ABSTRACT

The present study seeks to investigate the role of affective factors in second language learning. The primary purpose is to assess the affective status of the Oriya-speaking students and to examine the degree of their motivation for learning English as a second language in the existing pedagogical conditions.

It has been hypothesised that proficiency in English is largely determined by the intensity of academic motivation and other related affective variables like attitude, self-concept, anxiety, etc.

Literature on affective factors in second language learning was critically analysed. A pilot survey was conducted before planning the field work. After getting necessary insights from the theoretical investigation and the pilot survey, the instruments for the final survey were developed. The main instruments were (i) a test of English proficiency, (ii) a questionnaire for the students, and (iii) a questionnaire for the teachers. The final survey was conducted in fifteen different colleges of Orissa.

Two hundred ninety eight (193 men and 105 women) first-year intermediate (+2) students and fifty teachers of English acted as subjects for the study. The students had completed 10 years of school education and were in the age group of 16-18 years. The selected teachers were teaching compulsory English at the first year level. For a comparative study, the
students (N=298) were divided into six categories on the basis of sex, socio-economic conditions and location of their college.

The students were given a test of proficiency in English. Questionnaires were administered to students as well as the teachers. The data collected through the questionnaires were analysed by using appropriate statistical procedures including tests of significance.

The data yielded the following major conclusions:

1. The academic motivation provides a stimulating drive to learn English. There is a significant correlation between students' motivational intensity and their proficiency in English.

2. The Oriya-speaking students have a positive attitude towards English.

3. Second language learning involves the personhood of the students. There is a high correlation between the student's self-concept and proficiency in English.

4. The students, in general, have complementary motivation. However, complementary motivation and supplementary motivation are not mutually exclusive.

Further research to identify the nature of academic motivation has been suggested in the final chapter.