CHAPTER THREE

MOTIVATION AND SECOND LANGUAGE LEARNING
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3.5.0. SUMMARY
Motivation is an internal desire which directs a person to behave in certain ways. This internal desire or urge may be instinctive, like the need for food, or it may be caused by a rational decision to achieve certain ends. It may also be the result of a combination of both these factors, i.e., the satisfaction of physiological needs and the achievement of certain ends. The nature of motivation is difficult to study directly. Its nature has to be inferred from various indirect sources.

In the previous chapter, we have discussed different affective factors responsible for second language learning. This chapter will mainly deal with motivation which is the central focus of all affective factors. Therefore, in this chapter, an attempt will be made to discuss existing theories related to human motivation in general. We shall also attempt to analyse the role of motivation in second language learning and try to relate its significance to the learning of English as a second language in the situation which is prevailing in Orissa. It will also include a discussion on specific problems of motivation with reference to teaching and
learning of English at the post-secondary stage in Orissa.

3.0.1. **Commonsense about motivation**

Any scientific enquiry, especially in social sciences, generates from the concepts which are held by the common sense. In other words, it generates from the views that are held by the practical good sense gained through experience of life, not by any special study. Hence, we shall discuss the common sense views about motivation. Commonsense regards a 'motive' as the factor which explains the direction, vigour and persistence of an individual's actions. *The Advanced Learner's Dictionary of Current English* (1963) defines motive as that which causes somebody to act. A motive, as defined by habitual usage, is "something (as a need or desire) that causes a person to act" (Webster's Seventh New Collegiate Dictionary, 1963). This may be considered as the central concept in prescientific explanation of how action is instigated and directed.

The common sense view of motivation may explain the term 'motivation' in three different ways: 'want', 'wish', or 'desire'. Although superficially there is a
similarity in their meaning yet there is a difference in their connotations. Want means: "to be without, to lack, to suffer or feel the need of". Desire means: "a longing; a craving; an expressed wish, a request to long for". Wish means: "to long for; to crave; to desire". After years of empirical investigation, the old, intuitive notions in common sense about motivation have been replaced by technical concepts and scientific terms. The traditional views have been developed and modified into scientific concepts.

3.3.2. Definition of motivation

Motivation has been defined in different ways by different psychologists. It may be defined as need, drive, incentive, reinforcement, etc. It develops in childhood, and from then it becomes a vital part of everyday experience. A proper study of motivation has to deal with the analysis of various factors which initiate, sustain, and direct an individual's actions. Jones (1955) defines motivation as behaviour which "gets started, is energized, is sustained, is directed, is stopped and what kind of subjective reaction is present while all this is going on".
3.1.3. **The relationship between motivation and learning**

There is an intimate relationship between motivation and the process of learning. According to Atkinson (1966),

"In the history of experimental psychology the problem of motivation and problem of learning -- that is, how behavior changes as a result of training and practice -- have been intimately linked".

(Atkinson, 1966 : P.1-2)

The two problems, i.e., the problem of motivation and the problem of learning should be discussed separately from the very beginning. The study of learning is essentially historical in orientation. While studying the process of learning, the primary concern is to account for changes in an individual's tendency to behave in a certain way as a direct consequence of past experience. The study of motivation, in contrast, is ahistorical in orientation. While making an analysis of the process of motivation, the objective is to identify the effects of all important contemporaneous influences which determine the direction of action, its vigour and persistence. To be very brief, motivation is the cause and learning is the process. In learning a language, proficiency in the language is the product.
3.2.0. **THEORIES OF MOTIVATION**

Before proceeding to examine typical human behaviour patterns, it is worthwhile to discuss a brief resume of the theories as to the nature and origin of motivation.

3.2.1. **Hedonistic Theory**

Until the dawn of the present century, "psychological hedonism" was accepted as the most popular theory. It was the belief that action and desire were determined by attempts to achieve and maximize pleasure and to avoid or eliminate displeasure or pain. The objective of any action was not only to maximize personal pleasure but also to maximize the pleasure of others. It was believed, as quoted by Vernon (1969), that "human beings could or ought to be able to act in such a way as to maximize the pleasure and minimize the pain of others, and not merely their own personal pleasure or pain". 

This is how people were guided by reason and moral conscience. But, in course of time, such a notion as the psychological hedonism was challenged because it was acknowledged that all actions are not hedonistically
oriented. It was found that certain types of human behaviour, for instance, automatic reflex responses outside the conscious control, were not hedonistically determined. They were determined by innate instincts which gave rise automatically to rigid/stereotyped patterns of action.

3.2.2. Hormic Theory

McDougall (1908) ultimately disclaimed the hedonistic theory of motivation and replaced it by his 'hormic theory'. It was, in fact, a major change in theories of motivation when he postulated his 'hormic theory'. According to McDougall, all human actions and life processes are fundamentally goal-oriented. Since all human actions are purposive, the goal seeking behaviour shows persistence until the goal is achieved. In his earliest book, McDougall (1908) stresses that the origin of this behaviour lies in the innate and unlearnt instincts which exist in all human beings, of course, with various individual differences.

In a later book, McDougall (1932) recognized that the instinctive human behaviour patterns differed so radically from animal behaviour that he changed the term
'instincts' into 'propensities'. Propensities are different from instincts. Propensities are recognizable from the general nature of the goals towards which behaviour is impelled. The human beings derive satisfaction from the attainment of such goals. Of course, there is an evolutionary continuity from 'animal instincts' to 'human propensities'.

3.2.3. Goal-directed behaviour

It has been pointed out by Kotch (1956) that "much human behaviour as distinct from the lower animals is directed by its organized, highly motivated, goal-directed nature". It possesses an overall purposiveness and the individual is committed to a task and his activities are dominated by rational thought, and relevant creative ideas emerge spontaneously without effort or strain. At times, depending upon the degree of importance and urgency of the goals, human beings invent suitable course of action to attain the goals. It is but natural that the accompanying emotions are pleasurable, there is a minimum of anxiety and a high tolerance of effort and fatigue. But the activity may be disrupted by secondary aims such as, security, wealth, status and power.
Thus the goal-directed behaviour is controlled by a conscious desire to achieve certain aims by means of a carefully selected course of action. The people, though unaware of the presence of certain motivational tendencies, are clearly aware of the general aims towards which they move. Furthermore, they are strongly, 'ego-involved'. They act in such a fashion that they identify themselves with these activities so that their ego is enhanced by their attainment of the goals. The action is not stopped when these goals are achieved; rather the individuals continue the action to attain further goals.

Vernon (1969), commenting on goal-directed behaviour, says:

"It must be admitted that though this type of goal-directedness tends to increase with age in children, it is not exhibited by everyone, and is more prominent in the behaviour of some people than others. Nevertheless, it must be regarded as a very important type of human motivated behaviour, even if not of universal occurrence".

(Vernon, 1962: P.108)

Some of the persistent long-term activities are directed by 'interests' which may appear in choice of careers, of subjects of study and leisure activities. An 'interest'
usually involves some thought and study in the attempt to increase relevant knowledge within the sphere of interest, and often energetic action in pursuing it. Spranger (1928) has classified interests basing on six main values such as: theoretical, aesthetic, religious, social, economic and power-seeking. It has been found that a questionnaire based on these 'values' has some predictive capacity. The answers to the questionnaire are related to choice of studies and occupation. Duffy (1940) found that the students of science (both physical and biological) have theoretical interest whereas students of art, literature and language have aesthetic interest. Of course, the term 'aesthetic interest' needs further explanation. However, it is seen that the interest of one kind or the other guides human action and also helps to increase the intensity of the endeavour.

3.2.4. Level of aspiration

In the previous section (3.2.3), the ways in which people consciously direct their behaviour to attain certain goals have been discussed. They perform certain types of activities which lead them towards the goal. They frequently make efforts to reach 'a level of aspiration' which motivates them to try their best.
This level of aspiration is not fixed. In the process of their attempts, they continue to adjust the level of aspiration. If they reach it they raise it on the subsequent trials and if they fail they lower it. The greater the success, the stronger is the tendency to raise it. Though flexible, levels of aspiration are set as marks of excellence or success which individuals try to reach.

According to Feather (1967) the level of aspiration may not be closely related to performance but it may depend on particular motivation. Thus the level of aspiration will be high with strong motivation for achievement and high hopes of success but low if people have a fear that they may fail. Of course, there are exceptions to it in special cases.

3.2.5. Achievement motivation

Achievement motivation may be associated with a variety of goals, but in general, the behaviour adopted involves the activity which is directed towards the attainment of some standard of excellence (McClelland, 1953). The achievement motivation may give rise to a competitive spirit, especially for competition with others.
who have excelled. But this may not be the only manifestation of achievement motivation. In other cases, the action may pertain to a high standard of performance or level of aspiration which an individual tries to reach by efforts, overcoming any obstruction.

It is true that the achievement motivation does not necessarily involve competition to surpass, yet a number of studies in the past showed that there was a high correlation between attempts to achieve an aim for its own sake and to obtain the esteem of others by so doing. In fact, an individual derives a greater satisfaction when he reaches the level or standard of excellence he set himself. There are people who have a strong desire for achievement, especially achievement of long-term goals and not a few limited short-term goals.

In the case of learning a second language, the short-term goals to achieve success in the examination is rather misleading. The long-term goal, for instance, to achieve mastery level of proficiency in the language is greatly rewarding.

In general, people with achievement motivation tend to prefer tasks which require personal initiative and incentives and tasks which present a challenge rather
than an easy success. They are willing to postpone immediate reward for the sake of an ultimately greater reward. They are even prepared to take moderate risks to attain the long-term goals.

There has been much investigation about the relation of achievement motivation to academic attainment. Naturally, such attainment depends also on ability and intelligence. However, the highest attainment appears in those who possess both intelligence and a strong achievement motivation. The more creatively intelligent individuals tend to have a high level of aspiration to attain highly valued and desirable goals through determined and persistent goal-directed activity.

McClelland (1958) maintains that one of the principal psychological factors involved in the occurrence of high achievement motivation is parental treatment. That is to say, parents expect their children to be self-reliant and independent at an early age. The parents place relatively few restrictions on their actions except the childish dependant behaviour. The stress on self-reliance or self-confidence has a direct consequence on achievement motivation. There is evidence of this even in history. During the third Greek era of economic
decline, it was found that children had less achievement motivation because they were often brought up by slaves who encouraged self-dependence rather than self-reliance.

It is quite clear that McClelland (1953) regards achievement as a long-term goal which is of great importance to many individuals. Anyone who is strongly achievement-oriented is likely to attempt good performance in more or less everything he does. But according to Vernon (1969), "it should not be assumed that a high degree of achievement motivation necessarily leads to long-term goal-directed activity". He is of the opinion that it could be satisfied by the successful attainment of a series of minor or quite trivial goals, provided that the individual is involved in these activities.

Some businessmen may experience achievement only through intelligence, foresight and perseverance. In saying so, Vernon (1969) raises the question of involvement in the task and gives the illustration of an occupation like business. But concerning the role of motivation in second language learning, Rivers (1964) gives the instance of a third group of students who are successful, because, from the beginning, they have a clear
understanding of what it means to achieve mastery of language, and who have perceived this as a long-term goal of sufficient worth to warrant long and persistent effort. This third group, according to Rivers (1964), refers to the students with high achievement motivation. We shall discuss the role of achievement motivation in second language learning in detail later.

3.3.0. MOTIVATION IN SECOND LANGUAGE LEARNING

In the second section of this chapter (3.2.), we have discussed the general theories of human motivation. In this section, we shall attempt to relate the theories of human motivation to language learning in general, and second language learning in particular.

Politzer (1961) believes that "Language is 'behavior' and behavior can be learned only by inducing the students to 'behave'". The key word in this statement is 'induce'. There is no automatic process like switching on a board, to induce the student to behave in a particular way. According to Rivers (1964), "As students are not puppets responding to strings we pull, this brings up the basic question of motivation: what impels a person to behave in a particular fashion?"
As teachers we can not ignore this question."6

A sound theoretical basis of any language teaching method will include this important question: how will the student do what his teacher wants him to do? It presumes that the mere doing of what a teacher wants the learner to do may imply that he (the learner) is learning. But, a learner will only do things which are relevant to him. That is why Thurston (1923) pointed out that "stimuli are responded to or disregarded according as they are relevant or irrelevant to O's (organism's) ongoing activity."7 If the basic goals of second language learning are not relevant to the learner, he may disregard it and may be disinterested in learning it.

Psychologists are of the opinion that motives can be learned. This is a word of encouragement for a language teacher, that he can aim at developing the desire to learn a second language in the student. The research findings of Pimsleur (1961) and Lambert (1961) support the views of McGoech and Irion regarding motivation. Defining motivation, McGoech and Irion said as early as 1952:

"A motive or motivating condition is any condition of the individual which initiates and sustains his behavior,
orients him towards the practice of a given task and which defines the adequacies of his activities and the completion of the task.

(McGoech and Irion, 1942: P.194)

3.3.1. Three dimensions of motivation

If psychologists are interested about the sources of motivation then we, the teachers, are interested in the direction and vigour (intensity) of motivation. Three facets of motivation have been identified such as: interest, incentive and motive. Though these three dimensions interact with each other, yet they have different identities which can be discussed separately. Represented in Figure (1) are the factors and forces which may be ascribed to motivation in second language learning.

3.3.1.1. Interest

The interest of an individual is his personal likes and dislikes. Interest has been defined as "an attitude characterized by a need to give selective attention to something that is significant to the individual." An individual may be interested in something,
Diagrammatic representation of Motivation in SLL

Incentive

Interest

Motive

Hedonistic strand

Horoscopic strand

Ego-involvement strand

Individual

Social opportunities

Social status

Communication

Academic

Goal-perception

Teacher-Student Relationship

Self-concept

Learner

Institute

Teacher

Administration

Course Organisation

Teacher-Student Relationship

Personality

Language Proficiency and Method

Teacher-Student Relationship

Figure (1)
yet he may not achieve success or excellence due to lack of proper motivation. For example, I was interested in music in my school days, but could not become a musician. There was no immediate incentive, rather, there was punishment in the form of father's red eyes.

Many people in India are interested in a popular game like cricket but most of them are neither cricketers nor do they try to become cricketers. In the same way, students may be interested in learning a second language but they lack proficiency in the language. Interest is something intrinsic in the learner without any specific goal-perception, still then, interest is one of the facets of the motivation triangle of second language learning because it deals with personal likes or dislikes for the language. Spencer and Jago (1951) have discussed the importance of interest in language learning, of course, in a behaviouristic framework.

3.3.1.3. Motive

Interest or incentive may initiate or incite an individual to act, but perhaps it is action without
any particular goal in view. According to Shorter Oxford English Dictionary (1973), a motive is "that which moves or induces a person to act in a certain way; a desire, fear, reason, etc, which influences a person's volition; also applied to a result or object which is desired." Since all human actions are purposive, motive relates to the purpose or need for the action. Without any proper goal in view, it seems, it is difficult to achieve excellence. Therefore, motive has been defined as "a conscious or unconscious reason for behaviour that directs a person's energy towards a goal". (Longman's Dictionary of Psychology and Psychiatry; 1984, P.472).

In second language learning the goal may be to pass the examination, to get a good job or to acquire near-native competence in the language. The reason for learning a language plays an important role. "Less technically, a 'motive' is either the goal-object or the tendency, insofar as they are consciously, intentionally or cognitively present. In this sense, any known datum may enter into the determination or volition of an action and hence may be designed as the motive or the 'reason' for a behavior."  

3.3.2. Types of motivation for second language learning

Schumann (1978) states that motivation is the
third affective factor which involves the learner's reason for attempting to acquire the second language. There may be different types of motivation. Three major types of motivation can be termed as: (a) Individual motivation; (b) Social motivation, and (c) Academic motivation. Individual motivation initiates the action, academic motivation sustains the motive and social motivation directs the persistent activity towards a definite social goal to complete the work.

3.3.2.1. Individual motivation for second language learning

Individual motivation deals with learner's individual needs and interests. It comprises learner's self-concept, his personal attitude towards the language, his intrinsic interest in reading and writing in the language. The self-concept is how learners feel about themselves, because the better the learners feel about themselves, the more likely they are to achieve success in second language learning. Individual motivation is something intrinsic in the learner and it projects his personal likes or dislikes towards different aspects of second language learning. It involves issues like: 'I like the language', 'I like the literature', his level of aspiration, etc.
3.3.2.1.1. Previous history of an individual

The previous history and the personality of the individual are other important factors in the study of individual motivation of a learner. His personal motives like fear and anxiety learned in the past may combine with his social experience like his desire for status in a group and may create complex reactions towards progress in the way of learning a language.

3.3.2.1.2. Three functions of motivation

Melton has pointed out that the motivating conditions have three functions: "(1) they energize the organism, making it active, (2) they direct the variable and persistent activity of the organism, and (3) they emphasize or select the activities that are repeated (fixated) and those that are repeated (eliminated)." Individual motivation is basic to all learning activities. Melton very clearly emphasizes the point that motivating conditions energize and direct the activity.

3.3.2.1.3. Problems of motivation at different stages of Second Language Learning

There may be different problems with reference
to motivation that arise at different stages of learning a foreign/second language. An excellent study of these problems at different stages is given by Rivers (1964). She divides these into the problems that arise at three different stages: (1) launching out, (2) getting to grips with the language, and (3) consolidating lasting language habits at an advanced level. These three stages may be three stages of an academic year or these may mean three distinct phases of the entire academic career of a foreign or second language learner. All these three are worth examining in detail.

3.3.2.1.3.1. Launching out (1st stage)

Many high school students in the west do not begin foreign-language study on their own initiative and therefore may not perceive its relevance to their personal lives. In a place like Orissa where English is taught from Class-IV, in a bilingual situation, the students also do not realise the relevance of learning English. Even learning any language in school other than formal learning of mother tongue is considered to be an academic burden on students. For the high school students, learning English is mainly due to college entrance requirements.
availability of professional courses in English, job opportunities, family pressure or mere curiosity to know a new language.

Rivers (1964) notes:

"However, any of these reasons for study may be effectively incorporated into the student's personal motivation (Individual motivation) at the beginning of his foreign-language (second language) learning career, the family pressures acting as secondary drives to activity which is further stimulated by the incentive object of college entrance". (p.82).

As the students start, the sheer novelty of the subject matter of the language and the way the language is presented to them awaken their sense of curiosity or exploratory drive. Asked to state the reasons for learning English, an Oriya-speaking student of class-IV replied that he had the curiosity to read the names of railway stations written in English. There can be many instances of different types of curiosity for learning a language.

In the beginning, colourful materials, new words or new sounds of a new language keep the students alert and active. At this stage, the amount of work required from the students is quite less and is not complicated, and the students have always a sense of gain and achievement.
The learners usually start with a set to learn. Lewin explains "set" as a tension in the nervous system which continues and brings about action until some goal is achieved which releases the tension. This is the stage when the language teacher is required to explain the aims and objectives of the second language course to bring readiness among the students to learn. At an early stage, the students may not have definite goals but they can know the reasons for learning a second language and be aware of the future gains out of present achievements in the language class. The students will develop some kinds of set towards the work. So the teacher is required to exploit it to suit his methods and materials of language teaching.

McGoetch and Irion (1952) commenting on it says: "An active set to learn, with its accompanying selective process and active response to the material practiced, is a powerful determinant of learning ... The set may be established by formal instructions or may arise from ... the subject's own reaction systems." There are different individual motives which are either directed in the correct channel to produce better performance or diverted into other channels resulting in inhibition,
embarassment and frustration. "To summarize", according to Rivers (1964), "in a beginning foreign-language (second language) class there is a wide variety of individual motives energizing the class members and determining the direction of their efforts. It is essential that the teacher be conscious of the individual character of motivation". The initial interest of the learner should be converted to goal-directed language learning motives.

3.3.2.1.3 (2) Getting to grips with the language
(2nd stage)

The second function of motivation, according to Melton's analysis, is that of directing the persistent activity of an organism. This is a crucial stage because other learned motives try to replace the initial interest of the learner. At this stage, the student is introduced to the complexities of the language. He has to enlarge his vocabulary and learn comparatively difficult structures. The student is expected to use a considerable body of materials which he has already learnt. He is expected to have a fluent command over the language. On the one hand, the language
study becomes more demanding and the language becomes increasingly complex, and on the other, the reinforcing influence is not available. His (the student's) initial curiosity drive or exploratory drive is satisfied. To some extent, the elementary requirements have been fulfilled. There are fewer short-term incentives. Psychologically, the student enters into a new realm of experience.

Rivers (1964) says that, at this stage, the student tends to fall into three groups:

(1) the students with little aptitude and poor power of retention.

(2) the students who have made satisfactory progress but are now losing interest.

(3) the students who have perceived this as a long-term goal of sufficient worth to attain mastery of the language.

For a systematic analysis of the specific motivational problem and psychological status of the student's mind, we shall discuss the groups separately.
3.3.2.1.3. (2).1. Group I: The Students with low aptitude and poor power of retention

The students of this group feel overwhelmed. Mowrer (1960) would describe it as the secondary reinforcement of hope (hope of becoming fluent in the language) which has been withdrawn and the result is disappointment and helplessness. Such students are in a stage to lower down their level of aspiration and they try to avoid further anxiety and embarrassment. The attempt to avoid the work will result in many forms of behaviour. They may drop the subject so that they are not required to be present in the language class. Symbolically, they may cease to learn so that for all practical purposes they are no longer with the group. They may react passively by ceasing to take active participation in the language work. Hence, the students with low aptitude and poor power of retention try to avoid all possible embarrassment to themselves and give up learning.

3.3.2.1.3.(2).2. Group II: The students who have made satisfactory progress but are now losing interest.

At this stage, the behaviour of the second group of students is the most crucial in nature. They
offer a puzzle to the teacher because some of them were highly motivated in the beginning but their enthusiasm and interest begin to wane. One of the possible reasons is the complexities of the language. They are required to assimilate more difficult materials. Hence, obviously, the attraction of the goal is not sufficiently strong to direct them in "persistent activity". Rivers (1964), explaining her stand, says, "not all the students who lose interest at this stage are discouraged by the increasing difficulty of the work and yet they do not wish to continue their study of the language."^18

This is a peculiar situation because the students who were previously so interested and enthusiastic are now losing interest. The classical Gestalt school may provide some possible explanation to this unusual occurrence. According to Kaffka (1925), one of the principles is a tendency towards "closure". "So long as an activity is incomplete, every new situation created by it is still ... a transitional position."^19 It means, when the individual has attained his goal he comes to a situation which can be described as "end-situation".

This end-situation is a state of less tension, and so, McGoech and Irion (1952) have stated, "once a
motive is satisfied, the activity level declines. There is a parallel explanation of it in Lewin's model. In the Lewin's model, the goal creates an attraction which causes tension and the tension continues till the goal is achieved. The attraction of the goal acts as a force to undertake certain activities. The activities in themselves may not be very attractive but the tension caused by the attraction of the goal encourages the individual to undertake the activities as a means to the end, until the goal is reached.

If the students have misconception about the reality or they are ignorant about the language learning goals, then they are misled. In such a situation, they set themselves a goal greatly inferior to the mastery of the language and hence, they reach a state of closure at the second stage. The students may have a feeling of satisfaction. They may feel that they know enough about the language. They do not worry themselves to go further for an in-depth study of the language. For all practical purposes, the language study is finished for them. They lose interest in the activity and direct their motives to other channels.

This is a typical case, if not for the dropouts, but for those who fail to achieve optimum level of
proficiency in the language.

3.3.2.1.3. (2).3. Group III: The students who have perceived this as a long-term goal of sufficient worth to attain mastery of the language.

The third group forms the most successful students at the second stage. According to Rivers (1964), "the third group consists of those who from the beginning have been given a clear understanding of what it means to achieve mastery of a language, and who have perceived this as a long-term goal of sufficient worth to warrant long and persistent effort."  These students are able to distinguish between short-term goals and long-term goals. They consider that the attainment of sub-goals is a mark of progress. They are happy at every step of success and enjoy reading a story or talking directly in the language without translation. They are also happy to have developed some new insights about the new culture. They know how to climb the ladder, being happy at the success achieved at every new step.

From the preceding discussion about three groups at the second stage, it may be concluded that the students of the third group achieve a good proficiency in a
second/foreign language because they perceive mastery of language as a long-term goal. As we discussed earlier, motivation is a goal-directed behaviour which is controlled by levels of aspiration (3.1.4.3) and the achievement motivation. English learning motives are also guided by a clear perception of the goals and levels of aspiration the students set themselves. In a situation which is prevailing in Orissa, the students lack goal-perception and hence, most of them may be included in the second group at the second stage. However, there are other problems which we shall discuss in the section 3.4.0.

3.3.2.1.4. Motivation is individual

Motivation is individual: Life is so much programmed or organized today that we are afraid of losing our individual identities in the society. With the growth of democracy and the modern concept of "nation" the trend of impersonalization is increasing. We are fighting against this trend directly or indirectly. Therefore, we are trying to bend, staple, fold and mutilate every card sent to us by the people who are trying to organize us.
In the case of second language learning, the phenomenon may be somewhat similar. We have a product (teaching material) and we are sure that our product is good. But while we sell (teach) our product the students may not like it. They may try to bend, fold and mutilate it to satisfy them. They may try, perhaps their best, to make it acceptable to them. If they fail, they may go to an extreme to reject it.

It is essential to know this psychological factor of the students which is crucial for their learning a second language. According to Rivers (1983, a) "We must remember that motivation is the private domain of the learner. As educators, it is not for us to manipulate it, ... Our role is to seek to understand it. We then try to meet the needs and wants of our students with the best we can provide, thus channeling their motivation in directions that are satisfying them." Of course, it is a fact that most of our students are not consciously aware of their needs. The teachers can help them to classify their needs or wants so that their natural motivation may carry them to joyful and satisfying experience of second language learning.
3.3.2.1.5. **Three major strands of individual motivation**

Individual motivation is not like a single wire but it is like a cable consisting of many strands. Three main strands have been identified as: pleasure-seeking, goal-directedness and ego-involvement.

Like all other activities, the student tries to derive pleasure out of learning a second language, either consciously or unconsciously. It is true that the individual actively seeks experiences that are pleasurable and avoids those that are painful. But, pleasure-seeking alone may not sustain his motivation for a longer period. There is every possibility that excess of pleasure-seeking without any proper goal in view may demotivate him.

To strike a balance, he tries to reduce it by purposeful goal-directed behaviour. He tries to set himself attainable goals. In this way, it is a continuous process of individual adjustment to the environment by attempting a blend between his desire for pleasure and the purpose behind the activity.

One cannot deny the pleasure component of individual motivation but, unfortunately, what is pleasurable
for one is not necessarily pleasurable for another. To some, individualised language instruction is a solution to such problems because it caters to individual interest. It seems that there are two major problems for planning the individualised language instruction: One, the language teacher is helpless to provide individual courses to each of his students for reasons beyond his control; two, language is primarily a vehicle of communication in which at least two persons, by their interaction influence and modify each other's production. In such a situation, according to Rivers (1983, b), "this view would indicate that the teacher should capitalize on the motivated state of each learner by keeping the work within the capacity of individual students so that they experience success, which is tension-reducing and rewarding."23

Ego-involvement is another important strand of the individual motivation. In the process of learning a second language, the ego of the individual is involved. This is reflected in modern writings on the process of language learning. The individual continuously tries to enhance his ego. He tries to project his self-image.
Anything that threatens his self-image is avoided by the individual. "In the ego-enhancement view," according to Rivers (1983, b), "a student's reaction to a stimulus is not predictable from the external conditions as the teacher sees them, but rather is determined by the student's individual perception of reality. The student may perceive a particular situation as a threat and withdraw from it or react unpredictably to counteract it."24

The initial failure in a language class causes anxiety and embarrassment. Unfortunately, in an authoritarian language-teaching classroom, it happens frequently because the teacher knows the language well and the students do not. The teacher in his turn, should try his best to provide an anxiety-free atmosphere where the ego is protected, involved and enhanced.

3.3.2.2. Social motivation for second language learning

The second type of motivation is termed as social motivation. Language is learnt in a social context. The social-psychological aspect of second language learning did not receive much importance during
the first half of this century. But since the 50s it has received its due importance. Caroll (1952) suggests that the second language achievement varies with three learner characteristics: aptitude, general intelligence and motivation. He also adds to them two instructional variables: the opportunity the student has for learning and the adequacy of presentation of materials to be learnt. Numerous studies have investigated the social nature of second language learning.

The research in this area of second language learning was intensified after the daring work of Lambert and his associates (Gardner and Lambert, 1959; Gardner, 1966; Anisfeld and Lambert, 1961, etc.). A brief summary of it has been given in the preceding chapter. Most of earlier studies explained second language learning process in terms of interference from first language (Lado, 1957). Some investigators (Wolf, 1967; Pit Corder, 1967; Selinker, 1969; Richards, 1971) showed that second language is learnt through "Interlanguage" or through a series of "Approximative systems". These studies were not concerned with the social nature of the process of second language learning. The work of Lambert and his associates made a major breakthrough
when they established the psychological preparedness of the learner to accept the behaviour and life style of the target language community.

In their experimental studies, Gardner and Lambert (1969) analysed the problems of attitude and motivation in second language learning from the socio-psychological point of view.

Gardner and Lambert (1969) attempted to answer two basic questions:

(1) How is it that some people can learn a second or foreign language so easily and so well, while others given the same opportunity find it difficult?

(2) What is meant by a 'knack for language'?

To answer the second question first, 'knack for language' refers to the aptitude the second language learner is endowed with. From the social psychologist's point of view, in learning a foreign language, there is something more than aptitude and mental ability.

For learning a second/foreign language, something more than aptitude and mental ability are involved.
There is an inherent difficulty in conceptualizing and measuring motivational variables which would determine success in second language learning. According to Gardner and Lambert (1972), "our initial speculations grew out of the theoretical explanation of first language development, particularly those of Mowrer (1950)."

Mowrer (1950) suggests that the activities of parents act like reinforcement or reward for the infant because such activities are associated with satisfaction of basic biological and social needs. There is always a tendency of the child to imitate the parents. According to Mowrer (1950), this tendency may be called 'identification'. But this scheme of 'identification' may not explain the whole process of first-language acquisition. Mowrer argues that a great deal of learning is based on emotionally-tuned dependence of the infant on the parent.

Lambert and Gardner (1972) reasoned, "some process like identification, extended to a whole ethno-linguistic community and coupled with an inquisitiveness and sincere interest in the other group, must underlie the long-term motivations needed to master a second language. Other motivations such as a need for achievement or a fear of failure seem appropriate for short-term
goals such as passing a language course. The notion of identification which is used in the second language learning situation differs in degree and substance from Mowrer's use of the term in his explanation of first language learning. As a consequence, Lambert and Gardner (1972) introduced a new term, "an integrative motive".

3.2.2.2.1. Student's orientation for SLL

The social motivation for second language learning is largely determined by:

(a) the learner's willingness to identify himself with the language to be studied, and,

(b) his orientation to the whole process of learning that language.

Gardner and Lambert (1972) have identified two motivational orientations for second language learning: an integrative orientation and an instrumental orientation.

(1) Integrative orientation reflects the learner's sincere and personal interest in the people and the culture of
the native speakers whose language he learns.

(2) Instrumental orientation reflects a practical and utilitarian purpose of studying the second language.

3.3.2.2.1.1. Integrative Orientation

Numerous studies like Lambert (1955), Whyte and Holmberg (1956) and Nida (1956) suggest that some integration-like process plays an important role in second language acquisition. "The notion of an integrative motive implies that success in mastering a second language depends on a particular orientation on the part of the learner, reflecting a willingness or a desire to be like representative members of the "other" language community, and to become associated, at least vicariously, with that other community. Hence, the acquisition of a new language involves much more than mere acquisition of a new set of verbal habits. The language student must be willing to adopt appropriate features of behaviour which characterize members of another linguistic community." 27

In this type of orientation, the student goes beyond mere translation of a word or its equivalent.
given by the teacher. He takes active interest in words, grammatical patterns, mode of pronunciation and sounds because he wants to adopt these novel and strange linguistic habits into his own repertoire. According to Schumann (1978), "An integratively oriented learner wants to learn the second language in order to meet with, talk to, find out about, and perhaps becomes like speakers of the target language whom he both values and admires." The learner's admiration for the speakers and the culture of the target language community helps him to learn the language.

3.3.2.2.1.2 Instrumental orientation

The contrasting form of orientation to which Lambert and Gardner (1972) give attention is referred to as an instrumental orientation towards the task of learning a second language. This is characterized by a desire to gain social recognition or economic advantage through knowledge of a foreign/second language. The perspective in instrumental orientation is more self-oriented in the sense that a person prepares to learn a new code in order to derive benefit of a non-interpersonal sort.
The notion is a simple extension of Parsons' (1951) and Skinner's (1953) use of the concept, "instrument". An instrumentally oriented learner takes little interest in the people who speak that language, but learns the language for utilitarian purposes like pursuing higher education, getting a good job and gaining social recognition.

3.3.2.2.2. Instrumental or Integrative or Both?

A great deal of research has gone into the question whether integrative or instrumental motivation is the most facilitative for second language learning. Gardner and Lambert found that the integrative orientation produced better results (in the research conducted at Montreal) and provided a long-term motivation for second language learning. In the case of Marathi speakers in India, Lukmani (1972) found that instrumental motivational motivation scores correlated significantly with English proficiency scores.

Oller, Baca and Vigil (1977) have even found that the colonized population of Mexican-Americans in the South-west have an anti-integrative motivation for learning English as a second language. To make the situation more confusing, Gardner, Smythe and Brunet (1977)
found that there was a negative relation between students' motivation to learn the language and their attitude towards the speakers of the language. Their study showed that the motivation to learn the language increased at the same time when their attitude towards speakers deteriorated.

It seems that there is no single best means to learn a second language. It is generally regarded that an integrative motivation is more powerful of the two types of social motivation. But a learner with an instrumental motivation also can acquire the second language, depending on the goals he sets himself. According to Schumann (1978), "If the learner merely wanted to be able to buy food and take public transportation, he could achieve these goals with a very low level of proficiency in the second language. If the learner had to use the target language in his professional life, his level of learning would be much higher". In certain situations, an ideal mixture of both these types of motivation produces better results.

Undoubtedly, the instrumental-integrative construct is very useful to think about success in second language learning, but something more than this lies in
the setting where the language is taught. A great deal also depends on the social and political status of the second language. In instrumental motivation, it is the selection of the correct goal and in the integrative motivation it is the selection of correct integration strategies (assimilation, acculturation, preservation) which decide the success in second language learning. But, in general, it is the socio-political status of a second language and the social setting where the language is learnt that decide social motivation.

3.3.2.2.3. Settings

The interpretation of instrumental/integrative motivation depends, to a large extent, on the social setting where the language is learnt. In the second chapter (2.5.4), we saw that the process of a Jewish student learning Hebrew to become a rabbi (guru) involved deep participation in the culture and hence, could not be called instrumental motivation. Moreover, a language can be learnt in different situations with different motives which could decide the degree of social commitment to the learning of the language.

For instance, let us see a few situations in
In the case of learning English or French:

1) Chinese students learning English in America.
2) Japanese students learning English in Japan.
3) English-speaking Canadian students learning French in Canada.
4) Iranian students learning English in Iran.
5) Indian students learning English in England or America.
6) Indian students learning English in India.

The language learning situations as mentioned here may vary considerably. As a result, the social motivation also varies considerably. Gardner and Lambert's notion of integrative motivation is valid only when there are two social groups in contact and the two groups speak different languages. Strictly speaking, such a situation is not prevailing in the Indian setting. There is no ethnic group as such with whom the students tend to integrate themselves.
3.3.2.2.4. Complementary motivation vs. Supplementary motivation

Since the conditions under which second languages are introduced and taught vary from one social setting to another, the findings of Lambert and his associates may not have cross-cultural validity. For example, in India, Hindi and English are taught as major second languages for historical, social and cultural reasons which are quite different from those underlying the introduction of French in U.S.A. or Canada, or English in the Philippines.

In India, for that matter in Orissa, the distinction between instrumental and integrative motivation does not exist. Because, for such a distinction, there has to be a social setting where the presence of a social or cultural group, more precisely, an ethnic group speaking the target language is essential. Although, in India, there is an urbanite elite group which uses English extensively, yet there is no such well-defined ethnic group with which the students may wish to integrate themselves. However, the distinction that exists in the Indian context, is between complementary motivation and supplementary motivation for learning English.
Therefore, the social motivation for learning English as a second language, in the Indian context, has been identified as complementary motivation and supplementary motivation. The complementary motivation reflects a practical and utilitarian purpose of studying English as a second language. The students with complementary motivation wish to learn English to pursue higher education, to get an access to reference books, newspapers, journals and technical literature in English. They learn English to avail themselves of better chances in the job market. They need it basically for their academic and professional life. On the other hand, the students with supplementary motivation learn English largely for additive or ornamental purposes such as to read English novels and stories for pleasure, to see English movies or to enable them to have better contacts with English-knowing Indians. They try to learn English largely to add glamour to their social status as a requirement of modern life.

3.3.2.2.5. Social and political status of a second Language

Another important aspect of the social motivation for second language learning is the social and political
status of a second language. It is generally observed that the countries where the second language is taught are multilingual states. According to Wilkins (1972), "It may be that there is no one local language that is sufficiently dominant to become immediately a national language. Even where there is a candidate for this role it may happen that there is political resistance to its general acceptance or that it has not yet evolved into an entirely satisfactory instrument for the expression of man's needs in the twentieth century." Since there is political resistance and no one language is ready to take over, a language with historical connection will perform the functions of a national language.\(^3\)\(^0\)

Wilkins (1972)\(^{31}\) has analysed the status of English and French as second languages in Anglophone and Francophone countries. Let us examine the status of English as a second language in a situation which is prevailing in India. English is still an official language but yet it is considered as the last sign of slavery.\(^3\)\(^2\) The problem is still more complex because the status of English is not the same in different states of India.
Wilkins (1972) rightly observes:

"In countries where the social role of English or French has been reduced as local languages have taken over, they have come to play an increasingly smaller part in the educational system too. India is a country in transition. English is losing its status as a second language and in some states has already become a foreign language. It is now felt that the regional languages can cope with all aspects of education except technical and scientific subjects at the university level. Consequently there is a steady reduction in the use of English as a medium. Only in southern India does English remain a second language, because it can serve as a more acceptable lingua franca than Hindi. With the change in status comes an almost inevitable drop in the standard of English proficiency".

(Wilkins, 1972 : P.151)

This is a very controversial issue. Although Hindi is an official language at the government level yet in the private sectors (especially in private companies and private industries), a person with good knowledge of English is given preference for appointment. English has a place in the job market.

Moreover, although the regional languages have replaced English as the medium of instruction yet there is growing number of English medium schools even in small towns. Only in West Bengal, the number of the
English medium primary schools have increased from 40,941 to 51,800 whereas the number of regional medium high schools have increased from 8,544 to 10,191. It means 10,859 new English medium primary schools have been set up giving a terrific challenge to the small growth of 1,647 new regional medium schools. Even this policy of the state government has affected the state politics.\textsuperscript{33}

3.3.2.3. \textit{Academic motivation}

Besides individual motivation and social need for learning a second language, the very activity of learning a second language occupies an important place in a discussion of motivation for second language learning. The task of learning a second language itself seems to act like a strong motivational force. If a student succeeds in his attempt to learn a second language, the initial success experienced in the acquisition of a second language can act as a stimulating force on the student's motivational system.

If we think of first language acquisition, the child enjoys \textit{babbling} when he is on his own, so that he derives a sense of satisfaction from it without fulfilling any particular social needs. This provides a
different explanation from that given by Gardner and Lambert when it is transferred to the process of second language acquisition.

The motivation of a student is either enhanced or retarded by his learning experience in a second language classroom by the way the second language is taught. The motivation which is caused in the process of learning the language may be termed as 'academic motivation'. This may otherwise be called process motivation or educational motivation.

3.3.2.3.1. Insufficiency of Lambert's definition

The controversial instrumental/integrative construct does not give full explanation of the process of second language learning. It has already been discussed that two social groups in contact are obligatory for integrative orientation. But there are places where two such groups do not exist. For instance, in India, there is no such ethnic group speaking English with whom the students can integrate themselves.

3.3.2.3.2. The doubtful case of instrumental orientation

Of course, there is an instrumental motivation
for second language learning. But this is also a
doubtful case because of many reasons. First, vast
number of students living in villages and tribal areas
are far away from the realisation of the social gain out
of learning English as a second language. They learn it
as a course requirement in primary or high school. Se-
condly, with the change in status and position of English
in some countries, it has become more of a status symbol
rather than a means to an end. The new role of English
in such cases is that it provides individuals in society
a sociolingual momentum.

3.3.2.3.3. The English language classroom

The real learning takes place in a language
classroom. It is quite surprising that in villages and
tribal areas, many first generation students are admitted
to the schools. These are the students who are exposed
to academic activities for the first time in their life.
Undoubtedly, social motivation interacts with individual
motivation and academic motivation. But, for these
students, there is hardly any individual motivation. They
are also too far away from the modern mass communication
media like radio, television, newspapers to be exposed
to social motivation. They get most of the exposure to
a second language in their class. There is hardly anything
outside the classroom to supplement their learning.

3.3.2.3.4. **Three actors in the drama**

In these cases, 'academic motivation' plays a very crucial role. 'Academic motivation' comprises three factors: 1) Institute, 2) Teacher and 3) Learner. According to Dry (1977), "Another fact that must be taken into account in considering motivation in the learning situation is that, except in the case of purely private study, there are three major actors in the drama (whether tragedy, comedy, or farce), with different motivations which necessarily react on each other: the learner, the teacher and the institution which organises the learning/teaching situation". Dry (1977) has discussed the role of these three actors in greater detail in his paper.

3.3.2.3.4.1. **Institution**

The point that is worth noticing is the balance between the purpose of the institution and smoothness of its operation, between production and administration, between the person on the job and the person at the desk, between the classroom and the office. The institution is the most remote and, therefore, the simplest
of the factors operating on the learning process going on inside the learner's brain. The role and position of the teacher is equally important. There have been enough discussions on student's motivation. But what about the motivation of the language teacher?

3.3.2.3.4.2. Teacher

At times, the language teacher is in a fix. He does not know his role clearly; even his commitment to the profession is doubtful. One has to verify: whether he has taken his profession seriously or not? Whether he has the commitment to the job or he has taken it as a stop-gap arrangement before he enters into his preferred profession in life? Since plain graduates without any technical qualification can teach the language, many teachers use it as a step to enter into life's permanent livelihood. There are different types of teachers. One group wants to be left entirely to its own choice. Some want minimum of choice and the consequent responsibility. Most of the teachers need a mixture of guidance, social encouragement and room for flexibility in the somewhat lonely profession. However, the teacher plays a pivotal role to provide academic motivation.
3.3.2.3.4.3. Learner

Last but not the least is the 'learner' who is very much at the centre of the whole process of learning and teaching. The learners, too, are likely to find their motivation affected, in the rather traumatic circumstances of second-language learning by the degree of security, in which they know, on the one hand, what is happening to them and why, and on the other, whether their teachers know what they are about. Both the teachers and students are human beings and we live in society. It is worthwhile to remember that any institution is a group of human beings in formal relation with each other. And the nexus of this relation is an important factor for academic motivation.

3.3.2.3.5. The teacher-student relationship

Two individuals, the teacher and the learner, come close in a formal relation to each other in a teaching and learning situation. It is generally believed that the students learn better if they like their language teacher. Motivation is a function of human mind not of the relation, yet this relation influences their motivation. A cordial relation between the teacher and the
taught helps them to grow faster. The teacher takes personal care of the students and shares their feelings and emotions. Since a language is out and out a means of communication, the learning of a second language means learning the communicative skills. A cordial relationship between the teacher and the taught encourages interpersonal communication, which facilitates second language learning.

3.3.2.3.6. Caring and sharing in a classroom

The learner needs some amount of security and encouragement for learning the language. His self-concept has to be respected. He has to be made aware of the long-term goals. The way English is taught to him matters more than other things. The way the lesson is presented/introduced awakens his sense of involvement. A teacher should bear in mind whether the lessons are interesting or not? How does he feel initially in the classroom? His initial success or failure leads him to decide whether he should continue the course or not.

He develops and grows in an anxiety-free atmosphere. Since the social motivation is absent and the individual motivation is feeble, the motivation which can really be handled by a teacher is the academic motivation.
Here lies the role of the language teacher where he is directly involved. The teacher may not change the social trend but he can do a great deal in the classroom to sustain the language learning motives of the students. Such an academic motivation is very crucial in the case of rural or tribal students. Even in the case of urbanites its importance is quite visible.

3.4.0. SOME PROBLEMS OF MOTIVATION WITH REFERENCE TO TEACHING AND LEARNING OF ENGLISH AT THE POST-SECONDARY STAGE IN ORISSA

3.4.1. Background

In a complex socio-linguistic situation like the one prevailing in Orissa, the position of English, at present, is different from the position it had in pre-independence days. 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 the students have the option to write answers in the regional language even at the under-graduate level. The Oriya-speaking students have a mixed feeling towards the teaching and learning of English. In this context, the learning of English for the Oriya-speaking
students depends mostly on the intensity of academic mo-
tivation they have towards the language. The post-
secondary stage poses some typical problems for the
students, as this stage marks a transition from school
life to college life.

The problems of students at this stage will be
discussed under three heads because the students face
problems of both academic and non-academic nature which
interact with each other such as:

1. Students
2. Teachers
3. Methods and techniques of teaching English.

(Although the above-mentioned three areas are inter-
related in a language teaching programme yet they pose
distinctly different problems).

3.4.2. Students

3.4.2.1. No Friends

After entering the college, the student finds
himself without friends. The classmates and friends of
school days have joined different courses. Amidst new
faces in a new situation he feels embarrassed to communi-
cate his personal/academic difficulties.
3.4.2.2. Shift

The students shift from rural schools to colleges in urban or semi-urban areas where they experience a completely different life style. They move from home to hostels where they feel themselves misfits in the beginning. The students are exposed to a different value system for the first time in their life. Of course, if it is well-directed they may integrate in a positive way with the English-speaking elite of the city.

3.4.2.3. Initial Experience

There is a saying: 'Well begun is half done'. But in English classes, the initial experience is not very encouraging. Students have a feeling that:

a) The course in English is boring.
b) The course in English is very difficult.
c) The course in English is ill-organised.
d) The course in English is irrelevant to their needs.

3.4.2.4. Students' Orientation

Students at this stage have five different types of motivational orientation, such as (a) Vocational,
(b) Academic, (c) Liberal, (d) Reformer, (e) Social fun.

(a) Vocational: They are interested in work which contributes directly to a qualification and a successful career than the fundamental values.

(b) Academic: The academic student is interested in his subjects for its own sake and has the capacity to tackle independently and successfully both course-work and examinations.

(c) Liberal: The liberal-oriented student is a good mixer who takes part in university life outside the classroom. He is likely to enjoy discussion method and other work in groups.

(d) Reformer: The reformer spends a considerable amount of time thinking about and discussing social and political implications of his studies.

(e) Social-fun: The students having social fun orientation tend to spend more time
in non-academic activities. They are often from affluent homes and come to college primarily to enjoy themselves.

The problem lies with the vocational and social fun groups. The vocational group is only interested to pass the examination. For everything they question: Is it important for exams? The social fun group spend all their time in enjoying themselves and, at times, they enlist innocent students from villages in their group.

3.4.2.5. **Polarisation**

Students after passing the high school join the courses in college in three streams, i.e., Arts, Science, Commerce.

3.4.2.5. (a)

Arts students, in general, have a feeling that English is the most difficult subject. They develop a sort of fear-psychosis towards learning English.

3.4.2.5. (b)

Science students, in general, have a feeling that Science subjects like Physics, Chemistry and Mathematics are more important than English. Consequently,
they spend more time in studying science subjects and neglect English. Ultimately some of them secure high marks in science subjects but fail in English. Failure in one subject means failure in the University/Board examination.

3.4.2.6. **Goal-perception is absent**

Students do not have very clear ideas about their targets. Even if they have them, they are always worried about short-term goals like passing the examinations and getting a certificate. Since they do not have definite ideas about their goal they belong to a group which loses interest immediately after the attainment of short-term goals.

3.4.2.7. **Anxiety**

The students always have a fear that they will be laughed at by their friends if they commit mistakes in the language class. Since the students are not very good in the spoken form of the language, they do not answer the question even if they know the answer. Owing to the same reason, they do not take part in discussions during the tutorial class in English. The students at this level
fall into two categories:

1. High Anxiety group (H-A)
2. Low Anxiety group (L-A)

The high anxiety group have greater number of problems than the low anxiety group in the areas of personal and social relationship and adjustment to language work in the college.

3.4.2.8. Development of 'Affective blocks'

Owing to the above mentioned reasons they develop affective blocks with regard to the learning of English.
Once a student develops such affective blocks, it takes time for remediation. At times, it is difficult to remove these blocks because it becomes a part of his personality.

3.4.2.9. Allocation of time

There is an ill-balanced allocation of study time and social time. The students spend more time in social activities than for study. They cut classes to engage themselves in other activities. When they return to studies they discover themselves much behind
the progress of the class. These initial difficulties are reflected throughout the course.

3.4.3. Teachers

3.4.3.1 No adequate introductory lecture

Teachers always make an abrupt start in the English class with the English textbook. For the freshers there is no adequate introductory lecture to put them at ease with the new environment. Owing to lack of proper introductory lectures the students are not acquainted with the long-term goals towards which they should move in the process of their language learning. There is no scope to recognize or identify the English learning motives.

3.4.3.2 Teacher's linguistic level

In school, the teacher of English is mostly a trained or untrained graduate. In colleges, the teachers having postgraduate degree vary in their linguistic level for the freshers in the college. The students often complain: "we do not understand the English lecture". This sudden variation in the linguistic level of the teacher demotivates the students and they lose interest in the English class. They find interest
in other classes where the content subjects are taught in mother tongue medium.

3.4.3.3. Different style of teaching

The students, at the college level, are exposed to a different type of teaching style. They were not exposed to 'Lecturing' in English class in their schools. The immediate language difficulties in the general class are not corrected as they are left to be corrected in the tutorial classes. The students, consequently, miss the link during the lecture in general class. They either misunderstand the lecture or miss the relevance of what is said in the class.

3.4.3.4. Absence of correction work by teachers

In the English language class, the students are passive listeners. Neither do they take down notes nor do they know adequate techniques of note-taking. The teachers do not correct the lecture notes. The correction of lecture-notes may make the students attentive in the general class because the students will always have a concern that their lectures notes will be seen by the lecturer. It can give a feedback to the teachers concerned. Moreover, the teachers can be in a position
to say whether their students are moving in the right direction or not.

3.3.3.5. Lack of personal contact between students and teachers

In a second language class, much depends on the interpersonal relationship between the teacher and the taught. Nowadays, the emphasis has shifted from teacher-centred classes to the learner-centred language activity in the class. This is a situation where the students learn the language in co-operation with the teacher. For all these activities (co-operative learning), a healthy interpersonal relationship is essential. But, in reality, there is no personal contact between the teachers and the students inside and outside the English class. In schools, the classes being small, there exists a healthy give-and-take between students and their language teacher. In colleges, the teachers always maintain a distance from the students. This results in demotivation of students.

3.4.4. Methods and techniques of teaching English

3.4.4.1. Lack of proper planning

Language planning is remarkable by its absence
in Orissa. It is more so in English language teaching programmes. As a result, the students do not know the exact objectives of the language courses. In the absence of proper language planning and coordinated effort between school curriculum and college curriculum the students do not experience a sense of growth in language learning.

3.4.4.2. Repetition of school work

Much of the school work is being revised in the college. There is not much of novelty in college English courses. The students, at this level, discover doing the same work which they have already done at school. Owing to lack of novelty in the English course, they lose curiosity. In Koffka's term they move to a 'closure' or 'end-situation'. On the contrary, they are exposed to new types of things in content subjects. The students are more attracted to the subject courses than English courses.

3.4.4.3. No scope for developing study skills

The students are completely in the dark about study skills. They do not know how to (a) use the library, (b) refer to a dictionary, (c) take notes in the class, or (d) make notes at home. By the time they somehow acquire
the study skills, they are much behind the class. Once they lose confidence in themselves, it gives rise to affective blocks and a chain of psychological reactions towards the teaching and learning of English.

3.4.4.4. Lack of properly organised tutorial system

In a situation where the classes are large, much of the language work can be done in the tutorial classes. But the tutorial system is also not well-organised. There is no tutorial class is a place where the group activities can be carried out with some amount of intensity. The tutorial classes which can be used to remove most of the affective blocks, have failed to do so.

3.5.0. SUMMARY

This chapter focuses on the role of motivation in second language learning. From the theoretical investigation and empirical evidence presented in this chapter, it is found that the motivation does play a key role in all human endeavours. It is logically so in the case of language learning, specifically, second language learning. It is also confirmed that motivation regulates/modifies other kinds of affective behaviour of the learner.

In this chapter, a brief resume of the theories of human motivation has been presented. An attempt has been
made to relate the theories of human motivation to second language learning. The insights gained from the theories have helped us explain the process of motivation in second language learning. In this chapter, we have also discussed the different dimensions of motivation in general and three different types of motivation in second language learning in particular. An attempt has been made to critically analyse the existing notions and literature on motivation. This has helped us to hypothesize the concept of academic/educational motivation which is realised in the classroom itself. Hence, it is comparatively free from the external social forces.

Though individual motivation, social motivation and academic motivation interact with each other, it seems that academic motivation provides a stronger force to the students of the underdeveloped countries and also of a developing country like India. The different aspects of academic motivation have been discussed in brief. The details of all these aspects and empirical evidence to substantiate them will be presented in the following chapters.

In the previous chapter, we discussed the relevance of affective factors to the process of second language learning. In this chapter also, we have discussed
the role of motivation in second language. Both the chapters have been devoted to "learning". It is essential for a language teacher to be acquainted with the process of learning. But his primary concern is "teaching". 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, we shall attempt to discuss the affect-based approach (the humanistic approach) to language teaching in the next chapter. The next chapter will broadly deal with the general assumptions of the affect-based approach and a few humanistic techniques to teach the language. It will also include a discussion on the existing humanistic methods (Silent way, Community language learning, Suggestopedia) of language teaching.
NOTES


9. Ibid., P.371.


18. Ibid., P.87.


24. Ibid., P.112.


26. Ibid., P.12.

27. Ibid., P.14.

29. Ibid., pp.167-168.


32. The statement that English is the last sign of slavery was highly objected to in the press (letter to the Editor The Hindu, April 10, 1985).

33. Indranil Bannerjee has given a good account of how the language policy of the Government of West Bengal has affected the state politics (Please see *India Today* Vol.X., No.6, March 16-31, (1985), P.155.