

STUDENTS' PERSPECTIVES ON A SCHOOL-BASED ENGLISH PROGRAM

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Abstract

This article reports a study on students' perspectives on a summer school program, a school-based Café aimed at learning spoken English. Administering a 15-item survey to 1,331 students at six different grade levels at a Macao secondary school, the study revealed that (1) most of the students were not motivated to learn spoken English, (2) the majority of the students held negative attitudes towards the school-based English program, (3) the students at higher grade levels tended to be significantly more motivated and held more positive attitudes towards the program, (4) male students were significantly more motivated and thought more highly of the program than their female counterparts, and (5) the students' English-learning motivation and attitudes towards the program were significantly positively correlated with their English proficiency. Finally, some suggestions and implications were discussed.

Keywords: students' perspectives, motivation, attitude, spoken English, grade level

INTRODUCTION

Language attitudes, according to Gardner & Lambert (1972), refer to language learners' perceptions of the L2, and its speakers, as well as the sociocultural and pragmatic values/benefits associated with the L2. Success in language learning depends on learners' attitudes towards the linguistic cultural community of the target language (Gardner & Lambert, 1972). They further proposed that motivation to learn a second language was grounded in positive attitudes toward the L2 community and in a desire to communicate with and become similar to valued members of that community. Since the

emergence of socio-psychological theory of motivation research (Gardner & Lambert, 1972), attitudes and motivation have been revealed to be closely related to the success of second language learning (Clément et al., 1994; Gardner, 1983, 1985; MacIntyre & Charos, 1996; MacIntyre et al., 1998).

Gardner predicted that “individuals who are integratively motivated would be more active in language learning context; they would work harder and learn faster. Individuals with the more positive attitudes toward the target language are more active in the learning process, work harder to acquire the material and show more interest in learning” (1983, p. 228). This prediction was supported by a number of studies (Clément et al., 1994; Gardner, 1982; Gardner et al., 1985; Gardner & MacIntyre, 1993; Gardner & Tremblay, 1994). To investigate the role of attitude and motivation on the rate of learning French vocabulary, Gardner, Lalonde and Moorcroft (1985) administered a survey of attitudes and motivation together with some proficiency tests to 170 university students in Canada. The results suggested that individuals with higher levels of language aptitude were more able to incorporate the material and that individuals with the more positive affective predispositions worked harder to acquire the material and were more interested in it. To examine the correlations of attitude, motivation and achievement in a second language, Masgoret and Gardner (2003) conducted a meta-analysis of studies conducted by Gardner and his associates, which included 75 independent samples with usable data involving 10,489 individuals. The analysis revealed that attitude and motivation were strongly positively related to achievement in a second language.

In addition to the consistent positive correlation between attitude and motivation and second/foreign language learning achievement, attitude and motivation have been revealed to be positively related to learner’s communication in the target language (Baker & MacIntyre, 2000; MacIntyre et al., 1998; MacIntyre et al., 2001; MacIntyre et al., 2003). MacIntyre and Charos (1996) administered a battery of questionnaire to 92 students taking introductory-level French-as-a-second-language in Canada. The results demonstrated communicating in a second language was related to a willingness to engage in L2 communication, attitudes, motivation, self-perceived competence, anxiety, and personality traits, etc.

Because foreign language learners usually have little access to the target language, they may be not so positive about and motivated to learn/use the target language as SL learners. Nevertheless, some studies revealed that increasing FL learners’ exposure to and contact with the target language via certain programs could enhance their interest in and motivation to use/speak the language (Chlebek & Coltrinari, 1977; Park & Oxford, 1998; Thein, 1994). For a similar reason, the present research aimed to examine to what extent the summer school program motivated Macao

learners of English to use/speak the target language and their attitudes towards the program. To achieve this aim, the following questions were formulated:

(1) Are the students motivated to learn spoken English? What is the difference between male and female students and between students at different proficiency levels?

(2) What are the students' perspectives on the school-based spoken English program? What is the difference between male and female students and between students at different proficiency levels?

(3) What are the correlations between the students' English proficiency and their spoken English-learning motivation and attitudes towards the school-based program?

RESEARCH METHODOLOGY

Context. As a foreign language, English was only a subject course offered to secondary school students in Macao. To provide more chances for the students to speak English, a summer school English program (the school-based English café) aimed at learning spoken English was organized every morning (8:30-10:00 a.m.) on weekdays for one month at a secondary school playground in 2003. Every morning, eight classes at different grade levels participated in the program, in which the students acted as either volunteer waiters/waitresses or customers: the volunteer waiters/waitresses who were trained beforehand served the customers in English; the customers, seated six around a table, ordered food and discussed prepared topics in English. The teachers moved around offering support and help. At the end of the program, all the students were given an oral English test, which was the same as that given to the students from the same grade level.

Participants. This study involved 1,331 (709 male and 622 female) Macao secondary school students. Among them, 202 (112 male and 90 female) were junior 1 students, 217 (127 male and 90 female) junior 2 students, 237 (132 male and 105 female) junior 3 students, 281 (151 male and 130 female) senior 1 students, 248 (112 male and 135 female) senior 2 students, and 146 (75 male and 71 female) senior 3 students.

Instrument. A 15-item self-designed survey was administered to the students, which included motivation to learn spoken English, attitudes towards the English café and the background questionnaire.

Motivation to learn spoken English. Having four items, this scale (items 2-5, see Appendix) intended to measure the students' motivation to learn spoken English on a 5-point Likert-scale ranging from "Strongly like"

to “Strongly dislike” with values 5-1 assigned to them respectively. This scale was developed with the assumption that the more motivated students might use/speak the target language more (Gardner, 1985; MacIntyre & Charos, 1996).

Attitudes towards the English café. Designed on a 5-point Likert-scale ranging from “Strongly agree” to “Strongly disagree” with values 5-1 assigned to them respectively, this scale (items 6-13, see Appendix) aimed to measure the students’ perspectives on the school-based English café. This scale was developed because several studies revealed that the more positive attitudes towards the program could lead to more use of the target language (Park & Oxford, 1998; Thein, 1994).

Background information. The background questionnaire was designed to obtain information about the participants’ name, gender, grade level, and self-rated English proficiency.

Semi-structured interview. Because interviews can provide valuable information about learners’ perspectives about language learning (Block, 1997), 1 good, 2 average and 1 poor learners (based on their scores in the final-term oral English test) from each grade group were invited for a semi-structured interview to get a better understanding of their attitudes towards the English café.

Procedure. The survey was distributed to about 1,447 students during the last week of the program and 1,331 questionnaires were collected for analysis. Meanwhile, the students’ scores in the final-term oral test were collected, based on which they were roughly divided into good, average and poor learners of oral English. This classification set the criterion for selecting interviewees who were interviewed within the week when the program was over. Altogether, 24 students participated in the semi-structured interview, which was conducted in Cantonese and audio-taped. Finally, the scores in the oral test administered to the students at the end of the program were collected as well.

Data analysis. The survey was analyzed using SPSS in terms of means, standard deviation and correlation, etc. A *t*-test was conducted to explore the differences in motivation and attitudes between male and female students; both one-way ANOVA (Duncan’s test) and Univariate ANOVA were conducted to examine the differences in motivation and attitudes between students at different proficiency levels. All the interviews were

transcribed and checked twice, which were subjected to thematic content analysis (Krippendorff, 1980).

RESULTS AND DISCUSSION

Students' Motivation to Learn Spoken English

With a reliability score of .611 in the present research, the Motivation to Learn Spoken English (MLSE) investigated to what degree the students' were motivated to learn oral English.

General tendency of the MLSE

In order to know the general tendency of the students' motivation to learn spoken English, the total score, mean, and standard deviation of the MLSE and its items were computed. The higher the score was, the more motivated the respondent was to learn spoken English. The results are reported in the following tables.

Table 1: Mean and Standard Deviation, etc. of each MLSE item

	Mean	Standard Deviation	Minimum	Maximum
Item 2	2.8978	.886	1.00	5.00
Item 3	2.6228	.861	1.00	5.00
Item 4	2.7671	.913	1.00	5.00
Item 5	1.3524	.732	1.00	5.00

As can be seen from Table 1, though some students strongly liked "having English conversation lessons" (item 2), "learning spoken English" (item 3) and "speaking English when there is an opportunity" (item 3), a mean score of below the average of 3.00 on each item implies that the majority of the respondents didn't like learning spoken English. This really surprised the researchers in that spoken English has been considered an important international language by many EFL learners who thus desire to learn it well (Liu, 2005; Yang & Lau, 2003). This also contradicts the interviewees' comments on their motivation to learn spoken English. When interviewed, all the six good learners, eight of 12 average and three of six poor learners reported that they were motivated to learn spoken English and desired to learn it well. They also thought that many Macao students had a strong motivation to speak the language well mainly for future career.

Table 2: Mean, and Standard Deviation, etc. of the MLSE

	Mean	Standard Deviation	Minimum	Median	Maximum	Range	Result of <i>t</i> -test for gender		
							<i>t</i>	<i>p</i>	<i>t</i> *
Male (709)	9.9055	2.287	4.00	10.00	20.00	16.00	4.811*	.000	3.290
Female (622)	9.3376	1.979	4.00	10.00	20.00	16.00			
Total (1,331)	9.6401	2.165	4.00	10.00	20.00	16.00			

Note: * → Significant differences are reached. *t** → critical value for a two-tailed *t*-test at .001 level (*df* = 1329) (Black, 1999).

Since the MLSE has four items with a score range of 4 to 20, a total score of more than 16 on the scale implies strong motivation to learn spoken English, a total score of 12 to 16 reveals moderate motivation, and a score of below 12 signifies low/no motivation. As shown in Table 2, although some students (with a score of 20) liked learning spoken English very much, a mean score of 9.6401 on the MLSE indicates that more than half of them (strongly) disliked learning the target language, which is consistent with the results of the analysis of the MLSE items. Male students with a mean score of 9.9055 reported to be more motivated than females (with a mean score of 9.3376) to learn spoken English. The difference was highly significant, as shown by the results of the *t*-test.

Students' motivation to learn spoken English at different proficiency levels

In order to know the differences in the tendency of motivation to learn spoken English between students at different proficiency levels, the total score, mean, and standard deviation of the MLSE at each grade level were computed. The higher the score, the more motivated the students were to learn spoken English. The results and further analyses are demonstrated in the following Tables.

Table 3: Mean and Standard Deviation of the MLSE across Levels

Gender	Level	Number	Mean	Standar Deviation
Male	Junior 1	112	9.7857	2.311
	Junior 2	127	10.2283	2.344
	Junior 3	132	10.3106	2.312
	Senior 1	151	10.0596	2.299
	Senior 2	112	9.5000	2.218
	Senior 3	75	9.1200	1.931
Female	Junior 1	90	8.8889	2.231
	Junior 2	90	9.6556	1.873
	Junior 3	105	9.6762	1.602
	Senior 1	130	9.4846	2.186

	Senior 2	136	8.9706	1.909
	Senior 3	71	9.4366	1.8496
	Junior 1	202	9.3861	2.314
	Junior 2	217	9.9908	2.175
	Junior 3	237	10.0295	2.049
Total	Senior 1	281	9.7936	2.262
	Senior 2	248	9.2097	2.067
	Senior 3	146	9.2740	1.892

According to Table 3, the majority of the students at all levels were not motivated to learn spoken English. They didn't like learning spoken English or taking English conversation courses outside school, as indicated by the survey items. It also shows that the junior 3 students (with a mean score of 10.0295) scored the highest, while the senior 2, (with a mean score of 9.2097) the lowest on all the MLSE. The difference was significant, as indicated in Table 4. The analysis of ANOVA revealed that senior 2 and 3 students were significantly different from junior 2 and 3 and senior 1 students and that junior 1 students were significantly different from junior 2 and 3 students, which is further supported by the F value of 5.756 reported in Table 5. No significant differences were found between junior 1 and senior 1 students or between junior 2, junior 3 and senior 1 students.

As indicated in Table 3, male students at each grade level scored higher than their female counterparts, except senior 3 students who displayed the opposite trend. Male students tended to be significantly more motivated to learn spoken English than their female peers, as supported by an F value of 16.188 shown in Table 5, contrary to the findings in other studies (Liu, 2005). Table 3 also shows that junior 3 male students scored the highest while their senior 3 peers scored the lowest and that junior 3 female students scored the highest while their junior 1 counterparts were the least motivated to learn spoken English. Nevertheless, the interaction of gender and level didn't play a significant role in distinguishing the students from different grade groups in terms of motivation to learn spoken English, as shown in Table 5.

Table 4: ANOVA Results of the MLSE

Measure	F	P	F*	Location of Sig. difference
MLSE	6.426*	.000	2.77	Senior 2 and 3 & senior 1, junior 2 and 3 Junior 1 & junior 2 and 3

Note: * → Significant differences are reached.

F* → Critical F value for Duncan's test at .05 level (Black, 1999).

Table 5: Univariate ANOVA Results of the MLSE

	Type III Sum of Squares	df	Mean Square	F	P
Gender	73.267	1	73.267	16.188*	.000
Level	130.257	5	26.051	5.756*	.000
Gender*Level	33.729	5	6.746	1.490	.190

Note: * → Significant differences are reached.

Critical value for F at .01 level is 4.63 (Black, 1999).

Students' Attitudes Toward The English Café

With a reliability score of .899 in the present research, the Attitudes towards the English Café (ATEC) investigated to what degree the students' held positive attitudes towards the summer school program—the school-based English café.

General tendency of the ATEC

In order to know the general tendency of the students' attitudes toward the English café, the total score, mean, and standard deviation of the ATEC and its items were computed. The higher the score, the more positive attitudes the respondent held towards the English café. The results are presented in Tables 6 and 7.

Table 6: Mean and Standard Deviation, etc. of each ATEC item

	Mean	Standard Deviation	Minimum	Maximum
Item 6	2.5650	1.007	1.00	5.00
Item 7	2.4222	1.024	1.00	5.00
Item 8	2.5477	1.001	1.00	5.00
Item 9	2.7378	1.004	1.00	5.00
Item 10	2.9467	.966	1.00	5.00
Item 11	3.0323	.955	1.00	5.00
Item 12	2.8024	.954	1.00	5.00
Item 13	2.4140	1.016	1.00	5.00

As can be seen from Table 6, though some students strongly agreed with the statements such as “The English café offered me daily life settings for the learning of spoken English” (item 6), “I could improve my spoken English more by having English conversation lessons at the English café

than in the classroom” (item 8) and “After having lessons at the English café, I like speaking English more when there is an opportunity” (item 12), a mean score of below the average of 3.00 on each item except item 11 implies that the majority of the respondents didn't hold positive attitudes towards the English café. To most of them, the English café couldn't or failed to offer them a daily English-learning environment in which they could speak English freely with their teachers or classmates, as implied by their responses to the survey items. Although the respondents scored 3.0323 on the item “After having lessons at the English café, I like having English conversation lessons more”, the majority of them didn't think the English café motivated them to speak English or stimulated them to like the language more, nor did they think the program improved their spoken English. These findings, again, contradict the interviewees' self-reports. All of the students believed that they felt more relaxed and less anxious to speak English in the English café and most of them preferred having English conversation lessons in the café, as one junior 1 student said:

“I feel braver speaking English. When I talk with my classmates in English, I won't feel too nervous. We make fun of each other when we make mistakes. It's fun. I feel great when I could learn from funs” (average learner, male).

This relaxing and friendly environment also stimulated them to speak more English and thus enhanced their proficiency and confidence in spoken English. This can be best illustrated by a senior 1 student's self-reports:

“The English café offered us an English speaking environment. We could speak English more and so my spoken English has been improved. I feel more comfortable to respond when the foreigners approach asking me questions in English now” (good learner, female).

Table 7: Mean and Standard Deviation, etc. of the ATEC

	Mean	Standard Deviation	Minimum	Median	Maximum	Range	Result of t-test for gender		
							t	p	t*
Male (709)	21.8787	6.466	8.00	21.00	40.00	32.00	2.639*	.008	2.326
Female (622)	21.00	5.564	8.00	21.00	40.00	32.00			
Total (1331)	21.468	6.075	8.00	21.00	40.00	32.00			

Note: * → Significant differences are reached. T* → Critical value for a two-tailed t-test at .02 level (df = 1329) (Black, 1999).

Since the ATEC comprises 8 items with a score range from 8 to 40, a total score of more than 32 implies that a respondent holds strongly positive attitudes towards the English café, a total score of 24 to 32 represents moderately positive attitudes, and a score of less than 24 signifies (strongly) negative attitudes. As shown in Table 7, though some students (with a score of 40.00) held strongly positive attitudes towards the English café, the mean score of 21.468 implies that the majority didn't think highly of the summer school program.

Table 7 also indicates that male students with a mean score of 21.8787 held significantly more positive attitudes towards the English café than their female counterparts, as supported by the *t*-test results.

Students' perspectives on the English café at different proficiency levels

In order to know the differences in the tendency of attitudes towards the English café between students at different proficiency levels, the total score, mean, and standard deviation of the ATEC at each grade level were computed. The higher the score, the more positive attitude the students held towards the English café. The results and further analyses are demonstrated in the following Tables.

Table 8: Mean and Standard Deviation, etc. of the ATEC across Levels

Gender	Level	Number	Mean	Standar Deviation
Male	Junior 1	112	19.259	6.238
	Junior 2	127	22.465	6.67
	Junior 3	132	22.447	7.058
	Senior 1	151	22.497	6.286
	Senior 2	112	22.804	6.361
	Senior 3	75	21.173	4.774
Female	Junior 1	90	18.011	5.762
	Junior 2	90	20.00	5.053
	Junior 3	105	22.391	5.39
	Senior 1	130	22.108	5.806
	Senior 2	136	21.360	5.216
	Senior 3	71	21.282	4.897
Total	Junior 1	202	18.703	6.04797
	Junior 2	217	21.442	6.160
	Junior 3	237	22.422	6.361
	Senior 1	281	22.317	6.061
	Senior 2	248	22.012	5.794
	Senior 3	146	21.226	4.818

According to Table 8, the majority of the students at all levels held (strongly) negative attitudes towards the English café. They didn't think the program made them more motivated to learn/speak spoken English or enhanced their proficiency in oral English, as indicated by the survey items. It also shows that junior 3 students (with a mean score of 22.422) scored the highest while junior 1 (with a mean score of 18.703) the lowest on the MLSE. The difference was significant, as indicated by the F values reported in Tables 9 and 10. The ANOVA results revealed that significant difference occurred between junior 1 students and those at other five grade levels; the Univariate ANOVA results indicated that level/proficiency played a significant role in distinguishing advanced-level students and their lower-level peers.

In addition, Table 8 shows that male students at each grade level scored higher than their female counterparts, except senior 3 students, who displayed an opposite trend. Male students tended to hold significantly more positive attitudes towards the English café than their female peers, as supported by the F value of 7.497 shown in Table 10. Table 8 also reveals that senior 1 male students scored the highest while their junior 1 peers scored the lowest and that junior 3 female students scored the highest while their junior 1 counterparts held the least positive attitudes towards the English café. Nevertheless, the interaction of gender and level didn't make any significant difference in distinguishing the students from different band groups in terms of their attitudes towards the English café, as reported in Table 10.

Table 9: ANOVA Results of the ATEC

Measure	F	P	F*	Location of Sig. difference
ATEC	11.517*	.000	2.77	Junior 1 & the other 5 groups

Note: * → Significant differences are reached. F* → Critical F value for Duncan's test at .05 level (Black, 1999).

Table 10: Univariate ANOVA Results of the ATEC

	Type III Sum of Squares	df	Mean Square	F	P
Gender	264.335	1	264.335	7.497*	.006
Level	2119.141	5	423.828	12.021*	.000
Gender*Level	249.646	5	49.929	1.416	.216

Note: * → Significant differences are reached. Critical value for F at .01 level is 4.63 (Black, 1999).

In addition to the statistical analysis of the students' motivation to learn spoken English and perspective on the summer school program, the correlation analysis was conducted to explore the relationships between the

students' attitudes and motivation and their English proficiency (which was embodied in their self-rated English proficiency and the scores in the final-term oral test and the oral test taken at the end of the program). The results are presented in Table 11.

Table 11: Correlation between Students' Motivation, Attitudes and their English Proficiency (N = 1331)

	MLSE	ATEC	Self-rated OE	Self-rated SE	Self-rated LE	Score 1	Score 2
MLSE	1						
ATEC	.392**	1					
Self-rated OE	.214**	.164**	1				
Self-rated SE	.236**	.158**	.733**	1			
Self-rated LE	.195**	.175**	.660**	.640**	1		
Score 1	.202**	.137**	.316**	.304**	.264**	1	
Score 2	.232**	.142**	.320**	.312**	.271**	.793**	1

Notes: OE → overall English; SE → speaking English; LE → listening English

Score 1 → Final-term oral test score; $p = .01$

Score 2 → score in the oral test taken at the end of the summer school program

As shown in Table 11, the MLSE significantly correlated with the ATEC. The more motivated the students were to learn spoken English, the more positive attitudes they held towards the English café. In addition, both the MLSE and the ATEC were not only significantly but positively correlated with students' self-rated and tested English proficiency. The higher the scores on the MLSE and the ATEC, the higher the students rated their overall English proficiency and proficiency in speaking and listening, the higher they scored in the two oral tests. Mother words, the more motivated the students were to learn spoken English, the more proficient they were in English and oral English in particular, as indicated by the coefficients between the MLSE and self-rated speaking English and the two oral tests reported in Table 11 ($r = .236, .202$ and $.232$ respectively). The students who held more positive attitudes towards the English café also tended to be more proficient in English, similar to Kuhlmeir et al.'s (1996) study. Nevertheless, the coefficients were not so high as those between the students' motivation to learn spoken English and their English proficiency. This seemed to be consistent with the interviewees' self-reports. When interviewed, most of the students claimed that they had achieved little progress in spoken English during the program but the English café helped enhance their positive attitudes towards spoken English, as found in Chlebek and Coltrinari's study (1977). This can be best supported by a senior 2 student's comment, "... but what we could learn is too little. We only learnt the name of the food and the restaurant language. They're simple. It has big influence to students' attitude. Even after the summer,

students would speak English now in the regular term" (average learner, male).

Meanwhile, students' English proficiency measured in different ways was significantly positively correlated with each other. Students who self-rated their proficiency in overall English, speaking and listening tended to attain higher achievement in the final-term oral test and the test taken at the end of the English café. In addition, the finding that the two tests were significantly positively correlated with each other revealed that they were reliable and consistent in testing students' proficiency in spoken English.

DISCUSSION AND IMPLICATION

This study attempted to investigate Macao secondary school students' motivation to learn spoken English and their perspectives on the summer school program organized for learning spoken English. The statistical analyses indicated that these students were generally not motivated to learn spoken English and held negative attitudes towards the summer school program, quite different from the interviewees' self reports. The students at higher grade levels tended to be significantly more motivated to learn spoken English and hold significantly more positive attitudes towards the program. Male students were found to be significantly more motivated and hold more positive attitudes than their female peers.

Concerning the correlations between the students' motivation, attitudes and their English proficiency, the students who were more motivated to learn spoken English and held more positive attitudes towards the summer school program tended to be significantly more proficient in English measured in different ways (self-ratings and two oral test scores). Nevertheless, it might be the case that the more proficient students tended to be the more motivated and hold more positive attitudes towards the summer school program, which needs further research.

As described above, the English café aimed to provide more English-speaking opportunities for the students and hoped to improve their English-speaking ability thereafter. Contrary to our expectation, the program was not highly valued by the students at different grade levels. Most of the students did not think the program offered them more English-speaking time, motivated them to learn spoken English more, or improved their English proficiency. This might be because the program lasted for only one month and only the mornings were used. It might also be attributed to the fact that because the program targeted all the students at the school any student could participate just four or five times in the program. Consequently, the impact of the program on the students' learning of spoken English might not be so easily understood. Nevertheless, it still needs to reconsider the content of the program, which was organized only around

café. An integration of different varieties of English-speaking activities might be more interesting and motivating to the students, just as one senior 2 student said:

“I just learned ordering and some food names. ... I made little progress in my English proficiency” (female, average).

Although the majority of the students held negative attitudes towards the English café, their self-reports the ATEC were consistent with those on the MLSE. Alternatively, most of the students did not like speaking English or having English conversation lessons. This calls for attention in that fluency, which is often the final goal of classroom teaching and learning, can only be achieved through communication. This requires the English teachers to create a friendly and low-anxiety classroom-learning environment in which the students can communicate with each other freely in the target language (Young, 1991).

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APPENDIX

Survey for students of 2003 summer school

Direction: This questionnaire is designed to seek your perspectives on the English Café. Your answers will be kept confidential and WON'T be used to evaluate you or your teachers.

Name _____

Student ID _____

1. How would you rate your proficiency in English?

- | | Very good | Good | Fair | Poor | Very poor |
|------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. Overall proficiency | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Speaking | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Listening | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- | | Strongly like | Like | So-so | Dislike | Strongly dislike |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 2. I like having English conversation lessons. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. I like learning spoken English. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. I like speaking English when there is an opportunity. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. I like taking English conversation courses outside school. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- | | Strongly Agree | Agree | No comment | Disagree | Strongly disagree |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 6. The English Café offered me daily life settings for the learning of spoken English. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. I felt more relaxed speaking English with my teachers/classmates at the English Café than in the classroom. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

8. I could improve my spoken English more by having English conversation lessons at the English Café than in the classroom.
9. The English Café stimulated me to make greater efforts to learn spoken English during the summer school.
10. The English Café will stimulate me to make greater efforts to learn spoken English after the summer school.
11. After having lessons at the English Café, I like having English conversation lessons more.
12. After having lessons at the English Café, I like speaking English more when there is an opportunity.
13. I could learn spoken English better if there is a similar informal English learning setting, like the English Café, at school during the school term.
14. Gender Male Female
15. Grade level J.1 J.2 J.3 S.1 S.2 S.3