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The Role of Attitudes and Motivation in Foreign Language Learning

Pelagia Mormori

**A thesis submitted to the University of Kent at Canterbury for the degree of
Doctor of Philosophy in Social Psychology**

I.S.A.P.

U.K.C.

England 1993

To my parents

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ABSTRACT

First and second/foreign language learning differ substantially in the degree of proficiency attained by the learners. Many factors have been proposed to account for this variation, foremost among which aptitude, attitudes and motivation.

The present study primarily explored the possible interaction between attitudes, motivation and students' performance in English in two distinct settings. It was hypothesized that an integrative orientation and favourable attitudes are powerful incentives that can determine success in language learning.

The hypothesis was tested both in the second and foreign language settings with two different populations of Greek students.

The subjects for the first study were 51 Greek young adults from the University of Kent, while the subjects for the study in the foreign language context comprised 470 Greek secondary school students, drawn from language schools in Athens.

The study in Greece further examined the effect that gender and socioeconomic background could have on the students' attitudes and motivation and investigated the influence of parents on their children's attitudes and motivational orientations.

The questionnaires used were modelled on Gardner (1985), and the analysis of the data was done by using multivariate statistics.

The results of the first study indicate that very few motivational factors have a bearing on achievement in English, while in the second study it was observed that motivation and attitudes are critical factors in predicting success in the foreign language.

Sex and social class had a significant effect on attitudes and motivation, while parents were found to play a significant role in the children's attitude development. Based on these findings, certain recommendations were made to enhance the students' attitudes and motivation toward learning English.

CHAPTER 1

1. INTRODUCTION

1.1 Statement of the problem

The study of languages is acknowledged to be very fascinating and of considerable positive value to students in developing a knowledge of and sensitivity to countries and cultures other than their own (Clark, 1981). The interest shown in the area has increased considerably over the past twenty years and more researchers seek to gain a more and more thorough understanding of the complexity of second/foreign language learning.

According to Pride (1979), it is generally accepted that people learn their first language easily and fairly successfully -although there are individual differences concerning verbal skills i.e. vocabulary size, diversity of expression, complexity and novelty of sentence construction- possibly because they are genetically predisposed to acquire language (Chomsky, 1965) and then grow up in a community in which they need to function to a certain degree through language. However, it is equally accepted (Brown, 1973) that not every individual is successful in learning a second language particularly in an educational setting. An important question which derives from these comments is the following: if all people are endowed with the ability to learn their first language easily and well, why is it that this innate ability seems

to decline when it comes to learning another language? Or, why is it that a number of students acquire native or near native proficiency in a second language whereas others remain virtual monoglots? In a similar way, other related questions can be posed: Do some learners have an "ear for languages" or a "gift for tongues"? Is successful language learning dependent on the way it is taught? Is it of equal importance for the learner of an economically powerful country as it is for the learner of a developing country, or for the member of an ethnic minority group? Why is it that North Americans are considered to be poor language learners (Gardner, 1985) in contrast with people from other nations who develop the ability to use a foreign language productively in communicative situations?

As Gardner (1985) - a pioneer in the field of social psychology and second language learning - points out, such questions have grown out of a dissatisfaction on the part of teachers, students and parents, that although many learners attempt to acquire the skill of competence in a foreign language through education, the results that language courses produce are not very often the desired ones. (Dendrinos, 1986).

Many factors have been cited as determinants of this rather unsatisfactory situation. Scholars have focused on the educational side of language learning regarding the problem involved in it as a skills development problem, like number learning, and have concentrated their efforts on refining methods and developing materials that serve

these methods, on improving teachers' qualifications as well as on refining achievement and proficiency tests. However, method was not sufficient by itself, since students showed only small differences in one skill or another and only few of them developed high levels of proficiency compared to others who, under the same pedagogical procedure, showed limited progress. (Gardner and Lambert, 1972, Lee, 1980, Hague, 1989).

Along with method the most commonly discussed variables to account for the variation in students' proficiency are intelligence, aptitude, cognitive style, personality attributes, attitudes and motivation.

1.1.1 Intelligence - Language Aptitude

Intelligence, as conceived by Carroll (1965), is the learners' capacity to understand instruction, as well as to understand what is required of them in the learning situation. It is conceived of as "a talent for not getting sidetracked or waisting one's efforts"! (Skehan, 1989;6).

As far as its implication in foreign language study is concerned McDonough (1981) contends that it does not appear to be an important factor even in the acquisition of one's first language (L1). Measured intelligence is difficult to separate from L1 knowledge at school age, since most intelligence tests are conducted through the medium of language and many contain specifically linguistic items such as 'odd man out' type of exercises. Intelligence may not be related to language learning as such, but to the

ability to profit from certain kinds of instruction. McDonough (1981) and Hague (1989) purport that intelligence has traditionally been considered to be one of the uneven factors in successful language learning and believe that in a natural situation with a strong motivation to learn, students of both above and below average IQ will do so.

Aptitude, on the other hand, as defined by theory and research refers to certain learned capabilities of the individual which are apparently prerequisite to reasonably rapid success in learning a foreign language (Carroll and Sapon, 1959:21) and includes four components:

1. Phonemic Coding Ability: This refers to the learners' capacity to discriminate and code foreign sounds in such a way that they could be recalled later (Carroll, 1965, 1979).
2. Grammatical Sensitivity: This refers to the learners' ability to recognize the grammatical functions that words fulfill in sentences.
3. Inductive Language Learning Ability: This is defined as the ability to examine language material and from this to notice and identify patterns of correspondence and relationships involving either meaning or syntactic form. (Carroll, 1973). In other words, it refers to the ability to infer from limited evidence, an aspect of reasoning ability which is considered important in the language learning domain (Skehan, 1989).

4 Memory and Learning: This ability as conceived by Carroll involves the bonding of connections between stimuli which are the words of the source language, and responses which are the words of the target language. Carroll's assumption is that people vary in the efficiency with which they make such bonds and therefore show variation in the speed of vocabulary growth, and consequently in foreign language achievement.

The concept of aptitude has been associated with a number of criticisms. Lee (1980) comments that when everyone had to learn a foreign language (FL), they learned it regardless of aptitude. In the Middle Ages, when Latin was the major literary language, educated people from all over Europe learned it as part of their universal education. Other researchers have proposed that cognitive style (McDonough, 1981), or degree of acculturation (Schumann, 1978, Neufeld, 1978) are more significantly contributing variables in FL achievement. According to Skehan (1989) these criticisms can be rendered inaccurate, if one considers evidence available from quantification based studies which demonstrate that aptitude is at least as important as any other variable investigated. Krashen (1981) acknowledges that both aptitude, which generally refers to a disposition to be able to do something well, and motivation, which refers to a willingness to do it are related to second language (SL) achievement, but are not

related to each other. Gardner and Lambert (1959, Gordon, 1980, Gardner, 1985, 1988) support the generalization that there is an aptitude for languages which includes the abilities referred to above, but it is an independent factor related to achievement.

It has also been proposed that aptitude is undemocratic and unfair since it is innate and those people who have less of it can do nothing to alter their capacities. The major argument raised here is that aptitude is defined in terms of the rate of learning and not in terms of some people being incompetent of reaching success in foreign language study. (Skehan, 1989).

It is also important to say that the evidence reported in certain studies (Skehan, 1989) is consistent with the conclusion that aptitude is a fixed or stable factor in language learning since it correlated significantly with measures taken about ten years apart. What is of major concern in this thesis, however, is that since aptitude is a relatively invariant characteristic of the individual, not subject to easy modification by learning, almost nothing can be done on the part of teachers, educators, language planners and parents to enhance language learning or assist the students in the language learning process. Moreover, as Brown (1973) points out, if theories of L₂ acquisition are based on cognitive considerations only, we will omit certain social factors which constitute a fundamental side of human behaviour.

1.1.2 Other cognitive and affective variables influencing language achievement

Apart from intelligence and aptitude interest has been shown in other cognitive abilities that are thought to be implicated in language learning. As Brown (1973) pinpoints the way we learn things in general and the particular attack we make on a problem seem to hinge on a rather amorphous link between personality and cognition referred to as cognitive style. Twenty-nine factors have been cited to make up the cognitive style or map of the learner. The most attention has been directed toward field dependence and field independence, which generally refer to the way individuals perceive and organize their world (Chappelle and Grenn, 1992). A field-independent style enables the learner to distinguish parts from a whole, to concentrate on something like reading a book in a noisy train station, to separate variables without the contamination of neighbouring variables.

Field - independent individuals are thought to be capable of separating the essential from the inessential and of being usefully analytic. They also tend to be generally more independent persons, competitive, self-sufficient and self-confident.

Field - dependent people, on the other hand, tend to view their world as a total configuration and do not tend to attend to any part of it selectively. They are considered by others to be outgoing and gregarious deriving their self identity from persons around them. They are

usually more empathic and perceptive of the feelings and thoughts of the others.

It is proposed that field - dependent learners, because of their person-orientation, are expected to be more inclined to interpersonal situations, to seek contact with other people and engage in verbal interaction with them. As a result, they should enhance their communicative competence, negotiation skill, conversational resourcefulness and therefore language development.

However, field - independent learners have their advantages in terms of language learning as well. They are supposed to have greater analytic and cognitive restructuring capabilities, to separate those language stimuli required to be learned from the total context, without being distracted by the total learning environment and be more successful in second language acquisition. (Naiman et al. 1978).

Naiman et al. (1978) found a significant correlation between field independence and proficiency on both a French oral production and a French listening comprehension test. However, contrary to the direction of prediction, field dependence correlated with the more communication-oriented tests, and field independence with the more cognitive tests. Genessee and Hamayan (1980) in their study of anglophone grade one students in a French immersion programme also reported significant low correlations between field independence and general French achievement, French listening comprehension and English reading

proficiency but not French oral production.

In contrast, Tucker et al. (1976) failed to find an association between field dependence and performance on listening and reading comprehension, or oral production tests. Bialystok and Frohlich (1977; 1978) did not find any relationship in a study they ran with young adolescent students, and suggested that the field independence construct has only a minor role in language learning. Reves (1983) also found no relationship between two measures of field dependence and achievement with Arab learners of Hebrew and English. What can be inferred from the evidence so far is that the association between field independence and language learning achievement is weak, if non-existent, in that the relatively few significant correlations may be attributed to chance.

Introversion and extroversion are also thought to be affective influences on language learning. An introverted person is described as quiet, introspective, fond of books rather than people, reserved and distant, except with intimate friends. The typical extrovert on the other hand, is sociable, willing to interact freely with others, needs to have people to talk to and does not like studying alone. (Skehan, 1989).

Extroversion seems to consist of sociability and impulsivity (i.e. need for excitement and changes. Many investigators have suggested that more sociable individuals should be more successful in learning a second language than are students who are more reserved, in that they will

be eager to participate in classroom activities and more likely to maximize language-use opportunities outside the classroom by using language for communication. Since, according to most theorists, learning is best accomplished by actually using language, extroverts would benefit both inside and outside the language classroom by maximizing contact and the quantity of input received, interaction as well as language output. (Naiman et al., 1978, McDonough, 1981, Krashen, 1985, Long, 1985, Swain, 1985).

Pritchard (1952) reported a particularly high correlation (.94) between sociability and ratings of French fluency among 33 grammar school students. However, Gardner (1985) and Skehan (1989) comment that the sociability measures were narrow and subjective and therefore the possibility of contamination cannot be ruled out. Chastian (1975) also found some support for a link between sociability and second language acquisition by testing college students of French, Spanish and German and obtaining four relevant correlations between a reserved - outgoing scale and achievement. Smart et al. (1970) on the other hand, failed to find any positive relationship between college language achievement and extroversion/sociability. Genesee and Hamayan (1980) did not find any positive relationships between personality variables and language proficiency. Strong (1983) also found no relationship between a measure of extroversion and indices of vocabulary, pronunciation and structure in investigating a group of kindergartners in a school in California. Last,

Ely (1986) assumed that sociability was a predictor of classroom participation and by extension of proficiency, but the obtained results did not support the hypothesis. The research literature, therefore, does not allow us to conclude that sociability is positively or negatively linked to successful second language learning.

Risk - taking has also been proposed to be associated with success in language learning. In situations involving social interactions it is expected to enhance opportunities to hear language and obtain input as well as to speak language and get involved in functional practice. Risk-taking may also be important in the actual language that is used. Language development involves the growth of an elaborate structured linguistic code which can be built through hypothesis formation and testing. A good language learner then is considered to be using his already acquired language system to the limit and try out risky hypotheses and receive some revealing feedback. A point worth noting here is that most of the research in risk-taking has been conducted in psychological laboratories where participants agreed to embark on certain tasks involving risk-taking behaviour.

In the field of language learning Ely (1986) tested the hypothesis that risk-taking influences classroom participation which in turn influences language proficiency directly. The results showed that there was a correlation between risk-taking and classroom participation showing that students who score high on the risk-taking scale

tended to volunteer more in class. There was also a low association between class participation and proficiency. Consequently, the evidence concerning the implication of risk-taking in language achievement is far from conclusive and any speculations concerning its role should be interpreted with caution (Skehan, 1989).

Empathy was also hypothesized to be determinant in language acquisition in that the more sensitive an individual is to the feelings and behaviours of another person, the more likely he is to perceive and recognize the subtleties and unique aspects of the second language and incorporate them in speaking (Gardner, 1985:35). Although, as Schumann (1975) states, these ideas sound intuitively appealing, the measures used to examine this relationship are questioned. Naiman et al. (1978) found no relationship between measures of empathy and french achievement. Gardner and Lambert (1972) developed a scale measuring the individuals' sensitivity for others on the assumption that the more empathic person will be more gifted for developing the speaking and listening skills of another language. Although their scale failed to correlate significantly with measures of french achievement it was consistently related to measures of motivation to learn French.

Inhibition was also one of the proposed influences on the acquisition of a second language. It is argued by Guiora et al. (1972) that meaningful language acquisition involves some degree of identity conflict as the language learner takes on a new identity with his newly acquired

competence. An adaptive language ego -a term used by Guiora to refer to the very personal, egoistic nature of L₂ acquisition- enables the learner to lower the inhibitions that might impair success. Guiora et al. (1972) produced one of the few studies on inhibition in relation to second language learning. Claiming that the notion of ego boundaries is relevant to language learning they designed an experiment using small quantities of alcohol to induce temporary states of less than normal inhibition in an experimental group of subjects. The performance on a pronunciation test in Thai of subjects given the alcohol was significantly better than the performance of the control group. Despite the fact that Guiora et al. found positive results implying that language tutors should try to lower the students' inhibitions in the language classroom, the lack of further support to this claim does not warrant any generalizations concerning this concept.

Last, but not least, classroom anxiety is suggested by Gardner et al. (1976) to be amongst the highest correlates of achievement, only being surpassed by aptitude and motivation. Individuals that are more relaxed are expected to be more successful in learning second languages than the ones with high levels of anxiety. Naiman et al. (1975) demonstrated that many teachers share the opinion that excessive anxiety is a potent deterrent to L₂ proficiency. Gardner and Lambert (1959), Chastian (1975) investigated the relationship between language achievement and certain anxiety measures but found null or inconsistent results.

Scovel's (1978) analysis of the anxiety concept can account for these results. He distinguished between facilitating and debilitating anxiety, the former motivating or energizing the learner to fight the new learning task, the latter motivating the learner to flee the new learning task (139). Gardner (1985) suggests that the results of the aforesaid studies may also be attributed to the fact that learners within the same sample were experiencing different types of anxiety. He also proposed that in order to obtain meaningful relationships, the anxiety measures should make specific reference to the second language. Gardner et al. (1976) reported high correlations between French classroom anxiety and French achievement.

Clement, Gardner and Smythe (1977a) found that the relative importance of English classroom anxiety was greater for the francophone Canadians learning English suggesting that situationally specific anxiety may be culturally dependent. Clement et al. (1977) and Clement et al. (1980) also offered support to this claim by reporting similar results for Ontario and Montreal francophone students learning English. A broad conclusion that can be drawn from anxiety research is that there seems to be a rather weak relationship between measures of anxiety and achievement which is specific to the language acquisition context. Another conclusion or interpretation offered by Clement, Gardner and Smythe (1977a, 1980) is that the learners' self-confidence with the language with a concomitant absence of situationally relevant anxiety can

develop as a result of positive experiences the latter can have in the second language learning context and can serve as motivational impetus.

Personality factors should not be viewed as the only members of the category of affective variables. Attitudes and motivation belong to the affective domain too, in that they also refer to emotional or predispositional characteristics that can influence how well individuals learn a second language. If intelligence, aptitude or methodology were the only important factors in the second/foreign language learning process how can one account for the fact that learners with comparable cognitive abilities, taught by the same tutor via the same method of instruction attain different levels of proficiency in the same target language? Social psychology purports that this variation is brought about by attitudes and motivation.

Attitudes determine our behaviour and influence the speed and efficiency of learning (Haque, 1989). Jordan (1941), Jones (1950a), Lambert (1967), Mueller and Miller (1970), Jacobsen and Imhoof (1974) Gardner (1979) etc. have shown that success in second language learning is directly related to attitudes toward the subject matter and attitudes toward the learning task itself.

Sufficient motivation can aid learners to overcome unfavourable circumstances in other aspects of language learning (Skehan, 1989:49). Motivation is thought to help, particularly when one is learning a complex and difficult

skill. Successful L₂ learners are nearly always highly motivated to learn the language and persist inspite of the frustrations that almost inevitably accompany that learning. The importance of motivation is stressed by Corder (1973) who states that given motivation anyone can learn a language.

Gardner (1985) pinpoints that the second language course differs from any other course in the school curriculum in that other courses such as history or maths involve aspects of the students' own culture, or perspectives of their own culture, or are universal in that they do not belong to any culture in particular. As a result, they cannot be instruments of domination of one country over another (Prodromou, 1988). The language learning task, on the other hand, requires students to learn material from another cultural community and make it part of their behavioural repertoire. Therefore, students' attitudes toward the particular language and the specific language group are bound to have a bearing on the level of proficiency they are going to reach. Christophersen (1973) argues that the fact that languages are linked up with the identities of cultural or ethnic groups and are not neutral instruments for conveying meaning finds its expression in the attitudes of individuals towards these languages and their users.

Both attitudes and motivation, especially in early studies (eg. Gardner and Lambert, 1959; 1972) were usually lumped together into a cluster of factors which were held

jointly responsible for impairing or enhancing success in second language acquisition. These factors were also shown to be related to other student variables such as sex and socio-economic status and it is these relationships that this study aims to enlighten.

1.2 Purpose of the study

The main purpose of the study is to investigate the relationship between attitudes, motivation and achievement in English in a new social monolingual and monocultural setting. More specifically, the main aim of the research focuses on the examination of the interaction of Greek secondary school students' motivational and attitudinal characteristics and their attained proficiency in English as a foreign language.

The study also explores the possible effects of gender as well as the students' socio-economic background on their attitudes and motivation.

Another objective of the thesis is to investigate the influence of another potent and dynamic variable, the parent, on students' attitudes and motivational orientations to learn English.

It further attempts to test the general applicability of Gardner's proposition (1985) that an integrative orientation toward language learning is a more powerful incentive influencing achievement in the S/F language than the instrumental orientation. This proposition is tested on two samples of Greek students who learn English in entirely

different contexts. It is acknowledged, that it is only with repeated investigation in various settings that the validity of a theory can be tested and the complexity of an area can be shedded light on. As no well organized research project aiming at the systematic investigation of Greek learners' incentives has been set up and as no empirical data on the degree to which social psychological and educational factors of this nature affect Greek students' proficiency in English have been gathered, the aim and goal of this study is to give valuable data of academic validity to the Greek EFL teacher, curriculum planner, course designer, scholar or university teacher who is called upon to design syllabi, courseplan, or even select the appropriate coursebook for a group of students.

1.3 Significance of the study

It is hoped that this study is significant both because it is expected to contribute with its findings to a better understanding of the complexities of language learning in various contexts and especially to the area of individual differences in second/foreign language and because it aspires to indicate useful implications for those who implement foreign language policy in Greece.

It comprises the first attempt to deal with Greek learners' of English attitudes and motivational indices in a setting different to the ones discussed in the literature. Young Greek learners do not study the language in the community where it is spoken, but are surrounded by

a community which speaks their own language. Neither is English the official language of the country or the medium of instruction in the Greek schools.

Also, the majority of the studies conducted so far have mainly drawn on students who learn French as a second language in a bilingual and bicultural setting (Canadian studies) or on students who are faced with the task of learning a language in multilingual or multicultural settings where the target language serves as a lingua franca between people from different linguistic communities or is used as the medium of instruction (Belize, Philippines, India etc.) or have even drawn on monolingual, monocultural contexts, where the language learners were claimed to have no contact with the native speakers of the foreign language. Therefore the social psychological theory propounded by Gardner and Lambert (1959;1972; Gardner, 1985; 88 etc.) and in particular the notion that integrative indices of motivation are more conducive in foreign language learning than the instrumental ones could not be applied (Bangladesh). Therefore, it is expected that the present study conducted in a different context will broaden the applicability of social psychological theory in foreign language learning.

The findings of the study are thought to be of importance and relevance to the Ministry of Education and especially to the English Language Research Group that is attached to it in its endeavor to improve English language instruction in the state schools and to design course books

and language material for Greek EFL learners in both primary and secondary education.

Apart from those working in curriculum development and language planning the study will be of interest to the language teachers, since it will provide them with information on the language situations within which they teach and to which their efforts contribute by extending the language competence in certain directions.

If teachers are aware of how students feel about certain aspects of foreign language learning, then they will possibly find it easier to make adjustments to their teaching methods and materials in order to increase the learning potential. It is important for the teachers to know the students' attitudes so that they can attempt to eliminate those elements of the course that evoke negative attitudes and impede learning. They can also capitalize on those factors that engender positive attitudes in the student and can therefore enhance learning.

Moreover, the study will provide insights into the role of the parents in foreign language learning and their potential influence on their children's attitudes and motivational orientations, thus adding to the relative few research findings related to the implication of the students' immediate socio-cultural milieu in English foreign language learning. The investigation of the socio-economic factor will also broaden the scope of data relevant to the research on attitudes and motivation in EFL, since socio-economic differences are thought to

manifest themselves in different attitudes to language learning.

1.4 The socio-educational framework of language learning and teaching in Greece

This section refers to the linguistic, social and cultural factors, the historical setting and the educational framework against which English language learning is to be viewed in Greece.

1.4.1 Linguistic factors

Greece and especially the area of Athens where the research was conducted is linguistically homogeneous, and the study of English takes place against a fairly uniform language background. It is quite likely therefore, that the students encounter many language learning problems in common. This unilinguality has not lead the EFL learners to resistance to language learning.

Another linguistic aspect to be born in mind is that Greek is a European language and shares certain common European linguistic and cultural assumptions with English, which are reflected at the level of grammar or lexis of the two languages. Learners are not expected to come across too many unfamiliar cultural features and language concepts compared to other non European learners of English, Japanese for example.

1.4.2 The Historical setting

It is posited (Stern, 1983) that the choice of a particular language in the curriculum, and the importance to be placed upon language learning in general and upon learning a particular language lies beyond the immediate environment of the learner. It could be the historical and political forces in the wider community that determine language learning. In wartime or in periods of political upheaval or social unrest these historical or political influences become more noticeable. For instance, the teaching of German in Europe almost vanished in the World War II. The teaching of other European languages has mirrored the fluctuation of political and economic power and prestige. English in Greece can be perceived in the context of the country's relationship with Britain, the USA and in the last two decades with the European Economic Community. Throughout the main landmarks of modern Greek history in the second half of this century (the Civil War, the Colonel's dictatorship, and the tensions with Turkey over rights to the Aegean sea, to mention but a few) the role of foreigners has been seen as both prominent and hostile (Prodromou, 1988). There are also favourable attitudes towards the Anglo-Americans which are said to spring from the role Britain played in the resistance to the German occupation, from BBC broadcast during the dictatorship, or even from the technological and scientific advances of Anglo-Americans and the cultural influences English or American music has had on Greek youngsters.

There are also positive attitudes towards the English language, because of its international status, because it is perceived as the language of power, prestige and progress. Therefore, knowledge of English can be a vehicle for upward social mobility. It is obvious that the students come to class equipped with certain attitudes nurtured in the society they live which in turn can influence their motivation to study the language. This point will be discussed next.

1.4.3 Social and cultural factors

It was that stated earlier on that the choice of a language over another or the total eclipse of its teaching sometimes depends on the high or low esteem it might enjoy in a community as a result of the cultural, economic and political values associated with it. As long as people's behaviour (e.g. choice of a particular language) can be conditioned by their social group membership (Stern, 1983) it is worth examining certain sociological considerations of the present study so that we can justify the incentives of Greek learners and illucidate the language learning context.

It is common knowledge that English nowadays is an International Language spoken all over the world and used for a variety of purposes. The spread of English has possibly occurred because of the need to know its heritage, because of the status it may confer on the reader or speaker, or because of the doors which it opens in

technology, trade and diplomacy (Kachru, 1983). A great deal of importance is attached to the students' ability to read, write, understand and speak English as increasingly more contacts are made with members of English speaking communities and as more and more people desire to exchange cultural ideas, broaden their outlook and possibly follow their technological achievements. Also, to qualify for English teaching positions one has to pass qualifying exams based on the four language skills (Proficiency exam, or study English literature and linguistics at the University).

Apart from the aforesaid reasons, there are numerous other goals individuals need to achieve that make knowledge of English prominent. As the Student Language Orientation Group point out societies everywhere are becoming highly bureaucritised and are increasingly making use of educational qualifications for the recruitment, selection and promotion of personnel in wage and salaried employment. Jobs which offer the highest level of income security and status tend to require the highest educational qualifications. In these societies skills in at least one foreign language is a necessity in order to survive socially, pursue personal fulfillment and compete for a post in the civil service. In the great Greek paperchase for qualifications English is something you must learn. It is a passport to success. (Prodromou, 1988). Moreover, nowadays that Greece is economically integrated with Western industry and commerce the demand for English

primarily and other European languages' appears on a grand scale. This can be evidenced from the enormous and thriving private sector where English is taught, the ever-increasing entries for the Cambridge First Certificate and Proficiency exam and the government's concern about increasing the number of hours of English language teaching by gradually introducing the English subject in the primary school curriculum.

1.4.4 The educational framework

The educational framework, in which English language learning occurs, is the final aspect to be considered in the analysis of the context of language teaching. This is crucial since foreign language learning, apart from a social and psychological phenomenon, is an educational process as well which broadens the mind and makes it more receptive critical and active.

In Greece, compulsory education starts at the age of 5 1/2 or 6 years and ends at the age of 15. At the age of four, infants can attend nursery school and then enter primary school which lasts for six years. Secondary school starts at approximately the age of thirteen and again lasts for six years, three of which are compulsory -Gymnasium- and three optional the Lyceum. Tertiary education begins at the age of eighteen.

The task of language learning is faced by Greek young learners early in their education and the bulk of language teaching is mainly done between the ages of nine and

sixteen years in both the private and state sector. Learners as users of their mother tongue, have knowledge and experience of how to communicate and how to learn through the process of communication. Language learning to them cannot be considered an unimportant task, since it is not an automatic process. (Lytra, 1987). By that, it is meant that language learning does not take place in the home or in the playground, but at school, outside the community where it is spoken, and where contact with members of the foreign language community is rather limited.

Greek curriculum planners, coursebook writers, and University teachers (Dendrinis, 1986, Lytra, 1987) share the view that language should not be treated a self contained system, a system of grammatical rules or syntactic patterns, but as a whole. We must consider its nature, its relationship to culture, its immediate uses and we must try to cultivate in our students an appreciation for the gift of tongues. Language must be treated in a social context, and language teaching should focus on relating language to society, whereas language learning should concentrate on an attempt to establish contacts and communication across language boundaries. Society and culture are concepts that represent people with whom the learner must eventually make contact, if language learning is to have any value in human terms. (Lytra, 1987).

Moreover, according to the EFL curriculum, the utmost goal for Gymnasium and Lyceum students is to be able to

understand and produce authentic written or spoken speech when confronted with a communicative situation in their social environment.

Since young learners of English are required to interact in the foreign language and develop their communicative skills, affective variables have undoubtedly an important role to play. As Krashen (1981) also admits, they encourage the acquirers to seek out informal experience i.e. to attempt to communicate with speakers of the foreign language and thereby obtain the necessary intake for language learning. To further explain, highly motivated learners will seek out opportunities to use the foreign language in a real life situation and enhance their skills. Thus, it is believed that opportunity, if not amply offered by the immediate environment, can be obtained by strong internal pursuit on the part of the learner.

1.5 Definitions of the main concepts of the study

1.5.1 The concept of attitude

The concept of "attitude" has been defined in a multitude of ways. Originally, it referred to a person's bodily position or posture. In social science, however, the term had come to mean a "posture of the mind" rather than of the body. A number of definitions had been used with varying emphases, which however had some central features. (Allport, 1954, Oskamp, 1977).

a. Readiness for response. That is, an attitude is not

behaviour, but a preparation for behaviour, a predisposition to respond to an attitude object which can include people, ideas, things etc.

b. Motivating or driving force of attitudes. That is, attitudes impel behaviour and guide its form and manner.

c. The relatively enduring nature of attitudes. Allport (1954) combined all these central features into a comprehensive definition that has been widely accepted. "An attitude is a mental or neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related". (p.45).

By the 1950s attitudes were viewed as constructs having 3 components. 1. a cognitive component, comprising the ideas and beliefs the attitude holder has about the attitude object. 2. an affective or emotional component which refers to the emotions and feelings an individual has toward the object. 3. a behavioural component which comprise the individual's action tendencies toward the object. (Allport, 1954). It was also stressed that attitudes had an evaluative aspect referring to a disposition to respond in a favourable or unfavourable manner to given objects. Therefore, it was held that the attitude formation process included four stages: cognitive, emotional, evaluative and behavioural. That is, an individual perceives an idea, an object, or a situation and then certain feelings arise from that perception. These feelings are positively or negatively evaluated and

translated into a mode of behaviour or action.

Lambert and Lambert (1973:72) stated that "an attitude is an organized and consistent manner of thinking, feeling and reacting to people, groups, social issues or, more generally, to any event in the environment" and it is this definition that is adopted in this thesis. Thoughts and beliefs, feelings and tendencies to react are considered to be the principal components of an attitude. Attitudes are developed during the process of people adjusting to their social environment and once developed they become part of their behaviour. It is thought that individuals' behaviour is largely determined by their attitudes, which direct their social actions. It can be possible therefore, to predict someone's behaviour by knowing their attitudes (Oskamp, 1977, Fishbein and Ajzen, 1975). In the field of language acquisition there is accumulated evidence that attitudes are related to behaviour. Another point about attitudes that is also agreed on is that they are learned and that they develop and are organized through experience. As a result, they can be modified by further learning.

A comprehensive definition that can accommodate what has been previously said about attitudes is offered by Fishbein and Ajzen (1975:6): "an attitude is a learned predisposition to respond in a consistently favourable or unfavourable manner with respect to a given object".

As far as the measurement of attitudes is concerned, social scientists infer them on the basis of an individual's reactions to evaluatively worded beliefs of

statements. (Likert, 1932, Thurstone, 1928), or on the basis of semantic differential procedures (Osgood et al. 1957). From an operational point of view, "an individual's attitude is an evaluative reaction to some referent or attitude object, inferred on the basis of the individual's beliefs or opinions about the referent. (Gardner, 1985:9). Therefore, attitudes are attitudes toward or about something. The referent or attitude object can be English speaking people, the English language itself, the tutor of the language course etc. These attitudes are external in nature since they refer to those evaluation which learners direct towards factors outside them, for example, the worth of the target language (Lee, 1980). The classification of attitudes will be discussed in the next chapter. The next section attempts to discuss the main definitions of the concept of motivation.

1.5.2 The concept of motivation

While discussing the factors that are likely to facilitate or impede achievement in language learning we referred to motivation in the general sense of the word as used by teachers and educators. When teachers say that a student is motivated they mainly observe that the student does his/her homework, or engages productively in learning tasks and can sustain that engagement without needing continual encouragement and direction, and they are not concerned about affect or the student's reasons for studying. Although this teacher validated term has no fixed

technical meaning and has not been adopted by second language investigators, it is still very close to the concept of motivation as it has been widely explored in social and educational psychology. (Grookes and Schmidt, 1991).

Early theories of motivation centered on the concept of instinct, and in the first half of this century on organic survival-oriented needs or drives. In recent decades the approaches to motivation have been reformulated and the topic appeared to receive less physiological treatment. Keller (1983:389) concentrated on education-oriented theory of motivation and provided a definition of the concept, whereby "motivation refers to the choices people make as to what experiences or goals they will approach or avoid and the degree of effort they will exert in that respect".

Maehr and Archer (1987) pinpoint four key behavioural aspects of motivation.

a) Direction which refers to carrying out a certain activity and not others, or attending one thing and not another. b) Persistence referring to attention paid on the same thing for an extended duration. c) Continuing motivation which refers to the ability to return to an interrupted ability without external obligation or pressure. d. Activity level which equals the effort one expends in carrying out the activity.

To return to Keller (1983) he identifies four determinants of motivation.

1) Interest which in cognitive terms is defined as a positive response to stimuli on the basis of existing cognitive structures such that learners' curiosity is aroused and sustained. 2) Relevance which is considered to be a prerequisite for sustained motivation, requires the learner to perceive that important personal needs are being met by the learning situation. (p. 406). Keller argues that individuals have needs for achievement, for affiliation, and power. We need to be successful and we usually find the activities that lead us to success pleasurable. McClelland et al. (1953) focused on need achievement as well and suggested that achievers are people who, drawing on their previous learning experiences, perceive new learning situations and problems as beyond their current state of competence, but still attainable with some effort or intensity. It is noteworthy, however, that the need achievement concept has been criticized on empirical grounds since it was not found to predict academic success. (Skehan, 1989). Moreover, this construct has not been found to be implicated in second language learning. 3) Expectancy which refers to the concepts of locus of control and attributions concerning success or failure. The locus of control concept contrasts causes of success or failure which reside within the individual, ability for example, with external causes such as task difficulty, or bad luck. In the field of language learning intelligence and aptitude can be characterized as internal and stable factors, whereas a teacher's moods, or difficulty of the task are

external and unstable. In general, learners who think that ability (aptitude etc.) and the inherent difficulty of language learning are important are less persistent and low in motivation than learners who believe that unstable factors such as effort are more prominent, since they view themselves as having a potential impact on the learning process. (Deci, 1975, Keller, 1983, Skehan, 1989, Crookes and Schmidt, 1991). 4) Outcomes, or rewards or punishment which are considered to be the traditional determinants of motivation. As Deci (1975) observes activities for which the motivating forces are rewards or outcomes are characterized as extrinsically motivated and are contrasted to activities which are intrinsically motivated.

In the field of second language learning motivation is thought to refer to "a combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes toward learning the language. (Gardner, 1985; 10,50). That is motivation involves four aspects: a goal, effortful behaviour, a desire to attain the goal and favourable attitudes towards the activity in question. In other words, in the context of second or foreign language learning motivation can be seen as a state of need on the part of the students that produces a strong desire which in turn activates and directs all their capabilities to learn the particular language (Haque, 1989).

It has been stated that the concept of motivation includes a goal which in this study is to learn the foreign language. This goal is set up for a variety of reasons

which constitute the learner's orientations toward the language study. The term orientation is used to refer to the reasons a student has for achieving the goal of second/foreign language learning and is distinct from the concept of motivation. Gardner and Lambert (1972, Gardner et al. 1976, 1978, 1985) distinguish between two types of orientations implicated in language learning.

1. Integrative Orientation in which second language students (L₂) learn the language for social-emotional reasons. They are psychologically prepared to adopt various aspects of behaviour which characterize members of another linguistic-cultural group, or they are characterized by a high level of drive to learn the language of a valued L₂ community in order to facilitate communication with its members.

2. Instrumental Orientation in which the students are prepared to study the language for functional or pragmatic reasons such as obtaining a job, social recognition, become a better educated person, or pass a required exam.

1.5.3 Acquisition vs Learning - Foreign Language Learning vs Second Language Learning

Although from the outset the terms second and foreign language learning as well as language acquisition and language learning have been used interchangeably, the idea put forward in this thesis is that these terms are differentiated by basic differences and the distinction between them is adopted in the description and analysis of

the studies.

Foreign language learning refers to the learning of a non-native language in one's own culture with few immediate and widespread opportunities to use the language within the environment of one's own culture.

Second language learning refers to language learning in a foreign culture in a community where the language is widely spoken by its members. The learner must survive within a culture other than his/her own as well as learn a language on which s/he is largely dependent for communication. L₂ learners have immediate and regular access to opportunities of language use. L₂ learning is said to involve the deepest form of acculturation.

The distinction between second and foreign language learning is primarily one between the geographical settings in which the language is studied and the sociolinguistic and sociocultural implications of these settings for language teaching and learning.

By language acquisition we refer to the situation where the language is learned in an informal situation. The process learners go through is rather subconscious.

Language learning mainly refers to the learners' conscious effort to obtain the necessary intake in a formal environment through instruction and monitoring (Krashen, 1981). The foreign language learner receives limited authentic language input compared to the L₂ learner who lives in the native environment.

1.5.4 Achievement

In deciding whether a learner has reached the level of proficiency in a target language one has to bear in mind that measuring language competence is not a simple matter. Broadly speaking achievement can either be measured in terms of proficiency in the four basic language skills i.e. speaking, listening/understanding, reading and writing, or in terms of the students' knowledge of the structure of the language such as vocabulary, grammar, pronunciation etc. More recently, language teachers, instead of merely testing linguistic competence, have started focusing on the learners' ability to handle the language in real life situations, thus assessing their communicative competence. (Brumfit and Johnson, 1979). All kinds of achievement tests however, aim at examining the degree to which learners have absorbed new language material and have made it part of their cognitive and behavioural repertoire.

In the study conducted in Britain (see chapter five) achievement is taken to mean the individual's perceptions of their own competence and tests the subjects' communicative competence beyond the confines of the classroom. The self-rating measures administered focus more on monitor - free type of skills and assess the learners' knowledge of functional, social and contextual features (see appendix A).

Achievement in English in the study conducted in Greece refers to the teachers' awarded marks concerning the oral performance and homework completion during the school

terms and the scores in the objective written tests. The latter include exercises testing the learners' knowledge of structure, vocabulary, reading comprehension and composition writing. These assessments reflect the classroom procedures and the objectives of the instructional programme. Since the sample had been exposed to teaching activities and contact with native speakers of English, the teachers' awarded marks reflected the students' knowledge of grammar as well as their ability to use the language productively in certain communicative situations. (For a further discussion see chapter 6. Samples of the written tests are included in the appendices). The next chapter will concentrate on the implication of attitudes/motivation in S/F language learning.

CHAPTER 2

2. ATTITUDES AND MOTIVATION IN SECOND/FOREIGN LANGUAGE LEARNING

2.1 Attitudes and Second/Foreign Language Learning

In the previous chapter attention was directed to the concept of attitude as it mainly relates to mainstream psychology. The intent of this chapter is to investigate how attitudes can be classified in second language learning and how they can relate to second language acquisition or foreign language learning. It was also stated that attitudes are shown to have an influence upon achievement. However, such a statement could be meaningless unless one specifies what particular attitudes are referred to and why there is a relationship between these specific attitudes and achievement.

Moreover, it was briefly argued that the words, sounds, and grammatical principles or syntactic patterns of a language which a student is expected to learn are more than aspects of a neutral linguistic code. The new words as Lambert puts it are not simply new words for old concepts; the new grammar is not simply a new way of ordering words, the new pronunciation patterns are not merely different ways of saying things: they are integral parts of another culture. As a result, students' attitudes towards the specific language community and culture are bound to determine how successful they will be in incorporating

aspects of that culture. (Gardner, 1985; Lambert in Giles and St. Clair, 1979). Furthermore, the fact that language is related to ethnicity (Lambert, 1963b; Lambert in Giles and St. Clair 1979; Tajfel, 1982) calls attention not only to the students' attitudes towards the foreign people and culture, but towards the native language and culture as well. Thus, the students harmony with their own cultural community and their willingness to identify with other cultural communities are believed to determine their success in learning a new language.

Another type of attitudes revolves around the language learning situation itself: how individual students feel about learning the particular language, in a particular course, by a particular teacher and how they perceive of their parents' attitudes to language learning. Since the foreign language subject does not represent aspects of the students' cultural heritage and the EFL classroom is often the main place where students are confronted with the language, and since the EFL teacher is the prime user of the language, students' attitudes about the tutor and the course are likely to influence their competence. The teachers and the materials used can be viewed as focus of the culture. (Burstall, 1975; Gardner, 1985). The students' relative success or failure is also thought to be determined by their attitudes toward learning the language, toward speaking and functioning through it or even by their reactions to its sound and structure (Littlewood, 1984).

A major contention pervading this study is that

positive attitudes can be vital contributors to success, whereas negative ones can impede the ease with which a target language can be learned. This contention has been supported or argued against in the literature.

Torrey (1971:232), for instance, maintains that learning a second language is accepting a culture and therefore, in some degree, a personal identity.

Second language learners have fairly strong attitudes about the other culture and about their relation to it (p.251) which can have an impact on the level of competence they will reach.

Ingram (1975:280) on the other hand, maintains that people do not have to like language learning, though this helps. Neither do they have to like the nation whose language they are learning, though this helps too, but as long as economic or sound circumstances require successful language learning, determined people will learn. Despite the fact that Ingram's contention holds true in certain contexts, it can be argued that as long as economic reasons require knowledge of a language, people will pursue the task of language learning until they obtain the (minimum) qualification required and then their behavioural intention to continue with their studies will cease to exist.

Macnamara (1973) too, argues against the premise that positive attitudes are vital and major contributors to success in language learning, claiming that the main thrust in language learning comes from the child's need to understand and express himself and therefore, favourable

attitudes are only of minor importance in second language (L₂) achievement. He contends that "a child suddenly transported from Toronto to Berlin will rapidly learn German no matter what he thinks of the Germans". (p. 253). Otherwise, he is likely to be punished severely by keeping himself in incommunicado He further argues that the child's need to communicate has very little to do with his attitudes towards a people or to its language.

Macnamara is probably right in what he states. But of course, he is talking about relatively young children - very different from adolescents or adults. He only cites examples of young immigrants learning a new language, or of babies learning to speak merely because of a need to communicate, viewing language learning as a single phenomenon, and ignoring the significance of the various social contexts in which it can take place. Equating babies who are "tabula rasa" with individual learners who have already acquired their source language is rather meaningless and largely unsupported by any evidence in child language acquisition. The small child is unformed as a person and is keen to model his/her behaviour on that of his elders in order to become a member of their social group, but gradually, a consolidation of the personality sets in, which may inhibit the kind of submission to a new model that second language learning requires. (Christophersen, 1973:50).

In addition to this, it might be difficult for the older person to see the necessity for the effort required,

since s/he is already a member of a social group. Moreover, consideration should be given to the fact that different dynamics may be operating when the acquisition of a second language is volitional (Gliksman, 1976).

2.1.1 Classification of attitudes

To understand the relationship between attitude measures and indices of achievement, it is significant to consider the ways the aforesaid groups of attitudes are classified along certain dimensions.

Attitudes can be external, when they refer to those evaluations which the learners direct towards factors outside themselves, the worth of the target language, of target culture, of their native language and culture etc., or internal when they refer to those evaluations which the learners direct towards factors inside themselves. Internal attitudes are referred to as self-concept or self esteem. Self-concept is the sum of one's attitudes towards oneself, the overall evaluation of what a person feels s/he is. Self esteem is a personal judgement of worthiness that is expressed in attitudes that individuals hold toward themselves (Coopersmith, 1967). Both internal and external attitudes affect motivation behaviour (Lee, 1980; Jacobovits, 1970; Brown, 1973). Attitudes, as defined by Gardner and Lambert (1972), and as mainly seen in the context of this study, are external in nature and are shown to be related to motivation and second language behaviour (Gardner and Lambert, 1972).

Attitudes can also be classified along a dimension of specificity or generality. Attitudes towards English speaking people and towards learning English are specific in that the referent is clearly defined and a specific activity is described. Ethnocentrism, xenophilia, xenophobia or interest in foreign languages, on the other hand, are general in that the attitude object (e.g. foreign languages) is a more general construct than a single language (e.g. English) and cannot be clearly delineated.

The dimension of relevance is also introduced when attention is directed to the relationship of languages to behaviour. Ajzen and Fishbein (1977) and Fishbein and Ajzen (1975) have consistently demonstrated relationships between the attitude of performing some behaviour and the actual behaviour itself. Some attitudes are more related to the task of F/S language learning and such differences are expected to be reflected in the magnitude of the correlations between attitude measures and indices of language performance. Thus, attitudes toward learning English, or toward the English teacher might be more relevant to the behaviour of obtaining a good mark in an English class than would be attitudes towards English speaking people, or interest in foreign languages. Individuals with positive attitudes to the language learning situation are likely to enjoy the learning activity, be more attentive and more task-persistent than those with negative attitudes who are likely to be indifferent and drop out the course.

Attitudes towards the speakers of a language, on the other hand, are expected to be less related to achievement, because they are less salient in the language learning context. It is argued, that an individual with favourable attitudes to the language learning community might dislike the teacher or find the classroom environment inappropriate and as a result, s/he might choose to do their studies on their own time and pace (Gardner, 1985). Sharp et al. (1973) also demonstrated that learners may have one set of attitudes to the native speakers of the target language and culture and a diverse set of attitudes toward learning the language itself. As long as achievement is mainly measured in terms of the learners' performance in the classroom, the association between attitudes and behaviour would be low.

Finally, attitudes can refer to such educationally relevant factors as the language itself, the course, the teacher, or any attitudes that revolve around educational aspects, and to such socially relevant factors as the group that speaks the language, or any attitudes that focus on the cultural implications of S/F language learning.

2.1.2 Attitudes to Language Learning

The research literature has indicated that not only is there a positive association between attitudes and attained proficiency in the target language, but that these attitudes are more implicated to achievement than attitudes towards other school subjects.

Jordan (1941) conducted a study comprising 231 male

students ranging in age from 11 to 15 years. He utilized a Thurstone type of scale to measure attitudes towards five school subjects namely English, mathematics, history, geography and French. The mean correlation for French .26, though not very high was the second highest of the five subjects for all classes. The mean correlations varied between .21 for the subjects of geography and history and .33 for mathematics. The correlation of attitudes towards language learning is the second highest suggesting that these attitudes are more related to achievement than attitudes to many other subjects.

Duckworth and Entwistle (1974), also investigated students' attitudes to various school subjects by drawing on 312 12-year-olds and 292 fifth-year grammar school students in England. They used a different technique (repertory grid technique), which could be comparable to the measures used by Gardner and his associates to examine students' attitudes on nine subjects: history, English, geography, French, chemistry, mathematics, physics, biology and Latin. They found few significant correlations between second-year pupils, except in French, and some clearer relationships among fifth-year students. The average correlation for history, geography, English and biology was .15 whereas for mathematics, physics, chemistry and French was .38.

Neidt and Hedlund (1967) conducted a similar study with University students and obtained similar results. They assessed the attitudes of 376 students to English, 122

students to German, and 75 students to anatomy. The correlations between attitudes toward learning anatomy and final grades in anatomy were insignificant, while all correlations of German were significant. (ranging from .30 to .33). For English, the correlations on the last two assessments were significant .13. Even when the effects of ability were removed the partial correlations for anatomy were of little importance, while for English and German were significant, forcing Neidt and Hedlund to conclude that attitudes and achievement are significantly related in the two language courses and particularly in the second language course, German. This relationship increases as the course progresses, even with ability controlled.

Randhawa and Korpan (1973) reported correlations between ratings of French achievement and four factors of attitudes toward learning French: .57 tolerance, .49 utilitarianism, .43 aestheticism and .26 specific factor. They subjects were 100 grade seven and eight students and the index of achievement in their study was teacher ratings which can account for the fact that the correlations presented were higher than others reported. It could be that the teachers' assessments of the learners performance were influenced by the latters' attitudes along with their actual competence.

Attitudes can be influenced by many factors such as the students' upbringing. Cagnon (1974) cited in Gardner (1985) demonstrated that attitudes toward learning English differed considerably from one geographical area to another

in Canada. Students in the province of New Brunswick had significantly more positive attitudes than those in Ontario, who demonstrated more positive attitudes than students in Quebec. Jones (1950a) showed that children who were learning Welsh as a second language and came from Welsh-speaking homes expressed more positive attitudes towards learning Welsh than those of non-Welsh speaking parents, while Jones (1950b) found that such a difference could not simply be due to the effect of a bilingual home. He later carried out another study comparing the attitudes of three different groups of pupils: the first group consisted of pupils whose parents were Welsh speaking; the second of students whose parents knew little Welsh; and the third comprised pupils of non-Welsh speaking parents. The first two groups did not exhibit any appreciable difference in attitudes while children in the third group had significantly less favourable attitudes toward learning Welsh than each of the other groups: These results imply that it is not only children whose parents speak Welsh that evidence positive attitudes to the language, but children whose parents indicate an interest in the language as well. Thus, it can be concluded that students' attitudes can be influenced by a number of cultural factors.

The age factor is also thought to be implicated in language learning, since attitudes towards learning a language were found to become less favourable with age, although such a decrease cannot be easily explained. (Jordan, 1941, Jones 1950a, 1950b, Gardner and Smythe,

1975a). It could be that the language learning experience may make students more critical of the entire situation, or that education causes students to take a different and perhaps a more objective view at issues. Hernick and Kennedy (1968) suggested that the fact that students are sometimes forced to rapidly acquire command of a language creates feelings of failure and dissatisfaction which are likely to be reflected in their attitudes.

The decrease in attitudes is evidenced to be associated with a higher relation to achievement. Jordan (1941) and Jones (1950b) found that the correlations between attitudinal variables and indices of achievement increased as students grow older and their attitudes became less positive. Apart from the age increase, higher achievement can be attributed to the more enhanced knowledge older students tend to have.

Attitudes and motivation were found to be implicated in L₂ retention because they determine the extent to which individuals will make use of the L₂ in real life situations. Loss of language skills was associated with less favourable attitudes and motivation (Gardner et al. 1985, 1987, 1989).

Jordan, (1941), Jones (1950b), Randhawa and Korpan (1973), Gardner and Smythe (1975a), Burstall (1975), Laconde and Gardner (1985), Haque (1989) found an association between attitudes towards learning an L₂ and measures of competence in that language. Gagnon's study (1974) did not offer support to this finding since only 4

of 22 relationships were significant. A finding which is of relevance to this study is that attitudinal variables are related to achievement due to their affective components and not merely due to the covariance of attitudes with ability i.e. aptitude and intelligence. (Jones, 1950b, Gardner and Smyth, 1975a, Clement, Gardner and Smythe, 1977a).

The third chapter will provide an extensive review of the relation of attitudes to L₂ performance.

2.1.3 Attitudes toward the target language group and culture

Research related to the association between social attitudes and language proficiency has yielded inconsistent results. Anisfeld and Lambert (1961) investigated six different classes of grade eight and nine students learning Hebrew as a second language and found variable correlations between achievement and measures of anti-Semitism ranging from .8 to .68. Lambert et al. (1963) studied adults registered in elementary and advanced sections of a six-week intensive summer French programme and found that francophilia was positively related to achievement for the elementary sections students and negatively related for those in the advanced sections.

Mueller and Miller (1970) have reported more meaningful findings. Attitudes to French speaking people correlated significantly with the students self-evaluation of their performance. The study was replicated by Mueller

(1971) and yielded similar results. Jacobsen and Imhoof (1974) demonstrated that japanophilia was one of the three best predictors of success among 600 male and female Protestant missionaries living in Japan who had taken intensive language courses for at least two years.

Spolsky (1969) studied 315 foreign students from 80 different countries living in the USA and found significant relationships between the perception of similarity between self and English speakers and grades in English. However, he found no association between identification with one's own group and attained proficiency, suggesting that the pertinent variable is the affective reactions to the other language speaking group, rather than to one's own community.

Oller, Hudson and Liu (1977) used similar measures and investigated a sample of 44 chinese students in the USA. The results of this study indicated that evaluative reactions to the target language group are highly related to achievement. These studies will be further discussed in the next chapter.

Riestra and Johnson (1964) examined the effects of exposure to the second language on attitudes toward the L₂ community by comparing 63 grade five students who had been studying Spanish as a second language for two years with 63 students who had not studied Spanish. The two groups were comparable in terms of sex, age and intelligence. The researches found that exposure to a second language and cultural information about the L₂ group promote favourable

attitudes toward that group. Gardner and Smythe (1975a) provided evidence that attitudes toward the target language community become more favourable as a result of the students prolonged studies in French. They also demonstrated that students who drop out of the L₂ course have a priori less favourable attitudes toward the other language community than the ones who carry on with their study.

2.2 Motivation and Second/Foreign Language Learning - Current concepts

Second language learning is no longer viewed as automatic or unconscious. It is considered to be an active process, closely related to the concept of motivation which is primarily associated with effort, choice, voluntary behaviour and other phenomena associated with consciousness (Crookes and Schmidt, 1991). Motivation is said to be the private domain of the learner, and one should try to understand as to its origins, especially when motivational factors cannot be practically overlooked. (Rivers, 1980:147). Eardley (1984) observes that lack of motivation for language study in the sixth form in Great Britain is a fatally major disincentive to recruitment, since languages are not seen as attractive for future career prospects by students.

In the field of second language learning, motivation has been widely accepted to be represented by the following equation proposed by Gardner (1985).

Motivation = Effort + Desire to Achieve a Goal + Attitudes
Motivation is reflected in three components: the effort individuals expend to achieve the goal which is measured in terms of their motivational intensity, the desire to achieve the goal, which is measured in terms of the desire to learn the target language, and attitudes towards learning the language. The goal, which is a stimulus that gives rise to motivation is not a measurable component of motivation. It is reflected in the students' orientation or the reasons they have for studying the language.

Many reasons can be listed. To develop, communicative skills in the foreign language, to imitate peers (imitative motivation) who have become excellent users of the language, to travel abroad, to please one's parents, to gain social power etc. Even failure in communicating with one's own people in the mother tongue may be a reason for learners to study a foreign language. Once the reasons for learning another language are clarified so that they reflect some ultimate goal (Gardner, 1985:51) they can then be classified.

Motivation is made up of effort. However, effort alone does not of necessity signify motivation. The motivated individual expends effort towards the goal, but the individual expending effort is not necessarily motivated. Effort may be spent because of a desire to please a teacher or parent, because of a demanding teacher, impending examinations or the promise of a reward, because of a high need to achieve or fear of failure, but these components of

effort do not necessarily indicate motivation to learn the language.

Two individuals may express approximately equal levels of motivational intensity, yet differ considerably in the nature of affect related to their behaviour. They might differ in their perceptions about learning the language, one finding the experience more enjoyable and indicating stronger desire and more favourable attitudes towards studying it. It is important to investigate what "channels the individuals' effort" (Skehan, 1989:55) and that has to be a desire to learn the language, plus positive attitudes towards the language learning activity./

Even desire and favourable attitudes alone do not signify motivation. Gardner (1985) cites an example of people who may want to become millionaires, but if their desire is not linked with a concomitant striving to diligently achieve that goal, they are not truly motivated to become millionaires. Individual differences in desire to learn the target language have been found to correlate with differences in attitudes towards learning it as well as with motivational intensity. (Gardner and Smythe, 1975a, Clement, Gardner and Smythe 1977a, Clement, 1980).

However, it is conceivable that instances can occur where these components are not in agreement, as in the example of students who do their homework because of a severe teacher without expressing high levels of desire and attitudes towards their language studies. Therefore, motivation to learn a second language is seen as referring

to "the extent to which the individual works or strives to learn the language because of a desire to do so, and the satisfaction experienced in this activity. (Gardner, 1980:12); any attempt to describe the phenomenon of motivation adequately should incorporate these components.

2.2.1 Motivational orientations

Gardner and Lambert (1959) first classified the students' orientations and mainly focused on two types, the integrative and the instrumental one which have been widely adopted in language learning research up to the present. (eg. Lukmani, 1972; Smythe et al., 1972; Burstall, 1974; Tucker, 1976; Oller, Hudson and Liu, 1977; Lee, 1980, Gordon, 1980; Haque, 1989; Gardner and MacIntyre, 1993).

The Integrative Orientation refers to that class of reasons that suggests that the student is learning the second language in order to interact with members of the target language community for social-emotional purposes, to become closer to the target language community, or even a potential member of it.

The Instrumental Orientation refers to the students' desire to learn the language for utilitarian reasons, in order to gain economic and practical advantages.

Gardner and Lambert (1972; Gardner, 1985;88 Lalonde and Gardner, 1985) advocate that the integrative orientation is a more powerful predictor of success in language learning than the instrumental one, although this association can not be guaranteed a priori. As it will be

indicated in the next, chapter, although a number of studies offered support to Gardner's assertion, others showed that instrumentally oriented individuals demonstrated higher levels of achievement (Lukmani, 1972, Haque 1989 etc.).

Another point worth illustrating in Gardner's theory is that the integrative orientation concept should be differentiated from the construct of the integrative motive. An integrative orientation simply refers to a particular class of reasons a student might endorse for studying the language; it only reflects an inherent interest in forming a closer liaison with the other language community, whereas the concept of the integrative motive includes not only the orientation but the motivation as well, namely the students attitudes towards learning the language, plus their desire to do so, plus motivational intensity, plus a number of attitudes towards the language speaking community and the language learning context in general.

Gardner and Lambert's approach particularly draws on Mowerer's theory of first language development (Mowerer, 1950), whereby the process of language acquisition is initially characterized by an emotionally toned dependence between infant and parent which serves the purpose of meeting or satisfying basic biological and social needs on the part of the child. Ervin (1954) extended this view, suggesting that emotional dependence or respect for another individual may account for some instances of marked success

in second - language achievement. In attempting to learn a second language, a learner who has already acquired command of his/her source language does no longer feel the same basic urge to communicate, or meet essential biological needs. However, she might feel the need to identify with members of the other ethnolinguistic community, and adopt elements of their culture.

This need or willingness to be like valued members of another community and adopt their behavioural patterns is said to manifest itself in the integrative motive. Gardner and Lambert's contention is, that group membership as an integrative motive is held to play the most important role in successful language learning as it apparently does in the first language acquisition situation (Gardner and Lambert, 1959; Lambert, 1963; Hermann, 1980).

To conclude the discussion on motivation as perceived by Gardner and his associates, it must be stated that the totality of motivation and its relation to other characteristics of the individual should be recognized in any investigation of the role of attitudes and motivation in language learning.

2.2.2 Alternative motivational orientations

Although Gardner and Lambert (1972, Gardner, 1979; 1985) have focused mainly upon the integrative and instrumental reasons, they also admit that there are other meaningful orientations involved in language study such as the manipulative or machiavellian, where individuals may

consider learning another group's language as a means of getting on the inside of a cultural community in order to exploit, manipulate or control, with clearly personal ends in mind (Lambert, 1936b), but they did not investigate it. Gardner (1968b) included an assimilative orientation, emphasizing the aim to become like non-Indian Americans instead of stressing the value of learning English to become truly part of both cultures in a study with teachers of American Indian students who were asked to rate the importance of three orientations (assimilative, integrative, instrumental) for their students learning English. 87% of the teachers selected integrative reasons, 11% opted assimilative reasons, while 7% chose instrumental reasons as important for their students.

Clement and Kruidenier (1983) conducted a study assessing the influence of ethnicity -English vs French Canadians- social milieu -unicultural English in Ontario or French in Quebec vs multicultural English or French in bilingual Ottawa - and target second language - French or English vs Spanish - on the emergence of orientations, thus generating eight subject groups.

The subjects, 871 grade 11 students in total, were given 37 reasons for studying the target language which were then factor analyzed for each sample separately. The results yielded four common factors across the eight groups - instrumental, friendship, travel, knowledge - which were interpreted as orientations for language study. Five orientations such as familiarity, involvement, and

curricular language importance emerged from specific combinations of ethnicity and target language, on the one hand, and milieu on the other, but they were not common to all groups. These findings suggest that in different settings varying factors may come into view and it is worth considering "who learns what in what milieu" (Clement and Kruidenier, 1983:288). However, the validity of those orientation constructs is yet to be established.

2.2.3 Motivation and Achievement: The problem of measurement

Although Gardner's work on attitudes and motivation has been fundamental, Oller and his associates have questioned the validity of Gardner's measures claiming that they correlate with language achievement because of the shared influences on the measuring instruments, because of the approval motive, self-flattery, verbal intelligence and response set syndrom - referring to the tendency to be consistent in views expressed in responding to the various questions, (Oller, 1977; 1982; Oller and Perkins, 1978a), rather than because of the relationship of the underlying constructs. Oller claimed that subjects may not state their personal attitudes and true feelings, but the ones they think are expected by the researcher, seeking the latter's approval. He also argued that self-flattery can account for about 25% of the variance. These arguments are based on the results he obtained after having a sample of 57 ESL students indicate which of a number of pairs of opposite

personal attributes they considered more desirable, and subsequently to rate themselves on scales derived from these attributes. Relatively high correlations were found between the two sets of scores and, as a result, he concluded that although he does not attack the position defended by Gardner concerning the existence of a relationship between affective variables and proficiency, the measures used by Gardner are influenced by self-flattery.

However, Gardner (1982; Lalonde and Gardner 1985; Gardner and MacIntyre, 1993) argue that the fact that Oller's measures are confounded with self-flattery, does not demonstrate that Gardner's measures are as well. First of all, Gardner's questionnaires do not have the same type of format; his measures are not self-ratings and they do not require subjects to respond in their second language. Secondly, Gardner has cited sufficient evidence concerning the predictive, content, construct, convergent as well as discriminant validity of the latest form of his Attitude / Motivation Test Battery.

Oller, also suggested that Gardner's correlations may arise from the greater verbal intelligence of certain respondents that enables them to do well on proficiency tests. Skehan (1988) argues that verbal intelligence cannot certainly underlie foreign language proficiency, given its multi-componential nature.

Despite the fact that Oller's contentions have been rendered defective or erroneous, this is only a reminder

that there always may be weaknesses inherent in measures of affective variables.

2.2.4 Motivation: cause or effect

Gardner et al. (1983; Gardner, 1985) has argued that motivation is a causal variable in L₂ proficiency. However, Burstall (1975) marshalls evidence to suggest that it is proficiency itself that causes motivation.

In (1974) Burstall et al. conducted a longitudinal study correlating: a) first year achievement measures with second year attitude scores (partialling out first year attitude scores), and b) first year attitude scores with second year achievement (partialling out first year achievement measures). The partial correlations indicated strongly that initial achievement in French affected later attitudes toward learning French and later achievement in French, thus forcing Burstall to conclude that nothing succeeds like success.

Hermann (1980) too, argued for the resultive hypothesis. She investigated two groups of German students learning English, one group of beginners, and one group of students in the fifth year of instruction, and found that the fifth year group had more favourable attitudes toward the L₂ community than the beginners, thus claiming that the positive experience obtained through instruction had brought about this change. In addition, no consistent pattern of integrative orientation was found among the advanced learners, while lower-proficiency students

exhibited less favourable attitudes and more prejudice. Hermann (1980) suggested that the different motivational orientations were produced by the degree of success within the instruction.

Strong (1983; 1984) did not offer support to Gardner's causative hypothesis either. In a study conducted among a group of Spanish speaking kindergartners, he found that initially proficient children interacted more with native speakers of English and thus indicated greater integrative orientation. He commented that integrative attitudes follow second language acquisition skills rather than promoting them.

Savignon (1972) is also in favour of the resultive hypothesis and has demonstrated correlations between achievement in French and the desire to learn the language which tended to increase as the learners' course of study progressed.

However, the aforesaid studies had certain methodological shortcomings and it is difficult to evaluate their conclusions. Strong's study, for instance, concentrated on five and six-year-olds who cannot be easily assumed to have an integrative orientation, and if they do it is difficult to assess its importance. As far as Hermann's study is concerned, they report that low achievers are more prejudiced against the English, while the high achievers did not demonstrate any consistent motivational pattern. Skehan (1988) has attacked these results by arguing that if one accepts the resultive

hypothesis, then it is difficult to explain why failure affects motivation clearly, while success does not.

Gardner et al. and Lalonde and Pierson (1983; Gardner, 1985) have attacked Burstall's statistical technique and have cited adequate evidence showing that differential success does not influence motivation and attitudes. As they put it (1983) initial proficiency in the language is found to affect directly final achievement, but not any attitudinal or motivational characteristics. The present study favours Gardner's position since it is felt that his studies are better conceived, the statistical analyses (LISREL) used are more advanced and his results are more consistent (see next chapter).

2.2.5 Motivation, attitudes and persistence in language study

Motivation and attitudes are said to be implicated in second language learning in that they urge the individual to seek out opportunities to acquire mastery of the basic language skills. This can be offered support from studies concerning the language drop out.

Bartley (1969) dealt with the number of students who after the eighth grade do not continue studying the foreign language which they had studied since the sixth grade. Two groups of students were used in the pilot study which attempted to identify the extent to which aptitude and attitude are two of the possible causes for dropping the foreign language course after the eight grade. The

subjects were members of an entire eighth grade class in one junior high school in the Palo Alto School District south of San Francisco. The Modern Language Aptitude Test (Carroll and Sapon 1959) as well as a Foreign Language Attitude Scale, including factors which are likely to influence foreign language learning such as the teacher, peers and the perceived importance of the language in the curriculum were utilized. The attitudes were described as the students' favourable or unfavourable disposition toward the language they were studying. The significant differences in the attitudes and aptitude between the drop-outs and those electing to continue foreign language study the following year, forced her to conclude that in all probability these factors are indeed playing a decisive role.

In (1970) Bartley did a follow-up study investigating the importance of the attitude factor in language drop-out. She administered a Likert-type Foreign Language Attitude Scale to all the eighth grade students enrolled in modern languages in two junior high schools in Palo Alto both in September and March of the same year. The attitude of the dropout group was significantly lower than that of the continuing group. Furthermore, the attitude of the drop out group deteriorated significantly throughout the year while that of the continuing group remained stable. Bartley suggested that language drop outs can be detected by low attitude scores as well as by deterioration of attitude scores during the school year. She also declared that the

students' attitudes should be further investigated by focusing on the instructional methodology, the language itself, the teacher etc. so that the causes of undesirable attitudes are identified. Then, by manipulating the conditions that influence the students' attitudes and motivation they will probably reduce the drop out rate.

Mueller and Harris (1966) suggested that the drop-out rate can be influenced by the nature of the language course. Their study compared the proportion of drop-outs in two college level French programmes, an experimental audiolingual programme based on programme instruction and an audio-lingual programme based on the extensive use of text books and laboratory exercises. The proportion of students who dropped out was significantly lower for the experimental group. The researchers stated that the success of the experimental programme in holding students was mainly due to the fact that students were more satisfied with and confident of their proficiency in French. The findings of the study indicate that along with aptitude, attitudes and motivation are implicated in the decision to drop out.

Gardner, Smythe, Clement and Glikman (1976) reported similar results from a longitudinal study of learners at five grade levels studying French as a second language in seven different geographic regions in Canada. They indicated that those students who planned to continue their French language studies were more highly motivated, had more positive evaluations of the learning situation, a

higher interest in learning foreign languages, obtained better grades in French and reported that their parents encourage them more in their French language studies, than their classmates who were not persistent in their language courses.

These results received further support by Clement, Smythe and Gardner (1978) who conducted two studies with students in grade nine, ten and eleven comparing the aptitude as well as attitudinal and motivational traits of students who continued their French studies and those who dropped the programme. In the first study the data on attitudes and motivation were collected in April and May while achievement scores were gathered in June. When the next year commenced the "dropouts" and "stayins" were identified. The same procedure was followed in the second study conducted between February and April for the attitude measures and December and January for the Modern Aptitude Test. The results of both studies revealed that motivation to learn French evidences a stronger association with choice to re-enroll in the French course than do the individual's achievement or linguistic aptitude. Interest in languages was the second variable associated with the choice to stay-in or drop-out of the French course.

Clement, Smythe and Gardner (1978) investigated the factors presumed to mediate the individual's competence in the second language and his/her persistence in acquiring it. Data were gathered from 4741 students of French as a second language attending grades 7 to 11 in 6 provinces of

Canada. Instrumentation was adapted from Gardner and Lambert (1972) and Clement et al. (1977a, 1977).

The most important determinants of the individuals' perseverance in second language study were found to be their motivations to study the target language. This motivation was in turn supported by an array of attitudinal aspects including the learners' attitudes towards the target community and evaluation of the learning situation.

Therefore, these results demonstrate that attitudes and motivation can determine perseverance in the language study and can be more influential than ability and achievement.

2.2.6 Motivation and classroom behaviour

Motivation is shown to be implicated in classroom behaviour, in that it can determine how actively the individual will be involved in the language learning process. Glikzman (1976) tested the attitudes and motivation of grade nine students during the first week of school and observed them in six different classes throughout the term. The number of times each student volunteered in the language class, the number of times s/he was asked by the teacher without volunteering, correct or incorrect answers, questions asked, as well as the positive or negative feedback they received from the teacher were observed and then the integrative motivation of the students was classified in terms of their total scores on attitudes towards French Canadians, toward European French,

toward learning French, degree of integrativeness, motivational intensity and desire to learn French. Integratively motivated students were found to volunteer more frequently, to give more correct answers and receive more positive feedback than those who were less integratively motivated in their study. These differences in the students' behaviour were consistent throughout the term.

Gliksman (1976;1982) replicated this study with students in grades nine, ten and eleven observing their classroom behaviour once every two weeks for a period of four months. The raters also estimated how interested the student had been in the class on a seven point scale. Again, students who were integratively motivated performed better as opposed to their classmates who did not indicate an integrative motivation. The findings did not interact with sessions and were constant over the entire term.

Naiman et al. (1978) investigated the characteristics of the good language learner observing 72 students in grades eight, ten and twelve from twelve classes. The subjects were selected on the basis of their performance. Approximately half of them were among the higher achievers and the others were among the least proficient in the class. They obtained scores on 22 student - centred behaviours, i.e. the number of times the students raised their hand, percentage of student responses involving rising or falling intonation and 17 teacher behaviours including percentage of teacher evaluation that included

providing the answer to the student and percentage of total teacher questions that were not initial questions. Students were given measures of degree of integrativeness, attitude towards French Canadians and European French, degree of instrumentality plus need achievement, attitudes toward the teacher and the course, motivational intensity, desire to learn French, attitudes toward learning French and lack of ethnocentrism. Integrative orientation, motivation, evaluation of the means of learning French (i.e. teacher and course evaluation) as well as instrumental orientation correlated significantly and positively with hand raising, while motivation and lack of ethnocentrism were negatively related to the number of times the students did not respond to questions or stated "I don't know". Lack of ethnocentrism was found to be positively related to student hesitation and negatively related to the percentage of responses that were complete. Evaluation of the course and the teacher was positively associated with the frequency of correct responses and negatively related to the percentage of incorrect answers.

Roger et al. (1981), in a study conducted in Britain in order to validate their scale comprising students' attitudes towards foreign language learning classified third year pupils as attentive and enthusiastic on the basis of their teachers' ratings and found that highly attentive and enthusiastic students had significantly more positive attitudes to learning French as a second language than pupils who were rated as low on enthusiasm and

attentiveness. Assuming that the teachers' assessments reflect the pupils' classroom behaviour, these findings reinforce the existence of a relationship between attitudinal/motivational variables and classroom participation.

Smith and Massey (1987) investigated 169 students (73 female, 96 male) from an Urban Public School in Canada. They administered the Attitude/Motivation Test Battery (AMTB) in June and October of the succeeding school year and observed the students' classroom behaviour. Their results yielded somewhat different results to the ones reported by Naiman and Glikzman, since it was found that the highest levels of activity and involvement was mainly demonstrated by the Medium Attitude Students. The researchers stated that it was unclear why the Medium Attitude students were so actively engaged in FSL classes. It was thought that the teachers were possibly directing the bulk of their instruction toward the middle group of students and were using representatives of this group to signal what material evoked maximum student involvement and how quickly they should proceed through it. Replication of the study was then suggested in order to further explain this state of affairs.

Despite the differences in the results of the last study, the conclusion that can be drawn from the studies discussed in the last two sections is that language study and classroom behaviour which are related to language learning represent the learner's volitional behaviour and

are significantly related to motivation and attitudes.

2.2.7 Motivation Attitudes and Demographic Variables

2.2.7.1 Sex differences in attitudes and motivation

Motivation, attitudes and achievement have been found to be related to sex differences. Barker-Lunn (1970) in investigating children's verbal skills in the mother tongue reported significant differences in achievement in favour of girls, prominent during the early years of schooling, but tending to diminish with the approach of puberty. In the field of foreign language learning, there is also a certain number of studies which have supplied data on sex differences and motivation, attitudes and achievement. Jones (1950a; 1950b), in an early study on attitudes towards Welsh as a second language, demonstrated that girls show a definitely more favourable attitude to Welsh than boys as tested by Attitude Tests.

Johnson et al. (1963), in their study of the teaching of Spanish at the elementary school, showed that the girls reached a higher level of achievement in Spanish than the boys. Nisbet and Welsh (1972) investigated secondary school pupils' achievement in the first two years and reported that the level of performance of girls was consistently higher than that of the boys. The findings of Johnson and of Nisbet and Welsh are in harmony with the NFER evaluation reported by Burstall (1975) who demonstrated that sex differences in achievement and attitudes towards learning a

second language were evident for girls over the extended period of the study. She also suggested that sex differences in performance were particularly characteristic of boys and girls from the lower socio-economic strata.

Bartley (1970), in her study discussed previously, concerning the role of motivational variables in their behavioural intention to continue the language study, declared that significant differences were found when the continuing and dropout groups were divided according to the sex variable. The girls in both the dropout and continuing groups, in both the September and March administrations achieved significantly higher scores on the Attitude / Motivation Test Battery than the boys.

Gagnon (1974) cited in Gardner (1985), found that girls tend to demonstrate significantly more positive attitudes than the boys. Gardner and Smythe (1975a) also present some data concerning sex differences in attitudes towards French Canadians with females tending to score significantly higher than males particularly in grades eight, nine and ten. These differences, however, were not great.

In a recent investigation on sex differences and self-reported beliefs about foreign language learning, amongst nine hundred and thirty-eight (938) students of Spanish at two large state Universities in Cincinnati, Bacon (1992) revealed that female respondents were significantly more likely to report higher instrumental motivation and greater use of private/nonoral strategies in

language learning. Females also reported a significantly greater likelihood of having Spanish-speaking friends, and greater exposure to oral input from native speakers of Spanish than male students.

On the other hand, Nainan, Frolich, Stern and Todesco (1978), Hansen (1981), Haque (1989) failed to support the conclusion that there are significant differences in attitudes, motivation and achievement between boys and girls. Obviously, further research is needed to clarify these findings.

Eardley (1984) in a study determining the attitudes towards foreign language learning of 388 Welsh students 16 years of age and older, found that only a minority of students (29.4%) intended to continue studying a language and girls greatly outnumbered boys, 6 to 1. A general disillusionment with languages emerged as the principal disincentive of the students and boys were shown to have a much greater disillusionment with language study in general than girls did.

Although the majority of evidence does favour the conclusion that girls are superior to boys in language ability Boyle (1987) indicated that there is one area of language ability, namely the area of comprehension of heard vocabulary, in which male students seem to be superior to female ones, even in view of overall female superiority in the attainment of language proficiency. The sample comprised two sets of Chinese college students from the University of Hong Kong. The first set was made up of 144

males and 141 females (N=285) and the second of 113 males and 92 females (N=205). In both sets of subjects the females were notably better in general language proficiency, but the males had higher mean scores in both tests of listening vocabulary.

Boyle provides certain reasons that can account for sex differentiation in listening ability, foremost among which is that boys in a male culture have a wider experience of life and may interact verbally over a wider range of subjects and as a result can be characterized by a broader recognition of vocabulary. Moreover, he supports the view that much of language is geared to men's experience, and some words come to be not only unspoken, but even unthought by women. Although this explanation might be plausible in the setting the study was conducted, further investigation or replication of the study in contexts other than the Asian one is suggested so that such inferences are validated.

In the opinion of the writer of the thesis, foreign language learning qualifications are equally important for both male and female students and the meaning and significance attached to the learning of a language other than the student's mother tongue is pinpointed to both sexes either in the school or family environment or in the socio cultural milieu surrounding the student. It is believed that Greece's involvement in the European Economic Community has increased the opportunities for both boys and girls to find employment which demands knowledge of foreign

languages and has enhanced the pay-off value of foreign - language learning which has in turn led to a marked diminution of sex differences in attitudes motivation and achievement. Moreover, the desire to interact with people from different and varied background would characterize students irrespective of sex.

2.2.7.2 Socio-economic factors

Evidence has been put forward which suggests that there are social class differences on the development of foreign language skills. In the NFER evaluation it became apparent that there was a linear relation between the pupils' social class, their attitudes toward learning French and their level of achievement in French.

Positive attitudes towards learning French and high scores on the French achievement tests were consistently associated with high socio-economic status while negative attitudes and low achievement scores were related to low socio-economic status. (Burstall, 1968, 1970, 1974).

This variation became more prominent when the pupils were transferred to different types of secondary school. Grammar school and comprehensive school pupils indicated higher levels of achievement and more positive attitudes towards foreign language learning and the foreign culture, while pupils from the bilateral and secondary modern schools were characterized by lower levels of achievement and more ethnocentric attitudes. These associations reflect different social attitudes to learning French in different

strata of British society. Burstall (1974) comments that these findings add support to the existing evidence that parents in the higher status occupations tend to offer their children more encouragement when they first encounter the new learning situation than do the parents in lower-status occupations.

Barker Lunn (1970) reported a similar association between socio-economic background and achievement. These findings are at variance with those of Carroll (1975) cited in Stern (1983) who in the IEA study of French stated that the students' socio-economic status as such is not related to foreign language achievement.

Ganguly (1985) in a study conducted amongst 463 Asian boys and girls learning English as a second language found that there is a strong relationship between socio-economic status, as measured by the two major universal social class levels of professional and manual, and the acquisition of skills in the second language.

It is evident, that the effect of social class differences on the development of language performance has received scant attention. This might often be because the samples used cannot be split by social class.

More research is requested into the issue before the relationship between socio-economic or sociocultural factors and language learning is treated as self-evident. It is felt, however, that students from higher socio-economic or socio-educational background would enjoy more opportunities to study the foreign language by

travelling abroad, receiving direct tuition and direct contact with native speakers of the target language, which assist them in acquiring the language habits, cultural norms or values of the other group and by experiencing more teaching hours on top of the ones in the school curriculum.

2.3 Second and Foreign Language Learning: The Role of the Parent in Children's Attitude Development

So far, an attempt has been made to show the impact that motivational and attitudinal variables have on learning another language.

Furthermore, attitudes have been classified as educational, revolving around the language learning context, and social, focusing on the cultural implications of second or foreign language learning. While educationally relevant attitudes are developed during the learning process and are awakened by the teacher and the methods utilized, attitudes towards language groups are generated and nurtured mainly by the family environment. These attitudes are entertained prior to learning the language, but they also become evident in the course of language learning. Parents are suggested to be the primary sources of attitudes towards ethnic groups, particularly at the younger ages.

Parents are traditionally accepted to be one of the determinants of attitudes and are thought to act as the major intermediaries between the socio-cultural milieu and the learners. It is also argued that to the extent they

play a role in attitude development they can promote successful language learning (Gardner, 1960; 1968; 1985). Feenstra (1968;1969:5) also purports that "in the area of motivation, one of the more potent and dynamic variables appears to be the attitude structures of at least three sets of individuals: the students, their parents, and their teachers". Harding et al. (1954) point out that parents are the major socialization agents, despite the fact that children's and parents' attitudes may diverge. They believe that there is a subtle interplay between general cultural and family influences impinging on the child, but particular children for a variety of reasons may develop attitudes contrary to the prevailing sentiments surrounding them (p.28).

The implication of the students' attitudes in language learning has already been discussed and it is now within the scope of the thesis to examine the potential role of the parent. By focusing attention on the parent, there is no intention to denigrate the role of the teacher or other factors such as the students' personal experiences, school, peer groups, conformity pressures, mass media or reference groups that are expected to have a bearing upon the development of attitudes. It is because there is stronger evidence that the parents' role is really determinant in the early years of development and especially in communities like the Greek one, where the family bonds are tight and the family relinquishes control gradually over a period that may extend through early adulthood. (Ehrlich

1973, Georgas 1984, Oskamp 1977). The amount of parental influence over young children's behaviours and attitudes is so great that childhood has been referred to as a "total institution" (Oskamp 1977:125), where parents have control over their children's informational input demanded behaviours, and the power to shape their attitudes since the children are not likely to possess pre-existing attitudes which would contradict those of their parents.

In the area of foreign language learning the average children and young adolescents have no direct experience of foreigners and therefore parental influence on the formers' attitudes towards foreign people and other countries may be great. (Oskamp 1977; Lambert & Klineberg 1967; Ehrlich 1973). Research has indeed found correlations in ethnic and political attitudes between parents and children (Allport & Kramer 1946; Ehrlich 1973; Murphy et al. 1937; Kirby & Gardner 1973). Ehrlich (1973:123) provides us with an outline of how parents as primary agents of socialization can convey their children's ethnic attitudes.

1. Parents explicitly communicate their ethnic attitudes to their children as they instruct them in all other modes of proper behaviour.
2. Parents directly control many aspects of their children's intergroup education as well as the opportunities they can have for intergroup contacts and experiences.
3. Parents employ child rearing practices which directly form the patterns of attitudes toward people.

4. Parents adopt a life style through which children can be taught how to select ethclass-specific activities and friends.

Milner (1981) has also proposed three processes regarding the way attitudes are fostered by the parents which are not dissimilar to the ones reported by Ehrlich and can briefly be referred to as: a) direct tuition, i.e. explicit statements made by the parent, b) indirect tuition, i.e. parents' behaviour and c) role learning, where children learn to behave, feel and see the world in a manner similar to their parents.

2.3.1 Potential roles of the parent in second/foreign language learning

Broadly speaking, we can distinguish between two roles of the parent which are relevant to his/her children's success in language learning. One is identified by Gardner (1968 a; 1985; Feenstra 1969; Colletta 1982) as the active role referring to the situation where the parent actively and consciously encourages the children to learn the language probably by monitoring their performance, ensuring that they do their homework, correcting grammar or pronunciation errors, and generally reinforcing specific behaviours. To the extent that parents play this role they promote success.

The other type of role which is more subtle - primarily because the parent would probably be unaware of it and possibly more important is the passive one

reflecting the parents' general beliefs about language learning as well as their attitudes toward the cultural-linguistic community whose language the student is learning. Burstall's (1970) long term investigation of the French programme in the primary schools in England and Wales has shown certain examples of the potential passive contribution of the parent such as the following: "My parents think it is very good that I am learning French because they did not have a chance until they were much older". (p.46) On the negative side a girl commented that "Now that we are going to our new school we will have harder French and I cannot do it, - even my mum agrees that it is a complete waste of time" (p.48).

Since the active component reflects the amount of effort and resources the parents expend on helping their children in acquiring a second/foreign language, it can be argued that a parent who is actively involved in the learning process may encourage his/her children to seek more contact experiences with the language (i.e. watch foreign programmes, channels on TV, read foreign magazines) and the other language community (i.e. ask the child to practise his/her already acquired skills in an authentic, communicative situation, or provide him/her with the financial resources to go on an intensive summer school programme). Furthermore, it is possible that the extent to which a parent holds favourable general attitudes towards other cultures and languages (passive parental influence) would affect the active parental influence factor.

(Colletta 1982):

However, these two parental roles are not always compatible. (Gardner 1968a, 1985 and Feenstra 1969) claim that parents with positive attitudes towards a specific language community would serve to support an integrative motive in their children, whereas parents with negative attitudes may inhibit the development of positive attitudes even in situations where they may actively promote second/foreign language achievement. An example would be useful in attempting to contrast the two components of the role of the parent. A parent might stress the importance of performing well in the language course and even check the child's homework. At the same time, in other contexts, this parent might hold negative attitudes towards the target language community and transfer them to the child, thus undermining the active role and reducing the child's motivation to learn the language.

2.3.2 Research findings relating to the implication of parents in second language acquisition

In an early study by Bird et al. (1952) few relatively low but significant correlations between parents and children's ethnic attitudes were reported. Their sample comprised the father or mother and at least one child of the family enrolled in the third, fourth, or fifth grade of either of the two public schools in the adjacent districts of Minneapolis. In this research project however, it was found that the majority of the respondents were ambivalent

in their attitudes, sometimes regretful, because they felt unable to overcome what they recognized as "unfounded prejudices", (p.698) and sometimes chagrined because the proximity of Negroes had made them aware of hitherto unconsciously expressed prejudices. The varied circumstances characterizing the social atmosphere of the homes of these adults therefore, resulted in many white children to afford an inconsistent and not clearly evident set of evaluations of Negroes as well as to show no close resemblance to their parents' attitudes towards Negroes even though the parents shared attitudes having considerable similarity.

In a similar vein Radke-Yarrow et al. (1952) and Frenkel-Brunswik and Havel (1953) interviewed the mothers of young children and assessed their attitudes as well as their children's toward Blacks, Catholics and Jews and found some positive association. Murphy et al. (1937) had also reported moderate as well as high correlations between university students and their parents' attitudes toward war, church and communism which are more salient than attitudes toward ethnic groups. It is also worth noting that in this study the correlations were influenced by socio-economic status. Students from the higher socio-economic families showed lower correlations than the ones from lower socio-economic background.

Few research projects, however, have directed attention to the parents' role in second language learning, though very limited evidence is available in the foreign

language learning context. Compared to the bulk of research we have for the students' attitudes the role of the parent is of secondary interest.

In one of the Montreal studies (Gardner, 1960) students' parents were interviewed and the responses of parents of children who were integratively motivated were compared with the responses of parents whose children were instrumentally motivated. The results demonstrated that, as compared with the students who professed an instrumental orientation integratively oriented students tended to come from homes where the parents also professed and integrative orientation and where they had definite pro-French attitudes. In short, the students were reflecting the parents' attitude in their choice of orientation. In that study there appeared to be no relation between the students' motivational orientations and the number of French friends the parents had, or the degree of French proficiency that the parents expressed. Parents of the integratively oriented students, however, reported that they thought their children had more French speaking friends than did the parents of the children who were instrumentally oriented.

Feenstra (1968) investigated how parental attitudes clustered with respect to children's language aptitude, motivation and French achievement. Of major concern to this discussion are the findings that parents who were characterized by an integrative orientation and held positive attitudes towards French Canadians supported their

children to study French and had children who were more skilled in some aspects of French achievement. The inference that can be drawn out of these findings is that children's favourable attitudes and integrative orientation can facilitate second-language achievement and that such an integrative motive is nurtured by a particular attitudinal atmosphere in the home.

Gardner and Santos (1970) employed a similar research strategy in investigating senior high school students in Manila, Republic of the Philippines, who were studying English as a second language. The results of the study indicated that there was a positive association between parents' and children's motivational orientations and, to a lesser extent, between parents and children's attitudes. It should be reported, however, that in this study students who were instrumentally motivated and who had parents who expressed a similar orientation were better achievers in certain oral language skills than the integrative oriented ones. These findings can reflect the fact that in the Philippines English is considered to be the language of commerce and the pragmatic reasons of knowing it are highly valued by both parents and their children. In both studies (Feenstra, 1968 & Gardner and Santos 1970), there was no significant correlation between parents' and students' perceptions of parental encouragement, thus suggesting a possible incompatibility between the parents' active and passive roles in the home environment. The correlations were also low suggesting that parental contributions to

both attitudes and attained proficiency in the second language are not very large especially at the age of senior high school.

Desrochers (1977) also investigated students' and parents' attitudes as well as achievement in the second language of two groups of grade eight students, one who participated in a four-day bicultural excursion to the French city of Quebec and one who did not. The results showed some positive association between parental attitudes and general attitudes of the children primarily among the students who took part in the excursion. Parents of children who participated in the excursion expressed significantly more positive attitudes towards French Canadians and towards learning French than did parents of students who did not participate. The correlations found in this study offer support to Gardner's (1985) contention that the children's integrative motive which promotes success in language learning is fostered by a home environment where the parents express favourable attitudes toward aspects involving the other language.

Colletta (1982) also investigated the role of the parent in determining second language achievement by administering comparable questionnaires measuring interest in foreign languages, attitudes towards French Canadians, integrativeness, ethnocentrism, and parental encouragement to 68 children and their parents. No significant correlations between children and parents' attitudes were found in this study. (The correlations were .12, .03, .-04,

00 and .20 respectively). The only significant relationship between parental influence and student variables obtained in the analysis was between the active parental influence variable and students' self-confidence with French. Any further explanation of the parental implication was not possible since self-confidence was not significantly related to any of the language achievement measures. His results also showed a negative relationship between active parental involvement and student attitudes which approached significance at the $p < .10$ level ($r = -.78$).

Cautiously interpreting these results Colletta (1982) suggests that the students' attitudes that support their motivation are influenced by parental variables and their own self-confidence with French. This could also mean that learners who are self-confident with their French and whose parents are involved with their language study are more likely to be instilled with favourable attitudes which are important for maintaining their motivation and hence positively affect their proficiency in the second language. As regards the active parental role he argues that his results imply that the more actively the parent is involved in the student's second language learning, the less favourable the student attitudes are, possibly because pressure exerted by parents in the child's language learning effort may cause the latter to feel less favourable about the elements of second language learning experience and the language speaking group.

An important variable that Colletta (1982) accounted

for was the family's socio-economic status and its relationship to the paternal involvement in language learning.

According to Giles & St. Clair (1979) and Colletta (1982) this relationship may be important with respect to both the passive and active roles of paternal influences in that it would determine the attitudes held by the students and the extent to which the parent becomes actively involved in the students' second language learning process. Further, and particularly relevant to the active process, socio-economic status may exert its influence in that the extent to which parents can provide opportunities for their children to use the target language may be determined by the resources available to them. The analysis of Colletta's data yielded a significant negative relationship between socio-economic status and active parental influence, probably implying that the lower the socio-economic level of the immediate neighbourhood, the more actively involved with the child's language training the parents are.

Colletta (1982) comments that the unexpected direction of the above finding may be understandable in the light of the predominance of middle and upper middle class individuals in the sample. It probably indicated that the middle and upper middle socio-economic class parents devote more of their time and energy in their children's French language study than do parents from the higher socio-economic strata. It is likely that middle and upper-middle class parents are more concerned with upward

mobility and see the learning of French or any foreign language as an important tool in that process as a vehicle towards that direction particularly with respect to employment opportunities.

Murphy et al. (1937) also examined the role of the parent in relation to the socio-economic stratification and found that the correlations between children and parental attitudes were higher for the lower socio-economic pairing than they were for the higher socio-economic families. This variable probably requires further investigation, so that certain conclusions can be drawn.

Ismail (1984) in a study of Kuwaiti University students also indicated a significant positive intercorrelation between students' attitudes and those of their parents.

A more recent study concerning the influence of parents on students' attitudes to learn English as a foreign language was conducted by Haque (1989) in Bangladesh. He administered comparable questionnaires to both adolescent high school students in Dhaka city, Bangladesh, and their parents to test the hypothesized relationship between student and parent attitudinal variables by using Pearson Product Moment Correlations. He found modest correlations between students parents' attitudinal traits and low correlations between parents and students' scores on perceived parental encouragement probably indicating that in many families there is no clear communication about the importance or value of learning

English.

Feenstra (1968) and Gardner & Santos (1970) also found modest correlations.

A result that is also of great importance is that integratively oriented students tended to have integratively oriented parents, while students who were characterized by an instrumental orientation had an instrumentally oriented parent. This finding contradicts Colletta (1982) but is consonant with Feenstra (1968); Gardner, (1960); Gardner & Lambert (1972), the Philippine study and Gardner and Santos (1970).

The results of these studies support the notion that the students' attitudinal and motivational orientations towards learning a second/foreign language are likely to develop within the family.

2.3.3 The role of the parent as regards the choice of the language of instruction

While discussing Colletta's research findings it was stated that parents (depending on their financial resources) can provide their children with the opportunity to receive training in the target language and select an appropriate school or language programme for them. One area where such involvement would be implicated would be in immersion programmes. It would be assumed that parents who are opposed to second language training would avert their children from taking courses where the medium of instruction is the foreign/second language, while parents

who allow their children to register in immersion programmes would be in favour of such an education. Frassure-Smith, Lambert & Taylor (1975) approached the question of language instruction by focusing on parents and investigated parents from English Canadian and French Canadian groups who had determined to send their children to the other language school. Parents were the primary concern of the study not only because their decisions were believed to affect the relationships between parent and child within the family structure, but also the established network of ethnic relations within the Canadian community.

The results of the study suggested that apart from its effects on second language learning, the choice of language of instruction for one's child involves, at a deeper level, the ethnic allegiances, the motivations and the unique personal experiences of the parents making the choice. (Frasure-Smith, et al. 1975:153). The study also demonstrated that certain subsets of parents, depending on their ethnicity, the particular language community they come from, and the decision they make about their children's schooling and language education have their own distinctive constellations of motivations and ethnic beliefs. Even though all parents agreed on the benefits of bilingualism in occupational and educational status, each subset had its own way of estimating the rewards and costs of becoming bilingual through school switching.

Therefore, as it has already been stated and shown in many studies reviewed, second language learning is a

complex social commitment and involves more than the mere development of a linguistic skill.

Another study that investigated the parental involvement in language learning was that of Sharma (1983) who explored the attitudes of ethnic minority parents towards their children's home language and English in the British schools. His sample comprised 59 fathers who originated from the Indian sub-continent and who had settled with their families in the United Kingdom. It was assumed that integratively motivated parents would desire their children to seek social and cultural rewards within a social or cultural group from their study of language. For instance, those ethnic minority group parents characterized by an integrative orientation would probably like the maintenance of their children's home-language in school in order to facilitate their children's communication within their own cultural groups or they may wish their children to learn English to integrate with the English society. Instrumentally motivated parents, on the other hand, would like their children to learn a language for materialistic and practical goals and advantages accruing from such studies such as career advancement, access to more informative literature etc.

The results showed that the parents expressed an overwhelming support for the maintenance of the home language in their childrens' schools but their strong attitudes towards the study of that language were undifferentiated along instrumental and integrative

dimensions of motivations. On the other hand, such differentiations persisted in the parents' attitudes towards learning English. A high percentage (90%) attributed their children's academic success to knowledge of English, while only 9% entertained the idea that acquisition of English, would facilitate the cultural integration of their children into the British society and help them adopt an English way of life. Sharma (1983) comments that it is quite likely that such motivational differentiation about learning English is acquired by the children from their parents. The fact that the parents' scores for integrative items for English were low may reflect the ethnic minority parents' fears over the loss of their children's native culture.

Two more recent studies on parental attitudes and active parental involvement are reported by Lyon and Ellis (1991) and Roberts (1991). The latter, amongst other things, investigated the attitudes of Gaelic-speaking parents towards bilingualism and found out that the overwhelming majority of parents, (86%) wished their children to be bilingual both in English which is the dominant language and in Gaelic which they suggested that should be used at all stages of primary education. In here, it should be made clear that most parents perceived bilingualism as the ability to speak both English and Gaelic fluently rather than to read and write Gaelic at the same level as English.

Another view that came through in the interview and

which modifies the aforesaid positive questionnaire responses is that bilingualism should not be achieved at the expense of other curricular areas particularly English, since the parents showed great concern about their children's future job prospects. Some of them declared that they would be happy if their children managed to speak Gaelic, but in the end it would be probably more important for them to become fluent in German or French which are economically more powerful languages. A small number of the respondents indicated no desire for the use of Gaelic as the medium of instruction at school as long as it is the language spoken at home and young children can be fluent in its spoken form. These results indicate that although most parents are in favour of the extension of their home language at school their motivations seem to be more instrumental as they would prefer their children to learn French and German for enhancing their career prospects rather than Gaelic which might be of dubious importance for their future opportunities.

Lyon and Ellis (1991) examined parental attitudes towards the Welsh language by collecting data from both Welsh speaking and English speaking parents living in Anglesey. The Welsh language was overwhelmingly supported irrespective of the parents' own language background. They wanted their children to learn Welsh at school and placed an important value on the language. However, these groups could be differentiated in the reasons giving for this support. Welsh speaking parents gave reasons that are

associated with a sense of cultural heritage and cultural identification, with a sense of belonging to a Welsh group. The English speaking parents, on the other hand, were influenced by instrumental reasons for espousing a language which are associated with the practical advantages to be gained from being able to speak Welsh and with its value in enabling people to communicate. Lyon and Ellis as well as Robert's findings offer support to Gardner and Lambert's description of integrative and instrumental reasons for learning a language and reinforce the view that parents are influential in their children's foreign language bilingual education.

Roberts and Williams (in Giles & Robinson 1980) in a study concerning the relationship between institutional support for the Welsh language and attitudes towards that language amongst fourteen year old school children, found a positive relationship between the adolescents' attitudes to the Welsh language and their involvement in religious institutions, the extent of family support of the language and exposure to Welsh language media. The family was viewed as an important source of informal institutional support since a number of voluntary associations were run by parents and since it was evident from the relationship between language spoken with kin and attitude towards Welsh that children were often encouraged to speak Welsh by their parents.

2.3.4 Perceived parental encouragement

Parental encouragement refers to the students' perceptions of the amount of encouragement they receive from their parents to learn a target language. The research on parental encouragement has mostly concentrated on the students' perceptions of this encouragement (Feenstra, 1968; Gardner and Santos 1970) and little research has been conducted on the investigation of the relationship between children's and parents' assessments of this encouragement. Feenstra and Gardner (1968) demonstrated that students' perceptions do not necessarily coincide with those of the parents. This finding is consonant with that of Feenstra, (1968); Gardner and Santos, 1970). Haque (1989).

Nonetheless, Gardner and Smythe (1981) have shown that students' perceptions about parental encouragement are related to their own attitudes and motivations. The children who held a positive and open mind to the acquisition of a second language in order to develop closer binds with the target language group receive more support from their parents.

Desrochers (1977) also reported that students who went on the excursion to the other community experience active encouragement from their parents. The parents' attitudes were sufficiently salient to have their children perceive their encouragement proportional to their attitudes toward French speaking people and studying French.

Parental encouragement is not only related to children's attitudes and motivation but to their

motivational intensity and behavioural intention to continue the language study. Students who indicated that they would continue to study French believed that their parents support them. These correlations however, tend to be lower with lower students. (Gardner, 1985).

The conclusion that can be drawn from the research literature is that parents are influential in their children's attitude development and that a warm and supportive atmosphere in the family will assist in instilling positive attitudes in the student who in turn is likely to perform well in the foreign language course.

2.4 Summary and Conclusions

This chapter attempted firstly to show that attitudinal and motivational measures are implicated in target language learning and secondly to explain why they are influential. Attitudes were classified as educational or social, the former being more consistent correlates of achievement than the latter. Attitudes were also found to be independent of intelligence and aptitude but related to developmental factors such as the students age as well as demographic variable namely the students' sex and socio-economic background. However it was indicated that these factors have not received much attention and further experiments are encouraged. Attitudes and motivation were also shown to be related to persistence in language studies and classroom participation which are related to L₂

acquisition.

Motivation in L₂ learning was said to be adequately described by three components: goal directed behaviour, positive attitudes toward the behaviour in question and desire to attain the goal of language learning. Gardner and Lambert (1972; Gardner 1985; 1988 etc.) allege that one construct of motivation is of great significance in L₂ studies, that of the integrative motive, which is characterized by a high level of drive on the part of the individual to acquire the language of a valued second language community in order to facilitate communication with that group. This contention will be discussed by considering the relevant research literature in the next chapter.

This chapter also examined the potential role of the parent in breeding attitudes towards language learning in the student, thus promoting improvement in the latter's level of proficiency. Some of the issues raised in this section will be tested in chapter 8.

CHAPTER THREE

3. THE LITERATURE REVIEW

3.1 Introduction

In the previous chapter it was demonstrated that both attitudes and motivation are related to aspects of second language learning. In addition, the concept of the integrative motive was introduced and considered to be one of the facilitating factors in achievement. A considerable body of research has shown that the integrative motive can be a source for successful language acquisition, while its absence could debilitate language acquisition or retention. However, different types of research in versatile settings have yielded varying results. Moreover, this concept, as defined by Gardner (1985), refers to a complex of attitudinal and motivational characteristics, and this terminology is not always adopted in the literature. Many studies have examined aspects of the integrative motivation, mainly the students' attitudes and integrative orientation and their bearing upon achievement, and have compared them with another powerful index of motivation, the instrumental orientation, which, as shown in certain studies, is a more influential factor of success in contexts different to the Canadian one.¹ For the sake of clarity,

1. Canada is officially a bilingual country. Both English and French are their two official languages, and are both

and in order for comparisons to be made the studies will be classified according to the area they were conducted.

Therefore, this chapter presents a review of the research done in different parts of the globe which comprises six sections.

The first section revises the studies conducted in Britain into attitudes and motivation, the second presents a review of the studies in Asia, the third reviews research done in the United States, while the third focuses on studies carried out in Canada and the fifth concentrates on studies conducted in other places in the world. Finally, the sixth section gives a summary and conclusion of all the studies presented.

3.2 Research conducted in Britain

There seems to be a growing interest in the relationship of attitudes and motivation in second-language achievement. While ability for languages or aptitude has also been the concern of much of the research on L₂

accorded equal status by the Federal and New Brunswick Governments. (Gardner, 1985). Services are provided in the two languages and parents have the right to educate their children in their own official language. A number of language learners study the second language in an acquisition context and can enjoy ample opportunities to interact with the other language group.

achievement, many studies dating even back in 1940's have attempted to discover whether various attitudinal and motivational characteristics are also related. Research has utilized a number of measures of attitudes and motivation which have yielded evidence showing that they are related to measures of achievement in the target language.

Jordan (1941) carried out his investigation in a selective central school in North London. 231 boys, ranging in age from eleven to fifteen years, grouped in eight different forms filled out the attitude questionnaires. The foreign language subject was French. Attitudes towards it was most favourable during the first year and declined afterwards. Jordan comments that the difficulties inherent in the early stages of learning a foreign language and the sense of weariness which might arise from the comparatively large amount of memorizing that has to be done, are more than offset by the thrill of venturing into new fields of knowledge (p.34). Attitudes towards French also tended to vary in accordance with the general standard of academic attainment, with the brightest children being more positive towards language learning than their less intelligent counterparts. Favourable attitudes were related to achievement in the language course especially in the first year. In none of the other subjects is this relationship so clearly marked. The writer suggests that in order to increase students' interest in the language, more direct and more interesting methods should be introduced and emphasis upon both cultural and commercial ways in which

the subject may be used should be given.

In two later studies (Jones 1950a; 1950b.) dealt with attitudes towards learning Welsh as a second language in the school curriculum. In the first study Jones (1950a) devised an Attitude scale to measure children's attitudes towards learning Welsh in a secondary modern school in the Rhondda Valley. The sample consisted of 129 female and male students, aged between eleven to thirteen years attending six different forms of the school. There were significant positive relationships between attitudes, achievement, and enthusiasm for the second language decreasing after the first year. These results are consistent with those of Jordan (1941). In addition, students from Welsh speaking backgrounds showed more positive attitudes than their peers from non-Welsh speaking homes.

Jones (1950b) conducted a further investigation on the same lines, but this time in a suburban area, in the outskirts of Cardiff. Two hundred and eleven (211) boys and girls from eight different forms of secondary school were tested with results similar to those of the previous study. Attitudes became less favourable with increasing age, probably because the novelty factor at the early stages of learning dies out. New experience arouses curiosity and initial difficulties can be overcome; yet curiosity, novelty and enthusiasm erode after a few years of instruction. This later study revealed that the relationship between attitudes and achievement was consistent in the first three years, whereas in the fourth

year the deterioration in attitude had assumed statistically significant proportions. The correlations between attitudes and achievement were significantly higher for the fourth year students.

Attainment in Welsh is increasingly influenced by the pupil's attitude in the later stages of the course. Students with a knowledge and experience of Welsh outside school indicated more favourable and less variable attitudes than pupils whose acquaintance with Welsh was confined to the classroom. Therefore, the influence of exposure to language in real life situations was eminent in this study. Four types of reasons for learning Welsh were predominant: interest in language learning, the utilitarian value of the subject, reasons of a national or racial character and proficiency in the subject.

About two decades later Burstall (1975) tested Gardner and Lambert's hypothesis that the key to success in foreign-language learning lies in the adoption of an integrative orientation towards the foreign culture, as characterized by the students' willingness to share certain of the attributes of members of the other linguistic community and to regard themselves as potential members of that community. On the other hand, if the students' underlying motivation is instrumental and they place a utilitarian value upon language achievement, without seeking active contact with the speakers of that language or knowledge of their culture, they are not likely to meet with success.

Primary school children learning French took part in the experiment and their attitudes motivation and achievement proved to be closely associated. However, their motivational orientations were neither exclusively integrative nor wholly instrumental. Although the majority of pupils evidenced a strong desire to contact French people and declared that their primary concern in learning French was to interact with speakers of the language, a number of students placed emphasis on the "pay-off" value of learning French, in terms of enhanced employment opportunities.

Hoadley-Maidment (1977) carried out an experiment on a multi-national group of young adults studying English at a private language school in London. They were all taking intensive courses of at least ten hours a week, and they had all been in the school for at least three weeks when they took the test. The questionnaires consisted of integrative and instrumental motivation scales and the adjective checklist which was used three times : for the student himself, for English people, and for people from the student's own country. She hypothesized that those students who saw themselves as similar to English people would have an integrative outlook while those who saw themselves as similar to their own people would have an instrumental outlook. However, the data were not adequate enough for statistical conclusions to be drawn and the trends that emerged should be treated with caution. 90 percent of the respondents agreed that English would be

useful to them in getting a job while almost an equal percentage of students stated that English would allow them to meet and speak with more and varied people. They also indicated that knowledge of English will help them to understand the English people and their way of life. These results are consonant with Burstall's (1975) since students indicated a desire to communicate with English as well as other people and emphasized the practical need to learn English. Their answers reflected the lingua franca role of English in the world.

Two experiments were run by Jones et al. (1980) to ascertain the possible relationship between attitudes towards native English speaking social groups and attained proficiency in English. The pilot experiment was carried out in April, 1974 amongst a group of 19 engineering students studying at Sunderland Polytechnic and another group of 25 Norwegian English language teachers attending courses at the Institute of Education of the University of Newcastle upon Tyne. The experimental design was based on Spolsky's (1969) measures. The results reported indicated a rather small number of Norwegian engineering students were integratively motivated towards the English people and the language studies and their motivation correlated with proficiency. Of course, the number of the participants was small and as a result it is difficult to reach statistical conclusions that can support the hypothesis.

The group of the Norwegian teachers showed a different trend : those characterized by a tendency to identify with

other teachers were more proficient in the language.

In the second and longitudinal experiment a group of thirty Norwegian teachers was tested in the same way both at the beginning and at the end of the year to examine whether their attitudes had changed with time. There was no indication of any change in attitude, but there was some indication of proficiency measures correlating with identification with fellow Norwegians.

Dickson, Boyce, Lee, Portal and Smith (1987) carried out a survey in June (1985) on behalf of the Department of Education and Science to assess the performance of thirteen year olds in French as a foreign language in England, Wales and Northern Ireland. They observed a strong relationship between the learners' attitudes towards studying French and their achievement in that language. Pupils who held favourable attitudes towards French were higher achievers than their peers who had negative attitudes.

In a recent investigation of social and affective factors influencing language learning performance, Wright (1989) tested fifty-nine international postgraduate students enrolled on a professional course in English for Academic Purposes at the University of Southampton. There was a significant positive association between attitudes towards the course and perceived or actual progress in the subject. Educationally relevant attitudes were more significant in language proficiency than socially relevant ones.

In a further study done in the same year (1989) Blue

investigated the relationship between attitudes and language proficiency between international students attending English for Academic Purposes classes at the University of Southampton. The students favourable attitudes were found to be important factors influencing success in language learning.

In this section an attempt has been made to review the studies carried out in the United Kingdom. Only Burstall's study (1975) focused on primary school children while the rest were conducted among teenagers or University students learning a second or foreign language. (Jones 1950a; 1950b; Jordan, 1941; Dickson et al.1987; Wright 1989 etc). In three of the studies the target language was French (Jordan, 1941; Burstall, 1975; Dickson, 1985) the students had no exposure to the target language outside the classroom, while in two studies Jones (1950 a; 1950b) a certain number of the participants had at least some kind of contact with native speakers of the language. In the studies concerned with adults learning English as a second language, (Hoadley, 1977; Jones et al, 1980; Wright, 1989; Blue 1989) the subjects had considerable exposure to the target language and its culture outside the classroom. Although there is a great variation concerning the nature and the number of variables investigated and the age groups, all studies demonstrated a positive relationship between attitudes towards language learning and attained proficiency in that language. Burstall's longitudinal study revealed that the acquisition of second foreign

language skills and the development of attitudes towards second/foreign language learning during later years might be powerfully influenced by the learner's initial and formative experience of success or failure in the language learning situation.

Only two studies (Jones, 1950, Burstall, 1975) investigated the sex variable and found that girls are superior to boys in foreign language achievement and exhibit more positive attitudes. However, none of the studies reported accounted for the potential role of the parent in nurturing students' attitudes, neither did -with the exception of Burstall (1975)- they take into consideration the students' socio-economic background.

3.3 Research carried out in Asia

The majority of studies conducted in Asia investigated the effect that students' motivational orientations and attitudes had on achieving success in English as a foreign language.

The very first study on the role of attitudes and motivation was conducted by Gardner and Santos (1970) in Manila, Republic of the Philippines. They collected data from 103 high school students learning English in a suburb of Manila, who had completed six years of formal training in English. The Philippines is a cultural community where the English language has unequivocal instrumental value owing to the great diversity of languages in the country. Therefore, it was discovered that students who are

instrumentally oriented and placed a vocational value on achievement in English and who received support from their parents for this orientation were more successful in acquiring the L₂ than students not evidencing this supported type of orientation. Gardner and Santos suggested that each setting and ethnolinguistic group has its own pattern of psychological influence that changes the manner in which attitudes and motivation play their roles in S/F language achievement. However, the researchers found a factor which they labelled an integrative motive factor because attitudes, motivation and orientation were associated. This factor correlated with measures of oral language proficiency, but not with objective paper and pencil measures of language skills.

The second research into attitudes and motivation in language learning was again carried out in Manila in the Philippines by Gardner and Lambert (1972) among high school students. The researchers reckoned that the Philippines was a good location to test the hypothesis that an integrative orientation is more conducive to S/F language knowledge than the instrumental one because of the special status it enjoys, being the language of instruction and economic life. The findings are consistent with those reported in the previous study, meaning that learners with an instrumental orientation towards learning English and who receive parental support reach a noticeably higher level of achievement than their integratively oriented counterparts.

In a study conducted in India Lukmani used 60 Marathi

speaking female high school girls learning English as a second language in Bombay to investigate the effect that the instrumental and integrative indices of motivation had on achievement. The students' orientation were elicited by asking students to rate how relevant five instrumental and five integrative reasons for learning English were to themselves and by having them to respond to semantic differential ratings of the concepts, the Marathi speaking community, the English speaking community, myself and my ideal self. The subjects also completed the Cloze test of proficiency in English. The results indicated that the pragmatic reasons were more characteristic of the students and correlated higher with the English proficiency than did the integrative ones (at the $p < .01$ level of significance). There was no correlation between attitudes towards the English speaking community and the Cloze test. The investigator felt that this may be due to the widely different social conditions in which achievement in English and the nature of the students' motivation were studied. The subjects regarded the Marathi speakers and the English speaking Indians as their reference groups for different areas of their life and saw themselves as based in their own community but reaching out to modern life-styles characterizing the English speaking Indians.

Jacobsen and Imhoof (1974) investigated six hundred (600) Protestant missionaries living in Japan who had attended at least two years of intensive language study and demonstrated the importance of attitudes toward the target

language community. Japanophilia was a strong predictor of speaking proficiency for both the male and the female subjects. Achievement was also predicted by a combination of opportunity and desire to speak Japanese as well as by the individual's language learning aptitude.

Language attitudes were also examined in Israel by Cooper and Fishman (1977) who did an intensive survey among 65 eleventh and twelfth grade middle-class Israeli high school students in Jerusalem. They revealed very favourable attitudes towards English, their English proficiency was on the whole quite good, and they stated that they exploited the opportunities that exist to use English outside of class. They also exhibited very positive attitudes towards American immigrants, whom they evaluated about as highly as native-born Israelis.

However, it was a basically instrumental view of English that proved to be correlated to English proficiency and usage. Students who tended to view English as valuable for the attainment of personal goals tended to achieve higher levels of proficiency in English and use it more frequently outside the class than learners who viewed English as less important in this regard. A positive relationship between the students' overall performance in school subjects and their socio-economic status was also found.

In a very recent study conducted in Israel, Olshtain Kemp and Chatow (1990) attempted to identify factors relating to differential achievements in English as a

foreign language exhibited by speakers of Hebrew in Israeli schools, distinguishing between seventh grade students who had been identified as socioculturally disadvantaged and regular or advantaged students. The researchers stated several conclusions that seem to emerge from their study. The students' success or failure in foreign language learning within a school setting can be predicted from the latter's academic proficiency in their mother tongue. Their attitudes and motivation seemed to have an impact on the overall achievement in foreign-language learning and affected them differentially. That is, although the advantaged students did not show any dependence on attitudes and motivation, "in the case of the disadvantaged ones motivation was found to play a more important role in the teacher's perception of a student's ability" (p.39).

Chihara and Oller (1978) published a study among 123 Japanese adults enrolled in basic, intermediate and advanced classes in English as a foreign language in Osaka YMCA in Japan. The main purpose and objective of the study was to determine whether there was any association between students' attitudes towards self, other Japanese people, English speakers, travel to an English speaking country language aptitude and measures of proficiency in English. The researchers also desired to examine whether this relationship was similar with regard to learners of English as a second language as opposed to learners of English as a foreign language. Chihara and Oller found that there was a marked difference between motivation of the students

learning English as a foreign language and that of students learning English as a second language (EFL vs.ESL). The results also demonstrated that there was a low correlation between attitudinal/motivational variables and proficiency. These correlations were weaker than those reported by Oller, Hudson and Liu (1977) (to be discussed in the next section) in a study conducted in America among Chinese students and the researchers attributed these differences in the varying EFL and ESL language contexts.

Another study was conducted by Asakawa and Oller (1977) involving 133 Japanese secondary school students in grades 10 to 12 enrolled in English courses for fifty minutes per day. In this study, as in all studies conducted by Oller and his associates, the integrative orientation was defined on the basis of ratings of self, ideal self, American or English people, and Chinese or Japanese according to the ethnicity of the subjects of each study and the setting it was conducted.

The authors found that certain measures of the self-rating measures correlated with English proficiency, while none of the ideal self factors correlated with the criterion. One factor based on reactions to Japanese people correlated significantly with proficiency. This factor was defined by ratings on "enthusiastic", "competitive" and "friendly". Moreover, it was reported that two factors defined by ratings of Americans as "democratic", "cheerful" and "enthusiastic", "religious", "studious" and "tactful" were significant correlates of achievement in English.

Karkia (1979) investigated 314 Science and Humanities students enrolled in Tehran University in the academic year 1978-79. The purpose of the study was twofold : First, the researcher attempted to determine whether there was a significant difference in the attitudes of selected Iranian College students towards the EFL courses, and second to ascertain whether the students accepted the rationale for EFL study stated by Iranian EFL educators.

The analysis of the data revealed that there was a significant difference between the attitudes of science and humanities students concerning their EFL study. Science students requested that the teaching of English should be retained in the Iranian education system while students from the faculty of humanities maintained that English should not be a requirement, but rather an elective. The researchers suggested that the motivation of the respondents might have been influenced by the fact that students of science were capable of using their knowledge of English more than the humanities students in communicating with speakers of English and in reading books in the target language.

Moreover, science students felt more strongly the necessity for acquiring a good knowledge of English for keeping up with recent scientific and technological information. Another finding was that students in both science and humanities were more instrumentally motivated towards learning English as a foreign language. Both stressed the vocational value of target language knowledge

and reckoned it to be a useful tool in obtaining further information in their study and research.

In a study conducted in Saudi Arabia by Mulla (1979) an attempt was made to analyze the relationship between aptitude, motivation, anxiety, intolerance of ambiguity and other selected bibliographical predictor variables on the one hand, and achievement in English as a foreign language on the other. The sample comprized 81 male Arabic speaking twelfth grade science major students of Makkah Secondary School in Saudi Arabia. The researcher utilized the attitudinal and motivational measures from Gardner and Lambert (1972) and Pimsleur (1966) adapted to the new context as well as aptitude measures designed by himself for the particular study. Attained proficiency in English was assessed by an achievement test consisting of dictation, reading, syntax and teacher awarded marks.

The findings demonstrated a significant positive relationship between language aptitude and achievement in English as well as an association between instrumental indices of motivation and foreign language competence. The differentiation between integrative and instrumental orientation was not held among the Saudi Arabian high school male students. It seems that the results are not particularly surprising in countries where the opportunities to mix with English fellows are rather non-existent. Learners can clearly view the utilitarian and educational value of language learning without having to attach any importance in the communicative and

interactional value of foreign language learning.

Al.Bassam, Moneera Mohammed (1987) attempted to determine whether there is a relationship between achievement in English and motivation, attitudes, parental encouragement and satisfaction with the English programme among Saudi high school female students. The researcher also investigated whether or not the students are integratively or instrumentally motivated.

The sample consisted of three classes of tenth graders, three of eleventh graders, and three of twelfth graders randomly selected from three secondary schools for girls in Makkah, Saudi Arabia.

The measurements used in the research comprised a questionnaire including direct questions requiring responses on a 5-point scale for attitudes, motivation parental encouragement, and satisfaction with the English programme as well as The English Level Test to assess performance in the English language.

The correlational analyses performed revealed that the aforesaid variables were significantly associated with achievement in learning English. In direct contrast with Mulla's findings these results showed that Saudi Arabia high School female students were more integratively than instrumentally motivated. Therefore, it seems plausible that in the Arab World there are significant sex differences in the students' motivational characteristics. However, it is difficult to establish such a conclusion since the male and female subjects are drawn from different

schools and they vary in their experiences.

The researcher stated that since attitude is learned behaviour, and can be changed from negative to positive by activities and experiences, a programme should be implemented to breed favourable attitudes toward learning English as a foreign language.

Lyczak, Fu and Ho (1976) ran an experiment seeking to further the study of attitudes in second language learning by investigating a sample of 210 (126 males, 84 females) university students in the British Crown Colony of Hong Kong. They sought to replicate the findings of Gardner and Lambert (1972) that attitudes of bilinguals toward speakers of their second language are associated with their proficiency in that language. The researchers claimed that the Chinese students in Hong Kong share with subjects in the previous studies the experience of being politically and economically dominated by speakers of their L₂. However, they did not expect the students' responses to parallel the ones given by French-Canadian or Arab-Israeli's (Anisfeld and Lambert; Lambert et al. 1965), since Hong Kong appears to survive on the principle of peaceful coexistence. There seems to be little hostility between subcultures but little integration as well. Only one of the 26 correlations between attitudes and proficiency was significant and the researchers concluded that attitudes were not found to be related to language proficiency in their study. However, they noted that they used rather crude measures of language proficiency, the

significant correlation was in the expected direction and that the correlations of social attitudes obtained by other researchers (e.g. Lambert 1963) were also low.

Pierson, Fu and Lee (1980) tested more than 400 grade 10 students from eleven schools in Hong Kong and analyzed the relationship between English language achievement and attitudinal measures. In eight of the schools the medium of instruction was English while in the latter three the subjects were taught in Chinese. (Cantonese dialect). The general approach was similar to that used by Chihara and Oller (1978) Asakawa and Oller (1977) etc. Attitudinal measures were found to be powerful predictors of the overall achievement in English. Desire to learn English as well as English as a mark of education - close to an instrumental orientation - were amongst the factors that predicted the criterion variable.

Lee (1980) carried out a sociolinguistic study of Korean high school students to examine the role of motivational and attitudinal variables in the learning of English as a foreign language. The motivational orientation measures were based on Gardner and Lambert (1972) but were revised for use with twelfth grade Korean students.

Semantic differential scales adapted from Osgood (1957) were also used to measure attitudes towards American culture and people. The results of the semantic differential attitude scales did not clearly distinguish between instrumental and integrative motivation. Certain attributes assigned to Koreans and other attributes

assigned to Americans were significant predictors of attained English proficiency.

However, the attitudes expressed by proficient students in English indicated that they were more comfortable with Americans who had assimilated into Korean culture and with Korean English teachers. An interesting finding is that integratively motivated students in Seoul obtained significantly higher scores on motivational intensity, attitudes towards the target language group and culture, desire to learn English, thus doing justice to Gardner's assertion (1985) that the integrative motive is a construct comprising attitudes, integrative orientation, desire and effort.

Another study conducted in Asia was that of Jayatilaka (1982) who collected data from 132 second year students from the University of Science in Penang, Malaysia. The major purposes of the study were to examine : 1) the relationship between Malaysian University students' motivational orientations and their proficiency in English as a second language; 2) students' attitudes towards Malaysian and English speaking people as affecting their proficiency and 3) the relationship between the amount of time individual learners spend on learning a second language and their attained English proficiency. The instruments used were Gardner and Lambert's (1959, 1972) scales of motivational orientations as well as Spolsky's (1969) semantic differential scales to measure the students' attitudes. A motivational intensity scale was

also used to measure the amount of effort the students expended in learning English. Proficiency in English was assessed by the comprehensive English Language Test Battery developed by Harris and Palmer (1970).

As indicated by the results instrumentally motivated learners scored significantly higher in the achievement test than the integratively motivated group. In addition, some attributes assigned to Malaysians were found to be significant predictors of success in the language test.

In an investigation carried out in Kuwait, Ismail (1984) analysed Kuwaiti University students' motivation towards the study of English, as well as the degree of influence that certain environmental and personal variables had on the mastery of English. The results of Ismail's study concur with most of the findings of the studies done in Asia, in that they revealed that Kuwaiti University students' orientations were largely instrumental. They demonstrated that they desired to learn English for academic purposes and in order to enable themselves to work efficiently in various professions after completing their graduate studies. There was also a significant intercorrelation between motivation and attitudes as well as correlations between teachers' motivational and attitudinal characteristics and those of the students.

The last study to be reviewed in this section was designed by Haque (1989) who collected data from 240 tenth grade students' drawn from eight high schools (four high schools for boys and four for girls) of Dhaka City, in

Bangladesh. All of them had been studying English as a foreign language since the third grade of primary school. The primary concern of the study was to test the hypothesis that students' motivational orientations and attitudes are implicated in foreign language achievement. The researcher contended that in the context the research was done, students would be predominantly instrumentally oriented towards the study of English. The instrumentation by which data were gathered for measuring the independent variables followed the Attitude Motivation Test Battery developed by Gardner (1985). The researcher dropped the attitude towards the people scale because he claimed that contact with the native speakers was not available to the students under investigation. The major criterion variables were the scores on a structure test, a vocabulary test, a reading comprehension test, and a teacher awarded mark.

The results revealed that the instrumental orientation was a better correlate of achievement than the integrative one. There was also a positive relationship between attitudes towards the language learning situation and strong motivation to learn the language. Furthermore, a degree of integrativeness was indicated by the students which correlated with favourable attitudes towards learning English and an awareness of the wider functions of English. Integratively motivated students also expressed stronger motivation and greater desire to learn English and also achieved relatively high scores on all the measures of achievement. Thus, although the researcher states that

Gardner's hypothesis that an integrative orientation is a more powerful incentive to second language learning than instrumental orientation needs to be reconsidered, the secondary finding of his thesis demonstrated that aspects of the integrative motive were evident in the foreign language learning setting. As already indicated there was no significant sex effect on either attitudes or motivation, while parents were found to play a significant role in children's attitudinal and motivational development.

This section attempted a review of the studies carried out in different parts of Asia. All the studies except one have involved English which was not learned in its native environment, but it was taught as a compulsory course requirement at different levels of education, inspite of the fact that in some countries, -the Philippines for example- it enjoys a special status because of the great diversity of the languages existing there. In the Philippines English is the official language used for a variety of purposes such as commercial transactions and trade and as a medium of instruction in schools.

Most of the studies were concerned with teenagers and only four of them (Jacobsen and Imhoof 1974; Chihara and Oller, 1978; Karkia, 1979; Ismail, 1984) focused on adult learners. A documented conclusion shared amongst all studies is that a relationship exists between attitudes motivation and achievement in the foreign language. Students were mostly instumentally motivated towards the

study of the language and the endorsement of pragmatic reasons was found to be significantly correlated with scores on language proficiency tests. Additionally, Gardner and Santos (1970) Gardner and Lambert (1972) Haque (1989) reported that learners who were extrinsically motivated and who received support from their parents for this motivation were better in mastering foreign language skills than their fellows who did not evidence that supported type of orientation.

Admittedly, the studies reviewed show some variation with respect to the nature and number of variables investigated as well as the analytical techniques used to test the relevant hypotheses. Thus, most of the studies based on Spolsky's (1969) techniques (Chihara and Oller 1978; Asakawa and Oller 1977; Pierson et. al. 1980 etc) appear to suggest that there is at best little association between attitudinal characteristics and achievement which might be due to the fact that the indices of attitudes and motivation used are based on factor scores of single items as opposed to the scales developed by Gardner (1985) and the operational definitions of concepts such as motivation and orientation are considerably different in these studies than in the studies designed by Gardner and his associates.

Undoubtedly, the Asian studies have contributed substantially to broadening the understanding of the implication of attitudes and motivation in second/foreign language learning in developing countries.

However, little attention seems to have been paid to

determining the role of sex or social class which have been established by some researchers in different contexts.

3.4 Studies conducted in the U.S.A.

A number of studies have been conducted in the U.S which investigate the relationship of students' attitudes and motivation to achievement mainly in English as a second language. The theoretical bases for these studies have been : 1) that the individual's attitudes toward the target language culture and group influence the degree to which s/he acquires competence in the L₂ and 2) that an integrative incentive, reflecting a will to be accepted into or to identify with the target cultural and linguistic community, is more conducive to achievement than an instrumental orientation.

Spolsky (1969) conducted the first study in America, similar to that of Gardner and Lambert (1972) among international students. He developed a suitable instrument for investigation among his particular subject sample, which involved 315 foreign students representing eighty countries who had arrived in America in order to attend University courses. Students were asked to rate the importance of 14 possible reasons for having come to the U.S. These reasons formed a direct questionnaire modelled on Gardner and Lambert's work (1972). They were also administered an indirect questionnaire containing four lists of 30 adjectives such as "clever", "busy", "sincere", "friendly" and were requested to state how well each

adjective described themselves as they were, their ideal self (i.e. themselves as they would like to be), other speakers of their own language and native speakers of English. There were five choices ranging from "very well" to "not at all". An English language proficiency test devised by the researcher and his associates was utilized to gauge the informant's knowledge in English.

The results of the direct questionnaire demonstrated that only 20 per cent of the University students could be classified as integratively motivated. The rest endorsed instrumental reasons for pursuing their studies in the United States. No significant correlation was found between motivation and proficiency in English. Spolsky (1969) suggested that the results can be attributed to the students' unwillingness to admit to motives that might reveal their wish to stay in America permanently.

The findings of the indirect questionnaire, which Spolsky regarded as a more sensitive instrument, revealed that one third of the students considered English speakers to be a more desirable reference group; this was perceived by the researcher to indicate that students were integratively motivated. Integrative motivation was significantly correlated with high scores in the proficiency test. Thus, Spolsky concurred with Gardner and Lambert (1972, Gardner, 1985) stating that the desire to join the target group is a major factor in language learning and that "learning a second language is a key to possible membership of a society". (p.282). He also

declared that it is important for teachers and educators to understand not only how second/foreign languages are learned but why they are learned as well.

Bartley (1970) in the study already described found a positive association between negative attitudes towards the foreign language and dropping out of the course, mainly among the boys than the girls.

Gardner and Lambert (1972) carried out an investigation in the United States in order to examine whether their propositions could hold true in different areas in North America. The subjects were high school Anglophone students learning French as a second language in two bicultural settings in the states Maine, Louisiana, and one monocultural setting in the state of Connecticut. The attitude and motivation test batteries differed according to the social situations. The results in all three studies demonstrated that the learners' strong motivation to study French was positively and significantly associated with higher grades in French although the attitudinal foundation for this motivation was different in each setting.

In the Maine study this motivation derived from the students' identification with the French language teacher and their sensitivity towards the feelings of others. In Louisiana, strong parental encouragement as well as personal satisfaction in the language learning effort formed the basis of the attitudinal setting, while in Connecticut it was found that the students' motivation sprang from an integrative orientation towards the study of

French, favourable attitudes towards the French group and their culture and from a realization of the potential utility of the language. Therefore, attitudes and motivation are implicated in foreign/second language study, but each community has "its own complex network of social influences" (p.54).

Teitelbaum, Edwards and Hudson (1975) administered a questionnaire including linguistic and general ethnic attitudes as well as a cloze test of Spanish proficiency to 116 students in their third semester of Spanish at the University of New Mexico to elicit the relationship between attitudinal and demographic variables and target language achievement. The subjects were divided into two groups. The first group (N=36) was composed of students with Spanish surnames of Southwest Spanish ancestry and students with Spanish as their source language. The second group consisted of AngloAmerican students with English as their first language. For the students in the Spanish background group length of residence in Mexico was found to be associated with scores on the proficiency measure. Also, the more recently the student's family had immigrated from a Spanish-speaking country, the more likely the student was to achieve on the performance test. Participants who disagreed with the statement that minorities should conform to majority standards also achieved higher scores. However, the results revealed that the relationship between language achievement and studying Spanish for use in future employment in the Southwest (instrumental orientation) was

unexpected and difficult to explain. The students tended to be instrumentally motivated but did poorly in achievement. The researchers speculated that instrumental orientation as expressed by the students reflected a desire to integrate into the local Spanish-speaking community, since the jobs many of these students aspired to obtain involved contact with the Chicano community. The tendency of those students identifying with the local Chicano community to perform poorly on the achievement test may be attributed to the fact that the tradition of the local variety of Spanish is oral rather than written. In so far as the intent to use Spanish to get ahead in their occupation may be viewed as an integrative motivation, it seems that the model motivating those Chicanos who perform well on the cloze test to study Spanish is not the local Spanish-speaking populations, but perhaps the internationally more prestigious Spanish-speaking people of Latin America or Spain. (p.260).

For the second group comprising students without any Spanish background, it was shown that preference for Spanish over other courses tended to favour high scores on the achievement test. In addition, students who believed that the process of learning a foreign language is easy, obtained higher scores on the test.

Surprisingly, there was no correlation between the amount of time spent studying Spanish and Scores on the proficiency measure. It seemed that those learners who are more proficient in Spanish are the ones who find it easier

and who as a result need less time to study. Moreover, the Anglos in this study demonstrated negative attitudes toward the Mexican Americans (Chicanos) considering them not very democratic in their political and philosophical views; yet still they performed well on the test. The researchers maintained that it is conceivable that the model motivating the study of Spanish is not the local Spanish population, but a more widely recognized Spanish-speaking community. They also concluded that there are indeed correlations among attitudes, motivation and performance, but they are variable and may depend upon the social setting of the research, the prestige of the target language, as well as the socio-political status of the language groups involved.

The relations between various attitudinal measures toward self, the native language and the target language groups, reasons for learning English as a foreign language, reasons for travelling to the United States and proficiency in ESL were investigated by Oller, Hudson and Liu (1977) among 44 native speakers of Chinese primarily studying at the graduate level in America. Subjects completed a close test of English, four indirect attitude measures, derived from Spolsky (1969), requiring them to rate themselves, their ideal selves, Chinese and Americans on 30 attributes, as well as 16 direct attitude items which required students to rate how important each of eight reasons was to them for learning English, and how important each of the eight reasons was for them for going to the United States for their graduate studies.

The results revealed meaningful clusters of attitudinal variables which were related to scores on the English proficiency measures. In general, students who saw themselves as "democratic", "logical", "kind" and "teachable" did better on the test. In addition, those who evaluated the Americans as "helpful", "sensitive", "happy" and "successful" performed better on the language test. As far as the students' motivational orientations were concerned, it was found that students who were more integratively motivated performed better than those who were less integratively oriented. However, the researchers also found that the relation holding between attained proficiency and attitudes toward the target language group were more complex than the relations between attained proficiency and attitudes towards self and the source language group. For instance, the scores of students who planned to stay in the U.S. permanently, considered jobs at home as good as in the U.S.A. and had long planned to come to the United States correlated negatively with attained ESL proficiency.

Although Oller et al. (1977) claimed that a negative attitude towards Americans is associated with high levels of English proficiency, it can be said that these items do not reflect the students' attitudes toward the target language community, but simply their attitudes towards the U.S. Furthermore, Gardner and his associates never claimed that everyone, who values another community positively, will necessarily desire to learn the language. This desire

has to be followed by an interest in becoming psychologically closer to the other community and Oller Hudson and Liu (1977) have not included such measures in their instruments.

A sociolinguistic study investigating the relationship between attained proficiency in ESL and attitudes towards self, ideal self toward the native language group, toward the target language group, reasons for learning ESL and reasons for coming to the U.S. was carried out by Oller, Baca and Vigil (1977) on a sample of 60 Mexican American female students at the job Corps vocational school in Albuquerque. The job Corps programme aimed to assist socio-economically disadvantaged young persons in becoming responsible, employable and productive citizens. The hypothesis was that the observed relationships between attitudes and achievement would be stronger for learners in a second language setting than for learners in a foreign language setting.

The results showed the more the subjects rated themselves as logical, democratic, sensitive and shy the higher they scored in the English test. Ratings of their ideal self as democratic, intellectual, prosperous, efficient, competent, stable, optimistic, stylish, logical, and trustworthy correlated significantly with achievement. Their ratings of Mexicans as calm, shy, humble, conservative and religious also correlated positively and significantly with achievement. Items such as "pass school exams", "study the language because it is a required

subject in school", or "because I want to be an educated person", reflecting an instrumental orientation were also significantly related to the achievement test.

However, the participants appeared to be anti-integratively motivated towards the Anglo American majority, in that if they rated Americans as high on positive personal traits, they did poorly on the ESL test. The argument put forward was that attitudes towards the target language group do not in themselves reflect an integrative motive. The investigators also purport that the subjects were members of a lower socio-economic stratum in Mexico or the border towns which they consider home. It would appear, therefore, that as the subjects in this study progressed in ESL their resentments toward the Anglo majority became stronger.

An interesting finding of this study reinforcing the significance of the context in which the study is conducted is that the observed relationship between attitudes and proficiency was stronger for learners in a second language environment than for learners in a foreign language setting.

Koosha (1978) investigated international students learning English as a second language at the University of Colorado. The analysis of the data revealed that those students who wished to use the acquired language as a tool for reading and understanding of materials pertinent to their future academic undertakings, or their future career prospects indicated a higher motivation to study the

language. It was also shown that the more the subjects studied the language, the more they desired to exploit it for utilitarian purposes. The study also revealed that female students showed less ethnocentric tendencies than male participants and did significantly better on the Michigan Test of English Proficiency.

Pre and post-attitudinal/motivational inventories as well as achievement tests were administered to 93 international students attending the programme in American Language Studies at Lutgers, The State University of New Jersey, and English as a second language at Kean College, New Jersey by Hansen (1981). The researcher aimed to examine attitudes and motivational orientations as they relate to second language achievement and then to suggest how knowledge of an attitudinal/motivational construct may be useful in designing and implementing programmes that would maximize success for ESL students. The measures used were partly adapted from Gardner and Lambert (1972), and partly designed by the researcher herself. Four other variables, namely, sex, the students' age, academic major and the general background of the students were investigated in the study, in order to assess their possible effects in relation to attitudes. The Michigan Test of English proficiency or the Comprehensive English Language Test (CELT) served as the students' pre-achievement test. Subjects who were pre-tested on CELT were post-tested with the Michigan Test and vice versa.

The research findings indicated that the students'

attitudes both to their native culture and to their target language community and culture were positively and significantly associated with performance in English as a second language (ESL). Neither the integrative, nor the instrumental indices of motivation were found to be related to achievement. No differentiation in attitudes and/or proficiency was reported according to sex, or academic major. Hansen suggested that the difference in the social situations of the international students can account for the unexpected results. She also recommended that the studies are conducted in the students' native culture environment.

Muchnick and Wolfe (1982) carried out research among 337 students from 21 intact classes of Spanish in three schools near Philadelphia. One of the schools belonged to a district where there was a small Hispano-American community. The instruments utilized in this study were the Attitude/Motivation Test battery adapted for American students studying Spanish as a second language. Instead of doing the correlations between attitudes/motivation and proficiency measures the researchers correlated attitudinal with demographic variables and stated that sex was the only variable associated positively and significantly with attitudinal variables. However, their results indicate that there were significant and positive correlations between teachers' awarded marks in Spanish, attitudes toward the Spanish course and low levels of Spanish class anxiety.

Wong (1982) examined the relationship between attitudes, motivation and the successful acquisition of English as a second language on the part of native Chinese speaking students in America. These students were fifty volunteers from George Washington High School in San Francisco. The aim of the study was to determine what motivational and attitudinal factors bilingual Chinese American adolescents bring to school. The first of the two major hypotheses pertained to the relationship between attitudes and English achievement while the second attempted to show that instrumentally motivated students would have higher achievement scores than the integrative students.

The subjects were given selected parts of Lambert and Gardner's questionnaire to determine the mode of motivation and to assess their attitudes towards themselves, toward other Chinese Americans, English speakers and toward learning English. The Hoffman Bilingual Schedule was also administered to determine the degree of bilingualism. The participants' achievement in English was measured in terms of The Comprehensive Test of Basic Skills.

The analyses performed revealed that attitudinal variables were not implicated to achievement. Neither was there any significant difference in attained proficiency between the instrumentally and integratively motivated groups.

Since the size of the sample was small the author recommended replication of the study using a larger sample

of native Chinese speaking students, further exploration of other affective variables that are important to Chinese American students' second language acquisition as well as research into the affective domain using more refined instruments.

In a study conducted in (1983) Abboushi investigated the relationship between attitudinal and motivational characteristics and achievement in English amongst 67 international students enrolled in an intensive English language programme in a small private university in the midwest United States. The Gardner and Lambert (1972) questionnaire was used to determine the participants' attitudes, while the Diagnostic Test for students of English as a foreign language, the English Placement Test and the Michigan Test of English Language Proficiency were used to obtain the students' scores on language achievement.

The analysis of the results showed that learners with positive self-concepts, both actual and ideal, who rated themselves as fluent in English and who were more comfortable in English classes earned higher scores on the three tests. An interesting finding was that those students who felt they were culturally superior to native speakers of the target language who rated themselves very fluent in their mother tongue did not achieve high levels in the language tests. Subjects were not distinguished along integrative or instrumental axes of motivation, while measures of the integrative orientation were found to

correlate negatively with attained proficiency, which the researcher found to be spurious.

The relationship between motivation as a personality characteristic and proficiency in English as a second language was examined by England (1984) who gathered data from a group of foreign language graduate students who had been admitted to the University of Illinois.

Motivation in this study was defined as perception of ability to push oneself to complete a given task. A learner who is motivated is the one who is expected to be proficient in language learning. In addition to motivation, England (1984) also measured English language use. She utilized several measures of English proficiency including TOEFL and TOEFL parts, the Illinois English Placement Test and its parts and an academic English skills test. Three measures of spoken English skills were also used, in an attempt to investigate the role of motivation in spoken English proficiency among ESL learners.

The researcher performed correlational analyses which revealed that the language learners' motivation was characterized by goal-oriented behaviour. Students were studying English for use in academic settings both in the present and the future, and not in nonacademic settings. The scores on the TOEFL test were found to be more influenced by the students' motivation than either the English Placement Test or the academic English test. Moreover, it was reported that measures of motivation influenced those proficiency skills in which the students

were already proficient, and not the writing skill which they regarded as more important to their academic success.

In an attempt to determine the relationship between attitudes towards learning English and acquisition of that language Yamoor (1985) investigated 93 international students enrolled in the Ohio Programme of Intensive English at Ohio University, during the Fall Quarter 1984-85. The students were attending the programme to improve their proficiency in English in order to enable themselves to participate in the university classes. They were at Elementary, Intermediate and Advanced level groups. The questionnaire distributed was returned by sixty-three students. Six questionnaires were not usable. The final sample included fifty-seven learners in total. Four selected subscales of the Attitude/Motivation Test Battery were used to gauge the independent variable. Those subscales comprised Attitudes Toward Learning a Foreign Language, Desire to Learn English, Orientation Index (integrative/instrumental), and Motivational Intensity to Learn English. The Michigan Test of English Proficiency, the Michigan Test of Aural Comprehension and the Ohio Programme of Intensive English Composition Test were used to assess the students' proficiency. The test were given as a pre-test at the beginning of the quarter and as a post-test at the end of the quarter.

The findings of the study indicated that there was no significant relationship between the students' attitude and motivation and the percentage of change in the achievement

tests in learning English as a foreign language. It was also revealed that the more proficient in English the students were, the more positive their attitudes and motivation were. The Motivational Intensity subscale was found to be significantly related to the percentage of change in achievement.

In recent years Trylong (1987) gathered data on student aptitude, attitudes and anxiety in order to investigate the relationships of these variables to achievement on written tests, oral quizzes and semester grades as well as their interrelationships with one another. The sample comprised 216 students in the first course in French at a Midwestern, state University.

The correlational analyses performed indicated that anxiety was negatively related to achievement, while strong positive attitudes were positively associated to achievement. Moreover, it was demonstrated that those students who exhibited high levels of anxiety tended to get lower grades. Similarly, students showing strong positive attitudes were more successful in learning French. In addition, students who were very anxious tended to have lower scores on the attitude measures. Apart from attitudes and anxiety, aptitude was also found to account for the variance in achievement.

A study, conducted by Samimy and Tabuse (1992), concentrated on the role of affective variables in learning a less common language such as Japanese. The researchers hypothesized that the high difficulty level of this

non-IndoEuropean language would trigger strong negative affective reactions that would affect the learners' linguistic performance. They tested this hypothesis by using a sample of 36 female and 34 male students enrolled in a series of beginning Japanese language courses in a Midwestern U.S. University. The subjects were 58 undergraduate students, 8 graduate students and 4 others. Twenty students were majoring in international business while, only two students were majoring in Japanese. Another twenty students had previous or continuing experience in learning or using Japanese.

The questionnaires used were adapted from Ely's (1986) study and were designed to elicit information on 1) three situation specific affective variables i.e. Language Class Risktaking, Language Class Sociability and Language Class Discomfort; 2) Motivational Types and Strength of Motivation; 3) Attitudes Toward the Language Class; 4) Concern for Grade and 5) students' personal background and previous experience with Japanese.

The instruments measuring motivational orientation comprised a five point scale describing the reasons students had for studying Japanese. This scale was composed

of three subscales: 1) Motivational Type Cluster A, referring to the learners' desire to broaden their cultural outlook as well as their belief in the significance of foreign language learning; 2) Motivational Type Cluster B referring to the students' desire to learn Japanese because of its expected usefulness in their career; and 3) Motivational Type Cluster C, depicting the learners' need to fulfill foreign language requirements. Strength of Motivation was measured in terms of seven items depicting the students' desire to learn Japanese. Four items measuring the students' evaluation of the class comprised the Attitude toward the Language Class scale. Two items were used to assess the students' concern for grade while cumulative scores on daily performance, mid-term, final exams and homework assignments were utilized to measure to students' level of achievement.

The results of the study partially supported the hypothesis the researchers had set, since in the beginning Japanese classes, Language Class Risktaking, Language Class Discomfort and Strength of Motivation were found to be important factors in determining the students' performance in Japanese. In more detail, initially, variables such as sex, Language Class Risktaking and learners' class status (undergraduate v.s. graduate) influenced the students' level of achievement, whereas in the three consecutive quarters the amount of effort and energy put into language study as well as the opportunities students had to speak Japanese outside of the classroom were critical factors in

affecting final grades in Japanese.

A summary of the American studies reviewed in this section reveals that there is a greater diversity in the results concerning the relationship between attitudinal/motivational factors and language proficiency than in the studies conducted in Asia and the U.K. The results are sometimes fragmentary or inconclusive. Spolsky (1969), for instance, showed that integratively motivated students were more successful language learners than extrinsically oriented ones. Hansen (1981) failed to show that either type of orientation contributed to achievement while Oller, Hudson and Liu (1977) did not quite differentiate between the different modes of motivation. Of course, the instruments used in the studies, the data collecting procedures and the analytical techniques employed varied considerably across studies and this has possibly resulted in the inconsistency of the findings.

Furthermore, the disparity, can also be accounted by the fact that except for four studies carried out among American students all the others were conducted among international students having their distinct constellations of motivation and varied or unique experiences in language learning. Students from different sociocultural backgrounds might have different needs which can also change according to the sociocultural environment, or the situation they find themselves in at any given time in life. The students' age, linguistic background, social status, status and prestige of their first as well as second/foreign language

locally and internationally can determine their motivation toward target language study. Their attitudes towards themselves and their culture as well as towards the foreign people and culture which can be transmitted by their parents or the wider community can also be critical factors in determining their motivation. In fact variables such as sex have received little attention, while the parental factor or the social class factor were not taken into consideration especially in the studies concentrating on high school students.

3.5 Studies conducted in Canada

3.5.1 Regular programmes

The research that has been carried out in Canada has largely been guided by a social psychological theory founded by Lambert (1963) whereby if language learners are appropriately oriented, they may find that learning another social group's language is a crucial step in becoming acculturated parts of that cultural and linguistic community.

The languages involved in the Canadian research are the two official languages English and French. By far, the most frequently investigated variables are attitudes and motivation while sex, cognitive abilities and personality factors received some attention as well. The criterion variables of these studies are mainly language course grades, teachers' awarded marks and scores on objective

tests, while non-linguistic outcomes such as manifestation of interest in the second language have also been taken into account.

The first comprehensive study of the relation of the concepts of attitudes and motivation to second language achievement was designed by Gardner and Lambert (1959) who investigated 75 grade eleven Anglophone male and female students who were studying French as a second language in Montreal, Canada. The aim of the study was to determine the degree of importance of aptitude as well as attitude and motivation in second language acquisition. It was held that in learning a second language, an individual adopts certain cultural behaviour patterns of that linguistic community and as a result his/her attitudes toward that community are likely to have a bearing on his/her successful acquisition of language skills. It was also assumed that individuals approach the language learning task with certain goals in mind and want to pursue these goals with varying degrees of effort.

The instruments used were: 1) an attitude scale evaluating the students' attitudes towards the French speaking community, 2) an orientation index, including alternatives that designate the subjects' integrative or instrumental orientation to ascertain their purposes for learning French; 3) a motivational intensity scale, measuring the degree of enthusiasm and amount of effort spent in the language study; 4) additional questions to obtain general information about the student; 5) Carroll's

Foreign Language Aptitude Battery, to measure language aptitude, and 6) the teachers' ratings of the learners' performance in French.

The results of the survey showed that aptitude, intelligence and favourable attitudes towards French Canadians predicted success in French. The integrative motivation was a more powerful predictor of French proficiency than the instrumental mode of motivation. The researchers stated that learners with positive attitudes toward the target language and the target language community were characterized by a stronger motivation to acquire the language than those holding negative attitudes. This motivation to study French was attributed to the Anglophone students' desire to be accepted members of the French-Canadian linguistic group.

Gardner (1960) expanded this line of research in the Montreal area by making some methodological changes with the view of designing more refined measures. He introduced standardized tests of French proficiency and added a number of attitudinal measures, such as the "desire to learn French measure" which was aimed to assess the want component of motivation. The sample, drawn from six Montreal high schools, included 90 grade 10 Anglophone boys and girls studying French as a second language. The research findings indicated that language aptitude as well as the attitudinal/motivational cluster of the integrative motive were related to measures of French proficiency. Although both aptitude and attitudes contributed to success

in French, these factors were independent from each other. It is also noteworthy, that aptitude and verbal intelligence were especially important for those language skills stressed in schools, while integrative motivation solely determined the acquisition of active language use in communicative situations.

Anisfeld and Lambert (1961) investigated the role of general intelligence, language aptitude, and attitude in achievement in Hebrew, among eighth and ninth grade Montreal Jewish students learning Hebrew as a second language in seven Jewish parochial schools in Montreal, Canada. The primary objective of the study was to test Gardner and Lambert's hypothesis (1959, 1960) that an integrative orientation is a more powerful incentive leading to success in L₂ learning than the instrumental one.

The Hebrew achievement measures used in this study included a test on: a) Reading Fluency; b) Pronunciation Accuracy; c) Purity of Accent; d) Teacher's Ratings. The Ability measures consisted of a Verbal Reasoning Test, an IQ test, Spelling clues, Words in Sentences and Paired Associates. The attitude measures included reasons for learning Hebrew and the students' attitudes towards the Jewish community and culture consisted of an Anti-Semitism Scale. An orientation index modelled after Gardner and Lambert (1959) was also used.

General intelligence was found to be an important factor for cognitive aspects of performance, such as

comprehension, but not for oral production skills. Linguistic aptitude was associated with fluency and accuracy. The integrative motivation did not correlate with achievement while measures of the instrumental orientation were associated with proficiency in Hebrew. The interpretation that Anisfeld and Lambert made was that in the case of Jewish culture the instrumental orientation was actually indicative of the students' desire for integration.

Studying Hebrew in order to get a job requiring a good knowledge of it, meant becoming a Jewish spiritual leader (rabbi), a teacher of Hebrew, or possibly some other Hebrew, professional greatly involved in the Jewish culture and community. In this respect, this study was different from Gardner and Lambert's studies (1959;1960) conducted also in Montreal where knowledge of French for vocational reasons did not reflect any desire for integration within the French-Canadian community and culture.

This initial series of investigations was followed by more thorough going research in the area of attitudes, motivation and achievement. Feenstra (1968) investigated 153 female and male grade eight students at South Secondary school in London, Canada. The measures used in this study were adopted from Lambert (1963).

The Analysis of the data indicated that the cognitive variables of language aptitude and intelligence were major determinants of those aspect of French language skills that were stressed in the school curriculum. The motivational

construct stressing the students' positive attitudes towards the French cultural linguistic group represented by the language to be learned, and reflecting a desire to learn the language of that group were associated with the acquisition of second language skills involved in a direct communication with that linguistic-cultural group.

Smythe, Stennett and Feenstra (1972) used similar measures to investigate two samples of grade nine students, one enrolled in a traditional French programme and the other in an audio-lingual course in London, Ontario. The results obtained were comparable to the ones of the previous studies and similar for the two samples investigated, thus implying that the nature of the language programmes does not affect the relationship holding between aptitude, attitudes, motivation and achievement.

Bausenhart (1983) examined the attitudes and motivation of Anglophone and Francophone University students of German in Ottawa. All students of Elementary German completed a questionnaire written in both official languages in order to contribute to a study why they were studying German. The students were given the questionnaire at the end of the academic year with the idea in mind that presumably at that time only the serious highly motivated students would be left in the course. The majority of the students in the two groups indicated they wanted to study German for emotional, integrative reasons.

Gardner, Lalonde and Moorcroft (1985) investigated the role played by aptitude, attitudes and motivation in second

language achievement. The subjects were 170 volunteers from an introductory course in psychology at the University of Western Ontario. The subjects were not necessarily registered in French, though they had all studied French previously, at least in high school. The material used in this study was a short form of the Modern Language Aptitude Test (Carroll and Sapon 1959), the French Educational Testing Service and adapted for use with a University population the can-do questionnaire designed by Clark (1981) to assess the participants' perception of their competence in speaking and understanding French and a French Cloze Test. The students were tested in groups of up to 25 for approximately two hours. The final part of the testing session included paired-associated learning task where the subjects were allowed six trials to learn the French equivalents of 25 English words. For 92 of the subjects the material was presented by a visual/written format, while the rest of the students were presented with an aural/oral format. After each trial, the participants were asked to rate their level of motivation and interest and their perception of difficulty of that level.

Indices of language aptitude and integrative motivation were found to be independent correlates of indices of French achievement. The higher the students' language aptitude, the faster they learned, the higher the students' integrative motivation, the faster they learned and the rate of learning was more rapid under visual/written conditions as compared to aural/oral ones.

The findings also suggested that although aptitude, attitudes and motivation influence the rate of learning, the effects of aptitude tended to rest on the individuals' ability to take in the material as it is presented, while the effects of attitudinal and motivational attributes rest on how well individuals react to the task, indicating the different roles these two factors play in second language learning.

The Canadian studies have also examined the impact of attitudes, motivation and achievement among Francophones learning English as second language. Clement, Major Gardner and Smythe (1977) assessed the relation of attitudes and motivation to achievement in English as well as evaluated the relation of different contexts of second language acquisition (home, school, friends etc.) and achievement. The subjects in the study were 130 French speaking seventh and eighth grade male and female students in a French elementary school in Verner, Ontario. Seventy-six of the students were in grade eight (34 males and 42 females), and fifty-four of the students were in grade seven (28 males and 26 females). All subjects had studied English for at least six years prior to the investigation. The test battery was composed of Likert, semantic differential and multiple choice scales. The achievement indices comprised two general classes: a) students' evaluations of their own competence in reading, writing, understanding and speaking English assessed on four 7-point scales; b) teachers' assessments of the students' performance in English on a

7-point scale ranging from "excellent" to "weak".

Frequency of use of English showed a clear link between attitudes, motivation and language use. In addition, students who exhibited a great desire to learn English, felt that they were receiving parental encouragement and had favourable attitudes towards English Canadians were more self-confident with English and scored higher in certain achievement dimensions. These students were also interested in their English course, evaluated it positively, and found it easy, while their teachers rated their verbal ability highly and perceived them as enthusiastic about using English. However, self-confidence was only associated to teachers' ratings of achievement in oral English and in enthusiasm to use the language, but not to their ratings of the students' performance in written skills. These findings further substantiated the conclusion that the integrative motive is an important component of the individual's motivation leading to success in second language learning. The language acquisition contexts were not found to have any significant effects on attitudes or motivation, though they had an impact on many measure defining the self-confidence with English factor, with students who used English at home possessing a higher level of proficiency than those who did not. These results support the generalization made by Clement Gardner and Smythe (1977a) that self-confidence is dependent on the individual's prior experience with English.

Clement, Gardner and Smythe (1977a) conducted another

study assessing the motivational characteristics of francophones learning English as a second language. A total of 153 (78 males, 75 females) grade 10 and 151 (66 males, 85 females) grade eleven students attending two schools within the Montreal Catholic School Commission responded to a number of attitude and motivation scales.

Their results tended to support the generalization that an individual's motivation to learn a second language is dependent upon favourable attitudes towards the second language community (i.e. an integrative motive). However, while the participants' intention to continue studying English was related to an integrative motive, their actual competence in English seemed to be more closely related to a dimension of motivation described as self-confidence derived (as in the study discussed above) from prior experience with the language.

Clement, Gardner and Smythe, (1980) tested 223 grade eleven francophone male and female students from two schools of the Montreal Catholic School Commission, to assess the relationship between attitudes, motivation, social factors, language aptitude and fluency in English as a second language. They obtained the subjects' responses on indices of attitudes, motivation, anxiety, personal contact with Anglophones, fear of assimilation, intelligence and achievement in English. Performance in English was assessed by an Aural Comprehension Test, a Reading Comprehension Test and a Grammatical knowledge Test designed by the Montreal Catholic Commission.

The results evidenced from this study are similar to the ones obtained in the previous two studies (Clement et al. 1977; 1977a) whereby achievement in English was related to an integrative motivation. Ability was also a determinant factor in L₂ acquisition, while self-confidence with English again had a motivational dimension and was found to be associated with achievement measures.

The Canadian studies reviewed so far have focused on regular language programmes where students were studying the two official languages of the country and were exposed considerably to the target language and its culture. Only Anisfeld and Lambert's study (1961) concentrated on the study of Hebrew as a second language. The findings that emerged from the studies, which varied in the nature and number of variables investigated, were that positive attitudes towards the target language community and culture are implicated in achievement in that language. It was also evidenced that second language proficiency especially in those skills involving face to face interaction with the native speakers of the target language largely depends on the adoption of an integrative motive on the part of the individual. Only Anisfeld and Lambert's study (1961) showed that instrumental motivation was more related to achievement in Hebrew than the integrative one. However, as aforesaid, the researcher suggested that the instrumental orientation in their study was indicative of the students' desire to become valued members of the Jewish community.

3.5.2 Canadian Immersion Programmes

A fundamental goal of second language instruction in Canada was the promotion of greater cross-cultural understanding. (Clement, 1979). Immersion programmes were established toward the attainment of such social outcomes.

The first in-depth investigation of early immersion programmes was carried out by Lambert and Tucker (1972). It spanned a period of six years and covered many developmental changes following the same children from the time they began their immersion programme in kindergarten to grade five. They presented major comparisons between students in immersion programmes and both English and French speaking controls.

The results of the study demonstrated that immersion students in grades one and two expressed more positive attitudes towards French Canadians than the English controls, but not as positive as the French speaking controls. This pattern changed, however, with the age increase. In grades three and four the immersion students were comparable to the English controls in their attitudes toward French Canadians. When they reached the fifth grade, the students declared that they liked French Canadians more than when they began studying French and that they would be just as happy if they had been born into a French Canadian family. These differences were not eminent when they responded to the same question in the fourth grade.

Lambert, Tucker and D'Anglejan (1985) asked students in the grade five pilot class and the grade four follow-up

class to rate the concepts "myself", "English Canadians" and "French people from France" on 13 bipolar semantic differential scales. Students in the immersion programme were significantly different from the English control group in their reactions to the concept of "French Canadians" on only one scale for both classes. However, in both classes the ratings of the immersion students were intermediate between the ratings of English and French control students for the concept "French Canadians" suggesting that their perceptions of the other community were rather mid-way comparable students educated in their own languages. The profile of responses to the concept "myself" was similar in the case of the grade five pilot class, but not in the case of the grade four follow-up one. This possibly indicates that as students grow older, their self-perceptions might moderate. No consistent pattern was found for either class in their reactions to the other two concepts.

However, such reactions have not been shown to be consistent. Genesee, Tucker and Lambert (1978) reported, that students in grades one and two French immersion classes identified more with both French Canadians and people from France than the English control students. From the point of view of stability over time, no such differences were obtained with students from grades three to five.

Genesee and Hamayan (1980) investigated individual differences in French language achievement in a group of grade 1 native English-speaking children, 29 girls and 23

boys aged between six and eight years. They were attending an early immersion programme in a school which was part of the public school system of Montreal, located in a middle class predominantly anglophone suburban area on the Island of Montreal. Students' attitudes, personality traits, non verbal reasoning ability, degree of field independence and school related behaviour were used to predict achievement in French.

Teachers' ratings of the students' behaviour along with the cognitive factors of field independence and non-verbal reasoning ability were found to be positively correlated with achievement in French language arts and listening comprehension. The cognitive factors were also found to correlate positively with achievement levels in English reading.

In a study conducted in 1979, Clement, amongst other things, assessed the effects of total immersion programmes on the participants' Attitude toward French Canadians and French-use Anxiety. A total of 49 high school students from Whitehorse, Yukon took part in the study. Twelve Grade 9 to 11 students took part in the total immersion programme while 14 students in an equivalent programme served as the non-participant control group.

The results suggested that the programme was effective in improving the individual's attitude toward French Canadians and decreasing anxiety associated with using French outside the classroom setting. The structure of the programme compelled the student to frequent and varied

contacts with members of the other ethnic group. As a result, the anxiety associated with use of the second language in public settings was reduced to a great extent. The researcher concluded that as long as the content and structural aspects of immersion programmes influence the extent to which the students become appreciative of the other culture, it is imperative to identify and describe specific aspects which contribute to the social evolution of the student. He also suggested that the programme designers facilitate such research and are sensitized to the social outcomes of second-language instruction (p.57).

In attempting a discussion of the Montreal studies Swain and Lapkin (1982) held that immersion programmes are likely to have a greater influence on the attitudes of young children than on older ones, a view shared by Blake et al. (1981). Such an effect could occur either because the attitudes of younger children are more malleable, or because the novelty of the immersion programmes awoke attitude changes in the early years, or possibly because the researchers' categories are not salient for very young children who tend to identify with people they come into contact with more easily (Haque, 1989).

Another possibility is offered by Cziko, Lambert and Gutter (1979) who advance the view that consistent and permanent attitude changes take place, but that researchers focus on the wrong component of the attitude. Changes in attitude are expected to result from immersion language training because of the constant interaction with a teacher

from the other cultural community and a developing proficiency in the language which causes students to lose their feelings of foreignness about the other community. As a consequence, Cziko et al. (1979) argued that attitude change involves the cognitive rather than the evaluative component.

Gardner, Moorcroft and Metford (1989) investigated the relations of a series of attitude, motivation and aptitude variables to the acquisition and retention of French language skills in an immersion programme. The subjects were drawn from a total of 105 students who attended a six-week immersion French language summer school in Trois-Pistoles, Quebec and who completed an assessment of attitudinal, motivational and language aptitude variables at the beginning of the course and written measures of French proficiency at the end. Only 89 students participated in the assessment of oral French language skills during the last week of classes.

The results indicated that both aptitude and motivation are evidently linked with language proficiency. However, the role played by these variables differed somewhat and reflected the socio-cultural conditions under which language learning took place. Attitudes and motivation were major factors implicated in the retention of second language skills in the period following the immersion programme.

The general conclusion that can be drawn from this sub-section on immersion programmes and their effects on

the learner's attitudes and motivation is that social attitudes change especially in programmes which involve experiences of rather brief duration. The findings, however, are not so clear cut when attention is directed towards the effects of immersion programmes on attitudinal characteristics. In Lambert and Tucker's study (1972) grade 2 French immersion students held more positive attitudes towards French speaking people than did the English control students, though those differences were not maintained in later years. By grade 5 those students stated that they like Franchophone Canadians more when they began studying French and that they would be just as happy if they had been born into a French Canadian family. Cziko et al. (1979) contend that in the process of developing bilingual competence, Anglophone students experiencing lengthy immersion training tend to reduce the social distance between themselves and Franchophone Canadians, particularly bilingual ones. Clement (1979) indicated that immersion programmes can help students develop positive attitudes and reduce the levels of anxiety associated with French language use.

Last but not least, Gardner et al.'s study revealed that immersion programmes are effective in aiding the students to retain their already acquired French skills after the completion of the programme.

3.5.3 Canadian Intensive Language Programmes

The primary concern of the intensive language

programmes is the development of second language skills. These programmes are mainly short-term lasting from 2-6 weeks. An early study of this type was carried out by Lambert, Gardner, Barik and Tunstall (1963) among American University students, senior high school students and French teachers learning French as a second language at the McGill French summer school in Canada. The attitudinal and cognitive correlates of L₂ achievement were extensively examined. It was found that attitudes and motivation were linked to achievement and this association was influenced by the dynamics of such a programme. The students' motivation was also related to their orientation as well as to their attitudes towards the second language group. It was also demonstrated that attitudes varied with the level of proficiency of the students. Elementary level students were more influenced by attitudes than the advanced ones.

The changes in attitudes, motivation and French proficiency among 62 high school students registered in an intensive five week "French as a second language" programme in the Ontario school system were investigated by Gardner, Smythe and Brunet (1977). Students participating in the programme were required to live in a school residence away from home and were not allowed to return home for the weekends. Since the school was located in an English speaking region the opportunity to meet and interact with French speaking people was not easily available. In spite of that every attempt was made to encourage the students to practise their French speaking skills as much as they can,

by four young Francophones who were monitoring and supporting the use of French. Students were taken to two trips to French speaking communities and were shown French movies. Furthermore, on the first day of the programme, during a formal ceremony, the students publicly signed a pledge to speak only French while at school. Although teachers tried to enforce the pledge in a good natured manner, all students admitted breaking the pledge on a number of occasions.

The instruments administered to the students prior to and upon completion of the course were a test battery of attitudes and motivation and a test measuring oral proficiency in French. Both teacher-ratings and self-ratings of French language skills were collected at several intervals during the course. Finally, two indices of oral proficiency i.e. accuracy in French and French fluency were obtained from the students' speech samples. The students' oral proficiency in French was assessed on a test adapted from Burstall et al. (1974).

The results of the study revealed that the course was effective in increasing student motivation to learn French and in promoting a rapid improvement in oral/aural skills. The participants' attitudes varied with their level. Beginners were more ethnocentric and anxious; the intermediate level students tended to be rather uncertain about their interest in studying a second language studying whereas the advanced students were most content with the way in which their teachers treated them. As regards the

students' oral proficiency, the advanced students were superior to the intermediate students who were superior to the beginners and intermediate students than between the intermediate and advanced ones. Both positive and negative shifts in attitudes were observed. The programme seemed to have made students less tolerant of outgroups. This finding, as the researchers pinpoint, disconcerts those who assert that second language learning promotes tolerance but is in harmony with the results of Lambert, Gardner, Barik and Tunstall (1963). What is also worth to note is that the programme resulted in students becoming more confident in French and more motivated to study and practise the language.

65 American and 89 Canadian adults attending an intensive French language programme in Northern Quebec in Canada were investigated by Gardner, Smythe and Clement (1979) in order to assess the relation of a series of attitudinal/motivational variables to achievement in French and to evaluate the effects of the programme on attitudes, motivation and attained proficiency in French. The questionnaire on attitudes and motivation comprising 18 sets of scales similar to the ones used in the earlier studies was administered both at the beginning and on the last day of the programme. French Proficiency, assessed by Oral Expression and Aural Comprehension was also pre- and post- tested.

A relationship between integrative motivation and oral proficiency in French was held for the Canadian subjects.

This was not evident with the American subjects, even though there was some evidence of an integrative motivation. Both groups evidenced some decrease in anxiety and attitudes toward bilingualism, as well as increases in French proficiency as a result of the programme. Furthermore, the American sample demonstrated a decrease in appreciation of the French Canadian community and an increased desire to study French. The researchers commented that the research findings were consistent with previous studies, yet speculated that the differences between the American and the Canadian groups were due to their versatile social and cultural backgrounds.

It can be assumed from a close inspection of the results of the studies reviewed in this sub-section that attitude change does occur as a result of intensive language study. Whether the change would be positive or negative, depends, to a certain extent, on the nature of the programme. Moreover, the aim of these programmes, which is to enhance language skills can be said to be largely achieved.

3.5.4 Canadian Excursion Programmes

Excursion programmes generally refer to short term interactions with members of the other language community in their own social environment with the express objective of developing favourable attitudes toward the target language group. (Gardner, 1985). Their duration is brief varying from two day to two week trips to the target

language community where the participants can sometimes experience close personal contact in the homes of members of the community. They normally receive very little if any instruction in the second language.

Gardner, Kirby, Smythe, Dumas, Zelman and Bramwell (1974) tested a group of grade eight anglophone students both before and after a four-day excursion to Quebec City and found that there was a significant positive increase in the students' attitudes toward French Canadians, as well as an increased interest in studying French for integrative reasons. These findings suggest that exposure to the second language community can promote favourable attitude change.

Clement, Gardner and Smythe (1977b) carried out an investigation to clarify the effects of frequency of contact in an excursion programme. It was assumed that those individuals who seek frequent interaction with members of the other group are those who, a priori, have favourable attitudes towards the group and the acquisition of their language. Similarly, students who interact frequently with members of the target language community on a voluntary basis were expected to have more positive attitudes than students seeking less frequent or no contact with the other group, even after initial attitudes are controlled.

The 379 grade eight students attending 10 public schools in London Ontario were assessed both before and after a short excursion to Quebec city. The attitude/motivation battery included 20 subtests. The

participants were classified as low frequency and high frequency contact groups on the basis of self-ratings made on the post-test of the amount of interaction they had had with members of the French speaking community, and contrasted these with a control group of classmates who did not take part in the excursion.

The findings of the pre-test demonstrated that the two participation groups differed from the control group on Attitudes towards Learning French and Desire to learn French, with the non-participants showing less interest in learning French. The high contact group expressed more positive attitudes towards French Canadians and towards learning French, showed greater interest in foreign languages, reported expending more effort to learn the French language, were more integratively motivated, and felt they were more encouraged to study French from their parents than students from the other two groups. Analysis of the post-test data yielded similar results. The researchers concluded that a short excursion produced desirable attitudinal changes particularly among the participants who actively sought opportunities to practise their acquired French language skills.

Desrochers and Gardner (1981) carried out a similar investigation, but identified contact on the basis of self-report measures and on peer ratings made each evening during the excursion. A control group of classmates who did not participate in the excursion was also included. When contact was identified in terms of students' self-ratings

the high contact group revealed a higher degree of integrativeness, indicated they received more parental support and demonstrated greater behavioural intention to use their French than students in the other two groups. They also had more positive attitudes toward French Canadians, attitudes towards learning French, desire to learn French and to interact with French Canadians than the control group. When peer-ratings determined contact, the high contact group scored higher on attitudes towards French Canadians than the other two groups. Moreover, the control group had less favourable attitudes towards the study of French and more French use anxiety than the high contact group.

This sub-section has attempted a review of the research conducted among students participating in excursion programmes. A generalization that can be drawn from these studies is that bicultural excursions, where students actively try to use the language, promote positive attitudinal and motivational changes. Gardner (1985) pinpoints that this positive attitude change may not be brought about by the amount of contact in and of itself, but probably by the pleasant experiences the students encounter.

3.6 Studies in Other Parts of the World

This sub-section aims to review the studies carried out in different parts of the world. These studies primarily involve students learning English as a target

language in their own community.

Livoti (1977) collected data from two hundred 5th and 8th grade students randomly selected from two schools in the municipality of Las Marias and two in the city of Ponce in Puerto Rico. The investigator developed an attitude inventory to measure the students' attitudes towards learning English as a second language and a language questionnaire to obtain data on variables that might be associated with attitudes towards learning English as a second language in Puerto Rico.

The subjects in this study were more instrumentally motivated towards learning English and considered the knowledge of English important because it will enable them to secure better jobs and help them in their school work. There was also a significant difference in attitude towards learning English amongst students in the fifth and eighth grades with the eighth graders having a more positive attitude than the fifth graders. Girls were also found to have more positive attitudes than the boys.

Aquirre-Carrasco conducted a study among primary school teachers and undergraduate students participating in a programme of teaching English at the Normal School in Las Palmas de Gran Canaria, Spain (1973). It was found that students were both integratively and instrumentally motivated and their motivational scores were related to achievement. These results were attributed to the social setting in which the language was being taught.

Laine (1977) investigated 845 Finnish secondary and

basic school students ranging in age from 11-15 years. The majority of these students had been studying English as a second language for seven years. It was found that second language achievement was linked with motivation, while measures such as attitudes toward Englishmen, attitudes toward Americans and interest in foreign languages, contributed to a general learning motivation factor, thus indicating the close association between attitudes and motivation.

Gordon (1980) extended this research on aptitude attitudes and motivation to Belize, a developing country, where she tested 129 young students of standard six aged between 11 to 15 years randomly selected from 17 schools. They came from families where two or three languages were spoken. The major criterion variables in her study were ratings on a letter, a composition and scores on a usage test. The Major predictor variables were scores on the Elementary form of the Modern Language Aptitude Test (EMLAT) (Carroll and Sapon 1967) and measures of attitudes and motivation modified from the Gardner and Smythe (1975a) Attitude/Motivation Test Battery.

Achievement in written English was found to be related to two distinct and independent factors, namely, aptitude and motivation. Language aptitude, motivation, integrativeness, attitudes towards the learning situation and towards the act of writing were significantly and positively correlated with achievement in English. Aptitude and motivation were found to mark separate and distinct

variables contributing to achievement.

Language aptitude was a significant better predictor of achievement in written English than attitudes and motivation. Furthermore, it was reported that an integrative orientation was a better correlate of students' scores on all three tests of written English than an instrumental orientation. The more positive the students' attitudes towards studying English, the greater their integrative orientation, the higher their motivation towards English-speaking people and foreign languages.

Trieste (1985) gathered data from 226 university freshmen studying English as a second language in four different campuses throughout Puerto Rico. The study was conducted in two different phases. The first phase concentrated on the assessment of the students' attitudes towards speakers of American English and speakers of Spanish, particularly Puerto Rican Spanish using the matched guise technique. The second phase of the study was concerned with the investigation of the relationship between attitudes and certain other variables with achievement in English. ESL performance was measured by the Students' scores on the English Achievement Test of the College Entrance Examination Board test which all students are required to take prior to entering tertiary education in Puerto Rico.

The research findings demonstrated that Puerto Rican university ESL freshmen expressed more favourable attitudes towards speakers of American English than speakers of

Spanish. Attitudes towards speakers of Spanish produced low correlations with ESL proficiency. Spanish achievement, the number of years spent in the United States, as well as the education of the head of the household were significantly higher predictors of achievement.

In a study of acquisition of Norwegian by foreign students at the University of Bergen, Norway, Svanes (1987) administered a questionnaire assessing motivation to 167 international students enrolled in classes of "Norwegian for foreign students", a short time before the examination in Norwegian Level 2. The students came from 27 different countries. Most of them knew English or another European language. About 90% had been in Norway for less than two years. The questionnaire consisted of 20 statements that expressed different reasons for learning Norwegian and for coming to Norway. The researcher felt that knowledge of Norwegian was essential to their success at the University of Bergen, but was probably going to be of no use to them once they return to their countries. The language proficiency test included essay writing, reading and listening comprehension, and oral proficiency.

European and American students were more, integratively motivated than the Middle Eastern, Asian and African students who were more instrumentally motivated. Moreover, the European students had significantly better grades than the Asians. In the total group, a low positive correlation was found between integrative motivation and language proficiency and a negative correlation between

instrumental motivation and grades in Norwegian.

However, the positive correlation was not found when grades and motivation were analyzed within groups. This was attributed to the differences in methods used to assess motivation and to the differences in the linguistic and cultural backgrounds of the students. An interesting finding was that cultural distance accounted for most of the variance in the dependent variable. Svanes concluded that "although motivation was an important factor in the acquisition of a second language, type of motivation is of less importance in groups of adult university students, who are all well motivated". In such a context, cultural distance is a more significant contributing variable.

The researcher also examined sex differences and reported that there was no significant sex difference in integrative motivation in any of the groups. Instrumental motivation received about the same values by both men and women in the Western groups. In the Asian group men showed somewhat higher instrumental motivation than the female subjects. Only in the European and American group there were sex differences in the students' grades. Women received higher grades but the correlations did not seem significant.

Svanes (1988) conducted a further study to investigate the relationship between attitudes, second language proficiency and "cultural distance". 167 international students at the University of Bergen, Norway, enrolled in classes of "Norwegian for Foreign students", took part in

that study. The subjects' attitudes were assessed by three questionnaires, each consisting of the same 24 adjectives. Students were asked to indicate on a five-point scale how well each of the adjectives described Norwegians, their fellow countrymen, and the ideal person. It was considered important for students in a foreign country to have a sound and critical, though not hostile attitude to the host people. The students' grades of the Level 2 examination were used as a Measure of their proficiency in Norwegian.

"Cultural distance" was defined as the interaction of exposure to Western language and culture, of distance between the students' native tongue and target language and of distance between target language and official or second language. For all the groups, it was revealed that the relationship between attitude variables and language proficiency and between cultural distance and grades was negative; the greater the cultural distance, the poorer the grades. Svanes (1988) commented that the findings of the study indicate that for adult learners living in a foreign country a balanced and critical attitude to the host people is more important than an uncritical admiration. Subjects who have a good knowledge of the target language are able to understand the target society and people better and, as a result, they can judge them more adequately than those with a poorer command of the language. These findings contradict Spolsky (1969), Gardner and Lambert (1972), Gardner et al. (1985) but are in agreement with Oller, Baca and Vigil (1977) and Oller, Hudson and Liu (1977).

Dornyei (1990) investigated the components of motivation in a purely foreign language learning context, where the language was studied in institutional or academic settings and did not involve regular interaction with the target language community. 134 young adult learners of English (82 females and 52 males), enrolled in the Hungarian branch of the British "International House" organization. The sample was homogeneous in terms of the received cultural and instructional input since the teaching methods and materials as well as the average quality of the staff were of high standard, supervised by the London headquarters.

The results indicated that instrumental motives significantly contribute to language learning motivation in FLL context. The instrumental motives in this study included a desire to integrate into a new community which can be characterized as integrative in nature. Integrative motivation, comprising the components of a) interest in foreign languages, the people who speak them and their culture, b) desire to broaden one's outlook and avoid provincialism c) desire to receive more stimuli and challenges and d) desire to integrate into a new community, was also found to contribute the motivation in foreign language learning.

Moreover, the analysis of the data indicated that FL learners who are characterized by instrumental motivation and need for achievement are highly likely to achieve an intermediate level of proficiency in English, while those

who desire to go beyond the limited working proficiency must be integratively motivated. Thus, unlike many other studies in the foreign language setting and particularly the Asian ones, Dornyei's study revealed that an integrative motivation is a significant factor contributing to foreign language success.

This sub-section considered studies on the association between second/foreign language learning and attitudinal variables, conducted in various parts in the world.

Although the finding of these studies were not consistent and in each study different variables come into play, the majority of the studies revealed meaningful relations among motivational attributes, attitudes, the language learning context, and successful language learning. The significance of the integrative orientation was evident in contexts other than the Canadian one (Gordon, 1980, Dornyei 1990) though in the latter study, integrative motivation was defined in terms of different components from the ones identified by Gardner (1985).

To account for the variation in the results and in order to gain a clear understanding of the interaction among attitudes, motivation and proficiency one has to consider the social and cultural contexts of the studies. However, variables such as parental attitudes and motivation, the students' socioeconomic background were not taken into account in these studies, while sex differences were only examined by two studies: Svanes (1987) and Livoti (1977).

3.7 Summary and Conclusions

A number of studies on the implication of attitudes and motivation and a range of other variables in foreign/second language achievement were reviewed and considered in this chapter. Most of these studies came to the documented conclusion that a relationship exists between attitudinal/motivational variables and attained proficiency as well as between attitudinal and motivational variables. However, certain studies failed to reach such a conclusion. This may be due to the fact that the instrument used to measure the predictor and criterion variables as well as the analytical techniques utilized varied among studies. Attitudes have been measured by Likert scales, semantic differential scales and the matched-guise technique. Second/ foreign language proficiency was also assessed by self-ratings, grades in L₂ class, assessment of their competence in the four language skills by judges, standardized tests, or a combination of teacher's rating and objective tests. This can compound the problem of interpretation of the results yielded.

The review adopted a geographical and chronological perspective examining research in different parts of the world beginning with the early studies in each context and continuing with more recent investigations.

The review of the studies in the U.K., America as well as in Europe revealed that both types of motivation i.e. integrative and instrumental were indicative of the students' desire to learn a second/foreign language and

both types of reasons were found to have a bearing on achievement. Attitudes towards native speakers of a language were also implicated, but that again varied from study to study and depended on the amount of contact the learners could experience. Attitude towards the L₂ were reported to be significant predictors of success as well.

A discrepancy is observed between the studies conducted in Asia and the ones carried out in Canada which can be attributed to many reasons. The majority of the studies in Canada indicated that an integrative motive is an important factor in L₂ acquisition. This finding was questioned by the Asian researchers who showed that in the foreign language learning setting, successful acquisition of a second language does not involve taking on a new identity; neither does it carry with it a heavy cultural loading. It is more of an educational process and as long as economic or utilitarian reasons, reflected in the students' instrumental orientation, require knowledge of another language, diligent students will learn it.

Moreover, the fact that the students' perception of what native speakers of the language they study are like, are often coloured by their relatively limited or non-existent contact with them and brings the significance of such socially related attitudes into question. The Asian studies did not reveal any association between social attitudes and achievement.

Admittedly, there are strong indications that the contexts of the studies affected the results. Canada, being

officially a bilingual and bicultural country (Gardner, 1985:3), can offer the Anglophone or Francophone students who desire to be successful in learning French or English the opportunity to interact with each other on a daily basis, and as a result develop an integrative motive. Certainly, learners in Asia and probably many parts in the world cannot enjoy such an experience. It should also be noted that in Canada both English and French are of equal status and many parents try to make Canada a bilingual country, a desire which is not shared by many people in other places.

The disparity in the results can be rendered to a myriad of reasons such as the cultural and social setting, educational environment, the status of the mother tongue and target language, both locally and internationally, the level of the students, their age etc. The different environments may affect the students' motivational/attitudinal characteristics and achievement. Undoubtedly, all studies have made a substantial contribution to our understanding of the effect of attitudes and motivation on language proficiency and it is worth replicating many of these studies in new contexts so that even more documented and generalized conclusions can be reached.

Although it has been postulated that the attitudes and motivation promote achievement in second/foreign language learning, it is not tantamount to assume that they are the only causal variables. Language aptitude has been documented to be implicated, but it tends to be primarily

related to second/foreign language skills that are stressed in the classroom, while attitudinal and motivational variables are mostly associated with communicative skills that can be strengthened even outside the classroom (oral-aural skills) and are of importance in the teaching of English as a foreign language in Greece.

With the realization that results can vary according to context two subsequent studies were conceived (see chapters 5 and 6) in new social settings hoping to further the development of a social-psychological theory of second and foreign language learning, especially in relation with the role of attitudes and motivation in second and foreign language learning.

In particular, the study carried out in Greece took into consideration variables such as the students and their parents' attitudes together. Only Haque's study (1989) accounted for these variables together, while quite a few studies had acknowledged their importance. The sex variable as well as socioeconomic background which were included in the studies as descriptive information of the sample were accounted for in order to explain their potential relation to the interaction of attitudes and motivation. More specifically sex was reported to be implicated in language learning in contexts where knowledge of another language was considered to be a qualification primarily useful to girls. The present study attempts to reconsider this claim reckoning that certain things may have changed in the beliefs of the socio-cultural milieu of the students.

CHAPTER 4

4. THEORIES OF SECOND LANGUAGE- LEARNING

4.1 Introduction

In the previous chapters, we discussed the influence of attitudes and motivation in second/foreign language learning and it was suggested that these factors are important in determining the extent to which learners will actively engage themselves in the learning process. Attitudes and motivation have been conceptualized in a number of theoretical models concerned with explaining the development of competence in a target language. Thus, this chapter will discuss certain descriptive models which focus either on the linguistic or social process of second/foreign language learning.

Both types of models are concerned with individual differences but each type emphasizes one of the two fundamental aspects involved in second language acquisition. The first type of models view language learning more as a linguistic phenomenon, which involves taking on grammatico-syntactic functions, lexical items, pronunciation and probably an altered view of the world. The second type of models view language learning as a social psychological phenomenon which involves a social adjustment on the part of the individual (Gardner, 1985) who is thought to learn another language to facilitate communication with another cultural community. This, of

course, necessitates knowledge of the way that group has of structuring words, pronouncing things, expressing ideas, which in turn involves certain socially based emotional adjustments, irrespective of whether students have any intent to integrate with the other community.

This chapter analyzes each model separately and firstly considers the linguistic models and then the social psychological ones. The last section provides a summary of the main issues and the conclusion drawn from the analysis.

4.2. Models focusing on the linguistic process

4.2.1. The monitor model

The monitor model has been proposed by Stephen Krashen (1981,1982) to account mainly for second language performance. In fact it is a theory of the second-language learning process which has practical implication for acquisition (McLaughlin, 1978;1987; Gardner, 1985), Krashen maintained that considerable research is consistent with a set of five basic hypotheses, which together constitute his theory.

1. The Acquisition-Learning, Hypothesis. The model posits that adult second-language learners have at their disposal two distinct and independent ways of developing competence in a second language: acquisition referring to a subconscious process similar to the one children utilize in acquiring their mother tongue, and learning which is a conscious process that results in knowing about language

(Krashen, 1985:1). Both processes are interrelated in a definite way and can be activated in any language use situation. More specifically, acquisition comes about through meaningful interaction in a natural communication setting in which the language user is concerned with the understanding and conveyance of meaning rather than with the form. Acquirers need not have a conscious awareness of the rules they possess and may self-correct only on the basis of a "feel of grammaticality". Language learning on the other hand, comes about through "error correction and presentation of explicit rules" (Krashen, 1981:1,2). The language classroom is a typical setting in which presentation of formal rules, and error detection and correction are central.

2. The Monitor Hypothesis. The central theme of the Monitor Model is that conscious learning is available to the performer only as a Monitor. The Monitor itself is viewed as conscious knowledge of grammar. Utterances can only be initiated by the acquired system, either before or after the utterance is produced. Krashen describes three conditions of monitor use. First, it needs time. Second, language performers need to have sufficient time to think about and use the rules effectively. If time is not available, as in normal conversation, the Monitor cannot be brought into play. Second, in order to use the Monitor, effectively the performer must focus on form and correctness. Third, it requires knowledge of the rules. The performer needs to have a correct mental representation of

the rule to apply it correctly.

3. The Natural Order Hypothesis. Whereby we acquire the rules of language in a predictable order, independent of the order in which rules are taught in language classes (Krashen, 1985:1).

4. The input Hypothesis. This hypothesis postulates that human beings acquire language by understanding messages, by receiving comprehensible input.

5. The Affective Filter Hypothesis. Krashen posited that although comprehensible input is necessary, it is not a sufficient condition for successful acquisition. Affective factors are also important in acquiring a second language. According to Krashen (1985) second-language acquirers may not use the comprehensible input if there is a mental block that can prevent them from profiting from it. If the affective filter is up the acquirer is anxious, unmotivated lacking in confidence or concerned with failure and as a result s/he cannot acquire language. If, on the other hand, the filter is down, the acquirer is not anxious and is intent on becoming a member of the target language community. Krashen believes that the affective filter is the principal source of individual differences in second-language acquisition. Acquirers whose attitudes are not optimal will seek to obtain less input and will have high affective filter, implying that even if they understand the message, the input will not probably reach the part of the brain that is responsible for language acquisition. Acquirers whose attitudes are conducive to

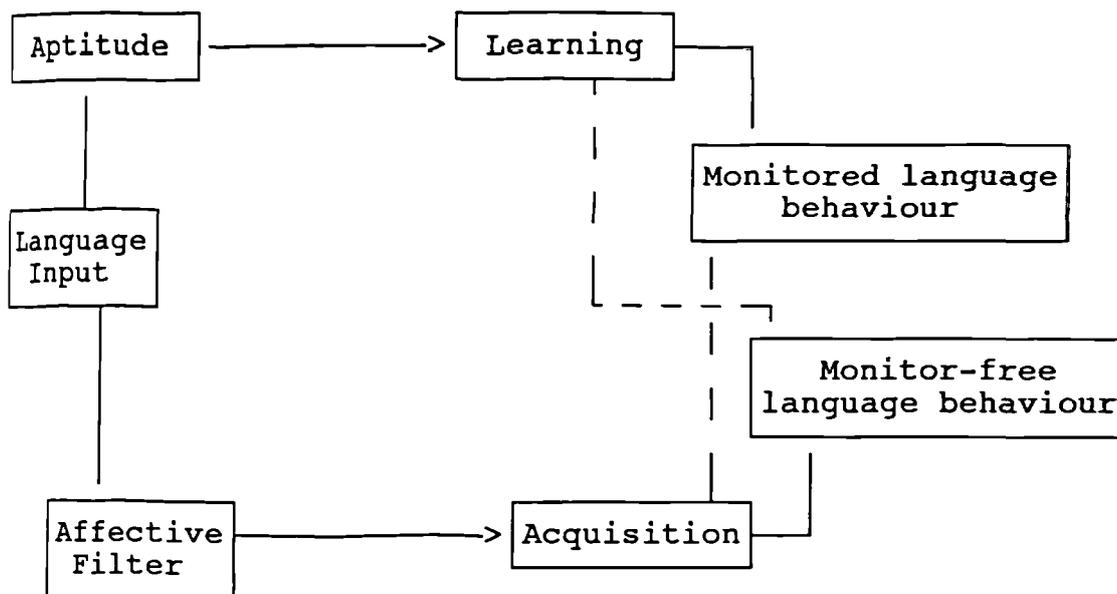
second language acquisition will seek to obtain more input and will have a weaker affective filter.

Krashen's theory is relevant to the study of second language acquisition and to this study, in that the distinction between 'language acquisition' and 'language learning' is used to account for the relative independence of attitudes, and aptitude, though both relate to second language achievement. Language aptitude is directly related to conscious learning, whereas affective factors-including attitudinal/motivational variables, self-confidence and anxiety-relate directly to acquisition and only indirectly to conscious learning. Krashen's distinction offers some support to certain findings in the literature, whereby language aptitude often relates more highly to language proficiency than attitudes and motivation. Since the language classroom is mostly a typical example of monitored test situations and conscious learning and aptitude tests measure such cognitive abilities as knowledge of grammatical rules, it is plausible that they show a stronger relationship to language performance. Attitudinal factors, on the other hand, are shown to be more related to communicative abilities, as measured by oral-aural tests, especially when there is sufficient support from the surrounding environment. Krashen's theory can explain the research findings in the Canadian context where students were shown to be integratively motivated and achieving high levels of proficiency, as a result of using language in acquisition and communicative contexts and thus obtaining

the necessary intake.

The fundamental aspects of Krashen's theory can be schematically represented in figure 4.1.

Figure 4.1. The Monitor Model



after Gardner (1985:127)

The inference that can be drawn from Krashen's theory is that if one's major goal in language teaching is the development of communicative abilities, motivational and attitudinal factors are paramount since they can contribute to the development of communicative competence.

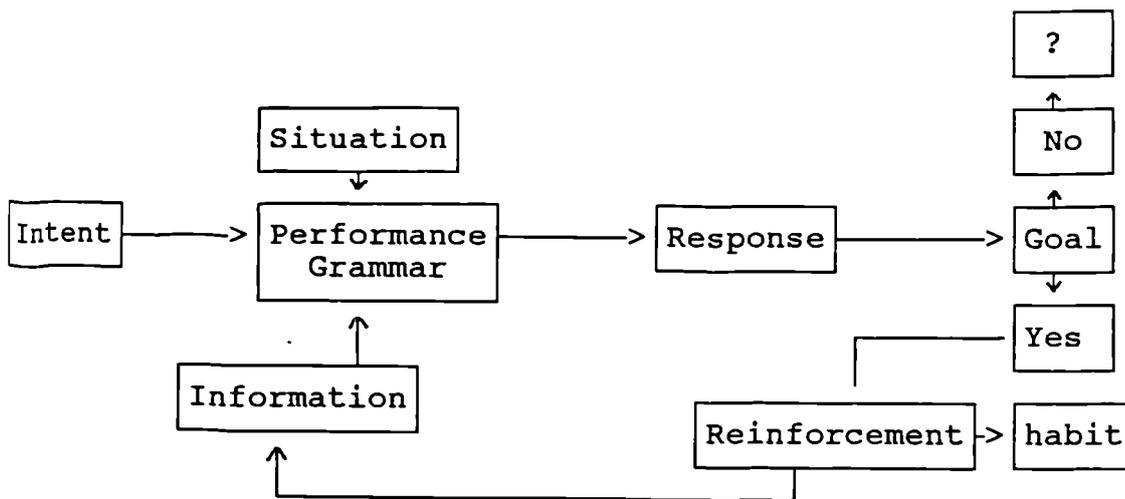
4.2.2. The Conscious Reinforcement Model

Carroll (1981) postulated that first and second language learning can be explained in terms of a single learning process. This process is a linguistic one, since

it operates on individuals at the time they are faced and deal with some new language material. The learning process closely resembles operant conditioning, though the generation of responses and the attention to their consequences is a conscious cognitive process rather than an automatic strengthening of a response at the time it occurred, if it resulted in a desired goal. According to Carroll, it is knowledge of the world that is reinforced, not a particular response. The model is schematically presented in Figure 4.2. A major concept in this theory is reinforcement. Language learning starts when the individual has an intent to communicate something. This intent, along with situational demands and information the individual has obtained from experience in previous situations operate on the latter's performance grammar to produce an utterance. A performance grammar assumes that "the production of utterances depends on a sequence of choices or decisions made either consciously or subconsciously, with respect to the possible alternative linguistic forms that might follow upon one another in a complete grammatical utterance. The impetus for the choices depends upon the speakers' intentions or cognitive states, which are assumed to be in turn dependent upon other cognitive states, and the total stimulus situation in which the utterance is made". (Carroll, 1981:472). Individuals, consciously select a response in a given situation which is based on their knowledge of the world and if that response satisfies their perceived goals it is strengthened. Reinforcement of the

response can have two consequences: a) it can increase the probability of the same response occurring again in a similar situation and thus become habitual, and b) it can provide the learner with knowledge about the nature of the language itself and the appropriate use of certain responses in a specific context. This information, in turn, can be used in the performance grammar to produce responses for future intents. If the individual's response does not meet his/her communicative needs it is unlikely to occur again, or it may be used in a modified form.

Figure 4.2. The Conscious Reinforcement Model



after Gardner (1985:129).

Although Carroll's theory is assumed to account for both first and second language acquisition it is argued that appropriate responses are likely to be less frequent for the second language learner in an informal learning situation, because of shorter periods of exposure to such situations or because of social constraints which one is

not likely to experience in environments in which first-language acquisition takes place. On this account, responses would not probably be "correct" or "standard" (p.470) and would have less opportunity to become automatized. Also, motivation for further second language learning might decline after a certain degree of proficiency is attained.

Carroll (1981) also indicates that the individuals' behaviour would differ in natural environments, such as the environment of first language acquisition, and artificial contexts, such as the second language classrooms. In the natural setting, the information available to the learner is observational implying that one can see and hear others communicating and can experience the consequences of such communications in various contexts. Instruction in these contexts is limited. In an artificial second language learning situation, however, most attention is directed to instruction, while the opportunities to view others in communication settings or to experience self-related communication with which the first language learner is almost literally flooded are less likely to be present. At this point, it should be made clear that natural and artificial language learning contexts, as described by Carroll, are related to the situations themselves and not whether one learns his first or second language. Nonetheless, his account for artificial contexts widely reflects the second/foreign language learning situation across many places in the world, where students can not

easily avail themselves of the opportunity to learn the language in authentic situations and develop meaningful language habits, and focus on form instead.

Summing up Carroll's theory, language acquisition is a complex decision-making process where the learner seeks appropriate responses in order to meet certain communicative needs and acquires and subsequently automatizes those that have led to the fulfilment of his/her needs. This model can have implications in the second language teaching pedagogy. Language instructors should try to simulate "natural contexts" as much as possible and direct attention to actual communication.

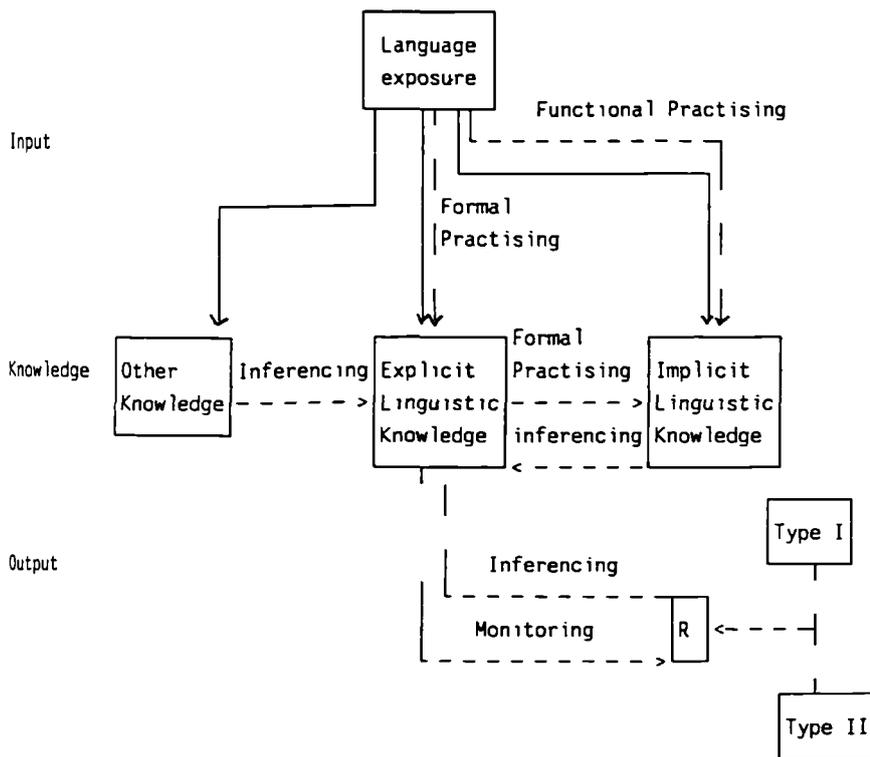
4.2.3. The Strategy Model

Bialystok (1978) proposed a theoretical model of second language learning to account for discrepancies both in individual achievement and achievement in different aspects of second language learning. In other words, she attempted to explain why some individuals are more successful than others in mastering a language despite the ostensibly identical language experience they have as well as why for a particular individual, some aspects of language learning can be mastered more easily than others. In other words, why does language learning proceed at different rates for different individuals and with different skill development for particular individuals? She claims that the model is: a) descriptive in that it incorporates factors accounted for by the literature

related to second language learning; b) explanatory in that it postulates processes that describe the nature of the effect these factors have on language learning and the possible interactions between them; c) predictive in that language learning outcomes can be predicted by considering the state of the conditions represented in the model (Bialystok, 1978:70).

The model presented in Figure 4.3. is organized on three levels or stages, Input, Knowledge, Output.

Figure 4.3. Model of Second Language Learning.



The solid lines are "processing lines" while the dashed lines reflect language learning strategies.

Language Input refers to the context in which language

exposure occurs. The formal classroom, the books used the activities done, can provide a specialized kind of exposure to the language. This exposure supplies three types of knowledge: a) Other knowledge referring to all the information the learner brings to the language task, knowledge of the world, knowledge of other languages, cultural information about the language being learned and so on; b) explicit linguistic knowledge referring to the conscious knowledge the learner has about the language code; and c) Implicit linguistic knowledge which is referring to the intuitive information upon which the language learner operates in order to produce responses in the target language. Any information which is automatic and can be spontaneously used in language tasks is represented in implicit linguistic knowledge. In the figure these three types are joined by solid lines to language exposure showing a process link and indicating that at least one of these types of knowledge arises from language exposure.

Output in the model refers to the product of language comprehension or production and it shares a process link only with implicit linguistic knowledge. That is language output is largely mediated by implicit linguistic knowledge which is the system underlying most language behaviour. The output process describes the way in which language is used for comprehension or production. The general terminal point for the output is given by the cell for response which is linked to two specific types of responses. Type I responses are spontaneous and immediate, while Type II responses are

deliberate and may require some time to occur. Reading can be associated with Type II responses while speaking may be more closely related to Type I responses.

The final feature of Bialystok's model is language learning strategies reflected by the dashed lines. They are defined as optional methods for exploiting available information to increase the target language proficiency. The first strategy is formal practising which focuses on the language code and refers to the learner's knowledge about the properties of the code (grammatical rules, syntactic patterns, pronunciation etc). Individuals may increase their explicit language knowledge by availing themselves of new information of the language code through exposure. They can also concentrate on language form which they can automatize through repeated practice.

The second strategy is functional practising referring to the use of the language in communicative situations such as interacting with native speakers, participating in the cultural events of the target language group and so on. In functional language, emphasis is given on the meanings of the message rather than the form used to represent that meaning. This strategy is comparable to Krashen's (1981) concept of language acquisition as opposed to language learning.

The third strategy is monitoring which operates by bringing information from explicit linguistic knowledge to the language task in order to examine or correct the response. It is, therefore, primarily concerned with the

production stage of language learning. It is mainly linked with Type II responses since a certain time is required for language behaviour to be modified on the basis of the individual's knowledge of the code. The monitor strategy can be considered similar to Krashen's notion of language learning.

The last strategy is the inferencing one, whereby a language learner can acquire explicit linguistic information which was previously unknown. Three sources for this information are identified in the model. Firstly, inferences can be made on the basis of other knowledge. Inferencing of this type would use the language learner's knowledge of the subject matter, cues in the environment, knowledge of other languages, gestures and so on, in order to guess the meaning of an unknown word for example. Secondly, inferences can be made on the basis of the learner's implicit knowledge of the language. This is represented by the inferencing line linking implicit linguistic knowledge to explicit linguistic knowledge. Thirdly, certain inferences can be drawn from the context of a message or passage. The meaning of a word can be guessed from the context in which it is being used. This understanding the learner has of the passage or message is depicted by the response cell and thus, the information in this cell may in a similar way be brought into consciousness to reach explicit understanding of difficult material (Bialystok, 1978:79).

This model can also account for differences between

language learners which may be rendered to the individual characteristics of the learner, such as his/her language aptitude, attitude, motivation, personality variables etc. Bialystok (p.80) argues that these variables can determine the efficiency with which the model will operate for certain individuals without changing the nature of that operation in terms of the possible strategies or processes. Thus, an optimal set of these individual learner's variables may yield greater achievement in target language skills, but the mechanisms for that attainment of the proficiency and the strategies available for its enhancement would be the same for all second language learners irrespective of their competence.

The models discussed so far were primarily concerned with the details of language behaviour, directing less attentions to the social factors that motivate students to learn another group's language or inhibit them from studying foreign languages. The models to be analyzed in the following section pick on this aspect of language learning and provide us with insights that contribute to our understanding of the language learning process.

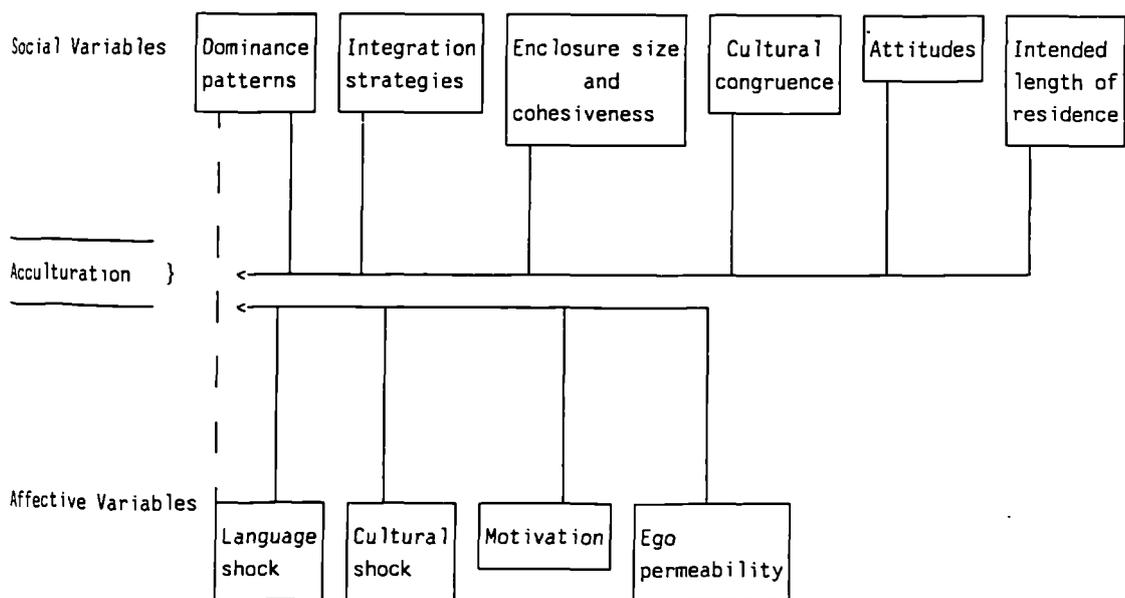
4.3. Modes focusing on the social process

4.3.1. The Acculturation Model

The acculturation model proposed by Schumann (1978 a; 1978 b) comprises an attempt to identify the casual variables of natural second language acquisition, ie.

language learning without formal instruction, within the environment where it is spoken. The major proposition pervading this framework is that social and affective variables cluster into a single variable called acculturation. Schumann (1978 a) argues that it is the major causal variable in second language acquisition (SLA) and refers to the social and psychological integration of the learner with the target language group. The social and psychological factors that constitute acculturation are schematically represented in figure 4.4.

Figure 4.4. The acculturation model.



The social variables that are proposed by Schumann to be involved in acculturation and therefore second language acquisition (SLA), involve the relationship between two social groups who are in a contact situation, but communicate in different languages. The first social factor

involves social dominance patterns. If the group learning the second language is politically, culturally, technically or economically superior to the target language group, then it will demonstrate a tendency not to study its language. The French in Tunisia, for instance, felt very little need to acquire Arabic. A resistance to learn the target language will also characterise the group that is inferior to the target language group. The social distance between the American Indians in the Southwest and the Anglo group, for example, prevented the former group from acculturating and acquiring English.

The second social factor implicated in second language acquisition includes three integration strategies namely, assimilation, preservation and adaptation. If the L₂ learners assimilate, they give up their own life style and adopt the cultural values of the other group. This strategy maximizes contact between the two groups and enhances language acquisition. If the language learning group desires to preserve its values and life style and reject those of the target language group, then it creates social distance and is unlikely to enhance acquisition of the L₂. If the second language learning group selects adaptation as its integration strategy, then it adjusts to the life style and values of the target language group, at the same time retaining its own values and style for intragroup use. This integration strategy can yield varying degrees of intergroup contact and as a consequence, varying degrees of language acquisition.

Enclosure, the third social factor affecting L₂ acquisition, refers to the degree to which the two groups share the same social constructs i.e. schools, churches, recreational facilities, professions etc. If the two groups have different clubs, schools, churches, professions and trades, then enclosure is expected to be high, whereas the amount of contact between the two groups is rather limited and the opportunities for language acquisition are reduced. If, on the other hand, the two language groups have the same social constructs, then enclosure is low and contact between the two groups which facilitates acquisition is enhanced.

Cohesiveness and size can also affect successful acquisition. If the L₂ learning group is cohesive, its members will remain separate from the second language group, and if the L₂ learning group is large, the intragroup contact will be more frequent than the intergroup contact. As a result, the opportunities for language acquisition are inhibited.

Congruence or similarity between the cultures of the two groups can also affect the degree of contact amongst their members, while intended length of residence in the target language area and reciprocal attitudes between the two communities would tend to promote second language learning.

Apart from the aforestated social variables, there are certain affective variables which influence language learning by individuals. These include language shock,

cultural shock, motivation and ego permeability. Language shock refers to the fear and apprehensiveness an individual learner can experience when trying to function in the second language. Cultural shock can be defined as "anxiety resulting from the disorientation encountered upon entering a new culture" (Schumann, 1978a:32). Motivation involves the reasons L₂ learners have to acquire the target language, which can be instrumental or integrative. Integrative and instrumental motivations are considered to be complex constructs which interact with social and other factors to promote success in language acquisition. Ego permeability is adopted from Guiora (1972) and refers "to the extent to which the learner's 'language ego' -parallel to the Freudian construct, 'body ego'- has flexible or rigid boundaries" (Gardner, 1985:137). In sum, Schumann (1978a) postulates that if language shock and cultural shock are not overcome, the learner is not sufficiently and appropriately motivated and does not have ego-permeability, s/he will not fully acculturate and hence will not fully acquire the target language.

Schumann (1975;1986) presents some evidence for the causal link between acculturation and second language acquisition. However, more thoroughgoing research is required in the area of language learning in a natural context in order to validate the researchers contentions. Moreover, it should also be borne in mind that this model can mainly account for second language acquisition under conditions of immigration or an extended sojourn in the

target language area and, thus, cannot be applicable in the foreign language learning setting, where there is little contact, if any, between the two language groups and acquisition is mainly based on language instruction. In addition, as Gardner (1985) pinpoints this framework describes a number of factors that act as constraints of successful language acquisition and can therefore be considered a non-acquisition model. Acculturation is viewed as a process moving forward, but with a series of social and affective factors that can act on the individual to inhibit language acquisition. He also plays down the role of other variables such as aptitude personality and cognitive variables for which he believes there is insufficient evidence to determine their role.

To recapitulate, Schumann's framework provides useful insights in the area of second language acquisition outlining the process an individual or group can go through when in direct contact with the target language group but can hardly be applicable in the school context, where the intensity of certain variables such as cultural shock is diminished.

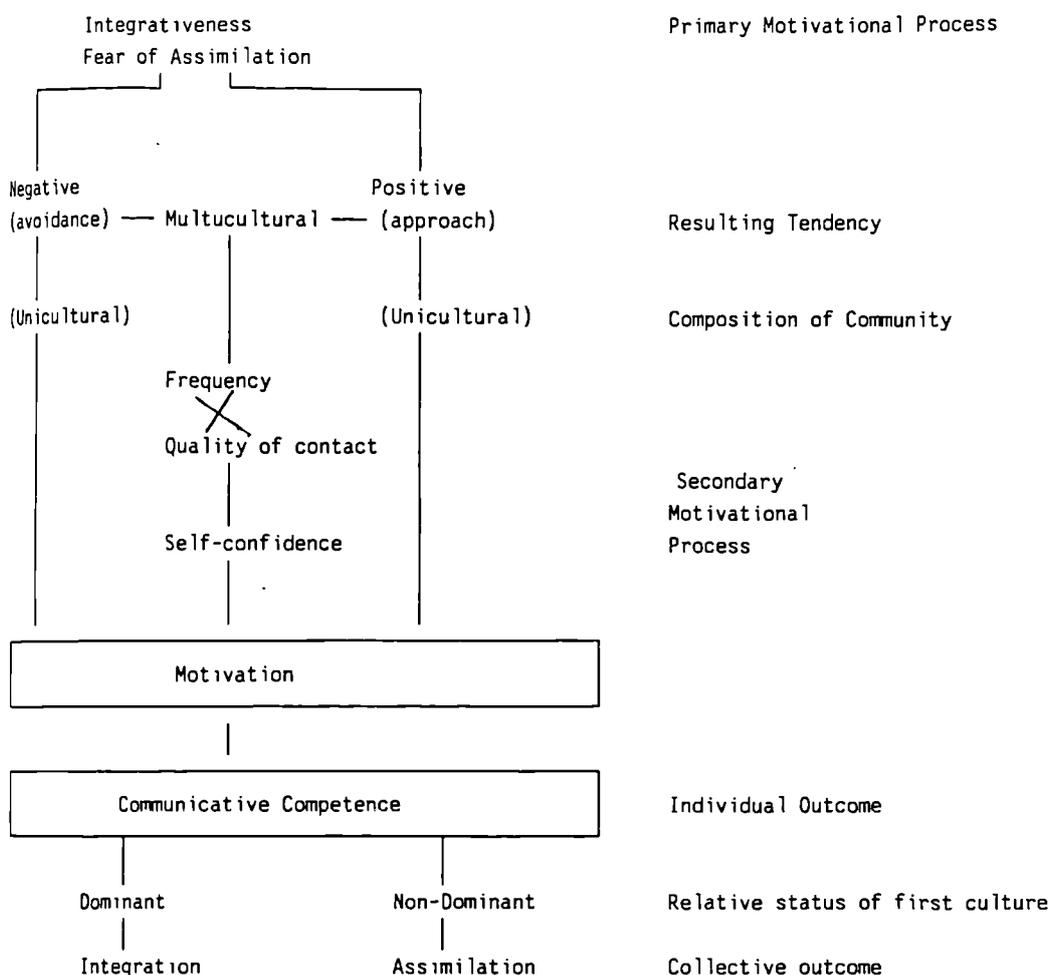
4.3.2. The social context model

Clement (1980) developed and tested a model (Clement & Kruidenier, 1985) of second language acquisition which accounts for motivation in the individual in relation to the socio-cultural milieu and the relative ethnolinguistic vitality of the first and second language. Ethnolinguistic

vitality refers to "structural characteristics such as status, demographic representation and institutional support pertaining to a language and its locutors in a given community". (Clement 1980:48-49). Obviously, in multiethnic settings, the language of the group which enjoys the strongest ethnolinguistic vitality is expected to predominate.

A basic proposition of this theoretical framework is that second language acquisition involves the learning of language skills as well as the adoption of behavioural patterns of the second language community and therefore changes in self-identity. Motivation is seen as a key concept and is believed to consist of two motivational-processes, the primary and secondary one, which are schematically presented in figure (4,5)

Figure 4.5. The social context model.



The primary and secondary motivational processes are both activated and influenced by the ethnolinguistic vitality of the language communities involved and the amount of contact the language learner has with the second language group. The primary motivational force consists in the operation of two antagonistic forces: a) integrativeness, defined as the affective orientation towards the target language community and the desire to become similar to its valued members and b) fear of assimilation which corresponds to the fear that by learning

the second language one might lose his first language and culture. The primary motivational force is hypothesized to be the major motivating force in unicultural settings where one of the two language communities has a low level of ethnolinguistic vitality as indexed by low socio-economic status, low demographic representation and minimal institutional support i.e. the language is not recognised by the existing social and political agencies. If it is the first language community that has low ethnolinguistic vitality, then its members will be attracted to the second language group and will demonstrate a high degree of integrativeness. They will also manifest less fear of assimilation than majority group members, since assimilation will allow them access to the goods and services controlled by members of the majority group and should, therefore, be desirable rather than feared. If the first language group has high ethnolinguistic vitality, it would be expected that fear of assimilation would predominate, and its members would be less motivated to acquire the target language and eventually less competent in communicating with the second language group.

The secondary motivational process is operative in multicultural settings in which the ethnolinguistic vitality of both languages is high. This process refers to the interaction between the quality and frequency of inter-ethnic contacts and the self-confidence experienced by the individual when communicating in the second language. Individuals with a high frequency of pleasant

contacts will be high in self-confidence and will achieve a more positive outcome than those with a low frequency of pleasant contacts or a high frequency of unpleasant contacts.

However, in multicultural settings an individual's motivation to develop communicative competence is determined not only by Secondary Motivational Processes, but by the Primary Motivational Processes as well. Both processes operate in sequence. It is argued that if the development of self-confidence hinges on aspects of the contact situation, the learner's willingness to enter such contact would probably be dependent upon the resultant tendency from the Primary Motivational Process. Clement, Gardner and Smith (1977 b) and Desrochers and Gardner (1981) reported a positive relationship between the students' attitudes towards the second language group and the frequency of contact they had with its members in the context of a bi-cultural excursion.

In brief, Clement's model comprises an attempt to explain how aspects of the social milieu can have a bearing on L₂ learners' linguistic outcomes in the language acquisition process. Motivation is seen as an important and dynamic feature which can determine competence in the second language, while it is recognised that other factors, such as language aptitude should be accounted for in a complete theory of language acquisition. It is also maintained that language competence can give rise to collective consequences. (Giles and Byrne, 1982). For

instance, in settings where one language is dominant assimilation of the minority group to the majority group's language can modify the structure of the original social milieu. If on the other hand, majority group members learn the language of a minority group the social consequence would be integration. The concepts of assimilation and integration can be compared to Lambert's (1974) subtractive and additive bilingualism. (Gardner, 1985).

Clement's framework has made its contribution in the area of second language acquisition and enriches our understanding of interethnic communication. It stresses the point that there are different motivational types (assimilation, integration) which are context-dependent and determined by the status of the second language in the community. However, like Schumann's theory it seems to be strictly related to the social psychological aspects of second language acquisition in interethnic settings and does not account for language learning in a purely educational context. Therefore, although certain aspects of the model can be relevant to the foreign language context, it does not seem to be directly applicable to such a setting. Gardner's socio-educational model (1985,88) encompasses the issues Clement touches upon and provides a more elaborate or even more complete framework of language acquisition. This point will be discussed in the last section of this chapter.

4.3.3. The Intergroup Model (IGM)

Giles and Byrne (1982) proposed an intergroup model which was updated by Garrett, Giles and Coupland (1989) in attempting to outline the socio-psychological processes underpinning variable success in second language acquisition mainly by members of linguistic minority groups. Motivation is central to this model as well, and it largely focuses on the concept of the integrative motive as defined by Gardner (1979, 1981) and Lambert (1963b; 1967;1974). It is posited that the integrative motive which requires some sort of identification with the other community is the strongest form of motivation. Giles and Byrne also concur with Clement's notion that there may be conflicting tendencies within the individual arising from the utilitarian value of second language learning on the one hand and the individual's desire to retain the valued ethnic tongue on the other.

However, their theory is based on and derives some of its basic propositions from Tajfel's (1982) social identity theory which refers to the individual's self-awareness in terms of his/her group membership. (Gardner, 1985). According to Gardner (1985) social identity theory is of relevance to the language acquisition situation when the basis for group membership focuses on language (p.140).

In formulating their intergroup theory, Giles and Byrne (1982) referred to factors which affect the individual's strength of ethnic identification and focus on: ethnolinguistic vitality, the individual's perceptions

of group boundaries and multiple group membership. The ethnolinguistic vitality of the source language was considered important, because it can increase the salience of ethnic group membership. Attention was also directed toward the perceived group boundaries because, if they are flexible, individuals are allowed to move in and out of their group. Another important component of that framework is multiple group membership, since it can indicate that the group members can identify themselves with many members if their own ethnic identification is not particularly important and salient.

Garrett, Giles and Coupland (1989) provided data from Hall and Gudykunst (1986) offering modest support for the model, but some revisions were proposed with respect to adopting a less rigid stance than before on the nature of the relationship between language and cultural identity. It was postulated that group identity could be promoted via second language acquisition and that strong group identification and security can sometimes be an important condition for embracing the L₂ and other attributes of another group' (p.206). Furthermore, it was shown that when there is a socioeconomic need to learn the language of a majority group, as with Arabs in the United States, ethnicity can exist side by side with the disappearance of ethnic language maintenance. (Sawaie 1986). Groups of low ethnolinguistic vitality can adopt other creative (nonlinguistic) strategies, such as handing on religious beliefs, in order to maintain their group identities.

Garrett, Giles na Coupland (1989) have suggested five conditions fovouring the occurrence of proficiency in a dominant group's language.

Conditions that promote a strong motivation to learn the dominant L₂.

(1a) minority group members identify weakly with their ethnic group, and their language is not a salient dimension of ethnicity; or, if L₁ is a salient dimension, it is not perceived to be threatened by SLA; or, if seen as threatened, there are alternative nonlinguistic salient dimensions deemed satisfactory for preserving ethnic identity.

(2a) construe no cognitive alternatives to their subordinate status to the extent that it is attributed as legitimate and there is little likelihood of change; or, when aware of alternatives, these are realizable only through SLA;

(3a) perceive ingroup and outgroup boundaries to be soft and open;

(4a) identify with many other social categories, each of which provides adequate group identities and a satisfactory intragroup status; and

(5a) perceive ingroup vitality as low and neglected relative to outgroup vitality; or, it is judged that SLA will maintain or promote satisfying nonlinguistic aspects of ingroup, vitality (p.212)

Under these faciliative conditions, situational anxiety is attached considerable importance, in that the

learners' self-confidence with speaking the target language in public domains will determine their ultimate proficiency in the L₂. If these conditions are met, individuals are more likely to avail themselves of the benefits of informal language acquisition settings necessary for the furtherance of their second language (L₂) skills. They will gain positive outcomes, both linguistic and non-linguistic, i.e. their oral proficiency will improve and they will be characterised by sociolinguistic competence and "accommodative flexibility" (Giles and Byrne, 1982: 35).

Although the perceived collective outcome of such proficiency can foster integrativeness amongst the members of a subordinate ethnic group, it can also act as a catalyst to powerful members of the outgroup, if they view such assimilation as threatening their positive ethnic distinctiveness. An increasing fear of assimilation (c.f. Clement's 1980 social context model) can decrease the subordinate group members' motivation to learn the L₂, if they are characterised by the following propositions:

Conditions that decrease motivation and inhibit SLA in-subordinate groups.

- (1b) identify strongly with their ethnic group and perceive the ingroup language (L₁) as an important dimension of their cultural identity;
- (2b) construe "cognitive alternatives" to their subordinate intergroup status, such as feeling that their own relative position was illegitimately created historically by dominant group oppression (rather than

its being part of the accepted order of nature), and that there is some possibility of the status hierarchy being changed now;

(3b) perceive both their ingroup and the outgroup boundaries to be hard and closed;

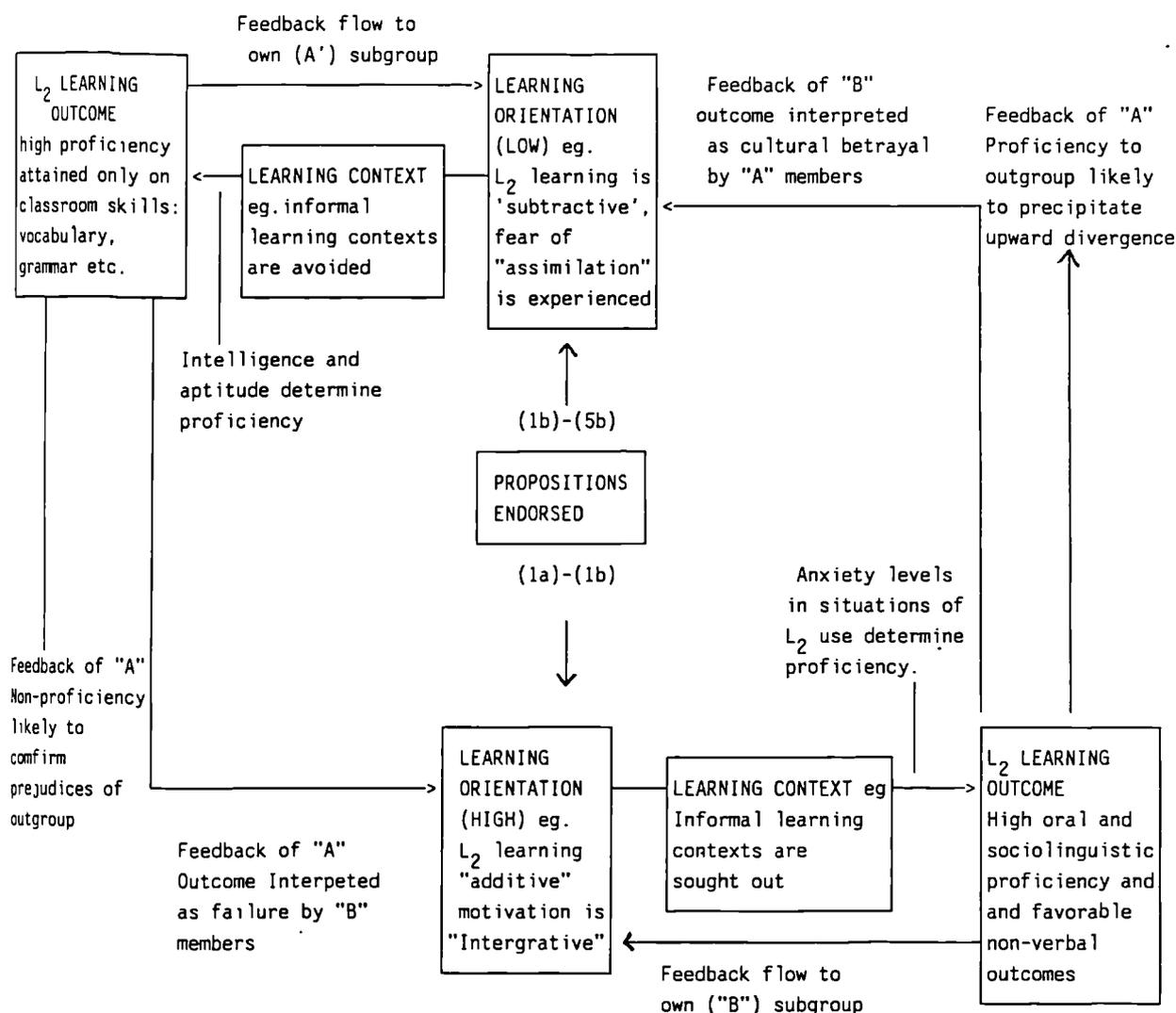
(4b) identify with few other social categories, each of which provides them with inadequate identities and low intragroup statuses, relative to their ethnic identification; and

(5b) perceive their ingroup "ethnolinguistic vitality" to be high and compare it favourably with that of the outgroup. (Garrett et al. 1989:203).

The aforestated propositions suggest that although knowledge of a dominant group's language can be a viable strategy economically and politically, it could also be at extreme social cost to certain group members characterised by a strong group identification. (Lambert's notion of subtractive bilingualism).

Although Giles and Byrne (1982) did not present their model schematically, Garrett, Giles and Coupland (1989) provided us with the representation of the revised intergroup Model.

Figure 4.6. The Intergroup Model (I.G.M.)



Garrett et al. (1989), like Gardner (1979; 1985) distinguish between formal and informal language acquisition settings and propose that language aptitude and intelligence are implicated in language proficiency in formal contexts. Members of subgroup A (subtractive) will regard their ability to acquire the school taught language skills as an important component of retaining their own cultural identity, while members of subgroup B will

demonstrate an integrative motivation and will seek out opportunities for authentic language intake in informal contexts.

All in all, the I.G.M. is different from all other models in that it predicts the sociopsychological conditions that are constraints or resources for successful language acquisition. It does draw attention to the variabilities among language learning settings and purports that the historical, ideological as well as political forces impinging upon SLA should be accounted for in any analysis. It is also of interest that SLA is acknowledged to be not only a sociopsychological process, but a linguistic and educational one and further elaboration on the issue is suggested.

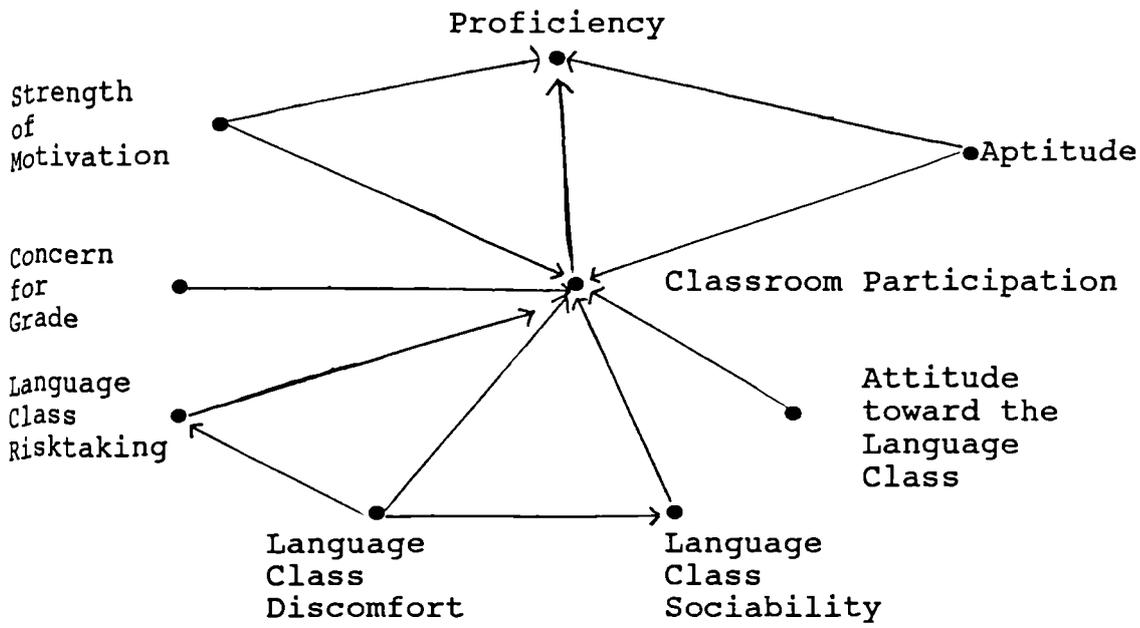
Although the model is said to be extended to dominant as well as minority groups, it still mainly draws on SLA in contact situations.

4.3.4. A Model of Personality Variables

The models revised so far have mainly directed attention to language learning either as a linguistic or sociopsychological process giving little consideration to the L₂ classroom and the interaction of person and situation. Ely (1986) presented and tested a casual model of L₂ learning where three situation-specific constructs are explored: Language Class Discomfort, Language Class

Risktaking, and Language Class Sociability. The model is displayed in Figure 4.7.

Figure 4.7. A Model of Personality Variables.



Language Class Discomfort refers to the degree of anxiety, self-consciousness or embarrassment a learner experiences when communicating in the target language in the F/S language classroom. Language Class Risktaking is concerned with the L₂ learner's tendency to take risks in speaking in the L₂ class, while Language Class Sociability is defined as the students' desire to interact with his/her peers in the language classroom by using the L₂. Another variable the model accounts for is the strength of motivation which refers to the degree to which the learner desires to achieve command of the L₂.

It was hypothesized that Language Class Discomfort can

act as a deterrent to both Language Class Risktaking and Sociability since it prevents the individual from taking risks and interacting in the L₂ classroom. The last two variables are said to increase Classroom Participation, which is considered to be a positive predictor of language proficiency and to mediate the effect that Strength of Motivation, Language Discomfort, Risktaking and Sociability have on success in the L₂ classroom.

Attitudes toward the S/F Language Class, aptitude, as defined by Gardner and Lambert (1972), as well as great concern to achieve high grades were postulated to be positive predictors of classroom participation and consequently of proficiency.

The model was tested in the United States with University foreign language students and its main hypotheses were found to be partly supported. Ely suggested that the research should be extended to different age groups in bilingual, ESL and EFL settings. It was further indicated that teachers should regard Language Class Risktaking and Classroom Participation as important factors and should help the students to feel secure and encouraged to assume a more active role in classroom language learning.

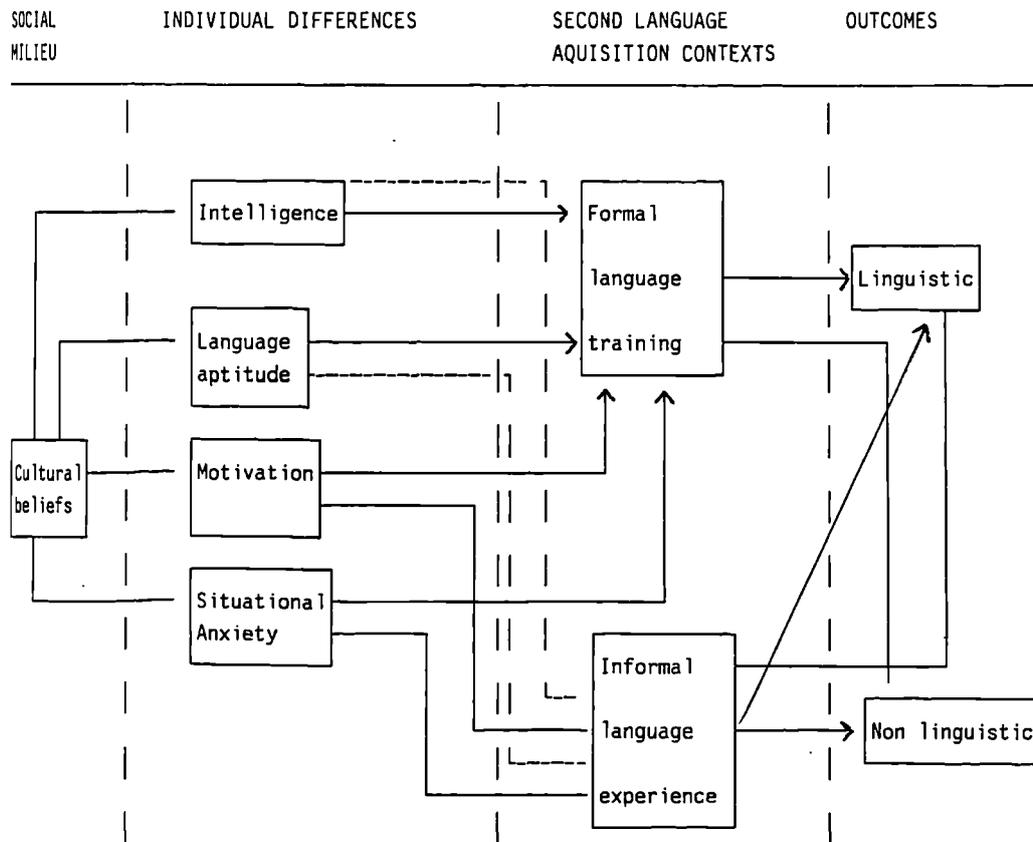
Ely's framework has mainly viewed language learning as an educational process and has investigated only situation-specific constructs. Although it contains certain practical suggestions that could be of use to the language teacher who can devise strategies for lessening Language

Class Discomfort an maximizing sociability, it can be argued that its restriction to the classroom makes it an incomplete theory of language learning.

4.3.5. The Socio-educational Model

Gardner's socio-educational model (1985;1988) has largely been influenced by Lambert's (1963 a; 1963 b; 1967; 1974) social psychological theory, whereby, if the language student is approximately oriented, s/he may find that by learning another social group's language, s/he "has made a crucial step in becoming an acculturated part of a second linguistic-cultural community". (1963: 114). Gardner (1979; 1981;1983) elaborated this theory and formulated the socio-educational model for L₂ acquisition. A schematic representation of the model is given in figure 4.8.

Figure 4.8. The Socio-educational Model.



The socio-educational model is primarily concerned with the role of individual differences in second language learning which unlike any other school subject, is claimed to involve the acquisition of linguistic skills or behavioural patterns which form an integral part of another cultural community. Gardner's model comprises four segments: a) Social Milieu, b) Individual Differences, c) Second Language Acquisition Contexts and d) Outcomes.

At a global level the model proposes that the social milieu of the learner will influence the development of a series of attitudinal/motivational characteristics and the

extent to which these characteristics will be related to the achievement of second language acquisition in different contexts.

The major process variable of the social milieu component is labelled "cultural beliefs:"These are beliefs in the students' own community about the target group and culture and about the value of second language learning, which in turn will influence the nature and the role attitudes play in language learning. If, for example, the cultural belief is that language learning is an arduous task, or an insignificant one, then the general level of proficiency will be low and vice versa.

The cultural beliefs are linked to four types of individual differences, namely intelligence, language aptitude, motivation and situational anxiety. As already stressed, it is proposed that, other things being equal, these four types of variables can influence language achievement directly. Although intelligence is likely to be interdependent with aptitude, the argument here is that it is independent from aptitude, and more directly influences the students' ability to understand language learning as a cognitive task. Aptitude, which is defined as a series of verbal and cognitive abilities, is also posited to be implicated in L₂ achievement. Motivation, which can determine the degree of the individual's active involvement in acquiring language material, is a construct that refers to the effort to master the language, desire (want) to learn the language which is reflected in the individual's

orientation to language study and positive attitudes toward language learning. Situational anxiety refers to the students' anxiety reactions generated in specific language learning situations and it is considered to be important in that it can negatively affect the student's performance and consequently acquisition.

Gardner proposes that these four classes of individual difference variables affect the individual's performance in any setting the latter is given the opportunity to enhance his/her language skills. A distinction is drawn between formal language training context and informal language experience context. The language classroom can be an example of a formal context where the individual receives language intake through formal tuition. Informal contexts can involve any situation where language instruction is not the primary objective. The main intent in such situations would be communication which can be achieved via exposure to real life situations, listening to music, authentic reading etc.

Since instruction is the primary objective of formal contexts, all four individual differences variables can play a role in the learning process. In informal contexts however, in which instruction is not the objective and students can opt in and out of the situation, the degree of motivation and anxiety can determine the extent to which individuals will be involved. This is indicated in the model by the broken lines linking intelligence and aptitude with informal settings.

The experiences of learning a second language in these two different contexts can result in two outcomes. Linguistic outcomes refer to knowledge of grammar, structure, vocabulary, etc. as well as knowledge of specific language skills - reading, listening, speaking and writing. Non linguistic outcomes, on the other hand, refer to attitudes toward the second language community, appreciation of other cultures, interest in languages etc. Both types of outcomes develop from formal and informal language experience but specific types of outcomes are more likely to be related to one rather than another context. For instance, in a formal context, where a traditional teaching method is used, the outcomes would be knowledge of structure etc. while in informal language learning such as listening to the radio the outcome would be aural comprehension and probably appreciation of the target culture.

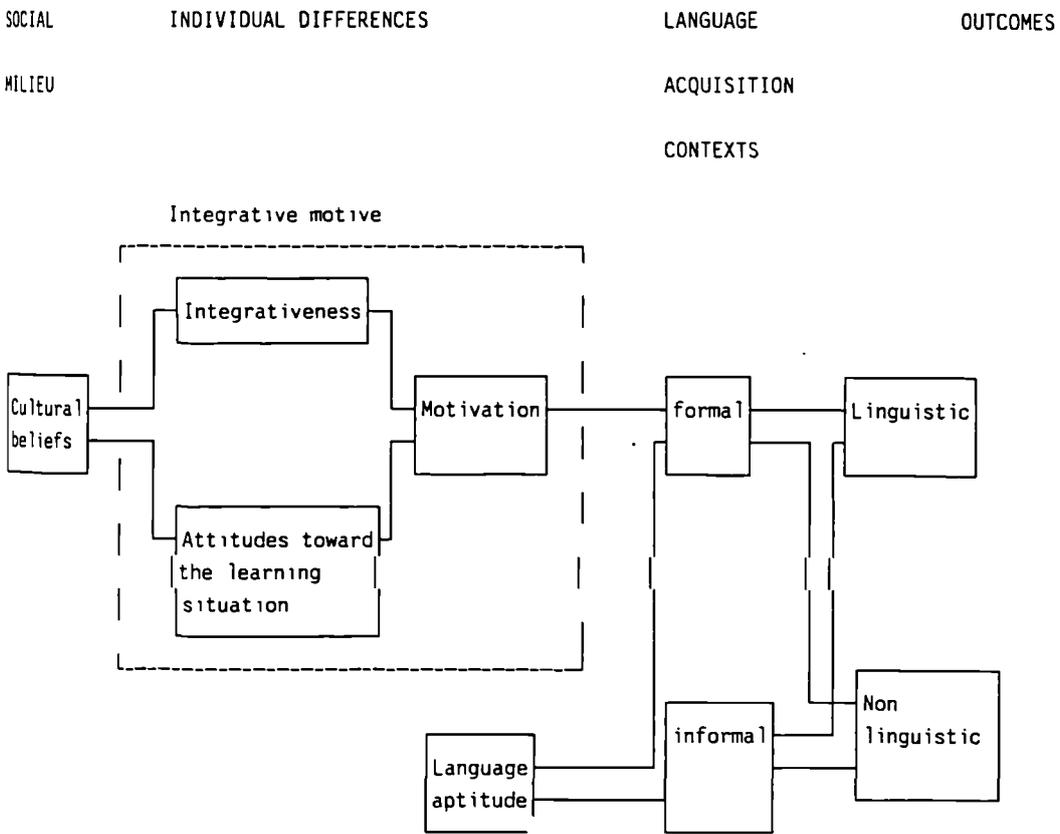
A point worth raising is that attitudes are not depicted in figure 4.8. because Gardner considers them to be determinants of motivation not of achievement.

As indicated in Chapters 1 and 2, language learning involves the students' willingness to take on behavioural elements of another group. This willingness manifests itself in the integrative motive which is indexed by attitudes toward the other group, interest in other languages and an integrative orientation. Another attitudinal configuration which revolves around the learning situation and is measured in terms of attitudes

towards the teacher and the course is also suggested to sustain motivation.

The figure below (4.9) provides an operational formulation of the model as proposed by Gardner (1985,1985) and articulates more precisely the causal relationship between the various components.

Figure 4.9. Operational formulation of the socio-educational model.



Au (1988) attempted an evaluation and critique of Gardner's socio-educational model and mainly focused on the integrative motive hypothesis and the causality hypothesis.

More specifically Au (1988) argues that the superiority of the integrative motive has not been

supported by the empirical evidence, since contradictory results have emerged from studies conducted in different contexts. In addressing this criticism Gardner (1985; 1988) acknowledges that various studies have yielded relatively unstable results and that not everyone who breeds favourable attitudes and values the culture of another community will necessarily want to learn their language. Moreover, the measures used in certain studies have not always been operationally defined and assessed. In addition Gardner has shown that a number of studies have yielded significant correlations between at least certain measures of the integrative motive and achievement in ESL, while he stresses the point that the integrative motive is not the only factor that affects SL proficiency; neither does it account for all of the variance in achievement. As he states, such an approach would be simplistic since it would ignore the complexity of individuals as well as of the language learning task.

With regard to the causality hypothesis a number of researchers (Savignon, 1972; Burstall et al. 1974; Hermann, 1980; Strong, 1984) have posited that achievement is the causal variable instead of motivation. Gardner's response to this criticism has been that his own extensive review of the literature has indicated no evidence that differential success influences motivation. (This issue was also addressed in chapter 2).

To sum up, Gardner's model suggests that upon entering the language learning situation individuals are equipped

with generalized attitudes, fostered in the out-of-school environment which provide the initial motivational impetus as well as with the general expectancies about the language course. These generalized attitudes become more salient in the course of the language study. Therefore, the model is a dynamic and developmental one in which both cognitive and affective variables influence the individual's behaviour in the language learning setting, "and the interplay of these variables with the context produce non-linguistic outcomes that influence subsequent affective variables in an ever continuing process. (Gardner, 1985: 149).

4.4 Summary and Conclusion

This chapter has placed emphasis on theories of second language learning and has investigated certain models which view language learning either as a linguistic process or as a social process.

Despite the fact that they see language learning from different perspectives, all models presume that second language acquisition involves goal-directed, purposeful behaviour. L₂ learners seek to establish communication, or enjoy the practical value and advantages of learning a new language, to enhance their language skills or self-concepts. The desire to communicate reflects some level of social motivation which is primarily accounted for by the social process models.

Another view projected by the models is that language skills are caused by different variables and that can

explain why the magnitude of the correlation between independent measures and language achievement is higher for some of them and lower for others.

It is acknowledged in this thesis that all models have enhanced our understanding of second language learning and have gleaned the most important variables implicated in L₂ achievement. However, very few of them have been empirically tested and with the exception of Gardner's socio-educational model they have been descriptive rather than predictive. It is also noteworthy that although they claim that they can be expanded and used in various language learning contexts (Garrett et al, 1989) most of the models are either restricted to language learning in an acquisition setting, or to ethnic minorities studying a dominant group's language, or can account for language learning in a purely formal setting. It is thought that Gardner's socio-educational model is a more complete theory of language learning/acquisition, since it is firstly predictive in nature, secondly it can be applicable to different contexts and thirdly, it has been empirically tested and supported (Gordon, 1980; Gardner, 1985; 1988). Some of its basic propositions can be tested in a foreign language setting where contact situations are rather limited for it considers both the social psychological and educational aspects of language learning which are prominent in such a context.

CHAPTER 5

5. STUDY CONDUCTED IN BRITAIN

5.1. Introduction - Aims of the study

As already indicated in chapters 1, 2 and 3 Gardner and Lambert's (1972, Gardner, 1985;1990, in Giles and Robinson 1990) research has shown that achievement in a second language in different social settings -monolingual vs bilingual or multicultural- was differentially related to two distinct motivational complexes, namely the integrative motive and the instrumental orientation. The results were context-dependent as well as associated to the status of the language being learned. Thus, the Anglo-Americans, who were studying French as a second language in Connecticut, were characterized by an integrative orientation, whereas the Philippines learning English as a second language in the Philippines demonstrated instrumental reasons such as learning the language in order to enjoy better career prospects.

This type of research, concerning the relation of attitudinal and motivational variables to second language proficiency, has been replicated in a number of different cultural contexts with students of different age levels and background and has revealed various factors implicated in successful language learning.

However, most of the studies on second language learning concentrated on international students who were

taking formal language courses. Thus, the primary objective of the study conducted in the U.K. was to test the hypothesis that affective variables, including measures of the students' attitudes and motivational orientations, their desire to stay in the host country and the amount of contact with the target group were predictors of L₂ achievement in an acquisition context among University students of the same linguistic and cultural background.

The students had resided in the foreign country for sometime and it was thought that the second language would have similar importance abroad as their source language in the home country. They were also expected to have developed strong attitudes toward the English community and culture and to have been given the opportunity to develop an integrative orientation which would be expressed in their desire to become potential and/or valued members of the English community.

All the students were learning English as a second language in an informal context i.e. through interaction with the community where English is spoken, without receiving any direct tuition. As Gardner (1985) and Krashen (1981:21-22; 1985) allege, attitudes are bound to have an influence on the students' achievement in such a context, since the learner can seek opportunities to use the language communicatively and thereby obtain the necessary intake for language acquisition.

Moreover, as Krashen (1981) and Stevick (1976:113) state, integrative motivation in such settings should

encourage the acquirer to interact with speakers of the second language out of sheer interest, to be prone to engage in 'receptive' rather than 'defensive' learning, without any feeling of threat from the target language group.

As long as the students had ample opportunities to establish contacts with native speakers of English and use the language in everyday situations, the aim of the study was to give specific emphasis on the speaking skill, since it is meant to be improved through constant practice and in the process of socialization with the target language group. It was assumed that competence in the other language skills does not require so much exposure to real life situations and can be gained subconsciously, since students had to attend lectures, do their reading, write essays etc.

This chapter is organized into the following sections: the sample, measures, predictor and criterion variables, reliability of the questionnaire, data collection procedures, hypotheses, analysis of the data and finally presentation and discussion of the findings.

5.2. The Sample

The sample was selected via a random sampling procedure. A list of the Greek University students was obtained from the President of the Hellenic society at Kent, a total of more than a hundred students. Questionnaires were administered to those students who were living on campus and were, therefore, easy to contact.

A total of 51 Greek young adults aged between 20-28 years, who pursued their studies at the University of Kent in Britain either as undergraduates or as postgraduates comprised the sample. The mean age of the respondents was 24 years and their sex distribution was 21 (41%) male and 30 (59%) female. The minimum length of residence in England was 1 year and the maximum 5 years.

Most of the students indicated that they belonged to middle, or upper middle educated families who could afford to finance their children's studies abroad. The subjects were both family and career oriented as well as highly motivated and ambitious persons 80% had obtained a B.A. and were studying for an M.A. or a PhD. Therefore, they were competent in academic studies. They mostly believed that their success in life in general and their academic work in particular largely depended upon their own efforts.

5.3. Measures

Data were collected by means of a questionnaire on attitudes motivational orientations and intensity as well as by means of a self-assessment of English Proficiency. The items of the questionnaire were mostly based on Gardner's (1985) Attitude/Motivation Test Battery (AMTB). A modification of the measures was necessary, so that they were suitable to the particular language learning context and ethnolinguistic community. Some of the items of the questionnaire were also used by Oller, Hudson and Liu (1977), Genesee, Rogers and Holobow (1983), SLOG (1985).

The questionnaire contained two sections: A. Attitudinal and Motivational measures and personal data, B. Students' self-assessments. The front sheet of the questionnaire included information about how it should be completed. A statement with a Likert (1932) 7-alternative response format was presented to the respondents requesting them to indicate the extent to which they agreed or disagreed with the statement by circling the appropriate alternative. The left end of the scale was labelled Agree Strongly while the right end was labelled Disagree Strongly. The points of the scale were marked by a single vertical line. (see Appendix A).

It was specified that there were no right or wrong answers and that they should indicate their personal feelings. Moreover, it was explained that their willingness to participate in the study was appreciated very much, since the information provided by them would contribute to a better understanding of the factors involved in second language learning.

Section A

1. Attitudes towards English people. The scale consisted of 11 items measuring the students' attitudes towards English people. (Cronbach α = .70). The attitude scales contained both negatively and positively worded items, randomly ordered to protect against order effects.
2. Attitudes towards the English culture. This scale

involved seven items reflecting the participants' attitudes towards the English culture. At the end of the scale two measures were included to test whether the students' attitudes had changed positively or negatively as a result of their actual contact with the English speaking community (Cronbach α = .75).

3. Integrative Orientation This scale was composed of 6 items emphasizing the importance of learning English in order to interact with, learn and understand more about the literature and share cultural experiences with members of the target group. (Cronbach α = .80).

4. Instrumental Orientation. This test consisted of 8 items designed to assess the importance of learning English for functional reasons such as to broaden one's outlook and develop a more critical thinking, to understand the lectures, to keep in touch with the latest trends in thought and behaviour in the west etc. (Cronbach α = .81).

5. Motivational Intensity. The scale consisted of 5 multiple choice items designed to measure the intensity of the students' motivation to learn English in terms of the effort spent on the study of English, on trying to improve their pronunciation, or pick up English in every day situations. (Cronbach α = .85).

6. Personal Data. This sheet required information about

the students' age, sex; socioeconomic background, length of residence in the foreign country, intended length of residence in that country, studies accomplished, career aspirations, importance of the first and second language in their career, knowledge and interest in other languages, causes of success in their life, degree of socialization with the target language group and amount of contact they wished to achieve.

Moreover, in this part of the questionnaire the respondents were asked to indicate their proficiency in English prior to entering England on a 5-point scale. (Intermediate level, first Certificate, Pre-Proficiency, Proficiency, and Diploma).

Section B

Self-rating of English skills. Students rated their proficiency in English in the four language skills: speaking and writing (productive skills), and listening and reading (receptive skills). Each skill was rated on a seven-point scale varying from very well to not at all. A high score (maximum=16) indicated a positive self-evaluation (Cronbach α =.77).

Students were required to indicate which of the four language levels in each language skill best applied to their current knowledge of English. Then they were asked to rate how well they could perform in the level they selected.

When the questionnaires were gathered, it was found

that most of the respondents had only indicated the language level that described their competence and did not use the ratings below each level. Those of the subjects who rated their achievement in the language levels had chosen the highest value i.e. very well. Because the number and the distribution of the ratings was inadequate, the researcher could not account for the variation in the seven-point scale in the analysis. Thus, the data were coded as follows: Intermediate level=1, First Certificate=2, Pre-proficiency=3, Proficiency and Diploma=4. Thus, a student could have anyone of the scores "1" to "4" on each of the 4 language skills. The scores could in principal range from 4 to 16.

5.3.1. Predictor Variables

The first section of the questionnaire including attitudinal and motivational measures as well as measures of the students' length of residence, intended length of residence, prior achievement, frequency of socialization and contact formed the independent variables of the study, used to predict achievement in the criteria.

5.3.2. Criterion Variables

The dependent variable in this study was achievement in the four language skills. Self-assessment scales including performance based statements were used. The scales of the self-rating section aimed to test the communicative competence of the subjects i.e. their

intuitive knowledge of social, functional, and contextual features of the language (Brumfit and Johnson, 1979) or more simply the ability to interact in the language. (Canale and Swain, 1980).

The self-rating test was used for a variety of reasons. Firstly, the language was being learned in a natural acquisition context and consequently, there was no teacher to make the assessment. The researcher, in this case, had to rely on the students' self perceptions of competence, defined globally in terms of being able to speak, write, read, etc.

Secondly, the existence of numerous language tests used in various studies such as the MLA Foreign Language Proficiency Test for Teachers and Advanced Students were not considered to have high level of face or content validity, as representative of the kinds of language use tasks that the examinee would be expected to encounter in real life situations. (Clark, 1981).

Thirdly, the commonly accepted Proficiency Test set by the University of Cambridge requires a minimum of 5 hours to complete and the respondents could not devote so much time to the investigator. Although it should be borne in mind that criterion variables based upon self-assessments might not be as rigorous as more objective measures, the items used in the test, differing in degree of difficulty and complexity, were proposed by the Foreign Service Institute and the Council of Europe (Clark, 1981; Trim, 1978) and were regarded as appropriate measures of

proficiency not only for their high level of content validity but also because of their effective prior use in other studies (Carroll, 1967).

The four language proficiency scales were divided into: 1) elementary proficiency 2) limited working proficiency 3) minimum professional proficiency 4) full professional proficiency and 5) native like proficiency. Elementary proficiency was excluded from the test because the students were required to have at least limited working proficiency in order to undertake any studies in Britain. The test was also checked for content validity with the Department of Languages and Linguistics at Kent where the researcher consulted a professional on language testing.

5.4 Internal Consistency Reliability

The questionnaire was tested for clarity and comprehension in two pilot studies using samples of 10 students each, not included in the main phase. A few modifications were made in the attitude toward English speaking people scale, so as students were not confused by many attributes together. For instance, Gardner's statement: "French people are very sociable, warmhearted and creative" had to be separated, since the students commented that they might agree with the first two attributes, but not with the third one or vice versa. Then, reliability checks were performed to estimate the internal consistency of the resulting questionnaire items.

5.5 Data Collection Procedures

Administration of the questionnaire took place in the students' houses on campus by the researcher who assured the students that any sort of information provided would remain anonymous and would be treated with the utmost confidentiality. The instructions were explained thoroughly and it was specified that although it was important to the research goals that the questionnaire was fully completed, the respondents should feel free to omit any items they felt they could not or did not want to answer.

Envelopes with the researcher's name and address were provided so that the questionnaire was returned after completion. The response rate was excellent (100%) and the questionnaires were filled out in full.

5.6 Hypotheses

In the light of the results of the studies discussed in Chapter 3 and the theories of language acquisition analysed in chapter 4 (Schumann, 1978 a; 1978b; Krashen 1981; 1982; 1986; Clement, 1980 etc.) the following hypotheses were formulated to guide the current investigation:

1. It is hypothesized that the students' attitudinal and motivational characteristics (attitudes towards the target language culture and community, integrative orientation, motivational intensity) will be significant predictors of achievement in the second language.
2. It is hypothesized that the students' intended length of

residence would also predict achievement in the L₂.

3. It is hypothesized that the amount of volitional interethnic contact would be a predictor of success in the target language.

5.7 Statistical Analysis and Interpretation of the Results

The aforesaid hypotheses were tested by using the SPSS programme (Statistical Package for the Social Sciences). The analysis technique used was stepwise multiple regression using AH2 (achievement in the speaking skill and then ACHM, the mean score on all self-rating assessments), as the criterion variable.

The aim of the stepwise regression was to select that combination of attitudinal/motivational and demographic variables that provide the best explanation for the variability in the dependent variable. At each step, one variable is being selected and added to the combination. The variable that explains the greatest percentage of the variance is picked out first and then the variable that makes the next largest contribution is added. The computer eventually reaches a point when the inclusion of additional variables is not possible since they do not increase the explained variance significantly.

Since the hypotheses were concerned with prediction and aimed to explain the variance in achievement and as long as the correlations between the independent variables were not high (not above .70 Brown, 1990:149) all the measures were used as predictors. The results of the

analysis are presented in table 5.1.

Table 5.1 Stepwise multiple regression of affective and environmental variables predicting achievement in spoken English

| Variables in order of importance | Multiple R | R ² | Beta | p |
|----------------------------------|------------|----------------|------|-------|
| prior achievement | .52 | .25 | .33 | .0001 |
| MI4 | .64 | .39 | .20 | .001 |
| II4 | .69 | .45 | .43 | .01 |
| MI3 | .75 | .53 | .51 | .01 |
| AC6 | .79 | .59 | .29 | .01 |

variable names : see appendix A.

Surprisingly, the analysis showed that the students' level in English before coming to Britain makes the greatest contribution to achievement in spoken English accounting for 25% of the variance. Adding the students' effort to improve their English by consciously correcting their mistakes to the equation, the amount of variance accounted for by the predictor variables is 39%. The next important variable was the students' desire to learn English in order to integrate with the English speaking community, which added 6% to the explained variance. The variable that was selected next was the students' attempt to improve their spoken English contributing 8% to the criterion variation. When the variable "the more I live in this country and get to know English people, the more I want to learn their language" entered the equation the overall variance in the dependent variable was 59%.

The students' amount of contact with the target

language group and the variable measuring their intended length of residence failed to enter the equation. Thus, the hypotheses concerning the role of interethnic contact and the desire to stay in the foreign country in achievement in the spoken form of the language has to be rejected.

As regards the assumption about attitudinal and motivational variables, a rather small number of variables accounted for the variation in English oral proficiency. However, these variables can be considered significant in that they reflect the students' conscious effort to acquire language, their desire to become members of the English speaking community and their appreciation of the country and its residents. Therefore, this hypothesis can be partly accepted.

Initial achievement was found to have the strongest positive effect on subsequent achievement probably because the students who are initially successful can more easily generalize to new learning. It could also be that prior achievement reduces the levels of anxiety and makes the learner feel more confident when encountering new language contexts. (Gardner, Lalonde and Pierson 1983).

The data were further analyzed by performing a second stepwise multiple regression using the mean score of achievement in the four basic skills as the criterion variable. As shown in table 5.2 the analysis yielded somewhat similar results.

Table 5.2 Stepwise regression of achievement in English

| Variables in equation | Multiple R | R ² | Beta | p |
|-----------------------|------------|----------------|------|------|
| initial achievement | .49 | .23 | .28 | .01 |
| MI4 | .61 | .34 | .42 | .001 |
| AC6 | .69 | .45 | .35 | .01 |

variable names : see appendix A

Initial achievement is again found to be a significant positive predictor of the final achievement in the four language skills, though it explains less of the variance (23%). The students conscious effort to enhance their proficiency and their desire to study English because of an appreciation of the people resulting from their stay abroad were also found to be predictors of success. The equation explained 45 percent of the variance in the students' achievement.

Contact with the other group and desire to stay in the country were not predictors of Proficiency. Therefore, the relevant hypotheses have to be rejected. Attitudinal and motivational variables had but very little effect too. It can then be said that achievement in English as measured by self-ratings of proficiency in the four language skills can hardly be predicted by attitudes and motivation.

The independent variables in this equation explained less of the variance in the dependent variable than the variables in the previous equation, probably implying that in contexts of acquisition attitudinal and motivational measures are more implicated in oral proficiency than in

written proficiency.

Although it is difficult to compare these results with the findings of other studies because the variables have not been investigated in a similar context, it could be suggested that they offer partial support to Burstall et al.'s (1974) proposal that nothing succeeds like success. Gardner, Lalonde and Pierson (1983) also found that prior achievement influences final achievement. It seems that the subjects in this study were already competent enough in English and their already acquired proficiency was enhanced because of environmental factors such as their long term exposure to authentic language situations, which assisted them in going through the paths of language learning more easily.

Despite the fact that few motivational variables were found to be important factors in the acquisition of a second language, it seems that in groups of adult university students who are generally well motivated, there are other variables that are influential and require investigation. Svanes (1987) suggests that cultural distance is a predictor of second language proficiency.

It is suggested that the study is replicated with more students and more variables so that possible causal functions are unravelled and more generalized conclusions can be reached. In addition, future research should concentrate on the speaking skill again, investigating aspects of pronunciation, stress and rhythm i.e. prosodic features which require close contact and constant

observation of the way native speakers use the language, plus desire to do so. This, however, will require assessments from teachers who are native speakers of English -something impossible for the present study- so that the possible effects of social desirability on the part of the students are eliminated.

CHAPTER 6

6. DESCRIPTION AND ANALYSIS OF THE STUDY CONDUCTED IN GREECE

6.1. Introduction

The theoretical chapters of the thesis have pinpointed that the social and cultural contexts of the studies can drastically influence the nature of the role played by affective variables. Also, the strength of the association between motivation and achievement was found to fluctuate according to the setting of the research.

With the realization that these differences exist, this study was designed in a different monolingual social setting in Europe to investigate how attitudinal and motivational variables are related to attained proficiency in the foreign language and how these variables are related to certain demographic variables such as sex and socio-economic class.

The present investigation was guided by the following hypotheses :

1. There will be a positive association between the various attitudinal and motivational measures and achievement in English.

2. The students' integrative orientation would be a better predictor of success than the instrumental

orientation.

3. In the Greek socio-educational context of foreign language learning, educational attitudes would be better predictors of achievement than social attitudes.

4. There would be no significant difference in attitudes, motivation and achievement in the subjects between boys and girls.

5. Students will differ significantly in their attitudes, motivation and achievement according to their socio-economic status.

6. There would be a significant, positive relationship between perceived parental encouragement and motivational intensity.

We shall now turn to a description of the sample, the methodology used to collect data for this study as well as the analysis and discussion of the findings.

6.2. The Sample

The sample, consisting of 470 students in total was drawn from nine private schools in Athens. Since more than 1/3 of the country's population resides in Athens, it can be said that it reflects the economic and cultural mosaic of urban Greece.

The language groups are homogeneous since, depending on their command of the language, learners are placed into beginner, pre-intermediate, intermediate, First Certificate and Proficiency classes. Students were receiving formal training in the classroom by means of course books and activities based on role-play, sketches, short stories, puzzles etc. All of them were heading towards the obtainment of one of the recognized degrees (Palso, the Cambridge First Certificate in English and the Proficiency of Cambridge). Therefore, it can be said that most of the language material used was uniform.

The language schools were randomly selected from the low income, middle income and high income areas of Athens so that the variable concerning the subjects' socio-economic level could be accounted for.

In more detail, the sample was composed of 215 male students (45.7%) and 225 female students (54.3%) aged between 13 and 17 years (mean age 15).

The subjects belonged to the third, fourth, fifth and sixth grades corresponding to the pre-intermediate and intermediate levels, First Certificate, and Proficiency level. The grade levels were recoded into grades 1, 2 and 3 as presented in the table below.

Grade 3 comprised a rather small subgroup because students either do not have the opportunity to study English up to the level of Proficiency, or they have no interest in enhancing their knowledge of English after they obtain the First Certificate, or even the heavy burden of

Table 6.1. Grade level distribution

| Grade | Frequency | % |
|-------|-----------|------|
| 1 | 153 | 32.6 |
| 2 | 253 | 53.8 |
| 3 | 64 | 13.6 |

the Greek curriculum does not allow them to enroll in Proficiency classes.

The majority of the survey population were Hellenic people (96.8%) and only a small number were not of Greek origin (3.2%). However, they were included in the sample, since they were not of English origin either.

As regards the socioeconomic status of the respondents 17.3% belonged to high income families (professional occupations), 21.9% to intermediate level of occupation, 26.8% to skilled, non-manual level, 16.8% to skilled-manual level of occupation, while 17.2% belonged to unskilled level of occupation i.e. families of very low income.

About 60% of the students reported that their parents' competence in English was rather limited implying that they were not likely to receive active support from them, in the sense of correcting mistakes, or monitoring performance.

More than half of the students reported that they do not speak any other languages (52%), while about 1/3 of them were studying French as well (32%). About 29% of the students reported that they had no interest in learning another language, while 39% indicated that if given the

opportunity they would study one of the economically powerful languages of the E.E.C. It can be argued that quite a number of students indicated a general interest in foreign language learning.

Although one's career aspirations are somewhat vague at the age of 15, about 50% of the entire sample head towards skilled, non-manual occupations which could be indicative of their need to learn a foreign language.

73% of the participants attributed their success in English to a combination of factors, namely their own striving, their teachers' qualifications -since the teacher is the prime user of the language- and the parents' support. Such responses place emphasis on the three potent variables involved in language achievement : the student, the parent and the teacher.

6.3 The Attitude / Motivation Questionnaire

The questionnaire utilized in this investigation was based on Gardner's questionnaire (1985) with certain consequential adjustments made in the attitude and motivation scales, initially developed for Canadian students studying French, so that it could account for the new sociolinguistic context of the study. As Gardner and Smythe (1981) point out, simple translations or changes of the wording of some items can be done, provided the resultant new items are meaningful. Thus, the adjustments, besides other things, included the omission or addition of some items from the different scales. Items such as "The

French Canadian heritage is an important part of our Canadian identity" were dropped and new items reflecting the Greek students' utilitarian reasons for studying English were added to the Instrumental Orientation scale.

The questionnaire included the following sections :
(see appendix B).

1) Demographic variables

a. Sex. This variable tested if boys and girls differ significantly in their attitudes, motivation and achievement. Male respondents were coded as 1 and female respondents as 2.

b. School and grade attended. These variables were used to check against any effect of different school environments and grades.

c. Students' age and number of years they were receiving instruction in English.

d. Place of birth.

e. Students' perceptions of both their parents' command in English. This was assessed by a five-point measure ranging from very good command (coded as 5) to no knowledge at all. (coded as 1).

f. Interest in Foreign Languages. Students had to indicate whether they had an interest and intend to pursue the study of another language.

g. Attribution. Students were asked to indicate the causes of their success in English.

h. Career Aspirations. This item intended to test whether the students had high career aspirations which

might be closely related to their desire to study English.

i. Socio-economic class. Parental occupation was the factor that determined the socio-economic strata individual students belonged to. The General Classification registrar was used to classify the parent jobs into : 1. Unskilled, 2. Partly skilled, 3. Skilled manual, 4. Skilled non-manual, 5. Intermediate, 6. Professional.

The item format of a substantial part of the instrument included the Likert (1932) technique or the semantic differential (Osgood et al. 1957) procedure.

Integrative Orientation. Five positively worded items comprised this scale, emphasizing the importance of learning English to facilitate interaction with English or more and varied people and to enable themselves to understand and appreciate the cultural experiences of the English community. The students were asked to indicate along a 7-point scale their feelings about each statement. The scale ranged from "Strongly Agree" to "Strongly Disagree". A high score (maximum=35) indicates that the students endorsed integrative reasons for studying English. (Cronbach α =0.89).

Instrumental Orientation. This scale consisted of seven statements referring to the pragmatic reasons the students have to master the language. Such reasons were: to broaden one's outlook, get ahead in their occupation, obtain the necessary language qualifications etc. Related to the instrumental approach was a single item referring to the students' need to have a successful career and hence

good command of English. This scale, as certain attitude scales, included an open-ending question where the students could indicate any other reasons they had to learn English (Cronbach $\alpha=0.76$).

Attitudes towards English speaking people. This measure consisted of four positively worded and three negatively worded items about English people. For all positive attributes answers indicating the subjects' strong agreement were coded as 7 and answers indicating their strong disagreement were coded as 1, whereas for all negatively worded items the students' strong disagreement was coded as 7 and strong agreement as 1. A high score (maximum=49) indicates a favourable attitude. (Cronbach $\alpha=0.87$).

Attitudes toward learning English. This scale consisted of four positively worded and four negatively worded items. Subjects had to indicate their feelings about studying and speaking the language, about their intention to learn as much English as possible etc. A high score (maximum=56) reflects a favourable attitude towards learning English. (Cronbach $\alpha=0.86$).

Xenophobia. A two item measure was used to test whether there was any sort of contrast between the students' own and the target language. A high score (maximum=14) reflected some kind of harmony in the use of the two languages.

Parental Encouragement. This scale tested the amount of support learners received from their parents. A high

score (maximum=56) indicates that the students' efforts to study English were supported by their parents. (Cronbach $\alpha=0.87$).

The scale was followed by a single item measure testing the participants' reaction to the parental encouragement they received.

General Orientation. This measure which included two items was incorporated in the study, since in the pilot phase of the questionnaire design certain students indicated that they were studying English because of their parents' pressure or because it was a compulsory subject in the school curriculum.

Motivational Intensity. This test consisted of 7 multiple choice items designed to ascertain how much work in terms of language classroom assignments, willingness to actively participate in the language learning process etc. the student does in and out of the EFL class. A high score (maximum=21) on this scale represents a self-report of a high degree of effort spent in learning the L_2 . (Cronbach $\alpha=0.86$).

Desire to learn English. Six multiple choice items evaluating the desirability of learning English made up this scale. A high score (maximum=18) is indicative of the students' strong desire to learn the language. This scale differs from the Motivational Intensity scale in that it attempts to index the degree to which learners report to want to learn English, whereas the former scale measures the actual amount of effort spent. (Cronbach $\alpha=0.87$).

English Teacher Evaluation. The concept "My English Teacher" was rated on 7 semantic differential measures aiming to determine the students' ideas and impressions about the English teacher. A high score (maximum=49) is indicative of the subjects' positive attitudes towards the teacher. (Cronbach $\alpha=0.89$).

English Course Evaluation. The concept "My English Course" was rated on 5 semantic differential measures. A high score (maximum=35) reflects a favourable attitude toward the foreign language course. (Cronbach $\alpha=0.85$).

6.4 Criterion Measures

The dependent variable was oral performance spanning the entire year and the written score on the final revision test :

Grades in English. This variable consisted of two measures : a) teachers' assessment of the students' achievement throughout the school year based on classroom participation and homework completion, and b) scores on the official revision tests taken in mid January and June.

The mean score of the two tests was given to the researcher. The assessment is done on a twenty-point scale. A score below 10 indicates failure in the exam, a score 10-12 indicates low achievement, while a score between 13-15 is indicative of an average performance. If the score varies between 15-17, it means that the students' performance is very good, while a mark of 18-20 is obtained by excellent students.

6.4.1 Validity of the criterion measures

For an achievement test to be valid, it has to measure the quality it is designed to test. (Brown, 1990).

Content Validity. Content validity refers to the degree to which a test seems to be doing the job for which it is designed (Gordon, 1980). In this study, content validity of the written tests is the extent to which their content constitutes a representative sample of items designated as among the goals and objectives of instruction in English in the language schools in Greece. It is also posited that content validity is a matter of expert judgment, meaning that the evaluation of the merits of a test lies ultimately upon the judgment of the experienced teacher who designs it.

Statistical Validity. It refers to the statistical relationship of a test with some other measures such as another test, school grades, or teachers' ratings. The statistical validity of the achievement tests in this study was checked by calculating the correlation coefficients of the score on the written test and the teacher awarded marks. The correlation coefficient was quite high ($r=0.90$ at the $p<.01$ level of significance) implying that the score on the written exam reflects the teachers' evaluations of the students' performance spanning the entire year.

6.5. Suitability and comprehension of the questionnaire measures

The internal consistency of the items of the

questionnaire was tested and the coefficients have already been reported. Apart from that, a pilot in-depth study of 20 students was done to test the suitability and comprehension of the items to the participants. To this end, the researcher discussed every item of Gardner's questionnaire and requested that the students commented on the instrument and particularly on those measures that they considered irrelevant to their own attitudes and motivation.

The students were provided with certain open-ending questions about their reasons for learning English and attitudes towards it, to enable the researcher to possibly include any items that the instrument had not accounted for. The measures were also discussed with a number of expert teachers who commented on their clarity and appropriacy. The refined instrument was translated in the students' mother tongue. A bilingual Greek teacher of English was then asked to translate the Greek version of the questionnaire into English to check whether there was any divergence between the English and the resultant Greek instrument. The differences that arose were dealt appropriately. A small number of students were timed so that the investigator could be aware of the time that had to be made available to her. (about half an hour).

6.6. Procedures

The researcher established contact with the school authorities to whom she explained the aims of the study,

presented the questionnaire and specified the age and level groups she desired.

Admission to schools was fairly easy. The only question raised was that of time, since the teaching timetables were strict and the authorities were concerned about possible disruptions. It was agreed that the first half of the teaching session, a time spent on checking the students' homework, was devoted to the completion of the questionnaire. After acceptance to schools was gained, a time for the administration was arranged which was to the convenience of the school authorities.

The questionnaires were administered by the researcher during regular classes. The face sheet of the questionnaire, which included the instructions was read aloud to the students. The importance attributed to confidentiality was stressed and the subjects were ensured that anonymity would be preserved despite the fact that they had to indicate their names. It was explained that the names were needed so that the teacher could give the students' marks and that they would be deleted immediately after the data were coded.

The respondents were required to give as frank and accurate answers as possible and were told that there were no correct or incorrect responses. It was hoped that this would discard any subject or researcher expectancy.

As already indicated, at the end of the school year the teachers gave the achievement scores and arranged the dates when the students' parents could be met for the

interview schedules.

6.7 Data Analysis

The SPSSX programme was used for the analysis of the data and the major analysis techniques used to yield the necessary statistical information are the following :

1. Descriptive statistics were examined to determine the consistency of the data.

2. The frequencies of responses were computed to indicate the percentage of the responses.

3. Correlation coefficients were computed to yield the relationship between the predictor and criterion variables.

4. Multiple regression analysis was used to predict the variance on the dependent variable.

5. Students' t-tests between independent means were used for attitudinal/motivational variables and achievement scores to determine the possible effect of sex differences on the aforestated variables.

6. A series of one-way ANOVA was performed to determine the relationship between attitudinal/motivational characteristics and achievement and the students' socio-economic class.

The level of significance was set at the .01 level.

6.8. Presentation of the findings

It is acknowledged that attitudes, motivation and proficiency can be influenced by a number of factors such as age, sex, prior knowledge and experience and it is

necessary to control for as many of those factors as possible. (Gardner and Smythe, 1975a; Gardner, 1985). Analyzing data as if everyone in the sample is the same might obscure the relationship that would clearly emerge if the groups were analyzed separately. (Skehan, 1989).

The sample comprised students of different grades (pre-intermediate and intermediate, First Certificate and pre-proficiency or proficiency). To examine whether the independent variables vary according to different grade levels, a series of analyses of variance was performed on the composite score of the scales.

Table 6.2. Grade differences on the composite score of integrative orientation

| Grades | N | SD | SE | Mean | F value | P value |
|---------|-----|------|------|------|---------|---------|
| Grade 1 | 153 | 1.55 | 1261 | 4.49 | | |
| Grade 2 | 253 | 1.33 | 084 | 5.06 | 14.416 | 000*** |
| Grade 3 | 64 | 1.21 | 1522 | 5.53 | | |

*** p<000

Table 6.3. Grade differences on the composite score of instrumental orientation

| Grades | N | SD | SE | Mean | F value | P value |
|--------|-----|------|------|------|---------|---------|
| 1 | 153 | 1.30 | 1057 | 4.83 | | |
| 2 | 253 | 94 | 0594 | 5.27 | 8.61 | 0002*** |
| 3 | 64 | 92 | 1153 | 5.24 | | |

*** p<000

Table 6.4. Grade differences on the composite score of attitudes toward English people

| Grades | N | SD | SE | Mean | F value | P value |
|--------|-----|------|------|------|---------|---------|
| 1 | 153 | 1.27 | 1031 | 4.64 | | |
| 2 | 253 | 1.11 | 0699 | 4.75 | 2.929 | 0544 |
| 3 | 64 | 1.04 | 1309 | 5.05 | | |

Table 6.5. Grade Differences on the composite score of attitudes toward learning English

| Grades | N | SD | SE | Mean | F value | P value |
|--------|-----|------|------|------|---------|---------|
| 1 | 153 | 1.73 | 1401 | 4.44 | | |
| 2 | 253 | 1.43 | 0899 | 5.24 | 22.977 | 0000*** |
| 3 | 64 | 1.11 | 1399 | 5.82 | | |

*** p<000

Table 6.6. Grade differences on the composite score of perceived parental support

| Grades | N | SD | SE | Mean | F value | P value |
|--------|-----|------|------|------|---------|---------|
| 1 | 153 | 1.50 | 1216 | 4.55 | | |
| 2 | 253 | 1.11 | 0700 | 5.18 | 16.64 | 0000*** |
| 3 | 64 | 98 | 1232 | 5.42 | | |

*** p<0000

Table 6.7. Grade differences on the composite score of motivational intensity

| Grades | N | SD | SE | Mean | F value | P value |
|--------|-----|----|------|------|---------|---------|
| 1 | 153 | 59 | 0479 | 2.04 | | |
| 2 | 253 | 50 | 0320 | 2.27 | 17.58 | 0000*** |
| 3 | 64 | 43 | 0542 | 2.47 | | |

*** p<000

Table 6.8. Grade differences on the composite score of desire to learn English

| Grades | N | SD | SE | Mean | F value | P value |
|--------|-----|----|------|------|---------|---------|
| 1 | 153 | 54 | 0443 | 2.00 | | |
| 2 | 253 | 47 | 0297 | 2.24 | 23.91 | 0000*** |
| 3 | 64 | 37 | 0463 | 2.47 | | |

*** p<000

Table 6.9. Grade differences on the composite score of attitudes toward the course

| Grades | N | SD | SE | Mean | F value | P value |
|--------|-----|------|------|------|---------|---------|
| 1 | 153 | 1.71 | 1386 | 4.70 | | |
| 2 | 253 | 1.33 | 0842 | 5.26 | 19.36 | 0000*** |
| 3 | 64 | .91 | 1141 | 6.00 | | |

*** p<000

Table 6.10. Grade differences on the composite score of attitudes toward the English teacher

| Grades | N | SD | SE | Mean | F value | P value |
|--------|-----|------|------|------|---------|---------|
| 1 | 153 | 1.26 | 1024 | 4.79 | | |
| 2 | 253 | 1.13 | 0714 | 5.12 | 20.02 | 0000*** |
| 3 | 64 | 83 | 1049 | 5.87 | | |

*** p<000

The tables above show that the students' mean score on the attitudinal and motivational scales vary significantly according to different grade levels. The composition of the sample, therefore, is not homogeneous and the hypotheses have to be tested on each grade separately.

6.8.1. Grade 1

Grade 1 was composed of 153 students drawn from the 9 schools participating in the study. The average age was 14. The students had been studying English for about four and a half years and had acquired, at best, limited working proficiency. Most of them acknowledged the importance of English for their future careers and indicated that a good job was important to them. They also stressed the communicative value of language learning and only 10% admitted that they were forced to study English by their family or school. This possibly suggests that the two measures classified as general orientation do not reflect the students' orientations. An encouraging finding was that 88% of the young learners felt that by using English there was no fear of losing their ethnic identity and

surrendering into a new culture. Of course, such a result was expected since in the broad socio-cultural environment of the learners there was no threat of assimilation.

Moreover, 95% of the respondents in that grade valued the support they received from the home environment thus, pinpointing that the parents' role in foreign language learning has to be accounted for.

6.8.2. Grade 2

The second grade comprised 253 students at the First Certificate level whose average age was 15 years. They were selected from all the nine schools taking part in the study and had already studied English for about six to seven years. The frequency of their responses on xenophobia, parental support and general orientation were comparable to those of grade 1 students.

6.8.3. Grade 3

64 individuals at the age of 16-17 years enrolled in grade 3 to develop full professional proficiency. They had been studying English for approximately 8 years and had also started preparing for the University Entrance Exam. This can account for the fact that they comprised the smallest of the three groups. Their scores on the measures about need achievement, xenophobia and unclassified orientations did not differ considerably from the scores of the students belonging to the other groups.

6.9. Hypothesis 1

It is hypothesized that there will be a positive association between the various attitudinal and motivational measures and achievement in English.

To test this hypothesis correlations were measured to determine the strength and the direction of the relationship between the predictor and criterion variables. As Gardner (1985) points out, in studies of the affective domain it is meaningful to focus attention directly on the correlations of each variable with the criterion. These correlations constitute clear measures of linear association and as long as the measures used are reliable, their interpretation is straightforward. Since the students' performance in spoken and written English was highly and significantly intercorrelated (see section 6.4.1.) the mean score of the two achievement measures was used as the criterion variable.

Table 6.11. Pearson Product Moment Correlation Coefficients computed among the integrative orientation measures and English proficiency

| | Grade 1 Perfo M | Grade 2 Perfo M | Grade 3 Perfo M |
|-----------------|--------------------|--------------------|--------------------|
| 10 ₁ | .60** | .71** | .70** |
| 10 ₂ | .55** | .64** | .64** |
| 10 ₃ | .45** | .55** | .56** |
| 10 ₄ | .51** | .46** | .54** |
| 10 ₅ | .55** | .45* | .40* |

** p<.01 * p<.05

variable names : see appendix B

As it is shown in the correlation matrix, all measures comprising the integrative orientation scale correlate positively and significantly with the students' performance in all the grades. There is some variation concerning the individuals' scores on certain motivational measures amongst the different grade levels (IO1, IO2), indicating that the more proficient students valued the importance of English for communicative purposes more than the intermediate level ones. These results lend support to most of the existing research in Canada by Gardner, Lambert and their associates. (Gardner and Lambert, 1959; Gardner, 1960, Lambert, Gardner, Burik and Tunstall, 1963; Gardner, 1966, Feenstra, 1968, Clement Gardner and Smythe, 1977a, Clement, Major, Gardner and Smythe, 1977; Clement, Smythe, Gardner, 1978; Gardner, Smythe and Clement 1979; Clement et al., 1980; Gordon, 1980; Gliksman, 1981; Gardner and Smythe, 1982; Gardner et al.1985.).

Therefore, it can be argued that an integrative orientation can be implicated in foreign language learning in a monolingual and monocultural context.

Table 6.12. P.P.M.C. coefficients computed among the concerned instrumental orientation measures and the criterion.

| | Grade 1 | Grade 2 | Grade 3 |
|-----------------|----------|---------|---------|
| | Perfo M | Perfo M | Perfo M |
| IN ₁ | .52** | .44** | .23* |
| IN ₂ | .38** | .11* | -.12 |
| IN ₃ | .38** | .27** | .21* |
| IN ₄ | .21** | .12* | .33* |
| IN ₅ | .26** | -.09 | -.012 |
| IN ₆ | .33** | .26** | .08 |
| IN ₇ | .56** | .40** | .15 |
| | N=153 | N=253 | N=64 |
| | ** p<.01 | * p<.05 | |

variable names : see appendix B

Achievement in English seems to be positively and significantly related with instrumental reasons (r varying between .56 and .21) for the intermediate level students, whereas this orientation seems to decline for the more advanced students. It could be that when the students initially approach the language learning situation, they are equipped with certain orientations concerning the practical value of language learning which might change in the course of their education, when they develop their own attitudes and feelings and a more critical thinking. A

student commented that "when I first started, I simply did it to please my parents, but now I do it because I like it and I am interested in it".

The results of the first grade students are similar to the ones reported by Gardner and Santos (1970); Gardner and Lambert, (1972); Lukmani, (1972); Cooper and Fishman, (1977); Pierson, Fu and Lee, (1980); Hague, (1989) and mostly to the results of the Asian studies. Therefore, this hypothesis may be deemed to have been partially confirmed.

Table 6.13. P.P.M.C. coefficients computed among measures on attitudes toward the language speaking people and achievement in English

| | Grade 1 | Grade 2 | Grade 3 |
|-----------------|----------|---------|---------|
| | Perfo M | Perfo M | Perfo M |
| EP ₁ | .42** | .38** | .51** |
| EP ₂ | .42** | .36** | .39** |
| EP ₃ | .41** | .21** | .26** |
| EP ₄ | .36** | .30** | .41** |
| EP ₅ | .47** | .39** | .43** |
| EP ₆ | .38** | .32** | .36** |
| EP ₇ | .43** | .46** | .40** |
| | N=153 | N=253 | N=64 |
| | ** p<.01 | * p<.05 | |

variable names : see appendix B

These results can be compared to the ones found in the Canadian studies reported above as well as certain studies conducted in America, Gardner and Lambert (1972), Bartley (1970), Spolsky (1969), Oller, Hudson and Liu (1977),

Oller, Baca and Vigil (1977), Gordon (1980) and Lee (1980) in Korea.

The findings of this study, though positive and significant, seem to fluctuate in the three grade levels in a way difficult to interpret. There is a moderate positive relationship between attitudes towards the foreign language people and performance amongst the Grade 1 students, which decreases for grade 2 and again slightly increases for the advanced students. It could be alleged that enthusiasm and positive attitudes can wear thin for the majority of the students who are about to complete their studies (First Certificate level) because of the hard task imposed on them and can increase again amongst those people who have strong incentives to acquire near-native proficiency and express positive attitudes toward the L₂ group.

Table 6.14. P.P.M.C. coefficients computed among attitudes toward learning English and the dependent variable

| | Grade 1 Perfo M | Grade 2 Perfo M | Grade 3 Perfo M |
|-----------------|--------------------|--------------------|--------------------|
| EL ₁ | .59** | .67** | .69** |
| EL ₂ | .55** | .65** | .58** |
| EL ₃ | .61** | .74** | .56** |
| EL ₄ | .51** | .58** | .25* |
| EL ₅ | .62** | .76** | .57** |
| EL ₆ | .57** | .72** | .64** |
| EL ₇ | .50** | .57** | .35** |
| EL ₈ | .61** | .75** | .63* |
| | N=153 | N=253 | N=64 |

** p<.01

* p<.05

variable names : see appendix B

Attitudes toward learning the English language correlated with achievement in English for all grades, r being quite high for most of the variables measuring this concept. Thus, in the formal language teaching setting, educationally related attitudes are more salient and have a strong impact on achievement. The classroom environment possibly acts as a motivational impetus and can foster strong attitudes in the language learners.

Similar findings have been reported as early as in 1940 (Jordan), Jones (1950) who demonstrated that attitudes to language learning are implicated in achievement more than it is true for other subject areas. This offers support to Gardner's contention (1985) that the language subject is unique in the school curriculum and unlike other culturally neutral subjects it incorporates learning elements and behaviours of another group which the learner has to be in harmony with.

Neidt and Hedlund (1967) offered support to these findings in the University context, while Randhawa and Korpan (1973), Gardner and Smythe (1975a), Pierson et al. (1980), Gardner et al. (1985) and Haque (1989) demonstrated this relationship in the secondary school context.

Table 6.15. P.P.M.C. coefficients computed among motivational intensity measures and the criterion

| | Grade 1 | Grade 2 | Grade 3 |
|-----------------|---------|---------|---------|
| | Pefro M | Perfo M | Perfo M |
| MI ₁ | .58** | .73** | .79** |
| MI ₂ | .59** | .79** | .72** |
| MI ₃ | .60** | .79** | .75** |
| MI ₄ | .64** | .68** | .73** |
| MI ₅ | .56** | .71** | .66** |
| MI ₆ | .47** | .32** | .15 |
| MI ₇ | .39** | .48** | .29** |
| | N=153 | N=253 | N=64 |

** p<.01 * p<05

variable names : see appendix B

The results indicate that students who are high in achievement in English expend more effort in the task of learning a foreign language by actively thinking of what they are taught in the English class, by asking the teacher for possible misunderstandings, volunteering answers as much as possible and trying to make use of the opportunity to practise their English outside the classroom.

It is shown that students' orientations tended to correlate significantly with achievement. It is evident that the good language learner seems to have high motivation to communicate, no matter where s/he is, and takes and creates opportunities, to practise what he has

learned and does not neglect to ask what the teacher can do to help matters on. Thus, the subjects in this study are shown to be integratively oriented, to have favourable attitudes to the language learning task, and group involved, demonstrate goal directed behaviour and all these are found to be related to achievement. We shall now investigate the link between the students' desire to study the foreign language and their attained proficiency, in order to fully represent the two emotional aspects of motivated behaviour.

Table 6.16 P.P.M.C. coefficients computed among the concerned measures of the students' desire to learn English and achievement.

| | Grade 1 | Grade 2 | Grade 3 |
|-------|---------|---------|---------|
| | Perfo M | Perfo M | Perfo M |
| Dele1 | .45** | .54** | .49** |
| Dele2 | .40** | .43** | .35** |
| Dele3 | .38** | .50** | .18 |
| Dele4 | .60** | .72** | .71** |
| Dele5 | .61** | .79** | .75** |
| Dele6 | .51** | .72** | .50** |
| | N=153 | N=253 | N=64 |
| | **p<.01 | *p<.05 | |

variable names : see appendix B

As shown in table (6.11) the association is positive

and significant for the three grades with the exception of the measure concerning the individual's desire to receive instruction in their source language ($r=.18$ non-significant for the third grade) possibly showing that the advanced level students can see their progress as independent of the teachers' method. The same group presents a high correlation ($r=.75$ significant) on the item measuring their volitional behaviour, i.e. their strong will to take English. The hypothesis is deemed to have been accepted.

Apart from the general attitudes toward the other group, another set of variables reflecting their students' positive evaluations of more specific attitude objects such as the language course and tutor. Tables (6.17) and 96.18) present the correlations between attained proficiency and course related attitudes.

Table 6.17 P.P.M.C. coefficients computed among the concerned predictor and criterion variables.

| | Grade 1 | Grade 2 | Grade 3 |
|------|---------|---------|---------|
| | Perfo M | Perfo M | Perfo M |
| EC01 | .61** | .71** | .57** |
| EC02 | .57** | .68** | .27* |
| EC03 | .61** | .69** | .47** |
| EC04 | .59** | .73** | .72** |
| EC05 | .58** | .78** | .61** |
| | N=153 | N=253 | N=64 |
| | **p<.01 | *p<.05 | |

variable names : see appendix B

Table 6.18 P.P.M.C. coefficients computed among the students' attitudes towards the teacher and achievement.

| | Grade 1 | Grade 2 | Grade 3 |
|------|---------|---------|---------|
| | Perfo M | Perfo M | Perfo M |
| ETE1 | .56** | .67** | .30** |
| ETE2 | .57** | .68** | .21* |
| ETE3 | .54** | .66** | .34** |
| ETE4 | .40** | .49** | .45** |
| ETE5 | .48** | .59** | .19 |
| ETE6 | .53** | .70** | .56** |
| ETE7 | .52** | .73** | .65** |

N=153

N=253

N=64

**p<.01

*p<.05

variable names : see appendix B

As it is evident from the tables above, the correlations between attained proficiency in English and the students' evaluative reactions to the learning situation are high and significant for the three groups and in particular for the groups at the intermediate and first certificate level. The correlations are lower for the advanced group, especially as regards their evaluative reactions to the English tutor, which indicates that there are developmental changes in the degree attitudes are implicated in achievement. The hypothesis, therefore, is deemed to be accepted.

More specifically, for the first and second grades,

students who consider the teachers to be agreeable, interesting and competent in their job score higher on the achievement test. Similarly, those who evaluate the foreign language course as interesting, important, rewarding and useful are shown to be higher achievers than the ones with less favourable attitudes. Similar findings have been presented by Jordan (1941), Jones (1950a), Burstall (1970), Naiman et al. (1978), Gordon (1980), Gardner (1985) and Hague (1989).

The fact that there is a positive association between the course tutor and language proficiency may suggest that the teachers can play a vital role in the FL classroom. They can be viewed as representing the other language group and can possibly do a lot to awake positive attitudes to the target language and group even in cases in which the students' initial attitudes are negative.

The magnitude of the correlations reported above tend to be higher than the ones found in other studies which could be explained by the fact that the indices of achievement in this study were the teachers' awarded marks and grades in the final test which was based on those aspects of language learning that were thoroughly practised and revised throughout the year.

6.10 Hypothesis 2

It is hypothesized that the students' integrative orientation would be a better predictor of success than the instrumental orientation.

In the previous sections the correlation between the two modes of motivation were examined and it was found that they were positively related to attained proficiency in English. On the basis of this examination, predictions can now be made. Regression analysis is used to indicate which variables are important in their own right as having a direct effect on achievement.

One of the assumptions of regression analysis is that the predictor variables are independent of each other. If they are highly intercorrelated, it is virtually impossible to disentangle which variable is predicting most of the variance and the interpretation of the results is difficult.

Grade 1

Table 19. Correlation matrix of the integrative and instrumental orientation measures.

| | IN1 | IN2 | IN3 | IN4 | IN5 | IN6 | IN7 |
|-----|-------|-------|-------|-------|-------|-------|-------|
| I01 | .68** | .48** | .54** | .38** | .33** | .45** | .59** |
| I02 | .66** | .47** | .54** | .39** | .31** | .55** | .59** |
| I03 | .69** | .32** | .51** | .33** | .19** | .43** | .46** |
| I04 | .55** | .43** | .50* | .40** | .31** | .38** | .60** |
| I05 | .63** | .45** | .59** | .41** | .29** | .41** | .61** |

**p<.01

*p<0.5

Grade 2

Table 6.20. Correlation matrix of the integrative and instrumental orientation measures

| | IN1 | IN2 | IN3 | IN4 | IN5 | IN6 | IN7 |
|-----|-------|-------|-------|-------|-------|-------|-------|
| I01 | .51** | .08 | .35** | .17** | .0039 | .28** | .52** |
| I02 | .48** | .056 | .28** | .15* | -.075 | .18** | .37** |
| I03 | .40** | -.035 | .16** | -.026 | -.10 | .25** | .31** |
| I04 | .34** | .18** | .33* | .29** | .077 | .15* | .31** |
| I05 | .32** | .14* | .29** | .35** | .033 | .14* | .30** |

**p<.01 *p<0.5

Grade 3

Table 6.21. Correlation matrix of the integrative and instrumental orientation measures.

| | IN1 | IN2 | IN3 | IN4 | IN5 | IN6 | IN7 |
|-----|-------|-------|-------|------|-------|-------|------|
| I01 | .42** | -.10 | .28** | .28* | -.062 | .12 | .21 |
| I02 | .31** | -.17 | .25* | .29* | -.038 | .23 | .27* |
| I03 | .18 | -.27 | .11 | .073 | -.07 | .22 | .20 |
| I04 | .10 | -.057 | .14 | .19 | -.18 | .10 | .18 |
| I05 | .11 | -.19 | .046 | .15 | -.011 | -.084 | .038 |

**p<.01 *p<0.5

From the correlation matrices, it can be seen that the variables of the two motivational scales do not

intercorrelate more than $+0.70$ -0.70 (Brown, 1990:149) and can therefore be put in the same regression equation.

By looking at the beta coefficients in the table below one can measure the direct impact of the independent variable onto the dependent variable when all other variables are held constant.

Table 6.22. Modes of motivation predicting success in English in grade 1. Variables in order of importance. Results of stepwise multiple regression

| | Multiple R | R ² | Beta | p |
|-----|------------|----------------|-------|-------|
| IO1 | .60 | .36 | .457 | .01** |
| IN7 | .65 | .42 | .356 | .01** |
| IN5 | | | .042 | .63 |
| IN6 | | | .095 | .34 |
| IN4 | | | -.225 | .05 |
| IN2 | | | .036 | .80 |
| IO4 | | | .077 | .60 |
| IN3 | | | -.040 | .76 |
| IO3 | | | -.012 | .38 |
| IN1 | | | .172 | .21 |
| IO5 | | | .178 | .29 |
| IO2 | | | -.028 | .87 |

In this equation the variable IO1 reflecting the students' desire to learn English to facilitate communication with other people (integrative orientation) is the best predictor of success accounting for 36% of the

variance. When the variable IN7, reflecting the students' wish to learn English because it is the international language of technology and commerce, was added to the equation the total amount of variance explained by the independent variables was 42%. When the variables were fed in separately or in different order, (forward, backward, enter, commands or a combination), the ranking of the significant variables did not alter.

Thus, it can be stated that for students in grade 1, the integrative mode of motivation is a more powerful predictor of the achievement than the instrumental one accounting for most of the variance in the dependent variable. The fact that most of variables comprising the scales have been eliminated does not indicate that they have a negligible relationship with achievement, but that their association, even if very strong, is already fully taken into account by the variables that have been included (Spolsky, 1990).

Table 6.23. Motivational orientations predicting success in English in grade 2. Results of stepwise multiple regression

| Variables in the equation | Multiple R | R ² | Beta | p |
|------------------------------|------------|----------------|-------|---------|
| I01 | .71 | .50 | .830 | .001*** |
| I02 | .72 | .52 | .267 | .006** |
| I05 | .73 | .53 | .166 | .01** |
| IN5 | .74 | .54 | -.113 | .05* |

The variables presented in the table above entered the equation in order of importance and can account for 54% of the variance in the dependent variable. The students' desire to meet and converse with more and varied people explained most of the variance 50%. When the variable I02 indicating a desire to communicate with English fellows entered the equation, it added 2% to the variance, while I05 (reflecting a desire to better understand the English culture) and IN5 (obtain an acknowledged certificate in English) contributed 1% each to the explained variance (for IN5 $r = -0.9$ insignificant).

Thus, the hypothesis seems to be confirmed for grades 1 and 2 since a considerable amount of variance is accounted for by the integrative reasons the subjects endorsed.

Table 6.24. Motivational orientations predicting success in English in grade 3. Results of stepwise multiple regression

| Variable in the equation | Multiple R | R ² | Beta | p |
|-----------------------------|------------|----------------|-------|-------|
| I01 | .70 | .48 | .764 | 01** |
| I03 | .73 | .53 | .236 | 01 ** |
| I02 | | .074 | .074 | .667 |
| I04 | | | .133 | .232 |
| I05 | | | -.032 | .761 |

For grade 3 students the impact of the independent

variable onto the dependent one was explained by two integrative indices of motivation, namely IO1 and IO3, the latter reflecting the students' desire to enable themselves to understand and appreciate the English literature, the former indicating their desire to meet and converse with more and varied people. None of the instrumental reasons contributed significantly to the variance. The hypothesis can be accepted for the advanced level students as well.

The findings of the stepwise regression analysis can be argued to be robust since the importance of knowing the English language is found to be associated with intrinsic reasons, rather than extrinsic ones which in turn can predict high level of proficiency in English. Greek students seem to value language learning as a means of establishing contact with other people and as a means of understanding and appreciating foreign cultures more than learning it to assist them in climbing up the social mobility, or simply obtaining a qualification which will improve their career prospects. Language learning for them has value in human terms. Of course, this is not meant to imply that the pragmatic aspect of language learning is non-existent or has no meaning or significance for them. Students do acknowledge these reasons as well, but they do not seem to be as powerful predictors of success as the integrative humanitarian ones. The fact that for the advanced students most of the variance in achievement is explained by the integrative orientation variables along with the correlation findings (see tables 6.11, 6.12) can

lead us to the conclusion that an appreciation of language learning is gained through the years as well as to the conclusion that instrumental reasons are more related to short-term objectives for language learning which do not propel the continuation of the process of language learning. As long as students obtain the minimum working qualifications (First Certificate in English) they are likely to cease their efforts.

The findings are also interesting in that in the Greek socio-educational context the instrumental value of language learning is not so strong a predictor of achievement as it is in the Asian studies revised in chapter 3, thus indicating that contextual factors can have a direct impact on students' orientations and consequently on achievement. Greek learners being European and E.E.C. members want to learn the FL for social interactions and behave somewhat differently to their Asian fellows, who have less possibilities to establish contacts with the target language group. The results of this study are to a certain extent, comparable to those of North American and Canadian studies, and Blue (1988), and Dorniyei (1990) in Europe. The implications of the findings will be discussed in the final chapter.

6.11 Hypothesis 3

It is hypothesized that in the Greek socio-educational context of foreign language learning, educational attitudes would be better predictors of success in English than

social attitudes.

Stepwise multiple regression analysis was utilized to combine several of the independent variables so that they jointly achieve a higher level of prediction than any one of them, if taken singly.

Since the intercorrelations of the educationally relevant attitudes were higher than the acceptable level (above .70) for grade 1, a series of stepwise regression analyses were performed to determine the most significantly contributing variables amongst attitudes toward English speaking people and attitudes towards language learning, towards the teacher and the course separately.

Grade 1

Table 6.25. Attitudinal measure predicting achievement.

A. Attitudes towards English speaking people and towards the course. Results of stepwise multiple regression

| Variable in the equation | Multiple R | R ² | Beta | p |
|-----------------------------|------------|----------------|-------|----------|
| ECO1 | .61 | .37 | .4319 | .0005*** |
| ECO4 | .63 | .39 | .4099 | .01** |

B. Attitudes towards English speaking people and towards the teacher.

| | | | | |
|------|-----|------|-------|----------|
| ETE2 | .56 | .032 | .5670 | .0004*** |
| EP5 | .61 | .37 | .3573 | .001*** |
| ETE7 | .63 | .39 | .3318 | .01** |

C. Attitudes toward English speaking people and toward learning English

| | | | | |
|-----|-----|-----|-------|---------|
| EL5 | .62 | .38 | .5681 | .000*** |
| EL2 | .64 | .40 | .2707 | .01** |

Table 6.25 (A) shows that 39% of the variance is contributed by the subjects' attitudes towards the course. More specifically, the attitudinal measure "My English course is interesting" explained most of the variance 37% while the measure "My English course is useful" added 2% to the amount of variance explained by the independent variables ($R^2=.39$). The variables comprising the attitudes toward the people scale failed to enter the equation.

In Table 6.25 (B) the analysis indicated that the measures "My English teacher is pleasant", "English people are helpful" and "My English teacher is patient" accounted for 32%, 5% and 2% of the variance in achievement. Although most of the variance is accounted for by attitudes towards the course tutor, attitudes towards the language speaking people were included in the equation to enhance the prediction.

Table 6.25 (C) shows that only two measures including

the participants' positive reactions to speaking the FL and their preference to devoting their time on the English subject, entered the equation and explained 40% of the variance. Attitudes toward the people did not increase the prediction.

Two separate regression analyses were performed for grade 2, one using attitudes towards the people, the teacher and language learning, and the other using attitudes towards the course and the people as the predictor variables, to avoid multicollinearity (attitudes towards the teacher and the course correlated at $p < .001$ $r = .70$).

Table 6.26. (A) Stepwise multiple regression Analysis of measures pertaining to attitudes towards English speaking people, the English language and course tutor.

| Variables entered | Multiple R | R ² | Beta | p |
|-------------------|------------|----------------|-------|----------|
| EL5 | .75 | .57 | .2265 | .01** |
| ETE7 | .80 | .64 | .4321 | .001*** |
| EL3 | .82 | .68 | .4316 | .0001*** |
| ETE6 | .83 | .69 | .3645 | .001*** |
| ETE5 | .84 | .70 | .1577 | .01** |

(B) Stepwise multiple regression analysis using attitudes towards the language speaking people towards the language and course evaluation as predictor variables

| Variables entered | Multiple R | R ² | Beta | p |
|-------------------|------------|----------------|-------|----------|
| EC05 | .75 | .57 | .2265 | .01** |
| EL3 | .80 | .64 | .4321 | .001*** |
| EL5 | .82 | .68 | .4316 | .0001*** |
| EC04 | .83 | .69 | .3645 | .001*** |

It is apparent in both of the stepwise multiple regression analyses that for the second grade level students the educationally relevant attitudes are better predictors of achievement in English. In the first regression equation, (Table 6.25A), the students' enjoyment in speaking the English language accounts for no less than 57% of the variance.

The same variable was the best predictor of success for grade 1 learners (table 6.25 C), although it explained less of the variance. Adding variable ETE7 (My English teacher is patient) as a predictor in the regression equation led to an increase in the explained variance of about 8%. The ETE7 variable was a significant predictor of success for grade 1 students as well. The addition of EL3 (Learning English is a waste of time) accounts for about 68% of the commulative variance. ETE6 (My English teacher is approachable) adds approximately 1% to the prediction, while with ETE5 (My English teacher is competent) the

variance accounted for goes up another 1% to .70.

The analysis presented in table 25B shows that the English proficiency measure is predicted by the attitudinal measures ECO5 (i.e. My English Course is important) $R^2=.60$, EL3 (Learning English is a waste of time) $R^2=.66$ EL5 (I really enjoy speaking English) $R^2=.67$ and ECO4 (My English course is useful) $R^2=.68$ at statistically significant levels. The variables EL5 and EL3 were significant predictors of achievement scores in the previous equation while EL5, ECO4, and ETE7 were also significantly contributing variables for the grade 1 students, indicating that the more the students enjoy speaking English, the more they find the language course useful and the language teacher patient, possibly with their mistakes, the more likely they are to become higher achievers in the foreign language.

Grade 3

For grade 3 the intercorrelations between the measures of the four attitudinal scales are lower than $\pm .70$. Thus, all variables entered the same regression equation to yield an R^2 as high as possible:

Table 6.27. Stepwise multiple regression analysis to predict achievement scores in EFL from various attitudinal factors.

| Variables Entered | Multiple R | R ² | Beta | p |
|-------------------|------------|----------------|-------|---------|
| ECO4 | .73 | .53 | .4363 | .01** |
| EL3 | .76 | .58 | .4176 | .0006** |
| ETE7 | .78 | .61 | .4543 | .0049** |

Three of the attitudinal variables entered the regression equation at $p < .01$. The first variable ECO4 (My English course is useful) predicts 53% of the variance in the proficiency score. When EL3 (Learning English is a waste of time) is added, the variance accounted for goes up another 5% to .58. Finally, ETE7 (My English teacher is patient) contributes another 3% $R^2 = .61$ to the amount of variance predicted by the attitudinal factors. The variables "My English course is useful" and "My English teacher is patient" are common predictors of success in all 3 grades, while the measure "Learning English is a waste of time" is a significantly contributing variable in both grades 2 and 3. Measure of attitudes towards the people failed to enter the equation, not because their role in language learning is not meaningful, but because they are less significantly contributing variables. Gardner (1985) argues that both educational and social attitudes are implicated in the foreign language learning process, though educational

attitudes generally obtain higher correlations with attained proficiency than attitudes towards the second/foreign language community. Educational attitudes are more relevant to learning English in the classroom context, since individuals with positive attitudes would be more attentive in the learning situation, and would find the course rewarding, useful and important.

As Naiman et al. (1978) point out, attitudes towards the learning situation significantly affect only these aspects of language which are greatly stressed and practised in classroom.

The analysis attempted above can lead us to the conclusion that the hypothesis is confirmed for the three grades.

6.12 Hypothesis 4

It is hypothesized that there would be no significant sex differences in attitudes, motivation and achievement in the subjects.

To determine whether the mean scores for the two populations i.e. boys and girls were equal with respect to attitudes, motivation and attained proficiency in the three grades, a series of t-test of significance were performed.

At first a chi-square (x^2) test to determine the significance of the observed similarities or differences between the two groups was computed on the variable of grade.

Table 6.28 Sex characteristics in terms of grade

| | Boys | Girls |
|---------|--------------|------------|
| Grade 1 | 34 (15.5%) | 31 (17%) |
| Grade 2 | 51.6 (23.6%) | 55 (30.2%) |
| Grade 3 | 14.4 (6.6%) | 13 (7%) |

$\chi^2=0.78$ df=2 p<.676

As it can be seen in table 6.28, no statistically significant χ^2 values were achieved on the variable of grade. Therefore, the two samples (boys and girls) are fairly similar within each grade and thus comparable.

Table 6.29. Grade 1 Sex differences on the composite score of all attitudinal and motivational measures and language performance.

| Variables | Sex | N | Mean | SD | SE | Df | T.Value | P.Value |
|--------------------------|-----------|----|------|-------|------|-----|---------|---------|
| Integrative Orientation | Male(1) | 73 | 4.09 | 1.520 | .178 | 151 | -3.11 | .002** |
| | Female(2) | 80 | 4.86 | 1.513 | .169 | | | |
| Instrumental Orientation | Male | 73 | 4.69 | 1.363 | .160 | 151 | -1.30 | .197 |
| | Female | 80 | 4.96 | 1.249 | .140 | | | |
| Attitudes toward people | 1 | 73 | 4.47 | 1.317 | .154 | 151 | -1.55 | .122 |
| | 2 | 80 | 4.79 | 1.224 | .137 | | | |

| | | | | | | | | |
|---------------|---|----|--------|-------|------|-----|-------|--------|
| Attitudes | 1 | 73 | 3.97 | 1.727 | .202 | 151 | -3.36 | .001** |
| toward the | 2 | 80 | 4.88 | 1.629 | .182 | | | |
| language | | | | | | | | |
| Parental | 1 | 73 | 4.38 | 1.510 | .177 | 151 | -1.30 | .195 |
| encouragement | 2 | 80 | 4.70 | 1.491 | .167 | | | |
| Motivational | 1 | 73 | 1.89 | .581 | .068 | 151 | -3.05 | .003** |
| Intensity | 2 | 80 | 2.17 | .573 | .064 | | | |
| Desire to | 1 | 73 | 1.86 | .536 | .063 | 151 | -3.11 | .002** |
| learn | 2 | 80 | 2.12 | .530 | .059 | | | |
| English | | | | | | | | |
| Attitudes | 1 | 73 | 4.32 | 1.7 | .199 | 151 | -2.72 | .007** |
| towards | 2 | 80 | 5.06 | 1.662 | .186 | | | |
| the course | | | | | | | | |
| Attitudes | 1 | 73 | 4.58 | 1.3 | .152 | 151 | -1.96 | .052** |
| toward | 2 | 80 | 4.98 | 1.212 | .136 | | | |
| teacher | | | | | | | | |
| Performance | 1 | 73 | 14.815 | 2.537 | .297 | 151 | -.88 | .380 |
| | 2 | 80 | 15.15 | 2.162 | .242 | | | |

From the table 6.29, it can be drawn that there are certain sex differences in the variables under investigation. Boys and girls seem to differ significantly

in their integrative orientations -the girls' mean scores were higher than those of the boys-, while they do not reveal any significant difference on the mean score concerning the instrumental orientation, possibly indicating that in the Greek context, there are no varying employment expectations between boys and girls and the pragmatic value of language learning is equally important for both sexes.

Moreover, male and female subjects do not differ significantly in their attitudes toward the L2 community, perceived parental support, attitudes toward the teacher and performance in English. Gender differences were observed in the mean score of attitudes to language learning, desire to learn the language and attitudes toward the course, with female students scoring higher than the male ones.

As a consequence, the hypothesis concerning sex differences in grade 1 students is partially supported.

Table 6.30 Grade 2 Students' t-test for comparison between boys and girls with respect to their mean score on attitudinal, motivational and achievement measures.

| Variab les | Sex | N | Mean | SD | SE | Df | T.Value | P.Value |
|-------------|-----------|-----|------|-------|------|-----|---------|---------|
| Integrative | Male(1) | 111 | 4.69 | 1.354 | .129 | 251 | -4.01 | .000*** |
| Orientation | Female(2) | 142 | 5.34 | 1.253 | .105 | | | |

| | | | | | | | | |
|---------------|---|-----|------|-------|------|-----|-------|---------|
| Instrumental | 1 | 111 | 5.32 | .975 | .093 | 251 | .63 | .53 |
| Orientation | 2 | 142 | 5.24 | .922 | .077 | | | |
| Attitudes | 1 | 111 | 4.56 | 1.180 | .112 | 251 | -2.50 | .013* |
| toward | 2 | 142 | 4.91 | 1.033 | .087 | | | |
| people | | | | | | | | |
| Attitudes | 1 | 111 | 4.89 | 1.453 | .138 | 251 | -3.52 | .001** |
| toward the | 2 | 142 | 5.51 | 1.356 | .114 | | | |
| language | | | | | | | | |
| Parental | 1 | 111 | 5.11 | 1.2 | .113 | 251 | -.96 | .336 |
| encouragement | 2 | 142 | 5.24 | 1.04 | .088 | | | |
| Motivational | 1 | 111 | 2.13 | .503 | .048 | 251 | -3.94 | .000*** |
| Intensity | 2 | 142 | 2.38 | .488 | .041 | | | |
| Desire to | 1 | 111 | 2.11 | .487 | .046 | 251 | -3.95 | .000*** |
| learn | 2 | 142 | 2.34 | .437 | .037 | | | |
| English | | | | | | | | |
| Attitudes | 1 | 111 | 4.95 | 1.417 | .135 | 251 | -3.26 | .001** |
| towards | 2 | 142 | 5.5 | 1.228 | .103 | | | |
| the course | | | | | | | | |
| Attitudes | 1 | 111 | 4.84 | 1.152 | .109 | 251 | -3.54 | .000*** |
| toward | 2 | 142 | 5.33 | 1.078 | .090 | | | |

teacher

| | | | | | | | | |
|---------|---|-----|-------|-------|------|-----|-------|--------|
| Perfo M | 1 | 111 | 15.37 | 2.627 | .249 | 251 | -3.18 | .002** |
| | 2 | 142 | 16.31 | 2.092 | .176 | | | |

***p<.000 **p<.01 *p<.05

Table 6.30 shows, that there are significant differences in integrative orientation attitudes toward learning English, motivational intensity, desire to learn the English language, attitudes toward the language learning situation (i.e. the course and the teacher and performance in English in favour of girls). Mean scores on attitudes towards the target language community also differ in favour of the female population, but at the 0.13 level of significance. Concerning instrumental orientation and parental encouragement both boys and girls shared similar values, a finding which is consistent with the first grade level students. Contrary to expectation, girls seem to be achieving higher in English the more advanced level they attended. Since the two populations seem to differ significantly in most of the attitudinal and motivational traits as well as in achievement in English, the hypothesis may have to be rejected for the students registered in the second grade. Burstall's results are somewhat different, since she found significant variation in achievement in favour of girls, prominent during the early years of schooling, which tended to diminish with the approach of

puberty.

Grade 3

Table 6.31 T-Test for comparison of male and female populations with respect to their mean scores on the attitude, motivation and achievement measures.

| Variables | Sex | N | Mean | SD | SE | DF | T.Value | P.Value |
|---------------|-----------|----|------|-------|------|-----|---------|---------|
| Integrative | Male(1) | 31 | 5.45 | 1.399 | .251 | .62 | - .54 | .589 |
| Orientation | Female(2) | 33 | 5.61 | 1.035 | .180 | .62 | | |
| Instrumental | 1 | 31 | 5.51 | .714 | .128 | .61 | 2.35 | .022* |
| Orientation | 2 | 33 | 4.98 | 1.029 | .179 | .62 | | |
| Attitudes | 1 | 31 | 4.81 | .975 | .175 | .63 | -1.83 | 0.72 |
| toward | 2 | 33 | 5.28 | 1.076 | .187 | .62 | | |
| people | | | | | | | | |
| Attitudes | 1 | 31 | 5.71 | 1.231 | .221 | .62 | - .75 | .457 |
| toward the | 2 | 33 | 5.92 | 1.011 | .176 | .62 | | |
| language | | | | | | | | |
| Parental | 1 | 31 | 5.63 | .795 | .143 | .62 | 1.86 | .068 |
| encouragement | 2 | 33 | 5.20 | 1.104 | .192 | .62 | | |
| Motivational | 1 | 31 | 2.41 | .439 | .079 | .62 | -1.17 | .246 |
| Intensity | 2 | 33 | 2.53 | .426 | .074 | .62 | | |

| | | | | | | | | |
|------------|---|----|-------|-------|------|-----|--------|-------|
| Desire to | 1 | 31 | 2.39 | .357 | .064 | .62 | -1.56 | .125 |
| learn | 2 | 33 | 2.54 | .375 | .065 | .62 | | |
| English | | | | | | | | |
| Attitudes | 1 | 31 | 5.83 | .968 | .174 | .62 | -1.38 | .173 |
| towards | 2 | 33 | 6.15 | .844 | .147 | .62 | | |
| the course | | | | | | | | |
| Attitudes | 1 | 31 | 5.62 | .934 | .168 | .62 | - .245 | .017* |
| toward | 2 | 33 | 6.11 | .670 | .117 | .62 | | |
| teacher | | | | | | | | |
| Perfo M | 1 | 31 | 16.87 | 1.643 | .295 | .62 | - .78 | .436 |
| | 2 | 33 | 17.19 | 1.681 | .293 | .62 | | |

*p<.05

Table 6.31 indicates that there is no significant gender difference in attitudes, motivation and achievement for the third grade students at $p < .01$. It is only the mean score on instrumental orientation and attitudes about the teacher that are different at $p < .05$ in favour of girls. These findings seem to be difficult to interpret, though it could be assumed that female students tend to value their tutor and the functional reasons for FL learning more than their male peers.

Therefore, the hypothesis of equal variance between male and female populations is deemed to be largely

accepted for the advanced students. These findings concur with Naiman et al. (1978), Hansen (1981), Trieste (1985), Svanes (1987), Hague (1989), while they are at variance with Jones (1950 a,b), Bartley (1970), Burstall (1974;1975) and Livoti (1977). Randhawa and Korpan (1973) share the view that sex differences in these studies can be attributed to the cultural beliefs of a society whereby girls in general do better in language skills and worse in mechanical and scientific areas, while Burstall et al. (1974) remark that FL learning is a suitable accomplishment for girls in current society and has a direct and obvious application to the employment possibilities that are open to a girl.

Although the results of the second grade can partly support these claims, it is still felt that the cultural beliefs in current European societies are different to those held and reported in the seventies.

6.13 Hypothesis 5

It is hypothesized that the students will differ significantly in their attitudes motivation and achievement according to their socio-economic status. Students from high socio-economic status are expected to have more positive attitudes and higher scores in English achievement than students of low socio-economic status.

To examine this hypothesis a chi-square test was performed first to determine the comparability of the five (socio-economic) groups within the three different grade

levels. As it was specified in the method section, students were divided into five groups according to their parents' occupation. The sixth category i.e. students whose parents are unskilled workers was not represented in the sample. A series of one-way analyses of variance (ANOVA) were conducted to test statistically whether the mean scores of the groups were significantly different from each other on the attitudinal motivational and achievement variables.

Table 6.32. Subject social class characteristics within the three grade levels.

| | Social class | | | | |
|---------|--------------|-------------|--------------|------------|------------|
| | 1 | 2 | 3 | 4 | 5 |
| Grade 1 | 11.1(1.9%) | 19.4(4.3%) | 29.4(7.9%) | 50.6(8.5%) | 58(10%) |
| Grade 2 | 65.4(11.3%) | 58.3(12.8%) | 61.1(16.40%) | 40.5(6.8%) | 38.3(6.6%) |
| Grade 3 | 23.5(4%) | 22.3(4.9%) | 9.5(2.6%) | 8.9(1.5%) | 3.7(6%) |

$$\chi^2=71.46 \quad Df=8 \quad p<.000$$

Table 6.32 shows that the chi-square value obtained is statistically significant ($p<.000$) and therefore the composition of the groups is significantly different. As long as the three samples are small to split by social class, the analyses of variance will be performed on the whole sample.

Table 6.33. Analyses of Variance Results of Class Differences on the Composite Scales of attitudes, motivation and performance.

| Variables | Social Class | | | | | f | df | p value |
|------------|--------------|-------|-------|-------|-------|--------|----|---------|
| | 1 | 2 | 3 | 4 | 5 | | | |
| | N=81 | N=103 | N=126 | N=79 | N=81 | Value | | |
| 1 integ | 5.38 | 5.33 | 5.14 | 4.44 | 4.19 | 13.58 | 4 | .000*** |
| 2 instru | 5.23 | 5.32 | 5.36 | 5.14 | 4.41 | 12.105 | 4 | .000*** |
| 3 people | 4.85 | 4.78 | 4.84 | 4.80 | 4.50 | 1.280 | 4 | .277 |
| 4 lang | 5.66 | 5.61 | 5.11 | 4.63 | 4.12 | 16.922 | 4 | .000*** |
| 5 parent | 5.47 | 5.38 | 5.08 | 4.80 | 4.18 | 15.556 | 4 | .000*** |
| 6 minte | 2.43 | 2.39 | 2.26 | 2.09 | 1.90 | 15.492 | 4 | .000*** |
| 7 desire | 2.36 | 2.36 | 2.24 | 2.05 | 1.90 | 15.141 | 4 | .000*** |
| 8 course | 5.71 | 5.58 | 5.33 | 4.82 | 4.26 | 15.464 | 4 | .000*** |
| 9 teacher | 5.39 | 5.50 | 5.16 | 4.93 | 4.48 | 10.985 | 4 | .000*** |
| 10 perfo M | 16.75 | 16.32 | 15.83 | 15.04 | 14.65 | 12.283 | 4 | .000*** |

***p<.000 df=4

The ANOVA results presented in table 6.33 suggest that the students from the upper socio-economic strata rated significantly higher the attitudinal and motivational scales and performed better in English than their peers originating from lower social background.

However, the mean scores of the groups did not differ

significantly on the attitudes toward the target language group scale, probably implying that there are certain ethnic stereotypes fostered and shared by the wider community irrespective of socio-economic background.

These findings are of paramount importance since social class differences have received very little, if any, attention in the studies about the development of FL skills. Burstall, (1968;1970), Burstall et al. (1974) have also found an association between attitudes, achievement and socio-economic factors. It can be assumed that students with parents in higher status occupations receive greater active support from the home environment, are provided with more opportunities to practise the already acquired skills can possibly establish communication with foreign people by travelling abroad.

It should be indicated that the results cannot be compared with any of the findings of the Asian, American studies etc. since socio-economic factors were not accounted for. The hypothesis about social class differences is supported for the entire sample of secondary school students and it is recommended that this variable is further investigated and the study is replicated in other contexts and with different age groups.

6.14 Hypothesis 6

It is hypothesized that there would be a significant positive relationship between perceived parental encouragement and motivational intensity.

This hypothesis was tested by means of Pearson Product Moment Correlations between the composite score of the motivational intensity and parental encouragement scale.

Table 6.34. PPMC coefficients computed between parental encouragement and motivational intensity.

| | Grade 1 | Grade 2 | Grade 3 |
|----|---------|---------|---------|
| | MI | MI | MI |
| PE | .76** | .58** | .46** |

**p<.01

PE = parental encouragement

MA = motivational intensity

Obviously, the findings presented above indicate that parental encouragement correlated significantly ($p < .01$) with the students' assessments of the effort they expend to study English for the three grades. The correlation tends to become lower for the more advanced and older students, which could mean that the parents' active support is more evident in the younger learners.

Gardner (1985) reported significant correlations between students' perceptions of parental encouragement and their behavioural intention to continue studying French as well as their motivational intensity, indicating that parental support has motivational properties.

To further investigate the role of perceived parental

encouragement and the amount of effort individuals expend towards the attainment of Proficiency in English, a two-way analysis of variance was performed to check whether ratings of achievement are actually affected by the two explanatory variables. Firstly, the composite score on the parental encouragement and motivational intensity scale were computed. Then, the students who had scored from 1-3 on the ratings of the aforesaid scales comprised the first group (low group) and the ones who had scored from 4-7 comprised the second group (high group).

Table 6.35. Means and SDs of the interaction cells between parental encouragement and motivational intensity

Grade 1

| Variables | Group | Mean | SD |
|------------------------|-------|-------|------|
| parental encouragement | 1 | | |
| motivational intensity | 1 | 12.67 | 2.23 |
| parental encouragement | 2 | 13.67 | 1.83 |
| motivational intensity | 1 | 16.32 | 1.63 |

| | | | |
|---------------------------|---|-------|------|
| motivational intensity | 2 | 15.01 | 2.41 |
| Grade 2 | | | |
| parental encouragement | 1 | | |
| motivational intensity | 1 | 11.29 | 1.75 |
| parental encouragement | 2 | 17.62 | 2.25 |
| motivational intensity | 2 | 13.42 | 1.91 |
| parental encouragement | 1 | 17.00 | 1.32 |
| motivational intensity | 2 | 16.1 | 2.29 |
| Grade 3 | | | |
| parental encouragement | 1 | | |

| | | | |
|---------------------------|---|-------|------|
| motivational intensity | 2 | 16.25 | .35 |
| parental encouragement | 2 | 14.00 | 1.04 |
| motivational intensity | 1 | 17.6 | .99 |
| motivational intensity | 2 | 17.15 | 1.52 |

Table 6.36. Grade 1. Results of 2-way ANOVA for the effects of parental encouragement and motivational intensity on achievement.

| Variables | SS | df | MS | f value | P value |
|---------------------------|------|----|------|---------|---------|
| Parental Encouragement | 55 | 5 | 10.6 | 3.54 | .005** |
| Motivational Intensity | 110 | 2 | 55 | 18.46 | .001*** |
| Parent X Intensity | 16.8 | 5 | 3.3 | 1.12 | .351 |

***p<.001 **p<.01

Table 6.37 Grade 2 Results of 2-way ANOVA

| Variables | SS | df | MS | f value | P value |
|------------------------|-------|----|-------|---------|---------|
| Parental Encouragement | 78 | 6 | 13.03 | 6.55 | .001*** |
| Motivational Intensity | 427.7 | 2 | 213.8 | 107.4 | .001*** |
| Parent X Intensity | 28.5 | 6 | 4.08 | 2.05 | .05 |

***p<.001

Table 6.38 Grade 3 Results of 2-way ANOVA

| Variables | SS | df | MS | f value | P value |
|------------------------|-------|----|------|---------|---------|
| Parental Encouragement | 7.34 | 5 | 1.46 | 1.40 | .23 |
| Motivational Intensity | 71.65 | 2 | 35.8 | 34.35 | .001*** |
| Parent X Intensity | .308 | 2 | .103 | .099 | .96 |

***p<.001

Table 6.36 indicates that, for the first grade students, although the main effects were significant at $p < .01$ for both parental encouragement and motivational intensity, the

effect due to the interaction of these effects was insignificant. Similar results were observed for students in the second grade (table 6.37). As long as the f-ratio for interaction between main effects was not significant, no further explanation was necessary for possible interactions.

For students in the third grade (table 6.38) there seem to be significant differences between means according to motivational intensity but insignificant differences between means according to parental encouragement. The effect due to the interaction of the main effects was also insignificant.

Therefore, effort alone seems to affect the level of proficiency advanced students reach and it can be suggested that the concept of parental encouragement tends to become less meaningful with age.

6.15 Summary and conclusion

Six hypotheses concerning the role of attitudinal/motivational variables as well as gender and socio-economic background in foreign language learning were formulated and tested in this chapter. A sample of 470 students at different levels were used to examine the effect of the independent variables on achievement. The analysis was performed for the three different level groups separately.

The results indicated that in the socio-cultural context the study was conducted the two modes of motivation are related to achievement. The integrative orientation was

found to be a significant predictor of success even in the FL setting, a result which contradicts the ones the Asian studies yielded. Attitudes toward the other group were also influential, though educational attitudes are better predictors of attained proficiency, a fact which suggests that this set of attitudes should not be ingored in studies done in a purely foreign language learning context.

There were certain sex differences in the variables investigated with girls holding more favourable attitudes than the boys.

The socio-economic level of the students was also shown to be related to the participants' individual differences, with the students coming from more prosperous and better educated homes having more positive attitudes, a stronger integrative orientation and higher achievement scores.

The significance of parental support was also established, especially in the younger population. The potential role of the parent will be further examined in chapter eight. The next chapter includes the analysis of the findings that are secondary to the main hypotheses.

CHAPTER 7

7. ADDITIONAL FINDINGS

7.1 Introduction

In the previous chapter it was established that attitudes and motivation are implicated in foreign language achievement. This chapter investigates factors that can determine success in FLL, other than those hypothesized and tested in chapter six. It was also shown that sex differences and socio-economic background were related to the students attitudinal and motivational characteristics. Further analysis of the data will permit an appraisal of whether factors in the environment of the student other than sex and social class can account for the observed differences in the students' affective characteristics.

Multivariate techniques of analysis are used in order to further investigate and interpret the data. This chapter is divided into two sections.

Section 7.2 investigates factors within each grade level that can predict achievement in the dependent variable. This is pursued by using multiple regression analysis.

Section 7.3 examines the relationship between certain environmental variables and attitudinal/motivational characteristics while section 7.4 comprises the conclusions that are drawn from the analysis.

7.2 Other Variables Predicting Success in Foreign Language Learning

It is considered appropriate to find out which of the many variables investigated in this study are important in determining proficiency in the foreign language. In order to determine the relative importance of these variables, multiple regression analysis is used for each grade level separately.

While testing the hypotheses concerning the effect of certain attitudinal and motivational measures on achievement in English as a foreign language, a number of variables, different in each grade level, were found to account for the variation in the dependent variable. These significantly contributing variables were utilized in regression equations along with the students' age, number of years they receive formal instruction, prior achievement, and school of attendance. For the first grade level the first variable that explained most of the variance (38%, $p < .001$) was the students' positive attitude towards speaking English (table 7.1). Then their incentive to study English because it is the international language of technology and commerce added another 7% to the explained variance, (44% $p < .001$). None of the other attitudinal and motivational variables entered the equation simply because they are too highly correlated with the variables already selected. Thus, for the students belonging to the first level, the number of years they study English, or their initial achievement are not found

to be predictors of success.

Table 7.1 Variables predicting achievement in first grade students. Results of stepwise multiple regression

| Variables in order of importance | Multiple R | R ² | beta | p |
|----------------------------------|------------|----------------|------|------|
| EL5 | .62 | .38 | .44 | .001 |
| IN7 | .56 | .44 | .29 | .001 |

Table 7.2 Variables predicting success in second grade level students. Results of stepwise multiple regression

| Variables in order of importance | Multiple R | R ² | beta | p |
|----------------------------------|------------|----------------|------|------|
| ECO5 | .78 | .60 | .25 | .001 |
| ETE7 | .73 | .66 | .19 | .001 |
| EL3 | .74 | .70 | .24 | .001 |
| ETE6 | .70 | .71 | .15 | .001 |
| IO1 | .71 | .72 | .12 | .001 |

The results of the regression presented in table 7.2 indicated that affective variables were the only predictors of success accounting for most of the variance in the dependent variable. None of the other variables was selected implying that for the second grade students their favourable attitudes towards the foreign language the

language course and the teacher are better predictors of success than any of the factors examined.

Table 7.3 presents the results of the regression analysis performed to determine which variables were important in their own right as having a direct effect on the achievement of third grade students.

Table 7.3 Variables predicting achievement in third grade level students. Results of stepwise multiple regression

| Variables in order of importance | Multiple R | R ² | beta | p |
|----------------------------------|------------|----------------|------|------|
| ECO4 | .61 | .53 | .20 | .05 |
| IO1 | .70 | .58 | .31 | .001 |
| ETE7 | .65 | .61 | .25 | .01 |
| Yeinstru | .79 | .62 | .15 | .05 |

Yeinstru = years of instruction

As shown in table 7.3 the advanced students' positive evaluation of the English course was a significant predictor of success. The more useful they considered their English studies to be the higher their achievement. This variable explained 53 percent of the variance while the students' desire to learn English in order to enable themselves to meet and converse with more and varied people added another 5 percent to the variance in the dependent measure. The students' positive evaluation of the teacher had a significant effect on English proficiency ($R^2=.61$)

while the number of years individuals were receiving direct tuition entered the equation increasing the amount of the explained variance by 1 percent ($R^2=62$).

Thus, in predicting success in the foreign language course, affective characteristics contribute significantly to the explained variance. For the advanced level learners the number of years they had been pursuing their English studies were found to be one of the efficient variables for predicting achievement.

7.3 Subject characteristics Related to the Students' Attitudes and Motivation

Research concerned with attitudes and motivation has indicated that attitudes toward second/foreign language learning become less favourable with age (Jordan, 1941; Jones, 1950a; 1950b; Gardner and Smythe, 1975a). It is suggested that maturity or education can cause students to become more critical of the training they receive and as a result attitudes may wear off. Or, because of the increasing complexity and difficulty of the language learning task, older students tend to lose their initial enthusiasm.

To test the relation of the age factor to attitudes and motivation a series of t-tests were performed. The students were divided into two age groups the first comprising students aged between 13 and 14 years and the second students at the age of 15 and 16 years. The analysis concerned the entire sample since the χ^2 test indicated

that the two age groups were dissimilar on the variable of grade (see table 7.4).

Table 7.4 Age characteristics in terms of grade

| | Grade 1 | Grade 2 | Grade 3 |
|------------------|---------|---------|---------|
| Age 1 | 102 | 88 | 20 |
| 2 | 51 | 165 | 44 |
| $\chi^2 = 44.62$ | | df=2 | p<.000 |

Table 7.5 Age differences in all attitudinal and motivational scales included in the main study

| Variables | Age | N | Mean | SD | DF | Tvalue | Pvalue |
|------------------------------|-----|-----|-------|-------|-----|--------|--------|
| Integrative Orientation | 1 | 210 | 4.98 | 1.32 | 468 | .60 | .04* |
| | 2 | 260 | 4.90 | 1.52 | | | |
| Instrumental Orientation | 1 | 210 | 5.29 | 1.005 | 468 | 3.04 | .058 |
| | 2 | 260 | 4.99 | 1.13 | | | |
| Attitudes toward people | 1 | 210 | 4.82 | 1.13 | 468 | 1.07 | .46 |
| | 2 | 260 | 4.70 | 1.18 | | | |
| Attitudes to lang. learning | 1 | 210 | 5.18 | 1.48 | 468 | 1.47 | .16 |
| | 2 | 260 | 4.96 | 1.63 | | | |
| Parental encouragement | 1 | 210 | 5.14 | 1.18 | 468 | 2.02 | .04* |
| | 2 | 260 | 4.9 | 1.34 | | | |
| Motivational Intensity | 1 | 210 | 2.24 | .53 | 468 | .72 | .36 |
| | 2 | 260 | 2.20 | .56 | | | |
| Desire to learn English | 1 | 210 | 2.22 | .48 | 468 | .90 | .23 |
| | 2 | 260 | 2.17 | .52 | | | |
| Attitudes toward the course | 1 | 210 | 5.29 | 1.42 | 468 | 1.48 | .27 |
| | 2 | 260 | 5.09 | 1.57 | | | |
| Attitudes toward the teacher | 1 | 210 | 5.18 | 1.12 | 468 | 1.17 | .11 |
| | 2 | 260 | 5.06 | 1.24 | | | |
| Performance | 1 | 210 | 15.89 | 2.17 | 468 | 1.11 | .028* |
| | 2 | 260 | 15.65 | 2.52 | | | |

*p<0.05

The findings presented in table 7.5 indicate that there is no significant age difference in the students' attitudinal characteristics. The students' integrative orientation and their perceived parental support are shown to vary significantly ($p < .05$) according to age with the younger students having higher mean scores on these composite measures. The learners' performance in English is also found to be slightly but significantly influenced by the age factor. Again the mean score on the students' performance is higher for the first age group. Their mean score on instrumental orientation tends to approach significance at the $p < .058$ level. Younger subjects tend to have higher mean scores on the "pay-off" value of foreign language learning.

Thus, the analysis does not offer support to the existing research findings. Attitudes are not found to vary according to age. Age was only found to have an effect on the students' integrative orientation and parental encouragement.

In the previous chapter, it was reported that the subjects' integrative motivation as well as their assessment of the support they receive from the family environment vary significantly according to grade level.

The present findings show that the students vary in those characteristics according to age. It was therefore examined whether there is an interaction of age and grade in the aforestated student variables. To test this interaction a two-way analysis of variance was used.

Table 7.6 (b) Means and SDs of the interaction cells between age and grade on integrative orientation

| Variables | Groups | Mean | SD |
|-----------|--------|------|------|
| Age | 1 | | |
| Grade | 1 | 4.7 | 1.42 |
| Grade | 2 | 5.16 | 1.14 |
| Grade | 3 | 5.66 | 1.24 |
| Age | 2 | 4.09 | 1.74 |
| Grade | 1 | 5.00 | 1.42 |
| Grade | 2 | 5.48 | 1.21 |
| Grade | 3 | 4.94 | 1.43 |

Table 7.7 Results of two-way ANOVA for the effects of age and grade on integrative orientation

| Variables | SS | df | MS | Fvalue | Pvalue |
|-------------|-------|----|-------|--------|---------|
| 1. Age | 9.96 | 1 | 9.96 | 5.14 | .001*** |
| 2. Grade | 65.58 | 2 | 32.79 | 16.93 | .024* |
| Age x Grade | 4.46 | 2 | 2.23 | 1.15 | .31 |

Table 7.8 (b) Means and SDs of the interaction cells between age and grade on parental encouragement

| Variables | Groups | Mean | SD |
|-----------|--------|------|------|
| Age | 1 | | |
| Grade | 1 | 4.84 | 1.34 |
| Grade | 2 | 5.38 | .985 |
| Grade | 3 | 5.6 | .581 |
| Age | 2 | 3.95 | 1.63 |
| Grade | 1 | 5.08 | 1.16 |
| Grade | 2 | 5.33 | 1.11 |
| Grade | 3 | 5.01 | 1.28 |

Table 7.9 Results of two-way ANOVA for the effects of age and grade on parental encouragement

| Variables | SS | df | MS | Fvalue | Pvalue |
|-------------|-------|----|-------|--------|---------|
| 1. Age | 24.98 | 1 | 24.98 | 16.94 | .001*** |
| 2. Grade | 69.45 | 2 | 34.72 | 23.55 | .001*** |
| Age x Grade | 8.39 | 2 | 4.19 | 2.84 | .06 |

***p<.001

*p<.05

It is evident that although the main effects of age and grade level on the students' integrative motivation and

parental support is significant the interaction of those factors does not reach the established level of significance.

Chapter six demonstrated that sex differences and socio economic factors have an effect on the students' attitudes and motivation. Burstall et al (1974) reported on findings that suggest that sex differences in language learning may be particularly characteristic of girls from the lower socio-economic strata. Thus, the present study attempted to investigate whether there was a combinative effect of sex and social status on the subjects' attitude and motivational traits by performing a two-way analysis of variance.

Table 7.10 Means and SDs of the interaction cells between sex and social class on the students' affective characteristics

a. integrative orientation

| Variables | Group | Mean | SD |
|-----------|-------|------|------|
| Sex | 1 | | |
| Class | 1 | 5.22 | 1.18 |
| Class | 2 | 4.89 | 1.5 |
| Class | 3 | 4.74 | 1.37 |
| Class | 4 | 4.3 | 1.31 |
| Class | 5 | 3.57 | 1.57 |
| Sex | 2 | 5.53 | .947 |
| Class | 1 | 5.68 | .944 |
| Class | 2 | 5.44 | 1.12 |
| Class | 3 | 4.58 | 1.46 |
| Class | 4 | 4.63 | 1.78 |
| Class | 5 | 4.92 | 1.49 |

b. instrumental orientation

| | | | |
|-------|---|------|-------|
| Sex | 1 | | |
| Class | 1 | 5.37 | 1.005 |
| Class | 2 | 5.26 | .975 |
| Class | 3 | 5.3 | .951 |
| Class | 4 | 5.23 | .889 |
| Class | 5 | 4.28 | 1.604 |
| Sex | 2 | 5.10 | .820 |
| Class | 1 | 5.36 | .946 |
| Class | 2 | 5.40 | .812 |
| Class | 3 | 5.04 | 1.04 |
| Class | 4 | 4.51 | 1.40 |
| Class | 5 | 5.12 | 1.09 |

c. attitudes towards English people

| | | | |
|-------|---|------|------|
| Sex | 1 | | |
| Class | 1 | 4.60 | .885 |
| Class | 2 | 4.60 | 1.22 |
| Class | 3 | 4.54 | 1.20 |
| Class | 4 | 4.81 | 1.12 |
| Class | 5 | 4.21 | 1.51 |
| Sex | 2 | 5.06 | 1.03 |
| Class | 1 | 4.91 | .943 |
| Class | 2 | 5.06 | 1.10 |
| Class | 3 | 4.77 | .945 |
| Class | 4 | 4.71 | 1.43 |
| Class | 5 | 4.76 | 1.16 |

d. attitudes towards language learning

| | | | |
|-------|---|------|------|
| Sex | 1 | | |
| Class | 1 | 5.44 | 1.15 |
| Class | 2 | 5.19 | 1.36 |
| Class | 3 | 4.68 | 1.63 |
| Class | 4 | 4.46 | 1.5 |
| Class | 5 | 3.44 | 1.81 |
| Sex | 2 | 5.86 | 1.00 |
| Class | 1 | 5.95 | .973 |
| Class | 2 | 5.43 | 1.25 |
| Class | 3 | 4.8 | 1.50 |
| Class | 4 | 4.6 | 1.95 |
| Class | 5 | 5.06 | 1.56 |

e. attitudes towards the English Course

| | | | |
|-------|---|------|------|
| Sex | 1 | | |
| Class | 1 | 5.56 | 1.09 |
| Class | 2 | 5.21 | 1.25 |
| Class | 3 | 4.95 | 1.43 |
| Class | 4 | 4.66 | 1.53 |
| Class | 5 | 3.68 | 1.84 |
| Sex | 2 | 5.83 | .936 |
| Class | 1 | 5.89 | .929 |
| Class | 2 | 5.63 | 1.18 |
| Class | 3 | 4.97 | 1.46 |
| Class | 4 | 4.68 | 1.88 |
| Class | 5 | 5.18 | 1.48 |

f. attitudes towards the English teacher

| | | | |
|-------|---|------|-------|
| Sex | 1 | | |
| Class | 1 | 5.18 | .968 |
| Class | 2 | 5.22 | 1.104 |
| Class | 3 | 4.96 | 1.21 |
| Class | 4 | 4.79 | 1.11 |
| Class | 5 | 3.94 | 1.31 |
| Sex | 2 | 5.58 | .999 |
| Class | 1 | 5.73 | .738 |
| Class | 2 | 5.31 | 1.001 |
| Class | 3 | 5.06 | 1.27 |
| Class | 4 | 4.86 | 1.44 |
| Class | 5 | 5.11 | 1.19 |

Table 7.11 Results of two-way ANOVA for the effects of sex and social class on the students' affective characteristics

| <u>a. integrative orientation</u> | | | | | |
|---|--------|----|-------|--------|---------|
| Variables | SS | df | MS | Fvalue | Pvalue |
| 1. Sex | 47.64 | 1 | 47.64 | 27.003 | .001*** |
| 2. Social class | 102.47 | 4 | 25.62 | 14.52 | .001*** |
| Sex X class | 8.84 | 4 | 2.21 | 1.25 | .28 |
| <u>b. instrumental orientation</u> | | | | | |
| 1. Sex | .003 | 1 | .003 | .003 | .95 |
| 2. Social class | 52.62 | 4 | 13.15 | 12.062 | .001*** |
| Sex X class | 3.71 | 4 | .933 | .857 | .48 |
| <u>c. attitudes toward English people</u> | | | | | |
| 1. Sex | 15.25 | 1 | 15.25 | 11.53 | .001*** |
| 2. Social class | 7.6 | 4 | 1.90 | 1.43 | .22 |
| Sex X class | 4.6 | 4 | 1.15 | .87 | .48 |

d. attitudes toward language learning

| | | | | | |
|-----------------|--------|---|-------|-------|---------|
| 1. Sex | 55.91 | 1 | 55.91 | 27.27 | .001*** |
| 2. Social class | 149.86 | 4 | 37.46 | 18.27 | .001*** |
| Sex X class | 8.63 | 4 | 2.15 | 1.053 | .37 |

e. attitudes toward the English course

| | | | | | |
|-----------------|--------|---|-------|-------|---------|
| 1. Sex | 41.48 | 1 | 41.48 | 22.17 | .001*** |
| 2. Social class | 123.42 | 4 | 30.85 | 18.27 | .001*** |
| Sex X class | 7.41 | 4 | 1.85 | .99 | .41 |

f. attitudes toward the English teacher

| | | | | | |
|-----------------|-------|---|-------|-------|---------|
| 1. Sex | 26.44 | 1 | 26.44 | 21.08 | .001*** |
| 2. Social class | 59.10 | 4 | 14.77 | 11.78 | .001*** |
| Sex X class | 5.24 | 4 | 1.31 | 1.04 | .38 |

*** $p < .001$

From Table 7.11 it is clear that attitudes relate to sex and social class but not to the interaction of both variables.

7.4 Conclusions

In this chapter various student characteristics that could improve the prediction of achievement were investigated and it was found that only for the students in the third grade level the instruction time contributed positively and significantly to the explained variance. For grades one and two the addition of variables such as age, years of instruction etc. failed to enter the equation. The students initial achievement in English was not a predictor of later success and this finding was consistent for the three grade levels.

Then, the relationship between age and attitudes and motivation were investigated and only integrative motivation and parental encouragement were found to be influenced by the age factor. No significant interaction between grade level and age was found in the sample.

Attitudes and Motivation were not also found to vary according to both sex and social class differences. In the following chapter, the relationship between student and parental attitudinal measures is reported.

CHAPTER EIGHT

8. PARENTAL INFLUENCE ON CHILDREN'S ATTITUDE DEVELOPMENT: ANALYSIS OF THE STUDY

8.1 Introduction

So far, we have attempted to show the impact that motivational variables have in second/foreign language achievement. Moreover, we have stated that one of the basic underlying assumptions of Gardner's (1985) socio-educational model is that the socio cultural milieu is important for the development of attitudinal, motivational characteristics and can play a large role in affecting the actual level of the learner's second/foreign language proficiency, because of the expectations imposed on them. Within the immediate socio-cultural milieu of the learners there is a common variable which is shown to be influential in their attempt to learn the other language: parental attitudes towards language learning and towards ethnic groups.

Parents can act as the major intermediaries between the cultural milieu and the learners and to the extent they play a role in attitude development they can promote successful language learning (Gardner 1960;1968;1985).

It has also been argued that the institution of the family in Greece is very strong. However, so far, in Greece, no study has been designed to investigate the bearing that family attitudes can have on their children in

their endeavor to command the English language. Therefore, with this realization in mind the following study was conceived to elucidate the potent role of the parent by collecting data on the parents' attitudes and comparing them to their children's. The following sections comprise the description, analysis, and discussion of the study.

Hypothesis

It is hypothesized that there is a significant positive relationship between the students and parents' motivational orientation and attitudes towards ethnic groups.

8.2 Participants

Eighty parents (54 mothers -67,5%- and 26 fathers -32,5%-) participated in this study. The interviewees -mostly mothers- declared that their views concerning the child's education were similar to their spouse's or that they were the sole person mainly responsible for their children's education. They were drawn from three of the language schools included in the main study and largely belonged to the middle socio-economic class. Most of the participants were between 35 and 45 years old, were all born and living in Greece. Their children (42,5% male and 57,5% female) had just completed the fourth 29%, the fifth 55% and the sixth 16% grade level (recoded grade 1,2 and 3 in the analysis of the findings of the main study). The fact that the sample was composed of parents who had

children attending the three grades under investigation can contribute to the generalization of the findings.

8.3 Procedures

The procedure used to gather data in this study can be summarized as follows:

- (i) Shortly after the end of the school year, the researcher had to visit the schools again to obtain the students' assessments and the final grade. At the same time the interview schedules to obtain the parents' attitudes were designed.
- (ii) The school directors had arranged a date to administer the students' marks and discuss their overall progress throughout the years. Both parents and the investigator were informed and the latter asked parents whether they would volunteer to answer certain questions regarding their children's language education.
- (iii) A questionnaire form comparable to the one the students had filled out was designed to obtain the parent's biographical data and their reports concerning a) their incentives for their children to learn English b) their attitudes towards English people and c) their perception of the support and encouragement they offer their children in their striving to master the language.

It is obvious, that because of the time limits, the researcher could not meet all the parents, neither did all

school directors indicate a willingness for the parents to be asked to participate in the study.

When a subject entered a previously arranged classroom for the interview, the researcher introduced herself and went on to establish rapport and explain the purpose of the study. The confidential nature of the interview was emphasized and the participants were assured that nothing said in the interview would be told to, or discussed with anyone and that only the researcher would have access to the information. The interviews were structured since the investigator had to stick to the items of the questionnaire so that the data were comparable to those of the students.

Then each interviewee was given details about how to answer the questions, was told that there were no right or wrong answers, since many people hold different opinions, and that their personal feelings were of utmost significance for the study. It was also explained that they did not have to spend too much time thinking about each statement as their immediate reactions to the items was important.

Then, they were told that they will listen to a number of statements with which they might agree or disagree. It was also clarified that there were seven alternatives they could use to rate the extent to which they agreed or disagreed with the statements. If, for example, the statement very strongly described their ideas and impressions, they would ask the researcher to place a check-mark on the left end of the 7-point scale.

Some to the interviewees wanted to have the 7-point scale written in front of them so that they could easily respond to the items of the questionnaire.

8.4 The Measures

Integrative Orientation. The parents' integrative orientation was assessed by presenting them with a scale containing five positively worded statements that express different reasons for wanting their child to learn English. A high score (maximum=35) reflects the parent's acceptance of the validity of integrative reasons for their children to learn English because it will allow them to be more at ease with fellow English people.

Instrumental Orientation. Parents were presented with seven instrumental reasons for wanting their children to study English and were asked to rate each reason, indicating the extent to which it was descriptive of their own orientation. A high score indicated a high instrumental orientation towards the study of English. A sample item is "knowledge of English is very important for my children because it will someday be useful to them in getting a good job".

Xenophobia. A two-item measure with a high score (maximum=14) reflecting the parent's degree of discomfort about their children learning English.

General Orientation. A two-item measure investigating the parents' unclassified reasons for wanting their children to learn English.

Attitudes towards English speaking people. This scale contains five positively and three negatively worded items about English people. A high score in this measure (maximum=49) indicates a positive attitude toward that group.

Parental encouragement to learn English. Parents were presented with eight items which required them to rate the extent to which they actively encourage their children to study English. A high score (maximum=56) reflects a high degree of parental support.

Included in the parent questionnaire was a general information sheet which requested the parent's age, mother tongue level of education and occupation.

Like the student's questionnaire it was translated into the participants' source language i.e. Greek.

8.5 Results and Discussion

The association between parents and children's motivational indices and attitudinal traits was assessed by using Pearson Product Moment Correlations to determine the correlation coefficients among all variables. A new data file was created with the coded responses of the students and parents who took part in the study.

Table 8.1 Pearson Product Moment Correlation Coefficients among the concerned Parental and Students' Integrative Orientation.

| | CIO ₁ | CIO ₂ | CIO ₃ | CIO ₄ | CIO ₅ |
|------------------|------------------|------------------|------------------|------------------|------------------|
| PIO ₁ | 53** | | | | |
| PIO ₂ | | 35** | | | |
| PIO ₃ | | | 35** | | |
| PIO ₄ | | | | 24* | |
| PIO ₅ | | | | | 29** |

*p<.05 **p<.01

N (pairs) = 80

PIO₁-PIO₅= parents' intergative orientation

CIO₁-CIO₅= their children's integrative orientation

The results obtained by the computation of the parents and students' scores on the integrative orientation scale indicate a moderate positive significant relationship between the parents' reasons for wanting their children to learn English and their children's reason for studying the target language. Parents seem to acknowledge the value of English in establishing communication with more and varied people as well as with English fellows, and they have possibly transferred their orientations to their children.

Table 8.2 Measurements of Correlation between parental and student pragmatic reasons to study English as a foreign language.

| | CIN1 | CIN2 | CIN3 | CIN4 | CIN5 | CIN6 | CIN7 |
|------|------|------|------|------|------|------|------|
| PIN1 | 52** | | | | | | |
| PIN2 | | 42** | | | | | |
| PIN3 | | | 22* | | | | |
| PIN4 | | | | 23* | | | |
| PIN5 | | | | | 46** | | |
| PIN6 | | | | | | 40** | |
| PIN7 | | | | | | | 34** |

*p<.05 **p<.01

N (pairs) = 80

PIN1 - PIN7 = parents' instrumental orientation

CIN1 - CIN7 = childrens' instrumental orientation

A close examination of the table above reveals that parents and their children tend to agree on the instrumental indices of motivation as well. This implies that parents do stress the importance of English for one's career (PIN2-CIN2), they do place emphasis on qualifications that are likely to enhance one's prospects (PIN5-CIN5) and consider the possibility of offering their children the opportunity to pursue their studies in England (PIN6-CIN6). The correlations tend to be low and significant at the p<0.05 level for two of the items, regarding the praise and approval students might receive by

their family and society if they have a good knowledge of English. An analysis of the descriptive statistics on the parent questionnaire evidences that the majority of the parents agree strongly on these statements. Therefore, this might indicate that teen-agers are characterized by an awareness of the prestige value of English in Greece and possibly by some kind of internal resistance to participating in that mentality.

Table 8.3 Pearson Product Moment Correlation Coefficients computed among parental and students' attitudes towards the target language group.

| | CEP1 | CEP2 | CEP3 | CEP4 | CEP5 | CEP6 | CEP7 |
|------|------|------|------|------|------|------|------|
| PEP1 | 35** | | | | | | |
| PEP2 | | 22* | | | | | |
| PEP3 | | | 38** | | | | |
| PEP4 | | | | 30** | | | |
| PEP5 | | | | | 24* | | |
| PEP6 | | | | | | 28* | |
| PEP7 | | | | | | | 11 |

**p<.01 *p<.05

N (pairs) = 80

PEP1 - PEP7 = parents' attitudes towards the target language group

CEP1 - CEP7 = childrens' attitudes towards the target language group

The table above presents some modest and largely

significant correlations amongst the attitudes that parents and their children hold towards English people. There is generally a favourable attitude towards the English cultural group shared between parents and their children (PEP1-CEP1) possibly based on historical reasons -Greece and England were allies in the Second World War (Prodromou, 1988)-, thus suggesting that attitudes can be instilled in the home environment, especially in learning contexts where direct contact with the native speakers of the language is not amply available. The rather modest or low correlations can be attributed to the fact that young adolescents sometimes try to differentiate themselves from their parents and shape their own attitudes about people, or adopt their views from other sources such as the language instructor, their peers or the mass media.

Table 8.4 Correlation matrix for parental encouragement as perceived by the parents and their children

| | CPI1 | CPI2 | CPI3 | CPI4 | CPI5 | CPI6 | CPI7 | CPI8 |
|------|------|------|------|------|------|------|------|------|
| PPI1 | 50** | | | | | | | |
| PPI2 | | 29** | | | | | | |
| PPI3 | | | 31** | | | | | |
| PPI4 | | | | 22** | | | | |
| PPI5 | | | | | 30** | | | |
| PPI6 | | | | | | 25** | | |
| PPI7 | | | | | | | 29** | |
| PPI8 | | | | | | | | 30** |

*p<.05 *p<.01

N (pairs) = 80

PPI1 - PPI8 = measures of parental encouragement as
perceived by the parent

CPI1 - CPI8 = measures of parental encouragement as
perceived by the child

The moderate and significant correlations the analysis yielded between parents and students' scores on perceived parental encouragement suggest that in many families there is some communication not only about the value of studying English but about the motivational support students are offered by their parents. Parents assist their children and reinforce them to study English both actively, by employing language teachers to give them tutorial lessons at home, enrolling them in private language institutes, by urging them to devote more time to their English studies and seeking help and advice when they are confronted with difficulties, by encouraging them to practise their English as much as possible, and passively by stressing how important it is for them to be knowledgeable in English. These findings which are consonant with Feenstra (1967) Gardner and Santos (1970) indicate that the parents' involvement can be crucial in developing proficiency in English.

Table 8.5 Correlations of the two items measuring xenophobia

| | CETHNO1 | CETHNO2 |
|---------|---------|---------|
| PETHNO1 | .46** | |
| PETHNO2 | | .40** |

**p<.01 N (pairs) = 80

PETHNO1,2 = Items measuring the parents' xenophobia

CETHNO1,2 = Items measuring the childrens' xenophobia

Significant correlations were obtained in these measures suggesting that there is agreement in most houses about English language learning not being a threat to one's cultural identity and patriotism.

Table 8.6 Correlations of the general parental and student goals for studying English.

| | CGO1 | CGO2 |
|------|-------|-------|
| PGO1 | .30** | |
| PGO2 | | .36** |

p<.01 N (pairs) = 80

PGO1,2 = Parents' general orientation

CGO1,2 = Childrens' general orientation

Parents and their children tend to moderately agree on these two items again showing that certain reasons for learning English as seen by the children reflect their parents' views as well.

The evidence deduced from the figures above would support the contention that integratively oriented students tended to have integratively oriented parents and instrumentally oriented students had instrumentally oriented parents.

These findings are at variance with those of Collelta (1982) but are in harmony with the results of Feenstra (1967) Gardner (1980) Gardner and Lambert (1972) (the Philippine study) Gardner and Santos (1970) Ismail (1984) and Hague (1989). There was also a positive predisposition towards the English cultural group, shared amongst parents and their children as well as some agreement on the amount of support the learners receive from their family environment.

Therefore it can be contended that the out-of-school environment is a dynamic and potent source of influence on attitudes towards foreign people and motivational indices.

CHAPTER NINE

9. CONCLUSIONS AND IMPLICATIONS OF THE STUDY

9.1. Conclusions

In the light of the findings presented in chapters 5,6,7 and 8 certain conclusions can be drawn which, however, should be recorded after considering the potential limitations of the studies.

Firstly, the study conducted in Britain was based on a sample smaller than what is normally desired. Thus, effects that a larger sample would have possibly revealed were not detected. The context of the study was also different from that of the studies reported in the literature. Students were not enrolled in language classes and did not receive any direct tuition. Therefore, the results of the study can not be said to be applicable to all University students who learn a target language in an acquisition context.

Secondly, the sample of the main study was drawn from the urban population of Greece - which, of course, represents the majority of the students - and the conclusions may not apply to rural populations, where students have less access to language learning facilities and possibly receive less tuition.

The study conducted with University students learning English as a second language revealed that the learners' initial achievement has a direct impact on their performance in the latter stages. It would be worth

investigating whether initial attitudes can have an influence on subsequent attitudes and achievement. Very few motivational variables and only one attitudinal characteristic were found to be implicated in success in the L₂.

Although it is difficult to establish the role of affective variables from the obtained results, it is noteworthy that the measures found to predict achievement were the ones reflecting the students' desire to integrate with the English speaking community and improve their oral proficiency in English and a favourable disposition to the English people and culture. Therefore, the integrative orientation factor is not to be ignored in second language learning amongst University students.

Having taken into consideration the limitations of the study, it can be argued that for the particular group of University students, Gardner's proposition of the socio-educational framework and Krashen's proposition of the Monitor Model, whereby in the informal language learning setting motivational factors play a primary role, gains only partial support.

Moreover, Schumann's proposition stemming from the acculturation model and pertaining that contact between ethnic groups and intended length of residence in the host country promote success in the L₂ cannot be accepted.

As regards the study conducted in Greece, the results demonstrated that there is a significant positive association between attitudinal/motivational measures and

achievement. This association was evident in all three grades investigated, which can allow us to generalize the findings for secondary school students. The strength of the association was more pronounced than others reported because the achievement tests and the teachers' evaluations were modelled on those aspects of language learning that are emphasized in classroom teaching.

The fact that motivational intensity, desire to learn English and attitudes to learning English are significantly and positively related to language performance indicates that motivation facilitates performance in English and lends support to Gardner and Lambert's theory that students characterized by a strong desire to learn a language, have favourable attitudes towards it, and are sufficiently motivated are more successful in language learning than those who lack these attributes.

An interesting finding is that the integrative orientation, reflected in the students' desire to communicate with more and varied people as well as with English people and learn more about their culture is a more powerful predictor of attained proficiency than the instrumental orientation. This finding extends Gardner and Lambert's theory in the purely formal foreign language learning context and, although it lends support to the Canadian studies, it directly contradicts the Asian ones, whereby English attainment arose from a desire to use English as a tool with which to acquire the knowledge necessary for education or career enhancement, and not as a

means of communication or entry into a reference group.

Moreover, this study accounted for attitudes towards the language speaking people and found a significant and positive association between these attitudes and achievement. Again, the results can imply that social attitudes as defined by Gardner's socio-psychological theory are relevant in the FLL context and they are worth investigating. Although attitudes revolving around the educational aspects of language learning were stronger predictors of success possibly because they are more salient in the FLL setting than the group specific attitudes, the role of the latter should not be undermined or even ignored in studies conducted in the foreign language setting, if the purpose is to draw on the affective domain. European students seem to have developed certain attitudes towards the European people, despite the fact that the target language group is not represented in the FLL environment. Thus, these findings are in disagreement with certain Asian studies (Haque, 1989) who did not even include such attitudinal measures in their research designs. Therefore, this exploratory study can be said to represent a preliminary step to identifying the factors causing success in EFL in the European context.

The current results demonstrated a significant positive association between attitudes towards the learning situation factor as measured by the students' evaluative reactions towards the English teacher and the English course and achievement. These findings corroborate and

extend the conclusions drawn by earlier researchers in different parts of the world that the students' positive experience in the language learning situation can have a bearing on achievement in the target language.

Concerning the effect of gender on attitudes/motivation and achievement the results of the study showed some variation between the different grades and cannot be easily generalized. Thus, students in the first and second grade differed significantly in their integrative orientations, in their attitudes towards the target group, toward language learning, and towards the learning situation as well as in their motivational intensity, desire to study the language and achievement, with girls being more strongly motivated and having higher mean scores on attained proficiency. These results were less eminent for the third grade students with the exception of the mean scores on instrumental orientation, where the male population had higher mean scores and attitudes towards the teacher, were female students scored higher. Therefore, the sex differentiation seems to decline with age or the years of instruction and may not be attributed to the cultural beliefs of a western society.

In focusing on the effect of social class on attitudes and motivation, the findings of the present investigation suggest that higher levels of achievement, more positive attitudes and stronger motivation were characteristic of the students with parents in higher status occupations. It is crucial that researchers continue investigating the

viability of these results, so that the conclusions reached in this study can be generalized.

The present findings also indicate that the more active the parents' role is in their children's foreign language education the more effort they expend towards the attainment of proficiency.

In addition, the parents' passive role was found to be influential in that the students' attitudinal/motivational traits were related to those of their parents. Thus, it can be alleged that the socio-cultural milieu of the students, in this study represented by the parents is an important variable influencing successful language learning. Attitudes and orientations seen to be communicated to the students by their parents.

An additional finding of the current study (section 7.3) was that integrative orientation and parental encouragement slightly decreased with age. This result is in harmony with others reported in the literature.

All in all, affective variables were found to have a significant effect in foreign language learning. The main assumptions of the socio-educational model were valid for the group under investigation, thus leading to the conclusion that Gardner's theory can be extended and applied to the purely foreign language learning setting.

9.2. Implications of the current study

This section will focus on the implications of the results of the study conducted in the foreign language

context.

So far, it has been established that attitudes and motivation, amongst other variables, - are critical factors in foreign language learning. It has also been stated that intelligence and aptitude cannot be easily modified. Attitudes and motivation, however, are subjects to manipulation, are learned and can thus be improved. This places importance on the teachers' role in the EFL class who can do a lot to promote positive attitudes and achievement. In other words, they can increase the learning potential.

The EFL teachers should be aware of their students' positive and negative attitudes. Positive attitudes can become even stronger and negative attitudes can often be changed by exposure to reality, or by encounters with people from other cultures. Negative attitudes can emerge from false stereotyping or undue ethnocentrism and the teachers can assist in dispelling certain myths about language learning and about other cultures and replace them with a more realistic understanding of the target culture. They can aid students in realizing that foreign language is a rather arduous but manageable task that takes place both inside and outside of the classroom over a number of years. It is not an unconscious or automatic process and learners should take an active role at many levels of the process. (Schmidt, 1991). Languages should not be considered culture free (Bex, 1994) and the other culture must be viewed as one that can be different from one's own, yet to be

respected and valued. Teachers should focus on the cultural messages conveyed by the language "and distinguish between those varieties of the foreign language that are necessary for productive purposes and those varieties that the learner may need for receptive purposes" (Bex, 1994:18).

The findings that an integrative orientation can promote success in FLL, begin to reflect an awareness on the part of the learners that languages should be learned to establish communication with native speakers and other users of the FL and this should be accounted for in the EFL curriculum. Students will possibly profit more if they are assisted to develop an integrative orientation by being presented with communicative tasks and activities that require the use of language in authentic like or authentic situations. Language teachers should be conscious of and sensitive to these types of motivation that can activate the student.

The data of this investigation revealed that the students' attitudes towards the teacher and the course plays a vital role in the students' success in learning a foreign language. This suggests that the language tutors should have clear objectives, and should carefully design the course and devise the classroom methods. Moreover, the findings indicate that the teacher should present and exploit the new language material in an interesting way and provide the learners with constant rewards. S/he should take into consideration the varying student abilities and learning rates.

It can be suggested (Haque, 1989) that students are asked to make an assessment of their feelings and beliefs about the course and the tutor so that certain modifications can be made.

Summing up, it is important that language tutors establish a good rapport with the students and create a positive classroom atmosphere where the students would communicate their ideas, attitudes and feelings. Teachers have to be aware of these attitudes and feelings in order to help the students enhance their learning capacity.

Parents also have a great responsibility in attitude development and can stress the usefulness of learning the target language.

9.3. Recommendations for further research

It is considered important that this study is replicated in other cultural contexts within Europe to see whether there would emerge a attitudinal/motivational pattern, as it is the case with most of the Asian studies.

It is also recommended that the students' attitudes and motivation are assessed both at the beginning and the end of each grade level so that we can see whether the course can result in change of attitudes.

It is further suggested that the study is extended in rural areas, where students are likely to have different experience and less opportunity for contact with native speakers and are generally provided with less "outside aids" to determine the general applicability of the current

findings.

It is considered worthwhile to investigate the attitudes of the teachers to determine whether they are significantly associated with those of the students. The methodology used and classroom or activity motivation is also worth accounting for so that the teacher can capitalize on those aspects of language teaching that promote success and discard or ameliorate those elements that can create a sense of difficulty or can demotivate the learners. Thus, it is hoped that many of the factors that can lead to language acquisition will be identified and the general level of proficiency will be improved.

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APPENDIX A

Attitude/Motivation Questionnaire of the study conducted in
Britain

INSTRUCTIONS

Thank you very much for agreeing to take part in this task. It is very useful to us as we have little information regarding the opinions of foreign language learners and we would like to remind you that your only task is to answer the questions as accurately as possible, since the success of this investigation depends upon it.

Following are a number of statements with which some people agree and others disagree. We would like you to indicate your opinion about each statement by circling the alternative below it, which best indicates the extent to which you disagree or agree with that statement. Note, that there is no right or wrong answer. All that is important is that you indicate your personal feeling. In answering the questionnaire work quickly and don't stop to think about each statement. Give your immediate feeling after reading each statement. On the other hand, don't be careless, as it is important that we obtain your true feelings.

Following is a sample item. Circle the alternative below the statement which best indicates your feeling.

Winter holidays are more exciting than summer holidays

| | | | | | |
Agree Agree Agree Neutral Disagree Disagree Disagree
Strongly Moderately Slightly Slightly Moderately Strongly

If, for instance, you agree slightly with the above statement, put a circle around the third vertical line.

Section A

A. Group specific attitudes

Attitudes toward the target language community and culture

a. English people

1. English people are very friendly

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| | | | | | | |
| Agree | Agree | Agree | Neutral | Disagree | Disagree | Disagree |
| Strongly | Moderately | Slightly | | Slightly | Moderately | Strongly |

2. English people are polite

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| | | | | | | |
| Agree | Agree | Agree | Neutral | Disagree | Disagree | Disagree |
| Strongly | Moderately | Slightly | | Slightly | Moderately | Strongly |

3. I admire English people because they are disciplined

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| | | | | | | |
| Agree | Agree | Agree | Neutral | Disagree | Disagree | Disagree |
| Strongly | Moderately | Slightly | | Slightly | Moderately | Strongly |

4. English people are reserved

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| | | | | | | |
| Agree | Agree | Agree | Neutral | Disagree | Disagree | Disagree |
| Strongly | Moderately | Slightly | | Slightly | Moderately | Strongly |

5. English people are racist

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| | | | | | | |
| Agree | Agree | Agree | Neutral | Disagree | Disagree | Disagree |
| Strongly | Moderately | Slightly | | Slightly | Moderately | Strongly |

6. I like English people because they are creative

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| | | | | | | |
| Agree | Agree | Agree | Neutral | Disagree | Disagree | Disagree |
| Strongly | Moderately | Slightly | | Slightly | Moderately | Strongly |

7. English people are ethnocentric

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| | | | | | | |
| Agree | Agree | Agree | Neutral | Disagree | Disagree | Disagree |
| Strongly | Moderately | Slightly | | Slightly | Moderately | Strongly |

8. English people are unreliable

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| | | | | | | |
| Agree | Agree | Agree | Neutral | Disagree | Disagree | Disagree |
| Strongly | Moderately | Slightly | | Slightly | Moderately | Strongly |

9. I feel that English people are easy to get along with

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| | | | | | | |
| Agree | Agree | Agree | Neutral | Disagree | Disagree | Disagree |
| Strongly | Moderately | Slightly | | Slightly | Moderately | Strongly |

10. I like English people because they are open-minded

| | | | | |
Agree Agree Agree Neutral Disagree Disagree Disagree
Strongly Moderately Slightly Slightly Moderately Strongly

11. English people are arrogant

| | | | | |
Agree Agree Agree Neutral Disagree Disagree Disagree
Strongly Moderately Slightly Slightly Moderately Strongly

b. Attitudes toward the English culture (AC1 to AC9)

1. I admire the structure of this country and this
increases my desire to learn English

| | | | | |
Agree Agree Agree Neutral Disagree Disagree Disagree
Strongly Moderately Slightly Slightly Moderately Strongly

2. England is a beautiful country and I would like to
stay here for a long time

| | | | | |
Agree Agree Agree Neutral Disagree Disagree Disagree
Strongly Moderately Slightly Slightly Moderately Strongly

3. England is advanced in technology and I would like to benefit by following their advances

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| | | | | | | |
| Agree | Agree | Agree | Neutral | Disagree | Disagree | Disagree |
| Strongly | Moderately | Slightly | | Slightly | Moderately | Strongly |

4. I am satisfied with the treatment I receive by English people and my desire to learn English has increased

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| | | | | | | |
| Agree | Agree | Agree | Neutral | Disagree | Disagree | Disagree |
| Strongly | Moderately | Slightly | | Slightly | Moderately | Strongly |

5. The education system is good and I enjoy doing my studies here

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| | | | | | | |
| Agree | Agree | Agree | Neutral | Disagree | Disagree | Disagree |
| Strongly | Moderately | Slightly | | Slightly | Moderately | Strongly |

6. The more I live in this country and get to know English people the more I want to learn their language

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| | | | | | | |
| Agree | Agree | Agree | Neutral | Disagree | Disagree | Disagree |
| Strongly | Moderately | Slightly | | Slightly | Moderately | Strongly |

7. The more I stay in this country the more I realize the advantages of my own country

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| | | | | | | |
| Agree | Agree | Agree | Neutral | Disagree | Disagree | Disagree |
| Strongly | Moderately | Slightly | | Slightly | Moderately | Strongly |

8. Since I arrived in this country, my attitudes toward English people and their culture have changed in a positive way

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| | | | | | | |
| Agree | Agree | Agree | Neutral | Disagree | Disagree | Disagree |
| Strongly | Moderately | Slightly | | Slightly | Moderately | Strongly |

9. Since I arrived here, my attitudes toward English people have changed in a negative way

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| | | | | | | |
| Agree | Agree | Agree | Neutral | Disagree | Disagree | Disagree |
| Strongly | Moderately | Slightly | | Slightly | Moderately | Strongly |

B. Motivational indices

a. Integrative orientation (II1 to II6)

1. Knowing English can be very important to me because it will allow me to communicate with English people

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| | | | | | | |
| Agree | Agree | Agree | Neutral | Disagree | Disagree | Disagree |
| Strongly | Moderately | Slightly | | Slightly | Moderately | Strongly |

2. Knowledge of English is very important to me, because it will allow me to understand and appreciate the English culture and literature

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| | | | | | | |
| Agree | Agree | Agree | Neutral | Disagree | Disagree | Disagree |
| Strongly | Moderately | Slightly | | Slightly | Moderately | Strongly |

3. Knowing English can be very important, because it will enable me to participate more freely in the activities of English cultural groups

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| | | | | | | |
| Agree | Agree | Agree | Neutral | Disagree | Disagree | Disagree |
| Strongly | Moderately | Slightly | | Slightly | Moderately | Strongly |

4. I want to learn English, because I want to integrate myself within the English society

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| | | | | | | |
| Agree | Agree | Agree | Neutral | Disagree | Disagree | Disagree |
| Strongly | Moderately | Slightly | | Slightly | Moderately | Strongly |

5. I want to know English because I will be able to understand and appreciate English people and their life style

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| | | | | | | |
| Agree | Agree | Agree | Neutral | Disagree | Disagree | Disagree |
| Strongly | Moderately | Slightly | | Slightly | Moderately | Strongly |

6. Knowing English can be very important to me because it will give me the opportunity to live in this country

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| | | | | | | |
| Agree | Agree | Agree | Neutral | Disagree | Disagree | Disagree |
| Strongly | Moderately | Slightly | | Slightly | Moderately | Strongly |

b. Instrumental orientation (IN1 to IN8)

1. Knowing English will enable me to broaden my outlook and develop a more critical thinking

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| | | | | | | |
| Agree | Agree | Agree | Neutral | Disagree | Disagree | Disagree |
| Strongly | Moderately | Slightly | | Slightly | Moderately | Strongly |

2. Studying English is important to me because it will help me understand our lectures

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| | | | | | | |
| Agree | Agree | Agree | Neutral | Disagree | Disagree | Disagree |
| Strongly | Moderately | Slightly | | Slightly | Moderately | Strongly |

3. Knowing English is important for the obtainment of my degree

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| | | | | | | |
| Agree | Agree | Agree | Neutral | Disagree | Disagree | Disagree |
| Strongly | Moderately | Slightly | | Slightly | Moderately | Strongly |

4. Knowing English is significant for me, because English people will respect me more, if I have a good knowledge of their language

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| | | | | | | |
| Agree | Agree | Agree | Neutral | Disagree | Disagree | Disagree |
| Strongly | Moderately | Slightly | | Slightly | Moderately | Strongly |

5. Good knowledge of English will help me get a good job

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| | | | | | | |
| Agree | Agree | Agree | Neutral | Disagree | Disagree | Disagree |
| Strongly | Moderately | Slightly | | Slightly | Moderately | Strongly |

6. I enjoy learning English, because I can see the world from a different perspective

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| | | | | | | |
| Agree | Agree | Agree | Neutral | Disagree | Disagree | Disagree |
| Strongly | Moderately | Slightly | | Slightly | Moderately | Strongly |

7. Knowing English is important to me, because it is a way of keeping in touch with the latest trends in thought and behaviour in the west

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| | | | | | | |
| Agree | Agree | Agree | Neutral | Disagree | Disagree | Disagree |
| Strongly | Moderately | Slightly | | Slightly | Moderately | Strongly |

8. Knowledge of English is very significant for me, because its status is one of an International Language

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| | | | | | | |
| Agree | Agree | Agree | Neutral | Disagree | Disagree | Disagree |
| Strongly | Moderately | Slightly | | Slightly | Moderately | Strongly |

Motivational Intensity (MI1 to MI5)

1. Considering how I study English, I can honestly say
 - a. I do just enough work to get along
 - b. Make a conscious effort to learn and practise all the new items I am introduced to
 - c. Just skim over it
2. I make an effort to pick up English in every day situations
 - a. Very frequently
 - b. Hardly ever
 - c. Once in a while
3. I make an attempt to improve my accent
 - a. Very frequently
 - b. Hardly ever
 - c. Once in a while
4. I try to improve my English by consciously correcting the mistakes I make
 - a. Very often
 - b. Sometimes
 - c. Never
5. Considering how I studied English before coming to England, I can say that:
 - a. I put more effort into it
 - b. I put less effort into it
 - c. I do not put any effort at all

Personal Data

1. Age
2. Sex 1. M, 2. F.
3. Social class: 1.Lower 2.Middle 3.Upper Middle 4.Upper
4. Number of years you have been in the foreign country:
5. Number of years you desire to live in the foreign country:
6. Level of English before coming to England:
7. Studies you have done so far:
8. How important is your career to you?
9. How important is knowledge of first language for you?
10. How important is knowledge of second language for you?
11. Carreer aspirations:
12. How many languages do you speak?
13. Do you think that your success in life depends upon you. To what extent?

14. How often do you socialize with English people?

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| | | | | | | |
| Agree | Agree | Agree | Neutral | Disagree | Disagree | Disagree |
| Strongly | Moderately | Slightly | | Slightly | Moderately | Strongly |

15. How often do you want to socialize with English people?

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| | | | | | | |
| Agree | Agree | Agree | Neutral | Disagree | Disagree | Disagree |
| Strongly | Moderately | Slightly | | Slightly | Moderately | Strongly |

Section 2 - Instructions

Please show which level you think broadly applies to you.
Make sure that you mark only one of the four levels in each
language skill.

Listening

1. With careful attention I can understand formal speech directed at me, as well as understand and extract information from spoken text. Sometimes I need repetition.

Very well ___ ___ ___ ___ ___ ___ not at all.

2. I am competent to follow native speakers in areas related to my learning experience even when speech is not directed to me. I can extract information easily, but I still have difficulty following colloquial speech between native speakers and I ask for repetition. I can also distinguish different styles.

Very well ___ ___ ___ ___ ___ ___ not at all

3. With concentration I can understand all forms of speech normally understood by native speakers. If I don't pay full attention, or the voice level is high, I have occasional loss of detail or fail to comprehend

Very well ___ ___ ___ ___ ___ ___ not at all

4. I am able to understand all forms of speech understood by native speakers of similar background, including rapid informal conversation, speech with high voice levels and diverse styles and topics.

I can also understand most that is heard even if it is not within previous experience.

Very well ___ ___ ___ ___ ___ ___ not at all

Speaking

1. I am able to convey most types of information relevant to objectives with little risk of confusion in the hearer. I can relate events in their temporal sequence, but I can't develop arguments against something.

I will opt to use a mother tongue if this is acceptable to addressees. I don't make many grammatical errors.

Very well ___ ___ ___ ___ ___ ___ ___ not at all

2. Although I lack facility in handling complicated issues connected with objectives, I can express ideas on all issues connected with objectives, I still need to think and plan what I say.

Very well ___ ___ ___ ___ ___ ___ ___ not at all

3. I am as effective in communication as a native speaker. I have facility in switching levels, topics etc.

I am distinguishable from native speakers only by very rare grammatical misjudgments, by faint residual traces of L1 accent and by very occasional errors of lexical and stylistic selection.

Very well ___ ___ ___ ___ ___ ___ ___ not at all

4. I can speak with facility, fluency and accuracy that is indistinguishable from that of a native speaker. I can cope with different styles and handle language needs within the same limits as those encountered by native speakers.

Very well ___ ___ ___ ___ ___ ___ ___ not at all

Reading

1. I can read most texts in my specific areas of study with a satisfactory level of comprehension and I reread only where there is a complex discussion in a text. I still need a dictionary where significant point of detail may be lost.

Reading rate is still slow and inflexible.

Agree ___ ___ ___ ___ ___ ___ ___ Disagree

2. I can read all types of text with a fairly high level of comprehension and understand many stylistic matters. I can read more familiar types of text with little attention.

Very well ___ ___ ___ ___ ___ ___ ___ not at all

3. I am able to read with complete comprehension all texts associated with objectives.

Very well ___ ___ ___ ___ ___ ___ ___ not at all

4. I am wholly competent to read all types of texts associated with objective. I am able to adapt to style and content of texts and to purpose in reading.

Very well ___ ___ ___ ___ ___ ___ ___ not at all

Writing

1. I am able to produce standard text according to standard format provided on familiar topics with recurrent themes, but I still make grammatical errors. Dictionary is still an essential tool.

Very well ___ ___ ___ ___ ___ ___ not at all

2. I make limited use of dictionary. I can produce texts appropriate to all purposes associated with overall objectives, although I am still influenced by features of L1 (first language) writing.

Very well ___ ___ ___ ___ ___ ___ not at all

3. I am entirely competent to write language relevant to all objectives, grammatically and orthographically free of error.

My range of vocabulary is wide and I don't need reference books.

Very well ___ ___ ___ ___ ___ ___ not at all

4. I possess the writing ability of the educated native speaker in relation to specific objectives.

strongly agree ___ ___ ___ ___ ___ strongly disagree

APPENDIX B

Attitude/Motivation Questionnaire of the study conducted in
Greece

INSTRUCTIONS

Thank you very much for agreeing to take part in this task. It is very useful to us as we have little information regarding the opinions of foreign language learners and we would like to remind you that your only task is to answer the questions as accurately as possible, since the success of this investigation depends upon it.

Following are a number of statements with which some people agree and others disagree. We would like you to indicate your opinion about each statement by circling the alternative below it, which best indicates the extent to which you disagree or agree with that statement. Note, that there is no right or wrong answer. All that is important is that you indicate your personal feeling. In answering the questionnaire work quickly and don't stop to think about each statement. Give your immediate feeling after reading each statement. On the other hand, don't be careless, as it is important that we obtain your true feelings.

Following is a sample item. Circle the alternative below the statement which best indicates your feeling.

Winter holidays are more exciting than summer holidays

| | | | | | |
Agree Agree Agree Neutral Disagree Disagree Disagree
Strongly Moderately Slightly Slightly Moderately Strongly

If, for instance, you agree slightly with the above statement, put a circle around the third vertical line.

Personal Data

School:

Grade:

Sex: 1.Male 2.Female

Age:

Place of Birth:

Age you first received instruction in English:

Father's command of English:

1. very good
2. good
3. average
4. limited
5. not at all

Mother's command of English:

1. very good
2. good
3. average
4. limited
5. not at all

Do you know any foreign languages? 1.Yes 2.No

If yes, what are they?

Do you believe that your success in English depends upon you?

If No, what does it depend on?

What do you want to be in your life?

What is your father's job?

What is your mother's job?

Motivational Indices

a. Integrative Orientation (IO1 to IO5)

1. I want to learn English because it will enable me to meet and converse with more and varied people.

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| | | | | | | |
| Agree | Agree | Agree | Neutral | Disagree | Disagree | Disagree |
| Strongly | Moderately | Slightly | | Slightly | Moderately | Strongly |

2. I want to learn English because it will allow me to be more at ease with fellow English people

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| | | | | | | |
| Agree | Agree | Agree | Neutral | Disagree | Disagree | Disagree |
| Strongly | Moderately | Slightly | | Slightly | Moderately | Strongly |

3. Knowing English is important for me because it will enable me to better understand and appreciate the English literature

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| | | | | | | |
| Agree | Agree | Agree | Neutral | Disagree | Disagree | Disagree |
| Strongly | Moderately | Slightly | | Slightly | Moderately | Strongly |

4. I want to know English because it will enable me to understand English programmes on TV

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| | | | | | | |
| Agree | Agree | Agree | Neutral | Disagree | Disagree | Disagree |
| Strongly | Moderately | Slightly | | Slightly | Moderately | Strongly |

5. I want to know English because it will enable me to understand the English songs

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| | | | | | | |
| Agree | Agree | Agree | Neutral | Disagree | Disagree | Disagree |
| Strongly | Moderately | Slightly | | Slightly | Moderately | Strongly |

b. Instrumental Orientation (IN1 to IN7)

1. I want to learn English because it will enable me to broaden my outlook

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| | | | | | | |
| Agree | Agree | Agree | Neutral | Disagree | Disagree | Disagree |
| Strongly | Moderately | Slightly | | Slightly | Moderately | Strongly |

2. Knowledge of English is very important for me because it will someday be useful in getting a good job

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| | | | | | | |
| Agree | Agree | Agree | Neutral | Disagree | Disagree | Disagree |
| Strongly | Moderately | Slightly | | Slightly | Moderately | Strongly |

3. I want to know English because it will make me a more knowledgeable person

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| | | | | | | |
| Agree | Agree | Agree | Neutral | Disagree | Disagree | Disagree |
| Strongly | Moderately | Slightly | | Slightly | Moderately | Strongly |

4. I want to learn English because other people will respect me more if I have knowledge of a foreign language

| | | | | | |
Agree Agree Agree Neutral Disagree Disagree Disagree
Strongly Moderately Slightly Slightly Moderately Strongly

5. I want to learn English in order to obtain the First Certificate of Proficiency in English

| | | | | | |
Agree Agree Agree Neutral Disagree Disagree Disagree
Strongly Moderately Slightly Slightly Moderately Strongly

6. I want to learn English because I want to study in England or any other English speaking country

| | | | | | |
Agree Agree Agree Neutral Disagree Disagree Disagree
Strongly Moderately Slightly Slightly Moderately Strongly

7. I want to learn English because it is the international language of technology and commerce

| | | | | | |
Agree Agree Agree Neutral Disagree Disagree Disagree
Strongly Moderately Slightly Slightly Moderately Strongly

8. Do you have any other reasons to study English?

Attribution

Having a good job is very important to me

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| | | | | | | |
| Agree | Agree | Agree | Neutral | Disagree | Disagree | Disagree |
| Strongly | Moderately | Slightly | | Slightly | Moderately | Strongly |

Attitudes towards English speaking people (EP1 to EP7)

1. I have a favourable attitude towards English people

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| | | | | | | |
| Agree | Agree | Agree | Neutral | Disagree | Disagree | Disagree |
| Strongly | Moderately | Slightly | | Slightly | Moderately | Strongly |

2. English people are polite

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| | | | | | | |
| Agree | Agree | Agree | Neutral | Disagree | Disagree | Disagree |
| Strongly | Moderately | Slightly | | Slightly | Moderately | Strongly |

3. English people are not friendly or easy to get along with

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| | | | | | | |
| Agree | Agree | Agree | Neutral | Disagree | Disagree | Disagree |
| Strongly | Moderately | Slightly | | Slightly | Moderately | Strongly |

4. England is the centre of cultural development

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| | | | | | | |
| Agree | Agree | Agree | Neutral | Disagree | Disagree | Disagree |
| Strongly | Moderately | Slightly | | Slightly | Moderately | Strongly |

5. English people do not like to help others

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| | | | | | | |
| Agree | Agree | Agree | Neutral | Disagree | Disagree | Disagree |
| Strongly | Moderately | Slightly | | Slightly | Moderately | Strongly |

6. English people are sincere

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| | | | | | | |
| Agree | Agree | Agree | Neutral | Disagree | Disagree | Disagree |
| Strongly | Moderately | Slightly | | Slightly | Moderately | Strongly |

7. English people are badly behaved

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| | | | | | | |
| Agree | Agree | Agree | Neutral | Disagree | Disagree | Disagree |
| Strongly | Moderately | Slightly | | Slightly | Moderately | Strongly |

8. Are there any other positive or negative characteristics you want to attribute to them?

Attitudes towards learning English (EL1 to EL8)

1. Learning English is a really interesting activity

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| | | | | | | |
| Agree | Agree | Agree | Neutral | Disagree | Disagree | Disagree |
| Strongly | Moderately | Slightly | | Slightly | Moderately | Strongly |

2. I would rather spend my time on subjects other than English

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| | | | | | | |
| Agree | Agree | Agree | Neutral | Disagree | Disagree | Disagree |
| Strongly | Moderately | Slightly | | Slightly | Moderately | Strongly |

3. Learning English is a waste of time

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| | | | | | | |
| Agree | Agree | Agree | Neutral | Disagree | Disagree | Disagree |
| Strongly | Moderately | Slightly | | Slightly | Moderately | Strongly |

4. I like the sound of the English language

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| | | | | | | |
| Agree | Agree | Agree | Neutral | Disagree | Disagree | Disagree |
| Strongly | Moderately | Slightly | | Slightly | Moderately | Strongly |

5. I really enjoy speaking English

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| | | | | | | |
| Agree | Agree | Agree | Neutral | Disagree | Disagree | Disagree |
| Strongly | Moderately | Slightly | | Slightly | Moderately | Strongly |

6. I plan to learn as much English as possible

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| | | | | | | |
| Agree | Agree | Agree | Neutral | Disagree | Disagree | Disagree |
| Strongly | Moderately | Slightly | | Slightly | Moderately | Strongly |

7. When I get the First Certificate/Proficiency I shall give up the study of English entirely because I am not interested in it

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| | | | | | | |
| Agree | Agree | Agree | Neutral | Disagree | Disagree | Disagree |
| Strongly | Moderately | Slightly | | Slightly | Moderately | Strongly |

8. I don't like English

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| | | | | | | |
| Agree | Agree | Agree | Neutral | Disagree | Disagree | Disagree |
| Strongly | Moderately | Slightly | | Slightly | Moderately | Strongly |

Xenophobia

1. At times I fear that by using English I will become like a foreigner

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| | | | | | | |
| Agree | Agree | Agree | Neutral | Disagree | Disagree | Disagree |
| Strongly | Moderately | Slightly | | Slightly | Moderately | Strongly |

2. Sometimes I fear that if I use English I am not patriotic

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| | | | | | | |
| Agree | Agree | Agree | Neutral | Disagree | Disagree | Disagree |
| Strongly | Moderately | Slightly | | Slightly | Moderately | Strongly |

Parental Involvement

1. My parents try to help me with my English

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| | | | | | | |
| Agree | Agree | Agree | Neutral | Disagree | Disagree | Disagree |
| Strongly | Moderately | Slightly | | Slightly | Moderately | Strongly |

2. My parents have stressed the importance that English will have for my future career

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| | | | | | | |
| Agree | Agree | Agree | Neutral | Disagree | Disagree | Disagree |
| Strongly | Moderately | Slightly | | Slightly | Moderately | Strongly |

3. My parents think that I should devote more time to my English studies

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| | | | | | | |
| Agree | Agree | Agree | Neutral | Disagree | Disagree | Disagree |
| Strongly | Moderately | Slightly | | Slightly | Moderately | Strongly |

4. My parents urge me to seek help from my teacher if I am having problems with my English

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| | | | | | | |
| Agree | Agree | Agree | Neutral | Disagree | Disagree | Disagree |
| Strongly | Moderately | Slightly | | Slightly | Moderately | Strongly |

5. My parents think that I should devote more time to my Greek subjects

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| | | | | | | |
| Agree | Agree | Agree | Neutral | Disagree | Disagree | Disagree |
| Strongly | Moderately | Slightly | | Slightly | Moderately | Strongly |

6. My parents encourage me to practise my English as much as possible

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| | | | | | | |
| Agree | Agree | Agree | Neutral | Disagree | Disagree | Disagree |
| Strongly | Moderately | Slightly | | Slightly | Moderately | Strongly |

7. My parents don't show considerable interest in anything to do with my English studies

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| | | | | | | |
| Agree | Agree | Agree | Neutral | Disagree | Disagree | Disagree |
| Strongly | Moderately | Slightly | | Slightly | Moderately | Strongly |

8. If my parents did not press me, I would give up my English studies entirely

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| | | | | | | |
| Agree | Agree | Agree | Neutral | Disagree | Disagree | Disagree |
| Strongly | Moderately | Slightly | | Slightly | Moderately | Strongly |

Attribution

I really take my parents' encouragement into account

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| | | | | | | |
| Agree | Agree | Agree | Neutral | Disagree | Disagree | Disagree |
| Strongly | Moderately | Slightly | | Slightly | Moderately | Strongly |

General Orientation

1. I actually study English because my parents force me to do so

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| | | | | | | |
| Agree | Agree | Agree | Neutral | Disagree | Disagree | Disagree |
| Strongly | Moderately | Slightly | | Slightly | Moderately | Strongly |

2. I want to learn English because it is a compulsory school subject

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| | | | | | | |
| Agree | Agree | Agree | Neutral | Disagree | Disagree | Disagree |
| Strongly | Moderately | Slightly | | Slightly | Moderately | Strongly |

Motivational Intensity (MI1 to MI7)

1. I actively think about what I have learned in my English class:
 - a. very frequently
 - b. hardly ever
 - c. once in a while

2. When I have a problem understanding something we are learning in the English class I:
 - a. immediately ask the teacher for help
 - b. only seek help before the exam
 - c. just forget about it

3. When it comes to my English homework I:
 - a. put some effort into it, but not as much as I could
 - b. work very carefully making sure I understand everything
 - c. just skim over it

4. When I am in my English class I:
 - a. volunteer answers as much as possible
 - b. answer only the easy questions
 - c. never say anything

5. After I get my English assignments back I:
 - a. always rewrite them correcting my mistakes
 - b. just throw them in my desk and forget about them

c. look them over, but don't bother correcting mistakes

6. Concerning the Anglo/American T.V. Station I:

a. never watch it

b. turn it on occasionally

c. try to watch it often

7. When I listen to an English song on the radio I:

a. listen to the music paying attention only to the easy words

b. listen carefully and try to understand all the words

c. change the station.

Desire to learn English (Dele1 to Dele6)

1. During my English class I would like:

a. to have a combination of Greek and English spoken

b. to have more Greek spoken

c. to have as much English spoken as possible

2. During my English class I would like to:

a. have more English grammar presented in English

b. have no English grammar at all

c. have English grammar presented mostly in Greek

3. During my English class I would like my teacher to
 - a. do all the presentation and exploitation of language material in English
 - b. use a combination of English and Greek to present and split the new language material
 - c. use as much Greek as possible

4. If I had the opportunity to speak English outside of school I would:
 - a. never speak it
 - b. speak English most of the time using Greek only if really necessary
 - c. speak it occasionally

5. If it were up to me whether to take English or not, I
 - a. would definitely take it
 - b. would drop it
 - c. don't know whether I would take it or not

6. Concerning the importance of the English subject
 - a. I think it's more important than my Greek subjects
 - b. equally important
 - c. less important

Evaluation of the teacher (ETE1 to ETE7)

My teacher of English is:

friendly _ _ _ _ _ unfriendly
pleasant _ _ _ _ _ unpleasant
interesting _ _ _ _ _ boring
lenient _ _ _ _ _ strict
competent _ _ _ _ _ incompetent
approachable _ _ _ _ _ unapproachable
patient _ _ _ _ _ impatient

Do you want to make any other comments about your teacher?

Evaluation of the course (ECO1 to ECO5)

My English course is:

interesting _ _ _ _ _ boring
pleasant _ _ _ _ _ unpleasant
rewarding _ _ _ _ _ unrewarding
useful _ _ _ _ _ useless
important _ _ _ _ _ unimportant

Do you want to make any other comments about your English course?

APPENDIX C

Attitude/Motivation Questionnaire of the study conducted in Greece translated into Greek

ΟΔΗΓΙΕΣ

Σας ευχαριστούμε πολύ για την προθυμία σας να λάβετε μέρος σ'αυτή την έρευνα. Οι πληροφορίες που θα μας δώσετε, θα είναι πολύ χρήσιμες, επειδή λίγα έχουν γραφτεί γύρω από το θέμα: Ξένη Γλώσσα και Έλληνας μαθητής.

Παρακάτω, υπάρχουν ορισμένες προτάσεις με τις οποίες ορισμένα άτομα συμφωνούν και άλλα διαφωνούν. Θα θέλαμε να σημειώσετε την άποψή σας γύρω από κάθε δήλωση, βάζοντας σε κύκλο, την εναλλακτική απάντηση η οποία ακριβέστερα δηλώνει το βαθμό στον οποίο συμφωνείτε ή διαφωνείτε με την πρόταση. Θέλουμε να σας διαβεβαιώσουμε, ότι δεν υπάρχουν σωστές ή λανθασμένες απαντήσεις. Εκείνο που έχει σημασία είναι να εκφράσετε τις προσωπικές σας απόψεις και συναισθήματα.

Συμπληρώνοντας το ερωτηματολόγιο, εργαστείτε γρήγορα και απαντήστε αυθόρμητα χωρίς να πιέζετε τον εαυτό σας. Μας ενδιαφέρει η άποψή σας να είναι άμεση και αυθόρμητη.

Τελειώνοντας, θα θέλαμε να τονίσουμε, ότι η ακρίβεια των απαντήσεών σας, είναι πολύ σημαντική, επειδή, από αυτή θα εξαρτηθεί, η επιτυχία αυτής της έρευνας. Το παρακάτω παράδειγμα, σας δείχνει πως να σημειώνεται τις απαντήσεις σας:

- Οι χειμερινές διακοπές είναι περισσότερο συναρπαστικές από τις καλοκαιρινές.

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|---------|----------|----------|---------|----------|----------|---------|
| | | | | | | |
| Συμφωνώ | Συμφωνώ | Συμφωνώ | Δεν έχω | Διαφωνώ | Διαφωνώ | Διαφωνώ |
| Απόλυτα | Εν μέρει | Ελάχιστα | Αποψη | Ελάχιστα | Εν μέρει | Απόλυτα |

Εάν π.χ. συμφωνείται ελάχιστα βάλτε σε κύκλο τη τρίτη κάθετη γραμμή.

Γενικές Πληροφορίες

Βάλτε σε κύκλο την κατάλληλη απάντηση ή δώστε τα απαραίτητα στοιχεία:

Σχολείο:

Τάξη:

Φύλο: 1.Αρσενικό 2.Θηλυκό

Ηλικία:

Τόπος Γέννησης:

Επάγγελμα πατέρα:

Επάγγελμα μητέρας:

Σε ποιά ηλικία άρχισες να μαθαίνεις Αγγλικά;

Τι γνώσεις Αγγλικής έχουν οι γονείς σου;

Ο πατέρας μου:

α. Καθόλου

β. Λίγες

γ. Μέτριες

δ. Καλές

ε. Πολύ καλές

Η μητέρα μου:

α. Καθόλου

β. Λίγες

γ. Μέτριες

δ. Καλές

ε. Πολυ καλές

Ξέρεις άλλες ξένες γλώσσες; 1.ΝΑΙ 2.ΟΧΙ

Αν Ναι, ποιές;

Θα ήθελες να μάθεις άλλες ξένες γλώσσες; 1.ΝΑΙ 2.ΟΧΙ

Αν Ναι ποιές και γιατί;

Τι επάγγελμα θέλεις να ακολουθήσεις;

Νομίζεις ότι η επιτυχία σου στα Αγγλικά εξαρτάται απο
εσένα;

1.ΝΑΙ 2.ΟΧΙ

Αν όχι, από ποιούς παράγοντες επηρεάζεται;

Εσωτερικά Κίνητρα

1. Θέλω να μάθω Αγγλικά για να μπορώ να επικοινωνώ με διαφορετικούς λαούς.

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| Συμφωνώ | Συμφωνώ | Συμφωνώ | Δεν έχω | Διαφωνώ | Διαφωνώ | Διαφωνώ |
| Απόλυτα | Εν μέρει | Ελάχιστα | Αποψη | Ελάχιστα | Εν μέρει | Απόλυτα |

2. Η γνώση της Αγγλικής είναι σημαντική για μένα γιατί θα μου επιτρέψει να επικοινωνώ με ευκολία με τους φίλους Αγγλους

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|---------|----------|----------|---------|----------|----------|---------|
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| Συμφωνώ | Συμφωνώ | Συμφωνώ | Δεν έχω | Διαφωνώ | Διαφωνώ | Διαφωνώ |
| Απόλυτα | Εν μέρει | Ελάχιστα | Αποψη | Ελάχιστα | Εν μέρει | Απόλυτα |

3. Θέλω να ξέρω Αγγλικά για να έχω τη δυνατότητα να κατανοήσω και να εκτιμήσω καλύτερα την Αγγλική λογοτεχνία

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|---------|----------|----------|---------|----------|----------|---------|
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| Συμφωνώ | Συμφωνώ | Συμφωνώ | Δεν έχω | Διαφωνώ | Διαφωνώ | Διαφωνώ |
| Απόλυτα | Εν μέρει | Ελάχιστα | Αποψη | Ελάχιστα | Εν μέρει | Απόλυτα |

4. Η μελέτη της Αγγλικής είναι σημαντική για μένα γιατί θα μπορέσω να παρακολουθήσω τα Αγγλικά προγράμματα στην τηλεόραση

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| Συμφωνώ | Συμφωνώ | Συμφωνώ | Δεν έχω | Διαφωνώ | Διαφωνώ | Διαφωνώ |
| Απόλυτα | Εν μέρει | Ελάχιστα | Αποψη | Ελάχιστα | Εν μέρει | Απόλυτα |

5. Η μελέτη της Αγγλικής θα με βοηθήσει να καταλάβω τα Αγγλικά τραγούδια

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|---------|----------|----------|---------|----------|----------|---------|
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| Συμφωνώ | Συμφωνώ | Συμφωνώ | Δεν έχω | Διαφωνώ | Διαφωνώ | Διαφωνώ |
| Απόλυτα | Εν μέρει | Ελάχιστα | Αποψη | Ελάχιστα | Εν μέρει | Απόλυτα |

Εξωτερικά κίνητρα

1. Θα ήθελα να ξέρω Αγγλικά για να διευρύνω τους πνευματικούς μου ορίζοντες.

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|---------|----------|----------|---------|----------|----------|---------|
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| Συμφωνώ | Συμφωνώ | Συμφωνώ | Δεν έχω | Διαφωνώ | Διαφωνώ | Διαφωνώ |
| Απόλυτα | Εν μέρει | Ελάχιστα | Αποψη | Ελάχιστα | Εν μέρει | Απόλυτα |

2. Η γνώση της Αγγλικής είναι πολύ σημαντική για μένα γιατί θα μου εξασφαλίσει μια δουλειά με καλύτερο μισθό

| | | | | | | |
|---------|----------|----------|---------|----------|----------|---------|
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| Συμφωνώ | Συμφωνώ | Συμφωνώ | Δεν έχω | Διαφωνώ | Διαφωνώ | Διαφωνώ |
| Απόλυτα | Εν μέρει | Ελάχιστα | Αποψη | Ελάχιστα | Εν μέρει | Απόλυτα |

3. Η γνώση της Αγγλικής είναι σημαντική για μένα γιατί αποτελεί ένδειξη μορφωμένου ατόμου

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|---------|----------|----------|---------|----------|----------|---------|
| | | | | | | |
| Συμφωνώ | Συμφωνώ | Συμφωνώ | Δεν έχω | Διαφωνώ | Διαφωνώ | Διαφωνώ |
| Απόλυτα | Εν μέρει | Ελάχιστα | Αποψη | Ελάχιστα | Εν μέρει | Απόλυτα |

4. Το να ξέρω Αγγλικά είναι σημαντικό για μένα γιατί ο περίγυρός μου θα με θεωρεί πιο σπουδαίο

| | | | | | | |
|---------|----------|----------|---------|----------|----------|---------|
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| Συμφωνώ | Συμφωνώ | Συμφωνώ | Δεν έχω | Διαφωνώ | Διαφωνώ | Διαφωνώ |
| Απόλυτα | Εν μέρει | Ελάχιστα | Αποψη | Ελάχιστα | Εν μέρει | Απόλυτα |

5. Μαθαίνω Αγγλικά γιατί μου είναι απαραίτητο να αποκτήσω το Lower ή το Proficiency

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|---------|----------|----------|---------|----------|----------|---------|
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| Συμφωνώ | Συμφωνώ | Συμφωνώ | Δεν έχω | Διαφωνώ | Διαφωνώ | Διαφωνώ |
| Απόλυτα | Εν μέρει | Ελάχιστα | Αποψη | Ελάχιστα | Εν μέρει | Απόλυτα |

6. Θέλω να μάθω Αγγλικά γιατί επιθυμώ να σπουδάσω στην Αγγλία (ή σε μία από τις Αγγλόφωνες χώρες)

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| Συμφωνώ | Συμφωνώ | Συμφωνώ | Δεν έχω | Διαφωνώ | Διαφωνώ | Διαφωνώ |
| Απόλυτα | Εν μέρει | Ελάχιστα | Αποψη | Ελάχιστα | Εν μέρει | Απόλυτα |

7. Θέλω να μάθω Αγγλικά γιατί είναι η διεθνής γλώσσα της τεχνολογίας και του εμπορίου

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|---------|----------|----------|---------|----------|----------|---------|
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| Συμφωνώ | Συμφωνώ | Συμφωνώ | Δεν έχω | Διαφωνώ | Διαφωνώ | Διαφωνώ |
| Απόλυτα | Εν μέρει | Ελάχιστα | Αποψη | Ελάχιστα | Εν μέρει | Απόλυτα |

8. Έχεις κάποιους άλλους λόγους για τους οποίους θέλεις να μάθεις Αγγλικά;

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|---------|----------|----------|---------|----------|----------|---------|
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| Συμφωνώ | Συμφωνώ | Συμφωνώ | Δεν έχω | Διαφωνώ | Διαφωνώ | Διαφωνώ |
| Απόλυτα | Εν μέρει | Ελάχιστα | Αποψη | Ελάχιστα | Εν μέρει | Απόλυτα |

9. Το να έχω μια καλή δουλειά είναι πολύ σημαντικό για μένα

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|---------|----------|----------|---------|----------|----------|---------|
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| Συμφωνώ | Συμφωνώ | Συμφωνώ | Δεν έχω | Διαφωνώ | Διαφωνώ | Διαφωνώ |
| Απόλυτα | Εν μέρει | Ελάχιστα | Αποψη | Ελάχιστα | Εν μέρει | Απόλυτα |

ΔΙΑΘΕΣΕΙΣ ΑΠΕΝΑΝΤΙ ΣΤΗΝ ΑΓΓΛΙΚΗ ΚΟΙΝΩΝΙΑ

1. Οι Αγγλοι μου είναι συμπαθείς

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| Συμφωνώ | Συμφωνώ | Συμφωνώ | Δεν έχω | Διαφωνώ | Διαφωνώ | Διαφωνώ |
| Απόλυτα | Εν μέρει | Ελάχιστα | Αποψη | Ελάχιστα | Εν μέρει | Απόλυτα |

2. Οι Αγγλοι είναι ευγενικοί

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|---------|----------|----------|---------|----------|----------|---------|
| | | | | | | |
| Συμφωνώ | Συμφωνώ | Συμφωνώ | Δεν έχω | Διαφωνώ | Διαφωνώ | Διαφωνώ |
| Απόλυτα | Εν μέρει | Ελάχιστα | Αποψη | Ελάχιστα | Εν μέρει | Απόλυτα |

3. Πιστεύω πως οι Αγγλοι δεν γίνονται εύκολα φίλοι

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|---------|----------|----------|---------|----------|----------|---------|
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| Συμφωνώ | Συμφωνώ | Συμφωνώ | Δεν έχω | Διαφωνώ | Διαφωνώ | Διαφωνώ |
| Απόλυτα | Εν μέρει | Ελάχιστα | Αποψη | Ελάχιστα | Εν μέρει | Απόλυτα |

4. Αγγλία είναι κέντρο πολιτιστικής ανάπτυξης

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|---------|----------|----------|---------|----------|----------|---------|
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| Συμφωνώ | Συμφωνώ | Συμφωνώ | Δεν έχω | Διαφωνώ | Διαφωνώ | Διαφωνώ |
| Απόλυτα | Εν μέρει | Ελάχιστα | Αποψη | Ελάχιστα | Εν μέρει | Απόλυτα |

5. Οι Αγγλοι δεν είναι εξυπηρετικοί

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|---------|----------|----------|---------|----------|----------|---------|
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| Συμφωνώ | Συμφωνώ | Συμφωνώ | Δεν έχω | Διαφωνώ | Διαφωνώ | Διαφωνώ |
| Απόλυτα | Εν μέρει | Ελάχιστα | Αποψη | Ελάχιστα | Εν μέρει | Απόλυτα |

6. Οι Αγγλοι είναι ειλικρινείς

| | | | | | | |
|---------|----------|----------|---------|----------|----------|---------|
| | | | | | | |
| Συμφωνώ | Συμφωνώ | Συμφωνώ | Δεν έχω | Διαφωνώ | Διαφωνώ | Διαφωνώ |
| Απόλυτα | Εν μέρει | Ελάχιστα | Αποψη | Ελάχιστα | Εν μέρει | Απόλυτα |

7. Οι Αγγλοι έχουν ανάρμοστη συμπεριφορά

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|---------|----------|----------|---------|----------|----------|---------|
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| Συμφωνώ | Συμφωνώ | Συμφωνώ | Δεν έχω | Διαφωνώ | Διαφωνώ | Διαφωνώ |
| Απόλυτα | Εν μέρει | Ελάχιστα | Αποψη | Ελάχιστα | Εν μέρει | Απόλυτα |

8. Υπάρχουν άλλα θετικά ή αρνητικά χαρακτηριστικά που θα ήθελες να τους αποδώσεις;

ΔΙΑΘΕΣΕΙΣ ΑΠΕΝΑΝΤΙ ΣΤΗΝ ΕΚΜΑΘΗΣΗ ΤΗΣ ΓΛΩΣΣΑΣ

1. Η εκμάθηση της Αγγλικής είναι μια ενδιαφέρουσα δραστηριότητα

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|---------|----------|----------|---------|----------|----------|---------|
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| Συμφωνώ | Συμφωνώ | Συμφωνώ | Δεν έχω | Διαφωνώ | Διαφωνώ | Διαφωνώ |
| Απόλυτα | Εν μέρει | Ελάχιστα | Αποψη | Ελάχιστα | Εν μέρει | Απόλυτα |

2. Θα προτιμούσα να αφιέρωνα το χρόνο μου στη μελέτη των άλλων μαθημάτων

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|---------|----------|----------|---------|----------|----------|---------|
| | | | | | | |
| Συμφωνώ | Συμφωνώ | Συμφωνώ | Δεν έχω | Διαφωνώ | Διαφωνώ | Διαφωνώ |
| Απόλυτα | Εν μέρει | Ελάχιστα | Αποψη | Ελάχιστα | Εν μέρει | Απόλυτα |

3. Το να μαθαίνεις Αγγλικά είναι χάσιμο χρόνου

| | | | | | | |
|---------|----------|----------|---------|----------|----------|---------|
| | | | | | | |
| Συμφωνώ | Συμφωνώ | Συμφωνώ | Δεν έχω | Διαφωνώ | Διαφωνώ | Διαφωνώ |
| Απόλυτα | Εν μέρει | Ελάχιστα | Αποψη | Ελάχιστα | Εν μέρει | Απόλυτα |

4. Μου αρέσει η προφορά της Αγγλικής γλώσσας

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|---------|----------|----------|---------|----------|----------|---------|
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| Συμφωνώ | Συμφωνώ | Συμφωνώ | Δεν έχω | Διαφωνώ | Διαφωνώ | Διαφωνώ |
| Απόλυτα | Εν μέρει | Ελάχιστα | Αποψη | Ελάχιστα | Εν μέρει | Απόλυτα |

5. Μου αρέσει να μιλώ Αγγλικά

| | | | | | | |
|---------|----------|----------|---------|----------|----------|---------|
| | | | | | | |
| Συμφωνώ | Συμφωνώ | Συμφωνώ | Δεν έχω | Διαφωνώ | Διαφωνώ | Διαφωνώ |
| Απόλυτα | Εν μέρει | Ελάχιστα | Αποψη | Ελάχιστα | Εν μέρει | Απόλυτα |

6. Σκοπεύω να μάθω όσο το δυνατόν περισσότερα Αγγλικά μπορώ

| | | | | | | |
|---------|----------|----------|---------|----------|----------|---------|
| | | | | | | |
| Συμφωνώ | Συμφωνώ | Συμφωνώ | Δεν έχω | Διαφωνώ | Διαφωνώ | Διαφωνώ |
| Απόλυτα | Εν μέρει | Ελάχιστα | Αποψη | Ελάχιστα | Εν μέρει | Απόλυτα |

7. Όταν πάρω το Lower/Proficiency θα εγκαταλείψω τη μελέτη της Αγγλικής τελείως

| | | | | | | |
|---------|----------|----------|---------|----------|----------|---------|
| | | | | | | |
| Συμφωνώ | Συμφωνώ | Συμφωνώ | Δεν έχω | Διαφωνώ | Διαφωνώ | Διαφωνώ |
| Απόλυτα | Εν μέρει | Ελάχιστα | Αποψη | Ελάχιστα | Εν μέρει | Απόλυτα |

8. Δε μου αρέσουν τα Αγγλικά

| | | | | | | |
|---------|----------|----------|---------|----------|----------|---------|
| | | | | | | |
| Συμφωνώ | Συμφωνώ | Συμφωνώ | Δεν έχω | Διαφωνώ | Διαφωνώ | Διαφωνώ |
| Απόλυτα | Εν μέρει | Ελάχιστα | Αποψη | Ελάχιστα | Εν μέρει | Απόλυτα |

Εθνοκεντρισμός - Ξενοφοβία

1. Μερικές φορές φοβάμαι ότι με το να χρησιμοποιώ Αγγλικές φράσεις δεν θα ομιλώ σαν πραγματικός Έλληνας

| | | | | | | |
|---------|----------|----------|---------|----------|----------|---------|
| | | | | | | |
| Συμφωνώ | Συμφωνώ | Συμφωνώ | Δεν έχω | Διαφωνώ | Διαφωνώ | Διαφωνώ |
| Απόλυτα | Εν μέρει | Ελάχιστα | Αποψη | Ελάχιστα | Εν μέρει | Απόλυτα |

2. Μερικές φορές φοβάμαι ότι με το να χρησιμοποιώ πολύ τα Αγγλικά θα χάσω τον πατριωτισμό μου

| | | | | | | |
|---------|----------|----------|---------|----------|----------|---------|
| | | | | | | |
| Συμφωνώ | Συμφωνώ | Συμφωνώ | Δεν έχω | Διαφωνώ | Διαφωνώ | Διαφωνώ |
| Απόλυτα | Εν μέρει | Ελάχιστα | Αποψη | Ελάχιστα | Εν μέρει | Απόλυτα |

ΓΟΝΙΚΗ ΕΝΘΑΡΡΥΝΣΗ

1. Οι γονείς μου με βοηθούν στη μελέτη των Αγγλικών

| | | | | | | |
|---------|----------|----------|---------|----------|----------|---------|
| | | | | | | |
| Συμφωνώ | Συμφωνώ | Συμφωνώ | Δεν έχω | Διαφωνώ | Διαφωνώ | Διαφωνώ |
| Απόλυτα | Εν μέρει | Ελάχιστα | Αποψη | Ελάχιστα | Εν μέρει | Απόλυτα |

2. Οι γονείς μου έχουν τονίσει τη σημασία που θα έχουν τα Αγγλικά για μένα όταν τελειώσω το σχολείο

| | | | | | | |
|---------|----------|----------|---------|----------|----------|---------|
| | | | | | | |
| Συμφωνώ | Συμφωνώ | Συμφωνώ | Δεν έχω | Διαφωνώ | Διαφωνώ | Διαφωνώ |
| Απόλυτα | Εν μέρει | Ελάχιστα | Αποψη | Ελάχιστα | Εν μέρει | Απόλυτα |

3. Οι γονείς μου πιστεύουν ότι πρέπει να αφιερώνω περισσότερο χρόνο για τα Αγγλικά μου

| | | | | | | |
|---------|----------|----------|---------|----------|----------|---------|
| | | | | | | |
| Συμφωνώ | Συμφωνώ | Συμφωνώ | Δεν έχω | Διαφωνώ | Διαφωνώ | Διαφωνώ |
| Απολυτα | Εν μέρει | Ελάχιστα | Αποψη | Ελάχιστα | Εν μέρει | Απόλυτα |

4. Οι γονείς μου με παρακινούν να ζητώ βοήθεια από τον καθηγητή μου όταν έχω πρόβλημα με τα Αγγλικά μου

| | | | | | | |
|---------|----------|----------|---------|----------|----------|---------|
| | | | | | | |
| Συμφωνώ | Συμφωνώ | Συμφωνώ | Δεν έχω | Διαφωνώ | Διαφωνώ | Διαφωνώ |
| Απόλυτα | Εν μέρει | Ελάχιστα | Αποψη | Ελάχιστα | Εν μέρει | Απόλυτα |

5. Οι γονείς μου πιστεύουν ότι πρέπει να δίνω περισσότερο βάρος στα Ελληνικά μου μαθήματα

| | | | | | | |
|---------|----------|----------|---------|----------|----------|---------|
| | | | | | | |
| Συμφωνώ | Συμφωνώ | Συμφωνώ | Δεν έχω | Διαφωνώ | Διαφωνώ | Διαφωνώ |
| Απόλυτα | Εν μέρει | Ελάχιστα | Αποψη | Ελάχιστα | Εν μέρει | Απόλυτα |

6. Οι γονείς μου με ενθαρρύνουν να εξασκώ τα Αγγλικά μου όσο το δυνατόν περισσότερο

| | | | | | | |
|---------|----------|----------|---------|----------|----------|---------|
| | | | | | | |
| Συμφωνώ | Συμφωνώ | Συμφωνώ | Δεν έχω | Διαφωνώ | Διαφωνώ | Διαφωνώ |
| Απόλυτα | Εν μέρει | Ελάχιστα | Αποψη | Ελάχιστα | Εν μέρει | Απόλυτα |

7. Οι γονείς μου δεν δείχνουν κανένα ενδιαφέρον για τα Αγγλικά μου

| | | | | | | |
|---------|----------|----------|---------|----------|----------|---------|
| | | | | | | |
| Συμφωνώ | Συμφωνώ | Συμφωνώ | Δεν έχω | Διαφωνώ | Διαφωνώ | Διαφωνώ |
| Απόλυτα | Εν μέρει | Ελάχιστα | Αποψη | Ελάχιστα | Εν μέρει | Απόλυτα |

8. Αν δεν με πίεζαν οι γονείς μου θα είχα εγκαταλείψει τα Αγγλικά μου

| | | | | | | |
|---------|----------|----------|---------|----------|----------|---------|
| | | | | | | |
| Συμφωνώ | Συμφωνώ | Συμφωνώ | Δεν έχω | Διαφωνώ | Διαφωνώ | Διαφωνώ |
| Απόλυτα | Εν μέρει | Ελάχιστα | Αποψη | Ελάχιστα | Εν μέρει | Απόλυτα |

Λαμβάνω σοβαρά υπ' όψιν την ενθάρρυνση των γονιών μου.

ΓΕΝΙΚΑ ΚΙΝΗΤΡΑ

1. Μαθαίνω Αγγλικά γιατί με αναγκάζουν οι δικοί μου

| | | | | | | |
|---------|----------|----------|---------|----------|----------|---------|
| | | | | | | |
| Συμφωνώ | Συμφωνώ | Συμφωνώ | Δεν έχω | Διαφωνώ | Διαφωνώ | Διαφωνώ |
| Απόλυτα | Εν μέρει | Ελάχιστα | Αποψη | Ελάχιστα | Εν μέρει | Απόλυτα |

2. Θέλω να μαθω Αγγλικά γιατί είναι υποχρεωτικό μάθημα στο σχολείο

| | | | | | | |
|---------|----------|----------|---------|----------|----------|---------|
| | | | | | | |
| Συμφωνώ | Συμφωνώ | Συμφωνώ | Δεν έχω | Διαφωνώ | Διαφωνώ | Διαφωνώ |
| Απόλυτα | Εν μέρει | Ελάχιστα | Αποψη | Ελάχιστα | Εν μέρει | Απόλυτα |

Προσπάθεια

(Επιλέξτε μόνο μια απάντηση)

1. Σκέφτομαι δημιουργικά αυτά που μαθαίνω στα Αγγλικά
α. πολύ συχνά

- β. σχεδόν ποτέ
 - γ. που και που
2. Όταν δεν καταλαβαίνω κάτι την ώρα της παράδοσης των Αγγλικών:
- α. Ζητώ αμέσως επεξηγήσεις από τον καθηγητή μου
 - β. Ζητώ βοήθεια μόνο πριν τις εξετάσεις
 - γ. δεν δίνω σημασία
3. Όσον αφορά το διάβασμα των Αγγλικών
- α. κάνω μια προσπάθεια, αλλά όχι όση θα έπρεπε
 - β. μελετώ προσεκτικά και προσπαθώ να καταλαβαίνω το κάθε τι
 - γ. δε δίνω σημασία
4. Όταν είμαι στην τάξη των Αγγλικών
- α. συμμετέχω όσο πιο πολύ μπορώ
 - β. απαντώ μόνο τις εύκολες ερωτήσεις
 - γ. μένω αμέτοχος/η
5. Όταν μου επιστρέφουν τις εργασίες μου στα Αγγλικά
- α. τις ξαναγράφω διορθώνοντας τα λάθη μου
 - β. δεν δίνω σημασία
 - γ. τις ελέγχω, αλλά δεν ασχολούμαι με τη διόρθωση των λαθών.
6. Όσον αφορά το Αγγλόφωνο δορυφορικό κανάλι της τηλεόρασης
- α. ποτέ δεν το παρακολουθώ
 - β. το παρακολουθώ περιστασιακά
 - γ. το παρακολουθώ συχνά
7. Όταν ακούω κάποιο Αγγλικό τραγούδι στο ραδιόφωνο
- α. ακούω τη μουσική δίνοντας σημασία στις εύκολες

λέξεις

β. ακούω προσεκτικά και προσπαθώ να κατανοήσω όλες τις λέξεις έτσι ώστε να καταφέρω να κατανοήσω το τραγούδι

γ. αλλάζω σταθμό

(Αιτιολογήστε την απάντησή σας)

Επιθυμία να μάθω Αγγλικά

1. Κατά τη διάρκεια του μαθήματος των Αγγλικών θα ήθελα:
 - α. να χρησιμοποιούμε και την Ελληνική και την Αγγλική γλώσσα
 - β. να χρησιμοποιούμε πιο πολύ τα Ελληνικά
 - γ. να μιλούμε όσο το δυνατόν περισσότερο στα Αγγλικά

2. Κατά τη διάρκεια του μαθήματος των Αγγλικών θα ήθελα
 - α. να κάνουμε πιο πολύ γραμματική στα Αγγλικά
 - β. να μην κανουμε καθόλου γραμματική
 - γ. να μας εξηγούν τη γραμματική στα Ελληνικά

3. Στο μάθημα των Αγγλικών θα ήθελα ο καθηγητής μου
 - α. να κάνει την παρουσίαση των καινούργιων γλωσσικών στοιχείων στα Αγγλικά
 - β. να χρησιμοποιεί την Ελληνική και την Αγγλική γλώσσα στην παρουσίαση
 - γ. να χρησιμοποιεί περισσότερο τα Ελληνικά

4. Εάν είχα την ευκαιρία να χρησιμοποιήσω τα Αγγλικά μου εκτός σχολείου
- α. ποτέ δεν θα τα χρησιμοποιούσα
 - β. θα προσπαθούσα να τα εξασκήσω όσο το δυνατόν περισσότερο
 - γ. θα τα χρησιμοποιούσα περιστασιακά.
5. Εάν η επιλογή του μαθήματος των Αγγλικών εξαρτιώταν από εμένα
- α. σίγουρα θα το επέλεγα
 - β. θα το εγκατέλειπα
 - γ. δεν ξέρω εάν θα το επέλεγα ή όχι
6. Οσον αφορά τη σημασία του μαθήματος των Αγγλικών
- α. νομίζω ότι είναι πιο σημαντικό από τα Ελληνικά μου μαθήματα
 - β. είναι εξίσου σημαντικό
 - γ. είναι λιγότερο σημαντικό

ΑΞΙΟΛΟΓΗΣΗ ΤΟΥ ΚΑΘΗΓΗΤΗ

Ο καθηγητής των Αγγλικών μου είναι :

1. Φιλικός _____ Εχθρικός

Ο καθηγητής μου είναι :

2. Ευχάριστος _____ Μη ευχάρεστος

Ο καθηγητής μου κάνει το μάθημα :

3. ενδιαφέρον _____ βαρετό

Ο καθηγητής μου είναι :

4. επιεικής _____ πολύ αυστηρός

5. ικανός _____ μη ικανός

6. προσιτός _____ απρόσιτος

7. υπομονετικός _____ μη υπομονετικός

Θα ήθελες να κάνεις κάποια άλλα σχόλια για τον καθηγητή σου;

ΑΞΙΟΛΟΓΗΣΗ ΤΟΥ ΜΑΘΗΜΑΤΟΣ ΤΗΣ ΑΓΓΛΙΚΗΣ

1. Το μάθημα των Αγγλικών είναι :

1. ενδιαφέρον _____ βαρετό

2. ευχάριστο _____ μη ευχάριστο

3. ικανοποιητικό _____ μη ικανοποιητικό

4. πολύ χρήσιμο _____ καθόλου χρήσιμο

5. πολύ σημαντικό _____ καθόλου σημαντικό

Θα ήθελες να κάνεις κάποια άλλα σχόλια για το μάθημα;

APPENDIX D

Attitude/Motivation Questionnaire for the parental study in
Britain

INSTRUCTIONS

Thank you very much for agreeing to take part in this task. It is very useful to us as we have little information regarding the opinions of foreign language learners and we would like to remind you that your only task is to answer the questions as accurately as possible, since the success of this investigation depends upon it.

Following are a number of statements with which some people agree and others disagree. We would like you to indicate your opinion about each statement by circling the alternative below it, which best indicates the extent to which you disagree or agree with that statement. Note, that there is no right or wrong answer. All that is important is that you indicate your personal feeling. In answering the questionnaire work quickly and don't stop to think about each statement. Give your immediate feeling after reading each statement. On the other hand, don't be careless, as it is important that we obtain your true feelings.

Following is a sample item. Circle the alternative below the statement which best indicates your feeling.

Winter holidays are more exciting than summer holidays

| | | | | | |
Agree Agree Agree Neutral Disagree Disagree Disagree
Strongly Moderately Slightly Slightly Moderately Strongly

If, for instance, you agree slightly with the above statement, put a circle around the third vertical line.

Personal Data

1. Father 2. Father

Place of birth :

Father's occupation:

Mother's occupation:

Motivational indices

a. Integrative Orientation

1. I want my children to learn English because it will allow them to meet and converse with more and varied people.

| | | | | | |
Agree . Agree Agree Neutral Disagree Disagree Disagree
Strongly Moderately Slightly Slightly Moderately Strongly

2. I want my children to learn English because it will allow them to be more at ease with fellow English people.

| | | | | | |
Agree Agree Agree Neutral Disagree Disagree Disagree
Strongly Moderately Slightly Slightly Moderately Strongly

3. I want my children to learn English because it will enable them to better understand and appreciate the English literature.

| | | | | | |
Agree Agree Agree Neutral Disagree Disagree Disagree
Strongly Moderately Slightly Slightly Moderately Strongly

4. I want my children to learn English because it will enable them to understand the English programmes on T.V.

| | | | | | |
Agree Agree Agree Neutral Disagree Disagree Disagree
Strongly Moderately Slightly Slightly Moderately Strongly

5. I want my children to learn English because it will enable them to understand the English songs

| | | | | | |
Agree Agree Agree Neutral Disagree Disagree Disagree
Strongly Moderately Slightly Slightly Moderately Strongly

Instrumental Orientation

1. I want my children to learn English because it will enable them to broaden their outlook.

| | | | | | |
Agree Agree Agree Neutral Disagree Disagree Disagree
Strongly Moderately Slightly Slightly Moderately Strongly

2. Knowledge of English is very important for my children because it will someday be useful in getting a good job.

| | | | | | |
Agree Agree Agree Neutral Disagree Disagree Disagree
Strongly Moderately Slightly Slightly Moderately Strongly

3. I want my children to learn English because it will make them more knowledgeable persons.

| | | | | | |
Agree Agree Agree Neutral Disagree Disagree Disagree
Strongly Moderately Slightly Slightly Moderately Strongly

4. I want my children to learn English because other people will respect them more if they have knowledge of a foreign language.

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| | | | | | | |
| Agree | Agree | Agree | Neutral | Disagree | Disagree | Disagree |
| Strongly | Moderately | Slightly | | Slightly | Moderately | Strongly |

5. I want my children to learn English in order to obtain the first Certificate or Proficiency.

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| | | | | | | |
| Agree | Agree | Agree | Neutral | Disagree | Disagree | Disagree |
| Strongly | Moderately | Slightly | | Slightly | Moderately | Strongly |

6. I want my children to learn English because I want them to study in England or any other English speaking country.

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| | | | | | | |
| Agree | Agree | Agree | Neutral | Disagree | Disagree | Disagree |
| Strongly | Moderately | Slightly | | Slightly | Moderately | Strongly |

7. I want my children to learn English because it is the international language of technology and commerce.

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| | | | | | | |
| Agree | Agree | Agree | Neutral | Disagree | Disagree | Disagree |
| Strongly | Moderately | Slightly | | Slightly | Moderately | Strongly |

Attitudes towards English speaking people

1. I have a favourable attitude towards English people

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| | | | | | | |
| Agree | Agree | Agree | Neutral | Disagree | Disagree | Disagree |
| Strongly | Moderately | Slightly | | Slightly | Moderately | Strongly |

2. English people are polite

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| | | | | | | |
| Agree | Agree | Agree | Neutral | Disagree | Disagree | Disagree |
| Strongly | Moderately | Slightly | | Slightly | Moderately | Strongly |

3. English people are not friendly or easy to get along with.

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| | | | | | | |
| Agree | Agree | Agree | Neutral | Disagree | Disagree | Disagree |
| Strongly | Moderately | Slightly | | Slightly | Moderately | Strongly |

4. England is the centre of cultural development

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| | | | | | | |
| Agree | Agree | Agree | Neutral | Disagree | Disagree | Disagree |
| Strongly | Moderately | Slightly | | Slightly | Moderately | Strongly |

5. English people do not like to help others

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| | | | | | | |
| Agree | Agree | Agree | Neutral | Disagree | Disagree | Disagree |
| Strongly | Moderately | Slightly | | Slightly | Moderately | Strongly |

6. English people are sincere

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| | | | | | | |
| Agree | Agree | Agree | Neutral | Disagree | Disagree | Disagree |
| Strongly | Moderately | Slightly | | Slightly | Moderately | Strongly |

7. English people are badly behaved

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| | | | | | | |
| Agree | Agree | Agree | Neutral | Disagree | Disagree | Disagree |
| Strongly | Moderately | Slightly | | Slightly | Moderately | Strongly |

8. Are there any positive or negative characteristics you want to attribute to them?

Ethnocentrism - Xenophobia

1. At times I fear that if my children use their English they will become like foreigners.

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| | | | | | | |
| Agree | Agree | Agree | Neutral | Disagree | Disagree | Disagree |
| Strongly | Moderately | Slightly | | Slightly | Moderately | Strongly |

2. Sometimes I fear that if my children use English they are not patriotic

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| | | | | | | |
| Agree | Agree | Agree | Neutral | Disagree | Disagree | Disagree |
| Strongly | Moderately | Slightly | | Slightly | Moderately | Strongly |

General orientation

1. My children study English because we force them to do so.

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| | | | | | | |
| Agree | Agree | Agree | Neutral | Disagree | Disagree | Disagree |
| Strongly | Moderately | Slightly | | Slightly | Moderately | Strongly |

2. I want my children to learn English because it is a compulsory school subject.

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| | | | | | | |
| Agree | Agree | Agree | Neutral | Disagree | Disagree | Disagree |
| Strongly | Moderately | Slightly | | Slightly | Moderately | Strongly |

Parental Involvement

1. I try to help my children with their English.

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| | | | | | | |
| Agree | Agree | Agree | Neutral | Disagree | Disagree | Disagree |
| Strongly | Moderately | Slightly | | Slightly | Moderately | Strongly |

2. I have stressed the importance that English will have for their future career.

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| | | | | | | |
| Agree | Agree | Agree | Neutral | Disagree | Disagree | Disagree |
| Strongly | Moderately | Slightly | | Slightly | Moderately | Strongly |

3. I think that they should devote more time to their English studies.

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| | | | | | | |
| Agree | Agree | Agree | Neutral | Disagree | Disagree | Disagree |
| Strongly | Moderately | Slightly | | Slightly | Moderately | Strongly |

4. I urge my children to seek help from their teacher if they are having problems with their English.

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| | | | | | | |
| Agree | Agree | Agree | Neutral | Disagree | Disagree | Disagree |
| Strongly | Moderately | Slightly | | Slightly | Moderately | Strongly |

5. I think that my children should devote more time to their Greek subjects.

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| | | | | | | |
| Agree | Agree | Agree | Neutral | Disagree | Disagree | Disagree |
| Strongly | Moderately | Slightly | | Slightly | Moderately | Strongly |

6. I encourage my children to practise their English as much as possible

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| | | | | | | |
| Agree | Agree | Agree | Neutral | Disagree | Disagree | Disagree |
| Strongly | Moderately | Slightly | | Slightly | Moderately | Strongly |

7. I do not show considerable interest in anything to do with my children's English studies

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| | | | | | | |
| Agree | Agree | Agree | Neutral | Disagree | Disagree | Disagree |
| Strongly | Moderately | Slightly | | Slightly | Moderately | Strongly |

8. If I did not press my children they would give up their English studies entirely

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| | | | | | | |
| Agree | Agree | Agree | Neutral | Disagree | Disagree | Disagree |
| Strongly | Moderately | Slightly | | Slightly | Moderately | Strongly |

APPENDIX E

Attitude/Motivation Questionnaire for the parental study (translated into Greek)

ΟΔΗΓΙΕΣ

Σας ευχαριστούμε πολύ για την προθυμία σας να λάβετε μέρος σ'αυτή την έρευνα. Οι πληροφορίες που θα μας δώσετε, θα είναι πολύ χρήσιμες, επειδή λίγα έχουν γραφτεί γύρω από το θέμα : Ξένη Γλώσσα και Έλληνας μαθητής.

Η ακρίβεια των απαντήσεών σας, είναι πολύ σημαντική, επειδή και αυτή θα συμβάλλει στη βελτίωση της διδασκαλίας της Αγγλικής.

Παρακάτω, υπάρχουν ορισμένες προτάσεις με τις οποίες ορισμένα άτομα συμφωνούν και άλλα διαφωνούν. Θα θέλαμε να σημειώσετε την άποψή σας γύρω από κάθε δήλωση, βάζοντας σε κύκλο, την εναλλακτική απάντηση η οποία ακριβέστερα δηλώνει το βαθμό στον οποίο συμφωνείτε ή διαφωνείτε με την πρόταση. Θέλουμε να σας διαβεβαιώσουμε, ότι δεν υπάρχουν σωστές ή λανθασμένες απαντήσεις. Εκείνο που έχει σημασία είναι να εκφράσετε τις προσωπικές σας απόψεις και συναισθήματα.

Συμπληρώνοντας το ερωτηματολόγιο, εργαστείτε γρήγορα και απαντήστε αυθόρμητα. Μας ενδιαφέρει η άποψή σας να είναι άμεση και αυθόρμητη. Ακόμα, σας διαβεβαιώνουμε, ότι οι απαντήσεις σας θα παραμείνουν ανώνυμες και τα ερωτηματολόγια αμέσως μετά την επεξεργασία των στοιχείων θα καταστραφούν.

Το παρακάτω παράδειγμα, σας δείχνει πως να σημειώνεται

τις απαντήσεις σας :

- Οι χειμερινές διακοπές είναι περισσότερο συναρπαστικές από τις καλοκαιρινές.

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| Συμφωνώ | Συμφωνώ | Συμφωνώ | Δεν έχω | Διαφωνώ | Διαφωνώ | Διαφωνώ |
| Απόλυτα | Εν μέρει | Ελάχιστα | Αποψη | Ελάχιστα | Εν μέρει | Απόλυτα |

Εάν π.χ. συμφωνείται ελάχιστα βάλτε σε κύκλο τη τρίτη κάθετη γραμμή.

ΓΕΝΙΚΕΣ ΠΛΗΡΟΦΟΡΙΕΣ

Βάλτε σε κύκλο την κατάλληλη απάντηση ή δώστε τα απαραίτητα στοιχεία.

Ιδιότητα : 1. Πατέρας 2. Μητέρα

Τόπος Γέννησης :

Επάγγελμα πατέρα :

Επάγγελμα μητέρας :

Εσωτερικά κίνητρα

1. Θα ήθελα τα παιδιά μου να μάθουν Αγγλικά για να μπορούν να επικοινωνούν με διαφορετικούς λαούς

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| Απόλυτα | Εν μέρει | Ελάχιστα | Αποψη | Ελάχιστα | Εν μέρει | Απόλυτα |

2. Η γνώση της Αγγλικής θα είναι σημαντική για τα παιδιά μου γιατί θα τους επιτρέψει να επικοινωνούν με ευκολία με τους φίλους Αγγλους.

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| Απόλυτα | Εν μέρει | Ελάχιστα | Αποψη | Ελάχιστα | Εν μέρει | Απόλυτα |

3. Θα ήθελα τα παιδιά μου να ξέρουν Αγγλικά για να έχουν τη δυνατότητα να κατανοήσουν καλύτερα την Αγγλική λογοτεχνία.

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| Απόλυτα | Εν μέρει | Ελάχιστα | Αποψη | Ελάχιστα | Εν μέρει | Απόλυτα |

4. Η μελέτη της Αγγλικής θα είναι σημαντική για τα παιδιά μου γιατί θα μπορέσουν να παρακολουθήσουν τα Αγγλικά προγράμματα στην τηλεόραση.

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| Απόλυτα | Εν μέρει | Ελάχιστα | Αποψη | Ελάχιστα | Εν μέρει | Απόλυτα |

5. Η μελέτη της Αγγλικής θα βοηθήσει τα παιδιά μου να καταλάβουν τα Αγγλικά τραγούδια.

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| Απόλυτα | Εν μέρει | Ελάχιστα | Αποψη | Ελάχιστα | Εν μέρει | Απόλυτα |

Εξωτερικά κίνητρα

1. Θα ήθελα τα παιδιά μου να ξέρουν Αγγλικά για να διευρύνουν τους πνευματικούς τους ορίζοντες.

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| Συμφωνώ | Συμφωνώ | Συμφωνώ | Δεν έχω | Διαφωνώ | Διαφωνώ | Διαφωνώ |
| Απόλυτα | Εν μέρει | Ελάχιστα | Αποψη | Ελάχιστα | Εν μέρει | Απόλυτα |

2. Η γνώση της Αγγλικής θα είναι σημαντική για τα παιδιά μου γιατί θα τους εξασφαλίσει μιά δουλειά με καλύτερο μισθό.

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| Συμφωνώ | Συμφωνώ | Συμφωνώ | Δεν έχω | Διαφωνώ | Διαφωνώ | Διαφωνώ |
| Απόλυτα | Εν μέρει | Ελάχιστα | Αποψη | Ελάχιστα | Εν μέρει | Απόλυτα |

3. Η γνώση της Αγγλικής γλώσσας θα είναι σημαντική για τα παιδιά μου γιατί αποτελεί ένδειξη μορφωμένου ατόμου.

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| Συμφωνώ | Συμφωνώ | Συμφωνώ | Δεν έχω | Διαφωνώ | Διαφωνώ | Διαφωνώ |
| Απόλυτα | Εν μέρει | Ελάχιστα | Αποψη | Ελάχιστα | Εν μέρει | Απόλυτα |

4. Το να ξέρουν τα παιδιά μου Αγγλικά είναι σημαντικό γιατί ο περίγυρος τους θα τα θεωρεί σπουδαία.

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| Απόλυτα | Εν μέρει | Ελάχιστα | Αποψη | Ελάχιστα | Εν μέρει | Απόλυτα |

5. Θέλω τα παιδιά μου να μάθουν Αγγλικά για να αποκτήσουν το Lower ή το Proficiency.

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| Απόλυτα | Εν μέρει | Ελάχιστα | Αποψη | Ελάχιστα | Εν μέρει | Απόλυτα |

6. Θέλω τα παιδιά μου να μάθουν Αγγλικά γιατί επιθυμώ να σπουδάσουν στην Αγγλία (ή σε μία από τις Αγγλόφωνες χώρες).

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| Συμφωνώ | Συμφωνώ | Συμφωνώ | Δεν έχω | Διαφωνώ | Διαφωνώ | Διαφωνώ |
| Απόλυτα | Εν μέρει | Ελάχιστα | Αποψη | Ελάχιστα | Εν μέρει | Απόλυτα |

7. Θέλω τα παιδιά μου να μάθουν Αγγλικά γιατί είναι η διεθνής γλώσσα της τεχνολογίας και του εμπορίου.

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| Συμφωνώ | Συμφωνώ | Συμφωνώ | Δεν έχω | Διαφωνώ | Διαφωνώ | Διαφωνώ |
| Απόλυτα | Εν μέρει | Ελάχιστα | Αποψη | Ελάχιστα | Εν μέρει | Απόλυτα |

8. Έχετε κάποιους άλλους λόγους για τους οποίους θέλετε τα παιδιά σας να μάθουν Αγγλικά;

ΔΙΑΘΕΣΕΙΣ ΑΠΕΝΑΝΤΙ ΣΤΗΝ ΑΓΓΛΙΚΗ ΚΟΙΝΩΝΙΑ

1. Οι Αγγλοι μου είναι συμπαθείς.

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| Συμφωνώ | Συμφωνώ | Συμφωνώ | Δεν έχω | Διαφωνώ | Διαφωνώ | Διαφωνώ |
| Απόλυτα | Εν μέρει | Ελάχιστα | Αποψη | Ελάχιστα | Εν μέρει | Απόλυτα |

2. Οι Αγγλοι είναι ευγενικοί.

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| Συμφωνώ | Συμφωνώ | Συμφωνώ | Δεν έχω | Διαφωνώ | Διαφωνώ | Διαφωνώ |
| Απόλυτα | Εν μέρει | Ελάχιστα | Αποψη | Ελάχιστα | Εν μέρει | Απόλυτα |

3. Πιστεύω πως οι Αγγλοι δεν γίνονται εύκολα φίλοι.

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| Απόλυτα | Εν μέρει | Ελάχιστα | Αποψη | Ελάχιστα | Εν μέρει | Απόλυτα |

4. Η Αγγλία είναι το κέντρο της πολιτιστικής ανάπτυξης.

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| Απόλυτα | Εν μέρει | Ελάχιστα | Αποψη | Ελάχιστα | Εν μέρει | Απόλυτα |

5. Οι Αγγλοι δεν είναι εξυπηρετικοί.

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| Συμφωνώ | Συμφωνώ | Συμφωνώ | Δεν έχω | Διαφωνώ | Διαφωνώ | Διαφωνώ |
| Απόλυτα | Εν μέρει | Ελάχιστα | Αποψη | Ελάχιστα | Εν μέρει | Απόλυτα |

6. Οι Αγγλοι είναι ειλικρινείς.

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| Συμφωνώ | Συμφωνώ | Συμφωνώ | Δεν έχω | Διαφωνώ | Διαφωνώ | Διαφωνώ |
| Απόλυτα | Εν μέρει | Ελάχιστα | Αποψη | Ελάχιστα | Εν μέρει | Απόλυτα |

7. Οι Αγγλοι έχουν ανάρμοστη συμπεριφορά.

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| Απόλυτα | Εν μέρει | Ελάχιστα | Αποψη | Ελάχιστα | Εν μέρει | Απόλυτα |

8. Υπάρχουν άλλα θετικά ή αρνητικά χαρακτηριστικά που θά ήθελες να τους αποδώσεις;

Εθνοκεντρισμός - Ξενοφοβία

1. Μερικές φορές φοβάμαι ότι τα παιδιά μου με το να χρησιμοποιούν Αγγλικές φράσεις δεν θα ομιλούν σαν πραγματικοί Έλληνες.

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| Απόλυτα | Εν μέρει | Ελάχιστα | Αποψη | Ελάχιστα | Εν μέρει | Απόλυτα |

2. Μερικές φορές φοβάμαι ότι αν τα παιδιά μου χρησιμοποιούν πολύ τα Αγγλικά θα χάσουν τον πατριωτισμό τους.

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| Απόλυτα | Εν μέρει | Ελάχιστα | Αποψη | Ελάχιστα | Εν μέρει | Απόλυτα |

ΓΟΝΙΚΗ ΕΝΘΑΡΡΥΝΣΗ

1. Βοηθώ τα παιδιά μου στη μελέτη των Αγγλικών.

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| Απόλυτα | Εν μέρει | Ελάχιστα | Αποψη | Ελάχιστα | Εν μέρει | Απόλυτα |

2. Εχω τονίσει στα παιδιά μου τη σημασία που θα έχουν τα Αγγλικά για αυτά όταν τελειώσουν το σχολείο.

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| Συμφωνώ | Συμφωνώ | Συμφωνώ | Δεν έχω | Διαφωνώ | Διαφωνώ | Διαφωνώ |
| Απόλυτα | Εν μέρει | Ελάχιστα | Αποψη | Ελάχιστα | Εν μέρει | Απόλυτα |

3. Πιστεύω ότι τα παιδιά μου πρέπει να αφιερώνουν περισσότερο χρόνο για τα Αγγλικά τους.

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| Απόλυτα | Εν μέρει | Ελάχιστα | Αποψη | Ελάχιστα | Εν μέρει | Απόλυτα |

4. Παρακινώ τα παιδιά μου να ζητούν βοήθεια από τον καθηγητή τους όταν έχουν πρόβλημα με τα Αγγλικά τους.

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| Συμφωνώ | Συμφωνώ | Συμφωνώ | Δεν έχω | Διαφωνώ | Διαφωνώ | Διαφωνώ |
| Απόλυτα | Εν μέρει | Ελάχιστα | Αποψη | Ελάχιστα | Εν μέρει | Απόλυτα |

5. Πιστεύω ότι πρέπει να δίνουν τα παιδιά μου περισσότερο βάρος στα ελληνικά τους μαθήματα.

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| Συμφωνώ | Συμφωνώ | Συμφωνώ | Δεν έχω | Διαφωνώ | Διαφωνώ | Διαφωνώ |
| Απόλυτα | Εν μέρει | Ελάχιστα | Αποψη | Ελάχιστα | Εν μέρει | Απόλυτα |

6. Ενθαρρύνω τα παιδιά μου να εξασκούν τα Αγγλικά μου όσο το δυνατόν περισσότερο.

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| Συμφωνώ | Συμφωνώ | Συμφωνώ | Δεν έχω | Διαφωνώ | Διαφωνώ | Διαφωνώ |
| Απόλυτα | Εν μέρει | Ελάχιστα | Αποψη | Ελάχιστα | Εν μέρει | Απόλυτα |

7. Δείχνω μεγάλο ενδιαφέρον για τα Αγγλικά των παιδιών μου.

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| Απόλυτα | Εν μέρει | Ελάχιστα | Αποψη | Ελάχιστα | Εν μέρει | Απόλυτα |

8. Αν δεν πίεζα τα παιδιά μου θα είχαν εγκαταλείψει τα Αγγλικά τους.

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| Συμφωνώ | Συμφωνώ | Συμφωνώ | Δεν έχω | Διαφωνώ | Διαφωνώ | Διαφωνώ |
| Απόλυτα | Εν μέρει | Ελάχιστα | Αποψη | Ελάχιστα | Εν μέρει | Απόλυτα |

Γενικά κίνητρα

1. Τα παιδιά μου μαθαίνουν Αγγλικά γιατί τα αναγκάζουμε εμείς.

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| Συμφωνώ | Συμφωνώ | Συμφωνώ | Δεν έχω | Διαφωνώ | Διαφωνώ | Διαφωνώ |
| Απόλυτα | Εν μέρει | Ελάχιστα | Αποψη | Ελάχιστα | Εν μέρει | Απόλυτα |

2. Τα παιδιά μου μαθαίνουν Αγγλικά γιατί είναι υποχρεωτικό μάθημα στο σχολείο.

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|---------|----------|----------|---------|----------|----------|---------|
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| Συμφωνώ | Συμφωνώ | Συμφωνώ | Δεν έχω | Διαφωνώ | Διαφωνώ | Διαφωνώ |
| Απόλυτα | Εν μέρει | Ελάχιστα | Αποψη | Ελάχιστα | Εν μέρει | Απόλυτα |

APPENDIX F

Sample of the written test given to certain fourth
grade students included in the sample

Book. Taskway English 1 & 2

Reading

Of course you can come and visit. You know how much we and the children love you! And of course you can bring Mary with you. The kids are crazy about her!

When you're here you can stay in Bobby's room. It's a nice warm room with a view. Bobby can sleep with Kate. In the morning you can have the house to yourself. Jim and I work, and the kids are off to school.

And there are thousands of things to do in Cambridge. You can visit the colleges, you can go to the theatre, you can....

Comprehension Questions

1. Who do you think the writer is sending the letter to?
2. How close is the writer to the person she is sending the letter to? Explain
3. Do you think that Cambridge is an interesting place to visit? Explain
4. Can you write four more things the writer's visitors can do during their stay there?

Grammar

1. Complete the sentences with the past continuous or past simple verb form.
 - a. Kim _____ (walk) across the park when it _____ (begin) to rain
 - b. We _____ (drive) home when our car suddenly _____ (stop)
 - c. Mick _____ (go) up the stairs when the lights _____ (go) out
 - d. I _____ (pick) up the suitcase when the handle _____ (fall) off

2. Complete the sentences. Use the present continuous or the present perfect continuous form of the verbs and for or since
 - a. Kim _____ to Berlin next Thursday. (fly)
 - b. How long _____ Alison _____ in London? (live) _____ six months
 - c. _____ you _____ the night train to London? (catch)
 - d. I _____ English _____ 1983 (study)

3. Complete the sentences. Use the infinitive or the infinitive without to
 - a. Michelle is not allowed _____ out late at night (stay)
 - b. I mustn't _____ so much (eat)
 - c. My parents don't let me _____ to discos (go)
 - d. Our teacher makes us _____ a lot of work (do)

4. Complete the sentences about Kim and Mandy. Use the comparative or superlative degree
- a. Kim's hair is not as _____ Mandy's (curly)
 - b. Mandy is _____ at singing than Kim (good)
 - c. Kim is the _____ dancer in the school (good)
 - d. Kim is a bit _____ than Mandy (slim)

APPENDIX G

Sample of the written test given to certain fifth grade students included in the sample

Books: New Generation III, Success at First Certificate

Reading: Survival (Unit 37 p.69, book:New Generation III)

Blue whales are the largest and most impressive animals ever to have lived on Earth. Thirty meters long and weighing up to 125 tonnes, they are three times heavier than the biggest dinosaur. Blue whales used to be so plentiful that it is estimated there were once over 200,000 of them living in the Atlantic and Pacific oceans. However, ever since the seventeenth century they have been slaughtered by hunters for their oil and meat. They were hunted so ruthlessly that, by 1963, it was thought their population had been reduced to fewer than a thousand. It is possible that blue whales are still being illegally hunted and killed, even though they have been protected by international law since 1967. Even if all hunting is stopped, it is feared that there are now too few of them left for their numbers to increase. Indeed, it is probable that in a few years'time this magnificent animal will no longer be seen on our planet.

Comprehension Questions

- 1) Can you explain why there are so few blue whales living in the world today? (write as much as you can about the problem)
- 2) Why have the blue whales been protected by international law?

- 3) Has the hunting of blue whales now completely stopped?
- 4) What do you think could be done to save these endangered species of animals?

Grammar

1. Write down some things you wish were different. Here are some ideas to help you:

- a. appearance I wish I...
- b. character I wish I...
- c. abilities I wish I...
- d. studies I wish I...

2. Now add what would have happened if you had or had not done these things

- a. If I
- b. If
- c. If
- d. If

3. Use who, which, whose or where to complete the following sentences

- a. People _____ work with dolphins are suprised at how intelligent they are
- b. Carl Sagan is a man _____ interests go beyond astronomy
- c. He was the director of an institute _____ became famous for its research
- d. He was standing at the edge of one of the tanks _____

several of these highly intelligent creatures were kept

4. Complete the following sentences with one word
 - a. The music is too loud now! Turn it _____!
 - b. I want to make sure these jeans fit me. Where can I try them _____?
 - c. Here's a new idea for studying phrasal verbs. Try it _____ and see if it works
 - d. Bell's wife died and he had to look _____ his children alone

APPENDIX H

Sample of the written test given to certain sixth grade students included in the sample

Book: Focus on Proficiency

Reading: Everyone needs a guardian angel (Unit 6 p.100)

Yet radical as they have been in effect the Angels' methods and mentality are strictly traditional. Through self-help, Good Citizenship, and plenty of media coverage they are re-enacting the American myths of film and fable: "This town is like Gunsmoke", explains Curtis. "There are good guys and bad guys and they all have guns". He is nostalgic for the America his grandparents told him about where people took care of each other and walked their neighbourhood streets without fear.

Curtis thinks the rot set in during the 60's when everyone was "doing their own thing". Since then, if Americans want they take. "People are no longer willing to wait in the time-honoured tradition of scrimping and saving". In the Sliwa analysis, crime has nothing to do with politics or poverty. He argues that greed and dishonesty now infect street criminals and bank presidents alike.

Discipline, dedication and adherence to the work ethic: these are the qualities he requires of Angels in the battle against social chaos. All volunteers must be either employed or in school and must have a clean criminal record.

Comprehension Questions

Which qualities and methods have led the Angels to success?

What was the attitude of Americans until the '60s and in what way has it changed since then?

Where does corruption lie in the American society?

Comment on Curtis' beliefs in no more than forty words.

Grammar

1. Put the verbs in the following sentences into the correct tenses.

- a. Supposing we (never meet) all those years ago, who do you think you (might marry)?
- b. If (not watch) television, I (certainly hear) the burglar alarm go off.
- c. What you (do) about the blackmail attempt last year if you (be) me?
- d. If it (not be) for the quick thinking of neighbour, the fire (might spread) to other floors.

2. Rephrase each of the following sentences in such a way that it is as similar as possible in meaning to the original sentence. Use the words provided which must not be altered in any way.

- a. Since the company's methods were exposed in a newspaper, people have lost their good opinion of it.

Disrepute

- b. She passed the word around that she was looking for a flat.

known

- c. I advise you not to believe what you read in the papers about me.

Reliance

- d. If you didn't contribute generously, we couldn't continue our work.

But

3. Change the following sentences into reported speech joining the sentences.

a. "I'll stay here by the phone for the next ten minutes. They may call again", she said.

b. "Phone me next Sunday. I hope to have more information by then", John said to Mary.

c. "My daughter went out at 10 o'clock yesterday morning", she explained, "and nobody's seen her since then".

d. "We just don't know what to do now", they cried. "This news has come as a complete shock".

4. Complete the following sentences by using an appropriate phrasal verb.

1. Frankly; I don't know how he _____ on the small amount he earns.

2. It's no use trying to _____ him with charm. Once he's made up his mind he never changes it.

3. Thank you. I'd love to stay to dinner, as long as it won't _____ you _____ at all.

4. He did seem a bit short-tempered, I agree. I _____ it _____ to overwork.

Composition

Adolescent crime rates are constantly increasing. Discuss. (100-130 words).