CHAPTER ONE

INTRODUCTION
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1.0.0 OVERVIEW

Learning a second language is a complex activity. All the three domains (cognitive, affective and psycho-motor) are equally important for successful second language learning. Successful second language learning demands a total commitment from the learner. It is, to be precise, neither an entirely intellectual endeavour nor is it the outcome of mere habit formation.

A good deal of research in the past 10-15 years has established the crucial nature of affective factors in second language learning. 'Affect' is a cover term under which a wide range of constructs and behaviour are included. Affective variables, according to Scovel (1978), are often defined as "the converse of cognitive variables."

Brown (1981), on the other hand, is of the opinion that "language is inextricably bound up in virtually every aspect of human behaviour. It is, therefore, difficult to isolate the component parts of second language acquisition." It is believed that unsuccessful second language learning is largely due to affective blocks of different kinds. Affective factors include a large number of variables. They include factors which are very personal in nature, such as the learner's self-concept and self-esteem, and from these they
project themselves to factors which are influenced by a wider dimension of socio-cultural variations.

It is generally believed that an explicit linguistic analysis and well-written textbooks are sufficient for students to produce good performance in a second language. But, in practice, it is found, in spite of good textbooks and methods of teaching, the performance of students in a second language is not improved. There seem to be certain factors other than men, methods and materials which prove significant in producing successful second language learning.

Observation and experience suggest that optimum achievement in second language learning is, in many ways, related to the affective factors responsible for learning a second language. However, this proposition needs to be established on the basis of a research study and empirical evidence.

1.1.0 PLACE OF ENGLISH IN ORISSA

In a complex socio-linguistic situation like the one prevailing in Orissa, the position of English, at present, is different from the position it enjoyed in pre-independence days. In spite of the socio-political changes, English still occupies a very important position. English is the language
of administration, law and technical education. It continues to be the language of opportunity for students.

There has been a remarkable expansion of education in Orissa since independence. The regional language has become the medium of instruction at the secondary level and students have the option to write answers in the regional language, even at the undergraduate level. The Oriya-speaking students have mixed feelings towards the teaching and learning of English. In this context, the learning of English by Oriya-speaking students largely depends on the intensity of academic motivation they have for learning English and the attitude they have towards the English language. The first year of the post-secondary stage poses some typical problems for the students as this stage marks a transition from school life to college life.

1.2.0 STATEMENT OF THE PROBLEM

The present project aims at studying some affective variables related to the learning of English as a second language at the post-secondary stage. English is taught as a second language in the schools and colleges of Orissa. It seems, in a situation like the one prevailing in Orissa, successful learning of English as a second language largely depends on the motivational intensity of the students.
Hence, the present study seeks to throw light on the exact situation by finding out the factors that promote motivation, or cause demotivation. It also attempts to assess the Oriya-speaking student's affective status and his psychological preparedness for learning English as a second language at the post-secondary stage.

1.3.0 HYPOTHESES

It has been hypothesized that there is a high correlation between students' proficiency in English and their motivational intensity for learning English and other related affective variables.

The field survey, it is hoped, would either corroborate or invalidate the following hypotheses and assumptions:

1. Second language learning involves the personhood of the learners. There is a high correlation between learners' self-concept and their achievement in English.

2. Most of the students in Orissa have a positive attitude towards English.

3. The major reason for learning English is to pursue higher education.

4. There is a high correlation between achievement in English and students' self-motivated writing and reading in English.

5. There is a high correlation between students' motivational intensity and their achievement in English.

6. The initial experience in an English language class contributes substantially to success or failure in learning the language.
7. **Students learn the language better in an anxiety-free atmosphere.**

8. **A healthy teacher-student relationship promotes second language learning.**

9. **The Oriya-speaking students, in general, at the post-secondary stage have complementary motivation.**

10. **The two types of motivation (complementary motivation and supplementary motivation) are not mutually exclusive. In a situation as the one that prevails in Orissa, a mixture of the two kinds of motivation for learning English is present.**

11. **There is a high correlation between exposure to English and the achievement in English.**

12. **There is a high correlation between parents' knowledge of English and students' achievement in English.**

13. **The parents in Orissa, even those who do not know English, encourage their children to learn English.**

1.4.0 **PLANS AND PROCEDURES**

Before planning a field survey for empirical evidence to test the hypotheses, current literature on the affective factors in second language learning and on the situation prevailing in Orissa would be critically reviewed.

A pilot survey would precede the final survey. The pilot survey is planned during the month of May 1983 in order to get the necessary feedback for the final survey and sharpen the tools to be used. Therefore, the final questionnaires would be developed only after pretesting the questionnaires during the pilot survey.
We propose to conduct a ten-week final survey in fifteen different colleges of Orissa, in two phases, in the months of April-May 1984 and August-September 1984. The final survey aims to determine the motivational orientation of the students towards the learning of English. The survey is also intended to attempt a comparative study of the affective behaviour of the students belonging to six different categories depending on socio-economic conditions, sex and location of the colleges such as: students from: (1) the three principal colleges in three major towns of Orissa, (2) the colleges located in the industrial belt, (3) the colleges in towns of tourist importance, (4) the three major women's colleges of Orissa, (5) Colleges in the rural areas and (6) the tribal areas.

It is proposed to select a random sample of 360 students of first year +2 class belonging to both arts and science streams for the final survey. The sample would also include 100 college teachers who teach English at the 1st year +2 level.

The affective variables need quantification through the use of different scales in order to assess the correlation between students' proficiency in English and the affective variables that influence it. Therefore, the varied data collected through the questionnaires would be analysed with
the help of different statistical techniques. Basing on the analysis of the data, inferences would be drawn to ascertain the affective behaviour of the students.

1.5.0 ORGANISATION OF THE STUDY

1.5.1 The first chapter attempts to define the scope of the study and gives an overview of plans and procedures.

1.5.2 The second chapter deals with a theoretical discussion on the affective factors in second language learning. A taxonomy of affective factors in second language learning has been presented which comprises self-centric factors, interpersonal factors, personality factors, motivation, attitude, socio-cultural variations and environmental factors. Self-centric factors like self-concept, self-esteem, self-actualization; interpersonal factors like empathy; personality factors like extroversion/introversion, tolerance for ambiguity, and sensibility to rejection; socio-cultural variations like culture shock, language shock, culture stress have been discussed in detail along with the motivation and attitude for learning a second language.

1.5.3 The third chapter attempts to present a brief resume of the evolution of theories of motivation. The theories of motivation in psychology have been related to second language
learning. The individual motivation, academic motivation and social motivation for learning a second language have been discussed in this chapter. The three dimensions of motivation like interest, incentive and motive have also been elucidated. The chapter also attempts to point out some problems of motivation with reference to the teaching and learning of English at the post-secondary stage in Orissa.

1.5.4 Any discussion of learning is incomplete and, perhaps, fruitless without a discussion of teaching. Learning and teaching are like two sides of the same coin. Hence, in the fourth chapter, an attempt has been made to examine the affect-based approach to second language teaching. The chapter broadly deals with the general assumptions of the affect-based approach (the humanistic approach), some definitely worked-out methods and some humanistic techniques for a second language classroom.

1.5.5 The fifth chapter provides the design and planning of the field survey conducted to test the hypotheses. This chapter defines the aims and objectives of the field survey. It gives the details of the pilot survey conducted during the month of May 1983, as well as the details of construction of questionnaires for both students and teachers. It also gives details of the process of selection of the sample and the procedure followed during the survey.
1.5.6 The sixth chapter reports the ten-week field survey conducted during April-May, 1984 and August-September, 1984. The data collected through the questionnaire for students are presented, analysed and interpreted on the basis of different types of information. The data collected through the questionnaire for teachers are also presented and analysed with a view to studying the attitude and motivation of the students in general and the classroom situation in particular. The different affective variables like self-concept, anxiety, attitude, motivational orientation, motivational intensity, exposure to English, staff-student relationship etc., have been analysed from the data. The chapter also presents correlation figures between proficiency in English and the different affective variables under study.

1.5.7 In the concluding chapter, major findings of the study have been summed up. On the basis of the findings of the study certain suggestions have been made. The last section identifies a few areas for further research and study.

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