>86</td>
<td>31</td>
<td>28</td>
</tr>
</tbody>
</table>

Contingency Coefficient \( C = .197 \)

\[ df = 6 \]

\[ P = .01 \]
The contingency coefficient $C (C = .197)$ computed for the data in Table 5 was found to be significant ($P = .01$); therefore, $H_4$ is rejected. The discrepancies between the observed and expected frequencies of the prospective English and social studies teachers account for the significant relationship. Again, the prospective English teachers tended to respond more positively, while the social studies group tended to respond more neutrally and negatively.

Hypothesis five stated that no significant relationship existed between the urban background of prospective foreign language teachers and their attitudes toward the structure and inherent usefulness of nonstandard English. Table 6 shows a comparison of the observed frequencies of urban and nonurban prospective foreign language teachers responding to Category I of the LAS.

TABLE 6

<table>
<thead>
<tr>
<th>Background</th>
<th>Positive</th>
<th>No Opinion</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban</td>
<td>27</td>
<td>20</td>
<td>17</td>
</tr>
<tr>
<td>Nonurban</td>
<td>25</td>
<td>22</td>
<td>5</td>
</tr>
</tbody>
</table>

Contingency coefficient $C = .231$

$df = 2$

$P = .05$
The computed contingency coefficient $C$ ($C = .231$) for the data presented in Table 6 was found to be significant ($P = .05$); therefore, $H_5$ is rejected. The significant relationship here may be due to the more negative response pattern of the urban group and the large "no opinion" response of the nonurban group.

Hypothesis six stated that no significant relationship existed between the urban background of prospective foreign language teachers and their attitudes toward the consequences of using and accepting nonstandard English in the educational setting. Table 7 presents a comparison of the observed frequencies of these groups relative to Category II.

**TABLE 7**

OBSERVED FREQUENCIES OF URBAN AND NONURBAN PROSPECTIVE FOREIGN LANGUAGE TEACHERS RESPONDING TO CATEGORY II OF THE LAS

<table>
<thead>
<tr>
<th>Background</th>
<th>Positive</th>
<th>No Opinion</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban</td>
<td>47</td>
<td>14</td>
<td>3</td>
</tr>
<tr>
<td>Nonurban</td>
<td>41</td>
<td>8</td>
<td>3</td>
</tr>
</tbody>
</table>

Contingency Coefficient $C = .083$

df = 2

$P = \text{NS}$
The contingency coefficient $C (C = .083)$ is not significant; therefore, $H_6$ of no relationship is accepted.

Hypothesis seven stated that there was no significant relationship between the urban background of prospective foreign language teachers and their attitudes toward philosophies concerning the use and acceptance of nonstandard English in educational and other social settings. Table 8 presents the compared frequencies of the urban and nonurban groups relative to Category III.

**TABLE 8**

**OBSERVED FREQUENCIES OF URBAN AND NONURBAN PROSPECTIVE FOREIGN LANGUAGE TEACHERS RESPONDING TO CATEGORY III OF THE LAS**

$N = 116$

<table>
<thead>
<tr>
<th>Background</th>
<th>Positive</th>
<th>No Opinion</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban</td>
<td>37</td>
<td>15</td>
<td>12</td>
</tr>
<tr>
<td>Nonurban</td>
<td>33</td>
<td>12</td>
<td>7</td>
</tr>
</tbody>
</table>

Contingency Coefficient $C = .074$

$df = 2$

$P = NS$

The contingency coefficient $C (C = .074)$ is not significant ($P = NS$); therefore, $H_7$ of no relationship is accepted.
Hypothesis eight stated that no significant relationship existed between the urban background of prospective foreign language teachers and their attitudes toward the cognitive and intellectual abilities of speakers of Black English. Table 9 shows the observed frequencies of the urban and nonurban groups relative to Content Category IV.

**TABLE 9**

OBSERVED FREQUENCIES OF URBAN AND NONURBAN PROSPECTIVE FOREIGN LANGUAGE TEACHERS RESPONDING TO CATEGORY IV OF THE LAS

<table>
<thead>
<tr>
<th>Background</th>
<th>Positive</th>
<th>No Opinion</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban</td>
<td>37</td>
<td>17</td>
<td>10</td>
</tr>
<tr>
<td>Nonurban</td>
<td>32</td>
<td>9</td>
<td>11</td>
</tr>
</tbody>
</table>

Contingency Coefficient $C = .118$

$df = 2$

$P = NS$

Hypothesis eight ($H_8$) of no relationship is accepted since the contingency coefficient $C$ ($C = .118$) was found not to be significant ($P = NS$).

Hypothesis nine stated that there was no significant relationship between an extensive experience abroad of prospective foreign language teachers and their attitudes toward the structure and
usefulness of nonstandard English. Table 10 presents a comparison of the observed frequencies of those prospective foreign language teachers who have had an extensive experience abroad with those who have not, relative to Category I of the LAS.

**TABLE 10**

OBSERVED FREQUENCIES OF PROSPECTIVE FOREIGN LANGUAGE TEACHERS EXPERIENCE ABROAD vs NO EXPERIENCE ABROAD CATEGORY I OF THE LAS

\[ N = 116 \]

<table>
<thead>
<tr>
<th>Experience Abroad</th>
<th>Positive</th>
<th>No Opinion</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>26</td>
<td>25</td>
<td>16</td>
</tr>
<tr>
<td>No</td>
<td>27</td>
<td>17</td>
<td>5</td>
</tr>
</tbody>
</table>

Contingency Coefficient C = .195

\[ df = 2 \]

\[ P = NS \]

The contingency coefficient C (C = .195) for the data shown in Table 10 is not significant (P = NS); therefore, \( H_9 \) is accepted.

Hypothesis ten stated that no relationship existed between an experience abroad of prospective foreign language teachers and their attitudes toward the consequences of using and accepting nonstandard English in the educational setting. Table 11 presents the observed frequencies of the "experience abroad" and the "no experience abroad" groups, relative to Category II.
TABLE 11

OBSERVED FREQUENCIES OF PROSPECTIVE FOREIGN LANGUAGE TEACHERS
EXPERIENCE ABROAD vs NO EXPERIENCE ABROAD
CATEGORY II OF THE LAS

N = 116

<table>
<thead>
<tr>
<th>Experience Abroad</th>
<th>Positive</th>
<th>No Opinion</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>48</td>
<td>16</td>
<td>3</td>
</tr>
<tr>
<td>No</td>
<td>41</td>
<td>6</td>
<td>2</td>
</tr>
</tbody>
</table>

Contingency Coefficient $C = 0.146$

$df = 2$

$P = NS$

Hypothesis ten of no relationship is accepted since the computed contingency coefficient $C (C = 0.146)$ for the data presented in Table 11 was found not to be significant.

Hypothesis eleven stated that there was no relationship between an experience abroad of prospective foreign language teachers and their attitudes toward philosophies concerning the use and acceptance of nonstandard English in educational and other social settings. Table 12 presents the observed frequencies relative to this category of the LAS.
TABLE 12

OBSERVED FREQUENCIES OF PROSPECTIVE FOREIGN LANGUAGE TEACHERS
EXPERIENCE ABROAD vs NO EXPERIENCE ABROAD
CATEGORY III OF THE LAS

N = 116

<table>
<thead>
<tr>
<th>Experience Abroad</th>
<th>Positive</th>
<th>No Opinion</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>35</td>
<td>19</td>
<td>13</td>
</tr>
<tr>
<td>No</td>
<td>31</td>
<td>12</td>
<td>6</td>
</tr>
</tbody>
</table>

Contingency Coefficient $C = .118$

$df = 2$

$P = NS$

The computed contingency coefficient $C (C = .118)$ for the data presented in Table 12 was found not to be significant ($P = NS$); therefore, $H_{11}$ of no relationship is accepted.

Hypothesis twelve stated that there was no relationship between an experience abroad of prospective foreign language teachers and their attitudes toward the cognitive and intellectual abilities of speakers of Black English. Table 13 presents the observed frequencies of the two groups being compared, relative to Category IV.
TABLE 13

OBSERVED FREQUENCIES OF PROSPECTIVE FOREIGN LANGUAGE TEACHERS EXPERIENCE ABROAD vs NO EXPERIENCE ABROAD CATEGORY IV OF THE LAS

N = 116

<table>
<thead>
<tr>
<th>Experience Abroad</th>
<th>Positive</th>
<th>No Opinion</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>43</td>
<td>10</td>
<td>14</td>
</tr>
<tr>
<td>No</td>
<td>30</td>
<td>11</td>
<td>8</td>
</tr>
</tbody>
</table>

Contingency Coefficient C = .102

df = 2

P = NS

Hypothesis twelve is accepted since the contingency coefficient C (C = .102) is not significant (P = NS). Considering the data presented in Tables 10 through 13, there appears to be no relationship between experience abroad and language attitudes as measured by the LAS.

The final group of hypotheses (H₁₃ through H₁₆) considered the possible relationship between the university attended by the sample of prospective foreign language teachers and their attitudes as measured by the LAS. Hypothesis thirteen stated that there was no relationship between the university attended and the attitudes of prospective foreign language teachers toward the structure and
usefulness of nonstandard English. Table 14 presents the observed frequencies of the subjects from the various institutions, relative to Category I of the LAS.

TABLE 14
OBSERVED FREQUENCIES OF PROSPECTIVE FOREIGN LANGUAGE TEACHERS FROM PARTICIPATING INSTITUTIONS CATEGORY I OF THE LAS

N = 116

<table>
<thead>
<tr>
<th>University Attended</th>
<th>Positive</th>
<th>No Opinion</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ohio State</td>
<td>17</td>
<td>16</td>
<td>9</td>
</tr>
<tr>
<td>Okla. State</td>
<td>14</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>U. of Ark.</td>
<td>10</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>U. of Md.</td>
<td>5</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>U. of N. Ia.</td>
<td>7</td>
<td>7</td>
<td>3</td>
</tr>
</tbody>
</table>

Contingency Coefficient C = .236

df = 8

P = NS

Hypothesis thirteen is accepted since the contingency coefficient C (C = .236) is not significant (P = NS).

Hypothesis fourteen stated that no significant relationship existed between the university attended by prospective foreign language teachers and their attitudes toward the consequences of using and accepting nonstandard English. Table 15 presents the data from the various institutions relative to Category II.
TABLE 15

OBSERVED FREQUENCIES OF PROSPECTIVE FOREIGN LANGUAGE TEACHERS FROM PARTICIPATING INSTITUTIONS
CATEGORY II OF THE LAS

N = 116

<table>
<thead>
<tr>
<th>University Attended</th>
<th>Positive</th>
<th>No Opinion</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ohio State</td>
<td>34</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Okla. State</td>
<td>17</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>U. of Ark.</td>
<td>16</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>U. of Md.</td>
<td>10</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>U. of N. Ia.</td>
<td>13</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>

Contingency Coefficient C = .245

df = 8

P = NS

The computed contingency coefficient C (C = .245) for the data presented in Table 15 was found not to be significant (P = NS). Hypothesis fourteen is therefore accepted.

Hypothesis fifteen stated that there was no relationship between the university attended and the attitudes of prospective foreign language teachers toward philosophies concerning the use and acceptance of nonstandard English. Table 16 presents the observed frequencies of prospective foreign language teachers from the participating institutions, relative to Category III of the LAS.
TABLE 16
OBSERVED FREQUENCIES OF PROSPECTIVE FOREIGN LANGUAGE TEACHERS FROM PARTICIPATING INSTITUTIONS CATEGORY III OF THE LAS

N = 116

<table>
<thead>
<tr>
<th>University Attended</th>
<th>Positive</th>
<th>No Opinion</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ohio State</td>
<td>24</td>
<td>11</td>
<td>7</td>
</tr>
<tr>
<td>Okla. State</td>
<td>13</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>U. of Ark.</td>
<td>13</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>U. of Md.</td>
<td>9</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>U. of N. Ia.</td>
<td>9</td>
<td>5</td>
<td>3</td>
</tr>
</tbody>
</table>

Contingency Coefficient C = .119
df = 8
P = NS

Hypothesis fifteen is accepted since the contingency coefficient C (C = .119) was found not to be significant.

Hypothesis sixteen stated that no significant relationship existed between the university attended and attitudes of prospective foreign language teachers toward the cognitive and intellectual abilities of speakers of Black English. Table 17 shows the observed frequencies of the prospective foreign language teachers from the various universities, relative to Category IV of the LAS.
### TABLE 17

**OBSERVED FREQUENCIES OF PROSPECTIVE FOREIGN LANGUAGE TEACHERS FROM PARTICIPATING INSTITUTIONS CATEGORY IV OF THE LAS**

N = 116

<table>
<thead>
<tr>
<th>University Attended</th>
<th>Positive</th>
<th>No Opinion</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ohio State</td>
<td>28</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Okla. State</td>
<td>14</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>U. of Ark.</td>
<td>13</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>U. of Md.</td>
<td>9</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>U. of N. Ia.</td>
<td>11</td>
<td>2</td>
<td>4</td>
</tr>
</tbody>
</table>

Contingency Coefficient $C = 0.154$

$df = 8$

$P = NS$

The contingency coefficient $C (C = 0.154)$ was found not to be significant; therefore, $H_{16}$ is accepted. When the results of the testing of hypotheses thirteen through sixteen are considered, there appears to be no relationship between the university attended and the language attitudes of the prospective foreign language teachers as measured by the LAS.
C. **Reliability**

Instrument reliability is a crucial research consideration. While Taylor\(^1\) reported a detailed account of the standardization of the LAS, he did not report a reliability coefficient. Therefore, this researcher deemed it appropriate to compute and report a reliability coefficient for the LAS as it was used in the present study.

The "test-retest" method of determining reliability was not feasible because of the data gathering procedures employed in the present study. The alternative was to compute a reliability coefficient employing the "odd-even" method. Each subject's responses to the odd and even numbered items of the LAS were summed and subjected to statistical analysis, yielding a reliability coefficient of sufficient magnitude to establish the internal consistency of the instrument \((r = .88)\).

A summary of the data presented above will be discussed in Chapter V followed by the conclusions and implications of the study.

\(^1\)Taylor, "The Language Attitude Scale," pp. 1-4.
CHAPTER V
Summary and Conclusions

A. Summary

The purpose of the present study was twofold. The first objective was to determine whether prospective foreign language teachers would profess attitudes toward American linguistic and cultural differences (i.e. nonstandard and Black English) that would differ substantially from the attitudes professed by their counterparts preparing to teach in other subject-matter areas. This question seemed important since the foreign language education literature has long suggested that foreign language study tends to reduce ethnocentrism and increase receptiveness to linguistic and cultural differences in general; and in more recent years, some foreign language educators have suggested that foreign language teachers—because of the insights gained from their cross-linguistic and cross-cultural training—might serve as linguistic and cultural mediators in pluralistic educational settings.

The second objective was to determine whether the attitudes among prospective foreign language teachers would differ as a function of three variables that could be identified from biographical information obtained.
To answer the questions posed above, the researcher chose to assess the attitudes of teachers-in-training at selected institutions using the Language Attitude Scale (LAS), an instrument designed specifically to measure teachers' attitudes toward nonstandard and Black English. For the purpose of comparison, the researcher chose the areas of English, mathematics, and social studies as being representative of the public school core curriculum. The responses of the prospective teachers to the four content categories of the LAS were compared and presented in Tables 2 through 5 in the previous chapter. While the entire sample of prospective teachers tended to respond substantially more positively than negatively across all four content categories of the LAS, there were statistically significant differences in the patterns of responses on three of the four content categories. The response patterns for each of the four content categories are summarized and discussed below.

Content Category I: the structure and inherent usefulness of nonstandard English dialects. Forty-seven percent of the prospective teachers responded positively to the statements pertaining to this aspect of nonstandard English, while 16% responded negatively and 37% responded in the no opinion category. The contingency coefficient (C = .17) showed that there was a significant relationship between prospective teaching field and attitudes professed. An examination of the responses revealed that the relationship was due to the more positive response pattern of the English group.
and the less positive pattern of the social studies group. Fifty-eight per cent of the prospective English teachers responded in the positive categories while only 7% responded in the negative categories, and 35% responded in the no opinion category. The response pattern of the social studies group was as follows: positive, 38%; negative, 23%; and no opinion, 39%. The response patterns of the foreign language and mathematics groups were quite similar with the mathematics group responding slightly more positively. The total sample tended to respond less positively to statements in this content category than to statements in the other three content categories. This finding is consistent with other studies which employed the LAS.1

Content Category II: the consequences of using and accepting nonstandard English in the education setting. The responses to statements within this content category were the most favorable. Seventy-nine percent of the prospective teachers responded in the positive categories; only 4% in the negative; and 17% in the no opinion category. The preponderance of positive responses in all

1Taylor, "Teachers' Attitudes Toward Black and Nonstandard English;" and Bronstein, et al., "A Sociolinguistic Comment on the Changing Attitudes Toward the Use of Black English."
teaching areas accounts for the "no significant relationship" between prospective teaching field and language attitudes as measured by this portion of the LAS.

Content Category III: philosophies concerning the use and acceptance of nonstandard English in educational and other social settings. The response patterns of the prospective teachers to this portion of the LAS were as follows: positive, 56%; negative, 13%; and neutral, 31%. The contingency coefficient ($C = .17$) shows a significant relationship. A review of the data reveals that the relationship is due to the response patterns of the English and social studies groups. The prospective English teachers responded as follows: positive, 65%; negative, 9%; and neutral, 26%. The response pattern of the social studies group was: positive, 44%; negative, 16%; and neutral, 40%. Again, the foreign language and mathematics groups tended to respond similarly with slightly more prospective foreign language teachers (15%) than mathematics teachers (10%) responding in the negative categories of the scale.

Content Category IV: the cognitive and intellectual abilities of speakers of Black English. Sixty-nine per cent of the prospective teachers responded positively to the one statement in Content Category IV while 15% responded negatively; and 16% were neutral. The contingency coefficient ($C = .197$) was again significant and was due to the response patterns of the English and social studies groups. The English group responded as follows: positive, 82%;
negative, 11%; and neutral 7%. The responses of the social studies sample were: positive, 59%; negative 20%; and neutral 21%. The responses of the foreign language and mathematics samples continued to fall between the English and social studies groups with the mathematics sample (positive, 72%; negative, 10%; neutral, 17%) responding slightly more positively than the foreign language sample (positive, 65%; negative, 18%; neutral, 17%).

Tables 6 through 17 in the previous chapter present the responses of the prospective foreign language teachers as a function of three variables: 1) urban background; 2) experience abroad; and 3) university attended. A summary of the data related to each of the variables is presented below.

In order to determine whether an urban background is related to language attitudes as measured by the LAS, the responses of prospective foreign language teachers from cities with 50,000 or more population were compared with the responses of prospective foreign language teachers from smaller towns and rural areas (Tables 6 through 9). Although the nonurban group responded slightly more positively across all four content categories of the LAS, the computed contingency coefficient (C = .231) reached the level of significance (P = .05) only for the responses on content category I (The structure and usefulness of nonstandard English). The significant relationship is due to the differences between the observed and expected frequencies of the urban group in the no opinion and negative categories.
The researcher also wished to determine whether experience abroad was related to language attitudes. In order to do so, the responses of prospective foreign language teachers who had spent two months or more abroad were compared with responses of those who had not. (Tables 10 through 13). While the "no experience abroad" group tended to respond slightly more positively across all four content categories, the differences were not significant. Therefore, it must be assumed that any differences in the response patterns of the two groups must be due to chance.

A comparison of the responses of the prospective foreign language teachers by university attended was intended to determine whether regional differences were related to the language attitudes of this group. The universities included in the sample are located in five different regions of the eight regions designated by the Modern Language Association for the purpose of its foreign language enrollment surveys. An underlying motive for making the university comparison was the assumption that differing philosophies, programs, and objectives of the universities might also be related to the language attitudes of the prospective teachers. The data presented in Tables 14 through 17 in Chapter IV shows there to be no relationship between the institutions and the subjects' attitudes as measured by the four content categories of the LAS.
B. Conclusions

In drawing conclusions or making inferences based on the present study, it must be kept in mind that the sample represented here was conveniently rather than randomly selected. Therefore, one must exercise caution in making inferences to other populations. However, it can be reported that the entire sample of prospective teachers included in the present study profess a preponderance of positive attitudes toward linguistic differences. If this is also the case in other teacher training institutions, the situation is indeed encouraging. The attitudes toward nonstandard English professed by the present sample of prospective teachers are substantially more positive than teachers' attitudes are generally reported. Why this should be is, of course, subject to debate; however, this researcher has considered certain social and educational trends which may possibly be related to the formation of more positive attitudes toward linguistic and cultural diversity.

Recently, there has been a definite trend toward the popularization of Black language and culture through the various media. Increasingly more Black actors are seen in the movies and on television—many of them speaking Black dialect. The popular music of today with the most youth appeal is imbued with Black lyric, melodic, and

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2See, e.g., Cohen and Kimmerling, "Attitudes Based on English Dialect Differences."
rhythmic styles. The casual speech of white, middle-class youth reveals a great deal of lexical borrowing from the Black idiom. Also, in recent years, there has been a notable resurgence of interest in Country music among college-age youth. This interest has centered primarily on a type of music called "bluegrass" which is primarily of southern mountain origin and strongly reflects the language and culture of this region. For example, at one of the institutions which participated in this study, one of the most popular courses is one offered by the department of geography on the historical and geographical aspects of bluegrass and country music. Such courses dealing with folk and popular culture are becoming increasingly more commonplace.

A more direct influence on the attitudes of the prospective teachers could possibly be their exposure to newer ideas and notions regarding nonstandard dialects which have grown out of the sociolinguistic research of the sixties. Much of this research is now quite widely disseminated in the language education literature. This assumption seems particularly pertinent to the prospective English teachers who professed more positive attitudes on three of the four content categories of the LAS. If this last assumption is warranted, then it appears that if more positive attitudes toward a particular linguistic and cultural variation (e.g., Black English and culture) are desirable, then the particular dialect and culture must be dealt with directly in the educational process. Said
another way, it seems that one does not necessarily develop significantly more positive attitudes toward American linguistic and cultural differences through studying a foreign language and culture. This assumption is further supported by the fact that the responses of the foreign language group were distributed quite similarly to those of the prospective mathematics teachers—a group whose academic and professional preparation generally does not include linguistic and cultural studies.

There appears to be no difference in the attitudes of the prospective foreign language teachers as a function of the biographical variables considered in the study. Prospective foreign language teachers attending a large northern university located in an urban area tend to hold attitudes toward nonstandard English very similar to those of their counterparts attending a smaller southern university located in a small community. Similarly, prospective foreign language teachers who have traveled and studied abroad do not differ significantly from those who have had no experience abroad. In comparing the urban and nonurban foreign language groups, a significant relationship was reported in only one instance. This relationship was such that the urban group appeared to be more negative regarding the structure of nonstandard English (Content Category I of the LAS), while the nonurban group was more neutral. This relationship is perhaps best interpreted in the context of the response of the total sample to the statements in Content Category I. There were more neutral and negative responses
to the statements regarding the structure of nonstandard English than to statements in the remaining three content categories of the LAS. This pattern suggests that a substantial number of prospective teachers find it difficult to agree that Black English is a legitimate linguistic system in its own right, and may be due—at least in part—to years of public school instruction which insisted upon a standard of correctness in all language matters.

C. Recommendations

The results of the present study indicate that a substantial number of prospective teachers from the areas and institutions sampled hold favorable attitudes toward linguistic variation. It was suggested in the previous section that the more positive attitudes of the English group might be attributable to their exposure to more recent thinking on the subject of dialect differences. If this is true, perhaps it would be advisable and beneficial for all prospective teachers to be exposed to the literature on language and cultural differences as it relates to the educational setting. There now exists a substantial body of such literature, much of which can be read, understood, and discussed even by those who are not language specialists. This suggestion, however, is not intended as a simplistic answer to a very complex problem. There are many questions which deserve special consideration, some of which are discussed below.
The present study sampled only two groups which are involved in the language component of education (i.e., English and foreign language); how do the language attitudes of prospective teachers of other language-component areas (i.e., language arts, reading, speech) compare with those of the two groups measured here?

A related question is: how do the language attitudes of preservice teachers in these areas compare with the attitudes of their inservice counterparts? This question seems especially important since most of the reported language attitude research has been conducted with inservice teachers, and the results have indicated that these subjects generally hold negative attitudes toward nonstandard English speakers.

The final two questions posed here are perhaps the most important and should be due special consideration in further language attitude research. The first of these might be posed as: how can language attitudes best be measured? For example, would subjects from the same sample respond similarly on different measures? A related question is: are professed attitudes—as measured by any of the traditional devices—related to overt classroom behavior where matters of language and cultural variation are concerned? This final question has barely begun to receive attention among language attitude researchers. Perhaps one approach to this ubiquitous
problem might be a type of "commitment measure" devised and used by Fishman; yet its applicability to the measurement of classroom behavior of teachers toward nonstandard English speakers is still to be ascertained.

The intent of the present study was to provide comparative and in-depth information about the attitudes of prospective foreign language teachers toward American linguistic and cultural differences. While the attitudes professed were overwhelmingly positive, there were a substantial number of neutral responses to some of the items of the LAS (e.g., Category I, 36%). There are two possible interpretations of these neutral responses: 1) they may indicate the subjects' true feelings; or 2) they may be indicative of the "central tendency" phenomenon, i.e., a subject does not wish to commit himself to either extreme of the scale, and therefore, chooses a "no opinion" response. If one assumes that the subjects' attitudes are distributed on a continuum (Chapter I, p. 17) then one accepts the first interpretation above. Nevertheless, the question of how to best interpret neutral responses remains a research problem.

Although many questions such as the ones posed above still remain to be answered, and many others remain to be raised, research into the language attitudes of various groups holds the promise of providing a great deal of information that should prove useful in the effort to resolve many extant educational and social problems.

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APPENDIX A

Administration of the LAS

Dear Colleague:

Your assistance in helping the researcher collect data for this study is greatly appreciated. Without your cooperation this research could not be completed. Following are descriptions of the intended population, the research instrument, and procedures for administering the instrument.

A. The Population

1. The researcher wishes to collect data from prospective teachers in foreign languages (French, German, Spanish), English, math, and social studies.

2. It is suggested that the instrument be administered to large groups in their respective methods courses, or in a professional education course in which all of the above mentioned prospective teachers will be represented.

3. If data is collected in methods courses (the most ideal procedure), permission to do so must be granted by the various methods instructors. The administration of the instrument will take 20 minutes.

B. The Research Instrument

1. You have been sent the following items for collecting the data necessary for this study: (1) a tape (containing language samples to accompany the Language Attitude Scale); (2) one-hundred dittoed copies of the research instrument (consisting of an instruction sheet, the Language Attitude Scale, and a biographical sheet); (3) one Xerox copy of the instrument; and (4) one set of ditto masters containing the instrument.

2. The Xerox copy and the ditto masters are for the purpose of making it convenient for you to obtain additional copies of the instrument if they are needed. Should you incur any cost in duplicating the instrument, it will be refunded immediately by the researcher.
C. Procedures for Administering the Instrument

1. You will need a reel-to-reel tape recorder. Set up the tape to play at 7 1/2 i.p.s. and adjust the volume and tone to an appropriate level.

2. Give each subject a copy of the research instrument (instruction sheet, Language Attitude Scale, biographical sheet).

3. Tell the subjects that the researcher is interested in their reactions to different varieties (or dialects) of English. Tell them that it is important that they register their honest and candid reactions to each item on the questionnaire. Tell them that they are to remain anonymous, and that they should not write their names on the questionnaire. Tell them that their response on the questionnaire has absolutely no effect upon their standing in the class in which they are now enrolled.

4. Read the instruction sheet (first page of the instrument) aloud as the subjects follow along silently. After reading the sentence, "Here is a sample of Black English," start the tape. A "voice-in" on the tape will say, "Begin here. Here is a sample of Black English." This section of the tape contains six brief samples of Black English and lasts two minutes and fifteen seconds. After the last sample of Black English the "voice-in" on the tape will say, "Stop here." Stop the tape at this point.

5. Continue to read aloud from the instruction sheet. After reading the sentence, "This is a sample of Appalachian English," start the tape again. The "voice-in" on the tape will say, "This is a sample of Appalachian English." This final section of the tape contains five brief samples of Appalachian English and lasts one minute and ten seconds. After the last sample the "voice-in" will say, "Stop here. End of tape." Stop the voice-in at this point.

6. Read the last paragraph on the instruction sheet. Point out the procedure for responding to the items on the questionnaire (Strongly disagree (SD) to Strongly agree (SA)).

7. Point out that you cannot answer questions or make comments on the twenty-five items on the questionnaire. You may, however, clarify questions on the biographical sheet which follows the questionnaire.
8. Have the subjects mark their responses to the twenty-five items on the Language Attitude Scale.

9. After the subjects complete the twenty-five items on the questionnaire, they are to write answers to the questions on the biographical sheet. Point out that the completeness and accuracy of the responses to the biographical questions are invaluable to the research.

10. After the subjects have completed the biographical sheet, collect the instruments.

11. After you have completed the collection of all data (from prospective FL, English, math, and social studies teachers), return all the completed instruments, Xerox copies, ditto masters, and tape to the researcher.

Sincerely,

James F. Ford  
Assistant Professor  
Curriculum & Instruction  
and Foreign Languages
APPENDIX B

Instruction Sheet

Within a language, there are often recognizable differences (called dialects) in the way the language is spoken by different groups. The dialect of the group with wealth, or social status, or the largest membership, often takes on a certain prestige and becomes the "standard" variety of the language. In this country, some of the ways English is spoken are considered to be Standard English and others are referred to as Nonstandard English.

Two samples of English dialects will be played for you. These dialects are considered by many speakers of Standard English to be nonstandard. The first is a sample of Black English—so called because it is spoken by many black people in different areas of the United States, though some members of other groups have learned it also. This is the nonstandard dialect with the largest number of speakers. Here is a sample of Black English.

The second sample is Appalachian English, spoken mainly around the mountains of Tennessee, Kentucky, and West Virginia, though migrating populations have taken it elsewhere. This is a sample of Appalachian English.
Now that you have heard the samples, we would like you to read the following statements concerning dialects and give your reactions to them. Please indicate your response in the spaces provided following each statement.

SD - Strongly disagree  MD - Mildly disagree  N - Neither agree nor disagree

MA - Mildly agree  SA - Strongly agree
APPENDIX C

Language Attitude Scale

1. Black English is a misuse of Standard English.
   SD ______ MD ______ N ______ MA ______ SA ______

2. Black English is a clear, thoughtful, and expressive language.
   SD ______ MD ______ N ______ MA ______ SA ______

3. Black English has a faulty grammar system.
   SD ______ MD ______ N ______ MA ______ SA ______

   SD ______ MD ______ N ______ MA ______ SA ______

5. Teachers should allow black students to use Black English in the classroom.
   SD ______ MD ______ N ______ MA ______ SA ______

   SD ______ MD ______ N ______ MA ______ SA ______

7. Black English is cool.
   SD ______ MD ______ N ______ MA ______ SA ______

8. Nonstandard English is as effective for communication as is Standard English.
   SD ______ MD ______ N ______ MA ______ SA ______

NOTE: SD - Strongly disagree  MD - Mildly Disagree  N - Neither agree nor disagree
      MA - Mildly agree      SA - Strongly agree
9. If use of Black English were encouraged, speakers of Black English would be more motivated to achieve academically.

SD_______ MD_______ N_______ MA_______ SA_______

10. In a predominately black school, Black English as well as Standard English should be taught.

SD_______ MD_______ N_______ MA_______ SA_______

11. Widespread use of Black English is imperative.

SD_______ MD_______ N_______ MA_______ SA_______

12. Black English should be considered a bad influence on American culture and civilization.

SD_______ MD_______ N_______ MA_______ SA_______

13. Black English must be accepted if pride is to develop among black people.

SD_______ MD_______ N_______ MA_______ SA_______

14. Attempts to eliminate Black English in schools results in a situation which can be psychologically damaging to black children.

SD_______ MD_______ N_______ MA_______ SA_______

15. When teachers reject the native language of a student they do him great harm.

SD_______ MD_______ N_______ MA_______ SA_______

16. One of the goals of the American school system should be the standardization of the English Language.

SD_______ MD_______ N_______ MA_______ SA_______

17. Black English should be discouraged.

SD_______ MD_______ N_______ MA_______ SA_______

NOTE: SD - Strongly disagree  MD - Mildly disagree  N - Neither agree nor disagree

MA - Mildly agree  SA - Strongly agree
18. Nonstandard English should be accepted socially.

SD________ MD______ N_______ MA_______ SA_____

19. Acceptance of nonstandard dialects of English by teachers will lead to a lowering of standards in schools.

SD_______ MD_______ N_______ MA_______ SA_____

20. The scholastic level of a school will fall if teachers allow Black English to be spoken.

SD_______ MD_______ N_______ MA_______ SA_____

21. Black English is an inferior language system.

SD_______ MD_______ N_______ MA_______ SA_____

22. A teacher should correct a student's use of Nonstandard English.

SD_______ MD_______ N_______ MA_______ SA_____

23. One successful method for improving the learning capacity of speakers of Black English would be to replace their dialect with Standard English.

SD_______ MD_______ N_______ MA_______ SA_____

24. Black English sounds sloppy.

SD_______ MD_______ N_______ MA_______ SA_____

25. The sooner we eliminate nonstandard dialects of English the better.

SD_______ MD_______ N_______ MA_______ SA_____

NOTE: SD - Strongly disagree  MD - Mildly disagree  N - Neither agree nor disagree  MA - Mildly agree  SA - Strongly agree
APPENDIX D

Biographical Sheet

Please answer the following questions as accurately and completely as you possibly can.

1. What is the name of the institution you are now attending?

2. What is your major field of study (be specific, i.e., French, German, Spanish, mathematics, English, social studies)?

3. What is your minor field of study?

4. What is your race (check one or specify)?
   A. Afro-American
   B. American Indian
   C. Euro-American
   D. Hispano-American
   E. Oriental-American
   F. Other (specify)

5. What is your sex? M_______ F_______

6. Where were you born?

7. Where did you spend most of your childhood (age 3-13 years)?

8. Where did you attend high school?
9. What language, other than English, was spoken in your home?


10. In which countries, other than the United States, have you resided, traveled, or studied?

Country____________________  How long?________________
APPENDIX E  
Content Categories of the LAS

I. The structure and inherent usefulness of nonstandard English dialects.

1. Black English is a misuse of standard English.
2. Black English is a clear, thoughtful, and expressive language.
3. Black English has a faulty grammar system.
4. Black English sounds as good as standard English.
5. Black English is cool.
6. Nonstandard English is as effective for communication as is standard English.

II. The consequences of using and accepting nonstandard English in the educational setting.

7. Black English is an inferior language system.
8. Black English sounds sloppy.

10. If use of Black English were encouraged, speakers of Black English would be more motivated to achieve academically.
11. Black English should be considered a bad influence on American culture and civilization.
12. Black English must be accepted if pride is to develop among Black people.
13. Attempts to eliminate Black English in schools results in a situation which can be psychologically damaging to black children.
14. When teachers reject the native language of a student they do him great harm.
19. Acceptance of nonstandard dialects of English by teachers will lead to a lowering of standards in the schools.

20. The scholastic level of a school will fall if teachers allow Black English to be spoken.

III. Philosophies concerning use and acceptance of nonstandard English dialects in educational and other social settings.

5. Teachers should allow Black students to use Black English in the classroom.

10. In a predominantly black school, Black English as well as standard English should be taught.

11. Widespread use of Black English is imperative.

16. One of the goals of the American school system should be the standardization of the English language.

17. Black English should be discouraged.

18. Nonstandard English should be accepted socially.

22. A teacher should correct a student's use of nonstandard English.

25. The sooner we eliminate nonstandard dialects of English the better.

IV. Cognitive and intellectual abilities of speakers of Black English.

23. One successful method for improving the learning capacity of speakers of Black English would be to replace their dialect with standard English.
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