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# The role of motivation in the learning of English as a foreign language

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**THE ROLE OF MOTIVATION IN THE LEARNING  
OF ENGLISH AS A FOREIGN LANGUAGE**

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To my daughters,

Carlota and Laura

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## INTRODUCTION

A considerable amount of research has been directed at investigating the influence of student affective variables with respect to both their influence on second/foreign language acquisition and their interaction with cognitive variables. Among others, attitudinal and motivational variables in second/foreign language acquisition have been identified as relevant factors and as predictors of student's language achievement. Gardner and his colleagues are the pioneers in this field of research and the scholars who have analyzed most extensively motivation and its effects on second language acquisition.

Even though a considerable amount of research on student affective variables has been accomplished, to date, relatively little research has been carried out on the factors that might affect student's motivation. Factors such as pedagogical techniques, teaching materials, and teacher's personality might interact with the individual difference variables to promote proficiency. For this reason, the English teacher will be taken into consideration in the present case study.

As a teacher of English as a foreign language myself, I have observed the important role that motivation plays on student's language achievement. For example, if learners are motivated by a piece of subject matter they acquire this information with greater ease than if they are not. Within this information there are grammar structures and vocabulary that the student may acquire either consciously or unconsciously.

Along these lines, my main interest in this thesis is to study the role of motivation in foreign language acquisition, and to consider the interaction between students' socio-cultural background, classroom environments (especially the teacher), and motivational variables and the effect of this interaction on achievement in the foreign language. I decided to carry out my own piece of research to see whether the results followed my expectations of motivation affecting students' foreign language achievement, and which external factors, such as socio-cultural background or classroom environments (teacher), affect students' motivational variables on the one hand, and, on the other, students' foreign language achievement.

Current literature provides evidence on motivational and attitudinal variables affecting second language acquisition but, as stated previously, relatively little research has been carried out on the factors that might

affect student's motivation. As I see it, this line of research opens a wide field that may be very valuable for foreign language teachers.

In order to achieve the objective of this thesis, I carried out an empirical study with first year B.U.P. students, learners of English as a foreign language in Barcelona (Spain). For many of them, English was the third language they were learning, after Catalan and Castilian, and for some of them, English was the fourth because they had already learnt another foreign language.

Initially, I designed an English proficiency test for beginners or false beginners and a questionnaire on motivation and students' socio-cultural background. The English proficiency test had five sections that tested: a) morphology, b) syntax, c) functions, d) reading comprehension, e) vocabulary and spelling, and f) aural comprehension. After I had used the test, my supervisor, Dr. Turell, pointed out a possible lack of reliability of the test due to the fact that either some of the variables were not controlled, or that some variables were not included. For example, when testing morphology in section A, two of its subsections are more related to semantics than to morphology, or only testing student's aural comprehension and not student's <sup>oral</sup> aural production.



The students' English proficiency was tested twice, at the beginning and at the end of the school year in order to evaluate the students' change scores; motivation was tested only at the end of the school year because that was the best moment to analyze the effect of teacher's interaction on students' motivation. The data were correlated using the raw scores in the first analyses and using the standardized scores in the second ones, in order to avoid the differences between schools.

Two years later, the same students were delivered an adapted test on motivation from the Attitude/ Motivation Test Battery by Gardner. Bearing in mind the essential role that teachers play on students' motivation in a foreign language situation, I designed two tests, one for the students to describe their ideal teacher of English, and another one for the teachers to describe themselves. The second part of the adapted Attitude/Motivation Test Battery contained some variables for the students to describe their real English teacher. This second part was correlated with the description which the teachers had made of themselves; considering as 'the most motivating teachers' those whose results were closer to the ideal English teacher.

When the students were delivered the second motivation test their proficiency was not tested and, as advised by Dr Turell, my thesis director, I correlated the students' motivation with their English class grades.

Teachers and students were most cooperative and helpful, and thus enabled the successful completion of this empirical study.

### **Plan of the thesis**

This thesis consists of 3 chapters and an appendix. Chapter 1 (The Role of Motivation in Second and Foreign Language Acquisition. Review of Literature) is intended as a background to chapter 2 (The Role of Motivation in Foreign Language Acquisition. A Case Study in Barcelona) which constitutes the core of this thesis. Chapter 3 (General Conclusions) aims at bringing together all the ideas on the subject which are offered in this study. The Appendix contains the students' and teachers' tests.

Chapter 1 (The Role of Motivation in Second and Foreign Language Acquisition. Review of Literature) attempts to review the literature on motivation and its effects on second and foreign language acquisition to give a theoretical framework to the case study.

Section 1.1 introduces chapter 1.

Section 1.2 is devoted to Krashen's Monitor Model Theory in order to explain how the terms acquisition and

learning will be used in this thesis, and to avoid any confusion when using one or the other indistinctly.

Section 1.3 relates to second and foreign language acquisition. The possible differences between the two are viewed. Since, according to these differences, variant types of motivation might develop between language learners acquiring the target language in a second or a foreign language setting.

Section 1.4 is addressed to language teaching. The role of the teacher is specially emphasized because s/he is considered a fundamental piece in 'motivating' or 'demotivating' learners in the acquisition of a foreign language in a classroom setting; which is the case of the subjects in this study. It reviews the general literature on foreign language teaching on the one hand, and on the other, how effective teaching can help foreign language teachers motivate the unmotivated learners, which leads to the main theoretical subject of the present study: 'Motivation and its effects on Foreign Language Acquisition'.

Section 1.5 reviews the most relevant psychological research work in the field of human motivation. This section introduces the main subject of this thesis: motivation, and complements the theoretical framework that the empirical study required.

Section 1.6 frames motivation in second and foreign language research. Section 1.6.1 attempts to clarify the possible differences between attitudes and motivation. Section 1.6.2 presents an extended analysis of the literature on 'motivation and its effects on second/foreign language acquisition'. This last section reviews the literature on motivation related to second/foreign language acquisition in the late 50s and 60s; the literature on motivation related to second/foreign language acquisition in the 70s; and, finally, the literature on motivation related to second/foreign language acquisition in the 80s and early 90s.

Conclusions are drawn in section 1.7 of this first chapter and the reasons why this theoretical framework precedes the case study are explained.

**Chapter 2** (The Role of Motivation in Foreign Language Acquisition. A Case Study in Barcelona) begins with the introduction to chapter 2 (section 2.1), followed by the hypotheses (section 2.2), aims (section 2.3), object of study and variables (section 2.4). The description of the subjects, students and teachers, who have taken part in the empirical study is shown in sections 2.5.1 to 2.5.4. as well as the description of the tests which have been used (sections 2.6.2.1 to 2.6.2.5). The data coding and the procedures which have been followed to carry out the study

are presented in section 2.7. The study's limitations are discussed in section 2.8.

Finally, results are presented after an analysis of the data, using both a qualitative and quantitative methods (sections 2.9, 2.10 and 2.11, and their subsections). Conclusions about the influence that motivation has on foreign language acquisition are drawn in section 2.12.

**Chapter 3** (General Conclusions) includes the final conclusions and attempts to bring together all the ideas on the subject which are offered in the thesis, in order to reach a conclusion about the role of motivation in the acquisition of English as a foreign language, and the factors that affect students' motivation, according to the results obtained in the empirical study.

The **Appendix** contains the students' and teachers' questionnaires and tests.

# CHAPTER 1

## THE ROLE OF MOTIVATION IN SECOND AND FOREIGN LANGUAGE ACQUISITION. REVIEW OF LITERATURE

### 1.1 INTRODUCTION

The purpose of this first chapter is to review the literature on 'motivation and its effects on second and foreign language acquisition' to give a theoretical framework to the case study.

The distinction between acquisition and learning in Krashen's terms is reviewed (section 1.2) in order to avoid any confusion when using one or the other indistinctly in the following pages.

Section 1.3 relates to second and foreign language acquisition. Both will be compared and it will be considered if different kinds of motivation might develop between language learners acquiring the target language in a second or a foreign language setting.

Section 1.4 will be addressed to language teaching. The role of the teacher will be especially emphasized, because s/he is considered a fundamental piece in 'motivating' or 'demotivating' learners in the acquisition of a foreign language.

Section 1.5 is devoted to human motivation and section 1.6 with its subsections to second/foreign language research and motivation. Some psychological research work in the field of human motivation is reviewed to introduce the subject in section 1.5. Section 1.6 with its subsections frames motivation in second and foreign language research. An extensive review of the literature on the role of motivation in second and foreign language acquisition, since the 50s, is carried out.

Conclusions are drawn in section 1.7 and the reasons why this theoretical framework precedes the case study are explained.

## 1.2 ACQUISITION/LEARNING

In order to clarify how the terms acquisition and learning will be used from now on in this study, this section will be devoted to examining the possible differences between both terms, and how they may affect learner's motivation and foreign language achievement.

Krashen (1982) makes a clear distinction between acquisition and learning with the Monitor Model Theory. He describes five hypotheses about SLA, one of them is "The Acquisition-Learning Hypothesis". It states that adults have two distinct and independent ways of developing competence in a second language. The first way is *acquisition*, a process similar to the way children develop ability in their first language. It is a subconscious process; language acquirers are not aware of the fact that they are acquiring a language, but are only aware of the fact that they are using language for communication. Krashen says that we are generally not consciously aware of the rules of the language we have acquired. Instead we have a "feel" for correctness. In non-technical language, acquisition is "picking-up" a language. It appears that language acquisition is the central, the most important means for gaining linguistic skills even for an adult.



The second way to develop competence in a second language is by *learning*. The term "learning" is used to refer to conscious knowledge of a second language, knowing the rules, being aware of them, and being able to talk about them. In non-technical terms, learning is "knowing about" a language, and this known to most people as "grammar", or "rules".

Krashen suggests that second language acquisition is basically similar to first language acquisition and that, given motivation and freedom from fear of making errors, adults -like children- can acquire a language naturally and enjoyably. He states as well that aspects of aptitude relate directly to conscious language learning, while attitudinal factors generally relate to language acquisition. The aptitude factor will show a strong relationship to second language proficiency "monitored" test situations. Krashen's hypothesis related to the relationship between attitude and proficiency in second language is that it will be strongest when subjects or performers have had sufficient intake for acquisition and when Monitor-free measures of proficiency are used.

Contrary to Krashen's theories, some second language theorists have assumed that children acquire a language, while adults can only learn it. The acquisition- learning hypothesis claims, however, that adults also acquire, that the ability to "pick-up" language does not disappear at

puberty. This does not mean that adults will always be able to achieve native-like levels in a second language. It does mean that adults can access the same natural "language acquisition device" (LAD) that children use. Krashen seemed to equate LAD with unconscious acquisition of any sort; in contrast, Chomsky, who invented the LAD notion, saw the mind as modular, with the LAD as but one of various 'mental organs' that interact with each other and with the input to produce linguistic competence.

According to Chomsky, the LAD is a construct that describes the child's initial state, before the child receives linguistic input from the environment. The LAD is constrained by innate linguistic universals to generate grammars that account for the input. It is not clear how the concept of LAD can be applied to an adult (Gregg 1984, cited in McLaughlin 1987). The adult is no longer in the initial state with respect to language and is also endowed with more fully developed cognitive structures. However, Chomsky made some statements about second-language performance that seem compatible with Krashen's argument that adults and children have access to the same LAD. Chomsky maintained that 'people learn language from pedagogical grammars by the use of their unconscious universal grammar' (1975: 249). If one assumes that the LAD is constrained by an innate universal grammar that enables the child or adult second-language learner to project grammars to account for the input from speakers of the

target language, then Universal Grammar theory appears to be consistent with Krashen's notions.

Indeed, Krashen argued that Chomsky's (1975) distinction between to 'cognize' and to 'know' is 'quite similar, if not identical, to the acquisition- learning distinction' (1985, cited in McLaughlin 1987). It seems, however, that Chomsky's concepts are not compatible with Krashen's, because for Chomsky one can 'cognize' both what is accessible to consciousness and what is not, whereas for Krashen 'acquisition' refers only to what is subconscious. Nevertheless, if this consideration is not taken into account, Krashen's acquisition-learning distinction seems to be very close to that given by Chomsky in a personal communication in 1989. He stated that:

'The only reason why people use the word acquisition is because learning implies certain methods, you know, learning theory and conditionings, and none of that seems to me of any relevance. So, acquisition is a more neutral term. My own feeling is that language is not learnt at all, any more than you learn to have a circulatory system. Language just grows, in the same way that our visual system grows. It's just a development of a normal function and nothing of this character is in learning' (personal communication, 1989).

According to Chomsky's distinction between learning-acquisition in the language process, it seems to be more acquisition, as a subconscious process, than learning as a conscious process. But when this process is related to second language acquisition, Chomsky stated in the same interview that:

'there seems to be some transition around the puberty and after that learning a certain language is like solving a problem. It does not come naturally and people who learnt a second language at the age of 14, 15 have traces for the rest of their lives' (personal communication, 1989).

This statement relates to what Chomsky said at one point (1968, cited in McLaughlin 1987) that he believed that whereas first-language acquisition takes place through the essential language faculty, which atrophies at a certain age, it is still possible to learn a language after that age by using such other mental faculties, such as the logical or the mathematical. This suggests that for Chomsky, the ability to use LAD declines with age and that adult second- language learners must rely on other 'mental organs'.

What, then, are **acquisition** and **learning**? Krashen (1982) has gone so far as to claim that acquisition and learning are mutually exclusive categories. He states that

'learning does not "turn into" acquisition... Language acquisition happens in one way, when the acquirer understands input containing a structure that the acquirer is "due" to acquire' (1982: 83-84).

According to Krashen what is consciously learned- through the presentation of rules and explanations of grammar- does not become the basis of acquisition of the target language. The argument that conscious learning does

not become unconscious acquisition is based on three claims (Krashen 1982: 83-87):

- (1) Sometimes there is 'acquisition' without 'learning'- that is, some individuals have considerable competence in a second language but do not know very many rules consciously.
- (2) There are cases where 'learning' never becomes 'acquisition'- that is, a person can know the rule and continue breaking it, and
- (3) No one knows anywhere near all the rules.

McLaughlin says that 'all these arguments may be true, but they do not constitute evidence in support of the claim that learning does not become acquisition' (1987: 21). In my opinion, the problem is that we can not trace a border line separating what is conscious (learning) from what is subconscious (acquisition), in fact, psychologists are still pursuing definitions of consciousness and have not reached anything approaching a consensus. McLaughlin (1978, cited in Brown 1987) pointed out that the distinction between consciousness and subconsciousness, on which the learning-acquisition distinction rests, is flawed. It is not possible to define accurately the constructs of consciousness and subconsciousness. As said before, psychologists have been trying to do so for years and have barely begun to scratch the surface.

So can learning be divorced from acquisition? Can acquisition occur without learning and vice versa?

My view is that the process of learning-acquiring a second or a foreign language constitutes a whole body, a unique process, I would not dare to talk about 'two processes'. Nor do I consider both terms as mutually exclusive, but I see them as a continuum. That is why, from now on, I will not make any distinction between acquisition or learning and one or the other term will be used indistinctly because, as I see it, both take part in the same process of learning-acquiring a second or a foreign language.

What is the place of motivation in this unique process of learning/acquiring a second or a foreign language?

Krashen (1981: 21) states that

'attitudinal factors will be factors that encourage intake... that encourage acquirers to communicate with speakers of the target language, and thereby obtain the necessary input, or intake, for language acquisition'.

Could this statement be applied to foreign language learners? Even though foreign language learners do not have the same facilities to interact with speakers of the target language as second language learners have, the former, if they are highly motivated, will take advantage of any situation to interact with foreigners. As I see it motivation may play an important role in the foreign language acquisition/learning process because the motivated

learners, using Krashen's terms (1981: 21), 'will obtain the necessary input, or intake, for language acquisition'. But though motivation is a very important factor in the acquisition of a foreign language, other factors such as the social background may play a fundamental role in the foreign language acquisition process as well.

### 1.3 SECOND AND FOREIGN LANGUAGE ACQUISITION

To avoid any confusion in the use of the terms 'second language acquisition' and 'foreign language acquisition', this section will be devoted to examining if any difference exists between one and other. Second language acquisition has been used by researchers as a generic term to refer to second and foreign language acquisition without distinction, but as the subjects in my case study were acquiring English as a foreign language it was considered relevant to see if any distinction could be made between one and other. On the other hand, if any distinction could be established between second and foreign language learners maybe motivation considered as integrative and/or instrumental could present variations as well between those distinct groups of language learners.

Certainly the setting where the acquisition of a language other than the mother tongue takes place is one of the major variables that might affect learner's second or foreign language acquisition, and that is the reason why second and foreign language settings will be described in this section, in order to make a clear distinction between them.



How may the setting affect second and/or foreign language acquisition?

To answer this question Ellis's (1985: 303) distinction between *rate of acquisition* and *route of development* should be taken into consideration. He says about the latter:

'L2 learners go through a number of transitional states en route to acquiring the target language rules. This is referred to as the route of development'.

Ellis (1985: 303) defines the rate of acquisition in the following terms:

'This is the speed at which the learner develops L2 proficiency. It contrasts with route of acquisition'.

Considering the distinction between 'route of development' and 'rate of acquisition' it could be pointed out that the setting where the acquisition of the target language occurs might considerably affect the learner's rate of acquisition because whereas second language learners may interact easily with speakers of the target language, foreign language learners may have few possibilities of interaction with those speakers. Consequently, the former would be much more fostered to speed their proficiency than the latter, and their rate of acquisition may differ. Obviously the social milieu, where the learning of a second language takes place, will help to

accelerate the learner's achievement process because, in general, the second language learner has the most favorable conditions for acquiring the target language. Therefore short-term results of achievement in a second or foreign language will be different because the setting, where the acquisition of the language occurs, may affect the learner's rate of achievement. For this reason target language achievement of foreign language learners might be probably slower than second language learners' achievement.

On the other hand second language learning settings may generate different integrative motivational degrees among language learners, whereas integrative motivation could hardly be found among foreign language learners due to the lack of interaction and contact with speakers of the target language. Nevertheless, a high degree of instrumental motivation could be found among foreign language learners.

Acculturation is another obvious effect that the setting can produce on the learners of a second or foreign language, Schumann (1978) says that the degree to which a learner acculturates to the target-language group will control the degree to which s/he acquires the second language. He argues that the early stages of second language acquisition are characterized by the same processes that are responsible for the formation of pidgin

languages, which lead to fossilization when the learner no longer revises the interlanguage system in the direction of the target language.

To sum up the most relevant fact that distinguishes second language acquisition from foreign language acquisition is the setting where the acquisition of the target language takes place. Second language acquisition occurs when the learner lives in a country where there is a great community whose members are speakers of the target language and s/he can easily interact with them. On the contrary when learners cannot interact with speakers of the target language because in his/her country there is not a large community of native speakers of the target language it could be said that these learners are acquiring a foreign language, and they usually learn it in a classroom setting. This is the case of the subjects in my case study who are learners of English as a foreign language, but in the following section learning contexts in second and foreign language acquisition will be more extensively defined.

### 1.3.1 Defining learning contexts in second and foreign language acquisition

When talking about second language learning several different types of contexts can be distinguished. One context is technically referred to as the learning of a second language, or learning another language either within the culture of the second language (for example, a Spanish speaker immigrant learning English in Great Britain) or within one's own native culture where the second language is an accepted lingua franca used for education, government, or business within the country (for example, learning English in the Philippines or India). In the first situation learners can easily experience a high degree of acculturation, whereas in the second one it depends upon the country, the cultural and sociopolitical status of the language, and the motivations or aspirations of the learner.

Another 'intermediate situation' could be considered related to the first case when learning another language occurs within the culture of the second language, in this case learners may consider the target language as a second or as a foreign language. If somebody settles in a foreign country, s/he learns its language in a natural setting, s/he is exposed to the language, and so it could be said

that this language becomes her/his second language. But we should consider whether this is always true. There are many individual factors that can make this statement false. Age, for example, can make the learner view this language either as a second or a foreign language. If somebody settles in the country when s/he is a child the target language will probably become her/his second language but if s/he is an adult s/he will most probably consider this language as a foreign language. In the first case there will probably be acculturation but it is not so clear in the second one, if you consider the language as a foreign language the degree of acculturation will depend on other factors, especially affective factors. These affective factors can make her/him feel this language either as her/his second language or as a foreign language; if s/he is, or wants to be integrated within the community speaking the target language in the country s/he will consider this language as her/his second one, but if s/he feels socially distant s/he will easily see the target language as a foreign language. In both cases motivation may play an important role in the acquisition of the target language. In the case of the learner regarding the target language as a second language s/he may probably have an integrative motivation, whereas in the case of the learner regarding the target language as a foreign language s/he will probably develop an instrumental motivation. The first learner may probably feel integrated with the target language speakers, whereas

the latter may use the language as an instrument to achieve something with, such as a better salary.

Another context for learning another language is technically called foreign language learning- that is, learning a nonnative language in one's own culture (for example, learning English in Spain). A foreign language learning context involves a community in which one or two languages are taught for several years as an academic subject and many students develop proficiency in them. On the other hand, a foreign language learning situation could also be defined as one in which the target language is not the mother tongue of any group within the country where it is being learned and has no internal communication function either. The aim of teaching the language is to increase ease of contact with foreign language speakers outside the country. The foreign language context produces diverse degrees of acculturation since people are attempting to learn a foreign language for a variety of possible reasons.

Language learners in this situation, as said before, probably would not develop high degrees of integrative motivation because they may hardly contact with speakers of the target language while they are students of that language and this may hinder the development of integrative motivation. But foreign language learners may develop very high degrees of instrumental motivation, especially

European students facing the European open market in the very near future, because they will need to master different languages as an instrument of communication and contact with the other nations that make up the whole map of Europe.

### **1.3.2 The past and the future of foreign languages**

The need to learn languages has always existed in some form or other. It is only very recently, however, that the demand for foreign language teaching has become so great that there is a need for educational facilities for large groups of learners. In the days when only few sought to learn a second language, the most common procedure was to hire a private tutor. Many young Romans were in this way educated bilingually in Latin and Greek from a very early age. In the Middle Ages Latin, which then was still a living language and served as the medium of communication among scholars, was taught to the non-initiated in an intensive and direct way: it was the medium of instruction for all subjects right from the very beginning. A different method, frequently used in the Renaissance, was to send people who wanted to learn a second language to the country in question, to acquire the necessary practical skills through direct contact with speakers of that language.

Foreign language teaching in classical times, in the Middle Ages and in the Renaissance shows of course in its approaches aspects which can also be found in later methods. But a real sense of method could only develop when, especially in the nineteenth century, the demand for foreign language teaching increased dramatically.

The provision of an adequate number of foreign language speakers is now thought necessary for a country's economy, especially in a Europe facing the European open market in the very near 1993. In spite of this and other functional requirements that can be put upon the language being learned, few would quarrel with the traditional view that the learning of a foreign language itself contributes to the education of the individual by giving him access to the culture of a group of people with whom he does not have daily contact. But nowadays a large number of people are coming into contact with foreign countries, because of their jobs or because of their holidays. Their understanding will be much greater if they have the ability to participate in rather than observe uncomprehendingly the events they experience in other countries.

In "La Vanguardia" (14/08/1990), a local paper in Barcelona, some people were questioned about the future of some languages, that to end this section on the past and the future of the foreign languages seems very appropriate. The question was the following:



- 'Inglés, alemán, ruso, castellano o francés: ¿cuál tiene más futuro?'

One of the answers was:

- 'Como instrumento de comunicación todos tienen un futuro incuestionable; las preferencias son afectivas y culturales, pero la "elección" será por razones socioeconómicas y políticas.' (Mercè Bernaus).

In the answer given (that could exceed 25 words) three main ideas were summarized:

- 1) Any language is a communicative human tool. For this reason all of them are important and significant, and for the same reason (being a means of human communication) each particular language has an unquestionable future;
- 2) people have preferences for one language or another, generally due to affective and cultural reasons. That is to say, learners develop affective behaviors towards one or another language, depending on their cultural milieu, their parental attitudes towards this or that language, etc.; but
- 3) the "choice" of one or another language will mainly depend on socio-economical and political reasons, which means that people can choose when there is a large selection. But if the languages offered to study are few, the possibilities of choice will be reduced, and the "individual choice" will be mediated by the

local authorities that offer to study this or that language to the citizens (especially when the language to study is in the curricula of the learners).

The teaching of languages is a service industry nowadays . All over the world, the teaching 'first', 'standard', 'foreign' or 'alternative' languages proceeds on an unprecedented scale. More time, money, effort and physical resources are being directed towards formal work on languages than ever before in human history. This effort has been increased lately in many of the European countries because in the very near future, a commercially unified Europe will certainly see a lot more mobility and professional "transborderism" so that foreign language command and crosscultural adaptability will have to be part and parcel of any training. European citizens across the ability range will have to master at least two foreign languages in order to live up this challenge. For this reason in some countries in Europe students have already got two foreign languages in their curricula, and I hope that soon our students will have the same facilities.

#### 1.4 FOREIGN LANGUAGE ACQUISITION: IMPLICATIONS IN LANGUAGE TEACHING

I would like to start this section on foreign language acquisition: implications in language teaching by quoting Brown (1987: 71) because his statement reflects exactly what I think teaching and education should be. He says:

'The goal of education is the facilitation of change and learning. Learning how to learn is more important than being "taught" something from the "superior" vantage point of a teacher who unilaterally decides what shall be taught'.

In a situation of foreign language acquisition, like the subjects in my study, the teacher should be considered as a fundamental key for the learners to effectively acquire or not a foreign language. In fact the learners will be in contact with this foreign language mainly in the classroom, through interaction with their teacher and their classroom mates.

Teaching is an art. As an art, much of it is idiosyncratic, a personal achievement of the teacher. A capable teacher can take the dullest material and give it life, and an incapable teacher can denude the finest material of all interest. Enthusiasm for the work is something that an effective teacher should have. Such

enthusiasm is infectious, and, often when other forms of motivation are not strong in the students, they will learn quite simply because the teacher is enjoying the job. In a real sense, enthusiasm precedes knowledge, because it can lead to knowledge, but knowledge without enthusiasm is not easily passed on. Ultimately education stands or falls by the quality of the persons to whom the work is entrusted, and not the quality of the aids, however important these may be. However good the materials are, however shiny the technology, the human guide remains central.

While some material has been printed on the effective foreign language teacher, most of it is derived from reports and studies based on consensual support. Scholarship indicates that the effective teacher is the one who provides students with opportunities to learn the requisite curriculum content and who structures instruction so that students are actively involved- not merely "busy"- with that content. Politzer & Weiss (1969) found a positive correlation between the pupils with the highest degree of foreign language proficiency and the teachers who were concerned with supplementing the curriculum rather than merely implementing it, which means that those students should be actively involved with the curricula- not merely "busy". Talking about the personality profile of the foreign language teacher, the findings in their study confirm the concept of the superiority of the innovative,

flexible, book - and curriculum - free teacher, and they suggest further investigation to replicate their study.

Nerenz & Knop (1982) conducted a study on teacher effectiveness in foreign language classrooms. They used a time-based approach. Teacher behaviors are thought to be effective only insofar as they have a positive effect on two aspects of students' classroom activities: first, the amount of time which is actually allocated not only to instruction in the subject matter as a whole, but also to the separate content or skill areas within that subject area; and second the amount of time during which students are actively involved- engaged- learning the curricular content under consideration. Unfortunately no conclusions of the data gathered in this study are shown in the article.

Most studies of second or foreign language learning have not measured the effects of teacher behavior on student's behavior. The literature shows that, while there is a growing interest in the study of classroom processes, the majority of recent studies have continued to be of the input-output variety and correlational in nature. There are also a few studies again usually correlational, which have used classroom data of some kind- teacher behaviors substituting for learner characteristics as the independent variable. This type of study looks at some aspects of classroom performance but ignores learners'

characteristics. The work has generally not been able to show clear or consistent relationship between student achievement and various teacher behaviors which might reasonably be expected to contribute to learning. Linda Lysynchuk at the University of Western Ontario in Canada is studying these possible correlations.

Harmer (1983) examines the role of the teacher as controller, assessor, organizer, prompter, participant and resource. The teacher as controller, Harmer says, is useful during an accurate reproduction stage, and in general during lockstep activities because s/he controls the language. The teacher as assessor should give 'content' and 'form' feedback to his/her students after an activity. Harmer believes that the most important role a teacher has to play is that of organizer; the success of many activities depends on good organization and on the students knowing exactly what they are to do. Teacher as a prompter encourages students to participate in an activity. Teacher may participate as well in some of the students' activities as an equal, and, finally, Harmer points out that another important role of the teacher is to be a kind of walking resource centre.

Wilga Rivers (1968, 70, 72, 76, 83), apart from her contributions in the field of applied linguistics and the psycholinguistics, is in my opinion one of the best educators that we ever had; we can feel it through her

readers. In a forthcoming publication she sets out ten principles of interactive language learning and teaching that differ in some way from the roles of the teacher defined by Harmer. She says:

'Language learning and language teaching may be seen as one interactive process: the teacher's work is to foster an environment in which effective language learning may develop'.

But only the learners themselves can assimilate the language and make it theirs. This they do in very individualistic ways, or do not because they lack motivation to do so, that is why Rivers say that the teacher must foster an environment in which effective language learning may develop.

An interactive language learning environment requires that students and teachers, and students among themselves, reach a stage of being comfortable with each other, interested in each other, and respectful of each other's personal temperament-imposed limits. To achieve this equilibrium, teachers must feel comfortable with what they are doing, just as students must be comfortable with what they are expected to do. To stimulate the interaction that leads to communication via language, both teachers and students must work towards a non threatening atmosphere of cooperative learning.

Rivers says that the ultimate goal for our students is to be able to use the language they are learning for their own purposes, to express their own meanings, that is to create their own formulations to express their intentions. That use of language is creative, not imitative. The best way to use the language in a creative way is assigning projects to the students that will be integrated into classwork, so that they enjoy a sense of achievement after all their effort. Students whose motivation is stimulated by a language-related assignment or group project will ferret out opportunities to use the language that the teacher did not dream were available.

In a similar way Rogers (cited in Brown, 1987) says that what is needed is real facilitators of learning, and one can only facilitate by establishing an interpersonal relationship with the learner. To be facilitators, teachers must first of all discard masks of superiority and omniscience. Secondly, teachers need to have genuine trust, acceptance, and a prizing of the other person- the student- as a worthy, valuable individual. Thirdly, teachers need to communicate openly with their students and vice versa. And finally, teachers should be hard working leaders in their class to be followed by their students. Teachers as facilitators must therefore provide the nurturing context for learning and not see their mission as one of rather programmatically feeding students quantities of knowledge which they subsequently devour. This practice fosters a



climate of "defensive" learning in which learners try to protect themselves from failure, from criticism, and from competition with fellow students. Classroom activities and materials in language learning should therefore utilize meaningful contexts of genuine communication with persons together engaged in the process of becoming persons. Teachers with these characteristics will be effective teachers, who, having set the optimal stage and context for learning, will succeed in the goals of education.

**1.4.1 Effective teaching. How it can help foreign language teachers motivate the unmotivated learners.**

*Discusión de la clase 14-16 Perfil de un profesor eficaz en una cultura con altas expectativas de éxito. El profesor debe ser un modelo de motivación, entusiasmo y perseverancia. Los alumnos se motivan al ver al profesor motivado.*

While psychologists are mainly concerned with the sources of motivation, teachers are more immediately concerned with its direction- where it is going. In the classroom, the teacher is faced with the task of first gaining the pupil's attention, then of maintaining and directing his interest. The situation is complicated because motivational states do not occur singly but coexist and interact, and have different time scales of operation. The teacher can take hope from the fact that motives can be changed and new ones learned; this applies particularly to

*Rogers (1969) The Ideal Teacher 20*

motives such as social motivation and achievement need (academic motivation). Because these learned motives are culturally determined and so are not relevant to all teaching-learning situations, teachers should concentrate on a primary motive relevant to every teaching-learning situation, whatever the status of the target language, whatever type of course is being followed, whatever the learner's age, and level of language proficiency, whether he is a volunteer or 'conscript' learner.

If motivation in the classroom is a matter of arousing some drive which all learners have, then, Girard (1977) states that the curiosity motive is one of the most available to be tapped. The general curiosity motive, Girard says, finds expression in three ways:

- 1) need for environmental conditions that afford variety.
- 2) A need for physical activity- witness the success of learning-by-doing methods of instruction.
- 3) A need to be mentally alert, as emphasized by cognitive psychologists.

The curiosity motive is a primary need, so presumably the apparently 'unmotivated' student has a curiosity motive which can be activated. Because the causal relationship between motivation and learning is reciprocal rather than unidirectional, perhaps the teacher's wisest approach is to

concentrate on teaching as effectively as possible. This involves, among other things, appealing to the curiosity motive by ensuring an interesting environment, and the maximum pupil activity, both physically and mentally.

If we take into consideration the figures presented by Jakobovits (1970, cited in Girard, 1977), that account for the various degrees of success or failure of a foreign language learner: aptitude 33%, intelligence 20%, motivation 33%, and other factors 14% - motivation should come out as a third of all the learner factors and should seem to be very much more important than the intelligence factor.

In foreign language learning there are four main factors that affect learner's motivation: one which is not directly connected with the classroom situation and three which correspond to the basic components in the teaching situation, the learner, the method used, and the teacher.

① The socio-linguistic factor is the first important factor. When the learning of a foreign language happens to play a vital role in the life of the country there is no doubt that this is a powerful motivating force in itself. Little can be done by teachers about this first factor. The ② second factor, the learner's natural aptitude for language learning, can hardly be altered either. By contrast, one ③ can easily influence the third factor, the method used. We

all know that some methods have a greater motivating power than others. It depends very much on the way the method takes into consideration the learner's interests and possibilities: the closer the connection between method and learner the higher the motivating power. The fourth factor is the teacher. It has often been observed that the same method is successful in the hands of some teachers and a complete failure with others, all other things being equal. How is it that some teachers will fail in a given teaching situation and others will succeed, using the same method and teaching the same pupils?

One can imagine several ways of answering that question. An obvious and efficient one would be to carry out an objective analysis of the teacher's performance in order to discover the deficiencies in his/her teaching technique and perhaps in his/her mastery of the language taught. Such an analysis is bound to provide valuable clues and can help to influence the teacher factor favourably. Yet if our chief concern is the pupils' motivation, it may be interesting to take into consideration the pupils' opinion about their language teacher, and at the same time to ask them to draw a detailed portrait of an ideal language teacher. One may assume that the main features that will emerge will have a great deal to do with those qualities in a language teacher directly connected with the pupils' motivation to learn the language.

One of the persistent challenges for teachers of compulsory courses in foreign/second languages is how to deal with 'unmotivated' or uncooperative learners. The recent research into effective teaching, together with the literature on the motivation of learning from educational psychology, offers the foreign language teacher several techniques for helping reduce students' negative attitudinal behaviors towards the language.

Effective teaching may be defined as the patterns of student-teacher interaction in the classroom situation that positively influence the cognitive and affective development of the student. It involves, Ralph (1989) says, the selection, from a larger repertoire, and the orchestration of certain teaching behaviors which are deemed appropriate in a particular context and appropriate to the specific instructional goals being pursued. Effective teaching, moreover, involves more than mastery and application of a few generic teaching skills.

Ralph (1989) divides the teacher's task into two essential parts, the managerial and the instructional components, but emphasizing as well the classroom environment. This last component considered as the overall classroom socioemotional climate created by effective teachers, that may affect the students morale and their achievement level, increasing when students feel accepted by both the teacher and their peers as being worthwhile,

contributing members of the class. Good teachers should create in their classrooms a friendly and business-like atmosphere.

An important component of effective teaching consists of management activities conducted by the teacher: what s/he says and does in the instructional setting in order to create the conditions conducive for teaching/learning to occur. The research shows that expert teachers work at establishing their authority with a new class from the first meeting by implementing specific managerial activities. Good teachers realize that classroom rules have exceptions, and that procedures need to be examined periodically. On the other hand, expert teachers are persistent and patient in using a positive reinforcement for student approach behavior, employing reinforcement which is immediate, specific and genuine. If the foreign language teacher is able to implement those management strategies during the initial meetings with a class and also maintain them throughout the term, then one could reasonably conclude that the problem of dealing with unmotivated or uncooperative learners will be reduced considerably.

According to Ralph, the other main component that will help to motivate students is the instructional one. Ralph says that experienced teachers plan their instruction, both for the short term and the long term. Professional teachers

seek to plan and present clear, meaningful lessons consisting of motivational learning activities, to use clear transitions between both the lesson sections and the broader units of work (previous and subsequent), and to ensure that learning experiences are relevant to the students' interests. Successful teachers are able to present longer units of work in a logical and interesting manner. The units consist of motivational student activities, clear and detailed explanations, and provision for the integration of other school subjects and broader out-of-school interests. Thus, if foreign language teachers seek to relate the daily learning activities of the class to the real world of student interests, then many negative students' attitudinal behaviors towards foreign language learning will be reduced. Variety, creativity and humour are other characteristics that should be taken into consideration when planning activities for the learners. Foreign language teachers who maintain these practices will note that negative attitudinal behaviors of unmotivated students towards the foreign language will diminish.

Crookes & Schmidt (1989) make a very valuable revision of the literature on second language approaches to motivation and non-second language approaches to motivation, and finally they present a large revision and proposals based on 'implications of current conceptions of motivation for SL learning'. I will comment on the

different parts of this last section, which they present in the following terms:

- 1) the micro level, which is concerned with motivational effects on the cognitive processing of SL stimuli;
- 2) the classroom level, dealing with techniques and activities in motivational terms;
- 3) the syllabus level, where instructional design considerations come into play;
- 4) considerations relevant to informal, out of class, and more longterm factors.

**The micro level.** Schmidt (in press) has claimed that conscious awareness of SL stimuli always co-occurs with learning. The importance of attention in SL learning has been emphasized by McLaughlin et al. (1983, cited in Crookes & Schmidt, 1989) and more recently by Scovel (1989, cited in Crookes & Schmidt, 1989), who has proposed a model of SL acquisition containing twelve interacting variables or factors. In Scovel's model, the attention interface is central.

Crookes & Schmidt (1989) consider that noticing and attending are cognitive processes mediated by both motivational and affective factors. They cite some experiences done in this field to demonstrate that when learners have a stimuli, a motive, and a reward is



expected, their attention increases, and consequently, their achievement increases as well. If we measure motivation by the effort the individual expends on a task we should consider the attention devoted to a specific task as a result of the individual's motivational level.

**The classroom level.** Crookes & Schmidt (1989) deal with different aspects related to classroom levels:

a) preliminaries; b) materials; c) activities; d) feedback; and e) effects of student evaluation. Talking about the preliminaries they mention Erophy & Kher (1986), who are of the opinion that students can be socialized to see some aspects of classroom learning as actually engaging and enjoyable, but in the absence of teacher statements to this effect, such a perception is unlikely to emerge in the prevailing school climate.

The comment that Crookes & Schmidt make about materials deals uniquely with textbooks and the general conclusion they arrive at is that these should be attractive and appropriate to the age of the students.

Crookes & Schmidt's comments on activities are mainly centered in group work activities, 'collaborative group effort serves the need for affiliation, and makes it easier for a feeling of achievement to be obtained'(1989: 234), they say. The needs for affiliation and achievement are two

of the personal motive needs, cited by McClelland (1985), inherent to motivation.

Other characteristics that activities should have, in Crookes & Schmidt's opinion, are interest, which is closely related to curiosity, and change, which is an essential part of maintaining attention.

Feedback, as well as the preliminaries, is an essential part that should be taken into account to maintain and to increase motivation. Keller (1983, cited in Crookes & Schmidt, 1989) says that for teacher feedback to be most efficiently utilized, it needs to be provided not only at the end of an activity, but also at the onset of a similar, subsequent activity. In addition, teacher's feedback should be informational, directing the student's attention to what he/she did that resulted in success.

Finally Crookes & Schmidt (1989) state that student expectations of self, and self-evaluations of likelihood of success appear to have important motivational effects. As a result of their experiences, some students develop the impression that events are under their control, and that effort will lead to academic success. Others, through repeated failures or through being in situations where they cannot influence the contingencies of reward conditional on their behavior, have learned that they cannot bring about comfort or success through their actions. It is desirable

to keep from the students the feeling of failure in SL learning and one of the ways proposed by Crookes & Schmidt is by using cooperative, rather than competitive goal structures.

Slavin (1983, cited in Crookes & Schmidt, 1989) says that in cooperative learning groups of students work on learning activities structured so that there is positive interdependence: typically, all parties have information or a specific role, and for success to be achieved all must collaborate; in addition, often the reward or grade for the work is assigned on the basis of the overall group performance.

Crookes & Schmidt end the section on effects of student evaluation by saying that if students actually have learning as an objective, they are more likely to engage in challenging tasks and activities where errors may be made. That is to say, teachers in SL classrooms may need to discourage a concern with grades, and structure classes so as to encourage real learning, otherwise unsolicited participation and especially risk-taking will be low.

**The syllabus/curriculum level.** Crookes & Schmidt state that a programme which appears to meet the students' own expressed needs will be more motivating, more efficient, and thus more successful. McCombs (1984, 1988, cited in Crookes & Schmidt, 1989) proposes a motivational skills

training programme designed to enhance 'continuing motivation to learn'. She says that the format for such training must be carefully chosen to reflect a combination of self-instructional materials (wherein students can experientially take responsibility and control of their own learning), augmented by instructor facilitation and group activities (wherein students can observe relevant role models and participate in group sharing and problem solving experiences). This programme would follow the lines of the cooperative learning.

Outside the classroom (informal learning). The role of motivation in informal SL learning contexts has been examined by Krashen (1981, 1982) and Gardner (1985). However, while Krashen emphasizes the importance of motivation for subconscious acquisition, Gardner sees the link between motivation and learning in informal contexts as due to the importance of opting in or out of opportunities for learning. Crookes & Schmidt propose that in informal learning, as in formal classroom learning, the basic motivational issues are the same, although their relative weights may differ, and that no different processes of learning are involved.

### 1.5 DEFINITION OF MOTIVATION IN PSYCHOLOGY, ITS LINKS WITH SECOND/FOREIGN LANGUAGE ACQUISITION

*applied to the study of language acquisition*

The first psychological discussions of motivation centered on the concept of instinct (e.g. James, 1890, cited in Crookes & Schmidt, 1989), and subsequent development of the topic during most of the first half of this century concentrated particularly on organic survival-oriented needs, or "drives" (e.g. Hull, 1943; Woodworth, 1918, cited in Crookes & Schmidt, 1989). A more mature, cognitively-oriented treatment of the topic appeared early in social psychology, following the work of Lewin (1951, cited in Crookes & Schmidt, 1989), but motivation was slower than other areas of psychology to recover from the influence of behaviorism, and at the same time, motivational approaches in social psychology were actually displaced by the strength of the cognitive line (Sorrentino & Higgins, 1986, cited in Crookes & Schmidt, 1989). Now that the cognitive revolution has been well-established, there has been a reformulation of approaches to motivation (Ball, 1984, cited in Crookes & Schmidt, 1989) following particularly the work of McClelland (1965), Atkinson (1964), and Weiner (1972). The result of the emphasis on humans as information processors has been to allow psychologists to begin to investigate the extent to which

cognition affects motivation, on the one hand, and affect, on the other (Weiner, 1972).

Weiner (1985) presents seven approaches to the problem of motivation. The initial two conceptions presented are Freudian psychoanalytic theory and Hullian drive theory, both assume that tension or need reduction is the basic principle of action. The second group of three theories includes Lewin's field theory, Atkinson's theory of achievement motivation, and Rotter's theory of social learning. All of them assume that behavior is a function of the expectancy of goal attainment and the incentive value of the goal. Attribution theory and humanistic psychology, represented by Maslow, Rogers and Allport, are considered by Weiner as well. Both theories assume that humans strive to understand themselves and their environment and that growth processes are inherent to human motivation.

These theories, in varying degrees, focus upon the person and intra-psychic influences on action. This does not imply that the environment or the social context of behavior is neglected, for such a neglect would make predictions of human action impossible. Rather, social and situational factors are recognized, but they frequently are not the center of attention.

What then, in current psychology, is motivation?

Kleinginna & Kleinginna (1981) provide 98 representative definitions of motivation grouped into nine categories. But we could take a simple definition provided by Keller (1983: 389):

'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'.

To illustrate this definition I would like to give two examples extracted from the mass media, the first one from the Catalan TV and the second from a newspaper. On the 23 February 1990 there was a debate on television about the use of Catalan and Castilian in Catalonia. One of the participants in the programme from Madrid stated that only integrative motivation can make a Castilian speaker speak Catalan because you do not need this language as an instrument to communicate, since everybody can speak and understand Castilian in Catalonia. The choice to use Catalan as a language of communication will depend on the user's degree of integrative motivation, since motivation is the key that moves people to start an action or to continue with it.

Josep M. Flotats, actor player, was interviewed by "El País" on the 16 April 1989 and he said: '*... he decidido suspender el proyecto del Tot assajant Dom Joan porque he empezado a no sentir trempera por lo que hago*'. This is

another example showing that everybody needs to feel motivated to start an action or to pursue a course of it.

Looking in more detail, the term motivation may be considered both with regard to its external, behavioral characteristics and its internal structure. Maehr & Archer (1987, cited in Crookes & Schmidt, 1989) point out some key behavioral aspects of motivation. First is direction- a decision to choose one among a set of possibilities, and particularly to attend to one thing and not another, or engage in some activity and not others. Second is persistence- concentrating attention or action on the same thing for an extended duration. Third is continuing motivation, which is the inclination to return to previously interrupted action without being obliged to by outside pressures. Fourth is activity level, which is more or less equivalent to effort, or intensity of application.

In considering internal characteristics of motivation Keller's (1983, cited in Crookes & Schmidt, 1989) learning-oriented theory of motivation identifies four major aspects of motivation: a) interest; b) relevance; c) expectancy; d) outcomes. The first of these, *interest*, in cognitive terms is a response to stimuli on the basis of existing cognitive structures such that we make a decision to attend to them, and possibly to attend at length, and become involved in complex active behavior which revolves around such stimuli.



The second, *relevance*, is a prerequisite for "sustained motivation and requires the learner to perceive that important personal needs are being met by the learning situation" (1983: 406). The most basic of these is what Keller calls "instrumental needs", which are served when the content of a lesson or course matches what the student needs to learn. Other important needs arise not out of what must be learnt but from the way human beings need to learn (and how they need to behave in social situations in general). Keller, following McClelland's theory, observes that humans have needs for *achievement*, for *affiliation*, and for *power*. That is to say, we like to be successful, and usually find activities in which we can achieve success pleasurable. We like to establish ties with people- solitary activities being often less valued- and adults are accustomed to and desire a measure of control over the situations in which they find themselves.

The third heading, *expectancy*, concerns a person's attitudes towards the likelihood of success or failure on a task, which in turn appear to affect actual success. Finally, there is that aspect of motivation which is perhaps the most traditional: motivation which results from reward or punishment, or *outcomes*. Activities for which the motivating forces are outcomes have been referred to as *extrinsically motivated*, as opposed to those which are *intrinsically motivating*.

Motivation is probably the most often used catch-all term for explaining the success or failure of virtually any complex task. It is easy to figure that success in a task is due simply to the fact that someone is "motivated". It is easy in second language learning to claim that a learner will be successful with the proper motivation. Such claims are of course not erroneous, for countless studies and experiments in human learning have shown that motivation is a key to learning. But these claims gloss over a detailed understanding of exactly what motivation is and what the subcomponents of motivation are. What does it mean to say that someone is motivated? How do you create, foster, and maintain motivation?

Motivation is commonly thought of as an inner drive, impulse, emotion, or desire that moves one to a particular action. More specifically, human beings universally have needs or drives that are more or less innate, yet their intensity is environmentally conditioned. Six desires or needs of human organisms are identified by Ausubel (1968) which undergird the construct of motivation: 1) the need for *exploration*, for seeing "the other side of the mountain", for probing the unknown; 2) the need for *manipulation*, for operating- to use Skinner's term- on the environment and causing change; 3) the need for *activity*, for movement and exercise, both physical and mental; 4) the need for *stimulation*, the need to be stimulated by the

environment, by other people, or by ideas, by thoughts, and feelings; 5) the need for *knowledge*, the need to process and internalize the results of exploration, manipulation, activity, and stimulation, to resolve contradictions, to quest for solutions to problems and for self-consistent systems of knowledge; 6) finally, the need for *ego enhancement*, for the self to be known and to be accepted and approved of by others.

There are other possible factors that could be listed in accounting for motivation. Maslow (1954) listed hierarchical human needs, from fundamental physical necessities (air, water, food, sex), called lower needs, to higher needs (love, esteem, security, achievement, happiness), the fulfillment of which leads to *self-actualization*. Maslow (1954: 58) states:

'Higher needs require better outside conditions to make them possible... The pursuit and the gratification of the higher needs have desirable civic and social consequences... Satisfaction of higher needs is closer to self-actualization than is lower-need satisfaction'.

The needs for knowledge, for understanding, for a life of philosophy, for a theoretical frame of reference, for a value system, are themselves a conative or impulsive part of our primitive and animal nature. Since we know also that our needs are not completely blind, that they are modified by culture, by reality, and by possibility, it follows that cognition plays a considerable role in their development.

The very existence and definition of a need depends on the cognition of reality, of the possibility or impossibility of gratification. If we take these considerations into account for foreign language teaching probably motivation will arise or increase in our learners, helping them to obtain better results in their language proficiency, and much more satisfaction than if they lack motivation for their learning.

To make our students' motivation for learning grow we should take into consideration as well the following statement by Maslow (1954: 61):

'Not only it is good to survive, but it is also good (preferred, chosen, good for the organism) for the person to grow toward full humanness, toward actualization of potentialities, toward greater happiness, serenity, peak experiences, toward transcendence, toward richer and more accurate cognition of reality, and so on'.

Motivation is an inner drive or stimulus which can, like self-esteem, be global, situational, or task-oriented. Learning a foreign language clearly requires some of all three levels of motivation. For example, a learner may possess high "global" motivation but low "task" motivation to perform well in, say, the written mode of the language. It is easy to see how virtually any aspect of second language learning can be related to motivation. Nelson & Jakobovits (1970, cited in Brown, 1987), in a lengthy report on motivation in foreign language learning, cited just about every possible factor as relevant to the role of

motivation in second language learning. A number of instructional, individual, and sociocultural factors were considered which could enhance or deter motivation. Among learner factors, for example, were included intelligence, aptitude, perseverance, learning strategies, interference, and self-evaluation. It is not difficult to see how all of those factors could contribute either positively or negatively to motivation.

But Brown (1987: 115) considers fruitless merely to list a host of variables which can be subsumed under motivation without examining the relationship of each variable to the basic needs underlying motivation. He wonders, for example, why learners persevere in their task; or how the less intelligent person can appeal to his/her inner needs underlying motivation; how a teacher can provide extrinsic motivation where intrinsic motivation is lacking. Brown (1987: 115) states that:

'Answers to these questions necessitate probing the fundamental nature of human psychology, but such probing will ultimately lead to a deeper and richer understanding of both motivation and the second language learning process in general'.

McClelland (1985) states that motivation has to do with the *why* of behavior, as contrasted with the *how* or the *what* of behavior. I completely agree with McClelland's statement because motivation is in my opinion the key that makes people behave in one or another different way,

considering a behavioral outcome as jointly determined by the person's efforts (the motivational factor) and ability to perform the task. The outcome is also partly determined by the person's understanding of the situation. According to McClelland personal causation is made up of cognitions, skills, and motivations or intents, and the three types of variables interact in complex ways.

McClelland (1985), as previously stated, considers specially three kinds of motives: the *achievement* motive, the *power* motive, and the *affiliative* motives. The achievement motive represents a recurrent concern about the goal state of doing something better. People high in *n* achievement are attracted primarily to situations where there is some possibility of achievement. In order to know if they are doing better, they prefer situations in which they have personal responsibility for the outcome and that give them feedback on how well they are doing. Achievement motive has been a major factor in the economic rise and fall of ancient and modern civilizations.

High *n* power is associated with many competitive and assertive activities and with an interest in attaining and preserving prestige and reputation. However, since competitive and particularly aggressive activities are highly controlled by society because of their potentiality disruptive effects, the outlets for the power motive vary

greatly according to the norms the person has interiorized as to what is acceptable behavior.

Less is known about the affiliative motives than about the achievement or power motives. The recurrent concern involved is for the goal state of being with another, but it is not certain what the natural incentive for this goal state is.

McClelland reviews some attempts that were made to increase achievement motivation in schoolchildren in the US with different results (Alschuler, 1973, McClelland, 1972, cited in McClelland, 1985). He especially studies DeCharms (1980, cited in McClelland, 1985), who trained children to increase their achievement motivation in a black inner city school district in St. Louis, where many of the children were underachievers. The untrained students fell farther and farther behind the level expected for their grade placement. In contrast, those who received training were achieving at the level expected of that grade. He followed up the trained and untrained students some years later to determine what proportion graduated from high school. Significantly, more of the trained boys went on to high school graduation. This effect is notable because it occurred some five years after the training intervention had taken place. As it is shown, motivation may affect learners achievement.

In this chapter I tried to summarize the most well-known psychological theories on motivation, which started at the end of the 19th century with discussions centered on the concept of instinct and that developed in studies of survival-oriented needs during the first half of this century, under the influence of behaviorism. Motivation, as stated before, is commonly thought of as an inner drive or impulse that moves one to a particular action. Maslow (1954) adds a new concept to the research of human needs related to motivation, he makes a distinction between lower needs and higher needs, the later leading to 'self-actualization'. Maslow's research into motivation, and other humanistic psychologists, may be considered as the bridge between the influence of behaviorism and the new tendencies in the research into motivation that developed from then on.

The result of the emphasis on humans as 'information processors' allowed psychologists to begin to investigate the extent to which cognition affects motivation. Ausubel (1968), as Maslow did, identified specific human needs: the need for exploration, for manipulation, for activity, for stimulation, for knowledge, and for ego-enhancement, which undergird the construct of motivation.

Taking into consideration the difference between lower and higher needs that Maslow makes, it could be said that the later may be exclusively developed by human



beings, because cognition plays a very important role in their development, but the lower needs, related to fundamental physical necessities, may also be found among other animals. Consequently, motivation appears to be specific for human beings because psychologists relate motivation to cognition, and to the learning situation as well. For this reason motivation may probably affect learning because interactions between one and the other exist, as DeCharms (1980, cited in McClelland, 1985) proved in his study. In order to see if these interactions have place in the learning of a second/ foreign language, the literature on motivation and its effects on second/ foreign language learning will be reviewed in the following sections.

## 1.6 HOW SECOND/FOREIGN LANGUAGE RESEARCH VIEWS

### MOTIVATION

Interest in the question of how people come to acquire languages other than their mother tongue has stimulated studies examining the importance of cognitive attributes of the language student. A considerable amount of research has been directed at investigating the influence of student affective variables with respect to both their influence on second or foreign language acquisition and their interaction with cognitive variables.

Many of the approaches to understanding the role of motivation have been done in second language learning, but very few in foreign language learning, and all of them have shared two essential features: attitudes and motivation. Motivation has been consistently linked with attitudes towards the community of speakers of the target language, with a willingness to interact with such speakers, and with some degree of self-identification with the target language community. The most influential work in the field has been that of Gardner and Lambert and their colleagues in Canada, beginning in the 1950's and continuing to the present.

The research on motivation makes a distinction between integrative and instrumental motivation, in Gardner & Smythe's (1975) integrative orientation is defined as:

'Interest in learning French in order to learn more about, communicate with, or interact with French-speaking people' (p.223).

This definition differs from the integrative motivation one, given by Gardner & Lambert (1959: 271):

'It should be emphasized .... that this denotes a motivation of a particular type, characterized by a willingness to be like valued members of the language community'.

This later definition by Gardner & Lambert, in my opinion, reflects clearly what integrative motivation is, but I do not see so clearly that the former one could be considered as integrative motivation. 'Interest in learning French in order to learn more about, communicate with, or interact with French-speaking people' may be considered as an integrative orientation in a bilingual country, but may be not in a foreign language context.

If we take a questionnaire on attitudes and motivation, when learners state that they study the target language in order to be able to communicate with speakers of this language, does it mean they want to be integrated in the community of the target language speakers? As I see it, the statement can have different explanations depending

on the subjects answering the questionnaires, and the place where the subjects live. If the subjects are foreign language students, probably "to be able to communicate with other people" just means to be able to know other ways of living, and to be able to contrast opinions with other people. But it does not mean that they want to be considered as members of that community because they do not live side by side with them. In the case of students living in a bilingual country the statement can have connotations of integrative motivation. If the subjects are businessmen "to communicate with other people" might have other implications, because they will presumably use the language as a tool for a specific purpose: business. In this case the businessmen's motivation would likely be instrumental.

Since the various attitudinal and motivational measures that contribute to the operationalization of "integrative motive" vary, there is no constant definition of integrative motivation across studies, which makes the interpretation of them difficult. Gardner et al. (1976: 199) state:

'Although the operational definition of the integrative motive has varied somewhat from study to study in order to make allowance for the variables included in each study the underlying characterization of the integrative motive is that it reflects 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'.

As I see it, since this communication may imply different aims, the learner's motivation might be integrative or instrumental depending on the goal chosen by the learner when he states he wants to be able to communicate with that group. If his final aim is to be recognized as one member of that community he may be integratively motivated, but if he just likes getting acquainted with members of that community, or his aim is dealing with that community for business, this learner would be instrumentally motivated.

The situation in foreign language learning differs completely from the one reflected in the research that is being done in countries where learners are able to interact with speakers of the target language. Therefore in foreign language learning, motivation cannot be measured in terms of self-identification with the target language community, for example, because the learners are seldom able to interact with speakers of the target language, except with their own teacher.

Gardner in a personal communication says:

'In our studies motivation is measured in terms of three variables, Motivational Intensity (effort), Desire to Learn the language, and Attitudes toward Learning the language. This concept may relate to identification with the target community, but it is not measured in terms of self-identification'.

As I see it, Catalan students' attitudes towards learning the language (English) might differ from Canadian students' attitudes towards learning the language (English or French) because the socio-political situation differs from Catalonia and Canada. The students' identification with the target community would be different as well. For this reason differences between integrative and instrumental motivation may also appear.

To illustrate these differences between integrative and instrumental motivation among second and foreign language learners I would like to mention one of the polls that the European Community Commission of Communication and Culture has taken. Between March and May 1987, 11.651 people were interviewed, and one of the sections in the interview was about knowledge and proficiency of foreign languages among people in the European Community. One of the questions was about the usefulness of learning foreign languages. 94% of the answers were highly positive: "very useful" or "useful". Another question was about the reasons why people learn foreign languages; estimating the individuals' preferences, the answers were the following: a) 51% cultural and personal, b) 29% professional, and c) 13.5% wish to live in the country speaking the target language. Considering answers a) and b) as instrumental motivation, and c) as integrative motivation, it can be said that the results show a high instrumental motivational degree, but they are much lower with regard to integrative

motivation. They differ from the results obtained in bilingual communities, where integrative motivation is probably higher among their second language learners than it is among European foreign language learners for the reasons mentioned above.

### 1.6.1 Differences between Attitudes and Motivation

It is not always clear in SLA research what the distinction is between *attitudes* and *motivation*. Ellis (1985) states that the problems of defining attitudes and motivation are considerable. As Ellis (1985: 117) has observed, there has been no general agreement on definitions of motivation and attitudes or of their relation to one another. The concepts have been derived from the behaviors of language learners and have been only loosely related to general theories of motivation in psychology<sup>1</sup>.

Schumman (1978) lists 'attitude' as a social factor on a par with variables such as 'size of learning group',

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<sup>1</sup> Gardner in a personal communication strongly disagrees with it. He states: 'Obviously I violently disagree. Our model and measures relate quite closely to Carroll's school learning model, Glaser's acquisition model, etc.'

and 'motivation' as an affective factor alongside 'culture shock'. Brown (1981) uses the term 'attitude' to refer to the set of beliefs that the learner holds towards the members of the target language group and also towards his own culture. He does not give a definition of motivation, but he identifies three types of 'motivation' - 'global motivation', which consists of a general orientation to the goal of learning a second language; 'situational motivation', which varies according to the situation in which learning takes place; 'task motivation', which is the motivation for performing particular learning tasks. Gardner's (1985) concept of 'attitude' is defined as an evaluative reaction toward a social object. He then refers to a number of attitudes that could be seen to operate in language learning, varying on a specificity/generality dimension. He ultimately distinguishes groups of attitudes such as attitudes toward the learning situation and integrativeness. He then points a concept of 'motivation' which includes attitudinal components.

As I see it attitude could be defined as a personal way of feeling and viewing the inner and outside world that an individual has internalized throughout his life. Attitude is affected by external factors whose effects are shown through the individual's behavior, or, in other words, through his way of life.



I would define motivation as an inner feeling, caused by internal and/or external drives, that makes somebody act or start an action in order to attain a goal for a specific purpose.

According to the given definition of attitude, "that personal way of feeling and viewing" that everybody has internalized in the course of the years when living his own life and the continuum of situations or facts by which his life is constituted, could be considered as passive inner sensations that are only manifest through the individual attitudinal behavior when facing a special situation or fact.

Taking into consideration the attitudinal behavior of a student towards his class, probably his internal attitude will be hardly changeable, but his attitudinal behavior towards the classroom situation might vary depending on his motivation. In other words, he may have a positive attitudinal behavior towards the learning situation at the beginning, but if he does not feel motivated by this particular teacher and his particular way of teaching, the student might change his positive attitudinal behavior for a negative attitudinal behavior because of the lack of motivation, and both factors will affect his learning.

Motivation, though defined as an inner feeling that, the same as attitude, an individual has internalized has a

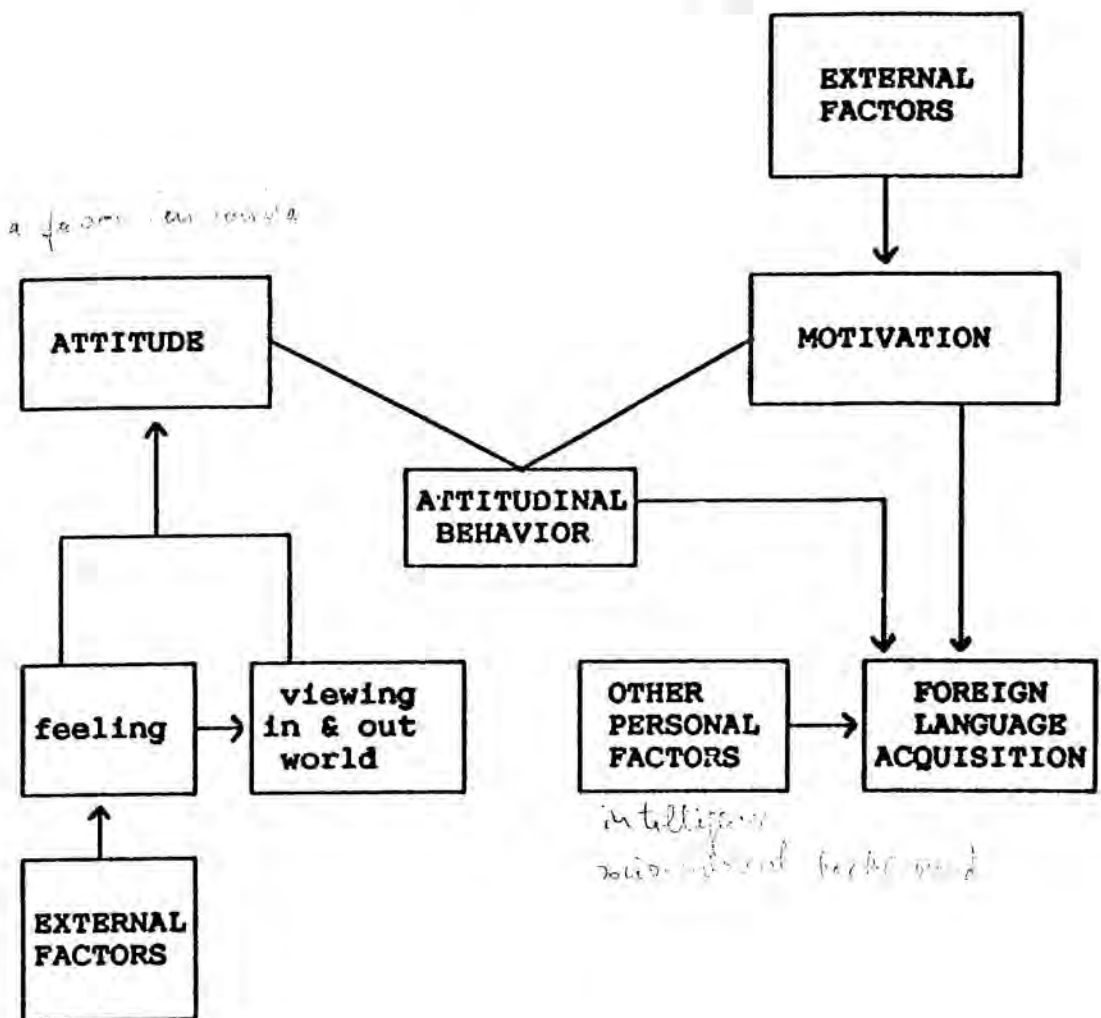
more active role than attitude, because the individual has to make an effort to attain the goal towards which motivation is directed. Motivation follows a 'process' contrary to attitude that would be a 'state' performed by preconceptions.

If somebody is motivated to become a pilot, an engineer, an artist.... he must make a great effort to attain this goal. He might present a negative attitudinal behavior in a specific situation due to external factors, but if he is actually motivated he will probably attain the goal towards which motivation is directed, in this case to become a pilot, an engineer, or an artist.

My view, in the case of foreign language learning, would be as follows. Individuals have an inner attitude formed by their feelings (influenced by external factors), view and perception of life, which is manifested by their attitudinal behavior, this behavior may be modified by motivation or the lack of it. At the same time motivation is influenced by external factors, mainly socio-cultural, and environmental factors. If the learner is motivated his attitudinal behavior will probably be positive, if he is not motivated his attitudinal behavior will probably be negative, and both, attitudinal behavior and motivation, being very closely related, will exercise a great influence on the learner's foreign language acquisition. Teachers have been faced many times with students who have negative

attitudinal behaviors. This would be the case of a learner who had past foreign language learning failures, which especially occurs if the foreign language is a compulsory subject in the curriculum and has not been chosen by the student. In this case I think that through motivation this negative attitudinal behavior might be changed into a positive one. But apart from attitudinal behaviors and motivation, personal factors such as intelligence, aptitude and others, may also influence learner's foreign language acquisition.

The diagram would be the following:



As was stated, motivation can have inner and/or outer drives which make somebody act to attain an objective for a specific purpose. In my opinion there is no motivation without a goal and a specific purpose for attaining it. In very simple terms motivation could be compared to the "likes" or "preferences" an individual has for doing something. When teachers say "my students are motivated" it is because those students like the subject, a student who

is motivated enjoys working on this subject, the same as any other professional motivated by his/her job enjoys working on it.

Many psychologists believe that the human organism possesses certain autonomous impulses such as curiosity, the desire to know and understand, the desire to play and explore, and the impulse to manipulate features of the environment. These provide raw material with which the teacher can work to interest the student in the learning process. Through success in language activities, and through the satisfaction of recognized and recognizable achievement, the student comes to take an interest in the subject for its own sake, that is, an intrinsic interest in learning to know and use the new language, and a self-sustaining cognitive drive then develops.

Ausubel (1968) pointed out that motivation is as much an effect as a cause of learning. The relationship between the two is typically reciprocal rather than unidirectional. Rivers (1972) considers by this that when we capitalize on the student's initial motivation, focus it, and direct it into satisfying ego-enhancing learning experiences, this satisfaction motivates the student to further learning along these lines. Rivers (1972, 3rd ed.:118) says: *'Motivation increases as our students experience success in using what they have learned'*. I completely agree with Rivers' statement, but I would suggest that this is not the

only cause for increasing motivation among our students. In my opinion motivation is also the spark that makes somebody start an action and continue to attain the goal towards which he is directing his efforts. If he does not succeed in it he will probably choose a different goal, but the spark is necessary to start.

In the literature on the role of attitudes and motivation in SLA it is difficult to find studies where both terms are separated, since when examining the behavioral effects produced by attitudes and motivation it is difficult to separate one from the other, because both are very closely related, especially when examining second language learning in settings where the learner has access to the speakers of the target language. In this case the literature on attitudes and motivation coincides in that attitudes towards the other community can have a strong influence on learner's motivation, and it will be difficult to separate one from the other. As I see it attitudes in second language research are considered as attitudinal behaviors and that is why it is difficult to distinguish one from the other, whereas I do make a distinction between attitudes and attitudinal behaviors because in my opinion motivation is more closely related to attitudinal behaviors than to inner attitudes (learner's preconceptions).

Contrary to the generalized opinion in second language research about attitudes and motivation, that positive

attitudes are the cause of motivation, I would dare to say that in foreign language acquisition positive attitudinal behaviors could be the result of motivation, on the contrary a lack of motivation may generate negative attitudinal behaviors. That is to say, first is motivation and the individual inner attitude, but as a result of this motivation a positive attitudinal behavior may be born, even though the inner attitude were negative.

For example, a second/foreign language learner decides to start learning a new language because he likes studying languages or because he needs or will need it in his future career. As I see it, through the study of the language he can generate positive or negative attitudinal behaviors towards the culture and the speakers of this language, because the language is the tool that he will use to be aware of the way of living and thinking of the speakers of the target language. The nature of these attitudinal behaviors would be expected to depend upon the type of experiences the foreign language learner would have with the speakers of the target language, especially with his own teacher. Gardner (1983: 237) examines the effects of language instruction on attitudes and motivation and he states:

The deduction that attitudes and motivation are involved in second language acquisition because they orient the individual to work harder obtains support from findings that

participation in the language class is related to attitudinal/motivational characteristics'.

In my opinion, as I said before, through classroom instruction high or low levels of motivation can be attained by learners, correlating with positive or negative attitudinal behaviors, depending on the teacher and his/her way of teaching.

Hermann (1980, cited in Strong, 1984) has raised a similar hypothesis. She proposes that the act of learning another language may affect cultural attitudes rather than vice versa. She states (Hermann, 1980: 249) that

'the mere satisfaction (a learner) derives from his achievement of the learning task may influence his attitude to the ethnolinguistic group in question and even result in a change of such attitudes'

Hermann refers to this as the resultative hypothesis, which she tested with a sample of 750 German children learning English as a foreign language. One group has had five years of English and the others were beginners. She found that the five-year group showed a significantly higher level of positive attitudes towards the target culture than the beginners. Furthermore, among the higher proficiency learners in the five-year group there was no consistent pattern of integrative orientation towards the target group, while the lower proficiency group showed



significantly more prejudice. Integrative orientation is difficult to find among foreign language learners because of the lack of contact with speakers of the target language.

Through communication you become acquainted with people or facts, if there is a lack of communication the acquaintance with somebody becomes more difficult and the individual is more inclined to develop negative attitudes towards that person or towards a situation. In my opinion in foreign and second language learning the reasoning that through motivation positive attitudinal behaviors are easily able to be generated is wise. More research should be carried out relating attitudinal behaviors and motivation, and their effects on second/foreign language acquisition.

Once motivation has been reviewed from a psychological point of view, and the terms attitude and motivation related to foreign language acquisition have been defined, the following sections in this chapter will be devoted to review extensively the literature related to motivation and its effects on second/foreign language acquisition. As the research on the effects of motivation on second language learning is mainly related to settings where the target language is spoken, it makes the separation of attitudes from motivation difficult. So, when talking about motivation and its effects on second language

learning, I will not be able to exclude attitudes, because one concept usually includes the other in nearly all the studies related to second language learning and motivation.

### 1.6.2 MOTIVATION. Its effects on second/foreign language acquisition learners

As stated before, the literature on motivation and its effects on second language acquisition has been mainly done in settings where the target language is spoken by one group. This situation substantially differs from the one of foreign language acquisition, in which learners are not able to communicate directly with speakers of the target language, with the exception of their teacher and their class-mates. These two distinct situations should be taken into account when considering the relationships between motivation and second/foreign language acquisition, because they will differ considerably.

Motivation in a second language learning setting might be mainly influenced by learner's social attitudes, and motivation might be more closely related to the term, coined by Lambert & Gardner (1959), "integrative motivation". On the other hand, second language learners are able to speed their second language learning process because they have opportunities to establish contact with speakers of the target language. Foreign language learners might be more closely related to an "instrumental motivation" (Lambert & Gardner, 1959) and their foreign

language learning process may generally be slower than the one of those students in a situation of immersion.

In this section we are going to review the literature on motivation and its effects on second/foreign language achievement. A chronological order will be followed since the 50s till now, in order to see the evolution of this line of research. This order is not to be followed when there are replies to an article; this is the case of Oller & Perkins (1978a), Gardner (1980), Oller (1982), Gardner & Glikzman (1982), whose articles are all included in the 70s.

#### 1.6.2.1 Review of literature on motivation and its effects on second/foreign language acquisition in the late 50s and the 60s

In 1959 the first study on motivation and its effects on second language acquisition was accomplished by Gardner & Lambert. They first made the distinction between integrative motivation and instrumental motivation that has influenced virtually all research on the topic of motivation and second language learning. The basic idea is appealing. Motivation is identified primarily with the

learner's orientation towards the goal of learning a second language.

According to Gardner & Lambert (1959) integrative motivation occurs when the learner's goals for learning a second language are derived from positive attitudes towards the target language group and the potential for integrating with that group. Instrumental motivation refers to more functional reasons for learning a language: to get a better job or a promotion, to pass a required examination, or just to be a well-educated person.

Gardner & Lambert (1959) reported that achievement in French (the second language) loaded on two independent factors, social motivation (defined primarily by indices of attitudes towards French Canadians, an integrative orientation towards French study, and motivation) and language aptitude (defined by measures of language learning abilities and verbal intelligence). They argued that such a configuration supported the notion that proficiency in a second language was dependent upon at least two independent factors, language aptitude and a socially-based motivation that involved a 'willingness to be like valued members of the (second) language community'. (p. 271).

The study by Gardner & Lambert (1959) indicated that both language aptitude and an integrative motive are important for successful acquisition of a second language.

Gardner wondered if similar results would be obtained if the study were repeated. This type of research has been replicated in a number of different cultural contexts with different ages of students and with different first and second languages. Many more attitudinal and motivational measures have been added since the original study, but by and large they tend to belong to one of the following three categories: integrativeness, attitudes towards the learning situation or motivation. Measures of integrativeness are those that refer to attitudes towards the other language group, outgroups in general, other languages, etc., while indices of attitudes towards the learning situation typically involve evaluations of the course or the teacher. Measures of motivation, on the other hand, refer to different characteristics of the motivated individual such as effort expended to learn the language, desire to learn the language, etc.

Gardner (1960) was the first to replicate the study on motivational variables in second language acquisition and he found a relation between an integrative orientation and various aspects of French language achievement, pointing to the educational relevance of this type of motivation. Moreover, the data obtained from the parents indicated that the student's orientations reflected that of his parents, and in particular that an integrative orientation was fostered by favorable attitudes on the part of the parents towards the other language community.

A study by Anisfeld, & Lambert (1961, in Lambert & Gardner, 1972) extended the experimental procedure to samples of Jewish high school students who were studying Hebrew at parochial schools in Montreal. The results indicated that both intellectual capacity and attitudinal orientation affect success in learning Hebrew. However, whereas intelligence and linguistic aptitude are relatively stable predictors of success, the importance of the attitudinal measures varies from one school district to another, depending upon the social class of the neighborhood.

To follow up these ideas, students undergoing an intensive course in French at McGill's French Summer School were tested for changes in attitudes during the six-week study period (Lambert, Gardner, Barik & Tunstall, 1963). Most were American university students or secondary school language teachers who, in their orientations to language learning, identified themselves more with the European French than to the American French community. In this study, it became apparent that feelings of social uncertainty were markedly increased during the course of study. As students progressed to the point that they thought and even dreamed in French, it was noted that their feelings of social unrest also increased. At the same time, they tried to find occasions to use English even though they had pledged to use only French for the six-week

period. The pattern suggests that American students experience feelings of social disorganization when they concentrate on and commence to master a second language and, as a consequence, develop stratagems to control or minimize such feelings.

Peal & Lambert (1962, in Lambert & Gardner, 1972) compare ten-year-old monolingual and bilingual youngsters on measures of intelligence. Of relevance here is the clear pattern of results showing that bilingual children have markedly more favorable attitudes towards both language communities than do monolingual children, who definitely favor one cultural group over the other. Furthermore, the parents of bilingual children are viewed by their children as holding the same strongly sympathetic attitudes, which was not the case for the parents of monolingual children.

Lambert (1963: 114) in a study on second language learning and bilingualism states:

'The learner's ethnocentric disposition and his attitude toward the other group are believed to influence his success in learning the new language. His motivation to acquire the language is considered to be determined both by his attitudes toward the other group and by his orientation toward learning a second language'

and he adds that the proper orientation towards the other group is developed within the family: students with an integrative disposition to learn French had parents who



also were integrative and sympathetic to the French community.

Spolsky (1969) in a study on attitudinal aspects of second language learning was concerned with finding out more about integrative motivation by developing an instrument that would compare a subject's attitude to speakers of a foreign language in which he already has some degree of proficiency. He found attitude as one of the factors explaining degree of proficiency a student achieves in learning a second language. His attitude to speakers of the language will have a great effect on how well he learns. Spolsky states that a person learns a language better when he wants to be a member of the group speaking that language.

In the late 50s the hypothesis that motivation, as well as aptitude and intelligence, plays a role in second language achievement was supported by empirical research (Gardner & Lambert, 1959), but both constructs were considered as independent. That is to say, a learner can acquire a high degree of proficiency in a second/foreign language being highly motivated, in spite of a low aptitude. On the other hand, a learner with a high aptitude for acquiring languages might have bad results in his second/foreign language learning because of a lack of motivation.

In the 60s a parallel line of research is followed to replicate studies in a similar vein, adding more attitudinal and motivational measures. The results obtained are coinciding in that motivation is closely related to second language acquisition. The degree of closeness depends on different factors, but mainly on environmental factors, especially when the researchers make a difference between integrative and instrumental motivation, which is the case in most of the research carried out in the 60s. As we have seen, many of the scholars in this decade report that integrative motivation is believed to be one of the major factors influencing learner's success in learning the new language.

#### 1.6.2.2 Review of literature on motivation and its effects on second/foreign language acquisition in the 70s

Research on motivation and its effects on second/foreign language learning in the 70s was extensive compared to studies on motivation in the 60s. In the field of Psychology, studies on human motivation by psychologists such as Weiner (1972) or Maslow (1971) were published, and in second language research a Language Research Group was created in Canada, relating its research to attitudes and motivation. Two books have been written that discuss the research on motivation in considerable detail (Lambert & Gardner, 1972; Gardner, 1985). These studies have been conducted with English speaking Canadian students learning French, French speaking Canadian students learning English, English speaking American students learning French or Spanish, Franco-Americans learning French, Filipinos learning English in the Philippines, children of Belize in Central America learning English, and students in Finland learning English.

From the beginning of this line of theory and research, integrative motivation was held to be a superior support for language learning. Lambert & Gardner (1972) mention Mowrer's theory suggesting that language

acquisition is motivated by a desire to be like valued members of the family and, later, of the whole linguistic community. Taking into consideration that motivation is apparently necessary for the child to learn his first language, Lambert & Gardner hypothesized that the same kind of motivation should apply for second language learning. Lambert & Gardner (1972) argue that an individual acquiring a second language adopts certain behavior patterns which are characteristic of another cultural group and that his attitudes towards that group will at least partly determine his success in learning the new language. His motivation to learn is thought to be determined by his attitudes towards the other group in particular and towards foreign people in general and by his orientation towards the learning task itself.

In the introduction of their book Lambert & Gardner (1972) insist on the importance that attitudes and orientations have in the process of learning a second language, contrasting their position, as social psychologists, to the ones adopted by linguists such as Carroll, for whom aptitude might account for the individual to individual variability in achievement in language study. They state that when the social setting demands it, people master a second language no matter what their aptitudes might be.

They add that learning a second language in a bicultural setting could have various effects on different language learners. For some, the experience might be seen as enjoyable and broadening. For others, especially minority group members, it could be taken as an imposition, and learning the language would be accompanied by resentment and ill feeling. In certain circumstances, the learner might be anxious to develop skill in another group's language as a means of getting on the inside of another cultural community in order to exploit, manipulate, or control, with personal ends only in mind.

The approach used by Lambert & Gardner (1972) in the studies they presented consists of testing or measuring a reasonably large sample of students and examining the relationships among all by using a large number of measures. The resulting correlation matrices were factor analyzed in order to discover through the patterns of intercorrelations the major dimensions or underlying factors that account for the correlations. By including measures of language aptitude, intelligence, attitudes, motivation, and second language achievement, they were able to determine the effects of motivational variables, for example, on achievement relative to the influence of language aptitude and intelligence.

Oller & Perkins (1978a) criticize the measures used in the research on motivation and its effects on second

language learning. They point out that the research on the effects of affective variables generally depends on measures with questionable claims to validity. They argue that in a self-report attitude questionnaire, the approval motive takes on a peculiar importance. If the subject answers questions partly on the basis of what he believes are the socially desirable responses, certain non-random effects can be predicted. Another possible source of non-random variance might be a "self-flattery tendency"; the subject would answer the traits and beliefs he thinks are desirable. A third source of non-random variance might be the tendency to be consistent in views expressed.

Their hypothesis is that the variance common to language proficiency measures and affective measures may be due to intelligence and language proficiency. Oller & Perkins suggest that variance in verbal intelligence may produce variance in language proficiency, and both variables may produce variance in affective measures.

To validate these three potential sources of extraneous variance and their hypothesis, three studies by Oller, et al. (1977, 1978a, 1978b) and one more by Teitelbaum, Edwards & Hudson (1975) are discussed to show negative correlations between affective variables and language proficiency.

In this line of research Jamault (1973) in his study investigated the influence of both language background and socioeconomic status on student attitudes in learning a second language. More specifically, the study was designed to find what influence these two factors had on student motivation, interest in general objectives, the degree to which students felt at ease with basic skills and the level of satisfaction students derived from basic skills in the acquisition of a second language. A two-way analysis of variance was performed to determine the significance these two factors, language background and socioeconomic status, had on student attitudes to learning a second language.

Results of these analyses showed that multilingual subjects expressed more favorable attitudes to learning a second language than subjects from monolingual background. In every analysis, multilingual subjects rated much higher on motivation, interest in objectives, degree of ease and satisfaction with various skills in second language learning. Subjects from low socioeconomic status, regardless of language background, expressed more positive attitudes towards learning a second language than subjects from middle or high socioeconomic levels.

Going back to Oller's article (1978a), Gardner (1980) responds to the mentioned article on the validity of affective variables in second language acquisition. He states (p. 256):

'Since they provide no evidence at all of the degree of overlap between affective measures used in studies of second language acquisition and measures of an approval motive, self-flattery, or response set, such explanations must of course remain simply interesting and provocative'.

Then Gardner mentions some studies by Gardner, et al. (1977, 1979, 1959, 1972, 1976), where empirical evidence for their positive correlations between motivational factors and language achievement can be found. To explain the theoretical interpretation of the roles played by attitudes and motivation in second language learning Gardner refers to Lambert (1963, 1967, 1975). Besides, Gardner presents empirical data which deal directly with the question of the relationship between affective variables and second language achievement, explaining the figures obtained in the different correlations. He considers three reasons for the discrepant results which he characterizes as statistical, contextual, and conceptual. The statistical reason for the inconsistencies, Gardner says, resides in the fact that, in any investigation we are concerned with estimating population values from sample ones. The contextual reasons for the inconsistencies would explain them in terms of the different social contexts underlying the two sets of studies. The conceptual reason for the negative or null results of the studies discussed considers many of the differences to be due to how the concept, affective factors, is viewed and measured.



Oller (1982) replies to Gardner (1980). This reply has two major purposes: 1) The position defended by Gardner has never been under attack; it has always been assumed that affective factors *must* play a significant role in the acquisition of any language. 2) To try to clarify that it is the *measurement* of affective variables which has been questioned (not their existence, not their relationship to learning a second language).

Oller states that the demonstration that a correlation exists between responses to the AMI (Attitude Motivation Index) and learning FSL is not even directly relevant to the question about the validity of the affective measures themselves. He insists in this article on the validity or not of these affective measures.

Gardner & Glikzman (1982) reply to Oller (1982). Gardner in his reply considers three types of validity referred to in typical measurement textbooks, predictive validity, content validity and construct validity, as they relate to their measures of attitudes and motivation.

In between the discussion on the validity of the measures used in second language acquisition and motivation, Gardner (1979) goes further in his research on integrative and instrumental motivation. He suggests a link between integrative motivation and additive bilingualism, and between instrumental motivation and subtractive

bilingualism. In a number of studies, Gardner found that success or failure in learning French in Canada was associated with whether students wanted to become part of French culture, as opposed to just learning French for instrumental reasons. With regard to the superiority of integrative motivation, it is by no means clear that this is supported by the empirical evidence, since contradictory results have emerged from studies in different contexts. Gardner believes that the variation seems meaningful given the nature of the community, since the samples come from different contexts.

In the same line of research, Lukmani (1972) designed a study to test whether Marathi-speaking high school students in Bombay were integratively motivated to learn English and whether their motivation scores were related to proficiency in English. Their attitudes towards the Marathi and English-speaking Indian communities were also determined as an indirect measure of their cultural leanings. In addition, their self-concept was tested to determine the measure of their self-satisfaction. The results showed that Marathi-speaking high school students (all female), from non-westernized families, were instrumentally motivated to learn English and that instrumental motivation scores correlated significantly with English proficiency scores. The higher their motivation to use English as a means of career advancement, etc., the better their English language scores. The results

showed as well that the two communities, both the Marathi and English-speaking communities, were their reference groups for different areas of their life, and saw themselves as based in their own community but reaching out to modern ideas and life-styles. Integrative motivation showed no correlations with English proficiency in this study.

Gardner & Smythe (1975) interpret their research carried out in seven regions across Canada on motivational variables associated with the acquisition of French as a second language. They also investigate the effects of "incentive programs". Their aim is to attempt to determine whether these programs do in fact improve students' motivation. A third aspect involves a series of interchanges between educators and researchers to try to improve communication between the two groups.

They insist in this article on the independence of language aptitude from motivation. They state: 'French achievement is related to two independent factors, language aptitude and motivation'. Learners have two ways to achieve proficiency in a second/foreign language through aptitude or through motivation, but one can go further with both aptitude and motivation. Gardner (1985) adds that undoubtedly many factors operate in the development of second language proficiency, but language aptitude and motivation are the only two individual differences which

have been well documented to date as being implicated in the language learning process.

They classify attitudes and motivation as follows:

a) "group specific attitudes", b) "course related characteristics", c) "motivational indices", and d) "generalized attitudes". All together, attitudes and motivational indices, form a whole body called by Gardner & Smythe "motivational characteristics". *Group specific attitudes* refer to the attitudes of the learners towards the ethnic groups which speak the language being learned. *Course related characteristics* refer to the student's attitudes as well. They state that a student integratively motivated would perceive the French class more positively. The student lacking an integrative motive might tend to perceive the same situation more negatively. The former might appear to be outgoing and cooperative and actually enjoying the class, whereas the latter might be somewhat more apathetic. *Motivational indices* involve the learner's reasons for studying French, the amount of effort he is willing to expend in learning (motivational intensity), and his desire to learn French. *Generalized attitudes* are variables not directly related to the target language community or the course of instruction. A successful second language learner would be interested in foreign languages, non-ethnocentric, non-authoritarian and non-machiavellian (have little tendency to manipulate others).

The theoretical model proposed by Gardner & Smythe (1975) suggests that the cultural milieu in which the individual lives will have an effect on the development of a series of attitudinal/motivational characteristics and their potential relationship to the second language learning situation. The milieu furthermore could influence the extent to which a student's language aptitude relates to achievement. That is, if the cultural milieu is such that all students are expected to learn a second language then a major determinant of a student's level of achievement would be his cognitive skills. If, on the other hand, second language acquisition is not expected, one might hypothesize that motivational differences might moderate the relative contribution of language aptitude. The types of skills acquired, furthermore, might be expected to be influenced by the language acquisition context.

Gardner, Smythe, Clément & Glikzman (1976) present some results of a three year longitudinal study of students at five grade levels learning French as a second language. This paper is organized around four central themes: a) *Second language achievement: the role of attitudes and motivation*, b) *Language drop-outs: the role of attitudes and motivation*, c) *Classroom behavior: the role of attitudes and motivation*, d) *Inter-ethnic contact and attitude change*.

In order to clarify the relative importance of language aptitude and motivation in second language acquisition, Gardner et al. (1976) have focused directly on the immediate correlation between each of these components and various measures of second language proficiency. The results led them to conclude that motivation is more important than language aptitude for determining individual differences in achievement in the early stages of second language acquisition. Furthermore motivation is a much more potent factor in determining who will avail themselves of extra curricular French practice than language aptitude. When comparisons were made between the measures of integrativeness and instrumentality, integrativeness was consistently a better predictor than instrumentality.

With regard to language drop-outs, they observed that the strongest relationship was obtained between the composite measure of motivation and the intention to continue second language studies. Those students who planned on continuing their French language studies were more highly motivated, had more positive evaluations of the learning situation, had a higher interest in learning foreign languages, obtained somewhat higher grades in French, and reported that their parents encouraged them in their French language studies. Gardner and his colleagues conclude that another major function of the integrative motive is that it provides students with the necessary

motivation to persist in their second language studies whereas students without this motivational support will tend to drop out of the language programme.

To test the hypothesis that integratively motivated students will also be more active than non-integratively motivated students in the second language classroom, two studies were conducted. For both studies, the basic attitude/motivation questionnaire was administered in the first week of classes and then two raters entered the classroom to independently observe and record the behaviors of the students for the duration of the term. During each class session, integratively motivated students volunteered to answer questions more often than non-integratively motivated students. The data for the number of correct answers reveal exactly the same pattern. Inspection of the results of the number of positive reinforcements each student received during each class not surprisingly reveals the same results. It is quite clear that the integratively motivated students are much more active in French class; they participate more than non-integratively motivated students. It seems quite likely the integratively motivated student is much more interested in learning French and seizes every opportunity to work and learn. The greater amount of effort and interest shown by the integratively motivated student results in his making many more correct answers in class and subsequently getting more positive reinforcement from the teacher. This process appears to be

operating to maintain both the behavior and the positive attitudes of the integratively motivated student.

Gardner et al. (1976: 209) state:

'The results of our studies indicate that integratively motivated students were more active in class than non-integratively motivated students. Therefore, if non-integratively motivated students could be encouraged to behave in a manner inconsistent with their attitudes, their beliefs and attitudes would undergo a change. Specifically, if teachers were to use positive verbal reinforcement to encourage participation in class of non-integratively motivated students, these students would of necessity modify their attitudes to be consistent with their more active behavior in the classroom. This change in attitudes should be accompanied by an increase in their level of motivation, and subsequently an improvement in their level of achievement'.

A major implication of a theory of second language acquisition stressing the importance of both motivation and aptitude follows from the fact that motivation can be changed much more readily than aptitude. Such a theory consequently suggests the possibility of increasing the student's second language achievement by altering his motivation. Gardner et al. (1976) suggest that one approach to altering motivation might involve changing a student's attitude toward the second language group thus increasing his motivation to acquire the second language. In Canada different exchange programmes or bicultural excursions have been designed in order to improve learner's attitudes towards the other community speaking the target language with different results. Taken together these results suggest that frequent contact was more important in terms



of its effects on attitudes than merely participating in the exchange or the excursion. Passively visiting the other culture as an observer seems to have only minimal effects.

During this decade many studies on motivation and its effects on second language acquisition have been carried out in diverse settings, and the new contributions on this field made by Oller and other scholars enhanced the findings on attitude and motivation and its effects on second language learning.

1.6.2.3 Review of literature on motivation and its effects on second/foreign language acquisition in the 80s and early 90s

It can be said that in the 80s the harvest is gathered with regard to research on motivation and its effects on second language achievement. Gardner (1985) summarized the major empirical and theoretical trends on this area, and suggested directions that future research might take.

Gardner has been primarily responsible for the continued development of a validated battery of testing instruments, the "Attitude/Motivation Test Battery" (ATMB: Gardner, 1985; Gardner, et al., 1979), which has stimulated a large number of empirical studies, together with attempts to synthesize the results of such studies into a revised model which Gardner now calls the socio-educational model (Gardner, 1979, 1980, 1985, 1988).

Gardner's socio-educational model considers four distinct components: the social milieu in which language training takes place, the individual difference variables (intelligence, language aptitude, anxiety, and motivation), language acquisition contexts, and linguistic and nonlinguistic outcomes, and indicates how they might interact with and affect one another. Besides, it stresses

the idea that languages are unlike other school subjects in that they involve learning behavior typical of another cultural group, so that attitudes towards the target language community will at least partially determine success in language learning. Having been elaborated considerably, the model differentiates among cultural beliefs arising from a social milieu, motivation as a source of individual differences in language learning, formal and informal learning situations, and linguistic and nonlinguistic outcomes. These elements of the model are considered to be causally linked, on theoretical and empirical grounds (Gardner, 1985). As suggested by Au (1988), the socio-educational model can be evaluated with reference to five hypotheses:

- 1) The integrative motive hypothesis: an integrative motive will be positively associated with second language achievement.
- 2) The cultural belief hypothesis: cultural beliefs influence the development of the integrative motive and the degree to which integrativeness and achievement are related.
- 3) The active learner hypothesis: integratively motivated learners are successful because they are active learners.
- 4) The causality hypothesis: integrative motivation is a cause; second language achievement, the effect.

5) The two-process hypothesis: aptitude and integrative motivation are independent factors in second language learning.

The degree to which empirical studies support these hypotheses is controversial, as we have seen. Three attempts have been made to synthesize research findings, by Oller (1981), Au (1988) and by Gardner himself (1985). Criticism of the model has focused on the integrative motive hypothesis and the causality hypothesis. With regard to the superiority of integrative motivation, it is by no means clear that this is supported by the empirical evidence, since contradictory results have emerged from studies in different contexts.

The results obtained by Gardner (1985: 62-83) and his colleagues demonstrate that, by and large, there are significant correlations between aspects of the integrative motive and proficiency in the second language. Nevertheless, Au (1988) states that 'the notion that integrative motive is a unitary concept is very much an untested notion'. Gardner (1988: 105-6) in his reply to Au says:

'the integrative motive is a hypothetical variable, and the expectation is that individuals who are integratively motivated, other things being equal, will probably be motivated to learn the language, will probably have positive attitudes toward the other community, will probably view the language learning situations positively, will probably seek opportunities to practice the language, etc...'

In relation to cultural beliefs Au (1988) says:

'Because little effort has been expended to define what constitutes a cultural belief, this hypothesis is very much an untested notion'.

Gardner (1988) replies that many examples have been given to define what constitutes a cultural belief and he quotes Gardner (1979: 195):

'... it is proposed that the social milieu gives rise to many expectations in the minds of teachers, parents and students concerning the entire second language acquisition task. A student resident in a community where bilingualism is an expected part of his cultural heritage will have and will encounter cultural beliefs which are of a different order from those of a student resident in a community where unilingualism is the norm'.

Gardner (1979) did contrast mean correlations in bilingual vs. monolingual communities between measures of language aptitude, motivation, and French classroom anxiety on the one hand, and objective measures, French grades, and oral proficiency indices on the other.

Clément & Kruidenier (1983) investigated the effects of ethnicity, target language, and milieu on the development of different orientations to language study, and concluded that they had profound effects on different orientations. Their results indicated that those can vary from community to community in consistent ways.

Gardner, Lalonde & Pierson (1983) also attempted to assess the effects of cultural beliefs on attitudinal/motivational characteristics by assessing students' beliefs about their own and university administrators' views concerning the importance of learning French. This is not, however, a direct test of the proposition in that it focused on the students' perceptions, and investigated individual differences in them. It thus did not concern consensual beliefs in the community.

The third hypothesis in Gardner's socio-educational model, the active learner hypothesis, mentioned by Au (1988), maintains that integratively motivated individuals are more successful at learning a second language because they work harder to do so. Au (1988) argues that studies relevant to this hypothesis all suffered from one serious methodological weakness: the level of L2 proficiency has never been controlled- rendering the confirming evidence weak. Moreover, the question of cause and effect has not been addressed by these studies.

Gardner (1988) replies that the active learner hypothesis was suggested by Gardner (1983) as an alternative to Krashen's (1978) concept of the affective filter, and he states: 'That is, rather than to assume that integratively motivated individuals somehow find it easier to take in linguistic material, it seemed more parsimonious to hypothesize that they simply put more of themselves into

the language learning task'. Gardner (1988: 113) in his reply to Au (1988) adds:

'The argument is that the integrative motive facilitates second language acquisition because individuals so motivated are more active in learning the language, and the data support this hypothesis... The general results are that integratively motivated students tend to be more active in learning the language and tend to be more proficient in a second language'.

The causality hypothesis is the fourth one, cited by Au (1988), and it maintains that integrative motive causally affects L2 achievement. Au says that it is extremely doubtful that the LISREL (Linear Structural Analysis) results demonstrate empirical causal relationships. Gardner (1988) explains that in causal modeling, the indication of cause is in fact the regression of one class of variables on another. In the studies in which Gardner employed this technique, the attitudinal/motivational measures have been taken before the measures of language proficiency, therefore, Gardner (1988) says that it makes sense to regress proficiency on the attitudinal/motivational characteristics as causes of proficiency.

Some researchers, such as Burstall, Jameson, Cohen and Hargreaves (1974, cited in Gardner & Clément, forthcoming publication) have proposed that success in learning a second language might actually be the cause instead of the effect of favourable attitudes and high levels of

motivation. A similar hypothesis is presented by Strong (1984), who examined the relationship between integrative motivation and acquired second language proficiency among a group of Spanish-speaking kindergartners in an American classroom. The results lend support to the notion that integrative attitudes follow second language acquisition skills rather than promoting them. It appeared that the faster learners were able to progress without an overt desire to identify with Anglo children. Furthermore, the children who were more inclined to play with and befriend Anglo children seemed to derive no measurable language learning advantage from this orientation.

On the contrary, Gardner's (1985) review of the extensive literature assessing the modification of attitudes as a result of participating in various second language programs indicates 'no support for the notion that achievement influences the nature and amount of attitude change' (p.99).

The last hypothesis, reported by Au (1988), related to Gardner's socio-educational model of second language acquisition is the two-process hypothesis. It maintains that linguistic aptitude and integrative motive are two independent factors affecting L2 proficiency. Au states that conflicting evidence exists in relation to this hypothesis. Linguistic aptitude measures sometimes relate to integrative motive measures, and in other studies do



not. Gardner (1988: 117)) in his reply to Au says: 'Although Au refers to this as an hypothesis, it seems better considered as a generalization based on fairly consistent findings'. In the many-factor analytic studies that have been conducted in which the relationship between measures of language aptitude and attitudes and motivation have been investigated, the two sets of variables have been found to be relatively independent.

Au (1988) also argues that the concept of the social milieu proposed in the socio-educational model permits *post hoc* explanations for the ambiguous results obtained in many of the studies linking attitudes and motivation to second language achievement, which makes the model itself intestable.

Gardner & Clément (forthcoming publication) respond extensively to this problem. They make a distinction between second and foreign language situations. Without direct contact with the second language speaking group, they say, at least two contextual aspects may influence the student's achievement: a) the second language learning situation, including the course itself and the teacher, and b) the role of the parents in supporting the learning efforts of their children. Empirical research has shown a positive relationship between the student's perception of parental encouragement and motivation to learn a second/foreign language, as well as between motivation and

the student's perception of the second/foreign language learning situation.

Apart from the influence of the learning situation and parental encouragement, students learning a second language in an environment where the second language group is not available may benefit from the indirect contact afforded through mass media as well as the sporadic contact permitted through travel, going abroad or contacting foreigners in their own country.

When the second language group is available in the community, parental influence and the learning situation remain important but, in conjunction with structural characteristics, one of which is the relative political power of the first and second language speaking groups. It seems evident that increased political power and recognition have, by themselves and together with a demographic representation, a positive effect on the maintenance of a language and the extent to which that language will be learned by other ethnolinguistic groups.

A survey of various forms of bilingual education (Hamers & Blanc, 1988, cited in Gardner & Clément, forthcoming publication) shows that the outcomes of bilingual education are a function of status of the learners and of the extent of their control over the schooling system. Members of majority groups are more

likely to be more successful in developing bilingual competence, and less likely to suffer social and cognitive deficits than are members of minority groups.

Cummins (1979, 1984a, b, cited in Gardner & Clément, forthcoming publication) and Cummins & Swain (1986, cited in Gardner & Clément, forthcoming publication) argue that subtractive forms of bilingualism can be avoided to the extent that the family and school milieux are consistent in affording children social support and education in their first language and culture. They state as well that a second language will be learned properly to the extent that an individual attains a minimal level of fluency in the first language.

Most of the available evidence and theorizing on the influence of the structural context on second language acquisition hinges on the distinction between the relative status of the learner group and target language group. Clément (1986, cited in Gardner & Clément, forthcoming publication) reports that for both majority (from Quebec) and minority (from Ontario) French Canadians, a strong association is found between frequency and pleasantness of contact with anglophones and proficiency in English. In fact, social-psychological models of second language acquisition (Clément, 1980, cited in Gardner & Clément, forthcoming publication; Gardner & Smythe, 1975; Schumann,

1978a) have all hypothesized that inter-ethnic contact is an important determinant of second language achievement.

Clément, Gardner & Smythe (1980) conducted a study to investigate the effects of social factors on motivational aspects of second language acquisition. Indices of attitude, anxiety, motivation, personal contact with anglophones, fear of assimilation, intelligence, and achievement were obtained from 223 grade 11 francophone students from Montreal. Results of a factor analysis of the data suggested that self-confidence with English develops through the individual's opportunity for contact with members of the second language community. Moreover, motivational intensity, as well as the frequency of use of English outside the classroom were related to two factors, the integrative motive and self-confidence with English. Furthermore, threat to ethnic identity loaded negatively on the integrative motive dimension.

Gardner, Lalonde & Pierson (1983) conducted a study with 140 students enrolled in one of two first year university French courses in a unilingual anglophone city. Linear Structural Relations analysis (LISREL) was used to examine the adequacy of a causal model of second language acquisition. The model under investigation linked cultural beliefs, attitudes, motivation, situational anxiety, and prior achievement to proficiency in a second language. The results supported a socio-educational model of second

language acquisition where proficiency in a second language was seen to be caused directly by prior achievement and motivation. Prior success does result in differences in attitudinal and motivational attributes associated directly with the acquisition of the language. It appears that this is due to the reinforcing aspects of the programme and not the proficiency alone. Motivation was found to be caused by attitudinal variables which, in turn, were influenced by cultural beliefs. There is a clear causal link between the cultural milieu as reflected in cultural beliefs and attitudinal precursors to motivation.

In the middle and late 80s Gardner et al. (1985, 1987, 1989) investigated second language attrition, and retention, related to social factors and motivation. In the first study (1985) a loss of speaking and understanding skills as a function of attitudes as students with less favourable attitudes and motivation evidenced significant language loss in these skills. In terms of language use, a significant loss was found in speaking skills for the low use group but not the high use group. Language use was found to be independent of attitudes.

Two studies carried out in 1987 by Gardner et al. investigated the nature of second language skills lost by English speaking students in a French as a second language course over the course of the summer vacation. The results verified the main hypothesis that oral proficiency declines

after a short period of time. The statistical analysis of some individual grammatical elements showed that the most recently learned structures are more likely to be affected by loss than others. A causal modelling analysis showed nonetheless that attitudes and motivation were implicated in second language acquisition and retention, the latter primarily because motivational variables determine the extent to which individuals will make use of the second language during the summer period.

Gardner et al. (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 results are slightly different from other studies. There is a clear link between aptitude and French achievement in that subjects who enter the course relatively more proficient in French than their classmates have higher levels of aptitude and perform better at the end of the programme. The link between motivation and language proficiency is less direct, but is nonetheless evident. The integrative motive factor, which represents a configuration of attitude, motivation and anxiety measures, does not share variance in common with indices of French achievement as a unit, but it does with the behavioral intention to continue French study. Maybe the failure of any clear, direct relationship between attitudes and motivation to be demonstrated in this study suggests that the opportunities for interaction coupled

with high levels of motivation among all students deflates the level of association.

Ramage (1990) investigated the predictive ability of motivational and attitudinal factors in continuation of foreign language study beyond the second level among high-school students in two different geographical areas in the U.S. The results of the study indicate that motivational and attitudinal factors in addition to grade level and course grade successfully discriminate between continuing and discontinuing students. It should be pointed out that Ramage does not make a distinction between integrative and instrumental motivation, but between intrinsic and extrinsic motivation.

*a possible para example was it*

*agreed to be used as*

Interest in culture and in learning the language thoroughly- including reading, writing, and speaking it- distinguished continuing students from discontinuing students. Based upon these findings, profiles of continuing and discontinuing students were constructed and recommendations are made for interventions that may promote the type of intrinsic interest in language learning indicated by continuing students.

Among these recommendations Ramage indicates a) the possibility of changing the two-year college requirement to a proficiency requirement, evaluating proficiency in terms of communicative ability orally and in writing rather

than in terms of mastery of grammatical structures; b) to break away from the notion that foreign language study is only for those who are college bound; c) to offer a wider range of languages, and d) the teaching strategies should be as follows: first of all 'tasks in which we involve our students should focus on natural and normal communication' (Rivers, 1976), and secondly, the feedback we provide for our students should respond to their competence in communicating meaning.

Dörnyei (1990), from the University of Budapest, investigated the components of motivation in foreign language learning. It was assumed that the results obtained in second language acquisition are not directly applicable to foreign language situations. A motivational questionnaire was developed and administered to 134 learners of English in Hungary, with the aim of defining the relevance and characteristics of integrativeness and instrumentality in foreign language learning, as well as to locate other motivational components. Based upon the results, a motivational construct was postulated consisting of 1) an Instrumental Motivational System, 2) an Integrative Motivational Subsystem, which is a multifaceted cluster with four dimensions, 3) Need for Achievement, and 4) Attributions about Past Failures. The results also indicated that in mastering an intermediate target language proficiency, the Instrumental Motivational Subsystem and Need for Achievement especially, play a significant role,



whereas the desire to go beyond this level is associated with integrative motives.

Dörnyei is one of the few scholars who has studied motivation in a real foreign language situation: Hungarian students learning English. She has drawn a model that she believes may apply to FLL in general. The results of her study showed that instrumental motives significantly contribute to motivation in FLL contexts. She says that integrative motivation was found to contribute to motivation in foreign language learning as well, considering the following components as constructs of integrativeness: a) interest in foreign languages, cultures, and people; b) desire to broaden one's view and avoid provincialism; c) desire for new stimuli and challenges; and d) desire to integrate into a new community. As I see it, construct (a) may be integrative or instrumental depending on the subjects to whom you administer the questionnaires, if the subjects are teenagers probably this construct may be considered as integrative, but if the subjects are businessmen, in my opinion, it should be considered as instrumental. I do not see constructs (b), (c) as integrative, neither do I see construct (d) as integrative because when individuals do not know the speakers of the other community how can motivation be considered as integrative?

The study lacks the possible correlations between FLL motivation and achievement. Dörnyei investigated exclusively the components of motivation in foreign language learning. She suggests further research on "need for achievement" and "attributions about past failures", two components widely discussed in general motivational psychology but generally ignored in second language acquisition research.

To sum up this section that reviews the literature on motivation and its effects on second/foreign language acquisition in the 80s and early 90s, it could be said that the interest in this field of investigation has increased among researchers. Apart from the continuing research that is being done in different Canadian universities, other scholars have joined this field, such as Au (1988), Crookes & Schmidt (1989), Dörnyei (1990).

New techniques to measure the data such as the LISREL (Linear Structural Analysis), that provides causal paths for a causal model, have been validated; the researchers have taken into consideration the cultural beliefs arising from a specific social milieu and studied their effects on motivation; studies on second language attrition and retention, related to social factors and motivation, are carried out; and finally linguistic and non-linguistic outcomes are considered, indicating how they might interact and affect one another.

## 1.7 Summary and conclusions

This chapter was intended as a theoretical framework to the case study that constitutes the main body of this thesis, the aim of which is to analyze the possible correlations between foreign language acquisition and motivation, and to support the generalizations made by research evidence. To undertake this kind of research an extensive reading on second and foreign language acquisition, as well as on motivation and its effects on second/foreign language acquisition, was needed in order to know the state of the art in this field.

In this first chapter I tried to summarize the most relevant research carried out in the field of motivation and its effects on second/foreign language acquisition before presenting the case study. Nevertheless, some points needed to be clarified before a review of the literature on motivation was made, such as the use of the terms "acquisition" and "learning". It was stated that both terms would be used indistinctly in this thesis. But apart from this, it was thought that a distinction between second and foreign language acquisition should be devised, that is why a section was devoted to this subject; the aim of which was to point out the differences between second and foreign language acquisition considering mainly the setting where

the learning of the target language occurs as the main factor since the subjects in the present case study were studying English as a foreign language, and that they were acquiring the target language mainly in the classroom the role of the teacher was given special consideration, and a complete section was devoted to language teaching.

The main body of this theoretical framework is attached to motivation and attitudes in psychological terms on the one hand, and, on the other, to motivation and its effects on second/foreign language acquisition. The research on motivation and its effects on second language learning is mainly developed in Canada, even though Gardner & Lambert (1972) conducted studies in different settings and with a variety of subjects in order to replicate and validate their findings. They have been categorizing students as integratively oriented and/or instrumentally oriented, though even in their studies integrative motivation only accounts for less than 30%, as Gardner says in a personal communication. However, as shown in this chapter, their findings present clear correlations between motivation and second language achievement in the diverse settings where their research was carried out.

The interest in this topic can be measured not only by the number of studies that have taken place, but also by the discussions that have risen around motivation and its effects on second language acquisition. As a matter of

fact, Oller & Perkins (1978a) criticize the measures used in the research on motivation and its effects on second language acquisition. Gardner (1980) replies to them by giving evidence of the reliability of the measures being used in his studies.

Au (1988) criticizes Gardner's socio-cultural model. Criticism of the model has mainly focused on the integrative motive hypothesis and the causality hypothesis. Gardner (1988) replies to each question in Au's article, justifying his replies with the reliable findings of Gardner and Gardner's et al. research based on empirical tests.

Other scholars have recently joined this field of investigation, such as Dörnyei (1990), who studied motivation and its effects on foreign language learners; Crookes & Schmidt (1989), who related motivation to language teaching; and Lysynchuk, who is studying teacher and student variables affecting second language learning, focusing especially on attitudinal and motivational variables.

Following the review of the literature on motivation and its effects on second language acquisition, the second chapter of this thesis will be devoted to the case study carried out in Barcelona with secondary school students learning English as a foreign language. Variables related

to learners' motivation and their effects on learners' English language achievement have been computerized in order to evaluate if the findings accord with the generalizations made in section 1.6.1 about attitudes/motivation and their effects on learners' foreign language achievement.

## CHAPTER 2

# THE ROLE OF MOTIVATION IN FOREIGN LANGUAGE ACQUISITION. A CASE STUDY IN BARCELONA

### 2.1 INTRODUCTION

The purpose of this second chapter is to analyze the effects of motivation on foreign language acquisition and to investigate the possible factors that might affect student's motivation. Therefore, an empirical study with students of Secondary Schools in Barcelona was carried out, which will be presented and analyzed in this chapter.

Chapter 2 includes 12 sections. The first sections (2.1, 2.2, 2.3 and 2.4) deal with the purpose and the scope of the investigation. They state: the hypotheses; the aims of this research; and the object of study.

Section 2.5 with its subsections gives an account of the sample (students, teachers and schools) and the reasons for their choice.

Section 2.6.1 explains how the data were collected and section 2.6.2 with its subsections provides the descriptions of the tests.

A seventh section (2.7) is devoted to the explanation of the instruments which have been used in this empirical research as well as the procedures which have been followed to apply them.

The eighth section (2.8) concerns the limitations that the present study holds.

Section 2.9 focusses on the qualitative analysis of the data. All students' tests (1986-87 and 1989) have been studied from this point of view, except the ones related to the students' ideal and actual English teacher that have been analyzed in section 2.10.

Section 2.10 with its subsections relates to the preliminary observations of the tests (frequencies). All students' tests (1986-87 and 1989) have been studied from this point of view.



Section 2.11 with its subsections contains the main part of this chapter: the quantitative analysis of the 1986-87 and 1989 students' tests, performed with the raw scores and with the standardized scores.

Finally, the conclusions that can be drawn from the empirical study are presented in the last section (2.12).

## 2.2 HYPOTHESES

The present study proposes to examine the influence of motivation on students' foreign language achievement. Several research questions are suggested. First, the correlation between motivation and foreign language acquisition needs to be explored.

Secondly, motivation in foreign and second language learning settings might play a different role. If the terms 'integrative motivation' and 'instrumental motivation', coined by Gardner and Lambert, are taken into consideration, might affect similarly to both second language learners and to foreign language learners?

Thirdly, as pointed out in Chapter 1, does motivation affect attitudes or do attitudes affect motivation in a foreign language learning setting?

Fourthly, in order to examine the relationship between motivation and the learner's foreign language achievement, it is important to examine the predictors of foreign language achievement. Are the better predictors student variables (e.g. attitude, motivation) or social and instructional ones, or both together? May foreign language learner's motivation be fostered by the teacher in the classroom? Do instruction and other teacher variables affect performance directly? Should other individual

variables such as the learner's socio-cultural background affect motivation and consequently learner's foreign language acquisition?

These questions may suggest the following hypotheses:

a) correlations between motivation and foreign language acquisition may be shown in this case study, as they have been shown in the preceding research;

b) instrumental motivation plays a very much more important role in foreign language acquisition than integrative motivation does;

c) attitudes towards the speakers of the target language do not especially affect foreign language learner's motivation nor learner's foreign language acquisition either. Nevertheless, motivation might affect attitudinal behaviors towards the learning situation;

d) motivation may be an important predictor of foreign language acquisition, so variables that could foster motivation, such as the English teacher should be considered when learning takes place mainly in the classroom;

e) another variable to be considered as well is the student's socio-cultural background that might play a very important role in the process of learning a foreign language.

The educational models of second language learning state that instruction and other teacher variables affect performance directly. The social psychological models say that second language achievement is mediated by one's attitude and motivation towards studying the target language. In my opinion, foreign language achievement may be mainly affected by motivation towards studying the target language but, at the same time, teacher variables would considerably affect learners' motivation and learners' attitude towards studying the target language. My hypothesis is in between both models, that is to say instruction and other teacher variables would not affect performance directly but learners' motivation and their attitudinal behavior, so as a consequence of positive attitudes towards the learning situation, positive change score in students' foreign language learning would be achieved. But if the students present negative attitudes towards the learning situation their change score will be low or negative.

### 2.3 AIMS

The purpose of the present study, as stated before, is to examine the influence of motivation on students' foreign language achievement. First, the students' English proficiency needed to be explored. An English proficiency test was administered to the students on two occasions in October/ November 1986 and May 1987. The changes which occurred from the pre-test to the post-test will be reported.

Secondly, the students' motivation needed to be tested as well. For this purpose a questionnaire on motivation was administered to the learners in May 1987; the same test contained questions on the students' socio-cultural background, students' knowledge of languages, foreign language learning strategies and foreign language learning difficulties. In order to examine the relationship between students' motivation and their foreign language achievement, it is important to examine the predictors of foreign language achievement on the one hand, and the predictors of motivation on the other. I want to see in both cases if the better predictors are the students' socio-cultural variables, their knowledge of languages, the students' learning difficulties, their learning strategies,

or the instructional ones (ways of teaching, teacher's personality).

To know which are the better predictors of foreign language achievement a first analysis will be performed, taking the students' English proficiency as the dependent variable and as independent variables: students' motivation, knowledge of languages, socio-cultural background, learning difficulties and learning strategies. In a second analysis students' motivation will be taken as the dependent variable and as independent variables: students' socio-cultural background, knowledge of languages, learning difficulties and learning strategies. The way of teaching will be evaluated, in both analyses, through the motivational variables that contain this construct.

#### **2.4 OBJECT OF STUDY AND VARIABLES**

To confirm my hypotheses a longitudinal study was designed. First year B.U.P. students of four schools in Barcelona and its surroundings were tested during the school year 1986-87 on the following variables: a) oral and writing English language proficiency, b) motivation, c) socio-cultural background, d) self-evaluation of understanding, speaking, and writing first, second and

foreign languages, e) self-evaluation of English language learning difficulties, f) learning strategies, g) exposure to English language.

Two years later, in 1989, the same students, except some who discontinued their studies or changed to another school, were administered another test on attitudes and motivation in order to examine if their motivational degree had suffered any variation. The students were tested on the following variables: a) attitude, b) instrumental motivation, c) integrative motivation, d) parental attitudes, e) classroom anxiety. Their English proficiency was measured by their English school grades.

To confirm the possible correlations between learner's motivation and instruction and/or other teacher variables, students were administered questionnaires to obtain the description of the ideal teacher of English- way of teaching and personality questions were performed.

The same questionnaire on the students' actual teacher was also administered, to compare the actual teacher with the ideal teacher of English, considering that the teachers who were more similar to the 'ideal' one would be the ones who motivate more easily their students.

The English teachers of the four schools in the case study were administered a) the same questionnaire administered to the students about their teacher's

personality and way of teaching, and b) a personality test (16 PF, Institute for Personality and Ability Testing, 1972, Illinois). The use of the 16 PF was thought necessary in order to have a more accurate portrait of the teachers' personality that may influence considerably on the students' motivation.



## 2.5 THE SAMPLE

### 2.5.1 THE STUDENTS. The reasons for their choice

The subjects of the present case study were students of 1st year B.U.P., in Secondary Schools in Barcelona and its surroundings, at the starting point of this research. The students were 14-15 years old. All of them were bilingual; nearly 100% of the students stated they could understand, speak and write Catalan and Castilian. Four schools with a varied socio-cultural background were chosen for the study. One of them was a girls' school and the other three were mixed. The physical conditions of the schools and the classrooms were dissimilar, and the students received different approaches to English. The students' English proficiency level was different between the groups because some of them have been studying English for more than four years, others for three or four years, and some of them started studying English that year. On the other hand, some students attended English lessons out of school, and a few of them have been to English speaking countries.

The dissimilarity in terms of socio-cultural background was chosen on purpose in order to see how the milieu might influence learner's motivation and foreign language acquisition, but the dissimilarity in the students' English proficiency was not expected to be so

great because all the students were in their first year of B.U.P. so their level of English was supposed to be similar. When the choice of the subjects was carried out several questions were taken into consideration. For instance, does the socio-cultural background play a role on the learners' motivation?, might the teacher's personality and his/her way of teaching influence his/her students' motivation?, were the students with a high English proficiency level more motivated than those with a low English proficiency level?, could stays in an English speaking country motivate the English foreign language learners?. And finally, is there in the pilot study a significant correlation between motivation and English learning/ acquisition?. Are the most highly motivated learners the ones who increase more significantly their proficiency scores?. To answer all these questions a varied sample of subjects was needed in order to make a reliable analysis of the conditions that could affect more the learners' motivation.

As said before, the students' English proficiency level was not similarly distributed at the starting point of the pilot study that is the reason why the change of the students' English proficiency scores was measured using a pre-test (last week of October and 1st week of November, 1986) and a post-test (3rd and 4th week of May, 1987), instead of only measuring their final scores of English proficiency.

In the Autumn 1986 pilot study, 155 students were administered an English proficiency test in their own schools. The same English proficiency test was replicated with the same subjects in Spring 1987, also in their schools. This time a questionnaire to evaluate motivation, and other individual factors was administered as well. In the Spring pilot study 13 students were missing, which made a total of 142 subjects, but 5 of them did not take the Autumn questionnaires, which means that a total of 137 students were included in the research. These 137 students were distributed in terms of school and sex in the following way:

TABLE 1			
	Males	Females	Total
SCHOOL CR	19	19	38
SCHOOL EP	18	17	35
SCHOOL JM	0	33	33
SCHOOL MP	14	17	31
All subjects	51	86	137

The following diagrams show the students' distribution by school and by school and sex.

# SUBJECTS PERCENT DISTRIBUTION BY SCHOOL

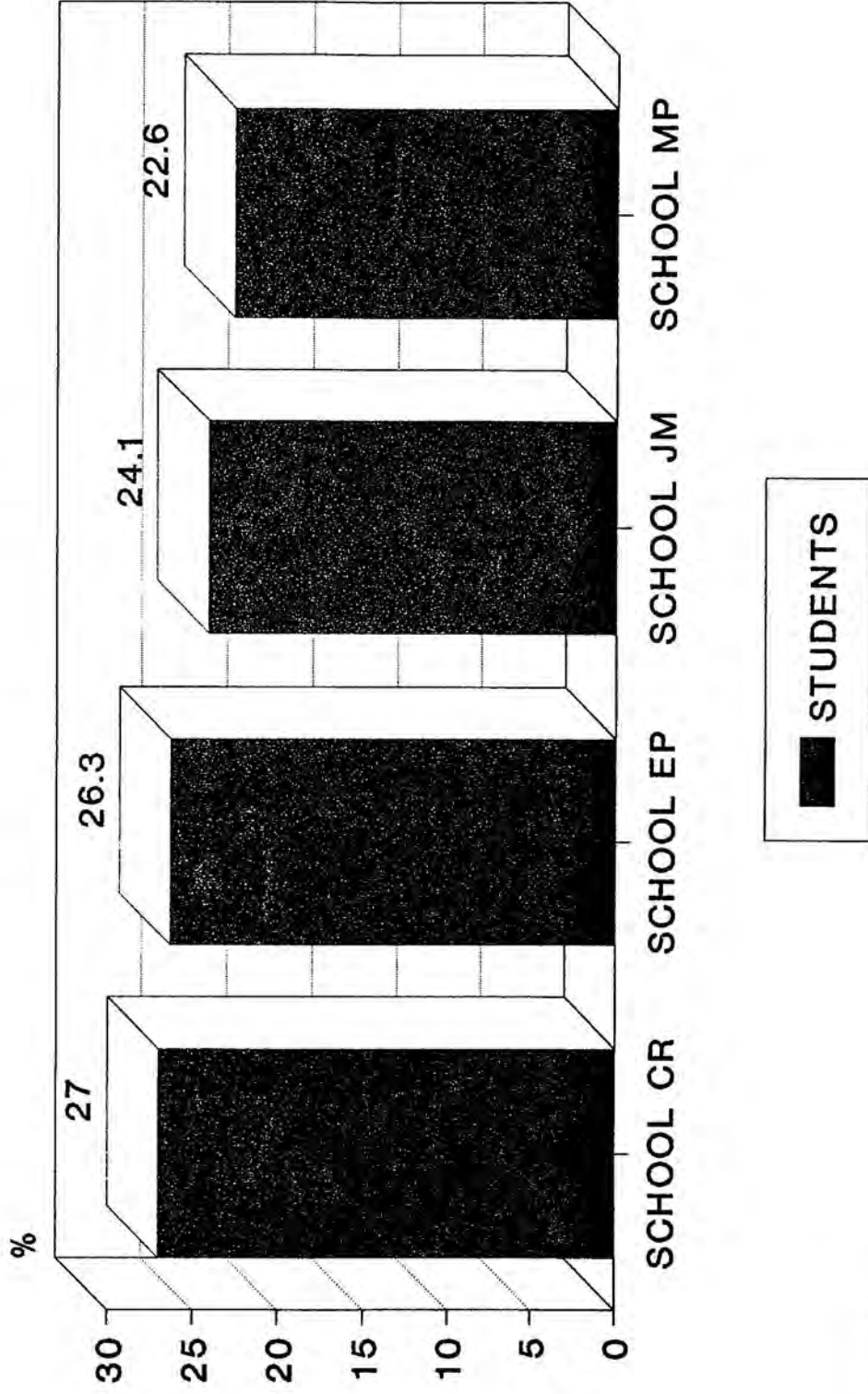


DIAGRAM 1

# SUBJECTS PERCENT DISTRIBUTION BY SCHOOL & SEX

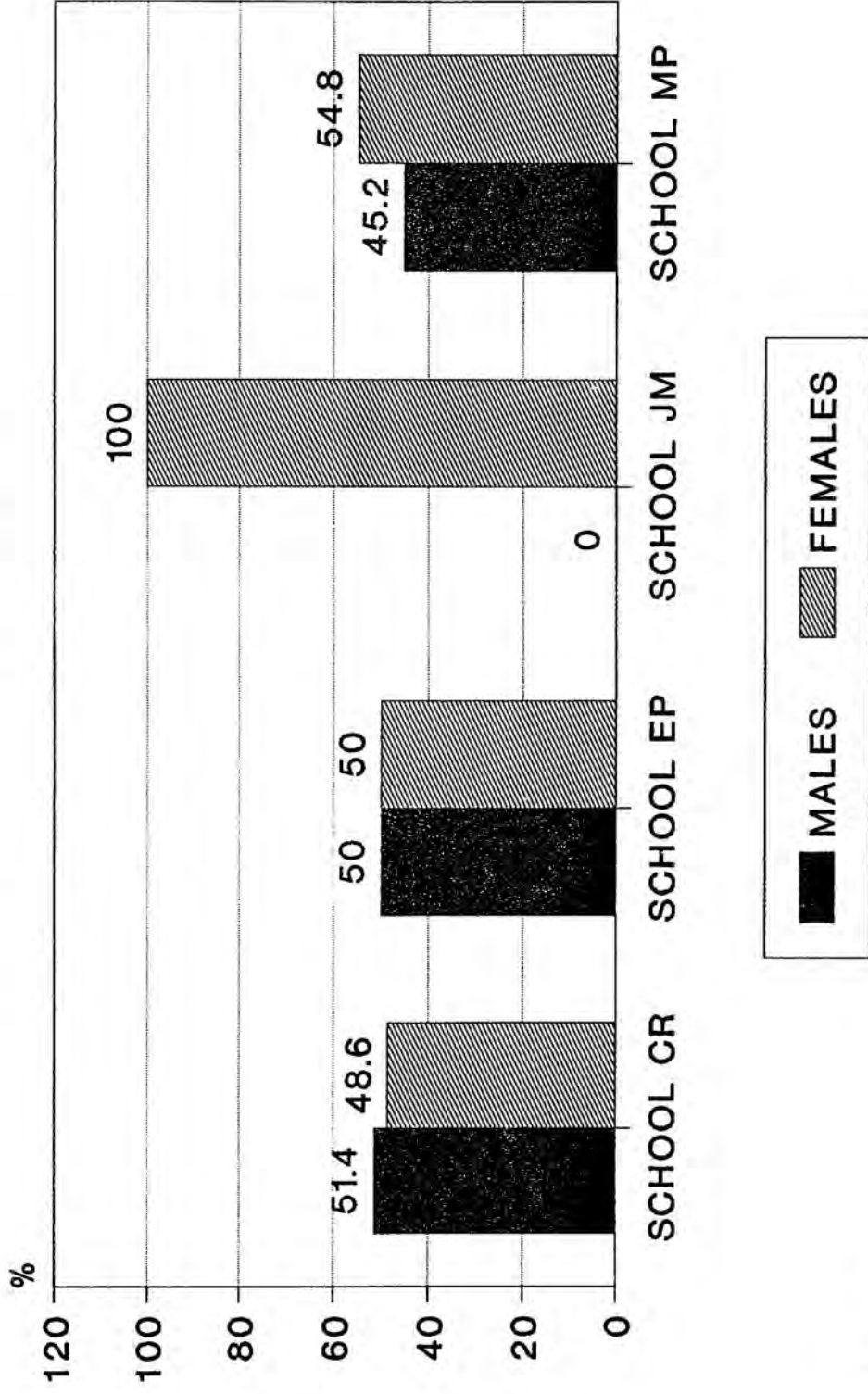


DIAGRAM 2

## 2.5.2 DESCRIPTION OF THE SCHOOLS

School CR is a private school subsidized by the Catalan Government, attended in 1986-87 by students whose parents were workers and middle-lower class. The school is situated in a not very well-off area of Barcelona, where immigrants and Catalan people live. The students' education measured by parents degrees, number of books at home and newspapers at home, was very low.

Students in school EP came mainly from worker and middle-lower class families. The school is a Government school, it is situated in El Prat del Llobregat, in the outskirts of Barcelona. The area is quite poor, and the most dominant origin of its inhabitants is Andalucia. The majority of the students were born in Barcelona but their parents or grand-parents were immigrants. These students' cultural background was very low, similar to the ones in school CR.

School JM is a private school, attended by upper-middle and middle class students. This is the unique school in which there were only girls. The school is placed in one of the best well-off areas in Barcelona. The girls' cultural- background is the highest of the four groups,

taking into consideration the parents' degrees, books at home, stays in English speaking countries, etc.

School MP is attended by students who come from middle class families. The school is a Government school, situated in a well-off area in Barcelona. The students' cultural-background is quite high.

## 2.5.3 STUDENTS' SOCIO-CULTURAL BACKGROUND DISTRIBUTION

PARENTS' EDUCATION	SCHOOL CR		SCHOOL EP		SCHOOL JM		SCHOOL MP	
	FATHER	MOTHER	FATHER	MOTHER	FATHER	MOTHER	FATHER	MOTHER
UNIVERSITY	00.0	00.0	00.0	00.0	75.8	48.5	41.9	25.8
SECONDARY SCHOOL	23.7	07.9	17.1	05.7	93.9	93.9	77.4	45.2
PRIMARY SCHOOL	94.7	94.7	91.4	85.7	100.0	100.0	100.0	100.0
NO SCHOOL	05.3	05.3	08.6	14.3	00.0	00.0	00.0	00.0
BOOKS AT HOME	SCHOOL CR		SCHOOL EP		SCHOOL JM		SCHOOL MP	
0 - 100	39.5		51.4		03.0		06.5	
100 - 500	50.0		40.0		24.2		25.8	
500 -1000	05.3		05.7		48.5		41.9	
+ 1000	05.3		02.9		24.2		25.8	
NEWSPAPERS EVERY DAY	13.2		22.9		72.7		71.0	
1 A WEEK	42.1		45.7		24.2		22.6	
1 A MONTH	15.8		20.0		00.0		00.0	
NEVER	26.3		08.6		03.0		06.5	



TABLE 2

YEARS STUDYING ENGLISH	SCHOOL CR	SCHOOL EP	SCHOOL JM	SCHOOL MP
THIS YEAR	38.5	30.6	00.0	16.1
1-4 YEARS	56.4	61.1	36.4	54.8
+ 4 YEARS	05.1	08.3	63.6	29.0
STAYS IN ENGLISH SPEAKING COUNTRIES	00.0	00.0	33.3	03.2
ENGLISH LESSONS OUT OF SCHOOL	53.8	16.7	42.4	19.4

As shown in table 2, students attending schools JM and MP belong to middle and upper-middle class families. A 75.8% of the students' fathers in school JM had college degrees, as well as a 48.5% of the students' mothers. A 42% of the students' fathers in school MP attended colleges and a 25.8% of the mothers as well. In contrast, none of the students' parents in schools CR and EP had university degrees. On the other hand, some of the students' parents in schools CR and EP did not attend any school. Even though this question was not explicit in the test, the statistics show specific percentages of no answers in schools CR and EP when asking about parents attending primary schools, which are computed as 'no school', because those students when filling up the test stated that their parents did not attend any school and were told not to answer this question.

The number of books at home and the frequency of daily newspapers they receive at home are other relevant indicators of the students' education. The table shows that the students in schools CR and EP had a lower number of books at home than the students in schools JM and MP. 51.4% of the students in school EP, for example, said they had less than 100 books at home, whereas only 3% of the students in school JM stated they had less than 100 books at home. 25.8% of the students in school MP said to have more than 1000 books at home, while only 2.9% of the

students in school EP and 5.3% of the students in school CR stated the same. '

More than 70% of the students in school JM received newspapers every day, contrasting with the low 13% of the students in school CR who stated that they had daily newspapers. On the other hand, 26.3% of the students in school CR said they never had newspapers at home, while school JM had a very low percentage of students- 3%, who never received papers at home.

The above variables are thought to be relevant for the students' motivation and consequently for their English language change scores, as well as the variables related to the students' exposure to English language, such as years they have been studying English, if they have been in English speaking countries or if they attended English lessons out of school.

As shown in table 2, the students in school JM are the ones who had more exposure to English because 63.6% of them have been studying this language for more than four years on the one hand, and on the other, 42.4% of them have been taking English lessons out of school, and 33.3% of these students have been in English speaking countries. In contrast, less than 10% of the students in schools CR and EP have been studying English for more than four years, none of them have ever been in any English speaking

country, only 16.7% of the students in school EP said they attended English lessons out of school, but more than 50% of the students in school CR confirmed that they attended English lessons out of school, which is the highest percentage between the four schools in the present case study, probably because nearly 40% of these students started studying English that year. The percentage of the students for whom that was their first year of English was the following: School CR 38.5%, EP 30.6%, School JM 0%, School MP 16.1%. This is one of the variables that should be taken into consideration when analyzing the results of this case study because it could considerably affect the students' change scores as well as motivation.

#### 2.5.4 THE TEACHERS <sup>1</sup>. The reasons for their choice

There was no special reason for choosing those teachers for this study, they were only chosen as a consequence of them teaching English in the selected schools at that time. Considering the teacher as a hypothetical important variable on the students' motivation, the learners' teachers were also included in

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<sup>1</sup> The teachers descriptions are taken from the questionnaires filled in by them.

this research. That is the reason why a description of each teacher will be performed in the following lines because the way of teaching and the teachers' personalities will be fundamental variables to be taken into account in the present study.

The English teacher at school CR in 1986-87 is a 33 year old lady. She has a college degree in English Philology. She has made 8 three-week-stays in English speaking countries. She has been teaching English as a foreign language for eleven years to students of B.U.P. and C.O.U. She usually attends courses and conferences related to English language teaching. The textbook used in her 1st B.U.P. class is *Starting Strategies* by B.Abbs & I.Freebairn, Longman, 1977.

Her approach to the teaching of English is communicative; she states that she uses the textbook for 75% of her delivery to her students. She usually speaks English in class, and always prepares new materials and activities to supplement the textbook. She uses audiovisual materials. She makes the students work in pairs or in groups in each class. Both aural and written production are emphasized. The students read three 'readers' a year. Sometimes the students are given a piece of homework to be done at home. She always keeps a diary of her class. She says that she usually administers English proficiency tests

to her students to follow their English language achievement.

In 1989, the students in school CR had two different teachers during the same school year, who could not have been contacted, and of whom there are no descriptions.

The English teacher at school EP in 1986-87 is a 33 year old man. He has an English Philology degree. He has made more than 10 stays in English speaking countries. He has been teaching English as a foreign language for 9 years to students of B.U.P. and C.O.U. He states that whenever there are courses and conferences related to second and foreign language acquisition in Barcelona he always attends them. The book he uses in his 1st B.U.P. class is *Starting Strategies* by B.Abbs & I.Freebairn, Longman, 1977.

His approach to the teaching of English is communicative; he uses the book for 75% of his delivery to his students. He says that he always speaks English in class. He usually prepares new materials and activities to supplement the textbook. The aural production is more emphasized than the written production. Audio materials are always used in the classroom and at home by the students, but they never watch video in his classroom. The students work in group or in pairs very often. They have to read 6 'readers' a year. He always keeps a diary of his class. He states that he never tells his students when they have to

take a proficiency test, even though they are administered proficiency tests from time to time.

In 1989 the English teacher at school EP is a 31 year old lady. She has an English Philology degree. She has made 10 stays in English speaking countries. She has been teaching English for 12 years. She says that she does not attend courses or conferences related to foreign language teaching very often. The textbook used in her 3rd B.U.P. class is *Developing Strategies* by B.Abbs & I.Freebairn, Longman, 1980.

Her approach to the teaching of English is communicative. She says she does not follow the textbook very much and that she supplements it with new materials and activities, using audiovisual materials. Students are encouraged to produce both aural and written materials, nevertheless the teacher says that she has great difficulties to make her students speak English. The students read from 3 to 6 'readers' a year, and they have pieces of homework to be done at home from time to time. The students are administered English proficiency tests quite often. The teacher always keeps a diary of her class.

In 1986-87 the English teacher at school JM is a lady in her mid-fifties. She has an English Philology degree. She has made 18 stays in English speaking countries. She has been teaching English for 30 years to students of

B.U.P. and C.O.U. She says that she rarely attends foreign language teaching courses or conferences. The textbook used in her 1st B.U.P. class is *The Cambridge English Course, 2*, by M.Swan & C. Walker. Cambridge University Press, 1985.

She practices a **grammar/traditional approach** in her class; she says that she uses the book for 75% of her delivery to her students. She often speaks English in the classroom. She states that from time to time she prepares new activities for her students. The students do not read any English book. They often have to do some homework. They have to write more than to speak in the classroom. She says that she keeps a diary of her class. The students are administered English proficiency tests quite often.

The English teacher at school JM in 1989 is a 47 year old lady. She has an English Philology degree. She has made 10 three-week-stays in English speaking countries. She has been teaching for 25 years to students of B.U.P. and C.O.U., but teaching English as a foreign language for 18 years. She says that she usually attends courses and conferences related to foreign language acquisition. As a textbook she uses *Headway* by J. & L. Soars, Oxford U.P., 1986.

Her approach to the teaching of English is a mixture of **grammar- centered and communicative approach**. She states that she uses the textbook for 50% of her delivery to her



students, always supplementing it with new materials and activities, and using audiovisual materials (especially video). The students usually work in group in class. They have to read from 1 to 3 'readers' a year, and usually have homework to do. They are administered English proficiency tests quite often. The teacher usually keeps a diary of her class.

The teacher of English at MP school in 1986-87 is a 42 year old lady. She has a Romance Philology degree. She has been in English speaking countries for 5 months. She has been teaching foreign languages for 18 years (English as a foreign language for 10 years) to primary and secondary-school learners. She says that she always attends courses and conferences related to second and foreign language acquisition. The book used in her class of 1st B.U.P. is *Project English 1*, by T. Hutchinson, Oxford University Press, 1985.

Her approach to the teaching of English is learner-centered. She states that she uses the textbook for 50% of her delivery to her students. She always speaks English in class. She always prepares new materials and activities to supplement the textbook. She uses audiovisual materials quite often. The students do project-work in pairs or in group in the classroom, but they usually have to work on their own at home because they need more time to complete their projects. Both aural and written production are

emphasized in the classroom. The students have to read from 3 to 6 English 'readers' a year, but some of them use to read more than 6. From time to time the students are administered English proficiency questionnaires in order to test their English language achievement, but they are never told in advance in order to avoid the feeling of the 'exam'. The teacher always keeps a diary of her class.

In 1989 the English teacher at school MP is a 44 year old man. He has an English Philology degree. He has been in English speaking countries for two and a half years, and he has been teaching English as a foreign language for 17 years to students of B.U.P. and C.O.U. He says that he always attends courses and conferences related to second/foreign language acquisition. The textbook used in his 3rd B.U.P. class is *Project English 3*, by t. Hutchinson, Oxford University Press, 1987.

In his approach to the teaching of English this teacher tries to make learners interact with the target language as much as possible, giving the students as much input as possible. It could be said that he is using a 'Krashian approach' to English, but always conducting himself towards the students. The language used in the classroom is English. He says that he uses the textbook for 50% of his delivery to his students, preparing from time to time new materials and activities, using audio-cassettes very often and video-cassettes sometimes. The students read

from 1 to 3 'readers' a year, and always have some homework to do. They are administered English proficiency tests quite often. The teacher says that he never keeps a diary of his class.

## **2.6 METHODS, TECHNIQUES, INSTRUMENTS**

### **2.6.1 DATA COLLECTION**

**Tests 1986-87: a) English Proficiency Test**

**b) Motivation Test**

The English Proficiency Test was administered twice, firstly in the Autumn term and secondly in the Spring term to the same subjects. The Motivation Test was administered only once in Spring together with the English Proficiency post-test. The examiner was the same for schools CR, JM and MP. In school EP the examiner was the students' English teacher.

The students were all given the same instructions in Catalan or Castilian, depending on the language spoken by the majority of the students in each school, before they started to fill the test up. Firstly they were told that the test was not an examination, and would not affect their school scores at all. The students were told, as well, that it was part of a study of a PhD and that in Spring they would be administered the same test in order to see their English language improvement.

Then they were instructed in the way of answering the questionnaire (see Appendix) as follows:

. Section A) 01 they had to tick the nouns and to put a circle round the verbs.

. Section A) 02, 03, 04, 05, and 06 the students had to underline the correct items.

. Sections B), C) and D) the students had to choose and to tick the correct answer.

. Section E) they had to write the name of each object in the pictures.

Finally, they were told that they had 15 minutes to do so.

The second part was the aural and oral test. The students were tested one by one in each school. These tests were performed in the English seminar or in a room where there was nobody else except the examiner and the student. The student was told in Catalan or Castilian that the oral test had two parts, then the instructions for the first part were given. The examiner explained the student that s/he would be told 6 sentences to be matched with 6 pictures the student had in front of him/her, the sentences would be told only once and s/he had to point out the right picture for the given sentence. The time allowed for this exercise was 40 seconds.

After this, the student was shown a piece of paper with 12 pictures, and s/he was told in Catalan or Castilian that s/he had 60 seconds to answer the question 'what's this?' for each picture. The examiner pointed out the pictures one by one, and the student had to say what the picture was. This part of the test was recorded, but as previously stated, it was not analyzed for the present study.

In Spring the same procedure was used to test the students, but that time they had a second Questionnaire on Motivation. Firstly they were given the English Proficiency Test under the same instructions given in Autumn. On completion of the English Proficiency Test the Questionnaire on Motivation was administered, and they were asked to answer sincerely all the items. They were told once more that this was part of the same PhD and that their contribution was an essential part of it. On the other hand, they were told that their English teachers would only have the global results some time later, and this made them feel more confident. They had 10 minutes to answer the questionnaire.

The oral tests were performed on a separate day following the same procedures used in Autumn.

**Students Tests 1989:**

- a) **Adapted Attitude/Motivation Test Battery**  
(Gardner, 1985) by M.B.
- b) **Ideal English Teacher Test** by M.B.

**Teachers Tests 1989:**

- a) **Way of Teaching and Personality Test** by M.  
Bernaus
- b) **16 PF (Personality Factors)** by R. Cattell

In Spring 1989 a second Test on Motivation was administered to the same subjects in the same four schools. Before the students filled up this questionnaire they were given some results of the 1986-87 tests, and then the instructions to complete the new questionnaire were given. In section A they had to tick all the statements they agreed with. Section B had a multiple choice format and the students were told to choose and to tick only one answer, the one they agreed more with. Section C contained a scaled list of adjectives related to their English teacher personality, they had to tick the rating in the scale that reflected their 1986-87 English teacher's personality.

While the students undertook those tests none of their teachers were present in the classroom to enable the students to feel less inhibited. They had 20 minutes to answer the Motivation Test. The examiner was the same person for the four schools.

Once they had completed the Attitude/ Motivation Test Battery, they were administered a new test about the Ideal English Teacher, and they were told that the purpose of this test was to have a portrait of the ideal English teacher, always for the same study. The test had two parts, the first one contained the same list of adjectives they had in the preceding test, but this time they were not graded; the students had to write 'B' (good) or 'M' (bad) for each adjective according to their feelings and opinion about the personality of a good or a bad English teacher. The second part of the test included statements about the way of teaching that were graded, and the students were told to tick the answers that they considered would fit better the ideal English teacher. 10 minutes were given to the students to answer this last test.

The students' English teachers were asked to answer two questionnaires about their Way of Teaching and their Personality. They completed them at home following the instructions given, and the questionnaires were then returned by post.



The same questionnaires about the students' actual English teacher (1989) was administered to the students and teachers in 1990 in order to see the differences between the students' teacher (1987) and the students' teacher (1989).

## 2.6.2 DESCRIPTION OF THE TESTS

The students in the present case study were administered four tests at different times:

- a) English Proficiency Pre and Post Test (1986-87)
- b) Motivational Test (1987)
- c) Attitude/ Motivation Test Battery (1989)
- d) Ideal English Teacher Test (1989).

The teachers were administered two tests:

- a) Way of Teaching and Personality Test
- b) 16 FP (Personality Factors).

### 2.6.2.1 Description of the English Proficiency Test (M. Bernaus)

No other English proficiency test model was followed to perform this test. Foreign language teaching experience and, especially, the advice given by my thesis Director

(Dr. M. Teresa Turell) were the sources of strength for the test to be developed. Students' accuracy in writing and speaking English were to be tested in a way that the data could be processed easily, for this reason a multiple choice test was performed.

The aural test presented six pictures to be matched with the sentences that the teacher read to the student. English comprehension was tested. A second group of twelve pictures were drawn in order to make the students produce some specific English sounds, but this second part was not processed for the present study.

The writing English proficiency test had five sections:

- . Section A tested morphology
- . Section B syntax<sup>1</sup>
- . Section C functions
- . Section D reading comprehension
- . Section E vocabulary and spelling.

The instructions to answer each item of the test were given in Catalan in order to avoid any confusion. These five sections plus the aural part of the test covered all the scope that was thought necessary for a student of 1st

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<sup>1</sup> This section contains too many distractors

year BUP to be able to understand and to produce writing and aural and oral English at a beginners level.

The proficiency level required for the students to answer the questionnaire was a beginners level because some students start studying English in 1st BUP and this level was thought appropriate for all the students to answer the test.

To know the extent to which the results of this proficiency test could be considered consistent or stable, its reliability coefficient was estimated by the Kuder-Richardson formula 21 (K-R 21). The reliability coefficient of this test is .92 which indicates that 92 percent of the variation in observed scores was due to variation in the true scores and only the remaining 8 percent cannot be accounted for and is considered error.

Test validity is another quality for a good test that should be taken into consideration. According to Brown (1988) there are three ways to look at the validity of a test: content validity, construct validity, and criterion-related validity.

To establish the content validity of a test, items would be written for all the elements in approximately the proportions that they are considered to be important to the students' English proficiency. In my opinion, content

validity of the English proficiency test (1986-87) is established.

According to Brown (1988), to demonstrate the construct validity of a test, the researcher can administer the test to a group of students with different English proficiency levels. If the students with a higher English proficiency level obtain higher scores than the students with a lower English proficiency, the construct validity of the test is established. The students in the present case study had different proficiency levels between schools; the results show that those who had higher English proficiency levels obtained higher scores in the English pre-test and post-test, and the students who presented a lower English proficiency at the beginning of the school year obtained lower scores in the English post-test as well, which I consider establishes the construct validity of the test.

As Brown (1988: 104) says, the criterion-related validity is a subset, or variation, of the construct validity. The demonstration of criterion-related validity usually involves setting up an experiment in which the subjects take two tests: the test being developed and a well-established test of the construct involved. Then the correlation coefficient between the two sets of scores is calculated and the degree to which they go together is determined. A validity coefficient of .91 for example, would indicate a strong relationship between the two sets

of scores. The criterion-related validity was not established in the present case study.

#### 2.6.2.2 Description of the Motivation Test (M.Bernaus)

This motivation test was developed to be correlated with the English proficiency test in order to see how motivation may affect or not the students' English language acquisition. To perform this test I relied on the observation of students' attitudinal behaviors and students' motivation, so the test is mainly based on personal observation and teaching experience. In spite of the lack of references, its reliability coefficient, estimated by the Kuder-Richardson formula 21 (K-R 21), is remarkably high, presenting a reliability coefficient of .98. Construct validity of the test was proved because subjects from different socio-cultural background and with different degrees of motivation were tested, which consolidates its construct validity.

The questionnaire was written in Catalan in order to make the questions as clear as possible. The first part of the test was aimed to include the socio-cultural background of the students, for this reason questions such as parents' school degrees, number of books at home, daily newspapers at home, English papers or magazines at home, were performed (section A, questions 2, 3). In the same line of the students' education, other questions related to second

and foreign languages knowledge (Catalan, Castilian, French and others) were designed, and inquiries more specifically related to the students' exposure to English as a foreign language were performed as well, such as taking English lessons out of the students' own school or attending English language courses in English speaking countries, and years devoted to English language learning (section A, question 1; section B, questions 1, 2, 3).

Three questions were attached to students' English language learning difficulties (section D, questions 1, 2, 3). Students' learning improvement was self-evaluated by themselves in section D, questions 4, 5, and the last part of the test was connected with learning strategies (section E, questions 8, 9, 10).

Questions related to motivation constitute the main body of this test, but no specific questions on integrative motivation were performed. The questions were formulated in a way that students did not realize they were tested on motivation, and they were not told the purpose of this test before filling it up. Section C contains general orientations, and considers 1) if students like studying, 2) if they like studying English as a foreign language, and 3) if they think that the knowledge of the English language is useful. The rest of the inquiries were directed to test motivation in a foreign language situation, in a classroom setting, because all of them are connected with the English



teacher's approach, and the students' appraisal of it and of their own English language improvement. Questions such as 'do you like your English Textbook?' (section E, 1), 'how many English readers have you read during this school-year?' (section E, 3), 'how often does your English teacher prepare extra activities apart from the ones in the textbook?' (section E, 4), 'does your English teacher's approach make the English lessons attractive?' (section E, 5), or 'does your English teacher approach make you feel engaged with your classroom mates and with English learning?' (section E, 6) are all very closely related with motivation that can be developed or reduced depending on the way of teaching, English, in this case, as a foreign language. The last question on motivation asked the students if they were more interested in learning English at that time (Spring term) than at the beginning of the school-year (section E, 7). This question was connected as well to the way of teaching.

### 2.6.2.3 Description of the adapted Attitude/Motivation

#### Test Battery (Gardner, 1985) by M. Bernaus

The original Attitude/Motivation Test Battery by Gardner contains the following appendixes: A.1 *Attitudes toward French Canadians, Interest in foreign languages, Attitudes toward European French people, Attitudes toward learning French, Integrative orientation, Instrumental orientation, French class anxiety, Parental encouragement;* A.2 *Motivational intensity, Desire to learn French, Orientation index;* A.3 *Semantic differential assessments of my French teacher and my French course.*

The statements in Appendix A.1 are presented in the Likert scale format, going from 'strongly agree' to 'strongly disagree'. In Appendix A.2 items are displayed in a multiple choice format. Appendix A.3 shows a list of adjectives related to the French teacher and to the French course in the Likert scale format.

In 1989 I translated into Catalan and adapted the Attitude/Motivation Test Battery by Gardner in order to be administered to Catalan subjects. It contains 3 main sections, section A presents different statements, but not in the Likert scale format like in the model. In this case the students directly tick the statements with which they

agree without taking into consideration the intensity of their agreement because it was thought easier to be computed in this way. This section expects to measure: 1) attitudes towards learning English (from question 01 to 21); 2) parental encouragement (from question 22 to 29); and 3) English class anxiety (from question 30 to 34). The statements are taken from Appendix A.1 of the Attitude/Motivation Test Battery.

Section B aims to measure students' motivational intensity. The statements are presented in a multiple choice format, following Gardner's model (Appendix A.2). As I saw it this format showed no problems to be computed and that is the reason why the same format was followed.

The last part of section B (question 19) does not follow the multiple choice format, as said before, and it contains 9 statements with the same format as the ones in section A. Six of these statements are related to integrative motivation (b, c, d, f, g, i). They are taken from the Attitude/Motivation test battery, Appendix A.1.

Section C consists of a list of 28 adjectives that may describe students teacher's personality. They are presented in a kind of scale with 4 grades, the students tick the one that expresses better their feelings. The reason why 4 grades were chosen instead of 7 like in the Likert scale was because it was thought that it could be computed more easily. This was considered an important part of the test

because it was to be related to another questionnaire about the ideal teacher of English, comparing later on the results of both tests.

#### 2.6.2.4 The Ideal English Teacher Test (M. Bernaus)

The Ideal English Teacher Test consists of two parts: Part A contains a list of 28 adjectives that may portray the ideal English language teacher, depicted by students of English as a foreign language. Part B includes 20 items that may describe the ideal way of teaching English as a foreign language. The questionnaire was completely written in Catalan in order to avoid any confusion.

The first part of the present test has exactly the same format as Section C in the adapted Attitude/Motivation Test Battery (Gardner, 1985), described in 2.6.2.3, for this reason part A of this test will not be described here. Even though there was a small difference that should be pointed out, the intensity of the adjectives in this test was not graded as in the attitude/motivation test battery because the gradation was not thought necessary for the description of an 'ideal person'. When you personalize you may be more accurate than when you think about an 'abstract ideal teacher', for this reason the students were asked just to write 'good' or 'bad' for each adjective.

The reason why the same list of adjectives and the same format was chosen was due to the fact that the 'ideal

English teacher' was to be compared with the students' actual English teacher, and to do so, the same personality measure was needed.

Part B contains 20 items related to the 'way of teaching English'. 90% of the statements are graded using the following words: always, usually, seldom, or never. In this part of the test students should consider for example, if a good teacher is the one who makes them listen to the cassette always, usually, seldom, or never. The gradation was considered necessary in this part to make the task of answering the test easier to the students. They are not professionals of education, and for this reason the questionnaire was aimed to be performed in a very understandable way. The fact that these last questions were graded in this way made them easier to answer. Possibly many other items could be added to those 20 but the ones that were chosen were thought to be representative enough of the 'ideal way of teaching English'. The items include mainly materials, activities, and the way of teaching in general.

The reliability coefficient of this test was estimated by the K-R 21 formula, and taking into consideration the maximum scores (108) of the 48 items, the mean (60.13) and the standard deviation (23.67), the estimated reliability coefficient is 0.96.

For the same reasons expressed before about the construct validity of the other tests, construct validity of this one may be considered established as well.

#### 2.6.2.5 English teachers tests

The students' English teachers in the present study were administered two personality tests. The first test was the 16 PF (Sixteen Personality Factors), developed by R.B. Cattell and published by the Institute for Personality and Ability Testing, 1972, Illinois. The second one was the same test administered to the students about 'the ideal English teacher'. The reason why two tests on personality were administered to the teachers was because the one developed by M. Bernaus showed too clearly which were the 'good' and the 'bad' adjectives related to personality and it was thought that maybe the teachers' self-evaluation could lead to bias in the results of this last test. For this reason the 16 PF personality test was administered to be contrasted with the teacher's personality test developed by M. Bernaus.

The 16 PF personality test contains 187 items with 3 possible answers, one of which is to be chosen. The test administered to the teachers was the one adapted and translated into Castilian by TEA Ediciones, Publicaciones de Psicología Aplicada, Madrid 1978. The reliability and validity of the test has been proved extensively with different samples and conditions. It has been translated into 24 languages. It has two different forms, one for



people with primary studies and the other for people with secondary or higher studies. This last form was the one chosen for the teachers in the present study. When correcting the tests the sex of the subjects was to be taken into consideration as well.

There is no description of the Personality Test and Way of Teaching (1989) in this section, because it has already been described in section 2.6.2.4 (Ideal English Teacher Test).

## 2.7 DATA CODING. STATISTICAL MANIPULATION

**Tests 1986-87: a) English Proficiency Test**  
**b) Motivation Test**

Once the data of these tests were collected they had to be processed by means of a personal computer, and a data base for each test was created. The programme used for this purpose was DBase III Plus. The English Proficiency Test data were entered in the data base with the codes 'S' (sí=yes) for the right answers and 'N' (no) for the wrong answers. The same codes were used for the motivation test, using 'S' when the student ticked the item and 'N' when there was no tick in the item.

Later on those codes entered as characters were converted into numerical. The code 'N' was converted into '0' and the code 'S' into '1' because numerical codes can be manipulated more easily. Schools were given a numerical code (CR=1, EP=2, JM=3, MP=4) as well as sex (M=1, F=2).

The English Proficiency Test is divided in six sections (see Appendix):

Section A is related to morphology and has six subsections. Each subsection was given a grade, corresponding to the addition of the correct answers in each subsection. The maximum scores for Section A would be the following:

A01 = 12	A02 = 8	A03 = 8
A04 = 8	A05 = 8	A06 = 8

Sections B, C, D, E, F have six subsections each. Each section was given a grade, as a result of the scores obtained in each subsection. The marks for each subsection could be only 0 (wrong) or 1 (right), so the maximum score for each section was six.

Section B = 6	Section C = 6	Section D = 6
Section E = 6	Section F = 6	

By means of the SPSS/PC + programme the scores were computerized in that way and a total of 11 grades were obtained. Finally all the scores in the pre-test and post-test were added up to obtain a pre-test and a post-test English Proficiency grade per student. When correlations between the English Proficiency Test and the Motivational Test were to be made I computerized the absolute and the relative gain scores from the pre-test to the post-test by means of the same statistical package.

The variables related to motivation in the Motivation Test (see Appendix) were divided in three sections (C, D, E), as follows:

Section C 1,2,3 (values 0 or 1)

Section D 4,5 (values 0 or 1)

Section E 1,2 (values 0 or 1)

Section E 3,4 (values 0,1,2 or 3)

Section E 5,6,7 (values 0 or 2)

The maximum scores that could be obtained was 19.

In the first analyses when correlating the students' English language scores with their motivational degrees they were divided into two groups- more (from 10 to 19 scores) and less (from 0 to 9 scores) motivated students. Later on 3 groups of students were made, going from the least motivated students to the most motivated ones:

Group 1 (from 0 to 9 scores)

Group 2 (from 10 to 14 scores)

Group 3 (from 15 to 19 scores)

All was computerized by means of the SPSS/PC + programme.

**Students Tests 1989:**

- a) **Adapted Attitude/Motivation Test Battery**  
(Gardner, 1985) by M.B.
- b) **Ideal English Teacher Test** by M.B.

The **Attitude/ Motivation Test Battery** (see Appendix) was divided into two parts to code the data. The first part contains sections A and B related to attitudes, parental encouragement, English class anxiety, and motivational intensity. The second part, section C, is related to the students' actual English teacher personality. Two different data base were built by means of the programme DBase III Plus to enter the data to be processed later on. The first part of the **Attitude/ Motivation Test Battery** data were entered with the codes 'S' (si=yes) when the student ticked the item and 'N' (no) when there was no tick in the answer. For the second part of the test the graded scale of the adjectives was maintained and the data were entered with the codes A, B, C, D, corresponding to the first, second, third and fourth places in the scale.

Later on these character codes were converted into numerical codes. In section A the codes 'S' were converted

into '1' and the codes 'N' into '0'. In section B (questions 01 to 18) the codes were 0, 1 or 2, depending on the answer in each question. In question 19, section B, the codes 'S' were converted into '1' and the codes 'N' into 0.

The scores that could be obtained in sections A and B were the following:

- a) attitude towards learning (maximum 21 scores)
- b) instrumental motivation (maximum 39 scores)
- c) integrative motivation (maximum 6 scores)
- d) parental encouragement (maximum 8 scores)
- e) classroom anxiety (maximum 5 scores).

The data of the **Ideal English Teacher Test** (see Appendix) were entered as follows: the list of adjectives were coded B or M, B for good teacher and M for bad teacher. The other 20 items about the way of teaching were graded and had three or four answers. The students ticked only one of them. The codes used were A, B, C, D, corresponding to the first, second, third or fourth place.

The same as the other tests those codes entered as characters had to be converted into numerical to be processed more easily later on. The code 'N' was converted into '0' and the code 'S' into '1', the same as the codes 'B' and 'M' for the teachers personality that were converted into '1' and '0' respectively. The codes A, B, C,

D, were converted into 1, 2, 3, 4. This last change caused problems when the reliability coefficient was estimated because the items in the same test had different values. Schools and sex were given the same codes that the other tests had.

In Spring 1990 students who had different English teachers filled up the section of the Attitude/Motivation Test Battery related to their English teacher personality, and the new teachers filled up the Way of Teaching and Personality Test. They were computerized in the same way than the others, but a new data base on the second English teacher was created.

#### **Teachers Tests 1989:**

- a) **Way of Teaching and Personality Test by M. Bernaus**
- b) **16 PF (Personality Factors) by R. Cattell**

A data base for the Way of Teaching and Personality Test was made (see Appendix), in spite of the few subjects (7 teachers) that were involved in this part of the study. But these data might only be correlated with others if they were computerized. For this reason a data base with the Dbase III Plus programme was built. The codes were 'S' when there was a tick in the item and 'N' when there was no

tick. Later on, these codes were also changed into numerical codes.

The 16 PF teachers' test (see Appendix) was corrected by means of a marking grid and the results were more descriptive than quantitative, for this reason they were not computerized. These results will be compared with the other description made by the teachers themselves in the Way of Teaching and Personality Test and the portrait the students performed of their teachers in the Attitude/Motivation Test Battery.

### **Statistical Manipulation**

The SPSS/PC + programme (Statistical Package for the Social Sciences) was used for the statistical manipulation in this case study, one of the most widely used programmes for statistics. The study was started operating with descriptive statistics of each one of the tests, describing the data, by means of multiple classification analysis in which mean, median, mode, range, standard deviation, standard error, variance, degrees of freedom and significance of freedom were computerized. The procedure frequency distributions produces a table of frequency counts and percentages for the values of individual



variables and has been used to describe the tests in this study, together with tables and histograms. T-tests, analysis of variance- ANOVA-, crosstabulations, and regression analyses have been extensively used to compare the dependent variable- English proficiency- with independent variables such as sex, school, motivation, socio-cultural background, and others.

T-test compares sample means by calculating Student's  $t$  and tests the significance of the difference between the means. T-test may be used to compare two equal tests, in this case English proficiency scores have been compared in order to see the difference between the means taking into account the students' pre-test and post-test scores.

Procedure ANOVA (Analysis of Variance) performs analysis of variance for factorial designs, testing the hypothesis that the group means of the dependent variable are equal. This procedure allows us to analyze the significance of the variance and the means in the sample comparing two or more group means simultaneously. In this case study ONE WAY ANOVA and MANOVA have been used in the proficiency and motivation tests.

The procedure crosstabulations produces tables that are the joint distribution of two or more variables that have a limited number of distinct values, percentages can

be obtained as well. By means of this procedure correlations between variables can easily be obtained. English pre-test and post-test scores have been correlated with school and sex in this case study.

Multiple regression analysis was used to investigate which independent variables in the questionnaire of motivation affected more the dependent variable- English proficiency, measured as change score in some analyses, or taking the students' post-test English proficiency scores as the dependent variable in other analyses.

## 2.8 LIMITATIONS

The first limitation to be taken into consideration is the dissimilarity of the students' English proficiency level between groups, as previously stated. Since the purpose of this study is to see how motivation can affect learners' foreign language acquisition, dissimilar English proficiency level between subjects at the starting point of this study could affect the research. For this reason the change of the students' English proficiency scores from the first to the last term of the school year was measured instead of only measuring their final raw scores of English proficiency. But another problem still remains: the higher the proficiency scores were at the beginning of the year, the more difficulties students had to increase their final scores.

Nevertheless, since the students' English raw scores presented remarkable differences already in the pre-test, due to the students' different exposure to English language, no other better way than the change scores from the pre-test to the post-test was found to be correlated with motivational variables. For this reason the present research is mainly based on correlations between students' English change scores and motivational variables. Not

withstanding, students' English final raw scores and motivational variables were also correlated.

This limitation was intended to be solved by the standardization of the scores in the proficiency and motivation tests, and analyzing the standardized scores later on.

The different motivational measures used in 1987 and 1989 could be the second limitation to be considered. Measures on integrative and instrumental motivation, as well as on parental attitudes and classroom anxiety were only tested in 1989. So the first test on motivation (1987) is lacking these variables, but instead it tested students' motivation mainly related to their English classroom situation, as well as the students' education, their knowledge of languages, their English language learning difficulties and learning strategies. The first (1987) and the second (1989) motivational questionnaires mainly tested students' motivation towards language learning.

The reason of using two different measures was due to the fact that I became acquainted with the Attitude/Motivation Test Battery by Gardner and I considered it was superior than my motivational test, so I wanted to see if administering this test battery to the same subjects would establish any differences. In fact, differences were found but, in my opinion, they were not due to the different

motivational measures used, but to the change of the students' English teachers, as we will see when analyzing the data. I observed that a total correlation exists between English teacher and students' motivation, even using two different motivational measures.

A third limitation may be found in the small number of students in school EP that answered the questionnaire about their 'second actual English teacher' in 1990. Only 10 students from that school could be contacted and answered the questionnaires because many of the students had left school at that time.

Students in school CR had two different teachers in their third school year (1989) and were not able to answer that questionnaire because they said the time they had to get acquainted with a new teacher was too short for them to evaluate his/her personality and way of teaching. On the other hand, those teachers could not have been contacted in order to answer their own questionnaires either.

The small number of teachers in this case study might be another limitation to be considered.

Taking into consideration these limitations I will present and discuss the results of this case study in the following section.

## 2.9 THE RESULTS: QUALITATIVE OBSERVATIONS

### English proficiency test (1986-87)

From the pre-test to the post-test I observed that in general students obtained better results in the post-test than in the pre-test. Analyzing the results school by school I observed that students in schools CR, EP and MP improved a lot their marks but students in school JM did not make great improvements, probably due to their high marks in the pre-test. They were very good in aural and written comprehension, so it was difficult for them to improve these two parts of the test because a lot of these students had already given correct answers to these questions in the pre-test. Nevertheless, improvements could have been made in morphology, syntax and functions, but they did not show any progress from the pre-test to the post-test in this part of the test either.

Students in school CR showed a great improvement from the pre-test to the post-test in their morphology; some of the functions; vocabulary and spelling; and aural comprehension. They did not improve so much in written comprehension or syntax.

Students in school EP showed the greatest improvements in syntax, functions, written comprehension and aural comprehension. But these students did not show a significant improvement in vocabulary or morphology.

Students in school MP showed improvement in morphology; syntax; functions; vocabulary and spelling; and aural comprehension. They did not show special changes in their written comprehension, which was already quite good in the pre-test.

In the quantitative analysis (section 2.11) these results will be studied more accurately and correlations between student's English proficiency and student's motivation will be performed (section 2.11.3) in order to see if there is any significance or not.

#### **Motivation test (1987)**

The first part of the questionnaire tested student's knowledge of languages. The majority of the students stated they could understand, speak and write Catalan and Castilian. Some of the students in schools CR and MP said they could understand, speak and write French, and a few students in schools JM and EP stated the same. The majority of them agreed they were able to understand, speak and write other languages.

The second part of the questionnaire tested student's socio-cultural background. I observed great differences between schools CR and EP on the one side and schools JM and MP on the other. Students who attend schools CR and EP belong to lower social classes than students attending schools JM and MP. Out of the four schools students in school JM come from the most privileged background, whereas students in school EP are at the other end of the spectrum. For example none of the students' parents in schools CR and EP had university degrees whereas a lot of the students' parents in school JM had been to university and many of the students' parents in school MP as well.

Student's exposure to English was tested too. The students in school JM showed the greatest exposure to English, they: had stayed in English speaking countries; had studied English for more than four years; and took extra English lessons out of school. Next were the students in school CR because a lot of them took extra English lessons out of school. Students in schools EP and MP did not show a great exposure to English. Maybe as a consequence of this the students who present the lowest level of learning difficulties are the ones in school JM.

The majority of the students consider that the best way to learn English is staying in an English speaking country. Many of them state that a foreign language may be



learnt as the first language was learnt. That is to say, you learn a target language by using it.

As far as motivation is concerned the students who showed the greatest motivational degrees are the ones in schools EP and CR, followed by students in school MP. There were not many differences between all these students' motivation. But there is a great difference between the students in these three schools and students in school JM who showed very low motivational degrees specially in the questions related to their English lessons at school.

As stated above, correlations between this motivation test and the English proficiency test will be performed in order to see their significance in section 2.11.3.

#### **Adapted Attitude/Motivation test battery (1989)**

Apparently students had changed their motivational degrees from the 1987 motivation test to the one filled in by the same students in 1989.

The results of this motivation test (1989) showed that students in school JM were the ones who presented the highest degree of motivation, so they passed from the last rank in motivation in 1987 to the first one in 1989, followed by the other three schools, which did not present great differences in students' motivation between them.

The students who had the greatest parental encouragement were the ones in school MP.

As far as classroom anxiety is concerned the students with the lowest degrees of anxiety were the ones in school JM.

The results of this adapted attitude/motivation test battery will be correlated in section 2.11.5 with the students' English class grades in order to see if they are significant or not.

The results of the ideal English teacher test (1989) and the actual English teacher test (1989) will be discussed (showing their frequencies) in the preliminary observations of the results in sections 2.10.4 and 2.10.5.

The most outstanding point of this qualitative observations is that students' motivational degrees changed from 1987 (first motivational degree testing) to 1989 (second motivational degree testing) and that this change shows a clear correlation with the students' English teacher.

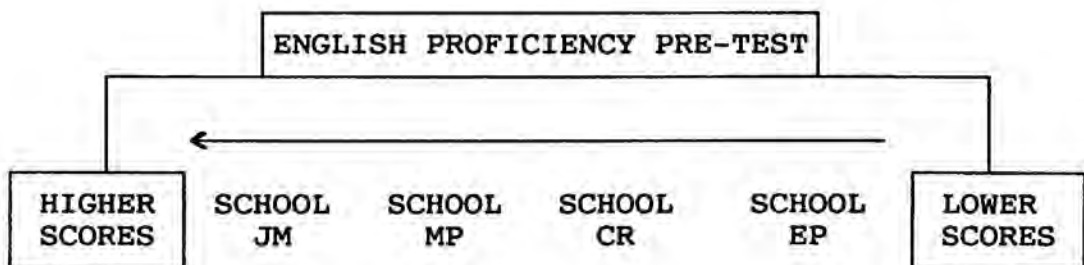
Apart from this I would also like to highlight the difference in English proficiency observed between students in school JM and students in the other three schools in

1986-87, contrasting with the similarities in the students' English class grades in 1989, when many of the students with poor grades in 1986-87 had left school or had to repeat a year and were, therefore, excluded from the study.

## 2.10 THE RESULTS: PRELIMINARY OBSERVATIONS (FREQUENCIES)

### 2.10.1 The English Proficiency Test (1986-87)

The results of the English proficiency pre-test showed clear differences between the students in school JM and the students in the other schools, the former had much higher scores than the students in schools CR, EP and MP. The students whose results in the pre-test were nearer to the ones obtained by the students in school JM were the students in school MP. The results obtained by the students in schools CR and EP were much lower than the ones obtained by the students in school JM in the English proficiency pre-test. The results obtained by the students in the English proficiency pre-test from higher to lower scores in terms of school are shown in the following diagram:



In the English proficiency post-test students in school JM still obtained the higher results but students' results in school MP were much nearer to the former, followed by students in school CR and, finally, students

in school EP. The diagram of the post-test results would be the same as the English proficiency pre-test.

Taking into consideration the change scores from the pre-test to the post-test the results differ from the above mentioned, these results would be as follows:

TABLE 3

## PRE-TEST/POST-TEST SCORE GAINS

	SCHOOL CR	SCHOOL EP	SCHOOL JM	SCHOOL MP
SCORE GAINS	number of students			
more than 10	16	11	1	12
from 1 to 9	18	13	18	15
no gains	2	5	1	1
negative	2	6	13	3
SCORE GAINS	percentage of students by school			
positive	89.47%	68.57%	57.57%	87.09%
no gains	5.26%	14.28%	3.03%	3.22%
negative	5.26%	17.14%	39.39%	9.67%

Considering the percentage of students with positive score gains from the pre-test to the post-test by school the ranking would be this one:

TABLE 4			
SCHOOL CR	SCHOOL MP	SCHOOL EP	SCHOOL JM
89.47%	87.09%	68.57%	57.57%

If score gains are taken into consideration, the positions in the ranking have changed. School JM which held first position of English proficiency scores in the pre-test and post-test, holds last place when the score gains are taken into consideration. The two first places in this ranking are replaced by school CR with 89.47% of the students in this school who gained scores from the English proficiency pre-test to the post-test, and by school MP with 87.09% of students gaining scores. In school EP 62.85% of the students show score gains and 57.6% of the students in school JM gained scores from the pre-test to the post-test. The percentage in the score gains in schools MP and CR can be considered remarkable. The percentage of students in schools EP and JM who obtained score gains is also considerable. As previously mentioned, students in school JM had more difficulties in improving their English language scores because they had the highest scores between schools in the English proficiency pre-test. These results may probably affect the correlations between students' gain scores and motivation that will be performed in section 2.11.3.

### 2.10.2 The Motivation test (1987)

As previously stated, this questionnaire contained other variables apart from those related to motivation, such as variables related to students' socio-cultural background, knowledge of languages, students' English learning difficulties and learning strategies. In this first approach I will only refer to the most relevant observations related to students' English learning difficulties, motivation, and students' socio-cultural background. The students' knowledge of languages as well as the students' learning strategies did not seem very relevant in these preliminary observations when relating them with the students' English proficiency, that is why no other comments will be made about these variables in this section.

In relation to students' English learning difficulties it could be observed that the students who showed less difficulties in learning English were students in school JM, maybe because they had had more exposure to English language than the other students. The percentage of students that have shown English learning difficulties can be seen in the following table:

TABLE 5	SCHOOL CR	SCHOOL EP	SCHOOL JM	SCHOOL MP
Difficulty in understanding	69.2%	75.0%	39.4%	54.6%
Difficulty in speaking	69.2%	61.1%	39.4%	58.1%
Difficulty in writing	59.0%	63.9%	24.2%	38.7%

As shown in table 5, students seem to have more difficulties in speaking and understanding English than in writing, probably due to the fact that learning a foreign language in a classroom setting involves more writing practice than speaking and listening practice.

The motivational variables in the test that, at first sight, showed significant differences between schools are those related to the way of teaching. The following table presents these differences between schools:



TABLE 6	SCHOOL CR	SCHOOL EP	SCHOOL JM	SCHOOL MP
I've learnt other things apart from English in my English class	71.8%	75.0%	27.3%	51.6%
I've improved my English during this school year	92.3%	91.7%	67.7%	93.9%
I like the English textbook	82.1%	86.1%	39.4%	80.6%
I've read + 6 English readers this year	00.0%	47.2%	00.0%	25.8%
I've read no English readers this year	05.1%	11.1%	30.3%	00.0%
My English teacher has an attractive way of teaching	82.1%	83.3%	06.1%	51.6%
I'm more interested in English now than at the beginning of y.	53.8%	61.1%	36.4%	74.2%

According to the results shown in table 6, students in school JM are probably the least motivated. The last variable in the table related to the students' interest in learning English is, in my opinion, one of the most clear motivational variables in the test and the students in school JM show in this variable the lowest percentage amongst schools. These results can be connected to the

results of the English proficiency change scores, which for the students in school JM were also the lowest out of the schools. The school with the highest positive change score was school MP and this school shows as well the highest percentage of the students' interest in learning English.

More than 70% of the students in schools CR and EP state that they have learnt other things apart from English in their English class. As I see it, learning other things apart from language can be motivating for the learners. Only 27.3% of the students in school JM respond positively to this question. This variable could be connected to the one related to the way of teaching because the results obtained in both variables present similarities. More than 80% of the students in schools CR and EP state that their teachers have an attractive way of teaching, whereas only 6.1% of the students in school JM say their teacher has an attractive way of teaching. As regards school MP, the figure for both columns-i.e. learning other things and the attractiveness of the teacher's methods- is exactly the same: 51.6%.

The percentage of students who state that they have improved their English proficiency level during that school year is very high- more than 90% in schools CR, EP and MP, while the percentage is lower in school JM, where only 67.7% of its students think that they have improved their English proficiency level during that period of time. This

variable can be considered as one of the most significant variables related to the students' motivation, if the learners think they are making progress in their English language learning they will feel more motivated than if their feelings are negative.

Another variable indicative of the students' motivational degree is the one related to their English textbook. More than 80% of the students in schools CR, EP and MP state they like the English textbook they are using whereas only 39.4% of the students in school JM say they like it.

Finally, the variables related to the students' English readings can give us an idea of their interest in learning English, especially if we take into consideration the lowest and the highest number of readers that students have read during a school year. As shown in table 6, no students in schools CR and JM have read more than 6 books and 30.3% of the students in school JM state that they have read no English readers during that school year, while not one of the students in school MP states that s/he has read no English readers and 25.8% of the students in this school say they have read more than 6 readers during that school year, which proves that these students were more motivated than the other students in schools CR, EP and JM.

In these preliminary observations I have seen that the schools whose students achieved the highest score gains are the ones whose students seem to be more motivated. There appears to be a clear relationship between motivation and the students' English score gains, but if there is significance or not in the correlations between students' English proficiency and motivation will be studied in section 2.11.3.

The students' socio-cultural background, measured in the same 1987 motivation test, seems to have a specific bearing on the students' English proficiency scores but not on their score gains. The students with a high socio-cultural background obtain better results in the English proficiency pre-test and post-test but the lowest score gains. On the contrary, the students with a low socio-cultural background have low results in the English proficiency tests but they obtain the highest score gains. This coincides with the students' motivational degree as well. The lower the students' socio-cultural background the higher their motivational degree, and the higher the students' socio-cultural background the lower their motivation. Jamault (1973) found that subjects from low socioeconomic status expressed more positive attitudes towards learning a second language than subjects from middle or high socioeconomic levels. Nevertheless, in the present case study, whether the students' socio-cultural background related to students' motivation and students'

English proficiency is significant or not will be studied in the quantitative analysis, which will be performed in section 2.11.

### 2.10.3 Adapted Attitude/Motivation test battery (1989)

The results of this test on motivation is summarized in the following chart:

TABLE 7	SCHOOL CR	SCHOOL EP	SCHOOL JM	SCHOOL MP
Attitude	70.4%	55.6%	58.3%	45.8%
Instrumental Motivation	85.2%	100.0%	95.9%	91.7%
Integrative Motivation	81.5%	55.6%	70.9%*	62.5%
Parental Encouragement	62.9%	61.1%	91.7%	75.0%
Classroom Anxiety	51.8%	50.0%	33.4%	20.9%

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The table presents the percentage of the students by school that showed positive attitudes towards learning, that were positively motivated, positively encouraged by

parents to learn English, and the percentage of students who presented classroom anxiety.

Students in school CR show positive attitudes; more than 80% of these students are instrumentally and integratively motivated; 62.9% receive parental encouragement; and 51.8% state they have classroom anxiety.

55% of the students in school EP show positive attitudes and the same percentage of these students are integratively motivated; all of them are instrumentally motivated<sup>1</sup>; 50% present classroom anxiety; and 61% feel encouraged by their parents.

Students in school JM have absolutely changed their motivation from 1987 to 1989, in this last test nearly 96% of these students are instrumentally motivated and 71% show degrees of integrative motivation. They are the most motivated students after the ones in school EP, while in 1987 students in school JM were the least motivated students among the schools. One of the reasons of this motivational degree change may be due to their English teacher, who was more 'motivating' than the one they had in 1987. Parental encouragement in this school presents a very high percentage (91%), while classroom anxiety shows one of the lowest percentages among the schools.

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<sup>1</sup> It must be taken into consideration that in school EP only 18 students answered this test.

Students in school MP are the ones who present the lowest percentage (20%) of classroom anxiety among the schools. They hold the third rank in instrumental motivation and the second in integrative motivation out of the schools. 75% show parental encouragement but they present the lowest percentage of students with positive attitudes amongst the schools.

After these preliminary observations the results of the adapted attitude/motivation test battery (1989) show no great differences in students' instrumental motivation amongst the schools. This might be due to the fact that in the two years between 1987 and 1989, some students had left the school and some others had had to repeat one year, as a consequence only 50% of the students who had taken the first tests in 1987 were able to take the second one in 1989. This remaining 50% probably includes the best and most motivated students.

Integrative motivation and attitudes present no great differences from one school to another; there are no great differences either among the schools in the percentage of students who show classroom anxiety, but the higher the social background of the students is, the lower their classroom anxiety. Parental encouragement shows more differences amongst the schools than the other variables; students in schools JM and MP, whose parents have a higher

education than the students' parents in schools CR and EP, are more encouraged by their parents than students in schools CR and EP. Nevertheless, the significance or not of these differences will be analyzed in section 2.11.5, where motivational variables will be correlated with students' English class grades.

#### 2.10.4 Ideal English Teacher Test (1989)

The results of the ideal English teacher test show that more than 70% of the students in the present case study think that the ideal English teacher should be:

calm	active	approachable	sincere
extroverted	imaginative	tenacious	cheerful
spontaneous	sensitive	organized	reliable
industrious	self-confident		

Between 50% and 70% of the students considered that the ideal English teacher should be:

daring	perfectionist	competitive	serious
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More than 70% of the students said that the ideal English teacher should not be:

conventional	distant	reserved	dogmatic
impatient	depressive	egocentric	inflexible

Between 50% and 70% of the students stated that the ideal English teacher should not be:

impulsive	independent
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From these results it can be stated that students know how an ideal teacher of English should be because there is a high percentage of coincidence in 22 out of 28 adjectives in the list that the students had to fill in. There is no difference in the results obtained between males and females, but what is more remarkable is the complete coincidence between schools. It must be taken into consideration that these students have very different educational levels, so they could have been expected to have different opinions when they had to describe the ideal English teacher. But the results are homogeneous in the description of the ideal teacher of English.

#### **2.10.5 The actual English teacher test (1989)**

The following chart shows the percentage of the students who considered each adjective fitted best their teacher's personality. When the percentage was lower than 50%, I considered that this adjective did not fit the students' teacher personality.

	SCHOOL CR		SCHOOL EP		SCHOOL JM		SCHOOL MP	
	TEACHER 1987	TEACHER 1989	TEACHER 1987	TEACHER 1989	TEACHER 1987	TEACHER 1989	TEACHER 1987	TEACHER 1989
perfectionist	43.7	-	72.7*	90.0*	71.5*	96.0*	88.4*	68.0*
calm	15.6	-	45.5	80.0*	38.8	64.0*	73.0*	72.0*
active	96.8*( <sup>2</sup> )	-	90.8*	80.0*	42.9	70.0*	96.2*	46.0
extroverted	100.0*	-	90.9*	90.0*	46.4	70.0*	88.4*	54.0*
imaginative	75.4*	-	81.8*	50.0	07.2	89.0*	80.8*	72.0*
cheerful	96.8*	-	95.3*	70.0*	39.4	59.0*	69.2*	41.0
daring	37.0	-	63.6*	100.0*	10.7	81.0*	34.6	50.0
sensitive	56.2*	-	54.5*	70.0*	64.2*	88.0*	84.6*	86.0*
conventional	12.5*	-	13.6*	100.0	35.2*	77.0	11.6*	41.0*
distant	03.1*	-	13.7*	90.0	64.3	26.0*	03.8*	86.0
organized	87.5*	-	77.1*	80.0*	74.9*	100.0*	100.0*	65.0*
spontaneous	87.5*	-	86.4*	90.0*	21.5	66.0*	69.2*	44.5

<sup>2</sup> The asterisks mark the cases in which the actual teacher coincides with the ideal teacher

	SCHOOL CR		SCHOOL EP		SCHOOL JM		SCHOOL MP	
	TEACHER 1987	TEACHER 1989	TEACHER 1987	TEACHER 1989	TEACHER 1987	TEACHER 1989	TEACHER 1987	TEACHER 1989
dogmatic	22.0*	-	31.9*	50.0	67.8	45.0*	19.2*	50.0
competitive	62.4*	-	77.2*	90.0*	32.2	55.0*	50.0*	90.0*
impatient	56.2	-	41.0*	70.0	57.1	30.0*	30.7*	45.5*
independent	56.3	-	63.6	70.0	60.7	100.0	53.9	14.0*
egocentric	06.2*	-	22.8*	40.0	32.2*	23.0*	00.0*	33.0*
approachable	100.0*	-	90.9*	80.0*	46.4	66.0*	96.2*	59.0*
impulsive	84.3	-	86.4	90.0	28.7*	63.0	27.0*	41.0*
self-confident	84.4*	-	100.0*	100.0*	85.6*	85.0*	96.2*	81.0*
tenacious	75.0*	-	68.2*	100.0*	75.0*	59.0*	80.0*	53.0*
reserved	03.2*	-	18.3*	100.0	78.6	30.0*	27.0*	63.0
depressive	06.3*	-	00.0*	100.0	10.8*	04.0*	00.0*	19.0*
inflexible	18.8*	-	13.7*	70.0	57.0	37.0*	11.6*	68.0
industrious	96.8*	-	81.8*	90.0*	74.9*	74.0*	100.0*	81.0*

TABLE 8

The actual students' teacher personality, defined by the students, is quite well reflected in table 8. It can also be observed which teachers look like the ideal English teacher, the greater the number of asterisks the nearer s/he is to the ideal teacher. From the results shown in table 9 the first teachers in schools EP and MP appear to be nearer to the ideal teacher than the second ones. Twenty-two items of the first teacher's description in school EP coincide with the ideal English teacher, whereas the second teacher in the same school has only got thirteen items coinciding with the ideal teacher of English. 100% of the students state the first teacher is not depressive, while 100% of the students say that the second teacher is depressive. 100% of the students in school EP state that their second English teacher is reserved and conventional, whereas less than 20% state the same about the first teacher, which according to the description of the ideal English teacher, made by the total population of subjects in this case study, a good teacher should not be reserved or conventional.

The students' English teachers in school MP changed from the first test to the second. The first teacher shows 23 items coinciding with the ideal teacher and 17 the second, on the one hand, and on the other, there is no ambiguity in the description of the first teacher, whereas

with the second the students' opinions are more dispersed, 11 of these 17 items obtained from 40% to 60% of the students approval which is very ambiguous. The first teacher obtained the approval of 100% of the students in four items, more than 90% in other four items, and in a total of 19 items the first teacher obtained more than 75% of the students' approval. For these reasons it seems that the first teacher might be more motivating than the second one.

The most clear example in this case study of the effects of the teacher on the students' motivation is the one presented by the students in school JM. They are the least motivated students in the first test and the most motivated in the second, taking into consideration the instrumental and integrative motivation. If we have a look at table 9 it can be observed that the difference between the first and the second teacher is great. The first teacher has only got 10 items coinciding with the ideal English teacher, whereas the second holds 22 items coinciding with the ideal teacher. The students state that the first teacher is dogmatic, impatient and inflexible, but this teacher is not imaginative, active, competitive, approachable, etc. all of those qualities that a good teacher should have to possess, according to the students. The second teacher is nearer the ideal English teacher, that is the reason why the students in school JM increased

their motivation in the second test when they had the second teacher in their English class.

The teacher in school CR in 1987 cannot be compared with a second teacher because, as previously stated, these students had two different teachers in the same school year (1989).

There are no comments on the way of teaching in this section because in section 2.5.4 a description of the teachers has been accomplished and the way of teaching of each teacher has been discussed. But I must say that the descriptions made by the students of their actual English teacher's personality coincide in more than 75% with the 16 PF personality test that teachers answered.

In my opinion, after these preliminary observations, it is evident that the teacher may affect students' motivation, and, furthermore, that correlations may exist between motivation and learners' foreign language acquisition. I expect to prove it in the following sections through the presentation of the quantitative analysis.

## 2.11 THE RESULTS: QUANTITATIVE ANALYSIS

The qualitative and preliminary observations of the English proficiency pre-test and post-test have shown that differences in the students' English proficiency between schools exist. Apparently the same differences between schools exist in the Motivation test and correlations between students' English proficiency and motivation.

A quantitative analysis has been carried out to corroborate the qualitative and preliminary observations in a more accurate way. The quantitative analysis was performed in two stages: a) in a first stage the analyses were performed with the raw scores; b) in a second stage the scores were standardized and a quantitative analysis with the standardized scores was performed.

In the first stage the analyses with the raw scores were performed in two different ways: a) taking all the students together as a whole group; and b) school by school. The analyses with all the students together might have been distorted because students in school JM presented higher English proficiency scores in the pre-test and in the post-test than the other three schools, for this reason the raw scores were also analyzed school by school in order to have more accurate results.

Crosstabulations, Anovas, Manovas, T-tests and Analysis of regression have been performed by means of the SPSS/PC+ programme after codifying the data. These results will be presented in the next sections.

### 2.11.1 The English Proficiency Test (1986-87). Raw scores

I have approached the analysis of the English proficiency test in two different ways: the first approach involves the description of the data, taking into consideration frequencies and mean scores, and of which there is a sample in the following pages; the second approach analyzes pre-test and post-test change scores and their significance. These analyses are also performed in two different ways: a) taking all the subjects in the study together; and b) taking the subjects separately by school.

Following this scheme I am going to present, first the tables and diagrams that have been used to describe the data and then, the analyses of the change scores between the English proficiency pre-test and post-test and their significance. The first data description takes all the students in the case study together and later on they are analyzed separately by school.

The English proficiency test evaluates the students' use of English on different aspects such as morphology,



syntax, functions, writing comprehension, spelling/vocabulary, and aural comprehension.

Table 9 shows the means obtained by all the students in the case study in the pre and post English proficiency tests and the results are the following:

**PRE-TEST & POST-TEST MEAN SCORES (ALL SUBJECTS)**

VARIABLES	Pre-test scores		Post-test scores	
	mean	maximum	mean	maximum
Morphology A01	8.17	12.00	9.10	12.00
A02	7.00	8.00	7.00	8.00
A03	6.56	8.00	6.69	8.00
A04	5.91	8.00	6.10	8.00
A05	5.43	8.00	5.70	8.00
A06	6.18	8.00	6.86	8.00
B) Syntax	3.35	6.00	3.90	6.00
C) Functions	2.78	6.00	3.44	6.00
D) Writing Comprehension	3.82	6.00	4.32	6.00
E) Spelling/ Vocabulary	3.21	6.00	4.16	6.00
F) Aural Comprehension	4.27	6.00	5.05	6.00

Section A 01, 02, 03, 04, 05 and 06 relates to morphology and from the data we can appreciate that these students improve on morphology especially in the distinction between verbs and nouns (A01) and the distinction in the use of 's as possessive or as a verb (A06), but they do not make any progress in the construction of the plural, especially in the irregular forms (A04) or in the distinction of the ending -y indicating an adverbial form (A05). No significative changes can be observed from the pre-test to the post-test on the students' understanding of some particles indicating negation (A03), or when the ending -er indicates a profession (A02). In the first case the students do not quite understand these negative particles either in the pre-test or in the post-test. In the case of the ending -er indicating profession the students understand it quite well in the pre-test and there is no variation in the post-test.

Section B refers to syntax. Some progress can be observed from the pre-test to the post-test, but the means in both cases are quite low. If we compare the mean scores of syntax with the mean scores of morphology and semantics it can be seen that the students' knowledge of syntax is lower than their knowledge of morphology and semantics in both tests.

**Section C includes functions.** The mean scores obtained by the students in this pre-test section is the lowest in the whole test but they improve quite a lot from the pre-test to the post-test, even though these students still obtain the lowest results in the post-test in the section including functions.

**Section D concerns writing comprehension.** In this section students have improved quite a lot from the pre-test to the post-test.

**Section E contains spelling and vocabulary.** A great progress can be observed from the pre-test to the post-test between the four groups of students.

**Section F concerns aural comprehension.** Students seem to have made a big improvement in their aural comprehension as well.

The greatest students' progress from the pre-test to the post-test can be observed in sections C (functions), F (aural comprehension), and A01 and A06 comprising morphology related to verbal forms.

Taking into consideration the data that appear to be more relevant in the English proficiency test, because of the students' change scores from the pre-test to the post-test, some diagrams have been performed in order to have a

visual impression of the data. Diagram 3 examines all the students' pre-test and post-test data related to English morphology (English proficiency test, section A01). Diagram 4 shows the students' aural comprehension data (English proficiency test, section F) in the pre-test and post-test.

Diagram 3 (students' English morphology) shows that the number of students who attain the highest scores -from 10.00 to 12.00- increases, contrary to the other scores - from .00 to 9.00- where the number of students decreases. Considering the highest scores- from 10.00 to 12.00- the diagram shows a great change from the pre-test to the post-test. In the pre-test 42 students attain these scores while in the post-test 77 students achieve these results. The results show that these students have made quite an improvement in their knowledge of English morphology from the first to the last term of that school year.

# PRE-TEST/POST-TEST MORPHOLOGY VARIABLE A01

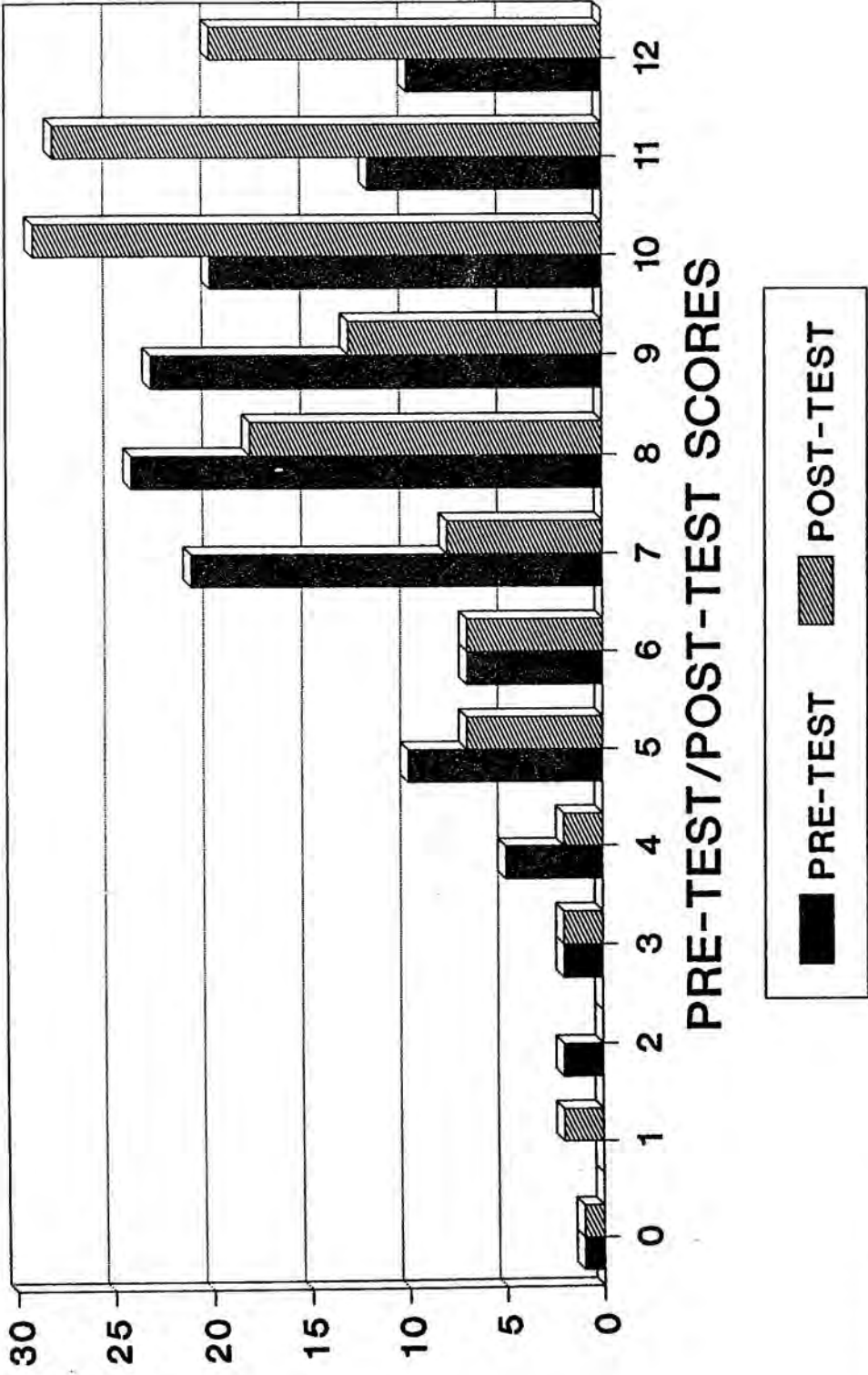


DIAGRAM 3

Diagram 4 presents the aural pre-test and post-test students' data (English proficiency test, section F). As shown in this diagram the students in the present case study confirm great changes in their aural comprehension from the pre-test to the post-test. Considering the highest rank score (6), less than 60 students obtained this result in the pre-test, whereas in the post-test more than 80 students achieved the highest rank score in the aural testing. Besides, the lowest scores -from 0 to 3- decreased in the post-test as well.

# PRE-TEST/POST-TEST ORAL COMPREHENSION

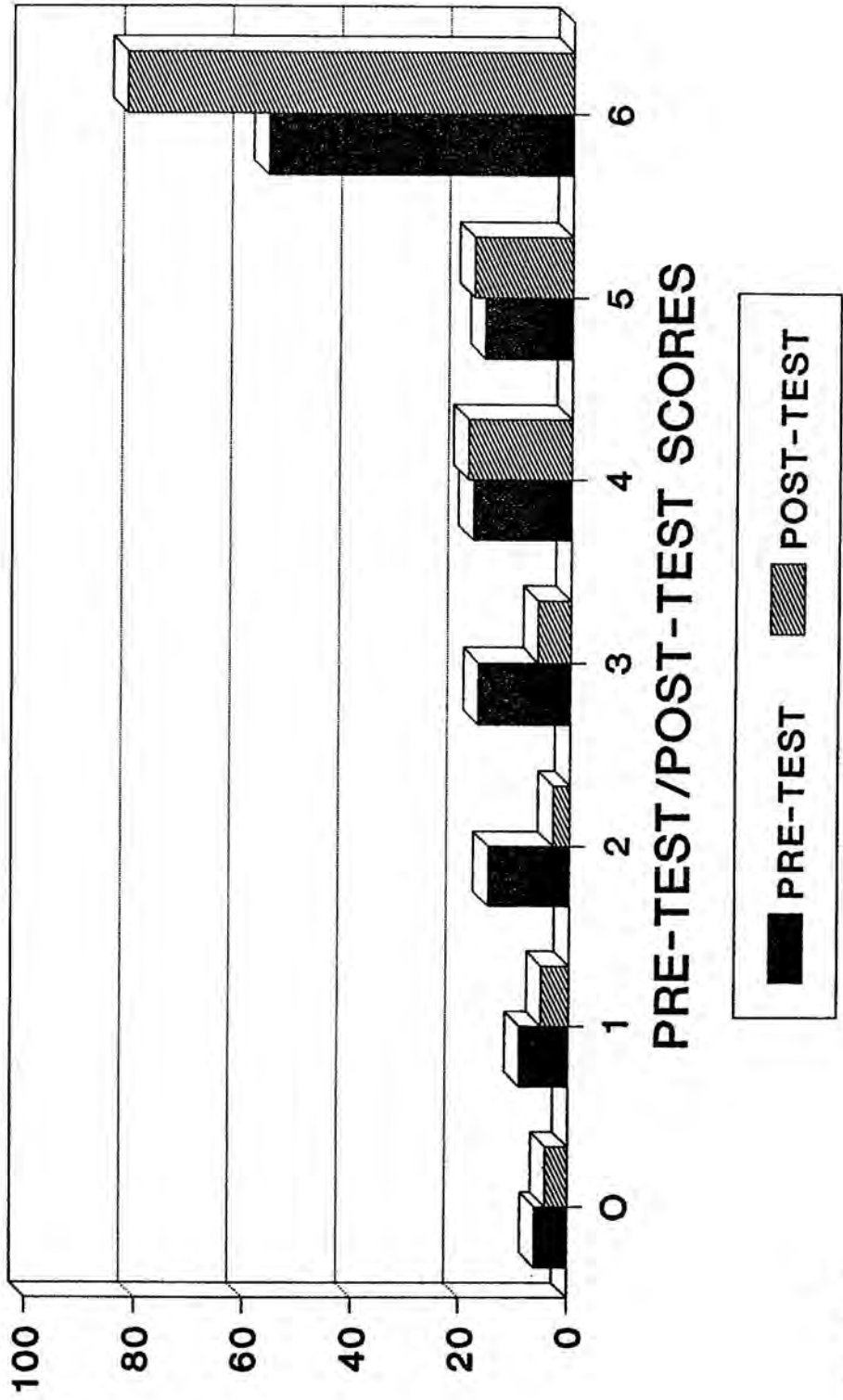


DIAGRAM 4



Table 10 shows similar results to the ones in diagram 3, but the diagram presented the data of all the subjects in the study, and table 10 shows the students' data by school. This table presents the percentage of students who attained scores from 0 to 12 in section A01 of the pre and post English proficiency test related to the distinction between nouns and verbs. From the data in the English pre-test it can be observed that these students have acquired some English morphology in their primary schools because the percentage of students who attain the lowest ranks- from 0 to 6- is very small in the four schools, even though schools CR and EP include more students in these ranks than schools JM and MP.

Considering the highest scores- from 10 to 12- it is shown that students in school JM hold the highest percentage of students in these ranks in the pre-test, but if these same ranks are estimated in the post-test it can be observed that schools CR and MP equal the percentage of students in school JM which means that students in schools CR and MP have considerably improved their knowledge of English morphology because the percentage of students in the highest ranks in these schools is substantially larger in the post-test than in the pre-test.

TABLE 10 PRE-TEST & POST-TEST MORPHOLOGY A01 SCORES BY SCHOOL

MORPHOLOGY A01	SCHOOL							
	CR		EP		JM		MP	
	% PRE/POSTEST	% PRE/POSTEST	% PRE/POSTEST	% PRE/POSTEST	% PRE/POSTEST	% PRE/POSTEST	% PRE/POSTEST	% PRE/POSTEST
SCORE 0		.7	.7	.7	.7	.7	.7	.7
1	.7		1.5	1.5	1.5	1.5	1.5	1.5
2		.7	.7	.7	.7	.7	.7	.7
3	.7		1.5	1.5	1.5	1.5	1.5	1.5
4	3.6	.7	1.5	2.9	2.9	2.9	2.9	2.9
5	1.5		2.9	1.5	1.5	1.5	1.5	1.5
6	4.4	.7	7.3	4.4	4.4	4.4	4.4	4.4
7	5.1		7.3	5.1	5.1	5.1	5.1	5.1
8	8.0	3.6	3.6	1.5	1.5	1.5	1.5	1.5
9	1.5	2.2	2.2	2.9	2.9	2.9	2.9	2.9
10	1.5	3.6	3.6	5.8	6.6	6.6	6.6	6.6
11	1.5	8.0	8.0	.7	5.8	5.8	5.8	5.8
12	.7	3.6	3.6	1.5	4.4	4.4	4.4	4.4

1

1 % indicates the percent of subjects who obtain these scores in the pre-test and post-test.

The succeeding tables show the students' aural comprehension data and they are presented by schools in table 11. Tables 12 and 13 show all the students' pre-test and post-test aural comprehension data.

Examining the results by school in table 11 schools CR and MP confirm the major changes. Dividing the scores into two parts: a) from 0 to 3 and b) from 4 to 6, we can observe that school CR decreases the number of students who obtain the lowest results in the post-test (from 18 students in the pre-test to 5 students in the post-test). On the other hand, school CR increases the number of students obtaining the highest scores in the post-test (from 20 in the pre-test to 33 in the post-test).

School MP obtains similar results. The number of students in this school holding the lowest scores decreases from 15 in the pre-test to 3 in the post-test and the number of students holding the highest scores increases from 16 in the pre-test to 28 in the post-test.

The changes between pre-test and post-test in school EP are not very relevant, only 4 students change from the lowest scores in the pre-test to the highest scores in the post-test.

School JM does not show any change because the students in this school already hold the highest scores in the pre-test.

Comparing the results of the total cases (tables 12 and 13) and keeping the same two groups of scores (from 0 to 3 and from 4 to 6) the tables show a percentage of 65.7% of students holding the highest scores in the pre-test and 86.9% of students in the post-test, the percentage of students holding the highest scores increases in 21.2% in the post-test. Schools CR and MP make it possible because as shown in table 11 these are the schools that present major changes from the pre-test to the post-test.

TABLE 11		PRE-TEST & POST-TEST AURAL COMPREHENSION SCORES BY SCHOOL							
F)		SCHOOL							
AURAL COMPREHEN.		CR		EP		JM		MP	
		% Pre/Postest		% Pre/Postest		% Pre/Postest		% Pre/Postest	
SCORE 0	1.5	.7	1.5	.7	1.5			2.2	.7
1	2.9	1.5	2.2	3.6	2.2			2.9	.7
2	4.4	.7	.7	3.6	.7			5.8	.7
3	4.4	.7	2.9	2.2	2.9			4.4	2.2
4	2.9	5.8	5.8	5.1	5.8	.7		3.6	5.1
5	3.6	3.6	2.2	2.9	2.2	1.5	2.2	3.6	5.1
SCORE 6	8.0	14.6	10.2	7.3	10.2	21.9	21.9	3.6	13.1

2

<sup>2</sup> % indicates the percentage of students holding these scores in the pre-test and post-test.

**PRE-TEST**

**AURAL COMPREHENSION SCORES**

**(ALL STUDENTS)**

TABLE 12		total cases
AURAL COMPREHEN.		%
PRE-TEST		
SCORE 0		4.4
1		6.6
2		10.9
3		12.4
4		13.1
5		11.7
SCORE 6		40.9

3

**POST-TEST**

**AURAL COMPREHENSION SCORES**

**(ALL STUDENTS)**

TABLE 13		total cases
AURAL COMPREHEN.		%
POST-TEST		
SCORE 0		2.9
1		3.6
2		2.2
3		4.4
4		13.9
5		13.1
SCORE 6		59.9

3 % indicates the percentage of students holding these scores in the pre-test and post-test.

As stated previously, in a second step I wanted to know if the changes between the pre-test and the post-test were significant or not <sup>4</sup>, for this reason the students' pre-test and post-test English language scores were compared by different procedures. The first one that has been used is crosstabulation. The results have shown that schools CR, EP and MP presented significance in some items related to morphology, functions, writing comprehension, spelling/vocabulary, and aural comprehension, as will be explained in table 14.

The school with more significant items is school CR, followed by school MP and finally school EP that shows significance in one of the variables. School JM does not present any significance, which means that these students' change scores have no significance in any of the different aspects of English language tested in the English proficiency test.

These results coincide with the qualitative analysis and the previous data description of the English proficiency test where schools CR and MP showed major changes from the pre-test to the post-test.

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<sup>4</sup> In the succeeding analysis (except for the correlation and regression ones), the significance of the results is expressed with a figure, being the significance higher the closer this figure is to .0000. When a result box in a table is empty it means that there is no result for significance.

CROSSTABULATIONS BY SCHOOL

TABLE 14		SCHOOL CR	SCHOOL EP	SCHOOL MP
		significance	significance	significance
A) MORPHOLOGY	way	.0040		
	this	.0021		.0018
	people	.0004		.0037
	son			.0038
	could			.0003
	children			
	here	.0021		
C) FUNCTIONS				
	What's the weather like?	.0001	.0018	.0005
	How are you?			
D) WRITING COMPREHEN.				
	What time do you have	.0006		
	lunch? 2:30 p.m.			
E) SPELLING/VOCABULARY				
	sweater	.0000		
	watch	.0001		
	bottle	.0004		
F) AURAL COMPREHENSION				
	She's waiting for the bus	.0004		.0045
	He's studying			



Following the same line of research an analysis of variance (ANOVA) of the pre-test and the post-test scores by school was performed in order to see if the scores presented any significance. The F-distribution probability showed a great significance in the following variables shown in table 15:

**PRE-TEST/POST-TEST ANOVA BY SCHOOL**

TABLE 15	PRE-TEST	POST-TEST
MORPHOLOGY	F-prob.	F-prob.
A01	.0000	.0001
A02	.0000	.0000
A03	.0019	.0032
A04		.0001
A05	.0000	
A06	.0001	
B) SYNTAX	.0000	.0000
C) FUNCTIONS		
D) WRITING COMPREHENSION		.0000
E) SPELLING/VOCABULARY		
F) AURAL COMPREHENSION	.0000	.0000

5

<sup>5</sup> F-prob.=F-probability

These results show a meaningful difference in the English proficiency pre-test and post-test among the four groups of students, in schools CR, EP, JM, MP. The F-ratio for each variable is very high, and the differences among the groups are large enough for us to say that the groups are different in performance, as well as that they are statistically significant, as the F-distribution probability shows up.

The third procedure that has been used to analyze the data is a T-test comparing the students' English pre-test scores with their English post-test scores school by school, in order to see if the possible differences between pre-test and post-test English scores are statistically significant. The following variables are found significant:

**T-TEST BY SCHOOL**

TABLE 16	SCHOOL CR	SCHOOL EP	SCHOOL JM	SCHOOL MP
MORPHOLOGY	2t-prob.	2t-prob.	2t-prob.	2t-prob.
A01	.0020			.0008
A04	.0024			
A05			.0018	
A06	.0032	.0025		
B) SYNTAX				.0046
D) WRITING COMPREHEN.	.0014			
E) SPELLING/ VOCABULARY	.0001	.0040		.0002
F) AURAL COMPREHEN.	.0008			.0000

Even though the T-test is not very appropriate to work with change scores (pre-test and post-test changes) when there are preexisting differences between the groups, as this is the case of the subjects in the present study, we made it school by school in order to see the possible differences among them, but taking into consideration the different English proficiency level shown in the Autumn test.

The last study on the English proficiency test consists in a two-way analysis of variance by sex and by score gains for each school. As school JM is a girls' school its score means could not be processed because one independent variable - sex - was a constant variable. The results of the other three schools present the following significant items:

MANOVA BY SCHOOL/CHANGE SCORES/SEX

TABLE 17	SCHOOL CR		SCHOOL EP		SCHOOL MP	
	Sex	change s.	Sex	change s.	Sex	change s.
MORPHOLOGY						
A01	.0003	.0014				.0007
A02	.0002					
A04	.0020	.0020	.0008			
A05	.0004					
A06		.0038		.0022		
B) SYNTAX	.0003					.0049
C) FUNCTIONS	.0000	.0003		.0036	.0002	.0042
D) WRITING COMPREHEN.	.0000	.0007				
E) SPELLING/ VOCABULARY	.0021	.0001		.0038		.0002
F) AURAL COMPREHEN.	.0001	.0004	.0013			.0000

6 'sex' = sex significance and 'change s.' = change score significance

In terms of significance by sex and by change scores school CR is the school that obtains more significant results, followed by school MP and school EP. These results also coincide with the previous analyses.

We observe that in school CR and school MP girls obtain better scores in both tests, contrary to school EP where boys hold better scores, but, as it was shown in the diverse analyses, differences between sex are not very significant. The most outstanding significance is between schools. This corroborates that the differences between students' English proficiency are mostly found significant by school as in previous analyses.

Taking into consideration the number of students in the present study who show a greatest change from the pre-test to the post-test, we have seen in the previous observations that 90.0% of students in school MP improve their English language scores, followed by school CR with 86.8% of students improving their scores, school EP presents 62.8% of improvement, and school JM with 57.5% of students who improve their English language scores.

Anybody would say that low-level groups will almost always collect larger gains than high-level groups, and it is may be true, but in this case study there are some

exceptions. School CR and school EP have very similar scores in the pre-test, but students in school CR obtain larger gains than students in school EP whose gains are quite poor. On the other hand, students in school MP, whose pre-test scores were in between those two schools and school JM, improve their post-test results significantly in almost 50% of the variables. While students in school JM, whose pre-test scores are the highest among the four groups, gain only in one variable.

When taking into account the students' social background, students in school JM, who have the highest background and exposure to English, might be considered the most motivated ones and should, as a consequence, have the highest change scores. On the other hand, students from schools EP and CR, with a lower social background and with little exposure to English, might be the least motivated and consequently those who achieve the lowest change scores. But, as the results of the previous analyses of the English proficiency test have shown, this hypothesis can not be supported, because the students who achieved the greatest change scores were the ones in schools CR, MP and EP.

In the following sections the results of the Motivation test will be analyzed, and the students' motivational degree will be examined. Besides, the correlations between the English proficiency test and the

Motivation test, and their results, will be analyzed and discussed as well.

### 2.11.2 The Motivation Test (1987). Raw scores

The first step to analyze the results of the Motivation test, that contains other variables apart from the motivational ones, is aimed to obtain a general description of it. As a detailed description of students' socio-cultural and educational background has been performed in section 2.5.3 where the students' socio-cultural distribution was presented, this part of the test will be omitted in this section. Only the variables related to motivation, English learning difficulties, and English learning strategies will be defined in table 18. Later on, ANOVAS and correlations will be carried out in order to see which variables present more significance.

TABLE 18 MOTIVATION TEST DESCRIPTION-ALL SUBJECTS		
VARIABLES		PERCENT
I like studying	Yes	66.4%
I like studying English	Yes	76.6%
English is useful	Yes	98.5%
I learn other things apart from English in my English class	Yes	56.9%
I have improved my English this year	Yes	88.3%
I like my English textbook	Yes	74.5%
I like reading English books	Yes	67.2%



TABLE 18

VARIABLES		PERCENT
This year I have read	no English books	12.4%
	from 1 to 3	56.9%
	from 4 to 6	13.1%
	more than 6	18.2%
I have extra activities in the English class apart from the ones in the textbook	never	6.6%
	seldom	56.2%
	often	23.4%
	always	14.6%
My teacher has an attractive way of teaching	Yes	58.4%
My teacher has an involving way of teaching	Yes	74.5%
I am more interested in English now than at the beginning of the school year	Yes	57.7%
To understand English is difficult	Yes	61.3%
To speak English is difficult	Yes	56.9%
To write English is difficult	Yes	47.4%
The grammar is useful to learn English	Yes	40.9%
I think I would be able to learn English as I learnt my L1	Yes	32.1%

TABLE 18		
VARIABLES	PERCENT	
I think I would improve my English	doing grammar exercises	YES 24.8%
	using English although I make mistakes	29.9%
	reading	30.7%
	watching video films	32.8%
	staying in an English speaking country	89.1%
	others	12.4%

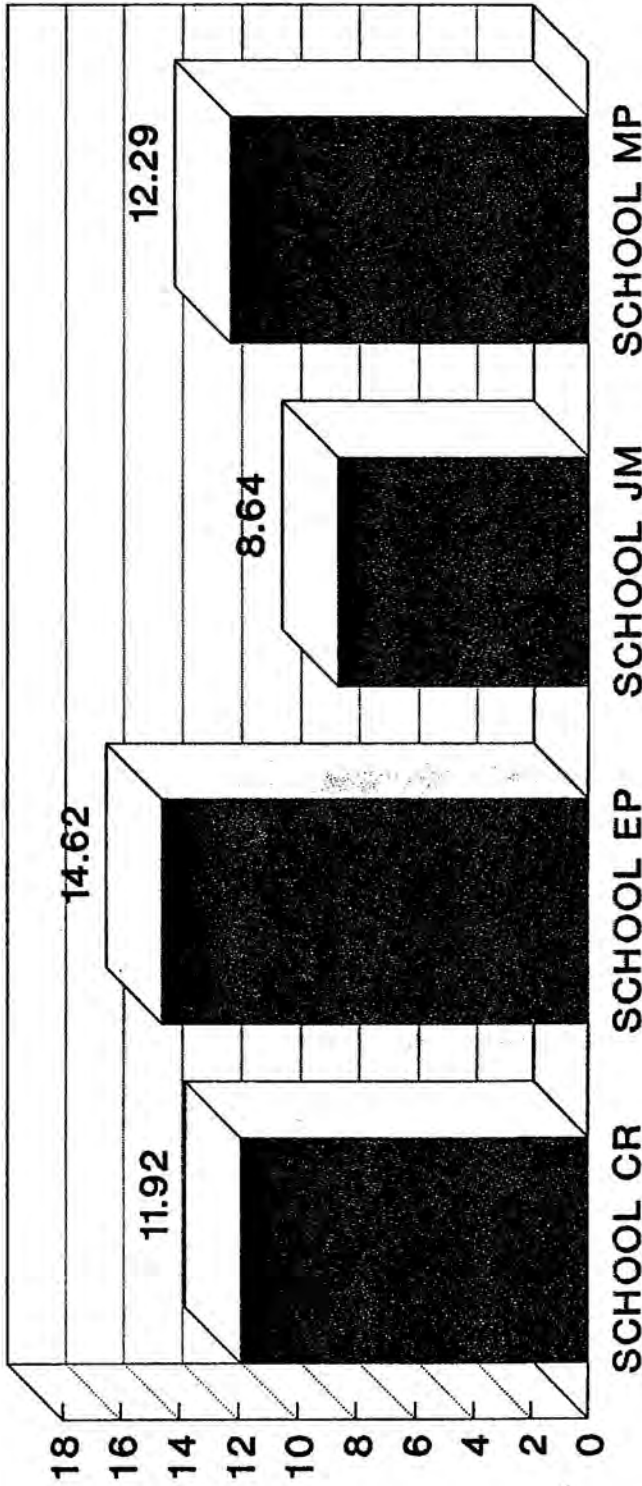
The results of the Motivation Test (1987) shown in table 18 correspond to all the students in the sample. From the results it may be said that these students are highly motivated because 76.6% state they like studying English and 98.5% recognize that English is useful. On the other hand, 88.3% say that they have improved their English during that school year and 57.7% state they are more interested in learning English at the end of that school year than at the beginning.

The variables more directly addressed to the way of teaching hold high positive percentages as well. 74.5% of

the students say their English teachers teach in a way that involves the students, which is essential for motivation. 58.4% consider that their English teachers have an attractive way of teaching and 56.9% of the students state they have learnt other things apart from English in their English class. The same percentage of students say that they have had extra activities in their English class apart from following the textbook exclusively, which helps quite a lot to maintain the students' motivation for learning English. Just 6.6% of these students state that they never have had extra activities in their English class.

Diagram 5 shows the students' motivational degree distribution by school. The highest score that could be achieved in motivation was 19. Students in school JM are the least motivated, they score 8.64, and students in school EP are the most motivated, they achieve 14.62 scores. These students are followed by students in school MP with 12.29 scores, and students in school CR who obtain a median of 11.92 scores in motivation.

# STUDENTS' MOTIVATION BY SCHOOL



Students' motivation scores



DIAGRAM 5

The variables in this test related to learning difficulties show that these students have more difficulties in the aural than in the writing, because 61.3% of them say that to understand English is difficult and 56.9% agree in that to speak English is difficult, but the percentage is lower when they answer the question about writing, 47.4% say that to write English is difficult. I suppose that these students were probably more used to writing than to speaking/listening to English in class; therefore, they find it more difficult to speak rather than to write English.

The variables related to learning strategies present the following results: 40.9% of the students consider that the grammar is useful for them to learn English but, on the other hand, only 24.8% think that they would improve more their English doing grammar exercises. 32.1% assumed that they would be able to learn English as a foreign language in the same way they learnt their first language. This variable may be related to the ones that concern to the students' English language progress by means of:

- a) using English without paying too much attention to the mistakes they can make
- b) reading
- c) watching video films
- d) staying in English speaking countries

From the positive percentages in these answers it seems that a high percentage of these students think that the best way to learn English is 'staying in an English speaking country', this variable holds the highest positive result, 89.1%; followed by 'watching video films', 32.8%; 'reading', 30.7%; and 'using English although making mistakes', 29.9%. If we compare these results with the ones related to the use of the English grammar exercises, 24.8%, it can be concluded that these students agree more with a communicative way of teaching than with a traditional one.

Frequencies and percentages between schools will not be presented in this section because many of them have been shown and discussed in the preliminary observations, section 2.10.2. Differences between students' motivation in school JM and the other schools were very outstanding.

But a second step has to be settled after the analysis of frequencies and percentages of the data in order to see which variables in the Motivation test present significance, for this reason a two-way ANOVA (Analysis of variance) procedure has been used to examine if the students' motivation present any significance, the two-way interactions are by school and sex. The results show significance in the interaction by school but not by sex. The significance of F by school is .0000 and by sex .0944. I would like to remind that parallel results were obtained in the English proficiency test when the interactions of

the students' English proficiency were analyzed. Those results presented significance in the interactions by school, but they did not by sex.

Another procedure that has been used to obtain a more accurate description of the Motivation test is crosstabulation tables by school with their significance. The significant variables by School are the following:

VARIABLES	SIGNIFICANCE
Understand other languages	.0000
Speak other languages	.0000
Write other languages	.0004
Father Secondary School	.0000
Father University Degree	.0000
Mother Secondary School	.0000
Mother University Degree	.0000
Books at home from 0 to 100	.0000
Books at home from 500 to 1000	.0000
Newspapers every day	.0000
Years studying English 1	.0022
Years studying English more than 4	.0000
Stays in English speaking countries	.0000

TABLE 19 Block 2	
VARIABLES	SIGNIFICANCE
I like studying	.0000
I learn other things apart from English in my English class	.0004
I like my English textbook	.0001
No English readers	.0028
English readers from 1 to 3	.0000
English readers from 4 to 6	.0001
English readers more than 6	.0000
My teacher has an attractive way of teaching	.0000
My teacher has an involving way of teaching	.0001

The significant variables shown in table 19 after the treatment of crosstabulations by school to the Motivation Test present 13 variables related to the students' socio-cultural background (block 1) and 9 related to the students' motivation (block 2). As it can be appreciated the variables in block 1 could be divided into two parts:

- a) socio-cultural background variables
- b) educational variables

The socio-cultural variables would be the ones related to the parents' education and the number of books and



newspapers the students have at home. The educational variables would be the ones that refer to the students' exposure to English, that is to say years studying English and stays in English speaking countries.

Some of the motivational variables in the second block of table 19 refer to the way of teaching and more specifically to the students' English teacher. It appears once more that the teacher plays an important role in the teaching of English as a foreign language. The crosstabulations by school show that the differences between schools are significant in many of the variables in the Motivation Test, which may explain the important role that the English teacher plays in the classroom.

In order to see the role played by the students' socio-cultural background on motivation and their English language score change, a new step in the investigation has started which consists in correlating students' socio-cultural background and motivation. In order to see those possible correlations the procedures that I have used are ANOVAS and crosstabulations. Each variable related to socio-cultural background and motivation has been entered in these analyses. I have divided the students into three groups depending on their motivational degree (see section 2.7), on the other hand I have gathered the variables related to "knowledge of languages" (Motivation test, section A 1), "parents' education" (Motivation test,

section A 2), "books and newspapers at home" (Motivation test, section A 3), and " exposure to English" (Motivation test, section B 1,2,3). These are the variables that have been correlated by motivation, school and sex. The results have shown significance of F in all these variables except in the " exposure to English". Table 20 shows the results of this ANOVA.

**SOCIOCULTURAL-BACKGROUND BY MOTIVATION,  
SCHOOL AND SEX**

TABLE 20	ANOVA		
VARIABLES	SIGNIFICANCE		
	motivation	school	sex
Knowledge of languages	.000	.000	
Parents' education	.011	.014	
Books & papers at home	.012	.000	.041

The major significances are by school and by motivation. Sex does not present significance as in previous analyses. These results are very similar to the ones presented in table 19, but this time (table 20), socio-cultural background has been correlated by motivation, school and sex while in table 19 all the variables in the Motivation Test have been correlated by school.

I have chosen three variables in the test related to motivation- through way of teaching -that show quite

clearly the positive and negative correlations between this variable and the students' socio-cultural background and motivation, as we will see in tables 21, 22 and 23.

### CORRELATIONS

TABLE 21		<b>'My English teacher makes the class interesting'</b>	
VARIABLES		VARIABLES	
Positive Correlations		Negative Correlations	
Books 0-100	.2883	Father Sec. School	-.4836
Papers 1 a month	.2270	Father Univ.	-.5581
English 1 year	.2286	Mother Sec. School	-.4551
Learn other things in the Engl. class	.4049	Mother University	-.3435
Like textbook	.4804	Books 500-1000	-.3999
Involving way of teaching	.4127	Papers every day	-.3587
More interested in learning Eng. now than at the beginning of year	.2095	English + 4 years	-.3611
		English courses abroad	-.3779

## CORRELATIONS

TABLE 22		'I have improved my English during this school year'	
VARIABLES		VARIABLES	
Positive Correlations		Negative Correlations	
English is useful	.2463	Father University	-.2613
		Mother University	-.2343
		Books 500-1000	-.2108
		English papers	-.2031

## CORRELATIONS

TABLE 23		'My English teacher never makes new activities'	
VARIABLES		VARIABLES	
Positive Correlations		Negative Correlations	
Papers every day	.2454		
English courses abroad	.2157		

As has been shown, students with high socio-cultural levels present quite high negative correlations with the variable 'my English teacher makes the class interesting' (Table 21), and positive correlations with 'my English teacher never makes new activities' (Table 23). The correlations with the variable 'I have improved my English

during this school-year'(Table 22) are also negative for the students with a high socio-cultural background. At first sight it could be said that these students are more demanding than the others with a lower socio-cultural background, but if we examine the descriptions made by the teachers themselves and the ones that students filled in about their English teachers, it is shown that 'unmotivated students' are related to 'demotivating teachers', and this is the case with those students belonging to the upper class in this study.

The different socio-cultural background of these students coincides with different ways of teaching which makes it difficult to distinguish the influence of the socio-cultural background on motivation from the way of teaching and its also possible influence on motivation. The students with the highest socio-cultural background happened to have 'the less motivating teacher', and those with the lowest social background had one of 'the most motivating teachers'. If I would have not been able to contrast these results with the ones of the Attitude/Motivation Test Battery administered two years later probably I would have assumed that the socio-cultural background played an essential role on motivation because the correlations between socio-cultural background and motivation- mainly measured through the way of teaching- show a clear significance between socio-cultural variables and motivational ones, coinciding the highest socio-

cultural background with the lowest degree of motivation and the lowest socio-cultural background with the highest motivational degree between subjects. But as has been seen in section 2.10.3, when analyzing the Adapted Attitude/Motivation Test Battery the students changed their motivational degree when they changed their English teachers. Thus it can be concluded that the students' motivational change was due to their teachers and not to their educational background because their social background was the same in 1987 that in 1989.

On the other hand, the description of the English language proficiency test and the one of the Motivation test by school, makes it clear that students who showed a high motivation correlated with high positive changes from the pre-test to the post-test. Students with a low motivational degree correlated with negative changes; some students with a very low motivation not only did not improve their English language scores but also obtained lower scores in the post-test than in the pre-test.

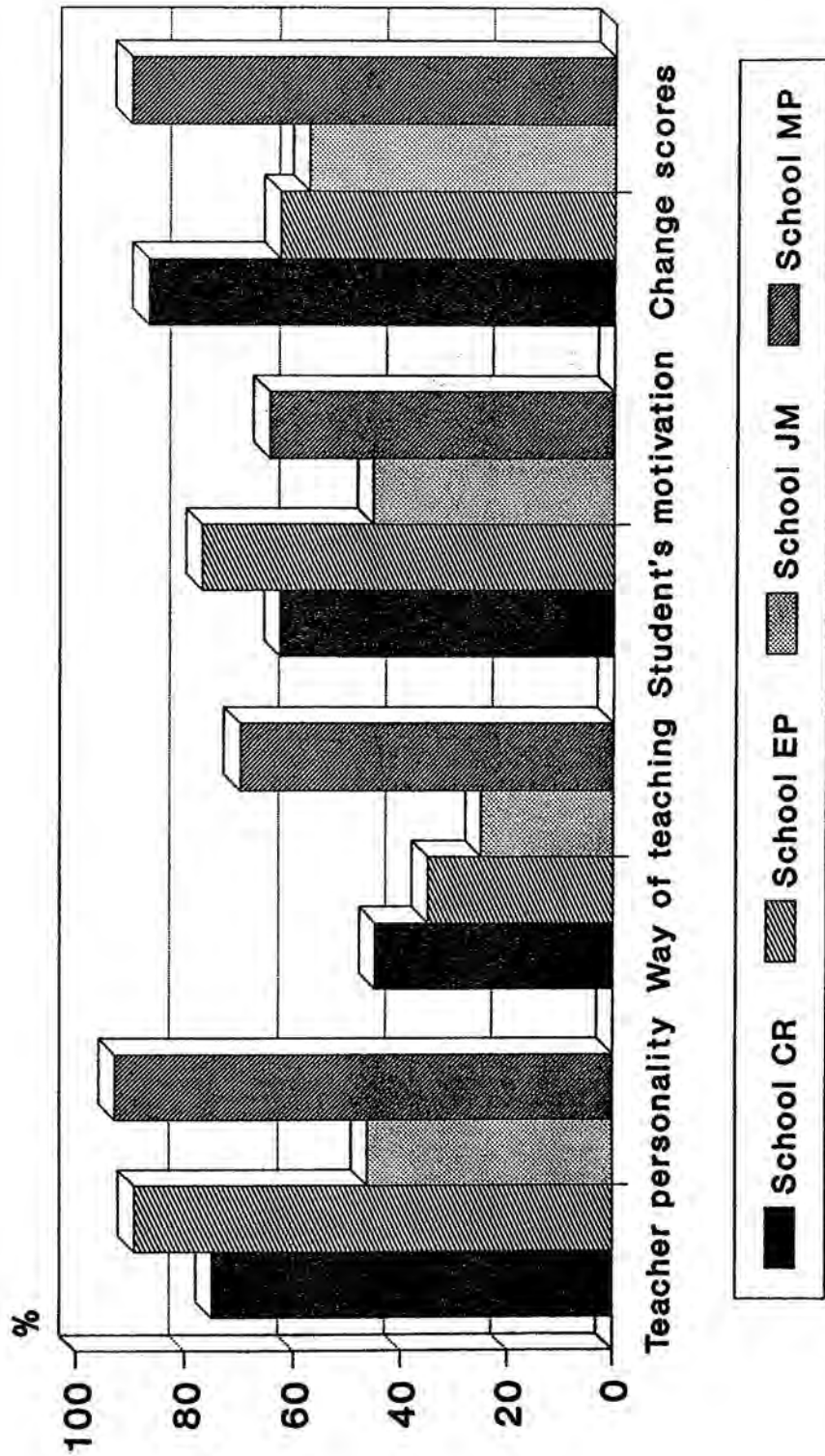
However, it could be observed as well that students with the highest scores in the English proficiency tests did not correlate with high scores on motivation. The correlation existed between students' English proficiency score change and motivation.

In the second Attitude/ Motivation Test Battery administered two years later (1989) motivation changed, and it could be observed that this change was more related to the students' English teacher than to their socio-cultural background. In fact both tests hold a clear relation between way of teaching and/or teacher's personality and students' motivation.

A correlation between Students' Motivation - English proficiency change scores- and English teacher - may be seen in the following diagram:

# CORRELATIONS

## Diagram 6



Teacher's results show % of coincidence with the ideal English teacher



If we observe the way of teaching and the students' English proficiency change scores there is a perfect correlation because the higher the percentage of the coincidence in the way of teaching with the ideal teacher, the higher the score change, and if the way of teaching goes down the English proficiency change scores goes down as well. There is also a correlation between teacher's personality and students' motivation. This confirms once more my hypothesis that the English teacher plays a significant role on students' motivation and their English language achievement.

In the following section correlations between the English proficiency test and the Motivation test will be more deeply analyzed.

### 2.11.3 Correlations English Proficiency test/ Motivation test (1986-87). Raw scores

Once the results of the English proficiency test and Motivation test have been analyzed separately only correlating variables in-between the same tests, I started to analyze the results of the proficiency post-test with motivational and socio-cultural variables on the one hand, and, on the other, the English proficiency change scores with the same motivational and socio-cultural variables. The procedures I have used for these analyses are ANOVAS, crosstabulations and regressions <sup>1</sup>.

To compare language scores with motivation I had to compute the variables in the motivation test related to motivation (see section 2.7). In a first step the students were sorted into two groups, group one included the most motivated students and group two the least motivated students. I devised an analysis of variance of the English language final score as dependent variable by motivation - with the two groups of students: most and least motivated-, school and sex as independent variables. The results showed no significance of F by motivation, and presented significance by school and sex in the following variables:

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<sup>1</sup> Each analysis in the present study is performed at a 95 percent of confidence

## STUDENTS' ENGLISH FINAL SCORE

ANOVA BY MOTIVATION (2 GROUPS)  
SCHOOL AND SEX

TABLE 24

VARIABLES	SIGNIFICANCE OF F	
	SCHOOL	SEX
MORPHOLOGY		
A01	.001	.009
A02	.000	.047
A03	.001	
A04	.001	
A06	.038	
SYNTAX	.001	
FUNCTIONS	.000	.001
WRITING COMPREHENSION	.001	.003
SPELLING/VOCABULARY	.000	
AURAL COMPREHENSION	.000	

These results are similar to the ones obtained in the previous analyses where significances were mainly found by school. Motivation has not shown significance, possibly because students were divided into two groups. Even though, another ANOVA has been made school by school taking as a dependent variable the students' post-test English scores by motivation and sex, and keeping the same two groups of motivated students. The results have shown significance of F only by sex in school CR. Following this line of research I have analyzed English proficiency change scores by

motivation and sex for each school. School CR and school MP have shown significance of F by motivation and sex in the following variables:

**ANOVA  
ABSOLUTE CHANGE SCORES BY MOTIVATION (2 groups) AND  
SEX (SCHOOL BY SCHOOL)**

TABLE 25	SIGNIFICANCE OF F			
	SCHOOL CR		SCHOOL MP	
VARIABLES	MOTIV.	SEX	MOTIV.	SEX
MORPHOLOGY				
A03	.042			
A04		.038		
SYNTAX			.047	
FUNCTIONS	.016			
SPELLING/VOCABULARY			.047	

Schools CR and MP are the ones that show more significance when the analyses of correlation are performed between students' English proficiency and motivation. In the ANOVA presented in table 25, schools JM and EP do not show any significance; possibly because this analysis was done with only two groups of 'motivated students' which probably were not significant enough.

Analyses of correlation between absolute change scores and motivation, and between percentage change scores and motivation have been performed for each school with the

same two groups of 'motivated students'. The results are as follows:

**CORRELATIONS PERCENTAGE CHANGE SCORES/MOTIVATION PER SCHOOL**

TABLE 26			
VARIABLES	MOTIVATION SIGNIFICANCE		
	SCHOOL CR	SCHOOL JM	SCHOOL MP
MORPHOLOGY			
A04		-.7034*	
A05		-.7173**	
A06		-.7204*	
FUNCTIONS	.3440**		.5185*
<del>READING</del> WRITING COMPREHENS.		-.5956*	
SPELLING/VOCABULARY	.2600*		

**CORRELATIONS ABSOLUTE CHANGE SCORES/MOTIVATION PER SCHOOL**

TABLE 27		
VARIABLES	MOTIVATION SIGNIFICANCE	
	SCHOOL CR	SCHOOL JM
MORPHOLOGY		
A05		-.7111*
A06		-.6229*
SYNTAX	.3368**	

As in previous analyses, correlations between English change scores and motivation are negative in school JM and

positive in schools CR and MP. School EP did not show any significant correlation between motivation and English proficiency score gains.

Other analyses of correlation were performed with all the subjects between post-test scores and motivation. The variables that showed significance were the following:

**CORRELATIONS POST-TEST SCORES/MOTIVATION  
ALL SUBJECTS**

TABLE 28	
VARIABLES	MOTIVATION SIGNIF.
MORPHOLOGY A01	-.2691**
A04	-.2782**
SYNTAX	-.2077*
FUNCTIONS	-.3078**
SPELLING/VOCABULARY	-.2808**

These are also negative correlations possibly affected by the students in school JM, who held the highest post-test scores and were the least motivated, and they may have a specific weight in the analysis. It should be remembered that students' motivation was still measured in these analyses by two groups -most and least motivated students.

In a second stage, the students were split into three groups according to their different degrees of motivation:

- 1 the least motivated students
- 2 the most motivated students
- 3 students in the middle.

After this new division of students in terms of motivation, other analyses of variance were devised. In the first one-way ANOVA, post-test English scores were taken as the dependent variable and motivation- with 3 groups of students- as the independent variable. In this analysis F distribution probability showed significance only with the variable 'spelling/vocabulary' (.0047).

In a second one-way ANOVA, absolute proficiency change scores were taken as the dependent variable, and motivation- with the same 3 groups of students- as the independent variable. In this analysis the only variable that showed significance in the F probability was 'functions' (.0038).

In a third one-way analysis of variance, percentage of English change scores was taken as the dependent variable and motivation, with the same 3 groups of students, as the independent variable. No variables presented significance in the F probability.

As these latter analyses showed poorer significances than the previous ones, in a third stage I wanted to see if students' socio-cultural background presented any significance when correlated with students' English proficiency. Thus I performed an analysis of variance and an analysis of correlation between students' socio-cultural background and students' English proficiency. The variables related to the students' socio-cultural background were grouped as follows:

- 1 knowledge of languages
- 2 parents' education
- 3 books and daily newspapers at home
- 4 students'exposure to English language.

The analysis of variance was performed taking as the dependent variable the students' English change scores, and as independent variables the four variables above mentioned, related to students' socio-cultural background. The independent variables that showed significance in this ANOVA were the following:

- knowledge of languages (.0035)
- books and daily newspapers at home (.0000)

Knowledge of languages and, especially, the number of books and newspapers the students have at home are very significant when correlated with the students' English



change scores. From these results parents' education seems not to have any significant correlation with students' English proficiency. However, the number of books the students have at home seem that they should be also related to their parents' education, but these results only showed significance with books and daily newspapers at home and no significance was shown with parents' education.

To validate the analysis of variance an analysis of correlation was performed between the students' English proficiency post-test raw scores and students' socio-cultural background. The same groups of socio-cultural variables used in the ANOVA were maintained. The variables that showed significance were the following:

#### CORRELATIONS POST-TEST SCORES/SOCIO-CULTURAL BACKGROUND

TABLE 29		
VARIABLES	SOCIOCULTURAL SIGNIFICANCE	
MORPHOLOGY	KNOWLEDGE LANG.	BOOKS & PAPERS
A02	.2839*	.3274*
A03	.4430**	
SYNTAX	.4066**	
WRITING COMPREHEN.	.4489**	
SPELLING/VOCABULARY	.3328*	

In the analysis of correlation the significant variables related to socio-cultural background are the same ones that were shown in the ANOVA: 'knowledge of languages' and 'books and papers at home'. Parents' education does not seem to be significant related to students' English proficiency scores or their motivation in any of the analyses so far performed.

In a last stage I wanted to identify which independent variables from the Motivation test were more important or contributed more to the dependent variable- students' English proficiency change scores. To obtain these results I have analyzed the data by the procedure of multiple regression analysis. The entry system used was stepwise regression, using this system the computer enters the variable which has the highest correlation with the dependent variable first, then the second, and so forth. The computer identifies the most important variables, that, in this case study, taking all the subjects together, were the following:

**MULTIPLE REGRESSION ANALYSIS (ALL SUBJECTS)  
DEPENDENT VARIABLE=ENGLISH PROFICIENCY CHANGE SCORES**

TABLE 30	
INDEPENDENT VARIABLES	SIGNIFICANCE F/T
1 BOOKS AT HOME 0-100	.0047
2 YEARS STUDYING ENGLISH + 4	.0017
3 ENGLISH READERS 1-3	.0004
4 WRITE CASTILIAN	.0002
5 NEWSPAPERS AT HOME 1 A MONTH	.0001
6 ENGLISH PAPERS/MAGAZINES AT HOME	.0000
7 LIKE STUDYING ENGLISH	.0000

PIN = .050 limits reached

Only two out of the seven variables entered in this regression analysis were related to motivation (3 and 7), the remaining five were related to students' socio-cultural background. Among these educational variables there are two (1 and 5) that correspond to students with a low socio-cultural background and two (2 and 6) that correspond to students with a high education. In my opinion, variable 4 (Write Castilian) is not significant since all the students in this case study can write Castilian. After this first regression analysis it seems that high and low socio-cultural backgrounds play a similar role to motivation on the students' English proficiency change scores.

Another multiple regression analysis was performed taking as the dependent variable the post-test English language score and as independent variables all the variables in the motivation test. The independent variables that entered in the regression analysis were the following:

**MULTIPLE REGRESSION ANALYSIS (ALL SUBJECTS)  
DEPENDENT VARIABLE=POST-TEST ENGLISH LANGUAGE SCORES**

TABLE 31	
INDEPENDENT VARIABLES	SIGNIFICANCE F/T
1 MOTHER SECONDARY SCHOOL	.0000
2 MOTHER PRIMARY SCHOOL	.0000
3 SPEAK FRENCH	.0000
4 UNDERSTAND OTHER LANGUAGES	.0000
5 EXTRA-ACTIVITIES IN CLASS-SELDOM	.0000
6 FATHER PRIMARY SCHOOL	.0000
7 ENGLISH PAPERS/MAGAZINES AT HOME	.0000

PIN = .050 limits reached

This regression analysis shows similar results to the first one, only one variable is related to motivation (5) and the others refer to the students' socio-cultural background. In this analysis parents' education entered three times (variables 1,2 and 6).

In order to see if similar results may be obtained by school, the same procedure was used for each school, taking English proficiency change scores as the dependent

variable, below are the independent variables that entered in the regression analysis and their significance F:

**MULTIPLE REGRESSION ANALYSIS (SCHOOL JM)  
DEPENDENT VARIABLE=ENGLISH CHANGE SCORES**

TABLE 32	
INDEPENDENT VARIABLES	SIGNIFICANCE F/T
1 WRITE FRENCH	.0079
2 NO ENGLISH READERS	.0010
3 NEVER EXTRA-ACTIVITIES IN CLASS	.0002
4 WRITING ENGLISH IS DIFFICULT	.0001
5 FATHER UNIVERSITY	.0000
6 NO ENGLISH READERS	.0000
7 WRITE CATALAN	.0000

PIN = .050 limits reached

School JM shows three independent variables related to motivation (2,3 and 6), one related to learning difficulties (4) and three (1,5 and 7) related to students' socio-cultural background. These results are similar to the first regression analysis where all the students entered in the analysis.

**MULTIPLE REGRESSION ANALYSIS (SCHOOL EP)  
DEPENDENT VARIABLE=ENGLISH CHANGE SCORES**

TABLE 33

INDEPENDENT VARIABLES	SIGNIFICANCE F/T
1 NEVER EXTRA-ACTIVITIES IN CLASS	.0043
2 BOOKS AT HOME 500-1000	.0008
3 NO ENGLISH READERS	.0002
4 INVOLVING WAY OF TEACHING	.0000
5 NEWSPAPERS AT HOME 1 A MONTH	.0000
6 LIKE ENGLISH READERS	.0000
7 INVOLVING WAY OF TEACHING	.0000
8 ENGLISH PAPERS/MAGAZINES AT HOME	.0000
9 BOOKS AT HOME 500-1000	.0000
10 UNDERSTAND FRENCH	.0000

PIN = .050 limits reached

The results of the regression analysis of school EP show that 50% of independent variables are related to motivation (1,3,4,6 and 7), and the other 50% are related to students' socio-cultural background (2,5,8,9 and 10). These results are the same as those obtained in the regression analysis of school JM, where 50% of the independent variables are related to motivation and the other 50% to socio-cultural background.

The following tables (34 and 35) present the results of the regression analysis of schools CR and MP.

**MULTIPLE REGRESSION ANALYSIS (SCHOOL CR)  
DEPENDENT VARIABLE=ENGLISH CHANGE SCORES**

TABLE 34	
INDEPENDENT VARIABLES	SIGNIFICANCE F/T
1 SPEAK OTHER LANGUAGES	.0406
2 IMPROVE WITH STAYS IN ENG.COUNT.	.0110
3 UNDERSTANDING ENGLISH IS DIFFIC.	.0043

PIN = .050 limits reached

**MULTIPLE REGRESSION ANALYSIS (SCHOOL MP)  
DEPENDENT VARIABLE=ENGLISH CHANGE SCORES**

TABLE 35	
INDEPENDENT VARIABLES	SIGNIFICANCE F/T
1 LIKE STUDYING	.0383
2 IMPROVE WITH STAYS IN ENG.COUNT.	.0061

PIN = .050 limits reached

These last regression analyses of schools CR and MP differ from the regression analyses of schools EP and JM, firstly because few independent variables have entered in the regression, and secondly because there are no independent variables related to students' socio-cultural background and there is only one variable in school MP related to motivation (variable 1). On the other hand,

these analyses also differ from the previous analyses (ANOVAS and crosstabulations) where schools CR and MP presented many more correlations between English proficiency scores and motivation than schools EP and JM.

To have a more complete view of the role played by motivation and/or socio-cultural background on the students' English language proficiency, another regression analysis has been performed by sex, taking the same dependent and independent variables. The independent variables that entered in the regression are the following:

**MULTIPLE REGRESSION ANALYSIS (MALES)  
DEPENDENT VARIABLE=ENGLISH CHANGE SCORES**

TABLE 36	
INDEPENDENT VARIABLES	SIGNIFICANCE F/T
1 WRITE CATALAN	.0171
2 EXTRA-ACTIVITIES IN CLASS-SELDOM	.0026
3 ENGLISH PAPERS/MAGAZINES AT HOME	.0006
4 ENGLISH READERS + 6	.0001
5 NEWSPAPERS AT HOME 1 A MONTH	.0000
6 WRITE CASTILIAN	.0000

PIN = .050 limits reached



**MULTIPLE REGRESSION ANALYSIS (FEMALES)  
DEPENDENT VARIABLE=ENGLISH CHANGE SCORES**

TABLE 37	
INDEPENDENT VARIABLES	SIGNIFICANCE F/T
1 MOTHER SECONDARY SCHOOL	.0035
2 LIKE STUDYING	.0012
3 EXTRA-ACTIVITIES IN CLASS-SELDOM	.0003
4 YEARS STUDYING ENGLISH + 4	.0001
5 MOTHER SECONDARY SCHOOL	.0001
6 INVOLVING WAY OF TEACHING	.0001

PIN = .050 limits reached

From the results in the regression analyses by sex it can be said that females obtain the same 50% of independent variables related to motivation (2,3 and 6) and 50% related to socio-cultural background (1,4 and 5). Males have similar results, there are two independent variables related to motivation (2 and 4), two variables related to socio-cultural background (3 and 5) and the other two (1 and 6) are related to the knowledge of other languages, in this case Catalan and Castilian.

The last step to analyze the correlations between the English proficiency test and the Motivation test consisted in two other multiple regression analyses, but this time only the independent variables related to motivation entered in both regression analyses. The dependent variable in the first regression was the students' English post-test

scores and in the second one, the students' English proficiency change scores. The results were the following:

**MULTIPLE REGRESSION ANALYSIS (ALL SUBJECTS)  
DEPENDENT VARIABLE=ENGLISH POST-TEST SCORES**

TABLE 38	
INDEPENDENT VARIABLES	SIGNIFICANCE F/T
1 ATTRACTIVE WAY OF TEACHING	.0011
2 EXTRA-ACTIVITIES IN CLASS-SELDOM	.0005

PIN = .050 limits reached

**MULTIPLE REGRESSION ANALYSIS (ALL SUBJECTS)  
DEPENDENT VARIABLE=ENGLISH CHANGE SCORES**

TABLE 39	
INDEPENDENT VARIABLES	SIGNIFICANCE F/T
1 ATTRACTIVE WAY OF TEACHING	.0103
2 ENGLISH READERS 1-3	.0035

PIN = .050 limits reached

Only two variables were entered in both regression analyses but, in my opinion, they are essential for the students' motivation in a situation of foreign language acquisition. Once more, the way of teaching appears to be an important factor for motivating the students on the one hand, and on the other, for increasing the students' English language proficiency. The variables related to the way of teaching have been entered many times in the

previous regression analyses as well. From these results it can be stated that motivation through way of teaching in a situation of foreign language acquisition plays an important role on the students' language learning/ acquisition.

**Summary of results: Tests 1986-87 (raw scores)**

In the following table (40) I gathered the independent variables that entered in all these multiple regression analyses more than once and then I performed three groups of variables: a) motivation, b) socio-cultural background and c) knowledge of languages in order to see their specific weight. The two last regression analyses (tables 38 and 39) where only motivational variables were computerized as independent variables do not enter in this table.

**INDEPENDENT VARIABLES ENTERED IN THE PREVIOUS MULTIPLE REGRESSION ANALYSES**

<b>TABLE 40</b>		<b>MOTIVATION VARIABLES</b>	<b>TIMES</b>	<b>SOCIO-CULTURAL VAR.</b>	<b>TIMES</b>	<b>KNOWLEDGE LANGUAGES</b>	<b>TIMES</b>
		ENGLISH READERS	6	ENGLISH PAPERS/MAG. AT HOME	3	WRITE CATALAN	2
		EXTRA ACTIVITIES IN THE ENGLISH CLASS	5	NEWSPAPERS AT HOME	3	WRITE CASTILIAN	2
		WAY OF TEACHING	3	MOTHER SEC. SCHOOL	3		
		LIKE STUDYING	2	BOOKS AT HOME	2		
				YEARS STUDYING ENG.	2		

Motivation enters in the performed multiple regression analyses 16 times, followed by variables related to socio-cultural background which entered in the analyses 12 times, and finally, variables related to knowledge of languages entered 4 times in the performed regression analyses. As is shown, the independent variables related to motivation are the ones that appear to have most influence on students' English proficiency change scores, followed by socio-cultural variables and then knowledge of languages. Similar results were obtained in the analyses of variance and the crosstabulations that were performed to analyze the results of the Motivation test in section 2.11.2.

These results are similar to the ones obtained by Gardner and Lambert (1959, 1972), Gardner (1985), Smythe et al. (1972), Clément et al. (1976, 1980), Gardner et al. (1977), and many other researchers who proved that attitudinal/motivational characteristics show a clear link with second/foreign language achievement. In a study conducted in 1961, but published in 1972 by Gardner and Lambert, the researchers found that the indices of language aptitude, motivational intensity and desire to learn French were associated with achievement. In addition, in the study they conducted in Maine motivational variables were related to empathy and evaluation of the French teacher. In the present case study, after the analyses of the 1986-87 students' English proficiency and motivation tests,

motivation and consequently students' English proficiency have shown to be related to the English teacher as well.

#### 2.11.4 Correlations English Proficiency test (1986-87)/ Motivation test (1987). Standardized scores

The previous analyses corroborated the qualitative and preliminary observations of the English proficiency test (1986-87) and motivation test (1987), showing that significant correlations exist between students' English proficiency and motivation. However, as students in school JM presented higher English proficiency grades in the pre-test than the other three schools in this case study, and this could have distorted the results, I standardized<sup>1</sup> the scores in both proficiency and motivation tests, school by school, to eliminate the existing differences. To standardize the scores I followed the instructions given by Gardner (1985) and Hatch & Farhady (1982). Then, I performed analyses of correlation with the standardized scores of the students' English proficiency test and the motivation test school by school.

The variables in the motivation test (1987) were grouped as follows: a) knowledge of languages; b) socio-cultural background; c) exposure to English; d) motivation; and e) learning difficulties. The same method was used with the English proficiency test; three variables were obtained to be correlated

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<sup>1</sup>To standardize the data, the mean is subtracted from the raw scores and the result is divided by the standard deviation. Half of the scores fall above and half below the midpoint, which is 0. Once the scores are standardized, a normal distribution is obtained and this controls the possible differences amongst groups.

with the five variables above mentioned. Correlations were performed between the following variables:

- English proficiency pre-test
- English proficiency post-test
- English proficiency change scores
- Knowledge of languages
- Socio-cultural background
- Exposure to English
- Motivation
- English learning difficulties

The analyses with the standardized scores present less correlations than the previous analyses performed with the raw scores because the extreme groups, extremely high and extremely low scoring groups have been withdrawn by the standardization. The correlations of the standardized scores, by school, show significance in the following variables:

#### School CR

Pre-test	Learning difficulties	-.4543*
Motivation	Learning difficulties	-.4050*

#### School EP

Pre-test	Socio-cultural background	-.3973*
Knowledge of languages	Learning difficulties	-.5155**

#### School JM

Pre-test	Socio-cultural background	.4116*
Post-test	Socio-cultural background	.4049*



Motivation	Exposure to English	-.4607*
Knowledge of languages	Learning difficulties	-.4282*

#### School MP

Socio-cultural background	Learning difficulties	-.4774*
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The correlation coefficient in the analyses above shows the degree of relationship between two sets of scores but I cannot say that Y causes X or vice versa. In order to see how one variable affects the other, the procedure I used was crosstabulations because it shows how each variable above and below the midpoint correlates with the other variable in the same way. Besides, I could also obtain the significance by Pearson's R statistic.

Crosstabulations show that 31.5% of students in school CR who are below the midpoint in the variable pre-test scores, i. e. students who have negative English pre-test scores, said they had difficulties in learning English. The same percentage of students who are above the midpoint of English pre-test scores, said they did not have difficulties in learning English. The Pearson's R statistic has a significance of .0021<sup>2</sup>. In the same school, 39.4% of the students who presented high motivational degrees stated that they did not have difficulties in learning

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<sup>2</sup> The result is significant if it is less than .0050

English. The Pearson's R statistic has a significance of .0058 in this crosstabulation.

31.4% of the students in school EP with low scores in the English pre-test are below the midpoint in the variable that indicates student's socio-cultural background. However, 37.1% of these students who are also below the midpoint in English pre-test scores are above the midpoint in socio-cultural background, it might be the reason for the non-significance of the result of the statistic, measured by Pearson's R (.0091). In the same school, 37.1% of the students who say they know more than two languages also state that they have no difficulties in learning English, along this line, 34.2% of the students who know less than two languages say that they have difficulties in learning English. The significance, by Pearson's R statistic, is .0008.

Students in school JM presented a correlation coefficient in 4 pairs of variables. The first and the second pairs are related to the student's English proficiency and the student's socio-cultural background. 66.6% of the students in this school who have positive scores in the English pre-test are above the midpoint in socio-cultural background. However, 57.57% of the students in school JM who hold positive scores in the English post-test are below the midpoint in socio-cultural background, which means that the students who gained scores in this school come from a lower socio-cultural background than the ones who did not gain scores. Crosstabulations also show that 39.39% of these

students who are below the midpoint in the English post-test are above the midpoint in socio-cultural background. In this particular school, the higher the socio-cultural background, the lower the students' English post-test scores.

The third pair of variables that show correlations are: motivation and exposure to English. 60.60% of the students in school JM are below the midpoint of motivation and their level of exposure to English is above the midpoint, that is to say the more exposed to English these students are, the less motivated they are. Pearson's R statistic shows a significance of .0035.

The fourth and the last pair of variables that show correlations among the students in school JM are: knowledge of languages and English learning difficulties. 69.69% of these students who know more than two languages do not have difficulties in learning English. The significance, by Pearson's R statistic, is .0065.

Students in school MP show correlations between socio-cultural background and English learning difficulties. 51.61% of these students are above the midpoint in socio-cultural background and they do not have any difficulties in learning English. The significance, measured by Pearson's R statistic, is .0033.

In order to see how the variables in the motivation test may explain students' English proficiency scores in the post-

test and/or in their gain scores, I used the procedure of multiple regression analysis by school. The results are very poor. School CR, taking as dependent variable the English post-test, entered in the equation as a significant variable: student's socio-cultural background, with a significant F of .0279. No variables entered in the equation when the dependent variable was: gain scores.

No variables entered in the equations either in schools EP or MP. School JM entered one variable in the equation: English learning difficulties, when the dependent variable was student's English post-test, but no variables entered when the dependent variable was: gain scores.

The results shown by the analyses performed with the standardized scores are much poorer than the ones performed with the raw scores in this case study. Nevertheless, these latter results of the English proficiency pre-test/ post-test and motivation test coincide with the previous ones in showing the students' socio-cultural background as a significant variable affecting students' English proficiency and students' motivation. A new variable: English learning difficulties, that did not show great significance in the previous analyses, is shown as a significant variable in these latter analyses. It correlates with students' English proficiency, motivation, knowledge of languages, and students' socio-cultural background.

These are not the results that I expected from the standardized scores because motivation does not show any significant correlation with students' English proficiency as the analyses performed with the raw scores did. However, these last analyses added something else to this study that was not shown in the first analyses: that students who state that they have difficulties in learning English have significant correlations with students' English proficiency and with some other variables above mentioned. As I see it, the variables in the motivation test related to difficulties in learning English are very close to motivational variables because if a student is motivated to learn English, s/he would feel more confident, more enthusiastic, and would feel that s/he does not have as many learning difficulties as another student who is not motivated. If these variables could be considered, in a way, as motivational variables, these latter analyses would also show significant correlations between student's English proficiency and motivation.

After the analyses of the standardized data school by school, I performed analyses of correlations taking all the students together as a whole group in order to see whether more significance would be shown in the correlations between the proficiency test and the motivation test. In a first analysis I standardized the English proficiency scores and the scores in the motivation test of the subjects in this study as a whole group. The matrix of correlations was the following:

TABLE 41  
CORRELATIONS ENGLISH PROFICIENCY TEST AND MOTIVATION TEST

	W1	W2	W3	W4	W5	W6	W7	W8
W1	1.0000	.8429**	-.5398**	.3269**	.4439**	.2657**	-.2218*	-.3111**
W2	.8429**	1.0000	-.0021	.3311**	.4373**	.2303*	-.2455*	-.2698**
W3	-.5398**	-.0021	1.0000	-.0895	-.1408	-.1335	.0280	.1562
W4	.3269**	.3311**	-.0895	1.0000	.2480*	.1359	-.0667	-.3488**
W5	.4439**	.4373**	-.1408	.2480*	1.0000	.2462*	-.3476**	-.3685**
W6	.2697**	.2303*	-.1335	.1359	.2462*	1.0000	-.1909	-.2973**
W7	-.2218*	-.2455*	.0280	-.0667	-.3476**	-.1909	1.0000	.0428
W8	-.3111**	-.2698**	.1562	-.3488**	-.3685**	-.2973**	.0428	1.0000

W1=English pre-test; W2=English post-test; W3=English change scores; W4=knowledge of languages;

W5=socio-cultural background; W6=exposure to English; W7=motivation; W8=English difficulties

The results of this analysis show correlations between the English proficiency pre-test, post-test, and the other variables in the motivation test. The variable with the highest positive correlation between pre-test and post-test is student's socio-cultural background, followed by 'knowledge of languages' and 'exposure to English'; motivation and student's English learning difficulties show negative correlations with student's English proficiency.

The negative correlation between motivation and student's English proficiency, as well as the positive correlation between socio-cultural background and student's English proficiency, may be due to the fact that the standardization of the scores was performed with all the subjects together, before standardizing the scores school by school. For this reason the dissimilarities between school JM, with high proficiency scores, high socio-cultural background, and very low motivational degrees, and the other three schools may still remain, and it might bias the results.

Another analysis was performed joining the four schools once the data had been standardized school by school. The variables in the English proficiency test and motivation test showed the following correlations:

TABLE 42  
CORRELATIONS ENGLISH PROFICIENCY TEST AND MOTIVATION TEST<sup>3</sup>

	W1	W2	W3	W4	W5	W6	W7	W8
W1	1.0000	.7580**	-.4849**	.0395	-.0269	.1328	-.0001	-.1240
W2	.7580**	1.0000	.1774	.0381	-.0048	.0835	-.0177	-.0956
W3	-.4849**	.1774	1.0000	-.0194	.0048	-.0883	-.0247	.0541
W4	.0395	.0381	-.0194	1.0000	.8328**	.1062	.8992**	-.2128*
W5	-.0269	-.0048	.0448	.8328**	1.0000	.0829	.8998**	-.1525
W6	.1328	.0835	-.0883	.1062	.0829	1.0000	.0243	-.2348*
W7	-.0001	-.0177	.0247	.8992**	.8998**	.0243	1.0000	-.1485
W8	-.1240	-.0956	.0541	-.2128*	-.1525	-.2348*	-.1485	1.0000

W1=English pre-test; W2=English post-test; W3=English change scores; W4=knowledge of languages;

W5=socio-cultural background; W6=exposure to English; W7=motivation; W8=English difficulties



Comparing the results in tables 41 and 42 it can be observed that in the first analysis, where differences between school JM and the other three schools still remained, there were significant correlations between English proficiency pre-test and post-test and all the variables in the motivation test. In the second analysis, where the scores had been standardized school by school and then joined in a whole group, there is no one correlation between students' English proficiency and the other variables in the motivation test. However, very high correlations are shown between socio-cultural background and motivation (.8998\*\*), between knowledge of languages and motivation (.8992\*\*), and between knowledge of languages and socio-cultural background (.8328\*\*).

In order to see whether the variable school might have any significance in this last analysis, in spite of the standardization, a new analysis of correlation was performed between the variable 'school' and the other 8 variables in the tests. The results showed significance between school and socio-cultural background (.4458\*\*), and between school and motivation (.3863\*\*). These latter results may corroborate that the teacher affects students' motivation because there is a significant correlation between school and motivation.

A multiple regression analysis was also performed, taking motivation as the dependent variable, in order to see which

independent variables explained motivation. The variables that entered in the equation were the following:

1. socio-cultural background (R square .80969)<sup>4</sup>
2. knowledge of languages (R square .88291)
3. school (R square .89114)
4. exposure to English (R square .89521)

The results show that the variables that contribute more to students' motivation are socio-cultural background, knowledge of languages, school, and exposure to English. 89.5% of the variance of students' motivation is explained by the four mentioned independent variables that entered in the equation.

## Conclusions

According to the results of the analyses performed with the standardized scores I can observe that, as stated before, the correlations between the English proficiency test and the motivation test are poorer than the ones obtained in the analyses performed with the raw scores. Nevertheless, the highest correlations in this case study are shown in the latter analyses with the standardized scores between variables in the motivation test. Socio-cultural background presents a high correlation with motivation: .8998\*\*, as well as knowledge of languages with motivation: .8992\*\*. Socio-cultural background shows also a high

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<sup>4</sup> R square explains the variance in Y accounted for by X

correlation with knowledge of languages (.8328\*). Besides, the analysis of regression shows the factors that may affect motivation, explaining 89.5% of its variance. School is one of the variables that entered in the equation which may explain the important role that the teacher plays on students' motivation. In the matrix of correlations performed with 'school' and the other variables in the English proficiency test and motivation test a significant correlation was also shown between motivation and school. Socio-cultural background is shown as another factor that considerably affects students' motivation, as well as knowledge of languages and exposure to English.

From the results obtained in these analyses the factors that mostly affect students' motivation in this case study are: students' socio-cultural background; school; knowledge of languages; and exposure to English.

**2.11.5 Correlations Gardner's adapted Attitude/Motivation test battery and students' English class grades (1989)**

In section 2.10.3 the preliminary observations of the Gardner's adapted Attitude/Motivation test battery showed that students had changed their motivation from the starting point of this investigation in 1986-87 to 1989.

In order to confirm if attitudes and motivation affect students' English proficiency, correlations and analyses of regression were performed between students' English class grades in 1989; attitude towards learning; instrumental and integrative motivation; parental attitudes; and class anxiety.

The analyses were executed in two different ways:

- a) taking all the subjects into consideration as a whole group
- b) analyzing the subjects by school

The students' English grades did not present great differences between schools. So the correlations between motivation and students' English proficiency will be reliable whether the analysis is made with the whole group or school by school.

As in previous analyses the students were divided into three groups: most; medium, and least. For example, when I studied students' motivation the groups were divided as follows: a) most motivated; b) motivated; and c) least motivated. When I studied students' class anxiety the groups were: a) most anxious; b) anxious; and c) least anxious.

In the analyses of correlation between students' English proficiency and the other independent variables (attitude towards learning, instrumental and integrative motivation, parental attitudes and class anxiety) the variables that showed significant correlations were the following:

TABLE 43	ATTIT. LEARN.	INSTRU. MOTIVA.	INTEGR. MOTIVA.	PARENT. ATTITU.	CLASS ANXIETY
ALL SUBJECTS		.3421**	.2959*		
SCHOOL CR					
SCHOOL EP					
SCHOOL JM			.4807*		
SCHOOL MP				.5005*	

The variables that presented significant correlations with students' English proficiency, taking all the students together as a whole group, were the ones related to motivation. Instrumental motivation showed more significant

correlations than integrative motivation. However, integrative motivation has significant correlations among students in school JM, [even though only 33.6% of these students were integratively motivated]. The other school that shows significant correlations in one of the variables measured in the Adapted Attitude/Motivation Test Battery is school MP, where parental attitudes seem to affect the students' English proficiency.

These results corroborate my hypothesis that motivation affects students' English proficiency because when analyzing the students' English proficiency as a whole group the only variables that show significant correlations are the ones related to motivation. On the other hand, the hypothesis that teachers play an important role on students' motivation is also confirmed. As shown in section 2.10.5 when analyzing the results of the students' actual teacher test, the students who had the most motivating teacher in 1989 were the ones in school JM and these are the only students that present significant correlations between motivation and English proficiency in 1989.

Analyses of regression were also performed by taking all the students as a whole group and then school by school. The dependent variable was students' English school grades and the independent variables were the following: attitudes towards learning; instrumental motivation;

integrative motivation; parental attitudes; and classroom anxiety.

The independent variables that entered in the regression analyses were the following:

TABLE 44	ATTIT. LEARN.	INSTRU. MOTIVA.	INTEGR. MOTIVA.	PARENT. ATTITU.	CLASS ANXIETY
ALL SUBJECTS		.0013			
SCHOOL CR					
SCHOOL EP					
SCHOOL JM			.0224		
SCHOOL MP		.0322		.0103	

As shown in table 44 motivation affects students' English proficiency. When taking all the students as a whole group and students' English proficiency as the dependent variable, instrumental motivation is the only independent variable that enters in the equation of the multiple regression analysis, with a significance F of .0013. Once more, the schools that present significances in the regression analyses are the ones who had the most motivating teachers: schools JM and MP (as shown in section 2.10.5). Like in the analyses of correlation, integrative motivation has entered in the equation of the regression analysis of students in school JM with a significance F of

.0224. The independent variables that present significance in the regression analysis of students in school MP are instrumental motivation with a .0324 of significance F and parental attitudes with a .0103 of significance F. The latter variable also presented significant correlations in the previous analysis among students of school MP.

The results of the present analyses do not show any noticeable difference from the previous ones of the same subjects in 1986-87. Motivation is the independent variable that mostly affects students' English proficiency in both cases.

As a last consideration I would like to point out the number of students (with whom I started the study) per school that passed the English exam of Selectivitat<sup>1</sup> in June 1990. 11 students in school CR passed the English exam before entering University, none of the students in school EP passed, 18 students in school JM passed the English exam as did 12 students in school MP. These results also correlate with the students' motivation and their 'motivating' teachers. Nevertheless, the students' socio-cultural background might also play an important role in these final results. However, students in schools CR and EP have a very similar socio-cultural background but their results differ completely. As there are no data for the

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<sup>1</sup> This exam is taken by the students who want to attend University.



teachers that students in school CR had in 1989 I can not say that the difference in their final results was affected by their teachers. The fact that 54% of the students in school CR attended English lessons out of school could account for this difference.

As concerning the results obtained in the analyses of 1986-87 and 1989 it may be stated that motivation affects students' English proficiency and that in a classroom situation the teacher plays a crucial role in motivating the students.

## 2.12 SUMMARY AND CONCLUSIONS

Although the conclusions to the study have already been presented along with the comments on the results of the analysis of the data, the general conclusions shall be presented in this section. The case study presented in this chapter has analyzed the effect of motivation and other independent variables, such as students' socio-cultural background, on the acquisition of English as a foreign language among four groups of Catalan learners. At the same time other factors, such as classroom environments, have been considered as possible factors affecting student's motivation.

In the qualitative and preliminary observations (frequencies) all students' tests (1986-87 and 1989) have been analyzed. The qualitative analysis has shown that, apparently, correlations exist between motivation and learners' foreign language acquisition on the one hand, and on the other, that the teacher's personality and way of teaching affect students' motivation. Considering the percentage of students with positive score gains from the pre-test to the post-test (1986-87), students in schools MP and CR hold the first ranks and the last rank was held by students in school JM. These score gains results are correlated with the students' motivation.

Students in school JM are the least motivated among the four groups and the ones who obtain least score gains in 1987. At the same time, students in school JM present negative correlations between English proficiency and motivation. This may explain that students' English proficiency and motivation are correlated with the students' English teacher's personality and way of teaching, because those students had a 'demotivating' teacher in 1986-87.

As for the data in the Gardner's adapted Attitude/Motivation test battery and students' English class grades (1989), the preliminary observations have shown that similar correlations between students' motivation and class grades exist on the one hand and, on the other, that teacher's personality and way of teaching affect students' motivation.

The quantitative analysis of the 1986-87 tests contains two main parts:

- a) the quantitative analysis with the raw scores
- b) the quantitative analysis with the standardized scores

The quantitative analysis with the raw scores was performed in three steps. The first one analyzed the students' English proficiency test (1986-87), the second

analyzed the students' socio-cultural background and motivation (1987), and in a third step I analyzed the correlations between both tests.

The results of the quantitative analysis (raw scores) confirm the observations made in the qualitative analysis. As far as the factors affecting learners' foreign language acquisition are concerned, the results show that motivation accounts for 48.48%, socio-cultural background for 39.39%, and knowledge of other languages for 12.12%.

The quantitative analysis of 1986-87 tests with the standardized scores was performed in three steps: a) the scores of all the subjects, taken as a whole group, were standardized and analyses of correlation between students' English proficiency and motivation were performed; b) the scores of both English proficiency and motivation test were standardized school by school and then analyzed; c) the standardized scores school by school were joined in a whole group and, then, analyses of correlation and regression were performed.

The results of these latter analyses showed poorer correlations between students' English proficiency and motivation than the ones performed with the raw scores. As far as the results of the analyses performed with the first method exposed, taking all the students as a whole group, there were significant correlations between students'

English proficiency and many variables in the motivation test.

In the analyses performed with the second method school by school, the only variable affecting students' English proficiency that showed positive correlations in school JM and negative correlations in school EP was students' socio-cultural background. Motivation showed significant negative correlations with students' English learning difficulties in school CR and with students' exposure to English in school JM.

The third method used to analyze the standardized scores consisted in taking the standardized scores school by school and then joined in a whole group. The results showed no significant correlations between students' English proficiency or any other variable in the motivation test. However, the highest correlations in this study were shown between motivation/ socio-cultural background; motivation/ knowledge of languages; and motivation/ school. These latter results show the important role that parents and teacher play on students' motivation. In the analysis of regression the students' motivation variance was explained in 89.5% by the same variables named above.

The main conclusion that can be drawn after the analysis of the raw data is that motivation has the overriding effect on students' foreign language

acquisition, followed by socio-cultural background and knowledge of other languages. From the standardized data it could be observed that motivation was mainly affected by students' socio-cultural background, knowledge of languages, school/teacher, and exposure to English.

## CHAPTER 3

### 3.1 GENERAL CONCLUSIONS

The main objective in this thesis has been to study the role of motivation in foreign language acquisition. However, other factors affecting motivation and language acquisition, such as student's socio-cultural background and classroom environment, have been analyzed as well. The core of the thesis is the empirical study which contains data of learners of English as a foreign language in secondary schools, in Barcelona (Spain). The aim of the study has been to show the possible correlations between motivation and students' foreign language acquisition.

The theoretical basis for the empirical study has been given in the first chapter, which reviews the most relevant research carried out in the field of motivation and its effects on second/foreign language acquisition from its origins to recent theories. Definitions of key terms, such as 'acquisition' and 'learning', 'attitude' and 'motivation', have also been provided.

The differences between second and foreign language acquisition have been stated. To view the possible

differences between second and foreign language learners' motivation, the terms 'instrumental and integrative motivation' coined by Gardner and Lambert, have been taken into consideration. After analyzing the data of the Adapted Attitude/ Motivation Test Battery by Gardner I observed that the subjects in my case study presented a higher percentage of instrumental motivation than integrative motivation. Comparing the results of this case study with other studies carried out in second language learning settings it has been observed that integrative motivation in these settings only accounts for less than 30%. Thus, from these results no differences in motivation develop between second and foreign language learners. However, the setting where the acquisition of a language other than the mother tongue takes place might affect the 'rate' of acquisition of the target language. Nevertheless, as this is not the main purpose of this thesis I have not analyzed this aspect but it might be taken into consideration for further research.

Considering the differences shown between integrative and instrumental motivation in this study I would dare to say that in a foreign language learning setting, learners' motivation may be altered by similar factors to the ones that can affect second language learners in a bilingual country, such as parental attitudes towards the language, the teacher, the activities and materials used in the classroom, possible contacts with native speakers of the



target language, and so on. The only difference between the two situations would lie in the learner's inner attitudes, because if somebody is acquainted with members of another community speaking another language on a daily basis, s/he has grown with specific attitudes towards the other community that s/he has internalized. These inner attitudes towards the other community could be positive or negative, and are not likely to change. Due to their lack of contact with speakers of the target language, foreign language learners do not develop inner attitudes for or against them.

However, both second and foreign language learners may change their attitudinal behavior through motivation. Gardner and his colleagues view the possibility of changing the learner's behavior through teacher's interaction, as I have also suggested. This behavioral change would affect learner's attitudes and, therefore, increase the learner's level of motivation. Nevertheless, Gardner's theory and my hypothesis differ in the way in which this change would take place. Gardner in a personal communication says that in their model they propose a mechanism as to how experiences will modify attitudes and thus motivation, but I believe that external factors can modify motivation and thus behavioral attitudes. Therefore, in a classroom setting the teacher's interactions with learners may play a decisive role in increasing learner's level of motivation and through motivation foster a change in learner's

attitudinal behavior, if the latter was previously negative.

As has been pointed out in section 1.6.1, when considering the differences between attitudes and motivation, in my opinion, positive attitudinal behaviors are only born further to previous motivation to learn the language. As I see it, a foreign language learner who is instrumentally motivated might be expected to react with a positive attitude towards the learning situation, and a positive attitudinal behavior towards the community speaking the target language might be acquired as well, through motivation to learn the target language first.

The correlations between students' English proficiency and motivation in this case study that showed significance were both instrumental and integrative motivation. In the 1989 motivation test, the students with a highest degree of motivation were those of school JM and among them the significant correlations were between students' English proficiency and integrative motivation, which may explain the drawing conclusions given above that the more instrumentally motivated the students are, the more easily they become integratively motivated.

If students are faced with an attractive language programme/curriculum and their teachers promote motivation in their students, so as they feel engaged in the learning

of a foreign language, they will develop positive attitudinal behaviors, first towards the learning of the target language, and later on towards the community speaking that language. They will feel more closely related to that community due to the possibility of communicating with its speakers using the same language.

In foreign language teaching/learning motivation plays a fundamental role, and teachers are the key to motivate their students and to foster positive attitudinal behaviors, as we have seen in chapter 1 (section 1.4). Teachers should try to motivate their students in order to achieve higher degrees of proficiency among them, and if not, at least if learners are motivated they will enjoy learning and it might expedite their foreign language acquisition.

Students need to be encouraged to take part in the learning task; otherwise learning would not occur. Even if we have students who are motivated to learn, this motivation should be maintained and should grow through the daily activities, which require these preliminaries to make the students feel that the activity in which they take part is enjoyable for them.

In my opinion, great advances have been made in the field of motivation and its effects on second/foreign language acquisition. However, a great effort should be

made to study which factors may affect learner's motivation in a classroom in order to obtain higher degrees of proficiency, since the literature on motivation and its effects on second/ foreign language acquisition, as shown in chapter 1, demonstrates clearly that correlations exist between motivation and proficiency.

My piece of research which appears in chapter 2 makes a small contribution to this field, studying the role of motivation in foreign language acquisition. The results of the qualitative and quantitative analyses prove that motivation affects student's foreign language acquisition, and show that the foreign language teacher's personality and his/her way of teaching affect student's motivation.

The empirical study in chapter 2 has analyzed data of the students' tested in 1986-87 on the acquisition of English as a foreign language on the one hand, and, on the other, student's motivation, socio-cultural background, exposure to English, learning difficulties, knowledge of languages and learning strategies. In addition, data on the 'ideal teacher of English' and the students' 'actual English teacher' have been obtained. Besides, data of the students tested in 1989 on attitude, instrumental motivation, integrative motivation, parental encouragement, and class anxiety were correlated with students' English class grades.

Several conclusions about the role of motivation, student's socio-cultural background and teacher's personality in the acquisition of English as a foreign language have been presented. The most interesting ones shall be summarized here in order to state the implications for foreign language teaching and the relevance for both students and teachers.

To begin with, an important finding in the study is the fact that in the qualitative analysis (tests 1986-87) I observed that the students in school JM who: have the highest socio-cultural background; have been studying English for more than 4 years; have been attending English lessons out of school; and have spent some time studying English in English speaking countries, were the least motivated students out of the four schools and those who achieved the lowest change score from the English proficiency pre-test to the post-test.

Two years later (1989), when students and teachers had answered the teacher's personality tests I was able to understand the reasons why students in school JM were not motivated and did not achieve similar results in their English proficiency change scores to the ones obtained by the rest of the students in the case study. The reason was that they had a 'demotivating' English teacher in 1986-87. In 1989 they changed their motivation because their English teacher was much more 'motivating' than the previous one.

These students held the highest motivational degrees amongst the schools in 1989, and, besides, 'integrative motivation showed significant correlations with these students' English proficiency in the quantitative analysis.

The qualitative and quantitative analyses corroborate my hypothesis that the teacher's personality and the way of teaching considerably affect students' motivation and consequently students' English proficiency. Students in schools CR and MP, who had more 'motivating' teachers than students in JM school, showed more positive change scores from the pre-test to the post-test than students in JM school, possibly due to the fact that students in schools CR and JM were more motivated than those in school JM.

From the quantitative analysis of the students' English proficiency test 1986-87 (raw scores) I have observed that school JM does not present any significant difference in any of the aspects of English language tested, which means that these students' change scores are irrelevant. The schools with the most significant results in the English proficiency test are schools CR and MP. These results coincide with the qualitative analysis where schools CR and MP showed major changes from the pre-test to the post-test.

The quantitative analysis (raw scores) has also shown that students with a high motivation correlated with

highest improvements between the English proficiency pre-test and post-test. Schools CR and MP are those that present more positive correlations and significance in the ANOVAS in 1987 because the students in those schools had 'motivating' teachers. But only schools JM and MP showed significance in the 1989 test on motivation correlated with students' English proficiency, which may be also explained by the students' teachers. In 1989 the most 'motivating' teachers were those in schools JM and MP.

I would like to point out that students in school JM with the highest scores in the English proficiency tests did not correlate with high scores on motivation in the analyses performed by school in 1987 because at that moment those students had the 'least motivating' teacher between the four schools. But, as stated before, the same students in 1989 presented correlations between their English proficiency and integrative motivation. This may be due to the fact that in 1989 those students had the 'most motivating' teacher between schools. These results corroborate once more that the English teacher affects students' motivation and, consequently, students' English proficiency.

As far as the effect of student's socio-cultural background (measured in the 1987 test) on student's English proficiency is concerned, neither the qualitative nor the quantitative analyses of the raw scores show a great

correlation. Variables related to student's socio-cultural background were correlated with student's English change scores. From the results of this analysis I have observed that some socio-cultural factors showed significance on the student's English change scores. For example, the number of books and newspapers that they had at home has proved significant but parents' education has not shown any significance. Student's socio-cultural background accounts for 39% on student's English proficiency. Even though this percentage is not very high it may explain the unexpected small percentage of gain scores that students in school EP presented despite their high motivational degrees in 1987 and that none of these students passed their English exam in 'Selectivitat' in 1990. However, when the scores were standardized, a very high correlation was shown between students' motivation and socio-cultural background on the one hand, and, on the other, students in school EP presented negative correlations between English proficiency and socio-cultural background, which may explain the results obtained by those students in the 'Selectivitat' exam.

Nevertheless, the qualitative and quantitative analyses (raw scores) have shown that the motivational factors are more important than other factors in favouring student's English achievement. Motivation accounts for 48.5% on student's English proficiency in the 1986-87 tests.



The multiple regression analyses (1986-87) have explained that motivation has a more specific weight than the other variables because the motivational variables entered in the analyses of regression more times than the other variables in the test. Therefore, one may assume that motivation might be the primary factor affecting learner's foreign language acquisition, followed by learner's socio-cultural background that accounts for 39%.

The analyses of the 1989 test have also explained that instrumental and integrative motivation affect students' English proficiency.

The main conclusion that can be reached after an analysis of the raw data is that motivation is possibly the main factor affecting student's foreign language acquisition, followed by socio-cultural factors. Taking into consideration the analyses of the standardized data I may draw the conclusion that students' socio-cultural background, school/teacher, knowledge of languages, and exposure to English are the variables that mostly affect students' motivation.

I am conscious of the fact that the findings obtained in this thesis require broader empirical verification, especially the ones related to teachers' personality and way of teaching affecting learners' motivation, or

students' socio-cultural background affecting motivation. A study that included more schools, teachers and students may yield more reliable results. Nonetheless, I hope that the empirical study presented in chapter 2 has covered the initial objectives, which were to analyze the effects that motivation has on the acquisition of English as a foreign language, on the one hand, and, on the other, to analyze the factors that may affect student's motivation.

After a revision of what has been done in the field of motivation and its effects on second/foreign language acquisition, it is clear that more studies on motivation and its better predictors are needed to help foreign language teachers and learners. I hope that in the near future further investigation in this field will be carried out.

To conclude, I would dare to make the following suggestions, which may be helpful to teachers of English as a foreign language in order to motivate foreign language learners :

- a) to create a friendly and at the same time a 'working' atmosphere in the classroom;
- b) to create the conditions conducive for teaching/learning to occur, taking into consideration the cooperative learning;

- c) to ensure that learning experiences are relevant to the students' interests;
- d) to provide facilities for the integration of other school subjects and broader out-of-school interests;
- e) to appeal to the curiosity motive by ensuring an interesting environment and the maximum learner activity, giving the students a great variety of activities that may lead them to learn how to learn and to develop their creativity.

## APPENDIX

This appendix includes the following material:

- The English proficiency test that the students completed in October 1986 and May 1987.
- The test on motivation, socio-cultural background, knowledge of languages, learning difficulties and learning strategies that was answered by the students in May 1987.
- The adapted Attitude/Motivation Test Battery by Gardner and 'actual English teacher's personality test', completed by the students in May 1989.
- The questionnaire on the 'ideal English teacher' that the students answered in May 1989.
- The teacher's questionnaire on the 'way of teaching and teacher's personality' that was answered by the teachers in May 1989.

## STUDENT'S ENGLISH PROFICIENCY TEST

1986-87

NOM .....

ESCOLA .....

Apartat A)

01.- Senyala els substantius que hi ha en el requadre amb una x i encercla els verbs.

live	way	is	could
have	lamp	life	shirt
here	son	did	this

02.- En quina de les següents paraules la terminació -er indica un ofici?. Subratlla-les.

sister      flower      butcher      ruler  
 teacher      carpenter      letter      lawyer

03.- En quina de les següents paraules les formes in-, im-, il-, ir- indiquen negació?. Subratlla-les.

instrument      immoral      illuminate      irrelevant  
 insubordinate      impact      illogical      irradiate

04.- Quines de les següents paraules són plural?.

Subratlla-les.

people	player	hats	feet
eats	children	father	foot

05.- Quines de les següents paraules acabades en -y són adverbis?. Subratlla-les.

lovely	shy	quickly	dry
study	sunny	buy	perfectly

06.- En quines de les següents paraules 's és verb?.

Subratlla-les.

the hotel's big	London's underground
the hotele's door	London's shops
Lesley's house	New York's beautiful
Lesley's stupid	New York's skyscrapers

*SYNTAX*  
Apartat B).- Quina de les següents frases és correcta?.

Senyala-la amb una x.

01.- I'm 16 years old	I am 16 years
I have 16 years old	I have 16 years

02.- Miriam come from Australia

John and me comes from Belgium

Susan and Helen comes from Hungary

I come from Peru

03.- Your house is pink

You're houses are pink

These are theirs pinks houses

These pinks houses are theirs

04.- Me like tea

Helen like beer

Igor likes him football

Peter likes animals

05.- Does Mary and Sue come with us?

Does Donald come with us?

Do you come with they?

Does Mary comes with they?

06.- Mr. and Mrs. Crayford doesn't have any tea

Mr. Johnson doesn't have got any tea

Mrs. Johnson hasn't got any tea

Mr. Crayford haven't got any tea

Apartat C) *Exercicis*

01.- Quina d'aquestes expressions utilitzaries per a fer un suggeriment?'. Senyala-la amb una x.

What about going to the cinema?

Do you like playing tennis?

What do you think about football?

How do you feel?

02.- Quina d'aquestes expressions utilitzaries per a preguntar 'quin temps fa?'. Senyala-la amb una x.

What's the time?

What's the weather like?

Can you tell me the time? What time is it?

03.- Quina d'aquestes expressions utilitzaries per a contestar el telèfon?. Senyala-la amb una x.

How are you?

3.59.23.64. Hello

I'm Mr. Clark

Are you Eve?

04.- Quina d'aquestes expressions utilitzaries per a preguntar quina distància hi ha d'un lloc a un altre?. Senyala-la amb una x.

How many hours do you have to travel?-How far is it?

How long does it take?

How can I get there?



05.- Si et saluden dient 'How do you do?' com contestaries?. Senyala la resposta correcta amb una x.

Very well, thank you

Fine, thanks

How do you do?

How are you?

06.- Quina d'aquestes expressions utilitzaries per a preguntar a algú com es troba?. Senyala la frase correcta amb una x.

How do you do?

How old are you?

How are you?

How is he?

Apartat D).- Contesta les preguntes senyalant la resposta correcta amb una x.

01.- Where were you yesterday at 5:00 in the morning?

in bed

at the cinema

in the bank

at school

at the theatre

at the shops

02.- How old are you?

35, Charlotte St.

Fine, thank you

From Paris

14/15 years old

Well, thanks

Anthony

03.- What's your nationality?

France	Spanish	Bulgarian
Germany	Spain	Dutch

04.- What's Susan like as a student?

She likes Maths	She likes playing tennis
She's a good student	She likes watching TV
She likes studying French	She likes free time

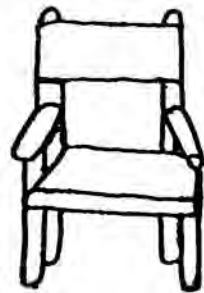
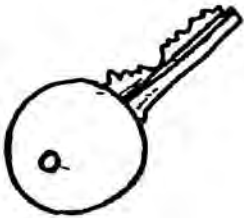
05.- What time do you have lunch?

5:00 a.m.	2:30 p.m.	9:15 p.m.
10:30 p.m.	11:00 a.m.	8:30 a.m.

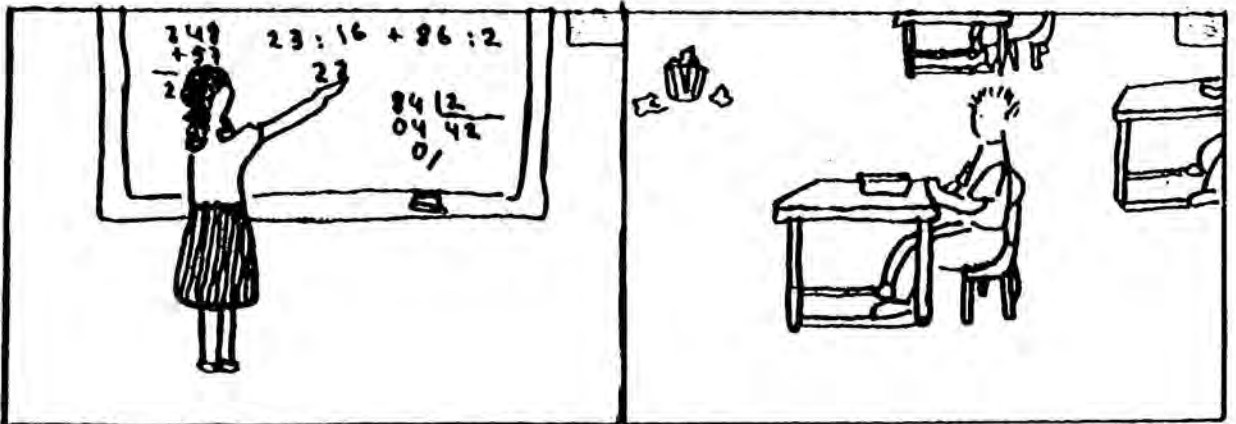
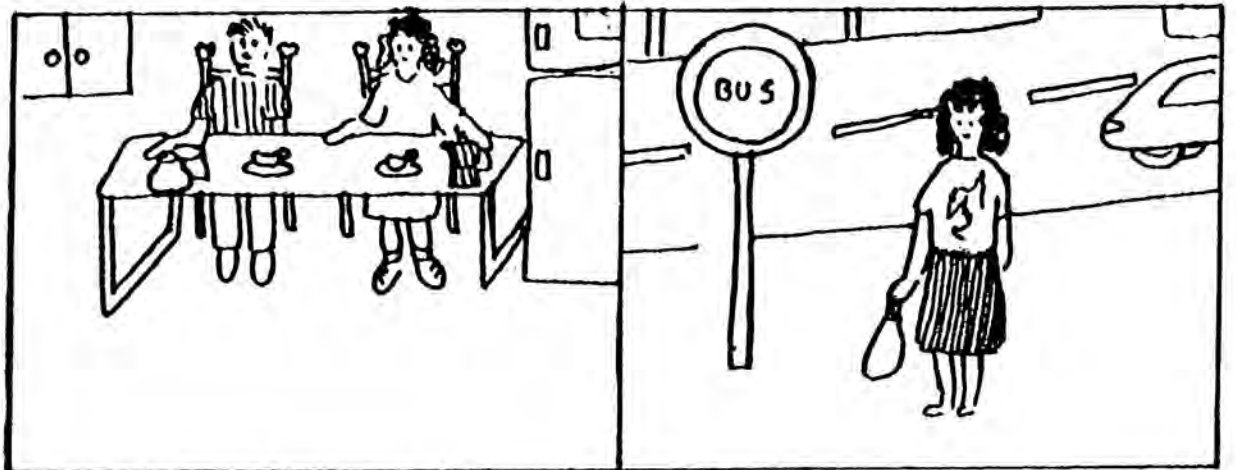
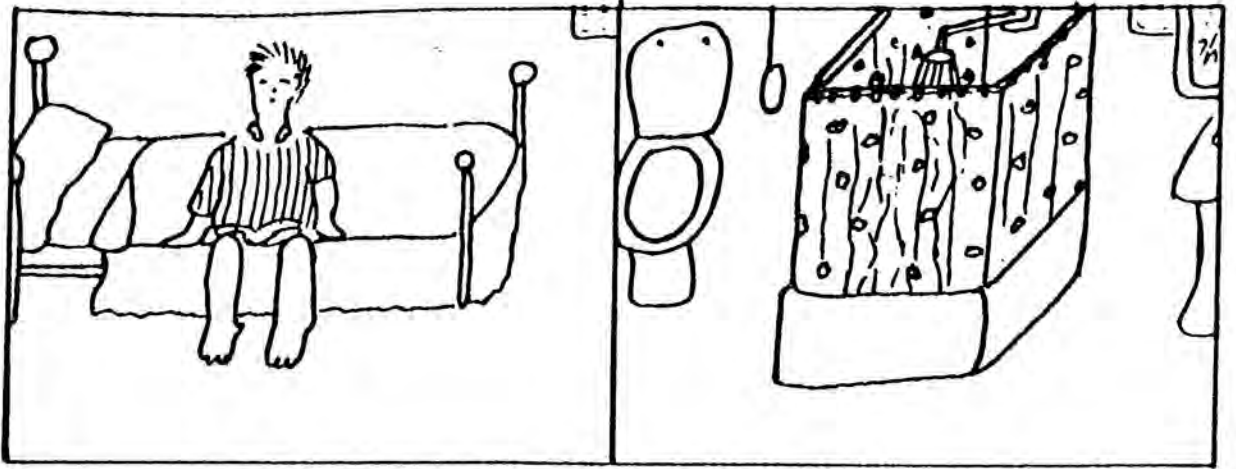
06.- Do you like reading?

No, I'm tired	It was interesting	Yes, please
No, thank you	It is too late	Yes, very much

Apartat E).- Escriu el nom de cadascun d'aquests objectes.



STUDENT'S ENGLISH AURAL TEST



**STUDENT'S MOTIVATION TEST**

MAIG, 1987

NOM .....

ESCOLA .....

Apartat A).- Senyala amb una x les respostes adients

01.- Entens      Català      Castellà      Francès      AltresParles      Català      Castellà      Francès      AltresEscrius      Català      Castellà      Francès      Altres02.- Estudis

Primaris (E.G.B.)

Pare      Secundaris (B.U.P./F.P.)

Superiors (Universitat)

Primaris (E.G.B.)

Mare      Secundaris (B.U.P./F.P.)

Superiors (Universitat)

03.- Llibres a casa

0 - 100

100 - 500

500 - 1000

Més de 1000

Diaris (no esportius) a casa

Cada dia

1 dia a la setmana

1 dia al mes

Mai

Apartat B).- Senyala amb una x les respostes adients

01.- Quants anys has estudiat anglès?

Aquest any

1 - 4 anys

Més de 4 anys

02.- Visites o estades a país/ïsos de parla anglesa

Sí

No

03.- Classes d'anglès fora de l'escola

Sí

No

Apartat C).- Senyala amb una x les respostes adients

01.- T'agrada estudiar?

Sí

No

02.- T'agrada estudiar anglès?

Sí

No

03.- Penses que saber anglès és útil?

Sí

No

NOT.

Apartat D).- Senyala amb una x les respostes adients

01.- Et resulta difícil entendre l'anglès?

Sí No

02.- Et resulta difícil parlar l'anglès?

Sí No

03.- Et resulta difícil escriure l'anglès?

Sí No

04.- A classe d'anglès aprens d'altres coses útils per la teva formació personal a part de l'anglès?

Sí No

05.- Aquest any has millorat en els teus coneixements de l'anglès?

Sí No

Apartat E).- Senyala amb una x les respostes adients

01.- T'agrada el llibre d'anglès que utilitzes?

Sí No

02.- T'agrada llegir en anglès?

Sí No

03.- Nombre de llibres llegits en anglès (a part del llibre de text) durant aquest curs

0	1 - 3
4 - 6	Més de 6

04.- A classe d'anglès fas activitats o exercicis que no siguin els del llibre de text?

Mai	Sovint
A vegades	A cada lliçó

05.- La metodologia que empra el teu professor/a fa l'anglès atractiu?

Sí	No
----	----

06.- Aquesta metodologia et fa participar en la classe?

Sí	No
----	----

07.- Tens més interès per aprendre anglès ara que al començament de curs?

Sí	No
----	----

08.- Penses que la gramàtica tradicional és útil per aprendre una llengua estrangera?

Sí	No
----	----

09.- Creus que podries aprendre l'anglès com vas aprendre la teva llengua materna?

Sí	No
----	----

*deanios*  
*the type*



10.- Com creus que avançaries més en els teus coneixements de l'anglès?

*Les...*  
*57...*  
Fent exercicis gramaticals

Utilitzant l'anglès encara que facis faltes

Llegint en anglès

Veient pel·lícules i/o vídeo en anglès

Anant a un país de parla anglesa

Altres

GRACIES PER LA TEVA COL.LABORACIO!

**STUDENT'S ADAPTED ATTITUDE/MOTIVATION TEST BATTERY BY  
GARDNER AND 'ACTUAL ENGLISH TEACHER'S PERSONALITY TEST'**

MAIG, 1989

NOM .....

ESCOLA .....

APARTAT A).- SENYALA AMB UNA X LES RESPOSTES QUE  
T'INTERESSI CONTESTAR. DEIXA EN BLANC LES  
ALTRES.

- 01.- Aprendre anglès és fantàstic
- 02.- M'ho passo bé a classe d'anglès
- 03.- L'anglès és una assignatura important a l'escola
- 04.- Intento aprendre anglès al màxim
- 05.- M'agrada aprendre anglès
- 06.- Odio l'anglès
- 07.- M'estimaria més dedicar més hores a d'altres  
matèries
- 08.- Estudiar anglès és perdre el temps
- 09.- Estudiar anglès és avorrit
- 10.- Quan acabi el B.U.P. deixaré l'anglès perquè no  
m'interessa
- 11.- Estudiar anglès és important perquè m'ajuda a tenir  
més coneixements
- 12.- Estudiar anglès és important perquè necessitaré  
aquests coneixements en el futur

- 13.- Estudiar anglès és important perquè pot ser útil per a trobar una bona feina
- 14.- Estudiar anglès és important perquè si tinc coneixements d'una llengua estrangera la gent em valorarà més
- 15.- Si visités un país de parla anglesa m'agradaria poder parlar anglès
- 16.- M'agradaria poder parlar anglès perfectament
- 17.- M'agradaria poder llegir les obres escrites en anglès i veure pel·lícules angleses en la seva versió original
- 18.- M'agradaria poder aprendre varies llengües estrangeres
- 19.- Si la llengua estrangera no fos obligatoria a l'escola l'escolliria com a assignatura optativa
- 20.- M'agrada conèixer gent que parla una llengua que no és la meva
- 21.- Estudiar una llengua estrangera és interessant
- 22.- Els meus pares pensen que hauria de dedicar més temps a l'estudi de l'anglès
- 23.- Els meus pares m'ajuden a estudiar anglès
- 24.- Els meus pares m'animen a estudiar anglès
- 25.- Els meus pares demostren molt d'interès per les meves classes d'anglès
- 26.- Els meus pares m'animen a practicar l'anglès sempre que tinc ocasió de fer-ho
- 27.- Els meus pares insisteixen en la importància que tindrà per mi l'anglès quan deixi l'escola

- 28.- Els meus pares insisteixen en que demani ajut al professor sempre que tingui una dificultat en el meu aprenentatge de l'anglès
- 29.- Els meus pares creuen que he de fer un esforç per aprendre anglès
- 30.- Em sento incòmode quan he de contestar a classe d'anglès
- 31.- No em sento segur quan parlo anglès a classe
- 32.- Sempre penso que els altres companys parlen anglès millor que jo
- 33.- Em poso nerviós quan parlo anglès a classe
- 34.- Tinc por de que els companys riguin de mi quan parlo anglès

APARTAT B).- SENYALA AMB UNA X UNA DE LES TRES RESPOSTES

(a, b, o c)

- 01.- Repasso el que hem fet a classe d'anglès
- a) molt sovint
  - b) quasi mai
  - c) de tant en tant
- 02.- Si no estudiés anglès a l'escola
- a) aniria a classes d'anglès fora de l'escola
  - b) no em molestaria en aprendre anglès
  - c) encara que no anés a classe procuraria aprofitar totes les ocasions per a poder aprendre anglès (per exemple: veient pel.lícules en anglès, escoltant cançons, etc.)
- 03.- Quan tinc algun problema per entendre alguna cosa a classe d'anglès
- a) demano ajuda al professor immediatament
  - b) demano ajuda abans de l'examen
  - c) me'n oblidó

- 04.- Quan he de fer deures d'anglès
- a) els faig de qualsevol manera, depressa
  - b) hi poso el màxim d'esforç assegurant-me que ho entenc
  - c) no els faig
- 05.- Tenint en compte com estudio l'anglès podria dir que
- a) faig el just per aprendre
  - b) no faig quasi res
  - c) m'esforço tant com puc per aprendre
- 06.- Si el professor demana un treball extra
- a) no el faig mai
  - b) sempre el faig
  - c) només el faig si m'ho demana directament
- 07.- Quan el professor em retorna exercicis corregits
- a) els torno a fer per corregir les faltes
  - b) els llenço a la paperera i me'n oblidó
  - c) me'ls miro per damunt però no en corregeixo les faltes
- 08.- Quan sóc a classe
- a) contesto tantes vegades com puc a les preguntes del professor
  - b) contesto quan les preguntes són fàcils
  - c) no contesto mai
- 09.- Si hi ha pel·lícules en anglès a la televisió
- a) no les miro mai
  - b) les miro a vegades
  - c) les miro sempre que puc
- 10.- Quan sento cançons en anglès a la radio
- a) escolto la música i em fixo en les paraules fàcils
  - b) em fixo molt en la lletra i faig un esforç per entendre-la
  - c) canvio d'emissora
- 11.- A classe d'anglès m'agradaria parlar
- a) en català o castellà i anglès
  - b) en anglès el màxim possible
  - c) només en català o castellà

- 12.- Comparant l'anglès amb les altres assignatures
- a) és la que m'agrada més
  - b) m'agrada igual que d'altres
  - c) és la que menys m'agrada
- 13.- Si tinguéssim un club d'anglès a l'escola
- a) hi aniria de tant en tant
  - b) hi aniria sempre
  - c) no hi aniria mai
- 14.- Si pogués escollir entre l'anglès i una altra assignatura
- a) escolliria l'anglès
  - b) no escolliria l'anglès
  - c) no sé si escolliria l'anglès
- 15.- Estudiar anglès
- a) no m'interessa gens
  - b) no m'interessa més que d'altres assignatures
  - c) m'interessa molt
- 16.- Si tingués oportunitat de veure una obra de teatre en anglès
- a) aniria al teatre si no tingués una altra cosa per fer
  - b) segur que aniria al teatre
  - c) no aniria al teatre
- 17.- Si tingués algun veí anglès
- a) no parlaria mai anglès amb ell
  - b) parlaria anglès amb ell alguna vegada
  - c) parlaria anglès amb ell sempre que tingués ocasió
- 18.- Si tingués l'oportunitat i sabés prou anglès llegiria diaris i revistes en anglès
- a) sempre que pogués
  - b) mai
  - c) no massa sovint

APARTAT B) SENYALA AMB UNA X LES RESPOSTES QUE  
T'INTERESSIN

19.- Estudio anglès perquè

- interès*
- a) penso que algun dia em pot ser útil per trobar una bona feina
  - b) em pot ajudar a entendre millor les costums i manera de viure de la gent de parla anglesa
  - c) em pot ajudar a conèixer i poder parlar amb molta gent diferent
  - d) el coneixement d'una llengua estrangera em dóna més cultura
  - e) vull tenir una bona nota a final de curs
  - f) m'agradaria viure en un país de parla anglesa
  - g) m'agrada aprendre una llengua estrangera
  - h) em pot ser útil pels meus estudis universitaris
  - i) la gent de parla anglesa em cau bé

APARTAT C)

EL MEU PROFESSOR D'ANGLES

Senyala amb una x una de les 4 opcions per cada adjectiu

	Molt	Bastant	Poc	Gens
Perfeccionista	....	....	....	....
Tranquil	....	....	....	....
Actiu	....	....	....	....
Obert	....	....	....	....
Imaginatiu	....	....	....	....
Alegre	....	....	....	....
Arriscat	....	....	....	....
Sensible	....	....	....	....
Conformista	....	....	....	....
Distant	....	....	....	....
Organitzat	....	....	....	....
Espontani	....	....	....	....

Dogmàtic	.....	.....	.....	.....
Competitiu	.....	.....	.....	.....
Seriós	.....	.....	.....	.....
Impacient	.....	.....	.....	.....
Independent	.....	.....	.....	.....
Egocèntric	.....	.....	.....	.....
Sociable	.....	.....	.....	.....
Impulsiu	.....	.....	.....	.....
Segur de si mateix	.....	.....	.....	.....
Perseverant	.....	.....	.....	.....
Reservat	.....	.....	.....	.....
Depressiu	.....	.....	.....	.....
Inflexible	.....	.....	.....	.....
Treballador	.....	.....	.....	.....
Complidor	.....	.....	.....	.....
Sincer	.....	.....	.....	.....

GRÀCIES PER LA TEVA COL.LABORACIÓ!



## STUDENT'S QUESTIONNAIRE. IDEAL ENGLISH TEACHER

MAIG, 1989

SEXE.... EDAT....

ESCOLA.....

De la llista d'activitats que s'anomenen a continuació senyala amb una x les que tu consideres que un bon professor d'Anglès hauria de posar en pràctica. SENYALA UNA SOLA DE LES 4 OPCIONS.

01.- Seguir el llibre de text en un

100% ... 75% ... 50% ... Menys d'un 50% ...

02.- Parlar en anglès a classe

Sempre ... Sovint ... A vegades ... Mai ...

03.- Marcar les pautes a seguir a classe

Sempre ... Sovint ... A vegades ... Mai ...

04.- En els treballs donar més importància a la forma que a la producció

Sempre ... Sovint ... A vegades ... Mai ...

05.- Preparar els seus propis materials per complementar el llibre

Sempre ... Sovint ... A vegades ... Mai ...

06.- Preparar noves activitats per mantenir l'interès dels alumnes

Sempre ... Sovint ... A vegades ... Mai ...

07.- Portar un diari de les seves classes

Sempre ... Sovint ... A vegades ... Mai ...

08.- Passar questionaris als alumnes per avaluar el funcionament de les classes

Sempre ... Sovint ... A vegades ... Mai ...

09.- Assistir a congressos, cursos, conferències ... relacionats amb l'ensenyament de l'anglès

Sempre ... Sovint ... A vegades ... Mai ...

10.- Fer llegir "readers" als alumnes durant el curs

D'un a 3 ... De 3 a 6 ... De 6 a 9 ... Mes de 9

11.- Fer fer als alumnes treballs de producció oral/escrita fora de les hores de classe

Sempre ... Sovint ... A vegades ... Mai ...

12.- Fer fer als alumnes producció oral a classe

Sempre ... Sovint ... A vegades ... Mai ...

13.- Fer fer als alumnes producció escrita a classe

Sempre ... Sovint ... A vegades ... Mai ...

14.- Fer sessions de video en anglès a l'escola

Sempre ... Sovint ... A vegades ... Mai ...

15.- Escoltar el cassette a classe

Sempre ... Sovint ... A vegades ... Mai ...

16.- Utilitzar l'ordinador per fer practiques d'anglès a l'escola

Sempre ... Sovint ... A vegades ... Mai ...

17.- Fer activitats en grup

Sempre ... Sovint ... A vegades ... Mai ...

18.- Fer fer als alumnes exàmens previament anunciats

Sempre ... Sovint ... A vegades ... Mai ...

19 .- Fer fer treballls als alumnes on demostrin la seva creativitat

Sempre ... Sovint ... A vegades ... Mai ...

20.- Fer fer als alumnes exercicis guiats

Sempre ... Sovint ... A vegades ... Mai ...

En aquesta segona part del questionari has d'escriure B o M al costat de l'adjectiu corresponent

La lletra B = bon professor

La lletra M = mal professor

- 01.- Perfeccionista .....
- 02.- Tranquil .....
- 03.- Actiu .....
- 04.- Obert .....
- 05.- Imaginatiu .....
- 06.- Alegre .....
- 07.- Arriscat .....
- 08.- Sensible .....
- 09.- Conformista .....
- 10.- Distant .....
- 11.- Organitzat .....
- 12.- Espontani .....
- 13.- Dogmàtic .....
- 14.- Competitiu .....
- 15.- Serió s .....
- 16.- Impacient .....
- 17.- Independent .....
- 18.- Egocèntric .....
- 19.- Sociable .....
- 20.- Impulsiu .....
- 21.- Segur de si mateix .....
- 22.- Perseverant .....

- 23.- Reservat .....
- 24.- Depressiu .....
- 25.- Inflexible .....
- 26.- Treballador .....
- 27.- Complidor .....
- 28.- Sincer .....

GRÀCIES PER LA TEVA COL.LABORACIÓ!

**A) TEACHER'S QUESTIONNAIRE. WAY OF TEACHING**

Maig, 1989

- 01.- Nom.....
- 02.- Sexe....
- 03.- Edat....
- 04.- Escola.....
- 05.- Títol/s acadèmic/s.....  
.....
- 06.- Nombre d'estades a països angloparlants....
- 07.- Durada total en mesos....
- 08.- Quants anys fa que és ensenyant?....
- 09.- Quants anys fa que ensenya una llengua estrangera?....
- 10.- A quins nivells ensenya actualment?.....
- 11.- Nom llibre de text.....

**Si us plau, contesti les preguntes següents posant un senyal a la resposta adequada.**

- 12.- Segueixo el llibre de text en un  
100% ... 75% ... 50% ... Menys d'un 50% ...

- 13.- M'agrada ensenyar  
Molt ... Bastant ... Poc ... Gens ...

14.- A classe parlo en anglès

Sempre ... Sovint ... A vegades ... Mai ...

15.- A classe marco les pautes a seguir

Sempre ... Sovint ... A vegades ... Mai ...

16.- En els treballs dels meus alumnes dono més  
importància a la forma que a la producció

Sempre ... Sovint ... A vegades ... Mai ...

17.- Preparo els meus propis materials per complementar  
el llibre

Sempre ... Sovint ... A vegades ... Mai ...

18.- Preparo noves activitats per mantenir l'interés dels  
alumnes

Sempre ... Sovint ... A vegades ... Mai ...

19.- Porto un diari de les meves classes

Sempre ... Sovint ... A vegades ... Mai ...

20.- Passo qüestionaris als alumnes per avaluar el  
funcionament de les meves classes

Sempre ... Sovint ... A vegades ... Mai ...

- 21.- Assisteixo a congressos, cursos, conferències ...  
Relacionats amb l'ensenyament de l'anglès, celebrats  
a barcelona  
Sempre ... Sovint ... A vegades ... Mai ...
- 22.- Els alumnes llegeixen "readers" durant el curs  
D'un a 3 ... De 3 a 6 ... De 6 a 9 ... Més de 9
- 23.- Els alumnes han de fer treballs de producció  
oral/escrita fora de les hores de classe  
Sempre ... Sovint ... A vegades ... Mai ...
- 24.- Els alumnes fan producció oral a classe  
Sempre ... Sovint ... A vegades ... Mai ...
- 25.- Els alumnes fan producció escrita a classe  
Sempre ... Sovint ... A vegades ... Mai ...
- 26.- Els alumnes tenen sessions de video en anglès a  
l'escola  
Sempre ... Sovint ... A vegades ... Mai ...
- 27.- Els alumnes escolten el cassette a classe  
Sempre ... Sovint ... A vegades ... Mai ...
- 28.- Els alumnes utilitzen l'ordinador per fer practiques  
d'anglès a l'escola  
Sempre ... Sovint ... A vegades ... Mai ...



29.- Els alumnes fan activitats en grup

Sempre ... Sovint ... A vegades ... Mai ...

30.- Els alumnes tenen exàmens previament anunciats

Sempre ... Sovint ... A vegades ... Mai ...

31 .- Els alumnes han de fer treballs on demostrin la seva creativitat

Sempre ... Sovint ... A vegades ... Mai ...

32.- Els alumnes han de fer exercicis guiats

Sempre ... Sovint ... A vegades ... Mai ...

#### B) TEACHER'S PERSONALITY TEST

Si us plau, contesti el questionari posant un senyal a la resposta que cregui més adient.

Les respostes són totalment confidencials.

33.- Perfeccionista

Molt ... Bastant ... Poc ... Gens ...

34.- Tranquil

Molt ... Bastant ... Poc ... Gens ...

35.- Actiu

Molt ... Bastant ... Poc ... Gens ...

36.- Obert

Molt ... Bastant ... Poc ... Gens ...

37.- Imaginatiu

Molt ... Bastant ... Poc ... Gens ...

38.- Alegre

Molt ... Bastant ... Poc ... Gens ...

39.- Arriscat

Molt ... Bastant ... Poc ... Gens ...

40.- Sensible

Molt ... Bastant ... Poc ... Gens ...

41.- Conformista

Molt ... Bastant ... Poc ... Gens ...

42.- Distant

Molt ... Bastant ... Poc ... Gens ...

43.- Organitzat

Molt ... Bastant ... Poc ... Gens ...

44.- Espontani

Molt ... Bastant ... Poc ... Gens ...

45.- Dogmàtic

Molt ... Bastant ... Poc ... Gens ...

46.- Competitiu

Molt ... Bastant ... Poc ... Gens ...

47.- Serió

Molt ... Bastant ... Poc ... Gens ...

48.- Impacient

Molt ... Bastant ... Poc ... Gens ...

49.- Independent

Molt ... Bastant ... Poc ... Gens ...

50.- Egocèntric

Molt ... Bastant ... Poc ... Gens ...

51.- Sociable

Molt ... Bastant ... Poc ... Gens ...

52.- Impulsiu

Molt ... Bastant ... Poc ... Gens ...

53.- Segur de mi mateix

Molt ... Bastant ... Poc ... Gens ...

54.- Perseverant

Molt ... Bastant ... Poc ... Gens ...

55.- Reservat

Molt ... Bastant ... Poc ... Gens ...

56.- Depressiu

Molt ... Bastant ... Poc ... Gens ...

57.- Inflexible

Molt ... Bastant ... Poc ... Gens ...

58.- Treballador

Molt ... Bastant ... Poc ... Gens ...

59.- Complidor

Molt ... Bastant ... Poc ... Gens ...

60.- Sincer

Molt ... Bastant ... Poc ... Gens ...

GRÀCIES PER LA SEVA COL.LABORACIÓ!

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