CHAPTER FIVE

INTERACTIONS AND INTERRELATIONS
5.1 Bilingualism and Affective Factors in L2 Study

It is now realized that residents of a bicultural and bilingual society are part of a much larger world. Bilingualism offers a unique opportunity for the study of language behaviour. The second language acquisition, in contrast to the child's learning of his first language, gives a closer look at the learner's development of linguistic skills.

Certain studies have been undertaken to investigate the relationship of attitudes and motivation to achievement in second language learning. Gardner and Lambert (1959) carried out the initial study in this field. Jackobovits (1970: 260) says that "student attitude toward FL (Foreign Language) study and culture is one of the major determinants of achievement". But Wardhaugh (1967: 23) is of the opinion that "student motivation is essential to almost any learning task...". The experiences of Lambert (1969) also led him to believe that

The learner's ethnocentric tendencies, his attitudes toward the other group, and his orientation toward language learning are believed to regulate or control his motivation to learn and ultimately his success or failure in the new language (cf. Dil, 1972: 291).
Thus, we see that achievement in second language learning is dependent upon attitudes and motivation. Motivation, as we have seen earlier, has to do with reasons for learning a second language. It is largely the kind of orientation that defines the purpose of learning it. The learner's desire to learn the language and the amount of effort and enthusiasm on his part are also important.

Researches have been conducted in this field by Gardner and Lambert (1972), Gardner, Smythe and Clement (1979), Gardner (1980) and others. All these studies indicate, in a general way, a relationship between attitudinal factors and motivational variables in second language learning. A more specific attention deserves to be focused on the relationship between attitudinal and motivational attributes and the learners' achievement in second language learning.

Politzer (1953; 1954) reports a direct correlation between performance in examination and the 'number of hours spent in voluntary language laboratory periods'. Edgerton and his associates (1968) have examined the nature and goal of foreign language achievement in detail. They record their experiences thus:

Very often it is assumed that the aim of study of a foreign language in the context of a general education is to train the student so that he can make practical use
of his acquired skill and knowledge. However, on close inspection this aim seems quite unrealistic. The great majority of students who study a particular foreign language... never make very much actual use of it for either professional or casual purposes (cf. Jakobovits, 1970 : 239).

According to Pimsleur, Sundland, and McIntyre (1964), about 20% of the students in high schools and colleges are 'under-achievers' in foreign language study because they are 'beset by a frustrating lack of ability' in its study.

The attitudinal factors and motivational variables of our subjects have been discussed in Chapters Three and Four. The correlations between the learners' attitudes and their background and between their achievement and sex have already been given (cf. 3.3 and 4.3). There is a significant correlation between the learners' attitudes and their background in all the faculties. But the correlation between the learners' achievement and their sex is significant in the faculties of Technology, Engineering and Commerce and insignificant in the faculties of Arts and Science. The present Chapter aims at finding out inter-relations and interactions between attitudes and motivation and between motivation and achievement.

5.2 Attitudes and Motivation

From our study of attitudes and motivation of Indian learners of English, certain significant patterns emerge.
Table 16 (cf. Fig 5) presents the interrelationship between attitudes and motivation in respect of various faculties. In all the faculties we find a significant relationship between the

TABLE 16
Interrelationship between Attitudes and Motivation

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Attitudes</th>
<th>Desire to Learn English Scale</th>
<th>Motivational Intensity Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Technology</td>
<td>73.48</td>
<td>81.67</td>
<td>75.28</td>
</tr>
<tr>
<td>2. Engineering</td>
<td>73.43</td>
<td>76.61</td>
<td>73.50</td>
</tr>
<tr>
<td>3. Arts</td>
<td>69.78</td>
<td>69.33</td>
<td>67.61</td>
</tr>
<tr>
<td>4. Science</td>
<td>69.35</td>
<td>76.83</td>
<td>72.05</td>
</tr>
<tr>
<td>5. Commerce</td>
<td>64.65</td>
<td>57.94</td>
<td>60.89</td>
</tr>
</tbody>
</table>

students' attitudes and their motivation. The students belonging to the faculty of Technology have the most favourable attitudes towards English (73.48%), which are accompanied by an intense desire to learn English (81.67%) and a strong motivation to become fluent in it (75.28%). The Technology students are ahead of all the other students in their scores on the Attitude Scale, the Desire to Learn English Scale and the Motivational Intensity Scale.

The students in the faculty of Engineering also have favourable attitudes towards English (73.43%) and have a strong
desire to learn it (76.61%) which is supported by a high motivational intensity (73.50%). Here also we see a direct relationship between attitudes and motivation.

In the faculty of Arts, again, the learners’ favourable attitudes (69.78%) accompanied by a strong desire to learn English (69.33%) and a high motivational intensity (67.61%).

The students in the faculty of Science also have favourable attitudes towards English (69.33%). Their desire to learn English (76.83%) is stronger than that of the students belonging to the faculties of Engineering and Arts. They have a high motivational intensity to learn English (72.05%), which is higher than that of the students in the faculty of Arts.

The students in the faculty of Commerce, however, have the least favourable attitudes towards English (64.65%). Their desire to learn English (57.94%) and their motivation to learn it are also the lowest of all.

These findings clearly indicate that there is a significant relationship between attitudes and motivation of Indian learners learning English as a second language.

Commenting on the relevance of these factors, Taylor (1973 : 147) remarks:
The analogy that Gardner and Lambert draw between the motivational and attitudinal similarities in child and adult language acquisition emphasizes the growing tendency to regard first and second language learning as cognitively similar processes. While the processes differ minimally, according to the cognitive maturity of the learner, they differ maximally due to the reluctance or inability of the adult learner to adopt the requisite motivational and attitudinal characteristics which Gardner and Lambert have found to be so conducive to second language acquisition.

Nida (1971) also observed that the cause of failure to 'succeed' in foreign language learning is the reluctance to integrate oneself into a foreign culture. Schumann (1976) is of the opinion that "second language learning is enhanced by assimilation and hindered by preservation. Acculturation falls in the middle". Assimilation takes place when the second language learning group decides to give up its 'own life-style and values' and is willing to adopt those of the target language group. But if it decides to 'acculturate', then its members adopt certain aspects of the 'life style' of the target language group, while also maintaining their own 'cultural patterns' for the use in their own group. Preservation refers to the complete rejection of the 'life-style and values' of the target language group by the second language learners in order to hold on to their own culture.

Guiora's studies on empathy and willingness to allow 'permeability of language ego boundaries' also underscore
the importance of affective variables in second language learning. Guiora and Acton (1979 : 199) maintain:

Like the concept of body ego, language ego is a maturational concept and likewise refers to self-representation with physical outlines and firm boundaries.

In the early states of development "these boundaries are more flexible, more easily permeated. Once ego development is concluded this flexibility is sharply restricted and there will be marked individual differences later on in the range of flexibility or plasticity of ego boundaries" (Guiora and Acton, 1979 : 199). These discussions variously support our findings that affective variables are of fundamental significance in second language learning.

5.3 Motivation and Achievement

Achievement in second language learning depends, to a great extent, on motivation and type of orientation towards the target language group. Table 17 (cf. Fig. 6) shows the

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Desire to Learn English Scale %</th>
<th>Motivational Intensity Scale %</th>
<th>Cloze Test Scores %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Technology</td>
<td>81.67</td>
<td>75.28</td>
<td>68.25</td>
</tr>
<tr>
<td>2. Engineering</td>
<td>76.61</td>
<td>73.50</td>
<td>67.05</td>
</tr>
<tr>
<td>3. Arts</td>
<td>69.33</td>
<td>67.61</td>
<td>42.55</td>
</tr>
<tr>
<td>4. Science</td>
<td>76.83</td>
<td>72.05</td>
<td>45.40</td>
</tr>
<tr>
<td>5. Commerce</td>
<td>57.94</td>
<td>60.89</td>
<td>42.00</td>
</tr>
</tbody>
</table>
interrelationship between our subject's motivation and their achievement. The students in the faculty of Technology have a strong desire to learn English (81.67%) and a high motivational intensity (75.28%), which are accompanied by a good performance in the Cloze Test (68.25%). These students are ahead of all the other students in their scores on the Desire to Learn English Scale, the Motivational Intensity Scale and the Cloze Test.

The students belonging to the faculty of Engineering are keenly desirous of learning English (76.61%) and have a strong motivation to become fluent in English (73.50%), as a result of which they obtain a good score in the Cloze Test (67.05%). They stand next to the students belonging to the faculty of Technology in terms of their score in the Cloze Test. They are only slightly inferior to the students of the faculty of Science in respect of their score on the Desire to Learn English Scale and the Motivational Intensity Scale.

In the faculty of Arts, the students have a strong desire to learn English (69.33%), and their motivational intensity is also significant (67.61%), though their Cloze Test score is comparatively low (42.55%). Their scores on the Desire to Learn English Scale, the Motivational Intensity Scale and the Cloze Test are lower than those of the students belonging to the faculty of Science.
The students in the faculty of Science, however, score significantly well in the Desire to Learn English Scale (76.83%) and the Motivational Intensity Scale (72.05%), but their Cloze Test score is rather low (45.40%).

It is the students belonging to the faculty of Commerce who score the lowest in the Desire to Learn English Scale (57.94%) and the Motivational Intensity Scale (60.89%), and their Cloze Test score is also the lowest (42.00%).

The majority of our subjects in all the faculties have an instrumental orientation (cf. Table 9). Their faculty-wise distribution is as follows: Technology (55%), Engineering (58.82%), Arts (60%), Science (57.75%), and Commerce (63.33%). Most students are professionally oriented in their study of English. But the integratively oriented students score much more in the Cloze Test than the instrumentally oriented students in all the faculties (cf. Table 10).

Our findings lend further support to Gardner and Lambert’s (1959) results and Gardner’s (1960) conclusion that integratively motivated students have better achievement scores and, therefore, are more successful in second language learning. Our results are also in consonance with Lukmani’s (1972) findings that Indian students have, generally, instrumental motivation. But there is an important difference to, which Lukmani (1972 : 271) herself draws our attention:
French-speaking Canadians learning English, English-speaking Jews studying Hebrew, English-speaking Americans studying French and foreign students coming to the United States for study, learning English, are in a completely disparate situation from that of a post-colonial society which, while torn by a struggle between tradition and modernity (modernity to some extent being represented by English), is determined to establish its own identity. Under these circumstances, new reference groups have to be forged. These may draw heavily on certain characteristics of western society but are, ultimately, of indigenous origin. Hence, the orientation towards English in a healthy situation of this kind could only be instrumental.

Our findings become all the more significant in the face of the results of earlier researchers. Realizing the difficulty of an analysis of this sort, Jakobovits (1970:245) felt that "the question of motivation in FL study may be a very complicated factor indeed". Lambert (1963), who had a better insight into the whole issue, found that integratively oriented students were more successful in second language learning than the instrumentally oriented ones, because the latter were unaware of the fact that they were 'trying less hard'. Carroll (1960) is also of the opinion that the instrumentally oriented learners 'persevere' less while studying a foreign language (cf. Jakobovits, 1970 : 245).

There is, thus, a significant relationship between our subjects' attitudes and their motivation. Their motivation and achievement are also positively interrelated and interdependent. Given the same learning situation, learners with more favourable
attitudes and higher motivation have greater chances of learning a second language. These affective factors can be successfully manipulated for maximal results in second language teaching. Certain significant ways of doing so will be considered briefly in the next Chapter.