CHAPTER 2
Theoretical Discussions and Review of the Related Literature on Affective Variables

2.1. Introduction

The necessity to develop a research agenda which takes cognizance of the suggestions and recommendations of previous researchers makes this chapter, a review of the relevant literature on the attitudinal factors involved in the learning and teaching of English, important. Through it the researcher will be given the opportunity to probe into the processes involved during the course of language learning and teaching. It will also enable the researcher to look into the diverse needs and problems of both the teaching and student clientele. Besides, the review will give the researcher an insight into the statistical methods employed, for to be maximally effective one will have to be aware of what has gone before. Effective tools and instruments can be developed on the basis of their past application and relevance. The review will also encourage the researcher to examine the changing pattern of available background literature that relates to second language learning and teaching. This will in turn help to facilitate the identification of the problem and generate hypotheses to be further investigated in the study.

The chapter has been divided into two sections. The first section will be an overview of some of the literature on affective variables and their implications on second language learning. The second section will focus on describing the
implications of the affective variables on language teaching and the third section will be an overview of the literature on second language learning and teaching. The sections will also attempt to give a brief resume of some of the important studies that will have a significant bearing on the present study.

2.2. Affective Variables and Second Language Learning

Emerging formally in the 1950s, second language acquisition research attempts to perceive language learning from a scientific perspective. This is because such learning being a multi-dimensional phenomenon involves not only biological, neurological and social but also affective variables of different kinds.

Researchers in the field have explored questions such as the influence of affective variables on learning, learning outcomes and of course, on teaching as well. These endeavours have resulted in broadening the concept of learning. Today this concept implies not only the learning of the skills of a language; it also includes the acquisition of interests, values and the modification of attitudes.

In recent years, there has also been an increased awareness of specific psychological characteristics. These have bearings on how a learner approaches language learning. Hypotheses have been proposed to interpret the variation in the proficiency level of different learners which suggest that learners vary on a number of dimensions. These can be age, personality, aptitude, attitude and motivation. However, though these factors are extremely significant, they are not easily identifiable, nor can they be classified. This is because each factor is not a
unitary construct but a complex of features, which are manifested in a range of overlapping behaviours.

As label for clusters of behaviours different researchers have used them to describe different sets of behavioural traits. So if Hawkey (1982) lists them as affective, cognitive and social factors, Chastian (1975, pp.153-161) calls them "affective and ability factors", while Gardener et al(1979) would describe them as attitudinal and motivational characteristics.

It cannot be denied that in trying to interpret the learner and learning, a great deal of emphasis has been given to the role of cognitive and linguistic factors in learning and teaching. But the role of the affective domain in governing a person's achievement and success in a second language cannot be undermined. Ongoing research on the affective component has been prompted by the conviction that cognitive factors are not the only variables that matter in language learning. The affective domain contributes as much as and perhaps often more, to language learning than the cognitive skills. This is so, because language learning involves strong positive and negative emotions. As Gardener says, "Language courses are different from other curriculum topics. They require that the individual incorporate elements from another culture. As a consequence reactions to the other culture become important considerations. Furthermore, because the material is not merely an extension of the students own cultural heritage, the dynamics of the classroom and the methodology assume greater importance than they do in other school topics" (Gardener 1985 8). Oller (1979) is also of the opinion that only very radical and very narrow theories are able to
dispense completely with attitude, personalities and other difficult-to-measure internal states and motives. It is therefore, necessary to take attitude into accounts.

Again by including the affective component among educational goals, Krathwohl et al (1964), for example, gave expression to the view that the education of affect is as legitimate an objective as cognitive or psychomotor learning.

The affective domain refers to two related aspects of human psychology. One is the development of positive attitudes about activities in which learners are being trained. The other is the relationship between the individual and the activities concerned. It is involved in the words of Krathwohl et al (1964:24) with changes in interest, attitudes and values and the development of appreciation and adequate adjustment.

However, language-teaching theorists have been rather slow to recognize the important part that affects plays in language learning. It was in the early 1970s, as part of the general reaction against audiolingualism, that humanistic language teaching theory placed ‘affect’ and personality at the center of attention. Prior to that only Gardener and Lambert (1972) in a series of studies had paid consistent attention of the role of affect in language learning. Their investigations focussed on how the attitudes of learners and their motivations influence the development of proficiency.

However, the construct of the Affective Filter was formally introduced by Burt et al (1977) and is a hypothesis that attempts to explain the relationship that
exists between the affective variables and second language learning. They propose that the learner has a socio-affective filter which governs how much of the input gets through to the language processing mechanism. As a result of conscious or unconscious motives or needs, attitude or emotional states, the learner will be 'open' or 'closed' to the language input.

This hypothesis was further elaborated by Krashen (1982) who claims that the "filter is that part of the internal processing system that subconsciously screens incoming language based on... the learner's motives, needs, attitudes and emotional states" (Dulay, Burt & Krashen 1982, pp.46). Krashen further refers to the filter as something that prevents input from reaching "that part of the brain responsible for language acquisition, or the language acquisition device".

The following section will examine various models of SLA and will focus on the place of attitude in these models.

2.3. Models of SLA and the place of Attitudes

2.3.1. The Acculturation Model

Schumann’s Acculturation Model (1986) has also considered the concept of the affective filter. Though expressly restricted to second language learning in a naturalistic setting, it emphasizes the importance of integrative motivation and positive attitudes. The model predicts that learners will acquire the second language only to the degree that they acculturate to the Second Language community. In his current view (Schumann 1986), the importance of acculturation which includes motivation and attitude as affective factors is that it brings the
learner into contact with the target language speakers. This results in the negotiation of appropriate input, which is the immediate cause of language acquisition. In the taxonomy of factors which influences SLA, Schumann has isolated two factors as causal variables namely, a) social assimilation and acculturation, b) affective factors which include attitude and motivation.

Schumann says that attitude is an important social factor involved in Second Language Learning. If the L2 learning group and the target language group have positive attitude towards each other, L2 learning is more likely to occur than if they view each other negatively (p.31). Schumann (p.88) claims that the learner will acquire the L2 only to the degree he accultirates. The social and psychological integration of the learner with the L2 group will lead to acculturation.

2.3.2. Jakobovits 3-way Interaction Model

Jakobovits (1971) perceives the factors involved in the learning process as diagrammatically represented in Figure 2.1.1.

Under the label Learner Factors, Jakobovits discusses the concept of perseverance which according to him, is the students' willingness to spend time in learning (p.110). This includes a) Need Achievement, b) Attitude to Teaching, c) Interest in L2 study, d) Attitude towards Foreign Culture, e) Ethnocentrism, f) Anomie. An interesting finding as reported in Jakobovits' (op cit. p.110) shows that L2 interest will be weakened if learners are forced to learn aspects of
Figure 2.1.1: Jakobovits (1971)
language that they are not interested. This naturally results in negative attitude, which certainly has implications for ELT materials and methods.

Again, under socio-cultural factors, Jakobovits talks of language loyalty or the lack of it. This can have important effects on a number of variables which, in turn, affects foreign language attitude, interest in L2 study and attitude towards the target culture (p.115). Attitudes are, therefore, the results of socio-cultural and socio-political environments. So in Jakobovits’ 3-way interaction model, while social, cultural and political milieu influences attitude, these in turn, influences success or failure in learning a second language. Jakobovits, therefore, suggests an effective research method developed along the lines of social and behavioral sciences.

2.3.3. The Accommodation Theory

The Accommodation Theory of Giles and his associates operating within a socio-psychological framework seeks also to account for successful language acquisition. Giles (1979) argues that positive attitudes and motivation, as affective factors are the primary determinants of second language proficiency. Like Schumann, he tries to seek the answer in the relationship that exists between the learner’s social group (‘in group’) and the target language community (‘outgroup’).

Many theoretical positions such as these have been proposed to highlight the relationship between the affective domain in second language learning. A number of stages can be identified in the formulation of models. The first stage
was the relatively unelaborated claim that positive feelings towards the target language community and its representatives would result in a faster rate of learning a language; the second stage was the claim that achievement might actually be the cause rather than the effect. The third stage according to Oller (1979) was characterized by a number of contradictions. For it intended to establish the paradox of "which came first" (attitude or behavior). Gardener (1975) also noticed that the integrative and instrumental motives did not always produce the expected results. The most important conclusion however to be drawn from this stage was that the relation between affect and learning was a dynamic, bi-directional unstable nonlinear function which varies greatly across individuals, contexts and learning tasks. There is a further complexity. The learner's beliefs concerning attitudes of the target language group towards the learner's native group may also be a principal determinant of the learner's attitude and success in learning the target language.

2.3.4. Gardener’s Theoretical Model of Social and Psychological aspects of SLA

Working on the framework of the social psychologist, Gardener sees second language acquisition as being at the centre of the social milieu, where the beliefs and values of the people have important consequences for language learning. Gardener also suggests that of all affective variables, attitudes and beliefs have a profound influence on the achievement rate in second language learning even more perhaps than aptitude and intelligence (Gardener & Lambert 1972; Gardener 1978). A schematic representation of Gardener's model (in.
Giles and St. Clair, 1979) given in Fig. 2.1.2 highlights the major aspects of variables involved in the learning of any language. The model consists of four segments - the Social milieu, Individual Differences, Second Language Acquisition Contexts and Outcomes. The social milieu according to Gardener determines the importance to second language acquisition of various individual difference variables. The individual variables will influence the extent to which learners achieve the possible Outcomes in second language acquisition, through their interaction with the demands placed on them by the Second Language Acquisition Contexts. The model therefore treats the social milieu and the second language acquisition context as causative and moderator variables in the process of learning. This model has important implications for the study, which attempts to study the attitude of the learners to certain aspects of the second language learning contexts.

The second category of the model refers to individual differences - that is the characteristics of the student, which influences his/her approach to the second language acquisition process. The four individual differences are intelligence, language aptitude, motivation and situational anxiety. Intelligence refers to the ability of the student, which accounts for the differences that exists between the class. Language aptitude accounts for the ability or capacity to learn a language. Situational anxiety refers to those reactions aroused in specific situations involving the second language. Motivation on the other hand refers to those affective characteristics which orient the student to try and acquire the elements of the second language. The four aspects cannot be ignored, for all of
Figure 2.1.2: Schematic Representation of the Theoretical Model
them have their important contributions to the learning of a second language, yet for the purpose of this study, only the two aspects - motivation and situational anxiety will be discussed and considered.

The third aspect of the model refers to the second language acquisition contexts that include both Formal Language training and Informal Language experience. Formal language training refers to the learning of a second language within the classroom where there is a teacher/student context. The informal experience of learning a language refers to the situations, which allows the learner to be exposed to and learn the language without any formal instruction. The lines in the figure shows that the four individual difference variables are linked to the formal training context, which indicates that, the four variables influence the formal language learning situation. Motivation which has been conceptualized as a combination of a positive attitude to learn the language combined with the effort expended towards that direction has a very important role to play in the formal training situation. It not only influences the perception of the student but also serves to keep the learner in the programme of learning.

This attitudinal/ motivational complex is according to Gardener related to achievement in the second language (Gardener and Lambert, 1959,1972; Gardener and Santos, 1970; Gardener and Smythe, 1975; Smythe, Stennett and Feenstra, 19720). Again this complex is also called the integrative motive which facilitates and enhances the learning of a second language. This attitudinal/ motivational complex also includes, in addition to the motivational components, favourable attitudes towards the target language group. In one of the earlier statements on motivation,
Gardener claims that an individual’s motivation to learn a language is controlled by his attitude towards the other group in particular and by his orientation to the learning task (Gardener & Lambert, 1959) which influences achievement.

Gardener (1985) argues that attitude measures, account for a significant and meaningful proportion of the variance in second language achievement. He however claims that attitudes do not have a direct influence on learning. They influence motivation, which does. A schematic representation of the model given in Figure 2.1.2 with respect to motivation and second language acquisition shows that the individual differences in a number of social attitudes give rise to individual differences in motivation which are in turn responsible for variability in achievement.

The line joining motivation to informal acquisition determines whether or not the student is involved in out-of-class opportunities, for instance, interacting with peers, watching films and T.V. programmes, reading books and magazines. The outcome from the same may be both linguistic and non-linguistic. Linguistic implies knowledge of structural aspects and specific skills. Non-linguistic refers to extra language attributes, which might develop as a function of L2 training and experience (Gardener, 1979, pp.199) for example, favourable attitude to the communities and interest in further language study. Gardener, therefore, hypothesizes that social context accounts for learner’s attitude and motivation to a great extent, though the relationship between the social context and the affective factors are more complex. It may be possible that a person may have
negative attitudes towards English, but may still learn English for its utilitarian value (Macnamara, 1973 in Fasold and Shuy, Lukmani, 1972).

In an earlier (1975) model, in Stern (1981) given in Figure 2.1.3, Gardner has isolated the major components of motivation. These are 1) group-specific attitude and 2) attitude towards the learning situation, which includes the learner's feelings about the language course (methods and materials), the language teacher(s) and the language being learned. It also includes the learner's interpretation of parental attitude to the learning of L2 and his feelings of anxiety before and during the course. 3) The learner's motives for learning the language, his goal, desires and the intensity of effort put into language learning. 4) Generalized attitude, which includes an interest in language learning, personality characteristics and basic predisposition (ethnocentrism, need achievement, anomie etc.) which influences the learning of L2.

Gardener (1985) proposed an elaborate socio-educational model which sees two main ingredients in the learner's success — motivation and aptitude (Figure 2.1.4).

This model claims that a learner's motivation is influenced by two kinds of attitudes. The first is "integrativeness" more precisely defined as a cluster of attitudes relating to out groups and foreign languages in general. It also includes the attitude towards the specific language community and integrative orientations to language study.

The second is attitudes towards the language learning situation as a whole, including the teacher and the course itself.
Motivational characteristics

GROUP SPECIFIC ATTITUDES
- Attitudes toward French Canadians
- Attitudes toward European French

COURSE RELATED CHARACTERISTICS
- Attitudes toward learning French
- Attitudes toward the French course
- Attitudes toward the French teacher
  - Parental encouragement to learn French
  - French class anxiety

MOTIVATIONAL INDICES
- Integrative orientation
- Motivational intensity
- Desire to learn French

GENERALIZED ATTITUDES
- Interest in foreign languages
  - Ethnocentrism
  - Authoritarianism
  - Anomie
  - Machiavellianism
  - Need achievement

Figure 2.1.3: Gardener's representation of aspects of the motivation to learn French
Gardener (1985) proposed an elaborate socio-educational model which sees two main ingredients in the learners success - motivation and aptitude.

- Integrativeness
  1. attitude to target group
  2. attitude to Language

- Attitude to Learning Situation
  1. attitude to teacher
  2. attitude to the course

\[ \Rightarrow \text{Motivation} \]
\[ \Rightarrow \text{Aptitude} \]
\[ \Rightarrow L_2 \text{ Success} \]

Figure 2.1.4: Gardener 1985
In three American studies Gardener and Lambert (1972) established that a friendly outlook towards the other group whose language is being learnt, can differentially sensitize the learner to the audio-lingual features of the language...but if the students attitude is highly ethnocentric and hostile no progress will be made in acquiring any aspect of the language.

The French American studies also showed that positive attitudes towards French American culture coupled with favourable stereotypes of the European French were associated with certain expressive skills in French.

The different models of Gardener positively contribute to an understanding of the attitude of both students and teachers, towards the learning and teaching English in the Shillong contexts. As Gardener (1980:268-69) says "such studies have an undoubted value because they provide coherent model emphasizing the social-psychological aspects of second language learning."

Though this model is developed with reference to the learning and teaching of French as a second language, its categories are not restricted to a particular language. The same can apply to learners of a second language in a formal classroom setting as for example in the classroom context of Shillong.

2.3.5. Krashen’s Monitor Model

Krashen’s model (1981) is summarized into five central hypotheses:

- The Acquisition Learning Hypothesis
- The Natural Order Hypothesis
- The Monitor Hypothesis
The Acquisition Learning Hypothesis is the most fundamental for it states that adults have two independent systems for developing ability in second languages. Acquisition is subconscious whereas learning is a conscious knowledge about a language. According to Krashen, subconscious acquisition is more important because this implies a true internalization of rules whereas conscious learning is available to the performer only as monitor or editor. The Natural Order Hypothesis states that acquisition occurs in a predictable order while the Input Hypothesis attempts to answer the question of how a learner acquires the language. The Hypothesis states that a necessary condition for language acquisition to occur is that the acquirer understands the input language that contains structures a little beyond his or her current level of competence. The Hypothesis of the Affective Filter states that the effect of Affect is not directly on the LAD. Two acquirers receiving equal amounts of comprehensible input may acquire at different rates depending upon the filter strength. This varies according to the personality, the relationship between the acquirer and the source of input and on the acquisition situation.

A modified and amalgamated version of the Monitor model is that of Burt, Dulay and Finocchiaro (1982) (Figure 2.1.5).

In the above model, the investigators are concerned with the filter, which relates to affective factors such as motivations, attitude, needs and desires. The filter here is an internal processing system that subconsciously screens incoming
INTERNAL PROCESSING

Language Environment

Filter ➔ Organizer ➔ Monitor

First Language

Personality ➔

Age ➔

*Learners' Verbal Performance

Figure 2.1.5: Dulay, Burt & Krashen, 1982, p.6
language based on what psychologists call 'affect' - the learner’s motives, needs, attitudes and emotional states. The filter determines

1. Which TL model the learner will select
2. Priority in the language to be attended
3. Cessation of language acquisition
4. Rate of acquisition

In this model, attitude and motivation as part of the filtering process are important aspects of language acquisition which will not only influence success but also the rate of acquisition and the quality that is internalized. As in the Acculturation Model of Schumann, Dulay et al has traced different types of attitudes to the social circumstance, which prevail in the learning situation.

“The characteristic of a community that speaks a particular language along with the functions of that language in the learner’s own life, influences the attitude that a learner develops towards that language. Specific motives, needs and attitudes underlying second language acquisition take their shape from the niche in the society that the individual occupies or wishes to occupy and the social activities in which the learner engages or wishes to engage in”(p.47).

Stern (1983) has also developed a model, which he claims to be an "uncontroversial synthesis" representing the consensus among different investigators on the main factors that play a role in language learning(Figure 2.1.6).

In the diagram five sets of variables have been identified. Of these the social context, the learner characteristics and the learning conditions influence
Figure 2.1.6: Framework for examination of second language learning
the learning process which in turn determines the learning outcome - competence and proficiency.

Under learner characteristics the important variables are age and sex, the cognitive variables and of course the affective variable which includes attitude and motivation. Stern however highlights the important role played by the learning conditions. The objectives, content, procedures materials and the evaluation of a teaching programme are some of the important factors which determine how competent and proficient a learner can be.

For the purpose of this study the investigator has not really followed any particular framework as such. Since only some aspects of learner factors have been taken for investigation and since the teacher’s attitudes have also been considered, the different models have been modified and simplified to suit the purpose.

2.4. Resume of work on attitudes and language learning

Though a number of researchers had worked in different capacities to find out the relationship between affective variables and language learning, pioneers in the field, however, were Gardener, Lambert and Wallace. Their research over a span of twenty-five years have focussed on finding out answers to a simple question - how is it that some people can learn a language quickly while others given the same opportunity are failures.

There certainly have been numerous answers to the query. Some say that it all depends on how the language is taught. Some argue that people have a
knack for language whereas others do not. These answers, however, were not convincing enough to Gardener and Lambert. Their collaborative efforts in finding answers to the questions have resulted in the formulation of thought provoking discussions on the role of attitudes and achievement in language learning.

The first studies (Gardener & Lambert, 1959; Gardener, 1960) were carried out with English speaking American high school students in Montreal, who were studying French. The studies intended to find out not only the aptitude and intelligence of these students to learning French but also their attitude towards the French community. Findings of the study led the researchers to conclude that positive attitudes on the part of the students helped them to achieve better results in the language they were learning.

Gardener (1960) extended the same study to a larger sample of Canadian students learning French, where information was also gathered about the attitude of the learner's parents towards the French community. The study confirmed the hypothesis that successful language learning was dependent on the positive attitude of not only the learner but also on the attitudinal disposition of the family as well.

Anisfield & Lambert (1961) studied samples of Jewish high school students studying Hebrew at parochial schools in Montreal. Tests were administered to measure their orientation towards learning Hebrew and their attitude towards Jewish culture. The results of the study indicated that not only the intellectual capacity but also the attitudinal orientation brought about success in the learning of a language.
Lambert, Gardner, Bank and Tunstall (1962) carried out a research on students undergoing an extensive course in French at McGill’s French Summer school. The students were mostly American University students and secondary school language teachers. Both were tested for changes in attitudes during the six weeks study period. The study made it apparent that there certainly was a change of attitude towards learning French for the American students experienced feelings of social disorganization when they concentrated on and commenced to master a second language.

Peal & Lambert (1962) compared the attitudes of ten year old monolingual and bilingual youngsters on measures of proficiency and intelligence. The pattern of the results shows that bilingual children had more favourable attitude towards language communities and therefore fared better than monolingual children.

Research on the home influence by Feenstra & Gardener (1968) also confirms the hypothesis that parents with positive attitudes towards the other language community actively encouraged their children to learn the language. Therefore children of such parents fared comparatively better than children of those parents with less favourable attitudes.

Gardener & Lambert (1972) proposing a distinction between integrative and instrumental orientation of learning a language, claims that integrative orientation which is a cluster of favourable attitudes to the speakers of the target language, has a positive effect on the learning of a second language.

Gardener, Smythe and Brunet (1977), conducted a series of studies in the context of traditional language programmes where students study the language.
as part of their standard school curriculum. The studies show that measures of achievement in the second language are related to measures of attitude and motivation. The measures include attitudes towards French speaking people, the French language, the course and teacher, desire to learn French and interest in learning French for either integrative or instrumental reasons.

Gardener, Smythe and Clement (1979) extended the study to a group of adult learners - a sample of eighty nine Canadians and also sixty five Americans studying in intensive French programmes in Northern Quebec. The study revealed the effect of attitudes on achievement and proficiency. Gardener (1985) expanded on the work he began with Lambert and formalized into what he called the socio-educational model of second language acquisition with four variables summarizing individual differences, intelligence, language aptitude, motivation and situational anxiety. Gardener, however, highlights the fact that while four variables are important in formal classroom learning, motivation and situational anxiety are also dominant outside the classroom.

Based on the model as proposed, Gardener, Lalonde & Pierson (1983) investigated the causal aspect of attitudes in language learning. According to the model, a student's motivation is influenced by two attitudes, integrativeness and the second is attitude towards the language learning situation as a whole. Gardener besides sees three components of motivation - attitudes towards learning the second language, desire to learn the language and effort made to learn the language. A student who is motivated will therefore involve all the three components. The findings of such a study confirmed the fact that achievement in
the second language is a direct result of attitude and motivation. Inspired by the work of Gardener, Lambert and his associate John Oller and his colleagues (Oller, Hudson & Lieu, 1977; Chihara & Oller, 1978; Oller, Baca and Vigil, 1978) conducted several large scale studies of the relationship between attitudes and success and demonstrated that measures of proficiency in second language were significantly related to measures of attitudes.

They examined the relationship between Chinese, Japanese and Mexican students' achievement in English and their attitude towards the self, the native language group, the target language group and their reasons for learning English. Though each study yielded slightly differing conclusions, most of them reported positive attitudes towards the different aspects and this greatly enhanced proficiency. The studies therefore confirm the opinion that second language learners do benefit from positive attitudes and that negative attitudes may lead to decrease motivation and in all likelihood unsuccessful attainment of proficiency.

A study on the Attitude and Motivation on English Language Learning of some Tangkhul students of Manipur by Kengoo (1987) confirm the opinion that achievement in English is a result of positive attitude and motivation. Again a project - A Study of the Attitude and Motivation of Garo Students Learning English (Burman, 1996) - also supports the above finding.

Several researchers however, did not support this paradigm. Lyczak, Fu and Ho (1976) for instance, obtained no significant correlation between achievement and attitudinal variables. Wong (1982) also found that motivational
orientation of Chinese students learning English had no correlation with their achievement. Khanna (1983) found that achievement in English was influenced by schooling, claimed control of English, exposure to English, use of English among friends and families, rather than by attitudes and motivations. Similarly, the findings of Khanna and Agnihotri (1982), Sahgal (1983), Khanna (1985), Agnihotri, Khanna and Mukherjee (1982), Agnihotri, Khanna, Verma and Sinha (1990) reveals that proficiency in English correlated more strongly with schooling, socio-economic status and exposure rather than with socio-psychological variables.

Again there appears a lack of consistency in studies based on the notion of instrumental and integrative orientations. While Lukmani (1972) confirms the instrumental orientation to be more significant, Phadni's (1986) findings on attitude to English as a second language in Gujarat show that integrative orientation rated as significantly as an instrumental orientation.

The research team of the National Foundation has made other studies on attitudes to language learning for Educational Research (NFER) in Britain under Burstall's direction (Burstall et al 1974). Burstall and the NFER have not only investigated the attitudes of the learners to language learning and the language class but also the attitude of teachers and headmasters to language learning and teaching and the longitudinal development of attitudes over a period of several years. On the basis of the longitudinal studies Burstall and her associates also found that successful early learning experiences promote not only successful later learning but also more positive attitudes.
In India a number of practicing English teachers and researchers have also presented their ideas and views on various pertinent issues related to English teaching in the country. Nagpal (1995) for instance talks about the handicaps of the literature approach adopted in the teaching of the language. This argument is that this approach does not improve nor does it enhance the communication skill of the students.

Mehrotra exposes the "extent of the damage" the literary bias of the English departments had done to the Indian learners of English. Khanna opines that the materials used and the syllabus adopted should be relevant to the needs and students' present level of achievement in English. Studies by Aslam (1995), Sood (1995) indicate that the present English teaching materials does not cater to the needs and requirement of the undergraduates in the Universities of Delhi and Srinagar, respectively. They would have to be modified and revised accordingly.
Section II

2.5 Affective variables and their implication in Second Language Teaching

Studies such as these and more which examined the psychological factors that affect the learning situation is indeed marked by complexity. However, it is so easy to become lost in the complexity of the psychology of the learner that one tends to forget that the psychology of the teacher is equally complex. Just as psychological factors and forces affect the lives of students, the same kind of forces affect the lives and behaviour of teachers. They are affected by the norms and standards of the culture and the community and experience the stresses and strains of balancing their personal needs with the demands of their profession and the learners particularly. Again the fact that learning is not always dependent on the learner and his affective factors, but that learning results from a process of interaction between the learner and the teacher, necessitates the need to attend to the other side of the table, to the attitudes and perceptions of the teachers towards their profession, the classroom and the learners.

The term 'personal construct' has been used to talk about systems of beliefs and attitudes which underlie behavior and which are the prompters and determiners of action. It is these, which exert a major influence on each teacher’s classroom climate for learning, rather than books, resources and programmes. These constructs are the teacher’s beliefs about the students and how they learn; they are also beliefs about himself or herself as a person, as a teacher, and how these roles can be maintained within the structure of the institution. In addition they also refer to the teacher’s beliefs and attitudes about, for instance,
a subject like English. They intend to find out what his or her views are about English, what the terms 'language' and 'literature' represent in classroom events, and his/her perceptions about the objectives of learning English. These, together with his or her beliefs about education and the teachers' place in it, are the most powerful elements in the context of the classroom. However far less is known about teachers, their beliefs and attitudes and the impact of these on students, than what is known about the learners, the curricular and education as a whole. Again, though teachers and their attitudes arguably represents the most significant factor in any language teaching operation, teachers have been relegated to the last place on a scale of importance.

There has been a growing awareness of the enormous complexity of language teaching, the complexity has crystallized around questions such as what factors play a part in language teaching theory. In fact various models have been proposed to establish a conceptual framework, which would put the different factors, involved into some ordered relationship.

2.6 Models of Second Language Teaching

2.6.1. Campbell's model

This model sees the relationship between the language sciences and language teaching theory. The model claims that applied linguistics, which is inclusive of psychology, sociology and anthropology, influences language teaching pedagogy.
2.6.2. Spolsky’s Educational Linguistic Model

Spolsky’s model has three sources to second language pedagogy:

1. Language description which is founded in a theory of language.
2. A theory of language learning which gives an important place to psychology.

What is however important in Spolsky’s model is that the model identifies the main components of a language teaching theory and the specific role each discipline performs in relation to these components.

2.6.3. Ingram’s model of language teaching

Ingram’s model offers a similar list of the disciplines and allocates the tasks of the theoretician, the applied linguist and the classroom teacher. This model however differs from the other two in the sense that it describes in greater detail the function of the three persons involved in the teaching act.

2.6.4 Mackey’s Interaction Model:

Mackey’s model(Figure 2.2.1) identifies five variables, M (methods and materials), T(what the teacher does,what the learner gets), S(sociolinguistic and sociocultural influences of the environment and L(what the learner does).

Mackey’s conceptual framework indicates how the teaching variables (MTI) as well as the learning variables (ISL) are dependent upon political, social and educational factors. Mackey’s model therefore adopts a broad theoretical...
Method and material variables: texts, tapes, films
(cf. Language Teaching Analysis, Part II)

Teacher variables: what the teacher does.
(cf. Language Teaching Analysis, Part III)

Instruction variables: what the learner gets (cf. Jakobovits)

Sociocultural variables: what the environment does (cf. Jakobovits)

Learner variables: what the learner does (cf. Jakobovits)

Figure 2.2.1: Mackey’s interaction model of language learning, teaching and policy
perspective, which identifies a multiplicity of factors highly relevant in any language teaching situation.

2.6.5 Streven's model of language learning and language teaching process

Streven's model (Figure 2.2.2) combines in a single design aspects of teaching and learning, which during the past decades have been recognized as important but have rarely been considered under scheme.

Streven's model consists of 12 elements. The rationale is that someone initiates the language teaching operation (elements 1, 2 and 3) the next six elements (4-9) describe the implementation of the teaching intention, and the final three elements (10, 11, and 12) account for the learning outcome. The three initiating elements are public, will which manifest itself in the intention to make social provision for language teaching, (2) the financial and administrative apparatus needed to carry out this decision and (3) the professional disciplines which constitute the intellectual resources for language teaching. In the third element Streven's refers to education, linguistic, psychology and social theory as well as psycholinguistics and sociolinguistics with applied linguistics as an interdisciplinary common denominator. These in turn influence the approach, the pedagogy and the methodology the teacher adopts in the classroom. The implementation includes teacher training (element 5) and methods and materials (elements 6-9) which corresponds to Mackey's M (methods and materials), T (teacher variable), and I (instruction variables). Element 10 allows for a number of factors that influence the learning outcome, such as the time available.
Figure 2.2.2 Stevens’ model of the language learning/ language teaching process
for language learning, the quality of teaching and some practical constraints such as noise, overcrowding or fatigue. Element 11 focuses on learner characteristics which affect learning. Element 12 on the other hand highlights the assessment of the learning outcome and allows for feedback of the teaching process elements so that they can benefit from the evaluation of learning.

As can be seen, a cache of language teaching theories have been devised and developed but the inadequacy of the different methods and theories have been repeatedly pointed out. As Mackey (1970) reflects, the methods are vague and inadequate, as they tend to limit themselves to a single aspect of a complex process. In practice, language theories demand a matching of materials, learners and teachers. Innovation in the curriculum may be prompted by learner needs and interests but the implementation of the same depends ultimately on the teachers' attitude towards such innovation.

A model of language learning and teaching, if it is to be effective, should incorporate in it not only the characteristics of the learner, but also that of the teacher. As has been suggested above, behind every classroom, there is an interaction and an interplay of motivational and attitudinal forces of both the teacher and the learner.

The teacher works at the interface of several systems - the classroom, the educational environment and society. These experiences are bound to affect the teacher's professional and social attitudes and behavior, which he/she carries into the classroom. These feelings and attitudes will have to be acknowledged and orchestrated for the beliefs and attitudes of teachers are the most powerful...
of all features in the context of learning. Altman (1981) also identifies the responsibility of teachers as 'awesome', for the teacher alone can "facilitate the when, the where and the how of learning, or can single-handedly thwart it". Aggarwal (1984:112-113) also says any method good or bad, links up the teacher and his pupils into an organic relationship with constant mutual interaction. Every teacher and educationist knows that even the best curriculum and the most perfect syllabus remain dead unless quickened into life by the right methods of teaching and the right kind of teachers.

The teacher is therefore an irreplaceable element in language instruction and the centrality of the teacher's role in learning process remains unchallenged.

Gage (1978) defines teaching as any activity on the part of one person to facilitate learning on the part of another. Extended to the field of second language learning and teaching - the definition of teaching would mean any activity on the part of one person to facilitate the learning by another person of a language which is not his or her native one. Good second language teaching would therefore be any activity, which facilitates this learning, whereas bad language teaching would be an activity, which fails to facilitate this learning either by failing to affect this learning at all or by affecting it negatively. Such a definition would therefore imply a reconsideration of both teacher and learner factors involved in the teaching and learning activity. True, research on teaching has covered a wide spectrum of topics. They have attempted to answer questions such as the choice of teaching as profession, the teaching effectiveness of teachers and their personality characteristics. This aspect of research, however,
has neglected the fascinating diversity of personal goals of social and professional attitudes of teachers concerned and of the impact of these on the relationships in the classroom between the teacher and the learner. Yet it is only in the detailed analysis of the attitude of teachers and students that the answers can be found to some of the most pressing questions - such as resolving the debate between teaching and learning activities.

The last few years have been marked by a rapid growth in classroom oriented research, which focuses on various aspects of teacher-student interaction. These, attempts to determine the relationship between such behaviour and learning outcomes. But very little recognition and little consideration have been given to importance of affect especially on the part of the teacher. A recent review (Rosenshine 1971) does cite some studies dealing with two main groups of teaching behaviors-- the affective characteristic of teachers - enthusiasm, warmth, praise and criticism and the cognitive characteristics of communication which includes achievement oriented teaching, clarity, explaining, questioning and the extent of teacher-pupil interaction. Nonetheless though the importance of these criterions cannot be minimized, one cannot help but contend that as an affective factor, attitudes (negative and positive) may also have a considerable influence. It can influence not only the classroom behaviour of teachers but can also be optimally correlated to learner's success and achievement.
2.6.6 Runkel's Model (1958)

It is not that attempts have not been made. As early as 1958, Runkel concerned specifically with the teacher and the student in the classroom proposed a framework consisting of two identical components. One of them is for the teacher and the other for the student; connected by an information feedback cycle. The framework which seeks to explain the effects of the performer's (teachers) attitude and behavior on that of the other person (the learner) view the teacher as a synthesizer of all aspects. He is a professional who makes sense of the opinions and perceptions of many other people besides his own. He exercises these as positive influences on the learner.

In the model (Figure 2.2.3) the teacher has personal needs and goals represented by his personal history. This in turn influences his choice of goals concerning the learner. The frames of reference represent standards derived from his own personal and professional experience, against which he makes assessment of his acts, and of the acts of the students. Thus there is a cyclical description of the relations between the teacher and the student in which their acts are seen as interdependent.

A model like this kind, of course, is open to a number of criticisms. It suggests that teaching is a more conscious decision making process than is the case of actual encounters. Again such a model is not always applicable especially at more extensive levels than that of one person interacting with another. However, these difficulties do not detract from the heuristic value of the model. It encourages one to look at matters such as teacher's perceptions, their
interpersonal communication via the nervous system
interpersonal communication via vision, speech, etc.

Figure 2.2.3: A brief model for pupil-teacher interaction (Runkel, 1958)
attitude to students' needs and their expectations of pupils, all of which are at the heart of day to day classroom events.

2.6.7 Duncan and Biddle's Model (1974)

Another model worth considering is that developed by Dunkin and Biddle (1974:38). The model (Figure 2.2.4) distinguishes four main categories of variables, presage, context, process and product. Presage variables are the characteristics which teachers as individuals and groups bring to teaching, their own formative experiences, their training and their personal qualities. The context consists of the conditions within which the teacher must operate. The central focus of the scheme is, however, the classroom: what teachers and students do in the classroom, the teacher's and pupil classroom behaviour. These dimensions are described as process variables. Lastly the product variables refer to the outcome of the teaching-learning process, "those changes that come about in pupils as a result of their involvement in classroom activities with teachers and other pupils" (Dunken & Biddle, 1974: 46).

A distinction in this context is made between the immediate effects of teaching, which can often be measured by tests and played out in the classroom, and the less accessible long-term effects, which are extremely difficult to determine.

Stern (1983) (Fig. 2.25) modifying on this teaching-learning model identifies two principal factors in the scheme - the language teacher and the learner. On teacher characteristics, Stern argues that like the learner, the teacher brings to
Figure 2.24 Dunker and Buddle's model for the study of classroom teaching.
Figure 2.2.5: A teaching-learning model
language teaching certain characteristics, which may have a bearing on educational treatment: age, sex, previous education, personal qualities and attitudes. Above all, the language teacher brings to it a language background, previous language teaching experience and more or less formulated theoretical presuppositions about language, language learning and teaching. The model besides gives credit to the social context which influences the learner and which has bearing on the degree of supportiveness supplied by the language environment. This affects the teacher as much as the learner and indirectly influences the educational treatment and the outcome.

For research, no less than for teaching, the interpretation of learning outcomes is a constant challenge. To what extent can proficiency of a student and his attitudes be attributed to anyone of following factors or a combination of factors? These factors include the educational, environment, the learning process or even perhaps teacher attitudes. In the search for such answers, the combination of theoretical sophistication with different research approaches and practical insights will lead to a better interpretation of the effectiveness of language teaching.

The teaching-learning models which have been outlined are not exhaustive. They are also open to a number of criticisms but they have certainly enabled one to view different aspects of language teaching in relation to one another and in this way to obtain a more balanced view of the learning and teaching process.
Besides, the models have created an awareness of the need to incorporate into the learning and teaching component, the psychology of the teacher and his role in the learning process.

2.7 Resume of work on attitudes and language teaching

Extensive research as can be seen have been done on the role of attitude as an affective variable in language learning. Comparatively little work, however, has been done on the attitude of teachers particularly on English language teaching. Of course, De Garcia, Reynolds and Samgnon, 1976 had designed a survey called the FLAST to help teachers discover their own attitudes and assumptions regarding second language learning and teaching. This has also been used to help teacher trainers focus on how their attitudes and values are reflected in teaching practices. However, much of the traditional research on teachers and teaching arose from practical interest in finding better methods for selecting persons who would make good teachers.

In recent years, this has been supplemented by attempts to provide a detailed analysis of social and educational goals, so that clearer criterion can be applied to the study of teacher effectiveness. While the ultimate criteria of teacher effectiveness is the development and achievement of the learners, another criteria used in assessing teachers is that of their opinions, values, attitudes and personality characteristics. The assessment instrument is the Minnesota Teacher Attitude Inventory, which has commonly been used as a global measure of permissive, and child centered teacher attitudes (Cooks,
Leeds and Callis, 1951). Britain, Oliver and Butcher, 1968 have also developed a set of 3 scales of educational opinions which also deals with teacher centered attitudes to learner.

Gage (1960) states that the bulk of research on teaching is on teacher competence. A large number of studies have been reported dealing with the characteristics of teachers (rated or measured), effects of teaching, goals of education and other related issues. However, very few facts have been established concerning teacher effectiveness. Biddle (1974) had studied the effectiveness of teachers from different aspects, which included also the formulation of a seven variable model for teacher effectiveness.

Ryans (1969) conducted a research on teacher behaviour in the context of the teacher characteristics study. The study followed a design that necessitated going into the classroom to observe what transpires there when teachers and students react and interact in the learning environment. The collected data was then related to other kinds of information about teachers.

Mitzel and Medley (1958) tried to detect relationships between identifiable behaviour of teachers in the classroom and accomplishment of the learners - viewed from the standpoint of behaviour change.

A very challenging study, however, is that of Ned Flanders (1960) on the relationship among teacher influence, pupil attitudes and achievement, conducted at the University of Minnesota. The method of observation, the Interaction Analysis used to quantify the qualitative aspects of verbal communication, also becomes a measure of teacher influence in the classroom.
The research programme was designed to find out if certain patterns of teacher influence could be associated with pupil attitude scores. Findings of the study showed that there is a direct relationship between teacher influence that encourages student participation and constructive pupil attitude towards the teacher, the schoolwork and the class activities. There is therefore, a strong suggestion as to the causal relationship between teacher behaviour and pupils attitudes.

In India, attempts have been made to study the behaviour of teachers and the actual classroom situation. In fact, the review by Buch (1972) presented a number of researches dealing with teachers, their attitude and adjustment, teacher training, job satisfaction, choice of profession and other related issues.

Advancements on the analysis of teaching behaviour by Flanders (1970) have also attracted the attention of Indian researchers. The lead study on the classroom behaviour of teachers was taken by Mehta (1968) at the NCERT and Pareek & Rao (1970, 1971) at the NIHAE. This was followed by a group of researchers at the CASE, Baroda. The research at CASE tried to correlate classroom teaching behaviour with other variables.

On teaching effectiveness, some of the studies undertaken were those by Raina (1970), Samanthroy (1975), Gupta and Singh (1972), Quaraishi (1974), Nair (1974), Goyal & Sharma (1974) and Verma (1972). These studies indicate that both environmental and personality factors contribute to teaching effectiveness.
On teaching attitudes and orientations, studies of Gupta and Singh (1972), Kakkar (1970), Verma (1972), Marr and Mathur (1973), Nanda (1971) and Mathew (1970). These studies were mostly on investigating the attitude of teachers to matters like basic education, community life and craft, towards teaching as a vocation. Researchers like Pareek and Rao (1971) have studied the impact of teaching on pupil behaviour and achievement. The studies have shown that there was a high correlation between different dimensions of teacher behaviour and pupils intelligence.

Lulla (1974) investigated the effects of Teacher's Classroom Behaviour on Pupil's Achievement. Pareek and Rao (1970) conducted an inquiry into the Relationship between the Pupils attitude and Teacher Influence in the classroom. Sharma (1972) studied the relationship between Patterns of Teacher Classroom Behaviour and Pupils Attainment in Terms of Instructional objectives. The review suggests that research attempts on teaching behaviour and teacher characteristics have increased over the years.

Various studies have shown that there are important factors that influence the attitude of teachers. These include the age, sex, teaching and the professional training of teachers.

Beamer and Ledbetter (1957) in their study recognized that there was a significant difference between the attitude of Male and Female teachers towards teaching.
Lavingia (1974) and Katton and Verma (1982) also found that female teachers were more efficient in teaching because of their positive attitude to the teaching situation.

Jayamma (1962) however did not identify any significant difference between the attitude of the teachers based on sex differences.

Age is another important correlate to teaching effectiveness and the inculcation of positive attitudes towards the profession. Studies of Malhotra (1976), Debnath (1971), Sharma (1971), Lavingia (1974), Schwyhart and Smith (1972), James and Bruni (1975), Halls and Mansfield (1975), indicated that age was an important factor in explaining the attitude of teachers. Young teachers were indicated to be more efficient and more dedicated in their work and profession.

Gurin et al (1960), Cook et al (1956) and Ahuwalia (1974) however found no relationship between the age and years of teaching experience with the positive attitude of teachers.

Sarason (1971) however saw no correlation between the years of teaching experience and the attitude of teachers.

The professional training teachers undergo can also have a major contribution in developing the positive attitude of teachers. Studies by Srivastava (1966), Mehrotra (1973), Perrodin (1961), Rao and Kalandavel (1965), Rao and Shastry (1982), Jacob (1968), Day (1959) and Kearney and Rocchio (1956) among the many indicated that there was a significant difference between the attitude of teachers before and after training. Mehrotra (1973), Remmers (1954)
Callis (1950), Joshi (1977) Katoon, Tahira and Verma (1982) and Watson (1968) however saw no difference in the attitude of the teachers even after training. In view of the various findings, it would not only be relevant but also interesting to find out the attitude of the teachers in Shillong. However work on the attitude of teachers especially to English language teaching and its implication on determining the attitude and achievement of the student in the subject in the city is almost negligible. This study is particularly oriented to finding out this aspect of teaching and learning, with the hope that it will pave the way for a better understanding of the English Language Teaching situation in Meghalaya in particular and the North East India in general.

2.8 Conclusion

The chapter has given a brief overview of the role of the affective variables in the context of both language teaching and learning. Besides, some of the studies pertaining to both second language learning and teaching and carried out both in India and abroad have been presented with the hope that the findings can provide some guidelines to the present investigation.