

**A SOCIO-PSYCHOLINGUISTIC STUDY OF THE  
INTERACTION BETWEEN ATTITUDES AND MOTIVATION  
OF UNDERGRADUATES AND THEIR PROFICIENCY IN EFL**

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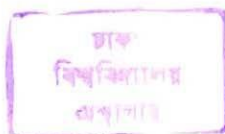
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**A SOCIO-PSYCHOLINGUISTIC STUDY OF THE  
INTERACTION BETWEEN ATTITUDES AND MOTIVATION  
OF UNDERGRADUATES AND THEIR PROFICIENCY IN EFL**

**BY**

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**M.A. (DHAKA)**



**Thesis Submitted to the University of Dhaka, Bangladesh for the  
Award of the Degree of Doctor of Philosophy in  
Applied Linguistics and ELT**



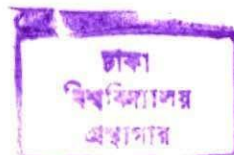
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**DEPARTMENT OF ENGLISH  
UNIVERSITY OF DHAKA  
SEPTEMBER 1998**



TO  
MY FATHER AND SON RAFIT  
AND TO THE MEMORY OF MY  
MOTHER AND MATERNAL GRANDFATHER

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## DECLARATION

I would like to declare and confirm that no part of the material offered in this thesis has previously been submitted by me for a degree in the present or in any other university.



-----  
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## CERTIFICATE

Certified that the work incorporated into this thesis entitled "A Socio-Psycholinguistic Study of the Interaction Between Attitudes and Motivation of Undergraduates and Their Proficiency in EFL" was carried out by Mr. Md. Maniruzzaman under my supervision.

Sarder Md. Fazlul Haque

Ph.D. Supervisor

## **ABSTRACT**

In the course of the last forty years or so the study of individual learner factors has been an important feature of SL/FL learning/acquisition research. The present study has primarily been intended to ascertain the relations of attitudes and motivation to EFL proficiency among the undergraduates of Dhaka University and Jahangirnagar University in Bangladesh, a novel social and monolingual setting owning its distinctive characteristics. This investigation also purports to find out whether sex differences cause differences in the subjects' attitudes, motivation, motivational orientation and EFL proficiency. The study has, moreover, examined the correlation between parental encouragement as perceived by the subjects to learn EFL and their proficiency in EFL.

The data for the current research have been collected from 221 first year undergraduates randomly selected from two departments of Dhaka University and two departments of Jahangirnagar University. In order to determine the subjects' attitudes and motivation, the Attitude/Motivation Test Battery originally designed by Gardner (1985a) and further modified by Haque (1989) has been exploited. The subjects' proficiency in EFL has been measured employing the Oxford Placement Test constructed by Allan (1985) and an additional test of Free Composition devised by the present researcher. The analysis of the data gathered from the subjects are then carried out by using the frequency, crosstabulation, chi-square, correlations coefficients, z-test and factor analysis procedures available in the SPSS<sup>x</sup> (Statistical Packages for the Social Sciences) programme module.

The findings resulted from the analysis of the data indicate that the subjects in this study are relatively more integratively oriented towards learning EFL. However, both integrative orientation and instrumental orientation have hardly any bearing on the subjects' EFL proficiency, though integrative orientation is a better predictor of EFL proficiency than instrumental orientation. While the motivational factors facilitate the subjects' EFL proficiency to some extent, very few attitudinal factors have relevance to their proficiency in EFL. The study further reveals that the subjects' classroom anxiety substantially hampers their achieving proficiency in EFL. Whereas the males are more integratively oriented, the females are more instrumentally oriented and more proficient in EFL grammar. Furthermore, this investigation uncovers a non-significant and negative relation of perceived parental encouragement to the subjects' EFL proficiency.

Based on the findings of this research, certain suggestions have been made to improve EFL teaching and learning at the undergraduate level in Bangladesh and other similar settings. It is emphatically recommended that the teacher should exploit appropriate resources and incentives for enhancing the learners' motivation towards learning EFL. It is further suggested that measures should be taken to alleviate the learners' classroom tensions and fears, and to meet the individual learners' needs and wants.

The thesis ends with several recommendations for further research. It is particularly recommended that similar investigations be carried out with samples from different educational levels so as to find out whether there exist any similarities or dissimilarities in the relations of attitudes and motivation to EFL proficiency.



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**CHAPTER ONE**  
**INTRODUCTION**

## CHAPTER ONE

### INTRODUCTION

It is traditionally assumed that successful second/foreign language learning depends entirely upon the 'teacher' with his/her target language proficiency, professional qualifications, scholarship and teaching methods, and the 'curriculum/ syllabus' including its materials, evaluation tools and logistics. However, there is a veritable plethora of individual learner variables which researchers have identified as influencing the learner's proficiency in a second/foreign language since learners taught through the same method of instruction by the same teacher with the same curriculum/syllabus in the same classroom and/or environment providing with the same logistics achieve diverse levels of proficiency in the same SL/FL. In this regard, Ellis (1986<sup>1</sup> : 99) postulates —

Second language (L<sub>2</sub>) learners vary on a number of dimensions to do with personality, motivation, learning style, aptitude, and age.

Hence, in the course of the last forty years or so the study of individual learner factors has been an important feature of SL/FL learning/acquisition research.

There was an apparent assumption on the basis of personal experience that differences in proficiency in SL/FL learning could be explained to a large extent in terms of differences in age and aptitude. When in the 1950s scientific research into the role of learner characteristics in SL/FL learning was commenced, it soon became clear that a whole host of learner characteristics is responsible for relative success or failure in SL/FL learning (e.g. Schumann 1976<sup>2</sup>, Yorio 1976<sup>3</sup>, Swain 1977<sup>4</sup>, Brown 1980<sup>5</sup>, Schumann 1978<sup>6</sup>).

The research that has addressed the issue of SL/FL learner age is quite enormous. It has been widely observed that children learn second/foreign languages more easily and more proficiently than do adults (e.g. Penfield and



Roberts 1959<sup>7</sup>, Lenneberg 1967<sup>8</sup>, Oyama 1976<sup>9</sup>). But Fathman (1975<sup>10</sup>) finds that the younger children are better at pronunciation, whereas the older ones outperform the younger ones on a test of morphology and syntax. Other studies (e.g. Asher and Garcia 1969<sup>11</sup>, Tahta et al. 1981<sup>12</sup>) support the younger-is-better position. Again, Snow and Hoefnagel Hühle (1978<sup>13</sup>) have shown that the learners who progress most rapidly may be adolescents. Thus, not surprisingly, commentators have arrived at different conclusions, but everybody exhibits the impact of learner age on SL/FL proficiency.

There is a widely-held lay belief that some learners possess a special 'talent', 'gift', or aptitude for languages. Gardner and Lambert (1972<sup>14</sup>) maintain that some people have a knack for languages which others do not. In an article reviewing early aptitude research, Carroll (1981<sup>15</sup>) defines general aptitude as the 'capability of learning a task', which depends on 'some combination of more or less enduring characteristics of the learner'. In the case of language aptitude the capability involves a special propensity for learning an SL/FL. The studies by Pimsleur, Stockwell and Comrey (1962<sup>16</sup>), and Scherer and Wertheimer (1964<sup>17</sup>) have established that linguistic aptitude correlates positively with SL/FL learning. Gardner and MacIntyre (1992<sup>18</sup> : 215) hold —

Research makes it clear that in the long run language aptitude is probably the single best predictor of achievement in a second language.

However, there has been some controversy as to whether language aptitude is a key factor in the success of an SL/FL learner. The findings of different studies of the relationship between language aptitude and SL/FL proficiency are sometimes inconsistent (e.g. Carroll 1965<sup>19</sup>). Neufield (1979<sup>20</sup>) asserts that the ability to learn a first or a second language is innate, and does not differ significantly from one individual to another. Nonetheless, Neufield (1978<sup>21</sup>) is of the opinion that there may be a considerable variation in the innate ability to

master the higher levels of skills in both first and second languages. Other studies (e.g. Culhane 1970<sup>22</sup>, Green 1974<sup>23</sup>) have investigated the predictive validity of different versions of the Modern Language Aptitude Test (MLAT) and concluded that it would be ill-advised to select pupils for or exclude them from foreign language study on the basis of aptitude test scores alone.

It was not until fairly recently that SL/FL researchers began to look to the already extensive body of literature on cognitive or learning styles for possible explanations of individual differences in SL/FL learning success. Learning style has been defined by Ausubel (1968<sup>24</sup>:170) as "self-consistent and enduring individual differences in cognitive organization and functioning". Keefe (1979<sup>25</sup>) maintains that learning style stands for the characteristic cognitive, affective and physiological behaviours that serve as relatively stable indicators of how learners perceive, interact with and respond to the learning environment. Each person is considered to have a more or less consistent mode of cognitive functioning. Among the learning styles identified so far, field independence/dependence has been the most extensively studied one (e.g. Witkin et al. 1962<sup>26</sup>, Witkin et al. 1977<sup>27</sup>). While a field independent person tends to perceive analytically, a field dependent person tends to perceive globally. Several studies (e.g. Naiman et al. 1978<sup>28</sup>, Tucker et al. 1976<sup>29</sup>, Genesee and Hamayan 1980<sup>30</sup>, Hansen and Stansfield 1981<sup>31</sup>) show a positive correlation between field independence and SL/FL proficiency, whereas some pilot studies (e.g. Brown 1977<sup>32</sup>, 1980<sup>33</sup>) exhibit a correlation between field dependence and language proficiency. Brown (1977<sup>34</sup>, 1980<sup>35</sup>) speculates that field independence may be more important in traditional classroom settings with a strong emphasis on analytical activities and that field dependence may be more important in the natural setting. However, the existing research does not conclusively demonstrate that learning style is a major factor where success in SL/FL learning is concerned.



Intelligence has been considered another key factor in learning a second/foreign language. Stern (1983<sup>36</sup>:368) explains it as "a general academic or reasoning ability" involved in the learning of an SL/FL like other subjects. Intelligence may influence the learning of some skills such as reading and writing associated with SL/FL learning in the formal situation (e.g. Genesee 1976<sup>37</sup>). But other scholars deny that intellectual ability has a significant link with the ability to learn an SL/FL (e.g. Cole 1931<sup>38</sup>).

Whatever the facts may be, if the teacher, methodology, age, aptitude, learning style and intelligence are crucial factors in the SL/FL learning process, how do we account for the fact that some learners possessing comparable age, aptitude, learning style and intellectual abilities taught by the same teacher under the same pedagogical procedures have varying levels of proficiency in the same target language they endeavour to learn? Social-psychology suggests that attitudes and motivation bring about this difference. Attitudes determine our behaviour and "influence our speed and efficiency of learning" (Lambert and Lambert 1973<sup>39</sup>: 77). In addition to attitudes, the learner's motivation to learn an SL/FL is thought of as a product of his/her attitudes towards the target language people, and his/her orientation towards the learning task itself. Furthermore, the social-psychological theory distinguishes two types of motivational orientation—**integrative** reflecting the learner's genuine desire to mix with and eventually be a member of the target cultural community, and **instrumental** placing a utilitarian value on proficiency in the target language without involving inquisitiveness or genuine interest in the SL/ FL group (Gardner and Lambert 1972<sup>40</sup>).

Excepting a few studies (e.g. Cooper and Fishman 1977<sup>41</sup>, Abbashar 1977<sup>42</sup>, Yamoor 1985<sup>43</sup>, Trieste 1985<sup>44</sup>, Wright 1989<sup>45</sup>), most of the existing studies (e.g. Jordan 1941<sup>46</sup>, Gardner and Lambert 1959<sup>47</sup>, Lambert et al. 1963<sup>48</sup>, Burstall 1975<sup>49</sup>, Rajagopal 1976<sup>50</sup>, Clement, Gardner and Smythe 1980<sup>51</sup>, Hansen 1981<sup>52</sup>, Trylong 1987<sup>53</sup>, Haque 1989<sup>54</sup>, Kuhlemeier et al. 1996<sup>55</sup>)

exhibit that the learner's attitudes towards learning an SL/FL, its community and/or the learning situation are positively and often significantly associated with proficiency in the target language. Moreover, while a good number of studies (e.g. Gardner and Lambert 1959<sup>56</sup>, Gardner 1960<sup>57</sup>, Clement, Gardner and Smythe 1977<sup>58</sup>, Gordon 1980<sup>59</sup>, Gliksmann et al. 1982<sup>60</sup>, Gardner, Lalonde and Moorcroft 1985<sup>61</sup>, Ely 1986<sup>62</sup>, Ramage 1990<sup>63</sup>) demonstrate an integrative motivation as a better predictor of SL/FL proficiency, a large number of other studies (e.g. Jordan 1941<sup>64</sup>, Jones 1949<sup>65</sup>, 1950<sup>66</sup>, Anisfield and Lambert 1961<sup>67</sup>, Gardner and Lambert 1972<sup>68</sup>, Lukmani 1972<sup>69</sup>, Rajagopal 1976<sup>70</sup>, Cooper and Fishman 1977<sup>71</sup>, Mulla 1979<sup>72</sup>, Jayatilaka 1982<sup>73</sup>, Haque 1989<sup>74</sup>, Gardner and MacIntyre 1991<sup>75</sup>) show a positive and/or significant relation of instrumental motivation to SL/FL proficiency. However, a few studies (e.g. Hansen 1981<sup>76</sup>, Abbashar 1977<sup>77</sup>, Vijchulata and Lee 1984<sup>78</sup>) have failed to uncover any significant correlations between motivation and SL/FL proficiency.

It is patent in available earlier studies of attitudes and motivation in SL/FL learning that the learner's own environment and community are to a substantial extent responsible for shaping his/her attitudes and motivation as Gardner and Lambert (1972<sup>79</sup>:121) propound —

... each setting and each ethnolinguistic group has its own fascinating pattern of sociopsychological influences that change in unexpected ways the manner in which attitudes and motivation play their roles.

Therefore, the present study is an attempt to investigate the relations of attitudes and motivation to proficiency in English as a foreign language (EFL) in a novel social and monolingual setting with its distinctive characteristics. That is, this investigation purports to ascertain the associations of attitudes and motivation with EFL proficiency among the undergraduates of Dhaka University and Jahangirnagar University in Bangladesh.



## **1.1 Linguistic Background**

Bangladesh is a monolingual setting on the grounds that this country is notoriously homogeneous linguistically and that almost all the people (perhaps 95% or more) other than a few tribes speak the same language, Bengali. Here monolingualism is associated with a strong ethnic identity and a genuine emotion for the mother tongue, for instance, the Language Movement on 21 February, 1952. As a result, only Bengali is now constitutionally the national-official language of Bangladesh. This language is also the medium of instruction and education in all levels and disciplines apart from a few of them such as medical, technological and business education.

However, in reality the English language is necessarily being used in all the sectors of Bangladesh, such as offices, courts, educational institutions, press, and even sometimes in parliament. This is because English is not now only the language of England and the United States, but it is also spoken and studied or read by the largest number of people, and has been recognized as a second/foreign language throughout the world. It might, most probably, be true that historical, political, technological and economic factors have contributed to its wide expansion. It is also true that this language owes something of its wide appeal to certain qualities and characteristics inherent in itself. Hence, especially the educated urban people of Bangladesh appear to be tremendously adopting the features of the English speaking culture as already manifested in their life-style, food-habit, clothes, literary works, cultural activities, and so on.

Despite being a foreign language officially, the English language is indeed enjoying the status of a second language, to a limited extent, in the activities of the educated people, particularly in the urban areas of Bangladesh. Therefore, there exists hardly any rivalry between Bengali and English, and it is speculative that the English language would soon be recognized and adopted as

a second language in this country. In this connection, Chowdhury (1986<sup>80</sup> : 23) asserts —

... that there is no real conflict between the two. What the study of English is in conflict with is narrow, aggressive and reactionary nationalism. True nationalism always accommodates internationalism. In fact, it welcomes it. In Bangladesh the study of English language and literature can significantly contribute to the growth of both true nationalism and healthy internationalism.

In sum, though Bangladesh is a monolingual setting with the Bengali language spoken by 95% or more people, its people and culture are enormously affected by those of the English language. And to be truthful, the English language is often seen to be dominant over Bengali in the activities of the educated people in the urban areas of Bangladesh.

## **1.2 Background of ELT in Bangladesh**

### **1.2.1 University Education and ELT in Bangladesh**

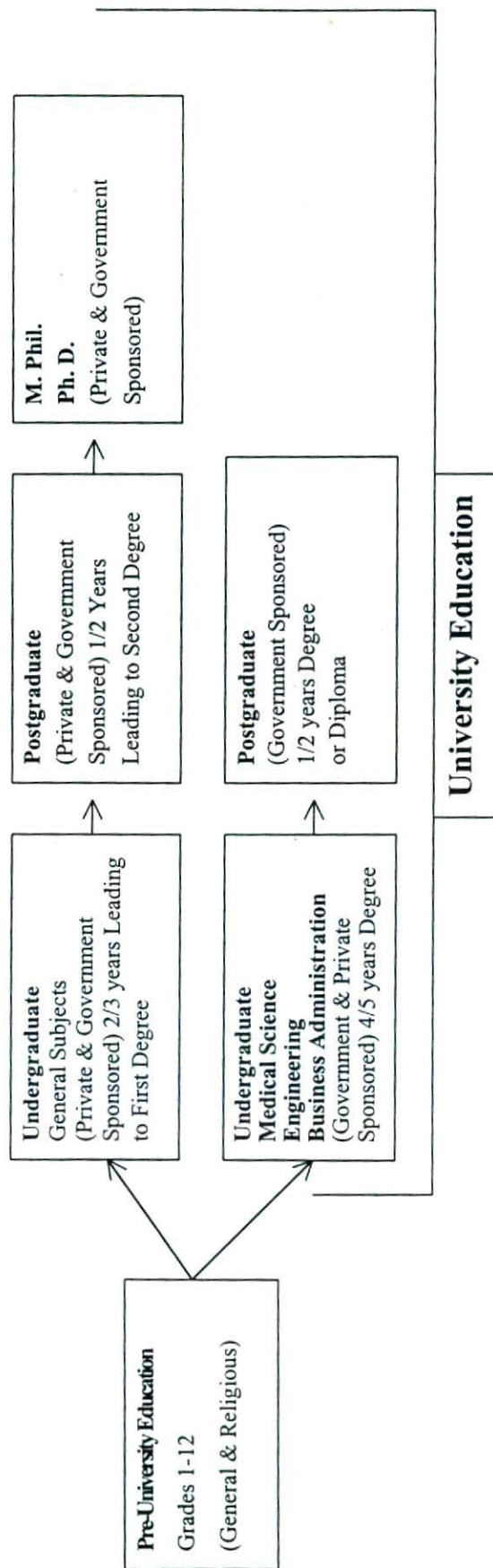
Education in Bangladesh can first be divided into two major stages— pre-university education and university education. Pre-university education is constituted of three main stages— primary, secondary and higher secondary. And University education consists of two common stages— undergraduate and postgraduate followed by M.Phil./Ph.D. programmes. On completion of pre-university education of twelve years a student enters university education in Bangladesh.

University education in Bangladesh is government and privately sponsored. The undergraduate programmes leading to the first degree are of varied duration. The honours programmes are of generally three years, while the pass programmes consist of two years. But the undergraduate programmes of medical science, engineering and business administration run for four/five

years. In some universities four years honours courses are being introduced in several departments. A person having an honours degree has to do a one-year postgraduate programme, whereas a person with a pass degree has to do a two-year postgraduate programme for obtaining the second degree. A person possessing the second degree may attend an M.Phil. programme of two years or a Ph.D. programme of three years. The students of the faculties of medicine, engineering and business administration having the first degree may do a programme of one/two years so as to achieve a postgraduate diploma/degree. In addition, there are separate religious institutions for offering undergraduate and postgraduate programmes. The current pattern of university education levels in Bangladesh has been demonstrated in Figure 1.1 below :



**Figure 1.1: The Pattern of University Education Levels in Bangladesh**



The medium of instruction in pre-university education in Bangladesh is only Bengali, the mother tongue of the students. English is the only foreign language taught compulsorily in pre-university education from the third to the twelfth class/grade at the rate of about four hours every week. In the university programmes in Bangladesh, the medium of instruction is also Bengali except in the faculties of medicine, engineering and business administration. However, in some departments of some universities in Bangladesh English is used as an optional medium of instruction, and only 5% to 10% students choose to write the examinations in English. Sporadically in a few departments, the English language is offered as an integrated course to the first year undergraduate students. But the students in the undergraduate programmes (both pass and honours) under the National University of Bangladesh study the English language as a compulsory course.

### **1.2.2 Colonial Impact on ELT**

English came into the Indo-Bangladesh-Pakistan subcontinent with Great Britain's East India Company and then with the British colonial administration as the trader's staff almost overnight turned into the emperor's sceptre. Though the vernacular continued to be used at certain lower levels of day-to-day administration, English dominated as the chief official language as it also became the medium of instruction at the higher levels of the schools, and of course in the colleges and universities. Learning the English language soon led to the imbibing of certain values and manners of the native speakers of that language, although in a very superficial fashion and imitative manner encouraging social snobbery and invidious class distinctions.

The inclusion of English as a compulsory subject in pre-university education in Bangladesh is found to have been a direct consequence of the British colonial rule. The origins of the current educational pattern in

Bangladesh, which was inherited from Pakistan and India, can be traced back to the time of the British rule in this subcontinent. To safeguard their own interests and exploit the natives through a group of the natives, the British rulers cunningly introduced English education that would produce a class of people "Indian in blood and colour but English in tastes, in opinion, in morals and in intellect" (Coomaraswamy 1943<sup>81</sup>:389). And Bengal was the first region to become acquainted with the English language in India as in the early part of the 18th century the English tradesmen disembarked at Calcutta, and as in 1857 this region was first colonized by the East India Company.

The missionaries initially learned Bengali in order to preach christianity. But very soon they started setting up schools in which the English language was introduced as a subject of teaching so as to smooth away the handicaps of communication. Before the colonization, scholastic and higher education in India was in Persian, Sanskrit and Arabic. When in 1835 Persian was replaced by the English language, it did not simply mean a transference to the language of the colonial masters. It caused a radical change in the patterns of economic, social, political and cultural life in this subcontinent. It was Thomas Macaulay who prepared the famous Educational Minute of 1835 in which the cause of English education was justified. The then Governor General Lord William Bentinck approved Macaulay's views, and declared by issuing an Order in Council on 7 March, 1835—

... that the great object of the British Government ought to be the promotion of European literature and science among the natives of India; and that all the funds appropriated for the purposes of education would be best employed on English education alone (Mukherjee 1971<sup>82</sup> : 376).

In this way, English language teaching was officially established in this subcontinent. And English is still a compulsory subject in pre-university education and, in some cases, undergraduate programmes in Bangladesh.



### 1.2.3 ELT in Pakistani Period

After the official introduction of ELT in this subcontinent, more than one century passed. Pakistan and India obtained their independence in 1947, and immediately decided to adopt national languages as mediums of education. But they had to encounter serious difficulties since the English language had already superseded the national languages in several respects. **Firstly**, English became the lingua franca for providing the common link between the regions possessing different languages. **Secondly**, it was adopted as the medium of instruction in the schools and colleges. **Thirdly**, modern and scientific knowledge was acquired and communicated only through this language. **Finally**, success in government service was available only to those possessing command of the English language.

However, the Government of Pakistan eventually introduced Urdu and Bengali as the mediums of instruction in schools. And due to the great importance of English in the life of the nation, it was kept as an optional medium of instruction at the same level. But till the late 1950s the English language was used as the sole medium of instruction at the higher secondary and university level. In the early 1960s Bengali as well as Urdu was also adopted as an optional medium of instruction at the higher secondary and university level. Nonetheless, the English language continued to be taught as a compulsory subject in the curriculum of the primary, secondary and higher secondary levels for all the students and in the first degree university programmes in Arts. The primary objective of teaching the English language, as stated in the report of the National Education Commission set up by the Government of Pakistan in 1959<sup>83</sup>, was to equip the students with the capability of listening to, speaking, reading and writing simple English.

#### 1.2.4 ELT in Independent Bangladesh

During the Pakistani days the linguistic situation took a dramatic turn in Bangladesh. The spirit of Bengali nationalism was greatly fostered by the love of the people of Bangladesh for Bengali language, literature and culture with their long and glorious heritage, and this along with certain other factors played a major and dynamic role in creating a new nation. Then came the liberation war of 1971 and the emergence of Bangladesh as a sovereign and independent country, where naturally the claim for Bengali as the only official and state language was universally accepted in principle, although its actual implementation left much to be desired. The Government then adopted Bengali as the medium of instruction at all the levels of education, and this was justified as mentioned below :

(a) The mother tongue is a powerful source of developing a sense of nationhood. It is a symbol of a nation's dignity, and fosters national pride.

(b) The use of the language by both the intelligentsia and the masses helps remove class distinctions.

(c) Education in English places an enormous strain on students since it forces them to spend an undue proportion of their time learning the language.

(d) With the development of the mother tongue and its use at the higher educational levels, the literature produced in the various subjects, professions, trades, etc. becomes intelligible to the common people and promotes progress in agriculture, commerce and industry (Government of Bangladesh 1972<sup>84</sup>).

However, though the report of the National Education Commission (1974<sup>85</sup>) quite emphatically defined the status of Bengali as the medium of instruction at all the levels of education, it also categorically indicated the importance of English as a foreign language in Bangladesh —



English is undoubtedly the most important and widely spoken language in the world today. It is the foremost medium of international communication and information. Every day new knowledge is being accumulated in English and every year innumerable books, magazines, journals and periodicals are published in the language. Information in other languages is also being translated into English regularly. In recent times the English language has spread so widely throughout the world that it is now spoken and understood in every one of the continents and widely used as a language of diplomacy, commerce and industry. As an international language English has gained so much prestige that it can never be ignored (Report of Bangladesh Education Commission, May 1974<sup>86</sup>:14, Clause 4.7).

English has therefore been included for compulsory study in the curriculums of primary, junior secondary, secondary and higher secondary stages so as to provide the students with the basic skills of the language, that is, listening, speaking, reading and writing which could be exploited for higher studies and used in real life situations. Until mid 1980s, English was also a compulsory subject for the students of the BA Pass programme. However, the abolition of English from the BA Pass programme was ultimately identified as an unwise decision. Hence the Government set up a committee for adopting English as a compulsory subject at the undergraduate level in Bangladesh (Ministry of Education, Order No. 15/10M- 5/93/12(6), dated : 11.05.93<sup>87</sup>). The committee recommended that English should be a compulsory course in all the undergraduate programmes in all the universities of Bangladesh. Accordingly, the National University has already adopted English as a compulsory course in all of its undergraduate programmes. And in the other universities English is taught as an integrated/remedial course in the undergraduate programmes of a small number of departments.

### **1.3 Purpose of the Study**

The present study is an attempt to investigate the relations of attitudes and motivation to proficiency in English as a foreign language (EFL) in a novel



language is a lingua franca, the only official language and/or an associate official language. Hence, the importance of the target language to the learners in those settings is not quite the same as the importance of the English language to the learners in Bangladesh, a monolingual setting, in which English is only important in international trades, foreign affairs and for further studies. The present study in a novel social and monolingual setting would thus widen the scope of data relevant to the research on attitudes towards and motivation for learning second/foreign languages, especially EFL.

**Secondly**, it is widely held that the standard of English of Bangladeshi students in general has alarmingly deteriorated, and that the proficiency of EFL learners particularly at the undergraduate level in Bangladesh is not quite up to the mark. Therefore, the pedagogical implications of the findings of this study could be of importance to EFL teachers, planners and experts.

**Finally**, the present study is expected to contribute to further verification and general applicability of Gardner and Lambert's (1972<sup>88</sup>) claim that integrative orientation is a better predictor of SL/FL proficiency than instrumental orientation.

## 1.5 Research Hypotheses

To carry out the purposes of the present study, the researcher set out to investigate the hypotheses with regard to the relationships between the dependent and independent variables as follows :

**H1.** The reasons for learning EFL in a monolingual setting like Bangladesh would be instrumental.

**H2.** There would be significant differences in motivational orientation due to sex differences.

**H3.** The interaction between the different measures of attitudes and proficiency in EFL would be significant and positive.

**H4.** The varied measures of motivation would have significant and positive relations to proficiency in EFL.

**H5.** The attitudes of a learner towards the learning situation would influence his/her proficiency in EFL.

**H6.** Instrumentally oriented learners would acquire higher proficiency in EFL than integratively oriented learners.

**H7.** There would be a significant and positive relationship between parental encouragement as perceived by the learners to learn EFL and their proficiency in EFL.

**H8.** There would be significant sex differences in attitudes towards and motivation for learning EFL and proficiency in EFL.

## 1.6 Definition of the Terms

**Attitude :** In the present study, "an attitude is an organized and consistent manner of thinking, feeling, and reacting to people, groups, social issues or, more generally, to any event in the environment" (Lambert and Lambert 1973<sup>89</sup> : 72).

**Motivation :** This study adopts motivation as "the combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes toward learning the language" (Gardner 1985<sup>90</sup> : 10).

**Orientation Index :** Orientation Index stands for an individual learner's possible reasons for learning a second/foreign language that puts emphasis on its instrumental and integrative values.

**Instrumental Orientation :** Instrumental Orientation indicates an individual's attitudes towards and motivation for learning EFL for utilitarian purposes, such as getting a job, reading a newspaper in English, taking further studies through the English language, etc.

**Integrative Orientation :** Integrative Orientation refers to an individual's attitudes towards and motivation for learning EFL so as to communicate with EFL speakers, appreciate the target language culture and literature, be eventually a member of the target language community, and interact with the people who speak languages other than his/her own.

**English as a Second Language (ESL) :** ESL is used to mean a learning situation in which the English language is spoken within the surrounding society, for example, overseas students learning English in the UK, the USA, Canada, Australia, or students learning English in the countries where English is a lingua franca between different linguistic groups, and is, moreover, used in social, official, educational and/or commercial activities, such as in India, Belize, the Philippines.

**English as a Foreign Language (EFL) :** EFL stands for a learning situation where the English language is neither spoken within the surrounding society nor used in official or educational activities, but used by some people for communication across frontiers or with foreigners, for example, students learning the English language in Bangladesh, France, Iran, Saudi Arabia.

**Proficiency in EFL :** In this investigation, proficiency in EFL refers to a learner's scores on a test of (a) Grammatical Structures (Allan 1985<sup>91</sup>), (b) Free Composition, and (c) Reading and Listening Skills (Allan 1985<sup>92</sup>). However, as the subjects of this study hardly find any situations in which they are to speak the English language, no attempt has been made to ascertain their proficiency in speaking the language.

**Undergraduates :** Undergraduates in this study include the first year honours students of Dhaka University and Jahangirnagar University in Bangladesh, who study EFL as an integrated course.



## 1.7 Limitations of the Study

The present study possesses several limitations as mentioned below :

**Firstly**, realizing the tremendous effort required to investigate all the possible variables having impact upon SL/FL proficiency, the scope of the research is thus confined to selected learner factors such as attitudes towards and motivation for learning EFL in a formal learning context in a monolingual setting, that is, at the undergraduate level in Bangladesh.

**Secondly**, the investigation is restricted to the first year undergraduates of some particular departments of Dhaka University and Jahangirnagar University, Bangladesh. More specifically, the study is limited to the informants who participated in the investigation.

**Thirdly**, socio-psychological measuring devices have inherent limitations. Lindzey and Borgatta (1959<sup>93</sup>) claim that systematic biases on the part of the subjects may lead to deception in their responses, even if the subjects are motivated to give careful answers. The sociometric answers may be insensitive, either because the subjects do not fully understand the nature of the question or because they are not willing to devote the time and effort necessary to provide a thoughtful answer. However, the present researcher may only assume that the subjects are giving honest answers and that they understand the items in the questionnaire.

**Fourthly**, as the attitudinal/motivational scales to be used in the present study are adaptations and translations of the original scales, one cannot guarantee that they are identical with what the deviser of the scales wanted them to be.

**Fifthly**, the present study is limited since the test battery to be exploited for gathering attitudinal/motivational data from the subjects was standardized and validated with comparable samples in the Canadian context, but not tested for statistical validity and reliability for the sample of this investigation.

**Sixthly**, the proficiency test to be employed in this study does not include any measure of the subjects' proficiency in speaking EFL. However, this may be attributed to the fact that the present subjects hardly find any situations in which they are to communicate with the target language speakers or others through speaking the language.

**Finally**, the phrase "a socio-psycholinguistic study" in the title of the present study is not meant to imply that this investigation adopts a complete sociolinguistic and psycholinguistic approach. It rather concentrates only on attitudes and motivation as socio-psycholinguistic variables (Adamu 1990<sup>94</sup>), which are simply referred to as learner factors or variables.

**Chapter One** of this thesis contains the linguistic background of the present setting, and the background of ELT in Bangladesh, the purpose of the study, the significance of the investigation, the research hypotheses, the definitions of the terms, and the limitations of this study.

**Chapter Two** explains the notions of "attitude" and "motivation", and shows how they are related to each other and how they influence SL/FL learning.

**Chapter Three** reviews a number of existing studies related to the domain of the present investigation and carried out at varied educational levels in a wide range of social settings.

**Chapter Four** presents the pilot study conducted in a setting similar to that of the present study so as to test the research instruments, one the one hand, and, on the other, to enable the present researcher to conclude the main study with a relatively greater degree of confidence.

**Chapter Five** describes the methodology that has been employed to collect data for the study, and then to analyze the data for obtaining the findings of this investigation.

**Chapter Six** contains the results of the statistical analyses of the data and their interpretations required to accept or reject the hypotheses formulated to guide the present study.

**Chapter Seven (or the last chapter)** presents a summary of the objectives, methodology and findings of this study, and the conclusions that have been considered to make suggestions for teaching EFL and recommendations for further research as well.



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**CHAPTER TWO**  
**ATTITUDES AND MOTIVATION IN SL/FL LEARNING**



## **CHAPTER TWO**

### **ATTITUDES AND MOTIVATION IN SL/FL LEARNING**

This chapter basically deals with what attitudes and motivation mean, what relations they have to each other, and how they influence SL/FL learning. Five sections have constituted this chapter. The first section is concerned with the notion and development of attitudes. The second section purports to define and classify motivation. The third one is intended to elucidate and establish the relations of attitudes to motivation. The fourth is meant to demonstrate the role of attitudes in SL/FL learning. The fifth (and last) section is claimed to exhibit and explain the role of motivation in SL/FL learning.

#### **2.1 Attitudes**

##### **2.1.1 The Notion of Attitude**

As a momentous concern of social psychology, the term "attitude" has so far received a large number of multi-faceted definitions and explanations. However, in SL/FL learning the notion of attitude covers some specific types of social and psychological phenomena of the learner which are somehow (directly or indirectly) related to learning an SL/FL, the target language community, culture, and so forth, and hence may have either positive or negative impact upon his/her proficiency in the target language.

According to Allport (1954<sup>1</sup>), a person's beliefs about the object, feelings towards the object, and action tendencies with respect to the object make up his/ her attitudes towards the object. The person's perception of a given object or a particular situation results in certain feelings which are evaluated either positively or negatively. After the completion of the evaluation, the feelings are translated into a mode of behaviour or action. Similarly, Krech and Crutchfield

(1958<sup>2</sup>) maintain that the attitude of a person refers to an enduring organization of perceptual, motivational, emotional, and adaptive processes centring on some object or situation in the environment in which the person lives. Allport (1954 : 63<sup>3</sup>) asserts —

an attitude is a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related.

This definition of attitude appears to have been identical to and further elaborated by what Oppenheim (1966 : 105-6<sup>4</sup>) postulates —

... an attitude is a state of readiness, a tendency to act or react in a certain manner when confronted with certain stimuli. Thus the individual's attitudes are present but dormant most of the time; they become expressed in speech or other behaviour only when the object of the attitude is perceived. ... Attitudes are reinforced by beliefs (the cognitive component) and often attract strong feelings (the emotional component) that will lead to particular forms of behaviour (the action tendency component).

Mager (1968<sup>5</sup>) extends support to the above mentioned common theme of attitudes, and puts emphasis on the directive influence of attitudes upon the individual's responses to his/her environment, and then defines attitudes as a 'feeling for (or against)' or 'moving towards (or away from) response'.

Likewise, Lambert and Lambert (1973<sup>6</sup> : 72) put forward a consolidated, compact and precise definition of attitudes as they consider an attitude as —

... an organized and consistent manner of thinking, feeling, and reacting to people, groups, social issues or, more generally, to any event in the environment.

As Lambert and Lambert (1973<sup>7</sup>) pronounce, the essential components of an attitude include thoughts and beliefs, feelings (or emotion) and tendencies to react to anything persisting in the environment. It is then patent that as a person



adapts to his/her milieu, he/she acquires certain thoughts, beliefs and feelings which eventually instigate his/her social actions, and ascertain his/her behaviour to a considerable extent.

Lemon (1973<sup>8</sup>:1) observes that attitude is "... one of the most ubiquitous of all the terms used in social science". Despite its ubiquity, however, the notion has been defined in many different ways. And most of the theorists seem to agree that the term "attitude" refers to some aspects of an individual's response to an object or a class of objects (Lett 1977<sup>9</sup>). Attitudes have often been considered in terms of (a) a cognitive component referring to one's beliefs about the object, (b) an affective component standing for the amount of positive or negative feeling one has towards the object, and (c) a conative component covering one's behavioural intentions, or one's actual behaviour towards the object (Krech et al. 1962<sup>10</sup>, Lambert and Lambert 1973<sup>11</sup>). There is also agreement that attitudes are learned and hence capable of modification by further learning, and that they are relatively stable or enduring (Shaw and Wright 1967<sup>12</sup>, Lemon 1973<sup>13</sup>). To sum up what has so far been said about the concept of attitude, Fishbein and Ajzen (1975<sup>14</sup> : 6) could be quoted —

... attitude can be described as a learned predisposition to respond in a consistently favourable or unfavourable manner with respect to a given object.

However, there exists some disagreement as to whether all the three components — cognitive, affective and conative should be included under the rubric of attitude. Shaw and Wright (1967<sup>15</sup>) and Fishbein and Ajzen (1975<sup>16</sup>) suggest that the term "attitude" be applied to only the affective component. In the domain of SL/FL learning research, a very few exceptions are found in which all the three components have been measured. According to Rokeach (1972<sup>17</sup>), it does not really matter whether all or only one of the three components are measured : the relationship between the components is so close



that sufficient information on an attitude can be obtained by measuring only one component, no matter which.

Attitudes can be classified into two categories— external and internal. The former refers to those evaluations which an SL/FL learner directs towards factors outside him/herself, for example, the value of the target language, of the target culture, of his/her mother tongue, of his native culture, etc. On the other hand, the latter indicates those evaluations which an SL/FL learner directs towards factors inside him/herself. Heyde (1979<sup>18</sup>) refers to internal attitudes as self - concept or self-esteem. The self - concept is the sum of one's attitudes towards oneself - the overall evaluation of what a person feels he/she is (Coopersmith 1967<sup>19</sup>). It is evident that both internal and external attitudes have impact on the motivation and behaviour of the SL/FL learner (Jones 1949<sup>20</sup>, Gardner and Lambert 1972<sup>21</sup>, Barksdale 1972<sup>22</sup>, Fitts 1965<sup>23</sup>).

As far as SL/FL learning is concerned, the relevance of attitude claims to receive importance since some attitudes might be more relevant to behaviour than others. For example, a person might expect that attitudes towards learning English would be more relevant to the behaviour of achieving a high grade in an English class than they would be towards learning French or towards English people as Gardner (1985<sup>24</sup> : 9) holds —

Differing degrees of relevance would be expected to influence the magnitudes of the correlations of such attitudes with the behaviour in question.

It might be that all of the three attitudes— cognitive, affective and conative would correlate significantly with grades in English since many attitudes could be involved in such a complex index of behaviour even though the magnitudes of the correlations might be expected to vary. Fishbein and Ajzen (1975<sup>25</sup>), and Ajzen and Fishbein (1977<sup>26</sup>) discover consistent relationships existing between

the attitude towards certain behaviour and the actual behavioural intention or behaviour itself.

Concluding, the main characteristics of attitudes as discussed by Baker (1988<sup>27</sup>) could be taken into consideration. **First**, attitudes are cognitive, that is, are capable of being thought about, and affective, that is, have feelings and emotions attached to them (Triandis 1971<sup>28</sup>). **Secondly**, attitudes are dimensional rather than bipolar—they vary in degree of favourability/unfavourability. **Thirdly**, attitudes predispose a person to act in a certain way, but the relationship between attitudes and actions is not a strong one. **Fourthly**, attitudes are learned, not inherited or genetically endowed. **Fifthly and lastly**, attitudes tend to persist, but they can be modified by experience. In SL/FL learning learners manifest different attitudes towards the target language, the target language speakers, the target language culture, the social value of learning the SL/FL, particular uses of the target language, and themselves as members of their own culture. These attitudes are likely to reflect the particular social settings in which learners find themselves. Learner attitudes have an evident impact on the level of SL/FL proficiency achieved by individual learners and are themselves influenced by the success.

### 2.1.2 The Development of Attitudes

The varied aspects of attitudes make it clear that many different kinds of factors shape the development of attitudes. In tracing such determinants, a person's cultural environment, his/her membership in such primary groups as his/her family, his/her personality, and the like have to be taken into consideration. Culture sets the limits for the attitudes which may develop, but within these limits there is a great deal of room for individual variation. The most direct and powerful agents of attitude formation are the parents and other



members of the family (Allport and Kramer 1946<sup>29</sup>). The specific forms of child - rearing may influence the personality of the child, and, in turn, the particular structure of personality may help predispose the child towards the development of certain attitudes (Adorno et al. 1950<sup>30</sup>).

Allport (1954<sup>31</sup>) maintains that the attitude formation process is constituted of four stages— cognitive, emotional, evaluative and behavioural. The person first perceives an object, idea, or a situation, and then some particular sorts of feelings arise from the perception. Later these feelings are evaluated either positively or negatively. After the evaluation has been made, these feelings are translated into a mode of behaviour or action. Attitudes are considered to be developed during the process of individuals' adjusting to their social surroundings. Once developed, the attitudes become part of their behaviour or action as Lambert and Lambert (1973<sup>32</sup>) emphasize that they are organized and consistent ways of thinking, feeling and reacting with regard to events and persons in one's environment. Therefore, it is clear that attitudes are learned modes of adjustment. In this connection, Brown (1980<sup>33</sup> : 127) propounds —

Attitudes, like all aspects of the development of cognition affect in human beings, develop early in childhood and are the result of parents' and peers' attitudes, contact with people who are 'different' in any number of ways, and interacting affective factors in the human experience. These attitudes form a part of one's perception of self, of others, and of the culture in which one is living.

Lambert and Lambert (1973<sup>34</sup>) advocate three principles in order to account for how attitudes are learned— association, transfer and need satisfaction. It is thought that association and need satisfaction account for the development of feelings and reaction tendencies. Therefore, one develops feelings of fear of people and things associated with unhappy experiences, whereas one likes and approaches those associated with pleasant experiences.



However, when SL/FL learning is concerned, the different attitudes of the learner towards the target language, its speakers and culture, its particular uses, and so on can be shaped and sharpened by the teacher as can be done by the parents, peers and the other people around him/her. In the language learning situation, if the learner's attitudes are favourable, it is reasonable to predict, other things being equal, that his/her experience with the target language will be pleasant and that he/she will be encouraged to continue. Favourable attitudes simply tend to cause the experience to be perceived positively. Contrariwise, if attitudes are negative, the experience will tend to be perceived unfavourably. Thus it is patent that one develops an interest, a positive attitude, towards things and people that satisfy one's social and psychological needs. That is, the principles of association and need satisfaction according to which attitudes are acquired, are operative in an SL/FL learning setting.

## **2.2 Motivation**

### **2.2.1 The Notion of Motivation**

The most striking feature of the person's experience in most psychological situations is his/her state of motivation. The person perceives disturbances and deficiencies with respect to him/herself and his/her environment, feels needs and desires, sets goals and forms intentions, exercises choice and will, and engages in actions. All these emotional experiences are to be included in the notion of motivation. While, as Brown (1980<sup>35</sup> : 112) observes, "motivation is probably the most often used catch-all term for explaining the success or failure of virtually any complex task", it is at the same time, according to Wall (1958<sup>36</sup> : 23), "perhaps the most obscure and difficult of all theoretical issues in general and educational psychology". Rather than go into the many controversies concerning this concept, we would here limit

ourselves to presenting some generally accepted and appreciated views on the notion of motivation.

Murray (1964<sup>37</sup> : 7) puts forward a definition of motivation that attracts a large number of theorists and psychologists —

... a motive is an internal factor that arouses, directs and integrates a person's behaviour. It is not observed directly, but inferred from his behaviour or simply assumed to exist in order to explain his behaviour.

This explanation of the notion of motivation seems to lend support to Bernard (1965<sup>38</sup>) who contends that motivation functions as the stimulation of action towards a particular objective where previously there was little or no attraction towards that goal. Bernard (1965<sup>39</sup>) also maintains that motivation is the process of arousing, maintaining, and controlling interest. Thus motivation is a stimulating factor that drives a person to execute certain actions with success or failure depending on the relevancy and intensity of motivation in operation.

Hunter (1967<sup>40</sup> : 4) advocates a definition of motivation which covers needs and capabilities to fulfil needs of human beings, as he accounts for motivation as—

a state of need or desire that activates the person to do something that will satisfy his need or desire.

Ausubel (1968<sup>41</sup>) identifies six needs or desires of human organisms which undergird the construct of motivation—the need for exploration, the need for manipulation, the need for activity, the need for stimulation, the need for knowledge, and the need for ego enhancement. Maslow (1970<sup>42</sup>) also assumes a hierarchy of needs ascending from the basic physiological needs which are present at birth (i.e. air, water, food) to higher needs of security, identity, self-



esteem, achievement, knowledge and exploration, the fulfilment of which leads to self-actualization.

According to Hilgard et al. (1979<sup>43</sup>), motives which are based on needs for air, water, food, etc. are called biological motives and are largely innate; and motives which are based on the higher needs are labelled psychological motives and are primarily influenced by learning and environmental factors. It is generally accepted that human motives to engage in a particular activity are based on underlying needs. Most psychologists would also agree that a theory of human motivation concerns itself with "those factors that energize behaviour and give it direction" (Hilgard et al. 1979<sup>44</sup> : 28). In this connection, Brown (1980<sup>45</sup> : 112) could be considered who defines motivation as "inner drive, impulse, emotion, or desire that moves one to a particular action".

In the light of what has so far been said about the notion of motivation and in view of SL/FL learning, we could take account of Gardner (1985<sup>46</sup>:50) who holds—

Motivation involves four aspects— a goal, effortful behaviour, a desire to attain the goal and favourable attitudes toward the activity in question.

In an attempt to characterize a non-theoretical view of motivation, Skehan (1989<sup>47</sup>) postulates four hypotheses. **Firstly**, the intrinsic hypothesis, that is, motivation derives from an inherent interest in the learning tasks the learner is asked to perform. **Secondly**, the resultative hypothesis, that is, learners who do well will persevere, those who do not do well will be discouraged and try less hard. **Thirdly**, the internal cause hypothesis, that is, the learner brings to the learning situation a certain quantity of motivation as a given attribute. **Fourthly**, the carrot and stick hypothesis, that is, external influences and incentives will affect the strength of the learner's motivation. All of these



hypotheses have their correlates in the study of motivation in SL/FL learning research (Ellis 1994<sup>48</sup>).

In fine, in SL/FL learning, motivation is to be regarded as a state of need on the learner's part that generates a strong desire which in turn activates and directs all of his/her capabilities to learn the target language. Language teachers readily acknowledge the importance of learners' motivation, not infrequently explaining their own sense of failure with reference to their students' lack of motivation. However, there have been differences in the way in which teachers and researchers have typically conceptualized motivation (Crookes and Schmidt 1989<sup>49</sup>). Hence, an examination of the different types of motivation seems to be important so as to uncover the relations of motivation to SL/FL proficiency.

### **2.2.2 The Types of Motivation**

In educational psychology a distinction is made between "intrinsic" and "extrinsic" motivation. White (1959<sup>50</sup>) defines intrinsic motivation in terms of the individual's need to be competent through effective interaction with his/her environment. Hunt (1965<sup>51</sup>) defines intrinsic motivation as motivation inherent in the organism's informational interaction with its environment. According to Deci (1971<sup>52</sup>), motives are defined as cognitive representation of future states of awareness of potential satisfaction. People engage in intrinsically motivating activities in order to derive internally rewarding consequences, namely feelings of competence and self-determination. Hence, the desired objective of the individual's behaviour is an affective state. The need for feelings of competence and self-determination leads to two classes of intrinsically motivated behaviour — to seek out optimal challenging situations, and to attempt to conquer these challenges. El's et al. (1984<sup>53</sup> :117) propound—

Intrinsic motivation is usually defined as motivation which is guided by an interest in the task itself in which one is engaged, whereas extrinsic motivation is said to be guided by external stimuli, such as parental approval, offer of a reward, threat of punishment, a good grade, etc.

Thus, while intrinsic motivation originates instinctively in the person him/herself, extrinsic motivation is guided by external factors.

Harmer (1983<sup>54</sup>) too identifies two types of motivation— intrinsic and extrinsic, and relates them to SL/FL learning. As Harmer defines, intrinsic motivation is concerned with what takes place in the classroom, whereas extrinsic motivation is related to factors outside the classroom. He further subdivides extrinsic motivation into "instrumental motivation" and "integrative motivation" which have first been introduced by Gardner, Lambert and their associates in their pioneering studies on attitudinal-motivational variables in SL/FL learning (Gardner and Lambert 1959<sup>55</sup>, 1972<sup>56</sup>, Anisfield and Lambert 1961<sup>57</sup>, Lambert et al. 1963<sup>58</sup>, Gardner et al. 1979<sup>59</sup>). The motivation is defined instrumental in orientation—

... if the purposes of language study reflect the more utilitarian value of linguistic achievement, such as getting ahead in one's occupation (Gardner and Lambert 1972<sup>60</sup> : 3).

On the other hand, the motivation is considered to be integrative in orientation—

... if the student wishes to learn more about the other cultural community because he is interested in it in an open-minded way, to the point of eventually being accepted as a member of that other group (Ibid).

Whereas instrumental motivation is induced by such goals as passing the language examinations or getting a good job, integrative motivation refers to



the learner's willingness to become a member of the target ethnolinguistic group or identification with members of the target cultural group.

Dulay et al. (1982<sup>61</sup>) have refined the concept of motivational orientations advocated by Gardner and Lambert (1972<sup>62</sup>). They recognize both the instrumental and integrative orientations, and have added a third type—"social group identification" which is defined as the desire of the learner to acquire proficiency in a language or language variety spoken by a social group with which the learner identifies. This means that the language or language variety which the learner speaks often signals to others that he/she belongs to a certain social group. To distinguish between integrative motivation and social group identification Dulay et al. (1982<sup>63</sup> : 50-51) maintain—

The social group identification motive is similar to the integrative motive, but, in our interpretation, goes beyond it. Learners with an integrative motive for learning a new language would wish to participate in the cultural or social life of the target language speakers while retaining their identification with their own native language group. Learners who have a social group identification motive would want social and cultural participation, but they would also want to become members of the group that speaks the new language or language variety.

However, since instrumental motivation and integrative motivation are upto now generally considered to play a vital role in SL/FL learning, and since their influence on SL/FL proficiency has been revealed by a great number of studies, these two types of motivation have been adopted in the present study.

### **2.3 The Relation Between Attitudes And Motivation**

Since Gardner and Lambert initiated a large scale research project in the late fifties essentially on the relation between attitudes and motivation on the one hand, and SL/FL learning on the other, most studies in this domain have been focused on these two factors as they have substantial effect on SL/FL

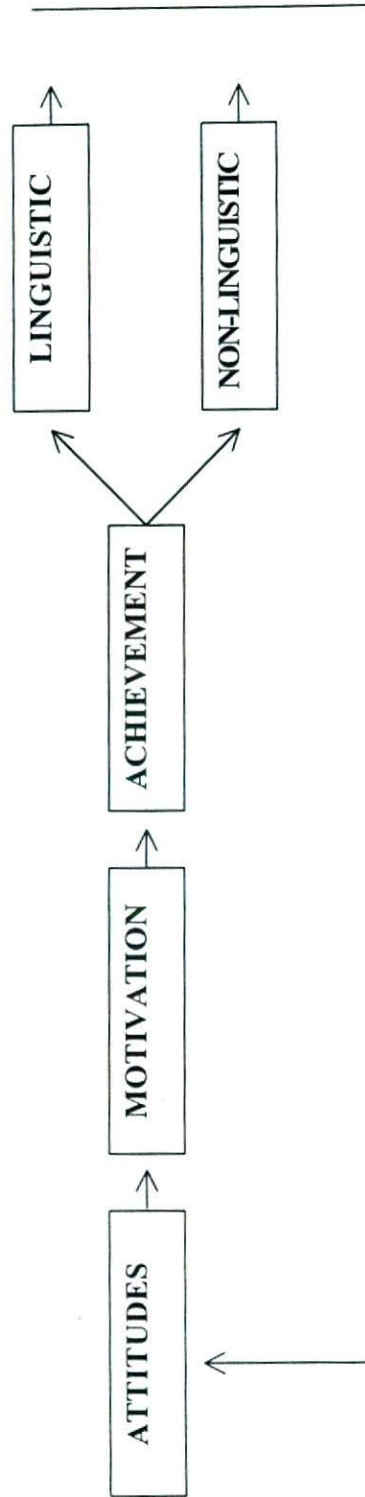


learning. Notwithstanding, an interpretation of the respective roles of attitudes and motivation in SL/FL learning is often severely hampered by the fact that these concepts are not always clearly distinguished in the literature. Thus Gardner and Lambert (1959<sup>64</sup>) appear to treat attitude and motivation as one complex of factors related to SL/FL proficiency. Spolsky (1969<sup>64</sup>) too concludes that subjects exhibit a particular type of motivation solely on the basis of their scores on a test measuring their attitudes towards the speakers of the target language. Schumann (1978<sup>66</sup>) lists "attitude" as a social factor on a par with variables such as 'size of learning group' and "motivation" as an affective factor alongside 'cultural shock'. Moreover, Gardner and Lambert (1972<sup>67</sup>) define "motivation" in terms of the SL/FL learner's overall goal or orientation, and "attitude" as the persistence shown by the learner in striving for a goal. They argue that there is no reason to expect a relationship between the two factors.

However, more recently the distinctive roles of attitudes and motivation have been redefined (Oller 1977<sup>68</sup>, Gardner 1979<sup>69</sup>). It is now argued that attitudes are directly related to motivation, which in turn is directly related to SL/FL learning. In other words, attitudes should be viewed as motivational supports and not as factors which have a direct effect on SL/FL learning. Gardner (1979<sup>70</sup>:205) puts forward —

... that social attitudes are relevant to second language acquisition not because they directly influence achievement but because they serve as motivational supports.

A schematic representation of the relations of attitudes to motivation and SL/FL achievement/proficiency has been demonstrated in Figure 2.1 below :



**Figure 2.1 Schematic Representation of the Relations of Attitudes to Motivation and Achievement (Adopted from Gardner 1979<sup>71</sup>: 207)**

Brown (1981<sup>72</sup>) also distinguishes "attitudes" and "motivation", and identifies three types of motivation— "global motivation" consisting of a general orientation to the goal of learning, "situational motivation" varying according to the situation in which learning takes place, and "task motivation" being the motivation for performing particular learning tasks. He then claims that "attitudes" and "task motivation" are identical, and that attitudes stand for the set of beliefs that the learner holds towards the members of the target language group and also towards his/her own culture.

Finally, on the basis of a large and varied data base, it is argued that there exist very meaningful relations among attitudes towards the SL/FL community, the language learning context and motivational attributes. Thus Gardner (1985<sup>73</sup> : 82) finds it reasonable to hypothesize—

... that this configuration reflects a motivation to learn the second language which is related to, and supported by, attitudes ... this total configuration is referred to as an integrative motive, which is defined as a motivation to learn a second language because of positive feelings towards the community that speaks that language.

However, motivation for learning an SL/FL is not only determined by attitudes, but also by other motivational factors such as the desire to please teachers and parents, promise of a reward, experience of success, etc. (Berwick and Ross 1989<sup>74</sup>, Gardner and MacIntyre 1991<sup>75</sup>, Dunkel 1948<sup>76</sup>). Also, the relation of attitudes to motivation is contingent upon the type of motivation. An integrative motivation, for example, presupposes a positive attitude of the learner towards the speakers and culture of the target language, but a learner who is instrumentally motivated does not necessarily have a positive attitude towards the target language community. Other attitudes which are relevant to SL/FL learning, such as attitudes towards the language, the teacher and the course, are probably related to both integrative and instrumental motivation.



## 2.4 The Role of Attitudes in SL/FL Learning

SL/FL learners manifest diverse attitudes towards the target language, the target language speakers, the target language culture, the teacher, the target language course and so forth. These attitudes are likely to reflect the particular social settings in which learners find themselves. It is almost generally agreed that learner attitudes have a sort of impact upon the level of SL/FL proficiency achieved by individual learners. Most Canadian studies (Gardner and Lambert 1959<sup>77</sup>, Gardner 1960<sup>78</sup>, Spolsky 1969<sup>79</sup>, Gardner and Smythe 1975a<sup>80</sup>, Gardner et al. 1976<sup>81</sup>, Clement et al. 1978<sup>82</sup>, Gardner et al. 1979<sup>83</sup>) have exploited the Attitude/Motivation Index or the Attitude/Motivation Test Battery or variations of these so as to examine variables such as attitudes towards the target language and the target language speakers. More recently, measures (Gardner and MacIntyre 1991<sup>84</sup>) have included interest in foreign languages, and attitudes towards the learning situation such as the SL/FL teacher and the SL/FL course. Moreover, Stern (1983<sup>85</sup> : 376 - 7) uncovers three types of attitudes such as attitudes towards the community and people who speak the SL/FL, attitudes towards learning the SL/FL concerned, and attitudes towards languages and language learning in general. Therefore, the present researcher has made an effort to review and re-examine the role of attitudes towards the target language speakers, attitudes towards learning the target language, interest in foreign languages, attitudes towards the teacher and attitudes towards the target language course in achieving proficiency in the target language.

Attitudes towards the target language group or speakers appear to have an obvious association with proficiency in the target language. Oller et al. (1977a<sup>86</sup>) have disclosed that attitudes towards the target language community are positively correlated with proficiency of Chinese-speaking foreign students

in American universities. In another study of socioeconomically disadvantaged Mexican-American women learning English in New Mexico, Oller et al. (1977b<sup>87</sup>) find that attitudes towards the target language group are also correlated with proficiency, but this time negatively. Mueller (1971<sup>88</sup>) reveals that attitudes towards French-speaking people are associated with grades in French. Likewise, Spolsky (1969<sup>89</sup>) and Jacobsen and Imhoof (1974<sup>90</sup>) claim the significance of attitudes towards the target language speakers in SL/FL learning. More recently, Lanoue (1991<sup>91</sup>) provides a fascinating account of the Sekani's linguistic development in British Columbia, Canada. This remote Indian tribe rejected its own mother tongue in favour of L<sub>2</sub> English for even inter-ethnic communication not because they felt positively disposed towards Anglo-Canadian culture and not because of the socioeconomic advantages of English, but because English had become a symbol of pan-Indianism, which was seen as the only way ensuring the tribe's identity in the future. Thus it is revealed that negative attitudes towards the target language speakers and culture may have a positive effect on SL/FL learning if the learners have a strong reason for learning.

However, in some cases attitudes towards the target language community seem to have only a weak or no relationship with proficiency in the language. Gardner (1966<sup>92</sup>) reports that in some parts of the United States attitudes towards the target language group were not related to proficiency. Chihara and Oller (1978<sup>93</sup>) in a study of Japanese subjects learning English in Japan, unfold only a weak relationship between attitudes towards the target language community/ culture and proficiency in EFL. Cooper and Fishman's (1977<sup>94</sup> : 272) results suggest "that favourable attitudes towards English or native speakers of English are largely irrelevant with respect to Israelis learning and using English". Therefore, it is to be concluded that the correlation between such attitude variables and proficiency in SL/FL tends to be stronger in



bilingual contexts where there are many opportunities for learners to communicate with the target language speakers than in monolingual settings, in which such opportunities are limited (Oller 1977<sup>95</sup>).

Though not all, a large number of studies have exhibited an association between the learner's attitudes towards learning the SL/FL and his/her proficiency in it. Jones (1949<sup>96</sup>, 1950<sup>97</sup>) carried out two studies which were concerned with attitudes towards learning Welsh as a second language. Both the studies show significant and positive relationships between attitudes towards learning Welsh and proficiency in it, though attitudes to Welsh become less favourable with increasing age. Similarly, Randhawa and Korpan (1973<sup>98</sup>), Burstall (1975<sup>99</sup>), Gardner and Smythe (1975b<sup>100</sup>), Pierson et al. (1980<sup>101</sup>) and Trylong (1987<sup>102</sup>) also find a correlation between attitudes towards learning the SL/FL and proficiency in the language. But Yamoor (1985<sup>103</sup>) conducted a study to ascertain the effect of attitudes towards learning English by international students at Ohio University, and the results of the study show no significant association between the students' attitudes towards learning EFL and their proficiency in the language. Hence, it could be accepted that in most cases attitudes towards learning the SL/FL have impact on proficiency in that language.

As has been observed, most attitude research has tended to concentrate on attitudes towards the target language and its speakers. Much less research has been done on attitudes towards the SL/FL teacher and the SL/FL course, which are also important factors in SL/FL learning (Els et al. 1984<sup>104</sup>). In a study with the subjects learning French as a second language in Britain, Burstall (1970<sup>105</sup>) demonstrates that proficiency in an SL/FL correlates positively with measures of attitudes towards the target language teacher and course. Naiman et al. (1978<sup>106</sup>), Gordon (1980<sup>107</sup>), Gardner (1985<sup>108</sup>) and Haque (1989<sup>109</sup>) have also found positive associations between indices of attitudes



towards the SL/FL teacher/course and SL/FL proficiency. Thus it is suggestive that the learner's personal experience of and attitudes towards the SL/FL teacher and course tend to affect his/her proficiency in the language.

A number of studies (Jones 1949<sup>110</sup>, 1950<sup>111</sup>, Burstall 1975<sup>112</sup>) suggest that female subjects possess more positive attitudes towards learning an SL/FL than male subjects. Spolsky (1989<sup>113</sup>) reports that girls learning L<sub>2</sub> Hebrew in Israel demonstrated more favourable attitudes to Hebrew, Israel, and Israelis than boys. However, Naiman et al. (1978<sup>114</sup>) and Hansen (1981<sup>115</sup>) have failed to extend countenance to these findings. Besides, Bacon (1992<sup>116</sup>) finds no difference between the sexes in two authentic listening tasks. For this reason, further studies are warranted to clarify whether sex differences give rise to different attitudes towards learning an SL/FL.

Some studies (Jordan 1941<sup>117</sup>, Jones 1949<sup>118</sup>, 1950<sup>119</sup>, Gardner and Smythe 1975b<sup>120</sup>) have discovered that attitudes become less positive as learners get more aged and matured. The findings of the studies have also demonstrated that the association between attitudes and SL/FL proficiency tends to increase as learners grow older, and their attitudes become less positive. Contrariwise, Burstall (1975<sup>121</sup>) reports no differences in the degree of correlation between attitudes and proficiency as a function of age. Hence, the studies conspicuously need further replication.

The settings in which SL/FL learning takes place may have influence on the learner's attitudes towards learning the target language. Gagnon (1974<sup>122</sup>) exhibits that attitudes towards learning ESL varied substantially from one region to another in Canada. Learners in the province of New Brunswick showed significantly more positive attitudes than those in Ontario, who again were more positive than learners in Quebec. These differences may be the outcome of a number of traits prevailing in the particular context, such as the teacher's attitudes, the course contents, and above all the effects of exposure to

the SL/FL on attitudes to the other language group (Riestra and Johnson 1964<sup>123</sup>, Gardner and Smythe 1975b<sup>124</sup>). But Haque et al. (1993<sup>125</sup>) reveal that exposure to the SL/FL or its culture does not necessarily lead to favourable attitudes towards the SL/FL culture or community. This is why, the present study has been aimed at investigating the attitudes of the students of two different universities towards learning EFL.

Finally, as Ellis (1994<sup>126</sup>) contends, learner's attitudes have an impact upon the level of SL/FL proficiency attained by individual learners and are themselves influenced by this success. Thus, learners with positive attitudes, who experience success, may have these attitudes reinforced. Similarly, learners' negative attitudes may be strengthened by lack of success. Some cases are also found in which learners who begin with positive attitudes but who, for one reason or another, experience inadequate learning opportunities, fail to progress as they expected, and, consequently, become more negative in their outlook. However, as attitudes are not directly observable, there is some disagreement regarding the validity and reliability of the measures of learner attitudes. Oller (1977<sup>127</sup>, 1981<sup>128</sup>) has argued that people will 'self-flatter' by responding to an attitude test in a way that makes them appear more prestigious than is the case, or else will seek to give socially desirable answers. But Gardner (1980<sup>129</sup>, 1985<sup>130</sup>) rejects Oller's criticisms on the grounds that it is possible to safeguard against such responses by giving careful thought to the way the questionnaire is designed, such as by ensuring that there are multiple measures of each attitude.

## **2.5 The Role of Motivation in SL/FL Learning**

"Motivational orientation" is not the same as "motivation", which is defined by Gardner (1985<sup>131</sup>:10) as "the combination of effort plus desire to



achieve the goal of learning the language plus favourable attitudes towards learning the language". Dunkel (1948<sup>132</sup>) makes a distinction between the goal of language learning and the nature of the learner's behaviour involved in achieving the goal. He then differentiates between the type of motivation and the intensity of motivation. The type of motivation stands for the goal sought by individual learners while the intensity of motivation refers to the degree of effort that individuals make to achieve the very goal. Thus, whereas "orientation" or the type of motivation—integrative orientation/instrumental orientation detailed above indicates the underlying reasons for learning an SL/FL, "motivation" including motivational intensity and the desire to learn the target language refers to the directed effort individual learners make to learn the language.

Individual learners may possess many different reasons for learning an SL/FL, such as to pass an examination, to further career opportunities, to facilitate study of other subjects through the medium of the SL/FL, to become a member of the SL/FL community, to know about the SL/FL literature, and so on. To categorize these reasons Gardner and Lambert (1959<sup>133</sup>) have first postulated two types of orientation - integrative and instrumental which have largely been adopted and investigated in a great number of subsequent studies (Gardner and Lambert 1972<sup>134</sup>, Burstall et al. 1974<sup>135</sup>, Lukmani 1972<sup>136</sup>, Oller et al. 1977a<sup>137</sup>, Glikzman et al. 1982<sup>138</sup>, Haque 1989<sup>139</sup>, Ramage 1990<sup>140</sup>, Gardner and MacIntyre 1992<sup>141</sup>, Mormori 1993<sup>142</sup>). An integrative orientation involves an interest in learning an SL/FL because of "a sincere and personal interest in the people and culture represented by the other language group" (Lambert 1974<sup>143</sup> : 98), while an instrumental orientation concerns "the practical value and advantages of learning a new language" (Ibid). SL/FL learners can, of course, have both integrative and instrumental motivation, a possibility not



clearly allowed for in the earlier work (Gardner and Lambert 1959<sup>144</sup>, 1972<sup>145</sup>) but acknowledged in the later (Gardner 1985<sup>146</sup>, Ramage 1990<sup>147</sup>).

A consistent correlation between an integrative orientation and SL/FL proficiency has been found in studies of anglophone Canadians learning French. In the earlier research (Gardner and Lambert 1959<sup>148</sup>, 1972<sup>149</sup>), an integrative orientation was seen as a more powerful predictor of SL/FL proficiency in formal learning situations than instrumental motivation. In later research, Gardner (1985<sup>150</sup>) has continued to assert the importance of integrative motivation, although he now acknowledges that an instrumental orientation can also lead to successful learning. In a series of studies, Gliksman (Gliksman 1976<sup>151</sup>, Gliksman et al. 1982<sup>152</sup>) has provided evidence to show that the higher the learner's integrative motivation, the more the classroom behaviours are evident. Naiman et al. (1978<sup>153</sup>) find a similar relationship, although in this case 'effort' on the part of the learners is also associated with instrumental motivation. Ramage's (1990<sup>154</sup>) study suggests that although integrative motivation contributes to persistence in foreign language study, it is not the only factor. Lukmani (1972<sup>155</sup>), Haque (1989<sup>156</sup>), and Gardner and MacIntyre (1991<sup>157</sup>) have uncovered that an instrumental orientation is more important than an integrative orientation in SL/FL proficiency.

Furthermore, as Clement and his co-workers' research (Clement and Kruidenier 1983<sup>158</sup>, 1985<sup>159</sup>, Clement 1986<sup>160</sup>) demonstrates integrative motivation is not the only kind of internal motivation involved in SL/FL learning. Clement (1986<sup>161</sup>) investigated 293 francophone students at the University of Ottawa, and found that the best predictor of language proficiency consisted of self-confidence, not integrativeness. Kruidenier and Clement (1986<sup>162</sup>) also failed to reveal any evidence in support of Gardner's integrative orientation in another study of language learners in Quebec. Instead they found evidence of a number of different orientations, such as friendship, travel,

knowledge, depending on their learning situation. But one possibility raised by Dornyei (1990<sup>163</sup>) is that these various orientations are all part of a general integrative orientation, with different groups of learners emphasizing different constituents of this.

However, the effects of integrative motivation appear to be weaker in the situation where opportunities to get intake outside the classroom are less or rare. The learners being exposed to the target language culture and the activities performed by the target language speakers may achieve an integrative orientation. The integrative orientation may combine with instrumental motivation to serve as a powerful predictor of success in formal contexts. As Ellis (1994<sup>164</sup>) maintains, in some 'second' as opposed to 'foreign' settings an instrumental orientation may be the most important predictor of language proficiency. Thus in certain situations an integrative orientation may be more powerful in facilitating successful SL/FL learning, but in other situations instrumental motivations may count far more.

As has been mentioned above, "motivation" being distinct from "motivational orientation" is basically constituted of motivational intensity and desire to learn the target language. Individual learners may possess varied levels of motivational intensity that may eventually affect SL/FL proficiency (Dickson et al. 1987<sup>165</sup>, Haque 1989<sup>166</sup>). Besides, all the learners cannot have the same desire to learn the target language. And the differences in the desire appear to be associated with SL/FL proficiency (Feenstra 1967<sup>167</sup>, Haque 1989<sup>168</sup>). Moreover, motivational intensity is found to be correlated with differences in desire to learn the target language (Gardner and Smythe 1975b<sup>169</sup>, Clement et al. 1980<sup>170</sup>). Hence, to ascertain the associations between motivation and SL/FL proficiency, it is important to take account of both motivational intensity and the desire to learn the target language.



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**CHAPTER THREE**  
**REVIEW OF RELATED LITERATURE**

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### **REVIEW OF RELATED LITERATURE**

In recent years there has been an increasing interest amongst researchers, teachers and educationalists alike in the role of affective factors, especially attitudes and motivation in SL/FL learning. Among the most frequently quoted studies of attitudes and motivation in SL/FL learning are those of Gardner, Lambert and their associates. And their investigations were largely a continuation of a long tradition of research relating to the affective factors in language learning commenced by Jordan (1941<sup>1</sup>) and Jones (1949<sup>2</sup>). However, it is evident that most of the studies of attitudes and motivation in SL/FL learning have been done with the subjects of secondary and university levels.

The present chapter purports to present a review of a number of existing studies relating to attitudes and motivation in SL/FL learning at varied educational levels in diverse socio-cultural settings. The first of the five sections of this chapter is concerned with the review of research conducted at primary level. The second section reviews the studies performed at secondary level. The third one is intended to review the previous studies at university level. The fourth section contains the review of the related studies carried out at the other levels. The fifth and final section is meant to put forward a gist of the relevant literature reviewed.

#### **3.1 Studies at Primary Level**

Until now only a limited number of studies of attitudes and motivation in SL/FL learning have been carried out among the students at primary level. Lambert and Tucker (1972<sup>3</sup>) performed an in-depth study of early immersion programmes in Canada, which spanned a period of six years and covered many developmental changes in the same children from the time they started their

programme in kindergarten to grade five. The major comparisons were made between the students in immersion programmes and both English and French speaking controls. The study revealed that the first and second grade students showed attitudes towards French Canadians that were more positive than those of the English speaking controls, but not as positive as those of the French speaking controls. However, the third and fourth grade students were comparable to the English controls in their attitudes towards French Canadians. And the fifth grade students had a stronger affinity for the French Canadians than when they began to study French.

Lambert et al. (1973<sup>4</sup>) had students in the fifth grade pilot class and the fourth grade follow-up class rate the concepts— "myself", "English Canadians", "French Canadians", and "French people from France" on thirteen bipolar semantic differential scales. Significant differences in the students' reactions to "French Canadians" were recorded on only one scale for both the classes. However, in both the classes the ratings of the immersion students were intermediate between the ratings of English and French control students for "French Canadians", suggesting that their perceptions of the other community were more or less mid-way between comparable students educated in their own languages. To "myself", the students of the fifth grade pilot class responded in a similar way, but not the fourth grade follow-up students. This finding lends support to that of the earlier study. The other two concepts— "English Canadians" and "French people from France" received inconsistent responses.

Genesee et al. (1978<sup>5</sup>) reported that students in grade one and grade two French immersion classes tended to identify more with both French Canadians and people from France than English controls did. But contradicting Lambert et al. (1973<sup>6</sup>), they failed to find any such differences with students in grades three to five. As Swain and Lapkin (1982<sup>7</sup>) maintain, immersion programmes may have a greater impact upon the attitudes of young children than upon older



ones. Another possibility may be as Cziko et al. (1979<sup>8</sup>) hold that consistent and permanent attitude changes occur, but that researchers focus on the inappropriate or wrong component of the attitude. It has been postulated that changes in the attitude are expected to result from immersion language training because of the constant interaction with a teacher from the other cultural group and a developing proficiency in the language that causes learners to lose their feelings of foreignness about that group. Hence, changes in attitudes might be related to the cognitive rather than the evaluative constituent.

Burstall (1975<sup>9</sup>) carried out an intensive longitudinal study among 6,000 primary school students learning French as a second language in England. The study discovered that the students' attitudes towards learning French were positively and significantly associated with their proficiency in French. But the researcher failed to find any influence of the students' attitudes towards the foreign culture on their proficiency in French. The study further revealed that the attitudes of the girls towards learning French were consistently more favourable than those of the boys. It is also uncovered that the girls scored significantly higher than the boys on all the tests measuring proficiency in French throughout the period of the study.

Presumably, young children have not yet developed strong positive or negative feelings towards the speakers of other languages. Macnamara (1973<sup>10</sup>: 37) argues that "a child suddenly transported from Toronto to Berlin will learn German no matter what he thinks of the Germans". Indeed, in a study of six-year-old anglophone Canadian children learning French in total immersion programmes, Genesee and Hamayan (1980<sup>11</sup>) found no relationship between attitude factors and proficiency in French. Therefore, this study lends support to Burstall's (1975<sup>12</sup>) finding that the attitude of the learner towards the foreign culture has hardly any impact upon proficiency in the target language.

In a study with 129 standard six boys and girls randomly selected from seventeen primary schools in Belize, Central America, Gordon (1980<sup>13</sup>) investigated whether language learning aptitude and certain attitudinal and motivational variables were associated with measures of proficiency in written English. The findings of the study exhibited that aptitude and motivation were two distinct and autonomous variables related to proficiency in English. The study revealed that language aptitude, motivation, integrativeness, attitudes towards the learning situation, attitudes towards the act of writing, and the degree of instrumentality had significant correlations with proficiency in written English. The study also disclosed that an integrative orientation correlated better with the subjects' scores on all the measures of written English than an instrumental orientation did. The more positive a student's attitudes towards learning English, the greater the integrative orientation of the student, the higher the motivation to learn English, and the more positive his/her attitudes towards English-speaking people and foreign languages in general. Thus the findings of the study contradict Macnamara's (1973<sup>14</sup>) claim and the findings of the study conducted by Genesee and Hamayan (1980<sup>15</sup>).

Strong (1984<sup>16</sup>) conducted a study among Spanish-speaking children learning English in an American kindergarten. However, the study was confined only to integrative motivation, and therefore provided no comparison between it and instrumental motivation. The results of the study not only demonstrated the lack of positive association between integrative motivation and proficiency but also that integrative orientation towards the speakers of the target language did not enhance acquisition of English. Comparison between beginners and advanced level English speakers found that the advanced children showed significantly more integrative orientation to the target language community than the beginners did, supporting the notion that



integrative motivation was the result of having acquired the target language skills rather than promoting them.

To sum up this section, Lambert and Tucker (1972<sup>17</sup>) reported that the second grade French immersion students showed more favourable attitudes towards French speaking people than did their English controls, but the differences were not maintained in later years. By grade five, the students possessed a stronger affinity for Francophone Canadians than when they started studying French. Besides, Lambert et al. (1973<sup>18</sup>) failed to discover a consistent pattern of attitudes and attitude change among the students in the grade five pilot class and the grade four follow-up class. But Genesee et al. (1978<sup>19</sup>) contradicted some of the findings of Lambert et al. (1973<sup>20</sup>). In this connection, Cziko et al. (1979<sup>21</sup>) suggest that the inconsistency of the results might be due to the emphasis on the evaluative aspects of attitudes. Though Burstall's (1975<sup>22</sup>) finding is consistent with that of Genesee and Hamayan (1980<sup>23</sup>) that the learners' attitudes towards the foreign culture hardly affect proficiency in the target language, Burstall (1975<sup>24</sup>) found a positive and significant association between the students' attitudes towards learning the target language and proficiency in it. But Gordon (1980<sup>25</sup>) appears to contradict Genesee and Hamayan (1980<sup>26</sup>), and advocates that an integrative orientation is a better predictor of proficiency than an instrumental orientation is. However, Strong (1984<sup>27</sup>) discovered the lack of positive correlation between integrative motivation and proficiency in the target language. Therefore, further research is required to clarify the findings.

### 3.2 Studies at Secondary Level

Jordan (1941<sup>28</sup>) is most probably the pioneer in the domain of investigations into the affective aspect of SL/FL learning. The researcher



investigated the attitudes of 231 secondary school boys towards five school subjects including French in a North London school. The study showed that the subjects' attitudes towards learning French were related to proficiency in French. It was also discovered that attitudes were more favourable in the first year, but then steadily declined. Besides, the study reported that proficiency was associated with the subjects' instrumental motives. These findings are consistent with those of Jones (1949<sup>29</sup>) who conducted a study among 129 boys and girls, ranging in ages from eleven to thirteen plus, from six different forms of secondary modern school in the Rhonda Valley. Jones constructed an attitude scale for measuring the attitudes of the boys and girls towards learning Welsh as a second language. The study exhibited that the subjects' attitudes were positively and significantly associated with proficiency in Welsh, and declined after the first year. It was also seen that the girls showed more favourable and less variable attitudes than the boys. Moreover, those subjects from Welsh-speaking backgrounds had more favourable attitudes towards Welsh than those from non-Welsh speaking homes. The majority of the subjects were found to prefer the instrumental and pragmatic value of learning Welsh as a second language. In a further study on the same lines with 211 boys and girls from eight different forms of secondary modern school in a suburban area on the outskirts of Cardiff, Jones (1950<sup>30</sup>) discovered the findings very similar to those of the previous study (Jones 1949<sup>31</sup>). The researcher found that attitudes towards Welsh became less favourable with increasing age, this being due to the novelty factor at the early stages of learning.

The first most comprehensive study concerned with attitudes, motivation and their relations to proficiency in a second language was carried out by Gardner and Lambert (1959<sup>32</sup>) among 75 eleventh grade Anglophone male and female students learning French as a second language in Montreal, Canada. The study was aimed at ascertaining the comparative importance of linguistic

aptitude and certain motivational factors in learning an SL. The students' proficiency ratings were made by their teachers, and their linguistic aptitude was measured by Carroll's (1956<sup>33</sup>) Foreign Language Aptitude Battery. The attitudinal and motivational instruments exploited in this study were an attitude scale to evaluate the subjects' attitudes towards the French speaking community, an orientation index to determine the students' motivation either integrative or instrumental for learning French, a motivational intensity scale to ascertain the students' enthusiasm and effort in trying to learn an SL, and additional questionnaires to obtain general information about the subjects. The findings of the study demonstrated that proficiency in French was dependent upon aptitude, intelligence, and a positive attitude to French-Canadian people. It was also unfolded that integrative orientation was a better predictor of proficiency in French. The researchers concluded that students possessing positive attitudes towards the target language and its community were more motivated to learn the language than those with negative attitudes.

Gardner and Lambert's (1959<sup>34</sup>) study was expanded by Gardner (1960<sup>35</sup>) who investigated the attitudes and motivation of 90 tenth grade Anglophone boys and girls learning French as a second language in six Montreal high schools. This time the researcher introduced standardized tests to replace the teachers' subjective ratings of students' language proficiency used by Gardner and Lambert (1959<sup>36</sup>). The findings of the study gave support to those of Gardner and Lambert (1959<sup>37</sup>). However, unlike Gardner and Lambert's (1959<sup>38</sup>) study, in which attitudes were associated with integrative motivation, Gardner's (1960<sup>39</sup>) study revealed that integrative orientation was independent of favourable attitudes towards French-Canadians. Moreover, this study showed that attitudes and motivation were two distinct constructs possessing independent functions.



Anisfield and Lambert (1961<sup>40</sup>) carried out a study among Montreal Jewish students learning Hebrew as a second language so as to test the results of Gardner and Lambert (1959<sup>41</sup>) and Gardner (1960<sup>42</sup>) that integratively oriented learners were better learners of an SL than instrumentally oriented learners were. The researchers administered language proficiency, general intelligence, language aptitude and attitude measures to Jewish eighth and ninth graders learning Hebrew as a second language in seven Jewish parochial schools in Montreal, Canada. The study disclosed that success in comprehension was more dependent on intelligence than success in oral production. Language aptitude was found to be related to the subjects' fluency and accuracy. Most importantly, the study demonstrated that integrative orientation had no relation to proficiency, but rather instrumental orientation was associated with proficiency in the target language. The researchers inferred that in the case of Jewish culture an instrumental orientation really indicated a desire to integrate into the culture.

Feenstra (1967<sup>43</sup>) performed a further study in order to extend and clarify the results of the investigations conducted by Gardner and Lambert (1959<sup>44</sup>) and Gardner (1960<sup>45</sup>). The study was done with 153 ninth grade boys and girls of South Secondary School in London, Ontario. The findings of the study showed that linguistic aptitude and intelligence acted as the major determinants of those aspects of French proficiency which were emphasized in the high school French course. The study also revealed that a complex of motivational variables, stressing both positive student attitudes towards the specific cultural-linguistic group represented by the language to be learned and a desire to learn the language of the group, were associated with the proficiency in those aspects of second language skills which were involved in a direct communication with the cultural-linguistic community.



Bartley (1970<sup>46</sup>) carried out a study among eighth graders in two junior high schools in the Palo Alto Unified School District in California. The purpose of the study was to investigate the role of attitudes as a factor in the choice of whether to continue or drop out of a foreign language programme. The subjects were asked to respond to an FL attitude scale both at the beginning of the school year and again towards the end of the school year. The results of the study unfolded that there was a statistically significant difference both initially and at the end of the school year between the continuing and the non-continuing groups. The attitude of the "drop-out group" was significantly lower than that of the "continuing group" at the beginning as well as at the end. The study also revealed a significant negative change of attitudes within the drop-out group, whereas in the continuing group the attitude towards FL learning remained stable. Furthermore, the study exhibited that the girls in both the groups had substantially higher scores in both the September and March administrations than the boys. However, in the drop-out group a significant change of attitude did exist for both sexes. There was a more positive association between negative attitudes towards the FL and dropping out of the programme for the boys than there was for the girls.

Gardner and Lambert (1972<sup>47</sup>) conducted a study with high school Anglophone students learning French as a second language in two bicultural settings in the States of Maine and Louisiana, and one monocultural setting in the State of Connecticut, North America. All the three studies showed that the subjects who were strongly motivated to learn French secured good grades in French. But the subjects' attitudes were found to be formed from different factors in each of the settings. In the Maine Study, the students' attitudes were shaped by their identification with the French teacher and their sensitivity towards the feelings of others. In the Louisiana study, the learners' attitudes derived from strong parental encouragement and the personal satisfaction in

their attempts to learn French. And in the Connecticut study, the subjects' motivation resulted from an integrative orientation towards French people and their culture as well as from a realization of the potential utilitarian value of the target language.

Gardner and Lambert (1972<sup>48</sup>) performed another study among high school students from Manila in the Philippines. Because of the diversity of languages in the Philippines, the English language in that country enjoys a special status as being the language of instruction and economic life. The researchers found the country as a setting that would help them verify the hypothesis that an integrative orientation is a better predictor of proficiency in an SL/FL than an instrumental orientation is. However, the results of the study disclosed that students possessing an instrumental orientation towards learning the English language and who received parental encouragement achieved a substantially higher level of proficiency than those possessing an integrative orientation.

A study with 60 Marathi speaking high school students in Bombay, India was carried out by Lukmani (1972<sup>49</sup>) so as to investigate whether the students had integrative or instrumental motivation and whether the motivation was associated with their proficiency in the English language. The findings of the study unfolded that the subjects were instrumentally motivated to learn the target language, and their instrumental motivation was significantly associated with proficiency in English. Therefore, the results of this study corroborate those of the study in the Philippines (Gardner and Lambert 1972<sup>50</sup>) but contradict those of several earlier studies (Gardner and Lambert 1959<sup>51</sup>, Gardner 1960<sup>52</sup>). As the researcher observed, the reasons for the subjects' being instrumentally motivated to learn the target language might be the widely varied social conditions in which proficiency in English and the nature of the subjects' motivation were investigated.



Rajagopal (1976<sup>53</sup>) conducted a study among Malay-medium students learning ESL in upper secondary schools in Selangor, Peninsular Malaysia. The findings of the study demonstrated that the students generally possessed strong motivational intensity to learn ESL, and those with high motivational intensity performed significantly better in ESL than those with low motivational intensity. The findings also showed that the subjects were instrumentally oriented as they realized that proficiency in English was essential for securing a good job and for further studies in local or foreign universities. Furthermore, the study disclosed that the students' attitudes towards learning English as a second language were generally favourable, and those with positive attitudes performed significantly better than those with negative attitudes.

Clement, Gardner and Smythe (1977<sup>54</sup>) investigated the motivational characteristics of 153 tenth grade and 151 eleventh grade male and female Francophones learning ESL in two schools within the Montreal Catholic School Commission in Canada. The study revealed that an individual subject's motivation to learn a second language is dependent upon favourable attitudes towards the second language community. However, while the individual's intention to continue learning ESL is related to an integrative orientation, his/her actual competence in the second language appears to be more closely associated with a dimension of motivation, that is, self-confidence resulted from prior experience with the target language.

Clement, Major, Gardner and Smythe (1977<sup>55</sup>) also conducted a study in order to investigate the attitudes and motivation of 130 seventh and eighth grade Francophones learning ESL in a French elementary school in Verner, Ontario. The findings of the study exhibited that those subjects who perceived themselves as being relatively competent in the writing, understanding, reading and speaking skills of ESL showed a greater desire to learn ESL, felt that their parents encouraged them, and had more favourable attitudes towards English



Canadians. It was further found that the integrative motive was an important component of the subjects' motivation to learn a second language. As far as the context of English use was concerned, this was found to be associated with proficiency, but not to the attitude, with students who used English at home possessing a higher level of proficiency than those who did not.

Gardner, Smythe and Brunet (1977<sup>56</sup>) carried out a study among 62 high school students registered in an intensive five week "French as a second language" programme in the Ontario school system. The researchers investigated changes in attitudes, motivation and French proficiency in the subjects. The programme required the students to live in a school residence away from home and to return home for the weekends. Although the school was situated in an English speaking area, thus depriving the students of the opportunity to communicate with French speaking individuals outside the school, every effort was made to encourage the students to speak French. The study uncovered that there were changes in attitudes, motivation and French proficiency, and the course was particularly effective in increasing student motivation to learn French and in promoting a rapid improvement in oral/aural skills. The beginners tended to be more ethnocentric and anxious, the intermediate students uncertain about their interest in second language study, whereas the advanced students were most satisfied with the way in which the teachers treated them. The pattern of attitude changes was quite complicated since both positive and negative shifts were observed. **First**, the programme appeared to have made the students less tolerant of outgroups. **Second**, as a result of the programme, students became more confident in French and more motivated to learn and use French.

In order to investigate the relations of several attitudinal and motivational variables to proficiency in EFL/ESL, Cooper and Fishman (1977<sup>57</sup>) conducted a study among a group of eleventh-and twelfth-grade Israeli

high school students in Jerusalem. The findings of the study demonstrated significant associations between instrumental motivation and proficiency in English. The data of the study represented strong evidence to countenance the postulates that attitudes towards the native speakers of the new language made little difference with respect to proficiency in and usage of English. Cooper and Fishman (1977<sup>58</sup> : 31) then concluded —

that favourable attitudes toward English and toward native speakers of English are largely irrelevant with respect to Israelis learning and using English. Among Israelis who have an opportunity to learn English, those who see a knowledge of English as contributing to important personal goals are likely to learn it best and to use it most.

Livoti (1977<sup>59</sup>) carried out a study with two hundred fifth and eighth grade students randomly selected from two schools in the municipality of Las Marias and two schools in the city of Ponce in Puerto Rico. The study was basically aimed to investigate variables that might be related to attitudes towards learning English as a second language in Puerto Rico. The findings of this study demonstrated that the subjects were more instrumentally oriented towards learning ESL. That is, the students generally indicated that the learning of English in Puerto Rico was important because it would help them get better jobs and build a better career. However, there existed a marked difference in attitudes to learning ESL between the fifth-and the eighth-grade students. The eighth graders tended to possess a more positive attitude than the fifth graders. The study further revealed that the girls had a more positive attitude towards learning ESL than the boys had.

Mulla (1979<sup>60</sup>) accomplished a study among 81 male Arabic speaking twelfth grade science-major students of Makkah Secondary School in Saudi Arabia. The purpose of the study was to ascertain the associations between proficiency in EFL and aptitude, attitude, motivation, anxiety, intolerance of



ambiguity, and other selected biographical predictor variables. The aptitude measures were constructed by the researcher himself. Attitudes/Motivation measures were adapted from Gardner and Lambert (1972<sup>61</sup>), and Pimsleur (1966<sup>62</sup>). Proficiency in EFL was determined by an achievement test consisting of dictation, cloze, reading, structure and teacher awarded grades. The findings of the study demonstrated that aptitude was a predictor of EFL proficiency, and the subjects were instrumentally motivated to learn EFL. The study further uncovered that integrative/instrumental differentiation did not hold in the context of Saudi Arabia.

Clement, Gardner and Smythe (1980<sup>63</sup>) performed a study among 223 eleventh grade Francophone male and female students learning ESL in two schools of the Montreal Catholic School Commission. The study was meant to determine the relationship between attitudes, motivation, the social factors, language aptitude and fluency in a second language. The study unfolded that both motivation and ability had impact upon proficiency in the target language. Pierson et al. (1980<sup>64</sup>) conducted a study with Chinese-speaking secondary school students in Hong Kong so as to analyze the relationship between proficiency in English and the attitudes of 466 tenth grade students towards English. This study revealed that attitudes were associated with English proficiency, and that instrumental motivation was a powerful predictor of proficiency in the target language.

Another study among 50 Chinese-speaking students learning ESL in the George Washington High School in San Francisco was carried out by Wong (1982<sup>65</sup>) in order to examine the associations of attitudinal and motivational factors with the successful learning of ESL. The findings of the study showed that there existed no significant difference between the instrumentally and integratively motivated students. The descriptive data, however, demonstrated that most of the subjects possessed instrumental motivation to learn English as



a second language. Gliksman et al. (1982<sup>66</sup>) conducted a similar study with 52 ninth graders, 39 tenth graders and 58 eleventh graders enrolled in French classes at a semestered secondary school in Southwestern Ontario. The purpose of the study was to do research into the relationship between attitudes and motivation and other variables involved in the learning of a second language. The study disclosed that the subjects classified as integratively oriented volunteered more than the students classified as non-integratively oriented. In other words, the integratively motivated students were more active participants in the French class.

In a survey conducted in June, 1985 on behalf of the Department of Education and Science to determine the performance of students aged thirteen in French as the first foreign language in England, Wales and Northern Ireland, Dickson, Boyce, Lee, Portal and Smith (1987<sup>67</sup>) observed a strong association between the students' attitudes towards learning French as a foreign language and their performance in that language. The researchers also found that the students who possessed positive attitudes towards French tended to perform better than those with negative attitudes towards the language.

Haque (1989<sup>68</sup>) carried out a study so as to investigate the interaction between attitudes/motivation and achievement in English as a foreign language. The data for the investigation were gathered from 240 Bengali speaking tenth grade students randomly selected from four high schools for boys and four high schools for girls in Dhaka City, Bangladesh. Besides the data collected from the students, data were also collected from their parents and 30 English language teachers from the high schools studied. The results of the study showed that the students were largely instrumentally motivated, and their motivation enhanced their achievement in EFL. The researcher also found that the associations between the different measures of attitudes and motivation and achievement were in most of the cases significant and positive. The more positive attitudes

towards the learning situation predicted the greater achievement in EFL. However, the researcher did not observe any significant differences in attitudes and motivation due to differences in the students' sex and academic majors. Furthermore, the study revealed that there existed significant and positive relationships between the attitudes/motivation of the students and those of their parents and teachers.

Ramage (1990<sup>69</sup>) investigated the factors causing high school students of French and Spanish to drop out in the United States. Her most significant finding was that students who chose to continue their studies beyond the second year attached very low importance to fulfilling curriculum requirements, and instead reported an interest in the target-language cultures and the desire to attain proficiency in all language skills. There were other factors that played a part, such as grades achieved in previous foreign language courses and when the students started to study. The study suggests, not surprisingly, that, although integrative motivation contributes to persistence in foreign language study, it is not the only factor.

Mormori (1993<sup>70</sup>) conducted a study that primarily explored the possible interaction between attitudes, motivation and students' performance in English in two distinct settings. It was hypothesized that an integrative orientation and favourable attitudes are powerful incentives that can determine success in language learning. This hypothesis was tested both in the second and foreign language settings with two different populations of Greek students. The subjects for the first study were 51 Greek young adults from the University of Kent, while the subjects for the study in the foreign language context comprised 470 Greek secondary school students, drawn from language schools in Athens. The questionnaires used were modelled on Gardner (1985<sup>71</sup>), and the analysis of the data was done by using multivariate statistics. The findings of the study indicated that very few motivational factors had a bearing on achievement in



English, while in the second study it was found that motivation and attitudes were critical factors in predicting success in the foreign language. Moreover, sex and social class had a significant effect on attitudes and motivation, while parents were found to play a significant role in the children's attitude development.

Kuhlemeier, Van den Bergh and Melse (1996<sup>72</sup>) measured the attitudes and achievements of a large sample of pupils in Holland at the beginning and the end of their year of German at secondary school. German is a second foreign language, after English, and begins in the second year of secondary education. It was revealed in the study that pupils possessing positive attitudes rated slightly higher in achievement but causal effects for attitudes on achievement, or vice-versa, could not be observed. The findings of this study further showed that this weak relationship remained at the end of the pupils' first year of German.

Dodick (1996<sup>73</sup>) reviewed the literature on attitudes and motivation in second language learning, and described a teacher-as-researcher project which he undertook while student teaching in New York. His aim was to ascertain why native-born American students were less motivated and less successful at learning French than non-native-born students. Over a nine-week period he made observations and conducted interviews with foreign language students and teachers at a local high school. The data uncovered that there were key differences in societal attitude towards foreign languages which were due in part to cultural awareness, and suggested that native-born American students' lack of exposure to foreign languages and cultures was a factor in their relatively low level of motivation. Non-native-born students' motivation developed at a younger age in their native countries, usually from greater exposure to a second language and culture.



The studies reviewed in this section are found to have revealed diverse relationships between attitudes, motivation and proficiency in a second/foreign language. **Firstly**, while some studies (e.g. Gardner and Lambert 1959<sup>74</sup>, Gardner 1960<sup>75</sup>, Clement, Gardner and Smythe 1977<sup>76</sup>, Clement, Major, Gardner and Smythe 1977<sup>77</sup>, Glikzman et al. 1982<sup>78</sup>, Ramage 1990<sup>79</sup>) report that integrative orientation is a better predictor of proficiency in an SL/FL, some other studies (e.g. Jordan 1941<sup>80</sup>, Jones 1949<sup>81</sup>, 1950<sup>82</sup>, Anisfield and Lambert 1961<sup>83</sup>, Gardner and Lambert 1972<sup>84</sup>, Lukmani 1972<sup>85</sup>, Rajagopal 1976<sup>86</sup>, Cooper and Fishman 1977<sup>87</sup>, Livoti 1997<sup>88</sup>, Mulla 1979<sup>89</sup>, Clement, Gardner and Smythe 1980<sup>90</sup>, Haque 1989<sup>91</sup>) show that instrumental motivation is a better predictor of SL/FL proficiency, and again a few studies (e.g. Wong 1982<sup>92</sup>) exhibit no significant difference between the integratively and instrumentally motivated learners. **Secondly**, though in a large majority of studies positive attitudes of learners towards the target language and its community enhance their proficiency in the language, a few studies are found (e.g. Cooper and Fishman 1977<sup>93</sup>) in which favourable attitudes are irrelevant with respect to learning and using an SL/FL. Besides, in several studies (e.g. Jordan 1941<sup>94</sup>, Jones 1950<sup>95</sup>) it is found that learners' attitudes towards learning an SL/FL become less favourable with increasing age. Contrariwise, Livoti (1977<sup>96</sup>) reports that the eighth graders tended to have a more positive attitude than the fifth graders. However, the assumption is that if the learner rates the native speakers of the target language more positively than his/her ethnic group, this may be an indication of the learner's dissatisfaction with his/her own native people and an indication of the desire to integrate into the target language culture. Notwithstanding, admiration of good characteristics in the target language group and high ratings of them do not necessarily denote a desire for integration into the target culture. In actual fact they may indicate that the subjects desire these characteristics for themselves and their ethnic group.

**Thirdly**, some studies (e.g. Jones 1949<sup>97</sup>, Livoti 1977<sup>98</sup>, Mormori 1993<sup>99</sup>) have uncovered that sex differences can cause differences in the subjects' attitudes, motivation and SL/FL proficiency. But Haque (1989<sup>100</sup>) has found no significant differences in the students' attitudes and motivation due to their sex difference. Therefore, the sex differentiation revealed in some studies may be attributed to the cultural beliefs of the settings in which the studies were conducted. **Fourthly**, it is also disclosed in some studies (e.g. Gardner and Lambert 1972<sup>101</sup>, Haque 1989<sup>102</sup>, Mormori 1993<sup>103</sup>) that there exists a positive and significant association between the attitudes/motivation of the students and those of their parents and teachers, and that perceived parental encouragement has positive impact upon the subjects' proficiency in the target language. However, the results of the studies reviewed in this section appear to have been inconclusive, often contradictory, fragmentary, and even occasionally insignificant. Hence, further investigations are warranted to clarify and verify the findings of the existing studies of attitudinal and motivational variables in SL/FL learning.

### 3.3 Studies at University Level

At university level a considerable number of studies have upto now been accomplished so as to ascertain the relationships of attitudes and motivation to proficiency in a second/foreign language. In an early study among American university students learning French as a second language at the McGill French Summer School in Canada, Lambert, Gardner, Barik and Tunstall (1963<sup>104</sup>) extensively investigated the attitudinal and cognitive factors of second-language learning. The study revealed an association between attitudes, motivation and proficiency, and that the relation between attitudes and proficiency was influenced by the dynamics of the programme. It was also



unfolded that the students' motivation to learn French as a second language was related to their orientation towards learning a second language and to attitudes towards the second language community. However, the researchers observed that the degree of influence of the attitudinal variables varied with the proficiency of the students. That is, the elementary level students were more influenced by attitudes than the more advanced ones.

Spolsky (1969<sup>105</sup>) carried out a study among 315 foreign students representing eighty different countries who had recently arrived in the United States so as to attend American universities. The study was firstly concerned with uncovering more about integrative motivation, and secondly aimed to develop a suitable instrument for investigation among the particular subject sample. The instruments of the study were constituted of a direct questionnaire and an indirect questionnaire. To ascertain proficiency in English, the researcher exploited an English language proficiency test constructed by Spolsky et al. (1968<sup>106</sup>). The results of the direct questionnaire showed that while only about 20% of the students were integratively motivated, the rest were learning the English language for instrumental reasons. Besides, a comparison of the relationship of this motivation with proficiency in English appeared to be insignificant. On the other hand, the indirect questionnaire disclosed that one third of the subjects were integratively motivated, and that integrative motivation had a significant association with high scores in English. The researcher then maintains that—

learning a second language is a key to possible membership of a secondary society : the desire to join that group is a major factor in language learning (Spolsky 1969<sup>107</sup> : 282).

Aguirre-Carrasco (1973<sup>108</sup>) conducted a study with primary school teachers and undergraduate students attending a programme in teaching English at the Normal School in Las Palmas de Gran Canaria, Spain. The findings of



the study demonstrated that students scored high on both integrative and instrumental motivation in relation to proficiency in English. The researcher asserts that—

it is not possible to prove that integrative orientation (motivation) led to higher achievement than instrumental orientation, since most students (who) attained high scores (did so) on both kinds of orientation (Aguiree-Carrasco 1973<sup>109</sup> : 154).

The researcher attributed the differences between his findings and those of Gardner and Lambert's (1959<sup>110</sup>) study in Canada to the differences of the study setting.

Teitelbaum et al. (1975<sup>111</sup>) carried out a study of university students learning Spanish at the University of New Mexico. The study was performed among two populations — one consisting of Spanish surnamed individuals of Spanish ancestry with Spanish as their first language, and the other comprising Anglo Americans with English as their first language. The findings of this study exhibited that the Spanish group was instrumentally oriented, but did poorly in the proficiency test, which contradicted most of the previous investigations. However, the researchers speculated that instrumental motivation indeed indicated integrative motivation as well, just as it did in the study of Anisfield and Lambert (1961<sup>112</sup>). In the population of Anglo Americans, the researchers discovered that negative attitudes were associated with proficiency. Though this finding contradicted that of Gardner and Lambert (1959<sup>113</sup>), it was consistent with that of Oller, Baca and Vigil (1977<sup>114</sup>). Thus it is evident that there are in fact relationships between attitudes, motivation and proficiency, and they may vary depending upon the social settings of the investigation, the socio-political status of the populations, and the prestige of the languages the subjects learn.

Gardner and Lambert's (1972<sup>115</sup>) finding in the American studies that attitudes were related to proficiency was supported by that of Oller, Hudson and Liu (1977<sup>116</sup>). Their subjects were Chinese-speaking foreign students primarily studying at the graduate level in the United States. As the study revealed, attitudes of the subjects towards the target language group correlated positively with attained proficiency in EFL. However, the finding of Oller, Baca and Vigil (1977<sup>117</sup>) among Mexican learners of ESL exhibited a similarly strong but contrasting relationship between the two variables. Instead, it was the learners with negative attitudes towards the target language group who performed significantly better on the ESL proficiency test while those with positive attitudes performed poorly. The researchers accounted for this contrast as —

.... The Chinese graduate students were all members of a population present in the United States by choice, and all of them were from a relatively high socio-economic stratum in their home country. The Mexican Americans on the other hand, ... would easily identify themselves with the colonized minority of Mexican Americans or Chicanos of the South-west who still feel the oppressive weight of having been absorbed into a powerful political system in which they have traditionally had little power of choice. Moreover, they were members of a lower socio-economic stratum in Mexico or the border towns which they consider home. It would appear that as the subjects in this study progress in ESL their resentment towards the Anglo majority becomes stronger (Oller, Baca and Vigil 1977<sup>118</sup> : 182).

Abbashar (1977<sup>119</sup>) carried out an attitudinal/motivational investigation among Arab graduate and undergraduate students learning English as a foreign language at the Indiana University. The instrumentation was constituted of TOEFL and attitudinal scales modelled on Gardner and Lambert (1972<sup>120</sup>). The findings of the study demonstrated that attitudinal scales failed to have a significant explanatory value in proficiency in English as a foreign/second language. It was also uncovered that neither integrative nor instrumental



motivation significantly contributed to proficiency in English as a second/foreign language. The study, however, further revealed that high aptitude had a significant relation to proficiency in the target language.

Koosha (1978<sup>121</sup>) investigated the relations of attitudinal and motivational variables to proficiency among international students learning English as a second language at the University of Colorado. The investigation revealed that the students who were intent upon exploiting the acquired language as a means of reading and comprehending the materials pertinent to their future academic undertakings and/or future occupations, possessed more motivation to learn the language. Besides, the students demonstrated that the more they learned the language, the more they wanted to use it for pragmatic and utilitarian purposes. The study, moreover, uncovered that the female students were less ethnocentric than the male ones. Finally, the study exhibited that the female subjects scored significantly higher than the male subjects on the Michigan Test of English Proficiency exploited by the researcher in this study.

In order to ascertain whether there existed a significant difference in the attitudes of selected Iranian college students towards the EFL courses and whether the students accepted the rationale behind learning EFL as stated by Iranian EFL educators, Karkia (1979<sup>122</sup>) accomplished a study with 314 Science and Humanities students enrolled in Tehran University. The results of the study showed that while Science students supported more strongly the retention of the teaching of English in the Iranian education system, Humanities students felt more strongly that English should not have been a requirement, but rather an elective. The researcher pointed to the fact that Science students were able to use their knowledge of English more than Humanities students in meeting English speaking people and extracting scientific and technological information from the texts in English. It was further revealed that students in both Science



and Humanities were instrumentally oriented to learn English as a foreign language. That is, the subjects learned the language as they thought it would help them in their further studies and future careers.

Hansen (1981<sup>123</sup>) carried out an attitudinal/motivational study with 93 international students attending the Programme in American Language Studies at Rutgers, the State University of New Jersey, and ESL classes at Kean College, New Jersey. The subjects were given pre-and post-attitudinal/motivational inventories as well as achievement tests. The study unfolded that the subjects' attitudes towards their own culture as well as towards the target language group were associated with their proficiency in ESL. The findings also exhibited that neither integrative nor instrumental orientation was related to ESL proficiency. Moreover, the study demonstrated that less motivated subjects were more proficient in ESL, but this finding appears to have been inconsistent with that of the most of the existing studies. The researcher suggested that it could be that the difference in the social situations of the subjects was responsible for the discrepancies between studies. The researcher also thought that the questionnaire patterned after Gardner and Lambert (1972<sup>124</sup>) was inadequately and imprecisely constructed. However, the study also disclosed that Science students were more proficient than the Humanities students, and that sex differences little affected proficiency in ESL.

Jayatilaka (1982<sup>125</sup>) performed an investigation with 132 second year students from the University of Science in Penang, Malaysia. The study was aimed to ascertain the relationship between the subjects' motivational orientation and their proficiency in ESL, between the subjects' attitudes towards Malaysian and English-speaking people and ESL proficiency, and between the amount of time spent by individual students on learning the language and their attained ESL proficiency. The findings of this study demonstrated that the subjects who were instrumentally oriented scored significantly higher in the

English language proficiency test than the subjects who were integratively oriented. Moreover, it was uncovered that some attributes assigned to Malaysians were significant predictors of attained proficiency in English as a second language.

An attitudinal/motivational study was carried out by Abboushi (1983<sup>126</sup>) among 67 international students doing an intensive English language programme in a private university in the midwest United States. The study was intended to investigate the associations between attitudes and motivation to learning ESL and proficiency in ESL. The results of the investigation failed to reveal any clear distinction between instrumental and integrative orientation. Rather integrative orientation had a negative correlation with proficiency in ESL. The study also demonstrated that those students with positive self-concepts, both actual and ideal, who believed themselves to be fluent in English, and who were comfortable in English classes, achieved high levels in the language. The study further disclosed that second language learners who felt culturally superior to the target language speakers, and who rated themselves as very fluent in their mother tongue, did not achieve well in the target language.

In a survey of motivation for learning ESL among undergraduate students in Universiti Pertanian Malaysia, Vijchulata and Lee (1984<sup>127</sup>) put forward a slightly different picture. The students, who came from all the faculties of the university, were attending one of the five English courses, ranging from the basic to the advanced, as part of their diploma/degree requirements. Regardless of the students' field of study and/or vocational interests, they appeared to be integratively oriented to learn English. Generally, the students were also found to be instrumentally oriented although such orientation was not as important as the integrative orientation. The researchers, moreover, observed that although motivational intensity and desire to learn



English among the sample were strong, there were actually no significant relationships between these motivational variables and proficiency in English. Hence, the findings ran counter to those of Gardner and Lambert's Canadian and American investigations.

England (1984<sup>128</sup>) conducted an attitudinal/motivational study among 46 adults admitted to the graduate school of the University of Illinois in a variety of disciplines. The investigation was aimed at accounting for the complexities behind the reasons why a group of foreign graduate students in an ESL learning context want to learn English, and at disclosing whether instrumental motivation and personal goals for ESL learning are related to ESL proficiency. The findings of the study demonstrated motivation as a significant variable contributing to ESL learning and proficiency. But it was found that motivation to learn ESL was independent of motivation to integrate or acculturate with the native speakers of the target language in the environments in the United States. Furthermore, motivation to learn ESL was seen to be associated with the awareness on the part of the students of the importance of using the language for individual purposes.

Gardner, Lalonde and Moorcroft (1985<sup>129</sup>) carried out a study among 170 university students enrolled in an introductory psychology course, who participated in psychology experiments as a course requirement. The students were not necessarily registered in French, although all of them had learned French previously, at least in high school. The purpose of the investigation was to ascertain the roles of attitudes, motivation and linguistic aptitude in second language learning. The study revealed that all these variables had impact upon the rate of proficiency that the subjects acquired in the target language. That is, subjects high in linguistic aptitude learned faster than those who were low, those high in integrative orientation learned faster than those who were low, and the rate of learning was more rapid under visual/written conditions as



compared with aural/oral conditions. The investigation further disclosed that although both aptitude and attitudinal/motivational factors affected the rate of learning, the effects of aptitude appeared to rest on the ability of individuals to embody the material as it was presented, whereas those of attitudinal/motivational attributes rested on how well individuals reacted to the task, indicating the different roles of these two variables in learning an SL.

Trieste (1985<sup>130</sup>) carried out an investigation among 226 university freshmen ESL students from four different campuses throughout Puerto Rico. The first objective of the investigation was to determine the subjects' attitudes to the speakers of American English and the speakers of Spanish. Secondly, the study was aimed to ascertain the association between several variables, such as between the subjects' attitudes towards the speakers of American English and proficiency in ESL. The investigation revealed that Puerto Rican University ESL freshmen possessed more positive attitudes towards the speakers of American English than towards the speakers of Spanish. It was further uncovered that the subjects' attitudes towards the speakers of American English were very insignificantly related to proficiency in ESL. The study also demonstrated that proficiency in Spanish, the number of years spent in the United States, and the education of the head of the household had highly significant correlations with proficiency in English as a second language.

To ascertain the association between attitudes towards learning ESL and proficiency in ESL, Yamoor (1985<sup>131</sup>) performed a study among 93 international students admitted to the Ohio Programme of Intensive English at Ohio University, Athens, Ohio. The students were participating in the programme so as to improve their level of proficiency in ESL so that they could cope with their university classes and courses. To collect data from the subjects, the tests were administered as a pre-test at the start of the quarter, and as a post-test at the end of the quarter. The investigation failed to uncover any significant

correlations between the subjects' attitudes and motivation and the percentage of change in learning ESL. The findings further demonstrated that the advanced level students possessed more favourable attitudes towards learning English as a second language.

Clement (1986<sup>132</sup>) investigated 293 francophone students at the University of Ottawa, dividing them into a majority and a minority group, depending on whether francophones were in the majority or minority in their home areas. The subjects completed a questionnaire designed to produce measures of a variety of variables such as integrativeness, fear of assimilation, motivation, self-confidence, frequency of contact, and acculturation. English language ability was measured by means of an oral interview and a general proficiency test. One of the main findings of this study was that integrativeness was not related to language outcomes, nor was it influenced by the status of the learners, that is, whether they belonged to the majority or minority group. The best predictor of language proficiency proved to be self-confidence, a result that held for both groups. The researcher pointed out that many of Gardner's earlier studies had investigated school students and that the rather different findings he obtained might reflect the greater maturity and autonomy of the researcher's subjects, who typically learned and used English on a day-to-day basis, mainly outside the classroom. Clement (1986<sup>133</sup> : 287) suggests that for such learners

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frequency of contact and the concomitant self-confidence might be more important in determining second language proficiency than socio-contextual or affective factors.

However, Ely (1986<sup>134</sup>) investigated the types of motivation found in first-year university students of Spanish in the United States. The researcher found evidence of both strong integrative and strong instrumental motivation. In this



study, the two types emerged as separate factors, but they were both present in the same subjects.

In order to examine the effects of language aptitude, attitudes and anxiety on students' proficiency in an FL, Trylong (1987<sup>135</sup>) conducted an investigation among 216 students learning French as a foreign language at a midwestern State University. The findings of the study revealed a negative association between anxiety and proficiency in French as a foreign language. In other words, the students who expressed greater anxiety tended to secure lower scores on the measures of proficiency. The study also demonstrated that the subjects who scored higher on the attitude measure tended to score higher on the proficiency tests. The investigation further disclosed that aptitude was a significant predictor of proficiency in French as a foreign language.

Svanes (1987<sup>136</sup>) carried out a study among international students enrolled in the programme of "Norwegian for foreign students" at the University of Bergen, Norway. The purpose of the study was to investigate the effects of motivation on the learning of Norwegian as a second language. The students' motivation for studying Norwegian was determined by a questionnaire of twenty statements expressing varied reasons for learning the language and for the students' coming to Norway. The subjects' proficiency in Norwegian was ascertained by the grades of the level 2 examination in Norwegian which was constituted of the items such as essay, reading comprehension, listening comprehension, cloze test and oral proficiency. The study failed to support Gardner and Lambert's (1959<sup>137</sup>) results concerning the importance of integrative motivation. The researcher attributed these differences to the differences in the methods used to determine motivation and to the differences in the linguistic and cultural backgrounds of the subjects. In another study with international students learning Norwegian at the University of Bergen, Norway, Svanes (1988<sup>138</sup>) discovered that attitudes were in negative associations with



proficiency in Norwegian. This finding appears to have given support to that of Oller, Baca and Vigil (1977<sup>139</sup>), but contradicted Oller, Hudson and Liu (1977<sup>140</sup>).

Boyle (1987<sup>141</sup>) reported on a study of 257 male and 233 female Chinese university students learning English as a second language in Hong Kong. The results of the study showed that the female students achieved higher overall means on ten tests of general English proficiency, and in many cases the differences were significant. This finding seems to have been consistent with that of Nyikos (1990<sup>142</sup>) who uncovered that women outperformed men in a German vocabulary memorization task, but again Nyikos's finding contradicted that of Boyle (1987<sup>143</sup>) as he pointed out that the male students performed better on two tests of listening vocabulary. However, Bacon (1992<sup>144</sup>) failed to find any difference between the sexes in two authentic listening tasks. Perhaps, it is necessary to consider sex differences in language learning in relation to both what learners know (where women are generally superior) and how they use this knowledge under varying performance conditions (where men may sometimes prove superior).

Berwick and Ross (1989<sup>145</sup>) investigated 90 first-year Japanese university students majoring in international commerce and taking obligatory English classes. The subjects were given a pre-test at the beginning of the course and a post-test at the end. The study unfolded that the students had a strong instrumental motivation to learn the English they needed to pass the university entrance examinations, but typically became demotivated once they were at university. The researchers found little evidence of any motivation on the pre-test, but much more on the post-test given to the subjects. The students' motivation appeared to broaden as a result of the course with two new motivational factors, labelled 'support' and 'interest', emerging. It is likely that

the relationship between motivation and proficiency in an SL/FL is an interactive one.

Wright (1989<sup>146</sup>) conducted a study among 59 international post-graduate students admitted to a pre-session course in English for Academic Purposes at the University of Southampton. The study was aimed to investigate social and affective factors influencing language learning. The results of the investigation demonstrated that there existed a positive correlation between the subjects' attitudes towards the course and perceived or actual progress in the subject. However, as the study disclosed, the students' attitudes towards the target-language community did not have any impact on proficiency in English. In a further study with international students participating in English for Academic Purpose classes at the University of Southampton, Blue (1989<sup>147</sup>) also identified students' positive attitudes as having effects on proficiency in the target language.

Gardner and MacIntyre (1991<sup>148</sup>) reported a study in which 46 university psychology students constituting the experimental group were rewarded with \$10 if they succeeded in a paired-associate (English - French) vocabulary task, while the same number forming the control group were just told to do their best. The difference between the two groups was measured by reference to their scores on the vocabulary task. The students who were offered the reward did significantly better. They also spent more time viewing the pairs of words, except on the sixth and last trial in the task, when the possibility of a reward no longer existed. This led the researchers to claim that once any chance for receiving a reward is eliminated, learners may cease applying extra effort. Gardner and MacIntyre recognized this as a major disadvantage of instrumental motivation. That is, providing learners with incentives may aid learning by increasing the time learners spend studying, but the effects may cease as soon as the reward stops.



The literature reviewed in this section covers studies carried out at university level in varied settings in different geographical areas such as Canada, the USA, Spain, Iran, Malaysia, Puerto Rico, Norway, Hong Kong, Japan, the UK, and China. But the investigations have uncovered diverse findings as to the associations of attitudes and motivation with proficiency in an SL/FL.

While several studies (e.g. Lambert, Gardner, Barik and Tunstall 1963<sup>149</sup>, Hansen 1981<sup>150</sup>, Trylong 1987<sup>151</sup>) show the subjects' attitudes towards learning the target language and its community as being in a positive and significant correlation with proficiency in that language, some other studies (e.g. Abbashar 1977<sup>152</sup>, Yamoor 1985<sup>153</sup>, Trieste 1985<sup>154</sup>, Wright 1989<sup>155</sup>) fail to reveal any significant positive relations of subjects' attitudes to their proficiency in an SL/FL. And even in a few studies (e.g. Oller, Baca and Vigil 1977<sup>156</sup>, Svanes 1988<sup>157</sup>) it is the learners with negative attitudes towards the target language group who perform significantly better on the SL/FL proficiency test while those with positive attitudes perform poorly. Hence, the inconsistencies in these results regarding the relations of subjects' attitudes to their proficiency in an SL/FL claim to be clarified by further research.

Though most of the investigations demonstrate motivation either integrative (e.g. in Lambert, Gardner, Barik and Tunstall 1963<sup>158</sup>, Spolsky, 1969<sup>159</sup>, Aguirre-Carrasco 1973<sup>160</sup>, Oller, Hudson and Liu 1977<sup>161</sup>, Gardner, Lalonde and Moorcroft 1985<sup>162</sup>, Ely 1986<sup>163</sup>) or instrumental (e.g. in Teitelbaum et al. 1975<sup>164</sup>, Koosha 1978<sup>165</sup>, Karkia 1979<sup>166</sup>, Jayatilaka 1982<sup>167</sup>, Gardner and MacIntyre 1991<sup>168</sup>) to have significant and positive relations to proficiency in the target language, several studies (e.g. Hansen 1981<sup>169</sup>, Vijchulata and Lee 1984<sup>170</sup>, Abbashar 1977<sup>171</sup>) have failed to reveal any significant relationship between proficiency and motivation. Besides, while some studies identify an integrative orientation to be associated with



proficiency, some other studies mark an instrumental orientation as enhancing proficiency in the target language. Again, a few studies (e.g. Aguirre-Carrasco 1973<sup>172</sup>, Ely 1986<sup>173</sup>) report that both integrative and instrumental motivation have strong impact upon proficiency of the same subjects, whereas a few other studies (e.g. Abboushi 1983<sup>174</sup>) have failed to draw any distinction between integrative and instrumental motivation. This is why, further investigations are warranted so as to verify and clarify the association of motivation with SL/FL proficiency.

Several studies (e.g. Koosha 1978<sup>175</sup>, Hansen 1981<sup>176</sup>, Boyle 1987<sup>177</sup>, Nyikos 1990<sup>178</sup>, Bacon 1992<sup>179</sup>) at university level are found to have attempted to ascertain the role that sex plays in SL/FL learning. However, the investigations have uncovered inconsistent results in this respect. Koosha (1978<sup>180</sup>) reports that females are less ethnocentric than males, and are more proficient in the target language. Boyle (1987<sup>181</sup>) also finds that female students have achieved higher overall means than male ones on ten tests of general English proficiency, but the male students have performed better on two tests of listening vocabulary. Nyikos (1990<sup>182</sup>) reports that women have outperformed men in a German vocabulary memorization task. Surprisingly, Hansen (1981<sup>183</sup>) and more recently Bacon (1992<sup>184</sup>) have failed to reveal any relationship between sex, attitudes, motivation and proficiency.

Finally, Trylong (1987<sup>185</sup>) finds that the learners who express greater anxiety tend to be less proficient in the target language. This finding seems to be consistent with that of Wright (1989<sup>186</sup>). However, further research is justified in order to establish the actual relationship between students' anxiety and their proficiency with relatively more confirmation.

### 3.4 Studies at Other Levels

A limited number of studies have so far been carried out at the levels other than primary, secondary and university ones. Oller, Baca and Vigil (1977<sup>187</sup>) conducted a study among 60 socioeconomically disadvantaged Mexican-American women learning English as a second language in a Job Corps vocational school in Albuquerque, New Mexico. The findings of the study demonstrated that the subjects' attitudes towards the target language group were negatively correlated with proficiency in the language. The study further disclosed that the subjects who were proficient in ESL were not integratively oriented but rather learned ESL for instrumental and pragmatic reasons. The researchers accounted for these findings in terms of the political ill-feelings of the Mexicans towards the American ESL speakers.

Hoadley-Maidment (1977<sup>188</sup>) accomplished an investigation among a multi-national group of young adults learning English in an intensive language programme at a private language school in London. The level of the subjects was ascertained as late intermediate. A scale type of questionnaire was used which would allow a subject to be classified as either integratively or instrumentally oriented to learn the target language. The results of the study demonstrated extreme conformity which the researcher marked as the reflection of the problems persisting in the methodology. That is, the motivational scale was not suitable for the subjects in this particular study. Besides, the adjective checklist used in the study was not sophisticated enough for the subjects. Furthermore, the researcher stated that the administrative structure of the school created difficulties and made control of the variables impossible.

Chihara and Oller (1978<sup>189</sup>) performed a study among 123 Japanese adults admitted to basic, intermediate and advanced English as a foreign language classes at the Osaka YMCA in Japan. The findings of the study



exhibited very weak associations between attitudes, motivation and EFL proficiency. The correlations between attitudes and EFL proficiency revealed in this study were much weaker than those uncovered by Oller, Hudson and Liu (1977<sup>190</sup>) among Chinese students in the USA. To explain the differences, Chihara and Oller (1978<sup>191</sup> : 67) postulated —

Perhaps the contrasts in patterns of relationships for the Japanese subjects in this study and the Chinese subjects in that one can be explained by appeal to the differences between a foreign language context of learning and second language context.

In order to investigate the relations of several attitudinal/motivational factors to proficiency in French and to determine the impact of the programme on attitudes, motivation and proficiency in French, Gardner, Smythe and Clement (1979<sup>192</sup>) carried out an investigation among 65 American and 89 Canadian adults enrolled in an intensive French language programme in Northern Quebec in Canada. The study disclosed a correlation between integrative orientation and oral proficiency in French for the Canadian subjects. But such a relation was not found among the American subjects, though they were to some extent integratively motivated. Besides, both the populations evidenced decreases in anxiety and attitudes towards bilingualism, and decreases in French proficiency as an outcome of the programme. The American subjects particularly showed a decrease in appreciation of the French Canadian community, and an increased desire to learn French. Gardner, Smythe and Clement (1979<sup>193</sup>) speculated that differences between the two samples were due to the differences in their social and cultural traits and tenets.

In this section, only five studies have been reviewed, which (Oller, Baca and Vigil 1977<sup>194</sup>, Hoadley-Maidment 1977<sup>195</sup>, Chihara and Oller 1978<sup>196</sup>, and Gardner, Smythe and Clement 1979<sup>197</sup>) have put forward miscellaneous findings. Oller, Baca and Vigil (1977<sup>198</sup>) find a negative correlation between the



subjects' attitudes towards the TL group and their proficiency in ESL, and the subjects are instrumentally oriented to learn the language. But Hoadley-Maidment (1977<sup>199</sup>) has failed to draw any conclusion regarding the relations of motivation to SL/FL proficiency, which has resulted from methodological limitations. Yet the researcher advocates the necessity to continue such investigations. Chihara and Oller (1978<sup>200</sup>) discover very weak correlations between attitudes and proficiency. However, Gardner, Smythe and Clement (1979<sup>201</sup>) unfold an association between integrative motivation and proficiency in the target language. Thus Hoadley-Maidment's (1977<sup>202</sup>) advocacy of carrying on such research deserves consideration.

### **3.5 Summary of the Studies Reviewed**

The literature reviewed in this chapter covers a number of investigations that have been carried out at primary, secondary, university and other levels in diverse social and linguistic environments so as to ascertain the associations of attitudes, motivation, aptitude, anxiety and other variables with proficiency/achievement in a second/foreign language. However, the studies are found to have differed from one another with respect to the nature and number of variables investigated, the instruments used to collect the data, the procedures exploited to analyze the data, the manner in which the findings have been interpreted, and the findings uncovered. Notwithstanding, a great majority of studies appear to lend support to the socio-psychological theory of SL/FL learning which has been constructed by Gardner and Lambert (1972<sup>203</sup>:3) as —

... the successful learner of a second language must be psychologically prepared to adopt various aspects of behaviour which characterize members of another linguistic-cultural group. The learner's ethnocentric tendencies and his attitudes toward the members of the other group are believed to determine how successful he will be, relatively, in learning the new language. His motivation to learn is thought to be determined by his attitudes toward the other group in particular and toward foreign people in general and by his orientation toward the learning task itself.

Again, a host of studies contradict this socio-psychological postulate. Hence the present researcher encounters the attempt to compare the findings of such investigations as a challenging task.

**Firstly**, while in several studies (e.g. Burstall 1975<sup>204</sup>, Jordan 1941<sup>205</sup>, Gardner and Lambert 1959<sup>206</sup>, Rajagopal 1976<sup>207</sup>, Clement, Major, Gardner and Smythe 1977<sup>208</sup>, Clement, Gardner and Smythe 1980<sup>209</sup>, Dickson et al. 1987<sup>210</sup>, Haque 1989<sup>211</sup>, Kuhlemeier et al. 1996<sup>212</sup>, Lambert, Gardner, Barik and Tunstall 1963<sup>213</sup>, Hansen 1981<sup>214</sup>, Trylong 1987<sup>215</sup>) subjects' positive attitudes towards learning an SL/FL, its community and/or the learning situation are observed to enhance their proficiency in the language, in some other studies (e.g. Cooper and Fishman 1977<sup>216</sup>, Abbashar 1977<sup>217</sup>, Yamoor 1985<sup>218</sup>, Trieste 1985<sup>219</sup>, Wright 1989<sup>220</sup>) subjects' attitudes appear to lack significant positive relations to their proficiency in the target language. It is also found in a few studies (e.g. Jordan 1941<sup>221</sup>, Jones 1950<sup>222</sup>) that learners' attitudes towards learning an SL/FL become less favourable with increasing age, but Livoti (1977<sup>223</sup>) reports an opposite result. Even in a few investigations (e.g. Oller, Baca and Vigil 1977<sup>224</sup>, Svanes 1988<sup>225</sup>) it is the learners with negative attitudes towards the target language community who perform significantly higher on the proficiency test while those with positive attitudes perform poorly. Furthermore, Chihara and Oller (1978<sup>226</sup>) reveal very weak associations between subjects' attitudes and their proficiency in the target language. This wide diversity of the correlation between subjects' attitudes and their proficiency thus seems to be



related to the characteristics of the setting in which the study occurs, and how far subjects are influenced by the target language community and culture.

**Secondly**, most of the studies touched upon above draw the conclusion that learners' motivation somehow influences their proficiency in the target language. On the one hand, a good number of investigations (e.g. Gordon 1980<sup>227</sup>, Gardner and Lambert 1959<sup>228</sup>, Gardner 1960<sup>229</sup>, Clement, Gardner and Smythe 1977<sup>230</sup>, Clement, Major, Gardner and Smythe 1977<sup>231</sup>, Glikzman et al. 1982<sup>232</sup>, Ramage 1990<sup>233</sup>, Lambert, Gardner, Barik and Tunstall 1963<sup>234</sup>, Spolsky 1969<sup>235</sup>, Aguirre-Carrasco 1973<sup>236</sup>, Oller, Hudson and Liu 1977<sup>237</sup>, Gardner, Lalonde and Moorcroft 1985<sup>238</sup>, Ely 1986<sup>239</sup>, Gardner, Smythe and Clement 1979<sup>240</sup>) demonstrate an integrative motivation as a better predictor of proficiency in an SL/FL. On the other hand, a substantial number of other studies (e.g. Jordan 1941<sup>241</sup>, Jones 1949<sup>242</sup>, 1950<sup>243</sup>, Anisfield and Lambert 1961<sup>244</sup>, Gardner and Lambert 1972<sup>245</sup>, Lukmani 1972<sup>246</sup>, Rajagopal 1976<sup>247</sup>, Cooper and Fishman 1977<sup>248</sup>, Livoti 1977<sup>249</sup>, Mulla 1979<sup>250</sup>, Clement, Gardner and Smythe 1980<sup>251</sup>, Haque 1989<sup>252</sup>, Teitelbaum et al. 1975<sup>253</sup>, Koosha 1978<sup>254</sup>, Karkia 1979<sup>255</sup>, Jayatilaka 1982<sup>256</sup>, Gardner and MacIntyre 1991<sup>257</sup>) exhibit a positive and/or significant relation of instrumental motivation to SL/FL proficiency. A few studies (e.g. Aguirre-Carrasco 1973<sup>258</sup>, Ely 1986<sup>259</sup>) show that both integrative and instrumental motivation have strong effects on proficiency of the same subjects, whereas a few other investigations (e.g. Wong 1982<sup>260</sup>, Abboushi 1983<sup>261</sup>) fail to show any significant difference between integrative and instrumental orientation. Furthermore, some studies (e.g. Hansen 1981<sup>262</sup>, Vijchulata and Lee 1984<sup>263</sup>, Abbashar 1977<sup>264</sup>) have failed to discover any significant associations between motivation and SL/FL proficiency. It is, therefore, supposed that motivation to use an SL/FL may predict language proficiency for learners in a monolingual and monocultural environment just as motivation to integrate with native speakers of an SL/FL



predicts proficiency in a bilingual and bicultural environment. Nonetheless, this claim seems to be limited, and further studies are required to clarify the role of motivation in SL/FL learning.

**Thirdly**, to investigate the role of sex in SL/FL learning the existing studies have revealed inconsistent and inconclusive results. Some studies (e.g. Jones 1949<sup>265</sup>, 1950<sup>266</sup>, Bartley 1970<sup>267</sup>, Livoti 1977<sup>268</sup>) demonstrate that girl/female subjects possess more favourable attitudes towards learning an SL/FL, but the positive attitudes hardly affect their proficiency. Again, some other studies (e.g. Burstall 1975<sup>269</sup>, Koosha 1978<sup>270</sup>, Boyle 1987<sup>271</sup>, Nyikos 1990<sup>272</sup>) exhibit that females have more positive attitudes and are more proficient in the target language than males. Contrariwise, Boyle (1987<sup>273</sup>) also shows that male subjects perform better than female ones on two tests of listening vocabulary. However, Hansen (1981<sup>274</sup>), Haque (1989<sup>275</sup>) and, more recently, Bacon (1992<sup>276</sup>) have failed to uncover any significant associations between sex, attitudes, motivation and SL/FL proficiency.

**Fourthly**, a few studies (e.g. Gardner and Lambert 1972<sup>277</sup>, Haque 1989<sup>278</sup>, Mormori 1993<sup>279</sup>) have disclosed that there exists a positive and significant association between the attitudes/motivation of the subjects and those of their parents, and that perceived parental encouragement has positive impact upon the subjects' proficiency in the target language. However, further studies at different levels should be carried out to verify and justify the findings concerning the association between perceived parental encouragement and proficiency in an SL/FL.

**Fifthly and finally**, Trylong (1987<sup>280</sup>) and Wright (1989<sup>281</sup>) find that learners with greater anxiety tend to be less proficient in the target language. Besides, an investigation in a social setting where the subjects are surrounded by the target language speakers and its culture may yield different results from an investigation conducted in a setting in which the subjects are surrounded by

their mother tongue and culture. Moreover, subjects at university level may be influenced in a different way from subjects at primary, secondary and other levels. It is also evident that methodological limitations influence the results of the study (e.g. Hoadley-Maidment 1977<sup>282</sup>).

Therefore, as Hoadley-Maidment (1977<sup>283</sup>) advocates, further research needs to be continued so as to uncover the interaction of attitudes and motivation with SL/FL proficiency. And the findings would eventually contribute to enriching the social-psychological theories of SL/FL and facilitating SL/FL teaching and learning.

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**CHAPTER FOUR**  
**THE PILOT STUDY**

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### **THE PILOT STUDY**

A pilot study is done as an experiment, especially on a small scale, to try out something, such as a questionnaire/test, before it is introduced on a large scale (Hornby 1989<sup>1</sup>). As the present researcher was not aware of any study ever conducted with the undergraduate students in Bangladesh so as to ascertain the relations of attitudes and motivation— instrumental and integrative to proficiency in an SL/FL, a pilot study appears to have been indispensable for ensuring the suitability of the Attitude/Motivation Questionnaire and the Placement Test exploited for determining the subjects' proficiency in English as a Foreign Language (EFL), and for enabling the researcher to make adjustments in terms of clarity, relevance, appropriateness and acceptance. Therefore, the pilot survey was intended to find out if the questions and instructions in both the Attitude/ Motivation Questionnaire and the Placement Test were comprehensible, how easy or difficult the items and instructions were, and how long it would take to attempt all the items in both the questionnaire and the test.

The researcher also considered the pilot study to be useful to gather experience of the subjects' attitudes towards and motivation for learning EFL, attitudes towards EFL speakers, culture, and the like, and their interaction with proficiency in EFL.

Finally, the pilot study was supposed to lend countenance to the interpretation of the findings of the main study, and hence to help the present researcher draw the conclusion of the main study with a relatively greater degree of confidence.



## **4.1 Methodology**

### **4.1.1 Subjects**

The pilot study was conducted with 27 first year undergraduate students of the Department of Library and Information Science, Dhaka University, and 51 first year undergraduate students of the Department of Business Administration, Jahangirnagar University. Thus the total sample participating in the study consisted of 78 undergraduates. All the students had already received an average of almost ten years of formal instruction in English as a foreign language at the rate of about four hours per week as EFL had been (and is still) a compulsory subject in the curriculums from class three (or grade iii) to intermediate second year (or grade xii).

### **4.1.2 Instrumentation**

For the purpose of the pilot study, two major independent variables—the motivational orientation of the students and various student attitude measures were defined. The major dependent variables in the present study were constituted of the scores on a test of Grammatical Structures and a test of Reading and Listening Skills.

The test battery by which data were gathered for measuring the predictor variables followed that developed by Gardner (1985a<sup>2</sup>), and further modified by Haque (1989<sup>3</sup>). On the other hand, to measure the criterion variables, data were collected by using the Oxford Placement Test devised by Allan (1985<sup>4</sup>).

#### **4.1.2.1 Measures of Attitudes/Motivation**

To ascertain the subjects' attitudes in various forms and their motivational orientation, the present researcher used the Attitude/Motivation

Test Battery originally developed by Gardner (1985a<sup>5</sup>) and further modified by Haque (1989<sup>6</sup>). As the target language of the subjects of the present study was the English language, minor consequential adjustments had to be made in the attitude/motivation scales, which were originally constructed for French as the target language. In this connection Gardner (1985a<sup>7</sup> : 1- 2) puts forward—

The items in this test were developed for the Canadian context and to English speaking Canadians learning French in elementary and secondary school. Changing the setting, the language or the general socio-cultural milieu in which the language programme exists might necessitate major changes in the items to make them meaningful and/or relevant. At least, researchers should be concerned with the issues involved in transporting items to other contexts.

Hence, for example, "Studying French can be important to me because it will allow me to be more at ease with fellow Canadians who speak French" was rewritten as "Studying English is important to me because it will allow me to be more at ease with people who speak English". Besides, in view of the new sociolinguistic context of the present study, some items of the original test battery such as "Even though Canada is relatively far from countries speaking other languages, it is important for Canadians to learn foreign languages"—were, on the one hand, discarded and, on the other, some novel items, for example, "English speaking Americans are kind and generous"—were added. The items in each scale of the instrument were interspersed and randomly presented in a questionnaire of three major parts.

The questionnaire (demonstrated in Appendix - A) started with "General Instructions" followed by several labels eliciting information from the subjects on their age, sex, university, department, father's educational qualification and occupation, and mother's educational qualification and occupation. The present researcher was in need of the information in order to exploit 'sex' and 'university' as variables, and to analyze the data. The questionnaire then contained Part I which consisted of fifty nine items for eight subtests using the



Likert Scale (1932<sup>8</sup>). Next to it came Part II in which Part II - A possessed twenty items for two subtests, and Part II - B comprised only one item for orientation index. All the items of Part II were arranged in the form of a multiple-choice test. In Part I, the Likert Scale required the subjects to mark with a tick (✓) one of the seven alternative responses— "Strongly Disagree", "Moderately Disagree", "Slightly Disagree", "Neutral", "Slightly Agree", "Moderately Agree", and "Strongly Agree" that followed each of the item statements. In Part II - A, the subjects responded to the multiple-choice scales by putting a circle (O) round the alternative that they felt described them best. Part II - B required the subjects to rank the alternatives that followed the item. The remaining Part III - A and Part III - B composed of eight subtests were assessed by means of a Semantic Differential Format advocated by Osgood, Suci and Tannenbaum (1957<sup>9</sup>). The concepts— "My English Teacher" and "My English Course" were each rated on a twenty five impulsive and evaluative scales, and for each concept, the twenty five scales were grouped to form four subscales related to specific aspects of that concept. The Semantic Differential Scales required the subjects to mark their attitudes towards an object or concept by choosing one point along a seven point scale defined by bipolar adjectives at opposite extremes in the manner arranged by Osgood, Suci and Tannenbaum (1957<sup>10</sup>).

As the mother tongue of the subjects in the pilot study was Bengali, the present researcher translated the whole Attitude/Motivation Questionnaire into Bengali (See Appendix - B). Then the Bengali version of the questionnaire was revised and, in a few cases, edited by the research supervisor Dr. S.M. Fazlul Haque. The instructions for answering the items of the questionnaire were simplified for the convenience of the subjects. Each part of the questionnaire began with clear instructions as to how to respond to the item(s) in the part. In addition, the researcher provided an oral explanation before the subjects were requested to respond to each part of the questionnaire. The subjects were also



asked to raise their hand if they had any questions while answering the questionnaire.

The Attitude/Motivation Questionnaire was constituted of three major parts :

**Part I :** This part was composed of eight subscales using a Likert (1932<sup>11</sup>) seven alternative response format :

**1. Attitudes Towards British People.** This scale consisted of ten positively - worded statements along a seven point scale ranging from "Strongly Disagree" to "Strongly Agree". A high score (maximum = 70) indicated a favourable attitude towards British people.

**2. Attitudes Towards English Speaking Americans.** Ten positively - worded items each with a seven point scale ranging from "Strongly Disagree" to "Strongly Agree" comprised this scale. A high score on this measure (maximum = 70) indicated a positive attitude towards English speaking Americans.

**3. Interest in Foreign Languages.** This measure was constituted of eight positively - worded statements so as to assess a subject's general interest in studying foreign languages. Each subject's score was the sum of the number of points earned on each item ranging from 1 to 7, with a high score (maximum = 56) indicating a high degree of interest in learning foreign languages.

**4. Attitudes Towards Learning English.** This was a ten - item measure, five of which were positively - worded and the other five expressed negative sentiments. The subjects were requested to indicate, along a seven point scale, their feelings about each. A high score (maximum = 70) was taken to be indicative of a positive attitude towards learning English.

**5. Integrative Orientation.** This subtest was composed of four items, each emphasizing the importance of learning EFL in order to mix with and share cultural experience with the native speakers of the English language or others who speak English or languages other than the subjects' mother tongue.

A high score on this scale (maximum = 28) indicated that a subject endorsed integrative reasons for studying/learning EFL.

**6. Instrumental Orientation.** In this scale, the subjects were presented with four statements, each stressing the pragmatic or utilitarian value of learning EFL. A high score on this scale (maximum = 28) indicated that the subjects entertained instrumental reasons for learning EFL.

**7. English Class Anxiety.** This subtest was constituted of five statements measuring the subjects' degree of discomfort while participating in the English class. A high score on this subtest (maximum = 35) reflected a subject's high degree of discomfort and/or anxiety in the class.

**8. Parental Encouragement.** This measure possessed eight positively - worded items assessing the extent to which the subjects perceived their parents as actively encouraging and supporting them to learn EFL. A high score (maximum = 56) was considered to be indicative of a high level of perceived parental encouragement.

**Part II :** This part was constituted of two sub-parts— Part II - A possessing two subtests, and Part II - B owning one subscale. The items for the three subscales were presented randomly in the form of a multiple - choice test in which the subjects would put a circle (O) round the alternative that they felt described them best.

**Part II - A :** The two subtests of this subpart were as follows :

**9. Motivational Intensity.** This scale consisted of ten multiple - choice items which were designed to ascertain the intensity of a subject's motivation to learn EFL in terms of work done for classroom assignments, future plans to make use of and study the language, etc. A high score on this subtest (maximum = 30) represented a subject's self-report of a high degree of effort being spent in learning the language.

**10. Desire to Learn English.** Ten multiple - choice items evaluating the subject's desirability of learning EFL made up this measure. A high score



(maximum = 30) indicated the subject's strong perception of the desirability of learning the language.

**Part II - B :** This sub-part consisted of only one scale as given below :

**11. Orientation Index.** This measure was constituted of one incomplete proposition followed by four alternatives which best described the subjects' reasons for learning EFL. Two of the alternatives emphasized instrumental reasons whereas the other two stood for integrative orientation. This subtest was scored dichotomously. The subjects who chose either of the instrumental reasons were scored 1; those who selected either of the integrative reasons were scored 2.

**Part - III :** This part consisted of two sub-parts— Part III - A possessing four subscales concerned with the concept of "My English Teacher", and Part III - B owning four subtests related to the concept of "My English Course". All the eight scales were assessed by using a Semantic Differential Format postulated by Osgood, Suci and Tannenbaum.

**Part III - A :** The four subtests of this part were as follows :

**12. English Teacher-Evaluation.** The ratings on ten evaluative scales were summed to reflect the subjects' general evaluative reactions to their English teacher. The items were scored in the direction indicated below such that a high score (maximum = 70) indicated a positive evaluation. The evaluative scales were— friendly - unfriendly, unreliable - reliable, inconsiderate - considerate, good - bad, pleasant - unpleasant, efficient - inefficient, polite - impolite, insincere - sincere, dependable - undependable, and cheerful - cheerless.

**13. English Teacher-Rapport.** Teacher - learner rapport was measured by five scales keyed in the "rapport" direction — trusting - suspicious, insensitive - sensitive, unapproachable - approachable, impatient - patient, and disinterested - interested. The higher the score (maximum = 35) was on this subtest, the greater the perceived rapport and warmth of the teacher would be.



**14. English Teacher-Competence.** The learners' perception of their teacher's competence was tapped by five scales. A high score (maximum = 35) on this subtest was perceived as signifying that the learners rated their teacher competent in teaching EFL. The scales were presented as — organized - disorganized, industrious - unindustrious, unintelligent - intelligent, incapable - capable, and competent - incompetent.

**15. English Teacher-Inspiration.** On a five-item measure, the subjects rated the extent to which they felt that their teacher inspired them to learn the English language. High scores (maximum = 35) were indicative of high levels of inspiration and interest. The items of the measure were— colourful - colourless, unimagative - imaginative, exciting - dull, tedious - fascinating, and interesting - boring.

**Part III - B :** This sub-part was constituted of four subscales as described below :

**16. English Course-Evaluation.** The learners' general evaluative reactions to their English course were assessed with ten items scored such that the higher the score (maximum = 70), the more positive a learner's evaluation of the course. The items were— good - bad, disagreeable - agreeable, pleasurable - painful, satisfying - unsatisfying, awful - nice, pleasant - unpleasant, enjoyable - unenjoyable, unrewarding - rewarding, worthless - valuable, and appealing - unappealing— keyed positively.

**17. English Course-Difficulty.** Ratings on five scales were summed to provide an estimate (maximum = 35) of the perceived difficulty of the English course. A high score indicated that the subjects considered the course to be easy, while a low score indicated that the subjects found the course difficult. The scales were represented as— simple - complicated, elementary - complex, effortless - hard, clear - confusing, and difficult - easy.

**18. English Course-Utility.** Five scales comprised this subtest. A high score (maximum = 35) was associated with a high level of perceived utility of

the English course. The scales were arranged as educational - noneducational, meaningful - meaningless, necessary - unnecessary, useless - useful, and unimportant - important.

**19. English Course-Interest.** Five scales were summed such that the higher the score (maximum = 35) the more interest the subjects had in the English course. The scales were— fascinating - tedious, monotonous - absorbing, interesting - boring, exciting - dull, and colourful - colourless.

After the completion of the construction of the Attitude / Motivation Questionnaire, the present researcher submitted it to the supervisor of the study to judge each item's relevance to the construct of attitudes and motivation to learn EFL in Bangladesh.

#### **4.1.2.2 Measures of Proficiency in EFL**

Determining proficiency in an SL/FL has been a delicate and often a complicated job in language testing (Oller 1979<sup>12</sup>, 1983<sup>13</sup>, Hughes and Porter 1983<sup>14</sup>). The problem is associated not only with the question of ensuring and improving the reliability and validity of the test instruments but also with the ideals of developing measures that can, to a substantial and acceptable extent of objectivity, assess and ascertain a person's knowledge of the target language.

Proficiency in a language conventionally includes the four basic skills— listening, speaking, reading and writing. But in Bangladesh EFL education is wholly oriented to reading and writing skills. The fundamental objective of teaching EFL from Class III to Class XII as a compulsory subject and at the undergraduate level as an integrated/compulsory course/subject is to equip the students with the reading and writing ability so that they can cope with texts written in the English language, and reproduce thoughts and ideas in English. Besides, the reading and writing capability is considered to be useful for their higher studies and getting/doing jobs. The students have very limited access to



listening to English except they get the opportunity of listening to the language as sometimes spoken by the teachers, and if they watch BBC World, CNN, Star Plus, or Star Movies, etc. on television. And the students hardly find any situations in which they are to speak the English language. Scarcely one in a million has the chance of seeing a native speaker of English, let alone having day-to-day interaction with him/her. That is why, in this pilot study, measuring the proficiency of the subjects in EFL stands for ascertaining their level of proficiency in reading, listening and writing skills of the language.

In spite of the theoretical arguments and controversies, many institutions and educational establishments have developed a wide variety of standardized tests for both local and international use. Nearly all these international editions are, by and large, constructed to assess and ascertain the proficiency levels of prospective candidates from overseas who aspire to enter higher educational institutions in the UK, the USA, Canada and Australia. Thus several choices were available to the present researcher to exploit. However, in order to determine the proficiency of the subjects in the present study in listening, reading and writing skills of the English language, the Oxford Placement Test designed by Allan (1985<sup>15</sup>) was adopted. The following reasons led to the selection of this test :

a) The subjects of the present study were required to sit for a test which would efficiently and effectively determine the present level of proficiency of the subjects in listening and reading comprehension and writing skills of EFL. The Oxford Placement Test was found to perform the task as was required.

Though a placement test is usually designed to sort new students from different academic backgrounds into teaching groups so that they can start a course at approximately the same level as the other students in the class, the test basically measures the students' level of proficiency in the target language. To define the placement test Harrison (1983<sup>16</sup> : 4) maintains — "It is concerned with the student's present standing, and so relates to general ability rather than



specific points of learning". This definition clarifies that the placement test is actually used for ascertaining the student's present level of proficiency in a language, and then the grouping of new students is performed on the basis of their present level of proficiency. Hence, the Oxford Placement Test was selected for measuring the subjects' proficiency in listening, reading and writing.

b) Apart from the technical and physical difficulties associated with constructing a test for measuring proficiency in a second/foreign language, ascertaining the validity and reliability of the test and its scoring were thought to be time consuming. Therefore, the present researcher chose the Oxford Placement Test which has sufficient rational and statistical validity and reliability.

c) The Oxford Placement Test is one of the most widely used measures of ESL/EFL proficiency in the UK. It has been reliably exploited for ascertaining English proficiency of the students entering undergraduate and postgraduate studies in British universities. Since the subjects of the pilot study were of the undergraduate level, the present researcher considered that the Oxford Placement Test would effectively and efficiently determine the subjects' proficiency in listening, reading and writing.

d) The Oxford Placement Test is administratively feasible, and the items are totally of the objective type, which ensure objective scoring.

e) The test items have been selected and arranged in such a way that they ascertain a person's abilities in the specific skills of EFL.

The reasons stated above encouraged the present researcher to choose the Oxford Placement Test so as to determine the proficiency level of the subjects of

the pilot study in listening, reading and writing skills of the English language. In support of the selection of this test on the basis of the reasons, Cooper (1972<sup>17</sup> : 343 - 44) could be quoted—

In some cases, it may be possible to use a test which has already been developed. If a test has been developed for the same purpose and for the same or similar populations as ours, we can consider the possibilities of

employing it. In part, we can judge the degree to which an existing test meets our purposes by evaluating its items. Do the items appear to tap the abilities that we wish to test ? Do the items appear to be at the appropriate level of difficulty ? ...

The Oxford Placement Test consists of two parts as given below :

**a) Test of Grammatical Structures.** This is a written multiple - choice test of grammatical structures of English covered by the vast majority of coursebooks, whether functional or structural, in the range elementary to advanced. The structures chosen for testing are the outcomes of detailed research into the content of the most widely known and used coursebooks and public examinations, while the format and item-balance of the test are based on the evidence provided by computers of the difficulty levels of particular items across an international sample.

This test is made of one hundred multiple-choice questions/items each carrying one mark. A time limit of one hour thirty minutes was set for the test. The detailed test is exhibited in Appendix - C.

**b) Test of Reading and Listening Skills.** This is primarily a test of reading and listening skills consisting of one hundred multiple-choice items each of one mark. In this test the testee's performance is dependent on the knowledge of the sound and writing systems of the English language and upon the ability to make use of this knowledge at a task-speed well within the competence of a native - speaker of English. The items of the test are derived from a bank of several hundred examples of 'slips of the ear' that have been recorded over a number of years in conversations involving both native and non-native speakers of English. They all represent the adaptations to a test



format of actual situations when a non-native speaker's listening skills proved to be inadequate, and so caused a failure of communication or resulted in the transmission of the wrong meaning. The full test has been demonstrated in Appendix - D.

#### 4.2 Test Administration and Data Collection

As the validity and reliability of a test or questionnaire largely depend upon the care taken in its administration, some measures were taken so as to reduce, as much as possible, the strength of the forces that might unduly affect the subjects' responses. **First**, care was taken in working out a schedule for the administration of the various tests so that undue pressures on the subjects such as tutorial examinations or special events were avoided. **Secondly**, the tests were administered on different dates so that the subjects would not find them boring and embarrassing. **Thirdly**, the Attitude/Motivation Questionnaire was translated into Bengali (See Appendix - B), the subjects' mother tongue, so that the subjects could tackle the difficulties the English version might cause. **Fourthly**, the English language proficiency tests required time limits for completion, and this precondition was adhered to in accordance with the limits prescribed by the test designer. **Fifthly**, for the Attitude/Motivation Questionnaire no time limit was considered necessary, although the subjects were expected to complete that in fifty to sixty minutes time. **Sixthly**, the researcher along with his two trained assistants extended help to the subjects whenever they informed of their facing problems with some item(s) of the test or the questionnaire. **Lastly**, the seating arrangements for the subjects were made in such a way that they could not exchange views or answers with one another.

Data for the pilot study were collected during May - June 1997. The collected data were then scored by hand, and the raw data were entered on



computer cards. Total scores were computed on each of the subtests for each individual sample.

### 4.3 Analysis of the Data

The analysis of the data gathered from those subjects who had responded to both the proficiency tests and the Attitude/Motivation Questionnaire was carried out by exploiting the frequency, crosstabulation and correlations coefficients procedures available in the SPSS<sup>x</sup> (Statistical Packages for the Social Sciences) programme module. Correlations coefficients, using Pearson correlation, were ascertained to obtain the correlation among all concerned predictor and criterion variables. Frequency and crosstabulation procedures were used so as to determine the distribution of variables such as orientation index, sex and university. The statistical test of significance used was the chi-square computed jointly with frequency and crosstabulation procedures, since the chi-square is the most appropriate means of handling data in the form of frequencies (Isaac and Michael 1981<sup>18</sup>, Robson 1973<sup>19</sup>). Z - test between independent means was computed for the attitudinal/motivational variables and for the scores in the proficiency tests in order to investigate the possible impact of sex and university upon attitudes/motivation and proficiency in EFL. A Pearson's product-moment correlations coefficients procedure was computed between the dependent variables and each of the independent variables and between the independent variables themselves. This was performed to investigate the strength of the relationships existing between the variables. Finally, factor analysis was performed so as to find out if some underlying pattern of relationships existed in the study. The level of significance set for the statistical tests in this pilot study was at the \*P < .01 / \*\* P < .001 level.

#### 4.4 Results and Discussion

It is to be admitted that the pilot study was limited since the instruments used to ascertain the subjects' attitudes/motivation were standardized and validated with samples in the Canadian context, but were not tested for statistical validity and reliability for the population of the present study. Further, the researcher was to assume that the subjects understood the items in the questionnaire, and supplied honest answers to them. Besides, the proficiency tests included only grammatical structures and items for reading comprehension and listening skills. Finally, the modest size of the sample has to be considered in order to interpret the results of the study.

However, the pilot study was intended to find out if the items and instructions in both the Attitude/Motivation Questionnaire and the proficiency tests were comprehensible, how easy or difficult the items and instructions were, which items were relevant and which were not, and how long it would take to attempt all the items in both the questionnaire and the tests. The present researcher assumed that the findings of the pilot study would help modify, replace, and simplify the items of the questionnaire if needed for the main study. Besides, the results would also show whether the proficiency tests were effective and efficient for the purpose of the main study.

The present study was conducted to examine the interaction between the attitudes/motivation of the undergraduates in a monolingual setting like Bangladesh and their proficiency in EFL. Hence, the outcome of the study was considered to be helpful to the researcher to draw the conclusion of the main study with a relatively greater degree of confidence.

#### 4.4.1 Procedure for Analysis

To discuss the statistical results of the data, it appears to be convenient to formulate a specific number of questions that would be concerned with the subjects' attitudes/motivation and proficiency in EFL. And the questions whose answers would require the same statistical tests have been grouped together.

**Q1 :** Would the reasons for learning EFL in a monolingual setting like Bangladesh be instrumental ?

This question was answered on the basis of the subjects' responses to a variable that was scored dichotomously. Therefore, distribution of frequency of responses was considered to answer the question.

**Q2 :** Would there be significant differences in motivational orientation due to sex differences ?

**Q3 :** Would different universities lead to significant differences in students' motivational orientation ?

To answer Q 2 and Q 3, the statistical test of significance the chi-square was computed jointly with frequency and crosstabulation.

**Q4 :** Would the interaction between the different measures of attitudes and proficiency in EFL be significant and positive ?

**Q5 :** Would the varied measures of motivation have significant and positive relations to proficiency in EFL ?

**Q6 :** Would the attitudes of a learner towards the learning situation influence his/her proficiency in EFL ?

**Q7 :** Would instrumentally oriented learners acquire higher proficiency in EFL than integratively oriented learners ?

**Q8 :** Would there be a significant and positive relationship between parental encouragement as perceived by the learners to learn EFL and their proficiency in EFL ?



To answer Q4, Q5, Q6, Q7 and Q8, the researcher used the Pearson's product-moment correlations coefficients as Kerlinger (1986<sup>20</sup> : 134) postulates that such tests are exploited to "express the extent to which the pairs of sets of ordered pairs vary concomitantly. In effect, they tell the researcher the magnitude and (usually) the direction of the relation". For preparing the answers to the questions, all the analyses were done using one-tailed tests as the questions were somehow directional. And the level of significance for the tests was set at \*  $P < .01$  / \*\*  $P < .001$ .

**Q9 :** Would there be significant sex differences in attitudes towards and motivation for learning EFL and proficiency in EFL ?

**Q10 :** Would there exist significant differences in attitudes towards and motivation for learning EFL between students of different universities ?

**Q11 :** Would EFL proficiency of students of different universities be the same ?

Q9, Q10 and Q11 were answered by using the z-test to compare the means and standard deviations of the two groups. For Q9 the z-test made a comparison between the mean scores of the male subjects and those of the female subjects. For Q10 and Q11 the z-test compared the mean scores and standard deviations of Dhaka University students with those of Jahangirnagar University students.

In addition, in determining the relationships between the variables (both dependent and independent) a Pearson's product-moment correlations coefficients procedure was computed on the scores of the variables. And finally, factor analysis was carried out in order to summarize the correlational patterns, and to uncover whether some underlying pattern of relationships existed among the variables used in this study.

#### 4.4.2 Q1: Would the Reasons for Learning EFL in a Monolingual Setting Like Bangladesh be Instrumental ?

This question was answered by examining the distribution of frequencies of responses to variable eleven— "Orientation Index" which was constituted of only one item. To respond to the item, the subjects found four possible reasons for learning EFL. Two of the reasons indicated the instrumental value of learning EFL and the other two the integrative value. This subscale was scored dichotomously, that is, the subjects selecting either instrumental reason as their first choice were scored 1, whereas the subjects selecting either integrative reason were scored 2. Frequency distribution of responses to the variable "Orientation Index" is demonstrated in the following table.

**Table 4.1 : Frequency Distribution of Responses to Variable 11 (Orientation Index):**

| <b>Orientation Index</b> | <b>Value</b> | <b>Frequency</b> | <b>Percent</b> | <b>Valid Percent</b> | <b>Cum Percent</b> |
|--------------------------|--------------|------------------|----------------|----------------------|--------------------|
| Instrumental             | 1            | 24               | 30.77          | 30.77                | 30.77              |
| Integrative              | 2            | 54               | 69.23          | 69.23                | 100.00             |
| Total                    |              | 78               | 100.00         | 100.00               |                    |

Table 4.1 exhibits that out of 78 subjects 24 selected instrumental reasons for learning EFL whereas 54 chose integrative reasons for learning EFL. To consider the percentage, it could be pointed out that 30.77% of the subjects were learning EFL for its utilitarian value while 69.23% were learning EFL for integrative reasons. Therefore, the question appears to have received a negative answer. That is, most of the subjects were indifferent to the instrumental reasons but learning EFL for its integrative value.



#### 4.4.2.1 Discussion

The frequency distribution exhibited in Table 4.1 indicates that a great majority, 69.23% of the subjects were oriented to the integrative motivation. The subjects appear to have been learning EFL so as to use the language as a means of understanding and appreciating the art and literature of the English speaking peoples. The subjects, moreover, seem to have been interested to know more about the target language speakers and their culture as well as those who speak languages other than the mother tongue of the subjects. On the other hand, only 30.77% of the subjects were learning EFL so that they could use it as a means of higher studies and getting good jobs.

To countenance the present finding, available experimental evidence from a wide range of different learning environments and varied educational levels could be mentioned. Ramage (1990<sup>21</sup>) investigated the factors causing high school students of French and Spanish to drop out in the United States. Her most significant finding was that students who chose to continue their studies beyond the second year attached very low importance to fulfilling curriculum requirements, and instead reported an interest in the target-language cultures (which suggests an integrative motivation) and the desire to attain proficiency in all language skills. Gardner, Lalonde and Moorcroft (1985<sup>22</sup>) discovered the integrative motivation as a dominant factor among 170 university students. Gliksman, Gardner and Smythe (1982<sup>23</sup>) conducted a study among 52 grade nine students, 39 grade ten students, and 58 grade eleven students enrolled in French classes. They uncovered that integratively oriented students were more active participants in the French classes. Gardner, Smythe and Clement (1979<sup>24</sup>) performed a study with 65 American and 89 Canadian adults, and found that there existed a relationship between integrative orientation and oral proficiency in French for the Canadian subjects. Oller, Hudson and Liu (1977a<sup>25</sup>) conducted a study among 44 Chinese speaking male



and female foreign students studying at the University of New Mexico and at the University of Texas. It was revealed that subjects who were apparently more integratively motivated performed better than those who were less integratively oriented. Clement, Gardner and Smythe (1977<sup>26</sup>) carried out a study among 153 male and female grade ten students and 151 grade eleven male and female students. The study disclosed that the subjects were oriented to an integrative motive. Finally, in early studies Gardner (1960<sup>27</sup>), and Gardner and Lambert (1959<sup>28</sup>) found the integrative motivation as a stronger predictor of proficiency in French. Thus, at varied levels of education there is available and undeniable evidence of integrative orientation among learners of the second/foreign language.

However, the results of the pilot study does not corroborate the findings of the investigations carried out by Haque (1989<sup>29</sup>), Ismail (1984<sup>30</sup>), Jayatilaka (1982<sup>31</sup>), Karkia (1979<sup>32</sup>), England (1984<sup>33</sup>), Wong (1982<sup>34</sup>), Cooper and Fishman (1977<sup>35</sup>), Lukmani (1972<sup>36</sup>), Gardner and Lambert (1972<sup>37</sup>), Gardner and Santos (1970<sup>38</sup>), and Jones (1949<sup>39</sup>, 1950<sup>40</sup>). Although most of these studies were performed in monolingual and monocultural settings like the setting of the present study, they receive no support from the present study. This may be due to a number of reasons that contribute to the dominance of the integrative orientation of the subjects of the present study. **First**, the subjects are much exposed to the target language culture on BBC World, CNN, Star Plus, Star Movies and the other media. **Secondly**, the activities being executed by the British Council and the USIS have been driving the subjects to be attracted by the English and American culture. **Thirdly**, though English enjoys a foreign-language status in Bangladesh, it has been used in government and non-government offices, law courts and even parliament side by side with Bengali. **Fourthly**, immigration to some English speaking countries such as the U.S.A., Canada and Australia is a momentous factor that attracts the subjects to the culture of the target language. **Fifthly**, as Gardner (1980<sup>41</sup>: 265) contends that

the social and cultural contexts "would drastically influence the nature of the role played by affective variables in second language acquisition", the social and cultural contexts of the present study contribute much to the subjects' being integratively oriented. This is because the setting of the present study is not purely monocultural as its culture has already been tremendously influenced by both the American and British culture, and the impact is manifested in the different aspects of the life style of the people of the setting. **Sixthly**, English is not now a language of the English speaking peoples. Rather it is the most widely used language all over the world. Today the significance, necessity and extent of the English language are such as to make it reasonable to ask whether we cannot attempt an intelligent speculation as to the probable position which it will occupy in the future. Hence English is seen to have a position along with Bengali in the day-to-day affairs of the educated persons. And the subjects could be considered to have been influenced by the present status of English in Bangladesh, and also by the invasion of the culture of the target language. **Seventhly and finally**, Haque (1989<sup>42</sup>) found that tenth grade students of Dhaka city were largely instrumentally oriented, whereas the undergraduates of the present study were largely integratively motivated. This may be because of the greater maturity and autonomy of the undergraduates, on the one hand and, on the other, the subjects' being exposed to the culture of the target language to a greater extent, and their typically learning and using English on a day-to-day basis, mainly outside the classroom as Clement (1986<sup>43</sup> : 287) suggests that for such learners "frequency of contact and the concomitant self-confidence might be more important in determining second language proficiency than socio-contextual or affective factors".



#### 4.4.3 Q2 : Would There be Significant Differences in Motivational Orientation Due to Sex Differences ?

To answer this question, the statistical test of significance the chi-square was computed jointly with frequency and crosstabulation for the eleventh variable— "Orientation Index" consisting of only one item. The item was followed by four reasons for learning EFL, two of which indicated the instrumental value of learning EFL and the other two the integrative value of learning EFL. This subtest was scored dichotomously. That is, the subjects selecting either instrumental reason as their first choice were scored 1, while the subjects selecting either integrative reason were scored 2. Frequency distribution of responses to the variable "Orientation Index" with respect to sexes is exhibited in the table below.

**Table 4.2 : Frequency Distribution of Responses to Variable 11 (Orientation Index) with respect to sexes :**

| Orientation Index | Sexes           |         |                 |         |
|-------------------|-----------------|---------|-----------------|---------|
|                   | Male            |         | Female          |         |
|                   | Number of Cases | Percent | Number of Cases | Percent |
| Instrumental      | 13              | 28.26   | 11              | 34.37   |
| Integrative       | 33              | 71.74   | 21              | 65.63   |
| Total             | 46              | 100.00  | 32              | 100.00  |

Pearson Chi-Square = 0.33 Degree of Freedom = 1 P-Value = 0.56

Table 4.2 shows that, on the one hand, out of 46 male subjects 13 chose instrumental reasons and 33 integrative reasons for learning EFL, and on the other, out of 32 female subjects 11 selected instrumental reasons and 21 integrative reasons for learning EFL. That is, on the one hand, while 28.26 percent male subjects selected instrumental reasons 34.37 percent female subjects chose them for learning EFL, and on the other, whereas 71.74 percent



male subjects preferred integrative reasons 65.63 percent female subjects preferred integrative reasons for learning EFL. Hence the question seems to have received an insignificantly affirmative answer as the p-value is 0.56.

#### 4.4.3.1 Discussion

The frequency distribution showed in Table 4.2 indicates that while 28.26% male subjects selected instrumental reasons 34.37% female subjects chose them for learning EFL, and while 71.74% male subjects selected integrative reasons 65.63% female subjects chose them for studying EFL. That is, the male subjects appear to have been a little more integratively oriented than the female subjects. In other words, the male subjects are found to have been a bit

more aware of the EFL speakers and their culture, whereas the female subjects seem to have been a little more conscious of the functional and utilitarian reasons

of EFL. The finding of the pilot study lends support to Bacon and Finnemann (1992<sup>44</sup>) who reported that female learners of L<sub>2</sub> Spanish at university level had the stronger instrumental motivation. However, it does not corroborate the finding of the study in which Ludwig (1983<sup>45</sup>) found that male learners were more instrumentally motivated. The result of the present study also slightly contradicts the findings of Gardner and Lambert (1972<sup>46</sup>) who reported that female learners of L<sub>2</sub> French in Canada had more positive attitudes towards speakers of the target language.

However, it is not easy to find clear-cut explanations for these results, nor, perhaps, should any be attempted at the present time. The explanations that follow are speculative in nature. One obvious explanation for the female subjects' being more instrumental is that they have growing employment expectations and are still, though negligible, less exposed to the target language

culture. On the other hand, the male subjects are a little more integratively oriented than the female subjects since, perhaps, the male subjects enjoy more autonomy and are then naturally exposed more to the EFL culture, and have more ambition to be immigrated into the English speaking countries— Canada, America and Australia. Future studies in a context similar to that of the present investigation may clarify this finding.

#### **4.4.4Q3: Would Different Universities Lead to Significant Differences in Students' Motivational Orientation ?**

To answer this question, the statistical test of significance the chi-square was computed jointly with frequency and crosstabulation for the eleventh variable— "Orientation Index" consisting of one item. The item was followed by four reasons for learning EFL, two instrumental and the other two integrative. To score this subscale, the subjects selecting either integrative as their first choice were scored 2, whereas the subjects choosing either instrumental were scored 1. Frequency distribution of responses to Orientation Index with respect to Dhaka University (DU) and Jahangirnagar University (JU) is shown in the following table.

**Table 4.3 : Frequency Distribution of Responses to Orientation Index with Respect to Dhaka University (DU) and Jahangirnagar University (JU) :**

| Orientation Index | Universities    |         |                 |         |
|-------------------|-----------------|---------|-----------------|---------|
|                   | DU              |         | JU              |         |
|                   | Number of Cases | Percent | Number of Cases | Percent |
| Instrumental      | 8               | 29.63   | 16              | 31.40   |
| Integrative       | 19              | 70.37   | 35              | 68.60   |
| Total             | 27              | 100.00  | 51              | 100.00  |

Pearson Chi-Square = 0.03    Degree of Freedom = 1    P-Value = 0.87

Table 4.3 exhibits that, on the one hand, out of 27 DU students 8 selected instrumental reasons and 19 integrative reasons for learning EFL, and on the other, out of 51 JU students 16 chose instrumental reasons and 35 integrative reasons for learning EFL. That is, while 29.63% DU students selected instrumental reasons, 31.40% JU students chose them for learning EFL; and while 70.37% DU students selected integrative reasons, 68.60% JU students chose them for learning EFL. Therefore, the question posed above appears to have had a negative answer since the  $p$ -value is 0.87, and the difference in the orientation index of the two sample groups is of little importance.

#### 4.4.4.1 Discussion

The question put forward above seems to have received a negative answer as the frequency distribution demonstrated in Table 4.3 indicates that while 29.63% DU students selected instrumental reasons, 31.40% JU students chose them; and again while 70.37% DU students selected integrative reasons, 68.60% JU students chose them for learning EFL. That is, the  $p$ -value of the analysis in Table 4.3 reveals no significant differences between DU and JU students.

As the present researcher is not aware of any such studies attempting to make such a distinction between students of different universities, no comparisons could be made, and further studies in a similar context are warranted to substantiate the validity of the finding of this pilot study.



#### 4.4.5 Q4 : Would the Interaction Between the Different Measures of Attitudes and Proficiency in EFL be Significant and Positive ?

This question attempted to examine the hypothesis whether there would be a significant and positive interaction between the varied measures of attitudes and proficiency in EFL. To answer the question, a Pearson's product-moment correlation was computed between the different scales of attitudes (i.e. Attitudes Towards British People, Attitudes Towards English Speaking Americans, Interest in Foreign Languages, and Attitudes Towards Learning English) and those of proficiency in EFL (i.e. Grammatical Structures, and Reading and Listening Skills). Table 4.4 below contains the Pearson's product-moment correlations coefficients.

**Table 4.4 : Pearson's Product-Moment Correlations Coefficients computed between the different measures of attitudes and the criterion variables :**

| Different Measures of Attitudes              | Pearson's Product-Moment Correlations Coefficients(r) |                            |
|----------------------------------------------|-------------------------------------------------------|----------------------------|
|                                              | Grammatical Structures                                | Reading & Listening Skills |
| Attitudes Towards British People             | -.20                                                  | -.09                       |
| Attitudes Towards English Speaking Americans | -.21                                                  | -.07                       |
| Interest in Foreign Languages                | .17                                                   | .01                        |
| Attitudes Towards Learning English           | .05                                                   | -.13                       |

N = 78

Level of Significance \* P < .01

\*\* P < .001

The correlational analysis exhibited in Table 4.4 indicates diverse relations of the measures of attitudes to the criterion variables. The results of the tests of Grammatical Structures, and Reading and Listening Skills had negative associations with Attitudes Towards British People and Attitudes Towards English Speaking Americans, r being - .20, - .09 and - .21, - .07 respectively. But Interest in Foreign Languages possessed positive correlations

with the results of the tests of Grammatical Structures, and Reading and Listening Skills,  $r$  being .17 and .01 respectively. While Attitudes Towards Learning English positively correlated with the result of the test of Grammatical Structures,  $r$  being .05, this scale negatively correlated with the result of the test of Reading and Listening Skills,  $r$  being -.13. In sum, the results of the tests of Grammatical Structures, and Reading and Listening Skills had negative associations with Attitudes Towards British People and Attitudes Towards English Speaking Americans, but positively correlated with Interest in Foreign Languages. Besides, the result of the test of Grammatical Structures was positively associated with Attitudes Towards Learning English whereas Reading and Listening Skills test and Attitudes Towards Learning English were negatively correlated. Moreover, none of the associations between the predictor and the criterion variables was found significant at  $P < .01$  or  $P < .001$ . Hence, the question posed above is deemed to have had a largely negative answer though out of eight three associations were insignificantly positive.

#### 4.4.5.1 Discussion

As Table 4.4 demonstrates, the proficiency of the subjects in EFL was negatively associated with attitudes towards British people and English speaking Americans, that is, the target language speakers. This finding may be explained by pointing to several reasons— (a) the subjects having very rare contact with the target language speakers, (b) the subjects being adults, and (c) as Gardner (1985b<sup>47</sup>) puts forward, attitudes towards the native speakers of the target language are less important and less relevant than those towards the SL/FL itself and the SL/FL course.

The present finding is consistent with a good number of existing studies, though it contradicts some others. Chihara and Oller (1978<sup>48</sup>), studying the attitudes of 123 adult Japanese speakers of EFL in Japan, observed that the



more proficient learners tended to have negative attitudes towards the target language speakers. In the three American studies in Louisiana, Maine and Connecticut, it seemed that attitudes towards French-Americans had no effect on proficiency in French even though students with ethnocentric attitudes seemed to perform badly in French (Gardner and Lambert 1972<sup>49</sup>). In the Philippines study, again, the association between attitudes towards the target language speakers and proficiency appeared to be weak (Ibid<sup>50</sup>). Svanes (1988<sup>51</sup>), investigating the acquisition of L<sub>2</sub> Norwegian by three ethnic groups in Norway, discovered a negative correlation between attitudes and language proficiency. Moreover, the present finding accords, to a great extent, with those observed in several studies by Gardner and his associates. In one Montreal study (Gardner and Lambert 1959<sup>52</sup>), a low and insignificant correlation was established between attitudes towards French-Canadians and French achievement ratings. In another Montreal study (Gardner 1960<sup>53</sup>), the association between attitudes towards French-Canadians and grammar as well as vocabulary was low and insignificant. Furthermore, Oller et al. (1977b<sup>54</sup>), conducting a study among 60 Mexican American learners of ESL, found that the more proficient the subjects were in ESL the lower they rated Americans. However, positive and significant correlations between attitudes towards the target language speakers and the proficiency in EFL are found in some existing research (e.g. Oller et al. 1977a<sup>55</sup>, Lambert 1963<sup>56</sup>). Thus insofar as attitudes towards the target language speakers were concerned, available evidence seemed to be inconsistent from one setting to another. In the present study, attitudes towards the target language speakers did not have impact upon proficiency in EFL.

Though insignificant, interest in foreign languages appears to have had a positive correlation with proficiency in EFL as exhibited in Table 4.4. This finding contradicts that which Haque (1989<sup>57</sup>) uncovered in tenth grade learners of EFL, that is, there existing a low negative association between interest in



foreign languages and measures of attainment. The present result may be defended with the fact that the subjects of the present study were older and mature enough to understand the material benefits of learning a foreign language, especially EFL, French, German, Japanese, etc. However, as interest in foreign languages can largely be characterized as a sort of general measure, it may not be surprising if it has an insignificant relation to proficiency in EFL.

Finally, the scale—Attitudes Towards Learning English appears to have had a low positive correlation with proficiency in grammatical structures, but a negative association with proficiency in reading and listening skills of EFL. This result may be explained by suggesting the fact that the EFL course at the undergraduate level in the universities in Bangladesh is still grammatical structures based, and the reading skills are very limitedly practised while the listening skills are, honestly speaking, still excluded from the course. The positive relationship between attitudes towards learning English and proficiency in grammatical structures seems to have been similar to part of the studies conducted by Dickson et al. (1987<sup>58</sup>), Gardner, Lalonde and Moorcroft (1985<sup>59</sup>), Burstall (1975a<sup>60</sup>), Sharp et al. (1973<sup>61</sup>) and Jones (1950<sup>62</sup>), whereas these studies are partly contradicted by the negative association between attitudes towards learning English and reading and listening skills. This may have been due to the EFL course being largely grammatical structures oriented. However, the main study is expected to draw an inference of such a finding.

#### **4.4.6 Q5 : Would the Varied Measures of Motivation have Significant and Positive Relations to Proficiency in EFL ?**

This question was constructed to investigate whether the varied measures of motivation would have significant and positive relations to proficiency in EFL. To serve the purpose, a Pearson's product-moment correlation coefficient was computed between the varied scales of motivation

(i.e. Motivational Intensity, and Desire to Learn English) and those of proficiency in EFL (i.e. Grammatical Structures, and Reading and Listening Skills). The Pearson's product-moment correlations coefficients have been presented in Table 4.5 below.

**Table 4.5 : Pearson's Product-Moment Correlations Coefficients computed between the varied measures of motivation and the dependent variables :**

| Varied Measures of Motivation | Pearson's Product-Moment Correlations Coefficients(r) |                            |
|-------------------------------|-------------------------------------------------------|----------------------------|
|                               | Grammatical Structures                                | Reading & Listening Skills |
| Motivational Intensity        | .04                                                   | - .12                      |
| Desire to Learn English       | .20                                                   | .13                        |

N = 78

Level of Significance \* P < .01

\*\* P < .001

The correlational analysis displayed in Table 4.5 demonstrates insignificant associations between the measures of motivation and the dependent variables. Motivational Intensity had a low positive correlation with the result of the test of Grammatical Structures,  $r$  being .04, but a clearly negative association with the result of the test of Reading and Listening Skills,  $r$  being -.12. However, Desire to Learn English possessed modest and positive relations to the results of both Grammatical Structures and Reading and Listening Skills tests,  $r$  being .20 and .13 respectively. That is, though insignificant, the result of Grammatical Structures test positively correlated with both the measures of motivation, whereas the result of Reading and Listening Skills test negatively correlated with Motivational Intensity, but positively correlated with Desire to Learn English. Therefore, the question posed above is considered to have received a partially affirmative and partially negative answer.



#### 4.4.6.1 Discussion

Motivational intensity appears to have possessed a low positive association with grammatical structures, though it negatively correlated with reading and listening skills. This result may be explained by pointing to the fact that the subjects had very limited practice of the reading skills and no practice of the listening skills at all, while their EFL learning was almost entirely grammar oriented. However, the positive correlation between motivational intensity and grammatical structures is found to have been consistent with existing research. Gardner (1960<sup>63</sup>) disclosed a positive correlation between motivational intensity and grammar,  $r$  being 0.30. In the Louisiana study, Gardner and Lambert (1972<sup>64</sup>) found motivational intensity to be positively associated with proficiency in French as the target language. In the Maine study (Gardner and Lambert (1972<sup>65</sup>), and the Connecticut study (Gardner and Lambert 1972<sup>66</sup>), motivational intensity was positively related to French grade. Hermann (1980<sup>67</sup>) claims that learners who do well are more likely to develop motivational intensity and to be active in the classroom. Haque (1989<sup>68</sup>) similarly showed that motivational intensity was positively associated with the structure test. Thus the present finding, specifically the relationship between motivational intensity and grammatical structures, corroborates the findings of the existing studies.

Desire to learn English seems to have had a modest and positive correlation with both grammatical structures and reading and listening skills. This finding lends support to a good number of existing investigations. Savignon (1972<sup>69</sup>) reported that students' desire to learn French increased with gains in French proficiency. In a study in Canada, Feenstra (1967<sup>70</sup>) observed a positive relationship between desire to learn the target language and proficiency in it. In three studies in Louisiana, Maine and Connecticut (Gardner and Lambert 1972<sup>71</sup>), the association between desire to learn French as a second



language and proficiency in it was positive. In a study of university students, Gardner, Lalonde and Moorcroft (1985<sup>72</sup>) established a positive correlation between desire to learn the target language and proficiency in it. Hence, the finding of the present study seems to have been consistent with those of the existing research.

#### **4.4.7 Q6 : Would the Attitudes of a Learner Towards the Learning Situation Influence his/her Proficiency in EFL ?**

This question was formulated to examine whether the attitudes of a learner towards the learning situation would influence his/her proficiency in EFL. To answer the question, a Pearson's product-moment correlation was run on the various measures of attitudes towards the learning situation— English Class Anxiety, English Teacher Evaluation, English Teacher Rapport, English Teacher Competence, English Teacher Inspiration, English Course Evaluation, English Course Difficulty, English Course Utility and English Course Interest, and the dependent variables— Grammatical Structures, and Reading and Listening Skills. The Pearson's product-moment correlations coefficients have been displayed in Table 4.6.

**Table 4.6 : Pearson's product-Moment Correlations Coefficients run on the measures of attitudes towards the learning situation and the dependent variables :**

| Measures of Attitudes Towards the Learning Situation | Pearson's Product-Moment Correlations Coefficients(r) |                            |
|------------------------------------------------------|-------------------------------------------------------|----------------------------|
|                                                      | Grammatical Structures                                | Reading & Listening Skills |
| English Class Anxiety                                | - .28                                                 | - .14                      |
| English Teacher Evaluation                           | - .08                                                 | .00                        |
| English Teacher Rapport                              | .02                                                   | - .16                      |
| English Teacher Competence                           | - .03                                                 | - .12                      |
| English Teacher Inspiration                          | - .04                                                 | - .24                      |
| English Course Evaluation                            | - .04                                                 | .01                        |
| English Course Difficulty                            | - .08                                                 | .08                        |
| English Course Utility                               | - .11                                                 | .02                        |
| English Course Interest                              | - .18                                                 | - .07                      |

N = 78

Level of Significance \*  $P < .01$

\*\*  $P < .001$

As Table 4.6 exhibits, in most of the cases the associations between the independent and dependent variables are negative. And in all the cases the correlations are clearly insignificant.

English Class Anxiety correlated highly negatively with Grammatical Structures,  $r$  being  $-.28$ , and modestly negatively with Reading and Listening Skills,  $r$  being  $-.14$ . English Teacher Evaluation was associated lowly negatively with Grammatical Structures,  $r$  being  $-.08$  and neutrally with Reading and Listening Skills,  $r$  being  $.00$ . There existed a low positive correlation between English Teacher Rapport and Grammatical Structures,  $r$  being  $.02$ , but a negative relationship between the former and Reading and Listening Skills,  $r$  being  $-.16$ . English Teacher Competence is seen to have been associated with both the criterion measures negatively and insignificantly,  $r$  being  $-.03$  and  $-.12$  respectively. Similarly, English Teacher Inspiration had a low negative correlation with Grammatical Structures,  $r$  being  $-.04$ , and a highly negative relation to Reading and Listening Skills,  $r$  being  $-.24$ .

Moreover, as Table 4.6 shows, English Course Evaluation, English Course Difficulty and English Course Utility all possessed negative correlations with Grammatical Structures,  $r$  being  $-.04$ ,  $-.08$  and  $-.11$  respectively, but low positive associations with Reading and Listening Skills,  $r$  being  $.01$ ,  $.08$  and  $.02$  respectively. However, English Course Interest had a highly negative relation to Grammatical Structures,  $r$  being  $-.18$ , and a low negative association with Reading and Listening Skills,  $r$  being  $-.07$ .

Therefore, it could be concluded that the attitudes of the subjects towards their learning situation may influence their proficiency in EFL in some cases, but not in most of the cases.

#### 4.4.7.1 Discussion

English class anxiety appears to have had a negative and almost significant correlation with grammatical structures,  $r$  being  $-.28$ , and a modestly negative association with reading and listening skills,  $r$  being  $-.14$ . These correlations suggest that the subjects possessing a greater amount of anxiety in their English classes gained less proficiency in EFL and vice versa. The present finding is consistent with existing research findings. Gardner (1979<sup>73</sup> : 198) asserts that classroom anxiety —

would be expected to influence achievement in the formal situation because the arousal of such anxiety would result in negative reinforcements and a tendency to withdraw from the situation.

MacIntyre and Gardner (1991<sup>74</sup>) find that the anxiety specifically generated by attempts to learn an SL/FL is negatively (and significantly) correlated with L<sub>2</sub> performance. Krashen (1981<sup>75</sup>, 1982<sup>76</sup>, 1985<sup>77</sup>) also discovers the anxiety factor as an important affective state in SL/FL learning as it functions as a mental block, and can handicap proficiency in an SL/FL. Horwitz (1986<sup>78</sup>) reports sizeable negative correlations between foreign language classroom anxiety and



final grades achieved by American university students. A study with international students learning ESL in a private university in the midwestern United States, Abboushi (1983<sup>79</sup>) and a more recent study with the students learning French as a second language at a midwestern state university, Trylong (1987<sup>80</sup>), have both uncovered that anxiety has significant impact upon proficiency in the EFL classroom. Thus the present finding points to the EFL classroom situation at the undergraduate level of the universities in Bangladesh in which the learner has to confront a constantly threatening atmosphere as everything is teacher dominated.

In the present study, the measures of attitudes towards the English language teacher and the English course are found to have been negatively, in most cases, and low positively, in a very few cases, correlated with the scales of proficiency in EFL. Thus the present finding contradicted the earlier studies conducted by Haque (1989<sup>81</sup>), Gardner (1985<sup>82</sup>), Gordon (1980<sup>83</sup>), Naiman et al. (1978<sup>84</sup>) and Neidt and Hedlund (1967<sup>85</sup>). That is, English teacher evaluation, rapport, competence and inspiration had very insignificant relations to grammatical structures,  $r$  being  $-.08$ ,  $.02$ ,  $-.03$  and  $-.04$  respectively, but modest negative relations to reading and listening skills,  $r$  being  $.00$ ,  $-.16$ ,  $-.12$  and  $-.24$  respectively. This may be explained by suggesting the fact that the subjects of the present study were much older than those of the earlier studies, and reading and listening skills hardly received any importance from the teacher. Again while English course evaluation, difficulty and utility had negative correlations with grammatical structures, they were slightly positively associated with reading and listening skills. This reveals little influence of these factors on proficiency in EFL. Finally, English course interest appears to have had a modestly negative relation to grammatical structures, and a slightly negative association with reading and listening skills. This discloses that this measure negatively influences grammatical structures, but not others as the EFL course has been centred on structure learning and practising.

#### 4.4.8 Q7 : Would Instrumentally Oriented Learners Acquire Higher Proficiency in EFL Than Integratively Oriented Learners ?

This question was predicted to investigate whether the instrumentally oriented learners would acquire more proficiency in EFL than would the integratively oriented learners in a socio-cultural context where contacts with the target language speakers and culture are not readily available. For this purpose, a Pearson's product-moment correlation coefficient was computed between the concerned independent variables— Integrative Orientation and Instrumental Orientation, and the dependent variables— Grammatical Structures, and Reading and Listening Skills. The correlations coefficients have been shown in Table 4.7 below.

**Table 4.7 : Pearson's Product-Moment Correlations Coefficients computed between Integrative Orientation, Instrumental Orientation, Grammatical Structures Test and Reading and Listening Skills Test :**

| Names of Variables       | Grammatical Structures | Reading & Listening Skills |
|--------------------------|------------------------|----------------------------|
| Integrative Orientation  | - .03                  | - .09                      |
| Instrumental Orientation | - .12                  | - .18                      |

N = 78

Level of Significance \* P < .01

\*\* P < .001

As demonstrated in Table 4.7, the Pearson's product-moment correlations coefficients unfold that the associations between the predictor variables and criterion variables are negative and insignificant. That is, both Integrative Orientation and Instrumental Orientation negatively and insignificantly correlated with the results of the tests of both Grammatical Structures, and Reading and Listening Skills,  $r$  being -.03, -.09, and -.12, -.18



respectively. However, Integrative Orientation appears to have been a better predictor of proficiency in EFL,  $r$  being  $-.03$  and  $-.09$ , than Instrumental Orientation,  $r$  being  $-.12$  and  $-.18$ . This is why, the question postulated above is found to have received a negative answer.

#### 4.4.8.1 Discussion

Table 4.7 exhibits that **(a)** both integrative orientation and instrumental orientation were negatively and insignificantly associated with proficiency in EFL; but **(b)** integrative orientation seemed to be a relatively better predictor than instrumental orientation of proficiency in EFL.

The first portion of the present finding that both the types of orientation had negative and insignificant relations to proficiency in EFL lends support to the earlier research. Oller, Baca, and Vigil (1977b<sup>86</sup>) report that Mexican women in California who rated Anglo people negatively were more successful in learning English than those who rated them positively. Chihara and Oller (1978<sup>87</sup>) discover that the relationship between measures of integrative motivation and proficiency has been weak and insignificant. Au (1988<sup>88</sup>) reviews 14 studies carried out by Gardner and his associates, and uncovers that out of these seven found a nil relationship and four found a negative relationship between at least some integrative motive measures and  $L_2$  proficiency. Hence, Au (1988<sup>89</sup> : 82) argues that "there is little evidence that integrative motive is a unitary concept". In Maine and Louisiana study Gardner and Lambert (1972<sup>90</sup>) find that both integrative and instrumental motivations were very faintly and insignificantly correlated with proficiency in the target language. Similarly, in the Johor study Chandrasegaran (1979<sup>91</sup>) reveals that 72.7% of the subjects had motivation that was neither exclusively instrumental nor integrative in orientation. Thus the present finding is consistent with a number of existing studies.



However, the negative and insignificant relations of motivational orientations to proficiency in EFL contradict a large number of earlier studies carried out by Haque (1989<sup>92</sup>), Ely (1986<sup>93</sup>), Gardner (1980<sup>94</sup>, 1985b<sup>95</sup>), Clement, Smythe, and Gardner (1978<sup>96</sup>), Ramage (1990<sup>97</sup>), Naiman et al. (1978<sup>98</sup>), Clement, Gardner, and Smythe (1980<sup>99</sup>), and Dunkel (1948<sup>100</sup>). But it is quite difficult to explain why the present finding contradicts those of these earlier studies. The contradiction may be due to — (a) the subjects of the present study were older than those of the most of the studies; (b) the subjects may have been more serious for their main courses than the integrated English course; (c) the subjects may have found the English course mechanical and embarrassing as it was totally oriented to learning grammar rules and writing compositions; and (d) the EFL teacher may not have been aware of whether the learners were interested and motivated to receive instruction as the teaching was completely teacher-dominated. But the teacher has to try to ensure that motivation is engendered as a result of a good rapport with the learners as Finocchiaro (1981<sup>101</sup>) contends that motivation is the feeling nurtured primarily by the classroom teacher in the learning situation. Finally, the main study is expected to put forward more convincing explanations of the contradiction between the finding of the present study and those of several existing studies.

The second part of the present finding that integrative orientation was a better predictor than instrumental orientation of proficiency in EFL corroborates a great number of existing studies. Ramage (1990<sup>102</sup>) investigated the factors causing students of French and Spanish to drop out in the United States, and found that integrative motivation was a better predictor of proficiency in all the language skills. Likewise, in the Universiti Pertanian Malaysia study Vijchulata and Lee (1984<sup>103</sup>) observed that integrative orientation was slightly stronger than instrumental orientation. The present finding is also consistent with the findings of the research carried out by Gardner, Lambert and their associates in Canada. In a study conducted by

Gardner (1960<sup>104</sup>) it was revealed that the acquisition of French skills was solely determined by an integrative orientation to learn French as an L<sub>2</sub>. In another study in Canada Gardner and Lambert (1959<sup>105</sup>) disclosed that integrative orientation was a stronger predictor of proficiency in French as a second language.

However, the present finding is found to contradict the findings of a good number of existing studies conducted by Gardner and Lambert (1972<sup>106</sup>) in Philippines, Lukmani (1972<sup>107</sup>) in Bombay, Gardner and MacIntyre (1991<sup>108</sup>) with 46 university students, Koosha (1978<sup>109</sup>) at the University of Colorado, and England (1984<sup>110</sup>) at the University of Illinois. This contradiction is again difficult to explain, though some reasons could be considered — (a) the subjects of the present study are university students, and hence much exposed to English culture through the media, especially, on satellite television channels; (b) in very many ways English culture has already invaded the Bangladeshi culture, and the subjects are most probably attracted to that; and (c) though integrative orientation is stronger than instrumental orientation in the present study, the former is still negatively correlated with proficiency in EFL. Moreover, the main study is intended to put forward more conspicuous and more convincing explanations.

#### **4.4.9 Q8 : Would There be a Significant and Positive Relationship Between Parental Encouragement as Perceived by the Learners to Learn EFL and Proficiency in EFL ?**

This question was constructed to examine whether there would be a significant and positive relationship between parental encouragement to learn EFL and proficiency in EFL. To respond to the question, a Pearson's product-moment correlation coefficient was computed between the predictor variable— Parental Encouragement and the criterion variables— Grammatical Structures,



and Reading and Listening Skills. The correlation coefficient has been presented in Table 4.8.

**Table 4.8 : Pearson's Product-Moment Correlations Coefficients computed between parental encouragement and the dependent variables:**

| Name of Variable       | Grammatical Structures | Reading & Listening Skills |
|------------------------|------------------------|----------------------------|
| Parental Encouragement | - .03                  | - .03                      |

N = 78

Level of Significance \* P < .01

\*\* P < .001

In Table 4.8, the correlational analysis reveals that there would be no significant and positive relationship between Parental Encouragement to learn EFL and proficiency in EFL. That is, Parental Encouragement was negatively and insignificantly correlated with both Grammatical Structures, and Reading and Listening Skills,  $r$  being -.03 for both the cases. Therefore, the question propounded above is deemed to have had a negative answer.

#### 4.4.9.1 Discussion

As the correlational analysis shows, parental encouragement had negative and insignificant relations to both the grammatical structures test and the reading and listening skills test. The present finding lends support to Colletta (1982<sup>111</sup>) who fails to discover any association between parental attitudes/motivation and those of the children. However, this finding contradicts the findings of the studies carried out by Gardner and Smythe (1975<sup>112</sup>), Gardner and Santos (1970<sup>113</sup>), Burstall (1975b<sup>114</sup>), Feenstra (1967<sup>115</sup>) and Haque (1989<sup>116</sup>). This inconsistency may be attributed to several reasons such as (a) the subjects of the present study were adults, and might be considered to



have been out of their parental influence; (b) most of the subjects' parents were a little educated, and hence unaware of the importance of learning EFL; and (c) as the EFL course of the subjects was confined to classroom teaching and passing the examination, parental encouragement had no direct impact on EFL proficiency. In this regard Gardner (1985b<sup>117</sup> : 122) asserts —

The children's perception of parents' support is not directly related to their performance in classes, though it is related to their willingness to continue language study and in their own assessments of how hard they work to learn the second language.

#### **4.4.10. Q9 : Would There be Significant Sex Differences in Attitudes Towards and Motivation for Learning EFL and Proficiency in EFL ?**

This question was constituted so as to investigate whether there would be significant sex differences in attitudes to and motivation for learning EFL and proficiency in EFL. To serve the purpose, subjects' z-test procedures were computed between the male and female populations. Subjects' z-test for comparison of male and female sex with respect to their mean scores on the attitudinal/motivational measures are presented in Table 4.9, and with respect to their mean scores on the scales of EFL proficiency are exhibited in Table 4.10 below.

**Table 4.9 : Subjects' Z-Tests for comparison of male and female sex with respect to their mean scores on the attitudinal/motivational measures :**

| Variables                                    | Sex    | Number of Cases | Mean $\pm$ Standard Deviation | Z - Value |
|----------------------------------------------|--------|-----------------|-------------------------------|-----------|
| Attitudes Towards British People             | Male   | 46              | 41.8261 $\pm$ 10.955          | - 0.90    |
|                                              | Female | 32              | 43.8438 $\pm$ 07.612          |           |
| Attitudes Towards English Speaking Americans | Male   | 46              | 42.8043 $\pm$ 10.470          | - 0.59    |
|                                              | Female | 32              | 44.1563 $\pm$ 09.024          |           |
| Attitudes Towards Learning English           | Male   | 46              | 42.1087 $\pm$ 03.866          | 0.95      |
|                                              | Female | 32              | 41.2813 $\pm$ 03.692          |           |
| Interest in Foreign Languages                | Male   | 46              | 50.5870 $\pm$ 05.248          | 1.50      |
|                                              | Female | 32              | 48.7813 $\pm$ 05.204          |           |
| Integrative Orientation                      | Male   | 46              | 26.2391 $\pm$ 02.162          | 0.42      |
|                                              | Female | 32              | 26.0000 $\pm$ 02.896          |           |
| Instrumental Orientation                     | Male   | 46              | 22.5217 $\pm$ 04.656          | - 0.56    |
|                                              | Female | 32              | 23.1250 $\pm$ 04.675          |           |
| Motivational Intensity                       | Male   | 46              | 23.7174 $\pm$ 03.023          | - 1.54    |
|                                              | Female | 32              | 24.6563 $\pm$ 01.977          |           |
| Desire to Learn English                      | Male   | 46              | 25.5217 $\pm$ 02.571          | - 0.40    |
|                                              | Female | 32              | 25.7500 $\pm$ 02.396          |           |

Level of Significance \*  $P < .01$

\*\*  $P < .001$

**Table 4.10 : Subjects' Z-Tests for comparison of male and female sex with respect to their mean scores on the measures of EFL proficiency :**

| Variables                    | Sex    | Number of Cases | Mean $\pm$ Standard Deviation | Z - Value |
|------------------------------|--------|-----------------|-------------------------------|-----------|
| Grammatical Structures       | Male   | 46              | 50.5000 $\pm$ 07.980          | - 0.52    |
|                              | Female | 32              | 51.4063 $\pm$ 06.853          |           |
| Reading and Listening Skills | Male   | 46              | 65.3478 $\pm$ 06.661          | - 0.30    |
|                              | Female | 32              | 65.7813 $\pm$ 05.499          |           |

Level of Significance \*  $P < .01$

\*\*  $P < .001$

The subjects' z-tests in Table 4.9 reveal that there existed no significant differences between male and female sex in point of their mean scores on the measures of attitudes towards and motivation for learning EFL. Likewise, the subjects' z-tests in Table 4.10 demonstrate that there would be no significant differences in male and female populations with respect to their mean scores on the tests of proficiency in EFL. That is why, the question posed above appears to have received a clearly negative answer.

#### **4.4.10.1 Discussion**

Table 4.9 and Table 4.10 indicate no significant differences between male and female sex in point of the mean scores on the measures of attitudes/motivation and EFL proficiency. This finding is consistent with a good number of existing studies. Bacon (1992<sup>118</sup>) finds no differences between the male and female sex in two authentic listening tasks. Trieste (1985<sup>119</sup>) fails to discover any correlation between sex, attitudes/motivation and proficiency of university students in Puerto Rico learning the English language. In a similar way, Hansen (1981<sup>120</sup>), in a study among international students attending the programme in American Language Studies at Rutgers, the State University of New Jersey, and English as a second language classes at Kean College, New Jersey, finds no association between sex, attitudes/motivation and proficiency in English. Likewise, Naiman et al. (1978<sup>121</sup>) find that sex has no relation to proficiency in the target language French as an L<sub>2</sub>. Finally, Briere (1978<sup>122</sup>) also reports that sex has hardly any association with proficiency in the second/foreign language.

However, the present finding that sex had no significant correlation with attitudes/motivation and proficiency in EFL is in contradiction with the finding of some earlier studies. Bacon and Finnemann (1992<sup>123</sup>) report that female learners of L<sub>2</sub> Spanish at university level had the stronger instrumental



motivation, while in another study Ludwig (1983<sup>124</sup>) finds that male learners were more instrumentally motivated. Nyikos (1990<sup>125</sup>) reports that women outperformed men in a German vocabulary memorization task. But Boyle (1987<sup>126</sup>) finds that the male students in his study performed better on two tests of listening vocabulary. Contrariwise, Boyle (1987<sup>127</sup>) reports on a study of 257 male and 233 female Chinese university students in Hong Kong. The female students achieved higher overall means on ten tests of general L2 English proficiency, and in many cases the differences were significant. Spolsky (1989<sup>128</sup>) discovers that girls learning L2 Hebrew in Israel demonstrated more favourable attitudes to Hebrew, Israel, and Israelis than boys. Similarly, Gardner and Lambert (1972<sup>129</sup>) report that female learners of L2 French in Canada were more motivated than male learners and also had more positive attitudes towards the speakers of the target language. Likewise, Livoti (1977<sup>130</sup>) and Burstall (1975a<sup>131</sup>) show that the girl students had more favourable attitudes towards learning the target language. Jones (1949<sup>132</sup>, 1950<sup>133</sup>) and Bartley (1969<sup>134</sup>, 1970<sup>135</sup>) also report that the girl learners showed more favourable attitudes than the boy learners.

The contradiction between the finding of the pilot study and those of several earlier studies may be attributed to a number of reasons :

(a) May be the girls in the studies carried out by Jones (1949<sup>136</sup>, 1950<sup>137</sup>), Bartley (1969<sup>138</sup>, 1970<sup>139</sup>), Burstall (1975a<sup>140</sup>), Boyle (1987<sup>141</sup>), Spolsky (1989<sup>142</sup>), and Bacon and Finnemann (1992<sup>143</sup>) were more interested in professions that would demand the command of the second/foreign language as Burstall (1975a<sup>144</sup> : 391) asserts—

differences in attitude undoubtedly stem partly from the different employment expectations of boys and girls and the extent to which foreign language learning can be perceived as relevant to their occupational requirements.

(b) As Renard and Heinle (1968<sup>145</sup>) mentioned in Randhawa and Korpan (1973<sup>146</sup>) maintain, the sex/gender differentiation found in the studies of Jones (1949<sup>147</sup>, 1950<sup>148</sup>), Burstall (1975a<sup>149</sup>) and Bartley (1969<sup>150</sup>, 1970<sup>151</sup>) might have been due to the cultural beliefs in the western society that girls in general do better in language skills and worse in mechanical and scientific fields.

(c) The subjects of the present study were all first year undergraduates of Dhaka university and Jahangirnagar University. As is evident, they enjoy equal freedom and are exposed to everything almost equally. Hence, they have had the same/similar attitudes to and motivation for learning EFL, its speakers and culture. Besides, as they are of approximately the same category in point of aptitude, merit, interest and so forth, little difference is revealed in their proficiency in EFL.

Moreover, the main study is expected to put forward a more convincing explanation of such a finding in the same setting.

#### **4.4.11 Q10 : Would There Exist Significant Differences in Attitudes Towards and Motivation for Learning EFL Between Students of Different Universities ?**

To answer this question, subjects' z-test procedures were computed between the subjects of Dhaka University (DU) and those of Jahangirnagar University (JU). Subjects' z-test for comparison of the subjects of DU and JU with respect to their mean scores on the measures of attitudes towards and motivation for learning EFL has been exhibited in Table 4.11 below.



**Table 4.11 : Subjects' Z-Tests for comparison of DU and JU subjects with respect to their mean scores on the measures of attitudes towards and motivation for learning EFL :**

| Variables                                    | University | Number of Cases | Mean $\pm$ Standard Deviation | Z - Value |
|----------------------------------------------|------------|-----------------|-------------------------------|-----------|
| Attitudes Towards British People             | DU         | 27              | 46.2963 $\pm$ 07.994          | 2.49*     |
|                                              | JU         | 51              | 40.7255 $\pm$ 10.064          |           |
| Attitudes Towards English Speaking Americans | DU         | 27              | 45.5926 $\pm$ 06.464          | 1.47      |
|                                              | JU         | 51              | 42.1765 $\pm$ 11.135          |           |
| Attitudes Towards Learning English           | DU         | 27              | 42.0741 $\pm$ 03.234          | 0.51      |
|                                              | JU         | 51              | 41.6078 $\pm$ 04.080          |           |
| Interest in Foreign Languages                | DU         | 27              | 52.0000 $\pm$ 03.464          | 273 *     |
|                                              | JU         | 51              | 48.7059 $\pm$ 05.721          |           |
| Integrative Orientation                      | DU         | 27              | 26.4444 $\pm$ 02.154          | 0.79      |
|                                              | JU         | 51              | 25.9804 $\pm$ 02.634          |           |
| Instrumental Orientation                     | DU         | 27              | 24.5926 $\pm$ 03.755          | 2.62 *    |
|                                              | JU         | 51              | 21.8039 $\pm$ 04.808          |           |
| Motivational Intensity                       | DU         | 27              | 25.0370 $\pm$ 02.808          | 2.31      |
|                                              | JU         | 51              | 23.6078 $\pm$ 02.483          |           |
| Desire to Learn English                      | DU         | 27              | 26.2593 $\pm$ 02.330          | 1.68      |
|                                              | JU         | 51              | 25.2745 $\pm$ 02.523          |           |

Level of Significance \* P < .01

\*\* P < .001

As is demonstrated in Table 4.11, subjects' z-tests reveal no significant differences between the students of Dhaka University and those of Jahangirnagar University with respect to their mean scores on Attitudes Towards English Speaking Americans, Attitudes Towards Learning English, Integrative Orientation, Motivational Intensity, and Desire to Learn English. But the z-tests show significant differences at the .01 level between the two groups of populations in point of their mean scores on Attitudes Towards British People, Interest in Foreign Languages, and Instrumental Orientation, and in these three scales the mean scores of DU students were higher than those of JU students. Though insignificant, the mean scores on Motivational Intensity



of DU students seem to have been considerably higher than those of JU students. Thus the question posed above is seen to have received negative answers to some scales, but positive answers to some others.

#### **4.4.11.1 Discussion**

As Table 4.11 discloses, the mean scores of DU students were higher than those of JU students on the eight measures of attitudes towards and motivation for learning EFL. This finding may be explained by pointing to the facts that DU students are more aware of the importance of learning EFL as the British Council Library is within the university area, and the students are more in touch with events and activities related to the English language and culture. Though insignificant, the mean scores of DU students on motivational intensity were substantially higher than those of JU students. This may again be due to the DU students' being more conscious of the significance of learning EFL as an integrated and supporting course.

However, on attitudes towards British people, interest in foreign languages, and instrumental orientation the mean scores of DU students were significantly higher than those of JU students. The finding may be explained by several reasons :

(a) DU students are more in touch with frequent events conducted by the British Council within DU campus.

(b) The Institute of Modern Languages offers a number of programmes on learning French, Persian, German, etc. to the students of DU.

(c) As situated in the heart of the capital city, DU atmosphere is more informative, motivating and stimulating than JU atmosphere.

Notwithstanding, further studies in the similar contexts are warranted to substantiate the validity of the findings of the present study.

#### 4.4.12 Q11 : Would EFL Proficiency of Students of Different Universities be the Same ?

To examine whether EFL proficiency of students of different universities would be the same, subjects' z-tests were computed between DU students and JU students. Subjects' z-tests for comparison of the subjects of DU and JU in point of their mean scores on the measures of proficiency in EFL have been presented in the following table.

**Table 4.12 : Subjects' Z-Tests for comparison of DU and JU students in point of their mean scores on the measures of proficiency in EFL :**

| Variables                    | University | Number of Cases | Mean $\pm$ Standard Deviation | Z - Value |
|------------------------------|------------|-----------------|-------------------------------|-----------|
| Grammatical Structures       | DU         | 27              | 48.4444 $\pm$ 06.858          | - 2.13    |
|                              | JU         | 51              | 52.1569 $\pm$ 07.577          |           |
| Reading and Listening Skills | DU         | 27              | 62.1852 $\pm$ 05.485          | - 3.76 ** |
|                              | JU         | 51              | 67.2941 $\pm$ 05.822          |           |

Level of Significance \* P < .01

\*\* P < .001

As is seen in Table 4.12, subjects' z-tests show moderate differences between DU and JU students in their mean scores on the scale of Grammatical Structures, JU students having higher mean scores, and highly significant differences at the .001 level between the two populations with respect to their mean scores on Reading and Listening Skills, JU students again possessing much higher mean scores. Therefore, the question postulated above appears to have had a negative answer.

#### 4.4.12.1 Discussion

As is revealed in Table 4.12, the mean scores of JU students were higher than those of DU students on both the measures of proficiency in EFL. Though the mean score on the measure of grammatical structures was modestly higher, the mean score on reading and listening skills was significantly higher. These differences may be explained by suggesting the following factors :

(a) While DU students had about two hours EFL instruction per week, JU students had almost five hours.

(b) JU class size was substantially smaller than that of DU.

(c) The subjects of JU being the students of Business Administration were more aware of and serious about learning reading, listening and writing skills of EFL. On the contrary, the subjects of DU being the students of Library and Information Science were less serious about, especially, the listening skills of EFL.

(d) Besides, the syllabus of DU students was totally grammatical structure oriented, whereas the syllabus of JU students contained writing, reading and listening skills.

**Finally**, the main study is expected to reveal a more conclusive finding than that of this pilot study.

#### 4.5 Summary and Conclusion

The pilot study was basically an attempt to try out the instruments — the Attitude/Motivation Test Battery originally developed by Gardner (1985a<sup>152</sup>) and further modified by Haque (1989<sup>153</sup>), and the Oxford Placement Test constructed by Allan (1985<sup>154</sup>)— on a small sample similar to that with which the main study would be conducted. That is, this study was carried out so as to check up whether the items and instructions in both the Attitude/Motivation



questionnaire and the Placement Test adopted for ascertaining the subjects' EFL proficiency were sufficiently comprehensible, how easy or difficult the items and instructions were, how long it would take to attempt all the items in both the questionnaire and the proficiency test, and what logistic supports would be required to administer the questionnaire and the test.

As the present researcher was not aware of any study ever carried out with the undergraduates in Bangladesh in order to determine the associations of attitudes/motivation with EFL proficiency, this study was deemed to be facilitating in formulating a limited number of hypotheses for guiding the main study, and in drawing the conclusion of the main study with a relatively greater degree of confidence. However, to make an inference of the pilot study, it seems necessary to sum up the methodology and the results detailed and discussed above.

#### 4.5.1 Summary

The study was aimed to determine the interaction between the attitudes/motivation of undergraduates and their proficiency in EFL. The sample of this study was constituted of 78 first year undergraduate students— 27 from the Department of Library and Information Science, Dhaka University, and 51 from the Department of Business Administration, Jahangirnagar University. To measure the subjects' attitudes and motivation to EFL and the other related factors, the Attitudes/Motivation Test Battery originally designed by Gardner (1985a<sup>155</sup>) and further modified by Haque (1989<sup>156</sup>) was used. And to ascertain the proficiency of the subjects in EFL, the Oxford Placement Test constructed by Allan (1985<sup>157</sup>) was employed. Then the data collected by using the measures were analyzed by means of the statistics— frequency distribution, cross-tabulation, chi-square, Pearson's product-moment correlations coefficients, subjects' z-tests and factor analysis. The level of significance set

for the statistical tests was at \*  $P < .01$  / \*\*  $P < .001$ . To guide the pilot study, eleven questions were formulated. The results of the statistical analyses were exploited to answer the questions either positively or negatively or in a different way.

As the frequency distribution of responses to the concerned variable in Table 4.1 revealed, only 30.77% of the subjects were instrumentally oriented, while 69.23% were learning EFL for integrative reasons. That is, though the subjects belonged to a monolingual setting, the majority of them were interested in the culture and the people of the English language.

The chi-square computed jointly with frequency and crosstabulation as presented in Table 4.2 disclosed that while 28.26% male subjects were instrumentally oriented, 34.37% female subjects preferred instrumental reasons; and while 71.74% male subjects were integratively oriented, 65.63% female subjects preferred integrative value. Hence, whereas the male subjects were more interested in the culture and the native speakers of the English language, the female subjects were more conscious of the utilitarian value of EFL.

Again, the chi-square computed jointly with frequency and crosstabulation as shown in Table 4.3 revealed that while 29.63% DU students were instrumentally oriented, 31.40% JU students chose instrumental reasons; and while 70.37% DU students selected integrative reasons, 68.60% JU students chose them for learning EFL. Therefore, DU students were slightly more interested in integrative value, whereas JU students were a little more instrumentally oriented.

Based on the findings demonstrated in Table 4.4, there had been slightly positive associations between interest in foreign languages and both the measures of proficiency, and between attitudes towards learning English and the test of grammatical structures, but all the other correlations were negative. Thus the subjects' attitudes towards the native speakers and learning foreign languages including EFL had insignificant impact upon proficiency in EFL.



The correlational analysis presented in Table 4.5 unfolded that motivational intensity had a low positive association with grammatical structures, but negative associations with reading and listening skills. Besides, desire to learn English possessed modest and positive correlations with grammatical structures, and reading and listening skills. However, all the correlations were clearly insignificant.

As demonstrated in Table 4.6, the results of a Pearson's product-moment correlation coefficient revealed that in most of the cases the attitudes of the students towards the learning situation had negative and in a few cases a little positive associations with proficiency in EFL. However, English class anxiety was highly negatively correlated with grammatical structures, and modestly negatively with reading and listening skills. This indicated that the students had a substantial amount of anxiety while participating in their EFL class.

As the correlational analysis revealed in Table 4.7, both integrative and instrumental orientation had negative and insignificant relations to proficiency in EFL. But integrative orientation appears to have been a relatively better predictor of EFL proficiency.

In Table 4.8, the Pearson's product-moment correlation coefficient showed that perceived parental encouragement had insignificant and negative associations with both the measures of proficiency in EFL.

The findings of the subjects' z-tests between male and female populations as demonstrated in Table 4.9 and Table 4.10 disclosed no significant differences in the mean scores on the measures of attitudes/motivation and proficiency in EFL.

The results of the z-tests presented in Table 4.11 uncovered that the mean scores of DU students were higher than those of JU students on all the measures of attitudes towards and motivation for learning EFL. But significant differences between the two populations were found only in the mean scores on



attitudes towards British people, interest in foreign languages and instrumental orientation.

In Table 4.12, the findings of the *z*-tests exhibited that JU students had moderately higher mean scores on the test of grammatical structures, and significantly higher mean scores on the measure of reading and listening skills than those achieved by DU students.

Finally, to summarize the correlational patterns, and reveal whether some underlying pattern of relationships existed in the pilot study, factor analysis was carried out. This analysis helped the present researcher to investigate the net effect of the variables excepting the dichotomous one—Orientation Index. It also helped obtain, out of a large number of variables, a small number of factors being the explanation of proficiency in EFL.

To perform the factor analysis of the data, Pearson's product-moment correlations coefficients were computed between all the continuous variables, and the resulting correlation matrix has been exhibited in Table 4.13 below. Afterwards, the correlation matrix was factor analyzed by employing the Principal Axis Factor Matrix. The factor matrix together with the communalities of each of the variables and the eigenvalues for the five factors has been shown in Table 4.14. Finally, the five factors with eigenvalues greater than 1.0 were rotated by exploiting the Normalized Varimax Solution (Kaiser 1958<sup>158</sup>), and the rotated factor matrix has been presented in Table 4.15. Factor 1 accounted for 24.8% of the common variance, Factor 2 for 10.8%, Factor 3 for 9.4%, Factor 4 for 7.9%, and Factor 5 for 7.7%. Variables with loadings of  $\pm .40$  or higher were arbitrarily regarded as considerable contributors to a particular factor.

Table 4.13 : Correlation Matrix :

|                 | V <sub>1</sub> | V <sub>2</sub> | V <sub>3</sub> | V <sub>4</sub> | V <sub>5</sub> | V <sub>6</sub> | V <sub>7</sub> | V <sub>8</sub> | V <sub>9</sub> | V <sub>10</sub> | V <sub>12</sub> | V <sub>13</sub> | V <sub>14</sub> | V <sub>15</sub> | V <sub>16</sub> | V <sub>17</sub> | V <sub>18</sub> | V <sub>19</sub> | V <sub>20</sub> | V <sub>21</sub> |
|-----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| V <sub>1</sub>  | -              | .55**          | .09            | -.20           | .11            | .24            | -.05           | .19            | .28            | .21             | .18             | .26             | .28             | .18             | .25             | -.15            | .24             | .20             | -.20            | -.09            |
| V <sub>2</sub>  | -              | -              | .10            | -.16           | .19            | .31*           | -.01           | .06            | .13            | .08             | .05             | .07             | .15             | -.05            | .19             | -.23            | .17             | .15             | -.21            | -.07            |
| V <sub>3</sub>  | -              | -              | -              | .07            | .17            | .14            | .01            | .06            | .19            | .31*            | .15             | .24             | .16             | .11             | .33*            | -.19            | .30*            | .22             | .17             | .01             |
| V <sub>4</sub>  | -              | -              | -              | -              | .12            | .20            | .16            | -.08           | -.23           | -.05            | -.01            | -.07            | -.06            | .04             | .02             | .24             | -.01            | -.08            | .05             | -.13            |
| V <sub>5</sub>  | -              | -              | -              | -              | -              | .43**          | .12            | .09            | .02            | .08             | -.04            | -.05            | .03             | .06             | .00             | -.07            | -.05            | -.03            | -.03            | -.09            |
| V <sub>6</sub>  | -              | -              | -              | -              | -              | -              | .15            | -.01           | .06            | .18             | .03             | .08             | .10             | -.05            | .14             | .12             | .22             | .14             | -.12            | -.18            |
| V <sub>7</sub>  | -              | -              | -              | -              | -              | -              | -              | -.16           | .34*           | -.28            | -.28            | -.17            | -.09            | -.03            | -.13            | .31*            | -.13            | -.09            | -.28            | -.14            |
| V <sub>8</sub>  | -              | -              | -              | -              | -              | -              | -              | -              | .11            | .07             | .19             | .24             | .18             | .18             | -.08            | -.03            | -.05            | -.09            | -.03            | -.03            |
| V <sub>9</sub>  | -              | -              | -              | -              | -              | -              | -              | -              | -              | .55**           | .31*            | .47**           | .38**           | .29*            | .43**           | -.28            | .29*            | .40**           | .04             | -.12            |
| V <sub>10</sub> | -              | -              | -              | -              | -              | -              | -              | -              | -              | -               | .37**           | .48**           | .36**           | .19             | .41**           | -.23            | .31*            | .23             | .20             | .13             |
| V <sub>12</sub> | -              | -              | -              | -              | -              | -              | -              | -              | -              | -               | -               | .49**           | .56**           | .53**           | .24             | -.17            | .16             | .14             | -.08            | .00             |
| V <sub>13</sub> | -              | -              | -              | -              | -              | -              | -              | -              | -              | -               | -               | -               | .61**           | .54**           | .51**           | -.37**          | .33*            | .38**           | .02             | -.16            |
| V <sub>14</sub> | -              | -              | -              | -              | -              | -              | -              | -              | -              | -               | -               | -               | -               | .76**           | .41**           | -.38**          | .35*            | .26             | -.03            | -.12            |
| V <sub>15</sub> | -              | -              | -              | -              | -              | -              | -              | -              | -              | -               | -               | -               | -               | -               | .23             | -.26            | .14             | .14             | -.04            | -.24            |
| V <sub>16</sub> | -              | -              | -              | -              | -              | -              | -              | -              | -              | -               | -               | -               | -               | -               | -               | .41**           | .73**           | .76**           | -.04            | .01             |
| V <sub>17</sub> | -              | -              | -              | -              | -              | -              | -              | -              | -              | -               | -               | -               | -               | -               | -               | -               | -.34**          | -.26            | -.08            | .08             |
| V <sub>18</sub> | -              | -              | -              | -              | -              | -              | -              | -              | -              | -               | -               | -               | -               | -               | -               | -               | -               | .56**           | -.11            | .02             |
| V <sub>19</sub> | -              | -              | -              | -              | -              | -              | -              | -              | -              | -               | -               | -               | -               | -               | -               | -               | -               | -               | -.18            | -.07            |
| V <sub>20</sub> | -              | -              | -              | -              | -              | -              | -              | -              | -              | -               | -               | -               | -               | -               | -               | -               | -               | -               | -               | .45**           |
| V <sub>21</sub> | -              | -              | -              | -              | -              | -              | -              | -              | -              | -               | -               | -               | -               | -               | -               | -               | -               | -               | -               | -               |

N = 78

Level of Significance \* P &lt; .01

\*\* P &lt; .001

**Names of Variables :**

V<sub>1</sub> Attitudes Towards British People  
 V<sub>2</sub> Attitudes Towards English Speaking Americans  
 V<sub>3</sub> Interest in Foreign Languages  
 V<sub>4</sub> Attitudes Towards Learning English  
 V<sub>5</sub> Integrative Orientation  
 V<sub>6</sub> Instrumental Orientation  
 V<sub>7</sub> English Class Anxiety

V<sub>8</sub> Parental Encouragement  
 V<sub>9</sub> Motivational Intensity  
 V<sub>10</sub> Desire to Learn English  
 V<sub>12</sub> English Teacher - Evaluation  
 V<sub>13</sub> English Teacher - Rapport  
 V<sub>14</sub> English Teacher - Competence  
 V<sub>15</sub> English Teacher - Inspiration

V<sub>16</sub> English Course - Evaluation  
 V<sub>17</sub> English Course - Difficulty  
 V<sub>18</sub> English Course - Utility  
 V<sub>19</sub> English Course - Interest  
 V<sub>20</sub> Grammatical Structures  
 V<sub>21</sub> Reading and Listening Skills.



Table 4.14 : Principal Axis Factor Matrix :

| Variables                                    | Communality | Factor 1 | Factor 2 | Factor 3 | Factor 4 | Factor 5 |
|----------------------------------------------|-------------|----------|----------|----------|----------|----------|
| Attitudes Towards British People             | .63         | .46      | .38      | -.07     | -.52     | .03      |
| Attitudes Towards English Speaking Americans | .68         | .30      | .51      | .09      | -.56     | .06      |
| Interest in Foreign Languages                | .41         | .39      | .06      | .24      | .21      | .38      |
| Attitudes Towards Learning English           | .59         | -.14     | .20      | -.07     | .66      | .29      |
| Integrative Orientation                      | .56         | .07      | .45      | -.08     | -.03     | .59      |
| Instrumental Orientation                     | .67         | .20      | .65      | .07      | .07      | .45      |
| English Class Anxiety                        | .49         | -.31     | .52      | -.14     | .33      | -.08     |
| Parental Encouragement                       | .38         | .18      | -.09     | -.42     | -.32     | .23      |
| Motivational Intensity                       | .50         | .67      | -.14     | .05      | -.16     | .02      |
| Desire to Learn English                      | .60         | .62      | -.20     | .16      | -.01     | .39      |
| English Teacher - Evaluation                 | .56         | .57      | -.24     | -.41     | .06      | .08      |
| English Teacher - Rapport                    | .68         | .77      | -.14     | -.22     | .12      | -.01     |
| English Teacher -Competence                  | .73         | .74      | -.08     | -.40     | .12      | -.01     |
| English Teacher- Inspiration                 | .78         | .57      | -.14     | -.61     | .25      | -.05     |
| English Course - Evaluation                  | .85         | .76      | .10      | .42      | .23      | -.18     |
| English Course - Difficulty                  | .38         | -.54     | .15      | -.11     | .17      | .14      |
| English Course - Utility                     | .69         | .63      | .17      | .44      | .18      | -.18     |
| English Course - Interest                    | .71         | .61      | .18      | .41      | .17      | -.33     |
| Grammatical Structures                       | .71         | -.05     | -.59     | .28      | .05      | .52      |
| Reading and Listening Skills                 | .52         | -.12     | -.46     | .44      | -.16     | .28      |
| Eigenvalue of the Factors                    |             | 4.96     | 2.16     | 1.89     | 1.58     | 1.54     |



**Table 4.15 : Varimax Rotated Factor Matrix after Rotation with Kaiser Normalization :**

| Variables                                    | Factor 1 | Factor 2 | Factor 3 | Factor 4 | Factor 5 |
|----------------------------------------------|----------|----------|----------|----------|----------|
| Attitudes Towards British People             | .20      | .14      | -.13     | .71      | .23      |
| Attitudes Towards English Speaking Americans | -.06     | .15      | -.14     | .73      | .32      |
| Interest in Foreign Languages                | .16      | .35      | .27      | -.08     | .42      |
| Attitudes Towards Learning English           | .01      | -.01     | -.15     | -.62     | .42      |
| Integrative Orientation                      | .02      | -.13     | -.01     | .12      | .72      |
| Instrumental Orientation                     | -.03     | .15      | -.16     | .12      | .78      |
| English Class Anxiety                        | -.23     | -.08     | -.55     | -.26     | .26      |
| Parental Encouragement                       | .40      | -.34     | .08      | .30      | .09      |
| Motivational Intensity                       | .45      | .38      | .23      | .31      | .00      |
| Desire to Learn English                      | .42      | .33      | .48      | .12      | .26      |
| English Teacher - Evaluation                 | .74      | .06      | .08      | .05      | .00      |
| English Teacher - Rapport                    | .73      | .36      | .05      | .09      | .02      |
| English Teacher - Competence                 | .81      | .25      | -.08     | .09      | .05      |
| English Teacher - Inspiration                | .86      | .05      | -.19     | -.11     | -.02     |
| English Course - Evaluation                  | .24      | .89      | .05      | .06      | .08      |
| English Course - Difficulty                  | -.31     | -.38     | -.16     | -.30     | .15      |
| English Course - Utility                     | .12      | .81      | .01      | .09      | .09      |
| English Course - Interest                    | .10      | .83      | -.10     | .11      | -.02     |
| Grammatical Structures                       | .00      | -.10     | .80      | -.24     | .05      |
| Reading and Listening Skills                 | -.24     | -.01     | .67      | -.02     | -.10     |

**Factor 1** received its considerable loadings from seven variables— three being concerned with motivation and four being related to attitudes towards the English teacher :

|             |                              |     |
|-------------|------------------------------|-----|
| Variable 8  | Parental Encouragement       | .40 |
| Variable 9  | Motivational Intensity       | .45 |
| Variable 10 | Desire to Learn English      | .42 |
| Variable 12 | English Teacher - Evaluation | .74 |

|             |                               |     |
|-------------|-------------------------------|-----|
| Variable 13 | English Teacher - Rapport     | .73 |
| Variable 14 | English Teacher - Competence  | .81 |
| Variable 15 | English Teacher - Inspiration | .86 |

The scales which received higher loadings on Factor 1 were all related to attitudes towards the English teacher (V<sub>12</sub>, V<sub>13</sub>, V<sub>14</sub> and V<sub>15</sub>). Therefore, Factor 1 could be labelled as **"Attitudes Towards the English Teacher"**.

That is, the subjects who felt the teacher inspired them to learn EFL (V<sub>15</sub>), perceived their teacher as being competent (V<sub>14</sub>), positive (V<sub>12</sub>), and friendly and sympathetic (V<sub>13</sub>). In addition, the pattern of loadings on Factor 1 suggested that the subjects were highly motivated towards learning EFL (V<sub>9</sub>), expressed a strong desire to learn EFL (V<sub>10</sub>) as they felt that their parents encouraged them to learn EFL (V<sub>8</sub>). This factor accounted for 24.8% of the common variance.

**Factor 2** possessed substantial loadings from three variables all of which were related to attitudes towards the English course :

|             |                             |     |
|-------------|-----------------------------|-----|
| Variable 16 | English Course - Evaluation | .89 |
| Variable 19 | English Course - Interest   | .83 |
| Variable 18 | English Course - Utility    | .81 |

As all the measures receiving appreciable loadings on Factor 2 were associated with the English course, this factor could be designated as a factor of **"Attitudes Towards the EFL Course"**.

As per the indication of the configuration, those subjects who considered the EFL course positive (V<sub>16</sub>), also found the course interesting (V<sub>19</sub>) and beneficial (V<sub>18</sub>). This factor accounted for 10.8% of the common variance.

**Factor 3** which accounted for 9.4% of the common variance, received considerable loadings from four variables— two related to proficiency in EFL and the other two to learning EFL and the subjects' affective states :

|             |                              |     |
|-------------|------------------------------|-----|
| Variable 20 | Grammatical Structures       | .80 |
| Variable 21 | Reading and Listening Skills | .67 |



|             |                         |      |
|-------------|-------------------------|------|
| Variable 7  | English Class Anxiety   | -.55 |
| Variable 10 | Desire to Learn English | .48  |

Since Factor 3 received its highest loadings from all the measures of proficiency in EFL, this factor could be marked as a "**Proficiency Factor**".

The pattern of loadings on Factor 3 revealed that the subjects who were better in grammar (V<sub>20</sub>), were also better in reading and listening skills (V<sub>21</sub>). And the negative loadings of English class anxiety (V<sub>7</sub>) on this factor suggested that those subjects possessing higher proficiency in EFL confronted less anxiety in their EFL class. Finally, the subjects who were better proficient in EFL, also expressed a stronger desire to learn the language (V<sub>10</sub>).

**Factor 4** that accounted for 7.9% of the common variance, received appreciable loadings from three variables being concerned with the subjects' attitudes :

|            |                                              |      |
|------------|----------------------------------------------|------|
| Variable 2 | Attitudes Towards English Speaking Americans | .73  |
| Variable 1 | Attitudes Towards British People             | .71  |
| Variable 4 | Attitudes Towards Learning English           | -.62 |

As Factor 4 received its highest loadings from the measures of attitudes towards the target language and its speakers, this factor could be identified as a factor of "**Attitudes Towards the Target Language and Its Speakers**".

The structure of loadings on Factor 4 disclosed that the subjects who had positive attitudes towards the English speaking Americans (V<sub>2</sub>), also had positive attitudes towards the British people (V<sub>1</sub>). However, the negative loadings of attitudes towards learning English (V<sub>4</sub>) indicated that the positive attitudes of the subjects towards the target language speakers hardly influenced their attitudes towards learning the language.

**Factor 5** received its substantial loadings from four variables— two being related to motivational orientation and the other two to attitudes towards learning foreign languages including English :

|            |                          |     |
|------------|--------------------------|-----|
| Variable 6 | Instrumental Orientation | .78 |
|------------|--------------------------|-----|



|            |                                    |     |
|------------|------------------------------------|-----|
| Variable 5 | Integrative Orientation            | .72 |
| Variable 3 | Interest in Foreign Languages      | .42 |
| Variable 4 | Attitudes Towards Learning English | .42 |

This factor received its higher loadings from the measures of motivational orientation. Therefore, this could be named as a factor of **"Motivational Orientation"**.

The pattern of loadings on Factor 5 unfolded that the subjects who were instrumentally oriented (V<sub>6</sub>), were also integratively oriented (V<sub>5</sub>). And their motivational orientation was associated with their interest in foreign languages (V<sub>3</sub>) and favourable attitudes towards learning English (V<sub>4</sub>). This factor accounted for 7.7% of the common variance.

#### 4.5.2 Conclusion

In conducting the pilot study the present researcher could not help encountering several limitations and constraints.

**First**, the researcher was totally unaware of any study carried out with the undergraduate students of Bangladesh in order to establish the correlation of attitudes/motivation with proficiency in EFL. Hence, with a great number of modifications and changes in the Attitude/Motivation Test Battery originally developed by Gardner (1985a<sup>159</sup>) and further modified by Haque (1989<sup>160</sup>), the present researcher used it to gather data from the subjects. Notwithstanding, some items of the questionnaire appeared to the subjects to be obscure and/or inadequate from the standpoint of language and presentation as the questionnaire was translated into Bengali, the subjects' mother tongue. However, the present investigator found that suggestive of bringing some more modifications in the language and presentation of the items of the questionnaire (see Appendix D) so as to collect data for the main study.

**Secondly**, the EFL proficiency test constructed by Allan (1985<sup>161</sup>) was constituted of items for measuring the knowledge and ability of using grammatical structures, reading and listening skills learned in the formal classroom situation. But as the syllabuses of the undergraduate EFL programmes contained an aspect of writing free compositions, the exclusion of writing a free composition appeared to be a limitation on determining the subjects' proficiency in EFL. Hence, the present researcher decided on adopting an additional free composition test in the main study.

**Thirdly**, the subjects were not used to responding to such a questionnaire as the Attitude/Motivation Test Battery (Gardner 1985a<sup>162</sup>, Haque 1989<sup>163</sup>). Therefore, though they had adequate time and enjoyed a relaxed situation, they may not have expressed their true feelings and objective opinions in some cases.

**Fourthly and lastly**, the study was conducted among a very limited number of subjects drawn from only one department of Dhaka University and only one department of Jahangirnagar University. Hence, although the findings of the present study could be generalized to other identical populations at the undergraduate level, the question still remains whether the same/similar results would be found if a sample at other levels were to be investigated.

However, with all the limitations and reservations in consideration the pilot study could legitimately be concluded in the following way :

(1) The undergraduate students in this study seem to be more integratively oriented towards EFL. That is, they learn the English language for the purpose of knowing more about EFL culture and speakers, and becoming members of some English speaking community. However, the subjects belong to a monolingual setting in which people are usually instrumentally oriented to learn an SL/FL (e.g. Haque 1989<sup>164</sup>, Ismail 1984<sup>165</sup>, Jayatilaka 1982<sup>166</sup>, Karkia 1979<sup>167</sup>, Gardner and Lambert 1972<sup>168</sup>). Though the finding of the present research corroborates the findings of a number of existing investigations (e.g.



Ramage 1990<sup>169</sup>, Gardner, Lalonde and Moorcroft 1985<sup>170</sup>, Gliksmann, Gardner and Smythe 1982<sup>171</sup>, Gardner 1960<sup>172</sup>, Gardner and Lambert 1959<sup>173</sup>), it can be further verified by the finding of the main study.

(2) There are no significant differences in motivational orientation due to sex differences in the subjects of the present study. But the male subjects are a bit more aware of the EFL speakers and their culture, whereas the female subjects are a little more conscious of the functional reasons of EFL. This finding lends support to Bacon and Finnemann (1992<sup>174</sup>), but contradicts the findings of the studies carried out by Ludwig (1983<sup>175</sup>), and Gardner and Lambert (1972<sup>176</sup>). Hence, the main study is expected to further clarify the present finding.

(3) There exists little and insignificant difference between the students of Dhaka University and those of Jahangirnagar University in point of their motivational orientation. However, as the present researcher is not aware of any such studies attempting to investigate such a distinction, no comparisons could be made; and then the main study is expected to substantiate the validity of the present finding.

(4) The subjects' EFL proficiency is negatively and insignificantly associated with their attitudes towards the native speakers. This finding is consistent with the findings of Chihara and Oller (1978<sup>177</sup>), Gardner and Lambert (1972<sup>178</sup>), Svanes (1988<sup>179</sup>), and Oller et al. (1977b<sup>180</sup>). Though insignificant, interest in foreign languages has a positive correlation with EFL proficiency. This finding contradicts the finding of Haque (1989<sup>181</sup>). Besides, the other measures of attitudes are insignificantly correlated with proficiency in EFL. Therefore, the main study is warranted to substantiate the validity of these findings.

(5) Motivational intensity has a low positive correlation with proficiency in grammatical structures. This finding lends support to Gardner (1960<sup>182</sup>) and Haque (1989<sup>183</sup>). But motivational intensity has insignificantly negative



relations to reading and listening skills. This finding is expected to be verified by that of the main study. Though insignificant, the correlations between desire to learn English and the measures of proficiency in EFL are modest and positive. This result is consistent with those of the studies carried out by Feenstra (1967<sup>184</sup>), Gardner and Lambert (1972<sup>185</sup>), Gardner, Lalonde and Moorcroft (1985<sup>186</sup>), and Savignon (1972<sup>187</sup>). Nonetheless, the finding can be substantiated by the result of the main study.

(6) The overall correlation of the subjects' attitudes towards the learning situation with their proficiency in EFL is insignificant and negative. However, English class anxiety has a negative and almost significant association with proficiency in grammatical structures. This result extends support to MacIntyre and Gardner (1991<sup>188</sup>), Krashen (1981<sup>189</sup>, 1982<sup>190</sup>, 1985<sup>191</sup>), Horwitz (1986<sup>192</sup>), Trylong (1987<sup>193</sup>), and Abboushi (1983<sup>194</sup>). Nevertheless, the finding of negative relations between the subjects' attitudes towards the learning situation and proficiency in EFL can be compared with that of the main study since the finding contradicts those which have been uncovered by Haque (1989<sup>195</sup>), Gardner (1985b<sup>196</sup>), Gordon (1980<sup>197</sup>), Naiman et al. (1978<sup>198</sup>), and Neidt and Hedlund (1967<sup>199</sup>).

(7) Both integrative orientation and instrumental orientation have negative and insignificant correlations with proficiency in EFL. But integrative orientation seems to be a better predictor of EFL proficiency. Though the present results are consistent with several existing studies, they contradict the findings of a large number. Hence, the result of the main study is expected to verify these findings.

(8) There is no significant and positive relationship between parental encouragement and proficiency in EFL. This finding extends support to a small number of existing studies (e.g. Colletta 1982<sup>200</sup>), but contradicts a large number of earlier studies (e.g. Haque 1989<sup>201</sup>, Burstall 1975b<sup>202</sup>, Gardner and

Smythe 1975<sup>203</sup>, and Gardner and Santos 1970<sup>204</sup>). This is why, the present result can be substantiated by the findings of the main study.

(9) There exist no significant sex differences in attitudes towards and motivation for learning EFL. This finding confirms the results of the studies conducted by Bacon (1992<sup>205</sup>), Trieste (1985<sup>206</sup>), Hansen (1981<sup>207</sup>), Naiman et al. (1978<sup>208</sup>), and Briere (1978<sup>209</sup>). However, the present finding does not corroborate the conclusions drawn by Bacon and Finnemann (1992<sup>210</sup>), and Ludwig (1983<sup>211</sup>). The present study also reveals that there are no significant differences in males and females with respect to their proficiency in EFL. But this finding does not give support to Nyikos (1990<sup>212</sup>), and Boyle (1987<sup>213</sup>). That is why, the present findings can be verified by those of the main study.

(10) The present study fails to establish any significant differences between the students of Dhaka University and those of Jahangirnagar University in point of most of the measures of attitudes and motivation to learning EFL. However, the two populations significantly differ from each other with respect to their interest in foreign languages, attitudes towards British people, and instrumental orientation. And in all these three measures, Dhaka University students have scored higher than Jahangirnagar University students. The main study is expected to substantiate the validity of the present results.

(11) The students of Jahangirnagar University appear to be more proficient than those of Dhaka University in the English language. However, similar studies are wished to confirm or contradict this finding as it has not been justified by any existing studies as being non-available.

(12) The present study also reveals significant associations between some variables, but not between a large number of them. This finding can be verified by that of the main study.

(13) Finally, the pilot study uncovers five factors— Attitudes Towards the English Teacher, Attitudes Towards the English Course, Proficiency Factor,

Attitudes Towards the Target Language and Its Speakers, and Motivational Orientation—accounting for proficiency in EFL.



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**CHAPTER FIVE**  
**RESEARCH DESIGN AND METHODOLOGY**

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## **CHAPTER FIVE**

### **RESEARCH DESIGN AND METHODOLOGY**

The research design and methodology that were used to determine the associations of attitudes and motivation with EFL proficiency in the present study have constituted the fifth chapter. This chapter is composed of four main sections. The first section labelled "Sample" describes how the subjects of the present study were selected. The second section "Research Instrumentation" details the measures employed for collecting attitudinal/motivational data from and ascertaining EFL proficiency of the subjects. The third section entitled "Test Administration and Data Collection" contains the description of when and how the questionnaire and tests were administered to collect data from the subjects. The fourth and final section named "Analysis of the Data" presents how the data were analyzed so as to obtain the findings of the current study.

#### **5.1 Sample**

The present study was carried out with 221 first year undergraduate students randomly selected from two departments of Dhaka University and two departments of Jahangirnagar University in Bangladesh. The subjects possessed several characteristics in common — having the same mother tongue Bengali, belonging to the same age group, studying throughout in the Bengali medium, and already having ten years of formal instruction in EFL at the rate of about four hours per week. Besides, they were all studying EFL as an integrated course within their respective programmes during the first year.

Having assumed that the sample of the study could be handpicked with good judgement (Fink and Kosecoff 1985<sup>1</sup>), Dhaka University (DU) and Jahangirnagar University (JU) were purposively chosen. Moreover, being a lecturer of Jahangirnagar University and a researcher of Dhaka University, the



present investigator found these two universities convenient for gathering data for the study. As mentioned earlier, EFL was taught sporadically in a few departments of Dhaka University and Jahangirnagar University. Therefore, two departments from Dhaka University—Library and Information Science, and Islamic Studies, and two departments from Jahangirnagar University—Bengali, and Business Administration were again purposively selected. It is to be pointed out here that time constraint and lack of cooperation also led the researcher to the purposive selection of the four departments of the two universities.

Two of the most important principles which underly any kind of sampling design are the avoidance of bias in the selection of subjects, and the achievement of the maximum precision for a given expenditure of time, money and labour (Moser and Kalton 1981<sup>2</sup>). After having imposed several restrictions to the survey population through defining procedures, the process of sampling in the present case became relatively simple and straight-forward. In view of the limited resources, the target population chosen and the data collection methods employed rendered themselves favourable for applying the "simple random" procedure. Random sampling is easy and inexpensive not only for subject selection and data analysis but also for variance computation (Sudman 1976<sup>3</sup>).

In the simple random procedure, a list of the total population members is arranged in a random order and every  $n^{\text{th}}$  name is then picked out, every member of the population has an equal chance of being selected in the sample. Having applied this procedure, 64 subjects were selected from the Department of Library and Information Science, DU, 66 from the Department of Islamic Studies, DU, 53 from the Department of Business Administration, JU, and 38 subjects were chosen from the Department of Bengali, JU. Thus the final sample of informants participating in the present study consisted of 221 male and female subjects. In order to ensure that the final sample consisted of 221

subjects, a large number of samples was taken, and only those subjects who sat for both the tests of criterion variables and predictor variables were included in the final analysis.

## **5.2 Research Instrumentation**

In order to test the hypotheses of the present study, two major predictor variables— the motivational orientation of the subjects and various subject attitude measures were defined. The major criterion variables in this investigation were constituted of the subjects' scores on a test of grammatical structures, a test of reading and listening skills, and a test of free composition.

The test battery by which data were collected for measuring the predictor variables followed that originally devised by Gardner (1985<sup>4</sup>) and further modified by Haque (1989<sup>5</sup>). On the other hand, to ascertain the criterion variables, data were gathered by employing the Oxford Placement Test constructed by Allan (1985<sup>6</sup>) and a test of free composition planned by the present researcher.

### **5.2.1 Measures of Attitudes/Motivation**

In order to determine the subjects' attitudes in various forms and their motivational orientation, the present researcher exploited the Attitude/Motivation Test Battery originally constructed by Gardner (1985<sup>7</sup>) and further modified by Haque (1989<sup>8</sup>). Since the target language of the subjects of the investigation was the English language, minor consequential adjustments had to be made in the Attitude/Motivation scales, which were originally designed for French as the target language. A number of existing investigations have either modified the test items or used comparable ones to study the learning of English by French - speaking students in Canada (Clement, Gardner



and Smythe 1977<sup>9</sup>), students in the Philippines (Gardner and Lambert 1972<sup>10</sup>), students in Finland (Laine 1977<sup>11</sup>), students in Belize (Gordon 1980<sup>12</sup>), and the learning of Spanish by American students (Muchnick and Wolfe 1982<sup>13</sup>). In this regard, Gardner (1985<sup>14</sup>:1-2) maintains—

The items in this test were developed for the Canadian context and to English - speaking Canadians learning French in elementary and secondary school. Changing the setting, the language or the general socio-cultural milieu in which the language programme exists might necessitate major changes in the items to make them meaningful and/or relevant. At least, researchers should be concerned with the issues involved in transporting items to other contexts.

Therefore, for example, "Studying French can be important to me because it will allow me to be more at ease with fellow Canadians who speak French" was modified and rewritten as "Studying English is important to me because it will allow me to be more at ease with people who speak English". Moreover, in view of the new sociolinguistic context of the present study, several items of the original test battery such as "Even though Canada is relatively far from countries speaking other languages, it is important for Canadians to learn foreign languages"—were, on the one hand, discarded and, on the other, some novel items, for example, "English speaking Americans are kind and generous"—were added. In each scale of the instrument the items were interspersed and randomly presented in a questionnaire of three major parts.

The questionnaire (exhibited in Appendix-A) began with "General Instructions" that preceded several labels eliciting information from the subjects on their age, sex, university, department, father's educational qualification and occupation, and mother's educational qualification and occupation. The information was required to analyze the data and interpret the findings. Then the questionnaire contained Part I being constituted of fifty nine items for eight subtests using the Likert Scale (1932<sup>15</sup>). After that the questionnaire



possessed Part II in which Part II-A had twenty items for two subtests, and Part II-B comprised only one item for orientation index. All the items in Part II were arranged in the form of a multiple-choice test. In Part I, the Likert scale required the subjects to mark with a tick (✓) one of the seven alternative responses—"Strongly Disagree", "Moderately Disagree", "Slightly Disagree", "Neutral", "Slightly Agree", "Moderately Agree", and "Strongly Agree" that were presented just below each of the item statements. In Part II-A, the subjects were directed to respond to the multiple-choice scales by putting a circle (O) round the alternative that they felt described them best. Part II-B required the subjects to rank the alternatives that followed the item. The remaining Part III-A and Part III-B composed of eight subtests were assessed by means of a Semantic Differential Format propounded by Osgood, Suci and Tannenbaum (1957<sup>16</sup>). The concepts "My English Teacher" and "My English Course" were each rated on a twenty five impulsive and evaluative scales, and for each concept the twenty five scales were grouped to form four subscales related to specific aspects of that concept. The Semantic Differential Scales required the subjects to mark their attitudes towards an object or concept by selecting one point along a seven point scale defined by bipolar adjectives at opposite extremes in the manner arranged by Osgood, Suci and Tannenbaum (1957<sup>17</sup>).

As the subjects' mother tongue was Bengali, the whole Attitude/Motivation Questionnaire was translated into Bengali (Appendix - B). Then the Bengali version of the questionnaire was revised and, in a few cases, edited by the research supervisor. In the light of the suggestions put forward in the pilot study (Chapter Four), some more modifications were brought about in the language and presentation of the items of the questionnaire. The instructions for responding to the items were simplified for the convenience of the subjects. Each part of the questionnaire started with clear instructions as to how to respond to the items in the part. In addition, the researcher provided an oral explanation before the subjects were requested to respond to each part of the

questionnaire. The subjects were also asked to raise their hand if they had any questions while answering the questionnaire.

The Attitude/Motivation Test Battery was constituted of three major parts as described below :

**Part I :** This part consisted of eight subtests using a Likert Scale (1932<sup>18</sup>) of seven alternative response format :

**1. Attitudes Towards British People :** This subtest was constituted of ten positively-worded statements along a seven point scale ranging from "Strongly Disagree" to "Strongly Agree". A high score on this measure (maximum = 70) indicated a positive attitude of the subjects towards British people.

**2. Attitudes Towards English Speaking Americans :** Ten positively-worded statements each with a seven point scale ranging from "Strongly Disagree" to "Strongly Agree" comprised this scale. A high score on this measure (maximum = 70) indicated a favourable attitude of the subjects towards English speaking Americans.

**3. Interest in Foreign Languages :** This scale consisted of eight positively- worded items determining a subject's general interest in studying foreign languages. Each student's score was the sum of the number of points secured on each item ranging from 1 to 7, with a high score (maximum = 56) indicating a high degree of interest in learning foreign languages.

**4. Attitudes Towards Learning English :** This was a ten item subtest, five of which were positively-worded and the other five were negatively-worded. The subjects were required to indicate, along a seven point scale, their feelings about each. A high score (maximum = 70) was taken to be indicative of a positive attitude towards learning English.

**5. Integrative Orientation :** This scale was composed of four items, each emphasizing the importance of learning EFL so as to mix with and share cultural experience with the native speakers of the English language or others



who speak English or languages other than the subjects' mother tongue. A high score on this measure (maximum = 28) indicated that a subject endorsed integrative reasons for learning EFL.

**6. Instrumental Orientation :** In this subtest, the subjects were presented with four statements, each stressing the pragmatic or utilitarian value of learning EFL. A high score on this scale (maximum = 28) meant that the subjects possessed instrumental reasons for learning EFL.

**7. English Class Anxiety :** This scale was constituted of five items ascertaining the subjects' degree of discomfort while participating in the EFL class. A high score on this subtest (maximum = 35) reflected a subject's high degree of discomfort and/or anxiety in the class.

**8. Parental Encouragement :** This measure was composed of eight positively-worded statements determining the extent to which the subjects perceived their parents as actively encouraging and supporting them to learn EFL. A high score (maximum = 56) suggested a high level of parental encouragement perceived by the subjects to learn EFL.

**Part II :** This part was divided into two sub-parts—Part II-A consisting of two subtests, and Part II-B having only one scale. The items for all the scales were presented randomly in the form of a multiple-choice test in which the subjects would put a circle round the alternative that they felt described them best.

**Part II - A :** The two scales that this sub-part had were as follows :

**9. Motivational Intensity :** This subtest was constituted of ten multiple-choice items which were designed to determine the intensity of a subject's motivation to learn EFL in terms of work done for classroom assignments, future plans to make use of and study the language, etc. A high score on this test (maximum = 30) indicated a subject's self-report of a high degree of effort being spent in learning the language.



**10. Desire to Learn English :** This subscale consisted of ten multiple-choice items evaluating the subject's desirability of learning EFL. A high score on this test (maximum = 30) was indicative of the subject's strong perception of the desirability of learning the language.

**Part II-B :** This sub-part was composed of only one scale as described below :

**11. Orientation Index :** This scale was constituted of one incomplete proposition followed by four alternatives which best described the subjects' reasons for learning EFL. Two of the alternatives emphasized instrumental reasons whereas the other two indicated integrative orientation. This subtest was scored dichotomously. The subjects who chose either of the instrumental reasons were scored 1, and those who chose either of the integrative reasons were scored 2.

**Part III :** This part was constituted of two sub-parts— Part III-A containing four subscales related to the concept of "My English Teacher", and Part III-B having four subtests concerned with the concept of "My English Course". All the eight scales were scored by using a Semantic Differential Format propounded by Osgood, Suci and Tannenbaum (1957<sup>19</sup>).

**Part III-A :** This part consisted of four subtests as described below :

**12. English Teacher-Evaluation :** The ratings on ten evaluative scales were summed to reflect the subjects' general evaluative reactions to their English teacher. The items were scored in the direction shown below such that a high score (maximum = 70) indicated a positive evaluation. The evaluative scales were— friendly - unfriendly, unreliable - reliable, inconsiderate - considerate, good - bad, pleasant - unpleasant, efficient - inefficient, polite - impolite, insincere - sincere, dependable - undependable, and cheerful - cheerless.

**13. English Teacher-Rapport :** Teacher - learner rapport was measured by five scales keyed in the "rapport" direction — trusting - suspicious,

insensitive - sensitive, unapproachable - approachable, impatient - patient, and disinterested - interested. The higher the score (maximum = 35) on this test, the greater the perceived rapport and warmth of the teacher.

**14. English Teacher-Competence :** The learner's perception of the teacher's competence was tapped by five scales— organized-disorganized, industrious - unindustrious, unintelligent - intelligent, incapable - capable, and competent-incompetent. A high score (maximum = 35) on this measure was perceived as signifying that the learner rated the teacher competent in teaching EFL.

**15. English Teacher-Inspiration :** On a five-item measure the subjects rated the extent to which they felt that their teacher inspired them to learn EFL. The items of this scale were— colourful - colourless, unimaginative - imaginative, exciting - dull, tedious - fascinating, and interesting - boring. High scores (maximum = 35) were indicative of high levels of inspiration and interest.

**Part III-B :** This sub-part was composed of four subtests as detailed below :

**16. English Course-Evaluation :** The students' general evaluative reactions to their EFL course were assessed with ten items scored such that the higher the score (maximum = 70), the more positive a learner's evaluation of the course. The items of this scale included— good - bad, disagreeable - agreeable, pleasurable - painful, satisfying - unsatisfying, awful - nice, pleasant - unpleasant, enjoyable - unenjoyable, unrewarding - rewarding, worthless - valuable, and appealing - unappealing which were keyed positively.

**17. English Course-Difficulty :** Ratings on five scales were summed to provide an estimate (maximum = 35) of the perceived difficulty of the EFL course. A high score indicated that the subjects considered the course to be easy, while a low score suggested that the subjects found the course difficult.



The scales were represented as— simple - complicated, elementary - complex, effortless - hard, clear - confusing, and difficult - easy.

**18. English Course-Utility :** This subtest was constituted of five scales— educational - noneducational, meaningful - meaningless, necessary - unnecessary, useless - useful, and unimportant - important. A high score on this measure (maximum = 35) was associated with a high level of perceived utility of the EFL course.

**19. English Course-Interest :** Five scales were summed such that the higher the score (maximum = 35) the more interest the subjects had in the EFL course. The scales were arranged as fascinating - tedious, monotonous - absorbing, interesting - boring, exciting - dull, and colourful - colourless.

### 5.2.2 Measures of Proficiency in EFL

Ascertaining proficiency in a second/foreign language has been a delicate and often a complicated job in language testing (Oller 1979<sup>20</sup>, 1983<sup>21</sup>; Hughes and Porter 1983<sup>22</sup>). The problem is associated not only with the question of ensuring and improving the validity and reliability of the test instruments but also with the ideals of developing measures that can, to a substantial and acceptable extent of objectivity, assess and determine a subject's knowledge of the target language.

However, proficiency in a language conventionally includes the four basic skills— listening, speaking, reading and writing. But in Bangladesh EFL education is primarily oriented to reading and writing skills. The principal objective of teaching EFL from Class III to Class XII as a compulsory subject and at the undergraduate level as an integrated/compulsory course is to equip the students with reading and writing ability so that they can cope with texts in English and reproduce thoughts and ideas in English. In addition, the reading and writing capability is considered to be useful for their higher studies and



getting/ doing jobs. The students have very limited access to listening to English except they get the opportunity of listening to the language as sometimes spoken by the teachers, and if they watch BBC World, CNN, Star Plus, Star Movies, etc. on television. Therefore, in the present study measuring the subjects' proficiency in EFL refers to ascertaining their level of proficiency in writing, reading and listening skills of the language.

Despite the theoretical arguments and controversies, many institutions and educational establishments have so far developed a wide variety of standardized tests for both local and international use. Nearly all these international editions are, by and large, designed to assess and ascertain the proficiency levels of prospective candidates from overseas who aspire to enter higher educational institutions in the UK, the USA, Canada, Australia, and other countries. Hence several choices were available to the present researcher to exploit for determining the EFL proficiency of the subjects. However, to ascertain the proficiency of the subjects of the present study in writing, reading and listening skills of EFL, the Oxford Placement Test constructed by Allan (1985<sup>23</sup>) was employed. Several reasons led to the selection of this test.

**Firstly**, the subjects of the present study were required to sit for a test that would efficiently and effectively determine the present level of proficiency of the subjects in writing, reading and listening skills of EFL. The Oxford Placement Test was found to perform the task as was required. Though a placement test is usually designed to sort new students from varied academic backgrounds into teaching groups so that they can start a course at approximately the same level as the other students in the class, the test basically measures the students' current level of proficiency in the target language. As Harrison (1983<sup>24</sup> : 4) holds — "It is concerned with the student's present standing, and so relates to general ability rather than specific points of learning". This clarifies that the placement test is actually used for determining the student's present level of proficiency in a language, and then the grouping

of new students is done on the basis of their present level of proficiency. For example, Abboushi (1983<sup>25</sup>) used the English Placement Test (EPT) published by the Michigan University, and England (1984<sup>26</sup>) employed the University of Illinois Placement Test for measuring the language proficiency of their subjects. Therefore, the present researcher selected the Oxford Placement Test for measuring the subjects' proficiency in writing, reading and listening skills.

**Secondly**, apart from the technical and physical difficulties associated with constructing a test for measuring proficiency in an SL/FL, ascertaining the validity and reliability of the test and its scoring were considered to be time consuming. That is why, the present researcher chose the Oxford Placement Test which has sufficient validity and reliability.

**Thirdly**, the Oxford Placement Test is one of the most widely used measures of ESL/EFL proficiency in the UK. It has been reliably exploited for ascertaining English proficiency of the students entering undergraduate and postgraduate studies in British universities. Since the subjects of the present study were of the undergraduate level, the researcher thought that the Oxford Placement Test would effectively and efficiently measure the subjects' proficiency in writing, reading and listening.

**Fourthly**, the Oxford Placement Test is administratively feasible, and the items are totally of the objective type, which ensure objective scoring.

**Fifthly**, the test items have been selected and arranged in such a way that they ascertain a person's abilities in the specific skills of EFL.

**Finally**, in support of the selection of this test on the basis of the reasons stated above, Cooper (1972<sup>27</sup> : 343 - 44) could be quoted —



In some cases, it may be possible to use a test which has already been developed. If a test has been developed for the same purpose and for the same or similar populations as ours, we can consider the possibilities of employing it. In part, we can judge the degree to which an existing test meets our purposes by evaluating its items. Do the items appear to tap the abilities that we wish to test ? Do the items appear to be at the appropriate level of difficulty ? ...

Hence, the present researcher chose the Oxford Placement Test so as to ascertain the subjects' proficiency in writing, reading and listening skills of EFL. The test was constituted of two parts as detailed below :

**(a) Test of Grammatical Structures :** This is a written multiple - choice test of grammatical structures of English covered by the vast majority of coursebooks, whether functional or structural, in the range elementary to advanced. The structures chosen for testing are the outcomes of detailed research into the content of the most widely known and used coursebooks and public examinations, while the format and item-balance of the test are based on the evidence provided by computers of the difficulty levels of particular items across an international sample.

This test is made of one-hundred multiple - choice items each carrying one mark. A time limit of one hour thirty minutes was set for the test. The detailed test is demonstrated in Appendix - C.

**(b) Test of Reading and Listening Skills :** This is primarily a test of reading and listening skills consisting of one-hundred multiple-choice items each of one mark. In this test the testee's performance is dependent on the knowledge of the sound and writing systems of the English language and upon the ability to make use of this knowledge at a task-speed well within the competence of a native-speaker of English. The items of the test are derived from a bank of several hundred examples of 'slips of the ear' that have been recorded over a number of years in conversations involving both native and non-native speakers of English. They all represent the adaptations to a test



format of actual situations when a non-native speaker's listening skills proved to be inadequate, and so caused a failure of communication or resulted in the transmission of the wrong meaning. The full test has been exhibited in Appendix - D.

In addition to the test of grammatical structures, and reading and listening skills, the present researcher felt it necessary to give a free - composition test to the subjects as their EFL syllabuses commonly contained an aspect of writing free compositions, and as they were more used to writing paragraphs, essays, etc.

**(c) Test of Free Composition :** In this test, three composition topics — My Aim in Life, Friendship, and Hazards of Smoking — were provided, and the subjects were required to write a composition of about 250 words on any one of them. The topics are all general since the idea is to enable the subjects to concentrate on language rather than on content. The subjects were allowed thirty minutes to write the composition which was then marked in ten. The test is shown in Appendix - E.

### 5.2.2.1 Validity of the Proficiency Test

In the selection of a test two appropriate questions claim to receive special attention — what precisely does the test measure, and how well does the test measure ? Hence is the importance of the notion of validity in evaluating a test. Madsen (1983<sup>28</sup> : 178) contends, "A valid test is one that in fact measures what it claims to be measuring". Hatch and Farhady (1982<sup>29</sup> : 250 - 51) define the validity of a test in an identical manner as they postulate —

Validity refers to the extent to which the results of the procedure serve the uses for which they were intended.

That is, the validity of a test is concerned with whether the test actually measures what it is meant to measure for practical purposes. According to Lorge and Thorndike (1959<sup>30</sup>) cited in Gordon (1980<sup>31</sup>) and Haque (1989<sup>32</sup>), the validity of a test could be assessed by taking account of two major dimensions — rational and statistical.

**(a) Rational Validity :** Rational validity currently termed content validity is, as Davies (1990<sup>33</sup>:23) holds, "a professional judgement, that of the teacher or tester". It refers to the adequacy of sampling of content or objectives in a test. In the present case, content validity indicates the extent to which the content of the test forms a representative sample of items designated as among the goals of instruction in EFL at the undergraduate level in the universities of Bangladesh. The proficiency test used in this study appears to have had reliable content validity since, on the one hand, it is a standardized test being used to measure EFL proficiency of comparable overseas students, and on the other, it constitutes a representative sample of items included in the EFL syllabuses at the undergraduate level in Bangladesh.

**(b) Statistical Validity :** Statistical validity stands for, as Lorge and Thorndike (1959<sup>34</sup>) suggest, the statistical relationships of a test with some other measures such as another test. To ascertain the statistical validity, Pearson's product-moment correlations coefficients were computed among the test of grammatical structures, reading and listening skills, and the free composition test used in the present study.

**Table 5.1 : Pearson's Product-Moment Correlations Coefficients computed among the two measures of the Proficiency Test and the Free composition Test:**

|                              | Grammatical Structures | Reading and Listening Skills | Free Composition |
|------------------------------|------------------------|------------------------------|------------------|
| Grammatical Structures       | 1.0000**               | .4657**                      | .6181**          |
| Reading and Listening Skills | —                      | 1.0000**                     | .4592**          |
| Free Composition             | —                      | —                            | 1.0000**         |

N = 221

Level of Significance \* P < .01

\*\* P < .001

The correlations between the two measures of the Proficiency Test and the Free Composition Test as exhibited in Table 5.1 above were .6181 and .4592 respectively being significant at  $P < .001$ . Besides, scores on the test of grammatical structures correlated .4657 with those of the test of reading and listening skills, and this correlation was significant at  $P < .001$ . Thus the results of the correlational analysis suggest that the proficiency test used in the present study had sufficient statistical validity.

#### 5.2.2.2 Reliability of the Proficiency Test

The reliability of a test concerns its precision as a measuring instrument. According to Harris (1969<sup>35</sup>:14), "By reliability is meant the stability of test scores". Likewise, Madsen (1983<sup>36</sup> : 179) asserts—

A reliable test is one that produces essentially the same results consistently on different occasions when the conditions of the test remain the same.

Similarly, Hatch and Farhady (1982<sup>37</sup>) and Harrison (1983<sup>38</sup>) maintain that test reliability indicates the uniformity of assessment that a test makes under the



same circumstances. Therefore, reliability asks whether a test administered to the same respondents a second time in the same situation would yield the same results.

In order to estimate the reliability of the Proficiency Test used in the present study, an internal consistency method KR - 20 formula (Baker 1989<sup>39</sup>) was exploited since it required the tests to be administered only one time. Table 5.2 below contains the reliability coefficients .9315 and .8749 respectively for the test of grammatical structures, and the test of reading and listening skills.

**Table 5.2 : Reliability Coefficients for the Proficiency Test :**

|                              | Internal Consistency Reliability |
|------------------------------|----------------------------------|
| Grammatical Structures       | .9315                            |
| Reading and Listening Skills | .8749                            |

As Harris (1969<sup>40</sup>) claims, a reliability quotient of 1.0000 would indicate that a test is perfectly reliable, whereas a quotient of zero would denote a complete absence of reliability. Thus the proficiency test of the present study seems to have possessed a high degree of internal consistency reliability.

Furthermore, coefficients of intercorrelations between the two measures of the Proficiency Test were computed as presented in Table 5.3.

**Table 5.3 : Coefficients of Intercorrelations between the measures of the Proficiency Test and the Free Composition Test :**

|                              | Grammatical Structures | Reading and Listening Skills | Free Composition |
|------------------------------|------------------------|------------------------------|------------------|
| Grammatical Structures       | 1.0000**               | .4657**                      | .6181**          |
| Reading and Listening Skills | —                      | 1.0000**                     | .4592**          |
| Free Composition             | —                      | —                            | 1.0000**         |

N = 221

Level of Significance \* P < .01

\*\* P < .001

The coefficient of intercorrelation between the test of grammatical structures and the test of reading and listening skills, as Table 5.3 exhibits, was significant at  $P < .001$ ,  $r$  being .4657. Further, the tests of grammatical structures, and reading and listening skills were associated with the test of free composition at  $P < .001$  level of significance,  $r$  being .6181 and .4592 respectively. This finding thus suggests that all the measures substantially contributed to the measurement of EFL proficiency in the present investigation.

### 5.3 Test Administration and Data Collection

Since the validity and reliability of a test or questionnaire largely depend upon the care taken in its administration to the subjects, several measures were taken in order to reduce, as much as possible, the strength of the forces that might unduly affect the subjects' responses to the items. **Firstly**, care was taken in working out a schedule for the administration of the various tests so that undue pressures on the subjects such as tutorial/class tests or special events were avoided. **Secondly**, the tests were administered on different dates so that the subjects would not find them boring and embarrassing. **Thirdly**, the Attitude/Motivation Questionnaire was translated into Bengali, the subjects' mother tongue, so that the subjects could tackle the difficulties that the English version might cause. **Fourthly**, the EFL proficiency tests naturally required time limits for completion, and this precondition was adhered to in accordance with the limits prescribed by the test designer. **Fifthly**, for the Attitude/Motivation Questionnaire no time limit was considered necessary, although the subjects were expected to complete it in fifty to sixty minutes time. **Sixthly**, the present researcher along with his two trained assistants extended help to the subjects whenever they informed of problems that they faced with some item(s) of the tests or the questionnaire. **Finally**, the seating



arrangements for the subjects were made in such a way that they could not exchange views or answers with one another.

Data for the present study were collected during November - December 1997 and January - February 1998. The collected data were then scored by hand, and the raw data were entered on computer cards. Total scores were computed on each of the subtests for each individual sample.

#### **5.4 Analysis of the Data**

The analysis of the data gathered from those subjects who had responded to both the Attitude/Motivation Questionnaire and the various proficiency tests was carried out by using the frequency, crosstabulation, chi-square, correlations coefficients, z- test and factor analysis procedures available in the SPSS<sup>x</sup> (Statistical Packages for the Social Sciences) programme module.

**Firstly**, frequency and crosstabulation procedures were employed so as to ascertain the distribution of variables such as orientation index, sex and university. The statistical test of significance used was the chi-square computed jointly with frequency and crosstabulation procedures, since the chi-square is the most appropriate means of handling data in the form of frequencies (Isaac and Michael 1981<sup>41</sup>, Robson 1973<sup>42</sup>).

**Secondly**, correlations coefficients, exploiting Pearson correlation, were determined to obtain the correlational pattern among all the concerned predictor and criterion variables.

**Thirdly**, z-test between independent means was computed for the attitudinal/motivational variables and for the scores in the proficiency tests so as to investigate the possible impact of sex and university upon attitudes/ motivation and proficiency in EFL.

**Fourthly**, a Pearson's product-moment correlations coefficients procedure was computed between the dependent variables and each of the



independent variables and between the independent variables themselves. This was performed in order to examine the strength of the relationships existing between the variables included in the present investigation.

**Lastly**, factor analysis was carried out so as to find out if some underlying pattern of relationships existed among the variables used in this study.

The level of significance set for the statistical instruments used in the current investigation was at the \*  $P < .01$  / \*\*  $P < .001$  level.

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**CHAPTER SIX**  
**RESEARCH FINDINGS : PRESENTATION AND INTERPRETATION**

## **CHAPTER SIX**

### **RESEARCH FINDINGS : PRESENTATION AND INTERPRETATION**

Chapter six contains the results of the statistical analyses of the data gathered from 221 undergraduates so as to ascertain the associations of their attitudes and motivation with their proficiency in EFL. This chapter is constituted of eleven sections. The first section deals with the procedure used to analyze the data for testing the hypotheses formulated to guide the present study. In each of the subsequent eight sections, a hypothesis is discussed along with an interpretation of the results of the statistical analysis. Section ten presents the findings of the factor analysis carried out to uncover if some underlying pattern of relationships existed among the variables used in this study. And the last section reports some supplementary findings.

#### **6.1 Procedure for Analysis :**

To interpret the statistical results of the data, it appears to be convenient to formulate a specific number of hypotheses (presented in Chapter One) that would be related to the subjects' attitudes, motivation and proficiency in EFL. Moreover, the hypotheses that required the same statistical measures have been grouped together.

**H1.** The reasons for learning EFL in a monolingual setting like Bangladesh would be instrumental.

This hypothesis was tried out on the basis of the subjects' responses to a variable that was scored dichotomously. Therefore, distribution of frequency of responses was exploited to test the hypothesis.

**H2.** There would be significant differences in motivational orientation due to sex differences.



To test this hypothesis, the statistical test of significance the chi-square was computed jointly with frequency and crosstabulation, since the chi-square is the most appropriate means of manipulating data in the form of frequencies (Isaac and Michael 1981<sup>1</sup>, Robson 1973<sup>2</sup>). Here, the number of cases for each combination of values of the two variables is displayed in a cell in the table together with various percentages called crosstabulation or contingency table. These cell-entries provide information about the relationships between the variables (Goodman and Kruskal 1954<sup>3</sup>, Fienberg 1977<sup>4</sup>).

**H3.** The interaction between the different measures of attitudes and proficiency in EFL would be significant and positive.

**H4.** The varied measures of motivation would have significant and positive relations to proficiency in EFL.

**H5.** The attitudes of a learner towards the learning situation would influence his/her proficiency in EFL.

**H6.** Instrumentally oriented learners would acquire higher proficiency in EFL than integratively oriented learners.

**H7.** There would be a significant and positive relationship between parental encouragement as perceived by the learners to learn EFL and their proficiency in EFL.

In order to analyze **H3**, **H4**, **H5**, **H6** and **H7**, the Pearson's product-moment correlations coefficients were computed as Kerlinger (1986<sup>5</sup> : 134) propounds that such tests are employed to "express the extent to which the pairs of sets of ordered pairs vary concomitantly. In effect, they tell the researcher the magnitude and (usually) the direction of the relation". Since these hypotheses were directional, all the analyses were carried out by exploiting one-tailed tests. And the level of significance for the tests was set at \*P < .01 / \*\* P < .001.

**H8.** There would be significant sex differences in attitudes towards and motivation for learning EFL and proficiency in EFL.

To try out **H8**, the z-test was used to make a comparison between the mean scores of the male subjects and those of the female subjects. Subjects' z-test is used when a research hypothesis is to be analyzed by comparing the means of two groups of populations. In the present case, this statistical technique was applicable because the sample size was large ( $n \geq 30$ ). As the hypothesis under investigation was non-directional, all the analyses were performed using two-tailed tests.

Furthermore, factor analysis was carried out so as to uncover whether some underlying pattern of relationships existed in the present study. To define factor analysis, Norusis (1985<sup>6</sup> : 125) maintains that it is—

a statistical technique used to identify a relatively small number of factors that can be used to represent relationships among sets of many interrelated variables.

That is, factor analysis is used to determine what underlying properties account for the correlations among different observed variables (Ebel 1972<sup>7</sup>). For example, if we give a group of students tests in geometry, algebra, arithmetic, reading and writing, we can find out what factors are common to all the tests, using factor analysis. A factor analysis might show that there are two factors in the tests— one related to mathematics and the other to language proficiency. These factors may be interpreted as abilities or traits which these tests measure to differing degrees.

However, the aim of performing factor analysis in the present investigation was to obtain from a large number of variables a small number of factors accounting for proficiency in EFL. The particular analytic procedure employed in this research was the Principal Axis Factor Matrix followed by Normalized Varimax Rotation (Kaiser 1958<sup>8</sup>) as it is the most popular strategy (Horst 1965<sup>9</sup>) and widely used in the studies of social sciences (e.g. Gardner and Lambert 1972<sup>10</sup>, Haque 1989<sup>11</sup>).



## 6.2 H1. The Reasons for Learning EFL in a Monolingual Setting Like Bangladesh Would be Instrumental.

This hypothesis was analyzed by examining the distribution of frequencies of responses to the eleventh variable "Orientation Index" that was constituted of only one item. To respond to the item, the subjects found four possible reasons for learning EFL. Two of the reasons suggested the instrumental value of learning EFL, while the other two were indicative of the integrative value. This subtest was scored dichotomously. The subjects who chose either instrumental reason as their first choice were scored 1, whereas the subjects who selected either integrative reason as their first choice were scored 2. Frequency distribution of responses to "Orientation Index" has been displayed in the table below.

**Table 6.1 : Frequency Distribution of Responses to Variable 11 (Orientation Index):**

| Orientation Index | Value | Frequency | Percent | Valid Percent | Cum Percent |
|-------------------|-------|-----------|---------|---------------|-------------|
| Instrumental      | 1     | 79        | 35.7    | 35.7          | 35.7        |
| Integrative       | 2     | 142       | 64.3    | 64.3          | 100.0       |
| Total             |       | 221       | 100.0   | 100.0         |             |

As Table 6.1 shows, out of 221 subjects 79 chose instrumental reasons for learning EFL whereas 142 selected integrative reasons for learning EFL. That is, 35.7% of the subjects were learning EFL for its pragmatic and utilitarian value while 64.3% were learning EFL for integrative reasons. Hence the hypothesis may be considered to have been rejected. The results in Table 6.1 above contradict the hypothesis, and reveal that most of the subjects in the present study were indifferent to the instrumental reasons and learning EFL for its integrative value.



## Interpretations

The frequency distribution of responses to "Orientation Index" as demonstrated in Table 6.1 indicates that a great majority of the subjects (64.3%) were oriented to the integrative motivation. The subjects are found to have been learning EFL in order to use the language as a means of understanding and appreciating the art and literature of the target language peoples. The subjects, moreover, seem to have been interested to know more about the speakers and the culture of the target language, and about those who speak languages other than the mother tongue of the subjects. On the other hand, only 35.7% of the subjects were learning EFL so that they could exploit it as a means of higher studies and getting good jobs. Therefore, the first hypothesis (**H1**) appears to have been rejected.

This result lends support to those of available studies conducted in a wide range of different learning settings and educational levels. Ramage (1990<sup>12</sup>) investigated the factors causing high school students of French and Spanish to drop out in the United States. The most significant finding of the study was that students who chose to continue their studies beyond the second year attached very low importance to fulfilling curriculum requirements, and instead reported an interest in the target-language cultures (which indicates an integrative motivation) and the desire to attain proficiency in all language skills. Gardner, Lalonde and Moorcroft (1985<sup>13</sup>) found the integrative motivation as a dominant factor among 170 university students. Having conducted a study among 52 ninth grade students, 39 tenth grade students, and 58 eleventh grade students enrolled in French classes, Glikzman, Gardner and Smythe (1982<sup>14</sup>) discovered that integratively oriented students were more active participants in the French classes. In an investigation with 65 American and 89 Canadian adults, Gardner, Smythe and Clement (1979<sup>15</sup>) uncovered that integrative motivation was associated with oral proficiency in French for the Canadian

adults. Oller, Hudson and Liu (1977a<sup>16</sup>) carried out a study among 44 Chinese speaking male and female foreign students studying at the University of New Mexico and at the University of Texas. This study unfolded that subjects who were apparently more integratively motivated performed better than those who were less integratively motivated. In a study among 153 male and female tenth grade students and 151 eleventh grade male and female students, Clement, Gardner and Smythe (1977<sup>17</sup>) observed that the students were integratively motivated. Clement, Major, Gardner and Smythe (1977<sup>18</sup>) performed a study among 130 French speaking seventh and eighth grade male and female students, and further substantiated the finding that the integrative motivation was important to learn a second language. In an investigation of 153 ninth grade boys and girls in London, Feenstra 1967<sup>19</sup>) found the supremacy of integrative orientation in second language learning. Lambert, Gardner, Barik and Tunstall (1963<sup>20</sup>) carried out a study using American university students learning French as a second language in Canada. The researchers discovered that the subjects possessed integrative motivation for learning the target language. In early studies Gardner (1960<sup>21</sup>), and Gardner and Lambert (1959<sup>22</sup>) also found the integrative orientation as a relatively stronger predictor of proficiency in French as a second language. Furthermore, the present finding is consistent with the result of the pilot study presented in Chapter Four. Thus, there exists available experimental evidence of integrative motivation among second/foreign language learners.

Notwithstanding, the present finding contradicts the results of the studies conducted by Haque (1989<sup>23</sup>), England (1984<sup>24</sup>), Ismail (1984<sup>25</sup>), Jayatilaka (1982<sup>26</sup>), Wong (1982<sup>27</sup>), Karkia (1979<sup>28</sup>), Cooper and Fishman (1977<sup>29</sup>), Gardner and Lambert (1972<sup>30</sup>), Lukmani (1972<sup>31</sup>), Gardner and Santos (1970<sup>32</sup>), and Jones (1949<sup>33</sup>, 1950<sup>34</sup>). Although most of these studies were carried out in monolingual and monocultural settings like the setting of the present study, they receive no support from the present study. This may happen due to several



reasons which might have contributed to the supremacy of the integrative orientation over the instrumental orientation in the subjects of the current study.

**Firstly**, the subjects are much exposed to the target language culture through the media such as on BBC World, CNN, Star Plus, Star Movies, Star World.

**Secondly**, the activities being executed by the British Council and the USIS have been driving the subjects to be attracted by the English and American culture.

**Thirdly**, the western culture, especially, that which prevails in the English speaking regions has already immensely affected the people and culture of the educated community of Bangladesh.

**Fourthly**, though English constitutionally enjoys a foreign language status in Bangladesh, it is being used in government and non-government offices, law courts, and even parliament and some educated families side by side with Bengali.

**Fifthly**, immigration to several English speaking countries such as the U.S.A., Canada and Australia is a momentous factor that attracts the subjects to the culture of the target language.

**Sixthly**, as Gardner (1980<sup>35</sup> : 265) asserts that the social and cultural contexts "would drastically influence the nature of the role played by affective variables in second language acquisition", the social and cultural contexts of the present research contribute much to the subjects' being integratively oriented.

**Seventhly**, English is not now a language of the English speaking peoples. Rather it is the most widely used language all over the world. Today the significance, necessity and extent of the English language are such as to make it reasonable to ask whether we cannot attempt an intelligent speculation as to the probable position which it will occupy in the time to come. Hence, English is seen to have a position along with Bengali in the day-to-day affairs of the educated people, particularly, in Dhaka city. And the subjects could be



considered to have been influenced by the present status of English in Bangladesh, and also by the invasion of the culture of the target language.

**Finally**, though Haque (1989<sup>36</sup>) discovered that tenth grade students of Dhaka City were largely instrumentally oriented, the undergraduate students of the present study were largely integratively motivated. This may be because of the greater maturity and autonomy of the undergraduates, on the one hand and, on the other, the subjects' being exposed to the culture of the target language to a greater extent, and their typically learning and using English on a day-to-day basis, mainly outside the classroom as Clement (1986<sup>37</sup> : 287) suggests that for such learners "frequency of contact and the concomitant self-confidence might be more important in determining second language proficiency than socio-contextual or affective factors". Moreover, during the ten-year span from the date of Haque's research to that of the present study, the English speaking culture may have influenced the setting of the current investigation to a relatively greater extent.

### **6.3 H2. There Would be Significant Differences in Motivational Orientation Due to Sex Differences.**

In order to test this hypothesis, the statistical test of significance the chi-square was computed jointly with frequency and crosstabulation for the variable "Orientation Index" being composed of only one item. The item was followed by four possible reasons for learning EFL, two of which indicated the instrumental value and the other two the integrative value of learning EFL. This subtest was scored dichotomously. The subjects selecting either instrumental reason as their first choice were scored 1, while the subjects selecting either integrative reason were scored 2. Frequency distribution of responses to the variable "Orientation Index" with respect to sexes is demonstrated in Table 6.2.

**Table 6.2 : Frequency Distribution of Responses to Variable 11  
(Orientation Index) with Respect to Sexes :**

| Orientation Index | SEXES           |         |                 |         |
|-------------------|-----------------|---------|-----------------|---------|
|                   | Male            |         | Female          |         |
|                   | Number of Cases | Percent | Number of Cases | Percent |
| Instrumental      | 37              | 28.0    | 42              | 47.2    |
| Integrative       | 95              | 72.0    | 47              | 52.8    |
| Total             | 132             | 100.0   | 89              | 100.0   |

Pearson Chi-Square = 8.5 Degree of Freedom = 1 P-Value = .003

Table 6.2 reveals that while out of 132 male subjects 37 chose instrumental reasons and 95 integrative reasons for learning EFL, out of 89 female subjects 42 selected instrumental reasons and 47 integrative reasons for learning EFL. That is, on the one hand, while 28.0% male subjects chose instrumental reasons 47.2% female subjects selected them for learning EFL, and on the other, whereas 72.0% male subjects preferred integrative reasons 52.8% female subjects preferred integrative reasons for learning EFL. Therefore, the hypothesis may be deemed to have been accepted when the obtained chi-square statistic 8.5 with 1 degree of freedom was significant at  $P < .01$ .

### Interpretations

The analysis of the data displayed in Table 6.2 discloses that while 28.0% male subjects were instrumentally motivated 47.2% female subjects were instrumentally oriented, and whereas 72.0% male subjects selected integrative reasons 52.8% female subjects chose them for learning EFL. In other words, the male subjects appear to have been more integratively oriented, whereas the female subjects seem to have been more instrumentally oriented. The finding then shows that the male subjects were more interested in EFL



speakers, literature and culture; on the contrary, the female subjects were more aware of the pragmatic and utilitarian value of learning EFL. Thus the second hypothesis (**H2**) may be considered to have been accepted.

The present result is consistent with that of Bacon and Finnemann (1992<sup>38</sup>) who reported that female learners of L<sub>2</sub> Spanish at university level had stronger instrumental motivation than the male learners. Further, the finding of the pilot study presented in Chapter Four substantiates the current result. But it does not corroborate the finding of the study in which Ludwig (1983<sup>39</sup>) found that male subjects were more instrumentally motivated than female ones. The present finding also contradicts the results of Gardner and Lambert (1972<sup>40</sup>) who revealed that female learners of L<sub>2</sub> French in Canada had more positive attitudes towards the speakers of the target language.

However, it is not easy to find out clear-cut explanations for these findings, nor, perhaps, should any be attempted at the present time. The explanations that follow are speculative in nature. If 'sex' is considered to be synonymous with 'gender' which constitutes a social distinction rather than a biological one (Kramarae 1990<sup>41</sup>), one obvious explanation for the female subjects' being more instrumental is that they have growing employment expectations and are still, though negligible, less exposed to the target language culture. Contrariwise, the male subjects are more integratively oriented than the female ones since, perhaps, the male subjects enjoy more autonomy and are then naturally exposed more to the EFL culture, and have more ambition to be immigrated into the English speaking countries— Canada, America and Australia. Nonetheless, further studies in a context similar to that of the current study are warranted to clarify this result.



### 6.4 H3. The Interaction Between the Different Measures of Attitudes and Proficiency in EFL Would be Significant and Positive.

To try out this hypothesis, a Pearson's product-moment correlation was computed between the different measures of attitudes— Attitudes Towards British People, Attitudes Towards English Speaking Americans, and Attitudes Towards Learning English, and those of proficiency in EFL— Grammatical Structures, Free Composition, and Reading and Listening Skills. Table 6.3 below contains the Pearson's product-moment correlations coefficients.

**Table 6.3 : Pearson's Product-Moment Correlations Coefficients computed between the different measures of attitudes and the criterion variables :**

| Different Measures of Attitudes              | Pearson's Product-Moment Correlations Coefficients (r) |                  |                              |
|----------------------------------------------|--------------------------------------------------------|------------------|------------------------------|
|                                              | Grammatical Structures                                 | Free Composition | Reading and Listening Skills |
| Attitudes Towards British People             | - .04                                                  | - .02            | - .13                        |
| Attitudes Towards English Speaking Americans | - .04                                                  | - .03            | - .03                        |
| Attitudes Towards Learning English           | - .06                                                  | .01              | - .11                        |

N = 221

Level of Significance \* P < .01

\*\* P < .001

The correlational analysis presented in Table 6.3 reveals very consistent associations between the varied measures of attitudes and those of EFL proficiency. The test of Grammatical Structures appears to have had negative correlations with all the measures of attitudes— Attitudes Towards British People, Attitudes Towards English Speaking Americans, and Attitudes Towards Learning English— r being -.04, -.04 and -.06 respectively. The test of Free Composition is seen to have been negatively related to Attitudes

Towards British People and Attitudes Towards English Speaking Americans, but slightly positively associated with Attitudes Towards Learning English,  $r$  being  $-.02$ ,  $-.03$  and  $.01$  respectively. And the test of Reading and Listening Skills is found to have been negatively correlated with all the scales of attitudes—Attitudes Towards British People, Attitudes Towards English Speaking Americans, and Attitudes Towards Learning English— $r$  being  $-.13$ ,  $-.03$  and  $-.11$  respectively. To be brief, the test of both Grammatical Structures and Reading and Listening Skills possessed insignificantly negative relations to all the concerned measures of attitudes. And the measure of Free Composition also had insignificantly negative associations with the relevant attitudinal scales excepting Attitudes Towards Learning English. Besides, none of the associations between the dependent and the independent variables was significant at  $P < .01$  or  $P < .001$ . Thus the hypothesis posed above is considered to have been rejected.

### Interpretations

According to the results of the correlational analysis demonstrated in Table 6.3, the subjects' proficiency in EFL was insignificantly negatively correlated with attitudes towards the target language speakers. This finding is consistent with that of the pilot study (Chapter Four), and may be explained by pointing to several reasons. **Firstly**, the subjects of the present study had very rare contact with the target language speakers. **Secondly**, the subjects were adults, and hence may have recognized English as the most widely used language which did not belong to only its native speakers. **Finally**, as Gardner (1985<sup>42</sup>) claims, attitudes towards the native speakers of the target language are less important and less relevant than those towards the second/foreign language itself and the second/foreign language course.



The present finding seems to lend support to a good number of existing investigations, though it contradicts several others. In a study of 123 adult Japanese speakers of EFL in Japan, Chihara and Oller (1978<sup>43</sup>) observed that the more proficient learners tended to have negative attitudes towards the target language speakers. In the three American studies in Louisiana, Maine and Connecticut, it seemed that attitudes towards French-Americans had no effect on proficiency in French even though students with ethnocentric attitudes seemed to perform badly in French (Gardner and Lambert 1972<sup>44</sup>). In the Philippines study, again the association between attitudes towards the target language speakers and EFL proficiency appeared to be weak (Ibid.<sup>45</sup>). Svanes (1988<sup>46</sup>), investigating the acquisition of L2 Norwegian by three ethnic groups in Norway, discovered a negative correlation between attitudes towards the target language speakers and L2 proficiency. Moreover, the finding accords, to a great extent, with those observed in several studies conducted by Gardner and his associates. In one Montreal study conducted by Gardner and Lambert (1959<sup>47</sup>), a low and insignificant correlation was established between attitudes towards French-Canadians and French achievement ratings. In another Montreal study by Gardner (1960<sup>48</sup>), the association between attitudes towards French-Canadians and proficiency in grammar and vocabulary was low and insignificant. Furthermore, Oller et al. (1977b<sup>49</sup>) carried out a study among 60 Mexican American learners of ESL, and uncovered that the more proficient the students were in ESL the lower they rated Americans.

However, positive and significant correlations between attitudes towards the target language speakers and the proficiency in the SL/FL are also observed in a few existing investigations (e.g. Oller et al. 1977a<sup>50</sup>, Lambert 1963<sup>51</sup>). Thus insofar as attitudes towards the target language speakers are concerned, available evidence seems to have been inconsistent. And further studies with identical populations in a similar setting are then required to substantiate the



present finding that attitudes towards the EFL speakers did not have impact upon proficiency in EFL.

As the correlational analysis in Table 6.3 further shows, the subtest attitudes towards learning English seems to have had an insignificantly negative relation to the test of grammatical structures. This result slightly contradicts that of the pilot study (Chapter Four) in which the association between attitudes towards learning English and proficiency in grammatical structures was low positive. This inconsistency may have been due to the measures of learner attitudes as Oller (1981<sup>52</sup>) argues that people self-flatter by responding to an attitude test in a way that makes them appear more prestigious than is the case, or else seek to give socially desirable answers. The correlation between attitudes towards learning English and proficiency in the test of reading and listening skills seems to have been negative as was in the pilot study (Chapter Four). This may have happened because of the fact that the EFL courses of the subjects were basically writing skills oriented, and the reading skills were very limitedly practised while the listening skills were, honestly speaking, excluded from the courses. Finally, the association between attitudes towards learning English and the test of free composition was very insignificantly positive, which approximated to the correlation between attitudes towards learning English and the test of grammatical structures. The present findings are in contradiction to those revealed by Jones (1950<sup>53</sup>), Sharp et al. (1973<sup>54</sup>), Burstall (1975<sup>55</sup>), Gardner, Lalonde and Moorcroft (1985<sup>56</sup>), and Dickson et al. (1987<sup>57</sup>). This is why, further studies are required to verify the findings of the present investigation.

#### 6.5 H4. The Varied Measures of Motivation Would Have Significant and Positive Relations to Proficiency in EFL.

With the aim of analyzing this hypothesis a Pearson's product-moment correlation was run on the varied measures of motivation (i.e. Interest in Foreign Languages, Motivational Intensity, and Desire to Learn English) with the different tests of proficiency in EFL (i.e. Grammatical Structures, Free Composition, and Reading and Listening Skills). The Pearson's product-moment correlations coefficients have been exhibited in Table 6.4.

**Table 6.4 : Pearson's Product-Moment Correlations Coefficients computed between the varied measures of motivation and the dependent variables :**

| Varied Measures of Motivation | Pearson's Product-Moment Correlations Coefficients (r) |                  |                              |
|-------------------------------|--------------------------------------------------------|------------------|------------------------------|
|                               | Grammatical Structures                                 | Free Composition | Reading and Listening Skills |
| Interest in Foreign Languages | .09                                                    | -.16             | .04                          |
| Motivational Intensity        | .05                                                    | .18*             | .03                          |
| Desire to Learn English       | .15                                                    | .19*             | .10                          |

N = 221

Level of Significance \* P < .01

\*\* P < .001

The correlational analysis in Table 6.4 discloses that the test of Grammatical Structures had low positive associations with Interest in Foreign Languages and Motivational Intensity, and a modest positive relation to Desire to Learn English, r being .09, .05 and .15 respectively. The analysis further shows a modest negative correlation between Free Composition and Interest in Foreign Languages, but positive and significant associations of Free Composition with Motivational Intensity and Desire to Learn English, r being -.16, .18 and .19 respectively. The correlations between Free Composition and



Motivational Intensity, and Desire to Learn English were significant at  $P < .01$ . The results in Table 6.4 also reveal that the test of Reading and Listening Skills possessed low positive associations with Interest in Foreign Languages and Motivational Intensity, and a modest positive correlation with Desire to Learn English,  $r$  being .04, .03 and .10 respectively.

That is, the test of Grammatical Structures and Reading and Listening Skills had positive correlations with all the scales of motivation. The test of Free Composition also possessed significant and positive associations with two out of the three measures of motivation. Consequently, the hypothesis that the varied measures of motivation would have significant and positive relations to proficiency in EFL could be deemed to have been partially accepted.

### Interpretations

As per the results of the correlational analysis presented in Table 6.4, the subjects' interest in foreign languages had low positive associations with their proficiency in grammatical structures, and reading and listening skills. Though this finding lends support to the pilot study (Chapter Four), it slightly contradicts Haque (1989<sup>58</sup>) who observed a low negative correlation between interest in foreign languages and measures of attainment. Again, the present finding shows a modest negative correlation between interest in foreign languages and the test of free composition. Thus the subjects' interest in foreign languages was largely positively correlated with their proficiency in EFL, but the correlation was evidently insignificant. The present findings could be defended with the fact that the subjects of the present study were adults and mature enough to understand the material benefits of learning a foreign language, especially English, French, German, or Japanese. However, as interest in foreign languages can maximally be characterized as a sort of general measure, it may not be surprising if it has an insignificant association



with proficiency in EFL. The negative correlation between interest in foreign languages and proficiency in free composition could also be attributed to the same factor.

The correlational analysis in Table 6.4 also demonstrates that the subjects' motivational intensity possessed low positive correlations with grammatical structures and reading and listening skills, and a significant and positive association with free composition. The positive correlation between motivational intensity and proficiency in EFL is consistent with existing research. Gardner (1960<sup>59</sup>) found a positive association between motivational intensity and proficiency in grammar. In the three investigations in Louisiana, Maine and Connecticut, Gardner and Lambert (1972<sup>60</sup>) observed a positive correlation between motivational intensity and proficiency in French as the target language. Hermann (1980<sup>61</sup>) claims that learners who do well are more likely to develop motivational intensity and to be active in the classroom. Haque (1989<sup>62</sup>) similarly revealed positive and significant associations between motivational intensity and the different tests of EFL proficiency. The significant and positive correlation of motivational intensity with proficiency in free composition may be explained by pointing to the fact that free composition writing was the most emphasized aspect in the EFL course of the subjects. The low positive correlation between motivational intensity and reading and listening skills slightly contradicts the finding of the pilot study (Chapter Four), but may be explained by suggesting the fact that the subjects had very limited practice of the reading skills and no practice of the listening skills except listening to their teachers.

The results of the correlational analysis in Table 6.4 finally exhibit a significant and positive correlation between desire to learn English and free composition, and modest positive associations between desire to learn English and grammatical structures, and reading and listening skills. The current results are consistent with those of the pilot study (Chapter Four) and those of several

earlier investigations. In a study in Canada, Feenstra (1967<sup>63</sup>) found a positive relationship between desire to learn the target language and proficiency in it. Savignon (1972<sup>64</sup>) also reported that students' desire to learn French increased with gains in French proficiency. In the investigations in Louisiana, Maine and Connecticut, Gardner and Lambert (1972<sup>65</sup>) similarly discovered a positive association between desire to learn French as a second language and proficiency in it. In a study of university students, Gardner, Lalonde and Moorcroft (1985<sup>66</sup>) established a positive correlation between desire to learn the target language and proficiency in it. Likewise, Haque (1989<sup>67</sup>) observed positive correlations between desire to learn EFL and the measures of proficiency in EFL.

Therefore, it is patent that the learners who possess stronger motivational intensity and desire to learn an SL/FL are more proficient in that SL/FL.

#### **6.6 H5. The Attitudes of a Learner Towards the Learning Situation Would Influence his/her Proficiency in EFL.**

This hypothesis was formulated to ascertain whether the attitudes of a learner towards the learning situation would have impact upon his/her proficiency in EFL. In order to test the hypothesis, a Pearson's product-moment correlation was computed between the varied scales of attitudes towards the learning situation—English Class Anxiety, English Teacher Evaluation, English Teacher Rapport, English Teacher Competence, English Teacher Inspiration, English Course Evaluation, English Course Difficulty, English Course Utility, and English Course Interest—and the dependent variables— Grammatical Structures, Free Composition, and Reading and Listening Skills. The Pearson's product-moment correlations coefficients have been presented in Table 6.5.



**Table 6.5 : Pearson's Product-Moment Correlations Coefficients run on the measures of attitudes towards the learning situation and the dependent variables :**

| Measures of Attitudes Towards the Learning Situation | Pearson's Product-Moment Correlations Coefficients (r) |                  |                              |
|------------------------------------------------------|--------------------------------------------------------|------------------|------------------------------|
|                                                      | Grammatical Structures                                 | Free Composition | Reading and Listening Skills |
| English Class Anxiety                                | - .14                                                  | - .15            | - .16                        |
| English Teacher Evaluation                           | .03                                                    | .01              | - .17                        |
| English Teacher Rapport                              | .07                                                    | .08              | - .12                        |
| English Teacher Competence                           | - .09                                                  | - .03            | - .08                        |
| English Teacher Inspiration                          | - .09                                                  | - .06            | - .28**                      |
| English Course Evaluation                            | .02                                                    | .01              | - .11                        |
| English Course Difficulty                            | - .01                                                  | - .14            | - .11                        |
| English Course Utility                               | - .06                                                  | .10              | - .06                        |
| English Course Interest                              | - .09                                                  | .02              | - .10                        |

N = 221

Level of Significance \* P < .01

\*\* P < .001

In accordance with the results of the correlational analysis displayed in Table 6.5, in majority of the cases the relationships between the predictor and criterion variables are negative. Though in one case the correlation is negatively significant and in some other cases highly/modestly negative, in the remaining cases the correlations are evidently insignificant. Therefore, the hypothesis may be thought out to have been largely rejected.

English Class Anxiety appears to have correlated highly negatively with Grammatical Structures, r being -.14, Free Composition, r being -.15, and Reading and Listening Skills, r being -.16. English Teacher Evaluation was associated lowly positively with Grammatical Structures, r being .03, and Free



Composition,  $r$  being .01, but very highly negatively with Reading and Listening Skills,  $r$  being -.17. English Teacher Rapport had low positive associations with Grammatical Structures,  $r$  being .07, and Free Composition,  $r$  being .08, but a modest negative correlation with Reading and Listening Skills,  $r$  being -.12. English Teacher Competence possessed low negative correlations with all the criterion measures,  $r$  being -.09, -.03 and -.08 respectively. English Teacher Inspiration also had low negative associations with Grammatical Structures, and Free Composition,  $r$  being -.09 and -.06 respectively, and a significant and negative relation to Reading and Listening Skills,  $r$  being -.28 (significant at  $P < .001$ ).

Furthermore, English Course Evaluation is seen to have had very low positive associations with Grammatical Structures and Free Composition,  $r$  being .02 and .01 respectively, and a modest negative correlation with Reading and Listening Skills,  $r$  being -.11. English Course Difficulty had a very low negative correlation with Grammatical Structures,  $r$  being -.01, and modest negative associations with Free Composition, and Reading and Listening Skills,  $r$  being -.14 and -.11 respectively. English Course Utility is found to have been lowly negatively associated with Grammatical Structures, and Reading and Listening Skills,  $r$  being -.06 and -.06 respectively, but modestly positively correlated with Free Composition,  $r$  being .10. Finally, English Course Interest was lowly negatively associated with Grammatical Structures, lowly positively with Free Composition, and modestly negatively with Reading and Listening Skills,  $r$  being -.09, .02 and -.10 respectively.

Thus it could be inferred that the subjects' attitudes towards the learning situation may have effect on their EFL proficiency in some cases, but not in all the cases.

## Interpretations

English class anxiety is found to have been very highly negatively (and almost significantly) correlated with all the measures of EFL proficiency. This finding suggests that the subjects possessing a greater amount of anxiety in their English classes achieved less proficiency in EFL and vice versa, as MacIntyre and Gardner (1991a<sup>68</sup> : 53), in a comprehensive review of several studies, conclude—

Covering several measures of proficiency, in several different samples, and even in somewhat different conceptual frameworks, it has been shown that anxiety negatively affects performance in the second language. In some cases, anxiety provides some of the highest simple correlations of attitudes with achievement.

The present result lends support to that of the pilot study (Chapter Four) and those of a number of previous investigations. Horwitz (1986<sup>69</sup>) reports sizeable negative correlations between foreign language classroom anxiety and final grades secured by American university students. In a longitudinal study of Anglophone students at five grade levels learning French as a second language in five different geographical regions in Canada, Gardner, Smythe, Clement and Gliksman (1976<sup>70</sup>) have also found that anxiety variables are strong predictors of proficiency in the target language. In an investigation of Francophone students learning ESL in Canada, Clement, Major, Gardner and Smythe (1977<sup>71</sup>) have disclosed a significant association between classroom anxiety and ESL proficiency. Similarly, Krashen (1981<sup>72</sup>, 1982<sup>73</sup>, 1985<sup>74</sup>) discovers the anxiety factor as an important affective state in SL/FL learning since it functions as a mental block, and can handicap proficiency in an SL/FL. In a study with international students learning ESL in a private university in the midwestern United States, Abboushi (1983<sup>75</sup>) uncovers a similar finding which is consistent with that of Trylong (1987<sup>76</sup>) who conducted a study with the students learning French as a second language at a midwestern state university.



Haque (1989<sup>77</sup>), and MacIntyre and Gardner (1991b<sup>78</sup>) further substantiate the present finding. Finally, as Gardner (1979<sup>79</sup>) : 198) asserts, classroom anxiety —

would be expected to influence achievement in the formal situation because the arousal of such anxiety would result in negative reinforcements and a tendency to withdraw from the situation.

Consequently, the present finding points to the EFL classroom situation at the undergraduate level of the universities in Bangladesh in which the learner has to encounter a constantly threatening atmosphere as everything concerned is teacher dominated and the learner is kept passive.

As the correlational analysis shows in Table 6.5, the subjects' attitudes towards the English language teacher had negative associations in most of the cases with proficiency in EFL. English teacher evaluation and rapport are found to have had very low effect on the subjects' proficiency in grammatical structures and free compositions, but highly negative associations with reading and listening skills. This result lends support to that of the pilot study (Chapter Four), and may be explained by the facts that the subjects of the present study were adults, teacher dominated, and deprived of receiving any instruction in or scope of practising reading and listening in the class. These factors may also be responsible for the negative impact of English teacher competence and inspiration upon all the measures of EFL proficiency.

The results of the correlational analysis in Table 6.5 moreover reveal that the subjects' attitudes towards the English course were largely negatively correlated with proficiency in EFL. English course evaluation had very insignificant effect on grammatical structures and free compositions, but modest negative effect on reading and listening skills, because reading and listening skills were hardly practised in the class. English course difficulty as perceived by the subjects did not affect their proficiency in EFL. Though English course utility was lowly negatively associated with grammatical



**Table 6.6 : Pearson's Product-Moment Correlations Coefficients computed between Integrative Orientation, Instrumental Orientation and the criterion variables :**

| Names of Variables       | Grammatical Structures | Free Composition | Reading and Listening Skills |
|--------------------------|------------------------|------------------|------------------------------|
| Integrative Orientation  | - .03                  | - .01            | - .06                        |
| Instrumental Orientation | - .12                  | - .12            | - .14                        |

N = 221

Level of Significance

\* P < .01

\*\* P < .001

The Pearson's correlations coefficients as exhibited in Table 6.6 indicate that the predictor variables are negatively and insignificantly correlated with the criterion variables. In other words, both integrative orientation and instrumental orientation have negative and insignificant associations with the test of Grammatical Structures, Free Composition, and Reading and Listening Skills,  $r$  being - .03, -.01, -.06 and -.12, -.12, -.14 respectively. Notwithstanding, Integrative Orientation appears to have been a relatively better predictor of proficiency in EFL. Therefore, the sixth hypothesis (**H6**) may be considered to have been rejected.

### Interpretations

The results of the correlational analysis in Table 6.6 could be discussed in two points—the associations between the predictor and criterion variables, and the superiority of one orientation over the other.

**First**, both integrative orientation and instrumental orientation were negatively and insignificantly associated with proficiency in EFL. This finding is consistent with those of a large number of existing studies including the pilot survey in Chapter Four. Oller et al. (1977b<sup>85</sup>) report that Mexican women in California who rated Anglo people negatively were more successful in learning

English than those who rated them positively. Oller and Perkins (1978<sup>86</sup>) suggest that some learners may be motivated to excel because of negative attitudes towards the target language community. In this case negative feelings may lead to a desire to manipulate and overcome the people of the target language— a phenomenon which Oller and Perkins (1978<sup>87</sup>) refer to as 'machievellian motivation'. Chihara and Oller (1978<sup>88</sup>) also find that the associations between measures of integrative motivation and proficiency have been weak and insignificant. Au (1988<sup>89</sup>) reviews fourteen studies conducted by Gardner and his associates, and uncovers that out of the studies seven revealed a nil relationship, and four disclosed a negative relationship between at least some integrative motive measures and L<sub>2</sub> proficiency. Hence, Au (1988<sup>90</sup>) argues that there exists little evidence that integrative motive is a unitary concept. In Maine and Louisiana study Gardner and Lambert (1972<sup>91</sup>) discover that both integrative and instrumental orientations were very faintly and insignificantly associated with proficiency in the target language. Likewise, in the Johor study Chandrasegaran (1979<sup>92</sup>) reveals that 72.7% of the subjects possessed motivation that was neither exclusively integrative nor instrumental in orientation.

Nonetheless, the negative and insignificant associations of motivational orientations with proficiency in EFL in the present study are in contradiction with some existing investigations carried out by Haque (1989<sup>93</sup>), Ely (1986<sup>94</sup>), Gardner (1985<sup>95</sup>, 1980<sup>96</sup>), Clement, Smythe and Gardner (1978<sup>97</sup>), Ramage (1990<sup>98</sup>), Naiman et al. (1978<sup>99</sup>), Clement, Gardner and Smythe (1980<sup>100</sup>), and Dunkel (1948<sup>101</sup>). It is quite difficult to explain why the present finding contradicts those of these earlier studies. However, the contradiction may have been due to the following reasons :

a) The subjects of the present study were older than those of the most of the earlier studies.



b) The present subjects may have been more serious about their main courses than the integrated EFL course.

c) The subjects may have found the English course mechanical and embarrassing as it was, on the one hand, teacher dominated and, on the other, totally oriented to learning/memorizing grammar rules and writing compositions.

d) The teacher may have been blind to or may not have been aware of the learners' needs, wants, and motivation required to receive instruction.

**Second**, integrative orientation appears to have been a relatively better predictor than instrumental orientation of proficiency in EFL. This finding corroborates a great number of earlier studies. Ramage (1990<sup>102</sup>) investigated the factors causing students of French and Spanish to drop out in the United States, and discovered that integrative motivation was a better predictor of proficiency in all the language skills. Similarly, in the Universiti Pertanian Malaysia study Vijchulata and Lee (1984<sup>103</sup>) observed that integrative orientation was slightly stronger than instrumental orientation. The present result is also consistent with the findings of the research carried out by Gardner, Lambert and their associates in Canada. In a study in Canada, Gardner and Lambert (1959<sup>104</sup>) disclosed that integrative orientation was a stronger predictor of proficiency in French as a second language. Likewise, Gardner (1960<sup>105</sup>) found that the acquisition of French skills was solely determined by an integrative orientation to learn French as an L<sub>2</sub>.

However, the present finding is seen to contradict those of several earlier studies conducted by Gardner and Lambert (1972<sup>106</sup>) in Philippines, Lukmani (1972<sup>107</sup>) in Bombay, Koosha (1978<sup>108</sup>) at the University of Colorado, England (1984<sup>109</sup>) at the University of Illinois, Haque (1989<sup>110</sup>) in Dhaka City, and Gardner and MacIntyre (1991<sup>111</sup>) in Canada. This contradiction is again difficult to explain, though some reasons could be taken into account :



a) The subjects of the present study are university students, and hence much exposed to the English speaking culture through the media, especially, on satellite television channels.

b) In very many ways the English speaking culture has already invaded the Bangladeshi culture, and the subjects are most probably attracted to the target language culture.

c) Though integrative orientation is stronger than instrumental orientation in the present study, the former is still negatively associated with proficiency in EFL.

Finally, the present finding has substantiated that of the pilot study in Chapter Four. A consistent correlation between integrative motivation and L<sub>2</sub> proficiency has been found in studies of anglophone Canadians learning French (e.g. Gardner and Lambert 1972<sup>112</sup>). Gardner (1985<sup>113</sup>) continues to assert the importance of integrative motivation, although he now acknowledges that instrumental motivation can also lead to successful learning. However, Gardner (1985<sup>114</sup>) argues that whereas instrumental motivation emerges as a significant factor only in some studies, integrative motivation has been found to be invariably related to L<sub>2</sub> proficiency.

#### **6.8 H7. There Would be a Significant and Positive Relationship Between Parental Encouragement as Perceived by the Learners to Learn EFL and Their Proficiency in EFL.**

In order to try out this hypothesis, a Pearson's product-moment correlation coefficient was computed between the predictor variable— Parental Encouragement, and the criterion variables— Grammatical Structures, Free Composition, and Reading and Listening Skills. The correlation coefficient has been demonstrated in Table 6.7 below.

**Table 6.7 : Pearson's Product-Moment Correlations Coefficients  
computed between Parental Encouragement and the  
dependent variables :**

| Name of Variable       | Grammatical Structures | Free Composition | Reading and Listening Skills |
|------------------------|------------------------|------------------|------------------------------|
| Parental Encouragement | -.04                   | -.02             | -.08                         |

N = 221

Level of Significance

\* P < .01

\*\* P < .001

As the correlational analysis reveals in Table 6.7, there was no significant and positive relationship between parental encouragement as perceived by the learners to learn EFL and their proficiency in EFL. In other words, Parental Encouragement was negatively and insignificantly associated with Grammatical Structures, Free Composition, and Reading and Listening Skills,  $r$  being  $-.04$ ,  $-.02$  and  $-.08$  respectively. Hence, the hypothesis that there would be a significant and positive relationship between parental encouragement as perceived by the learners to learn EFL and their proficiency in EFL may be deemed to have been rejected.

### Interpretations

According to the results of the correlational analysis in Table 6.7, parental encouragement possessed negative and insignificant relations to EFL proficiency. This finding is identical to that of the pilot study in Chapter Four, and extends support to Colletta (1982<sup>115</sup>) who failed to uncover any association between parental attitudes/motivation and those of children.

However, the present finding contradicts the earlier results obtained by Feenstra (1967<sup>116</sup>), Gardner and Santos (1970<sup>117</sup>), and Gardner and Smythe (1975<sup>118</sup>). This inconsistency may be attributed to several reasons such as—

a) The subjects of the present study were adults, and might be considered to have been out of their parental influence.



**Table 6.8 : Subjects' Z-Tests for comparison of male and female sex with respect to their mean scores on the attitudinal/ motivational measures :**

| Names of Variables                           | Sex    | Number of Cases | Mean $\pm$ Standard Deviation | Z-Value |
|----------------------------------------------|--------|-----------------|-------------------------------|---------|
| Attitudes Towards British People             | Male   | 132             | 45.5758 $\pm$ 8.898           | 0.94    |
|                                              | Female | 89              | 44.4719 $\pm$ 8.019           |         |
| Attitudes Towards English Speaking Americans | Male   | 132             | 42.8636 $\pm$ 8.958           | - 0.69  |
|                                              | Female | 89              | 43.6854 $\pm$ 8.420           |         |
| Interest in Foreign Languages                | Male   | 132             | 49.1667 $\pm$ 5.804           | 3.37**  |
|                                              | Female | 89              | 46.5730 $\pm$ 5.328           |         |
| Attitudes Towards Learning English           | Male   | 132             | 42.0152 $\pm$ 3.842           | 2.10    |
|                                              | Female | 89              | 40.8090 $\pm$ 4.634           |         |
| Integrative Orientation                      | Male   | 132             | 26.4167 $\pm$ 3.384           | 3.24**  |
|                                              | Female | 89              | 25.0562 $\pm$ 2.493           |         |
| Instrumental Orientation                     | Male   | 132             | 23.3106 $\pm$ 3.571           | 1.79    |
|                                              | Female | 89              | 22.3708 $\pm$ 4.182           |         |
| Motivational Intensity                       | Male   | 132             | 24.2197 $\pm$ 2.909           | 0.37    |
|                                              | Female | 89              | 24.0787 $\pm$ 2.638           |         |
| Desire to Learn English                      | Male   | 132             | 25.3561 $\pm$ 2.434           | 1.32    |
|                                              | Female | 89              | 24.8989 $\pm$ 2.667           |         |

Level of Significance \* P < .01

\*\* P < .001

**Table 6.9 : Subjects' Z-Tests for comparison of male and female sex with respect to their mean scores on the measures of EFL proficiency :**

| Measures of EFL Proficiency  | Sex    | Number of Cases | Mean $\pm$ Standard Deviation | Z-Value |
|------------------------------|--------|-----------------|-------------------------------|---------|
| Grammatical Structures       | Male   | 132             | 48.2803 $\pm$ 7.581           | - 3.16* |
|                              | Female | 89              | 51.3708 $\pm$ 6.418           |         |
| Free Composition             | Male   | 132             | 03.8561 $\pm$ 1.297           | - 1.88  |
|                              | Female | 89              | 04.1685 $\pm$ 1.069           |         |
| Reading and Listening Skills | Male   | 132             | 60.5909 $\pm$ 8.052           | - 0.76  |
|                              | Female | 89              | 61.3596 $\pm$ 6.128           |         |

Level of Significance \* P < .01

\*\* P < .001



As per the results of the subjects' z-tests presented in Table 6.8, there existed significant differences between males and females in point of their mean scores on only two attitudinal/motivational scales— Interest in Foreign Languages and Integrative Orientation; but no significant differences were uncovered with respect to their mean scores on the remaining six scales. The significant differences in the mean scores on the two scales were at the .001 level.

Further, the results of the subjects' z-tests in Table 6.9 unfold that there were significant differences at the .01 level between male and female populations with respect to their mean scores on only one test of EFL proficiency— Grammatical Structures, whereas no significant differences were found in their mean scores on the remaining two measures of EFL proficiency.

Therefore, the hypothesis (**H8**) may be considered to have been partially accepted, but largely rejected.

### **Interpretations**

The hypothesis that there would be significant sex differences in attitudes towards and motivation for learning EFL and proficiency in EFL was largely rejected since the results of the analysis of the data presented in Table 6.8 and Table 6.9 reveal no significant differences between male and female sex with regard to the mean scores on most of the measures of attitudes/motivation and EFL proficiency. But the hypothesis was only partially accepted as the male subjects were found to have significantly more interest in foreign languages and significantly more integrative orientation, on the one hand, and, on the other, the female subjects were significantly more proficient in grammatical structures.

The first part of the present findings that sex had no significant association with attitudes/motivation and EFL proficiency lends support to

existing studies. In a study of tenth grade students learning English as a foreign language in Dhaka city, Haque (1989<sup>120</sup>) found no significant relations of sex to attitudes/motivation and EFL achievement. Similarly, Trieste (1985<sup>121</sup>) failed to discover any correlation between sex, attitudes/motivation and proficiency of university students in Puerto Rico learning the English Language. In a study among international students attending the Programme in American Language Studies at Rutgers, the State University of New Jersey, and English as a Second Language classes at Kean College, New Jersey, Hansen (1981<sup>122</sup>) also failed to find any association between sex, attitudes/motivation and proficiency in English. Likewise, Bacon (1992<sup>123</sup>) found no significant differences between the male and female sex in two authentic listening tasks. Briere (1978<sup>124</sup>) and Naiman et al. (1978<sup>125</sup>) similarly found no association between sex and proficiency in the target language. Furthermore, the present finding appears to have been consistent with that of the pilot study in Chapter Four.

However, this finding contradicts those of some existing investigations. Bacon and Finnemann (1992<sup>126</sup>) uncovered that female learners of L<sub>2</sub> Spanish at university level possessed stronger instrumental motivation, while in another study Ludwig (1983<sup>127</sup>) found that male learners were more instrumentally motivated. Nyikos (1990<sup>128</sup>) revealed that women outperformed men in a German vocabulary memorization task. Boyle (1987<sup>129</sup>) discovered that whereas the male subjects performed better on two tests of listening vocabulary, the female subjects achieved higher overall means on ten tests of general L<sub>2</sub> English proficiency in which the differences were significant in many cases. Spolsky (1989<sup>130</sup>) reported that girls learning L<sub>2</sub> Hebrew in Israel showed more favourable attitudes to Hebrew, Israel, and Israelis than boys did. Gardner and Lambert (1972<sup>131</sup>) found female learners of L<sub>2</sub> French possessing more motivation and more positive attitudes towards the target language speakers. Similarly, Livoti (1977<sup>132</sup>), Burstall (1975<sup>133</sup>), Jones (1949<sup>134</sup>,



1950<sup>135</sup>), and Bartley (1969<sup>136</sup>, 1970<sup>137</sup>) showed that the girls had more favourable attitudes than the boys.

The contradiction found between the first part of the present findings, that is, sex had no significant correlation with attitudes/motivation and EFL proficiency, and those of several existing studies could be attributed to two major reasons.

**Firstly**, maybe the girl and female subjects of the investigations conducted by Bacon and Finnemann (1992<sup>138</sup>), Nyikos (1990<sup>139</sup>), Spolsky (1989<sup>140</sup>), Boyle (1987<sup>141</sup>), Burstall (1975<sup>142</sup>), Bartley (1970<sup>143</sup>, 1969<sup>144</sup>), and Jones (1950<sup>145</sup>, 1949<sup>146</sup>) were more interested in professions that would demand the command of the second/foreign language as Burstall (1975<sup>147</sup> : 391) maintains —

differences in attitude undoubtedly stem partly from the different employment expectations of boys and girls and the extent to which foreign-language learning can be perceived as relevant to their occupational requirements.

**Secondly**, as Renard and Heinle (1968<sup>148</sup>) cited in Randhawa and Korpan (1973<sup>149</sup>) argue, the sex/gender differentiation revealed in the studies of Jones (1949<sup>150</sup>, 1950<sup>151</sup>), Burstall (1975<sup>152</sup>) and Bartley (1969<sup>153</sup>, 1970<sup>154</sup>) might have been due to the cultural beliefs in the western society that girls in general do better in language skills and worse in mechanical and scientific domains.

The second part of the present findings that the male subjects had more interest in foreign languages and more integrative motivation, but the female subjects acquired more proficiency in grammatical structures is slightly in contradiction to the findings of the pilot study in Chapter Four. Nonetheless, the current finding is at least partially in consonance with those of Clark and Trafford (1996<sup>155</sup>), Boyle (1987<sup>156</sup>) and Burstall (1975<sup>157</sup>). Clark and Trafford (1996<sup>158</sup>) disclosed that girls consistently outperformed boys in language skills in the national GCSE examinations. Similarly, Boyle (1987<sup>159</sup>) saw that the



female university students in Hong Kong secured higher overall scores on the tests of L<sub>2</sub> general proficiency, and in many cases the differences were significant. Burstall (1975<sup>160</sup>) also observed that the girls scored significantly higher than the boys on all tests measuring proficiency in French. Finally, though insignificant, the male subjects' mean scores were, on the one hand, higher than those of the female subjects on the test of interest in foreign languages and integrative orientation, and, on the other, the female subjects' mean scores on the test of grammatical structures were higher than those of the male subjects in the pilot study presented in Chapter Four. The present finding may be explained by pointing to the following reasons :

a) The male subjects possessed more integrative motivation as they were more exposed to the target language culture in the environment in which they would enjoy more freedom than the female ones. Besides, the male subjects may have had more expectations for immigrating into English speaking countries such as America, Canada and Australia. And the male subjects' more interest in foreign languages may have been indicative of their interest in English as a foreign language.

b) The female subjects' more proficiency in grammatical structures may have been the outcome of some instrumental reasons such as doing well in the examination, getting a good command of the writing skills of EFL required for BCS and other professional examinations, and the like. This is also evident in the female subjects' higher mean scores on the tests of free compositions, and reading and listening skills, though their means were not significantly higher than those of the male subjects.

## 6.10 Findings of Factor Analysis

In order to summarize the correlational patterns, and discover whether some underlying pattern of relationships existed among the variables used in

the present study, factor analysis was carried out. Factor analysis helped the present researcher to examine and ascertain the net effect of the variables excepting the dichotomous one—Orientation Index. It moreover helped obtain, out of a large number of variables, a small number of factors being the explanation of proficiency in English as a foreign language.

So as to perform factor analysis of the data of the present study, Pearson's product-moment correlations coefficients were computed between the continuous variables—Attitudes Towards British People, Attitudes Towards English Speaking Americans, Interest in Foreign Languages, Attitudes Towards Learning English, Integrative Orientation, Instrumental Orientation, English Class Anxiety, Parental Encouragement, Motivational Intensity, Desire to Learn English, English Teacher Evaluation, English Teacher Rapport, English Teacher Competence, English Teacher Inspiration, English Course Evaluation, English Course Difficulty, English Course Utility, English Course Interest, Grammatical Structures, Free Composition, and Reading and Listening Skills. The resulting correlation matrix has been displayed in Table 6.10. After that, the correlation matrix was factor analyzed by employing the Principal Axis Factor Matrix. The factor matrix together with the communalities of each of the variables and eigenvalues for the seven factors has been demonstrated in Table 6.11. Last of all, the seven factors with eigenvalues greater than 1.0 were rotated by exploiting the Normalized Varimax Solution (Kaiser 1959<sup>161</sup>). The rotated factor matrix has been exhibited in Table 6.12. Factor 1 accounted for 20.8% of the common variance, Factor 2 for 11.3%, Factor 3 for 10.2%, Factor 4 for 7.8%, Factor 5 for 6.7%, Factor 6 for 5.9% and Factor 7 for 5.0%. Variables with loadings of  $\pm .20$  or higher were arbitrarily regarded as considerable contributors to a particular factor in the present investigation.



Table 6.10 : Correlation Matrix :

|                 | V <sub>1</sub> | V <sub>2</sub> | V <sub>3</sub> | V <sub>4</sub> | V <sub>5</sub> | V <sub>6</sub> | V <sub>7</sub> | V <sub>8</sub> | V <sub>9</sub> | V <sub>10</sub> | V <sub>12</sub> | V <sub>13</sub> | V <sub>14</sub> | V <sub>15</sub> | V <sub>16</sub> | V <sub>17</sub> | V <sub>18</sub> | V <sub>19</sub> | V <sub>20</sub> | V <sub>21</sub> | V <sub>22</sub> |
|-----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| V <sub>1</sub>  | 1.00**         | .21*           | -.01           | .04            | .02            | .16            | -.12           | -.23**         | .21*           | .17*            | .17*            | .21*            | .06             | .23**           | .27**           | -.01            | .11             | .28**           | -.04            | -.02            | -.13            |
| V <sub>2</sub>  | -              | 1.00**         | .13            | -.03           | .05            | .14            | .02            | .00            | .11            | .04             | .06             | -.07            | .07             | -.13            | .17*            | -.19*           | .12             | .32**           | -.04            | -.03            | -.03            |
| V <sub>3</sub>  | -              | -              | 1.00**         | .10            | .17*           | .19*           | .02            | .12            | .06            | .25**           | .02             | .07             | .04             | .04             | .20*            | -.01            | .09             | .20*            | .09             | -.16            | .04             |
| V <sub>4</sub>  | -              | -              | -              | 1.00**         | .14            | .07            | .13            | -.07           | .17*           | .03             | -.12            | .04             | -.02            | .03             | .11             | .14             | .04             | .08             | -.06            | .01             | -.11            |
| V <sub>5</sub>  | -              | -              | -              | -              | 1.00**         | .39**          | -.04           | .00            | .17*           | .17*            | .01             | .04             | .05             | .11             | .03             | -.07            | -.04            | .01             | -.03            | -.01            | -.06            |
| V <sub>6</sub>  | -              | -              | -              | -              | -              | 1.00**         | .12            | -.11           | .12            | .24**           | -.02            | .02             | .05             | .03             | .16             | .09             | .05             | .13             | -.12            | -.12            | -.14            |
| V <sub>7</sub>  | -              | -              | -              | -              | -              | -              | 1.00**         | -.01           | -.37**         | -.23**          | -.20*           | -.18*           | -.01            | -.18*           | -.03            | .21*            | .02             | .01             | -.14            | -.15            | -.16            |
| V <sub>8</sub>  | -              | -              | -              | -              | -              | -              | -              | 1.00**         | .04            | -.01            | .15             | .13             | .10             | .00             | -.04            | .00             | -.01            | -.11            | -.04            | -.02            | -.08            |
| V <sub>9</sub>  | -              | -              | -              | -              | -              | -              | -              | -              | 1.00**         | .67**           | .38**           | .27**           | .24**           | .34**           | .28**           | -.33**          | .27**           | .27**           | .05             | .18*            | .03             |
| V <sub>10</sub> | -              | -              | -              | -              | -              | -              | -              | -              | -              | 1.00**          | .22**           | .19*            | .10             | .19*            | .30**           | -.18*           | .16             | .28**           | .15             | .19*            | .10             |
| V <sub>12</sub> | -              | -              | -              | -              | -              | -              | -              | -              | -              | -               | 1.00**          | .74**           | .70**           | .68**           | .32**           | -.28**          | .27**           | .21*            | .03             | .01             | -.17*           |
| V <sub>13</sub> | -              | -              | -              | -              | -              | -              | -              | -              | -              | -               | -               | 1.00**          | .55**           | .56**           | .37**           | -.19*           | .25**           | .24**           | .07             | .08             | -.12            |
| V <sub>14</sub> | -              | -              | -              | -              | -              | -              | -              | -              | -              | -               | -               | -               | 1.00**          | .65**           | .27**           | -.26**          | .25**           | .21*            | -.09            | -.03            | -.08            |
| V <sub>15</sub> | -              | -              | -              | -              | -              | -              | -              | -              | -              | -               | -               | -               | -               | 1.00**          | .24**           | -.19*           | .11             | .14             | -.09            | -.06            | -.28**          |
| V <sub>16</sub> | -              | -              | -              | -              | -              | -              | -              | -              | -              | -               | -               | -               | -               | -               | 1.00**          | -.18*           | .70**           | .73**           | .02             | .01             | -.11            |
| V <sub>17</sub> | -              | -              | -              | -              | -              | -              | -              | -              | -              | -               | -               | -               | -               | -               | -               | 1.00**          | -.31**          | -.28**          | -.01            | -.14            | -.11            |
| V <sub>18</sub> | -              | -              | -              | -              | -              | -              | -              | -              | -              | -               | -               | -               | -               | -               | -               | -               | 1.00**          | .59**           | -.06            | .10             | -.06            |
| V <sub>19</sub> | -              | -              | -              | -              | -              | -              | -              | -              | -              | -               | -               | -               | -               | -               | -               | -               | -               | 1.00**          | -.09            | .02             | .10             |
| V <sub>20</sub> | -              | -              | -              | -              | -              | -              | -              | -              | -              | -               | -               | -               | -               | -               | -               | -               | -               | -               | 1.00**          | .62**           | .47**           |
| V <sub>21</sub> | -              | -              | -              | -              | -              | -              | -              | -              | -              | -               | -               | -               | -               | -               | -               | -               | -               | -               | -               | 1.00**          | .46**           |
| V <sub>22</sub> | -              | -              | -              | -              | -              | -              | -              | -              | -              | -               | -               | -               | -               | -               | -               | -               | -               | -               | -               | -               | 1.00**          |

N = 221

Level of Significance \* P &lt; .01

\*\* P &lt; .001

**Names of Variables :**V<sub>1</sub> Attitudes Towards British PeopleV<sub>2</sub> Attitudes Towards English Speaking AmericansV<sub>3</sub> Interest in Foreign LanguagesV<sub>4</sub> Attitudes Towards Learning EnglishV<sub>5</sub> Integrative OrientationV<sub>6</sub> Instrumental OrientationV<sub>7</sub> English Class Anxiety.V<sub>8</sub> Parental EncouragementV<sub>9</sub> Motivational IntensityV<sub>10</sub> Desire to Learn EnglishV<sub>12</sub> English Teacher - EvaluationV<sub>13</sub> English Teacher - RapportV<sub>14</sub> English Teacher - CompetenceV<sub>15</sub> English Teacher - InspirationV<sub>16</sub> English Course - EvaluationV<sub>17</sub> English Course - DifficultyV<sub>18</sub> English Course - UtilityV<sub>19</sub> English Course - InterestV<sub>20</sub> Grammatical StructuresV<sub>21</sub> Free CompositionV<sub>22</sub> Reading and Listening Skills



Table 6.11 : Principal Axis Factor Matrix :

| Names of Variables                           | Communi-<br>nality | Factor<br>1 | Factor<br>2 | Factor<br>3 | Factor<br>4 | Factor<br>5 | Factor<br>6 | Factor<br>7 |
|----------------------------------------------|--------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Attitudes Towards British People             | .59                | .37         | -.15        | .20         | .10         | -.40        | .36         | .31         |
| Attitudes Towards English Speaking Americans | .70                | .19         | -.08        | .41         | -.13        | .11         | -.38        | .56         |
| Interest in Foreign Languages                | .55                | .20         | -.02        | .32         | .28         | .43         | -.33        | -.19        |
| Attitudes Towards Learning English           | .49                | .01         | -.21        | .22         | .20         | .32         | .46         | -.22        |
| Integrative Orientation                      | .55                | .15         | -.02        | .19         | .66         | .11         | -.12        | .13         |
| Instrumental Orientation                     | .65                | .17         | -.11        | .41         | .55         | .14         | .04         | .33         |
| English Class Anxiety                        | .56                | -.26        | -.41        | .17         | -.13        | .47         | .08         | .22         |
| Parental Encouragement                       | .58                | .03         | .23         | -.26        | -.02        | .52         | -.42        | -.08        |
| Motivational Intensity                       | .76                | .63         | .31         | .07         | .25         | -.33        | -.15        | -.24        |
| Desire to Learn English                      | .72                | .51         | .34         | .28         | .38         | -.15        | -.04        | -.32        |
| English Teacher Evaluation                   | .85                | .76         | -.02        | -.49        | -.01        | .08         | -.02        | .14         |
| English Teacher Rapport                      | .73                | .70         | -.01        | -.39        | .02         | .19         | .20         | .05         |
| English Teacher Competence                   | .73                | .65         | -.14        | -.43        | -.02        | .21         | -.06        | .24         |
| English Teacher Inspiration                  | .78                | .66         | -.17        | -.50        | .21         | -.01        | .14         | .01         |
| English Course Evaluation                    | .81                | .69         | -.12        | .41         | -.28        | .17         | .14         | -.13        |
| English Course Difficulty                    | .51                | -.45        | -.23        | -.01        | .24         | .21         | .40         | -.07        |
| English Course Utility                       | .73                | .58         | -.06        | .34         | -.47        | .14         | .03         | -.17        |
| English Course Interest                      | .78                | .62         | -.15        | .51         | -.32        | .02         | .01         | -.04        |
| Grammatical Structures                       | .76                | .00         | .77         | .03         | -.11        | .30         | .21         | .18         |
| Free Composition                             | .77                | .08         | .76         | .08         | -.10        | .07         | .36         | .18         |
| Reading and Listening Skills                 | .61                | -.14        | .73         | .12         | -.09        | .10         | -.01        | .12         |
| Eigenvalue of the Factors                    |                    | 4.37        | 2.37        | 2.14        | 1.64        | 1.40        | 1.24        | 1.05        |

**Table 6.12 : Varimax Rotated Factor Matrix after Rotation with Kaiser Normalization :**

| Names of Variables                           | Factor 1    | Factor 2    | Factor 3   | Factor 4    | Factor 5   | Factor 6    | Factor 7    |
|----------------------------------------------|-------------|-------------|------------|-------------|------------|-------------|-------------|
| Attitudes Towards British People             | .18         | .18         | -.02       | .10         | <b>.20</b> | <b>-.69</b> | -.06        |
| Attitudes Towards English Speaking Americans | -.08        | <b>.28</b>  | -.01       | -.17        | <b>.32</b> | -.15        | <b>-.68</b> |
| Interest in Foreign Languages                | -.05        | <b>.28</b>  | -.08       | .10         | <b>.48</b> | <b>.47</b>  | .07         |
| Attitudes Towards Learning English           | -.03        | <b>.20</b>  | -.02       | -.14        | <b>.22</b> | -.07        | <b>.61</b>  |
| Integrative Orientation                      | .06         | -.12        | -.04       | .16         | <b>.71</b> | .03         | .03         |
| Instrumental Orientation                     | .01         | .07         | .02        | -.05        | <b>.78</b> | -.17        | .01         |
| English Class Anxiety                        | -.10        | .13         | -.13       | <b>-.69</b> | .15        | .09         | .12         |
| Parental Encouragement                       | .19         | -.06        | .15        | -.05        | .02        | <b>.71</b>  | -.10        |
| Motivational Intensity                       | <b>.24</b>  | <b>.21</b>  | .05        | <b>.78</b>  | .16        | -.05        | -.13        |
| Desire to Learn English                      | .06         | <b>.26</b>  | .13        | <b>.72</b>  | <b>.33</b> | .01         | .09         |
| English Teacher Evaluation                   | <b>.88</b>  | .14         | -.01       | .17         | -.03       | .03         | -.14        |
| English Teacher Rapport                      | <b>.81</b>  | <b>.20</b>  | .08        | .11         | .00        | -.01        | .11         |
| English Teacher Competence                   | <b>.82</b>  | .14         | -.06       | -.04        | .05        | .08         | -.16        |
| English Teacher Inspiration                  | <b>.82</b>  | .01         | -.17       | <b>.22</b>  | .05        | -.10        | .10         |
| English Course Evaluation                    | <b>.23</b>  | <b>.86</b>  | .00        | .09         | .08        | -.07        | .06         |
| English Course Difficulty                    | -.19        | <b>-.26</b> | -.06       | <b>-.33</b> | .11        | -.08        | <b>.53</b>  |
| English Course Utility                       | .15         | <b>.83</b>  | .01        | .06         | -.12       | .02         | -.05        |
| English Course Interest                      | .09         | <b>.85</b>  | -.06       | .08         | .09        | -.14        | -.13        |
| Grammatical Structures                       | .03         | -.03        | <b>.86</b> | .03         | .05        | .14         | .04         |
| Free Composition                             | .03         | .05         | <b>.86</b> | .12         | -.06       | -.12        | .04         |
| Reading and Listening Skills                 | <b>-.21</b> | -.06        | <b>.71</b> | .11         | -.04       | .15         | -.14        |

**Factor 1** which accounted for 20.8% of the common variance, received its substantial loadings from seven variables as follows :

|             |                             |     |
|-------------|-----------------------------|-----|
| Variable 12 | English Teacher Evaluation  | .88 |
| Variable 14 | English Teacher Competence  | .82 |
| Variable 15 | English Teacher Inspiration | .82 |



|             |                              |      |
|-------------|------------------------------|------|
| Variable 13 | English Teacher Rapport      | .81  |
| Variable 9  | Motivational Intensity       | .24  |
| Variable 16 | English Course Evaluation    | .23  |
| Variable 22 | Reading and Listening Skills | -.21 |

The measures which received higher loadings on Factor 1 were all concerned with attitudes towards the English teacher (V<sub>12</sub>, V<sub>14</sub>, V<sub>15</sub> and V<sub>13</sub>). Hence this factor could be labelled as "**Attitudes Towards the English Teacher**".

The subjects who evaluated their teacher positively (V<sub>12</sub>), perceived the teacher as being competent (V<sub>14</sub>). They also felt that the teacher inspired them to learn EFL (V<sub>15</sub>), and treated them frankly and sympathetically (V<sub>13</sub>). Further, the pattern of loadings on Factor 1 indicated that the subjects were highly motivated towards learning EFL (V<sub>9</sub>), and evaluated the English course positively (V<sub>16</sub>). However, the subjects' attitudes towards their teacher had hardly any impact upon reading and listening skills (V<sub>22</sub>).

**Factor 2** accounting for 11.3% of the common variance possessed considerable loadings from ten variables mentioned below :

|             |                                              |      |
|-------------|----------------------------------------------|------|
| Variable 16 | English Course Evaluation                    | .86  |
| Variable 19 | English Course Interest                      | .85  |
| Variable 18 | English Course Utility                       | .83  |
| Variable 2  | Attitudes Towards English Speaking Americans | .28  |
| Variable 3  | Interest in Foreign Languages                | .28  |
| Variable 10 | Desire to Learn English                      | .26  |
| Variable 17 | English Course Difficulty                    | -.26 |
| Variable 9  | Motivational Intensity                       | .21  |
| Variable 4  | Attitudes Towards Learning English           | .20  |
| Variable 13 | English Teacher Rapport                      | .20  |



Since the measures having markedly higher loadings on Factor 2 were related to the subjects' attitudes towards the English course, this factor could be recognized as a factor of "**Attitudes Towards the EFL Course**".

The pattern of loadings on this factor indicated that the subjects who evaluated the EFL course positively (V<sub>16</sub>), also found the course interesting (V<sub>19</sub>), beneficial (V<sub>18</sub>), but a bit difficult (V<sub>17</sub>). The subjects moreover showed positive and favourable attitudes towards the English speakers (V<sub>2</sub>) and learning EFL (V<sub>4</sub>), and interest in foreign languages (V<sub>3</sub>). Furthermore, the subjects had strong desire (V<sub>10</sub>) and intense motivation (V<sub>9</sub>) to learn EFL. Finally, the subjects perceived much rapport and warmth of the teacher (V<sub>13</sub>) while participating in the class.

**Factor 3** that accounted for 10.2% of the common variance, obtained considerable loadings from three variables all of which were related to proficiency in EFL :

|             |                              |     |
|-------------|------------------------------|-----|
| Variable 20 | Grammatical Structures       | .86 |
| Variable 21 | Free Composition             | .86 |
| Variable 22 | Reading and Listening Skills | .71 |

As Factor 3 received its substantial loadings from all the tests of proficiency in EFL, this factor could be identified as a "**Proficiency Factor**". The pattern of loadings on this factor disclosed that the subjects who were more proficient in grammar (V<sub>20</sub>), were also more proficient in writing free compositions (V<sub>21</sub>), and reading and listening skills (V<sub>22</sub>).

**Factor 4** accounted for 7.8% of the common variance and received its appreciable loadings from the following five variables :

|             |                         |     |
|-------------|-------------------------|-----|
| Variable 9  | Motivational Intensity  | .78 |
| Variable 10 | Desire to Learn English | .72 |

|             |                             |      |
|-------------|-----------------------------|------|
| Variable 7  | English Class Anxiety       | -.69 |
| Variable 17 | English Course Difficulty   | -.33 |
| Variable 15 | English Teacher Inspiration | .22  |

Factor 4 received its highest loadings from the measures of motivation for learning EFL. Therefore, this factor could be marked as a "**Motivational Factor**". The structure of loadings on this factor suggested that the subjects who had intense motivation (V<sub>9</sub>) and strong desire (V<sub>10</sub>) to learn EFL, confronted relatively less anxiety in the EFL class (V<sub>7</sub>), but some difficulty in studying the English course (V<sub>17</sub>), and moreover felt that the English teacher inspired them to learn the English language (V<sub>15</sub>).

**Factor 5** accounting for 6.7% of the common variance received its considerable loadings from seven variables two of which were concerned with motivational orientation and the other five with attitudes towards and motivation for learning EFL :

|             |                                              |     |
|-------------|----------------------------------------------|-----|
| Variable 6  | Instrumental Orientation                     | .78 |
| Variable 5  | Integrative Orientation                      | .71 |
| Variable 3  | Interest in Foreign Languages                | .48 |
| Variable 10 | Desire to Learn English                      | .33 |
| Variable 2  | Attitudes Towards English Speaking Americans | .32 |
| Variable 4  | Attitudes Towards Learning English           | .22 |
| Variable 1  | Attitudes Towards British People             | .20 |

Since this factor obtained its higher loadings from the measures of motivational orientation, it could be labelled as a factor of "**Motivational Orientation**".

The pattern of loadings on Factor 5 showed that the subjects who were instrumentally oriented (V<sub>6</sub>), were also integratively oriented (V<sub>5</sub>). The

subjects' motivational orientation seemed to be associated with their interest in foreign languages (V<sub>3</sub>), strong desire to learn EFL (V<sub>10</sub>), favourable attitudes towards the target language speakers (V<sub>2</sub>, V<sub>1</sub>), and attitudes towards learning English (V<sub>4</sub>).

**Factor 6** which accounted for 5.9% of the common variance, received its substantial loadings from the following three variables :

|            |                                  |      |
|------------|----------------------------------|------|
| Variable 8 | Parental Encouragement           | .71  |
| Variable 1 | Attitudes Towards British People | -.69 |
| Variable 3 | Interest in Foreign Languages    | .47  |

This factor obtained its highest loadings from parental encouragement that the subjects perceived to learn EFL. This is why, the factor could be named as a factor of "**Perceived Parental Encouragement**". The structure of loadings on this factor indicated that the subjects who perceived parental encouragement to learn EFL (V<sub>8</sub>), did not necessarily have positive attitudes towards the target language speakers, especially, the British people (V<sub>1</sub>), but showed much interest in foreign languages (V<sub>3</sub>).

**Factor 7** that accounted for 5.0% of the common variance obtained its appreciable loadings from three variables stated below :

|             |                                              |      |
|-------------|----------------------------------------------|------|
| Variable 2  | Attitudes Towards English Speaking Americans | -.68 |
| Variable 4  | Attitudes Towards Learning English           | .61  |
| Variable 17 | English Course Difficulty                    | .53  |

As Factor 7 received its higher loadings from the measures of attitudes (V<sub>2</sub>, V<sub>4</sub>), this could be regarded as an "**Attitudinal Factor**". The pattern of loadings on this factor suggested that the subjects possessing negative attitudes



towards the English speaking Americans (V<sub>2</sub>) had positive attitudes towards learning English (V<sub>4</sub>), and found the EFL course much easy (V<sub>17</sub>).

### 6.11 Supplementary Findings

The present study was conducted among the students of two different universities— Dhaka University (DU) being non-residential and located in the heart of Dhaka city, and Jahangirnagar University (JU) being residential and on the outskirts of Dhaka city. Hence the researcher assumed that there would be significant differences in attitudes towards and motivation for learning EFL and proficiency in EFL between the concerned students of the two universities. In order to investigate the differences in attitudes and motivation of the populations, subjects' z-tests were computed between the two populations, and the results have been presented in Table 6.13. Again, to examine the differences in EFL proficiency of the two groups, z-tests were run on the groups, and the findings have been displayed in Table 6.14.

**Table 6.13 : Subjects' Z-Tests for comparison of DU and JU students with respect to their mean scores on the measures of attitudes towards and motivation for learning EFL :**

| Measures of Attitudes and Motivation         | University | Number of Cases | Mean $\pm$ Standard Deviation | Z-Value |
|----------------------------------------------|------------|-----------------|-------------------------------|---------|
| Attitudes Towards British People             | DU         | 130             | 45.9923 $\pm$ 8.323           | 1.80    |
|                                              | JU         | 91              | 43.9011 $\pm$ 8.771           |         |
| Attitudes Towards English Speaking Americans | DU         | 130             | 42.7846 $\pm$ 8.026           | - 0.83  |
|                                              | JU         | 91              | 43.7802 $\pm$ 9.674           |         |
| Interest in Foreign Languages                | DU         | 130             | 48.3154 $\pm$ 5.996           | 0.60    |
|                                              | JU         | 91              | 47.8462 $\pm$ 5.393           |         |
| Attitudes Towards Learning English           | DU         | 130             | 41.5231 $\pm$ 4.156           | - 0.03  |
|                                              | JU         | 91              | 41.5385 $\pm$ 4.311           |         |
| Integrative Orientation                      | DU         | 130             | 26.1231 $\pm$ 3.555           | 1.45    |
|                                              | JU         | 91              | 25.5055 $\pm$ 2.345           |         |
| Instrumental Orientation                     | DU         | 130             | 23.7385 $\pm$ 3.235           | 3.84**  |
|                                              | JU         | 91              | 21.7802 $\pm$ 4.346           |         |
| Motivational Intensity                       | DU         | 130             | 24.6846 $\pm$ 3.030           | 3.39**  |
|                                              | JU         | 91              | 23.4176 $\pm$ 2.241           |         |
| Desire to Learn English                      | DU         | 130             | 25.1923 $\pm$ 2.697           | 0.14    |
|                                              | JU         | 91              | 25.1429 $\pm$ 2.298           |         |

Level of Significance \* P < .01

\*\* P < .001

**Table 6.14 : Subjects' Z-Tests for comparison of DU and JU students with respect to their mean scores on the measures of EFL proficiency :**

| Measures of EFL Proficiency  | Sex | Number of Cases | Mean $\pm$ Standard Deviation | Z-Value  |
|------------------------------|-----|-----------------|-------------------------------|----------|
| Grammatical Structures       | DU  | 130             | 47.8154 $\pm$ 6.856           | - 4.34** |
|                              | JU  | 91              | 51.9670 $\pm$ 7.207           |          |
| Free Composition             | DU  | 130             | 03.9000 $\pm$ 1.250           | - 1.20   |
|                              | JU  | 91              | 04.0989 $\pm$ 1.165           |          |
| Reading and Listening Skills | DU  | 130             | 58.8154 $\pm$ 7.315           | - 5.36** |
|                              | JU  | 91              | 63.8791 $\pm$ 6.284           |          |

Level of Significance \* P < .01

\*\* P < .001

According to the results of subjects' z-tests exhibited in Table 6.13, there were no significant differences between the students of DU and those of JU in point of their mean scores on attitudes towards British people, attitudes towards

English speaking Americans, interest in foreign languages, attitudes towards learning English, integrative orientation, and desire to learn English. But the results showed significant differences at the .001 level between the two populations with respect to their mean scores on instrumental orientation and motivational intensity. The present findings lend support to most of those of the pilot study in Chapter Four. DU students were significantly more instrumentally oriented than JU students since the British Council Library located within DU area may have made DU students more aware of the pragmatic and instrumental values of learning EFL. The same reason may have been responsible for the significantly higher motivational intensity in DU students.

As per the findings of subjects' z-tests demonstrated in Table 6.14, JU students had significantly higher mean scores at the .001 level than DU students on the tests of grammatical structures, and reading and listening skills. Moreover, JU students secured higher mean scores than DU students on the test of free compositions. The present findings are, to a great extent, consistent with those of the pilot study in Chapter Four. The findings may be explained by pointing to the facts that JU students enjoyed more facilities than DU students such as more contact hours, smaller class size, instruction in all the basic skills — listening, speaking, reading and writing, relatively more logistic supports as well as materials, and above all incentives resulting from the individual care taken by the teacher.



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**CHAPTER SEVEN**  
**SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

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## CHAPTER SEVEN

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This thesis is composed of seven chapters. **Chapter One** presents the linguistic background of the setting of this study, the background of ELT in Bangladesh, the purpose of the study, the significance of the investigation, the research hypotheses, the definitions of the terms, and the limitations of the study. **Chapter Two** explains the notions of "attitude" and "motivation", and shows their inter-relationship and impact upon SL/FL proficiency. **Chapter Three** reviews a number of earlier studies related to the area of the current investigation. **Chapter Four** contains the pilot study carried out in a setting comparable to that of the present study. **Chapter Five** describes the research methodology and data analysis procedures. **Chapter Six** is devoted to the presentation of the findings of the statistical analyses of the data and their interpretations. And **Chapter Seven** or the present chapter is meant to present the summary, conclusions and recommendations in the light of the review of the related studies, and the data collected and analyzed for the current investigation.

This chapter is constituted of four sections. The first section contains a short summary of the objectives, methodology and findings of the present study. The second section concludes the findings of the investigation. The third one is intended to propound several suggestions for teaching EFL; and the final section is exploited to postulate some recommendations for further research on the role of attitudes/motivation in SL/FL learning.

## 7.1 Summary

### 7.1.1 Objectives and Methodology

The present study has primarily been intended to ascertain the associations of attitudes and motivation with EFL proficiency among the undergraduates of Dhaka University and Jahangirnagar University in Bangladesh. This investigation has also been aimed to find out whether sex differences would cause differences in the subjects' attitudes, motivation, motivational orientation and EFL proficiency. The study has, moreover, examined the correlation between parental encouragement as perceived by the subjects to learn EFL and their proficiency in EFL. Finally, the findings of the study have been supposed to contribute to EFL teaching programmes at the undergraduate levels in Bangladesh and other comparable settings.

The investigation was carried out with 221 first year undergraduate students randomly selected from two departments of Dhaka University and two departments of Jahangirnagar University in Bangladesh. Dhaka University and Jahangirnagar University, and two departments from each of them were chosen purposively according to the present researcher's convenience and judgement. Afterwards, 64 subjects were selected from the Department of Library and Information Science, 66 from the Department of Islamic Studies, Dhaka University, and 53 subjects were selected from the Department of Business Administration, 38 from the Department of Bengali, Jahangirnagar University. Hence the final sample of informants participating in the current study was constituted of 221 male and female subjects.

In order to measure the subjects' attitudes towards and motivation for learning EFL and the other relevant attitudinal and motivational factors, the Attitude/Motivation Test Battery originally designed by Gardner (1985a<sup>1</sup>) and further modified by Haque (1989<sup>2</sup>) was used. The proficiency of the subjects in



EFL was ascertained by employing a test of Grammatical Structures and a test of Reading and Listening Skills belonging to the Oxford Placement Test constructed by Allan (1985<sup>3</sup>) and a test of Free Composition. To avoid undue pressures on the subjects, a schedule was worked out, and the questionnaire and tests were administered on different dates so as to collect the data for the present study.

The data collected for this investigation were then analyzed by means of the statistics— frequency distribution, crosstabulation, chi-square, Pearson's product-moment correlations coefficients, subjects' z-tests, and factor analysis. The level of significance set for the statistical analyses was at \*  $P < .01$ /\*\*  $P < .001$ . And to interpret the statistical results of the analyses of the data, a specific number of null hypotheses were formulated.

The statistical measure of frequency distribution was exploited to test the first hypothesis—

**H1.** The reasons for learning EFL in a monolingual setting like Bangladesh would be instrumental.

The reason for using this statistical instrument was that this hypothesis was to be tried out on the basis of the subjects' responses to a variable which was scored dichotomously.

The statistical test of significance the chi-square was computed jointly with frequency and crosstabulation so as to test the second hypothesis—

**H2.** There would be significant differences in motivational orientation due to sex differences.

The chi-square was used for examining this hypothesis as it seemed to be the most appropriate means of manipulating data in the form of frequencies.



In order to analyze the third, fourth, fifth, sixth and seventh hypothesis, the Pearson's product-moment correlations coefficients were computed among all the relevant variables. The analysis was performed using a one-tailed test as these hypotheses were directional—

**H3.** The interaction between the different measures of attitudes and proficiency in EFL would be significant and positive.

**H4.** The varied measures of motivation would have significant and positive relations to proficiency in EFL.

**H5.** The attitudes of a learner towards the learning situation would influence his/her proficiency in EFL.

**H6.** Instrumentally oriented learners would acquire higher proficiency in EFL than integratively oriented learners.

**H7.** There would be a significant and positive relationship between parental encouragement as perceived by the learners to learn EFL and their proficiency in EFL.

To examine the eighth hypothesis—

**H8.** There would be significant sex differences in attitudes towards and motivation for learning EFL and proficiency in EFL.

subjects' z-tests were carried out to make a comparison between the mean scores of the male subjects and those of the female subjects. Subjects' z-tests were used to compare the means of the two groups, because the sample size was large ( $n \geq 30$ ). As the hypothesis under investigation was non-directional, all the analyses were performed using two-tailed tests.

Finally, factor analysis was accomplished in order to reveal whether some underlying pattern of relationships existed among the variables used in the current investigation.

### 7.1.2 Research Findings

In order to guide the present investigation, eight null hypotheses were formulated. The hypotheses were then accepted or rejected in accordance with the results of the statistical analyses of the data gathered for this study.

The first hypothesis (**H1**) was that the reasons for learning EFL in a monolingual setting like Bangladesh would be instrumental. As the frequency distribution of the subjects' responses to the concerned variable in Table 6.1 in Chapter Six disclosed, only 35.7% of the subjects were learning EFL for instrumental reasons whereas 64.3% were learning EFL for its integrative value. Though the subjects belonged to a monolingual setting in which 95% or more people speak Bengali, the majority of them appeared to be indifferent to the pragmatic and utilitarian value of learning EFL. Rather most of the subjects were interested in the culture and native speakers of the English language and/or of any other foreign languages. Hence, the hypothesis was rejected.

The second hypothesis (**H2**) was formulated as there would be significant differences in motivational orientation due to sex differences. The chi-square computed jointly with frequency and crosstabulation as displayed in Table 6.2 in Chapter Six revealed that while 28.0% male subjects chose instrumental reasons 47.2% female subjects selected them for learning EFL, and whereas 72.0% male subjects were integratively oriented 52.8% female subjects were integratively oriented. That is, the male subjects were more interested in the culture and native speakers of the target language and/or of any other foreign languages whereas the female subjects were more conscious of the functional and utilitarian value of learning EFL. Therefore, the second



hypothesis was accepted with the obtained chi-square being significant at  $P < .01$  level.

The third hypothesis (**H3**) was constructed as the interaction between the different measures of attitudes and proficiency in EFL would be significant and positive. Based on the findings demonstrated in Table 6.3 in Chapter Six, this hypothesis was rejected. Pearson's product-moment correlations coefficients computed between the relevant attitudinal variables— Attitudes Towards British People, Attitudes Towards English Speaking Americans and Attitudes Towards Learning English— and the varied measures of EFL proficiency— Grammatical Structures, Reading and Listening Skills, and Free Composition— yielded very consistent correlations. The test of Grammatical Structures had insignificantly negative associations with all the measures of attitudes. The test of Free Composition was lowly negatively related to Attitudes Towards British People and Attitudes Towards English Speaking Americans, but slightly positively correlated with Attitudes Towards Learning English. Finally, the test of Reading and Listening Skills was insignificantly negatively associated with all the scales of attitudes. Thus the hypothesis was deemed to be rejected.

The fourth hypothesis (**H4**) was developed as the varied measures of motivation would have significant and positive relations to proficiency in EFL. In accordance with the findings presented in Table 6.4 in Chapter Six, this hypothesis was partially accepted. The results of the correlational analysis revealed that the test of Grammatical Structures, and Reading and Listening Skills had low positive correlations with Interest in Foreign Languages and Motivational Intensity, and modest positive associations with Desire to Learn English. It was further unfolded that though the test of Free Composition had a negative relation to Interest in Foreign Languages, it possessed significant and positive correlations with Motivational Intensity and Desire to Learn English. Consequently, the hypothesis was accepted to a substantial extent, though not fully.



The fifth hypothesis (**H5**) was suggested as the attitudes of a learner towards the learning situation would influence his/her proficiency in EFL. This hypothesis was largely rejected as the results of the correlational analysis displayed in Table 6.5 presented in Chapter Six revealed that in most of the cases the relationships between the predictor and criterion variables were negative. English Teacher Evaluation was correlated lowly positively with Grammatical Structures and Free Composition, but very highly negatively with Reading and Listening Skills. English Teacher Rapport had low positive relations to Grammatical Structures and Free Composition, but a modest negative association with Reading and Listening Skills. English Teacher Competence had low negative correlations with all the criterion measures. English Teacher Inspiration also possessed low negative associations with Grammatical Structures and Free Composition, and a significantly negative relation to Reading and Listening Skills. English Course Evaluation was associated lowly positively with Grammatical Structures and Free Composition, and modestly negatively with Reading and Listening Skills. English Course Difficulty had a low negative correlation with Grammatical Structures, and modest negative associations with Free Composition, and Reading and Listening Skills. English Course Utility was lowly negatively associated with Grammatical Structures, and Reading and Listening Skills, but modestly positively correlated with Free Composition. English Course Interest was associated lowly negatively with Grammatical Structures, lowly positively with Free Composition, and modestly negatively with Reading and Listening Skills. However, English Class Anxiety having highly negative correlations with all the measures of EFL proficiency indicated that the anxiety factor hampered the subjects' achievement of EFL proficiency in the classroom situation.

The sixth hypothesis (**H6**) was proposed as instrumentally oriented learners would acquire higher proficiency in EFL than integratively oriented learners. Based on the results of the correlational analysis as presented in Table

6.6 in the preceding chapter, this hypothesis was rejected. It was revealed that both integrative orientation and instrumental orientation had negative and insignificant correlations with all the measures of EFL proficiency. Notwithstanding, integrative orientation appeared to be a relatively better predictor of EFL proficiency.

The seventh hypothesis (**H7**) was put forward as there would be a significant and positive relationship between parental encouragement as perceived by the learners to learn EFL and their proficiency in EFL. Since the results of the Pearson's product-moment correlations coefficients in Table 6.7 in Chapter Six showed low negative associations between Parental Encouragement and all the measures of EFL proficiency, this hypothesis was considered to be rejected. The findings suggested that perceived parental encouragement had hardly any impact on EFL proficiency achieved in the formal classroom situation.

The eighth hypothesis (**H8**) was postulated as there would be significant sex differences in attitudes towards and motivation for learning EFL and proficiency in EFL. On the basis of the results of subjects' z-tests between male and female populations as exhibited in Tables 6.8 and 6.9 in Chapter Six, this hypothesis was partially accepted, but largely rejected. As per the results in Table 6.8, significant sex differences were found in the mean scores on only two attitudinal/motivational measures— Interest in Foreign Languages and Integrative Orientation, but not in the mean scores on the remaining six scales. Again, there were significant differences between male and female populations in point of their mean scores on only one test of EFL proficiency— Grammatical Structures; but no significant differences were uncovered in their mean scores on the other two measures of EFL proficiency as demonstrated in Table 6.9.

Besides trying out the eight hypotheses, factor analysis was carried out in order to summarize the correlational patterns, and to reveal whether some



underlying pattern of relationships existed amongst the variables used in the present study. Factor analysis presented in Table 10, Table 11 and Table 12 helped the present researcher to examine and determine the net effect of the continuous variables, and obtain, out of a large number of variables, a small number of factors accounting for proficiency in EFL. In this investigation seven factors were uncovered. Factor 1 which was labelled "**Attitudes Towards the English Teacher**" accounted for 20.8% of the common variance. Factor 2 being identified as a factor of "**Attitudes Towards the EFL Course**" accounted for 11.3% of the common variance. Factor 3 that was designated "**Proficiency Factor**" accounted for 10.2% of the common variance. Factor 4 that was recognized as a "**Motivational Factor**" accounted for 7.8% of the common variance. Factor 5 marked as a factor of "**Motivational Orientation**" accounted for 6.7% of the common variance. Factor 6 which was named as a factor of "**Perceived Parental Encouragement**" accounted for 5.9% of the common variance. And Factor 7 being regarded as an "**Attitudinal Factor**" accounted for 5.0% of the common variance.

The present study was conducted among the students of Dhaka University and Jahangirnagar University, Bangladesh. The results of subjects' z-tests displayed in Table 6.13 in Chapter Six showed that the students of Dhaka University were significantly more instrumentally oriented and had significantly more motivational intensity than those of Jahangirnagar University. Further, the results of subjects' z-tests presented in Table 6.14 in the preceding chapter indicated that the students of Jahangirnagar University were significantly more proficient in grammatical structures, and reading and listening skills than those of Dhaka University.



## 7.2 Conclusions

Before drawing the conclusions of the present study it has to be acknowledged that several constraints might persist in the scope of the conclusions. **Firstly**, this investigation was conducted with the first year undergraduates of some particular departments of Dhaka University and Jahangirnagar University, Bangladesh. Hence, the conclusions can be generalized to other identical populations at the undergraduate level, but not to the samples at other levels. **Secondly**, the investigation was exploratory in nature and extrapolated the degree of effect that attitudes/motivation could have on EFL proficiency of the undergraduates in Bangladesh. And **thirdly**, the study was suggestive in view of the fact that the conclusions to be drawn may be exploited for improving EFL teaching at the undergraduate level in Bangladesh and at other similar settings. However, from the results of the current study presented and interpreted in Chapter Six and summed up above the following inferences could be drawn :

(1) The subjects of the present investigation were found to be more integratively oriented towards learning EFL. Although the subjects belonged to a monolingual setting, the majority of them were not aware of the functional and utilitarian value of learning the English language. Rather they were learning EFL so that they could know more of the culture and native speakers of the English language and/or any other foreign language, and become a part of the target language culture or any other foreign culture.

The present finding lends support to that of the pilot study presented in Chapter Four, and also to those of several existing studies (e.g. Ramage 1990<sup>4</sup>, Gardner, Lalonde and Moorcroft 1985<sup>5</sup>, Gliksman, Gardner and Smythe 1982<sup>6</sup>, Gardner, Smythe and Clement 1979<sup>7</sup>, Oller, Hudson and Liu 1977a<sup>8</sup>, Clement, Gardner and Smythe 1977<sup>9</sup>, Clement, Major, Gardner and Smythe 1977<sup>10</sup>, Feenstra 1967<sup>11</sup>, Lambert, Gardner, Barik and Tunstall 1963<sup>12</sup>, Gardner 1960<sup>13</sup>,

Gardner and Lambert 1959<sup>14</sup>). However, this investigation contradicts the studies carried out by Haque (1989<sup>15</sup>), England (1984<sup>16</sup>), Ismail (1984<sup>17</sup>), Jayatilaka (1982<sup>18</sup>), Wong (1982<sup>19</sup>), Karkia (1979<sup>20</sup>), Cooper and Fishman (1977<sup>21</sup>), Gardner and Lambert (1972<sup>22</sup>), Lukmani (1972<sup>23</sup>), Gardner and Santos (1970<sup>24</sup>), and Jones (1949<sup>25</sup>, 1950<sup>26</sup>), and challenges the hypothesis that students in a monolingual setting are generally more instrumentally oriented towards learning a second/foreign language.

(2) The findings of the current research indicated significant differences in motivational orientation due to sex differences. While the male subjects appeared to more integratively oriented, the female subjects were seen to be more instrumentally oriented towards learning EFL. That is to say, the male subjects were more interested in EFL speakers, culture and literature whereas the female subjects were more conscious of the pragmatic and utilitarian value of learning EFL. The findings extend support to those of the pilot study in Chapter Four, and those discovered by Bacon and Finnemann (1992<sup>27</sup>), but contradict those established by Ludwig (1983<sup>28</sup>) and Gardner and Lambert (1972<sup>29</sup>). The present findings are indicative of the facts that, on the one hand, the male persons in Bangladesh are more exposed to the EFL culture and have more ambition to be immigrated into some English speaking countries such as Canada, America and Australia; and, on the other, the female persons here have growing employment expectations.

(3) The present researcher found a non-significant negative association between the subjects' attitudes towards the native speakers of the target language and their proficiency in the language. This finding is consistent with that of the pilot study in Chapter Four, and those established by Chihara and Oller (1978<sup>30</sup>), Gardner and Lambert (1972<sup>31</sup>), Svanes (1988<sup>32</sup>), Gardner (1960<sup>33</sup>) and Oller et al. (1977b<sup>34</sup>). This result gives countenance to Gardner's (1985b<sup>35</sup>) claim that attitudes towards the native speakers of the target language are less important and less relevant than those towards the second/foreign



language itself and the second/foreign language course. However, the finding contradicts those uncovered by Oller et al. (1977a<sup>36</sup>) and Lambert (1963<sup>37</sup>). Furthermore, though the subjects' attitudes towards learning English had a very low positive correlation with the test of free compositions, they were again negatively associated with the other measures of EFL proficiency. This finding contradicts those of Jones (1950<sup>38</sup>), Sharp et al. (1973<sup>39</sup>), Burstall (1975<sup>40</sup>), Gardner, Lalonde and Moorcroft (1985<sup>41</sup>) and Dickson et al. (1987<sup>42</sup>), and hence needs further verification.

(4) The subjects' interest in foreign languages had low positive associations with their proficiency in grammatical structures, and reading and listening skills. This result lends support to the pilot study in Chapter Four, but contradicts Haque (1989<sup>43</sup>). Further, interest in foreign languages was modestly negatively associated with proficiency in writing the free composition. Here the variable interest in foreign languages appears to be a general measure which is not specifically concerned with EFL.

Motivational intensity was lowly positively correlated with grammatical structures, and reading and listening skills, and significantly positively associated with free composition writing. This positive correlation between motivational intensity and proficiency in EFL is in consonance with those established by Gardner (1960<sup>44</sup>), Gardner and Lambert (1972<sup>45</sup>), Hermann (1980<sup>46</sup>), and Haque (1989<sup>47</sup>).

Desire to learn English had modest positive correlations with grammatical structures, and reading and listening skills, and a significantly positive association with free compositions. This finding extends support to the pilot study in Chapter Four and the studies conducted by Feenstra (1967<sup>48</sup>), Savignon (1972<sup>49</sup>), Gardner and Lambert (1972<sup>50</sup>), Gardner, Lalonde and Moorcroft (1985<sup>51</sup>), and Haque (1989<sup>52</sup>).

(5) The finding of the current study showed that English classroom anxiety was highly negatively correlated with all the measures of EFL



proficiency. That is, the subjects possessing a greater amount of anxiety in their EFL classes achieved less proficiency in EFL and vice versa. Similar results have been found in the studies performed by MacIntyre and Gardner (1991<sup>53</sup>), Haque (1989<sup>54</sup>), Trylong (1987<sup>55</sup>), Horwitz (1986<sup>56</sup>), Abboushi (1983<sup>57</sup>), Krashen (1981<sup>58</sup>, 1982<sup>59</sup>, 1985<sup>60</sup>), Clement, Major, Gardner and Smythe (1977<sup>61</sup>), and Gardner, Smythe, Clement and Glikzman (1976<sup>62</sup>). The present finding points to the EFL classroom situation at the undergraduate level of the universities in Bangladesh where the learner confronts an absolutely threatening atmosphere as everything concerned is teacher dominated. The result of the pilot study presented in Chapter Four is consistent with the present one.

The subjects' attitudes towards their EFL teacher were in most of the cases negatively and in a few cases very lowly positively correlated with their EFL proficiency. English teacher evaluation and rapport had very low effect on the subjects' proficiency in grammatical structures and free compositions, but highly negative associations with reading and listening skills. This finding lends support to that of the pilot study in Chapter Four and indicates the facts that the subjects of this study were adults, teacher dominated, and deprived of receiving any instruction in or the scope of practising reading and listening skills in the class. The negative impact of English teacher competence and inspiration upon the subjects EFL proficiency may also be the outcome of teacher domination and the scarcity of the scope of practising EFL skills in the class.

The present study established that the subjects' attitudes towards the English course had a little effect on their proficiency in EFL. English course evaluation was very lowly positively associated with grammatical structures and free compositions, but moderately negatively correlated with reading and listening skills as reading and listening were not at all practised in the class. English course difficulty as perceived by the subjects did not have any impact

on their EFL proficiency. Though English course utility had no effect on grammatical structures, and reading and listening skills, it considerably affected the subjects proficiency in writing free compositions. Finally, English course interest had very weak impact on grammatical structures and free compositions, but a modest negative association with reading and listening skills as these were hardly practised in the class.

In sum, the subjects' classroom anxiety considerably affected their EFL proficiency. But their attitudes towards their English teacher and course had very limited influence on their EFL proficiency; and this finding contradicts Haque (1989<sup>63</sup>), Gardner (1985b<sup>64</sup>), Gordon (1980<sup>65</sup>), Naiman et al. (1978<sup>66</sup>), and Neidt and Hedlund (1967<sup>67</sup>), but extends countenance to the pilot study in Chapter Four.

(6) This investigation uncovered that both integrative orientation and instrumental orientation were insignificantly negatively correlated with the subjects' proficiency in EFL. This finding corroborates those discovered by Oller et al. (1977b<sup>68</sup>), Oller and Perkins (1978<sup>69</sup>), Au (1988<sup>70</sup>), and Gardner and Lambert (1972<sup>71</sup>), but contradicts Haque (1989<sup>72</sup>), Ely (1986<sup>73</sup>), Gardner (1985b<sup>74</sup>, 1980<sup>75</sup>), Clement, Smythe and Gardner (1978<sup>76</sup>), Ramage (1990<sup>77</sup>), Naiman et al. (1978<sup>78</sup>), Clement, Gardner and Smythe (1980<sup>79</sup>), and Dunkel (1948<sup>80</sup>). The present finding being consistent with that of the pilot study in Chapter Four suggests that the present subjects older than those of the most of the existing studies were more preoccupied with their main courses on the one hand and found the EFL course mechanical on the other as it was teacher dominated and oriented to learning grammatical structures and writing compositions.

However, as to the relative importance of the two types of orientation, integrative orientation appeared to be a better predictor of EFL proficiency than instrumental orientation. This finding lends support to that of the pilot study in Chapter Four, and is consistent with Gardner and Lambert's (1972<sup>81</sup>) thesis that



integrative orientation is a more powerful incentive to SL/FL learning than instrumental orientation. Besides, the present finding supports those of Ramage (1990<sup>82</sup>), Vijchulata and Lee (1984<sup>83</sup>), Gardner (1960<sup>84</sup>), and Gardner and Lambert (1959<sup>85</sup>). But this finding is in contradiction with those discovered by Gardner and MacIntyre (1991<sup>86</sup>), Haque (1989<sup>87</sup>), England (1984<sup>88</sup>), Koosha (1978<sup>89</sup>), and Lukmani (1972<sup>90</sup>). The current finding points to the facts that, on the one hand, the English speaking culture has tremendously influenced the Bangladeshi culture, and, on the other, the subjects have been much exposed to the English speaking culture through satellite television channels.

(7) The present study unfolded a non-significant and negative association between perceived parental encouragement and the subjects' proficiency in EFL. This result is indicative of the facts that the subjects being adults were out of their parental influence, and most of the parents being a little educated were not aware of the importance of learning EFL. Moreover, as Gardner (1985b<sup>91</sup>) claims, parental encouragement has hardly any direct impact upon classroom SL/FL learning. The current finding is in harmony with that of the pilot study in Chapter Four and of the study carried out by Colletta (1982<sup>92</sup>), but contradicts those established by Gardner and Smythe (1975<sup>93</sup>), Gardner and Santos (1970<sup>94</sup>), and Feenstra (1967<sup>95</sup>).

(8) The current investigation did not show any significant sex differences in six out of eight attitudinal/motivational scales and in two out of three EFL proficiency measures. The findings corroborate those of the pilot study in Chapter Four of the current thesis and those discovered by Haque (1989<sup>96</sup>), Trieste (1985<sup>97</sup>), Hansen (1981<sup>98</sup>), Bacon (1992<sup>99</sup>), Briere (1978<sup>100</sup>), and Naiman et al. (1978<sup>101</sup>), but contradict those established by Bacon and Finnemann (1992<sup>102</sup>), Ludwig (1983<sup>103</sup>), Nyikos (1990<sup>104</sup>), Boyle (1987<sup>105</sup>), Spolsky (1989<sup>106</sup>), Gardner and Lambert (1972<sup>107</sup>), Livoti (1977<sup>108</sup>), Burstall (1975<sup>109</sup>), Jones (1949<sup>110</sup>, 1950<sup>111</sup>), and Bartley (1969<sup>112</sup>, 1970<sup>113</sup>). This contradiction may be attributed to the facts that the present subjects were older



than those of the most of the studies, and had their own cultural beliefs quite different from those in the western society.

Contrariwise, the present study revealed that while the male subjects were significantly more interested in foreign languages and more integratively oriented towards learning EFL, the female subjects were significantly more proficient in grammatical structures. Though these findings are slightly in contradiction to those of the pilot study presented in Chapter Four, they are at least partially in consonance with those of Clark and Trafford (1996<sup>114</sup>), Boyle (1987<sup>115</sup>), and Burstall (1975<sup>116</sup>). The findings suggest that the male subjects were more exposed to the EFL culture and more ambitious to be immigrated into English speaking countries, on the one hand, and the female subjects were more aware of achieving a good command of EFL writing skills required for BCS and other professional examinations, on the other hand.

(9) The supplementary findings of the present research demonstrated that the students of Dhaka University were significantly more instrumentally oriented and had significantly more motivational intensity to learn EFL than those of Jahangirnagar University. The findings, however, did not show any significant differences between the two populations in other attitudinal/motivational measures. These results are consistent with those of the pilot study in Chapter Four and indicate that the students of Dhaka University were relatively more conscious of the pragmatic and utilitarian values of learning EFL.

The supplementary findings, moreover, exhibited that the students of Jahangirnagar University were significantly more proficient than those of Dhaka University in grammatical structures, and reading and listening skills. The findings considerably lend support to those of the pilot study in Chapter Four, and may be explained by suggesting the facts that the students of Jahangirnagar University enjoyed relatively greater facilities such as more

contact hours, smaller class size, instruction in all the basic skills of EFL, more logistic supports, more individual care, and so forth.

(10) With regard to the comparative contributions of the continuous variables examined to the common variance the findings of factor analysis indicated that attitudes towards the English teacher being Factor 1 accounted for 20.8% of the common variance, attitudes towards the EFL course being Factor 2 for 11.3%, proficiency factor being Factor 3 for 10.2%, motivational factor being Factor 4 for 7.8%, motivational orientation being Factor 5 for 6.7%, perceived parental encouragement being Factor 6 for 5.9%, and attitudinal factor being Factor 7 for 5.0% of the common variance.

### 7.3 Suggestions for Teaching EFL

In order to improve EFL teaching (and learning), especially at the undergraduate level in Bangladesh and/or similar settings, a number of suggestions may be put forward on the grounds of the major findings of the present study.

**First**, the results of the investigation indicate that the subjects are more integratively oriented towards learning EFL. That is, they are intent upon learning EFL for the purpose of knowing more of the culture and native speakers of the English language and/or any other foreign language, and becoming a part of the target language culture or some other foreign culture. However, though integrative orientation is a better predictor of EFL proficiency than instrumental orientation, the former is still insignificantly negatively associated with EFL proficiency of the present subjects.

Therefore, the EFL learners may profit more if they can be helped to develop an integrative approach to the learning task. English speaking culture is not now confined only to the English speaking countries. Rather it has much



influenced many other cultures of the world including the Bangladeshi culture because of socio-economic and political factors. This is consistent with the suggestion that the inclusion of the salient traits and activities of the English speaking culture in the EFL teaching materials might enhance the students' proficiency in EFL.

Further, the negative attachment of both integrative orientation and instrumental orientation to the subjects' EFL proficiency is, most probably, indicative of their indifference to the EFL course resulting from teacher domination and mechanical learning of grammatical rules and writing compositions. Hence, it may be suggested that the EFL course should aim at academic purposes and be learner-centred as Haque and Zaman (1994<sup>117</sup> : 79) maintain—

... the learners' needs and wants tremendously control the whole package of teaching materials, aids and equipment, and the application of teaching techniques and strategies, the employment of classroom activities and, most importantly, the method of teaching and the construction of the syllabus.

That is to say, grammar should be taught inductively and communicatively, and reading excerpts and writing compositions should be relevant to the students' main subjects. And above all, the teacher has to be aware of the learners' needs, and work as a facilitator of learning.

**Second**, as per the present findings, the learners who possess stronger motivation and desire to learn EFL are more proficient in the language. Hence, EFL educationalists and teachers should be aware of and sensitive to individual differences in motivational influences, and consider the types of motivation that activate the learner. The findings suggest that EFL teachers should exploit individualized instruction or group learning situations so as to provide the learners with an optimally challenging task. Moreover, by using appropriate resources and incentives, EFL teachers could develop motivational intensity



and desire in the learners to learn EFL. For taking individual care, it is essential to obtain a true and comprehensive picture of the individual learners' motivation to learn the target language. Therefore, the learners should periodically be given diagnostic tests in order to know along with others their motivational conditions and learning progress.

**Third**, one of the momentous findings of the current study is that English classroom anxiety seriously hampers the learner's EFL proficiency. This indicates the threatening atmosphere that the learner encounters in the teacher-dominated class. Moskowitz (1965<sup>118</sup>) has listed certain common practices of the teacher which cause the learner's tension or fear— frequent interrupting to make corrections during oral drills, correcting a single student and making an example of him/her, opening a gradebook to mark grades on the spot in front of the class, and speaking the language rapidly when the students cannot understand it. To alleviate the learner's tensions and fears, Moskowitz (1965<sup>119</sup>) postulates several remedies—

- (i) letting the learner know that he/she is expected to commit errors in oral work,
- (ii) encouraging him/her to speak, even if he/she does make mistakes,
- (iii) using humour when correcting in class to help soften criticism,
- (iv) writing down grades for class performance at times other than during class,
- (v) speaking in the language at a speed that the learner can understand even though it is a little slower than the normal rate of native speakers, and
- (vi) using real and genuine praise for a good performance.

McCoy (1979<sup>120</sup>) has identified the following factors that cause the learner's anxiety, and hence hinder him/her from achieving proficiency in the target language—

- (i) inability to learn another language,

- (ii) inability to pronounce strange sounds and words,
- (iii) not knowing the meaning of words and sentences,
- (iv) inability to understand and answer questions in the new language,
- (v) the reputation of language classes for failure and poor grades,
- (vi) peer derision and criticism,
- (vii) not knowing or understanding the goals and requirements of the course,
- (viii) previous unsuccessful language learning attempts, and
- (ix) encountering different cultural values and customs.

To help the learner combat such causes of anxiety, McCoy (1979<sup>121</sup>) recommends systematic desensitization, cognitive restructuring, and modelling and guided participation as behaviour and modification techniques. These techniques that involve discussion, explanation, role-playing, etc. are designed to familiarize the learner with communicative situations in a make-believe situation.

Moreover, Ellis and Rathbone (1987<sup>122</sup>) have reported that some of their diarists found teachers' questions threatening. For example, one of their subjects, Monique, commented—

I was quite frightened when asked questions again. I don't know why; the teacher does not frighten me, but my mind is blocked when I'm asked questions. I fear lest I give the wrong answer and will discourage the teacher as well as be the laughing stock of the class maybe. Anyway, I felt really stupid and helpless in class (Ellis 1989<sup>123</sup> : 257).

That is why, the SL/FL teacher should be cautious about whether learners find his/her questions embarrassing and scaring. It may be better if the teacher avoids asking learners any questions in the class. The teacher may be recommended to employ the strategy of cooperative learning in order to increase learners' motivation and retention, to help learners develop a positive image of self and others, to provide a vehicle for critical thinking and problem



solving, and to encourage collaborative social skills (Calderon 1987<sup>124</sup>). That is, the teacher should consider peer support and group dynamics, and allow learners to talk face-to-face while the teacher's job is to give feedback. Hence, through cooperative learning techniques learners are asked to do things in the classroom that they are asked to do in real life— take charge of and responsibility for their own learning.

Bailey (1983<sup>125</sup>) has found in the diary analysis of her students that they tended to become anxious when they compared themselves with other learners in the class and found themselves less proficient. She notes that as the learners perceive themselves becoming more proficient, and therefore better able to compete, their anxiety decreases. Bailey (1983<sup>126</sup>) has also identified other sources of anxiety, including tests and learners' perceived relationship with their teachers. Here lies the importance of cooperative learning in which the teacher understands group dynamics and promotes peer support in the SL/FL classroom. Besides, learners should be encouraged and motivated to control their phobia about taking tests.

As the teacher is the central figure in the classroom, he/she should consider and exploit the foregoing suggestions so as to help the students at the undergraduate level in Bangladesh and other identical settings reduce their classroom anxiety, and learn EFL in a smooth, pleasant and motivating manner.

**Fourth,** according to the results of the present research, the male students are more integratively oriented while the female students are more instrumentally oriented towards learning EFL at the undergraduate level in Bangladesh. In other words, the male students learn EFL so as to know more about the target language speakers and culture on the one hand, and the female students learn EFL for the purpose of career enhancement, both academic and professional, on the other. This finding suggests that if the same syllabus and teaching materials are used for both the male and female students, the syllabus and materials should be oriented to an amalgamation of both integrative and

instrumental ingredients. Alternatively, if feasible, the male and female students may be taught EFL in separate groups each of which possessing respective syllabus, teaching materials, and others needed. Besides, as the female students are more proficient than the male subjects in grammatical structures, it might be better to teach EFL to the male students in a separate section in which special emphasis would be put on improving their grammatical competence.

**Fifth**, in the present study English course utility is found to have substantial impact on the students' proficiency in writing free compositions. The finding points to the facts that, on the one hand, writing compositions is conducive to improving their writing capability often essential for their main subject of study, and, on the other, it is the most practised aspect of their EFL course. This is why, the syllabus should contain those items of writing which are relevant to the students' main course of study. For example, the syllabus of the EFL course for the students of library and information science should include writing tasks related to library and information science. Likewise, the teacher should use those materials for writing which have relevancy to the main subject of study. As reading helps improve writing, reading passages to be used should be extracted from books, journals and magazines concerned with the main subject of the students. Moreover, to keep the students motivated and interested, the teacher might exploit heterogeneous writing topics, techniques, on the one hand, and group work, peer work, etc. on the other.

**Sixth**, the present study has revealed that the students of Dhaka University are more instrumentally oriented and have more motivational intensity than the students of Jahangirnagar University. That is to say, the students of Dhaka University believe that the command of the English language will help them continue their higher studies and then get good jobs. This implies that the EFL students of Dhaka University may have more benefit if they can be helped to develop an instrumental approach to the learning task. Here the emphasis has to be given upon the utilitarian and pragmatic value of



learning EFL. Further, as the students of Dhaka University possess considerable motivational intensity to learn EFL, the teacher should be careful of keeping them motivated by employing appropriate learning tasks, materials, techniques, and so forth. On the other hand, the students of Jahangirnagar University are more proficient than those of Dhaka University in grammatical structures, and reading and listening skills. This result indicates the relatively greater facilities that the students of Jahangirnagar University enjoy. That is, the EFL learners should be provided with sufficient contact hours, small class size, instruction in all the basic skills—listening, speaking, reading and writing, adequate logistic supports, plenty of materials, individual care, and the like.

**Finally**, the EFL syllabus should be changed/modified from time to time in order to meet the learners' needs and wants. The teaching materials have to be updated and relevant so as to help the students have maximum benefit. The learners should be provided with a secure class having a positive and democratic atmosphere in which they will have the maximum opportunity to succeed in achieving proficiency in the target language. The EFL teacher should be well trained, professionally qualified and widely experienced, and keep him/herself abreast of SL/FL teaching methodologies and professional activities so that he/she can extend maximal assistance to his/her students. Thus the EFL programme at the undergraduate level in Bangladesh or other similar settings demands a motivating learning atmosphere, appropriate materials, adequate logistic supports, a syllabus based on needs analysis, and above all good and competent teachers for the purpose of helping the learners achieve maximal proficiency in the target language.

#### **7.4 Recommendations for Further Research**

The present study of the interaction between attitudes and motivation of undergraduates and their proficiency in EFL has raised more questions than it

has answered. Several interesting avenues of investigation are still unavoidably left unexplored for enterprising researchers. That is to say, on the evidence of the results of the current investigation, several recommendations may be made for further research into the role of attitudes/motivation in SL/FL learning in formal contexts.

The primary concern of this research has been to examine the relations of attitudes and motivation of the undergraduates of some specific departments of Dhaka University and Jahangirnagar University, Bangladesh to their proficiency in EFL. Hence, the findings could be generalized to identical populations at the same educational level. Nonetheless, it may be recommended that similar investigations be carried out with samples drawn from different educational levels, such as higher secondary, secondary and primary so as to uncover whether there exist any similarities or dissimilarities in the associations of attitudes and motivation with EFL proficiency.

SL/FL researchers favour cross-sectional techniques, with a large number of subjects studied at a single point in time. And the present study is a cross-sectional study. Villers and Villers (1973<sup>127</sup>) hold that cross-sectional methods could successfully replicate the longitudinal study of first language learners. But in terms of second/foreign language studies there has hardly been any evidence of this possibility. Therefore, it is suggested that longitudinal studies be performed to ascertain the developmental change in attitudes and motivation of the same subjects over an extended period of time. These may eventually create the scope of determining the effect of attitudinal/motivational change upon the subjects' proficiency in the target language.

The results of the present study suggest that the hypothesis that an instrumental orientation would generally be a better predictor of SL/FL proficiency than an integrative orientation in a monolingual setting needs to be reconsidered. The current findings may lead one to the assumption that in some monolingual settings an integrative orientation would be a relatively more



powerful incentive to acquiring SL/FL proficiency. Existing studies show that in some monolingual settings instrumental orientation is more powerful than integrative orientation, in other monolingual settings it is the contrary, yet in some other monolingual settings both the types of orientation are equally strong or equally weak. This is why, it is recommended that the dichotomous concepts of integrative orientation and instrumental orientation, on the one hand, be re-examined, and a monolingual setting like that of the present study, on the other, be analyzed and examined to ensure whether it is purely monolingual and monocultural.

In the present study, the associations of sex differences with the subjects' motivational orientation, attitudes/motivation and EFL proficiency have been much highlighted. But no attention has been given to the relations of sex/gender to the subjects' learning situation and hence EFL proficiency. Further, the relationships between different universities and motivational orientation, the learning situation and EFL proficiency have not been considered in the present research. The investigation into these factors is supposed to contribute to the improvement of EFL teaching and learning at the undergraduate level in Bangladesh and other comparable settings. Moreover, the attitudes/motivation and EFL proficiency of the students of different departments may be studied individually in order to estimate the effect of their attitudes/motivation on their EFL proficiency, and to find out a comparative and contrastive picture of the relationships between these variables.

As the present investigation has revealed, while the male students are significantly more interested in foreign languages and more integratively oriented towards learning EFL, the female students are significantly more proficient in grammatical structures. The findings slightly contradict those of the pilot study presented in Chapter Four. That is why, further investigation into these aspects are warranted to clarify and verify the current findings. Moreover, 'sex' constitutes a biological distinction, whereas 'gender' is a social one. A

number of sociolinguists currently prefer the term 'gender' because it places the emphasis on the social construction of 'male' and 'female'. Therefore, it is necessary to ascertain how far 'sex' can explain linguistic behaviour, or if 'gender' is preferable to 'sex'.

Finally, while classroom anxiety seriously negatively affect the present subjects' EFL proficiency, the learning situation including the EFL teacher and EFL course has limited impact upon their EFL proficiency. Hence, a more detailed investigation into these bearings is worth considering, which is supposed to examine the associations of teacher attitudes, teaching methodology, teaching materials, intensity of teaching/learning, teacher-student relationship, and means of evaluation and testing with the learner's proficiency in the target language.



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## **APPENDICES**



**APPENDIX - A**

**ATTITUDE/MOTIVATION QUESTIONNAIRE : ENGLISH VERSION**

# ATTITUDE/MOTIVATION QUESTIONNAIRE

## LOCATION KEY

| SCALE                                           | ITEM NUMBER                           | PART |
|-------------------------------------------------|---------------------------------------|------|
| 1. Attitudes Towards British People             | 2, 6, 10, 14, 18, 23, 28, 34, 41, 48  | I    |
| 2. Attitudes Towards English Speaking Americans | 4, 8, 16, 20, 26, 31, 37, 45, 50, 54  | I    |
| 3. Interest in Foreign Languages                | 3, 11, 19, 29, 42, 49, 56, 59         | I    |
| 4. Attitudes Towards Learning English           | 1, 13, 21, 33, 40, 44, 51, 53, 55, 58 | I    |
| 5. Integrative Orientation                      | 5, 17, 32, 35                         | I    |
| 6. Instrumental Orientation                     | 12, 25, 30, 39                        | I    |
| 7. English Class Anxiety                        | 7, 15, 24, 38, 46                     | I    |
| 8. Parental Encouragement                       | 9, 22, 27, 36, 43, 47, 52, 57         | I    |

|                             |                                    |        |
|-----------------------------|------------------------------------|--------|
| 9. Motivational Intensity   | 1, 3, 5, 7, 9, 11, 13, 15, 17, 19  | II - A |
| 10. Desire to Learn English | 2, 4, 6, 8, 10, 12, 14, 16, 18, 20 | II - A |
| 11. Orientation Index       | 1                                  | II - B |

|                                   |                                    |         |
|-----------------------------------|------------------------------------|---------|
| 12. English Teacher - Evaluation  | 2, 4, 6, 9, 12, 15, 19, 21, 23, 25 | III - A |
| 13. English Teacher - Rapport     | 3, 10, 18, 20, 24                  | III - A |
| 14. English Teacher - Competence  | 5, 7, 13, 17, 22                   | III - A |
| 15. English Teacher - Inspiration | 1, 8, 11, 14, 16                   | III - A |
| 16. English Course - Evaluation   | 1, 3, 5, 7, 9, 12, 17, 19, 21, 23  | III - B |
| 17. English Course - Difficulty   | 6, 10, 15, 20, 24                  | III - B |
| 18. English Course - Utility      | 2, 13, 18, 22, 25                  | III - B |
| 19. English Course - Interest     | 4, 8, 11, 14, 16                   | III - B |



## ATTITUDE/MOTIVATION QUESTIONNAIRE

### GENERAL INSTRUCTIONS

Dear Student,

Please complete this questionnaire as part of a research project. This is NOT a test. The purpose of this survey is to investigate several aspects concerning the teaching and learning of English as a Foreign Language at the undergraduate level in Bangladesh. By participating in this research, you will be helping educators to learn more about the teaching and learning of the English Language in Bangladesh. For the results of this survey to be meaningful, it is important that you be as accurate and as frank as possible in your answers.

There are no RIGHT or WRONG answers to the questions since they are all related to a person's individual feelings, opinions and experiences. Give your immediate reactions to the items as rapidly as you can without being careless. As it is essential that we obtain your true feelings, please answer all the questions as freely and as openly as possible. If you have any questions while you are answering this questionnaire, do not hesitate to ask for assistance by raising your hand.

**Thank you very much for your cooperation.**

Please provide the following information before you proceed on to answer the questionnaire :

Code No : \_\_\_\_\_ Age: \_\_\_\_\_ Sex : Male / Female \_\_\_\_\_  
University \_\_\_\_\_ Department : \_\_\_\_\_  
Father's Educational Qualification : \_\_\_\_\_ Father's Occupation : \_\_\_\_\_  
Mother's Educational Qualification : \_\_\_\_\_ Mother's Occupation : \_\_\_\_\_

Now you may proceed on to answer the questionnaire. Please answer all the questions as frankly and as accurately as you can.

## QUESTIONNAIRE : PART I

### Instructions :

Following are a number of statements with which some people agree and others disagree. As many people possess different opinions, there are no RIGHT or WRONG answers. Please indicate your opinion about each statement by putting a **tick mark ( ✓ )** against the alternative below it which best shows the extent to which you disagree or agree with that statement.

After reading the sample statement, tick the alternative below the statement that best expresses your feeling about the statement :

#### Roses are my favourite flowers.

|                 |                   |                 |                |                 |                   |                 |
|-----------------|-------------------|-----------------|----------------|-----------------|-------------------|-----------------|
| <b>Strongly</b> | <b>Moderately</b> | <b>Slightly</b> | <b>Neutral</b> | <b>Slightly</b> | <b>Moderately</b> | <b>Strongly</b> |
| <b>Disagree</b> | <b>y</b>          | <b>Disagree</b> |                | <b>Agree</b>    | <b>Agree</b>      | <b>Agree</b>    |
|                 | <b>Disagree</b>   |                 |                |                 |                   |                 |

In answering this question, you should have ticked one of the above alternatives. Some people would tick "Strongly Disagree", others would tick "Strongly Agree", and still others would tick one of the alternatives in between. Whichever one you have ticked exhibits your own feelings based on everything you know and have heard. **Note**, there is no right or wrong answer. All that is important is that you indicate your personal feelings.

#### 1. Learning English is really great.

|          |            |          |         |          |            |          |
|----------|------------|----------|---------|----------|------------|----------|
| Strongly | Moderately | Slightly | Neutral | Slightly | Moderately | Strongly |
| Disagree | Disagree   | Disagree |         | Agree    | Agree      | Agree    |

#### 2. British people are kind and generous.

|          |            |          |         |          |            |          |
|----------|------------|----------|---------|----------|------------|----------|
| Strongly | Moderately | Slightly | Neutral | Slightly | Moderately | Strongly |
| Disagree | Disagree   | Disagree |         | Agree    | Agree      | Agree    |

#### 3. If I were visiting a foreign country I would like to be able to speak the language of the people.

|          |            |          |         |          |            |          |
|----------|------------|----------|---------|----------|------------|----------|
| Strongly | Moderately | Slightly | Neutral | Slightly | Moderately | Strongly |
| Disagree | Disagree   | Disagree |         | Agree    | Agree      | Agree    |

#### 4. English speaking Americans are kind and generous.

|          |            |          |         |          |            |          |
|----------|------------|----------|---------|----------|------------|----------|
| Strongly | Moderately | Slightly | Neutral | Slightly | Moderately | Strongly |
| Disagree | Disagree   | Disagree |         | Agree    | Agree      | Agree    |



5. Studying English is important to me because it will allow me to be more at ease with the people who speak English.
- |                   |                     |                   |         |                |                  |                |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|
6. British people are considerate of the feelings of others.
- |                   |                     |                   |         |                |                  |                |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|
7. It embarrasses me to volunteer answers in our English class.
- |                   |                     |                   |         |                |                  |                |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|
8. English speaking Americans are considerate of the feelings of others.
- |                   |                     |                   |         |                |                  |                |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|
9. My parents try to help me with my English.
- |                   |                     |                   |         |                |                  |                |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|
10. I have a favourable attitude towards British people.
- |                   |                     |                   |         |                |                  |                |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|
11. I wish I could speak another language perfectly.
- |                   |                     |                   |         |                |                  |                |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|
12. Studying English is important for me because I will need it for my future career.
- |                   |                     |                   |         |                |                  |                |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|
13. I hate English.
- |                   |                     |                   |         |                |                  |                |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|
14. I always admire British people.
- |                   |                     |                   |         |                |                  |                |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|
15. I never feel quite sure of myself when I am speaking in our English class.
- |                   |                     |                   |         |                |                  |                |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|
16. I have a favourable attitude towards English speaking Americans.
- |                   |                     |                   |         |                |                  |                |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|
17. Studying English is important for me because it will allow me to meet and converse with more and varied people.
- |                   |                     |                   |         |                |                  |                |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|
18. The more I learn about British people, the more I like them.
- |                   |                     |                   |         |                |                  |                |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|

19. I want to read the literature of a foreign language in the original language rather than in a translation.  

|                   |                     |                   |         |                |                  |                |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|
20. I always admire English speaking Americans.  

|                   |                     |                   |         |                |                  |                |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|
21. I really enjoy learning English.  

|                   |                     |                   |         |                |                  |                |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|
22. My parents think I should devote more time to my English studies.  

|                   |                     |                   |         |                |                  |                |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|
23. I would like to know the British people better.  

|                   |                     |                   |         |                |                  |                |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|
24. I always feel that the other students speak English better than I do.  

|                   |                     |                   |         |                |                  |                |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|
25. Studying English is important for me because it will make me a more knowledgeable person.  

|                   |                     |                   |         |                |                  |                |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|
26. The more I learn about English speaking Americans, the more I like them.  

|                   |                     |                   |         |                |                  |                |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|
27. My parents positively encourage me to study English.  

|                   |                     |                   |         |                |                  |                |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|
28. British people are much cooperative.  

|                   |                     |                   |         |                |                  |                |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|
29. I often wish I could read newspapers and magazines in another language.  

|                   |                     |                   |         |                |                  |                |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|
30. Studying English is important to me because I think it will help me to get a good job one day.  

|                   |                     |                   |         |                |                  |                |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|
31. I would like to know the English speaking Americans better.  

|                   |                     |                   |         |                |                  |                |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|



32. Studying English is important for me because it will enable me to understand and appreciate English art and literature better.  
Strongly Disagree   Moderately Disagree   Slightly Disagree   Neutral   Slightly Agree   Moderately Agree   Strongly Agree
33. I would rather spend my time on subjects other than English.  
Strongly Disagree   Moderately Disagree   Slightly Disagree   Neutral   Slightly Agree   Moderately Agree   Strongly Agree
34. For the most part, British people are sincere and honest.  
Strongly Disagree   Moderately Disagree   Slightly Disagree   Neutral   Slightly Agree   Moderately Agree   Strongly Agree
35. Studying English is important for me because it will enable me to better understand people from other countries and their culture.  
Strongly Disagree   Moderately Disagree   Slightly Disagree   Neutral   Slightly Agree   Moderately Agree   Strongly Agree
36. My parents show considerable interest in anything to do with my English courses.  
Strongly Disagree   Moderately Disagree   Slightly Disagree   Neutral   Slightly Agree   Moderately Agree   Strongly Agree
37. English speaking Americans are much cooperative.  
Strongly Disagree   Moderately Disagree   Slightly Disagree   Neutral   Slightly Agree   Moderately Agree   Strongly Agree
38. I get nervous and confused when I am speaking in my English class.  
Strongly Disagree   Moderately Disagree   Slightly Disagree   Neutral   Slightly Agree   Moderately Agree   Strongly Agree
39. Studying English is important for me because other people will respect me more if I know a foreign language.  
Strongly Disagree   Moderately Disagree   Slightly Disagree   Neutral   Slightly Agree   Moderately Agree   Strongly Agree
40. English is an important part of the undergraduate programme.  
Strongly Disagree   Moderately Disagree   Slightly Disagree   Neutral   Slightly Agree   Moderately Agree   Strongly Agree
41. British people are friendly and hospitable.  
Strongly Disagree   Moderately Disagree   Slightly Disagree   Neutral   Slightly Agree   Moderately Agree   Strongly Agree
42. I would really like to learn a lot of foreign languages.  
Strongly Disagree   Moderately Disagree   Slightly Disagree   Neutral   Slightly Agree   Moderately Agree   Strongly Agree
43. My parents encourage me to practise English as much as possible.  
Strongly Disagree   Moderately Disagree   Slightly Disagree   Neutral   Slightly Agree   Moderately Agree   Strongly Agree

44. I wish I could give up the study of English entirely when I complete the undergraduate programme because I am not interested in English.  
Strongly Disagree   Moderately Disagree   Slightly Disagree   Neutral   Slightly Agree   Moderately Agree   Strongly Agree
45. For the most part, English speaking Americans are sincere and honest.  
Strongly Disagree   Moderately Disagree   Slightly Disagree   Neutral   Slightly Agree   Moderately Agree   Strongly Agree
46. I am afraid the other students will laugh at me when I speak English.  
Strongly Disagree   Moderately Disagree   Slightly Disagree   Neutral   Slightly Agree   Moderately Agree   Strongly Agree
47. My parents have stressed the importance English will have for me when I finish my undergraduate programme.  
Strongly Disagree   Moderately Disagree   Slightly Disagree   Neutral   Slightly Agree   Moderately Agree   Strongly Agree
48. British people are cheerful, agreeable and good humoured.  
Strongly Disagree   Moderately Disagree   Slightly Disagree   Neutral   Slightly Agree   Moderately Agree   Strongly Agree
49. I would study a foreign language in university even if it were not required.  
Strongly Disagree   Moderately Disagree   Slightly Disagree   Neutral   Slightly Agree   Moderately Agree   Strongly Agree
50. English speaking Americans are friendly and hospitable.  
Strongly Disagree   Moderately Disagree   Slightly Disagree   Neutral   Slightly Agree   Moderately Agree   Strongly Agree
51. I plan to learn as much English as I can.  
Strongly Disagree   Moderately Disagree   Slightly Disagree   Neutral   Slightly Agree   Moderately Agree   Strongly Agree
52. My parents feel that I should really try to learn English.  
Strongly Disagree   Moderately Disagree   Slightly Disagree   Neutral   Slightly Agree   Moderately Agree   Strongly Agree
53. Learning English is a waste of time.  
Strongly Disagree   Moderately Disagree   Slightly Disagree   Neutral   Slightly Agree   Moderately Agree   Strongly Agree
54. English speaking Americans are cheerful, agreeable and good humoured.  
Strongly Disagree   Moderately Disagree   Slightly Disagree   Neutral   Slightly Agree   Moderately Agree   Strongly Agree
55. I think that learning English is dull.  
Strongly Disagree   Moderately Disagree   Slightly Disagree   Neutral   Slightly Agree   Moderately Agree   Strongly Agree
56. I feel I would enjoy meeting and listening to people who speak other languages.  
Strongly Disagree   Moderately Disagree   Slightly Disagree   Neutral   Slightly Agree   Moderately Agree   Strongly Agree



57. My parents urge me to seek help from my teacher when I am having problems with my English.
- |                   |                     |                   |         |                |                  |                |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|
58. I love learning English.
- |                   |                     |                   |         |                |                  |                |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|
59. Studying a foreign language is an enjoyable experience.
- |                   |                     |                   |         |                |                  |                |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|

## QUESTIONNAIRE : PART II - A

### Instructions :

Please answer the following items by **circling (O)** the letter of the alternative which appears most applicable to you. We would urge you to be as accurate as possible as the success of this investigation depends upon it. Remember that you are to circle only one letter.

1. I actively think about what I have learned in my English class :
  - a) very frequently.
  - b) hardly ever.
  - c) once in a while.
2. During English class, I would like to have :
  - a) a combination of English and Bengali spoken.
  - b) as much Bengali as possible spoken.
  - c) only English spoken.
3. If English were not taught in the undergraduate level, I would :
  - a) pick up English in everyday situations (e.g. by reading books and newspapers written in English, and trying to speak it whenever possible, etc.).
  - b) not bother learning English at all.
  - c) try to obtain lessons in English somewhere else.

4. If I had the opportunity to speak English outside my university, I would :
  - a) never speak it.
  - b) speak English most of the time, using Bengali only if really necessary.
  - c) speak it occasionally, using Bengali whenever possible.
5. When I have a problem understanding something we are learning in English class, I :
  - a) immediately ask the teacher for help.
  - b) only seek help just before the exam.
  - c) just forget about it.
6. Compared to my other courses, I like English :
  - a) the most.
  - b) the same as all the others.
  - c) least of all.
7. When it comes to English homework, I :
  - a) put some effort into it, but not as much as I could.
  - b) work very carefully, making sure I understand everything.
  - c) just skim over it.
8. If there were an English Club in my university, I would :
  - a) attend meetings once in a while.
  - b) be most interested in joining.
  - c) definitely not join.
9. Considering how I study English, I can honestly say that I :
  - a) do enough work to get by.
  - b) will pass on the basis of sheer luck or intelligence.
  - c) really try to learn English.
10. If it were up to me whether or not to take English, I :
  - a) would definitely take it.
  - b) would drop it.
  - c) don't know whether I would take it or not.



11. If my teacher wanted someone to do an extra English assignment, I would:
  - a) definitely not volunteer.
  - b) definitely volunteer.
  - c) only do it if the teacher asked me directly.
12. I find studying English :
  - a) not interesting at all.
  - b) no more interesting than most subjects.
  - c) very interesting.
13. After I get my English assignments back, I :
  - a) always rewrite them, correcting my mistakes.
  - b) just throw them in my desk and forget them.
  - c) look them over, but don't bother to correct mistakes.
14. If the opportunity arose and I knew enough English, I would watch English TV programmes :
  - a) sometimes.
  - b) as often as possible.
  - c) never.
15. When I am in English class, I :
  - a) volunteer answers as much as possible.
  - b) answer only the easier questions.
  - c) never say anything.
16. If I had the opportunity to see an English play, I would :
  - a) go only if I had nothing else to do.
  - b) definitely go.
  - c) not go.
17. If there were a local English TV station, I would :
  - a) never watch it.
  - b) turn it on occasionally.
  - c) often try to watch it.

18. If there were English - speaking families in my neighbourhood, I would :
- a) never speak English with them.
  - b) sometimes speak English with them.
  - c) speak English with them as much as possible.
19. When I hear an English song on the radio, I :
- a) listen to the music, paying attention only to the easy words.
  - b) listen carefully and try to understand all the words.
  - c) change the station.
20. If I had the opportunity and knew enough English, I would read English magazines and newspapers :
- a) as often as I could.
  - b) never.
  - c) not very often.

### QUESTIONNAIRE : PART II - B

#### Instructions :

You will find below a statement followed by four possible answers. Please read the statement and then rank the alternatives from "1" to "4" as they apply to you. You are requested to mark "1" for the alternative most applicable to you, "2" for the next most applicable, and so forth.

1. I am studying English because :
- a) I think it will some day be useful in getting a job.
  - b) I think it will help me to better understand English speaking people and their way of life.
  - c) it will allow me to meet and converse with more and varied people.
  - d) it is an integrated course.



### QUESTIONNAIRE : PART - III

#### Instructions :

This part of the questionnaire purports to ascertain your ideas and impressions about your **English Teacher** and your **English Course**. In answering this section, you are asked to rate these impressions on a number of scales. Place a **tick mark** (  $\checkmark$  ) on the scales as you think it applies to your English Teacher and English Course. You are to rate each impression on each of the scales in order. For instance, if you think that your English Teacher is extremely interesting, place your **tick mark** (  $\checkmark$  ) on the first space and the like.

### PART III-A

## MY ENGLISH TEACHER

[illegible]



[illegible]

**APPENDIX - B**

**ATTITUDE/MOTIVATION QUESTIONNAIRE : BENGALI VERSION**



## ছাত্র/ছাত্রীদের জন্য প্রশ্নমালা সাধারণ নির্দেশাবলী

প্রিয় ছাত্র/ছাত্রী,

একটি গবেষণা প্রকল্পের অংশ হিসাবে তোমাকে এই প্রশ্নমালার উত্তর পূরণ করার জন্য অনুরোধ করা হচ্ছে। এটি কোন পরীক্ষা নয়। বাংলাদেশের স্নাতক পর্যায়ে বিদেশী ভাষা হিসেবে ইংরেজি শিক্ষাদান ও অধ্যয়ন সম্পর্কিত কতিপয় বিষয় অনুসন্ধান করাই এ জরিপের উদ্দেশ্য। এ গবেষণায় তোমার অংশ গ্রহণ আমাদের দেশে ইংরেজি ভাষা শিক্ষাদান ও অধ্যয়ন সম্পর্কে শিক্ষাবিদদেরকে আরো ধারণা দিবে। এ জরিপের ফলাফল অর্থপূর্ণ করে তোলার জন্য তোমার সম্ভব মতো সঠিক ও খোলাখুলি জবাব দেওয়া প্রয়োজন।

যেহেতু প্রশ্নগুলো কোন ব্যক্তির নিজস্ব অনুভূতি, মতামত ও অভিজ্ঞতার সাথে সম্পর্কযুক্ত সেহেতু উত্তরগুলোর ক্ষেত্রে ভুল/শুদ্ধ প্রযোজ্য নয়। অসতর্ক না হয়ে সম্ভব মতো তাড়াতাড়ি এই প্রশ্নমালার প্রতিটি উক্তি সম্পর্কে তোমার তাৎক্ষণিক প্রতিক্রিয়া জানাবে। তোমার সত্যিকারের অনুভূতি জানা আমাদের জন্য অপরিহার্য। তাই অনুগ্রহ পূর্বক যতদূর সম্ভব মুক্ত ও খোলা মনে সব প্রশ্নের উত্তর দাও। উত্তর দিতে যেয়ে কোন সমস্যার মুখোমুখি হলে হাত তুলে নির্ধিধায় আমাদের সাহায্য চাইতে পার।

সহযোগিতার জন্য তোমাকে অনেক ধন্যবাদ।

প্রশ্নমালার জবাব দিতে শুরু করার আগে অনুগ্রহ পূর্বক নিম্নের তথ্যাবলী পূরণ কর :

|                               |                   |                    |
|-------------------------------|-------------------|--------------------|
| সাংকেতিক নম্বর _____          | বয়স _____        | ছাত্র/ছাত্রী _____ |
| বিশ্ববিদ্যালয় _____          | বিভাগ _____       |                    |
| পিতার শিক্ষাগত যোগ্যতা _____  | পিতার পেশা _____  |                    |
| মায়ের শিক্ষাগত যোগ্যতা _____ | মায়ের পেশা _____ |                    |

উপরে উল্লেখিত তথ্যাবলী পূরণ করার পর নিম্নলিখিত প্রশ্নমালা পূরণ করতে পার।

## প্রশ্নমালা : প্রথম ভাগ

নির্দেশাবলী :

নিচের উক্তিগুলোর সাথে কিছু লোক একমত আর কিছু লোক ভিন্নমত পোষণ করে। যেহেতু বিভিন্ন লোক বিভিন্ন মত পোষণ করে সেহেতু কোন ভুল বা শুদ্ধ জবাব নেই। অনুগ্রহ পূর্বক প্রতিটি উক্তির নিচের বিকল্প জবাবগুলোর মধ্যে যেটি তোমার সম্মতি বা অসম্মতি সবচেয়ে বেশী নির্দেশ করে তার উপর টিক চিহ্ন (✓) দিয়ে তোমার মতামত প্রকাশ কর।

নিচের উদাহরণ স্বরূপ প্রদত্ত উক্তিটি পড়ার পর যে বিকল্প জবাবটি তোমার মতামত ভালভাবে প্রকাশ করে তার উপর টিক চিহ্ন দাও :

গোলাপ আমার প্রিয় ফুল।

| সম্পূর্ণ<br>ভিন্নমত | মোটামুটি<br>ভিন্নমত | সামান্য<br>ভিন্নমত | মতামত<br>নেই | সামান্য<br>সম্মত | মোটামুটি<br>সম্মত | সম্পূর্ণ<br>সম্মত |
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এই প্রশ্নের জবাবে তুমি যে কোন একটি বিকল্প জবাবের উপর টিক চিহ্ন দিয়ে থাকবে। কেহ কেহ হয়তো “সম্পূর্ণ ভিন্নমত” এর উপর টিক চিহ্ন দিয়ে থাকবে, অন্যরা হয়তো “সম্পূর্ণ সম্মত” এর উপর টিক চিহ্ন দিয়ে থাকবে এবং আবার অন্যরা হয়তো দুই চূড়ান্ত বিকল্পের মাঝামাঝি কোন বিকল্প জবাবের উপর টিক চিহ্ন দিয়ে থাকবে। তুমি যতটুকু জান ও শুনেছ তার উপরে ভিত্তি করে যে বিকল্প জবাবটির উপর টিক চিহ্ন দিয়েছ তা তোমার মনোভাব প্রকাশ করছে। মনে রাখবে, কোন ভুল বা শুদ্ধ জবাব নেই। সবচেয়ে গুরুত্বপূর্ণ ব্যাপারটি হলো তুমি তোমার ব্যক্তিগত মতামত প্রকাশ করবে।

১. ইংরেজি শেখা সত্যিই ভাল।

| সম্পূর্ণ<br>ভিন্নমত | মোটামুটি<br>ভিন্নমত | সামান্য<br>ভিন্নমত | মতামত<br>নেই | সামান্য<br>সম্মত | মোটামুটি<br>সম্মত | সম্পূর্ণ<br>সম্মত |
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২. ব্রিটেনের লোকরা দয়ালু ও মহৎ।

| সম্পূর্ণ<br>ভিন্নমত | মোটামুটি<br>ভিন্নমত | সামান্য<br>ভিন্নমত | মতামত<br>নেই | সামান্য<br>সম্মত | মোটামুটি<br>সম্মত | সম্পূর্ণ<br>সম্মত |
|---------------------|---------------------|--------------------|--------------|------------------|-------------------|-------------------|
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৩. যদি আমি বিদেশ ভ্রমণ করতাম তাহলে আমি ঐ দেশের জনগণের ভাষায় কথা বলতে চেষ্টা করতাম।

| সম্পূর্ণ<br>ভিন্নমত | মোটামুটি<br>ভিন্নমত | সামান্য<br>ভিন্নমত | মতামত<br>নেই | সামান্য<br>সম্মত | মোটামুটি<br>সম্মত | সম্পূর্ণ<br>সম্মত |
|---------------------|---------------------|--------------------|--------------|------------------|-------------------|-------------------|
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৪. ইংরেজি ভাষা-ভাষী আমেরিকার লোকরা দয়ালু ও মহৎ।

| সম্পূর্ণ<br>ভিন্নমত | মোটামুটি<br>ভিন্নমত | সামান্য<br>ভিন্নমত | মতামত<br>নেই | সামান্য<br>সম্মত | মোটামুটি<br>সম্মত | সম্পূর্ণ<br>সম্মত |
|---------------------|---------------------|--------------------|--------------|------------------|-------------------|-------------------|
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৫. ইংরেজি শেখা আমার জন্য গুরুত্বপূর্ণ কারণ ইহা যারা ইংরেজিতে কথা বলে তাদের সাথে সহজে মেলামেশা করতে আমাকে সাহায্য করবে।

| সম্পূর্ণ<br>ভিন্নমত | মোটামুটি<br>ভিন্নমত | সামান্য<br>ভিন্নমত | মতামত<br>নেই | সামান্য<br>সম্মত | মোটামুটি<br>সম্মত | সম্পূর্ণ<br>সম্মত |
|---------------------|---------------------|--------------------|--------------|------------------|-------------------|-------------------|
|---------------------|---------------------|--------------------|--------------|------------------|-------------------|-------------------|

|     |                                                                                                                             |          |         |       |         |          |
|-----|-----------------------------------------------------------------------------------------------------------------------------|----------|---------|-------|---------|----------|
| ৬.  | ব্রিটেনের লোকরা অন্যের অনুভূতির প্রতি সুবিবেচক।                                                                             |          |         |       |         |          |
|     | সম্পূর্ণ                                                                                                                    | মোটামুটি | সামান্য | মতামত | সামান্য | মোটামুটি |
|     | ভিন্নমত                                                                                                                     | ভিন্নমত  | ভিন্নমত | নেই   | সম্মত   | সম্মত    |
| ৭.  | ইংরেজি ক্লাসে স্বেচ্ছায় কোন প্রশ্নের উত্তর দিতে গেলে আমি হতবুদ্ধি হয়ে যাই।                                                |          |         |       |         |          |
|     | সম্পূর্ণ                                                                                                                    | মোটামুটি | সামান্য | মতামত | সামান্য | মোটামুটি |
|     | ভিন্নমত                                                                                                                     | ভিন্নমত  | ভিন্নমত | নেই   | সম্মত   | সম্মত    |
| ৮.  | ইংরেজি ভাষা-ভাষী আমেরিকার লোকরা অন্যের অনুভূতির প্রতি সুবিবেচক।                                                             |          |         |       |         |          |
|     | সম্পূর্ণ                                                                                                                    | মোটামুটি | সামান্য | মতামত | সামান্য | মোটামুটি |
|     | ভিন্নমত                                                                                                                     | ভিন্নমত  | ভিন্নমত | নেই   | সম্মত   | সম্মত    |
| ৯.  | আমার পিতামাতা আমাকে ইংরেজি শিখতে সাহায্য করার চেষ্টা করেন।                                                                  |          |         |       |         |          |
|     | সম্পূর্ণ                                                                                                                    | মোটামুটি | সামান্য | মতামত | সামান্য | মোটামুটি |
|     | ভিন্নমত                                                                                                                     | ভিন্নমত  | ভিন্নমত | নেই   | সম্মত   | সম্মত    |
| ১০. | ব্রিটেনের লোকদের প্রতি আমার দৃষ্টিভঙ্গি অনুকূল।                                                                             |          |         |       |         |          |
|     | সম্পূর্ণ                                                                                                                    | মোটামুটি | সামান্য | মতামত | সামান্য | মোটামুটি |
|     | ভিন্নমত                                                                                                                     | ভিন্নমত  | ভিন্নমত | নেই   | সম্মত   | সম্মত    |
| ১১. | আমি অন্য ভাষা দক্ষতার সাথে বলতে ইচ্ছা করি।                                                                                  |          |         |       |         |          |
|     | সম্পূর্ণ                                                                                                                    | মোটামুটি | সামান্য | মতামত | সামান্য | মোটামুটি |
|     | ভিন্নমত                                                                                                                     | ভিন্নমত  | ভিন্নমত | নেই   | সম্মত   | সম্মত    |
| ১২. | ইংরেজি শেখা আমার জন্য গুরুত্বপূর্ণ কারণ ইহা আমার ভবিষ্যত কর্মজীবনের জন্য প্রয়োজন হবে।                                      |          |         |       |         |          |
|     | সম্পূর্ণ                                                                                                                    | মোটামুটি | সামান্য | মতামত | সামান্য | মোটামুটি |
|     | ভিন্নমত                                                                                                                     | ভিন্নমত  | ভিন্নমত | নেই   | সম্মত   | সম্মত    |
| ১৩. | আমি ইংরেজি ভাষাকে ঘৃণা করি।                                                                                                 |          |         |       |         |          |
|     | সম্পূর্ণ                                                                                                                    | মোটামুটি | সামান্য | মতামত | সামান্য | মোটামুটি |
|     | ভিন্নমত                                                                                                                     | ভিন্নমত  | ভিন্নমত | নেই   | সম্মত   | সম্মত    |
| ১৪. | আমি সব সময় ব্রিটেনের লোকদেরকে প্রশংসা করি।                                                                                 |          |         |       |         |          |
|     | সম্পূর্ণ                                                                                                                    | মোটামুটি | সামান্য | মতামত | সামান্য | মোটামুটি |
|     | ভিন্নমত                                                                                                                     | ভিন্নমত  | ভিন্নমত | নেই   | সম্মত   | সম্মত    |
| ১৫. | ইংরেজি ক্লাসে কথা বলার সময় আমি কখনো নিশ্চিত বোধ করি না।                                                                    |          |         |       |         |          |
|     | সম্পূর্ণ                                                                                                                    | মোটামুটি | সামান্য | মতামত | সামান্য | মোটামুটি |
|     | ভিন্নমত                                                                                                                     | ভিন্নমত  | ভিন্নমত | নেই   | সম্মত   | সম্মত    |
| ১৬. | ইংরেজি ভাষা-ভাষী আমেরিকার লোকদের প্রতি আমার দৃষ্টিভঙ্গি অনুকূল।                                                             |          |         |       |         |          |
|     | সম্পূর্ণ                                                                                                                    | মোটামুটি | সামান্য | মতামত | সামান্য | মোটামুটি |
|     | ভিন্নমত                                                                                                                     | ভিন্নমত  | ভিন্নমত | নেই   | সম্মত   | সম্মত    |
| ১৭. | ইংরেজি শেখা আমার জন্য গুরুত্বপূর্ণ কারণ ইহা আমাকে অনেক ও বিচিত্র ধরনের লোকের সাথে মেলামেশা ও আলাপ আলোচনা করতে সাহায্য করবে। |          |         |       |         |          |
|     | সম্পূর্ণ                                                                                                                    | মোটামুটি | সামান্য | মতামত | সামান্য | মোটামুটি |
|     | ভিন্নমত                                                                                                                     | ভিন্নমত  | ভিন্নমত | নেই   | সম্মত   | সম্মত    |
| ১৮. | আমি যতই ব্রিটেনের লোকদের সম্পর্কে জানি ততই তাদেরকে পছন্দ করি।                                                               |          |         |       |         |          |
|     | সম্পূর্ণ                                                                                                                    | মোটামুটি | সামান্য | মতামত | সামান্য | মোটামুটি |
|     | ভিন্নমত                                                                                                                     | ভিন্নমত  | ভিন্নমত | নেই   | সম্মত   | সম্মত    |
| ১৯. | আমি অন্যদেশী সাহিত্য অনুবাদের চেয়ে মূল ভাষায় পড়তে ইচ্ছুক।                                                                |          |         |       |         |          |
|     | সম্পূর্ণ                                                                                                                    | মোটামুটি | সামান্য | মতামত | সামান্য | মোটামুটি |
|     | ভিন্নমত                                                                                                                     | ভিন্নমত  | ভিন্নমত | নেই   | সম্মত   | সম্মত    |
| ২০. | আমি সব সময় ইংরেজি ভাষা-ভাষী আমেরিকার লোকদেরকে প্রশংসা করি।                                                                 |          |         |       |         |          |
|     | সম্পূর্ণ                                                                                                                    | মোটামুটি | সামান্য | মতামত | সামান্য | মোটামুটি |
|     | ভিন্নমত                                                                                                                     | ভিন্নমত  | ভিন্নমত | নেই   | সম্মত   | সম্মত    |
| ২১. | আমি ইংরেজি শেখায় সত্যিই আনন্দ অনুভব করি।                                                                                   |          |         |       |         |          |
|     | সম্পূর্ণ                                                                                                                    | মোটামুটি | সামান্য | মতামত | সামান্য | মোটামুটি |
|     | ভিন্নমত                                                                                                                     | ভিন্নমত  | ভিন্নমত | নেই   | সম্মত   | সম্মত    |



২২. আমার পিতামাতা মনে করেন ইংরেজি পড়ার জন্য আমার আরও অধিক সময় দেয়া উচিত।  
 সম্পূর্ণ মোটামুটি সামান্য মতামত সামান্য মোটামুটি সম্পূর্ণ  
 ভিন্নমত ভিন্নমত ভিন্নমত নেই সম্মত সম্মত সম্মত
২৩. আমি ব্রিটেনের লোকদের সম্পর্কে আরো বেশী জানতে চাই।  
 সম্পূর্ণ মোটামুটি সামান্য মতামত সামান্য মোটামুটি সম্পূর্ণ  
 ভিন্নমত ভিন্নমত ভিন্নমত নেই সম্মত সম্মত সম্মত
২৪. আমার সব সময় মনে হয় অন্য ছাত্র/ছাত্রীরা আমার চেয়ে ভাল ইংরেজি বলে।  
 সম্পূর্ণ মোটামুটি সামান্য মতামত সামান্য মোটামুটি সম্পূর্ণ  
 ভিন্নমত ভিন্নমত ভিন্নমত নেই সম্মত সম্মত সম্মত
২৫. ইংরেজি শেখা আমার জন্য গুরুত্বপূর্ণ কারণ ইহা আমাকে অধিকতর জ্ঞান সম্পন্ন ব্যক্তিতে পরিণত করবে।  
 সম্পূর্ণ মোটামুটি সামান্য মতামত সামান্য মোটামুটি সম্পূর্ণ  
 ভিন্নমত ভিন্নমত ভিন্নমত নেই সম্মত সম্মত সম্মত
২৬. আমি যতই ইংরেজি ভাষা-ভাষী আমেরিকার লোকদের সম্পর্কে জানি ততই তাদেরকে পছন্দ করি।  
 সম্পূর্ণ মোটামুটি সামান্য মতামত সামান্য মোটামুটি সম্পূর্ণ  
 ভিন্নমত ভিন্নমত ভিন্নমত নেই সম্মত সম্মত সম্মত
২৭. আমার পিতামাতা বাস্তবিকই আমাকে ইংরেজি পড়তে উৎসাহ দেন।  
 সম্পূর্ণ মোটামুটি সামান্য মতামত সামান্য মোটামুটি সম্পূর্ণ  
 ভিন্নমত ভিন্নমত ভিন্নমত নেই সম্মত সম্মত সম্মত
২৮. ব্রিটেনের লোকরা বেশ সাহায্যকারী।  
 সম্পূর্ণ মোটামুটি সামান্য মতামত সামান্য মোটামুটি সম্পূর্ণ  
 ভিন্নমত ভিন্নমত ভিন্নমত নেই সম্মত সম্মত সম্মত
২৯. অন্য ভাষায় সংবাদপত্র ও সাময়িকী পড়ার সাধ আমার মনে প্রায়ই জাগে।  
 সম্পূর্ণ মোটামুটি সামান্য মতামত সামান্য মোটামুটি সম্পূর্ণ  
 ভিন্নমত ভিন্নমত ভিন্নমত নেই সম্মত সম্মত সম্মত
৩০. ইংরেজি শেখাকে আমি গুরুত্বপূর্ণ মনে করি কারণ ইহা একদিন আমাকে একটি ভাল চাকুরী পেতে সাহায্য করবে।  
 সম্পূর্ণ মোটামুটি সামান্য মতামত সামান্য মোটামুটি সম্পূর্ণ  
 ভিন্নমত ভিন্নমত ভিন্নমত নেই সম্মত সম্মত সম্মত
৩১. আমি ইংরেজি ভাষা-ভাষী আমেরিকার লোকদের সম্পর্কে আরো বেশী জানতে চাই।  
 সম্পূর্ণ মোটামুটি সামান্য মতামত সামান্য মোটামুটি সম্পূর্ণ  
 ভিন্নমত ভিন্নমত ভিন্নমত নেই সম্মত সম্মত সম্মত
৩২. ইংরেজি ভাষা শেখা আমার জন্য গুরুত্বপূর্ণ কারণ ইহা আমাকে ইংরেজি সাহিত্য ও শিল্পকলা যথাযথ ভাবে উপলব্ধি করতে সাহায্য করবে।  
 সম্পূর্ণ মোটামুটি সামান্য মতামত সামান্য মোটামুটি সম্পূর্ণ  
 ভিন্নমত ভিন্নমত ভিন্নমত নেই সম্মত সম্মত সম্মত
৩৩. ইংরেজি অপেক্ষা বরং অন্য বিষয়ের উপর আমি বেশী সময় ব্যয় করব।  
 সম্পূর্ণ মোটামুটি সামান্য মতামত সামান্য মোটামুটি সম্পূর্ণ  
 ভিন্নমত ভিন্নমত ভিন্নমত নেই সম্মত সম্মত সম্মত
৩৪. বেশীর ভাগ ক্ষেত্রে ব্রিটেনের লোকরা নিষ্ঠাবান ও সৎ।  
 সম্পূর্ণ মোটামুটি সামান্য মতামত সামান্য মোটামুটি সম্পূর্ণ  
 ভিন্নমত ভিন্নমত ভিন্নমত নেই সম্মত সম্মত সম্মত
৩৫. ইংরেজি শেখা আমার জন্য গুরুত্বপূর্ণ কারণ ইহা আমাকে সহজে অন্যদেশী লোকজন ও তাদের সংস্কৃতি ভালভাবে বুঝতে সাহায্য করবে।  
 সম্পূর্ণ মোটামুটি সামান্য মতামত সামান্য মোটামুটি সম্পূর্ণ  
 ভিন্নমত ভিন্নমত ভিন্নমত নেই সম্মত সম্মত সম্মত

৩৬. আমার ইংরেজি পাঠ্যক্রমের সাথে জড়িত যে কোন কাজ-কর্মে আমার পিতামাতা যথেষ্ট উৎসাহ দিয়ে থাকেন।  
সম্পূর্ণ মোটামুটি সামান্য মতামত সামান্য মোটামুটি সম্পূর্ণ  
ভিন্নমত ভিন্নমত ভিন্নমত নেই সম্মত সম্মত সম্মত
৩৭. ইংরেজি ভাষা-ভাষী আমেরিকার লোকেরা বেশ সাহায্যকারী।  
সম্পূর্ণ মোটামুটি সামান্য মতামত সামান্য মোটামুটি সম্পূর্ণ  
ভিন্নমত ভিন্নমত ভিন্নমত নেই সম্মত সম্মত সম্মত
৩৮. ক্লাসে ইংরেজি বলার সময় আমার ভয় ও সন্দেহ হয়।  
সম্পূর্ণ মোটামুটি সামান্য মতামত সামান্য মোটামুটি সম্পূর্ণ  
ভিন্নমত ভিন্নমত ভিন্নমত নেই সম্মত সম্মত সম্মত
৩৯. ইংরেজি ভাষা শেখা আমার জন্য গুরুত্বপূর্ণ কারণ বিদেশী ভাষা জানলে অন্য লোকেরা আমাকে বেশী সম্মান করবে।  
সম্পূর্ণ মোটামুটি সামান্য মতামত সামান্য মোটামুটি সম্পূর্ণ  
ভিন্নমত ভিন্নমত ভিন্নমত নেই সম্মত সম্মত সম্মত
৪০. ইংরেজি পাঠ স্নাতক পাঠ্যক্রমের একটি গুরুত্বপূর্ণ অংশ।  
সম্পূর্ণ মোটামুটি সামান্য মতামত সামান্য মোটামুটি সম্পূর্ণ  
ভিন্নমত ভিন্নমত ভিন্নমত নেই সম্মত সম্মত সম্মত
৪১. ব্রিটেনের লোকেরা বন্ধুভাবাপন্ন ও অতিথিপরায়ন।  
সম্পূর্ণ মোটামুটি সামান্য মতামত সামান্য মোটামুটি সম্পূর্ণ  
ভিন্নমত ভিন্নমত ভিন্নমত নেই সম্মত সম্মত সম্মত
৪২. সত্য সত্যই আমি অনেক বিদেশী ভাষা শিখতে পছন্দ করি।  
সম্পূর্ণ মোটামুটি সামান্য মতামত সামান্য মোটামুটি সম্পূর্ণ  
ভিন্নমত ভিন্নমত ভিন্নমত নেই সম্মত সম্মত সম্মত
৪৩. আমার পিতামাতা যতবেশী সম্ভব ইংরেজি ভাষা চর্চা করতে আমাকে উৎসাহ দিয়ে থাকেন।  
সম্পূর্ণ মোটামুটি সামান্য মতামত সামান্য মোটামুটি সম্পূর্ণ  
ভিন্নমত ভিন্নমত ভিন্নমত নেই সম্মত সম্মত সম্মত
৪৪. আমার ইচ্ছা স্নাতক পাশের পর যদি ইংরেজি না পড়ে পারতাম কারণ আমি ইংরেজি শিখতে আগ্রহী নই।  
সম্পূর্ণ মোটামুটি সামান্য মতামত সামান্য মোটামুটি সম্পূর্ণ  
ভিন্নমত ভিন্নমত ভিন্নমত নেই সম্মত সম্মত সম্মত
৪৫. বেশীর ভাগ ক্ষেত্রে ইংরেজি ভাষা-ভাষী আমেরিকার লোকেরা নিষ্ঠাবান ও সৎ।  
সম্পূর্ণ মোটামুটি সামান্য মতামত সামান্য মোটামুটি সম্পূর্ণ  
ভিন্নমত ভিন্নমত ভিন্নমত নেই সম্মত সম্মত সম্মত
৪৬. আমি ইংরেজি বলার সময় অন্যান্য ছাত্র-ছাত্রীরা আমাকে উপহাস করে বলে আমার সন্দেহ হয়।  
সম্পূর্ণ মোটামুটি সামান্য মতামত সামান্য মোটামুটি সম্পূর্ণ  
ভিন্নমত ভিন্নমত ভিন্নমত নেই সম্মত সম্মত সম্মত
৪৭. স্নাতক পাশের পর আমার জীবনে ইংরেজি ভাষার প্রয়োজনীয়তা সম্বন্ধে আমার পিতামাতা গুরুত্ব আরোপ করেছেন।  
সম্পূর্ণ মোটামুটি সামান্য মতামত সামান্য মোটামুটি সম্পূর্ণ  
ভিন্নমত ভিন্নমত ভিন্নমত নেই সম্মত সম্মত সম্মত
৪৮. ব্রিটেনের লোকেরা হাসিখুশি, শোভন ও রসিক।  
সম্পূর্ণ মোটামুটি সামান্য মতামত সামান্য মোটামুটি সম্পূর্ণ  
ভিন্নমত ভিন্নমত ভিন্নমত নেই সম্মত সম্মত সম্মত
৪৯. বিশ্ববিদ্যালয়ে প্রয়োজন না হলেও আমি একটি বিদেশী ভাষা শিখতাম।  
সম্পূর্ণ মোটামুটি সামান্য মতামত সামান্য মোটামুটি সম্পূর্ণ  
ভিন্নমত ভিন্নমত ভিন্নমত নেই সম্মত সম্মত সম্মত



|     |                                                                                                         |          |          |         |       |         |          |          |
|-----|---------------------------------------------------------------------------------------------------------|----------|----------|---------|-------|---------|----------|----------|
| ৫০. | ইংরেজি ভাষা-ভাষী আমেরিকার লোকেরা বন্ধু ভাবাপন্ন ও অতিথিপরায়ন।                                          | সম্পূর্ণ | মোটামুটি | সামান্য | মতামত | সামান্য | মোটামুটি | সম্পূর্ণ |
|     |                                                                                                         | ভিন্নমত  | ভিন্নমত  | ভিন্নমত | নেই   | সম্মত   | সম্মত    | সম্মত    |
| ৫১. | আমি যতবেশী সম্ভব ইংরেজি শেখার জন্য মনস্থ করেছি।                                                         | সম্পূর্ণ | মোটামুটি | সামান্য | মতামত | সামান্য | মোটামুটি | সম্পূর্ণ |
|     |                                                                                                         | ভিন্নমত  | ভিন্নমত  | ভিন্নমত | নেই   | সম্মত   | সম্মত    | সম্মত    |
| ৫২. | আমার পিতামাতা মনে করেন যে ইংরেজি শিখতে আমার সত্যিকারের সচেষ্টিত হওয়া উচিত।                             | সম্পূর্ণ | মোটামুটি | সামান্য | মতামত | সামান্য | মোটামুটি | সম্পূর্ণ |
|     |                                                                                                         | ভিন্নমত  | ভিন্নমত  | ভিন্নমত | নেই   | সম্মত   | সম্মত    | সম্মত    |
| ৫৩. | ইংরেজি ভাষা শেখা সময়ের অপচয় মাত্র।                                                                    | সম্পূর্ণ | মোটামুটি | সামান্য | মতামত | সামান্য | মোটামুটি | সম্পূর্ণ |
|     |                                                                                                         | ভিন্নমত  | ভিন্নমত  | ভিন্নমত | নেই   | সম্মত   | সম্মত    | সম্মত    |
| ৫৪. | ইংরেজি ভাষা-ভাষী আমেরিকার লোকেরা হাসিখুশি, শোভন ও রসিক।                                                 | সম্পূর্ণ | মোটামুটি | সামান্য | মতামত | সামান্য | মোটামুটি | সম্পূর্ণ |
|     |                                                                                                         | ভিন্নমত  | ভিন্নমত  | ভিন্নমত | নেই   | সম্মত   | সম্মত    | সম্মত    |
| ৫৫. | আমি মনে করি ইংরেজি শেখা একটি একঘেয়েমীপূর্ণ কাজ।                                                        | সম্পূর্ণ | মোটামুটি | সামান্য | মতামত | সামান্য | মোটামুটি | সম্পূর্ণ |
|     |                                                                                                         | ভিন্নমত  | ভিন্নমত  | ভিন্নমত | নেই   | সম্মত   | সম্মত    | সম্মত    |
| ৫৬. | আমার মনে হয় ভিন্ন ভাষা-ভাষী লোকদের সাথে মিশতে ও তাদের কথাবার্তা শুনতে পারলে আনন্দ পেতাম।               | সম্পূর্ণ | মোটামুটি | সামান্য | মতামত | সামান্য | মোটামুটি | সম্পূর্ণ |
|     |                                                                                                         | ভিন্নমত  | ভিন্নমত  | ভিন্নমত | নেই   | সম্মত   | সম্মত    | সম্মত    |
| ৫৭. | আমার পিতামাতা উৎসাহ দেন যেন ইংরেজি শেখার ব্যাপারে কোন সমস্যা হলে আমার শিক্ষক/শিক্ষয়িত্রীর সাহায্য নেই। | সম্পূর্ণ | মোটামুটি | সামান্য | মতামত | সামান্য | মোটামুটি | সম্পূর্ণ |
|     |                                                                                                         | ভিন্নমত  | ভিন্নমত  | ভিন্নমত | নেই   | সম্মত   | সম্মত    | সম্মত    |
| ৫৮. | আমি ইংরেজি ভাষা শিখতে ভালবাসি।                                                                          | সম্পূর্ণ | মোটামুটি | সামান্য | মতামত | সামান্য | মোটামুটি | সম্পূর্ণ |
|     |                                                                                                         | ভিন্নমত  | ভিন্নমত  | ভিন্নমত | নেই   | সম্মত   | সম্মত    | সম্মত    |
| ৫৯. | বিদেশী ভাষা শেখা একটি আনন্দময় অভিজ্ঞতা।                                                                | সম্পূর্ণ | মোটামুটি | সামান্য | মতামত | সামান্য | মোটামুটি | সম্পূর্ণ |
|     |                                                                                                         | ভিন্নমত  | ভিন্নমত  | ভিন্নমত | নেই   | সম্মত   | সম্মত    | সম্মত    |

### প্রশ্নমালা : দ্বিতীয় ভাগ “ক” গ্রুপ

নির্দেশাবলী :

অনুগ্রহপূর্বক যে বিকল্প জবাবটি তোমার নিকট অধিকতর গ্রহণযোগ্য বলে মনে হয় তার চারপাশে বৃত্তাকার চিহ্ন (o) দাও। সম্ভবমতো সঠিক উত্তর দেওয়ার জন্য তোমাকে অনুরোধ করছি যেহেতু এই গবেষণার সাফল্য ইহার উপর নির্ভরশীল। মনে রাখবে, প্রতিটি উক্তির জবাবে তুমি কেবলমাত্র একটি বিকল্প জবাবে বৃত্তাকার চিহ্ন দিবে।

১. ইংরেজি ক্লাসে আমি যা শিখেছি তা সক্রিয় ভাবে চিন্তা করি :

- ক) বারংবার।
- খ) কদাচিৎ।
- গ) মাঝে মাঝে।



২. ইংরেজি ক্লাসে আমি :
  - ক) ইংরেজি ও বাংলার সংমিশ্রণে কথা বলা পছন্দ করি।
  - খ) যথা সম্ভব বাংলায় কথা বলা পছন্দ করি।
  - গ) শুধু ইংরেজিতে কথা বলা পছন্দ করি।
৩. স্নাতক পর্যায়ে যদি ইংরেজি না শেখানো হতো তাহলে আমি :
  - ক) দৈনন্দিন ঘটনাবলীর (যেমন- ইংরেজি বই ও সংবাদপত্র পড়ে সুযোগ পেলে ইংরেজিতে কথা বলে, ইত্যাদি) মাধ্যমে ইংরেজি শেখার চেষ্টা করতাম।
  - খ) ইংরেজি শেখার জন্য মাথা ঘামাতাম না।
  - গ) অন্য কোথাও ইংরেজি শেখার চেষ্টা করতাম।
৪. বিশ্ববিদ্যালয়ের বাইরে যদি আমার ইংরেজি বলার সুযোগ থাকতো তবে আমি :
  - ক) কখনো ইংরেজি বলতাম না।
  - খ) নিতান্ত প্রয়োজনে বাংলা বলা ছাড়া অধিকাংশ সময়ই ইংরেজি বলতাম।
  - গ) মাঝে মাঝে ইংরেজি বলতাম এবং যখন সম্ভব বাংলা বলার চেষ্টা করতাম।
৫. ইংরেজি পড়ার সময় আমার কোন কিছু বুঝতে অসুবিধা হলে আমি :
  - ক) অবিলম্বে শিক্ষক/শিক্ষয়িত্রীর সাহায্য চাই।
  - খ) কেবলমাত্র পরীক্ষার পূর্বে সাহায্য চাই।
  - গ) এ ব্যাপারে ভুলে যাই।
৬. আমার পাঠ্যক্রমের অন্যান্য বিষয়ের তুলনায় আমি ইংরেজিকে :
  - ক) সবচেয়ে বেশী পছন্দ করি।
  - খ) অন্যান্য বিষয়ের মতোই পছন্দ করি।
  - গ) অন্যান্য বিষয়ের চেয়ে কম পছন্দ করি।
৭. ইংরেজি বাড়ির কাজের কথা চিন্তা করলে, আমার মনে হয় :
  - ক) আমি কিছুটা চেষ্টা করি, তবে যতটুকু করতে পারি ততটুকু করি না।
  - খ) আমি সব কিছু বুঝি সেটা নিশ্চিত করার জন্য সতর্কতার সাথে কাজ করি।
  - গ) আমি শুধু চোখ বুলিয়ে যাই।
৮. আমার বিশ্ববিদ্যালয়/বিভাগে যদি কোন ইংরেজি ক্লাব থাকতো তবে আমি :
  - ক) সময়ে সময়ে এর সভায় যোগ দিতাম।
  - খ) ক্লাবে যোগ দেওয়ায় আনন্দ পেতাম।
  - গ) নিশ্চয় যোগ দিতাম না।
৯. ইংরেজি শেখার ব্যাপারে সততার সাথে বলতে পারি যে আমি :
  - ক) পাশ করার জন্য যথেষ্ট পরিশ্রম করি।
  - খ) ভাগ্য ও বুদ্ধিমত্তার জোরে পাশ করবো।
  - গ) সত্যিই ইংরেজি শেখার জন্য চেষ্টা করি।
১০. ইংরেজি নেওয়া বা না নেওয়া যদি আমার ইচ্ছার উপর নির্ভর করতো তবে আমি :
  - ক) অবশ্যই নিতাম।
  - খ) বাদ দিতাম।
  - গ) নিতাম কি না নিতাম জানিনা।

১১. আমার শিক্ষক/শিক্ষয়িত্রী যদি কাউকে দিয়ে অতিরিক্ত ইংরেজি কাজ করাতে চাইতেন তবে আমি :  
ক) স্বেচ্ছায় তা করতাম না।  
খ) স্বেচ্ছায় করতাম।  
গ) করতাম যদি শিক্ষক/শিক্ষয়িত্রী সরাসরি আমাকে করতে বলতেন।
১২. ইংরেজি পাঠ আমার কাছে :  
ক) আদৌ আকর্ষণীয় নয়।  
খ) অন্যান্য বেশীর ভাগ বিষয়ের চেয়ে আকর্ষণীয় নয়।  
গ) অত্যন্ত আকর্ষণীয়।
১৩. ইংরেজি কাজ ফেরত পাওয়ার পর আমি :  
ক) আমার ভুলগুলো শুদ্ধ করে সব সময় সেগুলো পুনরায় লিখি।  
খ) শুধু ডেস্কে রেখে দেই এবং সেগুলো ভুলে যাই।  
গ) কোন রকম দেখে যাই, কিন্তু ভুল শুদ্ধ করার চেষ্টা করি না।
১৪. যদি সুযোগ হতো এবং আমি ভাল ইংরেজি জানতাম, তবে আমি টিভির ইংরেজি অনুষ্ঠান দেখতাম :  
ক) মাঝে মাঝে  
খ) যতবার সম্ভব ততবার।  
গ) কখনো না।
১৫. ইংরেজি ক্লাসে আমি :  
ক) যতবেশী সম্ভব প্রশ্নের স্বতঃস্ফূর্ত উত্তর দেবার চেষ্টা করি।  
খ) শুধুমাত্র সহজ প্রশ্নের উত্তর দেই।  
গ) কখনো কিছু বলি না।
১৬. যদি আমার ইংরেজি নাটক দেখার সুযোগ থাকতো তবে আমি :  
ক) যেতাম যদি কোন কিছু করার না থাকতো।  
খ) নিশ্চিত যেতাম।  
গ) যেতাম না।
১৭. যদি স্থানীয় কোন ইংরেজি টিভি স্টেশন থাকতো তবে আমি :  
ক) কখনো দেখতাম না।  
খ) মাঝে মাঝে দেখতাম।  
গ) প্রায়ই দেখার চেষ্টা করতাম।
১৮. যদি আমার পাড়ায় কোন ইংরেজি ভাষা-ভাষী পরিবার থাকতো তবে আমি :  
ক) কখনো তাদের সাথে ইংরেজিতে কথা বলতাম না।  
খ) তাদের সাথে মাঝে মাঝে ইংরেজিতে কথা বলতাম।  
গ) তাদের সাথে যতদূর সম্ভব ইংরেজিতে কথা বলতাম।
১৯. রেডিওতে কোন ইংরেজি গান বাজলে আমি :  
ক) কেবলমাত্র সংগীত শুনি ও সহজ শব্দগুলোর প্রতি মনোযোগ দেই।  
খ) মনোযোগ সহকারে শুনি ও সব শব্দগুলো বোঝার চেষ্টা করি।  
গ) স্টেশন পরিবর্তন করি।

২০. যদি আমার সুযোগ থাকতো এবং আমি ভাল ইংরেজি জানতাম, তাহলে আমি ইংরেজি সংবাদপত্র ও সাময়িকী পড়তাম :
- ক) যতবার সম্ভব ততবার ।
- খ) কখনো না ।
- গ) খুব বেশী সময় না ।

### প্রশ্নমালা : দ্বিতীয় ভাগ “খ” গ্রুপ

নির্দেশাবলী :

নিচে তুমি সম্ভাব্য চারটি উত্তর সহ একটি উক্তি পাবে। অনুগ্রহ পূর্বক উক্তিটি পড়ে বিকল্প জবাব গুলি “১” থেকে “৪” ক্রমানুযায়ী যে ভাবে তোমার বেলায় প্রযোজ্য সেভাবে দেখাও। যে জবাবটি তোমার কাছে বেশী গ্রহণযোগ্য বলে মনে হয় তার বাম পার্শ্বে “১”, এর পরবর্তী যেটা গ্রহণযোগ্য বলে মনে হয় তার বাম পার্শ্বে “২” নম্বর দিবে এবং এভাবে ক্রমানুসারে নম্বর দিবে।

১. আমি ইংরেজি পড়ছি কারণ :

- ক) আমি মনে করি ইংরেজি চাকুরি পেতে সাহায্য করবে।
- খ) আমি মনে করি ইহা ইংরেজি ভাষা-ভাষী লোকজন এবং তাদের জীবনযাত্রা প্রণালী ভালভাবে বুঝতে সাহায্য করবে।
- গ) ইহা আমাকে অনেক ও বিভিন্ন ধরনের লোকদের সাথে মেলামেশা করতে সাহায্য করে।
- ঘ) ইহা একটি অখন্ড/সমন্বিত পাঠ্য বিষয়।

### প্রশ্নমালা : তৃতীয় ভাগ

নির্দেশাবলী :

প্রশ্নমালার এ অংশের উদ্দেশ্য হলো তোমার ইংরেজি শিক্ষক/শিক্ষয়িত্রী ও ইংরেজি পাঠ্য বিষয় সম্বন্ধে তোমার সঠিক ধারণা নির্ধারণ করা। এ অংশের জবাবে কতকগুলো স্কেলের/মাপকাঠির উপর ভিত্তি করে তোমার এ ধারণাগুলোর মূল্যায়ন করতে হবে। স্কেল বরাবর টিক চিহ্ন (✓) দিয়ে তোমার ইংরেজি শিক্ষক/শিক্ষয়িত্রী এবং ইংরেজি পাঠ্য বিষয় সম্বন্ধে তোমার ধারণা নির্দেশ কর। ক্রমপর্যায়নুসারে প্রতিটি স্কেলে তোমাকে মূল্যায়ন করতে হবে। উদাহরণ স্বরূপ, তুমি যদি মনে কর তোমার ইংরেজি শিক্ষক/শিক্ষয়িত্রী “খুবই পছন্দনীয়” তাহলে প্রথম শূণ্য স্থানে টিক চিহ্ন (✓) দাও। একই ভাবে বাকী গুলোরও জবাব দিতে হবে।



আমার ইংরেজি শিক্ষক/শিক্ষয়িত্রী

| খুবই                    | মোটামুটি | সামান্য | মতামত নেই | সামান্য | মোটামুটি | খুবই           |
|-------------------------|----------|---------|-----------|---------|----------|----------------|
| ১. আকর্ষণীয়            |          |         |           |         |          | বিরক্তিকর      |
| ২. আত্মভাজন             |          |         |           |         |          | আত্মভাজন নয়   |
| ৩. উদাসীন               |          |         |           |         |          | আগ্রহী         |
| ৪. সহানুভূতিহীন         |          |         |           |         |          | সহানুভূতিশীল   |
| ৫. পরিশ্রমী             |          |         |           |         |          | শ্রমবিমূখ      |
| ৬. ভাল                  |          |         |           |         |          | মন্দ           |
| ৭. মেধাহীন              |          |         |           |         |          | মেধাবী         |
| ৮. সুশোভন               |          |         |           |         |          | অশোভন          |
| ৯. বিনয়ী               |          |         |           |         |          | অবিনয়ী        |
| ১০. অস্থির              |          |         |           |         |          | সহিষ্ণু        |
| ১১. কল্পনাশক্তিহীন      |          |         |           |         |          | কল্পনাপ্রবণ    |
| ১২. অনির্ভরযোগ্য        |          |         |           |         |          | নির্ভরযোগ্য    |
| ১৩. সুসংগঠিত            |          |         |           |         |          | অসংগঠিত        |
| ১৪. উদ্দীপনা সৃষ্টিকারী |          |         |           |         |          | একঘেয়ে        |
| ১৫. বন্ধুভাবাপন্ন       |          |         |           |         |          | অবন্ধুভাবাপন্ন |
| ১৬. অনাকর্ষণীয়         |          |         |           |         |          | মনমুগ্ধকর      |
| ১৭. অক্ষম               |          |         |           |         |          | সক্ষম          |
| ১৮. আত্মশীল             |          |         |           |         |          | সন্দেহ প্রবণ   |
| ১৯. হাসিখুশি            |          |         |           |         |          | নিরানন্দ       |
| ২০. অমিশ্রক             |          |         |           |         |          | মিশ্রক         |
| ২১. আন্তরিকতাহীন        |          |         |           |         |          | আন্তরিক        |
| ২২. সুযোগ্য             |          |         |           |         |          | অযোগ্য         |
| ২৩. আনন্দোচ্ছল          |          |         |           |         |          | বিরস           |
| ২৪. চেতনাহীন            |          |         |           |         |          | অনুভবশীল       |
| ২৫. সুদক্ষ              |          |         |           |         |          | অদক্ষ          |

## আমার ইংরেজি পাঠ্য বিষয়

| খুবই                        | মোটামুটি | সামান্য | মতামত নেই | সামান্য | মোটামুটি | খুবই                 |
|-----------------------------|----------|---------|-----------|---------|----------|----------------------|
| ১. মনোযোগ আকর্ষক            |          |         |           |         |          | মনোযোগ আকর্ষক নয়    |
| ২. প্রয়োজনীয়              |          |         |           |         |          | অপ্রয়োজনীয়         |
| ৩. অনুপযোগী                 |          |         |           |         |          | উপযোগী               |
| ৪. মনমুগ্ধকর                |          |         |           |         |          | নীরস                 |
| ৫. গ্রহণযোগ্য               |          |         |           |         |          | গ্রহণযোগ্য           |
| ৬. সরল                      |          |         |           |         |          | জটিল                 |
| ৭. ভাল                      |          |         |           |         |          | মন্দ                 |
| ৮. আকর্ষণীয়                |          |         |           |         |          | বিরজ্জিকর            |
| ৯. সুন্দরভাবে উপস্থাপিত নয় |          |         |           |         |          | সুন্দরভাবে উপস্থাপিত |
| ১০. সহজ পাঠযোগ্য            |          |         |           |         |          | কঠিন                 |
| ১১. একঘেয়েমীপূর্ণ          |          |         |           |         |          | মনোযোগাকর্ষক         |
| ১২. উপভোগ্য                 |          |         |           |         |          | উপভোগ্য নয়।         |
| ১৩. অর্থপূর্ণ               |          |         |           |         |          | নিরর্থক              |
| ১৪. বৈচিত্র্যতাপূর্ণ        |          |         |           |         |          | বৈচিত্র্যহীন         |
| ১৫. স্পষ্ট                  |          |         |           |         |          | বিভ্রান্তিকর         |
| ১৬. রোমাঞ্চকর               |          |         |           |         |          | একঘেয়ে              |
| ১৭. প্রীতিকর                |          |         |           |         |          | অপ্রীতিকর            |
| ১৮. গুরুত্বহীন              |          |         |           |         |          | গুরুত্বপূর্ণ         |
| ১৯. সম্ভট হওয়ার মত         |          |         |           |         |          | সম্ভট হওয়ার মত নয়  |
| ২০. শক্ত                    |          |         |           |         |          | সহজ                  |
| ২১. অফলপ্রসূ                |          |         |           |         |          | ফলপ্রসূ              |
| ২২. শিক্ষণীয়               |          |         |           |         |          | অশিক্ষণীয়           |
| ২৩. আনন্দদায়ক              |          |         |           |         |          | কষ্টদায়ক            |
| ২৪. সহজবোধ্য                |          |         |           |         |          | দুর্বোধ্য            |
| ২৫. কার্যকর                 |          |         |           |         |          | অকার্যকর।            |

**APPENDIX - C**  
**TEST OF GRAMMATICAL STRUCTURES**



## PROFICIENCY TEST

### GRAMMATICAL STRUCTURES

TIME - 90 MINUTES

Look at these examples. The correct answer is underlined :

- a. In warm climates people like likes are liking sitting outside in the sun.
- b. If it is very hot they sit at in under the shade.

Now the test will begin. Underline the correct answers :

- Today they are there are it is many millions of people learning English. 1 ...
- Some people study studies is studying English for a special reason. 2 ...
- They may need English for the job job their job . 3 ...
- Some of them need need to are needing speak to English people 4 ...
- The majority of learners of English has are having have other needs. 5 ...
- Most users of English use it
- for talk that they can talk to talk to people who aren't English. 6 ...
- It is There is There are hardly any parts of the world where English is never spoken. 7 ...
- Most of The most Most people have heard some English at some time. 8 ...
- Very few people haven't heard some the any English spoken at all. 9 ...
- English is doubtedly the most the more a most widely-used language in the world. 10 ...
- For many years the Guinness Book of Records has been one of the most popular books
- of in under the United Kingdom. 11 ...
- It has been was is first published in 1955 12 ...
- Since then it is was has been a regular bestseller. 13 ...
- Most of the records in it are changing have changed changed many times in recent years. 14 ...
- In 1954, the year the first Guinness Book of Records was being compiled,
- the world mile record could be was being was broken more than once. 15 ...

The year before that, in 1953, it

|           |               |                    |
|-----------|---------------|--------------------|
| had stood | used to stand | still was standing |
|-----------|---------------|--------------------|

 at over four minutes. 16 ...

But in 1954 the four-minute barrier 

|       |        |        |
|-------|--------|--------|
| could | was to | should |
|-------|--------|--------|

 be broken several times. 17 ...

Roger Bannister's famous run was the first time anyone 

|     |     |       |
|-----|-----|-------|
| has | had | would |
|-----|-----|-------|

 even run so fast. 18 ...

If Dr. Bannister 

|              |                     |              |
|--------------|---------------------|--------------|
| had not been | would not have been | would not be |
|--------------|---------------------|--------------|

 the first to run the mile in under four minutes he would not be so well known. 19 ...

The record has been held by a great 

|        |      |      |
|--------|------|------|
| number | deal | many |
|--------|------|------|

 of runners since then. 20 ...

This history of 

|          |              |            |
|----------|--------------|------------|
| computer | the computer | a computer |
|----------|--------------|------------|

 is really 21 ...

|         |         |       |
|---------|---------|-------|
| a quite | quite a | quite |
|---------|---------|-------|

 long one. A computer is essentially an 22 ...

efficient means of processing 

|              |                |             |
|--------------|----------------|-------------|
| informations | an information | information |
|--------------|----------------|-------------|

 . 23 ...

For thousands of years 

|       |     |         |
|-------|-----|---------|
| a man | man | the man |
|-------|-----|---------|

 has been using 24 ...  
different types of instrument to overcome the problems caused by unwieldy number systems.

Early mathematicians had 

|                   |                     |                     |
|-------------------|---------------------|---------------------|
| difficulty to use | difficulties to use | difficulty in using |
|-------------------|---------------------|---------------------|

 25 ...

the number systems of their societies but succeeded

|            |               |                 |
|------------|---------------|-----------------|
| to develop | in developing | into developing |
|------------|---------------|-----------------|

 personal number 26 ...

systems in 

|      |       |       |
|------|-------|-------|
| what | where | which |
|------|-------|-------|

 to carry out their calculations. 27 ...

The decimal number system, which we

|                     |              |                           |
|---------------------|--------------|---------------------------|
| are used to working | used to work | have been used to working |
|---------------------|--------------|---------------------------|

 28 ...

with 

|     |       |        |
|-----|-------|--------|
| for | since | during |
|-----|-------|--------|

 a long time now, and which is 29 ...

|      |        |    |
|------|--------|----|
| such | such a | so |
|------|--------|----|

 common basis of calculation today, has not 30 ...

|      |       |        |
|------|-------|--------|
| ever | still | always |
|------|-------|--------|

 been as widely used 31 ...

|      |      |    |
|------|------|----|
| like | that | as |
|------|------|----|

 it is now. 32 ...

Both number systems dependent 

|      |    |    |
|------|----|----|
| from | of | on |
|------|----|----|

 the notion 33 ...

of zero were developed in some ancient societies in parallel with

mechanical aids to calculation. As long ago as 500 B.C. — in other words

|                       |                           |                       |
|-----------------------|---------------------------|-----------------------|
| for some 25 centuries | some 25 centuries earlier | some 25 centuries ago |
|-----------------------|---------------------------|-----------------------|

 34 ...

— the abacus 

|            |           |          |
|------------|-----------|----------|
| were being | was being | has been |
|------------|-----------|----------|

 used in China. 35 ...

This aid to calculation, and the counting tables used by the Babylonians and the Greeks, were the real forerunners of the 'mainframes' and 'micros' that are so familiar today, of 

|      |       |       |
|------|-------|-------|
| what | which | these |
|------|-------|-------|

 we call a 'computer'.

36 ...

Over the centuries between the invention of the abacus and the production of the first electronic digital computer in 1943 a vast number of different tools and machines for calculating 

|           |      |          |
|-----------|------|----------|
| have been | were | has been |
|-----------|------|----------|

37 ...

develoed. Logarithms and 'bones' were both invented in the 17th century.

Before that, mathematicians and inventors

|               |                |               |
|---------------|----------------|---------------|
| could develop | have developed | had developed |
|---------------|----------------|---------------|

 many other

38 ...

types of aid but with much 

|       |        |      |
|-------|--------|------|
| fewer | little | less |
|-------|--------|------|

 success. The

39 ...

first slide rule was produced in 1621 and the first mass-produced multiplying

aid 

|           |           |          |
|-----------|-----------|----------|
| that same | this same | the next |
|-----------|-----------|----------|

 century, just

40 ...

|     |       |          |
|-----|-------|----------|
| few | a few | not many |
|-----|-------|----------|

 years later. In 1642 the French

41 ...

philosopher, Pascal, produced a mechanical calculator which could do all

|      |       |      |
|------|-------|------|
| what | which | that |
|------|-------|------|

 basic adding machines do today, but he

42 ...

could not 

|      |      |     |
|------|------|-----|
| have | make | let |
|------|------|-----|

 it manufactured accurately enough

43 ...

to make it reliable. It was 

|             |           |      |
|-------------|-----------|------|
| a long time | long time | long |
|-------------|-----------|------|

 before

44 ...

manufacturing techniques improved and not until early in the 19th century

|                       |                       |                           |
|-----------------------|-----------------------|---------------------------|
| came the Arithmometer | the Arithmometer came | did the Arithmometer come |
|-----------------------|-----------------------|---------------------------|

45 ...

on the scene 

|      |    |     |
|------|----|-----|
| like | as | for |
|------|----|-----|

 the first commercially successful calculator. Its producers 

|       |        |          |
|-------|--------|----------|
| could | should | couldn't |
|-------|--------|----------|

 hardly have

46 ...

47 ...

imagined that by the 1980s technology

|              |              |                     |
|--------------|--------------|---------------------|
| had advanced | will advance | would have advanced |
|--------------|--------------|---------------------|

 so far that

48 ...

an instrument the size of a wristwatch would be many times more powerful.

True computers 

|                         |                       |                             |
|-------------------------|-----------------------|-----------------------------|
| are only existing since | have only existed for | have only been existing for |
|-------------------------|-----------------------|-----------------------------|

49 ...



forty years but the 1980s have seen a computer explosion. By the time we

|            |                   |       |
|------------|-------------------|-------|
| will reach | will have reached | reach |
|------------|-------------------|-------|

 the end of the decade, all 50 ...

our lives will be directly affected by computers.

One evening Sandra's fiancé, John, tells her

|            |         |         |
|------------|---------|---------|
| he's going | he'd go | he goes |
|------------|---------|---------|

 out for a drink with his friends 51 ...

and she decides 

|           |             |            |
|-----------|-------------|------------|
| she likes | she'll like | she'd like |
|-----------|-------------|------------|

 to go to 52 ...

the college disco rather than stay in

|            |            |             |
|------------|------------|-------------|
| on her own | by her own | hy her self |
|------------|------------|-------------|

 . After a while she meets 53 ...

Bob, an old boyfriend of 

|     |      |      |
|-----|------|------|
| her | them | hers |
|-----|------|------|

 and a friend of 54 ...

John's. At first she's glad of his company, but then his attentions

become rather too 

|     |        |      |
|-----|--------|------|
| few | little | much |
|-----|--------|------|

 and she's 55 ...

|         |           |              |
|---------|-----------|--------------|
| no more | no longer | not any more |
|---------|-----------|--------------|

 enjoying herself. 56 ...

**Bob :** Come on ! 

|       |       |          |
|-------|-------|----------|
| Shall | Won't | Wouldn't |
|-------|-------|----------|

 you have another 57 ...

drink ? It won't take a minute 

|        |             |     |
|--------|-------------|-----|
| to get | for getting | get |
|--------|-------------|-----|

 you one. 58 ...

**Sandra :** No, really, 

|     |   |      |
|-----|---|------|
| I'd | I | I've |
|-----|---|------|

 had enough. 59 ...

**Bob :** I'm sure it would make you 

|      |         |         |
|------|---------|---------|
| feel | to feel | feeling |
|------|---------|---------|

 better. 60 ...

**Sandra** No, honestly.

|                    |               |             |
|--------------------|---------------|-------------|
| I'm feeling myself | I feel myself | I'm feeling |
|--------------------|---------------|-------------|

 fine, thanks. 61 ...

**Bob :** Well, 

|             |                |            |
|-------------|----------------|------------|
| how about a | what's about a | why not to |
|-------------|----------------|------------|

 dance ? 62 ...

There's no 

|       |       |      |
|-------|-------|------|
| point | sense | need |
|-------|-------|------|

 to be so unfriendly just because 63 ...

|         |                |                  |
|---------|----------------|------------------|
| you get | you're getting | you're to be got |
|---------|----------------|------------------|

 married. You 64 ...

|        |       |       |
|--------|-------|-------|
| should | could | might |
|--------|-------|-------|

 as well enjoy yourself while you can. 65 ...

**Sandra :** Actually, Bob, I think 

|   |      |     |
|---|------|-----|
| I | I'll | I'd |
|---|------|-----|

 better be going now. 66 ...

|           |              |         |
|-----------|--------------|---------|
| It'll get | It's getting | It gets |
|-----------|--------------|---------|

 on. 67 ...

**Bob :** What ? Leave now ? It's not 

|        |          |        |
|--------|----------|--------|
| hardly | scarcely | really |
|--------|----------|--------|

 got going yet. 68 ...

Surely you

don't have to go    have not to go    needn't have gone    just yet,    69 ...

do you ? Is it because of me ?

**Sandra :** No, it's not that, but I really ought to go home. I've got

a homework    some homeworks    some homework    to do. I    70 ...

should have done it last week but

I've forgotten    I'd forgotten    I forgot    71 ...

I    needn't    mustn't    mightn't    stay any longer or    72 ...

I'll never get    I never get    I'd never got    it done.    73 ...

**Bob :** You could do it in the morning if

you'll get    you'd get    you got    up early.    74 ...

There's not much point    you try    to try    in trying    to start    75 ...

now. You    may    can    could    as well enjoy yourself now, then    76 ...

get a good night's rest and do it tomorrow. Come on, let's have a dance.

**Sandra :** Look!    I've    I    I'd    already said I've got to    77 ...

go and    I'll    I    I'd    mean it. I    78 ...

shall    should go    should have gone    ages ago, in fact    79 ...

I had rather    I'd have rather    I'd have preferred    not come at    80 ...

all. I really wish I    wouldn't have    didn't    hadn't    now.    81 ...

**Bob :** You    might    would    may    have told me you were in such    82 ...

a lousy mood. I wouldn't have bothered trying to be friendly.

**Sandra :** Come on, Bob! It's time    I left    I'll leave    I leave    and    83 ...

that's all there is to it.

**Bob :** In that case    I'll tell    I tell    I'm telling    you what I could    84 ...

do. I could offer you a lift.    It'll    It'd    This will    be a lot    85 ...

quicker than the bus.

Sandra : Oh yes ! By the time 

|         |           |       |
|---------|-----------|-------|
| we'd go | we'd been | we go |
|---------|-----------|-------|

 86 ...

round all the country lanes. Not on your life !

|      |   |     |
|------|---|-----|
| I'll | I | I'd |
|------|---|-----|

 rather walk. Goodnight ! 87 ...

Bob : What a night ! If only

|     |          |      |
|-----|----------|------|
| I'd | I'd have | I've |
|-----|----------|------|

 known in the first place 88

that she doesn't want anything to do with me any more ! Well,

it's the first time 

|           |           |      |
|-----------|-----------|------|
| I've been | I'm going | I go |
|-----------|-----------|------|

 to a disco for ages, 89 ...

and after tonight 

|           |         |          |
|-----------|---------|----------|
| it'd been | it'd be | it'll be |
|-----------|---------|----------|

 the last. Never again ! Or at 90 ...

least not till next week !

Look at the following examples of question tags in English. The correct form of the tag is underlined :

a. He's getting the 9.15 train, 

|                 |           |           |
|-----------------|-----------|-----------|
| <u>isn't he</u> | hasn't he | wasn't he |
|-----------------|-----------|-----------|

 ?

b. She works in a library, 

|           |                    |            |
|-----------|--------------------|------------|
| isn't she | <u>doesn't she</u> | doesn't he |
|-----------|--------------------|------------|

 ?

c. Tom didn't tell you, 

|           |           |               |
|-----------|-----------|---------------|
| hasn't he | didn't he | <u>did he</u> |
|-----------|-----------|---------------|

 ?

Now underline the correct question tag in the following 10 items :

Perter's due back tomorrow, 

|           |           |                 |
|-----------|-----------|-----------------|
| wasn't he | hasn't he | <u>isn't he</u> |
|-----------|-----------|-----------------|

 ? 91 ...

It's been ages since we last saw him, 

|           |           |                 |
|-----------|-----------|-----------------|
| didn't we | hasn't it | <u>isn't it</u> |
|-----------|-----------|-----------------|

 ? 92 ...

I don't believe you'd met before that, 

|            |              |                |
|------------|--------------|----------------|
| hadn't you | wouldn't you | <u>had you</u> |
|------------|--------------|----------------|

 ? 93 ...

We'd no idea he was coming, 

|        |        |                  |
|--------|--------|------------------|
| had we | did we | <u>hadn't we</u> |
|--------|--------|------------------|

 ? 94 ...

I guess he's hardly likely to go out there again, 

|      |                 |       |
|------|-----------------|-------|
| do I | <u>isn't he</u> | is he |
|------|-----------------|-------|

 ? 95 ...

Nobody has dinner there in the evening before ten,

|           |        |                |
|-----------|--------|----------------|
| have they | has he | <u>do they</u> |
|-----------|--------|----------------|

 ? 96 ...

I guess you'd rather we didn't eat too late tomorrow,

|        |           |                      |
|--------|-----------|----------------------|
| did we | would you | <u>shouldn't you</u> |
|--------|-----------|----------------------|

 ? 97 ...

So you think he can get away with not going back till next year,



|          |          |        |   |
|----------|----------|--------|---|
| could he | can't he | do you | ? |
|----------|----------|--------|---|

98 ...

I'd better give this a final read through before I hand it over,

|             |            |          |   |
|-------------|------------|----------|---|
| shouldn't I | wouldn't I | hadn't I | ? |
|-------------|------------|----------|---|

99 ...

You'd no idea it was going to be as hard as this,

|            |         |         |   |
|------------|---------|---------|---|
| hadn't you | had you | did you | ? |
|------------|---------|---------|---|

100 ...

**APPENDIX - D**  
**TEST OF READING AND LISTENING SKILLS**

## PROFICIENCY TEST

### READING AND LISTENING SKILLS

Look at the example below. Listen to the tape. You will hear the example once only. Decide which word you hear, 'soap', or 'soup' :

- a. Will you get me 

|      |             |
|------|-------------|
| soap | <u>soup</u> |
|------|-------------|

 at the supermarket ?  
some

The word was 'soup', so 'soup' is underlined. Now look at these examples and listen to the tape again. This time, you underline the words you hear. For example, if you hear 'shorts' underline 'shorts' :

- b. The team need new 

|        |        |
|--------|--------|
| shirts | shorts |
|--------|--------|

 .
- c. They've recently developed a new kind of 

|      |      |
|------|------|
| vine | wine |
|------|------|

 around here.

The words on the tape were 'shorts' and 'vine', so the correct answers look like this:

- b. The team need new 

|        |               |
|--------|---------------|
| shirts | <u>shorts</u> |
|--------|---------------|

 .
- c. They've recently developed a new kind of 

|             |      |
|-------------|------|
| <u>vine</u> | wine |
|-------------|------|

 around here.

Now the test will begin. Listen to the tape and underline the words you hear :

1. Who's 

|        |         |
|--------|---------|
| paying | playing |
|--------|---------|

 tonight ?
2. She fell and hurt her 

|      |      |
|------|------|
| chin | shin |
|------|------|

 .
3. Mr. Foot's speech paid particular attention to the mounting  

|        |        |
|--------|--------|
| crisis | prices |
|--------|--------|

 we are now facing.
4. The appointment is almost certain to be 

|      |        |
|------|--------|
| vett | vetoed |
|------|--------|

 by the government.
5. Can you 

|        |      |
|--------|------|
| sew up | soak |
|--------|------|

 the bottom of my jeans for me ? They're in an awful mess.
6. For the third time this year Wembley has been filled with 

|           |        |
|-----------|--------|
| Tottenham | tartan |
|-----------|--------|

 scarves.
7. There's a 

|      |      |
|------|------|
| Paul | call |
|------|------|

 for you on line one.
8. During the last couple of years there have been 

|        |        |
|--------|--------|
| marked | market |
|--------|--------|

 variations throughout Europe.
9. Sorry, John's not at home. He's out 

|         |         |
|---------|---------|
| walking | working |
|---------|---------|

 at the moment.
10. She got it for 

|     |   |
|-----|---|
| her | a |
|-----|---|

 friend.



11. He put all the things 

|      |        |
|------|--------|
| into | in two |
|------|--------|

 bags.
12. He's been having a lot of trouble with his 

|       |       |
|-------|-------|
| ankle | uncle |
|-------|-------|

 recently.
13. I hear you're going to 

|        |         |
|--------|---------|
| Turkey | Torquay |
|--------|---------|

 for your holidays.
14. 

|         |           |
|---------|-----------|
| Simon's | Someone's |
|---------|-----------|

 on the phone for you.
15. As with many poorer countries, it's largely a problem of the distribution of 

|         |              |
|---------|--------------|
| welfare | wealth there |
|---------|--------------|

.
16. If you're looking for Andy, he's out on the 

|      |      |
|------|------|
| pier | beer |
|------|------|

.
17. I must say I wouldn't have thought he'd have taken it 

|          |          |
|----------|----------|
| to heart | too hard |
|----------|----------|

.
18. Has his 

|       |       |
|-------|-------|
| chess | chest |
|-------|-------|

 improved at all recently?
19. Because of his previous record he was given a 

|       |      |
|-------|------|
| light | life |
|-------|------|

 sentence.
20. Don't tell anybody but 

|   |     |
|---|-----|
| I | I'd |
|---|-----|

 do it for nothing.
21. I love the smell of 

|           |           |
|-----------|-----------|
| all spice | Old spice |
|-----------|-----------|

 but my wife can't stand it.
22. Would you like another 

|        |      |
|--------|------|
| coffee | copy |
|--------|------|

?
23. Let Susie play with it for 

|     |         |
|-----|---------|
| now | an hour |
|-----|---------|

. You've had a go.
24. Do you really think this 

|        |         |
|--------|---------|
| action | section |
|--------|---------|

 is necessary?
25. Are you going to 

|            |             |
|------------|-------------|
| Seapalling | see Pauline |
|------------|-------------|

 today?
26. Many of the passengers received 

|       |        |
|-------|--------|
| fatal | facial |
|-------|--------|

 injuries.
27. He's responsible for 

|           |            |
|-----------|------------|
| collating | collecting |
|-----------|------------|

 information on market trends.
28. When I was at Cambridge the place was full of 

|        |      |
|--------|------|
| hearty | arty |
|--------|------|

 people.
29. Unemployment on 

|          |         |
|----------|---------|
| Teesside | Deeside |
|----------|---------|

 is running at over twenty per cent.
30. I hear that Connors has lost 

|        |       |
|--------|-------|
| a game | again |
|--------|-------|

.
31. Can you pick that 

|     |     |
|-----|-----|
| pen | pin |
|-----|-----|

 up for me, please?
32. I understand you're very critical of the 

|       |        |
|-------|--------|
| offer | author |
|-------|--------|

.
33. Shares usually rise on the 

|           |          |
|-----------|----------|
| first day | Thursday |
|-----------|----------|

 of budget week.
34. Despite what you say it's 

|        |        |
|--------|--------|
| really | rarely |
|--------|--------|

 a problem.

35. Though the scores were level the Welsh were right on top in terms of

|          |            |
|----------|------------|
| position | possession |
|----------|------------|

36. I gather you rang 

|            |            |
|------------|------------|
| confirming | concerning |
|------------|------------|

 my flight to Athens.

37. If that's so it's more 

|             |          |
|-------------|----------|
| than likely | unlikely |
|-------------|----------|

 he'll have to leave.

38. She 

|            |            |
|------------|------------|
| gratefully | gracefully |
|------------|------------|

 accepted their applause.

39. On one level the film can be seen as a savage 

|          |           |
|----------|-----------|
| betrayal | portrayal |
|----------|-----------|

 of his working-class background.

40. The country is now suffering from a shortage of 

|          |          |
|----------|----------|
| farriers | harriers |
|----------|----------|

41. Hoddle looks likely to win his third 

|     |     |
|-----|-----|
| cup | cap |
|-----|-----|

 this year.

42. What's that you've got on your 

|      |       |
|------|-------|
| list | wrist |
|------|-------|

43. 

|            |              |
|------------|--------------|
| Sunflowers | Some flowers |
|------------|--------------|

 grow very tall in this part of East Anglia.

44. How soon will they be able to let us have a 

|       |        |
|-------|--------|
| reply | replay |
|-------|--------|

 ? By the end of next week ?

45. The government reported that the remainder of the 

|        |        |
|--------|--------|
| Asians | agents |
|--------|--------|

 had been deported.

46. He was late because he went the 

|      |       |
|------|-------|
| long | wrong |
|------|-------|

 way.

47. I could manage a 

|     |      |
|-----|------|
| wee | weak |
|-----|------|

 cup of coffee.

48. Do you know where 

|            |           |
|------------|-----------|
| 'Classics' | Class six |
|------------|-----------|

 is today ?

49. I'm surprised they didn't have any 

|     |      |
|-----|------|
| rum | room |
|-----|------|

 at the pub.

50. The government insisted on 

|               |                  |
|---------------|------------------|
| preconditions | three conditions |
|---------------|------------------|

 for the sovereignty negotiations.

51. When I told him he just said, 

|              |             |
|--------------|-------------|
| 'Oh, good !' | 'Oh, God !' |
|--------------|-------------|

52. I just didn't think he'd be 

|       |        |
|-------|--------|
| armed | harmed |
|-------|--------|

53. If you're looking for the sherry it's 

|                 |                   |
|-----------------|-------------------|
| in the decanter | under the counter |
|-----------------|-------------------|

54. There's no need for him to be so 

|            |            |
|------------|------------|
| big-headed | pig-headed |
|------------|------------|

 about it.

55. She goes out at 

|      |       |
|------|-------|
| nine | night |
|------|-------|

 to her job at the factory.

56. Do you think she was responsible for 

|          |          |
|----------|----------|
| enticing | inciting |
|----------|----------|

 him to do it ?

57. As I entered the house there was a lovely smell of 

|       |        |
|-------|--------|
| bacon | baking |
|-------|--------|

.
58. Can you let me have a 

|       |       |
|-------|-------|
| black | blank |
|-------|-------|

 one?
59. The new test material will probably be for the 

|         |         |
|---------|---------|
| adopted | adapted |
|---------|---------|

 teacher's courses.
60. Do you know if it's 

|      |       |
|------|-------|
| been | being |
|------|-------|

 done?
61. There are many countries nowadays where private phone calls can be 

|        |       |
|--------|-------|
| tapped | taped |
|--------|-------|

.
62. We've gone through 

|         |          |
|---------|----------|
| today's | two days |
|---------|----------|

 money in less than an hour.
63. It wasn't until some time after the accident that we found out he was't 

|         |         |
|---------|---------|
| injured | insured |
|---------|---------|

.
64. If you do get her a racket for her birthday, get her a 

|      |      |
|------|------|
| good | wood |
|------|------|

 one.
65. 

|      |      |
|------|------|
| I'll | I've |
|------|------|

 put the call through to him.
66. I much prefer squid when it's fried in 

|        |        |
|--------|--------|
| butter | batter |
|--------|--------|

.
67. Martina lives in a great big 

|          |          |
|----------|----------|
| freezing | Friesian |
|----------|----------|

 barn.
68. Your 

|        |           |
|--------|-----------|
| sister | solicitor |
|--------|-----------|

 has just been on the phone.
69. The president 

|         |          |
|---------|----------|
| omitted | admitted |
|---------|----------|

 the fact that unemployment was still rising.
70. We'll have to see if we can present the information on a 

|     |      |
|-----|------|
| new | news |
|-----|------|

 sheet.
71. It's very difficult not to lose 

|      |       |
|------|-------|
| face | faith |
|------|-------|

 in a situation like that.
72. There isn't a lot of 

|       |        |
|-------|--------|
| Joyce | choice |
|-------|--------|

 on this year's syllabus.
73. Many of us have been 

|           |          |
|-----------|----------|
| heartened | hardened |
|-----------|----------|

 by recent events.
74. I like it 

|                        |                      |
|------------------------|----------------------|
| well-prepared unsalted | well peppered salted |
|------------------------|----------------------|

 and medium rare.
75. The criticisms were apparently 

|           |           |
|-----------|-----------|
| unanimous | anonymous |
|-----------|-----------|

.
76. I should imagine that the castle was quite 

|              |            |
|--------------|------------|
| unassailable | unsaleable |
|--------------|------------|

.
77. Are you going 

|        |       |
|--------|-------|
| off to | after |
|--------|-------|

 the conference on Saturday?
78. Are you intending to go to the 

|      |       |
|------|-------|
| Hull | whole |
|------|-------|

 seminar?
79. I believe they 

|     |     |
|-----|-----|
| set | sat |
|-----|-----|

 that particular paper in June.
80. He appeared to be absolutely 

|       |           |
|-------|-----------|
| naked | knackered |
|-------|-----------|

.



81. In the last couple of years he's been on all the Norfolk 

|         |         |
|---------|---------|
| marshes | marches |
|---------|---------|

 .
82. I gather her husband 

|       |       |
|-------|-------|
| roped | wrote |
|-------|-------|

 her into the play.
83. You have to go to the 

|      |      |
|------|------|
| left | lift |
|------|------|

 first to get to Room 415.
84. He said we'd be 

|      |       |
|------|-------|
| fine | fined |
|------|-------|

 with six in the car.
85. I'm not sure how the money is to be paid. Do you want 

|          |          |
|----------|----------|
| a cheque | to check |
|----------|----------|

 ?
86. Do you know the riddle about the 

|             |            |
|-------------|------------|
| thirty sick | thirty-six |
|-------------|------------|

 sheep ?
87. My son's German pen-friend doesn't know what he means when he says, 

|               |               |
|---------------|---------------|
| 'Wanna bet ?' | 'Wanna bat ?' |
|---------------|---------------|

 .
88. I'm afraid onion rings cooked in 

|        |        |
|--------|--------|
| butter | batter |
|--------|--------|

 don't agree with me.
89. There's a lovely little takeaway round the corner where they do 

|               |                 |
|---------------|-----------------|
| salami on rye | salami and rice |
|---------------|-----------------|

 specials.
90. If you have any problems, please contact the British 

|         |        |
|---------|--------|
| Council | Consul |
|---------|--------|

 immediately.
91. It's 

|       |      |
|-------|------|
| steep | deep |
|-------|------|

 , isn't it ?
92. I'm very glad 

|     |      |
|-----|------|
| you | Hugh |
|-----|------|

 can come tonight.
93. I've got to go and 

|      |        |
|------|--------|
| lock | unlock |
|------|--------|

 the car.
94. 

|       |        |
|-------|--------|
| Watch | What's |
|-------|--------|

 the time, love ! / ?
95. My daughter's just got some 

|       |        |
|-------|--------|
| Bally | ballet |
|-------|--------|

 shoes.
96. Have you got 

|          |            |
|----------|------------|
| a ticket | to take it |
|----------|------------|

 to Cambridge ?
97. There's a 

|           |            |
|-----------|------------|
| chapel on | chap along |
|-----------|------------|

 our road might be able to help you.
98. If you're asking if I want to go out with you, the answer is 

|             |              |
|-------------|--------------|
| I don't, no | I don't know |
|-------------|--------------|

 .
99. The local 

|                      |                     |
|----------------------|---------------------|
| garage is dirt-cheap | garages do it cheap |
|----------------------|---------------------|

 .
100. 

|                      |                      |
|----------------------|----------------------|
| Forfar 4 East Fife 5 | Forfar 5 East Fife 4 |
|----------------------|----------------------|

 was the highest score of the day.

**APPENDIX - E**  
**TEST OF FREE COMPOSITION**

**PROFICIENCY TEST**  
**FREE COMPOSITION**  
**TIME - 30 MINUTES**

**Write a composition of 250 words on any ONE of the following topics :**

1. My Aim in Life
2. Friendship
3. Hazards of Smoking



**APPENDIX - F**

**DATA COLLECTION SCHEDULE : THE PILOT STUDY**

# DATA COLLECTION SCHEDULE

## THE PILOT STUDY

| Department / University                                         | Date for the Administration of Attitude/Motivation Questionnaire | Date for the Administration of Proficiency Test |                              |
|-----------------------------------------------------------------|------------------------------------------------------------------|-------------------------------------------------|------------------------------|
|                                                                 |                                                                  | Grammatical Structures                          | Reading and Listening Skills |
| Department of Library and Information Science, Dhaka University | 18.05.97.                                                        | 25.05.97.                                       | 29.05.97.                    |
| Department of Business Administration, Jahangirnagar University | 15.06.97.                                                        | 22.06.97.                                       | 26.06.97.                    |

## **APPENDIX - G**

### **DATA COLLECTION SCHEDULE : THE MAIN STUDY**



## DATA COLLECTION SCHEDULE

### THE MAIN STUDY

| Department<br>/ University                                                  | Date for the Administration<br>of Attitude/Motivation<br>Questionnaire | Date for the Administration of<br>Proficiency Test |                                    |                     |
|-----------------------------------------------------------------------------|------------------------------------------------------------------------|----------------------------------------------------|------------------------------------|---------------------|
|                                                                             |                                                                        | Grammatical<br>Structures                          | Reading and<br>Listening<br>Skills | Free<br>Composition |
| Department of<br>Library and<br>Information<br>Science, Dhaka<br>University | 11.11.97.                                                              | 18.11.97.                                          | 25.11.97.                          | 02.12.97.           |
| Department of<br>Islamic Studies,<br>Dhaka University                       | 07.12.97.                                                              | 10.12.97.                                          | 04.01.98.                          | 08.01.98.           |
| Department of<br>Business<br>Administration,<br>Jahangirnagar<br>University | 19.01.98.                                                              | 25.01.98.                                          | 09.02.98.                          | 12.02.98.           |
| Department of<br>Bengali,<br>Jahangirnagar<br>University                    | 16.02.98.                                                              | 19.02.98.                                          | 23.02.98.                          | 26.02.98.           |