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INDIVIDUAL DIFFERENCES IN LANGUAGE LEARNING: THE INITIAL STAGES

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Introduction

The issue of successful language learning has lately been approached from a number of angles. Besides the empirical studies which aim at delineating whole sets of personal variables characterizing groups of learners in various learning situations, in simple correlation as well as in cumulative interaction (Naiman et al. 1978; Reves, 1983), a number of studies provide deeper insight into more specific single aspects and their relationship to success in the acquisition of an additional language. Affective variables (Schumann, 1978), motivational and attitudinal factors (Gardner and Lambert, 1972; Gardner, 1975), strategies of language learning and communication (Rubin, 1976; Stern, 1975), situational differences (Krashen and Seliger, 1975), as well as numerous others were analysed and interpreted in their relationship to language acquisition. All these studies attack the issue from the angle of the factor itself, assumed to be related to language learning, be it one single variable or a set of variables in interaction. The question if and to what extent these specific affective, cognitive, attitudinal or other factors are related to success in language acquisition, is thus the central issue of these studies.

A different approach characterizes the studies which deal with individual variations among language learners (Wells, 1982; Fillmore 1976, 1979). It is less the variables related to language learning, and more the learner as an entity who is the focus of these studies. The central question in these studies is not whether or to what extent certain factors contribute to success in language acquisition; it is rather what the components of the successful language learner´s personal make-up are that help him to higher achievements through an easier or shorter learning process, what causes, in other words, the "variation in rate" and the "variation in route", (Wells, 1984).

In other words, the direction of studies of individual differences in language acquisition is opposite: it starts off from the inside, the core, the learner´s subjective personality, and tries to diagnose if and to what degree each one of the variables previously assumed or already found to be related to successful language learning, can be discovered in the individual learner´s behaviour and are or are not inherently present in his/her personality.

These studies may convey a more deductive approach, they may be more diagnostic and thus pragmatic in their philosophy. They may, however, also tempt us to create stereotypes of "good" or "poor" language learners, which would then jeopardize the indispensable objectivity demanded of every one involved in education. Nevertheless, awarenss of the individual cognitive and affective characteristics of various language learners and sensitivity to their personal social-situational differences can lay the foundations to a humanistic approach to the language teaching task. It may also give us some basis for general decisions of educational character. It has to be accompanied, however, by caution and self-restraint, so as not to apply administrative decisions to preconceived learner-images and thus get individual learners to undue advantages or disadvantages.

In her longitudinal study of five young 5-7 year old Spanish speaking children learning English, Fillmore observed five children in their playing interaction with their English speaking peers and traced their language development step by step for one year. She described the cognitive and social strategies observably used by her subjects, as well as certain expressions of emotions between the pairs of subjects. Fillmore points out as a conclusion that the source of individual differences can be located in the interaction between the nature of the task of language learning, the strategies needed and the personal characteristics of the learner involved. The girl she described in detail as the most successful in the group was apparently strongly motivated, who identified herself with her target language (Engglish) speaking peers and apparently wanted to develop strong relationships with her English speaking friend. She showed the first signs of an analytic way of thinking and was rather uninhibited in producing the newly acquired language.

The aim of the pilot project described in this paper was to discover individual personal characteristics of a few language learners in the very first period of their confrontation with the target language (TL hereafter), in order to help us to draw a tentative profile of "the promising language learner".

Specifically, the following research question was asked: are personal characteristics considered conducive to the successful acquisition of an additional language, already observable and related to success in the initial phases of the process of language learning?

THE PROJECT:

(a) Subjects:

A group of British adolescents were the subjects of the pilot project. They were observed for a period of four months, during the first phase of learnin the target language, Hebrew. They spent this time in an Israeli boarding school, away

from their mother-tongue speaking home environment. Their stay could, however, not be described as "total immersion" into the target language environment since their immediate surroundings, teachers, guides, counsellors, communicated with them in their mother-tongue, English. Their exposure to Hebrew, the target language, was limited to formal classroom situations or else to individual contact with Hebrew speakers, personally initiated by the learners themselves.

The 12-14 year old British adolescents participated in a five-month-seminar which was organized on the campus of a religious Teacher Training Seminary and Girls´ High School of boarding school character, in an agricultural area of Israel. Similar seminars have been conducted for the past twelve years, twice a year. The British children (boys and girls) usually live on the campus in separate quarters from the Israeli girls studying in the boarding school. The aim of this regularly repeated seminar is to acquaint the children of conservative, Zionist Jewish families with various aspects of Israel, the country, the population, its culture, customs and problems. The principal aim of these courses is to teach them the basic elements of spoken Hebrew. Since the seminar in the framework of which the present project was conducted lasted from February to June, 1985, it was essential that the participating children should not miss their regular classroom curriculum taught at the same time in their home school. Therefore, all the regular school subjects were taught in English so as to keep the pupils abreast with their studies at home. Also, the religious studies like Bible, prayers and the "unwritten law" (Talmud) were conducted in English. They studied Hebrew, the oral and written skills, in formal classroom FL studies in 8 hours a week to which one coaching hour per day was added. Thus, their formal exposure to Hebrew was limited to 14 hours per week. The project described here lasted for four months; the whole group consisted of 12 girls and 11 boys.

(b) Procedure:

At the outset all 23 children were given an attitude questionnaire and an aptitude test (Appendix 1 and Appendix 2). The aptitude test was composed of three tasks: recognition of syntactic features, number learning and a "verbal hidden figures test"; these were adopted and adjusted from Carroll and Sapon (1958) and from Reves(1983). The aim of the attitude questionnaire and the aptitude test was to locate children whose aptitude as well as language attitudes show ed broad variety, in order to have a selection of subjects representing a wide range of individual personal differences. In our first, preliminary selection we located eight subjects alto-gether; 4 boys and 4 girls whose language learning aptitude and language attitudes alternated: high aptitude + high attitudes; high aptitude + low attitudes; low aptitude + high attitudes: low aptitude + low attitudes. Having chosen four boys and four girls, sex differences were also taken care of.

We then gave the teachers as well as the subjects a clear explanation of what their tasks were: teachers were asked to provide us bi-weekly with the grades and progress report of the students; subjects were asked to conduct a diary-type self-observation report, mainly concentrating on the process of their informal, free Hebrew language acquisition.

They were asked to jot down interesting experiences, where, when and how they got in touch with the new language. We also conducted monthly informal conversations with the subjects, in order to elicit from them if and in what way their personal impressions and feelings changed.

At the end of the five-month seminar (four of which were used for our project) each pupil was interviewed again in the frame of an informal conversation. (Interview schedule, see Appendix 3). In addition, the guidance counsellor also supplied a detailed description of each student's behaviour and features of character, as they gradually revealed themselves in the course of the seminar.

By the end of the study-observation period it became obvious that the extreme cases, those of high aptitude + high attitude, on the one hand, and those of low aptitude + low attitude on the other, would provide us with sufficient and meaningful information for a tentative profile of the promising language learner.

The four subjects finally selected for close observation were: Jason (14), and Yael (14), whose attitudes both to Israel and the Hebrew language as well as their language learning aptitude were found to be high; and Nicola (14) and Daniel (13 1/2) whose attitudes as well as language learning aptitude were found to be low.

(c) Findings:

The findings of the pilot study are based on observation of the four subjects. They are composed of teachers opinions and classroom assessment, on the counsellor's character report, on the subjects self-report drawn from their diaries, as well as questionnaires, regular conversations and final interviews conducted by the researcher.

(c-1) High attitude - high aptitude learners: [Yael and Jason]

Yael is the daughter of parents of French origin. Both parents are professional, an engineer and a maths teacher. She has only one brother who is considerably older than herself. They regularly speak French and English at home; the family spent a number of years in Japan when Yael was a small girl, so that Yael speaks English, French and Japanese almost equally well. She also hears a lot of German and even some Hebrew among the people she is surrounded with at home. Her environment can indeed be considered multilingual. She is a bright, highly motivated student, whose language learning aptitude showed very remarkable potential.

She is considered mature in her judgement, purposeful and resolute, and yet genuinely popular among her peer students; they respect her and are attracted to her. Lately, however, her innocent self-confidence has assumed a touch of haughtiness. This may be due to the fact that she is the only one in the British group of children who developed a true, very warm friendship with a student of the local high school.

It is not easy and therefore not customary for the British group to make close friends with Israeli students on the campus. The reason for this is two fold: technical difficulties of separate accommodation and clashes in time-tables on the one hand, and motivational reasons on the part of the Israeli student on the other. The regular students want to use the little time they meet British children on campus for the improvement of their own English.

Nevertheless, Yael found the way to acquaint herself and to gain the friendship of a Yemenite girl, regular student at the Israeli high school on campus, three years her elder. Her friend, Zohara ("Splendour" in Hebrew), is a comforting, motherly, warm-hearted girl, although not a remarkable or outstanding personality. Yael herself, a very independent, solid character, made serious efforts to be able to spend long hours with Zohara, her Hebrew-speaking friend. She had herself invited for weekends by the extremely hospitable, yet rather simple Yemenite family in their village. She spoke about these occasions, her meetings with the rest of the family with great enthusiasm and warmth; she did not deny, however, that part of her attachment to Zohara, besides the feeling of security this friendship lent her momentarily, was the curiosity to find out about a world totally unknown to her, and partly the possibility to speak the new language with people who do not know any English. In her diary she jotted down phonetically bits of conversations she overheard in the village with the intention to ask Zohara to complete and explain them to her. She reported about a dialogue with a stranger at the time of a visit to a hospital where she accompanied Zohara.

At the time of the first attitude questinnaire, Yael already expressed intensive interest in and love for Israel, and high, seemingly integrative motivation to learn Hebrew. At that time she would, however, not like to live in Israel constantly. After four months here and possibly under the influence of her friend, Zohara, and her experiences in the undeniably new cultural environment,she said she learnt to know the reality of life in Israel and got to know its people and its spiritual content; she would one day give it a try and settle here, maybe for good.

In the class she was a reliable, conscientious pupil; her achievement in terms of class grades in Hebrew and the subjects taught in Hebrew, rose from fair to excellent in the course of the four months of our project.

Jason is the son of elderly parents, simple shopkeepers in East London, survivors of the Holocaust. He is the young brother, his only sister is about ten years older than himself. He has been growing up in a bi-lingual Yiddish-English speaking family environment. He seems to be a born leader, striving for popularity

among his peers. He is kind and ready to help whenever he sees the need for it. He is money-conscious; sucess in his opinion, depends mainly on financial means. He is self-confident, a conscious achiever, stubborn in his determination. He is slightly inhibited by, or even a little ashamed of his simple, old-fashioned, Eastern-European kind of family background. He is curious to know people and cultural customs, and to have new and exciting experiences in an unknown country. Upon arrival, Israel seemed to be where he would have stimulating, "groovy" encounters, a country where he would however, never think seriously of settling permanently, or even to create any lasting contact with people he would be about to meet here.

In his diary, however, he notes down interesting meetings with people, whose behaviour he found free and exciting. He notices the fact that Hebrew which he thought of as an ancient holy language, can be pronounced like any other language in various ways. He is especially keen on expressions he cannot hear in class, "slang" in lexical or syntactic terms; he tries to use them in his conversations with his counsellor and his interviewer on the present project. In the final interview he said that after having been in Israel for a couple of months, he changed his image of Israel; he wants to come back soon, at least on some more, perharps lasting, visits. He has gained awareness of and feels sympathy for Israel and for the "fascinating" idea of national Jewish survival. He is conscious of having developed a "new system" of learning a language and uses "ways" of expressing himself adequately. He is trying to create opportunities for speaking as much Hebrew as possible. He wants to be the best in his class by the time the course is over.

His formal grades in classroom Hebrew studies are consistent: he is always among the best in class, even without making efforts to achieve high grades.

(c-2) Low attitudes - low aptitude learners: [Nicola and Daniel]

Nicola is the daughter of wealthy, middle-class people. She is the eldest of three children, the siblings being 12 and 8 years old. She comes from a monolingual home. Her close family speaks only English, and so do all her relatives and neighbours. Her only encounter with another language has been the few French-as-a-FL classes she attended in her school life in Britain.

She is a lively red-head, bright and agile. She is slightly too emotional at moments; some people would call her somewhat impertinent in her immediate reactions, which may be considered a consequence of lack of self-confidence in certain confrontations. She is not popular among her classmates, quarrelsome and obstinate when it comes to discussing topics of general interest. She is unpredictable and often obnoxious. Her reactions to serious questions are rather immature and childish.

She has not developed any friendship with either members of her own group or other students on campus. She considered Israelis "rude" and "sloppy". She made no effort from the very outset to create any contact with Israelis, her answer (on the first questionnaire) as to her participation in the seminar expressed indif-

ference towards Hebrew or Israel; she agreed to participating in the five-month programme rather out of boredom at home and wish to change her environment for a while.

Her diary did not reveal very much. She was not very responsive, did not observe herself or report about language acquisition experiences; careless little notes, occasionally jotted down (perhaps upon her counsellor's pressure) in rather whimsical disorder. Her classroom achievement was mediocre with hardly any improvement in the course of five months.

Daniel is the only son of a rather well-to-do family of London merchants. The family speaks only English, so that the boy has grown up in a strictly monoligual environment. The little French he learnt comes from his French classes in school. He is a nimble, short, good-humoured boy, who seeks mostly female society; he is comfortable with girls and feels confident among female teachers. He was pleased to be able to offer help to the older Israeli secondary school girls in their English studies.

Daniel is ambitious, keen on having people's attention, quite often a busybody. His capacity for academic studies is considered rather mediocre; this is mainly due to his lack of ability to concentrate on significant matters, which may be ascribed to his young age (13 1/2). He is always curious to know all the details of a question, but his attention span is rather short; he is hardly induceable to drawing conclusions, doing abstractions or generalizations. His behaviour was at first rather annoying, but seemed to have improved and was getting more pleasant by the end of the seminar.

His opinions reflected an immature, childish way of thinking; he related to the seminar mainly as some kind of exciting holiday; initially he described the Israeli people as "getting on his nerves", mostly shabby and uninteresting. By the end of the seminar he became enthusiastic about the achievements of the Israeli army; he was planning to come back in order to serve in the Israeli Air Force: suddenly he felt sorry that the course was over.

His diary hardly provides any information. He did not take the trouble to note down any meaningful observation. He also did not consciously make efforts to take advantage of the months for improving his Hebrew; on the contrary, since Israeli girls on campus wanted to use the chance of being able to speak English, he gladly obliged; momentary success was worth sacrificing his own language development.

In class he started off as the weakest pupil, playful and childish, but by the end of the course he improved substantially, getting "fair" or "good" grades.

DISCUSSION

The "List of Variables" shows different factors related to the social and linguistic background as well as to various cognitive, affective and social aspects, as they appeared in each of the four learners' profile. It will be remembered

that this was constructed from various sources; questionnaires, interviews, learner-diaries and teacher-cousellor observations.

LIST OF VARIABLES RELATED TO THE FOUR SUBJECTS

		Yael	Jason	Nicola	Daniel
Aptitude variables	(Bi- or multi- lingual childhood	+	+	-	-
	(Various cultures	+	+	-	-
	(Language consciousness	+	+	-	-
Personality variables	(Brightness	+	+	+	+
	(Independence	+	+	-	-
	(Maturity	+	+	-	-
	(Self-confidence	+	+	+	+
	(Empathy	+	+	-	+
	(Need achievement	+	+	-	-
	(Task and goal orientation	+	+	-	-
Strategies	(Learning strategies	+	+	-	-
	(Communicative strategies	+	+	-	+
	(Initial attitudes to TL	+	-	-	-
	(Developed attitudes	+	+	-	+
	(Attitude to speakers	+	-	-	+
	(Social contact with TL speakers	+	+(?)	-	+

It can be seen that the two high aptitude + high attitude subjects' Yael's and Jason's "profile" composed of the list of variables is almost all positive. They indeed proved to be excellent in their FL studies from the very beginning. They seem to fit the image of a promising language learner.

On the other hand, one the low aptitude + low attitudes subjects, Daniel´s "profile" is rather negative; his attitudes, though, developed in the positive direction in the course of the programme. His wish for social contact with target language speakers and, assumably related to this wish, his communicative strategies were positive. Indeed, his achievements in the FL showed some improvement towards the end of the course.

In Nicola´s case, the other low aptitude + low attitude subject, all the four groups of variables, aptitude, personality, strategies and attitude variables proved to be negative. Indeed no improvement was found in her classroom achievement in the FL: she was a mediocre or rather poor pupil all along the course.

Venturing a tentative generalization based on these "profiles" it may be suggested that the potentially successful, promising language learner has probably a high degree of language learning aptitude. Strong relationship between language learning aptitude and successful language acquisition has been found in previous studies, e.g. Bialystok and Fröhlich, 1977; Gardner and Lambert, 1965; 1972; Reves, 1983. A bi - or multilingual early-childhood environment seems to have a delayed positive effect on the learner´s later language acquisition. This may be due to the early foundations of conceptual openness which may have been induced by a simultaneous first-language acquisition in two languages. However, the complexity involved in the young child´s language growth and cognitive development is beyond the scope of this project. The assumption may be ventured, nevertheless, that a bi-or multilingual early childhood environment, might be re-lated to the development of cognitive flexibility, which, as was found in an earlier work, is related to an easier acquisition of additional languages (Reves, 1983). A non-monolingual childhood may also lay the foundations of language consciousness, curiosity for languages per se, interest for and joy of discovery of "unusual" linguistic resemblances, of etymological or structural nature, among various languages. The experience of having been exposed for some time to a foreign culture (Yael) or being confronted simultaneously with different cultures (Jason) appears to render the learner more sensitive to the difference of surroundings, and willing to accept new social, cultural contexts or even try, if only temporarily, to adjust to them. An early exposure to various languages and cultures may perhaps avoid the effect of "culture shock" (Schumann, 1978), and reduce the "prolonged discomfort" caused by the exposure to completely different social customs, which Stern (1983) referring to Larson and Smalley (1972), calls "culture stress".

Personality features which appeared to be related to language learning and showed individual differences among the four learners were independence of character, emotional stability, maturity and self-confidence. Need achievement, task and goal orientation, determination ego-involvement and empathy, found in earlier studies (Naiman et al, 1978; Schumann, 1978; Guiora 1972; Stern, 1983; Reves, 1983) appeared also here to have strong relationship with success in language learning already in the first, beginning phases of language learning.

The need for social contact with TL speakers was also part of the profile. Jason and Daniel created contact with Hebrew speakers to satisfy their need for social popularity. When Yael established a warm friendship with a Hebrew speaker, she was partly motivated by goal-orientation and partly in need of the presence of a protecting ambiance, which she expected to add to her assurance and lend her higher status in the foreign environment.

Attitudinal factors showed full agreement with Gardner's categories (Gardner, 1972) of motivational characteristics found in FL learning. The behavioural patterns reflecting "motivational indices" were clearly expressed in the two more successful learners' (Yael's and Jason's) diaries and answers in interviews, as well as observed by their counsellors. The two poorer learners (Nicola and Daniel) on the other hand, clearly showed the lack of integrative or instrumental motivations.

The same difference is seen in the "group specific" as well as in the "course related" attitudes of the two kinds of learners: their initial opinions about Israelis in general as well as their eagerness to learn the TL shows wide variation. The two more promising learners revealed and expressed positive attitudes and strong motivation, while the two weaker ones were rather indifferent in these respects.

Relating to the learning strategies involved in the four learners' profile the most parsimonious system seems to be Stern's (1983), summarizing "four basic sets of strategies", especially if we consider the fact that our description spreads altogether only over four language learners in four months of language learning. The two better learners' report can indeed be interpreted as referring to "active planning strategy" and "academic, explicit strategy" regarding their efforts to learn Hebrew. The two weaker ones, on the other hand, do not suggest any learning strategies at all. The communicative kind of strategy (called by Stern "Social learning strategy") was strongly present in three learners' cases: they were trying to establish social contact with the TL speakers and made efforts to communicate with them. The "affective strategy" was clearly observable in Yael's efforts to establish a solid friendship with her Hebrew-speaking friend, and, perhars, though more latently, also present in Jason's and Daniel's attempt to create contact with Hebrew-speakers on the campus.

CONCLUSION

The project described here illustrates the appearance of certain personal variables already in the initial phases of the languages learning process, as well as their relationship to easier and more successful language acquisition. The naturalistic observation of selected learners showed that variables which in earlier studies of whole groups of learners were found to be related to language learning, are indeed also reflected in each single learner's subjective case, thus showing the early appearance of individual differences among them.

The unique situation in which the target language was learned probably emphasized these individual differences. The course was taking place in the target language speaking country within a wider environment using the target language as its main language. However, the target language was taught under strictly structured, almost isolated classroom conditions, while the learners' immediate surroundings consistantly spoke to them in their mother tongue. To create opportunities for communication in the target language required from the learner very high motivation and goal orientation.

In talking about adolescents in their early "teens" it seems to be self-understood that the above described characteristics have to be viewed in permanent development and interaction, fluctuating in their degree of appearance and their effect on the language learning process and its product. It would obviously be premature and pretentious to claim that four language learners' experiences in a short period of four months can provide adequate answers to the issue of individual differences in the initial phase of the process of language learning.

The pilot project was also meant to be only a first, tentative observation and description of language learners. It was, therefore, conducted in a naturalistic way, without the support of empirical data. We may, nevertheless, relate to the above reports and observations as a tentative blueprint, providing indications for further, already statistically supported research done by consistent, close observation of larger numbers of learners for longer periods of language learning.

APPENDIX 1

Q U E S T I O N N A I R E

NAME_____ AGE_____

1. Why have you joined the project?
2. Was it your parents' wish? Did you easily agree?
   or
   Was it your wish? Did your parents easily agree?
3. What do you expect to gain from the project?
4. How well do you know Hebrew now? Give yourself a grade.

1	2	3	4	5
very poor	poor	fair	good	excellent

5. What language, besides English, can you speak?
6. What language do you mainly speak at home, with your family?
7. With whom do you use another language, not English?
8. What other language/not English/ have you heard a lot in your childhood? in Britain?
9. Is another language used in your neighbourhood, town, or among members of your family? What language?
10. Have you ever been here before? How many times? What do you remember from your previous visits?
11. What do you think of Israel?
12. Would you like to see anything changed in Israel? What?
13. What do you think of Israelis?
    Based on your own experience? Things that you have read?
    Has your opinion changed in the past few days if yes, in what way?
14. Do you think Israeli youth are different from British youth? If "yes" then in what way?
15. Would you like to be like the Israelis?
16. Do you think Hebrew is a beautiful language?
    It is more beautiful than English? yes - no
    French? yes - no
    Arabic? yes - no
    German? yes - no
17. Is it important for you to speak
    read
    write Hebrew well?
    If "yes" why?

Appendix 1 cont'd

18. Would you like to live in Israel permanently?
19. Mention three things you would like to bring from home if you decided to settle here for good.
20. Would you like to serve in the Israeli army? Why?

APPENDIX 2

I.

This is a test of your ability to understand the function of certain words in sentences. Look at the following example:

BUSES are very crowded in the morning.
He liked to go fishing in the morning
A B C D

In the first sentence BUSES is printed in capital letters. Which word in the second sentence does the same / has the same function/ as BUSES in the first one?

The right answer is "he" because the first sentence is about "buses" and the second one is about "he". "He" is marked "A". You have to write "A" near the sentences.

Here is your task.

Write down on your answer sheet the letter which is under the word in the second sentence which has the same function as the word in CAPITAL letters has in the first.

1. HE likes to read books.
It is high time for Israel to show flexibility over Taba, says Mubarak.
A B E C D

2. The guest arrived LATE for dinner.
The film shown two weeks ago on the Saturday night programme angered
A B
some people who said it was meant to give publicity to the Prime Minister.
C D E F

3. We always BELIEVED him.
The deserted market area of Ramallah were patrolled by the troops coming
A B C
from the main street and marching to the west.
D

4. There are ANCIENT trees in the National Park.
The level of Lake Kinneret has risen since the weekend so that the
A
water authorities said yesterday the rains of the past few days have
B C

replenished undergroump sources for the first time this year.
D

5. Can you see THE TOWER over there?
Former Mossad chief Isser Harel said that the Mossad waged a war
A
of disruption against neo-Nazi movements during the early 60's
B
following a spate of desecration of the Jewish sites in West Germany.
C D

II.

Your next task is to learn the names of numbers in a new language which is unknown to you.*
You will hear the name of each number twice with its English translation, and once again following its English translation. You may write them down if it helps you to remember them.

After you have learned these numbers you will hear various one, two or three digit numbers composed of the figures you have just learned: It is as if you heard someone say in English "two hundred and thirteen" and you would have to write 213.
Listen well to the tape and try to concentrate your attention so that you may write down the numbers composed of the figures you have learned.
Ready?

III.

You will hear now a short passage read out to you in a new language which is unknown to you.* The speaker of the language has mixed into his reading ten words in English. Listen carefully and try to jot down the ten English words that are hidden in the text.
Ready?

* the language was Amharic

APPENDIX 3

INTERVIEW SCHEDULE

(Points for free conversation)

What have you been doing in these past five months?
What did you like best?
What did you dislike most?
Interesting observations about
- people?
- places?
- events?

Have you made friends?
- with whom?
- what attracted you?
- how did you meet them?
- will you keep in touch?

Has your impression of Israel / Israelis / changed?
Would you like to visit again?
Would you like to come on aliya one day?
- Why? Why not?

Do you think all the Jews should come to Israel?
- (eventually) for good?
- on a visit?

How)
) would you like to see changed in Israel?
What)

Has your Hebrew improved a lot?
Why? Grade? Very good _____ Very poor
5 1
Understanding Reading
Speaking Writing

What are your feelings about the Course now that it is going to end?
What else would you like me to know?

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