CHAPTER SIX

CONCLUSIONS
6.1 **Findings**

Success and efficiency in second language learning is of crucial significance. By saving time, money and energy, it enhances adequate use of human potential, which in turn leads to personal and social well-being by increasing proficiency and reducing inequality. These are the most coveted attributes to be aspired for by a developing nation like India. Learning can easily take place only when students have favourable attitudes and are highly motivated.

From our study of the attitudes and motivation of Indian learners of English, the following conclusions emerge:

1. The learners' attitudes are dependent on their background. There is a significant correlation between our learners' attitudes and their background. Of our subjects, those who come from educated and economically sound background, almost invariably have favourable attitudes towards English. This is not the case with those who come from a different kind of setting.

2. There is a strong relationship between our learners' attitudes and their performance in English. A significant
correlation has been noticed between their attitudes and their Cloze Test performance. The students who have favourable attitudes towards English score better in the Cloze Test than those who do not have favourable attitudes towards it.

(3) A majority of Indian learners have an instrumental orientation towards English. They want to study it chiefly because it is essential for 'professional courses and careers' and 'useful in getting a good job'. Some would study it to 'merit social recognition', while others find it helpful in being accepted as 'really educated' members of their society.

(4) Our integrative learners, however, do much better in the Cloze Test in comparison to the instrumentally oriented learners. The integrative learners' reasons for studying English are: to 'gain good friends' among the English speaking persons, to understand the 'English-speaking people and their way of life', to 'meet and converse' with various people, and 'to think and behave' like the native speakers of English.

(5) There is a significant relationship between our learners' attitudes and their motivation. Favourable attitudes towards English are generally accompanied by a strong desire to learn it and a high motivational intensity.

(6) A strong motivation to learn English is accompanied, on the whole, by high achievement scores in it. The stronger the learners' motivation to become fluent in English, the higher
are their achievement scores.

(7) The correlation between our learners' achievement and their sex is significant in some cases and insignificant in others. Sex, therefore, cannot be taken to be a foolproof variable in a study of this kind. Moreover, no significant correlation exists between our learners' orientation and their sex.

Table 18 (cf. Fig. 7) presents the overall picture of the interactions between our subjects' attitudes, motivation

TABLE 18

<table>
<thead>
<tr>
<th>Attitudes</th>
<th>Motivation</th>
<th>Cloze Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desire to Learn English Scale</td>
<td>%</td>
<td>70.14</td>
</tr>
<tr>
<td>Motivational Intensity Scale</td>
<td>%</td>
<td>72.48</td>
</tr>
<tr>
<td>%</td>
<td>69.87</td>
<td>53.05</td>
</tr>
</tbody>
</table>

and achievement. Most of them have favourable attitude towards English (70.14%). They also have a strong desire to learn English (72.48%) and a remarkable motivational intensity (69.87%). But their Cloze Test achievement is comparatively not so high (53.05%). More than half of our learners (59%) are instrumentally oriented. Only 41% of them are integratively
FIG. 7 ATTITUDES, MOTIVATION AND ACHIEVEMENT INTERACTION AT A GLANCE

- Attitude
- Desire to Learn English
- Motivational Intensity
- Cloze Test
oriented. The integratively oriented students generally score more than the instrumentally oriented ones in the Cloze Test.

Our faculty-wise analysis also reveals certain significant patterns. A high positive correlation emerges between the students' attitudes and their background (cf. Table 5). It is the highest in the faculty of Commerce (0.86) and the lowest in the faculty of Engineering (0.65). In between come the students belonging to the faculties of Arts (0.80), Science (0.79), and Technology (0.77).

As said earlier, those students who come from a sound background have more favourable attitudes towards English than those who come from an unsound background. The latter group's negative or unsympathetic attitudes towards English may be due to their cultural (including linguistic) 'deprivation'. In the faculties of Technology and Engineering, however, which show very favourable attitudes towards English, the correlation between their attitudes and background is not very high. This is so because of the mixed population of these faculties.

Favourable attitudes towards English mostly result in good achievement scores in the Cloze Test. On the whole, there is a significant correlation between the learners' attitudes and their achievement in English (cf. Table 7). This correlation is the highest for the faculty of Arts (0.84), followed by that for the faculties of Science (0.79), Engineering (0.68), Commerce (0.59) and Technology (0.52), in that order.
Different faculties, however, show different individual variations. The students belonging to the faculty of Arts, for example, have favourable attitudes towards English, but their Cloze Test score is significantly low. The coefficient of correlation for this faculty is, strangely enough, the highest. In the faculties of Technology and Engineering, however, which reveal very favourable attitudes and high Cloze Test scores, this correlation is comparatively low. The coefficient of correlation is the lowest for the faculty of Commerce. The attitudes of the students of this faculty are the least favourable and their Cloze Test score is the lowest. We notice thus a close relation between the learners' attitudes, motivation and their achievement in English.

Most Indian learners are instrumentally oriented in their study of English (cf. Table 9). The faculty of Commerce has the highest percentage of instrumentally oriented learners (63.33%). The picture for the faculties of Arts (60%), Engineering (58.82%), Science (57.75%) and Technology (55%) is also not very different. But it is the integratively oriented learners in each faculty who score higher in the Cloze Test than the instrumentally oriented learners (cf. Table 10). It may be pointed out here that most of our hypotheses, given earlier (2.2) are validated.

Although our subjects belonged to one university (and its affiliated colleges) in Madhya Pradesh, the patterns for the other parts of the country are not likely to be vastly different.
Even if there are certain marginal differences in some highly
dvanced or backward places, the insights yielded by our
research will undoubtedly prove useful to other settings, too.

6.2 Implications

The present research, thus, demonstrates an unquestionable
relationship between attitudinal factors and motivational
variables in second language learning. The implications emer-
ging from our study can be of great help in the teaching of
English. Studies and interpretations like ours can be important
because:

They provide a coherent model emphasizing the
social-psychological aspects of second language
learning (but) also because they offer many
insights to language teachers and researchers
(Gardner, 1980: 268-69).

Our findings should be eye-openers to all writers and
publishers of reading materials. A lot more care should be
taken to produce interesting, high quality books. As Mackay
and Mountford (1978: 10) suggest,

Materials which have been prepared without the
learner group's characteristics been taken into
consideration, based on unsuitable or irrelevant
samples of language and units of description
will have low motivational value for the student.
It is important that the class room methodology
be evolved to cater for the specific motivation
and intellectual maturity of the learner who is
adding a foreign language to a scientific or
technological training.
The ignorance of personal motives and interests would undoubtedly lessen the learners’ commitment and involvement in second language learning. It is, therefore, suggested that the university education should be need and interest-based. As the driving forces lie in personal motives and attitudinal orientation, it would be a good idea to try to ‘individualize’ our English language courses (cf. Abbott, 1978) while keeping them socially relevant. The task is, no doubt, difficult but it is worth giving a try.

Individualization is an area in which considerable interest has developed in recent years. It concerns with the problems of the individual learner. It is also concerned with enhancing the capacities and resources of learners to teach themselves or to learn for themselves. Our learning programmes must be flexible in order to accommodate "to the extent possible the interests, needs and abilities of individual learners" (Altman, 1979). Given a strong desire to innovate, requisite efforts can be easily made in this direction. Altman (1979) feels that "There are few, if any, prerequisites for individualisation — except for the willingness of the foreign language classroom teacher to individualize".

Rubin and Thompson (1982) also emphasize that a student learning a second language should take charge of his own learning and should not rely on the teacher all the time. They would like the learner to experiment and follow his own strategies even if they differ from the methods and goal set by the teacher or the textbook.
Individualization of courses seems to be the call of the day. As Di Pietro (1976) observes,

> It is easier to teach the student to be anybody in the target language... then it is to prepare the student to be somebody. To be somebody in another language, you must know how to speak not in accordance with your own age-group, your own sex - membership but also with regard to your own personal psychological disposition towards others.

It is being widely realized that language teaching methodology should be flexible enough to take care of the learners' transitional hypotheses and their effective variables. Breen and Candlin (1980), who have done excellent work in this field, observe: "We can identify several types of learner expectation and these may, of course, influence one another... we can also distinguish between, first, how the learner defines his own language needs; secondly, what is likely to interest the learner both within the target repertoire and the learning process; and third, what the learner's motivations are for learning the target repertoire". If these points are taken into consideration, they can help evolve a proper communicative methodology of English language teaching.

The learner can be allowed to feel free to exploit independent strategies in order to learn, to maintain and develop personal motivations for learning a language, and to decide on different routes and means which become available during learning. In his role as an informant to the teacher
concerning his own learning process, the learner can also offer the teacher hints for new directions in learning/teaching processes of the group.

Lukmani (1973: 199), too, is of the opinion that "Language teaching should be geared to the needs and objectives of the learner" and that "objectives can be considered on the integrative - instrumental dimensions". This approach has been espoused by Spolsky (1968a) also. He suggests that "a more promising approach may be...(that) we should aim not to test how much of a language someone knows: but test his ability to operate in a specified sociolinguistic situation with specified ease or effect" (cf. Jakobovits, 1970: 86-87).

The learner's reasons for studying a language are of considerable importance and must be taken into consideration. These reasons would include such issues as the social status of the learner, the pull of prestige or anti-prestige of the language concerned and the particular social context in which the language is to be used. Stern (1963), in his report entitled "The Teaching of Foreign or Second Languages to Younger Children", rightly observes:

The introduction of a language is not simply a matter of curriculum and method, nor one of correct psychological timing. It must be viewed against the background of aspirations and social attitudes among the population served by the school system (cf. Jakobovits, 1970: 59).
The challenges of teaching English under difficult circumstances in countries like India can be met along three levels. Firstly, competent and trained teachers who can make use of advanced techniques, must be entrusted with the onerous task of English teaching. Secondly, the English language must be introduced earlier in schools because young children are more adjusting to cultural differences and can be easily motivated. Lastly, every possible effort must be made to improve students' motivation. This can only be accomplished by taking their attitudes and responses into account.

6.3 Possibilities of Further Research

The field of social psychology of bilingualism provides immense possibilities of further research. Gardner and Lambert and their associates did commendable work on the role of affective factors in second language learning. But their theoretical postulates and findings need to be tested again in other situations and settings. The necessity of such ventures has been emphasized by them (Gardner and Lambert, 1972: 142). These scholars' instrumental-integrative motivation dichotomy may not be strictly adhered to and their findings may not be fully correct in situations outside North America.

Another field of research that demands attention is the task of changing attitudes and prejudices of ethnocentric
students. Unless the attitudes of these students are favourably moulded, the work of a language teacher would become impossible. Attempts must also be made to find out effective means of increasing students' motivation. Changing their attitudes, however, is not an easy job because the attitudes reflect, in general, the attitudes of their parents and friends. The teacher mostly fails to consider this private matter as his problem. This can be done through skilful persuasions and sympathetic discussions between the teacher and his students.

Attempts must also be made to find new ways of promoting greater achievement in second language learning by enkindling affective orientation. By doing so, English language teaching can be made to increase cultural awareness, decrease ethnocentrism and overcome cultural prejudices.

Lastly, the students' achievements in a second language must be compared and studied before and after their attitude change. The relative weight of social and psychological factors should also be worked out carefully. A series of in-depth longitudinal studies and detailed cross-sectional researches on affective orientation of learners of English will unfold its really complex nature. An intimate knowledge of attitudinal factors and motivational variables will greatly help in teaching English efficiently and more meaningfully in India.