

Motivation And Attitudes In Learning English Of Selected Secondary Schools In Jolo

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Abstract

This study determined the extent and the significant difference between motivation and attitudes of high school students toward learning English language at selected high schools in Jolo, Sulu during the school year 2016-2017 when data are grouped according to students' gender and average monthly family income. This study answered the following research questions based on the following hypotheses: 1) There is no significant relationship between students' motivation and attitudes toward learning English language; and 2) There is no significant difference in students' motivation and attitudes toward learning English language when data are grouped according to gender and average monthly family income. It employed the descriptive-quantitative research design with 100 student-respondents. The mean, percentage score and standard deviation were used to determine the extent of students' perceptions on motivation and attitudes; t-Test for independent samples and One-Way ANOVA were used to determine the significant differences in the perceptions of students on motivation and attitudes toward learning English as a second language. Hence, this study supports Gardner's (1985) Motivation Model and Gardner's (1980) Construct of Attitudes which emphasizes that through motivation individual learner works or strives to learn the language because of a desire to learn the language and the satisfaction experienced in this activity. A motivated learner is, therefore, characterized as one who is: (a) eager to learn the language, (b) willing to expend effort on the learning activity, and (c) willing to

sustain the learning activity (Gardner, 1985). This study recommends that an in-depth research can be carried out with different variables on motivation and attitudes to a larger sample which will give a better insight into the students' motivation and attitudes on the English language learning in Philippine setting.

Introduction

Learning the English language as a whole has psychological and social components. Thus, language-related activities are influenced by underlying cognitive and psychological processes. The basic premise is that a learner's behaviors, whether they be linguistic or personal, may be described in terms of various cognitive and social processes that are fueled by both internal and external inclinations known as motivation and attitudes. Factors such as motivation, attitude and beliefs of the students in learning a language determine and influence their competency and proficiency in language classes (Oroujlou, 2011). So a better understanding of students' motivation and attitudes may assist ESL curriculum and instruction designers to devise language teaching programs that generate the attitudes and motivation most conducive to the production of more successful ESL learners (Gardner & Lambert, 1972; Midraj, 1998, 2003). Additionally, it can help instructional material producers create and teachers select activities and tasks that tap students' motivation and attitudes.

Motivation and attitude are two elements which are important in learning a second language as well as to provide the continuity needed to carry on the learning process. Multiple methodologies are being used for teaching and learning of a second language. In countries, specifically in the Philippine context, where English is taught as a second language, learners have different motivational factors and attitudes thus develop a specific relation towards English. Motivational factors and past experiences can affect students' attitude toward English language learning.

Given the importance of ascertaining learners' motivation and attitudes toward learning the English language, this study was conducted to determine the senior

high school students' motivation and attitudes toward the English language. Moreover, the significant role of learners' motivation and attitudes in the learning process, the lack in the literature regarding studies on senior high school students' motivation and attitudes in the Philippines particularly in Sulu has been another motive to conduct the present study.

More importantly, to the best of the present researcher's knowledge, in the southernmost part of the Philippines, particularly in Jolo, Sulu, no study has been conducted to investigate language learning motivation and attitudes of Secondary students. As these types of learners might have their specific motives and attitudes toward learning English, the present investigation will contribute to understand such issues with regard to senior high school students in Jolo, Sulu. This will also serve as a reference for teachers and curriculum designers and implementers at DepEd Sulu to improve the situation of English language teaching and learning with respect to students' motivation and attitudes.

Research Methodology

The research method that was adopted in the conduct of this study. It deals with research design, locale, and respondents of the study, sampling design, and data gathering procedure, research instrument and statistical treatments of data.

Research Design

Bless and Higson-Smith (1995: p.63) stress that a research design is "a program that guides a researcher in collecting, analyzing and interpreting observed facts." Similarly, Babbie and Mouton (2001:p.75) regard research design as the road map or blueprint by which one intends to conduct a research and achieve his/her research goals and objectives." A descriptive research design through a quantitative research method was employed in this study, i.e. with purport to describe, quantify, and infer the phenomenon of students' perceptions of motivation and attitudes toward learning English language, and the significant difference in these factors when data are grouped according to gender and parent's average monthly income.

Research Locale

This study was conducted in the town of Jolo specifically among students of selected high schools students in Jolo, Sulu during the School Year 2016-2017. Jolo is the capital town of Sulu province where these selected high schools are located. These senior high schools are under the direct supervision of DepEd-Sulu through the administration of principal, head teacher and teacher-in-charge.

Respondents of the Study

The respondents of this study were the students of selected high schools in Jolo, Sulu. Specifically, respondents included in this study are grade 11 students. At least one hundred (100) students with 50 male and 50 female were utilized as representative samples from each of the selected senior high schools. The table below shows the distribution of samples of this study.

Data Gathering Procedure

In the collection of data, the following steps were applied:

1. A permit to administer the questionnaire was sought from the Dean of the School of Graduate Studies of the Sulu State College and then from the school administrators such as College President; Chancellor, DepEd-Sulu division superintendent, principals, head teachers and teacher-in-charge of the selected senior high schools in Jolo; and
2. The launching and administering as well as the retrieval of the questionnaire were conducted personally by the researcher.

Research Instrument

A self-report questionnaire was the main instrument used to gather data on demographic profiles, teachers and students perceptions on factors affecting English achievements at selected high schools in Jolo, Sulu. The Standardized Student's Motivation and Attitudes questionnaire was patterned and adopted from Al-Tamimi and Shuib's (2009) research questionnaire.

Validity and Reliability

The instrument that was used in this research was patterned and adapted from Al-Tamimi and Shuib's (2009) standardized Motivation and Attitudes Questionnaires toward learning English. These standardized questionnaires were already used in Al-Tamimi and Shuib's (2009), thus their validity and reliability are already established. However, to suit its applicability with the present study, this was subjected for perusal of at least two experts from among the faculty members of the School of Graduate Studies of the Sulu State College.

Statistical Treatment

Both descriptive and inferential statistical tools were employed in the treatments of data that were gathered for this study, namely:

- 1) Mean, percentages and standard deviation were employed to determine the following: the socio-demographic profiles of students in terms of gender and average monthly family income;
- 2) t-test for independent samples was employed to determine the significant differences in students perceptions on motivation and attitudes toward learning English when data are grouped according to gender ; and
- 3) One-way Analysis of Variance (ANOVA) was employed to determine the significant differences in students' perceptions on motivation and attitudes toward learning English when data are grouped according to average monthly family income.

RESULTS AND DISCUSSIONS

This chapter deals with the presentation, analysis and interpretation of results based on the data obtained for this study. It also deals specifically with the socio-demographic profile of students at Selected Secondary High Schools in Jolo, Sulu in terms of gender and average monthly family income; the extent of students perceptions toward the motivation and attitudes in learning English at selected secondary high schools in Jolo, Sulu; and the significant difference in students perceptions toward motivation and attitudes in learning English when data are grouped according to students' socio-demographic profile: gender and average monthly family income.

Based on the appropriate scoring and statistical treatments of data gathered for this study, the following are the presentations, analyses and interpretations of results which correspond to each of the research questions:

1. What is the socio-demographic profile of secondary high school students toward learning English language in each of the following categories:

1.1. Gender; and

1.2. Average monthly family income?

1.1. By gender

The demographic profile of students at selected high schools in Jolo, Sulu in terms of gender. Out of 100 students who were purposively chosen as samples of this study, 30 percent are males while 70 percent are females. This means that female students overwhelmingly out-numbered their male counterparts at senior high schools in Jolo.

1.2. By average monthly family income

The demographic profile of students at selected high schools in Jolo, Sulu in terms of average monthly family income. It can be seen from this table that 62% of the respondents fall on 5,000.00 thousand and below bracket of average monthly family income. However, 21%, 11%, 2% and 3% belong to 5,100 to 10,000, 10,100 to 15,000, 15,100 to 20,000 and 21,000 and above respectively. This means that almost three-fourth (3/4) of students who are presently enrolled at public senior high schools in Jolo belong to the lowest bracket of monthly family income. This implies that low income parents can only afford to send their children to public schools that offer free tuition fees.

2. What is the extent of students' motivation and attitudes toward learning English language?

2.1. On students' level of motivation

The level of motivation of students in learning English language at selected high schools in Jolo, Sulu during school year 2016-2017. Generally, the student-respondents are rated as highly motivated in learning English with overall average mean score of 4.2480 and standard deviation of .54447. However, under instrumental motivation, the respondents are rated as very highly motivated in the following items with the corresponding mean and standard

deviation scores: “Because it will enable me to carry my tasks more efficiently” (4.5900; .62109), “Because it will enable me to get a job easily” (4.6700; .71145) and “Because I hope to further my education” (4.5700; .72829). The dominance of integrative motivation, as (Skehan, 1989, p.50) explains arises from students’ “more functional or external needs, such as the need to pass examinations, or for possibly, career opportunities”.

Meanwhile, the student-respondents are rated as highly motivated in the following items: “Because it is a university requirement” (instrumental motivation); “For a personal development” (personal motivation); “Because it will enhance my status among my friend” (personal motivation); and “To integrate with the western culture” (integrative motivation).

In this category, findings of this study support Al-Tamimi’s (2001) study on motivation and attitudes towards learning English wherein he reported that instrumental motivation (items 1, 2, 3, and 4) received the highest mean scores, of all the subjects’ results, (overall mean=4.5000. For example, the students highly favored learning English for the purpose of getting a job as this reason had received the highest mean score i.e. 4.7778. Learning English to enable them to carry their tasks more efficiently was followed next in order (mean=4.7037). The remaining instrumental motives i.e. as it is a university requirement and to further their education were also considered as important reasons to the students with mean scores 4.2840 and 4.2346 respectively. Madrid (2002) reported that the students’ average motivational state is high, although it decreases with time and that certain strategies are much more efficient than others to enhance the global students’ motivation.

Similarly, Abdullah’s (2014) study on “Motivation and Attitudes toward Learning English among Undergraduates in National University of Malaysia” showed that majority of the students have high motivation and positive attitudes toward the learning of English as a second language. Thang (2011) in Abdullah (2014) mentioned that many research have shown that Malaysian students acknowledge the importance of learning English for their future success. The urge to get

good grades, prospect to further their studies overseas and good career opportunity are extrinsic motivation which pushed them to learn the language.

Al-Tamimi's (2001) finding on personal reasons (items 5 and 6) come as the second source of motivation of the students with overall mean of 4.1666. The subjects admitted that learning the English language for a personal development (mean=4.4938) and to enhance their status among friends (mean=3.8395) are important motives to learn the English language.

For the integrative type of motivation, in contrary to the present study, Al-Tamimi's (2001) finding indicates that it had the least impact on students' English language learning. That is, the least number of the subjects (mean=2.5802) had the view that they would like to learn English "to integrate with the western culture".

Wimolmas (2012) presents the comparison between instrumental and integrative motivation. The study reveals that the mean score of instrumental motivation (4.35) is higher than the mean score of integrative motivation (3.94). However, the overall mean scores of both types of motivation of 4.16 is considered as a high degree of motivation.

Students' training needs in learning English language. It can be seen from this table that out of 100 student-respondents, 98 replied yes with only 2 no. This means that, in their own opinions, they are very much willing to attend more English language training courses that would help improve their proficiency.

Similarly, Al-Tamimi's (2001) finding indicates that 97.5% of students responded positively to attending more English language training courses that would help improve their proficiency. Abdullah (2014) reported that 96.7% of his respondents favored to the idea of attending a language training courses to enhance their competency in the language. Only 1 respondent or 3.3% of the population indicated negative response towards it.

2.2. On students' level of attitudes

On Students' level of attitudes in learning English language at selected high schools in Jolo, Sulu during school

year 2016-2017. With overall average mean score of 4.0013 and standard deviation of .55810, generally, the student-respondents are rated as high positive attitude in learning English.

Specifically, the student-respondents expressed a very high positive attitude on item “At least some subjects like Physics and Chemistry should be taught in English at the secondary level in the Philippines” with a mean score of 4.0400 and standard deviation of 1.03397. But they expressed slight positive attitude on item relating to “English should not be a compulsory subject in secondary schools in Philippines” with mean score of 3.2900 and standard deviation of 1.27363.

Noticeably, the student-respondents expressed high positive attitude on the following items: “The development of our country is possible mainly by educated people who know English well.; The use of English in government and business offices helps in getting things done easily.; English should be the medium of instruction in the secondary schools in the Philippines.; The teaching of English should start as early as the first grade in the Philippine schools.; English films are more enjoyable than films in any other language.; and When I hear someone speaks English well, I wish I could speak like him.”

For students’ with high regards toward the Western culture, this could be related to their interest in the culture of the English speaking World as represented by English-language films. This is possibly the result of social tendencies affected by globalization. As Zughoul (2003) noted, the imposed Western (American) cultural influence as represented in all its forms like fashion, music, culture of the young, fast food, entertainment, businesses transactions, internet cafes, television and Western ways of living is noticeable in every urban center. On the other hand, this could be possibly attributed to the students’ desires to know and understand the culture of the West though they do not wish to fully integrate in that culture.

Pierce (1995) proposed that learners “invest” by acquiring a second language in the construct of “investment” to “increase their cultural value” (Bourdieu, 1991). Rather than the intention of acculturation, the construct of investment centralized on building one’s self-identity. Therefore, when

people speak, they are investing on an identity of the targeted group's language.

This finding supports Al-Tamimi's (2001) study on motivation and attitudes towards learning English reported that his finding on students' attitudes revealed that most of students had positive attitudes toward the social value and educational status of English. In addition, the findings showed the students' positive orientation toward the English language. Interestingly enough, the results indicated that a high number of the students showed their interest in the culture of the English speaking world as represented by English-language films.

More specifically, Al-Tamimi's (2001) findings show that the majority of his respondents (95%) had great desires toward speaking English well like fluent speakers. In addition, the respondents' agreement about teaching English in schools was obvious as 82.7%, 81.4% and 61.7% of them responded actively to items 5, 4 and 6 respectively. Moreover, the stipulation of English as a compulsory subject in the secondary schools was well favored by the students as 87.6% of them showed their disagreement to the idea of cancelling this subject from the educational syllabus of the secondary schools.

Moreover, regarding the degree of agreement among the students to the idea that educated people, who could speak English, could be the instrument of developing the country was very high (79%). In contrast, the least percentage (35.8%) was in the respondents' support of "the use of English in government and business offices helps in getting things done easily". Finally, in responding to the item "English films are more enjoyable than films in any other language", more than half (55.5%) of the respondents replied positively, 28.3% responded negatively and 14.8% gave neutral responses.

Furthermore, Abdullah (2014) reported that more than half of the students agree that development of the country is possible mainly by educated people who know English well. The other 40% assume that the leaders can still shoulder the responsibility despite being handicapped in the language. Less than half of the respondents have negative attitude toward English being the medium of instruction. This is understandable as Malay is accepted as

the medium of instruction in Malaysian schools. More than 2/3 of the respondents wanted English as a compulsory subject. This shows the importance of English in the global era. They also showed positive attitude toward wanting to learn the language and the willingness of the respondents to accept English to be used as the language to teach Science and Mathematics. Many of them support the notion that English should begin at home to be really proficient in the language but this is only true in urban areas compared to the rural setting. The students' attitude towards English movies showed that 63% enjoy watching them in English rather than any other language. This could be due to the movies being well made and attractive to the young and old generations thus cutting through the racial and age barrier. Another reason can be attributed to the effect and influence of globalization around the whole world. Respondents also indicated that they would like to speak and express themselves in English just like the native speakers. Accordingly, this is a good attitude because the students are moving one step ahead in grasping the English language. Ability to speak like native speakers will give them the advantage in joining multinational companies which are operating locally and in foreign land. This will lead them to promising future in their working lives.

Setiyadi and Sukirlan (2014) study reported that high school students in Indonesia in this study generally have positive perceptions toward the three categories of language attitude (above the neutral level, $m = 3.00$). Madrasa Aliyah (senior high school equivalent in the Philippines) students have relatively higher positive attitudes to English and English learning and teaching in Indonesia, compared with that of the average student ($3.604 > 3.529$). The finding seems to be contradictory to common assumption. Common assumption about the perception of Islamic education is that students of the Islamic schools will perceive Western people, their culture and their language in a negative sense.

3. Is there a significant relationship between students' motivation and attitudes toward learning English language?

Table 3 reflects the degree of relationship between students' motivation and attitudes toward learning English

at selected senior high school in Jolo, Sulu during school year 2016-2017. Through the use of Pearson-Product-Moment-Correlation-Coefficient, with the obtained of $r=.220$ with $p=.028$, students' motivation and attitudes are said to have low positive correlation. This means that those students who are highly motivated are possibly the same group that have high positive attitude in learning English. This result implies that students' level of motivation can predict their attitudes toward learning English language. Therefore, it is safe to say that the hypothesis which states that "There is no significant relationship between students' motivation and attitudes toward learning English language" is rejected.

Ozturk (2014) study reported a positive correlation between the two variables, $r=.213$, $n=511$, $p=.000$. In other words, there is a strong, positive correlation between the learners' attitudes toward learning English and their language learning motivation. Increases in the learners' attitudes towards learning English are correlated with increases in their language learning.

Che Mat and Yunus' (2014) findings suggest that students who are highly motivated, have positive attitudes toward learning English and are extrinsically motivated although it does not necessarily translate into favorable efforts in improving proficiency. Ajape et al. (2015) reported that there is positive and moderate correlation between integrativeness and attitude toward the state of arts of learning, while the correlation between attitude and motivation is very low.

4. Is there a significant difference in students' motivation and attitudes toward learning English language when data are grouped according to gender and average monthly family income?

4.1. By Gender

Table 4.1 presents the differences in students' motivation and attitudes toward learning English by gender. On students' motivation, the mean difference= $-.25288$, $t=2.168$ and $p=.033$ is significant at alpha 0.05. This means that male and female students are different in their motivation towards learning English. This result implies that gender affects students' motivation on the ways they learn English language.

However, on students' attitudes, the mean difference = -.05287, $t = -.432$ and $p = .666$ is not significant at alpha 0.05. This means that male and female students do not differ in their attitudes toward learning English. This result implies that gender does not affect students' attitudes on the ways they learn English language.

Ariane and Pascale (2012) study on "The impact of age and gender on the learners' motivation and attitudes toward French in secondary education in Flanders" reported that the boys have a higher instrumental motivation in comparison with the girls who are more motivated in an integrative manner. Coleman et al. (2007) reported that girls typically scored slightly higher than boys on overall motivation and on the component elements of motivation.

In contrary to Akram and Ghani's (2013) study on "Gender and Language Learning Motivation" it was reported that the results of MANOVA analysis show that there are no overall statistically significant differences between male and female participants in their motivation to learn English. Moreover, the univariate analysis of variance shows no significant differences between males and females in their parental encouragement, degree of instrumentality, English class anxiety, ethnocentrism, cultural identity, need for achievement, interest in foreign languages and motivational intensity. Result of their study contradicts the research studies conducted by MacIntyre et al. (2002); Baker and MacIntyre (2003) which reported the importance of gender as a variable in second language motivation. The study also contradicts Sung & Padilla (1998) who found significantly higher motivation for females than their male counterparts. The present study supports Abu-Rabia's study (1997) in which no gender differences were found. Males had considerably stronger integrative reasons for learning English related to future jobs, university study and travel abroad.

Cho & Teo (2014) study on "Students' Motivational Orientations and Attitude toward English Learning: A Study in the Deep South of Thailand" reported results which indicate that the students have strong instrumental orientation together with moderately high integrative orientation and favorable attitude. All three motivational components were found significantly different

between the male and female students. In regard to the difference between the students with and without experience in English speaking countries, significant difference was on integrative orientation.

Ozturk (2014) found out that there is not a significant difference in the scores for females ($M=41.5$, $SD=3.77$) and males ($M=40.82$, $SD=4.69$); $t(509)=1.82$, $p=0.69$. These results suggest that gender does not have a significant effect on the learners' attitudes towards learning English. Ozturk (2014) also reported a significant difference in the scores for females ($M=43.02$, $SD=10.28$) and males ($M=47.16$, $SD=11.35$); $t(509)=-4.14$, $p=0.00$. These results suggest that gender has a significant effect on the learners' language learning motivation than females. Pengnate (2011) found out that students with different genders had no statistically significant differences in motivation, attitude and English learning behaviors in total and in each aspect. Bagheri and Andi (2015) concluded that there was not a significant difference between male and female participants in their attitudes toward English language learning. The result of the study showed that the overall attitude of male and female students was almost the same.

4.2 By Average Monthly Family Income

Table 4.2 shows the differences in students' motivation and attitudes toward learning English by average monthly family income. It can be gleaned from this table that, on motivation, the mean square= 1.253 , $F=4.762$ and $p=.002$ is significant at alpha 0.05. This means that students belong to different brackets of average monthly family income differ in motivation toward learning English. This result implies that students whose parents' income ranges from 5,000 and below differ in their motivation towards learning English as against those students whose parents' income ranges from 21,000 and above.

Meanwhile, on category attitudes, the mean square= $.368$, $F=1.187$ and $p=.321$ is not significant at alpha 0.05. This means that students belong to different brackets of average monthly family income do not differ in their attitudes toward learning English. This result implies that students whose parents' income ranges from 5,000 and below do not differ in their attitudes toward learning English as compared

to those students whose parents' income ranges from 21,000 and above.

Post Hoc Analysis using Scheffe's Test was conducted to determine which among groups classified according to average monthly family income to have different levels of mean in area of motivation. The result of the analysis which is shown in Table 4.2.1, indicates that areas in 5T & below and 5,100 to 10T to have significant differences.

It can be noted that the differences in the means of motivation by components of the groups compared by way of lower group mean minus higher group mean shows that students whose parents' average monthly family income of 5T & below obtained the mean differences of .00208 over 5,100 to 10T with $p=.004$ and 5,100 to 10T with .67541 and $p=.018$ over 11,100 to 15T both significant at alpha 0.50. So no other groups of students are supposed to have stronger levels of motives than the 5T & below and 5,100 to 10T with regard to motivation in learning English language among senior high school students.

CONCLUSIONS

This study found that students at selected high schools in Jolo, Sulu, are highly motivated and have favorable attitudes toward studying the English language. The main factor encouraging students to study English is instrumental motivation. Personal motivation follows, and it makes a substantial contribution to the same goal. However, it demonstrates that the integrative justification had the smallest impact on the students' motivation to learn English. However, based on the findings of students' perspectives, it was evident that they had positive sentiments toward the usage of English in culture, society, and education. Positive correlations exist between motivation and attitudes about learning English. The only factor that can impact students' views of motivation is the average monthly family income.

This study seemed to support Gardner's (1985) Motivation Model and Gardner's (1980) Construct of Attitudes which emphasized that through motivation individual learner works or strives to learn the language because of a desire to learn the language and the satisfaction experienced in this

activity. A motivated learner is, therefore, characterized as one who is: (a) eager to learn the language, (b) willing to expend effort on the learning activity, and (c) willing to sustain the learning activity (Gardner, 1985).

Recommendations

The motivation and attitudes of students in Philippine universities and colleges toward learning the English language might be better understood by conducting an in-depth study with several items on motivation and attitudes to a larger sample.

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